

School District of Manawa

Board of Education Agenda

May 21, 2018



Board Meeting Agenda

1. Call to Order – President Johnson – **6:30 p.m.** – MES Boardroom, 800 Beech Street
 - a. **Book Study - 6:31 p.m.**
2. Pledge of Allegiance - **7:00 p.m.**
3. Roll Call
4. Verify Publication of Meeting
5. Presentations:
 - a. Digital Citizenship - Mr. Cobarrubias
6. Announcements:
 - a. Contributions to the District
 - b. Other Contributions
7. Consent Agenda
 - a. Approve Minutes of April 23 and 25, 2018 Board Meetings
 - b. Treasurer’s Report/Approve Expenditures & Receipts (on website)
 - c. Donations:
 - i. Associated on Behalf of Tracy Ogle \$250 to the Band Program
 - ii. Bemis Company Foundation on behalf of Wayne Krueger \$660 for Bowling Club
 - iii. Walmart \$1,000 to Paving the Way - Kitchen Equipment
 - iv. DonorsChoose.org \$178.18 - for HS Library Materials as Listed
 - v. Families in Education \$347.17 to National Honor Society Activity Account
 - vi. Manawa Lions Club - Sponsoring Senior Banquet and Awards Night
 - d. Accept Resignation of Aime Long, Social Studies Teacher
 - e. Consider Approval of Transferring Ms. Chris **Hansen** From Grade 3 to Grade 5 for the 2018-19 School Year
 - f. Consider Approval of Fall Coaches for 2018-19 School Year (Volleyball, Cross Country)
 - g. Consider Approval of Head Football Coach for 2018-19 School Year
 - h. Consider Renewal of the WIAA Membership for 2018-2019 School Year
 - i. Consider Approval of the FFA Overnight Field Trip June 11-12, 2018
 - j. Consider Approval of Summer Custodial Staff as Presented
 - k. Consider Approval of the Monthly Board of Education Meeting Dates for SY1819
 - l. Consider Approval of the CESA Foundation Grant \$1,000 Award for Paving the Way
 - m. Consider Approval of the CESA 5 Contract for SY201819 as Presented
 - n. Food Service Breakfast, Lunch, or Milk Prices for the 2018-19 School Year

8. Any Item Removed from Consent Agenda
 - a.
 - b.
9. Public Comments (Register to Speak Prior to Start of Meeting / Guidelines on Reverse)
10. Correspondence:
 - a. Thank You Card from Family of Gary Fradrich
 - b. Thank You Card from Family of Tanya Otto
11. Board Recognition:
 - a. Brooklyn Wepner, Accepted Into Kentucky State University Ag Discovery Program
 - b. Ken Ziereis, Kobusson Bus Driver
12. District Administrator's Report:
 - a. Legislative Update
 - b. Monthly Enrollment Report
 - c. School Perceptions Survey
 - d. ESSA Report
13. School Operations Reports:
 - a. ES Principal: Highlights - Included in Board Packet
 - b. HS Principal: Highlights - Included in Board Packet
14. Business Related Reports:
 - a. Kobussen Transportation Report
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
 1. Curriculum Map Adoption
 - a. Civics
 - b. World Geography
 - c. Global Studies
 - d. Government
 - e. World History
 - f. Wildlife
 2. New Materials Request: Update Textbook for Articulated Computer Applications Courses
 3. Future Agenda Items / Board Committee Planning Guide
 - b. Finance Committee
 - i. New Salary Advancement Model
 - ii. 2018-19 Wage Advancement Options
 - iii. 2018-19 Insurance Options
 - iv. 2018-19 Short-term Borrowing
 - c. Buildings & Grounds

- v. School Safety Grant – Ideas to consider include: (Information/Action)
- vi. · comprehensive surveillance camera system with an upgraded software management system and integrated card access system option that has a direct link to the Manawa Police Department/Fire Department
- vii. · Panic button capability
- viii. · Security entrances at the Jr./Sr. HS
- ix. · School resource officer program
- x. · StopIt reporting program
- xi. · Other ?
- xii. HS Kitchen Garbage Disposal – On order and will be installed by Woolsey (Information)
- xiii. Wireless Scoreboard Controller (Information)
- xiv. Track Line Painting (information/Action)
- xv. Bad Relay on Recirculating Pump #1 (Information)
- xvi. Crafts Roofing – Rubber Membrane Roof Leaks (Information)
- xvii. SY1718 Maintenance Budget (Information / Action)
 - 1. General Budget
 - 2. Snow Removal
 - 3. Lawn Care
- xviii. Site Analysis & Feasibility Study (Information)
- xix. Update on Energy Efficiency Projects (Information / Action)
 - 1. Process for Change Orders
 - 2. MES Boilers and Water Heaters (low voltage error message on boilers)
 - 3. Additional Projects 2018-19: MES Chiller, Windows, Lighting and MES Secured Entrance
- d. Policy & Human Resources Committee
 - xx. Job Reclassification
 - xxi. Proposal for High School Finals – Mr. Wolfgram
 - xxii. Review Policy 5330 Administration of Medicine/Emergency Care
 - xxiii. NEOLA AG2626 and AG2626A
 - xxiv. Review ag8504A use of Animals in the Classroom & on School Premises
 - xxv. Administrative Guidelines 3000's
 - xxvi. Update Professional Educator Handbook for SY201819

18. Unfinished Business:

- a. Consider Approval of the NEOLA Vol. 27 No. 1 Policy Updates Excluding Policy 5330 as Presented
- b. Consider Approval of the NEOLA Technology Updates Special Release - Phase I Policies as Presented

19. New Business:

- a. Consider Naming of the Official District Paper - Waupaca County Post
- b. Approve Naming of Legal Depositories – First State Bank, Premier Community Bank, Local Government Investment Pool, American Depositories Management, and First Business Bank- Northeast

- c. Consider Approval of the Adoption of the WCA Group Health Trust HMO Insurance Plan for Qualified Staff Starting in the 2018-2019 School Year
 - d. Consider Approval of the Adoption of the Civics World Geography, Global Studies, Government, World History, and Wildlife Curriculum Maps as Presented
 - e. Consider Approval of the Adoption of the Skills for Success Office 2016 Volume 1, Textbook Published by Pearson for the Articulated Computer Applications Courses as Presented
 - f. Consider Approval of Student Attendance During High School Finals as Presented
 - g. Consider Approval of the NEOLA ag2626 and ag2626A as Presented
 - h. Consider Approval of ag8405A Use of Animals in the Classroom & on School Premises as Presented
 - i. Consider Approval of the NEOLA ag3000 Series as Presented
 - j. Consider Approval of the Professional Educator Handbook for SY201819 as Presented
 - k. Consider Approval of the Open Enrollment Applications for SY1819 as Presented
 - l. Consider Approval of the Updated 2018-2019 School Calendar as Presented
20. Next Meeting Dates:
- a. May 26, 2018 – Notice of Commencement Ceremony – 11 a.m. – High School Gymnasium
 - b. June 6, 2018 – Policy & HR Committee Mtg – 4:45 p.m. – MES Board Room
 - c. June 8, 2018 – Notice of BOE Heart of Gold Recognition Event – 7:30 a.m. – H.S. Commons
 - d. June 12, 2018 – Finance Comm Mtg - 5:30 p. – MES Board Room
 - e. June 13, 2018 – Curriculum Committee Mtg – 4:00 p.m. – MES Board Room
 - f. June 13, 2018 – Bldgs & Grounds Committee Mtg – 5:00 p.m. – MES Board Room
 - g. June 18, 2018 Regular Mtg 6:30 p.m. Book Study 7:00 p.m. Open Session – MES Board Room
 - h. June 27, 2018 Special Board Meeting - 6:00 p.m. - School Perceptions - MES Board Room
21. Closed Session – the Board of Education Shall Move into Closed Session Pursuant to the Provisions of 19.85(1)(a)(c)(f), 118.22 and 118.125 as well as 120.13(1)(c) Wis. Statutes, for the Purposes of: Discussing the Employment Status of Employees Over Which the Board Has Jurisdiction or Exercises Responsibility 1) Staff Evaluation
22. Board May Act on Items Discussed in Closed Session
23. Adjourn

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

Public Participation at Board Meetings (Bylaws 0167.3)

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

Agenda Item

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

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

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

Public-Participation Section of the Meeting

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

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

The presiding officer shall be guided by the following rules:

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

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

19.90, Wis. Stats.

Minutes of the April 23, 2018 Board of Education Meeting

Call to Order – President Johnson – 6:30 p.m. – MES Boardroom, 800 Beech Street
Board Members were trained on the Chromebooks to login to the board agenda and packet. There was not a closed session at-this-time.

Pledge of Allegiance - 7:00 p.m.

Roll Call: Board Present - Scheller, Forbes, Hollman, Pethke, Pohl, R. Johnson, J. Johnson.

Verify Publication of Meeting: Dr. Oppor verified.

Election of Officers:

Nominations for President: Scheller nominated Joanne Johnson for President. 2nd by Hollman. Motion carried.

Nominations for Vice President: Hollman nominated Russ Johnson; 2nd Mr. Forbes. Motion carried.

Nominations for Treasurer: Forbes Nominated H el ene Pohl. 2nd Mr. Hollman. Motion carried.

Nominations for Clerk: Hollman nominated Pethke; 2nd R. Johnson. Motion carried.

Annual Appointments made by President Johnson:

Buildings & Grounds Committee: R. Johnson Chair, Scheller & Forbes

Curriculum Committee: Scheller Chair, Pohl and Hollman

Ad-Hoc Human Growth & Development Committee: Pethke

Policy & Human Resources Committee: Pethke Chair, Forbes and J. Johnson

Finance Committee: Pohl Chair, R. Johnson and J. Johnson

Ad-Hoc Recognition Committee: Pethke Chair and J. Johnson

WASB Legislative Contact: J. Johnson

CESA Representative: H el ene Pohl

CESA Convention Delegate: H el ene Pohl

Presentations:

Youth Art Month - Mrs. Nancy Walker – Mrs. Zabler presented 5 pieces of art that were showcased in the rotunda at the State display by student artists Emma Riske (7th grade), Xochitl Grimm (7th grade), Hailey DuFrane (11th grade), Maquelle Moede (11th grade), and Charley Gehrke (12th grade). Recognition was also given to Charley Gehrke who won the Blick Art Award and accepted a scholarship to the Milwaukee Institute of Art and Design.

Navigation 101 on Updated District Website - Mr. Cobarrubias

Overview of all the main features are on the new website. Homepage features student photos and stories of the good things happening in the district.

Paving the Way - WBAY Channel 2 Feature - Ms. Brauer reported: Showed the 1.5 minute feature from the news. Featured teacher Darren Carson, students from the special education classroom and Mr. Matt Beyer from Keglers Bowling Center. Several school districts plan to be visiting in the near future.

Announcements - Contributions to the District – President Johnson thanked the following donors for their generous donations: Sturm Foods \$500 to Project Backpack, Work Life Ready, Heidi Johnson - \$100 Visa Card for Paving the Way Program, Krause Foundation \$500 for Paving the Way, Smith’s Manawa Steak House \$75 for Color Run. Miller Electric - Safety Glasses for Technical Education Department

Approve by General Consent: Approve Minutes of March 19, April 12, 16 and 17, 2018 Board Meetings, Treasurer’s Report/Approve Expenditures (\$373,171.25) & Receipts (\$18,502.89) (on website), Donations: Sturm Foods \$500 to Project Backpack, Work Life Ready, Heidi Johnson - \$100 Visa Card for Paving the Way Program, Krause Foundation \$500 for Paving the Way, Smith’s Manawa Steak House \$75 for Color Run. Miller Electric - Safety Glasses for Technical Education Department; Approval of New Summer School Staff for 2018, Accept Resignation of Molly Schlaak, Vocal Music Instructor, Accept Resignation of Olivia Koehn, School Nurse, Consider Approval of Hire of Special Education Paraprofessional for SY1819.

