

# School District of Manawa

Board of Education Meeting Agenda - **Corrected**

August 19, 2019



1. Call to Order – President Johnson – **6:30 p.m.** – **MES Board Room, 800 Beech Street**
  - a. Introduction of New Staff - Reception
2. Pledge of Allegiance - **7:00 p.m.**
3. Roll Call
4. Verify Publication of Meeting
5. Presentations:
  - a. Q12 Survey Strategies
6. Announcements:
  - a. Contributions to the District
  - b. Other Contributions
7. Consent Agenda
  - a. Approve Minutes of July 22, August 8, and 14, 2019 Board Meetings
  - b. Treasurer’s Report/Approve Expenditures & Receipts
  - c. Donations:
    - i. A. Sturm & Sons Foundation, Inc. \$3,000 for the Fine Arts Programs
    - ii. A. Sturm & Sons Foundation, Inc. \$2,000 for Manawa FFA Chapter
    - iii. Wis. FFA Foundation \$50 to Manawa FFA 2019 Building Communities Chapter Award
    - iv. Wis. FFA Foundation \$50 to Manawa FFA 2019 Growing Leaders Chapter Award
    - v. Wis. FFA Foundation \$50 to Manawa FFA 2019 Strengthening Agriculture Chapter Award
    - vi. Manawa Rodeo Committee \$60 First Place Window Prize for HS Art Club
    - vii. Manawa Rodeo Committee \$155 to the HS Choir **for Working at Rodeo Grounds**
    - viii. Manawa Rodeo Committee \$66 to the HS Band for Parade Performance
  - d. Consider Approval Non-Athletic Coaches & Advisors for SY1920 as Presented
  - e. Consider Approval of FFA Overnight Field Trip to Indianapolis IN on Oct. 29 - Nov. 1, 2019
  - f. Consider Approval of Hire of a Clerical / Health Paraprofessional as Presented
  - g. Consider Approval of the Special Education Paraprofessional as Presented
  - h. Resignation of Melissa Amador Food Service Worker as Presented
8. Any Item Removed from Consent Agenda
  - a.
  - b.
9. Public Comments (Register to Speak Prior to Start of Meeting / Guidelines Listed Below Agenda)
10. Correspondence: Thank You From the Family of Roger Beyer
11. Board Recognition: No Recognitions This Month
12. District Administrator’s Report:
  - a. Legislative Update
  - b. Census Report
  - c. Referendum Project Updates
  - d. Affirm Usage of Board Policy for the Job Description Approval Process

13. School Operations Reports:
  - a. ES Principal: Highlights - Included in Board Packet
  - b. HS Principal: Highlights - Included in Board Packet
14. Business Related Reports:
  - a. Highlights - Included in Board Packet
15. Director's Reports:
  - a. Curriculum / Special Education Director Highlights
  - b. Technology Director Highlights
16. Board Comments:
  - a.
  - b.
17. Committee Reports:
  - a. Curriculum Committee (Scheller)
    - i. PI 26 Academic and Career Plan Handbook
    - ii. 504 Handbook Review / Updates
    - iii. Animal Science Memo Requesting Credit
    - iv. Physical Education Memo Requesting Online Credit
  - b. Finance Committee (Pohl)
    - i. Technology Quote Change Memo
    - ii. 2018-19 Budget Analysis
  - c. Policy & Human Resources Committee (Pethke)
    - i. Coaches Handbook Updates
    - ii. Professional Educator Handbook for SY1920
    - iii. Support Staff Handbook for SY1920
    - iv. Support Staff Performance Evaluation System
    - v. Job Description Approval Process
    - vi. Job Descriptions
      1. Office Clerical / Health Aide Paraprofessional
      2. Athletic/Activities Director
      3. Grounds Keeper
    - vii. Consider Fundraising and Fee Practices
18. Unfinished Business:
  - a. No Unfinished Business This Month
19. New Business:
  - a. Consider Approval of Non-Discrimination District Response as Presented
  - b. Consider Approval of the Coaches Handbook Updates for SY1920 as Presented
  - c. Consider Approval of the Professional Educator Handbook for SY1920 as Presented
  - d. Consider Approval of the Support Staff Handbook for SY1920 as Presented
  - e. Consider Approval of the Support Staff Performance Evaluation System as Presented
  - f. Consider Approval of PI 26 Academic and Career Plan Handbook as Presented
  - g. Consider Approval of 504 Handbook Review / Updates as Presented
  - h. Consider Approval of Animal Science Memo Requesting Credit as Presented
  - i. Consider Approval of Physical Education Memo Requesting Online Credit as Presented
20. Next Meeting Dates:
  - a. Aug. 20, 2019 MES Site Project Grand Opening & Ribbon Cutting – 6:00-6:30 p.m.

- b. Sept. 4, 2019 – Finance Committee Mtg – 5:30 p.m. – MES Board Rm
- c. Sept. 5, 2019 – Policy & Human Resources Committee Meeting – 5:30 p.m. – MES Board Rm
- d. Sept. 11, 2019 – Spec BOE / Hoffman Update Mtg – 5:30 p.m. – MES Board Room
- e. Sept. 16, 2019 – Regular BOE Mtg – 7:00 p.m. – MES Board Room
- f. Sept. 30, 2019 – Mental Health Community Meeting – City Hall Mtg Room 7:00 p.m.
- g. Oct. 9, 2019 - Curriculum Committee Mtg – 4:00 p.m. MES Board Room
- h. Oct. 9, 2019 – Spec BOE / Hoffman Update Mtg – 5:30 p.m. – MES Board Room
- i. Oct. 21, 2019 – Regular BOE Mtg – 7:00 p.m. – MES Board Room
- j. Oct. 28, 2019 – Annual District Meeting – 7:00 p.m. – MES Board Room

## 21. Adjourn

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

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

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

#### Agenda Item

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

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

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

#### Public-Participation Section of the Meeting

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

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

The presiding officer shall be guided by the following rules:

- A. Public participation shall be permitted as indicated on the order of business, at the discretion of the presiding officer, and for individuals who live or work within the District and parents/guardians of students enrolled in the District.
- B. Attendees must register their intention to participate in the public portion of the meeting upon their arrival at the meeting.
- C. Participants must be recognized by the presiding officer and will be requested to preface their comments by an announcement of their name; address; and group affiliation, if and when appropriate.
- D. Each statement made by a participant shall be limited to three (3) minutes duration.

- E. No participant may speak more than once on the same topic unless all others who wish to speak on that topic have been heard.
- F. Participants shall direct all comments to the Board and not to staff or other participants.
- G. All statements shall be directed to the presiding officer; no person may address or question Board members individually.
- H. The presiding officer may:
  - a. interrupt, warn, or terminate a participant's statement when the statement is too lengthy, personally directed, abusive, obscene, or irrelevant;
  - b. request any individual to leave the meeting when that person does not observe reasonable decorum;
  - c. request the assistance of law enforcement officers in the removal of a disorderly person when that person's conduct interferes with the orderly progress of the meeting;
  - d. call for a recess or an adjournment to another time when the lack of public decorum so interferes with the orderly conduct of the meeting as to warrant such action;
  - e. waive these rules with the approval of the Board when necessary for the protection of privacy or the administration of the Board's business.
- I. The portion of the meeting during which the participation of the public is invited shall be limited to fifteen (15) minutes, unless extended by a vote of the Board.
- J. Recording, filming, or photographing the Board's open meetings is permitted. Recording, filming, or photographing the Board's closed session is only permitted pursuant to Bylaw 0167.2 – Closed Session. The person operating the equipment should contact the District Administrator prior to the Board meeting to review possible placement of the equipment, and must agree to abide by the following conditions:
  - a. No obstructions are created between the Board and the audience.
  - b. No interviews are conducted in the meeting room while the Board is in session.
  - c. No commentary, adjustment of equipment, or positioning of operators is made that would distract either the Board or members of the audience or otherwise disrupt the meeting while the Board is in session.

19.90, Wis. Stats.

## Minutes of the July 22, 2019 Board of Education Meeting

Call to Order – President Johnson – 7:00 p.m. – LWJr./Sr.HS Library, 515 E. 4th St. Manawa.

Pledge of Allegiance

Roll Call by Clerk Pethke: all present except Scheller who arrived at: 7:19 p.m.

Verify Publication of Meeting by Dr. Oppor

Presentations:

Q12 Survey Strategies – Dr. Oppor reported this was worked on at administrative retreat: modeling strategies we'd like to do at the all-staff In-service; small group, hands on, activity-based for the all-staff In-service.

Reading Specialist Annual Report - Mrs. Sernau: Focusing on all literacy - presenting on reading and writing. District works on K-8 model, Lucy Calkins, Fontis and Pinnell and STAR Reading, Reading Workshop. Goals using plan on a page; students will be proficient or better on internal assessments.

Hoffman Planning Design & Construction Inc. Update

Bid pkg #1 summer Work: we have not had promising weather but getting along as best we can. HS Restoration and roofs; Crafts has about 2 weeks at high school to finish up. Abatement - will take us right up to the august time frame. MES - taking shape - areas needed over-excavating; new base. Scheduled - sidewalk mid-week next week. Paving the week of August 5<sup>th</sup>, 3-4 days to complete and a day of striping after that. Biggest struggle is finishing the roof at the ES.

Bid Pkg 2: had contactor walk thru last week; 41 people here for the walk-thru. Good results. Bids are due august 30th. Checking performance bonds and insurance. Aug 12th we will have a recommendation of who can do the work. Change on pkg 2: boiler system at high school, when finalizing design found that when the boiler was replaced in 2008 it was downsized from the original boiler. Not sufficient for the building with the additions. Considered upsizing boilers, worked through to find best decision to replace the boilers entirely.

Announcements: No announcements this month

Contributions to the District - thank all of the following for their generosity: TOSA Foundation Donation \$14,873.67 for WTI Round 13 Grant - Makerspace Equipment, Visit Other Districts, Attend WTI Events, Amcor Foundation on Behalf of Pat O'Brien, \$800 for Manawa Softball Program, Manawa Rodeo Committee \$75 for 2nd Place SDM Float Prize for Urgent Needs Funds, Sacred Heart Parish \$500 for Project Backpack.

Approved by Consent: Minutes of June 17 and 26, 2019 Board Meetings, Treasurer's Report/Approve Expenditures (\$674,904.48) & Receipts (\$1,137,481.25); Donations: TOSA Foundation Donation \$14,873.67 for WTI Round 13 Grant - Makerspace Equipment, Visit Other Districts, Attend WTI Events, Amcor Foundation on Behalf of Pat O'Brien, \$800 for Manawa Softball Program, Manawa Rodeo Committee \$75 for 2nd Place SDM Float Prize for Urgent Needs Funds, Sacred Heart Parish \$500 for Project Backpack; Accept Resignation of Athletic & Activities Director, Skylar Liezeit, Accept Resignation of Donna Starry, ES Clerical / Health Para, Approval of Gr. 7-8th Gr. Volleyball Coaches for SY1920, Approval of Volunteer Gr. 7-8 Football Coaches for SY1920, Approval of Washington D.C. Overnight Trip for May 14-19, 2021.

Any Item Removed from Consent Agenda - no items removed.

Public Comments:

Sherida Genereau speaking on behalf of Kobussen - to speak on topic later in the agenda regarding the future of the empty parking lot at former elementary school site: there is an incline onto the Beech Street exit which can be difficult in the winter. Sherida feels it works either way; Casey Fields, from Kobussen has stated he would like to see the district remove the driveway. Scott Anderson, from Kobussen - will support the district but does worry about the safety with young drivers and students on bikes etc., and the potential for accidents.

Correspondence: No Correspondence this Month

Board Recognition: No Recognition this Month

District Administrator's Report:

Legislative Update - since passage of the budget there is not much new. Most talked about John Forester who spoke about legislatures want feedback on budget decision; New ongoing grant funding (related to Mental Health day) more than 4 in 10 students had need for mental health support over the last year. Approximately \$3.25mill in grants available. MS/HS Groundbreaking Ceremony & MES Ribbon Cutting Ceremony on Aug. 14th at 5:30 p.m. All Staff District Inservice information. Storm damage: the freezer at high school was in alarm - compressor not running. May need wiring replacement or wait until asbestos abatement is completed to finish the wiring. Roof leaks in HS by Technology area; turned out to be small spots. Main hallway had small leaks. At MES- north facing classrooms had a little bit of water damage, due to roof being under replacement. Roofers from HS worked on ES this afternoon. Commend Diane Teuscher, she helped at MES last night to bring in garbage cans and start fans on Sunday.

School Operations Reports: the ES and HS Principal: Highlights were Included in Board Packet

Business Related Reports: were Included in Board Packet

Director's Reports: Curriculum / Special Education Director included the Seclusion and Restraint Report 2018, and Technology Director Highlights were included in the packet.

Board Comments: No comments this month

Committee Reports: Minutes for the Curriculum and Finance Committee meetings were included in the board packet.

Unfinished Business:

Motion by Pethke / Forbes to approve Policy Updates Vol. 28 No. 1 + Safety Update as presented. Motion carried.

Motion by R. Johnson / Pethke to approve Policies with Email Address Updates: 1623, 3123, 4123 as Presented. Motion carried.

New Business:

Motion by Forbes / Hollman to approve the Process for Approving Referendum Bid Package #2 as Presented. Motion carried.

Motion by R. Johnson / Scheller to approve the PSI Boring Proposal for Football Field - Update as Presented. Motion carried.

Motion by Pohl / Scheller to approve Grass Alternatives for Vacant Building Site - Quotes as Presented. Discussion followed. Treasurer Pohl Withdrew the motion.

Motion by Pethke / Scheller to table the item for more information. Motion carried.

Motion by Scheller / R. Johnson to approve the 8000 Series Administrative Guidelines as Presented. Motion carried.

Motion by Pohl / Pethke to approve of ag7540.04 - Staff Education Technology Acceptable Use and Safety as Presented. Motion carried.

Motion by Forbes / Pohl to approve ag5880 Public Performances by Students as Presented. Motion carried.

Motion by R. Johnson / Hollman to approve the Title I School-Wide Plan as Presented. Motion carried.

Motion by Pethke / Hollman to approve the Medical Advisory Position for SY1920 as Presented. Motion carried.

Motion by Scheller / Forbes to approve the Epinephrine Standing Order Protocol for SY1920 as Presented. Motion carried.

Motion by R. Johnson / Scheller to approve the WISHeS Illness and Injury Protocol Standing Orders for SY1920 as Presented. Pethke asked for explanation - considered nationally as best practice for first aid. Motion carried.

Motion by Pohl / Scheller to approve the Adoption of the Library Plan for SY1920 as Presented. Motion carried.

Motion by Forbes / R. Johnson to approve the Prom Handbook for SY1920 as Presented. Motion carried.

Motion by Pohl / Hollman to approve the District Academic Standards for SY1920 as Presented. Motion carried.

Motion by Scheller /r. Johnson to approve the LWJr./Sr.HS Student Handbook and related Updates for SY1920 as Presented. Motion carried

Motion by Hollman / Scheller to approve the of the MES Student Handbook and related Updates for SY1920 as Presented. Motion carried.

Motion by Forbes / R. Johnson to approve the SY1920 Fundraisers as Presented. Motion carried.

Motion by Pohl /Pethke to approve CDW-G's Technology Bid for technology devices for the SY1920 as Presented. Motion carried.

Motion by R. Johnson / Pohl to approve the RESOLUTION SY1920#1 WHEREAS, Section 119.25 (b) Wisconsin Statutes Provides That the School Board of the School District of Manawa May Authorize the Use of an Independent Hearing Officer to Determine Pupil Expulsion from School; Such Authorization is Effective only During the School Year in Which it is Adopted. Motion carried.

Next Meeting Dates: Aug. 5, 2019 - Student Registration & Picture Day - BOE Photo 9 a.m. to 7 p.m. LWHS Commons, Aug. 6, 2019 – Finance Committee Mtg – 6:00 p.m. – HS Library, Aug. 7, 2019 – Policy & Human Res. Committee Mtg – 6:00 p.m. – LWHS Library, Aug. 8, 2019 – Curriculum Committee Mtg – 6:00 p.m. MES Board Room, Aug. 8, 2019 – Board / Admin Retreat – Nondiscrimination Training 7:00 p.m. – MES Board Rm, Aug. 14, 2019 – MS/HS Project Groundbreaking – 5:30-6:00 p.m.; Aug. 14, 2019 – Spec BOE / Hoffman Update Mtg – 6:00 p.m. – LWHS Library, Aug. 19, 2019 – Regular BOE Mtg – 7:00 p.m. – HS Library, Aug. 20, 2019 - MES Site Project Grand Opening & Ribbon Cutting – 6:00-6:30 p.m., Sept. 16, 2019 - Regular BOE Mtg - 7:00 p.m. - ES Board Room, Sept. 30, 2019 – Mental Health Community Meeting – City Hall Mtg Room 7:00 p.m.

Motion by Pohl / Hollman to adjourn at 8:23 P.M. Motion carried.

Jeanne Frazier, Recorder

Minutes of the August 8, 2019 Special Board of Education Meeting / Retreat

The meeting was called to order by President Johnson at 7:00 p.m. in the MES Board Room.

Members present from the Board: Scheller, Hollman, Forbes, Pohl, Pethke, R. Johnson, J. Johnson

Others present: Dr. Oppor, Mr. Wolfgram, Mrs. Pukita, Mrs. O'Brien, Ms. Brauer, Mrs. O'Brien, Mrs. Sernau, Mr. Cobarrubias, Ms. Connolly.

Non-Discrimination Training: lead by facilitators: Nick Westphal and Sandra Bagley from GLSEN.

The retreat and training ended at 8:30 p.m.

Jeanne Frazier, Secretary



Minutes of the August 14, 2019 Special Board of Education / Buildings & Grounds Meeting Agenda

1. Call to Order – President Johnson at 6:19 p.m. – Little Wolf Jr./Sr. High School Library - 515 E. 4th St.  
Present: Dr. Oppor, Carmen O’Brien, Mark Hanson, Matt McGregor, Joe Perry, Bryant Cobbarubias, Jackie Sernau, Michelle Pukita, Dan Wolfgram, Holly Neumann
2. Pledge of Allegiance
3. Roll Call: Pethke, Russ Hollman and Scheller were absent
4. Verify Publication of Meeting was given by Dr. Oppor
5. Presentation on SDM Solar Power Production - Mark Hanson (Hoffman)  
Overview of the Need for Solar, Current Status of the Market, Options for Acquisition, Critical Timeline Milestones (ex. Grant Cycles).  
Motion by Pohl/R. Johnson to have Hoffman do a preliminary study for solar energy for the district. Motion carried - Pethke, Hollman and Scheller absent.
6. Approved by Consent: Volleyball Coaches, Volunteer Football Coach and a 5.5 Hour a Day Food Service Staff Member as Presented
7. Unfinished Business:
  - a. Site Restoration Proposal:  
Motion by R. Johnson/Forbes to approve the site restoration project as presented. Motion carried - Pethke, Hollman and Scheller absent.
  - b. Informational: DPI Waiver for Commencement of School Term for SY1920
8. New Business:
  - a. Technology Quote Change Memo:  
Motion by Pohl/Forbes to approve the technology quote change. Motion carried - Pethke, Hollman and Scheller absent.
  - b. Overview of Bid Package #1 Progress to Date was given to the Board.
  - c. Board Reviewed the Capital Improvement Referendum Budget Summary
  - d. Contractor Awards for Bid Package #2:  
Motion by Forbes/R.Johnson to approve contractor awards for bid package #2. Motion carried - Pethke, Hollman and Scheller absent.
  - e. Review and Endorse SDM Lawn Care Request For Proposal as Presented  
Motion by R. Johnson/Forbes to endorse SDM lawn care Request For Proposal as presented. Motion carried - Pethke, Hollman and Scheller absent.
9. Adjourn by Forbes/R. Johnson at 7:40 pm

Submitted by Helene Pohl

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
79974	AMAZON CAPITAL SERVI	JPAP72	07/26/2019	CLASSROOM MATERIALS	SPECIAL EDUCATION FUND/GENERAL SUPPLIES/MULTI-CATEG ORICAL	272000020	47.97
79974	AMAZON CAPITAL SERVI	JPAP72	07/26/2019	RITA GIPP BATTERIES	GENERAL FUND/GENERAL SUPPLIES/TECHNOLOGY EDUCATION	400200095	60.08
79974	AMAZON CAPITAL SERVI	JPAP72	07/26/2019	CARRIE KOEHN 2-WAY RADIOS	GENERAL FUND/NON-CAPITAL EQUIPMENT/OFFICE OF THE PRINCIPAL	400200005	43.60
79974	AMAZON CAPITAL SERVI	JPAP72	07/26/2019	ELLEN CHRISTENSEN EQUIPMENT	GENERAL FUND/EQUIPMENT PURCHASE-ADDITION/VO CAL MUSIC	400200026	768.00
79974	AMAZON CAPITAL SERVI	JPAP72	07/26/2019	Art of Coaching Teams by Elena Aguilar	GENERAL FUND/OTHER NON-CAPITOL OBJECTS/OFFICE OF SUPERINTENDENT	500200000	118.05
79974	AMAZON CAPITAL SERVI	JPAP72	07/26/2019	MARY ECK	GENERAL FUND/NON-CAPITAL EQUIPMENT/OTHER SPECIAL NEEDS	400200077	22.38
79974	AMAZON CAPITAL SERVI	JPAP72	07/26/2019	ERIK DUHN CLASSROOM SUPPLIES	GENERAL FUND/NON-CAPITAL EQUIPMENT/SCIENCE	400200027	374.71
79974	AMAZON CAPITAL SERVI	JPAP72	07/26/2019	TRACY KONKOL TEXTBOOK REPLACEMENT	GENERAL FUND/TEXTBOOKS/ENGLI SH LANGUAGE	400200040	151.90
					Totals for 79974		1,586.69
79975	CINTAS FIRE PROTECTI	JPAP72	07/26/2019	MES KITCHEN INSPECTION	FOOD SERVICE FUND/CLEANING SERVICES/OPERATION	0	267.89
79975	CINTAS FIRE PROTECTI	JPAP72	07/26/2019	LWHS KITCHEN INSPECTION	FOOD SERVICE FUND/CLEANING SERVICES/OPERATION	0	859.79
					Totals for 79975		1,127.68
79976	CINTAS CORPORATION L	JPAP72	07/26/2019	CUSTODIAL SUPPLIES	GENERAL FUND/CLEANING SERVICES/OPERATION	0	66.26
79976	CINTAS CORPORATION L	JPAP72	07/26/2019	CUSTODIAL SUPPLIES	GENERAL FUND/CLEANING SERVICES/OPERATION	0	101.08
					Totals for 79976		167.34
79977	CONJUGUEMOS	JPAP72	07/26/2019	AMY ANAYA - 12 MONTH SITE LICENSE STARTING ON 1/23/2020	GENERAL FUND/NON-CAPITAL TECHNOLOGY/FOREIGN LANGUAGES	400200073	50.00
					Totals for 79977		50.00
79978	ENGBRETSON PLUMBING	JPAP72	07/26/2019	LABOR TO CHECK OUT ISSUE WITH IRRIGATION SYSTEM	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/SITE REPAIRS	0	130.00
					Totals for 79978		130.00
79979	EXPLORELEARNING	JPAP72	07/26/2019	CAREY CELSKE CLASSROOM	GENERAL	400200024	875.00

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
				SUBSCRIPTION -begins 8/1/19	FUND/TECHNOLOGY SOFTWARE/SCIENCE		
					Totals for 79979		875.00
79980	GREEN MECHANICAL	JPAP72	07/26/2019	BOILER REPAIRS AT LWHS	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS	0	685.00
79980	GREEN MECHANICAL	JPAP72	07/26/2019	WORK ON COOLING SYSTEM THAT SERVES THE DISTRICT OFFICE AND THE BOE ROOM.	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS	0	480.00
					Totals for 79980		1,165.00
79981	HOOKANDLOOP.COM	JPAP72	07/26/2019	CLASSROOM MATERIALS	SPECIAL EDUCATION FUND/GENERAL SUPPLIES/MULTI-CATEGORICAL	272000011	256.80
					Totals for 79981		256.80
79982	JOHNSON CONTROLS FIR	JPAP72	07/26/2019	ANNUAL FIRE ALARM MONITORING AT LWHS AND MES	GENERAL FUND/CLEANING SERVICES/EQUIPMENT	0	420.00
79982	JOHNSON CONTROLS FIR	JPAP72	07/26/2019	ANNUAL FIRE ALARM MONITORING AT LWHS AND MES	GENERAL FUND/CLEANING SERVICES/EQUIPMENT	0	420.00
					Totals for 79982		840.00
79983	OFFICE DEPOT	JPAP72	07/26/2019	POCKET FILES	GENERAL FUND/CENTRAL SUPPLY ROOM/DISTRICT ADMINISTRATION	0	193.50
79983	OFFICE DEPOT	JPAP72	07/26/2019	COLORING PAPER	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATED CURRICULUM	0	232.03
					Totals for 79983		425.53
79984	ONE LESS THING	JPAP72	07/26/2019	SANDY CORDES CLASSROOM SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/AGRICULTURE	4002000035	239.00
					Totals for 79984		239.00
79985	SCHOOL SPECIALTY INC	JPAP72	07/26/2019	CARRIE KOEHN CENTRAL SUPPLY	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATED CURRICULUM	4002000087	73.37
					Totals for 79985		73.37
79986	SKYWARD, INC	JPAP72	07/26/2019	SKYLERT FULL UNLIMITED RENEWAL - 12 MONTH LICENSE - 7/2/19 - 7/2/2020	GENERAL FUND/TECH/SOFTWARE SERVIC/ADMINISTRATIVE TECHNOLOGY SERV	0	1,582.70
					Totals for 79986		1,582.70
79987	ST. MARK'S LUTHERAN	JPAP72	07/26/2019	IN MEMORY OF ROGER BEYER	GENERAL FUND/PERSONAL SERVICES/BOARD OF EDUCATION	0	25.00
					Totals for 79987		25.00
79988	STANDARD INSURANCE C	JPAP72	07/26/2019	LIFE/STD & LTD PREMIUMS	GENERAL FUND/LIFE INSURANCE PAYABLE	0	1,091.62
79988	STANDARD INSURANCE C	JPAP72	07/26/2019	LIFE/STD & LTD PREMIUMS	GENERAL FUND/LTD INS PAYABLE	0	876.68
79988	STANDARD INSURANCE C	JPAP72	07/26/2019	LIFE/STD & LTD PREMIUMS	GENERAL FUND/STD INS PAYABLE	0	262.54

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
						Totals for 79988	2,230.84
79989	TEACHER DIRECT	JPAP72	07/26/2019	CLASSROOM MATERIALS	SPECIAL EDUCATION FUND/NON-CAPITAL EQUIPMENT/MULTI-CATE GORICAL	272000010	489.62
						Totals for 79989	489.62
79990	THE OFFICE TECHNOLOG	JPAP72	07/26/2019	FINAL PAYMENT ON AGREEMENT # 012-1171428-000 NOW THE EQUIPMENT IS OWNED BY THE DISTRICT	GENERAL FUND/TECHNOLOGY RELATED HARDWARE/ADMINISTRAT IVE TECHNOLOGY SERV	0	916.87
						Totals for 79990	916.87
79991	THEDACARE AT WORK	JPAP72	07/26/2019	DS RAPID 5 BUNDLED/PHYSICAL FREE FROM COMM DISEASE - H HARVEY	GENERAL FUND/PERSONAL SERVICES/HEALTH SERVICES	0	149.00
						Totals for 79991	149.00
79992	VERNIER SOFTWARE & T	JPAP72	07/26/2019	ERIK DUHN CLASSROOM SUPPLIES	GENERAL FUND/NON-CAPITAL EQUIPMENT/SCIENCE	4002000019	1,302.36
79992	VERNIER SOFTWARE & T	JPAP72	07/26/2019	CAREY CELSKE CLASSROOM SUPPLIES	GENERAL FUND/NON-CAPITAL EQUIPMENT/SCIENCE	4002000021	909.87
79992	VERNIER SOFTWARE & T	JPAP72	07/26/2019	ERIK DUHN CLASSROOM SUPPLIES	GENERAL FUND/NON-CAPITAL EQUIPMENT/SCIENCE	4002000018	1,528.03
						Totals for 79992	3,740.26
79993	WCA GROUP HEALTH TRU	JPAP72	07/26/2019	AUGUST 2019 HEALTH INSURANCE PREMIUMS	GENERAL FUND/WEA TRUST EFF 090115	0	103,015.97
						Totals for 79993	103,015.97
79995	KOHN LAW FIRM S.C.	P9	07/31/2019	Payroll accrual	GENERAL FUND/GARNISHMENT DEDUCTION	0	434.64
						Totals for 79995	434.64
79996	UNITED STATES TREASU	JPAP73	07/31/2019	PCOR FEE - FORM 720 - HRA PARTICIPANTS EIN# 39-1016435 - 2nd Quarter 2019	GENERAL FUND/TRANSFER TO FEDERAL GOVERNMENT/FISCAL	0	143.40
						Totals for 79996	143.40
79999	BAILEY, SYDNEY	FALL 1	08/02/2019	BEV CARL MEMORIAL	PRIVATE BENEFIT TRUST FUND/TRUST FUND EXPENDUTURES/TRUST FUND AWARD/SCHOLARSHIP	0	1,000.00
						Totals for 79999	1,000.00
80000	BESSETTE, LAYNIE	FALL 1	08/02/2019	MAY 2019 - STURMS	PRIVATE BENEFIT TRUST FUND/TRUST FUND EXPENDUTURES/TRUST FUND AWARD/SCHOLARSHIP	0	625.00
						Totals for 80000	625.00
80001	BLUM, SAMANTHA	FALL 1	08/02/2019	MAY 2018 - STURMS (FNRE)	PRIVATE BENEFIT TRUST FUND/TRUST FUND	0	625.00

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					EXPENDITURES/TRUST FUND AWARD/SCHOLARSHIP		
					Totals for 80001		625.00
80002	DUNNIHOO, KASSANDRA	FALL 1	08/02/2019	MAY 2016 - STURMS	PRIVATE BENEFIT	0	500.00
					TRUST FUND/TRUST FUND EXPENDITURES/TRUST FUND AWARD/SCHOLARSHIP		
					Totals for 80002		500.00
80003	GRIESBACH, CALEB	FALL 1	08/02/2019	MAY 2017 - STURMS	PRIVATE BENEFIT	0	500.00
					TRUST FUND/TRUST FUND EXPENDITURES/TRUST FUND AWARD/SCHOLARSHIP		
					Totals for 80003		500.00
80004	JACOBSEN, MERCEDES	FALL 1	08/02/2019	MAY 2019 - STURMS	PRIVATE BENEFIT	0	750.00
					TRUST FUND/TRUST FUND EXPENDITURES/TRUST FUND AWARD/SCHOLARSHIP		
					Totals for 80004		750.00
80005	JOHNSON, CHLOE	FALL 1	08/02/2019	MAY 2019 - STURMS	PRIVATE BENEFIT	0	625.00
					TRUST FUND/TRUST FUND EXPENDITURES/TRUST FUND AWARD/SCHOLARSHIP		
					Totals for 80005		625.00
80006	KREKLOW, CLAIRE	FALL 1	08/02/2019	MAY 2017 - STURMS	PRIVATE BENEFIT	0	500.00
					TRUST FUND/TRUST FUND EXPENDITURES/TRUST FUND AWARD/SCHOLARSHIP		
					Totals for 80006		500.00
80007	MICHALOWSKI, ETHAN	FALL 1	08/02/2019	DEWEY CARL MEMORIAL	PRIVATE BENEFIT	0	1,000.00
					TRUST FUND/TRUST FUND EXPENDITURES/TRUST FUND AWARD/SCHOLARSHIP		
					Totals for 80007		1,000.00
80008	MOSER, THOMPSON	FALL 1	08/02/2019	MASONIC LODGE	PRIVATE BENEFIT	0	1,000.00
					TRUST FUND/TRUST FUND EXPENDITURES/TRUST FUND AWARD/SCHOLARSHIP		
					Totals for 80008		1,000.00
80008	MOSER, THOMPSON	FALL 1	08/02/2019	DEWEY CARL MEMORIAL	PRIVATE BENEFIT	0	1,000.00
					TRUST FUND/TRUST FUND EXPENDITURES/TRUST		

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					FUND		
					AWARD/SCHOLARSHIP		
					Totals for 80008		2,000.00
80009	NICHOLS, WYATT	FALL 1	08/02/2019	MAY 2019 - STURMS	PRIVATE BENEFIT	0	750.00
					TRUST FUND/TRUST		
					FUND		
					EXPENDITURES/TRUST		
					FUND		
					AWARD/SCHOLARSHIP		
					Totals for 80009		750.00
80010	PETHKE, MATAYAH	FALL 1	08/02/2019	MAY 2018 - STURMS	PRIVATE BENEFIT	0	625.00
					TRUST FUND/TRUST		
					FUND		
					EXPENDITURES/TRUST		
					FUND		
					AWARD/SCHOLARSHIP		
					Totals for 80010		625.00
80011	REIERSON, HALEY	FALL 1	08/02/2019	MAY 2017 - STURMS (FNRE)	PRIVATE BENEFIT	0	500.00
					TRUST FUND/TRUST		
					FUND		
					EXPENDITURES/TRUST		
					FUND		
					AWARD/SCHOLARSHIP		
					Totals for 80011		500.00
80012	ROSENAU, KYLIE	FALL 1	08/02/2019	MAY 2019 - STURMS (FNRE)	PRIVATE BENEFIT	0	625.00
					TRUST FUND/TRUST		
					FUND		
					EXPENDITURES/TRUST		
					FUND		
					AWARD/SCHOLARSHIP		
					Totals for 80012		625.00
80013	SCHUELKE, MEGAN	FALL 1	08/02/2019	MAY 2016 - STURMS	PRIVATE BENEFIT	0	500.00
					TRUST FUND/TRUST		
					FUND		
					EXPENDITURES/TRUST		
					FUND		
					AWARD/SCHOLARSHIP		
					Totals for 80013		500.00
80014	SCHULKE, BRYCE	FALL 1	08/02/2019	BEV CARL MEMORIAL	PRIVATE BENEFIT	0	1,000.00
					TRUST FUND/TRUST		
					FUND		
					EXPENDITURES/TRUST		
					FUND		
					AWARD/SCHOLARSHIP		
					Totals for 80014		1,750.00
80014	SCHULKE, BRYCE	FALL 1	08/02/2019	MAY 2019 - STURMS	PRIVATE BENEFIT	0	750.00
					TRUST FUND/TRUST		
					FUND		
					EXPENDITURES/TRUST		
					FUND		
					AWARD/SCHOLARSHIP		
					Totals for 80014		1,750.00
80015	TEUSCHER, DANIEL	FALL 1	08/02/2019	MAY 2016-STURMS	PRIVATE BENEFIT	0	500.00
					TRUST FUND/TRUST		
					FUND		
					EXPENDITURES/TRUST		
					FUND		

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					AWARD/SCHOLARSHIP		
					Totals for 80015		500.00
80016	TEUSCHER, ZACHARY	FALL 1	08/02/2019	MAY 2018 - STURMS	PRIVATE BENEFIT	0	625.00
					TRUST FUND/TRUST FUND EXPENDITURES/TRUST FUND		
					AWARD/SCHOLARSHIP		
					Totals for 80016		625.00
80017	YOHR, SAMANTHA	FALL 1	08/02/2019	DEWEY CARL MEMORIAL	PRIVATE BENEFIT	0	1,000.00
					TRUST FUND/TRUST FUND EXPENDITURES/TRUST FUND		
					AWARD/SCHOLARSHIP		
					Totals for 80017		1,000.00
80018	ZIELKE, JARED	FALL 1	08/02/2019	MAY 2016 - STURMS	PRIVATE BENEFIT	0	500.00
					TRUST FUND/TRUST FUND EXPENDITURES/TRUST FUND		
					AWARD/SCHOLARSHIP		
					Totals for 80018		500.00
80019	AMAZON CAPITAL SERVI	JPAP80	08/02/2019	RITA GIPP CLASSROOM SUPPLIES	GENERAL	4002000096	428.41
					FUND/GENERAL SUPPLIES/TECHNOLOGY EDUCATION		
80019	AMAZON CAPITAL SERVI	JPAP80	08/02/2019	SANDY CORDES CLASSROOM SUPPLIES	GENERAL	4002000034	145.25
					FUND/GENERAL SUPPLIES/AGRICULTURE		
80019	AMAZON CAPITAL SERVI	JPAP80	08/02/2019	SANDY CORDES CLASSROOM SUPPLIES	GENERAL	4002000034	141.77
					FUND/NON-CAPITAL EQUIPMENT/AGRICULTUR E		
					Totals for 80019		715.43
80020	CINTAS CORPORATION L	JPAP80	08/02/2019	CUSTODIAL SUPPLIES	GENERAL	0	29.06
					FUND/CLEANING SERVICES/OPERATION		
80020	CINTAS CORPORATION L	JPAP80	08/02/2019	CUSTODIAL SUPPLIES	GENERAL	0	63.88
					FUND/CLEANING SERVICES/OPERATION		
80020	CINTAS CORPORATION L	JPAP80	08/02/2019	CUSTODIAL SUPPLIES	GENERAL	0	66.26
					FUND/CLEANING SERVICES/OPERATION		
80020	CINTAS CORPORATION L	JPAP80	08/02/2019	CUSTODIAL SUPPLIES	GENERAL	0	101.08
					FUND/CLEANING SERVICES/OPERATION		
					Totals for 80020		260.28
80021	(CWC) CENTRAL WI CON	JPAP80	08/02/2019	2019-20 CONFERENCE DUES	GENERAL FUND/DUES & FEES MEMBRSHIP/FT ATHLETICS	0	950.00
					Totals for 80021		950.00
80022	DEPT OF HEALTH & FAM	JPAP80	08/02/2019	BIRTH DATA 7/1/18-6/30/19	GENERAL	0	103.72
					FUND/TRANSFER TO STATE/SCHOOL CENSUS		

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					Totals for 80022		103.72
80023	FLINN SCIENTIFIC, IN	JPAP80	08/02/2019	ERIK DUHN CLASSROOM SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/SCIENCE	4002000017	301.83
					Totals for 80023		301.83
80024	FREE'S REFRIGERATION	JPAP80	08/02/2019	KITCHEN FREEZER LABOR AND MATERIALS	FOOD SERVICE FUND/REPAIR & MAINTENANCE SERVICES/NONINSTR EQUIP REPAI	0	846.30
					Totals for 80024		846.30
80025	HUDL	JPAP80	08/02/2019	BOYS VARSITY FOOTBALL/HUDL SILVER BOYS VARSITY FOOTBALL/HUDL PLAY TOOLS	GENERAL FUND/TECH/SOFTWARE SERVIC/BOYS FOOTBALL	0	1,099.00
					Totals for 80025		1,099.00
80026	KS STATEBANK	JPAP80	08/02/2019	GOVERNMENT OBLIGATION CONTRACT DATED AS OF AUGUST 1, 2017 (25) DELL COMPUTER TOWERS, (70) DELL CHROMEBOOKS & (20) DELL LAPTOPS	GENERAL FUND/TECHNOLOGY RELATED HARDWARE/ADMINISTRAT IVE TECHNOLOGY SERV	0	21,670.82
					Totals for 80026		21,670.82
80027	LAFORCE INC	JPAP80	08/02/2019	PRIMUS KEY "GMK#20"	GENERAL FUND/CENTRAL SUPPLY ROOM/DISTRICT ADMINISTRATION	0	8.95
					Totals for 80027		8.95
80028	MASTER ELECTRICAL SE	JPAP80	08/02/2019	LABOR & MATERIALS - KITCHEN FREEZER	FOOD SERVICE FUND/REPAIR & MAINTENANCE SERVICES/NONINSTR EQUIP REPAI	0	445.83
					Totals for 80028		445.83
80029	REALLY GREAT READING	JPAP80	08/02/2019	COUNTDOWN ONLINE SUBSCRIPTION RENEWAL	GENERAL FUND/TEXTBOOKS & WORKBOOKS/OTHER SPECIAL NEEDS	1012000021	95.00
80029	REALLY GREAT READING	JPAP80	08/02/2019	BLAST ONLINE SUBSCRIPTION RENEWAL	GENERAL FUND/TEXTBOOKS & WORKBOOKS/OTHER SPECIAL NEEDS	1012000020	95.00
					Totals for 80029		190.00
80030	REALLY GOOD STUFF, L	JPAP80	08/02/2019	Teacher/office communication envelopes	GENERAL FUND/GENERAL SUPPLIES/OFFICE OF THE PRINCIPAL	1012000002	30.14
					Totals for 80030		30.14
80031	SCHOOL SPECIALTY INC	JPAP80	08/02/2019	CARRIE KOEHN CENTRAL SUPPLY	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	4002000099	28.58
80031	SCHOOL SPECIALTY INC	JPAP80	08/02/2019	CARRIE KOEHN CENTRAL SUPPLY	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	4002000098	180.44
80031	SCHOOL SPECIALTY INC	JPAP80	08/02/2019	SANDY CORDES CLASSROOM	GENERAL	4002000033	73.92