Any Item Removed from Consent Agenda – there were none.

Public Comments: President Johnson reminded those signed up of the guidelines for Public Comments.

<u>Name</u>	<u>Address</u>	<u>Topic of Concern</u>
Pete Griffin	N5993 Summit Lane, Manawa	Summary on attorney fees
Michelle Kaczorowski	E7674 Symco Rd. Bear Creek	School Nurse, Board Policies
Mary Johnson	E7586 Symco Rd. Bear Creek	Football/Wrestling Coach
Mary Griffin	N5993 Summit Lane, Manawa	Football Coach, Mandatory Reporting

Correspondence included: a Thank You Card Re: Bunny Hop from Manawa Revitalization Committee A Thank You Card Re: Easter Egg Hunt from Angie Jacobsen, Beckie Seehaver, Renee Berg & Rhonda Wilz, a Thank You Card for Funeral Plant from the Family of William Rosin, and a Thank You Card from Family of Helen Flamang.

Board Recognition:

Mrs. Jennifer Krueger WEMTA (Wisconsin Media Educational Technology Association) PET Grant Recipient of \$1000 in supplies for the Manawa Makers makerspace in the MES Library

Art Team State Awards: Brittany Besaw, Thompson Moser and Maquelle Moede, each won 2 firsts; Jemimah Swanson, Devin Loughrin and Kathleen Phelan each won 1 first. The HS Art Team for 3rd place trophy for the Quiz Bowl. The art team presented their theme for the year, props they made.

District Administrator’s Report:

Legislative Update: Legislative breakfast is May 4th. Most districts at CESA 6 are involved in Site Study. Topics discussion: conceal carry, Dark Store Loophole issue - it’s attached to online sales and the slow job growth; teacher labor shortages; Wisconsin has the 15th oldest population of the US. Work force development / demographics; looking at childhood trauma – generational poverty. Common school funds and high school apprenticeships were discussed, blue ribbon commission at CESA 6. Monthly Enrollment Report – is in the packet – 723 students down 3 students from last month. Site Analysis & Feasibility Study Update: heard the presentation from

Bill Foster and Jody Andres and Robert Koehler last week. Doing final checks on the survey, will go to a formal proof reader before mailing. Recognizing personal financial literacy Proclamation: the district has this high school course: Money Smart Week Wisconsin - April 21-28, 2018 – Proclamation.

School Operations Reports: ES and HS Principal: Highlights – their reports were included in Board Packet HS. Mr. Wolfgram reported on Prom; well attended and Post Prom volunteers made it a wonderful weekend.

Business Related Reports:

Kobussen Transportation Report and Staff Wellness Committee Report in the packet. - Financial Projections Presentation – PowerPoint presentation regarding the district's current financial situation, an update on the energy efficiency levy. Situation in summary: site analysis started a year ago; using the Energy Efficiency Levy to make some of these improvements but these end in 2019. The district mill rate will drop by over \$2 and the district will need to make significant budget cuts which will affect student achievement, property values, keeping students in the district and attracting new families to the district.

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

Board Comments: None this month

Committee Reports: Curriculum Committee (Scheller) FOSS Kit Purchase Update, PD Plan Update, Curriculum Writing Update, Summer Professional Development Update, February 19, 2018 Professional Development. Finance Committee: (Pohl) Monthly Financial Reports, Kobussen Buses Ltd., Contract Renewal, Student Accident Insurance Renewal - Student Assurance Services Inc., Resolution Authorizing the Adoption of the Wisconsin Other Post-Employment Benefits (OPEB) Trust Agreement as Amended and Single Advisory Contract as Amended, Fund 49 Update, Nexus Invoice #582, Financial Forecast, Salary Advancements, Insurances, Food Service RFP, 2018-19 Staff and Program Changes. Buildings & Grounds Committee (R. Johnson) School Safety Grant – Ideas to consider include: · comprehensive surveillance camera system with an upgraded software management system and integrated card access system option that has a direct link to the Manawa Police Dept. / Fire Dept., ·Panic button capability, ·Security entrances at the Jr./Sr. HS, School resource officer program, StopIt reporting program, Other; Gym Floors – Will be refinished on June 11 and 12, Generac Generator – Ordered and anticipated delivery any day now, HS Kitchen Garbage Disposal – On order and will be installed by Woolsey, MES Kitchen Dishwasher – Had not been getting up to temperature for sanitation and has now been repaired, Commercial Appliance replaced a faulty valve on the booster heater, Woolsey Plumbing replaced the calcified elements in the extra kitchen water heater, MES Culligan Water Test, Outfield Fence – Purchased and installed at Lindsey Field, Wireless Scoreboard Controller, Ordered, Dave Mackowiak will be doing the electrical installation, MES Suspended Light Cables, May be included in EE lighting upgrades or may need to be in the B & G budget, Single broken cable was repaired; connected to beam, Quote from Dave Mackowiak on adding cables in MES cafeteria and library, Track line painting, SY1718 Maintenance Budget, General Budget, Snow Removal, Site Analysis & Feasibility Study, Update on Energy Efficiency Projects, MES Boilers and Water Heaters (low voltage error message on boilers),

Additional Projects 2018-19: MES Chiller, Windows, Lighting and MES Secured Entrance, Buildings & Grounds Committee Planning Guide. Policy & Human Resources Committee (Pethke) Vol. 27 No. 1 Updates – Mr. LaValle, NEOLA, Bloodborne Pathogens Exposure Control Plan, Administrative Guidelines 3000's, NEOLA Technology Updates Special Release - Phase I, Complete NEOLA AG 2000 Series, Social Media District Use Guidelines.

Unfinished Business:

Motion by Forbes / Pethke to Approve Policy 8510 Wellness as Presented. Motion carried.

New Business:

The BOE will consider approval of the following at the May 21, 2018 meeting as presented: NEOLA Vol. 27 No. 1 Policy Updates Excluding Policy 5330 and the NEOLA Technology Updates Special Release - Phase I Policies

Motion by Forbes / Scheller to approve the NEOLA Technology Updates Special Release - Phase I Administrative Guidelines as Presented. Motion carried.

Motion by Scheller / Pohl to approve the NEOLA AG 2000 Series excluding AG2626 and AG2626A as Presented. Motion carried.

Motion by Forbes / Scheller to approve the NEOLA Social Media District Use Guidelines as Presented. Motion carried.

Motion by Forbes / Hollman to approve the Bloodborne Pathogen Exposure Control Plan as Presented. Motion carried.

Motion by R. Johnson / Pohl that the Manawa BOE waive the make-up of the fourth Snow day and maintain the end of the school year as per the current school calendar. Motion carried.

Motion by Pethke / Forbes to approve the implementation of the finalized School Perceptions District-Wide Survey that has been proofed by a professional editor and reviewed by administration. Motion carried.

Motion by Forbes / Hollman to endorse the administration's intent to apply for the School Safety Grant Program as Presented. Motion carried.

Motion by R. Johnson / Scheller to approve the Contract Renewal for Kobussen Buses Ltd. for the SY1819 as Presented. Motion carried.

Motion by Scheller / Forbes to approve the student accident insurance renewal with Student Assurance Services, Inc. for the SY1819 as Presented. Motion carried.

Motion by Forbes / R. Johnson that the Manawa BOE, as a member district, approve the Resolution SY201718#15 Authorizing the Adoption of the Wisconsin Other Post-Employment Benefits (OPEB) Trust Agreement as

Amended and Single Advisory Contract as Amended in the packet and provided by the Wisconsin OPEB Trust.
Motion carried.

Next Meeting Dates:

Apr 24, 2018 Real Conversation Between Kids & Adults – 6 p.m. – HS Commons
April 29, 2018 National Honor Society Induction Ceremony 7:00 p.m. – LWHS Gymnasium
May 2, 2018 Ad Hoc Recognition Committee – 5:00 p.m. – MES Board Room
May 2, 2018 - 6:00 p.m. Finance Committee Meeting - MES Board Room
May 6, 2018 – Senior Banquet – 6:30 p.m. Dinner HS Commons – 7:30 Awards – HS Gymnasium
May 8, 2018 - 4:00 p.m. Curriculum Committee Meeting - MES Board Room
May 9, 2018 - 4:45 p.m. Policy & Human Resources Committee Mtg - MES Brd Room
May 9, 2018 - 6:15 p.m. Buildings & Grounds Committee Mtg - MES Board Room
May 21, 2018 Regular Mtg. 6:30 p.m.-Book Study,7:00 p.m. Open Session MES Board Room
June 27, 2018 at 6 p.m. Special Board Meeting - School Perceptions - MES Board Room

Motion by Pethke/ Scheller to adjourn and reconvene at 8:17 p.m. to **Closed Session** – Pursuant to the Provisions of Wis. Stat. §§ 19.85(1)(c) the School Board Will Convene in Closed Session to Consider the Employment Status of Employees Over Which the Board Has Jurisdiction and Exercises Responsibility 1) Certified Staff Evaluation Review. Motion carried by roll call vote.

Motion by Pohl / Scheller to adjourn at 11:07 p.m. from closed session and reconvene in open session. Motion carried by roll call vote.

Motion by Pohl / Scheller to direct legal counsel to write response to inquiry regarding mandatory reporting. Motion carried.

Motion by Scheller / Hollman to provide information regarding the districts responsibility regarding the prevention, care and treatment of concussions. Motion carried.

Motion by Pohl / Forbes to remind the public to access the person directly related to their issue. Motion carried.

Motion by Pohl / Scheller that all coaches read the current coaches guidebook and attend the annual coaches meeting. Motion carried. This year's annual coaches meeting was held July 27, 2017. Motion carried.

Motion by Pohl / Scheller that the Board of Education reviewed the list of items that were offered and support the discipline agreement for the coach. Motion carried – R. Johnson abstained.

Motion by Scheller / Forbes to adjourn at 11:14 p.m. Motion carried.

Jeanne Frazier, Recorder

Minutes of the April 25, 2018 Special Board Meeting

Call to Order at 6:04 p.m. – MES Board Room

Pledge of Allegiance

Board Members Present: Hollman, Forbes, Scheller, Pohl, J. Johnson present.
Pethke and R. Johnson absent.

Dr. Oppor verified publication of meeting.

Motion by Pohl/Hollman to move into closed session at 6:06 p.m. by roll call vote.
Hollman, Forbes, Scheller, Pohl, J. Johnson present. Pethke and R. Johnson absent.

Motion by Hollman/Scheller to adjourn the closed session and move into open session at 8:45
p.m.. Motion carried by roll call vote. Hollman, Forbes, Scheller, Pohl, J. Johnson present.
Pethke and R. Johnson absent.

Motion by Pohl/Forbes to release the public statement. Motion carried.

Motion by Pohl/Hollman to adjourn at 8:46 p.m. Motion carried – Pethke & R. Johnson absent.

Joanne Johnson, Recorder

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
78103	ALLIANT ENERGY	JPAP42	04/20/2018	#4740620000 - LWHS GAS - 3/12/18 - 4/16/18	GENERAL FUND/GAS FOR	0	2,590.06
78103	ALLIANT ENERGY	JPAP42	04/20/2018	#7110450000 - LWHS ELECTRIC - 3/8/18 - 4/6/18	GENERAL FUND/ELECTRI	0	7,377.09
78103	ALLIANT ENERGY	JPAP42	04/20/2018	#7936950000 - ELEMENTARY ELECTRIC - 3/8/18 - 4/6/18	GENERAL FUND/ELECTRI	0	5,147.42
78103	ALLIANT ENERGY	JPAP42	04/20/2018	GAS - ELEMENTARY SCHOOL - 3/8/18 - 4/6/18	GENERAL FUND/GAS FOR	0	4,294.39
78103	ALLIANT ENERGY	JPAP42	04/20/2018	PAES LAB - ELECTRIC & GAS	SPECIAL EDUCATION FU	0	92.35
78103	ALLIANT ENERGY	JPAP42	04/20/2018	PAES LAB - ELECTRIC & GAS	SPECIAL EDUCATION FU	0	74.46
78103	ALLIANT ENERGY	JPAP42	04/20/2018	NEW SIGN - ELEC - 3/6/18 - 4/5/18	GENERAL FUND/ELECTRI	0	26.73
78103	ALLIANT ENERGY	JPAP42	04/20/2018	#4706230000 - CONCESSIONS - CREDIT	GENERAL FUND/ELECTRI	0	18.38
						Totals for 78103	19,620.88
78104	BEYER, WENDY	JPAP42	04/20/2018	REIMBURSE DISTRICT FEE FOR CALLIE OLTZ	GENERAL FUND/STUDENT	0	20.00
						Totals for 78104	20.00
78105	BRAINPOP LLC	JPAP42	04/20/2018	BrainPop Subscription Renewal	GENERAL FUND/COMPUTE 1011700116		2,395.00
						Totals for 78105	2,395.00
78106	CENTURY LINK	JPAP42	04/20/2018	LONG DISTANCE	GENERAL FUND/TELEPHO	0	59.56
						Totals for 78106	59.56
78107	CESA 6-CONFERENCE RE	JPAP42	04/20/2018	SEAN NELSON HOURS - CONTRACTED BY BRYANT COBARRUBIAS	GENERAL FUND/PERSONA	0	500.50
						Totals for 78107	500.50
78108	C.E.S.A. #9	JPAP42	04/20/2018	BOOKKEEPER & PAYROLL PROFESSIONALS CONFERENCE ON 4/5/18 - J PREY	GENERAL FUND/TRANSFE	0	75.00
						Totals for 78108	75.00
78109	CINTAS CORPORATION L	JPAP42	04/20/2018	OPERATIONAL	GENERAL FUND/OPERATI	0	334.47
78109	CINTAS CORPORATION L	JPAP42	04/20/2018	OPERATIONAL	FOOD SERVICE FUND/OP	0	45.10
78109	CINTAS CORPORATION L	JPAP42	04/20/2018	OPERATIONAL	SPECIAL EDUCATION FU	0	11.70
						Totals for 78109	391.27
78110	CLINTONVILLE CHMBR O	jpap42	04/20/2018	JANINE CONNOLLY - 8TH GRADE CAREER FAIR	GENERAL FUND/DUES & 4001700264		100.00
						Totals for 78110	100.00
78111	COMMAND CENTRAL, LLC	JPAP42	04/20/2018	APRIL 3, 2018 NONPARTISAN SPRING ELECTION	GENERAL FUND/PERSONA	0	2,118.00
						Totals for 78111	2,118.00
78112	COMMERCIAL APPLIANCE	JPAP42	04/20/2018	REPLACED PRESSURE RELIEF VALVE & PRESSURE REDUCING VALVE ON BOOSTER HEATER FOR DISHWASHER	FOOD SERVICE FUND/MA	0	508.00
						Totals for 78112	508.00
78113	COMPLEX SECURITY SOL	JPAP42	04/20/2018	Camera for LWHS Commons	GENERAL FUND/EQUIPME 8001700059		1,110.31
						Totals for 78113	1,110.31
78114	COUGHLAN COMPANIES,	JPAP42	04/20/2018	PebbleGo Renewal	GENERAL FUND/COMPUTE 1011700107		1,045.00
						Totals for 78114	1,045.00
78115	COUNTY OF WAUPACA -	JPAP42	04/20/2018	ELECTION NOTICE INSERT	GENERAL FUND/PERSONA	0	30.59
						Totals for 78115	30.59
78116	COURTNEY WOOLEN MILL	JPAP42	04/20/2018	NANCY ZABLER - ART CLASS SUPPLIES	GENERAL FUND/GENERAL 4001700268		68.40
						Totals for 78116	68.40
78117	DEMOULIN	JPAP42	04/20/2018	AUSTIN ROHAN - BAND UNIFORM SUPPLIES	GENERAL FUND/APPAREL 4001700287		610.50

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						Totals for 78117	610.50
78118	DENTON, DIONNE	jpap42	04/20/2018	REIMBURSE WRESTLING FEE FOR JOLINE DENTON	GENERAL FUND/STUDENT	0	30.00
						Totals for 78118	30.00
78119	FENSKE, ARIC	jpap42	04/20/2018	REIMBURSE DISTRICT FEE & TRACK FEE FOR ALEXIS FENSKE	GENERAL FUND/STUDENT	0	10.00
78119	FENSKE, ARIC	jpap42	04/20/2018	REIMBURSE DISTRICT FEE & TRACK FEE FOR ALEXIS FENSKE	GENERAL FUND/STUDENT	0	30.00
						Totals for 78119	40.00
78120	ISLAND MUSIC	JPAP42	04/20/2018	AUSTIN ROHAN - INSTRUMENT REPAIR	GENERAL FUND/PERSONA	4001700262	120.00
78120	ISLAND MUSIC	JPAP42	04/20/2018	AUSTIN ROHAN - INSTRUMENT REPAIR	GENERAL FUND/PERSONA	4001700261	125.00
78120	ISLAND MUSIC	JPAP42	04/20/2018	AUSTIN ROHAN, BAND SUPPLIES	GENERAL FUND/APPAREL	4001700286	120.00
78120	ISLAND MUSIC	JPAP42	04/20/2018	AUSTIN ROHAN - INSTRUMENT REPAIR/CLEANING	GENERAL FUND/PERSONA	4001700260	60.00
						Totals for 78120	425.00
78121	LONEWOLF, DAVID	JPAP42	04/20/2018	REIMBURSE 1/2 DISTRICT FEE FOR XYRUS LONEWOLF	GENERAL FUND/STUDENT	0	10.00
						Totals for 78121	10.00
78122	LWHS ACTIVITY ACCOUN	JPAP42	04/20/2018	Yearbook Order for in the library	GENERAL FUND/LIBRARY	4001700211	50.00
						Totals for 78122	50.00
78123	MECA SPORTSWEAR	jpap42	04/20/2018	CWC PLAQUES FOR WRESTLING	GENERAL FUND/NON-CAP	4001700232	36.00
						Totals for 78123	36.00
78124	NASSCO, INC	JPAP42	04/20/2018	MES CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL	0	2,121.59
78124	NASSCO, INC	JPAP42	04/20/2018	LWHS CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL	0	2,366.42
						Totals for 78124	4,488.01
78125	PIRK, PAUL	JPAP42	04/20/2018	REIMBURSE 1/2 DISTRICT FEE FOR MALEAH & LEXI PIRK	GENERAL FUND/STUDENT	0	20.00
						Totals for 78125	20.00
78126	QUALITY CONCRETE & E	JPAP42	04/20/2018	SNOW REMOVAL 3/5/2018 8.5" - 1110.00 SANDING TRUCK - 4 HRS @ 135.00 = 540.00 WALKWAY LABOR - 12 HRS @ 70.00 = 840.00	GENERAL FUND/OPERATI	0	2,490.00
						Totals for 78126	2,490.00
78127	RIEMER, CATHY	JPAP42	04/20/2018	REIMBURSE DISTRICT FEE FOR ANTHONY BOLEN	GENERAL FUND/STUDENT	0	10.00
						Totals for 78127	10.00
78128	SCHOOL SPECIALTY INC	jpap42	04/20/2018	CARRIE KOEHN, CENTRAL SUPPLY	GENERAL FUND/CENTRAL	4001700247	17.37
						Totals for 78128	17.37
78129	SHEET MUSIC PLUS	JPAP42	04/20/2018	PATHWAYS OF SONG VOLUME 1	GENERAL FUND/SHEET M	0	35.46
78129	SHEET MUSIC PLUS	JPAP42	04/20/2018	WHO CAN SAIL - WHERE PEACEFUL WATERS FLOW - PATHWAYS OF SONG VOLUME 1 LOW VOICE	GENERAL FUND/SHEET M	0	48.32
78129	SHEET MUSIC PLUS	JPAP42	04/20/2018	BIBLICAL SONGS	GENERAL FUND/SHEET M	0	33.27
						Totals for 78129	117.05
78130	STRANG, PATTESON, RE	JPAP42	04/20/2018	LEGAL FEES	GENERAL FUND/PERSONA	0	10,482.00
						Totals for 78130	10,482.00
78131	WEA INSURANCE TRUST	JPAP42	04/20/2018	HEALTH INSURANCE COVERAGE 05/01/2018 - 05/31/2018	GENERAL FUND/WEA TRU	0	96,851.72
						Totals for 78131	96,851.72
78132	WESTPHAL, CHRISTOPHE	JPAP42	04/20/2018	REIMBURSE 1/2 DISTRICT FEE FOR HUNTER WESTPHAL	GENERAL FUND/STUDENT	0	10.00
						Totals for 78132	10.00

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78133	WHSFA-WI HS FORENSIC	jpap42	04/20/2018	TRACY KONKOL STATE FORENSICS	GENERAL FUND/DUES &	4001700254	125.00	
							Totals for 78133	125.00
78134	WISCONSIN SCHOOL MUS	jpap42	04/20/2018	AUSTIN ROHAN - STATE FESTIVAL REGISTRATION	GENERAL FUND/DUES &	4001700266	46.85	
78134	WISCONSIN SCHOOL MUS	jpap42	04/20/2018	MOLLY SCHLAAK - CHOIR STATE SOLO & ENSEMBLE DUES	GENERAL FUND/DUES &	4001700285	161.90	
							Totals for 78134	208.75
78135	WITTENBERG-BIRNAMWOO	JPAP42	04/20/2018	VARSITY TRACK RELAY INVITATIONAL ON 4/10/18	GENERAL FUND/DUES &	0	100.00	
78135	WITTENBERG-BIRNAMWOO	050218	05/02/2018	VARSITY TRACK RELAY INVITATIONAL ON 4/10/18	GENERAL FUND/DUES &	0	-100.00	
							Totals for 78135	0.00
78136	FLOOD, THOMAS	JPAP42	04/23/2018	VARSITY TRACK OFFICIAL ON 4/26/18 VS MULTIPLE SCHOOLS	GENERAL FUND/PERSONA	0	100.00	
							Totals for 78136	100.00
78137	KERSTEN, LEE	JPAP42	04/23/2018	VARSITY TRACK OFFICIAL ON 4/26/18 VS MULTIPLE SCHOOLS	GENERAL FUND/PERSONA	0	100.00	
							Totals for 78137	100.00
78138	KILAS, ROBERT	JPAP42	04/23/2018	VARSITY TRACK OFFICIAL ON 4/26/18 VS MULTIPLE SCHOOLS	GENERAL FUND/PERSONA	0	100.00	
							Totals for 78138	100.00
78139	PETHKE, WALTER	JPAP42	04/23/2018	VARSITY SOFTBALL OFFICIAL ON 4/27/2018	GENERAL FUND/PERSONA	0	70.00	
78139	PETHKE, WALTER	050218	05/02/2018	VARSITY SOFTBALL OFFICIAL ON 4/27/2018	GENERAL FUND/PERSONA	0	-70.00	
							Totals for 78139	0.00
78140	RADLEY, DANIEL	JPAP42	04/23/2018	VARSITY SOFTBALL OFFICIAL ON 4/27/2018 VS BEAVER DAM	GENERAL FUND/PERSONA	0	70.00	
78140	RADLEY, DANIEL	050218	05/02/2018	VARSITY SOFTBALL OFFICIAL ON 4/27/2018 VS BEAVER DAM	GENERAL FUND/PERSONA	0	-70.00	
							Totals for 78140	0.00
78141	SCHOOL DISTRICT OF I	JPAP42	04/23/2018	MS TRACK INVITATIONAL FEE ON 4/28/18	GENERAL FUND/DUES &	4001700278	150.00	
							Totals for 78141	150.00
78142	SHIOCTON HIGH SCHOOL	JPAP42	04/23/2018	MS TRACK FEE	COMMUNITY SERVICE FU	4001700275	100.00	
							Totals for 78142	100.00
78143	TANYA J OTTO MEMORIA	JPAP42	04/23/2018	MEMORIAL IN LIEU OF FLOWERS - TANYA OTTO	GENERAL FUND/PERSONA	0	25.00	
							Totals for 78143	25.00
78144	WEYAUWEGA HIGH SCHOO	JPAP42	04/23/2018	GOLF FEE - AMHERST, BONDUEL, MARION, MENOMINEE INDIAN, GRESHAM, PACE;:O	GENERAL FUND/DUES &	4001700270	110.00	
							Totals for 78144	110.00
78145	WITTENBERG-BIRNAMWOO	JPAP42	04/23/2018	GOLF FEE ON 5/4/18	GENERAL FUND/DUES &	4001700271	100.00	
							Totals for 78145	100.00
78146	ART OF ED	JPAP42	04/27/2018	CHOICE BASED ART EDUCATION - SARAH BORTLE (3 CREDITS NON-GRADUATE	GENERAL FUND/PERSONA	0	447.00	
							Totals for 78146	447.00
78147	BADGER SPORTING GOOD	JPAP42	04/27/2018	STARTER BLANKS- GATORADE	GENERAL FUND/GENERAL	4001700292	58.23	
							Totals for 78147	58.23
78148	BEYER, ALAN	JPAP42	04/27/2018	MS TRACK OFFICIAL ON 5/4/18	COMMUNITY SERVICE FU	0	100.00	
							Totals for 78148	100.00
78149	BSN SPORTS, LLC	JPAP42	04/27/2018	SKYLAR LIEBZEIT, WEIGHT LIFTING EQUIPMENT ***BOTTING	GENERAL FUND/EQUIPME	4001700204	573.29	