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				SUPPLIES	FUND/GENERAL		
					SUPPLIES/AGRICULTURE		
80031	SCHOOL SPECIALTY INC	JPAP80	08/02/2019	SANDY CORDES CLASSROOM SUPPLIES	GENERAL	4002000033	151.40
					FUND/NON-CAPITAL		
					EQUIPMENT/AGRICULTUR E		
					Totals for 80031		434.34
80032	SOLARUS	JPAP80	08/02/2019	PHONE - DISTRICT OFFICE	GENERAL	0	369.53
					FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES		
80032	SOLARUS	JPAP80	08/02/2019	PHONE - PAES LAB	SPECIAL EDUCATION	0	148.21
					FUND/COMMUNICATION/P UBLIC INFORMATION		
80032	SOLARUS	JPAP80	08/02/2019	PHONE - MES	GENERAL	0	744.34
					FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES		
80032	SOLARUS	JPAP80	08/02/2019	PHONE - LWHS	GENERAL	0	772.92
					FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES		
					Totals for 80032		2,035.00
80033	STUDENT ASSURANCE SE	JPAP80	08/02/2019	ALL PUPIL COVERAGE 2019-2020	GENERAL	0	2,437.50
					FUND/DISTRICT STUDENT INSURANCE/INSURANCE AND JUDGEMENTS		
					Totals for 80033		2,437.50
80034	TOLEDO PHYSICAL EDUC	JPAP80	08/02/2019	KEVIN MURPHY PHY ED SUPPLIES	GENERAL	4002000081	1,229.05
					FUND/NON-CAPITAL EQUIPMENT/PHYSICAL EDUCATION		
					Totals for 80034		1,229.05
80035	TOWN OF UNION, TREAS	JPAP80	08/02/2019	STEP PROGRAM - CAROL BECK - ST. PAUL'S HOURS	COMMUNITY SERVICE	0	162.50
					FUND/TRANSFER TO MUNICIPALITY/OTHER COMMUNITY SERVICES		
					Totals for 80035		162.50
80036	TROPHIES & TREASURES	JPAP80	08/02/2019	FRIENDS OF EDUCATION PLAQUE	GENERAL	0	122.00
					FUND/NON-CAPITAL EQUIPMENT/DISTRICT ADMINISTRATION		
					Totals for 80036		122.00
80037	US CELLULAR	JPAP80	08/02/2019	CELL PHONES	GENERAL	0	332.83
					FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES		
					Totals for 80037		332.83
80038	US TOY CO	JPAP80	08/02/2019	4K CLASSROOM SUPPLIES	GENERAL	1012000026	54.92
					FUND/GENERAL SUPPLIES/UNDIFFERENT IATED CURRICULUM		
					Totals for 80038		54.92
80039	VEX ROBOTICS	JPAP80	08/02/2019	RITA GIPP SUPPLIES	GENERAL	4002000031	22.90
					FUND/GENERAL		

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					SUPPLIES/TECHNOLOGY EDUCATION		
					Totals for 80039		22.90
80040	WISNET	JPAP80	08/02/2019	WISNET MEMBERSHIP FEE 7/1/19-6/30/20 LOCAL FILTERING USAGE FEE FOR 7/1/19-6/30/20 LOCAL FILTERING ANNUAL HARDWARE FEE 7/1/19-6/30/20	GENERAL FUND/TECH/SOFTWARE SERVIC/ADMINISTRATIV E TECHNOLOGY SERV	0	3,750.00
80040	WISNET	JPAP80	08/02/2019	WISNET MEMBERSHIP FEE 7/1/19-6/30/20 LOCAL FILTERING USAGE FEE FOR 7/1/19-6/30/20 LOCAL FILTERING ANNUAL HARDWARE FEE 7/1/19-6/30/20	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/ADMINISTRATIVE TECHNOLOGY SERV	0	1,500.00
					Totals for 80040		5,250.00
80041	CRUISIN' IN	JPAP80	08/08/2019	PIZZA FOR BOARD OF EDUCATION RETREAT	GENERAL FUND/FOOD/DISTRICT ADMINISTRATION	0	115.00
					Totals for 80041		115.00
80042	AMAZON CAPITAL SERVI	JPAP80	08/09/2019	4K CLASSROOM SUPPLIES	GENERAL FUND/NON-CAPITAL EQUIPMENT/UNDIFFEREN TIATED CURRICULUM	1012000028	96.87
80042	AMAZON CAPITAL SERVI	JPAP80	08/09/2019	2 Patch panels for ES server rooms, wireless keyboards for ES teachers. Account will have \$1,000 budget.	GENERAL FUND/NON-CAPITAL EQUIPMENT/ADMINISTRA TIVE TECHNOLOGY SERV	1012000047	197.94
					Totals for 80042		294.81
80043	AMERICAN AIR ENVIRON	JPAP80	08/09/2019	FILING FEE OF DNR NOTIFICATION OF ABANDONED ELEMENTARY SCHOOL	GENERAL FUND/CONSTRUCTION SERVICES/FACILITY AQUISITION/REMODELIN G	0	1,350.00
					Totals for 80043		1,350.00
80044	BADGER SPORTING GOOD	JPAP80	08/09/2019	HS FOOTBALL HELMET - EARLY BUY PROGRAM	GENERAL FUND/NON-CAPITAL EQUIPMENT/BOYS FOOTBALL	4002000093	1,850.00
80044	BADGER SPORTING GOOD	JPAP80	08/09/2019	MIDDLE SCHOOL HELMETS - EARLY BUY PROGRAM	GENERAL FUND/NON-CAPITAL EQUIPMENT/BOYS FOOTBALL	4002000092	2,850.00
80044	BADGER SPORTING GOOD	JPAP80	08/09/2019	SOFTBALL JERSEYS - EARLY BUY PROGRAM	GENERAL FUND/APPAREL (Instructional only)/GIRLS SOFTBALL	4002000089	1,606.25
80044	BADGER SPORTING GOOD	JPAP80	08/09/2019	HS FOOTBALL - RECONDITIONING - EARLY BUY PROGRAM	GENERAL FUND/PERSONAL SERVICES/BOYS FOOTBALL	4002000090	700.00
					Totals for 80044		7,006.25
80045	BATTERIES PLUS	JPAP80	08/09/2019	BULBS (6)	GENERAL FUND/NON-CAPITAL	0	101.40

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					EQUIPMENT/OPERATION		
					Totals for 80045		101.40
80046	CESA 6-CONFERENCE RE	JPAP80	08/09/2019	SEEDS 4 SCHOOLS USER CONFERENCE	SPECIAL EDUCATION FUND/TRANSFER TO CESA/NON-INSTRUCTIONAL STAFF TRAINING	272000001	30.00
80046	CESA 6-CONFERENCE RE	JPAP80	08/09/2019	SEEDS4SCHOOLS 2019-20 ANNUAL FEE/SEEDS4SCHOOLS PER STUDENT COST/GOGUARDIAN TEACHER/ADMIN BUNDLE/SAFE & HEALTHY COMMUNITY	GENERAL FUND/TRANSFER TO CESA/OTHER GENERAL ADMINISTRATION	0	600.00
80046	CESA 6-CONFERENCE RE	JPAP80	08/09/2019	SEEDS4SCHOOLS 2019-20 ANNUAL FEE/SEEDS4SCHOOLS PER STUDENT COST/GOGUARDIAN TEACHER/ADMIN BUNDLE/SAFE & HEALTHY COMMUNITY	SPECIAL EDUCATION FUND/TRANSFER TO CESA/ADMINISTRATIVE TECHNOLOGY SERV	0	1,864.75
80046	CESA 6-CONFERENCE RE	JPAP80	08/09/2019	SEEDS4SCHOOLS 2019-20 ANNUAL FEE/SEEDS4SCHOOLS PER STUDENT COST/GOGUARDIAN TEACHER/ADMIN BUNDLE/SAFE & HEALTHY COMMUNITY	GENERAL FUND/TRANSFER TO CESA/ADMINISTRATIVE TECHNOLOGY SERV	0	4,293.00
					Totals for 80046		6,787.75
80047	DINS, JAMIE	JPAP80	08/09/2019	FOOD SERVICE ACCOUNT BALANCE REIMBURSED	FOOD SERVICE FUND/OTHER DEFERRED REVENUES	0	42.60
					Totals for 80047		42.60
80048	FLINN SCIENTIFIC, IN	JPAP80	08/09/2019	CAREY CELSKE CLASSROOM SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/SCIENCE	4002000020	8.81
80048	FLINN SCIENTIFIC, IN	JPAP80	08/09/2019	CAREY CELSKE CLASSROOM SUPPLIES	GENERAL FUND/NON-CAPITAL EQUIPMENT/SCIENCE	4002000020	366.05
80048	FLINN SCIENTIFIC, IN	JPAP80	08/09/2019	CAREY CELSKE CLASSROOM SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/SCIENCE	4002000020	5.27
80048	FLINN SCIENTIFIC, IN	JPAP80	08/09/2019	CAREY CELSKE CLASSROOM SUPPLIES	GENERAL FUND/NON-CAPITAL EQUIPMENT/SCIENCE	4002000020	218.83
					Totals for 80048		598.96
80049	HEDTKE, CHAD	JPAP80	08/09/2019	FOOD SERVICE REIMBURSEMENT	FOOD SERVICE FUND/OTHER DEFERRED REVENUES	0	4.40
					Totals for 80049		4.40
80050	HOFFMAN PLANNING, DE	JPAP80	08/09/2019	CURRENT PAYMENT DUE	GENERAL FUND/CONSTRUCTION SERVICES/FACILITY ACQUISITION/REMODELING	0	12,878.44
					Totals for 80050		12,878.44
80051	INTEGRATED SYSTEMS C	JPAP80	08/09/2019	SEPTEMBER HOSTING SERVICES	GENERAL FUND/TECH/SOFTWARE SERVIC/ADMINISTRATIVE TECHNOLOGY SERV	0	360.00
					Totals for 80051		360.00
80052	KOBUSSEN BUSES LTD	JPAP80	08/09/2019	PICK UP BAND AT MANAWA LAUNDROMAT - 7/6/19	GENERAL FUND/CONTRACTED	0	124.68

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					PUPIL TRANSPORTATIO/FIELD TRIPS		
					Totals for 80052		124.68
80053	MULTI MEDIA CHANNELS	JPAP80	08/09/2019	MAY 20 BOARD MTG MINUTES JULY WOLF PACK JOB & JULY WOLF PACK POSTAGE	GENERAL FUND/PRINTING AND BINDING/INFORMATION	0	1,274.72
					Totals for 80053		1,274.72
80054	NASCO	JPAP80	08/09/2019	MEIER CLASSROOM	GENERAL FUND/GENERAL SUPPLIES/UNDIFFERENT IATED CURRICULUM	1012000011	19.48
					Totals for 80054		19.48
80055	OFFICE DEPOT	JPAP80	08/09/2019	2 REAMS VENUS VIOLET PAPER	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	0	47.02
					Totals for 80055		47.02
80056	PAR INC	JPAP80	08/09/2019	ASSESSMENT MATERIALS	GENERAL FUND/TECH/SOFTWARE SERVIC/UNDIFFERENTIA TED CURRICULUM	8002000002	1,058.40
					Totals for 80056		1,058.40
80057	PLATFORM ATHLETICS,	JPAP80	08/09/2019	WEB BASED TRAINING PLATFORM SCHOOL SUBSCRIPTION MANAWA BOOSTER CLUB WILL DONATE \$800, THE DISTRICT WILL CONTRIBUTE THE \$400	GENERAL FUND/TECH/SOFTWARE SERVIC/PHYSICAL EDUCATION	4002000105	1,200.00
					Totals for 80057		1,200.00
80058	REALLY GOOD STUFF, L	JPAP80	08/09/2019	BURKHART CLASSROOM SUPPLIES	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	1012000035	16.94
80058	REALLY GOOD STUFF, L	JPAP80	08/09/2019	HANSEN CLASSROOM SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/UNDIFFERENT IATED CURRICULUM	1012000033	56.50
					Totals for 80058		73.44
80059	REMEDIA PUBLICATIONS	JPAP80	08/09/2019	CLASSROOM MATERIALS	SPECIAL EDUCATION FUND/INSTRUCTIONAL MEDIA/MULTI-CATEGORI CAL	272000012	351.92
					Totals for 80059		351.92
80060	REMINGTON'S QUALITY	JPAP80	08/09/2019	SYMPATHY CARDS	GENERAL FUND/CENTRAL SUPPLY ROOM/DISTRICT ADMINISTRATION	0	3.96
80060	REMINGTON'S QUALITY	JPAP80	08/09/2019	PAPER PRODUCTS FOR BOE RETREAT	GENERAL FUND/CENTRAL SUPPLY ROOM/DISTRICT ADMINISTRATION	0	4.96
					Totals for 80060		8.92
80061	RESERVE ACCOUNT	JPAP80	08/09/2019	POSTAGE METERS HS & DIST OFFICE	GENERAL FUND/POSTAGE/CARTAGE /CENTRAL SERVICES	0	4,000.00
					Totals for 80061		4,000.00

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
80062	SCHOOL SPECIALTY INC	JPAP80	08/09/2019	CARRIE KOEHN CENTRAL SUPPLY - credit for returned merchandise	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	4002000086	-107.20
80062	SCHOOL SPECIALTY INC	JPAP80	08/09/2019	CARRIE KOEHN CENTRAL SUPPLY - credit on returned merchandise	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	4002000086	-85.16
80062	SCHOOL SPECIALTY INC	JPAP80	08/09/2019	CARRIE KOEHN CENTRAL SUPPLY	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	4002000086	936.93
80062	SCHOOL SPECIALTY INC	JPAP80	08/09/2019	ROSIN CLASSROOM SUPPLIES	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	1012000037	42.56
80062	SCHOOL SPECIALTY INC	JPAP80	08/09/2019	PHY ED SUPPLIES	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	1012000015	28.90
						Totals for 80062	816.03
80063	TEACHER'S DISCOVERY	JPAP80	08/09/2019	AMY ANAYA	GENERAL FUND/OTHER MEDIA/FOREIGN LANGUAGES	4002000085	106.79
80063	TEACHER'S DISCOVERY	JPAP80	08/09/2019	AMY ANAYA	GENERAL FUND/TEXTBOOKS & WORKBOOKS/FOREIGN LANGUAGES	4002000085	69.81
80063	TEACHER'S DISCOVERY	JPAP80	08/09/2019	AMY ANAYA	GENERAL FUND/OTHER NON-CAPITOL OBJECTS/FOREIGN LANGUAGES	4002000085	42.37
						Totals for 80063	218.97
80064	TORBORGS WAUPACA LUM	JPAP80	08/09/2019	CEILING PANELS	GENERAL FUND/NON-CAPITAL EQUIPMENT/BUILDINGS	0	179.70
						Totals for 80064	179.70
80065	UNEMPLOYMENT INSURAN	JPAP80	08/09/2019	UNEMPLOYMENT	GENERAL FUND/UNEMPLOYMENT COMPENSATION/INSURAN CE AND JUDGEMENTS	0	51.60
						Totals for 80065	51.60
80066	WESTERN PSYCHOLOGICA	JPAP80	08/09/2019	TESTING MATERIALS	SPECIAL EDUCATION FUND/TECH/SOFTWARE SERVIC/MULTI-CATEGORICAL	272000019	101.00
80066	WESTERN PSYCHOLOGICA	JPAP80	08/09/2019	TESTING MATERIALS	SPECIAL EDUCATION FUND/TECH/SOFTWARE SERVIC/MULTI-CATEGORICAL	272000019	101.00
						Totals for 80066	202.00
80067	WESTERN PSYCHOLOGICA	JPAP80	08/09/2019	TESTING MATERIALS	SPECIAL EDUCATION FUND/TECH/SOFTWARE SERVIC/MULTI-CATEGORICAL	272000019	101.00
80067	WESTERN PSYCHOLOGICA	JPAP80	08/09/2019	TESTING MATERIALS	SPECIAL EDUCATION	272000019	101.00

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
80067	WESTERN PSYCHOLOGICA	080919	08/09/2019	TESTING MATERIALS	FUND/TECH/SOFTWARE SERVIC/MULTI-CATEGORICAL SPECIAL EDUCATION	272000019	-101.00
80067	WESTERN PSYCHOLOGICA	080919	08/09/2019	TESTING MATERIALS	FUND/TECH/SOFTWARE SERVIC/MULTI-CATEGORICAL SPECIAL EDUCATION	272000019	-101.00
						Totals for 80067	0.00
80068	WEX BANK - GLOBAL FL	JPAP80	08/09/2019	ALL OTHER FUEL	GENERAL FUND/FUEL-VEHICLE OPERATION/REGULAR	0	232.94
						Totals for 80068	232.94
80069	WI DEPT OF JUSTICE	JPAP80	08/09/2019	CRIMINAL BACKGROUND CHECKS WIS DEPT OF JUSTICE - (6 @ 7.00)	GENERAL FUND/PERSONAL SERVICES/GENERAL ADMINISTRATION	0	42.00
						Totals for 80069	42.00
80070	MANAWA MASONIC CENTE	JPAP80	08/09/2019	PAVING THE WAY RENT	SPECIAL EDUCATION FUND/BUILDING RENTAL/RENT IN LIEU OF PURCHASE	0	7,200.00
						Totals for 80070	7,200.00
80071	DEPT OF NATURAL RESO	JPAP81	08/13/2019	HUNTER SAFETY CLASS - RUSSELL HOLLMAN	GENERAL FUND/PERSONAL SERVICES/UNDIFFERENT IATED CURRICULUM	0	90.00
						Totals for 80071	90.00
80072	MANAWA FISH & GAME C	JPAP81	08/13/2019	FACILITY RENTAL FOR HUNTER SAFETY CLASS - THANK YOU!	GENERAL FUND/PERSONAL SERVICES/UNDIFFERENT IATED CURRICULUM	0	90.00
						Totals for 80072	90.00
80074	KOHN LAW FIRM S.C.	P9	08/15/2019	Payroll accrual	GENERAL FUND/GARNISHMENT DEDUCTION	0	434.64
						Totals for 80074	434.64
80075	AMAZON CAPITAL SERVI	JPAP81	08/15/2019	Safety and security grant - Additional cabling	GENERAL FUND/TECHNOLOGY RELATED HARDWARE/ADMINISTRAT IVE TECHNOLOGY SERV	800200003	1,200.45
80075	AMAZON CAPITAL SERVI	JPAP81	08/15/2019	CURTAINS/CURTAIN RODS	GENERAL FUND/NON-CAPITAL EQUIPMENT/OFFICE OF THE PRINCIPAL	1012000058	43.58
80075	AMAZON CAPITAL SERVI	JPAP81	08/15/2019	ATHLETIC FIRST AID SUPPLIES	GENERAL FUND/NON-CAPITAL EQUIPMENT/GENERAL ATHLETICS	4002000104	219.99
80075	AMAZON CAPITAL SERVI	JPAP81	08/15/2019	POPPY CLASSROOM SUPPLIES	GENERAL FUND/NON-CAPITAL EQUIPMENT/UNDIFFEREN	1012000039	25.98

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
80075	AMAZON CAPITAL SERVI	JPAP81	08/15/2019	CLASSROOM MATERIALS	TIATED CURRICULUM SPECIAL EDUCATION FUND/INSTRUCTIONAL MEDIA/MULTI-CATEGORI CAL	272000025	30.98
80075	AMAZON CAPITAL SERVI	JPAP81	08/15/2019	CLASSROOM MATERIALS	SPECIAL EDUCATION FUND/INSTRUCTIONAL MEDIA/MULTI-CATEGORI CAL	272000022	74.93
Totals for 80075							1,595.91
80076	BADGER SPORTING GOOD	JPAP81	08/15/2019	EQUIPMENT	GENERAL FUND/NON-CAPITAL EQUIPMENT/BOYS FOOTBALL	4002000103	139.71
80076	BADGER SPORTING GOOD	JPAP81	08/15/2019	EQUIPMENT	GENERAL FUND/GENERAL SUPPLIES/BOYS FOOTBALL	4002000103	80.60
Totals for 80076							220.31
80077	CONSTRUCTIVE PLAYTHI	JPAP81	08/15/2019	CLASSROOM MATERIALS	SPECIAL EDUCATION FUND/NON-CAPITAL EQUIPMENT/EARLY CHILDHOOD	272000016	234.55
80077	CONSTRUCTIVE PLAYTHI	JPAP81	08/15/2019	CLASSROOM MATERIALS	SPECIAL EDUCATION FUND/NON-CAPITAL EQUIPMENT/EARLY CHILDHOOD	272000016	34.94
Totals for 80077							269.49
80078	CPI	JPAP81	08/15/2019	NVCI WORKBOOKS	GENERAL FUND/OTHER NON-CAPITOL OBJECTS/INSTRUCTIONA L STAFF TRAINING	272000027	59.85
Totals for 80078							59.85
80079	GOPHER SPORTS	JPAP81	08/15/2019	PHY ED SUPPLIES	GENERAL FUND/NON-CAPITAL EQUIPMENT/PHYSICAL EDUCATION	1012000016	827.59
Totals for 80079							827.59
80080	KAPLAN EARLY LEARNIN	jpap81	08/15/2019	4K CLASSROOM SUPPLIES	GENERAL FUND/NON-CAPITAL EQUIPMENT/UNDIFFEREN TIATED CURRICULUM	1012000027	235.63
Totals for 80080							235.63
80081	KUTA SOFTWARE	JPAP81	08/15/2019	MARY ECK - SOFTWARE USER LICENSE - INFINITE ALGEBRA, GEOMETRY & ALGEBRA 2	GENERAL FUND/MATHEMATICS	4002000066	322.00
Totals for 80081							322.00
80082	PLAY WITH A PURPOSE	JPAP81	08/15/2019	4K CLASSROOM SUPPLIES	GENERAL FUND/NON-CAPITAL EQUIPMENT/UNDIFFEREN TIATED CURRICULUM	1012000032	232.83
Totals for 80082							232.83
80083	SCHOOL SPECIALTY INC	JPAP81	08/15/2019	PHY ED SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/PHYSICAL EDUCATION	1012000014	12.32

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80083	SCHOOL SPECIALTY INC	jpap81	08/15/2019	MISC SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/SUPERVISION & COORDINATION	272000004	56.08
						Totals for 80083	68.40
80084	TEACHER CREATED RESO	JPAP81	08/15/2019	CLASSROOM SUPPLIES - MEIER	GENERAL FUND/GENERAL SUPPLIES/UNDIFFERENT IATED CURRICULUM	1012000010	77.94
80084	TEACHER CREATED RESO	JPAP81	08/15/2019	CLASSROOM SUPPLIES - MEIER	GENERAL FUND/TEXTBOOKS & WORKBOOKS/UNDIFFEREN TIATED CURRICULUM	1012000049	22.98
						Totals for 80084	100.92
80085	TREND ENTERPRISES, I	jpap81	08/15/2019	CLASSROOM MATERIALS	SPECIAL EDUCATION FUND/GENERAL SUPPLIES/MULTI-CATEG ORICAL	272000008	19.47
80085	TREND ENTERPRISES, I	jpap81	08/15/2019	CLASSROOM MATERIALS	SPECIAL EDUCATION FUND/INSTRUCTIONAL MEDIA/MULTI-CATEGORI CAL	272000008	78.72
						Totals for 80085	98.19
80086	VALLEY SCREENPRINT I	JPAP81	08/15/2019	STAFF T-SHIRTS INSERVICE	GENERAL FUND/CENTRAL SUPPLY ROOM/INSTRUCTIONAL STAFF TRAINING	8002000005	337.32
80086	VALLEY SCREENPRINT I	JPAP81	08/15/2019	STAFF T-SHIRTS INSERVICE	GENERAL FUND/CENTRAL SUPPLY ROOM/INSTRUCTIONAL STAFF TRAINING	8002000005	337.33
						Totals for 80086	674.65
192000001	FRAZIER, JEANNE	JPAP72	07/26/2019	FRIENDS OF EDUCATION PLAQUE - 2ND PLAQUE TO HANG AT LWHS	GENERAL FUND/EMPLOYEE TRAVEL/DISTRICT ADMINISTRATION	0	20.88
						Totals for 192000001	20.88
192000002	CONNOLLY, JANINE	JPAP80	08/09/2019	GAS FOR SCHOOL VAN FOR EAA TRIP	GENERAL FUND/FUEL-VEHICLE OPERATION/REGULAR	0	47.00
						Totals for 192000002	47.00
192000003	OPPOR, MELANIE	JPAP80	08/09/2019	MILEAGE TO ALICE TRAINING & W-F SCHOOLS	GENERAL FUND/EMPLOYEE TRAVEL/INSTRUCTIONAL STAFF TRAINING	0	29.00
						Totals for 192000003	29.00
192000004	FLYNN, STEPHANIE	JPAP81	08/15/2019	TRAVEL - SEEDS 4 SCHOOLS CONF	SPECIAL EDUCATION FUND/EMPLOYEE TRAVEL/NON-INSTRUCTI ONAL STAFF TRANIN	272000002	40.60
						Totals for 192000004	40.60
201900005	WISCONSIN RETIREMENT	R9	07/15/2019	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	6,565.94
201900005	WISCONSIN RETIREMENT	R9	07/15/2019	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	891.00



CHECK		BATCH	CHECK	INVOICE	ACCOUNT	PO	
NUMBER	VENDOR	NUMBER	DATE	DESCRIPTION	DESCRIPTION	NUMBER	AMOUNT
201900005	WISCONSIN RETIREMENT	R9	07/15/2019	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	6,565.94
201900005	WISCONSIN RETIREMENT	R9	07/15/2019	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	891.00
						Totals for 201900005	14,913.88
201900012	INTERNAL REVENUE SER	P9	07/31/2019	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	6,028.44
201900012	INTERNAL REVENUE SER	P9	07/31/2019	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	790.70
201900012	INTERNAL REVENUE SER	P9	07/31/2019	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	1,409.88
201900012	INTERNAL REVENUE SER	P9	07/31/2019	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	184.93
201900012	INTERNAL REVENUE SER	P9	07/31/2019	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	151.00
201900012	INTERNAL REVENUE SER	P9	07/31/2019	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	29.24
201900012	INTERNAL REVENUE SER	P9	07/31/2019	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	7,172.25
201900012	INTERNAL REVENUE SER	P9	07/31/2019	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	909.95
201900012	INTERNAL REVENUE SER	P9	07/31/2019	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	1,409.88
201900012	INTERNAL REVENUE SER	P9	07/31/2019	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	184.93
201900012	INTERNAL REVENUE SER	P9	07/31/2019	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	6,028.44
201900012	INTERNAL REVENUE SER	P9	07/31/2019	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	790.70
						Totals for 201900012	25,090.34
201900013	MASSMUTUAL FINANCIAL	P9	07/31/2019	Payroll accrual	GENERAL FUND/HARTFORD INS - TSA/ROTH	0	1,199.00
201900013	MASSMUTUAL FINANCIAL	P9	07/31/2019	Payroll accrual	GENERAL FUND/HARTFORD INS - TSA/ROTH	0	50.00
						Totals for 201900013	1,249.00
201900014	WEA TAX SHELTERED AN	P9	07/31/2019	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	100.00
201900014	WEA TAX SHELTERED AN	P9	07/31/2019	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	250.00
201900014	WEA TAX SHELTERED AN	P9	07/31/2019	Payroll accrual	SPECIAL EDUCATION FUND/WEA TRUST - TSA/ROTH	0	25.00
						Totals for 201900014	375.00
201900015	WISCONSIN DEPT OF RE	P9	07/31/2019	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME	0	5.00

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201900015	WISCONSIN DEPT OF RE	P9	07/31/2019	Payroll accrual	TAX GENERAL FUND/STATE INCOME TAX	0	4,739.85
201900015	WISCONSIN DEPT OF RE	P9	07/31/2019	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	577.26
						Totals for 201900015	5,322.11
201900016	WISCONSIN RETIREMENT	R9	07/31/2019	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	6,565.94
201900016	WISCONSIN RETIREMENT	R9	07/31/2019	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	891.00
201900016	WISCONSIN RETIREMENT	R9	07/31/2019	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	6,565.94
201900016	WISCONSIN RETIREMENT	R9	07/31/2019	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	891.00
						Totals for 201900016	14,913.88
201900017	WEA MEMBER BENEFIT T	P9	07/31/2019	Payroll accrual	GENERAL FUND/WEA TRUST ADVANTAGE	0	140.00
						Totals for 201900017	140.00
201900018	EMPLOYEE BENEFITS CO	JPWI72	07/25/2019	FSA & HRA CLAIMS	GENERAL FUND/FLEX PLAN SY1718	0	3,299.00
201900018	EMPLOYEE BENEFITS CO	JPWI72	07/25/2019	FSA & HRA CLAIMS	GENERAL FUND/HRA/WEA ER DED (PMT ABOVE EE'S	0	2,335.43
						Totals for 201900018	5,634.43
201900019	DELTA DENTAL OF WISC	JPWI72	07/24/2019	DENTAL CLAIMS	GENERAL FUND/SELF FUND-EMPLOYER SHARE PREMI	0	1,732.40
						Totals for 201900019	1,732.40
201900020	INTERNAL REVENUE SER	P9	07/31/2019	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	2,146.67
201900020	INTERNAL REVENUE SER	P9	07/31/2019	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	27.69
201900020	INTERNAL REVENUE SER	P9	07/31/2019	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	103.01
201900020	INTERNAL REVENUE SER	P9	07/31/2019	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	502.04
201900020	INTERNAL REVENUE SER	P9	07/31/2019	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	6.48
201900020	INTERNAL REVENUE SER	P9	07/31/2019	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	24.09
201900020	INTERNAL REVENUE SER	P9	07/31/2019	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	310.00
201900020	INTERNAL REVENUE SER	P9	07/31/2019	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	2,888.19
201900020	INTERNAL REVENUE SER	P9	07/31/2019	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	0.00

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
201900020	INTERNAL REVENUE SER	P9	07/31/2019	Payroll accrual	FOOD SERVICE FUND/FEDERAL INCOME TAX	0	76.36
201900020	INTERNAL REVENUE SER	P9	07/31/2019	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	502.04
201900020	INTERNAL REVENUE SER	P9	07/31/2019	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	6.48
201900020	INTERNAL REVENUE SER	P9	07/31/2019	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	24.09
201900020	INTERNAL REVENUE SER	P9	07/31/2019	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	2,146.67
201900020	INTERNAL REVENUE SER	P9	07/31/2019	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	27.69
201900020	INTERNAL REVENUE SER	P9	07/31/2019	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	103.01
					Totals for 201900020		8,894.51
201900021	WEA TAX SHELTERED AN	P9	07/31/2019	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	46.32
					Totals for 201900021		46.32
201900022	WISCONSIN DEPT OF RE	P9	07/31/2019	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	37.38
201900022	WISCONSIN DEPT OF RE	P9	07/31/2019	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	70.00
201900022	WISCONSIN DEPT OF RE	P9	07/31/2019	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	1,628.10
201900022	WISCONSIN DEPT OF RE	P9	07/31/2019	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	6.63
201900022	WISCONSIN DEPT OF RE	P9	07/31/2019	Payroll accrual	FOOD SERVICE FUND/STATE INCOME TAX	0	56.96
					Totals for 201900022		1,799.07
201900024	WEA MEMBER BENEFIT T	P9	07/31/2019	Payroll accrual	GENERAL FUND/WEA TRUST ADVANTAGE	0	156.09
201900024	WEA MEMBER BENEFIT T	P9	07/31/2019	Payroll accrual	GENERAL FUND/WEA TRUST ADVANTAGE	0	53.31
					Totals for 201900024		209.40
201900025	EMPLOYEE BENEFITS CO	JPWI80	07/31/2019	BESTFLEX - ADMIN FEE	GENERAL FUND/DISTRICT FEES / BANKING FEE/DIRECTION OF BUSINESS	0	81.00
					Totals for 201900025		81.00
201900026	EMPLOYEE BENEFITS CO	JPWI80	08/01/2019	HRA DEDUCTIBLE	GENERAL FUND/HRA/WEA ER DED (PMT ABOVE EE'S	0	4,455.21
					Totals for 201900026		4,455.21
201900027	DELTA DENTAL OF WISC	JPWI80	07/17/2019	DENTAL CLAIMS	GENERAL FUND/SELF FUND-EMPLOYER SHARE PREMI	0	1,142.00
					Totals for 201900027		1,142.00
201900028	DELTA DENTAL OF WISC	JPWI80	07/31/2019	DENTAL CLAIMS & DENTAL	GENERAL FUND/SELF	0	1,716.63

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				ADMINISTRATION	FUND-EMPLOYER SHARE PREMI		
					Totals for 201900028		1,716.63
201900029	INTERNAL REVENUE SER	P9	08/15/2019	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	6,028.20
201900029	INTERNAL REVENUE SER	P9	08/15/2019	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	790.66
201900029	INTERNAL REVENUE SER	P9	08/15/2019	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	1,409.82
201900029	INTERNAL REVENUE SER	P9	08/15/2019	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	184.91
201900029	INTERNAL REVENUE SER	P9	08/15/2019	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	151.00
201900029	INTERNAL REVENUE SER	P9	08/15/2019	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	29.24
201900029	INTERNAL REVENUE SER	P9	08/15/2019	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	7,171.82
201900029	INTERNAL REVENUE SER	P9	08/15/2019	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	909.88
201900029	INTERNAL REVENUE SER	P9	08/15/2019	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	1,409.82
201900029	INTERNAL REVENUE SER	P9	08/15/2019	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	184.91
201900029	INTERNAL REVENUE SER	P9	08/15/2019	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	6,028.20
201900029	INTERNAL REVENUE SER	P9	08/15/2019	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	790.66
					Totals for 201900029		25,089.12
201900030	MASSMUTUAL FINANCIAL	P9	08/15/2019	Payroll accrual	GENERAL FUND/HARTFORD INS - TSA/ROTH	0	1,198.95
201900030	MASSMUTUAL FINANCIAL	P9	08/15/2019	Payroll accrual	GENERAL FUND/HARTFORD INS - TSA/ROTH	0	50.00
					Totals for 201900030		1,248.95
201900031	WEA TAX SHELTERED AN	P9	08/15/2019	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	100.00
201900031	WEA TAX SHELTERED AN	P9	08/15/2019	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	250.00
201900031	WEA TAX SHELTERED AN	P9	08/15/2019	Payroll accrual	SPECIAL EDUCATION FUND/WEA TRUST - TSA/ROTH	0	25.00
					Totals for 201900031		375.00
201900032	WISCONSIN DEPT OF RE	P9	08/15/2019	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	5.00
201900032	WISCONSIN DEPT OF RE	P9	08/15/2019	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	4,739.59

CHECK		BATCH	CHECK	INVOICE	ACCOUNT	PO	
NUMBER	VENDOR	NUMBER	DATE	DESCRIPTION	DESCRIPTION	NUMBER	AMOUNT
201900032	WISCONSIN DEPT OF RE	P9	08/15/2019	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	577.22
					Totals for 201900032		5,321.81
201900033	WISCONSIN RETIREMENT	R9	08/02/2019	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	6,565.65
201900033	WISCONSIN RETIREMENT	R9	08/02/2019	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	890.96
201900033	WISCONSIN RETIREMENT	R9	08/02/2019	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	6,565.65
201900033	WISCONSIN RETIREMENT	R9	08/02/2019	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	890.96
					Totals for 201900033		14,913.22
201900034	WEA MEMBER BENEFIT T	P9	08/15/2019	Payroll accrual	GENERAL FUND/WEA TRUST ADVANTAGE	0	140.00
					Totals for 201900034		140.00
201900035	EMPLOYEE BENEFITS CO	JPWI80	07/18/2019	HRA & FSA CLAIMS	GENERAL FUND/FLEX PLAN SY16-17	0	166.11
201900035	EMPLOYEE BENEFITS CO	JPWI80	07/18/2019	HRA & FSA CLAIMS	GENERAL FUND/HRA/WEA ER DED (PMT ABOVE EE'S	0	754.08
					Totals for 201900035		920.19
201900036	WISCONSIN RETIREMENT	R9 JUN	06/15/2019	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	10,257.64
201900036	WISCONSIN RETIREMENT	R9 JUN	06/15/2019	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	1,510.90
201900036	WISCONSIN RETIREMENT	R9 JUN	06/15/2019	Payroll accrual	FOOD SERVICE FUND/WI RETIREMENT FUND	0	470.56
					Totals for 201900036		12,239.10
201900037	WISCONSIN RETIREMENT	R9 JUN	06/15/2019	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	10,257.64
201900037	WISCONSIN RETIREMENT	R9 JUN	06/15/2019	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	1,510.90
201900037	WISCONSIN RETIREMENT	R9 JUN	06/15/2019	Payroll accrual	FOOD SERVICE FUND/WI RETIREMENT FUND	0	470.56
					Totals for 201900037		12,239.10
201900038	WISCONSIN RETIREMENT	R9 JUN	06/28/2019	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	9,911.37
201900038	WISCONSIN RETIREMENT	R9 JUN	06/28/2019	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	953.84
201900038	WISCONSIN RETIREMENT	R9 JUN	06/28/2019	Payroll accrual	FOOD SERVICE FUND/WI RETIREMENT FUND	0	90.77
					Totals for 201900038		10,955.98
201900039	WISCONSIN RETIREMENT	R9 JUN	06/28/2019	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	9,911.37
201900039	WISCONSIN RETIREMENT	R9 JUN	06/28/2019	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	953.84

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
201900039	WISCONSIN RETIREMENT	R9 JUN	06/28/2019	Payroll accrual	FOOD SERVICE FUND/WI RETIREMENT FUND	0	90.77
						Totals for 201900039	10,955.98
201900040	INTERNAL REVENUE SER	P9	08/15/2019	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	2,186.90
201900040	INTERNAL REVENUE SER	P9	08/15/2019	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	27.69
201900040	INTERNAL REVENUE SER	P9	08/15/2019	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	100.05
201900040	INTERNAL REVENUE SER	P9	08/15/2019	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	511.45
201900040	INTERNAL REVENUE SER	P9	08/15/2019	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	6.48
201900040	INTERNAL REVENUE SER	P9	08/15/2019	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	23.40
201900040	INTERNAL REVENUE SER	P9	08/15/2019	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	260.00
201900040	INTERNAL REVENUE SER	P9	08/15/2019	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	2,898.17
201900040	INTERNAL REVENUE SER	P9	08/15/2019	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	0.00
201900040	INTERNAL REVENUE SER	P9	08/15/2019	Payroll accrual	FOOD SERVICE FUND/FEDERAL INCOME TAX	0	76.36
201900040	INTERNAL REVENUE SER	P9	08/15/2019	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	511.45
201900040	INTERNAL REVENUE SER	P9	08/15/2019	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	6.48
201900040	INTERNAL REVENUE SER	P9	08/15/2019	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	23.40
201900040	INTERNAL REVENUE SER	P9	08/15/2019	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	2,186.90
201900040	INTERNAL REVENUE SER	P9	08/15/2019	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	27.69
201900040	INTERNAL REVENUE SER	P9	08/15/2019	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	100.05
						Totals for 201900040	8,946.47
201900041	WEA TAX SHELTERED AN	P9	08/15/2019	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	46.32
						Totals for 201900041	46.32
201900042	WISCONSIN DEPT OF RE	P9	08/15/2019	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	44.42
201900042	WISCONSIN DEPT OF RE	P9	08/15/2019	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	70.00

CHECK		BATCH	CHECK	INVOICE	ACCOUNT	PO	
NUMBER	VENDOR	NUMBER	DATE	DESCRIPTION	DESCRIPTION	NUMBER	AMOUNT
201900042	WISCONSIN DEPT OF RE	P9	08/15/2019	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	1,626.41
201900042	WISCONSIN DEPT OF RE	P9	08/15/2019	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	6.63
201900042	WISCONSIN DEPT OF RE	P9	08/15/2019	Payroll accrual	FOOD SERVICE FUND/STATE INCOME TAX	0	56.96
					Totals for 201900042		1,804.42
201900044	WEA MEMBER BENEFIT T	P9	08/15/2019	Payroll accrual	GENERAL FUND/WEA TRUST ADVANTAGE	0	156.09
201900044	WEA MEMBER BENEFIT T	P9	08/15/2019	Payroll accrual	GENERAL FUND/WEA TRUST ADVANTAGE	0	53.31
					Totals for 201900044		209.40
					Totals for checks		419,087.61

CREDIT CARD STATEMENT - July			WUFAR Code						
Date	Vendor	Amount	Fund	E	Location	Object	Function	Project	Description
<b>Dan Wolfram</b>									
7/3/2019	FLEET FARM (MES PORTION OF BILL)	\$22.94	10	E	101	440	253000	000	MIKE THOMACK - BUILDING & GROUNDS
	FLEET FARM (HS PORTION OF BILL)	\$213.91	10	E	400	411	253000	000	MIKE THOMACK - BUILDING & GROUNDS
	TOTAL	\$236.85							
7/11/2019	FLEET FARM	\$123.90	10	E	400	411	253000	000	MIKE THOMACK - BUILDING & GROUNDS
7/11/2019	FLEET FARM	\$18.99	10	E	400	411	253000	000	MIKE THOMACK - BUILDING & GROUNDS
7/18/2019	DOLLAR TREE, INC.	\$77.81	10	E	400	440	125000	000	ELLEN CHRISTENSEN - BINDERS I have spoken to Natalie, Charles, and Drena with regard to the tax that we were charged. Drena will push through the invoice since we have already received the merchandise and credit the tax as soon as the invoice is processed. I will follow up next month if we are not credited for the \$.93 in tax that was included in this month's statement.
	TOTAL	\$694.40							
<b>Jeanne Frazier</b>									
07/04/19	Amazon	\$5.99	10	E	800	999	500000	0	Reimbursed District for personal items charged to district ccard in error
	TOTAL	\$5.99							
<b>Bryant Cobarrubias</b>									
06/27/2019	Winhostcom	\$35.85	10	E	800	480	295000	000	Rtl Planner Hosting
	TOTAL	\$35.85							



Name	Reference	Trans Date	Description	Post Date	Amount
		07/03/2019	HIGH SCHOOL FOOD SERVICE DEPOSIT	07/03/2019	102.00
			Totals for 13990		102.00
		07/03/2019	HS ATHLETIC FEE	07/03/2019	30.00
			Totals for 13991		30.00
		07/03/2019	CHROMEBOOK FINES	07/03/2019	90.00
			Totals for 13992		90.00
		07/11/2019	REIMBURSEMENT FOR STATE GOLF TRAVEL ALLO	07/11/2019	317.60
			Totals for 13993		317.60
		07/11/2019	REIMBURSEMENT FOR STATE TRACK TRAVEL ALL	07/11/2019	1,063.60
			Totals for 13994		1,063.60
		07/11/2019	REIMBURSEMENT FOR REGIONAL SOFTBALL OFFI	07/11/2019	210.45
			Totals for 13995		210.45
		07/11/2019	REIMBURSEMENT FOR REGIONAL SOFTBALL MANA	07/11/2019	45.00
			Totals for 13996		45.00
		07/11/2019	REIMBURSEMENT FOR PERKINS - ACADEMIC INT	07/11/2019	125.00
			Totals for 13997		125.00
		07/11/2019	FORWARD HEALTH DHS	07/11/2019	3,979.44
			Totals for 13998		3,979.44
		07/11/2019	TOSA FOUNDATION WTI GRANT REIMBURSEMENT	07/11/2019	14,873.67
			Totals for 13999		14,873.67
		07/11/2019	REIMBURSEMENT FROM REINHART FOODSERVICE	07/11/2019	776.50
			Totals for 14000		776.50
		07/11/2019	PEPSI DISBURSEMENT	07/11/2019	122.00
			Totals for 14001		122.00
		07/11/2019	WAUPACA COUNTY RESTITUTION PAYMENT	07/11/2019	50.00
			Totals for 14002		50.00
		07/15/2019	DORIS HEINKE FUND	07/15/2019	1,002.09
			Totals for 14003		1,002.09
		07/15/2019	RODEO PARADE PRIZE - 2ND PRIZE URGENT N	07/15/2019	75.00
			Totals for 14004		75.00
		07/22/2019	TO BOOK COMPUTER AID FROM 2018-19	07/22/2019	2,940.06
			Totals for 14006		2,940.06
			Total for Cash Receipts		25,802.41

# A. STURM & SONS FOUNDATION, INC.

P. O. Box 954  
Manawa, Wisconsin 54949

June 17, 2019

Dr. Melanie Oppor  
District Administrator  
Manawa School District  
515 E. Fourth Street  
Manawa, Wisconsin 54949

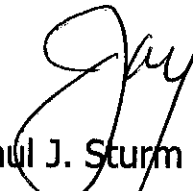
Dear Melanie:

The A. Sturm & Sons Foundation, Inc. is pleased to be able to donate \$3,000 to the "Fine Arts" programs in the Manawa School District.