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
				FAMILY IS PAYING FOR THIS. THE CHECK FROM THE FAMILY WILL BE DEPOSITED INTO THIS ACCOUNT.***			
						Totals for 78149	573.29
78150	CESA 6-CONFERENCE RE	JPAP42	04/27/2018	PAVING THE WAY PROJECT - KRAUSE FOUNDATION AWARDED - GAFA FEE - \$500 x 5% = \$25	GENERAL FUND/TRANSFE	0	25.00
						Totals for 78150	25.00
78151	ENGELHARDT DAIRY OF	jpap42	04/27/2018	LWHS MILK	FOOD SERVICE FUND/FO	0	61.80
78151	ENGELHARDT DAIRY OF	jpap42	04/27/2018	MES MILK	FOOD SERVICE FUND/FO	0	117.40
78151	ENGELHARDT DAIRY OF	jpap42	04/27/2018	LWHS MILK	FOOD SERVICE FUND/FO	0	81.90
78151	ENGELHARDT DAIRY OF	jpap42	04/27/2018	LWHS MILK & FOOD	FOOD SERVICE FUND/FO	0	167.11
78151	ENGELHARDT DAIRY OF	jpap42	04/27/2018	LWHS MILK & FOOD	FOOD SERVICE FUND/FO	0	78.74
78151	ENGELHARDT DAIRY OF	jpap42	04/27/2018	LWHS MILK & FOOD	FOOD SERVICE FUND/FO	0	185.17
78151	ENGELHARDT DAIRY OF	jpap42	04/27/2018	MES MILK	FOOD SERVICE FUND/FO	0	117.40
78151	ENGELHARDT DAIRY OF	jpap42	04/27/2018	MES MILK	FOOD SERVICE FUND/FO	0	102.50
78151	ENGELHARDT DAIRY OF	jpap42	04/27/2018	MES MILK	FOOD SERVICE FUND/FO	0	203.40
78151	ENGELHARDT DAIRY OF	jpap42	04/27/2018	MES MILK	FOOD SERVICE FUND/FO	0	148.30
						Totals for 78151	1,263.72
78152	THE GRAPHIC EDGE	JPAP42	04/27/2018	BASEBALL HATS (8)	GENERAL FUND/APPAREL 4001700291		124.66
						Totals for 78152	124.66
78153	KASSERA, LINDA	JPAP42	04/27/2018	MS TRACK OFFICIAL ON 5/4/18	COMMUNITY SERVICE FU	0	100.00
						Totals for 78153	100.00
78154	KRUEGER, ROBERT	JPAP42	04/27/2018	MS TRACK OFFICIAL ON 5/4/18	COMMUNITY SERVICE FU	0	100.00
						Totals for 78154	100.00
78155	MASTER ELECTRICAL SE	JPAP42	04/27/2018	ADDITION OF 2 CABLE SUPPORTS TO NORTH OROW OF LIGHTS IN MES COMMONS	GENERAL FUND/MAINTEN	0	181.11
						Totals for 78155	181.11
78156	MOSINEE SCHOOL DISTR	JPAP42	04/27/2018	MS TRACK FEE ON 5/8/18	COMMUNITY SERVICE FU 4001700276		125.00
						Totals for 78156	125.00
78157	NASSCO, INC	JPAP42	04/27/2018	LWHS CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL	0	2,558.75
78157	NASSCO, INC	JPAP42	04/27/2018	MES CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL	0	2,003.25
						Totals for 78157	4,562.00
78158	NEXUS SOLUTIONS	JPAP42	04/27/2018	PAYMENT - ENERGY EFFICIENCY	GENERAL FUND/MAINTEN	0	131,448.21
						Totals for 78158	131,448.21
78159	OFFICE DEPOT	JPAP42	04/27/2018	1 EACH YELLOW & MAGENTA INK CARTRIDGES FOR R GIPP	GENERAL FUND/GENERAL	0	78.36
						Totals for 78159	78.36
78161	REINHART FOOD SERVIC	jpap42	04/27/2018	FOOD & NON-FOOD SUPPLIES	FOOD SERVICE FUND/CE	0	44.68
78161	REINHART FOOD SERVIC	jpap42	04/27/2018	FOOD & NON-FOOD SUPPLIES	FOOD SERVICE FUND/FO	0	596.95
78161	REINHART FOOD SERVIC	jpap42	04/27/2018	FOOD & NON-FOOD SUPPLIES	FOOD SERVICE FUND/CE	0	92.61
78161	REINHART FOOD SERVIC	jpap42	04/27/2018	FOOD & NON-FOOD SUPPLIES	FOOD SERVICE FUND/FO	0	438.02
78161	REINHART FOOD SERVIC	jpap42	04/27/2018	FOOD & NON-FOOD SUPPLIES	FOOD SERVICE FUND/CE	0	113.04
78161	REINHART FOOD SERVIC	jpap42	04/27/2018	FOOD & NON-FOOD SUPPLIES	FOOD SERVICE FUND/FO	0	606.40
78161	REINHART FOOD SERVIC	jpap42	04/27/2018	FOOD & NON-FOOD SUPPLIES	FOOD SERVICE FUND/CE	0	315.04
78161	REINHART FOOD SERVIC	jpap42	04/27/2018	FOOD & NON-FOOD SUPPLIES	FOOD SERVICE FUND/FO	0	1,087.83
78161	REINHART FOOD SERVIC	jpap42	04/27/2018	NON-FOOD SUPPLIES	FOOD SERVICE FUND/CE	0	21.69
78161	REINHART FOOD SERVIC	jpap42	04/27/2018	COMMODITY FOOD	FOOD SERVICE FUND/FO	0	26.45
78161	REINHART FOOD SERVIC	jpap42	04/27/2018	COMMODITY FOOD	FOOD SERVICE FUND/FO	0	20.70
78161	REINHART FOOD SERVIC	jpap42	04/27/2018	FOOD	FOOD SERVICE FUND/FO	0	467.18
78161	REINHART FOOD SERVIC	jpap42	04/27/2018	COMMODITY FOOD	FOOD SERVICE FUND/FO	0	24.15
78161	REINHART FOOD SERVIC	jpap42	04/27/2018	COMMODITY FOOD	FOOD SERVICE FUND/FO	0	41.40
78161	REINHART FOOD SERVIC	jpap42	04/27/2018	FOOD & NON-FOOD SUPPLIES	FOOD SERVICE FUND/CE	0	223.67
78161	REINHART FOOD SERVIC	jpap42	04/27/2018	FOOD & NON-FOOD SUPPLIES	FOOD SERVICE FUND/FO	0	491.31

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78161	REINHART FOOD SERVIC	jpap42	04/27/2018	COMMODITY FOOD	FOOD SERVICE FUND/FO	0	32.20
78161	REINHART FOOD SERVIC	jpap42	04/27/2018	FOOD	FOOD SERVICE FUND/FO	0	44.19
78161	REINHART FOOD SERVIC	jpap42	04/27/2018	FOOD & NON-FOOD SUPPLIES	FOOD SERVICE FUND/CE	0	84.19
78161	REINHART FOOD SERVIC	jpap42	04/27/2018	FOOD & NON-FOOD SUPPLIES	FOOD SERVICE FUND/FO	0	705.09
78161	REINHART FOOD SERVIC	jpap42	04/27/2018	FOOD & NON-FOOD SUPPLIES	FOOD SERVICE FUND/CE	0	49.66
78161	REINHART FOOD SERVIC	jpap42	04/27/2018	FOOD & NON-FOOD SUPPLIES	FOOD SERVICE FUND/FO	0	638.73
78161	REINHART FOOD SERVIC	jpap42	04/27/2018	FOOD & NON-FOOD SUPPLIES	FOOD SERVICE FUND/CE	0	26.20
78161	REINHART FOOD SERVIC	jpap42	04/27/2018	FOOD & NON-FOOD SUPPLIES	FOOD SERVICE FUND/FO	0	957.40
					Totals for 78161		7,148.78
78162	REMINGTON'S QUALITY	JPAP42	04/27/2018	SUPPLIES SPEC ED SCIENCE PROJECT - D CARSON	SPECIAL EDUCATION FU	0	13.32
78162	REMINGTON'S QUALITY	JPAP42	04/27/2018	CAROL WORTZ SUPPLIES	SPECIAL EDUCATION FU	0	2.89
78162	REMINGTON'S QUALITY	JPAP42	04/27/2018	CLASSROOM FOOD SUPPLIES - MEGAN ANDERSON	SPECIAL EDUCATION FU	271700076	49.92
78162	REMINGTON'S QUALITY	JPAP42	04/27/2018	SUPPLIES ANN WARNING	SPECIAL EDUCATION FU	0	20.82
					Totals for 78162		86.95
78163	SCHOOL DISTRICT OF B	JPAP42	04/27/2018	GOLF FEE - VARSITY GOLDEN SANDS GOLF COURSE ON 5/14/18	GENERAL FUND/DUES &	4001700279	100.00
					Totals for 78163		100.00
78164	SCHOOL DISTRICT OF M	JPAP42	04/27/2018	Varsity Track Fee on 5/3/18	GENERAL FUND/DUES &	4001700277	125.00
					Totals for 78164		125.00
78165	SCHOOL DISTRICT OF S	JPAP42	04/27/2018	GOLF FEE - VARSITY - THE CREEKS AT IVY ACRES GC ON 5/10/18	GENERAL FUND/DUES &	4001700280	100.00
					Totals for 78165		100.00
78166	SCHOOL NURSE SUPPLY,	JPAP42	04/27/2018	Health Room Supplies	GENERAL FUND/MEDICAL	8001700062	55.15
					Totals for 78166		55.15
78167	SHEET MUSIC PLUS	JPAP42	04/27/2018	PATHWAYS OF SONG VOLUME 1 - LOW VOICE	GENERAL FUND/SHEET M	0	17.73
					Totals for 78167		17.73
78168	STANDARD INSURANCE C	JPAP42	04/27/2018	LIFE/STD & LTD PREMIUMS	GENERAL FUND/LIFE IN	0	1,186.95
78168	STANDARD INSURANCE C	JPAP42	04/27/2018	LIFE/STD & LTD PREMIUMS	GENERAL FUND/LTD INS	0	905.16
78168	STANDARD INSURANCE C	JPAP42	04/27/2018	LIFE/STD & LTD PREMIUMS	GENERAL FUND/STD INS	0	246.18
					Totals for 78168		2,338.29
78169	THEDACARE AT WORK	JPAP42	04/27/2018	CLINIC TB SKIN TEST STEP 2 = D STREBE	GENERAL FUND/PERSONA	0	26.00
78169	THEDACARE AT WORK	JPAP42	04/27/2018	DS RAPID BUNDLED/CLINIC TB SKIN TEST/PHYSICAL FREE FROM COMM DISEASE/CLINIC TB SKIN TEST STEP 2 - G REYNOLDS	GENERAL FUND/PERSONA	0	196.00
					Totals for 78169		222.00
78170	DALLMAN, WILLIAM	JPAP43	04/30/2018	Varsity Baseball Official on 4/30/18 vs Gresham	GENERAL FUND/PERSONA	0	80.00
					Totals for 78170		80.00
78171	DRATH, RONALD	JPAP43	04/30/2018	Varsity Baseball Official on 4/30/18 vs Gresham	GENERAL FUND/PERSONA	0	80.00
					Totals for 78171		80.00
78172	GROVE, MARSHALL	JPAP43	04/30/2018	Varsity Softball Official on 4/30/18 vs Gresham	GENERAL FUND/PERSONA	0	70.00
					Totals for 78172		70.00
78173	PETHKE, WALTER	JPAP43	04/30/2018	Varsity Softball Official on 4/30/18 vs Gresham	GENERAL FUND/PERSONA	0	70.00
					Totals for 78173		70.00
78174	AMHERST HIGH SCHOOL	JPAP50	05/01/2018	GOLF FEE - GLACIER WOODS	GENERAL FUND/DUES &	4001700281	100.00
					Totals for 78174		100.00
78175	SCHOOL DISTRICT OF I	JPAP50	05/01/2018	GOLF FEE - WHISTLING STRAITS	GENERAL FUND/DUES &	4001700269	145.00