Please use this gift in the Fine Arts areas of band, chorus, drama, forensics, arts, or libraries in any of the district's schools.

It is the intent of our Foundation that our gift should not be considered by the administration, or the board of education of the school district, to reduce or replace annual budgetary items in the foregoing areas of Fine Arts.

Sincerely,  
A. Sturm & Sons Foundation, Inc..

  
Paul J. Sturm

PJS:ps  
Enclosure

# A. STURM & SONS FOUNDATION, INC.

P. O. Box 954  
Manawa, Wisconsin 54949

June 17, 2019

Manawa FFA  
Attn: Sandra Cordes  
515 E. Fourth Street  
Manawa, WI 54949

Dear Ms Cordes:

I am please to enclose a \$2,000 donation this year for the benefit of the youth enrolled in the Manawa FFA Chapter. You may apply this donation as you determine necessary for the Chapter's benefit.

It is the intent of our Foundation that our gift should not be considered by the administration, or the board of education of the school district, to reduce or replace annual budgetary items in the agricultural curriculum of the FFA Chapter.

Sincerely,  
A. Sturm & Sons Foundation, Inc.



Paul J. Sturm

PJS:ps  
Enclosure



P.O. Box 952  
 Manawa, WI 54949  
 (920) 596-2005  
 FAX (920) 596-2051  
 manrodeo@wolfnet.net  
 www.manawarodeo.org



**July 4, 5 & 6 • 2019**  
**July 2, 3 & 4 • 2020**

Thursday 7:30 pm  
 Friday 7:30 pm  
 Saturday 2 & 7:30 pm

**Stampede Fun Run/Walk**  
 Saturday 7:30 am

**Parade**  
 Saturday 10:00 am

**Free Rodeo Dance**  
 Thursday, Friday &  
 Saturday Nights

**Chicken BBQ**  
 on grounds  
 Saturday 11:30 am

Sponsored by  
 Manawa Lions Club



Bareback Bronc Riding  
 Saddle Bronc Riding  
 Bull Riding  
 Tie-Down Roping  
 Steer Wrestling  
 Team Roping  
 Women's Barrel Racing  
 Plus a Top-Notch  
 Feature Act and  
 Outstanding  
 Rodeo Clowns!




Thank you all for a job well done –  
 LWHS Band and Choir ☺

The Manawa Lions Club and all those who attended the Rodeo would like to say thank you for a job well done. We couldn't put on an event this huge without your help. Thanks to you folks the Lions made a great impression on the 13,000 fans and rodeo participants who attended this year.

As you are aware, many of the proceeds each year go to support many community programs such as Scholarships, the Library, Boy and Girl Scouts, Eye Glass programs, Local Fire and Rescue Departments, Post Prom, Youth Programs, and Local Charities. Funds are also used to support the Wisconsin Lions Foundation, which works with the visually impaired, hearing impaired, diabetics, and other programs. The Lions also support Lions Clubs International Foundation which provides many humanitarian efforts around the world.

The Manawa Lions Club realizes that much time and effort is put forth by people such as you to make these events a success each year. WE deeply appreciate your help and dedication. Those who will benefit from the efforts from the past years Rodeo will also thank you in ways we can not know. We hope that you will again plan your time for the Rodeo weekend next year. It will be our 62nd Anniversary – July 2-3-4, 2020

Thank you on behalf of the Manawa Lions Club.

Sincerely,  
  
 Connie Klotzbuecher  
 Mid-Western Rodeo Secretary/ Treasurer

Paving the Way - Art Team \$60.00  
 LWHS Choir - \$155  
 LWHS Band - \$66



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

To: Dr. Melanie Oppor

Fr: Dan Wolfgram

Date: 8/12/2019

Re: 2019-2020 Non-Athletic Co-Curricular Positions

---

Please find below a list of personnel for the Non-Athletic Co-Curricular positions for 2019-2020.

<b><u>Position</u></b>	<b><u>Name</u></b>
Art Club / Team	Nancy Zabler
Marching Band / Pep Band	Austin Rohan
Class Advisor H.S. / Senior	Ann Warning
Class Advisor H.S. / Senior	Michele Koshollek
Class Advisor H.S. / Junior	Kevin Murphy
Class Advisor H.S. / Sophomore	Austin Rohan
*Class Advisor H.S. / Freshman	Ellen Christensen
*Class Advisors Jr. High	*Nate Ziemer, Dawn Millard, Tracy Breaker, Brad Johnson
Prom Advisor	Austin Rohan
Prom Advisor	TBA**
Prom Advisor	TBA**
FBLA	Renee Berg
Forensics Director / H.S. Head Coach	Tracy Konkol
Forensic / Asst. Coach H.S.	Jackie Gast
Forensic / Coach Jr. High	Amy Anaya

Debate Coach H.S.	Katharine McArthur
N.H.S. Director	Rita Gipp
Play Director / Drama	Ellen Christensen
Student Council H.S. - includes oversight of homecoming related events	Mary Eck
Yearbook H.S.	Rita Gipp
Yearbook Jr. High	Rita Gipp
Quiz Bowl	Pat Collins

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

\*\*The second and third position of Prom Advisor will be filled after discussion with staff upon their return.

**School District of Manawa  
Field Trip/Transportation Permit Form**

Field Trip Permit Forms must be submitted at least two weeks in advance. School day trips must return to school no later than 2:45 p.m. to coordinate with dismissal and bussing schedules.  
Reminder – Overnight and Water Related trips require BOE approval. Plan approval at least two months in advance.

Teacher/Coach (responsible for trip) Sandra Cordes Grade/Class H.S. FFA  
Date(s) of trip Oct 29 to Nov 1, 2019

Destination and Address: Indianapolis, Indiana

Itinerary of trip (attach sheets as necessary): Is this an overnight or water related trip?  Yes  no

TBD \_\_\_\_\_  
\_\_\_\_\_ Teachers

Purpose of trip (include curriculum guide learner outcome or competency references):

tours, speakers, career expo, awards \_\_\_\_\_  
\_\_\_\_\_ Jim Melby  
\_\_\_\_\_ Winneconne  
\_\_\_\_\_ Matt Reinders  
\_\_\_\_\_ Edgar

No. of Students 4? No. of Teachers 1 No. of Chaperones \_\_\_\_\_ GROUP TOTAL \_\_\_\_\_

Departure time 8:00 am Return time midnight Total hours \_\_\_\_\_ No. of Buses 0

Start (pick up) point \_\_\_\_\_ Return (drop off) point \_\_\_\_\_

**FIELD TRIP COSTS (NO student participation fee can be required without prior Board of Education approval.)**

*→ \$ will be charged for partial expenses*

**Non-transportation costs (Planner completes for all field trips)**

A. Total school-paid miscellaneous costs (admission, tickets, supplies, etc.)

A. \$ \_\_\_\_\_

FD \_\_\_\_\_ LOC \_\_\_\_\_ OBJ \_\_\_\_\_ FUNCTION \_\_\_\_\_ PROJ \_\_\_\_\_

B. Per pupil student-paid miscellaneous costs

B. \$ \_\_\_\_\_

C. Lunch plans (check all that apply)

- Students will bring a sack lunch from home \_\_\_\_\_
- Food service staff will prepare box lunches \_\_\_\_\_
- Lunch will be purchased at site of field trip X
- Not applicable \_\_\_\_\_

*Charter bus with:  
Waupaca  
Weyauwega-Fremont  
Winneconne  
Edgar*

**NOTE: ALL PARTICIPANT FIELD TRIP FEES ARE TO BE PAID TO THE SCHOOL/DISTRICT PRIOR TO THE TRIP.**

Staff member(s) responsible for administering medication to students Sandy Cordes

APPROVED Jan Waygar  
Principal

DATE 8/8/19

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

**D. TRANSPORTATION:** (Complete all that apply.)

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

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

**Private vehicle data submitted by:** \_\_\_\_\_

**Principal confirms submission of required documents to District Office:** \_\_\_\_\_

**Bussing costs (To be completed by Kobussen)**

Total transportation charge: \$ \_\_\_\_\_

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

FD \_\_\_\_\_ LOC \_\_\_\_\_ OBJ \_\_\_\_\_ FUNCTION \_\_\_\_\_ PROJ \_\_\_\_\_

Transportation paid by other organization name and address:

\_\_\_\_\_

### Transportation Request Directions

The following information is provided to ensure a consistent and clear process when transportation services are needed for a school trip.

1. Staff member completes the Field Trip / Transportation Permit Form and submits it to the building principal. Be sure that all applicable sections of the form are filled out in detail.
2. The building principal will review and approve/deny the trip and proceed as follows:

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





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

**To:** Dr. Melanie Oppor

**From:** Michelle Pukita

**Date:** August 14, 2019

**Re:** Recommend Hire of Clerical/Health Paraprofessional

---

The purpose of this memo is to formally recommend Julie Peterson for the Clerical/Health Paraprofessional beginning the 2019-2020 school year pending successful completion of Thedacare Physical, TB questionnaire, and Drug Screening.

Ms. Peterson has been the clerical/health paraprofessional for the past two school years for the Appleton Area School District. Some of Ms. Peterson's job duties include:

- Providing secretarial support to the Principal, Administrative Assistant and staff that included the preparation of the school newsletter, coordination of field trips and entering student behavior records into Infinite Campus
- Assisting students with basic first aid needs, contacting parents as needed and entering medical data into Infinite Campus
- Supervising students during recess

Other jobs Ms. Peterson have done includes an Office Assistant, Merchandise Associate, Customer Support Assistant, Controlled Substance Compliance Specialist, and Human Resources Manager.

Ms. Peterson's previous Principal states she is very caring, a great colleague and thorough in her work. The Principal also stated that one of Ms. Peterson's strengths is working with students compassionately, especially when students came into the health room with high anxiety.

Ms. Peterson holds an Associate Degree in Supervisory Management from Fox Valley Technical College. Ms. Peterson is certified in CPR and First Aid. Six candidates applied for the position; four candidates interviewed for this position. Ms. Peterson's work experience and skill set will add much to the SDM office team, MES team, and the care of MES students.



# 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 and Dan Wolfgram  
Date: 8/8/19  
Re: Special Education Para Recommendation

---

This memo is to recommend Mrs. Marie Zirbel for the Special Education Paraprofessional opening. This position is needed for a student who the Iola-Scandinavia School District is sending to Little Wolf Jr./Sr. High School this fall on a 66.03 agreement. In order for us to take this student, the department requires an additional paraprofessional. The position is part of the 66.03 agreement.

State statutes define two types of agreements under which tuition may be paid for special education services. These types of agreements involve multiple LEAs sharing the cost of a program, with one serving as fiscal agent. An agreement under s. 66.0301 is for the cooperative delivery of a program under a fiscal agent.

Mrs. Zirbel was the long-term substitute for the SDM this past school year as a special education paraprofessional. Mrs. Zirbel was well-liked and respected by both students and staff. She is the first person every special education teacher thought of when the position was posted. Prior to receiving the long-term substitute position, Mrs. Zirbel requested to receive the initial Non-Violent Crisis Intervention Training with the district for no compensation. The NVCIT training is required for all district Special Education Paraprofessionals. She attended and passed the training. At the end of the 2018-19 school year, Mrs. Zirbel, again, requested to attend a refresher training. This initiative is yet another reason she is being recommended for the position.

To the best of my knowledge, there are no reasons for hesitation in placing Mrs. Zirbel in this role.

Mrs. Zirbel was one of three candidates with experience in working with students with special needs in a school setting. The other two candidates did not respond to our request for interviews.

**Carmen O'Brien**

to Melanie, me

8:36 AM (1 minute ago)

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

From: **Ron & Missy Amador** <[rmamador@yahoo.com](mailto:rmamador@yahoo.com)>

Date: Fri, Aug 16, 2019 at 6:44 AM

Subject: Re: Position with Manawa

To: Carmen O'Brien <[cobrien@manawaschools.org](mailto:cobrien@manawaschools.org)>

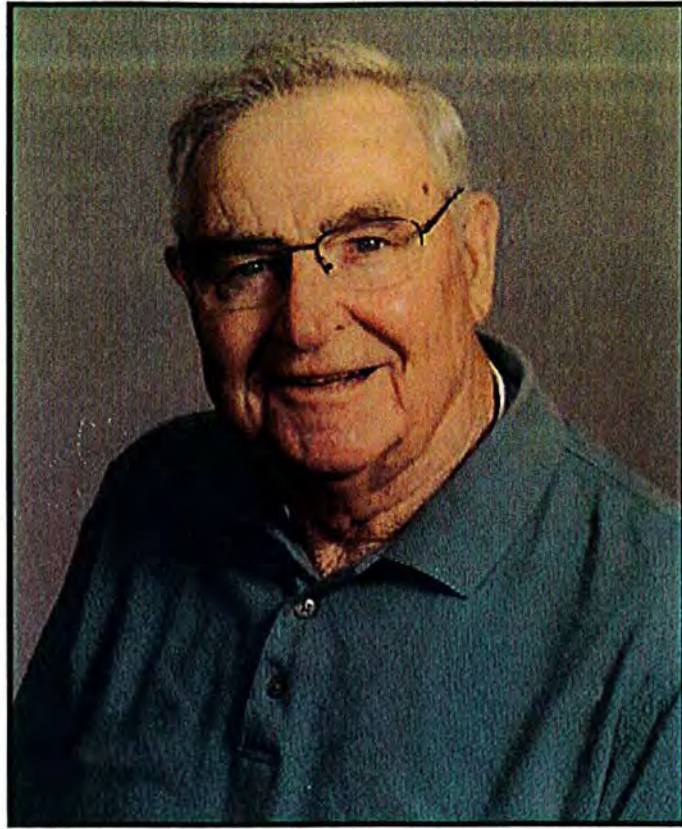
Carmen

I have decided to take the other position. I have enjoyed my time with the Manawa District.

I am sorry for any inconvenience.

Thank you,

Missy Amador



## THANK YOU

School District of Manawa  
+

Board of Education

Thank you for the  
donation for our church  
in our Dad's name. Also  
thank you for thinking  
about our family at this  
time.

Love,  
Denise Buschke  
+  
Families

*Peace often begins  
with an act of kindness....*

*Thank you for yours.*

*Your expression of sympathy*

*will always be remembered*

*by the family of*

**Roger Beyer**



[Review Your Answers](#)



# Manawa (3276)

## FY 2018-2019 School Census / Common School Fund

### Two-Year Data Comparison

Category	Current Census FY 18-19	Previous Census FY 17-18	Difference	Percent Difference
<a href="#">K-12 Census Ages 4-20</a>	1,056	1,033	+23	2.23%

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**People**

- [PI-1500 Contacts](#)
- [Contact History](#)
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Questions about this page should be directed to [dpifin@dpi.state.wi.us](mailto:dpifin@dpi.state.wi.us).



Open





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

To: Dr. Melanie Oppor  
From: Michelle Pukita  
Date: August 14, 2019  
Re: Staff and Program Highlights

---

- **Summer Cleaning Update:** Thank you to Diane Teuscher and Dee De Lowney, for all the hard work they did during the summer to be ready for the 2019-2020 school year. Ms. Teuscher and Ms. Lowney purged quite a few items from various storage areas that are no longer being used.
- **Registration:** Thank you to Kris Thompson and Stephanie Flynn for all the work they did during registration to make everything go smoothly for the MES families. MES had roughly 90% of the families register on August 5<sup>th</sup>. A few families commented that they liked registration being later in the summer.
- **Open House:** The office and custodial staff have been working hard to be sure everything is ready to welcome our families for open house. We look forward to greeting the families on Tuesday, August 20<sup>th</sup> from 3:30 – 6:30 p.m. This is an exciting time for our families as students get to meet their teachers, bring in supplies, and celebrate the completion of the parking lot at 6:00 p.m. during the Ribbon Cutting Ceremony.
- **PBIS Committee:** Thank you to LuAnne Ujazdowski for organizing and facilitating the meeting; thank you to Katie Sitter for hosting the meeting; thank you to Cathy McCoy, Meria Wright, Hayley Harvey, Becky Stormoen, Ali Burkhart, Jen Rosin, and Val Pari for finding opportunities for improvement in a positive and growth mindset way. The following items were topics covered during the meeting:
  - What constitutes PBIS discipline?
  - How is academic and behavioral discipline different? How do we combat apathy?
  - How can we help the kids that have constant discipline issues? (Behavior Intervention Plans)
  - We need to teach behavior and manners to children explicitly. How can we do this and make it engaging?
  - How can we make the rules of the school engaging?
  - How can we hand accountability to the students?

The committee will share this information and answer questions staff may have during the in-service building meeting on August 19<sup>th</sup>.

- **Operations Committee:** Thank you to Jen Rosin, Katie Sitter, Sarah Bortle, and Jeanne Meier for finding opportunities for improvement in the following areas:
  - Morning routine and supervision upon students' arrival now that busses and vehicles are separate
  - Lunch recess supervision
  - Dismissal supervision now that busses and vehicles are separated

The committee will share this information and answer questions staff may have during the in-service building meeting on August 19<sup>th</sup>.



Students choosing to excel; realizing their strengths.

To: Dr. Melanie Oppor

Fr: Dan Wolfgram

Date: 8/14/2019

Re: Staff and Program Highlights – August

---

**Summer Custodial:** Thank you to Mrs. Kathy Grimm, Mr. Mike Thomack, and Mrs. Cindy Buttles for the hard work and flexibility they have demonstrated this summer. Flexibility has been the key to accommodating the many needs of all of the stakeholders in the building. The challenges surrounding the asbestos abatement and other roofing projects at the building has demonstrated their resiliency and willingness to be a part of a collaborative team.

**2019 – 2020 Registration:** Due to the parking lot being under construction at the MES, both schools used Little Wolf Jr./Sr. High School as the headquarters for this year's school registration. Thanks to all staff who worked to make this event successful. Special thanks to Mrs. Carrie Koehn who spearheaded the organization of the commons and facilitated the photographer's needs in the gymnasium.

**Cesa 6: Systems Approach to Supporting Learners with Challenging Behaviors:** On Wednesday, August 13<sup>th</sup>, Principal Wolfgram, Janine Connolly, Michele Koshollek, Jill Krause, Tracy Breaker, and Mary Eck attended the first of three training sessions on a Systems Approach to Supporting Learners with Challenging Behaviors at Cesa 6 in Oshkosh.

The training integrates theory with practice by pairing strategic professional development and coaching opportunities that address the necessary components of an equitable, multi-level system of support. The end result includes a systems approach to thinking about and responding effectively to challenging behavior. The training looks at systems through the lens of Social-Emotional Learning.

According to the the Wisconsin Department of Instruction, “Social and Emotional Learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.”

Preliminary examination of Manawa behavioral and academic data is beginning to expose where the application of attending to student mental health concerns, combined with a model of developing competencies in Social Emotional Learning curriculum may provide the additional scaffolding and support that Manawa students need for continued academic growth and maturity.



**Athletic Updates:** Principal Wolfgram in collaboration with Jeff Bortle and Stephanie Flynn have worked to maintain consistency in programming and support for coaches and students as the fall athletic season is underway. The parent student-athlete meeting was conducted on August 1<sup>st</sup> to a full gymnasium. Final volleyball and football coaching recommendations have been recommended to the BOE, Impact testing is underway with students, game workers are being solicited, officials are being confirmed, and transportation collaboration with Kobussen is being reviewed. Currently, there are no official applicants for the Manawa Athletic Director, but conversations are being held with interested staff members to fill the position.

**ALICE Instructor Certification Training:** On Tuesday and Wednesday, August 6<sup>th</sup> and 7<sup>th</sup>, Principal Wolfgram, Dr. Melanie Oppor, Principal Pukita, Corrie Ziemer and Mary Eck attended ALICE Instructor Certification training in Weyauwega. ALICE (Alert, Lockdown, Inform, Counter, Evacuate) Training instructor-led classes provide preparation and a plan for individuals and organizations on how to more proactively handle the threat of an aggressive intruder or active shooter event. The training was insightful, impactful, and empowering!



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

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

---

This past month I continue to work on closing out the 2018-19 school year. This involves paying the last bills, balancing the bank accounts, making all final claims, and finalizing transfers between Funds (ex. Fund 10, 27, 50, 80). Also, I am working through the referendum accounting as this is new to me. The audit is scheduled for August 21-22 and all of this needs to be completed prior to it. The business office is busiest July through November. It may appear that not much is happening, but this is when all of the accounting and reporting to DPI takes place.

The business office staff and I continue to work on the final details to complete all staff information for the 2019-20 school year. This includes the set up in Skyward to ensure all payroll, benefits, and deduction information are complete and accurate. This is especially important for because this is how the District determines what can be claimed for such programs as Medicaid and ESSA (Federal Special Education and Preschool grants). Each year not only does our staff change, but their schedules change, and we must verify that the payroll is set up accordingly.



# School District of Manawa

*“Students Choosing to Excel, Realizing Their Strengths”*

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

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

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To: Dr. Melanie J. Oppor, BOE  
From: Danni Brauer  
Date: 8/14/19  
Re: Special Ed/Curriculum Update

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## Special Ed

- Non-violent Crisis Intervention training began in June and will be completed in August. Ann Warning is our district trainer. She does a fantastic job so far this summer.
- Transfer IEPs have been rolling in and being processed through the special education department.
- The special education teachers attended a 2 day IEP Bootcamp at CESA 6. They spent time revising current IEPs to best practice for the areas of linking IEPs to standards, identifying disability related needs, and monitoring progress toward IEP goals. I was one of the presenters along with my CESA 6 colleagues, Jessica Sinor-Vanne and Paula Heun. We had great discussions and the teachers appreciated being able to network with teachers from other districts.

## Curriculum

- Math curriculum writing started on July 2nd. Many of the elementary grade levels have completed their first draft of their maps. Middle school and high school are making great progress. All teachers are being very thoughtful with what they are covering in their classes.
- I am excited about the direction our District In-service will take this year. The goal is for staff to leave energized and motivated to make 2019-20 the best year yet.

# Technology Board Report

August 13, 2019

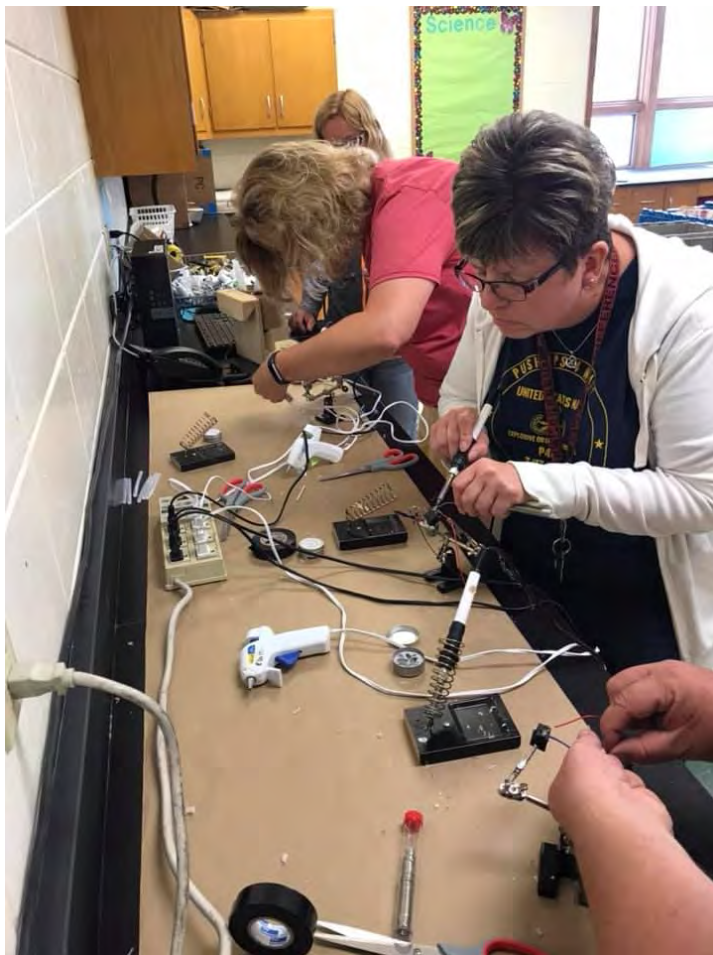


## Camera Project

Installation is nearly complete at the high school. A few minor adjustments to cameras will be completed later this month. Most of the work has also been completed at the elementary school. As a quality control step, each camera is being reviewed to ensure the device is working as expected. The project is on track to be complete before the first day of school

## Makerspace Training

Our training day on Aug 7 was a success. Dennis Rockwell lead fifteen elementary teachers through a full day of training.



# Technology Board Report

August 13, 2019



# Technology Board Report

August 13, 2019





Minutes of the August 8, 2019 Curriculum Committee Meeting

The meeting started at 6:04 p.m. in the MES Board Room at 800 Beech St., Manawa.

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

In Attendance: Janine Connolly, Danni Brauer, Dr. Oppor

1. PI 26 Academic and Career Plan Handbook  
Motion by Pohl/ Hollman to recommend to BOE adoption of the academic and career plan handbook as presented. Motion carried.
2. 504 Handbook Review / Updates  
Motion by Hollman/Pohl to recommend to BOE adoption of the 504 Hhandbook as presented. Motion carried.
3. Animal Science Memo Requesting Credit  
Motion by Pohl/Hollman to recommend to the BOE enabling students to take the animal science course either as an elective or a science for SY 19-20. Motion carried.
4. Physical Education Memo Requesting Online Credit  
Motion by Pohl/Hollman to recommend to the BOE allowing students more options for physical education at the discretion of the school counselor. Motion carried.
5. Next Meeting Date: October 9, 4:00 p.m.
6. Meeting adjourned: 6:58 p.m.

Submitted by H el ene Pohl

Minutes of the August 6, 2019 Finance Committee Meeting

Time: 6:00 p.m.

Location: LWHS Library

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

In Attendance: Pohl, J. Johnson, Pethke

Timer: Pethke

Recorder: Pethke

Technology Quote Change Memo (Information /Action)

Motion by Pethke / Johnson to amend agenda to move Technology to #2 on the agenda. Motion carried.

2018-19 Budget Analysis (Informational)

Business Manager O'Brien distributed FY1819 spreadsheet and reviewed with the committee.

Technology Quote Change Memo (Information /Action)

Motion by Johnson/Pethke to put on the agenda for the full board. Motion carried.

Finance Committee Planning Guide (Information / Action)

INFORMATIONAL: review Finance Committee planning guide after annual meeting

Next Finance Committee Meeting Date: September 4, 2019 at 5:30 p.m.

Motion by J. Johnson / Pethke to adjourn. 6:57 p.m.



Minutes of the August 7, 2019 Policy & Human Resources Committee Meeting

Time: 6:09 p.m. Location: LWHS Library

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

In Attendance: Pethke, Forbes, J. Johnson, Scheller, Dr. Oppor

Timer: Pethke Recorder: J. Johnson

1. Coaches Handbook Updates (Action): Motion by Forbes/J. Johnson to recommend the Coaches Handbook Updates with amended language as presented to the full Board. Motion carried.
2. Professional Educator Handbook for SY1920 (Action): Motion by J. Johnson/Forbes to recommend the Professional Educator Handbook for SY1920 to the full Board as corrected. Motion carried.
3. Support Staff Handbook for SY1920 (Information / Action): Motion by J. Johnson/Forbes to recommend the Support Staff Handbook for SY1920 to the full Board as presented. Motion carried.
4. Support Staff Performance Evaluation System (Action): Motion by J. Johnson/Forbes to recommend the Support Staff Performance Evaluation System to the full Board as presented. Motion carried.
5. Job Description Approval Process (Action): Motion by J. Johnson/Forbes to affirm the usage of the Board policy for the Job Description Approval Process as it currently is. Motion carried.
6. Job Descriptions (Action): Per above action no action necessary.
  - a. Office Clerical / Health Aide Paraprofessional
  - b. Athletic/Activities Director
  - c. Grounds Keeper
7. Consider Fundraising and Fee Practices (Action): Motion by J. Johnson/Forbes to table. Motion carried.
8. Policy & Human Resources Committee Planning Guide (Information): Informational, will likely be updated in the future.
9. Set Next Meeting Date: September 5, 2019 at 5:30 pm
10. Next Meeting Items:
  - a. AG8410 Series (Violence, Imminent Warning Signs, Interventions, etc.)
  - b. SDM Safety Handbook
11. Adjourn: Motion by J. Johnson/Forbes to adjourn at 7:18 p.m.. Motion carried.



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

To: SDM Board of Education  
From: Dr. Melanie J. Oppor  
Date: August 14, 2019  
Re: District Statement on Inclusivity (Elevator Speech)

The purpose of this memo is to seek Board of Education approval of the District statement that all District personnel, including Board Members, would use when communicating the District's policy on nondiscrimination and inclusivity. This was a suggested professional development action from the Board/Admin. Team Retreat nondiscrimination trainers at GLSEN. Having a prepared statement is a way to support staff and Board Members in distinguishing personal perspectives from representing Board of Education approved policy and legal responsibilities.

The draft statement is as follows:

“The School District of Manawa supports inclusion of all students, including LGBTQ students, in respecting their rights. As a District employee, I have a responsibility to follow policy and procedures to ensure all youth learn in a safe school environment.”

The Board of Education is asked to refine as needed and approve the statement. Once approved the statement will be incorporated into future professional development with SDM staff. All District personnel will be asked to use this statement in their communications with the public. Thank you for your thoughtful consideration.

# **SCHOOL DISTRICT OF MANAWA COACHES HANDBOOK**



Board Approved on August 19, 2019

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## **ACTIVITY ACCOUNTS**

Each sport has a high school activity account and a separate middle school activity account. All activity account purchases must be approved by the Athletic Director to be paid. Keep in mind that monies deposited into this account are from student fees and fundraisers. Acceptable purchases are those that directly benefit students.

## **ATHLETE CHANGING SPORTS IN SEASON OR DUAL SPORTS ATHLETES**

Athletes cut from a sport during the initial tryout period are eligible for participation in another in-season sport. However, if an athlete is dropped from a team or quits a sport during the regular season (after the first contest is played), that athlete is not eligible to participate in any other sport during that season without the approval of the losing coach, the gaining coach, and the Athletic Director.

The Central Wisconsin Conference (CWC) does allow students to participate in two sports during the same season. Proper paperwork must be on file with the Athletic Director to be a dual sport athlete.

## **ATHLETE VIOLATIONS OF ELIGIBILITY RULES OR THE ATHLETIC CODE**

Any violations of eligibility rules or the athletic code by any athlete on your team could subject the entire team to forfeits and the School District of Manawa, under certain circumstances, to sanctions from the WIAA. As a coach, a representative of the School District of Manawa, and a role model for your athletes, you are expected to strictly enforce all WIAA, conference, and school rules and regulations.

Any suspected or actual violations of any eligibility rules or of the Athletic Code should be reported immediately to the Athletic Director. You are expected to cooperate fully with the Athletic Director and to aid in the investigation of any suspected or alleged violations by your athletes.

## AWARDS

The athletic department provides letters, pins, varsity letter certificates, and participation certificates for student-athletes. Any additional awards that you present to your athletes beyond those which are listed below must be purchased from your school district budget or activity fund.

C-team: Participation Certificates

Junior Varsity: Participation Certificates

Varsity: Letter Certificates, Letter (M), and Pins

Make sure your awards do not violate the WIAA rules regarding amateur status as described in the WIAA Rules of Eligibility, Article IV.

The head coach of each sport is responsible for coordinating the awards program for his/her program at the end of each season. The coach may choose to work with a support club, booster club, or group of selected parents in planning the type of awards ceremony that would best suit the students and the sport. The head coach will have advanced written approval of the date, time, and location of the awards ceremony by the Principal prior to the announcement to/invitation of the parents and public. Parents will be informed of the awards program at least two weeks in advance in writing and will be invited to be present for all awards presented to student-athletes. A team-building activity cannot be used as a substitute for an end of the year program but may be a supplemental activity.

The head coach is expected by the School District of Manawa to attend CWC All-Conference Award meetings. If the head coach is unable to attend this must be communicated with the Athletic Director.

## BUDGET

The head varsity coach may assist the Athletic Director in writing a yearly budget in his/her sport for the entire 7-12 program. All purchase orders must be signed and approved by the Athletic Director prior to the purchase. **COACHES ARE NOT TO CALL, FAX, OR MAIL ANY ORDER TO A VENDOR.** This is done by the district office upon approval of a purchase requisition.

Any requests for equipment, supplies, or training to the Manawa Athletic Booster Club must be preapproved by the Athletic Director. The Athletic Director will take any approved requests to the Manawa Athletic Booster Club for purchase by the Athletic Director. The Manawa Athletic Booster Club will reimburse the SDM after the order is placed.

All purchases for the current school year must be made by April 15<sup>th</sup>.

## **BUILDING USAGE**

Coaches are only allowed to use School District of Manawa building for usage that directly pertains to the athletic team they coach. SDM building usage for their own personal benefit or leisure is not permitted. Coaches must follow the building reservation channels to reserve any space within either LWHS or MES.

## **COACHES ASSOCIATION MEMBERSHIPS**

All coaches are encouraged to be a part of their sports Wisconsin State Coaches Association. This allows the School District of Manawa student-athletes the opportunity to be nominated for state awards.

## **COACHES NOT LICENSED TO TEACH (CNLT)**

Any individual who will help in any way with coaching duties, whether paid or volunteer, and who is not licensed to teach (CNLT), is required to be registered by Little Wolf High School with the WIAA. This rule does NOT apply to student teachers that do not have supervisory responsibilities. For more information, visit [www.wiaawi.org](http://www.wiaawi.org), under the WIAA Info tab, there is a link to coach's education. These coaches are required to complete the WIAA required coursework before their second year as a coach. Additionally, background checks, TB tests, and physicals are required by the district of all non-staff coaches, whether they are paid or volunteer.

Prior to the second year of coaching, CNLT must provide a certificate of completion of the course to the Athletic Director.

## **COACHING CLINICS**

All head and assistant coaches at any level are expected to attend at least one coaching clinic per year. One clinic per year per coaching staff, will be paid for by the Athletic Department. If a coach does not attend a clinic however, it is an expectation that they do something else in the off-season to improve their coaching ability. Additionally, all head and assistant coaches can attend one clinic, per sport s/he coaches, during that school year. All coaching days need to be cleared through the athletic department.



## **COMMUNICATION WITH PARENTS**

Both parenting and coaching are extremely difficult vocations. By establishing an understanding of each position, we are better able to accept the actions of the other and provide greater benefit to the children. As parents, when your child becomes involved in our program, you have a right to understand what expectations are placed on our athletes. This begins with clear communication from the coach of your child's program.

## **CONCUSSIONS**

All coaches must read the Concussion Fact Sheet found near the back of this handbook and submit a signed acknowledgment form to the Athletic Director before they can coach each year. Coaches are expected to follow the state law regarding concussions to athletes. Additionally, coaches must speak about the paperwork involved, at the Parent's Meeting held before the season begins. Please familiarize yourself with this document.