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						Totals for 78175	145.00
78176	THORNBERRY CREEK AT	JPAP50	05/01/2018	GOLF FEE	GENERAL FUND/DUES &	4001700282	175.00
						Totals for 78176	175.00
78177	APPLE, INC. EDUCATIO	jpap50	05/04/2018	WEMTA PET Grant - iPad Purchase	GENERAL FUND/RENTAL	1011700125	399.00
						Totals for 78177	399.00
78178	AT&T	JPAP50	05/04/2018	INTERNET SERVICE	GENERAL FUND/ON-LINE	0	651.23
						Totals for 78178	651.23
78179	BLICK ART MATERIALS	jpap50	05/04/2018	NANCY ZABLER - ART CLASS SUPPLIES CUSTOMER # 4017402 CODE: QD20000	GENERAL FUND/GENERAL	4001700255	597.83
78179	BLICK ART MATERIALS	jpap50	05/04/2018	NANCY ZABLER - ART CLASS SUPPLIES CUSTOMER # 4017402 CODE: QD20000	GENERAL FUND/GENERAL	4001700255	57.59
						Totals for 78179	655.42
78180	CAROLINA BIOLOGICAL	JPAP50	05/04/2018	CRAYFISH FOR 3RD GRADE	GENERAL FUND/GENERAL	1011700097	57.55
						Totals for 78180	57.55
78181	CHAMELEON COLORS	jpap50	05/04/2018	COLOR RUN POWDER	Special Revenue Trus	271700079	1,191.75
						Totals for 78181	1,191.75
78182	DUFF & PHELPS LLC	JPAP50	05/04/2018	PROFESSIONAL SERVICES - PERTAINING TO PROPERTY INSURANCE	GENERAL FUND/PERSONA	0	2,692.88
						Totals for 78182	2,692.88
78183	FAIR - PLAY	jpap50	05/04/2018	RF BATTERY CONTROL AND CASE - OUTDOOR TRANSCEIVER	GENERAL FUND/EQUIPME	4001700283	1,715.00
						Totals for 78183	1,715.00
78184	THE GRAPHIC EDGE	jpap50	05/04/2018	UNIFORMS	GENERAL FUND/APPAREL	4001700229	971.82
						Totals for 78184	971.82
78185	KOBUSSEN BUSES LTD	JPAP50	05/04/2018	MARCH 2018 BUSSING	GENERAL FUND/CONTRAC	0	41,907.73
78185	KOBUSSEN BUSES LTD	JPAP50	05/04/2018	MARCH 2018 BUSSING	GENERAL FUND/CONTRAC	0	3,601.25
78185	KOBUSSEN BUSES LTD	JPAP50	05/04/2018	MARCH 2018 BUSSING	SPECIAL EDUCATION FU	0	141.25
78185	KOBUSSEN BUSES LTD	JPAP50	05/04/2018	MARCH 2018 BUSSING	GENERAL FUND/CONTRAC	0	940.50
78185	KOBUSSEN BUSES LTD	JPAP50	05/04/2018	MARCH 2018 BUSSING	SPECIAL EDUCATION FU	0	5,165.87
						Totals for 78185	51,756.60
78186	MID-AMERICAN RESEARC	JPAP50	05/04/2018	LWHS CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL	0	181.62
78186	MID-AMERICAN RESEARC	JPAP50	05/04/2018	MES CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL	0	384.00
						Totals for 78186	565.62
78187	NORTH EASTERN WISCON	JPAP50	05/04/2018	APRIL 2018 OT SERVICES	SPECIAL EDUCATION FU	0	2,451.00
						Totals for 78187	2,451.00
78188	SCHOOL SPECIALTY INC	jpap50	05/04/2018	SUPPLIES FOR THE ART SHOW	GENERAL FUND/GENERAL	1011700110	323.34
78188	SCHOOL SPECIALTY INC	jpap50	05/04/2018	CARRIE KOEHN, CENTRAL SUPPLY	GENERAL FUND/CENTRAL	4001700284	92.32
						Totals for 78188	415.66
78189	SOLARUS	JPAP50	05/04/2018	PHONE - PAES LAB	SPECIAL EDUCATION FU	0	148.28
78189	SOLARUS	JPAP50	05/04/2018	MES - PHONE	GENERAL FUND/TELEPHO	0	745.18
78189	SOLARUS	JPAP50	05/04/2018	DISTRICT OFFICE PHONE SERVICE	GENERAL FUND/TELEPHO	0	368.24
78189	SOLARUS	JPAP50	05/04/2018	LWHS - PHONE	GENERAL FUND/TELEPHO	0	780.93
						Totals for 78189	2,042.63
78190	THE FLOWER POT	JPAP50	05/04/2018	GARY FRIADRICH MEMORIAL PLANT	GENERAL FUND/PERSONA	0	33.99
						Totals for 78190	33.99
78191	THE OFFICE TECHNOLOG	JPAP50	05/04/2018	STANDARD PAYMENT - ACER CHROMEBOOK LAPTOPS	GENERAL FUND/EQUIPTM	0	916.87
						Totals for 78191	916.87
78192	US CELLULAR	JPAP50	05/04/2018	CELL PHONES	GENERAL FUND/TELEPHO	0	446.12
						Totals for 78192	446.12
78193	WI DEPT OF JUSTICE	JPAP50	05/04/2018	CRIMINAL BACKGROUND CHECKS	GENERAL FUND/PERSONA	0	21.00

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
				WIS DEPT OF JUSTICE - APRIL 30, 2018 (3 @ 7.00)			
						Totals for 78193	21.00
78194	WISCNET	JPAP50	05/04/2018	FEES	GENERAL FUND/ON-LINE	0	846.67
						Totals for 78194	846.67
78195	BREISTER, DANIEL	JPAP50	05/04/2018	VARSITY SOFTBALL OFFICIAL ON 5/10/18 VS BOWLER	GENERAL FUND/PERSONA	0	70.00
						Totals for 78195	70.00
78196	BREISTER, STEVEN	JPAP50	05/04/2018	VARSITY SOFTBALL OFFICIAL ON 5/10/18 VS BOWLER	GENERAL FUND/PERSONA	0	70.00
						Totals for 78196	70.00
78197	CZECH, JON	JPAP50	05/04/2018	VARSITY BASEBALL OFFICIAL ON 5/10/18 VS BOWLER	GENERAL FUND/PERSONA	0	80.00
						Totals for 78197	80.00
78198	DRATH, RONALD	JPAP50	05/04/2018	VARSITY BASEBALL OFFICIAL ON 5/10/18 VS BOWLER	GENERAL FUND/PERSONA	0	80.00
						Totals for 78198	80.00
78199	DRATH, RONALD	JPAP50	05/04/2018	JV SOFTBALL OFFICIAL ON 5/7/18 VS PULASKI - DOUBLE HEADER	GENERAL FUND/PERSONA	0	120.00
						Totals for 78199	120.00
78200	DRATH, RONALD	JPAP50	05/04/2018	VARSITY BASEBALL OFFICIAL ON 5/8/18 VS WEYAUWEGA-FREMONT	GENERAL FUND/PERSONA	0	80.00
						Totals for 78200	80.00
78201	DURRANT, PHILLIP	JPAP50	05/04/2018	VARSITY SOFTBALL OFFICIAL ON 5/8/18 VS WEYAUWEGA-FREMONT	GENERAL FUND/PERSONA	0	70.00
						Totals for 78201	70.00
78202	HINTZ, DAVID	JPAP50	05/04/2018	JV SOFTBALL OFFICIAL ON 5/7/18 VS PULASKI - DOUBLE HEADER	GENERAL FUND/PERSONA	0	120.00
						Totals for 78202	120.00
78203	HINTZ, DAVID	JPAP50	05/04/2018	VARSITY SOFTBALL OFFICIAL ON 5/8/18 VS WEYAUWEGA-FREMONT	GENERAL FUND/PERSONA	0	70.00
						Totals for 78203	70.00
78204	WALDVOGEL, ALLEN	JPAP50	05/04/2018	VARSITY BASEBALL OFFICIAL ON 5/8/18 VS WEYAUWEGA-FREMONT	GENERAL FUND/PERSONA	0	80.00
						Totals for 78204	80.00
78205	GROVE, MARSHALL	JPAP50	05/08/2018	VARSITY SOFTBALL OFFICIAL ON 5/8/18 VS WEYAUWEGA-FREMONT	GENERAL FUND/PERSONA	0	70.00
						Totals for 78205	70.00
78206	DALLMAN, WILLIAM	JPAP51	05/11/2018	VARSITY BASEBALL OFFICIAL ON 5/11/18 VS NORTHLAND LUTHERAN/WISCONSIN VALLEY LUTHERAN	GENERAL FUND/PERSONA	0	80.00
						Totals for 78206	80.00
78207	DRATH, RONALD	JPAP51	05/11/2018	VARSITY BASEBALL OFFICIAL ON 5/11/18 VS NORTHLAND LUTHERAN/WISCONSIN VALLEY LUTHERAN	GENERAL FUND/PERSONA	0	80.00
						Totals for 78207	80.00
78208	PETHKE, WALTER	JPAP51	05/11/2018	VARSITY SOFTBALL OFFICIAL ON 5/11/18 VS NORTHLAND LUTHERAN/WISCONSIN VALLEY LUTHERAN	GENERAL FUND/PERSONA	0	70.00
78208	PETHKE, WALTER	051518	05/15/2018	VARSITY SOFTBALL OFFICIAL ON 5/11/18 VS NORTHLAND	GENERAL FUND/PERSONA	0	-70.00

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
				LUTHERAN/WISCONSIN VALLEY LUTHERAN			
						Totals for 78208	0.00
78209	RADLEY, DANIEL	JPAP51	05/11/2018	VARSITY SOFTBALL OFFICIAL ON 5/11/18 VS NORTHLAND LUTHERAN/WISCONSIN VALLEY LUTHERAN	GENERAL FUND/PERSONA	0	70.00
78209	RADLEY, DANIEL	051518	05/15/2018	VARSITY SOFTBALL OFFICIAL ON 5/11/18 VS NORTHLAND LUTHERAN/WISCONSIN VALLEY LUTHERAN	GENERAL FUND/PERSONA	0	-70.00
						Totals for 78209	0.00
78210	AANONSEN, DONALD	JPAP51	05/14/2018	VARSITY SOFTBALL OFFICIAL ON 5/15/18 VS TIGERTON	GENERAL FUND/PERSONA	0	70.00
						Totals for 78210	70.00
78211	DALLMAN, WILLIAM	JPAP51	05/14/2018	VARSITY BASEBALL OFFICIAL ON 5/15/18 VS TIGERTON	GENERAL FUND/PERSONA	0	80.00
						Totals for 78211	80.00
78212	DRATH, RONALD	JPAP51	05/14/2018	JV BASEBALL OFFICIAL ON 5/18/18 VS AMHERST	GENERAL FUND/PERSONA	0	60.00
						Totals for 78212	60.00
78213	DRATH, RONALD	JPAP51	05/14/2018	VARSITY BASEBALL OFFICIAL ON 5/15/18 VS TIGERTON	GENERAL FUND/PERSONA	0	80.00
						Totals for 78213	80.00
78214	DRATH, RONALD	JPAP51	05/14/2018	JV SOFTBALL OFFICIAL ON 5/14/18 VS AMHERST	GENERAL FUND/PERSONA	0	120.00
						Totals for 78214	120.00
78215	JASTROMSKI, ROBERT	JPAP51	05/14/2018	JV SOFTBALL OFFICIAL ON 5/14/18 VS AMHERST(DOUBLE HEADER)	GENERAL FUND/PERSONA	0	120.00
						Totals for 78215	120.00
78216	ROGERS, MICHAEL	JPAP51	05/14/2018	JV BASEBALL OFFICIAL ON 5/18/18 VS AMHERST	GENERAL FUND/PERSONA	0	60.00
						Totals for 78216	60.00
78217	SMITH, GLENDA	JPAP51	05/14/2018	VARSITY SOFTBALL OFFICIAL ON 5/15/18 VS TIGERTON	GENERAL FUND/PERSONA	0	70.00
						Totals for 78217	70.00
78218	AWSA	jpap51	05/15/2018	ASSOCIATION OF WISCONSIN SCHOOL ADMINISTRATORS & NAESP 2018-19 MEMBERSHIP FEES	GENERAL FUND/EMPLOYE	0	750.00
78218	AWSA	jpap51	05/15/2018	ASSOCIATION OF WISCONSIN SCHOOL ADMINISTRATORS & NAESP 2018-19 MEMBERSHIP FEES	GENERAL FUND/EMPLOYE	0	750.00
78218	AWSA	jpap51	05/15/2018	ASSOCIATION OF WISCONSIN SCHOOL ADMINISTRATORS & NAESP 2018-19 MEMBERSHIP FEES	GENERAL FUND/EMPLOYE	0	750.00
						Totals for 78218	2,250.00
78219	ROBERT W BAIRD & CO	jpap51	05/15/2018	GENERAL CONSULTATION FEE	GENERAL FUND/PERSONA	0	1,700.00
						Totals for 78219	1,700.00
78220	BLICK ART MATERIALS	jpap51	05/15/2018	2 pks/50 BLACK CONSTRUCTION PAPER 24X36 (NANCY ZABLER)	GENERAL FUND/GENERAL 4001700255		31.20
						Totals for 78220	31.20
78221	CASH	jpap51	05/15/2018	REIMBURSE DISTRICT OFFICE PETTY CASH	GENERAL FUND/POSTAGE	0	98.84
78221	CASH	jpap51	05/15/2018	REIMBURSE DISTRICT OFFICE PETTY CASH	GENERAL FUND/FOOD/OF	0	57.00

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						Totals for 78221	155.84
78222	CESA 6-CONFERENCE RE	jpap51	05/15/2018	JENNIFER SERRAVALLO: STRATEGIES AND STRUCTURES FOR TEACHING READING & WRITING CONFERENCE ATTENDEES: JACQUELYN GAST, SARAH HIGHLANDER, DAWN MILLARD, CORTNEY STILEN, BECKY STORMOEN	GENERAL FUND/TRANSFE	0	1,625.00
78222	CESA 6-CONFERENCE RE	jpap51	05/15/2018	SPECIAL ED. DIRECTOR, AUDIOLOGY, HEARING ITINERANT, PSYCHOLOGY, CURRICULUM SUPPORT/DANNI BRAUER, PHYSICAL THERAPY, PHYSICAL THERAPY ASSISTANT	SPECIAL EDUCATION FU	0	7,752.00
78222	CESA 6-CONFERENCE RE	jpap51	05/15/2018	SPECIAL ED. DIRECTOR, AUDIOLOGY, HEARING ITINERANT, PSYCHOLOGY, CURRICULUM SUPPORT/DANNI BRAUER, PHYSICAL THERAPY, PHYSICAL THERAPY ASSISTANT	GENERAL FUND/TRANSFE	0	7,300.00
78222	CESA 6-CONFERENCE RE	jpap51	05/15/2018	SPECIAL ED. DIRECTOR, AUDIOLOGY, HEARING ITINERANT, PSYCHOLOGY, CURRICULUM SUPPORT/DANNI BRAUER, PHYSICAL THERAPY, PHYSICAL THERAPY ASSISTANT	SPECIAL EDUCATION FU	0	174.00
78222	CESA 6-CONFERENCE RE	jpap51	05/15/2018	SPECIAL ED. DIRECTOR, AUDIOLOGY, HEARING ITINERANT, PSYCHOLOGY, CURRICULUM SUPPORT/DANNI BRAUER, PHYSICAL THERAPY, PHYSICAL THERAPY ASSISTANT	SPECIAL EDUCATION FU	0	323.05
78222	CESA 6-CONFERENCE RE	jpap51	05/15/2018	SPECIAL ED. DIRECTOR, AUDIOLOGY, HEARING ITINERANT, PSYCHOLOGY, CURRICULUM SUPPORT/DANNI BRAUER, PHYSICAL THERAPY, PHYSICAL THERAPY ASSISTANT	SPECIAL EDUCATION FU	0	2,340.00
78222	CESA 6-CONFERENCE RE	jpap51	05/15/2018	SPECIAL ED. DIRECTOR, AUDIOLOGY, HEARING ITINERANT, PSYCHOLOGY, CURRICULUM SUPPORT/DANNI BRAUER, PHYSICAL THERAPY, PHYSICAL THERAPY ASSISTANT	SPECIAL EDUCATION FU	0	3,344.00
						Totals for 78222	22,858.05
78223	STERLING WATER CULLI	jpap51	05/15/2018	04/05 & 04/19 SERVICE CALL, TRANSPORTATION FEES, 50LB SOLAR SALT, SANI-SYSTEM,	GENERAL FUND/OPERATI	0	91.60
						Totals for 78223	91.60
78224	DALLMAN, WILLIAM	JPAP51	05/15/2018	VARSITY BASEBALL OFFICIAL ON 5/10/18 VS BOWLER	GENERAL FUND/PERSONA	0	80.00
						Totals for 78224	80.00
78225	DEPT OF ADMINISTRATI	jpap51	05/15/2018	RENEWAL OF TYPE B RAFFLE LICENSE	GENERAL FUND/DISTRIC	0	25.00
						Totals for 78225	25.00

CHECK NUMBER	CHECK VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
78226	ENGELHARDT DAIRY OF	jpap51	05/15/2018	LWHS MILK & FOOD	FOOD SERVICE FUND/FO	0	121.02
78226	ENGELHARDT DAIRY OF	jpap51	05/15/2018	MES MILK	FOOD SERVICE FUND/FO	0	210.13
78226	ENGELHARDT DAIRY OF	jpap51	05/15/2018	MES MILK	FOOD SERVICE FUND/FO	0	102.00
78226	ENGELHARDT DAIRY OF	jpap51	05/15/2018	MES MILK	FOOD SERVICE FUND/FO	0	203.90
78226	ENGELHARDT DAIRY OF	jpap51	05/15/2018	MES MILK	FOOD SERVICE FUND/FO	0	123.20
78226	ENGELHARDT DAIRY OF	jpap51	05/15/2018	LWHS MILK	FOOD SERVICE FUND/FO	0	127.20
78226	ENGELHARDT DAIRY OF	jpap51	05/15/2018	LWHS MILK	FOOD SERVICE FUND/FO	0	132.45
78226	ENGELHARDT DAIRY OF	jpap51	05/15/2018	LWHS MILK	FOOD SERVICE FUND/FO	0	113.35
Totals for 78226							1,133.25
78227	GOLD CROSS AMBULANCE	jpap51	05/15/2018	Trainer Recertification for Jill Krause, Kevin Murphy, and myself.	GENERAL FUND/PERSONA	8001700071	450.00
Totals for 78227							450.00
78228	GRAICHEN DISPOSAL &	jpap51	05/15/2018	APRIL CONTAINER SERVICE	GENERAL FUND/OPERATI	0	755.00
Totals for 78228							755.00
78229	GREEN MECHANICAL	jpap51	05/15/2018	POWER WASH ROOF TOP CONDESING UNIT, REPLACE FAILED THREE-POLE MOTOR CONTRACTOR AND AUXILIARY CONTACT ON TRANE FANCOIL UNIT, RESTART SYSTEM AND CONFIRM PROPER OPERATING TEMPS.	GENERAL FUND/MAINTEN	0	599.90
78229	GREEN MECHANICAL	jpap51	05/15/2018	LABOR HOURS: CHECK COMPLAINT OF LACK OF AIRFLOW IN MES OFFICES, DIAGNOSE CLOGGED ARE FILTERS AND DAMAGED MOTOR CONTACTOR IN CEILING-MOUNTED CONDESING UNIT	GENERAL FUND/MAINTEN	0	216.00
Totals for 78229							815.90
78230	INTEGRATED SYSTEMS C	jpap51	05/15/2018	SERVICE BUREAU SUBSCRIPTION FEE	GENERAL FUND/PERSONA	0	360.00
Totals for 78230							360.00
78231	KEGLER'S YOUTH PROGR	jpap51	05/15/2018	DONATION FOR DUES & FEES FROM BEMIS FOUNDATION FROM WAYNE KRUEGER	Special Revenue Trus	0	660.00
Totals for 78231							660.00
78232	KOBUSSEN BUSES LTD	jpap51	05/15/2018	APRIL INVOICE	GENERAL FUND/CONTRAC	0	48,376.34
78232	KOBUSSEN BUSES LTD	jpap51	05/15/2018	APRIL INVOICE	GENERAL FUND/CONTRAC	0	3,196.75
78232	KOBUSSEN BUSES LTD	jpap51	05/15/2018	APRIL INVOICE	GENERAL FUND/CONTRAC	0	1,279.75
78232	KOBUSSEN BUSES LTD	jpap51	05/15/2018	APRIL INVOICE	GENERAL FUND/CONTRAC	0	427.25
78232	KOBUSSEN BUSES LTD	jpap51	05/15/2018	APRIL INVOICE	SPECIAL EDUCATION FU	0	6,105.18
Totals for 78232							59,385.27
78233	LEE RECREATION LLC	jpap51	05/15/2018	GLIDE SLIDE FOR THE MES PLAYGROUND	GENERAL FUND/EQUIPME	1011700114	599.00
Totals for 78233							599.00
78234	LWHS ACTIVITY ACCOUN	jpap51	05/15/2018	STUDENT COUNCIL SHARE OF THE PEPSI CHECK	GENERAL FUND/MATERIA	0	37.70
Totals for 78234							37.70
78235	LWHS TEACHER ACCOUNT	jpap51	05/15/2018	HS TEACHERS SHARE OF THE PEPSI REBATE CHECK	GENERAL FUND/MATERIA	0	43.36
Totals for 78235							43.36
78236	MULTI MEDIA CHANNELS	jpap51	05/15/2018	WCP WOLF PACK EX APR. 2018-JOB AND POSTAGE	GENERAL FUND/PRINTIN	0	1,379.99
Totals for 78236							1,379.99
78237	NASCO	jpap51	05/15/2018	NANCY ZABLER - CLASSROOM SUPPLIES	GENERAL FUND/GENERAL	4001700263	3.80