## **DISTRICT POLICIES**

All coaches, paid or volunteer, are expected to familiarize themselves with all SDM policies and are not limited to Program Policies, Professional Staff Policies, Support Staff Policies, and WIAA Policies. All district policies are accessible on the SDM website.

If a coach has any questions regarding policies, coaches should ask the Athletic Director, Principals, or District Administrator.

## **EMERGENCY SCHOOL CLOSINGS**

The following procedures will be in effect for practice, competitions, and meetings for athletic teams and extracurricular activities.

### **Late Start:**

Athletic practices and activity meetings will follow the school day. Athletic and activity events being hosted at the high school will be as scheduled.

### **Early Release:**

All sport levels must cancel practice. Activity meetings will be canceled. Athletic competitions at home or away will also be canceled.

### **Cancellation:**

All school events/contests/practices will be postponed due to weather conditions, except for WIAA Tournament contests. Those events will be played, if possible. Additionally, no voluntary practices off school grounds will be allowed, if school is canceled.

## **EVALUATIONS OF COACHES**

Coaches will be evaluated on a yearly basis based on a preponderance of the documented evidence. The Head Coach will similarly evaluate assistant coaches every year, with a recommendation whether to rehire to the Athletic Director and Principal.

## **FIRST AID / CPR**

All paid coaches are required to be CPR and first aid certified by the WIAA and will have the opportunity to obtain first aid training and cardiopulmonary resuscitation certification within one year of being hired for a coaching position at the School District of Manawa. (Contact the School District Nurse for available training opportunities.)

## **HARASSMENT**

Harassment of any nature--racial, sexual, or ethnic--is banned by the School District of Manawa and the CWC. In addition, coaches are reminded that any type of behavior towards athletes that could be construed to be sexual harassment is strictly prohibited.

## **HAZING**

Soliciting, encouraging, aiding or engaging in hazing is prohibited. Hazing means any intentional, knowing or reckless act directed against a student for being initiated into, affiliating with, holding office or maintaining membership in any organization, club or athletic team whose members are, or include, other students.

Students engaging in hazing will be subject to athletic and district disciplinary actions. Initiation rites that fall within that definition will not be tolerated at the School District of Manawa. Any coach who has knowledge of, or who participates in, the planning or actual hazing incident, will be subject to immediate and severe disciplinary action that could include immediate release of the coach from his/her position. Representatives of the School District of Manawa's athletic program are expected to cooperate fully with school and law enforcement authorities in any investigations involving hazing plans or incidents.

## **INJURY OR ACCIDENT OCCURRING TO AN ATHLETE**

Following an accident or injury to an athlete, the coach responsible for that athlete must complete a Student Incident Report and submit it via the School District of Manawa Website within 24 hours. In addition, we expect coaches to adhere to the following guidelines:

1. Emergency Contact Forms should be stored in a waterproof receptacle in the first aid kit; the first aid kit is to be kept with the coach during all practices and games.
2. Coaches should provide emergency aid only to a level at which they are capable. If a coach has not been trained to perform first aid on a specific type of injury, the athlete should be made as comfortable as possible until emergency care personnel arrive.
3. Notify parents/guardians immediately.
4. Appoint a coach to take witness statements or record notes as soon as is feasible at the facility at which the injury occurred.
5. Obtain the name and address of the hospital to which the injured athlete is being conveyed and notify parents/guardians.
6. If possible, and with the concurrence of the attending physician, we encourage injured athletes to continue to attend practices

## **KEYS**

1. All keys necessary for the efficient operation of the sport shall be issued to the coach at the beginning of the season.
2. Under no circumstances should keys be given to or entrusted to students, parents, or non-school district personnel. This could create a serious breach of security for the entire building. Keys are not permitted to be copied/made at any time.
3. Coaches must report any keys lost to the Athletic Director immediately upon discovery of the loss.
4. If the disappearance of keys is due to negligent handling of keys on the part of the coach, s/he may be held financially responsible for any re-keying that must take place.
5. At the end of the season, coaches must return all keys issued for a sport season unless the individual normally uses the keys to carry out his/her teaching duties. (Approval for out of season use will be given on a case-by-case basis.)

## **OUT-OF-SEASON CONTACT WITH ATHLETES**

No activity or contact should in any way resemble a school team practicing, conducting tryouts, or competing out-of-season. Further, WIAA rules allow certain restricted contacts during the summer.

Specific information regarding this rule can be found in Article II of the WIAA Bylaws, and Article VI, Section 2, of the Rules of Eligibility. All coaches are expected to utilize WIAA allowable days of contact for each sport.

## **PARENT COMMUNICATION PROTOCOL**

Communication among or between athletes, parents, and coaches is encouraged. The following criteria should be followed to enhance this communication:

1. The “24-Hour Rule” is in effect. Coaches are not to discuss complaints or issues from parents before 3:30 p.m. on the day following a contest. This rule also applies to electronic communication.
2. Coaches are expected to operate under an open-door policy where they will candidly respond to questions and concerns from either the athlete or the parent.
3. If the athlete or parent has a question or concern about the program, the question or concern should be brought directly to the head coach.
4. Contact with the coach should be accomplished as much as possible during normal school hours.
5. Coaches should schedule the meeting with the athlete and/or parents in a private setting.
6. Communication, by all parties, will be carried out in a rational, calm, mature discussion with respect shown to all.
7. Coaches are not required to respond to pressure groups.
8. In most of cases, the athlete/parent and coach should be able to communicate and reach an amiable solution to concerns and/or questions.
9. If the athlete, parent, and coach cannot mutually resolve the concern or questions are not answered, the subject should then be brought to the Athletic Director.
10. If a parent brings a complaint to the Athletic Director/ Principal/ District Administrator, they will be directed back to the head coach. Students will be encouraged to advocate for themselves and work with the head coach to solve problems. When necessary, the Athletic Director will work with student-athletes to develop strategies to approach coaches appropriately.
11. School District of Manawa Communication Protocol:  
Coach ⑦ Athletic Director ⑦ Principal ⑦ District Administrator ⑦ WIAA ⑦ Board of Education

## **PRACTICE REGULATIONS**

Practice sessions should be well structured. Typical practices on school days should last between 1.5-2.5 hours, and should not exceed 3 hours, excluding time required for dressing. Coaches may be asked to provide a written practice plan for practices.

Practices may not begin before 6:00 a.m.

1. Sunday practices are not permitted unless authorized by the Athletic Director and or District Administrator.
2. A coach must be present at all practices and games.
3. Coaches should be the first to arrive and the last to leave all practice sessions, locker rooms and away events.
4. All coaches must notify the Athletic Director and Head Varsity Coach of their sport of all absences from, or cancellation of, practices or games. E-mail notification is preferred.

## **PRIOR TO BEING DECLARED ELIGIBLE TO PRACTICE**

Do NOT allow a student to practice or compete without the following items on file:

Coach must check athlete clearance with LWHS Athletic Department prior to starting practice.

- Current physical examination form on file in Athletic Office.
- Signed Parent Concussion Form and Student Concussion Form
- Emergency Medical Form
- Signed parent/athlete WIAA Eligibility / LWHS Co-Curricular Code of Conduct
- Athletic Participation Fee paid
- Grades will be verified prior to competition

Final clearance for a student to practice will be communicated to the coach by the Athletic Director

**Please do not accept any forms or payment from students. These must be turned in to the main office. Coaches are responsible to keep the Emergency Medical Forms with them always while coaching.**

## **PURCHASE OF ATHLETIC UNIFORMS, EQUIPMENT, OR SUPPLIES**

Coaches may not, under any circumstances, contact a vendor directly to place an order for any item that will be used in the School District of Manawa athletic program. While it is expected that coaches will assist the Athletic Director in determining the needs of their respective programs, all purchases (including the fund which will pay for the order) must have prior approval of the Athletic Director.

The Athletic Director will then follow approved District guidelines for purchases. **All items purchased by a coach without prior authorization will be the responsibility of the coach for all payments due.**

## **RECRUITMENT OF ATHLETES**

Recruitment of athletes from an interscholastic athletic program at another high school is strictly prohibited by the WIAA and by Little Wolf High School. Any coach verified to be engaged in this type of behavior will be disciplined immediately and could be subject to immediate dismissal from his/her coaching position.

In addition, it is expected that all coaches will be loyal to the school and their own program. Trying to recruit athletes from another in-season sport is also prohibited

## **REF RANKING**

At the end of the season, the Varsity Head Coach is responsible to evaluate contest officials via WIAA procedure.

## **RELATIONSHIP BETWEEN HEAD AND ASSISTANT COACHES**

The head coach is in charge of determining the direction of the specific sport. When decisions must be made regarding the specific offensive or defensive philosophy of the sport, the head coach determines the direction of the program. However, it is expected that the head coach will meet on an ongoing basis with assistant coaches of the sport to ensure that everyone is in accordance with the direction of the program.

If problems arise between the head and assistant coach(es), it is expected that the coaches in question will first try to resolve the problem among themselves in a professional manner. If problems continue to exist, the head coach will discuss the issues with the Athletic Director who will then intervene and attempt to resolve the problem.

## **RULES INTERPRETATION VIDEO AND EXAM**

The School District of Manawa and the WIAA require all high school coaches (paid or volunteer) view the annual WIAA Rules for their sport and take the rules exam.

## **SCHEDULES**

1. Practices - Schedules are developed by the coaches. Practices that use indoor facilities must be reserved through the Athletic Department using the school district's online facility reservation system.
2. Sunday and Wednesday Practices/Contests – Practices on Sundays are prohibited without special permission from the District Administrator. On Wednesdays, all athletic participation is to be terminated by 6:00 p.m. unless prior approval is granted from the Athletic Director and or District Administrator.
3. Parents Night, Youth Night, etc. - Varsity coaches must let the Athletic Director know at least two weeks in advance of the dates of Parents Night, Youth Night, and any other special groups that will be attending.

## **STUDENT & PARENT PRE-SEASON MEETING**

Coaches will conduct a student and parent meeting before/at the beginning of the season. Most often this will occur as the same night as the seasonal athletic code meeting. During your first meeting with parents, coaches are expected to present in writing and discuss these items among other things.

- Practice schedule
- Team Rules
- Coaching Philosophy Statement
- Special dates and events
- Game schedule
- Team Selection Policy
- Lettering Policy
- How players earn playing time



## **TRANSFER STUDENTS**

When a student transfers into Little Wolf High School and indicates that s/he wishes to participate in the athletic program, the circumstances surrounding that transfer will be fully investigated to ensure that no violations of WIAA transfer rules or recruitment rules have taken place. No coach should allow a transfer student to play without first receiving complete clearance from the Athletic Director.

## **TRANSPORTATION OF ATHLETES**

The Athletic Director will arrange transportation for the team within the guidelines established by the District. Prior to the start of the season, each coach should confirm bus departure times with the Athletic Director. Coaches are not to call the bus company to make changes to the bus schedule, unless approved by the Athletic Director or Principal.

When a school-provided vehicle is chartered, all athletes are expected to ride to and from practices and contests on that vehicle. Athletes may return HOME from an away contest with parents/guardians providing prior approval has been obtained from the coach and the appropriate waiver has been signed. In such cases, the coach is responsible for ensuring that the athlete leaves the contest with his/her parent/guardian.

## **UNIFORMS AND EQUIPMENT**

At the end of the season, coaches must check all uniforms and equipment for loss or wear, perform an inventory of equipment, and notify the Athletic Director of missing uniforms and equipment that need repair or replacement due to safety issues.

Prior to the beginning of the season, coaches must check uniforms and equipment to ensure that all uniforms are available, and all equipment is safe and meets the requirements of the rules.

At the beginning of and during the season, the coach must keep accurate records regarding any uniforms and equipment issued to athletes, the return of uniforms and equipment from athletes during the season, and the return of all outstanding uniforms and equipment at the end of the season.

Difficulties in retrieving uniforms and equipment from athletes should be reported immediately to the Athletic Director, who will attempt to retrieve any lost or stolen materials. In the event that the uniforms and equipment cannot be located, the student will be placed on the ineligibility list until such time the items are returned, or the school is financially reimbursed for the items.

## **VARSITY LETTER AWARD CRITERIA**

The letter is awarded only to varsity athletes of Little Wolf High School that have displayed a high degree of school citizenship and athletic excellence.

The District sincerely expects that the letter be worn or displayed with personal pride so that the significance of this award will continue to remind others of its true meaning.

1. The athlete must demonstrate team spirit through effort, dedication, and cooperation with team members and coaches.
2. The athlete must complete the season in good standing.
3. The athlete must attend all practices and contests unless excused by the coach prior to the absence.
4. Specific lettering criteria will vary from sport to sport. Honorary awards, with the Athletic Director's approval, can be given in special situations.
5. A letter may be awarded to a senior athlete, with the approval of the Athletic Director, if the senior has participated in the sport for two years at the school without meeting all the criteria for a letter.

## **WISCONSIN INTERSCHOLASTIC ATHLETIC ASSOCIATION (WIAA)**

The School District of Manawa is a member school of the WIAA, which is the governing body for interscholastic athletics in the state of Wisconsin. The following information is made available to all coaches by the WIAA: WIAA Senior High School Handbook, WIAA Season Regulations published for fall, winter and spring sports, and the WIAA Bulletin. Coaches may access the WIAA website at [www.wiaawi.org](http://www.wiaawi.org).

Under no circumstances are coaches to contact the WIAA directly without prior clearance by the Athletic Director regarding policy interpretations, rules or procedures. The primary contact for the School District of Manawa is the Athletic Director; and, in certain circumstances, WIAA procedures dictate that the WIAA cannot receive requests directly from coaches.

ACKNOWLEDGEMENT

I \_\_\_\_\_ (coach's full name) acknowledge that I have received the current 'Coaches Handbook' and understand that it describes the conduct and behavior expected of me as a coach and representative of the School District of Manawa.

\_\_\_\_\_  
Coach Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Athletic Director Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
District Administrator Signature

\_\_\_\_\_  
Date



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

# Professional Educator Handbook

*Approved by the Manawa Board of Education on August 19, 2019*

*Revised on Aug. 17, 2015*

*Revised on March 14, 2016*

*Revised on February 20, 2017*

*Revised on May 21, 2018*

*Revised on August 5, 2019*

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

**920-596-2525**

**[www.manawa.k12.wi.us](http://www.manawa.k12.wi.us)**

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# School District of Manawa

## Students Choosing to Excel, Realizing their Strengths

### **Mission Statement:**

*The School District of Manawa is the place where students choose to excel academically and realize their strengths.*

### **Vision Statement:**

*The School District of Manawa engages students to reach their full potential in a changing global society through highly effective instruction and leadership.*

### **Guiding Principles Grouped by Core Values:**

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

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# I. INTRODUCTION

## A. WELCOME

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

It is each employee's responsibility to read and become familiar with this information and to comply with the policies adopted by the Board and the administrative guidelines available electronically on the District website, as well as the rules and regulations contained herein.

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

## B. DISCLAIMER

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

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

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

This Handbook is not all-inclusive of the information for which faculty members are responsible for knowing and following. Additional publications that faculty members should follow include, but are not limited to, Board policies and guidelines, the *Teacher Performance Evaluation* (TPE) document, building bulletins and handbooks, the Mentoring Handbook, administrative announcements, and curriculum guides.

## II. EMPLOYMENT POLICIES

### A. ANTI-HARASSMENT POLICY

The School District of Manawa is committed to maintaining and ensuring a working environment that is free of harassment or intimidation. The District will not tolerate any form of harassment, including sexual harassment, and will take all necessary and appropriate action to eliminate it. *(See Policy 3362.)*

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

1. Verbal harassment, including epithets, kidding, derogatory comments, slurs, or ethnic jokes.
2. Physical interference with movement, activities, or work.
3. Visual harassment, including derogatory cartoons, drawings, or posters.
4. Sexual harassment, which is defined as any deliberate, repeated or unwanted verbal or physical sexual contact, sexually explicit derogatory statement, or sexually discriminating remark that is offensive or objectionable to the recipient or which causes the recipient discomfort or humiliation or which interferes with the recipient's work performance. Sexual harassment can take the form of any unwanted sexual attention ranging from leering, pinching, patting, verbal comments, display of graphic or written sexual material, and subtle or expressed pressure for sexual activity. In addition to the anxiety caused by sexual demands on the recipient, sexual harassment may include the implicit message from the alleged offender that noncompliance will lead to reprisals. Reprisals may include, but are not limited to, unsatisfactory work evaluations, different treatment, sarcasm, or unwarranted comments to or by peers.

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

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

920-596-2524

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

Carmen O'Brien, Business Manager  
800 Beech Street  
Manawa, WI 54949

920-596-2524

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

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

### B. COMMUNICATIONS AND SUGGESTIONS

The District values the comments and suggestions of its employees concerning work methods and operations. Employees should follow the chain of command by bringing the concern or idea forward to his/her immediate supervisor/evaluator.

## **C. CONFLICT OF INTEREST AND ETHICAL STANDARDS**

Professional educators are expected to maintain high standards of honesty, integrity, impartiality, and professional conduct. Further, professional staff members are expected to perform their duties in a manner free from conflict of interest pursuant to §19.59 and § 946.13 Wisconsin Stats.

## **D. DRUG-FREE WORKPLACE**

The District seeks to provide a safe, drug and tobacco-free workplace for all of its employees. The manufacture, distribution, dispensation, possession, or use of tobacco, alcohol, inhalants, controlled substances, substances represented to be such (i.e. fake or look-alike substances), or unauthorized prescription medication, is prohibited on school premises, in school vehicles, or at school activities. In addition, the District will not condone the involvement of any employee with illicit drugs, even where the employee is not on District premises. Employees of the school system shall not possess, use, be under the influence of, or distribute any illegal drug, unauthorized prescription medication or alcoholic beverage as defined in Wisconsin Statutes while on school premises, during working hours or while responsible for chaperoning students on school-sponsored trips. Any employee who possesses, uses, or distributes any illegal drug, unauthorized prescription medication or alcoholic beverage on school premises, during working hours or while responsible for chaperoning students on a school-sponsored trip may be disciplined, up to and including termination of employment. All school employees shall cooperate with law enforcement agencies in investigations concerning any violation of this provision.

As a further condition of employment, an employee who is engaged in the performance of a federal grant shall notify the District Administrator of any criminal drug statute conviction for a violation occurring in the workplace no later than three days after such conviction. Within ten days of receiving such notice – from the employee or any other source – the District shall notify the federal granting agency of the conviction. 41 U.S.C. 702(a)(1)(D).

After receiving notice from an employee of a conviction for any drug statute violation occurring in the workplace, the District shall either (1) take appropriate personnel action against the employee, up to and including termination of employment, or (2) require the employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health agency, law enforcement agency, or other appropriate agency. 41 U.S.C. 703 [This notice complies with notice requirements imposed by the federal Drug-Free Workplace Act (41 U.S.C. 702)].

## **E. EQUAL EMPLOYMENT OPPORTUNITY**

The Board does not discriminate in the employment of support staff on the basis of the Protected Classes of race, color, national origin, age, sex (including transgender status, change of sex, sexual orientation, or gender identity), pregnancy, creed or religion, genetic information, handicap or disability, marital status, citizenship status, veteran status, military service (as defined in 111.32, Wis. Stats.), national origin, ancestry, arrest record, conviction record, use or non-use of lawful products off the District's premises during non-working hours, declining to attend an employer-sponsored meeting outside of professional responsibilities, or to participate in any communication with the employer about religious matters or political matters, or any other characteristic protected by law in its employment practices (as defined in §111.32, Wis. Stats.). (*Policy 3122, 4122*)

## **F. IMMIGRATION LAW COMPLIANCE**

The District is committed to employing only United States citizens and aliens who are authorized to work in the United States. Therefore, in accordance with the Immigration Reform and Control Act of 1986, employees must

complete an I-9 form before commencing work and at other times prescribed by applicable law or District policy.

## **G. OUTSIDE ACTIVITIES OF STAFF**

Professional educators are expected to avoid situations in which their personal interests, activities, and associations may conflict with the interests of the District. This would include engaging in social media communications that may portray the District in a negative light.

## **H. PERSONNEL FILES**

It is critical to effective human resource management and necessary for satisfaction of legal obligations that the Board maintains accurate personnel records. If an employee has a change in any of the following information, the employee is expected to contact the Payroll Office as soon as possible:

1. Legal name
2. Home address
3. Primary telephone number
4. Emergency contact
5. Marital status
6. Change of beneficiary
7. Exemptions (W-4 Tax Form)

Any access granted for review and inspection of a personnel file must be completed in accordance with state law. The District shall maintain personnel records of employees and grant access to inspect or review those records as provided for in §103.13 Wis. Stats.

If there is any disagreement with the content or information contained in an employee's personnel record, the employee will follow the process established to either have a correction made to the information in question or to have the content in question removed from the file.

## **I. POLITICAL ACTIVITIES OF STAFF**

Because political activities may be disruptive, divisive, and distracting to a positive learning environment, such activities are not appropriate within the school setting. The Board prohibits political activities on all District owned and used property, within all school buildings, in school buses and vehicles, and at all school-sponsored activities unless part of a Board approved teaching unit.

## **J. CIVIC ACTIVITIES OF STAFF**

Developing a sense of civic engagement and promoting a democratic society is at the heart of public education. Staff is encouraged to promote civic education.

# **III. EMPLOYMENT CONDITIONS**

## **A. EMPLOYEE EXPECTATIONS**

### **1. Attendance**

The District expects employees to make every effort to be present for work. Employees are expected to adhere to their assigned schedule. In order for the District to operate effectively, employees are expected to perform all assigned duties. Teachers are professionals with a unique set of skills and competencies. They shall be present for the students they teach or supervise and shall organize their schedules to satisfy the demands of their profession. When leaving the school premises, they shall sign out in the school office.

Employees who are unable to report to work shall follow the procedures for reporting his/her absence and obtaining a substitute. Any time spent not working during an employee's scheduled day must be accounted for in the substitute assignment system. The District monitors attendance and absence patterns. Theft of time and/or improper modification of time worked records will be investigated and will result in disciplinary action up to and including termination. Failure to notify the District of an absence and failure to report to work on such day could result in disciplinary action up to and including termination. Failure to return to work the day following the expiration of an authorized leave of absence may result in termination of employment.

## **2. Background Checks for Employment**

Anyone applying for a position in the District is required to file in writing, in advance of employment on forms provided by the District, a statement identifying whether the applicant:

- a. Has been convicted of a misdemeanor or felony in this state or any other state or country; and
- b. Has been dismissed or non-renewed, or has resigned from employment in-lieu-of a potential dismissal or non-renewal, for any of the following causes: failure to meet a district's performance expectations, incompetence, inefficiency, neglect of duty, potentially illegal conduct, unprofessional conduct, or insubordination.

Knowingly falsifying or omitting information shall be sufficient grounds for termination of employment.

Additionally, anyone applying for any position shall be required to agree to the release of all records to the Board for examination for the purpose of verifying the accuracy of background and criminal violation information. Employment will be offered pending the return and disposition of such background checks. All offers of employment are contingent upon the results of such checks.

## **3. Child Abuse Reporting Requirement**

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

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

## **4. Confidentiality**

Wisconsin Statutes 118.125 and 118.26 outline the confidentiality of all student records including behavioral, health, and academic records. The District interprets these statutes to mean that unless an individual has a "right to know," the academic, health, and behavioral records of students are not to be shared. This can be carried forward to both the written record and verbal conveyance of student health, academic, and behavior progress (or lack thereof). Open discussion of student progress, behavior, or health issues with individuals that do not have a "right to know" could be contrary to Wisconsin Statutes and could compromise professional accountability. These statutes are not intended to restrict staff from asking for assistance or ideas on how to handle a particular situation.

Failure to maintain the confidentiality of student records shall result in discipline, up to and including, termination of employment.

### **5. Copyright**

A variety of machines and equipment for reproducing materials to assist employees in carrying out their educational assignments are available to professional educators in both the school and home setting. Infringement on copyrighted material, whether prose, poetry, graphic images, music audiotapes, video, or computer-programmed materials, is a serious offense against federal law, a violation of Board policy, and contrary to ethical standards for District employees. All reproduction of copyrighted material shall be conducted strictly in accordance with applicable provisions of law. Unless otherwise allowed as “fair use” under federal law, permission must be acquired from the copyright owner prior to reproduction of material in any form. Employees are further advised that copyright provisions apply to all forms of digital media.

### **6. District Safety Plan**

The District has standardized lockdown procedures for use when the situation requires emergency safety measures. Each professional educator should know exactly what the lockdown procedures are and where the lockdown procedures are located for the assigned classroom or work location. Employees must follow the prescribed procedures during any emergency drill or situation.

### **7. Identification Badge**

In order to maintain a safe, secure environment, all employees are required to have their photographs taken and to wear the District-issued identification badge during the work day and at District functions when serving in a rework-related role.

### **8. District Property**

The District may supply an employee with equipment or supplies to assist the professional educator in performing his/her job duties. All employees are expected to show reasonable care for any equipment issued and to take precautions for theft.

Employees may not utilize District property for personal use or gain. Limited use of telecommunications equipment, computer equipment, software, and minimal duplication-for-a-fee copy machine use are exceptions when used appropriately and do not interfere with the work responsibilities of the professional educator.

Any equipment, unused supplies, or keys issued must be returned prior to the professional educator’s last day of employment, including, but not limited to employee identification badges, parking permit, keys, and the key fob for building entry.

### **9. Emergency Drills**

Every school conducts emergency drills in accordance with state law. All employees present in a building at the time of an emergency drill are required to participate in the drill.

### **10. Equipment Disposal or Relocation**

All District-owned equipment intended to be moved to another building site or declared surplus for disposal purposes must first be approved by the principal for such change in use. An “Equipment Disposal/Relocation Request Form” must be submitted to and approved by the principal before any change is made. Classroom or building inventories should be adjusted accordingly.

### **11. False Reports**

Employees may be disciplined for filing false reports or statements including, but not limited to, the following: accident reports, attendance reports, insurance reports, investigatory interviews, physician’s



statements, pre-employment statements, paid leave requests, student records, tax withholding forms, and work reports.

## **12. Homework**

Professional educators must be familiar with and abide by the District's policy and administrative guidelines regarding the assignment of homework to students. (*Policy 2330*)

## **13. Information Technology**

The Manawa Board of Education has established policies that specify the rules for employee use of District-owned technology as well as personally owned technology. Professional educators are expected to know and abide by the District's policies and administrative guidelines related to use of technology.

Users of the District's information technology should have no expectation of privacy in the content of their personal files and records of their online activity while on the District's network.

## **14. Injuries to Employees**

Professional educators are covered under Workers Compensation Insurance (Section 102.31, Wis. Stats.). In accordance with District policy, any work-related injury must be reported to the school office immediately so that proper reports may be filed for medical/hospital bills as well as claims for time off from work due to the injury. Failure to report an injury may jeopardize an employee's claim for payment of medical bills, disability claims, and/or back wages. Injuries sustained while on the job may not be covered under an employee's personal health insurance. It is the employee's responsibility to file injury reports with the school office within 24 hours of the event; the District assumes no responsibility for filing such reports.

## **15. Injuries to Students**

Professional educators are responsible for reporting any student injury to the school office immediately. Each school's procedures for first aid, medical assistance, emergency assistance, parental contact, and appropriate written reports will be followed within 24 hours of the event.

## **16. Legal Actions Involving Employees**

Every professional educator shall notify his/her principal as soon as possible, but no more than three calendar days after any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of the employee for any felony or misdemeanor, or any offense involving moral turpitude.

The requirement to report an arrest, indictment, conviction, no contest or guilty plea, or other adjudication shall not apply to minor traffic offenses. However, an offense of operating under the influence, revocation or suspension of license, and driving after revocation or suspension must be reported if the employee drives or operates a District vehicle or piece of mobile equipment or transports students or staff in any vehicle. Failure to report under this section may result in disciplinary action, up to and including termination of employment. Such report shall be made as soon as possible, but in no circumstance more than three calendar days after the event giving rise to the duty to report. The District may conduct criminal history and background checks on its employees. An arrest, indictment, conviction, no contest or guilty plea, or other adjudication shall not be an automatic basis for termination of employment. The District shall consider the following factors in determining what action, if any, should be taken against an employee who is convicted of a crime during employment with the District:

- a. the nature of the offense;
- b. the date of the offense;
- c. the relationship between the offense and the position to which the employee is assigned.

Nothing herein shall prohibit the District from placing an employee on administrative leave based upon an arrest, indictment, or conviction.

### **17. Licensure/Certification**

The term “teacher” means any person who is required to hold a certificate issued by the Department of Public Instruction (e.g., classroom teachers, librarians, counselors, etc.).

Evidence of such legal authority to teach must be filed with the District Administrator prior to the effective date of any teaching appointment.

All matters related to obtaining and renewing a teaching license or certification is the professional educator’s personal responsibility. Each professional educator who is required to be licensed or certified by law must provide the District with a copy of his/her current license or certificate to be maintained in his/her personnel file. Professional educators are expected to know the expiration date of their license/certification and meet the requirements for re-licensure or certification in a timely manner. A teaching contract with any person not legally authorized to teach the named subject shall be void. All teaching contracts shall terminate if, and when, the employee’s authority to teach terminates, and no person shall be employed with an expired license. Employees shall maintain the licenses that are in effect upon hire. If a teacher changes his/her certification with the Department of Public Instruction, he/she must immediately notify the District Administrator in writing.

### **18. Operation of District Vehicles**

All professional educators who drive a District vehicle must provide proof of a valid driver’s license. Continued use of District vehicles is contingent on following the rules and procedures for using District vehicles. Professional employees who drive District vehicles must notify his/her principal immediately of any driving citation or conviction of a traffic violation. Principals receiving such notice will immediately notify the District Administrator. Payment for any citations received while driving a District vehicle is the responsibility of the driver. The reporting provision applies to citations or convictions as a result of operating either a District or personal vehicle.

The District completes background checks on all employees that includes the employee’s driving record. A staff member may have restrictions on transporting students or may be restricted from driving a district vehicle based on the information contained in the driving record.

### **19. Operation of Personal Vehicle**

Professional educators who are required to drive their personal vehicle for District business or activities will be reimbursed at the IRS rate. The employee’s personal insurance shall serve as the first level of coverage. If a professional educator is transporting students in a personal vehicle, the person is required to have the Department of Transportation vehicle inspection form completed and submitted to the District Office prior to transporting students. In addition, a copy of the professional educator’s valid driver’s license and copy of proof of insurance must also be submitted to the District Office. (*Administrative Guideline 8660*)

### **20. Outside Employment**

Outside employment is regarded as employment for compensation that is not within the duties and responsibilities of the professional educator’s regular position with the District. Professional educators shall not be prohibited from holding employment outside the District as long as such employment does not interfere with assigned school duties as determined by the District. The Board expects professional educators to devote maximum effort to the position in which employed. A professional educator will not perform any duties related to an outside job during the additional time that the responsibilities of the District’s position requires; nor will a professional educator use any District facilities, equipment, or materials in performing outside work. When the periods of work are such that certain evenings, days, or vacation periods are duty free, the professional educator may use such off-duty time for the purposes of non-school employment.

### **21. Physical Examination, Drug Test, and Tuberculosis Risk Assessment**

As a requirement for employment and in accordance with section 118.25 of the Wisconsin Statutes, employees will be required to furnish evidence of a physical examination and a Wisconsin tuberculosis (TB)

risk assessment questionnaire screening form. When hired, a professional educator will be given a conditional offer of employment, contingent on evidence that the employee is of sound health and able to perform the essential functions of their job.

The physical examination will be performed by ThedaCare at Work.

A Wisconsin tuberculosis (TB) risk assessment questionnaire screening form and drug test must also be performed by ThedaCare at Work. The results of the testing must be submitted to the District Administrator before the effective date of employment.

Fitness for Duty: The District may require a physical and/or mental examination at the expense of the District where reasonable doubt arises concerning the professional educator's ability to perform the essential functions of his/her job, and consistent with the limitations imposed by applicable State and Federal law. Failure to comply with this request or failure to provide a doctor's certification of fitness for duties assigned may result in discipline, up to and including, termination of employment.

## **22. Professional Appearance**

Professional educators are expected to be neat and professional in their dress and grooming. When on duty for the District, professional educators are role models for students and are expected to dress in a manner that is consistent with District expectations. Business casual is most appropriate. Casual dress is appropriate for field trips, shop experience, lab experiment, or clean-up which would possibly soil clothing. Employees must get approval from their principal if they feel business casual would not be appropriate for their level or certain activity. Administration will determine when personal protective equipment must be worn. On occasion, there are theme-based school/district sponsored days (ex. Homecoming, Think Pink, Red Ribbon Week, or sports-related days) where exceptions are made to the usual business casual dress.

## **23. Professional Development**

All professional educators are expected to pursue independent and active efforts to maintain high standards of individual excellence. Such efforts shall include keeping current in each specific and applicable area of instruction, Board established curriculum, as well as continuing study of the art of pedagogy. In addition to maintaining high standards of excellence for the students and school, each professional educator will make him/herself available during the contractual year and day to his/her colleagues for assistance, to the District for services beyond those specifically required as part of his/her individual contractual duties, and to the community as a valuable resource.

## **24. Residency**

The District encourages employees to reside within the school district.

## **25. Safety Training**

Professional educators for whom training in the following areas is deemed necessary and appropriate shall be trained as part of the District's safety program:

- a. the control of blood-borne pathogens
- b. the information regarding hazardous chemicals
- c. the use of automated external defibrillators
- d. the control of casual-contact communicable diseases
- e. the control of direct-contact communicable diseases
- f. the use of Cardio-Pulmonary Resuscitation (CPR)
- g. the use of Basic First Aid

Administrators may designate any safety training a condition of continued employment when provided at the District's expense.

## **26. Solicitations**

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

## **27. Student Supervision**

The District requires each professional educator to maintain a standard of care for supervision, control, and protection of students commensurate with the employee's assigned duties and responsibilities.

## **28. Student Teachers**

The District recognizes its responsibility to assist in the training of future teachers by providing classroom placements for student teachers. Professional educators of the District will comply with the District's rules and procedures for the placement and supervision of student teachers.

## **29. Substitute Teachers**

Professional educators must use the District's procedures whenever a substitute teacher is needed. Student teachers shall not be used as substitutes. Only the sub caller may make arrangements for substitutes, except when a principal must utilize internal substitutes due to an emergency situation or when a professional educator intends to be absent for non-school business for less than a half-day for which the professional educator must make arrangements with a colleague for coverage and notify the principal of the arrangements in advance of the absence. Substitute teachers are directly responsible to the building principal during the time they are assigned to that principal's building. Professional educators are responsible for providing current seating charts, lesson plans, classroom rules, and other information necessary for the orderly and effective operation of the class by the substitute.

Teachers who are asked to substitute for another teacher will receive \$18.00 per class period.

## **30. Unpaid Debt to the District**

Employees that accrue debt due to unpaid food service bills, non-sufficient funds check, or other reasons will have this amount subtracted from their pay on the June 15<sup>th</sup> payroll.

## **31. Volunteers**

The District encourages community interest and participation in its schools in many ways, one of which is provision for volunteer service by qualified adults in assisting students and teachers in a variety of school and classroom-related activities. Proper utilization of volunteers not only affords personal satisfaction to adults interested in volunteer service, but it also affords increased learning opportunities to students who can benefit from a variety of learning experiences provided by the volunteer under the direction of the professional educator. All volunteers who work directly with students are required to have the District-prescribed annual background check. Special rules apply for teen volunteers.

Designated volunteer programs such as the Senior Tax Exchange Program (STEP) are of particular value to the students of the District. Because of the value of these designated volunteer programs and of volunteers in general, professional educators are expected to support the use of volunteers in their schools, their classrooms, and during school activities. Volunteers are to complete tasks of educational benefit set for them by the professional educators they are assisting. A volunteer is not empowered to independently diagnose student learning needs or prescribe student activities or formally evaluate student work. The latter tasks are reserved for the professional educator responsible for the students.

## **32. Work Spaces**

Professional educators are expected to maintain professional and appropriate work spaces that are consistent with the professional educator's assignment and the District's educational program. Personal items should be kept to a minimum and should never violate District policies or directives. Personal appliances (e.g., coffee makers, refrigerators, microwaves) are not permitted in classroom settings unless there is an educational rationale and written approval of the principal.

Employees have no expectation of privacy with respect to any item or document stored in or on District-owned property, which includes, but is not limited to, desks, filing cabinets, mailboxes, lockers, tables, shelves, District vehicles, and other storage spaces in or out of the classroom. Accordingly, the District may at any time and in its sole discretion conduct a search of such property, regardless of whether the searched areas or items of furniture are locked or unlocked.

### **30. Work Stoppage**

Professional educators may not engage in, condone, assist, or support any work stoppage strike, slowdown, or sanction, or withhold in full or in part any services to the District. Professional educators who fail to perform their normal duties when so required as part of any action which disrupts the orderly operation of the District will be subject to whatever disciplinary action the District deems appropriate up to and including termination of employment as per State Statute 111.62 Strikes, work stoppages, slowdowns, lockouts, unlawful; penalty.

## **B. EMPLOYEE WORK DAY/HOURS OF WORK**

### **1. Normal Hours of Work**

Certified staff are professional employees as defined by the federal Fair Labor Standards Act and the Wisconsin Municipal Employee Relations Act, § 111.70(1)(L), Wis. Stats.

The typical work day is defined as 7:30 a.m. until 3:30 p.m. (less 30 minutes for lunch).

During the school day professional educators are not to absent themselves from a class while that class is in session (except for legitimate student teacher training purposes), nor should professional educators leave the building earlier than the designated time at the end of the teaching day. Professional educators wishing to deviate from the above regulation must request and receive permission to do so from their building principal before taking leave. Requests should be limited to emergency situations or such instances where the task cannot be completed except during school hours.

### **2. Meetings**

Faculty Meetings: Professional educators are required to attend all mandatory administratively scheduled meetings of the faculty, staff, department/grade level, or other sub-group of employee. Administratively scheduled meetings may begin before the normal workday begins or extend beyond the end of the normal workday. The administration shall attempt to provide reasonable notice of all such meetings. Professional educators who are required to attend administratively scheduled meetings will receive no additional remuneration beyond their regularly paid salary for attending such meetings.

Student Progress Meetings: Professional educators are required to attend individual educational plans (IEP) team meetings, Response to Intervention team (RtI) meetings, parental conferencing meeting or other meetings of similar nature, which are normally conducted at irregular times and are required to attend such events regardless of the date, time, or duration of said meetings. Professional educators who are required to attend such student progress meetings will receive no additional remuneration beyond their regularly paid salary for attending such meetings. Professional educators attending student progress meetings during the work day, including during time designated for planning or preparation, will receive no compensation or additional remuneration beyond their regularly paid salary for attending such meetings.

### **3. Consultation with Parents**

Each teacher shall consult with parents so that parents recognize the important role they play in shaping the attitudes of their children and assume greater responsibility for the performance of their children and for the excellence of our schools. Such consultation may be in the form of phone contacts, home visitations, progress

reports, in-person appointments, etc., in addition to scheduled parent/teacher conferences and open houses at which attendance is mandatory except for professional educators who have received permission from their principal due to being engaged in other school activities scheduled at the same time.

#### **4. Emergency School Closing**

When inclement weather, other emergencies, or special situations require a delayed start or the closing of school for the day, professional educators are responsible for obtaining the revised work day information from the District website or District-designated media. Professional educators shall not report to work, nor shall their compensation be affected for such times, when school is closed unless otherwise directed by the administration in unique situations for which time compensation shall be provided.

In the event it is necessary to provide an unscheduled early release, professional employees will be informed of the situation by the administration. Professional educators shall leave during such emergencies and shall not have their compensation affected. When school is closed early due to inclement weather, teachers shall be excused to leave as soon as the busses have departed.

The District Administrator shall make the decision regarding emergency closings. Make-up time for emergency closures shall be in keeping with state statute and shall be at the discretion of the Board. Professional educators shall not receive additional compensation in the event the District requires missed day(s)/time to be made up with or without students.

#### **5. School Calendar**

The Board will publish a calendar which reflects One Hundred Eighty-Eight (188) work days.