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78237	NASCO	jpap51	05/15/2018	NANCY ZABLER - CLASSROOM SUPPLIES	GENERAL FUND/GENERAL	4001700263	669.91
Totals for 78237							673.71
78238	OFFICE DEPOT	jpap51	05/15/2018	3 REAMS OF 8.5X11 GOLDENROD PAPER	GENERAL FUND/CENTRAL	5001700015	13.65
78238	OFFICE DEPOT	jpap51	05/15/2018	CARTON OF 100 SINGLE PLY PAPER ROLLS, 2 1/4 " X 150'	GENERAL FUND/CENTRAL	0	26.26
78238	OFFICE DEPOT	jpap51	05/15/2018	OFFICE CHAIR - MES PRINCIPAL	GENERAL FUND/EQUIPME	0	308.20
Totals for 78238							348.11
78239	PAN-O-GOLD BAKING	jpap51	05/15/2018	BREAD PRODUCTS	FOOD SERVICE FUND/FO	0	48.00
78239	PAN-O-GOLD BAKING	jpap51	05/15/2018	BREAD PRODUCTS	FOOD SERVICE FUND/FO	0	49.50
78239	PAN-O-GOLD BAKING	jpap51	05/15/2018	BREAD PRODUCTS	FOOD SERVICE FUND/FO	0	88.80
78239	PAN-O-GOLD BAKING	jpap51	05/15/2018	BREAD PRODUCTS	FOOD SERVICE FUND/FO	0	48.00
78239	PAN-O-GOLD BAKING	jpap51	05/15/2018	BREAD PRODUCTS	FOOD SERVICE FUND/FO	0	75.20
Totals for 78239							309.50
78240	REINHART FOOD SERVIC	jpap51	05/15/2018	FOOD & NON FOOD SUPPLIES	FOOD SERVICE FUND/CE	0	126.02
78240	REINHART FOOD SERVIC	jpap51	05/15/2018	FOOD & NON FOOD SUPPLIES	FOOD SERVICE FUND/FO	0	905.47
78240	REINHART FOOD SERVIC	jpap51	05/15/2018	FOOD & NON FOOD SUPPLIES	FOOD SERVICE FUND/CE	0	268.92
78240	REINHART FOOD SERVIC	jpap51	05/15/2018	FOOD & NON FOOD SUPPLIES	FOOD SERVICE FUND/FO	0	1,653.79
78240	REINHART FOOD SERVIC	jpap51	05/15/2018	FOOD	FOOD SERVICE FUND/FO	0	1,172.87
78240	REINHART FOOD SERVIC	jpap51	05/15/2018	FOOD & NON FOOD SUPPLIES	FOOD SERVICE FUND/CE	0	90.24
78240	REINHART FOOD SERVIC	jpap51	05/15/2018	FOOD & NON FOOD SUPPLIES	FOOD SERVICE FUND/FO	0	490.44
78240	REINHART FOOD SERVIC	jpap51	05/15/2018	FOOD	FOOD SERVICE FUND/FO	0	38.20
78240	REINHART FOOD SERVIC	jpap51	05/15/2018	FOOD	FOOD SERVICE FUND/FO	0	840.68
Totals for 78240							5,586.63
78241	SCHOOL SPECIALTY INC	jpap51	05/15/2018	SUPPLY CLOSET ITEMS	GENERAL FUND/CENTRAL	1011700129	344.29
78241	SCHOOL SPECIALTY INC	jpap51	05/15/2018	CARRIE KOEHN, CENTRAL SUPPLY	GENERAL FUND/CENTRAL	4001700293	93.78
Totals for 78241							438.07
78242	VALLEY PEST CONTROL,	jpap51	05/15/2018	PEST CONTROL SERVICE-MES & LWHS	GENERAL FUND/OPERATI	0	524.40
Totals for 78242							524.40
78243	WONDER WORKSHOP, INC	jpap51	05/15/2018	Dash Robots	GENERAL FUND/OTHER M	1011700131	449.97
Totals for 78243							449.97
171800073	BARBER, SHERI	JPAP42	04/20/2018	GROCERY SUPPLIES	GENERAL FUND/FOOD/UN	0	80.00
171800073	BARBER, SHERI	JPAP42	04/20/2018	SUPPLIES	GENERAL FUND/GENERAL	0	70.00
171800073	BARBER, SHERI	JPAP42	04/20/2018	SUPPLIES	GENERAL FUND/INSTRUC	0	36.00
171800073	BARBER, SHERI	JPAP42	04/20/2018	SUPPLIES	GENERAL FUND/OTHER M	0	70.00
Totals for 171800073							256.00
171800074	GAST, JACQUELYN	JPAP42	04/20/2018	MILEAGE TO ESSA WORKSHOP AT LASURES	GENERAL FUND/EMPLOYE	0	54.50
Totals for 171800074							54.50
171800075	UJAZDOWSKI, LUANNE	JPAP42	04/20/2018	SUPPLIES	GENERAL FUND/FOOD/OF	0	136.27
Totals for 171800075							136.27
171800076	HUEBNER, JANET	JPAP42	04/27/2018	OUTREACH MILEAGE FOR 4K FOR JANET HUEBNER	GENERAL FUND/EMPLOYE	1011700115	38.15
Totals for 171800076							38.15
171800077	POHL, HELENE	JPAP42	04/27/2018	CESA 6 LEGISLATIVE BREAKFAST - MILEAGE	GENERAL FUND/EMPLOYE	0	54.50
Totals for 171800077							54.50
171800078	PREY, JULIE	JPAP42	04/27/2018	MILEAGE TO ACA TRAINING IN WAUSAU ON 4/5/18	GENERAL FUND/EMPLOYE	5001700014	44.69
Totals for 171800078							44.69
171800079	STORMOEN, BECKY	JPAP42	04/27/2018	SUPPLIES FOR WHOLE SCHOOL ACTIVITY STATION ON EARTH DAY	GENERAL FUND/GENERAL	0	48.86
Totals for 171800079							48.86
171800080	MEIER, JEANNE	JPAP50	05/04/2018	CLASSROOM ACTIVITIES	GENERAL FUND/GENERAL	0	19.98

CHECK NUMBER	CHECK VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
171800080	MEIER, JEANNE	JPAP50	05/04/2018	CLASSROOM ACTIVITIES	GENERAL FUND/FOOD/UN	0	12.39
171800080	MEIER, JEANNE	JPAP50	05/04/2018	CLASSROOM RESOURCES FROM TEACHER PAY TEACHER	GENERAL FUND/OTHER M	0	150.18
						Totals for 171800080	182.55
201700270	EMPLOYEE BENEFITS CO	JPWI42	04/19/2018	HEALTH FSA = \$409.88/ DEPENDENT CARE FSA = \$996.00/HRA DEDUCTIBLE = \$2006.21	GENERAL FUND/FLEX PL	0	1,405.88
201700270	EMPLOYEE BENEFITS CO	JPWI42	04/19/2018	HEALTH FSA = \$409.88/ DEPENDENT CARE FSA = \$996.00/HRA DEDUCTIBLE = \$2006.21	GENERAL FUND/HRA/WEA	0	2,006.21
						Totals for 201700270	3,412.09
201700272	DELTA DENTAL OF WISC	JPWI42	04/18/2018	DENTAL CLAIMS	GENERAL FUND/SELF FU	0	1,869.00
						Totals for 201700272	1,869.00
201700277	INTERNAL REVENUE SER	P9	04/30/2018	Payroll accrual	GENERAL FUND/FICA (S	0	9,137.24
201700277	INTERNAL REVENUE SER	P9	04/30/2018	Payroll accrual	SPECIAL EDUCATION FU	0	1,240.81
201700277	INTERNAL REVENUE SER	P9	04/30/2018	Payroll accrual	FOOD SERVICE FUND/FI	0	291.26
201700277	INTERNAL REVENUE SER	P9	04/30/2018	Payroll accrual	COMMUNITY SERVICE FU	0	5.12
201700277	INTERNAL REVENUE SER	P9	04/30/2018	Payroll accrual	EMPLOYEE BENIFIT TRU	0	71.56
201700277	INTERNAL REVENUE SER	P9	04/30/2018	Payroll accrual	GENERAL FUND/FICA (S	0	2,136.98
201700277	INTERNAL REVENUE SER	P9	04/30/2018	Payroll accrual	SPECIAL EDUCATION FU	0	290.20
201700277	INTERNAL REVENUE SER	P9	04/30/2018	Payroll accrual	FOOD SERVICE FUND/FI	0	68.13
201700277	INTERNAL REVENUE SER	P9	04/30/2018	Payroll accrual	COMMUNITY SERVICE FU	0	1.20
201700277	INTERNAL REVENUE SER	P9	04/30/2018	Payroll accrual	EMPLOYEE BENIFIT TRU	0	16.75
201700277	INTERNAL REVENUE SER	P9	04/30/2018	Payroll accrual	GENERAL FUND/FEDERAL	0	305.50
201700277	INTERNAL REVENUE SER	P9	04/30/2018	Payroll accrual	SPECIAL EDUCATION FU	0	38.74
201700277	INTERNAL REVENUE SER	P9	04/30/2018	Payroll accrual	FOOD SERVICE FUND/FE	0	35.00
201700277	INTERNAL REVENUE SER	P9	04/30/2018	Payroll accrual	GENERAL FUND/FEDERAL	0	63.25
201700277	INTERNAL REVENUE SER	P9	04/30/2018	Payroll accrual	GENERAL FUND/FEDERAL	0	9,810.25
201700277	INTERNAL REVENUE SER	P9	04/30/2018	Payroll accrual	SPECIAL EDUCATION FU	0	868.89
201700277	INTERNAL REVENUE SER	P9	04/30/2018	Payroll accrual	FOOD SERVICE FUND/FE	0	125.23
201700277	INTERNAL REVENUE SER	P9	04/30/2018	Payroll accrual	COMMUNITY SERVICE FU	0	0.00
201700277	INTERNAL REVENUE SER	P9	04/30/2018	Payroll accrual	EMPLOYEE BENIFIT TRU	0	38.43
201700277	INTERNAL REVENUE SER	P9	04/30/2018	Payroll accrual	GENERAL FUND/FICA (S	0	2,136.98
201700277	INTERNAL REVENUE SER	P9	04/30/2018	Payroll accrual	SPECIAL EDUCATION FU	0	290.20
201700277	INTERNAL REVENUE SER	P9	04/30/2018	Payroll accrual	FOOD SERVICE FUND/FI	0	68.13
201700277	INTERNAL REVENUE SER	P9	04/30/2018	Payroll accrual	COMMUNITY SERVICE FU	0	1.20
201700277	INTERNAL REVENUE SER	P9	04/30/2018	Payroll accrual	EMPLOYEE BENIFIT TRU	0	16.75
201700277	INTERNAL REVENUE SER	P9	04/30/2018	Payroll accrual	GENERAL FUND/FICA (S	0	9,137.24
201700277	INTERNAL REVENUE SER	P9	04/30/2018	Payroll accrual	SPECIAL EDUCATION FU	0	1,240.81
201700277	INTERNAL REVENUE SER	P9	04/30/2018	Payroll accrual	FOOD SERVICE FUND/FI	0	291.26
201700277	INTERNAL REVENUE SER	P9	04/30/2018	Payroll accrual	COMMUNITY SERVICE FU	0	5.12
201700277	INTERNAL REVENUE SER	P9	04/30/2018	Payroll accrual	EMPLOYEE BENIFIT TRU	0	71.56
						Totals for 201700277	37,803.79
201700278	MASSMUTUAL FINANCIAL	P9	04/30/2018	Payroll accrual	GENERAL FUND/HARTFOR	0	1,409.60
201700278	MASSMUTUAL FINANCIAL	P9	04/30/2018	Payroll accrual	GENERAL FUND/HARTFOR	0	200.00
						Totals for 201700278	1,609.60
201700279	WEA TAX SHELTERED AN	P9	04/30/2018	Payroll accrual	GENERAL FUND/WEA TRU	0	43.94
201700279	WEA TAX SHELTERED AN	P9	04/30/2018	Payroll accrual	GENERAL FUND/WEA TRU	0	100.00
201700279	WEA TAX SHELTERED AN	P9	04/30/2018	Payroll accrual	SPECIAL EDUCATION FU	0	600.00
201700279	WEA TAX SHELTERED AN	P9	04/30/2018	Payroll accrual	GENERAL FUND/WEA TRU	0	100.00
						Totals for 201700279	843.94
201700280	WISCONSIN DEPT OF RE	P9	04/30/2018	Payroll accrual	GENERAL FUND/GARNISH	0	207.00
201700280	WISCONSIN DEPT OF RE	P9	04/30/2018	Payroll accrual	SPECIAL EDUCATION FU	0	23.00
201700280	WISCONSIN DEPT OF RE	P9	04/30/2018	Payroll accrual	GENERAL FUND/STATE I	0	70.00