### **C. EMPLOYEE RESPONSIBILITIES**

#### **1. Access to Students**

Professional educators are responsible for making themselves available in their classrooms or work areas to students in the morning prior to the start of classes and after classes end at the conclusion of the student day. This access is intended to provide time for students who need remedial, make-up, or enrichment assistance to work with their teachers or other education professionals and is within the normal work day of salaried professional educators.

#### **2. Attendance at School Events**

Professional educators are required to attend all mandatory, administratively-required school events. These events, though not limited by enumeration, may be an open house, music program, art show, and/or other school or district events that occur after the normal work day. Professional educators who have a co-curricular conflict or other professional conflict may be excused at the discretion of their principal as long as such arrangements are made at least 24 hours in advance. The missed time may be required to be made up.

#### **3. Curriculum Development**

In addition to each professional educator's individual responsibility for developing the scope, sequence, and lessons for his/her teaching assignment in accordance with the Board-approved curriculum, every professional educator has the responsibility to participate in curriculum development for the District as part of a curriculum committee, grade level/departmental team, work group, or individual task. Each professional educator has the obligation to participate in ongoing curriculum committee work and is expected to contribute professionally to curriculum committee activity and to attend meetings as scheduled.

The District will maintain and publish a curriculum development schedule that may include, but is not

limited to, an ongoing cycle that includes an outside audit, a curriculum rewrite process, and a textbook/resources process, or any other components deemed appropriate by the District for each curriculum area, grade-level, department, program, or other grouping determined by the District.

Each professional educator is assigned to a particular curriculum committee and is obligated to participate in the curriculum development and rewrite process as deemed appropriate by the District. Teachers perform designated curriculum projects under the direction of the Curriculum Director and shall be paid the Board approved stipend. Teachers shall be paid upon approval of the entire scope of work by the Board.

Individual curriculum work outside of the regular cycle of curriculum development and rewrite, above and beyond the normal scope and sequence and lesson planning for which each professional educator is personally responsible for his/her teaching assignment, may be authorized by the District at the sole discretion of the District. The District may invite curriculum projects to be proposed by individuals, groups, committees, departments of the faculty, or administrators. The District will announce the criteria for approval and determine, in its sole discretion, the projects that are approved and conditions for such approval. Compensation for professional educators of approved non-cycle curriculum development and rewrite work, often referred to as R & D summer curriculum projects, shall be paid the Board approved stipend upon Board approval of the curriculum documents.

Every professional educator also carries the professional responsibility to update and improve semester outlines and units of study for courses and classes personally taught as part of their regular salaried position. Each professional educator is expected to develop written materials within an approved format and to submit copies of these materials as directed by his/her principal.

#### **4. Professional Duties**

The District recognizes that each professional educator performs many duties not directly related with the regular classroom teaching assignment or other professional assignment nor specifically itemized in the position assignment. Professional duties are those considered to be part of the professional educators traditional workday and include, but are not limited to the following enumerated duties. The District, at its sole discretion, may add to or change this list.

- a. The assignment itself;
- b. Faculty meeting attendance and participation;
- c. District-level committee attendance and participation;
- d. School-level committee attendance and participation;
- e. Varied ad hoc committees on which professional educators have traditionally served;
- f. Open house(s) as scheduled;
- g. Parent conferences as scheduled;
- h. Implementation of discipline plans, IEPs, 504 plans, RtI plans, ELL plans, G/T plans or other student assistance/accommodation plans as determined appropriate by the District;
- i. Supervision of students assigned during the workday (i.e., hallway, detention, to lunch or midday recess);
- j. Letters of recommendation for students except in cases where the student's performance would result in a negative response;
- k. Daily check of mailbox, minimally before school and in the afternoon;
- l. Daily monitoring of and response to email and voicemail;
- m. Summer monitoring of and response to email;
- n. Adherence to deadlines for submission of information and data to administration;
- o. Written/electronic lesson plans developed in advance in accordance with District format and expectations;
- p. Professional sharing of information obtained from workshop/conference attendance, site visit, school meeting, or District meeting.

## 5. Professional Growth

All professional educators shall engage in independent and active efforts to maintain high standards of individual excellence. Such efforts shall include keeping current in each specific and applicable area of instruction, Board established curriculum, as well as continuing study of the art of pedagogy. In addition to maintaining high standards of excellence for the students and school, each professional educator will make him/herself available during the contractual year and day to his/her colleagues for assistance, to the District for services beyond those specifically required as part of his/her individual contractual duties, and to the community as a valuable resource.

## D. EMPLOYEE PERFORMANCE AND EVALUATION

**Staff have the privilege to bring representation of choice when meeting with an administrator.**

### 1. Employee Evaluation

The District views employee evaluation as an ongoing process for the purpose of improving organizational performance and assessing individual performance of employees. The process for employee evaluation is specified in the *Teacher Performance Evaluation Guide* which is shared annually with all professional educators. The District, at its sole discretion, may revise the *Teacher Performance Evaluation Guide* at any time. Any evaluation process must comply with all applicable state and federal laws and regulations. During an employee's first three (3) years in the District he/she shall be evaluated a minimum of two (2) times annually.

### 2. Employee Discipline

The Board of Education reserves the right to and the responsibility to manage the District's employees. The District Administrator or his/her designee may issue discipline or recommend termination of employment to the Board of Education, if necessary, consistent with the requirements of any applicable policy, procedure, rule or regulation as well as state and federal law. Staff has the privilege to bring representation of choice when job performance with supervisor is to be discussed. A professional educator may be disciplined for violations of Board policy or for other failure to meet the expectations and obligations of their position. No employee may be subject to arbitrary or capricious disciplinary action.

Disciplinary action will normally follow a progressive discipline model that is designed to correct inappropriate conduct on the part of employees. Progressive discipline will generally progress as follows with documentation placed in the employee file:

- a. Oral reprimand,
- b. Written warning;
- c. Suspension, the length of which is determined by the administration to effect the corrective goal of discipline;
- d. Termination.

As long as it is not arbitrary and capricious, the District Administrator may skip one or all steps in the progressive discipline model whenever the District Administrator deems that the severity of the offense merits it. Any professional educator who is suspended without pay or termination of employment shall be given written notice of the reasons for such action. A copy of such notice shall be made a part of the professional educator's personnel record. Instances of discipline are subject to the employee grievance procedure.



## **E. EMPLOYEE STATUS**

### **1. Employee Definitions**

Regular Employees: Regular Employees are defined as professional educators whom the District considers continuously employed, working either a fiscal or school year, until the District, at its discretion, changes the status of the employee.

Regular Full-time School Year Employee: A regular full-time school year employee is defined as a professional educator who is scheduled to work at least 7 hours per day on a regular basis for at least a 180-day school year.

Regular Part-time School Year Employee: A regular part-time school year employee is defined as a professional educator who is scheduled to work less than 7 hours per day on a regular basis for at least a 180-day school year or works less than the 180-day school year.

Exclusions: A regular full-time or regular part-time employee does not include student, substitute, temporary, or summer school employees.

Summer School Employees: A summer school employee is defined as a professional educator who is hired to work for the District during the summer school session. Summer school session is defined as the supplemental educational program offered for District students pursuant to Department of Public Instruction rules and regulations.

The District will employ professional educators by issuing Individual Teaching Contracts to each professional educator. The Individual Teaching Contracts must be signed and returned to the District Office no later than the stated deadline in order to become a valid contract for the succeeding year.

The non-renewal of Individual Teaching Contracts shall be governed by § 118.22, Wis. Stats.

### **2. Determination of Assignments**

The Board will employ teachers by issuing Individual Teaching Appointments to each teacher on or before March 15 each year. The Individual Teaching Appointments must be signed and returned to the District Office by law on or before June 15 of the same calendar year in order to become a valid appointment for the succeeding year.

The District Administrator is responsible for the assignment of all professional educators in conformance with any legal requirements or certification requirements. Employees may express in writing to the District Administrator or his/her designee their preference of school, grade level or subject. After assignments are issued changes may have to be made due to late staff changes, grade level or school population changes, the final development of class schedules, enrollment changes in specific classes, budgetary/financial adjustments, computer failure, or other factors uncertain when the initial assignment was made. In all cases the decision of the District Administrator and approved by the Board of Education shall be final as to the assignment of professional educators.

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

### **3. Transfers**

Professional educators interested in transferring from one position to another will apply in writing to the District Administrator according to procedures provided in the vacancy announcement. Consideration will be given to such applications, and all transfer applicants shall receive a written response when the position is filled.

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

Prior to an involuntary transfer to another grade level, department, program, or school, the professional educator shall be consulted by the District Administrator or his/her designee at which time the reason for consideration of the change in assignment will be explained. If an involuntary transfer of assignment is made, written notification will be made to the professional educator when the administrative decision is finalized.

Assignments shall be made in accordance with Policy 3130 – Assignment and Transfer. In all cases the decision of the District Administrator and approved by the Board of Education shall be final as to the assignment of professional educators.

#### **4. Reduction in Staff**

The Board of Education reserves the right to reduce the number of positions (full layoff, or the number of hours in any particular position (partial layoff), as it determines is necessary for the continued operation of the District's educational program in an efficient and effective manner. Such staff reductions will be made in compliance with policy. In deciding which position(s) to reduce or eliminate, as well as the individuals affected, the Board shall act in what it determines is in the best interest of the students and the District.

The non-renewal procedures (for teachers) of Section 118.22, Wis. Stats., do not apply to layoffs.

No professional educator whose position has been eliminated or reduced and whose employment has been terminated or modified shall have any right to be contacted by the District in the event that a vacancy opens in the future. Likewise, no professional educator whose employment has been terminated or reduced is entitled to a future position or will receive any preference over other applicants. Professional educators whose employment ended or was reduced with the District due to a reduction in force shall not be prevented from applying for future positions with the District.

For teachers:

- a. Where appropriate, attrition may be used to achieve the necessary number of position reductions.
- b. The evaluating administrator will review the Educator Effectiveness Project evaluation data and professional file as maintained in the district office for each teacher in the elementary divisional level (4K-6) and at the secondary (gr. 7-12) by department. The principal shall make recommendations with supporting documentation to the District Administrator as to effectiveness of the teaching staff. The decision will be based on the preponderance of the evidence. (See TPES Guidebook.)
- c. An independent, outside evaluator may be secured with the authorization of the District Administrator to provide an objective assessment of the teacher's performance and will be used in conjunction with the data collected by the evaluating administrator. The request to use an outside evaluator would come from the evaluating administrator or the District Administrator. A teacher may not request an outside evaluator.
- d. Principals will examine all teaching assignments and make recommendations to the District Administrator about the best fit for each position based on each teacher's skills and dispositions.
- e. All other evaluation records being equal, the most recently hired individuals offered the position within the divisional level or department would be the first to be terminated.

#### **5. Termination, Non-Renewal, and Resignation**

Individual employment contracts of a professional educator may be terminated or non-renewed upon a majority vote of the full membership of the Board subject to any applicable law. Employees may be terminated or non-renewed for any reason, provided that the decision is not arbitrary or capricious, or in

violation of any applicable law. In the event the District Administrator intends to recommend the non-renewal of a teacher's contract, he/she shall comply with all applicable statutory non-renewal procedures.

The non-renewal of Individual Teaching Appointments shall be governed by Section 118.22, Wis. Stats.

Any decision to terminate or non-renew a professional educator's employment contract shall be subject to review consistent with the grievance procedure in policy and corresponding Professional Educator Handbook references.

A resignation, once submitted and accepted by the Board or its designee, is final and may not be rescinded without approval by the Board. The Board may defer acceptance of a late (i.e. 30 days prior to the start of the school year or school calendar year) resignation until such time as the position from which the professional educator has resigned is filled by the District. Resignations shall be processed in accordance with policy.

## **F. GRIEVANCE PROCEDURE**

The District encourages collaborative problem solving. Employees are encouraged to share any employment-related problem with their immediate supervisor informally.

The District has adopted a grievance policy (*Policy 3340, 4340*) that is available online, via the District website. The process for filing a grievance is outlined in detail in the Policy. Policy specifies the exclusive internal method for resolving grievances concerning discipline, termination, and workplace safety. A determined effort shall be made to settle any grievance at the lowest possible level in the grievance procedure. The Board maintains the right to modify the Grievance Procedure, in accordance with state statute, at any time at its sole discretion.

## **IV. COMPENSATION**

### **A. PAYROLL INFORMATION**

All teachers will be paid on the 15<sup>th</sup> and final business day of each month. Teachers will be provided the option of either 20 or 24 payments. Teachers electing to be paid out over 20 or 24 payments shall provide written notice to the District by their preference on their signed contract.

All employees will have their pay checks (after all appropriately authorized amounts have been deducted) directly deposited into one designated bank account. Any changes to direct deposit information may be made by notifying the Business Office.

If a payday falls on a bank holiday or a weekend, the pay date will be the last work day preceding the bank holiday or weekend.

Pay is subject to all deductions required by law, federal tax, Social Security payment, Medicare, and state and local income taxes, as applicable. The amount of the deductions will depend on earnings and information furnished on individual W-4 forms regarding the number of exemptions claimed. If an employee wishes to modify the number of exemptions, he/she must request a new W-4 form from the Payroll Office. Only an employee may modify his/her own W-4 form. Verbal or written instructions are not sufficient to modify withholding allowances. Professional educators are encouraged to regularly check their pay-related information

on the online Employee Portal.

The annual W-2 form reflects how much of an employee's earnings were deducted for these purposes. Any other mandatory deductions to be made from paychecks, such as court ordered garnishments, will be explained whenever the District is ordered to make such deductions. Questions about pay and deductions should be discussed with the Payroll Office.

Should there be an underpayment of any kind, the District will make every effort to repay the amount as quickly as possible. In the event that there is an overpayment of any kind that the District has not noticed, it is the employee's responsibility to bring this to the attention of the Payroll Office.

## **B. SALARY AND RELATED COMPENSATION**

### **1. Salary**

The Board will comply with state statutes as to employee compensation. Employees will receive individual notice as to their salary on the upcoming year's contract. This is subject to change for those professional educators working on the salary advancement model as defined in the Salary and Stipend Guide.

### **2. Extended Contracts**

The Board may determine extended contracts are necessary to complete the work of the District.

### **3. Extra-Curricular Stipends**

Teachers may be assigned extra-curricular activities. The principal will offer a period in which teachers may volunteer for extra-curricular assignments. Assignments will be offered to the individual who, in the sole discretion of the District, is the most qualified applicant. The District will publish a schedule outlining the compensation for extra-curricular assignments.

### **4. Supervisory Duties**

Supervisory duty assignments, including but not limited to lunch, bus, and recess duties, will be assigned to professional educators or support staff at the sole discretion of the District. The assignment of a duty shall not be deemed a contract, and individuals assigned supervisory duties may be reassigned by the District at any time. The stipends and payments for supervisory duties shall be made in accordance with the *Salary and Stipend Guide*.

### **5. Substitute Assignment**

Teachers who are asked to substitute for another teacher will receive \$18.00 per class.

### **6. Required Training**

The District may occasionally require a professional educator to attend a workshop or training necessary for employment that occurs outside scheduled work days. The professional educator may be eligible for compensation for this required training and will be paid at \$20 per hour compensation. Teachers completing required CPR/First Aid Training will be compensated with a \$25 stipend for annual certification.

### **7. Summer School**

If summer school session employment is available, the District may offer summer school employment to qualified professional educators of the District's choosing. The District is free to use outside providers to perform such work. The terms and conditions of employment for summer school session shall be established by the District at the time of hire. Unless specifically set forth by the District at the time of hire, work performed by a regular employee during a summer school session shall not be used to determine eligibility or contribution for any benefits, length of service, or wage/salary levels.

## **8. External Honorarium**

Professional educators who are offered a payment or honorarium for work performed during time when the employee is being paid by the District shall promptly report the monetary offer to the District Administrator. The District Administrator, at his/her sole discretion, shall determine after conferring with the professional educator whether the payment or honorarium shall be received and by whom.

# **V. BENEFITS**

## **A. DISTRICT PROVIDED BENEFITS**

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

Insurance coverage will commence on the professional educator's first day of employment. Except for cases of misconduct, professional educators whose employment is terminated at the conclusion of a school year shall have their health, dental, life, and long-term disability insurance coverage continued and paid at the same District rate through August of the same year in which the employment was terminated. Professional educators whose employment terminates during the school year shall have their health, dental, life, and long-term disability insurance coverage continued and paid at the same District rate through the last day of the last month of their employment.

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

### **1. Wisconsin Retirement System (WRS)**

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

### **2. Health, Dental, and Vision Insurance**

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

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

### **3. Eligibility for Health, Dental, and Vision Insurance**

A teacher teaching less than full-time (1.0 FTE) will have the District's percentage of contribution pro-rated as a percentage of full-time employment for purposes of group health and dental insurance, long-term disability benefits and life insurance (e.g., a teacher teaching 0.5 FTE will receive half of the District's contribution for a full-time (1.0 FTE) teacher). Teachers working less than 0.5 FTE are not eligible for the District's health, vision, and dental insurance.

Hours worked beyond those set forth in the individual contract shall not be used to determine insurance eligibility or insurance contributions as per Affordable Care Act regulations. Such hours excluded may

include, but not be limited to the following: extended contracts, summer classes, co-curricular assignments, substitute assignments, etc.

#### **4. Premium Contributions for Health Insurance**

The District will pay a portion of the premium for group health insurance (employee, employee plus one, and family) depending on the employee election. 86% of the monthly premium rate is paid by the District and 14 % is paid by the employee. The insurance carrier(s), program(s), and coverage(s) will be selected and determined by the Board.

#### **5. Premium Contributions for Dental and Vision Insurance**

The District will pay eighty-six percent (86%) of the premium for group dental and vision insurance (family or single).

#### **6. Group Term Life Insurance**

The District will pay the full amount of the premium for life insurance at two times the professional educator's total salary.

#### **7. Group Long-Term Disability Insurance**

The District will pay the full amount of the premium for long-term disability insurance. The insurance carrier(s), program(s), and coverage(s) will be selected and determined by the Board.

#### **8. Liability Insurance**

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

#### **9. Travel Expenses/Mileage**

The District may provide for reimbursement of actual and necessary expenses, including travel expenses, of professional educators that are incurred in the course of performing services for the District, whether within or outside the District, under the direction of the Board and in accordance with advance authorization by an administrator.

Professional educators should use District-owned vehicles or bus transportation whenever possible and practical when transporting students. When personal vehicles are used during the course of performing duties for the District, the District will pay the IRS rate for approved out-of-District travel as well as for travel between buildings where employees are required to travel as part of their assignment. Employees must submit a request for travel reimbursement.

### **B. VOLUNTARY BENEFITS**

#### **1. Short-Term Disability**

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

#### **2. Tax-Sheltered Annuity (TSA)/403(b) Retirement Plan**

A TSA program is available to teachers in accordance with the District's policies governing the 403(b) program.

#### **3. Section 125/Flexible Spending Account**

The Section 125(c) Plan is a pre-tax, payroll deduction account that allows employees to set aside up to \$5,000 for dependent, child or adult care and the maximum allowable by law for additional medical, dental or vision expenses not covered by insurance. An annual election for the 2018-19 school year is made with an October 1 through June 30 benefit period. Beginning in the 2019-20 school year, an annual election is made

with a July 1 through June 30 benefit period. Claims can be made during the benefit year and up to ninety (90) days after for expenses paid by the individual during the previous calendar year.

### **C. VOLUNTARY RETIREMENT**

The District may provide, at its sole discretion, a post-retirement benefit for eligible professional educators, and reserves the right to modify or terminate this benefit at any time.

A teacher reaching eligible retirement age during the school year must complete that school year before exercising the option to retire early.

All teachers who elect to retire early must provide written notice of their intent to do so on or before February 1 of the school year prior to retirement.

For teachers actively employed before June 30, 2011:

Teachers working .75 FTE or more will be eligible for early retirement benefits in accordance with the following criteria:

- Age 55
- Fifteen (15) years of full-time experience in the District

### **D. WORKERS' COMPENSATION**

Workers' compensation is to provide for payment of medical expenses and for partial salary continuation in the event of a work-related accident or illness. The District will provide Workers' Compensation as required by law. The amount of benefits payable and the duration of payment will depend upon the nature of the injury or illness. Any employee who is injured on the job shall report the injury to his/her principal prior to seeking medical attention, if at all possible. In the event of an emergency, the employee shall notify his/her principal within twenty-four hours after the occurrence of the injury or as soon as practicable. The employee shall complete an accident report form available in his/her school office.

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

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

## **VI. TIME OFF AND LEAVES**

### **A. PAID LEAVE DAYS**

Each professional educator will have access to his or her paid leave balances through the Employee Portal. Paid leave may be taken in one hour increments. The responsibility for applying for and claiming leave rests with the professional educator.

#### **1. Sick Leave/Personal Leave = Paid Time Off (PTO)**

Paid Time Off (PTO) credit of ten days (3 personal / 7 sick) shall be granted to the professional educator on the first day the professional educator reports to work for the contract year. PTO will accumulate to a maximum of ninety (90) days. Eligible employees at the maximum of 90 days with unused PTO on 6/30 (annually) will receive 50% of the substitute teacher pay (\$50) for every day of unused PTO. This is in lieu of losing unused sick days.

Professional educators beginning work after the first day of the contract year shall receive a pro-rated amount of PTO. Professional educators who leave the District's employment prior to the completion of his/her contract year shall have a pro-rated amount of PTO removed from his/her account; if the professional educator has exceeded his/her account total, then the amount exceeded shall be deducted from the final amount of salary due to the professional educator.

Personal days (3 days) shall be allowed for any purpose. The number of persons using personal days on any given instructional day will be limited to five staff members district-wide. The date and time of the notification will be documented so that once five people on personal leave is reached, no further personal days will be permitted. Personal leave shall not be used to attend Association membership meetings or for participating in activities on behalf of the Association, to attend legislative rallies, to engage in job actions such as picketing or demonstrating, or to participate in activities designed to disparage, embarrass, or discredit the District. Personal days shall not be taken on in-service days.

It is expected that whenever possible medical or dental appointments for the employee or family member be scheduled outside of regularly scheduled work hours. When appointments cannot be scheduled outside of the regularly scheduled work hours, professional educators are expected to return to work after the appointment if the timeframe permits them to do so. When a professional educator intends to be absent for a medical/dental appointment or other non-school business for less than a half-day, the professional educator may avoid use of sick leave if the professional educator makes arrangements with a colleague for coverage and notifies the principal of the arrangements in advance of the absence. If the principal, school office, or substitute caller is used to provide a substitute, then the professional educator will be charged with a half-day of sick leave if the absence is limited to either before lunch or after lunch, and a full-day of sick leave if the absence includes time both before and after lunch.

Professional educators employed on separate summer contracts, including summer school, shall be eligible for two days of non-accumulative sick leave, or two days of emergency leave, or a combination of one day each of sick leave and emergency leave, with the day being defined as a full-day. To be eligible for these two days, a professional educator must be employed for a minimum period of the full number of days for the scheduled summer session. Professional educators employed on separate summer contracts are not eligible to use more than the two paid days of sick/emergency leave during their summer assignments.

In the event an employee becomes eligible for benefits under the District's long-term disability insurance program, the employee will no longer be allowed to use sick leave or accumulated sick leave for the duration of the disability.

Whenever the District deems such verification appropriate, the professional educator may be required to furnish the District with a certificate of illness signed by a medical provider verifying the reason for the absence. Such certificate should include a statement releasing the professional educator to return to work and a statement as to whether any limitations or restrictions are placed upon the work which may be performed. Nothing in this section shall be interpreted as limiting the District's ability to discipline or terminate employment of an employee for excessive absenteeism.

When applicable under either Wisconsin or Federal Family and Medical Leave, an employee may elect or the District may require sick leave to run concurrently with the approved Wisconsin and/or Federal leave.

Advance requests for PTO must be made in the Employee Portal as early as possible but not less than two days prior to the day requested. If the event which gives rise to the request is unknown at that time, such request must be made as soon as the employee becomes aware of the necessity for this leave and can reasonably communicate with the administrator or supervisor.



No more than two professional educators in a building or five professional educators in the District may exercise PTO on the same day for purposes other than illness or District-approved professional development unless substitute availability would allow additional PTO days. The substitute teacher log shall be the determination of this calculation.

If a school principal and a school counselor (9-month contract) mutually agree, in advance and in writing, that smooth school operations necessitate that a school counselor work on a day other than the contracted days as specified on the official school calendar, the school counselor shall be provided with an amount of paid time off equal to the amount of mutually agreed time worked. No more than the equivalent of five such special work days may be scheduled and no more than the equivalent of five such compensatory paid days off may be scheduled within a school year. This compensatory time off excludes paid extended contract days for school counselors who perform summer work under the direction of their principal.

## **2. Gifting of Sick Leave**

An employee may choose to gift sick leave days to another employee who has exhausted existing sick leave and who is personally experiencing a catastrophic illness or accident. A catastrophic illness or accident is a severe illness/accident requiring prolonged hospitalization or recovery. Examples would include coma, cancer, leukemia, heart attack or stroke. These illnesses or accidents usually involve high costs for hospitals, doctors and medicines and may incapacitate the person from working, creating a financial hardship. An employee with ten (10) or fewer sick days remaining in his/her own sick leave bank shall not be permitted to gift sick leave days.

## **3. Bereavement Leave**

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

## **4. Emergency Leave**

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

## **5. Jury Duty and Witness Duty**

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

Professional educators shall report to work if released from jury duty or the witness stand when at least a half-day remains in the scheduled work day. Professional educators are required to submit proof to verify the amount of the payment and/or their requirement/request to appear.

## **6. National Guard Duty**

Where a professional educator is absent due to required service in the National Guard or Reserve, the

professional educator will be paid his/her full salary for a period of up to five days for such absence, barring any overriding provision by the state or federal government. This leave will be granted without any deduction from the employee's PTO account, provided that the professional educator must endorse to the District all payments by the military for the days covered by paid leave from the District.

### **7. Military Leave for Active Duty**

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

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

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

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

### **8. Administratively-Approved Leave**

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

Requests for Administratively-Approved Leave shall be made with the appropriate form at least three days prior to the absence if advance notice is available. In the event that three days' advance notice is not available, the professional educator shall be responsible for submitting the appropriate form as soon as the information is available.

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

## **B. FAMILY AND MEDICAL LEAVE ACT**

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

## C. LEAVES OF ABSENCE

### 1. Unpaid Leave of Absence

Employees must submit a written request for an unpaid leave of absence to the Board. The Board may grant the request for a leave of absence at its discretion. The leave of absence will begin and end on the dates approved by the Board. A leave of absence may not exceed twelve (12) calendar months.

Employee participation in fringe benefits will be discontinued during a leave of absence. The employee may remain a member of the District's group insurance plans (to the extent permitted by the carrier); however, he/she must pay the premiums to the District during the leave of absence.

Sick leave will not accrue during a leave of absence; however, any accumulated sick leave at the time of the leave of absence will be reinstated upon return.

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

### 2. Professional Leave

Professional educators may apply for an unpaid professional leave for study, research, or special teaching assignment for a period up to one year. This leave will be without pay or benefits and is subject to Board approval. Requests for professional leave must be made by February 1 for the following school year.

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

Professional educators with a minimum of three years of continuous local experience may apply for unpaid Child-Rearing/Adoption Leave. Such leave is subject to Board approval and may be taken for no longer than two semesters. The Board reserves the right to limit approved leaves to no more than two professional educators per school year and is subject to hiring a qualified replacement for the leave period. This leave provision is not available to professional educators who have used this leave provision within the previous three years. Application should be made in writing at least three months prior to the requested start of the leave. If conditions are such that three months' advance notice is not reasonable, then application should be made as soon as practicable with an explanation as to the cause of the reduced advance notice.

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

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

## VII. EXTRA-CURRICULAR ACTIVITY ASSIGNMENTS

### A. LETTER OF ASSIGNMENT

Professional educators shall assume responsibility for the supervision of the extra-curricular activities that are included in their letters of assignment. The principal will offer a period in which teachers may volunteer for extra-curricular assignments. Activity assignments will be offered to the individual who, in the sole discretion of

the District, is the most qualified applicant. The stipend for extra-curricular activities shall be specified in the letter of assignment. The letter of assignment shall not be deemed a contract, and individuals holding extra-curricular positions are employed on an at-will basis for these positions.

**B. EVALUATION**

Individuals holding extra-curricular assignments shall be evaluated in the manner and frequency that their principal deems appropriate. When determining the manner and frequency of evaluations, the principal or his/her designee may take into account such factors as (1) the individual's experience with the particular activity; (2) input received from participants, parents, and other stakeholders; (3) the extent to which an individual needs additional guidance or oversight; and (4) any other consideration that a supervisor, in his/or reasonable discretion, deems appropriate.

**C. VOLUNTEERS**

The Board, upon recommendation from the head coach/advisor and the athletic director or principal, may authorize an individual to serve as a volunteer coach/advisor for an extra-curricular activity. Volunteers are subject to a background check prior to working with children. Volunteers are not employees and are not eligible for salary/wages, stipend, or benefits. Volunteers are covered by the District's general liability insurance policy while acting as a volunteer coach/advisor for the District. Volunteers must follow all District activity and athletic policies and procedures as well as other District policies as applicable. Head coaches/advisors are responsible for directing the activities of volunteers approved for their extra-curricular activity.

## EMPLOYEE ACKNOWLEDGEMENT FORM

**This is a duplicate copy of the form.  
Please retain this copy with your handbook for reference.**

*An original signed and dated copy of this form must be submitted to the School Office  
by the announced deadline as a condition of continued employment.*

The *Professional Educator Handbook* describes important information about the School District of Manawa. I acknowledge that I have received a copy of the District's *Professional Educator Handbook*. I understand that I should consult my principal if I have any questions that are not answered in the handbook.

I understand and acknowledge that there may be future changes to the information, policies, and benefits in this handbook. I also understand that the School District of Manawa may add new policies to the *Professional Educator Handbook* as well as replace, change, or cancel existing policies. I further understand that no one can make verbal/oral modifications to this handbook, nor can it be modified by practice. I understand that handbook changes can only be authorized in writing by the District Administrator or by the Manawa Board of Education.

I understand and acknowledge that the district handbook is not a contract of employment or legal document. I understand and acknowledge that the *Professional Educator Handbook* does not alter my employment status or guarantee employment for any definite period of time. I have received the district handbook and I understand that it is my responsibility to read and follow the policies contained in this handbook and any changes made to it.

EMPLOYEE'S NAME (printed): \_\_\_\_\_

EMPLOYEE'S SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_



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



# Support Staff Handbook

*Approved by the Manawa Board of Education on **July-August 2019**~~2018~~*

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

**Phone: 920-596-2525**

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

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## INTRODUCTION

### WELCOME

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

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

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

### A. DISCLAIMER

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

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

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

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

## School District of Manawa

### Students Choosing to Excel, Realizing their Strengths

#### **Mission Statement:**

*The School District of Manawa is the place where students choose to excel academically and realize their strengths.*

#### **Vision Statement:**

*The School District of Manawa engages students to reach their full potential in a changing global society through highly effective instruction and leadership.*

#### **Guiding Principles Grouped by Core Values:**

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

5. **Learning Environment** – **Successful teaching and learning are nurtured in an institutional climate characterized by:**

- *Maintaining the facilities to ensure they are safe, clean, welcoming, inspirational and reliable work spaces for all.*
- *Nurturing a learning community that provides stability and a sense of satisfaction and fulfillment for all students and personnel.*
- *Supplying and maintaining contemporary technology.*

## EMPLOYMENT POLICIES

### DEFINITION OF SUPPORT STAFF EMPLOYEES

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

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

PT 1	Employee is regularly scheduled to work 30 hours per week or more
PT 2	Employee is regularly scheduled to work <u>between</u> 20 and <del>less than up to 30</del> 29.99 hours per week
PT 3	Employee is regularly scheduled to work less than 20 hours per week

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

### ANTI-HARASSMENT POLICY

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

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

1. Verbal harassment, including epithets, kidding, derogatory comments, slurs, or ethnic jokes.
2. Physical interference with movement, activities, or work.
3. Visual harassment, including derogatory cartoons, drawings, or posters.

4. Sexual harassment, which is defined as any deliberate, repeated or unwanted verbal or physical sexual contact, sexually explicit derogatory statement, or sexually discriminating remark that is offensive or objectionable to the recipient or which causes the recipient discomfort or humiliation or which interferes with the recipient's work performance. Sexual harassment can take the form of any unwanted sexual attention ranging from leering, pinching, patting, verbal comments, display of graphic or written sexual material, and subtle or expressed pressure for sexual activity. In addition to the anxiety caused by sexual demands on the recipient, sexual harassment may include the implicit message from the alleged offender that noncompliance will lead to reprisals. Reprisals may include, but are not limited to, unsatisfactory work evaluations, different treatment, sarcasm, or unwarranted comments to or by peers.

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

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

Carmen O'Brien, Business Manager  
800 Beech Street  
Manawa, WI 54949

920-596-5800  
[dwolfgram@manawaschools.org](mailto:dewolfgram@manawaschools.org)

920-596- 2525  
[cobrien@manawaschools.org](mailto:cobrien@manawaschools.org)

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

## **REPORTING PROCEDURE/INTERNAL INVESTIGATION – EMPLOYEES**

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

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

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

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

~~Complaint forms are located on the District website under District Forms (form is not on the Website).~~  
(Policy 3362, 4362)

## **Drug-Free Workplace**

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

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

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

### **Tobacco Policy**

Employee use of tobacco on District property ~~(if tobacco products are in a personal vehicle, does this policy apply?)~~, in District-owned vehicles or at any District affiliated event is prohibited. Tobacco products may not be stored on District property. These policies also prohibit the use of tobacco in all forms as well as smoking of electronic, “vapor,” or other substitute cigarettes. (Policy 3215, 4215)

### **Equal Employment Opportunity**

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

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

### **Conflict of Interest and Ethical Standards**

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

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

### **Communications and Suggestions**

The School District of Manawa welcomes the comments and problem-solving suggestions of its employees. All comments and suggestions should follow the ~~communication protocol (Addendum A) (where is this?)~~ chain of command by bringing the concern or idea forward to his/her immediate supervisor/evaluator.

### **Outside Employment**

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

### **Personnel Files**

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

### **Personal Data Changes**

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

### **Political Activities of Staff**

Because political activities may be disruptive, divisive and distracting to a positive learning environment, such activities are not appropriate within the school setting. The Board prohibits political activities on all District-owned and used property, within all school buildings and at all school-sponsored activities unless part of a Board-approved teaching unit.

### **Work Stoppage**

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

### **Acceptable Use**

All employees are required to read and adhere to the Acceptable Use Policy [\(Addendum?\)](#).

### **Health Examination**

As a requirement for employment, employees will be required to furnish evidence of a physical examination, drug test, and ~~possible skin~~ tuberculin ~~test~~ [questionnaire](#).

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

The Wisconsin Tuberculosis (TB) Risk Assessment Questionnaire Screen must be filled out ~~prior to as part of the physical at ThedaCare at Work or under the direction of the District Nurse following the hire of the employee~~. If a skin tuberculin test is recommended, the test must be completed [during the physical](#), prior to the first day of work. ~~The physician conducting the physical examination shall prepare a report of the examination on a form prepared by the Department of Public Instruction (DPI) and available on the DPI website. The physician shall use the report form to certify to the District that the person is free from tuberculosis in a communicable form.~~ Subsequent physical examinations will be required at intervals determined by the School Board, consistent with state and federal laws.

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



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

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

### **Family and Medical Leave Act (FMLA)**

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

### **Military Leave**

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

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

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

## **EMPLOYMENT PRACTICES AND EXPECTATIONS**

### **General Practices**

#### **Attendance**

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

On days when school is cancelled due to inclement weather, Part-time staff does not report and ~~may will~~ either use PTO ~~or Sick Time if the day is not to be made-up.~~ ~~Sick Time used for inclement weather may not exceed three (3) days based on the employee's regular schedule.~~ ~~PTO is limited based on employee job category.~~ ~~If the day is to be made up, part-time staff will not be allowed to use sick time.~~ ~~Sick time or will not be paid as noted on timecards.~~ ~~Time off used must be entered into the Skyward system and noted on the time card.~~ Full-time staff ~~does not report unless they will~~ notify their supervisor and ~~together will together mutually~~ decide ~~if they will report if they will report or and/or~~ if adjustments will be made to



the regular schedule. Supervisors may pre-authorize the use of Vacation, PTO, ~~Sick time~~ Time, or Compensatory Time as noted on timecards. Leave Without Pay for Full-time staff shall be authorized by the District Administrator.

For times when school is delayed, staff is to report according to the delay. Part-time staff Support Staff should plan to adjust their arrival to the student schedule or as per the direction of the Supervisor. In the event of an early dismissal due to inclement weather, anythe staff member would leave after all students are safely out of the building or at the conclusion of their normal working hours, whichever comes sooner or as agreed upon with the Supervisor. Sick time may not be used for delays except if the delay becomes a cancellation. Food Service and full-time staff must arrive as close to their scheduled start time as possible. All adjustments must be noted on time cards.

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

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

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

### **Work Days / Hours of Work**

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

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

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

### **Calendar**

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

### **Professional Development/Training Programs (In-service)**

As a learning and teaching institution, the District expects all employees to model continuous learning to develop professional skills and personal growth. The District provides periodic paid in-service and training opportunities that are required for staff depending on assignment and role. Paid leave will not be approved on professional development or in-service days designed for Support Staff participation.

Extenuating circumstances (i.e. bereavement, once-in-a-lifetime opportunity, etc.) may be approved by administration with appropriate documentation.

### **Meetings**

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

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

### **Injuries to Employees**

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

### **Injuries to Students**

All student injuries should be reported to ~~the building principal/direct supervisor immediately~~ [the health staff](#). Attention should be given to all injuries, however minor. ~~A~~ [Student Incident Injury](#) Report form must be filled out for all injuries and submitted electronically. Forms are located online under the District Forms tab.

### **Legal Actions Involving Employees**

Every employee shall notify his/her supervisor as soon as possible, but not more than three (3) calendar days, after an arrest, indictment, conviction, no contest or guilty pleas, or any adjudication of the employee for any felony or misdemeanor, or any offense involving moral turpitude. [An offense of operating under the influence, revocation or suspension of license, and driving after revocation or suspension must be reported. The requirement to report an arrest, indictment, conviction, no contest or guilty plea, or other adjudication shall not apply to minor traffic offences unless the employee is driving students or a district-owned vehicle.](#)

~~The requirement to report an arrest, indictment, conviction, no contest or guilty plea, or other adjudication shall not apply to minor traffic offences. However, an offense of operating under the influence, revocation or suspension of license, and driving after revocation or suspension must be reported. If an employee drives students or drives a district-owned vehicle, all traffic offenses must be reported (If an employee drives for the District, do they need to report traffic offenses?).~~

### **Email and Voicemail**

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

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

### **Personal Communications**

Personal communications should be kept to a minimum and cannot interfere with employment expectations. Personal cell phone use, text messaging, other personal communication, or other recreational uses by district staff must be kept to scheduled breaks, duty-free lunch and outside of the school day. -Personal devices used for work-related purposes are acceptable.

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

### **Licensure/Certification**

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

### **Determination of Assignments**

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

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

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

### **Reduction in Staff**

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

### **Layoff**

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

### **Operation of District Vehicles**

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

### **Operation of Personal Vehicles**

The Board of Education will pay the IRS rate for approved out-of-~~District-district~~ travel as well as travel between buildings when employees are required to travel as part of their assignment. Employees must

submit a request for travel reimbursement. Employee personal insurance shall serve as the first level of coverage.

### **Transportation of Students**

It is the District's position that transporting students in personal vehicles should be avoided. It puts the driver/owner at considerable risk for litigation and increased liability. However, in the rare circumstances when student transportation cannot be avoided, proof of valid license, vehicle inspection report, and insurance must be shared with the District Office. The vehicle inspection report will be valid for a period of ~~(6 months or~~ 1 year) from the time of the inspection and will be kept on file in the District Office. Any accident or damage to the vehicle will require a new inspection prior to transporting students. Prior written administrative and parent permission is required and ~~the owner~~the owner of the vehicle has primary liability for any incident. (AG 8660)

### **Confidentiality**

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

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

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

### **Professional Appearance**

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

### **Copyright**

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

### **Community/Co-curricular Involvement**

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

### **Food Service Purchases**

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

### **General Rules of Conduct**

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

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

~~Violations of policy include, but are not limited to: (Do we really need to have this in the handbook since we sign the Code of Conduct at the beginning of the school year? Not in the Professional Educator handbook)~~

- ~~1. Falsification or unauthorized altering, deletion or omissions of records.~~
- ~~2. Unauthorized disclosure of confidential or privileged information.~~
- ~~3. Unauthorized use and/or possession of intoxicating beverages, narcotics or drugs on District premises.~~
- ~~4. Reporting to work under the influence of alcohol, narcotics or drugs.~~
- ~~5. Failure or refusal to report child abuse.~~
- ~~6. Unauthorized use or misuse of electronic resources.~~
- ~~7. Time theft: being late, leaving early, being absent from work without permission/prior notification, fraudulent requests for time off, sleeping while on duty, etc.~~
- ~~8. Stealing or damage/destruction of property belonging to the District, other employees, or students/community members.~~
- ~~9. Gambling on District premises.~~
- ~~10. Violating or ignoring safety and sanity standards and expectations.~~
- ~~11. Failing to obtain or maintain a current license, certification or other qualifications required by law or the District.~~
- ~~12. Promoting, encouraging, engaging in, or facilitating any illegal strike slowdown, sickout, work stoppage, curtailment of work schedules, or refusal to perform customary and assigned duties.~~
- ~~13. Refusal to follow a directive/carry out assigned duties.~~
- ~~14. Insubordination.~~
- ~~15. Physical assault.~~
- ~~16. Use of obscenities and/or abusive language on District premises or at District events.~~
- ~~17. Threatening, harassing, abusive or bullying behavior.~~
- ~~18. Failing to fully cooperate in any District investigation.~~
- ~~19. Failure to maintain professional or ethical standards.~~
- ~~20. Failure to follow chain of authority.~~

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

## **Grievances**

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

The District has adopted a grievance policy (*Policy 3340, 4340*) that is available online, via the District website or from the Administration Office. The process for filing a grievance is outlined in detail in Policy 4340.

Grievance Procedure (does this apply since there is no union, is this in state statute, can it be shortened up, is it in all the handbooks?)

**Definitions:**

- ~~A. A grievance shall mean a dispute regarding the application of School Board policies regarding an employee's discipline or termination of employment, or a dispute concerning workplace safety. No grievance shall be processed under this policy unless it is in writing and contains all the following:~~
- ~~1. the name and position of the grievant;~~
  - ~~2. a clear and concise statement of the grievance;~~
  - ~~3. the issue involved;~~
  - ~~4. the relief sought;~~
  - ~~5. the date the incident or alleged violation took place;~~
  - ~~6. the specific section of the Policy Manual or workplace safety rule alleged to have been violated;~~  
~~and~~
  - ~~7. the signature of the grievant and the date.~~
- ~~B. The term "days" means regular business days, Monday through Friday, other than weekends and holidays regardless of whether the employee or his or her classification is scheduled to work. The time within which an act is to be done under this policy shall be computed by excluding the first day and including the last day.~~
- ~~C. A "grievant" is an employee as defined by state statutes governing this grievance procedure. At the grievant's cost and request they may be represented by a person of their choice.~~
- ~~D. "Workplace safety" means those conditions related to physical health and safety of employees enforceable under federal or state law, or District rule related to: safety of the physical work environment, the safe operation of workplace equipment and tools, provision of protective equipment, training and warning requirements, workplace violence and accident risk.~~
- ~~E. "Discipline" means oral reprimands (where a written record of the reprimand is placed in the employee's file), written reprimands, suspension and demotion. Discipline does not include performance reviews, work plans or corrective actions that do not include a reprimand or other adverse employment action.~~
- ~~F. "Termination" means discharge from employment. Non-renewals and layoffs (reduction in force) are not considered terminations and are not subject to this procedure.~~

Procedures:

First Step: Within ten (10) days after the facts upon which the grievance is based or should have reasonably become known the employee shall present the written grievance to his/her immediate

~~supervisor. The immediate supervisor shall give a written answer within ten (10) days of receipt of the grievance, with a copy to the District Office.~~

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

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

~~Third Step: Upon the written request of the grievant in response to an adverse decision, the decision at the second step may be appealed to the District Administrator by a written statement particularly describing the reason for appeal. If the decision at Step 2 is based in whole or in part on the basis of timeliness, scope of the grievance process or other failure of the Grievant to properly follow the process the matter shall be referred to the Board who shall determine whether the matter should be processed further. If the Second Step decision is on the merits of the grievance only the grievance will be referred to an Impartial Hearing Officer (IHO). The IHO will be designated by the District Administrator. Any costs incurred by the (IHO) will be paid by the School District. The IHO will convene a hearing in the manner the IHO determines necessary. The IHO shall have the authority to administer oaths, issue subpoenas at the request of the parties, and decide if a transcript is necessary. The IHO may require the parties to submit grievance documents and witness lists in advance of the hearing to expedite the hearing. The burden of proof shall be "a preponderance of the evidence". In termination and discipline cases, the District shall have the burden. In workplace safety cases, the employee shall have the burden. The IHO may request oral or written arguments and replies. The IHO shall provide the parties a written decision.~~

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

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

Timelines:



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

#### Exclusive Remedy:

~~This procedure constitutes the exclusive process for the redress of any employee grievances as defined herein. However, nothing in this grievance procedure shall prevent any employee from addressing concerns regarding matters not subject to the grievance procedure with administration and employees are encouraged to do so. Matters not subject to the grievance procedure that are raised by employees shall be considered by administration which has final authority, subject to any applicable Board policy or directive, to resolve the matter.~~

#### **Identification Badge**

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

#### **Solicitations**

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

#### **Safety Plans**

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

Employees are encouraged to monitor hallways and grounds for unescorted/unfamiliar visitors [and report them to the building office.](#)

#### **Child Abuse Reporting Requirement**

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



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

### **Payroll Information**

#### Salary/Wage

The Board of Education will comply with state statutes as to employee compensation. Employees will receive individual notice as to their salary/wage [for full-time employees prior to July 1<sup>st</sup> and for part-time employees prior to the beginning of the school year](#)~~their start date~~.

#### Timecards

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

#### Residency ~~(is this necessary?)~~

The District encourages employees to reside within the school district.

#### Payroll Payments

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

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

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

#### Direct Deposit

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

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

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

### **BENEFITS**

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

### **District Provided Benefits**

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

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

### **Workers' Compensation**

Workers' Compensation is to provide for payment of medical expenses and for partial salary continuation in the event of a work-related accident or illness. The District will provide Workers' Compensation as required by law. The amount of benefits payable and the duration of payment will depend upon the nature of the injury or illness. Any employee who is injured on the job shall report the injury to his/her ~~principal-supervisor~~ prior to seeking medical attention, if ~~at all~~ possible. In the event of an emergency, the employee shall notify his/her principal within twenty-four hours after the occurrence of the injury or as soon as practicable. The employee shall complete an ~~Employee Incident~~ ~~accident~~ ~~R~~report form available on the District website under district forms or in his/her school office and submit it to the ~~-supervisor~~ ~~building principal~~.

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

- a. Injuries because of a self-inflicted wound;
- b. Injuries sustained because of an employee's horseplay;
- c. Injuries sustained while an employee does an activity of a ~~strictly~~ private/~~personal~~ nature.  
For example, while playing basketball during an unpaid lunch break. (what is this?)

### **Wisconsin Retirement System (WRS)**

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

### **Health, Dental, and Vision Insurance**

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

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

### Eligibility for Health, Dental, and Vision Insurance

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

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

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

### Group Term Life Insurance for Eligible Employees

The District will pay the full amount of the premium for life insurance equal to the annual amount of the employee's total salary for employees working twenty (20) or more hours per week.

### Group Long-Term Disability Insurance for Eligible Employees

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

### Liability Insurance (~~compare to driving personal vehicle above~~)

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

### Voluntary Benefits for Support Staff Working Over 20 Hours per Week

#### Short-Term Disability

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

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

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

#### Section 125/Flexible Spending Account

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

## **EMPLOYEE SEPARATION**

### **Timeline**

Support Staff employees are encouraged to provide at least fourteen (14) days advance notice of resignation.

Support Staff wishing to retire are requested to inform the District Administrator, in writing, no later than March 1<sup>st</sup>. (could we include a stipend for announcing early?)

An employee who fails to report to work for three (3) or more consecutively scheduled workdays unless prior permission is received from the employee's supervisor or unless circumstances beyond the employee's control may result in dismissal.-

The District ~~will enforce penalties for “breaking requests a minimum two-week notice” when breaking a contract the Memorandum of Understanding [MOU]. Penalties are delineated in individual contracts.~~

### **Job Vacancies (do we need this?)**

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

### **Overtime**

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

### **Compensatory Regular Time**

Time worked over forty (40) hours per week may be used as compensatory time with the advance written approval of a supervisor. Compensatory Time shall be logged into Skyward at the rate of one and one-half times the employee's regular time.

Comp Time Example: An employee works a full ~~40-hour~~40-hour week and worked an additional four hours that same week. The employee may choose to either a) receive overtime pay for four hours or b) take six hours of comp time (if comp time is chosen in lieu of overtime, comp time will be at 1 ½ hours for each overtime hour worked).

An employee works four days and took either a sick day or vacation day during the week. The employee worked an additional four hours the same week. Because the employee did not actually work their normal scheduled hours for the week, the employee may choose to either a) receive straight pay for the four hours or b) take four hours of comp time.

PLEASE NOTE: Comp time may be accrued up to 5 comp days before it must be used and shall not be used for more than three (3) consecutive days. Preferably, this time should be used within 30 days from when it was earned. All comp time must be used by June 30 or any accumulated compensation time will

~~be paid out. Time worked over forty (40) hours per week may be used as compensatory time with the advance written approval of a supervisor. Compensatory Time shall be logged into Skyward, and will be used preferably within the work week but should be completed within the given or next pay period. This time shall not be used for more than three (3) consecutive days and expires on June 30<sup>th</sup> of the current school year. Compensatory time will not carry over into the next school year.~~

### **Call Time/Call-in Pay**

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

### **PAID TIME OFF**

#### **Holidays**

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

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

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

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

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

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

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

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

#### **Vacations**

Vacation Accrual: Vacations shall be granted to ~~all full~~all full-time employees, based on their total length of service using the following as a guide:

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

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

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

Vacation Pay Upon Separation: Upon separation, employees shall receive payment for all unused accrued vacation ~~f~~For the current year, vacation days earned will be prorated from July 1 to the separation date.

### **Sick Leave**

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

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

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

### **Bereavement Leave**

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

### **Emergency Leave**

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

### **Jury Duty and Witness Duty**

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

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

### **National Guard Duty**

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

### **Military Leave for Active Duty**

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

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



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

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

### **Administratively-Approved Leave**

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

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

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

### **Family and Medical Leave Act (FMLA)**

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

## **LEAVES OF ABSENCE**

### **Unpaid Leave of Absence**

Employees must submit a written request for an unpaid leave of absence to the Board. The Board may grant the request for a leave of absence at its discretion. The leave of absence will begin and end on the dates approved by the Board. A leave of absence may not exceed twelve (12) calendar months.

Employee participation in fringe benefits will be discontinued during a leave of absence. The employee may remain a member of the District’s group insurance plans (to the extent permitted by the carrier); however, he/she must pay the premiums to the District during the leave of absence.

Sick leave will not accrue during a leave of absence; however, any accumulated sick leave at the time of the leave of absence will be reinstated upon return.



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

Employees with a minimum of three years of continuous local experience may apply for unpaid Child-Rearing/Adoption Leave. Such leave is subject to Board approval and may be taken for no longer than two semesters. The Board reserves the right to limit approved leaves to no more than two employees per school year and is subject to hiring a qualified replacement for the leave period. This leave provision is not available to employees who have used this leave provision within the previous three years.

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

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

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

**Evaluations**

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

**Fobs and Keys**

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

**Work Orders**

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

Unpaid Debt to the District

Employees that accrue debt due to unpaid food service bills, non-sufficient funds check, or other reasons will have this amount subtracted from their pay on June 15<sup>th</sup> payroll.

**Addendum A**

**Organizational System**

<b>SDM Staff</b>	<b>Student Concerns</b>	<b>Special Education</b>	<b>Guidance</b>	<b>Transportation</b>	<b>Athletics</b>	
<b>Level I</b>	Teacher	Homeroom or SPED teacher	Teacher or Counselor	Kobussen Busing, LTD	Coach	

<b>Level II</b>	Principal	Principal	Principal	Principal	Athletic Director	
<b>Level III</b>	District Administrator	Special Education Director	District Administrator	District Administrator	WIAA or Conference Commissioner	
<b>Level IV</b>	Board of Education	District Administrator	Board of Education	Board of Education	Principal	
<b>Level V</b>	Department of Public Instruction	Board of Ed.			District Administrator	
<b>Level VI</b>		DPI			Board of Education	
	<b>Curriculum/ Instruction</b>	<b>Facilities/ Building and Grounds</b>	<b>Finance</b>	<b>Technology</b>	<b>Policy/ Human Resources</b>	<b>Food Service</b>
<b>Level I</b>	Instructional Coach or Principal	Custodian/Maintenance	Administrative Assistant	IT Director	Principal	Food Service Manager
<b>Level II</b>	Principal	Principal	Principal	Principal/ Curriculum Coordinator	District Administrator	Business Manager
<b>Level III</b>	Curriculum Director	Business Manager	Business Manager		Policy & HR Committee	District Administrator
<b>Level IV</b>	District Administrator	District Administrator	District Administrator	District Administrator	Board of Education	Board of Education
<b>Level V</b>	Curriculum Committee	Building/ Grounds Committee	Finance Committee	Board of Education	Department of Public Instruction	
<b>Level VI</b>	Board of Education	Board of Education	Board of Education			

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

**SCHOOL DISTRICT OF MANAWA  
ACKNOWLEDGEMENT OF RECEIPT OF**

## EMPLOYEE POLICIES AND HANDBOOK

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

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

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

Employee Signature: \_\_\_\_\_

Print Employee Name: \_\_\_\_\_

Date: \_\_\_\_\_



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

# **Support Staff Performance Evaluation System**

## **SSPES Guidebook**

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

*Approved by the Manawa Board of Education on*

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## I. Overview:

The primary purpose is to help support staff become more effective in their work. This performance program guide applies to the School District of Manawa (SDM) support staff. The purpose of this program is to create an opportunity for communication between the employee and his/her supervisor in order to:

- **Clarify Expectations:**
  - Recognize performance that meets or exceeds expectations.
  - Set work expectations (behavior, vital activities, and outcomes) for future performances.
- **Providing Feedback:**
  - Provide timely feedback to enable employees to better manage their performance.
- **Facilitating Collaboration:**
  - Providing a common language to discuss performance.
- **Driving Professional Development:**
  - Define areas for employee growth and development.
  - Allow for an individualized and specific performance improvement plan.

Periodic Feedback: Over the course of the year, the employee and the supervisor may meet informally or formally to review progress made to date on performance goals, address any old or new performance concerns, and adjust performance goals and timelines if appropriate.

This process reflects SDM's belief that everyone in our system plays a critical role in improving student outcomes. With an outstanding teacher in every classroom and excellent staff members throughout our schools, our students will graduate prepared for success in college, the workforce, and life.

## II. Components of the Support Staff Performance Evaluation System (SSPES):

The performance program guide is made up of the following components:

Performance Standards Rubric: Performance expectations are described in a rubric, divided into three (3) sections. These sections are: 1) Job Knowledge 2) Quality of Work 3) Effective Working Relationships. These expectations have been created for support staff employees and define the standard by which employee performance is to be measured. This will be the basis for the regular yearly performance feedback and may be provided at any time during the year, but at least once every year of employment.

Growth Mindset-Goal Setting Reflection: Annual goal(s) setting to promote a growth mindset is a part of the evaluation process.

### III. **Rating Scale for Performance Standards Rubric:**

**Rating Scale:** The performance evaluation form will contain a four-point scale and will have the following rating labels: Distinguished; Effective; Needs Improvement/Developing; Unacceptable.

#### **Rating Definitions:**

- **Distinguished:** This rating is given to an employee who consistently exceeds the job standards. This person is often called on to mentor or assist others.
- **Effective:** This rating is given to an employee who demonstrates a thorough understanding of the standards, practices the standards continuously, and works independently without constant supervision.
- **Needs Improvement/Developing:** This rating may be given for new, inexperienced (Developing), or to an employee who demonstrates a basic understanding of the standards (Needs Improvement) practices the standards inconsistently and/or needs some supervision.
- **Unacceptable:** This rating may be given for performance challenged employees who demonstrate limited or no understanding of the standard.

### IV. **Performance Evaluation Cycle:**

**New Employees:** For purposes of this program, one who is subject to this performance evaluation cycle will include a new employee who:

- Has no previous regular employment in the District within the job classification
- Is new to the District

All new employees will participate in the performance evaluation process within the probation period established for the employee's job group. The purpose of the initial evaluation process is to provide evidence for continued employment, to set job expectations, and to provide meaningful feedback and support for the employee.

#### **Evaluation Process:**

1. **Supervisor and Employee Initial Meeting:** At the beginning of employment, the supervisor will meet with the employee to review the job description, daily job expectations, clarify roles and responsibilities, and explain the evaluation process.
2. **Probation Period Feedback:** By the end of the probationary period (*first 60 days of employment*), the employee and the supervisor will meet to review performance and progress made to date on initial goals. If performance is effective, the supervisor and employee will set new or update performance goals and mutually set a date for the next meeting/annual review. If performance is unacceptable, the supervisor may



continue the probationary period up to but not to exceed another 60 days, or terminate employment.

3. Required Documentation: Performance information is to be included in the personnel file and will include the Assessment/Evaluation form with rubrics and any appropriate evaluative evidence.

**Returning Employees**: For purposes of this program, one who is subject to this performance evaluation cycle will include a current employee who:

- Has successfully completed the first year of employment
- Has not been placed on a Performance Improvement Plan (PIP.)

Employees will be formally reviewed at least one time per year of employment; however, the administration reserves its right to conduct formal performance evaluations as many times throughout the year, as the need arises. The purpose of the evaluation process is to provide feedback on performance, establish and monitor goals, to enhance professional growth, and to focus employee participation on creating a positive work environment.

**Evaluation Process**:

1. Supervisor and Employee Communication: At the beginning of the fiscal year (July), the supervisor and employee will communicate (i.e.: meeting, letter, email, phone, or in person) to review any new job expectations, and clarify any changes in roles and/or responsibilities.
2. Performance Evaluation: The supervisor will complete the evaluation with feedback from the employee and supported with evidence.

The evaluation form will include a rubric established for support staff personnel and any other feedback provided by the employee and/or from appropriate persons.

After the review discussion, the employee will acknowledge the contents of the evaluation by signing it. This signature does not imply agreement or disagreement but rather signifies receipt of the document. In case of disagreement, the employee may submit a written statement to the supervisor outlining the specific areas of disagreement. This statement will be attached to the evaluation form. Should the employee refuse to sign the evaluation, the unsigned evaluation will be submitted to the District Administrator with documentation that the employee refused to sign. The evaluation will be included in the employee's personnel file (See Due Process in the Support Staff Handbook for more details).

3. Placement decision: If performance expectations are attained, the employee will continue to be reviewed according to the established cycle. If the employee has not met the employment expectations, the supervisor may create a Performance Improvement Plan (PIP), may reassign the employee to a different job that fits the employee's skill set, or determine the employee's performance as unacceptable and

recommend nonrenewal action to the District Administrator as allowable under the terms of employment.

**Performance Improvement Plan (PIP):**

The PIP is designed to support an employee in addressing areas of concern through targeted supervision and additional resources. The desired outcome is the employee has improved job performance to the effective level.

An employee that displays deficiencies in performance may be placed on a Performance Improvement Plan at any time. An employee may request assistance with a plan at any time. A Performance Improvement Plan will be developed for one of the following reasons:

- Evidence of Unacceptable rating performance for one or more of the indicators
- Evidence of Needs Improvement rating performance for two or more of the indicators
- Evidence of Developing rating performance for three or more of the indicators

**PIP Process:**

1. Review of Information: In all cases except self-referral, the evaluator will review performance and/or conduct an investigation of complaints, concerns, and document evidence of one indicator of an Unacceptable rating, two indicators of Needs Improvement rating, or three indicators of Developing rating in performance.
2. Notification: The evaluator will notify the employee in writing of a meeting and encourage the employee to have an advocate attend the meeting to discuss specific findings regarding the concerns and his/her intention to create a PIP.
3. Meeting between Principal/Designee and Employee: At the meeting, the evaluator and employee will discuss concerns, including resources or interventions that are available to assist the employee in addressing the concerns. The employee is encouraged to have an advocate to attend the meeting.
4. Performance Improvement Plan Development: A PIP will be developed by the evaluator, and will include a timeline for completion and review. A collaborative effort in developing the plan is desirable but not required. The plan will consist of:
  - Expected performance standards: Using the rubrics or stated expectations, the area(s) of concern/indicators of substandard performance will be identified.
  - Evidence: examples of the employee's substandard performance will be shared.
  - Timelines/Deadlines: A timeline/deadline to meet specific improvement goals/objectives, behaviors, standards, will be set in order to monitor progress and to revisit performance for improvement.

- Strategies for Improvement: Suggested resources, tools, persons who may assist with performance
- Follow-up steps: Set expectation and date for follow up. Also included will be the method(s) of evaluating if changes have occurred and a timeline for assessing the desired changes.
- Stated consequence: Articulated consequences if the employee fails to attain and maintain the above standards up to and including termination of employment.

Signed copies of the PIP will be provided to the employee, evaluator, and placed in the employee's professional file in the District Office.

5. At the Completion of the Timeline: Prior to the evaluator making a final recommendation, the evaluator will meet with the employee to review progress made on the Performance Improvement Plan. The options for a final recommendation are:
  - Sufficient improvement has been achieved. The employee is no longer on a Performance Improvement Plan and is rated Effective
  - Reassign the employee to a different job that fits the employee's skill set
  - The employee may be offered a second Performance Improvement Plan and is rated Needs Improvement
  - Little or no improvement has been achieved; the employee is rated Unacceptable. When the employee is rated Unacceptable, the employee will be recommended for dismissal.

Adapted from South Burlington School District, Vermont: Head Custodians, Custodial Staff, and Maintenance Performance Review Program

<https://www.sbschools.net/cms/lib/VT01819219/Centricity/Domain/37/Custodian%20%20Performance%20Program%20Document%205.12.14doc.pdf>

## The School District of Manawa MES Custodial Evaluation Rubric

Employee Name: \_\_\_\_\_

School Year: \_\_\_\_\_

Domain Areas	Distinguished Indicators: In addition to meeting the requirements for effective (4)	Effective Indicators: The expected level of performance (3)	Needs Improvement/Developing Indicators: Needs Improvement Rating: practices the standards inconsistently, demonstrates a basic understanding of the standards and/or needs some supervision; Developing Rating: new, inexperienced employees (2)	Unacceptable Indicators: Demonstrate limited or no understanding of the indicator (1)
<b>Demonstrates Job Knowledge:</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	Shares knowledge and skills willingly with colleagues.	Perform job responsibilities independently.	Demonstrates basic knowledge to perform job duties; needs ongoing supervision/guidance	Unable to demonstrate sufficient knowledge/skill to perform assigned job duties.
	Always meets District's cleaning procedures.	Consistently meets District's cleaning procedures with rare deviation from the procedures.	Requires reminders to meet District's cleaning procedures	Requires daily/weekly follow-up to meet District's cleaning procedures.
<b>Provides Quality Work:</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	Always completes assigned work at a high level in time provided, is efficient in work plan with rare issues.	Consistently completes all assigned work in the time provided.	Inconsistently completes all assigned work in the time provided and requires prompting and direct oversight.	Does not complete all assigned work in the time provided and requires daily/weekly

				prompting and direct oversight.
	<b>Floors:</b> Demonstrates initiative and attention to detail by making sure all floors are vacuumed, swept, and/ or mopped and disinfected, including all area rugs, with no loose debris present.	<b>Floors:</b> All floors are vacuumed, swept, and/ or mopped and disinfected, including all area rugs, with no loose debris present.	<b>Floors:</b> Floors are inconsistently vacuumed, swept, and/ or mopped and disinfected, including all area rugs, with no loose debris present.	<b>Floors:</b> Majority of floors have loose debris present/some appear not cleaned at all.
	<b>Bathrooms:</b> Demonstrates initiative and pays attention to detail by making sure all fixtures are clean with no buildup present anywhere, no odor is present, all supplies are filled properly, vents and stall walls are clean/dust free and trash is emptied.	<b>Bathrooms:</b> All fixtures are clean with no buildup present anywhere, no odor is present, all supplies are filled properly, vents and stall walls are clean/dust free and trash is emptied.	<b>Bathrooms:</b> All fixtures are inconsistently clean with no buildup present anywhere, the odor is sometimes present, all supplies are inconsistently filled properly, vents and stall walls are inconsistently clean/dust free and trash is inconsistently emptied.	<b>Bathrooms:</b> Majority of bathrooms have significant issues with fixtures that have not been cleaned and buildup is present, odor could be present, trash present in cans, dust present on top of stalls/vents and supplies in numerous areas are not filled.
	<b>Classrooms:</b> Demonstrates initiative and pays attention to detail by making sure all trash cans are emptied, window ledges/sills are bug and dust free, vents and air returns are dust free, clean & refill sanitizer/soap/paper towel dispenser, clean and wipe sinks, and clean & refill sanitizer/soap/paper towel dispenser.	<b>Classrooms:</b> All trash cans are emptied, window ledges/sills are bug and dust free, vents and air returns are dust free, clean & refill sanitizer/soap/paper towel dispenser, clean and wipe sinks, and clean & refill sanitizer/soap/paper towel dispenser.	<b>Classrooms:</b> Trash cans are emptied, window ledges/sills are bug and dust free, vents and air returns are dust free, clean & refill sanitizer/soap/paper towel dispenser, clean and wipe sinks, and clean & refill sanitizer/soap/paper towel dispenser but issues exist in classrooms where these tasks are being done on an inconsistent basis.	<b>Classrooms:</b> Majority of rooms have issues with trash in cans, some areas in the rooms seem undone with minimal service provided.
	<b>Entrances:</b> Demonstrates initiative and pays attention to detail by making sure to vacuum/sweep floors and	<b>Entrances:</b> Vacuum/sweep floors and rugs, clean light fixtures (inside and outside), replace bulbs if needed, wipe door, door frame,	<b>Entrances:</b> Vacuum/sweep floors and rugs, clean light fixtures (inside and outside), replace bulbs if needed, wipe door, door frame, and	<b>Entrances:</b> Majority of entrances have issues with trash in cans, some areas in the

	rugs, clean light fixtures (inside and outside), replace bulbs if needed, wipe door, door frame, and handles, wash and wipe window glass and window sill, check and empty all garbage bins, check for insects, remove leaves and salt, , check doors for security, check utility cage for weeds or other obstructions	and handles, wash and wipe window glass and window sill, check and empty all garbage bins, check for insects, remove leaves and salt, , check doors for security, check utility cage for weeds or other obstructions.	handles, wash and wipe window glass and window sill, check and empty all garbage bins, check for insects, remove leaves and salt, , check doors for security, check utility cage for weeds or other obstructions. Issues exist where these tasks are being done on an inconsistent basis.	entrances seem undone with minimal service provided.
	<b>Locker Room and Gym:</b> Demonstrates initiative and pays attention to detail by making sure the gym floor is clean, free of loose debris and spills are mopped up. Dry mop gym, clean under bleachers, wipe down bleacher seats. PE office is completely clean. Any weight room equipment is clean/dust free. Lockers are dust free. Locker room is clean: all fixtures are clean with no buildup present anywhere, no order is present, all supplies are filled properly, vents and stall walls are clean/dust free and trash is emptied.	<b>Locker Room and Gym:</b> Gym floor is clean, free of loose debris and spills are mopped up. Dry mop gym, clean under bleachers, wipe down bleacher seats. PE office is completely clean. Any weight room equipment is clean/dust free. Lockers are dust free. Locker room is clean: all fixtures are clean with no buildup present anywhere, no order is present, all supplies are filled properly, vents and stall walls are clean/dust free and trash is emptied.	<b>Locker Room and Gym:</b> Gym floor is clean, free of loose debris and spills are mopped up. Dry mop gym, clean under bleachers, wipe down bleacher seats. PE office is completely clean. Any weight room equipment is clean/dust free. Lockers are dust free. Locker room is clean: all fixtures are clean with no buildup present anywhere, no order is present, all supplies are filled properly, vents and stall walls are clean/dust free and trash is emptied. Issues exist where these tasks are being done on an inconsistent basis.	<b>Locker Room and Gym:</b> Loose debris on all floors, trash is not emptied, supplies are not replenished, some areas in these areas seem undone with minimal service provided.
	<b>Cafeteria:</b> Demonstrates initiative and pays attention to detail by making sure the floors are swept, free of loose debris, free of spots and spills, trash cans are emptied	<b>Cafeteria:</b> Floors are swept, free of loose debris, free of spots and spills, trash cans are emptied and all tables are wiped clean and ready for use.	<b>Cafeteria:</b> Floors are swept, free of loose debris, free of spots and spills, trash cans are emptied and all tables are wiped clean and ready for use. Issues exist where these tasks are being done on an inconsistent basis.	<b>Cafeteria:</b> Loose debris, food and/or spills present on the floor, trash could be present in cans, some tables could be in need of wiping down to be ready for use.

	and all tables are wiped clean and ready for use.			
	<b>Set up and Take Down:</b> Always sets up and takes down for various events in the Board Room, gymnasium and/or commons area. The area is organized, ready to use, and done in a timely manner. Asks pertinent questions to be sure everything is set up for the event per directive given.	<b>Set up and Take Down:</b> Consistently sets up and takes down for various events in the Board Room, gymnasium and/or commons area. The area is organized, ready to use, and done in a timely manner	<b>Set up and Take Down:</b> Inconsistently sets up and takes down for various events in the Board Room, gymnasium and/or commons area. The area is inconsistently organized, ready to use, and done in a timely manner.	<b>Set up and Take Down:</b> Does not set up and takes down for various events in the Board Room, gymnasium and/or commons area. The area is not organized, not ready to use and not done in a timely manner.
	<b>Building Exterior:</b> Demonstrates initiative and pays attention to detail by making sure the grounds are free of trash and debris, trash cans are emptied, mulch is present and properly spread on the playground, the playground is inspected for safety.	<b>Building Exterior:</b> Free of trash and debris on the ground, trash cans are emptied, mulch is present and properly spread on the playground, the playground is inspected for safety.	<b>Building Exterior:</b> Free of trash and debris on the ground, trash cans are emptied, mulch is present and properly spread on the playground, the playground is inspected for safety. Issues exist where these tasks are being done on an inconsistent basis.	<b>Building Exterior:</b> Trash/debris is present on grounds, trash consistently present in a few cans, mulch is thin on the playground, safety concerns were not reported.
	<b>Custodial Closets:</b> Demonstrates initiative and pays attention to detail by making sure the floors are neat clean, the area is organized; 100% of all cleaning products are properly diluted and labeled.	<b>Custodial Closets:</b> Floors are neat clean, the area is organized; 100% of all cleaning products are properly diluted and labeled.	<b>Custodial Closets:</b> Floors are neat clean, the area is organized; 100% of all cleaning products are properly diluted and labeled. Issues exist where these tasks are being done on an inconsistent basis.	<b>Custodial Closets:</b> Most are in need of cleaning/organizing.
	<b>Flexibility:</b> Always demonstrates flexibility with changes; asks pertinent	<b>Flexibility:</b> Consistently demonstrates flexibility with changes; seeks input as needed.	<b>Flexibility:</b> Inconsistently demonstrates flexibility with	<b>Flexibility:</b> Does not demonstrate flexibility with

	questions and makes positive suggestions.		changes; open to suggestions or change; does not seek input.	changes; not open to suggestions or change.
	<b>Equipment:</b> Always maintains and appropriately operates equipment and anticipates needs for supplies and routine maintenance of equipment.	<b>Equipment:</b> Consistently maintains and appropriately operates equipment and anticipates needs for supplies and routine maintenance of equipment.	<b>Equipment:</b> Inconsistently maintains and appropriately operates equipment and anticipates needs for supplies and routine maintenance of equipment.	<b>Equipment:</b> Does not maintain and appropriately operates equipment and does not anticipate the need for supplies and routine maintenance of equipment.
	<b>Safety Data Sheets:</b> Always maintains and organizes Safety Data Sheets (SDS) in a timely manner.	<b>Safety Data Sheets:</b> Consistently maintains and organizes Safety Data Sheets (SDS) in a timely manner.	<b>Safety Data Sheets:</b> Inconsistently maintains and organizes Safety Data Sheets (SDS) in a timely manner.	<b>Safety Data Sheets:</b> Does not maintain and organize Safety Data Sheets (SDS) in a timely manner.
<b>Maintains Effective Working Relationships/ Teamwork:</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	Always collaborates and engages in meaningful, positive, timely and effective communication with immediate supervisor.	Consistently collaborates and engages in meaningful, positive, timely, and effective communication with immediate supervisor.	Inconsistently collaborates and engages in meaningful, positive, timely and effective communication with immediate supervisor.	Demonstrates poor communication/ interpersonal skills, and exhibits negative exchanges with the immediate supervisor.
	Always demonstrates a respectful and cooperative attitude toward others; communicates concerns, issues, and pertinent information that affects	Often demonstrates a respectful and cooperative attitude toward others; often communicates concerns, issues, and pertinent information that affects the District/building in an effective	Needs reminders to demonstrate a respectful and cooperative attitude toward others and to communicate concerns, issues, and pertinent information that affects the District/building in an effective	Does not demonstrate a respectful and cooperative attitude toward others and rarely communicates concerns, issues, and pertinent information that



	the District/building in an effective and timely manner to the immediate supervisor.	and timely manner to the immediate supervisor.	and timely manner to the immediate supervisor.	affects the District/building in an effective and timely Manner to the immediate supervisor.
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<b>Overall Rating</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
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**The overall rating of a 3 qualifies the employee for wage advancement.**

**Please indicate Needs Improvement or Developing if the overall rating is a 2.**

Employer Narrative Section (Opportunities for Improvement & Strengths): \_\_\_\_\_

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## The School District of Manawa MS/HS Custodial Evaluation Rubric

Employee Name: \_\_\_\_\_

School Year: \_\_\_\_\_

Domain Areas	<b>Distinguished Indicators:</b> In addition to meeting the requirements for effective (4)	<b>Effective Indicators:</b> The expected level of performance (3)	<b>Needs Improvement/Developing Indicators: Needs Improvement Rating:</b> Practices the standards inconsistently, demonstrates a basic understanding of the standards and/or needs some supervision; <b>Developing Rating:</b> New, inexperienced employees (2)	<b>Unacceptable Indicators:</b> Demonstrate limited or no understanding of the indicator (1)
<b>Demonstrates Job Knowledge:</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	Shares knowledge and skills willingly with colleagues.	Perform job responsibilities independently.	Demonstrates basic knowledge to perform job duties; needs ongoing supervision/guidance	Unable to demonstrate sufficient knowledge/skill to perform assigned job duties.
	Always meets District's cleaning procedures.	Consistently meets District's cleaning procedures with rare deviation from the procedures.	Requires reminders to meet District's cleaning procedures	Requires daily/weekly follow-up to meet District's cleaning procedures.
<b>Provides Quality Work:</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	Always completes assigned work at a high level in time provided, is efficient in work plan with rare issues.	Consistently completes all assigned work in the time provided.	Inconsistently completes all assigned work in the time provided and requires prompting and direct oversight.	Does not complete all assigned work in the time provided and requires daily/weekly prompting and direct oversight.

	<b>Floors:</b> Demonstrates initiative and pays attention to detail by making sure all floors are vacuumed, swept, and/ or mopped and disinfected, including all area rugs, with no loose debris present.	<b>Floors:</b> All floors are vacuumed, swept, and/ or mopped and disinfected, including all area rugs, with no loose debris present.	<b>Floors:</b> Floors are inconsistently vacuumed, swept, and/ or mopped and disinfected, including all area rugs, with no loose debris present.	<b>Floors:</b> Majority of floors have loose debris present/some appear not cleaned at all.
	<b>Bathrooms:</b> Demonstrates initiative and pays attention to detail by making sure all fixtures are clean with no buildup present anywhere, no odor is present, all supplies are filled properly, vents and stall walls are clean/dust free and trash is emptied.	<b>Bathrooms:</b> All fixtures are clean with no buildup present anywhere, no odor is present, all supplies are filled properly, vents and stall walls are clean/dust free and trash is emptied.	<b>Bathrooms:</b> All fixtures are inconsistently clean with no buildup present anywhere, the odor is sometimes present, all supplies are inconsistently filled properly, vents and stall walls are inconsistently clean/dust free and trash is inconsistently emptied.	<b>Bathrooms:</b> Majority of bathrooms have significant issues with fixtures that have not been cleaned and buildup is present, odor could be present, trash present in cans, dust present on top of stalls/vents and supplies in numerous areas are not filled.
	<b>Classrooms:</b> Demonstrates initiative and pays attention to detail by making sure all trash cans are emptied, window ledges/sills are bug and dust free, vents and air returns are dust free, clean & refill sanitizer/soap/paper towel dispenser, clean and wipe sinks, and clean & refill sanitizer/soap/paper towel dispenser.	<b>Classrooms:</b> All trash cans are emptied, window ledges/sills are bug and dust free, vents and air returns are dust free, clean & refill sanitizer/soap/paper towel dispenser, clean and wipe sinks, and clean & refill sanitizer/soap/paper towel dispenser.	<b>Classrooms:</b> Trash cans are emptied, window ledges/sills are bug and dust free, vents and air returns are dust free, clean & refill sanitizer/soap/paper towel dispenser, clean and wipe sinks, and clean & refill sanitizer/soap/paper towel dispenser but issues exist in classrooms where these tasks are being done on an inconsistent basis.	<b>Classrooms:</b> Majority of rooms have issues with trash in cans, some areas in the rooms seem undone with minimal service provided.
	<b>Entrances:</b> Demonstrates initiative and pays attention to detail by making sure to vacuum/sweep floors and rugs, clean light fixtures (inside and outside), replace bulbs if needed, wipe door, door frame, and handles, wash and wipe window glass and window sill, check and empty all garbage bins, check	<b>Entrances:</b> Vacuum/sweep floors and rugs, clean light fixtures (inside and outside), replace bulbs if needed, wipe door, door frame, and handles, wash and wipe window glass and window sill, check and empty all garbage bins, check	<b>Entrances:</b> Vacuum/sweep floors and rugs, clean light fixtures (inside and outside), replace bulbs if needed, wipe door, door frame, and handles, wash and wipe window glass and window sill, check and empty all garbage bins, check for insects, remove leaves and salt, , check doors	<b>Entrances:</b> Majority of entrances have issues with trash in cans, some areas in the entrances seem undone with minimal service provided.

	<p>window glass and window sill, check and empty all garbage bins, check for insects, remove leaves and salt, , check doors for security, check utility cage for weeds or other obstructions</p>	<p>for insects, remove leaves and salt, , check doors for security, check utility cage for weeds or other obstructions.</p>	<p>for security, check utility cage for weeds or other obstructions. Issues exist where these tasks are being done on an inconsistent basis.</p>	
	<p><b>Locker Room and Gym:</b> Demonstrates initiative and pays attention to detail by making sure the gym floor is clean, free of loose debris and spills are mopped up. Dry mop gym, clean under bleachers, wipe down bleacher seats. PE office is completely clean. Any weight room equipment is clean/dust free. Lockers are dust free. Locker room is clean: all fixtures are clean with no buildup present anywhere, no order is present, all supplies are filled properly, vents and stall walls are clean/dust free and trash is emptied.</p>	<p><b>Locker Room and Gym:</b> Gym floor is clean, free of loose debris and spills are mopped up. Dry mop gym, clean under bleachers, wipe down bleacher seats. PE office is completely clean. Any weight room equipment is clean/dust free. Lockers are dust free. Locker room is clean: all fixtures are clean with no buildup present anywhere, no order is present, all supplies are filled properly, vents and stall walls are clean/dust free and trash is emptied.</p>	<p><b>Locker Room and Gym:</b> Gym floor is clean, free of loose debris and spills are mopped up. Dry mop gym, clean under bleachers, wipe down bleacher seats. PE office is completely clean. Any weight room equipment is clean/dust free. Lockers are dust free. Locker room is clean: all fixtures are clean with no buildup present anywhere, no order is present, all supplies are filled properly, vents and stall walls are clean/dust free and trash is emptied. Issues exist where these tasks are being done on an inconsistent basis.</p>	<p><b>Locker Room and Gym:</b> Loose debris on all floors, trash is not emptied, supplies are not replenished, some areas in these areas seem undone with minimal service provided.</p>
	<p><b>Cafeteria:</b> Demonstrates initiative and pays attention to detail by making sure the floors are swept, free of loose debris, free of spots and spills, trash cans are emptied and all tables are wiped clean and ready for use.</p>	<p><b>Cafeteria:</b> Floors are swept, free of loose debris, free of spots and spills, trash cans are emptied and all tables are wiped clean and ready for use.</p>	<p><b>Cafeteria:</b> Floors are swept, free of loose debris, free of spots and spills, trash cans are emptied and all tables are wiped clean and ready for use. Issues exist where these tasks are being done on an inconsistent basis.</p>	<p><b>Cafeteria:</b> Loose debris, food and/or spills present on the floor, trash could be present in cans, some tables could be in need of wiping down to be ready for use.</p>
	<p><b>Set up and Take Down:</b> Always sets up and takes down for various events in the gymnasium and/or commons</p>	<p><b>Set up and Take Down:</b> Consistently sets up and takes down for various events in the gymnasium and/or commons</p>	<p><b>Set up and Take Down:</b> Inconsistently sets up and takes down for various events in the gymnasium and/or commons area. The area is</p>	<p><b>Set up and Take Down:</b> Does not set up and takes down for various events in the gymnasium and/or commons</p>

	area. The area is organized, ready to use, and done in a timely manner. Asks pertinent questions to be sure everything is set up for the event per directive given.	area. The area is organized, ready to use, and done in a timely manner.	inconsistently organized, ready to use, and done in a timely manner.	area. The area is not organized, not ready to use and not done in a timely manner.
	<b>Building Exterior:</b> Demonstrates initiative and pays attention to detail by making sure the grounds are free of trash and debris, trash cans are emptied, courtyard is free of trash and debris, the athletic complex is free of trash and debris.	<b>Building Exterior:</b> Free of trash and debris on the grounds, trash cans are emptied, courtyard is free of trash and debris, the athletic complex is free of trash and debris.	<b>Building Exterior:</b> Free of trash and debris on the grounds, trash cans are emptied, courtyard is free of trash and debris, the athletic complex is free of trash and debris. Issues exist where these tasks are being done on an inconsistent basis.	<b>Building Exterior:</b> Trash/debris is present on grounds, courtyard, and/or athletic complex; trash consistently present in garbage cans.
	<b>Custodial Closets:</b> Demonstrates initiative and pays attention to detail by making sure the floors are neat clean, the area is organized; 100% of all cleaning products are properly diluted and labeled.	<b>Custodial Closets:</b> Floors are neat clean, the area is organized; 100% of all cleaning products are properly diluted and labeled.	<b>Custodial Closets:</b> Floors are neat clean, the area is organized; 100% of all cleaning products are properly diluted and labeled. Issues exist where these tasks are being done on an inconsistent basis.	<b>Custodial Closets:</b> Most are in need of cleaning/organizing.
	<b>Flexibility:</b> Always demonstrates flexibility with changes; asks pertinent questions and makes positive suggestions.	<b>Flexibility:</b> Consistently demonstrates flexibility with changes; seeks input as needed.	<b>Flexibility:</b> Inconsistently demonstrates flexibility with changes; open to suggestions or change; does not seek input.	<b>Flexibility:</b> Does not demonstrate flexibility with changes; not open to suggestions or change.
	<b>Equipment:</b> Always maintains and appropriately operates equipment and anticipates needs for supplies and routine maintenance of equipment.	<b>Equipment:</b> Consistently maintains and appropriately operates equipment and anticipates needs for supplies and routine maintenance of equipment.	<b>Equipment:</b> Inconsistently maintains and appropriately operates equipment and anticipates needs for supplies and routine maintenance of equipment.	<b>Equipment:</b> Does not maintain and appropriately operates equipment and does not anticipate the need for supplies and routine maintenance of equipment.

	<b>Safety Data Sheets:</b> Always maintains and organizes Safety Data Sheets (SDS) in a timely manner.	<b>Safety Data Sheets:</b> Consistently maintains and organizes Safety Data Sheets (SDS) in a timely manner.	<b>Safety Data Sheets:</b> Inconsistently maintains and organizes Safety Data Sheets (SDS) in a timely manner.	<b>Safety Data Sheets:</b> Does not maintain and organize Safety Data Sheets (SDS) in a timely manner.
<b>Maintains Effective Working Relationships/ Teamwork:</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	Always collaborates and engages in meaningful, positive, timely and effective communication with immediate supervisor.	Consistently collaborates and engages in meaningful, positive, timely, and effective communication with immediate supervisor.	Inconsistently collaborates and engages in meaningful, positive, timely and effective communication with immediate supervisor.	Demonstrates poor communication/ interpersonal skills, and exhibits negative exchanges with the immediate supervisor.
	Always demonstrates a respectful and cooperative attitude toward others; communicates concerns, issues, and pertinent information that affects the District/building in an effective and timely manner to the immediate supervisor	Often demonstrates a respectful and cooperative attitude toward others; often communicates concerns, issues, and pertinent information that affects the District/building in an effective and timely manner to the immediate supervisor,	Needs reminders to demonstrate a respectful and cooperative attitude toward others and to communicate concerns, issues, and pertinent information that affects the District/building in an effective and timely to the immediate supervisor.	Does not demonstrate a respectful and cooperative attitude toward others and rarely communicates concerns, issues, and pertinent information that affects the District/building in an effective and timely manner to the immediate supervisor.











# School District of Manawa

*"Students Choosing to Excel, Realizing Their Strengths"*

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

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

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**To:** Dr. Melanie J. Oppor, BOE

**From:** Janine Connolly

**Date:** August 2, 2019

**Re:** Proposed ACP Handbook and Changes

Please find for your consideration the ACP Handbook for 2019-2020. This handbook update and revision is the direct result of Little Wolf Jr./Sr. High School's spring 2019 ACP Work Group and reflects the updates brought about by the change to Wisconsin's new career planning software Xello, as well as the revised Employability Skills/Financial Literature course.

A brief highlight of the changes:

Title Page 1: Change year

Page 5: Changed and updated information under Economic and Workforce Profile including link

Page 6 and subsequent: Changed Career Cruising to Xello

Page 6: Updated conference requirements to grade 9 and 11

Page 7: Updated language under KNOW

Page 8: Updated language under EXPLORE

Page 10: Changed Language under EXPLORE to reflect current course expectations

Page 11: Updated grid reflecting new Xello Components

Page 12: Updated Xello Lessons by Grade (KNOW) and Career Exploration (EXPLORE)

Page 13: Updated Career Ready (PLAN and GO Components)

Page 15: Updated Appendix 1

Page 17: Updated Reflection Paper Guidelines and Rubric

Page 18: Updated Mock Interview Rubric

www.manawaschools.org

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**School District of Manawa**  
**Academic and Career Planning**  
**Handbook-- Grades 6-12**  
**2019-2020**

Preparing ALL Students for the Future

Approved by the Manawa Board of Education on

**School District of Manawa**

**800 Beech Street**

**Manawa, WI 54949**

**(920) 596-2525**

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

**School District of Manawa**

**Mission Statement:**

*The School District of Manawa is the place where students choose to excel academically and realize their strengths.*

**Vision Statement:**

*The School District of Manawa engages students to reach their full potential in a changing global society through highly effective instruction and leadership.*

Wisconsin statute 115.28 (59) (a) requires every school board to provide academic and career planning services to pupils enrolled in grades 6 to 12 in the school district.

**Contact Person:**

School Counselor

Janine Connolly

Little Wolf Jr./Sr. High School

(920) 596-5802

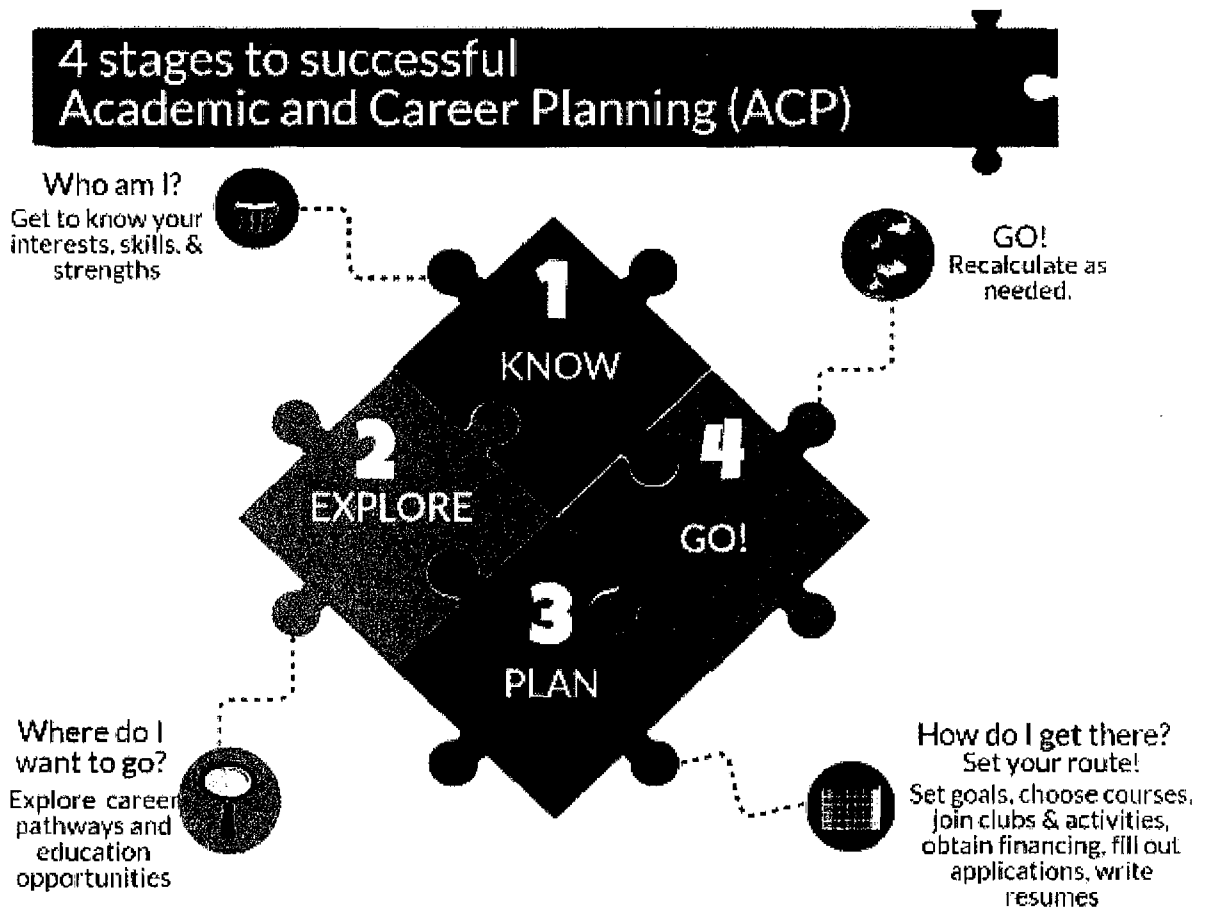
[jconnolly@manawaschools.org](mailto:jconnolly@manawaschools.org)

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## Introduction

Academic and Career Planning, or ACP, is a student-driven, adult-supported process in which students create and cultivate their own unique and information-based visions for post-secondary success, obtained through self-exploration, career exploration, and the development of career management and planning skills.



## What is ACP?

An **ongoing process** to actively engage students to:

- \* Develop an understanding of his or her self
- \* Create a vision of his or her future



- \* Develop individual goals
- \* Prepare a personal plan for achieving the vision and goals

A **product** that documents and reflects students':

- \* coursework, learning and assessment results
- \* post-secondary plans aligned to career goals & financial reality
- \* record of college and career readiness skills.

### **Why ACP?**

ACP is intended to equip students and their families with the tools necessary to make more informed choices about postsecondary education and training as it leads to careers. It is part of DPI's overall vision for every student to graduate high school college and career ready. That means students must be competent both socially and emotionally. We want our students to be strong critical thinkers, collaborate and solve real-world problems, and persevere when things aren't quite going their way. When put together, it's about making them productive adults with satisfying careers.

### **Waupaca County Workforce Profile**

The School District of Manawa is located in Waupaca County. While unemployment in Waupaca County has decreased, the workforce continues to have difficulty with employing quality, skilled workers. The complete 2017 Waupaca County Workforce Profile can be found here:

[https://jobcenterofwisconsin.com/wisconomy/wits\\_info/downloads/CP/waupaca\\_profile.pdf](https://jobcenterofwisconsin.com/wisconomy/wits_info/downloads/CP/waupaca_profile.pdf)

This profile is updated every other year and 2019 data will be available in 2020.

### **School District of Manawa Information**

The School District of Manawa consists of approximately 117 square miles of Waupaca County. The School District of Manawa is centrally located in Waupaca County and is used as a meeting place for the county due to its central location. The District is comprised of the City of Manawa, and the Township of Little Wolf, portions of the Townships of Union, St. Lawrence, Bear Creek, Lebanon, Royalton, Mukwa, Helvetia and the Village of Ogdensburg.

### **Roles Throughout the ACP Process:**

### **ACP and Xello:**

The School District of Manawa will be utilizing Xello in grades 6-12 to help students gain awareness of self, explore postsecondary and career options, document their academic and career plans, and review and revise their plans, as needed. Students are able to sign into Xello through their launchpad once they sign into their Google accounts. All students own their own Xello account beginning in grade six through grade twelve and beyond. Xello allows students to travel through the four stages of academic and career planning while documenting and saving important aspects of their journey.

**Student's Role:**

Student's own and control the direction of their ACP process. Students are ultimately responsible for completing the portfolio requirements within their ACP, and following through with the goals and directions they establish within their plan, all with the support from parents, educators, and mentors along the way.

**Educator's Role:**

Educators will help bring a student's ACP to life through expanding and opening the doors of the classroom to the community and exposing students to careers and opportunities that enhance student learning across all content areas. Educators also play an advisory role in collaborating with students on their ACP progress annually.

**Parent's Role:**

Parents play an important and ongoing role in supporting students throughout his/her ACP journey. Parents have the opportunity to support their child in diving deeper into each of the four stages of ACP (Know-Explore-Plan-Go). Parents can participate in the ACP process through ongoing conversations with their children regarding their Xello portfolio activities and ACP progress, and participating in their child's ACP conference in grades 9 and 11.

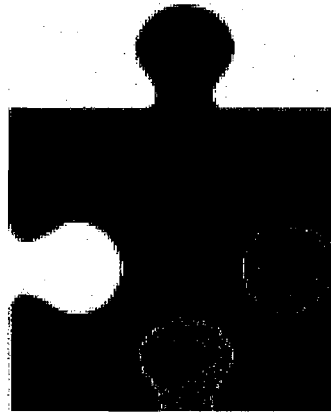
**Business/Community Role:**

Business and community partners play an important role in collaborating with each other, with schools, and with students to ensure that all students have access to opportunities K-12 within the community, which support and enhance students ACPs. Businesses also plays a role in building awareness of the opportunities available within their organizations and supporting and growing the pathways that will help students gain the employability skills necessary to be successful in the workforce.

# KNOW

## 1. KNOW

**Who am I? Get to know your interests, skills, and strengths.**



This stage of Academic and Career Planning is about students developing an awareness of self. Through collaborative conversations with parents, educators, and the community, students will have multiple opportunities to develop an understanding of their personal interests, skills, preferences, and aspirations so they can explore opportunities right for them.

### Self Awareness (KNOW)

Students will engage in:

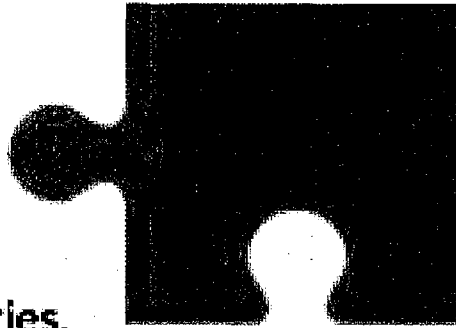
- Periodic self-assessment of interests and strengths
- Reflection and goal-setting
- Financial knowledge and understanding of resources
- Academic courses and skill preparation
- Behavioral and employability skill preparation

Students will engage in interests inventories and self assessments each year through Xello's interactive lesson plans. Each year has different lessons and allows students to self-reflect on their progress. Their personalized results will help them better understand how their interests align to various career pathways. Xello also provides students with the information needed to do in-depth exploration and research on career clusters/careers of interest.

# EXPLORE

## **2. EXPLORE**

**Where do I want to go? Explore career pathways and education opportunities.**



This stage is about students discovering and learning about the many academic and career opportunities available based on a foundational awareness and understanding of interests, skills, and strengths. This exploration stage will help students narrow down the options to further explore pathways that fit them best, so that they may begin planning a course of action.

### **Career Exploration (EXPLORE)**

- Middle school career exploration activities and opportunities
- High school career exploration activities and opportunities
- World of work and labor market needs
- Understanding and comparing different postsecondary education and training

Students will discover and refine pathway and career matches each year through different activities.

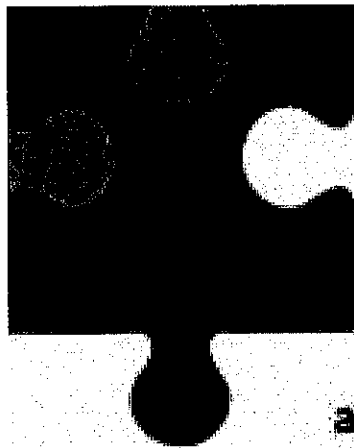
All students will have the opportunity to participate in career-based events in middle and high school. It is important for students to have opportunities to explore careers in various pathways.

Students also have opportunities to choose pathways within the District that allow them to gain relevant work-experience.

### **Our Workforce and Labor Market**

It is important to have an understanding of the jobs available within our state and community in order to develop a realistic postsecondary plan. However, the labor market is constantly changing and it can be difficult to get an up-to-date snapshot of current and future employment projections. Through Xello, all students have access to labor market information from the Bureau of Labor Statistics and other local data sources, as well as projections from across the 16 career clusters that will help inform their ACP journey.

## PLAN



### **3. PLAN**

**How do I get there?  
Set your route! Set  
goals, choose courses,  
join clubs and activities,  
obtain financing, fill out  
applications, write resumes.**

The planning stage is all about connecting the dots from student's short and long-term goals to what they need to know and do in order to successfully navigate after high school. The plan will help students take the appropriate courses, extracurriculars, and experiences that will enhance each student's plan. Throughout this stage, students will utilize Xello as well as other

school-designated resources/tools to help them develop and document their academic and career plans.

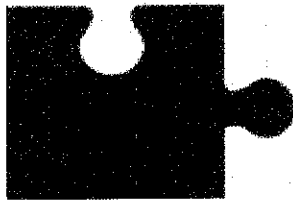
### **Career Planning (PLAN)**

All students in grades 9 and 11, along with their parents (strongly encouraged to participate) will complete an Academic and Career Planning conference. These conferences are designed to help students and parents make connections between the student's plan and their educational and career goals.

Students take an Employability and Financial literacy course in grade 12, where they will plan the final steps of their goals.

Students in grades 6-12 will create short and long-term goals annually related to their ACP. These goals will be documented within the Xello student accounts.

# **GO**



**4. GO!**  
Recalculate  
as needed.

Remember, there is no wrong pathway to success, and through ACP we will ensure that all students travel the road to adulthood equipped with the knowledge, skills and dispositions to be successful in tomorrow's workforce.

### **Career Management (GO)**

As students gain experience, knowledge, and skills, they can reassess and change their plans for the future.

**Implementation Plan**

Academic and Career Planning will continue during the 2019-20 academic year. Since the Xello program is new this year, the seniors will have more components to complete. The other classes continue to update their requirements each year as follows:

Graduation Year	Portfolio Requirements
<i>Class of 2020 (Seniors)</i>	All Xello Lesson Plan components for grades 9-12 Mock interview in Employability Skills Class Reflection Paper One or more EXPLORE components Portfolio Review with Counselor
<i>Class of 2021 (Juniors)</i>	All Xello Lesson Plan components for grades 9-11 ACP Conference (Preferably with parent) One or more EXPLORE components Portfolio review with Counselor
<i>Class of 2022 (Sophomores)</i>	All Xello Lesson Plan components for grades 9-10 Portfolio review with Counselor
<i>Class of 2023 (Freshmen)</i>	All Xello Lesson Plan components for grade 9 ACP Conference (Preferably with parent) Portfolio review with Counselor
<i>Class of 2024-2025 (7th-8th grade)</i>	All Xello Lesson Plan components for grades 7-8
<i>Class of 2026 (6th grade)</i>	All Xello Lesson Plan components for grade 6

**New Students**

We understand that the student portfolio is an ongoing process that occurs over the course of a student’s four years in high school. As such, students new to the district will meet the requirements noted, dependent on the year they enter our district.

**Reflection Paper**

Upon completion of the final portfolio presentation process, senior students will be required to write a reflection paper. The purpose of this paper is to reflect on both academic and co-curricular experiences throughout high school and make relevant connections to future endeavors. Additional guidance and direction about the reflection paper will be provided their senior year during their dedicated ACP conference time with the counselor.

***Xello Lessons By Grade (KNOW Component)***

Grade Level	Lessons
Grade 12	<ul style="list-style-type: none"> <li>● Defining Success Lesson</li> <li>● Career Backup Plan Lesson</li> <li>● Job Interviews Lesson</li> </ul>
Grade 11	<ul style="list-style-type: none"> <li>● Choosing a College or University Lesson</li> <li>● Career Demand Lesson</li> <li>● Entrepreneurial Skills Lesson</li> </ul>
Grade 10	<ul style="list-style-type: none"> <li>● Work Values Lesson</li> <li>● Careers and Lifestyle Costs Lesson</li> <li>● Workplace Skills and Attitudes Lesson</li> </ul>
Grade 9	<ul style="list-style-type: none"> <li>● Personality Styles Lesson</li> <li>● Exploring Career Factors Lesson</li> <li>● Getting Experience Lesson</li> </ul>
Grade 8	<ul style="list-style-type: none"> <li>● Skills Lesson</li> <li>● Explore Career Matches Lesson</li> <li>● Transition to High School Lesson</li> </ul>
Grade 7	<ul style="list-style-type: none"> <li>● Explore Learning Styles Lesson</li> <li>● Discover Learning Pathways Lesson</li> <li>● Biases and Career Choices Lesson</li> </ul>
Grade 6	<ul style="list-style-type: none"> <li>● Interests Lesson</li> <li>● School Subjects at Work Lesson</li> <li>● Decision Making Lesson</li> </ul>

***Career Exploration (EXPLORE Component)***

Class/Opportunity	Possible Artifact
Industry Visits	<ul style="list-style-type: none"> <li>● Brochure from business visited</li> <li>● Photo of industry visit</li> </ul>



Post-Secondary Visits	<ul style="list-style-type: none"> <li>● College promotional materials</li> <li>● Photo of college visit</li> </ul>
College or Military Recruiter Visits	<ul style="list-style-type: none"> <li>● Promotional materials</li> <li>● Photo with representative</li> </ul>
Youth Apprenticeship/Work Study (If Applicable)	<ul style="list-style-type: none"> <li>● Module Checklists</li> <li>● Certificate of Completion</li> </ul>

**Career Ready (PLAN and GO Components)**

Opportunity	Possible Artifact
Mock Interview	<ul style="list-style-type: none"> <li>● Rubric (<i>required</i>)</li> </ul>
Portfolio Review	<ul style="list-style-type: none"> <li>● Feedback forms (<i>required</i>)</li> </ul>
Final Reflection Paper	<ul style="list-style-type: none"> <li>● Digital copy of paper (<i>required</i>)</li> </ul>
<p><b>Optional Achievements to include in plan:</b>            *This portfolio component is <i>not</i> required for graduation</p>	
Class/Opportunity	Possible Artifact
Awards	<ul style="list-style-type: none"> <li>● Photos</li> <li>● Digital copy of award</li> <li>● Newspaper or newsletter clipping</li> </ul>
Certificate of Participation/Achievement	<ul style="list-style-type: none"> <li>● Photos</li> <li>● Digital copy of award</li> <li>● Newspaper or newsletter clipping</li> </ul>
Honor Roll	<ul style="list-style-type: none"> <li>● Copies of Honor Roll Certificates</li> </ul>
Community Service Beyond Required	<ul style="list-style-type: none"> <li>● Community service hours log</li> </ul>
Athletic	<ul style="list-style-type: none"> <li>● Pictures of participation</li> <li>● Newspaper clippings</li> <li>● Picture of Awards</li> <li>● Team roster</li> <li>● Team picture</li> </ul>
Forensics	<ul style="list-style-type: none"> <li>● Newspaper clippings</li> <li>● Certificate of participation</li> <li>● Picture of awards</li> <li>● Team picture</li> </ul>

National Honor Society	<ul style="list-style-type: none"> <li>● Picture of volunteer activities</li> <li>● Copy of NHS membership certificate</li> <li>● Banquet program</li> </ul>
Quiz Bowl	<ul style="list-style-type: none"> <li>● Certificate of participation</li> <li>● Newspaper clippings</li> <li>● Picture of awards</li> <li>● Team picture</li> </ul>
Student Council	<ul style="list-style-type: none"> <li>● Certificate of participation</li> <li>● Picture of participants in activities</li> <li>● Council picture</li> </ul>
Committees (Ex. Homecoming Committee, Prom Committee)	<ul style="list-style-type: none"> <li>● Certificate of participation</li> <li>● Picture of participating in activities</li> <li>● Club picture</li> </ul>

**APPENDIX**  
**Appendix I**  
**Portfolio Checklist**

Name: \_\_\_\_\_

As part of the Little Wolf Jr./Sr. High School portfolio graduation requirements, each student must have a portfolio review with counselor annually.

***Xello Lessons (KNOW Component)***

Name of Lesson	Date Approved	Counselor Signature
1.		
2.		
3.		

***Career Exploration (GO Component)***

Name of Artifact	Date Approved	Counselor Signature
1.		
2.		
3.		

***Career Ready (EXPLORE and GO Components)***

Name of Artifact	Date Approved	Counselor Signature
Mock Interview		
Portfolio Review		
Final Reflection Paper		


***Optional Achievements***

-This portfolio component is *not* required for graduation

Name of Artifact	Date Approved	Counselor Signature

Comments:

## Appendix II

### *Reflection Paper Guidelines and Rubric*

- Paper must be a minimum of 2 pages, 12-point font, double-spaced
- Students must write a reflection on each piece of their ACP: **Know, Explore, Plan, and Go**. Students will reflect on the ways each category has impacted their goals as they transitioned through high school.
- Finally, students will summarize the overall impact the portfolio process has made on their academic and career planning goals.
- The Reflection Paper must be uploaded into the electronic student portfolio
- The Reflection Paper is a capstone of the student portfolio process and must be deemed acceptable by the ACP coordinator

Criteria and Categories	1 Ideas not expressed or missing	2 Ideas expressed but not expanded upon, no examples	3 Ideas clearly expressed and examples used in each category	Score
KNOW				
EXPLORE				
PLAN				
GO				

**Comments:**

**Total Score**

## Appendix III

### *Mock Interview Rubric*

Criteria	1	2	3	4	Score
<b>Appearance</b>	<p><b><u>Overall appearance is unprofessional</u></b></p> <p>*Choice in clothing inappropriate for a job interview (torn, unclean, wrinkled)</p> <p>*Poor grooming</p>	<p><b><u>Appearance is somewhat untidy</u></b></p> <p>*Choice in clothing is inappropriate (shirt untucked, t-shirt, too much jewelry, etc.)</p> <p>*Grooming attempt is evident</p>	<p><b><u>Overall neat appearance</u></b></p> <p>*Choice in clothes is acceptable for the type of interview</p> <p>*Well groomed (ex. shirt tucked in, minimal wrinkles)</p>	<p><b><u>Overall appearance is very neat</u></b></p> <p>*Choice in clothing appropriate for any interview</p> <p>*Very well groomed (hair, makeup, clothes pressed, etc.)</p> <p>*Overall appearance is businesslike</p>	
<b>Greeting</b>	<p><b><u>Unacceptable behavior and language</u></b></p> <p>*Unfriendly and not courteous</p> <p>*Did not greet or shake hands</p>	<p><b><u>Informal behavior and language</u></b></p> <p>*Attempts to be courteous to all in interview setting</p>	<p><b><u>Acceptable behavior, well mannered, and casual behavior and language</u></b></p> <p>*Courteous to all involved in interview</p> <p>*Appropriate greeting but did not shake hands</p>	<p><b><u>Professional behavior and language (shaked hand, eye contact, appropriate greeting, "hello", "thank you", etc)</u></b></p> <p>*Friendly and courteous to all involved in interview</p>	
<b>Communication</b>	<p><b><u>Presentation shows lack of interest</u></b></p> <p>*Unable to articulate goals</p> <p>*Speaking is unclear - very difficult to understand (ex. mumbling)</p> <p>*Volume is inappropriate for interview (ex. spoke too loudly, too softly)</p>	<p><b><u>Showed some interest</u></b></p> <p>*Articulates goals but they are not specific or are unrealistic</p> <p>*Speaking is unclear - lapses in sentence structure and grammar</p> <p>*Volume is uneven (varied)</p>	<p><b><u>Showed interest throughout the interview</u></b></p> <p>*Clearly describes goals</p> <p>*Speaks clearly</p> <p>*Minimal mistakes in sentence structure and grammar</p> <p>*Volume is appropriate</p>	<p><b><u>Very attentive throughout the interview</u></b></p> <p>*Speaks is clearly</p> <p>*Appropriate use of sentence structure and grammar</p> <p>*Commitment &amp; enthusiasm for job is conveyed</p> <p>*Volume conveys business tone</p>	
<b>Body Language</b>	<p><b><u>Fidgeted - ex. constant movement of hands and feet</u></b></p> <p>*Lack of eye contact</p> <p>*Slouching all the time</p>	<p><b><u>Fidgeted - ex. movement of hands and feet frequently</u></b></p> <p>*Eye contact is made intermittently</p> <p>*Occasionally slouching</p>	<p><b><u>Minimal fidgeting (ex. occasionally shifting)</u></b></p> <p>*Occasional loss of eye contact</p> <p>*Brief slouching, but quickly corrected</p>	<p><b><u>No fidgeting</u></b></p> <p>*Eye contact made</p> <p>*Sitting straight in a chair</p>	
<b>Responding to Questions</b>	<p><b><u>Inappropriate answers to questions</u></b></p> <p>*Did not attempt to answer questions</p> <p>* Cannot describe strengths</p>	<p><b><u>Gives inaccurate answers</u></b></p> <p>*Attempts to answer questions</p> <p>*Mentions strengths, but cannot give example</p>	<p><b><u>Answers are acceptable and accurate</u></b></p> <p>*Answers questions</p> <p>*Can give examples of strengths</p>	<p><b><u>Thorough answers to questions</u></b></p> <p>*Answers questions with detail</p> <p>*Can give several examples of strengths</p>	
<b>Resume</b>	<b><u>Major Revision</u></b>	<b><u>Needs Some Improvements</u></b>	<b><u>Acceptable</u></b>	<b><u>Excellent</u></b>	

**Total Score:**

**Mock Interview Grade:**

**Grading Scale:**

**24-21 = Excellent**

**20-17 = Good**

**16-12 = Fair**

**11-6 = Poor**

**Overall Evaluation Comments:**

Interviewer's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



# School District of Manawa

*“Students Choosing to Excel, Realizing Their Strengths”*

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

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

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To: Dr. Melanie J. Oppor, BOE  
From: Danni Brauer  
Date: 8/6/19  
Re: 504 Handbook

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The purpose of this memo is to confirm there are no changes to be made in the Gifted and Talented Handbook.



School District of Manawa

Section 504/ADA Prohibition  
against Discrimination Based on  
Disability Plan

# School District of Manawa

## Section 504/ADA Prohibition against Discrimination Based on Disability

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## **Nondiscrimination on the Basis of Handicap/Disability**

The District will not discriminate against otherwise qualified students with disabilities (i.e., students who otherwise meet eligibility criteria – e.g., age – for participation in the educational program and/or activities) in the provision of its educational programs and activities. The District further will provide a free appropriate public education to qualified students with disabilities. Said education shall entail the provision of regular or special education and related aids and services that are designed to meet the individual educational needs of students with disabilities as adequately as the needs of non-disabled students are met. This includes providing academic and non-academic services to students with disabilities in the same setting as their non-disabled peers to the maximum extent appropriate. In addition to its provision of educational services, the Board will not discriminate against otherwise qualified students with disabilities in its provision of non-educational academic and extra-curricular services and activities such as counseling services, physical recreational athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the District, referrals to agencies that provide assistance to persons with disabilities, and employment of students, and will provide students with disabilities an equal opportunity to participate in such services and activities. Qualified students with disabilities will be afforded accommodations/modifications/interventions to the District's non-academic and extra-curricular services and activities, unless such accommodations/modifications/interventions would impose an undue financial burden, or would service or activity. A determination that a particular accommodation/modification/intervention would constitute an undue burden must be made by the Superintendent or his/her designee after considering all resources available for use in the funding and operation of the service or activity, and must be accompanied by written statement of the reasons for reaching that conclusion. In the event the Superintendent or his/her designee determines that an undue burden would result, the District will take any other action that would not result in such burden but would still allow, to the maximum extent possible, individuals with disabilities to receive the benefits of the District's non-academic and extra-curricular services and activities on an equal basis as individuals without disabilities.

## **Procedures Applicable to Section 504**

Annually the District will undertake to identify and locate every qualified person with a disability residing in the District who is not receiving a public education, and notify the person and their parents or guardians of the District's duties and responsibilities under Section 504.

### **Referral**

Any student who needs or is believed to need special accommodations, related services or programs under Section 504 of the Rehabilitation Act of 1973, may be referred to the Building Consultation Team for evaluation. Referrals may be made by anyone (e.g., parents, teachers, or other knowledgeable professionals). Referrals shall be made on the Suspected Disability Referral Form and submitted to the building principal. Referrals may be made at any time. Parents may request a referral form by contacting the building principal, guidance counselor, or District 504 Coordinator.

### **Evaluations**

Upon receipt of a Suspected Disability Referral Form, the building principal will notify the appropriate 504 Case Manager who will collect all relevant information on the student to assist in documenting whether the student has a physical and/or mental impairment that substantially limits one or more major life activities.

The 504 Case Manager should contact school staff who perform assessments and have them review existing pertinent information and determine whether additional assessments are needed. If an evaluation is needed, written consent will be obtained and a copy of the Notice of Section 504/ADA Procedural Information and Rights will be sent to the parents.

The Building Consultation Team (BCT) will consider all relevant information on the student to determine whether he/she is disabled under Section 504. The assessment information may include, but will not be limited to, medical reports that document a physical and/or mental impairment, aptitude and achievement test scores, teacher observations, recommendations, and other data, including information on social or cultural background and adaptive behavior. Parents will be afforded the opportunity to meaningfully participate and provide input in the evaluation process. The student's parents will be sent a letter invited them to attend and participate in the BCT conference at least seven calendar days prior to the conference.

### **Plan**

If a student is identified as disabled pursuant to Section 504, and the BCT determines the student requires specialized services and/or accommodations/modifications/interventions in order to receive FAPE and to access the District's programs and activities on an equal basis to

students without disabilities, the BCT will develop and complete the Section 504 Plan. The Plan will specify the accommodations/modifications/interventions necessary so that the student's needs are met as adequately as the needs of nondisabled students. The purpose of the Section 504 Plan is to provide the student with equal access to school activities, to remove barriers to educational opportunity, and provide, to the degree possible, a level playing field. The building principal will request written permission from parents to implement the Section 504 Plan.

### **Review of the Student's Evaluation**

Re-evaluations are not required at specific intervals; however, assessments will be updated so that eligibility and accommodation planning is based on information that accurately defines the student's disability and reflects the student's current strengths and needs. At least every three years appropriate school staff should determine whether updated evaluations are needed. A re-evaluation will be completed prior to a significant change in placement. When a re-evaluation is needed, parents will be sent prior notice. Consistent with initial evaluations, parents will be afforded the opportunity to meaningfully participate and provide input in the re-evaluation process.

### **Procedural Safeguards: Due Process**

The parents may challenge the actions of the BCT regarding identification, evaluation or placement of their child by filing a request for an impartial due process hearing. Alternatively, the parents may file an internal complaint. If the parents elect the former, the Board must provide a due process hearing before an impartial hearing officer ("IHO") that is not employed by the District. A parent does not need to first exhaust the internal complaint process in order to file a request for a due process hearing. In fact, a due process hearing may be requested at any time and parents do not waive that right if they first opt to try to resolve their dispute through the internal complaint process. If a parent is not satisfied with the IHO's decision, s/he may appeal it to a Federal Court of competent jurisdiction.

The parents may also file a complaint with the Office for Civil Rights. The Office for Civil Rights, however, is not part of the District's internal complaint process or the system of procedural safeguards, and, absent extraordinary circumstances, will not review the results of individual placement and other educational decisions so long as the District complied with the "process" requirements of Section 504 (concerning identification and locations, evaluation, and due process procedures).

## **504 Process School District of Manawa**

1. A concern is raised about a student by parent or school staff member.
2. The student is referred to the Building Consultation Team (BCT).
3. The BCT reviews all documentation and decides if there is enough information to make a Section 504 Referral. The 504 Referral Form is given to the referring staff member or parent.
4. Upon receipt of the completed referral form, the Principal will notify the 504 Case Manager (School Counselor) who will collect all relevant information.
5. A copy of the completed Referral Form, Procedural Information and Rights, and Letter Notice Section 504 Initial Evaluation are sent to parent. Consent is to be obtained within 30 days of receipt of referral.
6. Following receipt of consent from parents, Release of Information form is filled out and sent to parents if the district doesn't already have permission to talk to the student's physician. The Physician Questionnaire is then sent after the Release of Information form is returned.
7. Within 60 days, the principal will convene the BCT to determine eligibility under 504. Meeting Notice is sent to parents at least 7 days prior to conference.
8. Summary of Evaluation Report is filled out at the meeting.

### **If found ineligible:**

1. Summary of Evaluation Report and Procedural Information and Rights are sent to parents.
2. BCT decides if the student needs a Response to Intervention (RtI) Plan, student can be served appropriately without written interventions or more information is needed before making determination.

### **If found eligible:**

9. 504 Plan is developed by BCT. Parents are given Procedural Information and Rights and Section IX of the 504 Plan is filled out by parents giving consent to implement the plan if parents attended the meeting.
10. 504 Plan along with Procedural Information and Rights are sent to parents and consent to implement plan is obtained prior to finalizing the plan.
11. Copy of finalized plan is sent to District 504 Coordinator and filed in student's cumulative file.
12. Copies of plan are distributed to the student's teachers.
13. Before school starts each year, teachers of the student receive a copy of the 504 Plan.
14. Within the first 2 months of a new school year, BCT needs to meet to review the 504 Plan, decide whether to continue the existing plan, discontinue current plan or develop new plan.
15. A copy of the active 504 Plan is forwarded to the District 504 Coordinator (Secondary School Counselor), put in cumulative file and distributed to teachers by October 15.
16. Copy of active 504 Plan is sent to parents and Procedural Information and Rights is offered.
17. At least every 3 years, appropriate school staff should determine whether an updated evaluation is needed.
18. When re-evaluation is needed parents will be sent prior notice and copy of Procedural Information and Rights.

## **NOTICE OF SECTION 504/ADA PROCEDURAL INFORMATION AND RIGHTS**

### **WHAT IS SECTION 504?**

Section 504 of the Rehabilitation Act of 1973, as amended by the ADA Amendments Act of 2008 (hereinafter "Section 504"), is Congress' directive to schools receiving any Federal funding to eliminate discrimination based on disability from all aspects of their school operations. It states: "No otherwise qualified individual with a disability shall solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Since the School District is a recipient of Federal dollars, its administrators and staff are required to provide eligible disabled students with equal access (both physical and academic) to services, programs, and activities offered by its schools. Section 504 is a civil rights statute and not a special education statute.

### **HOW CAN I REFER MY CHILD TO DETERMINE 504 ELIGIBILITY?**

If you suspect that your child is "disabled" under Section 504/ADA, contact your child's teacher, school counselor, or building principal. You will be asked to complete a referral form and grant consent for a 504 evaluation. After the evaluation is complete, a meeting will be scheduled to determine if your child has a "disability." You have the right to the opportunity to meaningful participation in the process and provide input, even if you cannot attend the meeting in person.

### **WHAT CRITERIA ARE USED TO DETERMINE 504 ELIGIBILITY?**

A student qualifies for Section 504 protection if s/he is determined to be an individual with a disability as defined by the statute. Specifically, the student must have a physical or mental impairment that substantially limits one or more major life activities, or have a record of such an impairment, or be regarded as having such an impairment. Only those students with an actual impairment, however, are entitled to accommodations/modifications/interventions pursuant to Section 504. Those students with a record of an impairment or who are regarded as having an impairment are entitled to protection from discrimination based upon disability.

Major life activities include, but are not limited to, functions such as (a) caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, working, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, communicating, learning, and (b) the operation of major bodily functions including the functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

### **WHAT IS THE DIFFERENCE BETWEEN SECTION 504 AND THE IDEIA?**

Section 504 prohibits discrimination against students with disabilities and requires school districts to provide students with disabilities regular or special education and related aids and services that are designed to meet the individual educational needs of students with disabilities as adequately as the needs of nondisabled students are met. Any necessary accommodations/modifications/interventions must be delineated in a Section 504 Plan.

IDEIA requires districts to provide disabled students (ages 3 through 21) with special education and related services and supplementary aids and services designed to meet their unique needs and prepare them for further education, employment, and independent living. The special education and related services must be delineated in an Individualized Education Program (IEP).

## **PROCEDURAL INFORMATION AND RIGHTS**

Below is a description of the rights granted by Federal law to individuals with disabilities. It is the intent of the District, pursuant to Section 504, to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of those decisions.

You have the right to:

- A. have your child take part in, and receive benefits from public education programs without discrimination because of his/her disability;
- B. have the School District advise you of your rights under Federal law;
- C. receive written notice of any decision regarding the identification, evaluation, or educational placement of your child;
- D. have your child receive a free appropriate public education (FAPE);

This includes the right to be educated with students who are not disabled to the maximum extent appropriate (i.e. the student's education will be provided in the regular education classroom unless it is demonstrated that education in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily) and to receive regular or special education and related aids and services that are designed to meet the individual educational needs of students with disabilities as adequately as the needs of nondisabled students are met.

- E. have your child educated in facilities and receive services comparable to those provided students without disabilities;
- F. have evaluation and educational placement decisions made based upon a variety of information sources, and by persons who know your child and are knowledgeable about the evaluation data and placement options;
- G. have your child transported in a non-discriminatory manner;

If the District refers a student for services outside the District, adequate transportation will be provided at no greater cost to you than if the services were provided within the District.

- H. place your child in a private school or alternative educational program;

However, if the District makes a FAPE available to your child and nevertheless you choose to place your child elsewhere, the District is not required to pay for your child's education at the private school or alternative educational program, including any costs associated with related transportation.

- I. have your child be given an equal opportunity to participate in nonacademic and extra-curricular activities offered by the District;
- J. examine all relevant education records, including, but not limited to, those documents related to decisions regarding your child's identification, evaluation, educational program, and placement;
- K. obtain, at your own expense, an independent educational evaluation of your child;



- L. obtain copies of education records at a reasonable cost unless the fee would effectively deny you access to the records;
- M. a response from the School District to reasonable requests for explanations and interpretations of your child's education records;
- N. periodic re-evaluations and an evaluation before any significant change in program/service modifications;
- O. request amendment for your child's education records if there is reasonable cause to believe that information contained in the record(s) is inaccurate, misleading or otherwise in violation of the privacy rights of your child;

If the School District refuses to amend the record(s), you have the right to request a hearing and/or to attach to the record(s) a statement of why you disagree with the information it contains.

- P. request mediation or an impartial due-process hearing related to decisions or actions concerning your child's identification, evaluation, and/or educational program or placement, and obtain any relief that is authorized by law;

You and your child may take part in the hearing and have an attorney represent you. Hearing requests must be made to the District Compliance Officer.

- Q. receive all information in your native language and mode of communication;
- R. file an internal complaint;
- S. file a complaint with the U.S. Department of Education's Office for Civil Rights;
- T. be represented at any point in the process by an attorney;
- U. be notified of your Section 504 rights (1) when evaluations are conducted, (2) when consent for an evaluation is withheld, (3) when eligibility is determined, (4) when a Section 504 Plan is developed, and (5) before there is significant change in the Plan.

Complaints, including complaints of disability-based harassment and requests for due process hearings, must be put in writing and must identify the specific circumstances or areas of dispute that have given rise to the complaint or requests for a hearing, and offer possible solutions to the dispute. Complaints must be filed with the District Section 504/ADA Compliance Officer. The Board of Education has designated Carmen O'Brien as the District Section 504/ADA Compliance Officer. The District Compliance Officer can be reached at the following address/phone number/e-mail:

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

[cobrien@manawa.k12.wi.us](mailto:cobrien@manawa.k12.wi.us)

The Office for Civil Rights of the United States Department of Education enforces the requirements of Section 504 of the Rehabilitation Act of 1973. The address of the Midwest Regional office is:

Office for Civil Rights  
U.S. Department of Education  
Citigroup Center  
500 W. Madison Street, Suite 1475  
Chicago, IL 60661-4544  
FAX: (312) 730-1576  
PHONE: (312) 730-1560  
TDD: (877) 521-2172  
E-mail: [OCR.Chicago@ed.gov](mailto:OCR.Chicago@ed.gov)  
Web: <http://www.ed.gov/ocr>

SUSPECTED DISABILITY REFERRAL FORM

Student Name \_\_\_\_\_ DOB \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_

Parent Name(s) \_\_\_\_\_

Address \_\_\_\_\_ Phone \_\_\_\_\_

Please complete this form if you suspect that this student may have a physical or mental impairment that substantially limits one or more major life activities. (See below).

**A. Statement of Suspected Section 504 Disability**

**B. Nature of the Concern (attach additional sheets if necessary).**

1. Check the suspected physical or mental impairment.

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Asthma                          | <input type="checkbox"/> Emergent Allergy          | <input type="checkbox"/> Orthopedic Impairment         |
| <input type="checkbox"/> Attention Deficit Disorder/ADHD | <input type="checkbox"/> Emotional Illness         | <input type="checkbox"/> Recovering Chemical Dependent |
| <input type="checkbox"/> Brain Injury                    | <input type="checkbox"/> Epilepsy                  | <input type="checkbox"/> Seizures                      |
| <input type="checkbox"/> Cancer                          | <input type="checkbox"/> Hearing Impairment        | <input type="checkbox"/> Speech Impairment             |
| <input type="checkbox"/> Cerebral Palsy                  | <input type="checkbox"/> Heart Disease             | <input type="checkbox"/> Visual Impairment             |
| <input type="checkbox"/> Developmental Aphasia           | <input type="checkbox"/> Minimal Brain Dysfunction | <input type="checkbox"/> Other: _____                  |
| <input type="checkbox"/> Diabetes                        | <input type="checkbox"/> Multiple Sclerosis        |  |
| <input type="checkbox"/> Dyslexia                        | <input type="checkbox"/> Muscular Dystrophy        |  |

2. Describe (and attach) any evaluative/data source supporting the diagnosis.

3. Check any major life activity(ies) that are limited. (Note this list is not exhaustive.)

Bending  
Breathing  
Caring for one's self  
Communicating  
Concentrating  
Eating  
Hearing  
Learning  
Lifting  
Performing manual tasks

Reading  
Seeing  
Sleeping  
Speaking  
Standing  
Thinking  
Walking  
Working  
Other: \_\_\_\_\_

4. Describe (and attach relevant data) how any major life activities are substantially limited.

5. Check any major bodily functions that are limited. (Note: This list is not exhaustive.)

Bladder  
Bowel  
Brain  
Circulatory/Cardiovascular System  
Digestive System  
Endocrine System

Immune System  
Neurological System  
Normal Cell Growth  
Reproduction  
Respiratory System  
Other: \_\_\_\_\_

6. Describe (and attach relevant data) how any major bodily function(s) (is)(are) substantially limited.

C. To date, what accommodations/modifications/interventions or special provisions have been made to assist the student?

\_\_\_\_\_  
Signature of Person Making Referral

\_\_\_\_\_  
Relationship to Student

\_\_\_\_\_  
Date

The signature of the principal receiving this Referral, documents that a copy of this form and the Notice of Section 504/ADA Procedural Information and Rights have been given or sent to the parent or guardian.

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date Received

For Office Use Only

Copies to:  District 504 Coordinator

Building Administrator

Teacher(s)

Parent(s)  Files

District Health  
Coordinator

School Counselor



# School District of Manawa

*“Students Choosing to Excel, Realizing their Strengths”*

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

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

www.manawa.k12.wi.us

## Letter/Notice: Section 504 – Parental Notice for Initial Evaluation (504 C)

Date: \_\_\_\_\_

To the Parent/Guardian of: \_\_\_\_\_

As part of our efforts to help improve your child’s classroom performance, I have asked members of our Building Consultation Team to collect and review information on our child’s learning and behavior. The teacher(s), school counselor, principal, and other staff members may be involved in observation, interviews, administration of behavior checklists, and other data collection activities. (Your child is not suspected of being an exceptional student at this time.)

Once the information has been reviewed, we will be meeting with you to discuss plans to meet your child’s needs. If you have any questions, please contact \_\_\_\_\_ (Section 504 Coordinator) at the SCHOOL DISTRICT OF MANAWA.

You are provided specific rights concerning this request, which are designed to keep you fully informed concerning decisions about your child. These 504 rights are summarized below.

Please provide your consent for us to accomplish this screening/evaluation by indicating your decision and providing your signature (below) and returning the bottom half of this form to: \_\_\_\_\_ (Section 504 Coordinator).

-----  
**Parent Consent**

\_\_\_\_\_  
Student’s Name

\_\_\_\_\_  
Date

\_\_\_\_\_ Yes, I consent to the proposed screening/evaluation, if deemed necessary

\_\_\_\_\_ No, I do not consent to the proposed screening/evaluation

Comments: \_\_\_\_\_

\_\_\_\_\_  
Parent Signature

cc: Student Behavior / Pupil Records File \_\_\_\_\_



**Dr. Melanie J. Oppor**

**Daniel J. Wolfram**

**Michelle Pukita**

**Carmen O’Brien**

**Danielle Brauer**

District Administrator  
moppor@manawa.k12.wi.us  
(920) 596-2525

Jr./Sr. High School Principal  
dwolfram@manawa.k12.wi.us  
(920) 596-5800

Elementary Principal  
mpukita@manawa.k12.wi.us  
(920) 596-5700

Business Manager  
cobrien@manawa.k12.wi.us  
(920) 596-5332

Special Education Director  
dbrauer@manawa.k12.wi.us  
(920) 596-5301

SECTION 504 RELEASE OF INFORMATION AND RECORDS

In order to ensure your child is provided with equal access (both physical and academic) to services, programs and activities offered by our school, a mutual exchange of information and records is required for your child.

Name of Student: \_\_\_\_\_ DOB: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

The requested exchange is between the School District of Manawa and the following:

\_\_\_\_\_  
(hospital, clinic, physician, institution, association, or school)

Address: \_\_\_\_\_

Name of Contact Person: \_\_\_\_\_ Phone: \_\_\_\_\_

Records that may be exchanged include the following: (check all that apply)

- Release all information
- Release the checked information:
  - General identifying data (name, address, birth date, grade level completed, grades, class standing, attendance record)
  - Standardized achievement and aptitude test scores Personality and interest scores
  - Teacher ratings
  - Record of extra-curricular activities Individualized education programs Psychological reports
  - Medical reports Psychiatric report
  - Other: \_\_\_\_\_

**Consent of Parent/Guardian for Release of Information**

I authorize the School District of Manawa and the above-named individual/organization/agency to exchange information and records as indicated. Except as limited above, this authorization encompasses all information pertaining to the minor, including protected health information (PHI) as defined in the Health Insurance Portability and Accountability Act (HIPAA) and its implementing regulations, and education records as defined in the Family Educational Rights and Privacy Act (FERPA).

We expressly waive all provisions of law (including, but not limited to, the privacy provisions of HIPAA, FERPA, and R.C. 3319.321), forbidding any physician or other person who has or may hereafter treat, attend, or examine the minor, or any educational agency, from disclosing any knowledge or information, including PHI, which they may have thereby acquired.

Pursuant to HIPAA, the following are specified as part of this authorization:

- A. The purpose of disclosure is for assisting the School District in offering the student a free appropriate public education pursuant to Section 504 of the Rehabilitation Act of 1973.
- B. This authorization expires one (1) year after the date it is signed.
- C. The parents signing this permission form understand that they may revoke this authorization at any time by providing written notification to the District Compliance Officer, the building principal/Building Compliance Officer, or the individual/organization/agency listed above, except to the extent that this authorization has already been relied upon.
- D. The parents signing this form have been informed that the individual/organization/agency listed above may not condition treatment, payment, enrollment, or eligibility for benefits on whether the parents sign this authorization.
- E. The parents signing this form have been informed of the potential for information disclosed pursuant to this authorization to be subject to redisclosure by the recipient and to be no longer protected by HIPAA. The parents signing this form are also aware that any information disclosed to the School District is subject to other state and Federal privacy laws.

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Relationship to Student

\_\_\_\_\_  
Date Signed

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Please send released information/records to: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Copies to:                     Parent/Guardian                     Cumulative Folder



SECTION 504 PHYSICIAN QUESTIONNAIRE

Name of Student: \_\_\_\_\_ DOB: \_\_\_\_\_

Address: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Phone: \_\_\_\_\_

A referral has been initiated for the above-named student under Section 504 of the Rehabilitation Act of 1973, as amended. In order for a student to qualify for protection under Section 504, s/he must have a physical or mental impairment that substantially limits one or more major life activities (e.g., caring for one's self, performing manual tasks, walking, seeing, hearing, eating, sleeping, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, working, and the operation of major bodily functions such as the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine and reproductive functions, etc.). Because the referral is related to medical concerns, we are requesting information from you. The parent/guardian signed the attached Section 504 Release of Information and Records.

**Please complete this form and attach any reports pertinent to the medical and/or educational needs of this child. We are NOT requesting evaluation, testing, or services be performed, but reports of diagnostic work performed in the past.**

1. What physical and/or mental impairments have been identified that may qualify this student under Section 504?
  
2. What major life activity(ies) may be substantially limited as a result of the impairment?
  
3. Detail available medical background, including a written diagnostic statement and copies of any/all reports.
  
4. What treatments or medications are recommended for this impairment?
  
5. What precautions or accommodations are recommended for consideration by the school?

\_\_\_\_\_  
Physician's Signature

\_\_\_\_\_  
Date

Please return this questionnaire to:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Copies to:         Parent/Guardian         Cumulative Folder

NOTICE OF SECTION 504 MEETING

Date: \_\_\_\_\_

To: \_\_\_\_\_

From: \_\_\_\_\_

Student: \_\_\_\_\_

Initial Conference

Review Conference

Causal Relationship Conference

We are planning a Section 504 Meeting. The meeting will include a discussion of your child's evaluation results, classroom performance, and eligibility for protection under Section 504. If your child is identified as disabled pursuant to Section 504, the 504 Team will determine whether s/he requires regular or special education and related aids and services in order to receive a free appropriate public education. If services, including but not limited to accommodations/modifications/interventions, are needed, a Section 504 Plan will be prepared. We request that you attend this meeting to assist us with the discussion and program recommendations. Enclosed is a copy of the Parent Rights under Section 504. The meeting is scheduled as follows:

Date \_\_\_\_\_ Time \_\_\_\_\_ Location \_\_\_\_\_

We expect the following persons to attend the meeting. You have the right to bring others to the meeting. If there are other school personnel you wish to have present, please let us know so arrangements can be made.

**Participants**

\_\_\_\_\_  
(Building Compliance Officer/Principal/Designee)

\_\_\_\_\_  
(General Education Teacher)

\_\_\_\_\_  
(Parent/Guardian)

\_\_\_\_\_  
(Parent/Guardian)

\_\_\_\_\_  
(Guidance Counselor)

\_\_\_\_\_  
(School Psychologist)

\_\_\_\_\_  
(Student)

\_\_\_\_\_  
(Other)

The evaluation data and other information to be discussed are available for your review prior to this conference. **Please keep one copy of this notice and return the other so that we will know your intent.**

**Enclosed is a copy of the Notice of Section 504/ADA Procedural Information and Rights.**

**Parent Reply to Request to Attend 504 Conference**

I received the Notice of Section 504 Conference and Notice of Section 504/ADA Procedural Information and Rights sent to me by school personnel.

- I will attend the meeting at the time stated.
- I would prefer to participate by telephone call. At the time of the conference, I can be reached at the following number: \_\_\_\_\_.
- I request that the meeting be held without my being present.
- I would like the meeting to be held at the following time and location: \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Signature of Parent/Guardian \_\_\_\_\_ Date \_\_\_\_\_

Copies to:     Parent/Guardian     Cumulative Folder

SECTION 504 SUMMARY EVALUATION REPORT

**Personal Information:**

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_

Sex: M ( ) F ( ) Grade: \_\_\_\_\_ School: \_\_\_\_\_ ID#: \_\_\_\_\_

Student Address: \_\_\_\_\_ City: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Parent Name: \_\_\_\_\_ Phone: (home) \_\_\_\_\_  
(work) \_\_\_\_\_  
(cell) \_\_\_\_\_

The Building Consultation Team met on \_\_\_\_\_ (date).

**Conference Type:**            Initial                      Case Review            Re-Evaluation

**Conference Date:** \_\_\_\_\_

Sources of Information Considered in Determining Eligibility:

Parent Recommendation	Physician Diagnosis
Educational Evaluation/Performance	Major Health Problem
Teacher Observation/Recommendation	Behavioral Evaluation/Performance
Ineligibility for Services under IDEIA	Other _____

Summary of data and evaluation information that was presented:

**Committee Determinations:**

1. The student has a physical or mental impairment.            Yes            No  
\*See attached documentation of medical condition.

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Asthma                          | <input type="checkbox"/> Emergent Allergy          | <input type="checkbox"/> Orthopedic Impairment         |
| <input type="checkbox"/> Attention Deficit Disorder/ADHD | <input type="checkbox"/> Emotional Illness         | <input type="checkbox"/> Recovering Chemical Dependent |
| <input type="checkbox"/> Brain Injury                    | <input type="checkbox"/> Epilepsy                  | <input type="checkbox"/> Seizures                      |
| <input type="checkbox"/> Cancer                          | <input type="checkbox"/> Hearing Impairment        | <input type="checkbox"/> Speech Impairment             |
| <input type="checkbox"/> Cerebral Palsy                  | <input type="checkbox"/> Heart Disease             | <input type="checkbox"/> Visual Impairment             |
| <input type="checkbox"/> Developmental Aphasia           | <input type="checkbox"/> Minimal Brain Dysfunction | <input type="checkbox"/> Other: _____                  |
| <input type="checkbox"/> Diabetes                        | <input type="checkbox"/> Multiple Sclerosis        |  |
| <input type="checkbox"/> Dyslexia                        | <input type="checkbox"/> Muscular Dystrophy        |  |

List attached sources of documentation:

2. If student has a physical or mental impairment in #1 above, does the impairment result in a substantial limitation of one or more major life activity(ies)?      Yes      No

List attached sources of documentation related to extent of limitation or lack of limitation for each condition identified in Section 1:

Summarize the impairment for each condition identified in Section 1 in relation to the average student:

3. Identify any major life activities or major bodily functions that are substantially limited.

- a. Check any major life activities that are substantially limited:

Bending	Reading
Breathing	Seeing
Caring for one's self	Sleeping
Communicating	Speaking
Concentrating	Standing
Eating	Thinking
Hearing	Walking
Learning	Working
Lifting	Other: _____
Performing manual tasks	

- b. Check any major bodily functions that are substantially limited:

Bladder	Neurological System
Bowel	Normal Cell Growth
Brain	Respiratory System
Circulatory/Cardiovascular System	Reproduction
Digestive System	Other: _____
Endocrine System	
Immune System	

Determination:

- The student is eligible under Section 504/ADA as a person with a disability for the following conditions.

Does this student need regular or special education and related aids and services, including but not limited to, accommodations/modifications/interventions?

No

Explain:

Yes

Indicate the type of plan to be written: \_\_\_\_\_

Note: if specially designed/special education is required, follow IDEA procedures

The student is not eligible under Section 504/ADA as a person with a disability.

Does this student nevertheless need accommodations/modifications/interventions?

No

Explain:

Yes

Indicate the type of plan to be written: \_\_\_\_\_

**Recommendations:**

A Section 504 Plan is recommended and attached.

The student does not have a physical or mental impairment that substantially limits a major life activity and is not eligible for a Section 504 Plan.

The student has an impairment that substantially limits a major life activity, but does not require a Section 504 Plan.

Other \_\_\_\_\_.

**Review Date:** \_\_\_\_\_

**504 Team:**

Principal \_\_\_\_\_

Teacher \_\_\_\_\_

Counselor \_\_\_\_\_

Other \_\_\_\_\_

Parent(s)/Guardian \_\_\_\_\_

Nurse \_\_\_\_\_

Teacher \_\_\_\_\_

Other \_\_\_\_\_

**Acknowledgment:**

I received a copy of the Notice of Section 504/ADA Procedural Information and Rights for the current year.

- I agree with the IAT's recommendations as stated above.
- I disagree with the IAT's recommendations as stated above. (Please attach a sheet outlining those areas of the recommendations with which you disagree.)

**Parent/Guardian Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

For Office Use Only			
Copies to:	<input type="checkbox"/> District 504 Coordinator	<input type="checkbox"/> School Counselor/District Health Coordinator	
	<input type="checkbox"/> Parent(s) Files	<input type="checkbox"/> Building Administrator	

SECTION 504 PLAN

SECTION 504 PLAN  
\* CONFIDENTIAL \*

Case Manager

- School Counselor
- District Health Coordinator

- Initial 504 Plan
- Continuing 504 Plan

The student covered under this Plan is a student with a disability. The accommodations/modifications/interventions listed on this Plan comply with the ADA Amendments Act of 2008 and the Rehabilitation Act of 1973 (Section 504).

Date: \_\_\_\_\_

Section I

NAME:		DATE OF BIRTH:	
ADDRESS:			
CITY:	STATE:	ZIP:	PHONE #:
PARENT/GUARDIAN NAME(S):			
BUILDING:	GRADE:	STUDENT ID#:	

SECTION II What physical or mental impairment has the team identified?

- Asthma
- Attention Deficit Disorder/ADHD
- Brain Injury
- Cancer
- Cerebral Palsy
- Developmental Aphasia
- Diabetes
- Dyslexia
- Emergent Allergy
- Emotional Illness
- Epilepsy
- Hearing Impairment
- Heart Disease
- Minimal Brain Dysfunction
- Multiple Sclerosis
- Muscular Dystrophy
- Orthopedic Impairment
- Recovering Chemical Dependent
- Seizures
- Speech Impairment
- Visual Impairment
- Other: \_\_\_\_\_

DIAGNOSIS:

Date of Diagnosis: \_\_\_\_\_ Physician: \_\_\_\_\_ Medication: \_\_\_\_\_

SECTION III

BACKGROUND INFORMATION (Pertinent educational and additional medical information):



SECTION IV

ELIGIBLE DISABILITY UNDER: Check major life activities and/or bodily functions that are substantially or extremely limited as a result of the physical or mental impairment.

Bending  
Breathing  
Caring for one's self  
Communicating  
Concentrating  
Eating  
Hearing  
Learning  
Lifting  
Performing manual tasks

Reading  
Seeing  
Sleeping  
Speaking  
Standing  
Thinking  
Walking  
Working  
Other: \_\_\_\_\_

Bladder  
Bowel  
Brain  
Circulatory/Cardiovascular System  
Digestive System  
Endocrine System  
Immune System

Neurological System  
Normal Cell Growth  
Respiratory System  
Reproduction  
Other: \_\_\_\_\_

SECTION V

Substantial Limitation (i.e., concern or problem to be addressed)	Intervention/Strategy (i.e., accommodation/modification /intervention)	Person(s) Responsible	Date to Begin	Evaluation Procedure	Comments
Testing Accommodations (if needed)					

Location of the Implementation of this Plan: \_\_\_\_\_  
 How will teachers and staff be made aware of this Plan: \_\_\_\_\_  
 How will this Plan be monitored: \_\_\_\_\_  
 Person responsible for monitoring Plan: \_\_\_\_\_ Anticipated Review Date: \_\_\_\_\_

SECTION VI

INITIATION DATE: \_\_\_\_\_ DURATION OF PLAN: \_\_\_\_\_ NEXT REVIEW DATE: \_\_\_\_\_

SECTION VII

Attachments  Yes  No

If Yes, List documents attached: \_\_\_\_\_

SECTION VIII

PARTICIPANTS (Name) (Title) (Date)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Case Manager \_\_\_\_\_

\*\* Plans that require expenditure of funds beyond the school's budget must be approved in advance by the District Administrator or Central Office designee.

\_\_\_\_\_  
District Administrator or Designee                      Date

SECTION IX

I received a copy of the Notice of Section 540/ADA Procedural Information and Rights for the current year:

\_\_\_\_\_  
Parent Signature    Date

I give permission for this Section 504 Plan to be implemented for my child. The information contained in this plan will be distributed to appropriate individuals in the building. Your signature indicates consent to share this plan with necessary staff.

I do not give permission for this Section 504 Plan to be implemented for my child.

\_\_\_\_\_  
Parent Signature    Date

For Office Use Only	
Copies to: <input type="checkbox"/> District 504 Coordinator	<input type="checkbox"/> Building Administrator
<input type="checkbox"/> Teacher(s)	<input type="checkbox"/> Parent(s)
<input type="checkbox"/> 504 Case Manager (School Counselor or District Health Coordinator)	<input type="checkbox"/> File

Copies to:     Parent/Guardian                       Cumulative Folder

## PARENTS' PROCEDURAL RIGHTS AND SAFEGUARDS, INCLUDING DUE PROCESS

In accordance with various Federal laws (including Section 504, the Americans with Disabilities Act of 1990, as amended ("ADA"), FERPA, and Title VII), the following procedural safeguards will be provided with respect to decisions or actions regarding the identification, evaluation, educational program or placement, or content of a Section 504 Plan of a student who is or may be disabled under Section 504, but not also disabled under the IDEIA:

- A. students with disabilities have the right to take part in, and receive benefits from, public education programs without discrimination because of their disabilities;
- B. parents have the right to be advised of their rights under Section 504;
- C. parents have the right to receive written notice of any decision regarding the identification, evaluation, or educational placement of their child;
- D. parents have the right to have their child receive a free appropriate public education ("FAPE") if the child has a physical or mental impairment that substantially limits one or more major life activities;

This includes the right to be educated with students who are not disabled to the maximum extent appropriate (i.e., the student's education will be provided in the regular education classroom unless it is demonstrated that education in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily) and to receive regular or special education and related aids/services that are designed to meet the individual educational needs of students with disabilities as adequately as the needs of nondisabled students are met.

- E. parents have the right to have their child educated in facilities and receive services comparable to those provided to students without disabilities;
- F. parents have the right to have evaluation and educational placement decisions made based upon a variety of informational sources, and by persons who know the student, and are knowledgeable about the evaluation data and placement options;
- G. parents have the right to have their child transported in a non-discriminatory manner;

If the District refers a student for aids, benefits, or services outside the District, the District will ensure that adequate transportation is provided at no greater cost to the parents than if the aids, benefits, or services were provided within the District.

- H. parents have the right to place their child in a private school or alternative educational program;

However, if the District makes a FAPE available to the student that conforms to the requirements of Section 504 and nevertheless the parents choose to place the student elsewhere, the District is not required to pay for the student's education at the private school or alternative program, including costs associated with transportation.

- I. parents have the right to have their child given an equal opportunity to participate in nonacademic and extracurricular activities offered by the District;
- J. parents have the right to examine all relevant education records, including, but not limited to, those documents related to decisions regarding their child's identification, evaluation, educational program and placement;
- K. parents have the right to obtain, at their own expense, an independent educational evaluation of their child;
- L. parents have the right to obtain copies of education records at a reasonable cost unless the fee would effectively deny the parents access to the records;
- M. parents have the right to a response from the District to reasonable requests for explanations and interpretations of their child's education records;
- N. parents have the right to receive all information in the parents' native language and mode of communication;
- O. parents have the right to periodic re-evaluations and an evaluation before any significant change in program/service modifications;
- P. parents have the right to request amendments of their child's education record(s) if there is reasonable cause to believe that information contained in the record(s) is inaccurate, misleading or otherwise in violation of the privacy rights of their child;  
  
If the District refuses to amend the record(s), the parents have the right to request a hearing and/or to attach to the record(s) a statement of why they disagree with the information it contains.
- Q. parents have the right to request mediation or an impartial due process hearing related to decisions or actions concerning their child's identification, evaluation, educational program or placement;
- R. parents have the right to file an internal complaint;
- S. parents have the right to be represented at any point in the process by an attorney;
- T. parents have the right to recover reasonable attorney fees as authorized by law (i.e., if the parents are successful on their due process claim);
- U. parents have the right to be notified of their Section 504 rights:
  - 1. when evaluations are conducted;
  - 2. when consent for an evaluation is withheld;
  - 3. when eligibility is determined;
  - 4. when a Section 504 Plan is developed; and
  - 5. before there is significant change in the Section 504 Plan.

## **Procedural Rights Pertaining to Section 504 Due Process Hearings**

When a request for a due process hearing is received, the aggrieved party will have the opportunity to receive a hearing conducted by an impartial hearing officer (“IHO”) (i.e., by a person not employed by the Board of Education, not involved in the education or care of the child, and not having a personal or professional interest that would conflict with his/her objectivity in the hearing).

The District will maintain a list of trained IHO's that may include IDEIA hearing officers, attorneys, and Directors of Special Education outside the District. The District Compliance Officer will appoint an IHO from that list, and the costs of the hearing shall be borne by the District. The appointment of an IHO will be made within fifteen (15) school days after the request for a due process hearing is received.

A party to such a due process hearing shall have:

- A. the right, at his/her/their own cost, to be accompanied and advised by legal counsel and by individuals with special knowledge or training with respect to the problems of children with disabilities;
- B. the right to present evidence, and confront, cross-examine and compel the attendance of witnesses;
- C. the right to a written or electronic verbatim record of such hearing; and
- D. the right to written findings of fact and the reasons for the decision.

The IHO shall conduct the due process hearing within a reasonable period of time (i.e., not to exceed ninety (90) calendar days from the request for such a hearing, unless this time-frame is mutually waived by the parties or is determined by the IHO to be impossible to comply with due to extenuating circumstances).

The IHO will give the parent and/or student written notice of the date, time and place of the hearing. Notice will be given no less than twenty-one (21) calendar days prior to the date of the hearing, unless otherwise agreed to by the parent and/or student. The notice shall include:

- A. a statement of time, place and nature of the hearing;
- B. a statement of the legal authority and jurisdiction under which the hearing is being held;
- C. a reference to the particular section of the statutes and rules involved;
- D. a statement of the availability of relevant records for examination;
- E. a short and plain statement of the matters asserted; and
- F. a statement of the right to be represented by counsel.

The IHO shall conduct the hearing in a manner that will afford all parties a full and fair opportunity to present evidence and to otherwise be heard. The parent and/or student may be represented by another person of his/her choice, including an attorney.

The IHO shall make a full and complete record of the proceedings.

The IHO shall render a decision in writing to the parties within thirty (30) calendar days following the conclusion of the hearing. The decision will be based solely on the testimony and demonstrative evidence presented at the hearing and include a summary of the evidence (i.e., findings of fact) and the reason for the decision.

The notification shall include a statement that either party may appeal the decision.

Appeal of the IHO's decision may be made to a Federal court of competent jurisdiction.

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## **SECTION 504/ADA – COMPLAINT PROCEDURES RELATED TO ACCESSIBILITY OF DISTRICT FACILITIES**

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

The following person is/are designated as the District's Section 504/ADA Compliance Officer ("District's Compliance Officer"):

Carmen O'Brien, Director of Curriculum  
515 E. Fourth St.  
Manawa, WI 54949  
Phone: (920) 596-2524  
Fax: (920) 596-2655  
cobrien@manawa.k12.wi.us

Building principals shall serve as Building Section 504/ADA Compliance Officer(s) ("Building Compliance Officer").

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 in a timely manner with either the District Compliance Officer or the Building Compliance Officer. The District's Compliance Officer is available to assist individuals in filing a complaint.

### **Internal Complaint Procedure**

A person who has a complaint about District facilities or services may register such complaint with the Building Compliance Officer and/or District Compliance Officer. Such complaints should be filed in writing within thirty (30) calendar days of the circumstances or event giving rise to the complaint. Use of the internal complaint procedure is not a prerequisite to the pursuit of other remedies, including the filing of a complaint with the U.S. Department of Education's Office for Civil Rights.

- A. The written complaint must contain the following information:
  1. Name(s) of person(s) filing complaint.
  2. Whether the person(s) represents an individual or group.
  3. Whether the person(s) making the complaint has discussed the problem with the Building Compliance Officer and/or the District Compliance



Officer.

4. A written summary of the complaint and a proposed solution.
- 
- B. The Building Compliance Officer or the District Compliance Officer will conduct an impartial investigation and will respond to the complaint within five (5) business days. This complaint procedure contemplates informal, but thorough investigations, affording all interested persons and their representatives, if any, an opportunity to present witnesses and other evidence relevant to the complaint.
  - C. If a satisfactory response is not received within five (5) business days, the person should forward a copy of the complaint to the District Administrator, who will respond within ten (10) business days.
  - D. If a satisfactory response is not received within ten (10) business days, the person may forward a copy of the complaint to the Board of Education. The Board will consider the complaint and respond within forty (40) calendar days.

### **OCR Complaint**

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

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](mailto:OCR.Chicago@ed.gov)  
Web: <http://www.ed.gov/ocr>

## **Prohibition Against Retaliation**

The Board will not discriminate against, coerce, intimidate, threaten or interfere with any individual because the person opposed any act or practice made unlawful by Section 504 or the ADA, or because that individual made a charge, testified, assisted or participated in any manner in an investigation, proceeding, or hearing under Section 504 or the ADA, or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by Section 504 or the ADA.

Approved 11/19/12

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SECTION 504/ADA INTERNAL COMPLAINT - STUDENT

\_\_\_\_\_  
NAME OF COMPLAINANT

\_\_\_\_\_  
TELEPHONE NUMBER

\_\_\_\_\_  
ADDRESS

RELATIONSHIP TO THE SCHOOL DISTRICT:

\_\_\_\_\_ STUDENT \_\_\_\_\_ (SCHOOL ATTENDS)

\_\_\_\_\_ RECEIVING SPECIAL EDUCATION  
\_\_\_\_\_ RECEIVING REGULAR EDUCATION

\_\_\_\_\_ PARENT \_\_\_\_\_ (CHILD'S NAME)

DESCRIPTION OF DISABILITY:

\_\_\_\_\_  
\_\_\_\_\_

STATEMENT/NATURE OF COMPLAINT (INCLUDING DATE OF ALLEGED DISCRIMINATION, IF APPLICABLE):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

WHAT ACTION ARE YOU REQUESTING? (I.E. RELIEF SOUGHT):

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
PARENT/STUDENT/COMPLAINANT

\_\_\_\_\_  
DATE

\_\_\_\_\_  
DATE RECEIVED BY  
BUILDING PRINCIPAL/  
BUILDING COMPLIANCE OFFICER



MANIFESTATION DETERMINATION REVIEW 504 PLANS

In carrying out a manifestation determination review, the local educational agency, the parent, and relevant members of the Building Consultation Team (BCT) (as determined by the parent and the local educational agency) shall review all relevant information in the student's file, including the child's 504 Plan, any teacher observations, and any relevant information provided by the parents of the child.

Student's Full Name: \_\_\_\_\_ DOB: \_\_\_\_\_

Nature of the student's disability:

Nature of the behavior subject to disciplinary action:

The Notice of Section 504/ADA Procedural Information and Rights was presented with an explanation by \_\_\_\_\_.

Name/Title \_\_\_\_\_

- |   |            |                    |
|---|------------|--------------------|
| 1. Is new or additional evaluation/data needed?<br>If yes, refer the student for evaluation.  | Yes        | No                 |
| 2. Does student have or require a Section 504 Plan?<br>If yes, is the Section 504 Plan appropriate?<br>If no, revise the Plan and attach a copy of the modified Plan. | Yes<br>Yes | No<br>No           |
| 3. Was the student capable of understanding that the behaviors exhibited were in violation of school rules and/or were unacceptable?                                  | Yes        | No                 |
| 4. Previous suspensions/expulsion:  | Yes        | No (attach record) |
| 5. Aggregate number of suspension days: _____   |            |                    |
| 6. In relationship to the behavior subject to disciplinary action   |            |                    |
| a. Did the BCT review relevant information in the student's file and the student's 504 Plan?  | Yes        | No                 |
| b. Did the BCT review relevant information presented by the parents and teacher observations?   | Yes        | No                 |

c. Did the BCT determine that the conduct in question was caused by or had a direct and substantial relationship to the child's disability?

Yes No

Explain:

d. Was the child's conduct a direct result of the District's failure to implement the 504 Plan?

Yes No

Note: The behavior is a manifestation of the student's disability if the BCT indicated yes on item C or D under #6.

Conclusion:

Based upon the information considered, the BCT determined that the behavior \_\_\_\_\_ was \_\_\_\_\_ was not a manifestation of the student's disability.

Date of Manifestation Determination Review: \_\_\_\_\_

Please note: If the behavior was a manifestation of the disability, the team should consider action such as whether the 504 Plan needs to be changed, a behavior plan needs developed or amended, additional assessment is necessary, etc.

If the behavior is not a manifestation of the student's disability, the District may apply the regular disciplinary procedures as those applied to non-disabled students. The team will also consider whether any additional evaluations need to be conducted or if any modifications to the 504 Plan should be made.

Signature: \_\_\_\_\_

Title: \_\_\_\_\_

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Copies to: \_\_\_\_\_ Parent/Guardian \_\_\_\_\_ 504 Case Manager \_\_\_\_\_ Office of Pupil Services  
\_\_\_\_\_ Cumulative File



# School District of Manawa

*"Students Choosing to Excel, Realizing Their Strengths"*

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

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

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To: Dr. Melanie J. Oppor, BOE

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

Date: August 2, 2019

Re: Animal Science Proposal

*Janine Connolly*

Little Wolf Jr./Sr. High School has offered Animal Science class which is transcribed through Fox Valley Technical College for many years. Many high schools in this area are allowing this full credit course to count for one science credit. I am asking that the Curriculum Committee approve this and recommend for board approval.

Thank you for your consideration of this matter.

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

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**Dr. Melanie J. Oppor**

District Administrator  
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(920) 596-2525

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To: Dr. Melanie J. Oppor, BOE

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

Date: August 2, 2019

Re: Physical Education proposals

Little Wolf Jr./Sr. High School will be offering an online physical education option for qualifying students this school year who have earned a half-credit of physical education and completed the half-credit of health. I am asking that the Curriculum Committee approve this and recommend for board approval.

Additionally, many high schools in our area offer half-credit activity-based PE waivers (similar to the half-credit one-time NCAA waiver for participating in a varsity sport). I am asking that the Curriculum Committee approve the following half-credit activity waiver options:

- Students may waive a half credit of Physical Education for 3 years of participation in marching band
- Students may waive a half credit of Physical Education for 3 years of participation in bowling

Thank you for consideration of this matter.

www.manawaschools.org

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