CHECK NUMBER	CHECK VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
201700280	WISCONSIN DEPT OF RE	P9	04/30/2018	Payroll accrual	SPECIAL EDUCATION FU	0	5.00
201700280	WISCONSIN DEPT OF RE	P9	04/30/2018	Payroll accrual	GENERAL FUND/STATE I	0	71.02
201700280	WISCONSIN DEPT OF RE	P9	04/30/2018	Payroll accrual	GENERAL FUND/STATE I	0	6,138.11
201700280	WISCONSIN DEPT OF RE	P9	04/30/2018	Payroll accrual	SPECIAL EDUCATION FU	0	611.99
201700280	WISCONSIN DEPT OF RE	P9	04/30/2018	Payroll accrual	FOOD SERVICE FUND/ST	0	95.97
201700280	WISCONSIN DEPT OF RE	P9	04/30/2018	Payroll accrual	COMMUNITY SERVICE FU	0	0.00
201700280	WISCONSIN DEPT OF RE	P9	04/30/2018	Payroll accrual	EMPLOYEE BENIFIT TRU	0	8.92
Totals for 201700280							7,231.01
201700282	WEA MEMBER BENEFIT T	P9	04/30/2018	Payroll accrual	GENERAL FUND/WEA TRU	0	88.18
201700282	WEA MEMBER BENEFIT T	P9	04/30/2018	Payroll accrual	GENERAL FUND/WEA TRU	0	52.18
201700282	WEA MEMBER BENEFIT T	P9	04/30/2018	Payroll accrual	GENERAL FUND/WEA TRU	0	40.00
Totals for 201700282							180.36
201700283	EMPLOYEE BENEFITS CO	JPWI50	04/30/2018	ADMINISTRATION FEES	GENERAL FUND/FLEX PL	0	85.50
201700283	EMPLOYEE BENEFITS CO	JPWI50	04/30/2018	ADMINISTRATION FEES	GENERAL FUND/HRA/WEA	0	247.05
Totals for 201700283							332.55
201700284	EMPLOYEE BENEFITS CO	JPWI50	04/26/2018	HRA & BESTFLEX CLAIMS	GENERAL FUND/FLEX PL	0	954.00
201700284	EMPLOYEE BENEFITS CO	JPWI50	04/26/2018	HRA & BESTFLEX CLAIMS	GENERAL FUND/HRA/WEA	0	1,506.41
Totals for 201700284							2,460.41
201700285	DELTA DENTAL OF WISC	JPWI50	04/25/2018	DENTAL CLAIMS & ADMINISTRATION	GENERAL FUND/SELF FU	0	1,161.88
Totals for 201700285							1,161.88
201700286	INTERNAL REVENUE SER	P9	05/15/2018	Payroll accrual	GENERAL FUND/FICA (S	0	8,375.53
201700286	INTERNAL REVENUE SER	P9	05/15/2018	Payroll accrual	SPECIAL EDUCATION FU	0	1,188.24
201700286	INTERNAL REVENUE SER	P9	05/15/2018	Payroll accrual	FOOD SERVICE FUND/FI	0	300.37
201700286	INTERNAL REVENUE SER	P9	05/15/2018	Payroll accrual	COMMUNITY SERVICE FU	0	1.40
201700286	INTERNAL REVENUE SER	P9	05/15/2018	Payroll accrual	EMPLOYEE BENIFIT TRU	0	71.56
201700286	INTERNAL REVENUE SER	P9	05/15/2018	Payroll accrual	GENERAL FUND/FICA (S	0	1,958.79
201700286	INTERNAL REVENUE SER	P9	05/15/2018	Payroll accrual	SPECIAL EDUCATION FU	0	277.89
201700286	INTERNAL REVENUE SER	P9	05/15/2018	Payroll accrual	FOOD SERVICE FUND/FI	0	70.25
201700286	INTERNAL REVENUE SER	P9	05/15/2018	Payroll accrual	COMMUNITY SERVICE FU	0	0.33
201700286	INTERNAL REVENUE SER	P9	05/15/2018	Payroll accrual	EMPLOYEE BENIFIT TRU	0	16.75
201700286	INTERNAL REVENUE SER	P9	05/15/2018	Payroll accrual	GENERAL FUND/FEDERAL	0	305.34
201700286	INTERNAL REVENUE SER	P9	05/15/2018	Payroll accrual	SPECIAL EDUCATION FU	0	38.90
201700286	INTERNAL REVENUE SER	P9	05/15/2018	Payroll accrual	FOOD SERVICE FUND/FE	0	35.00
201700286	INTERNAL REVENUE SER	P9	05/15/2018	Payroll accrual	GENERAL FUND/FEDERAL	0	49.50
201700286	INTERNAL REVENUE SER	P9	05/15/2018	Payroll accrual	GENERAL FUND/FEDERAL	0	9,329.59
201700286	INTERNAL REVENUE SER	P9	05/15/2018	Payroll accrual	SPECIAL EDUCATION FU	0	798.79
201700286	INTERNAL REVENUE SER	P9	05/15/2018	Payroll accrual	FOOD SERVICE FUND/FE	0	130.43
201700286	INTERNAL REVENUE SER	P9	05/15/2018	Payroll accrual	COMMUNITY SERVICE FU	0	0.00
201700286	INTERNAL REVENUE SER	P9	05/15/2018	Payroll accrual	EMPLOYEE BENIFIT TRU	0	38.43
201700286	INTERNAL REVENUE SER	P9	05/15/2018	Payroll accrual	GENERAL FUND/FICA (S	0	1,958.79
201700286	INTERNAL REVENUE SER	P9	05/15/2018	Payroll accrual	SPECIAL EDUCATION FU	0	277.89
201700286	INTERNAL REVENUE SER	P9	05/15/2018	Payroll accrual	FOOD SERVICE FUND/FI	0	70.25
201700286	INTERNAL REVENUE SER	P9	05/15/2018	Payroll accrual	COMMUNITY SERVICE FU	0	0.33
201700286	INTERNAL REVENUE SER	P9	05/15/2018	Payroll accrual	EMPLOYEE BENIFIT TRU	0	16.75
201700286	INTERNAL REVENUE SER	P9	05/15/2018	Payroll accrual	GENERAL FUND/FICA (S	0	8,375.53
201700286	INTERNAL REVENUE SER	P9	05/15/2018	Payroll accrual	SPECIAL EDUCATION FU	0	1,188.24
201700286	INTERNAL REVENUE SER	P9	05/15/2018	Payroll accrual	FOOD SERVICE FUND/FI	0	300.37
201700286	INTERNAL REVENUE SER	P9	05/15/2018	Payroll accrual	COMMUNITY SERVICE FU	0	1.40
201700286	INTERNAL REVENUE SER	P9	05/15/2018	Payroll accrual	EMPLOYEE BENIFIT TRU	0	71.56
Totals for 201700286							35,248.20
201700287	MASSMUTUAL FINANCIAL	P9	05/15/2018	Payroll accrual	GENERAL FUND/HARTFOR	0	1,409.60
201700287	MASSMUTUAL FINANCIAL	P9	05/15/2018	Payroll accrual	GENERAL FUND/HARTFOR	0	200.00
Totals for 201700287							1,609.60
201700288	WEA TAX SHELTERED AN	P9	05/15/2018	Payroll accrual	GENERAL FUND/WEA TRU	0	43.94
201700288	WEA TAX SHELTERED AN	P9	05/15/2018	Payroll accrual	GENERAL FUND/WEA TRU	0	100.00

CHECK		BATCH	CHECK	INVOICE	ACCOUNT	PO	
NUMBER	VENDOR	NUMBER	DATE	DESCRIPTION	DESCRIPTION	NUMBER	AMOUNT
201700288	WEA TAX SHELTERED AN	P9	05/15/2018	Payroll accrual	SPECIAL EDUCATION FU	0	600.00
201700288	WEA TAX SHELTERED AN	P9	05/15/2018	Payroll accrual	GENERAL FUND/WEA TRU	0	100.00
						Totals for 201700288	843.94
201700289	WISCONSIN DEPT OF RE	P9	05/15/2018	Payroll accrual	GENERAL FUND/GARNISH	0	207.00
201700289	WISCONSIN DEPT OF RE	P9	05/15/2018	Payroll accrual	SPECIAL EDUCATION FU	0	23.00
201700289	WISCONSIN DEPT OF RE	P9	05/15/2018	Payroll accrual	GENERAL FUND/STATE I	0	70.00
201700289	WISCONSIN DEPT OF RE	P9	05/15/2018	Payroll accrual	SPECIAL EDUCATION FU	0	5.00
201700289	WISCONSIN DEPT OF RE	P9	05/15/2018	Payroll accrual	GENERAL FUND/STATE I	0	29.54
201700289	WISCONSIN DEPT OF RE	P9	05/15/2018	Payroll accrual	GENERAL FUND/STATE I	0	5,897.54
201700289	WISCONSIN DEPT OF RE	P9	05/15/2018	Payroll accrual	SPECIAL EDUCATION FU	0	586.63
201700289	WISCONSIN DEPT OF RE	P9	05/15/2018	Payroll accrual	FOOD SERVICE FUND/ST	0	100.00
201700289	WISCONSIN DEPT OF RE	P9	05/15/2018	Payroll accrual	COMMUNITY SERVICE FU	0	0.00
201700289	WISCONSIN DEPT OF RE	P9	05/15/2018	Payroll accrual	EMPLOYEE BENIFIT TRU	0	8.92
						Totals for 201700289	6,927.63
201700291	WEA MEMBER BENEFIT T	P9	05/15/2018	Payroll accrual	GENERAL FUND/WEA TRU	0	88.15
201700291	WEA MEMBER BENEFIT T	P9	05/15/2018	Payroll accrual	GENERAL FUND/WEA TRU	0	52.18
201700291	WEA MEMBER BENEFIT T	P9	05/15/2018	Payroll accrual	GENERAL FUND/WEA TRU	0	40.00
						Totals for 201700291	180.33
						Totals for checks	568,181.60

CREDIT CARD STATEMENT - April			WUFAR Code						
Date	Vendor	Amount	Fund	E	Location	Object	Function	Project	Description
Dan Wolfram									
3/26/2018	GED EXAM	\$30.00	10	E	400	389	179000	000	MARY ECK - GED TESTING
3/28/2018	MILLS FLEET FARM	\$59.80	10	E	400	411	253000	000	MIKE THOMACK, CONSUMABLES
3/29/2018	UW ATHLETICS CAMPS	\$125.00	10	E	400	342	162000	000	CORRIE ZIMER - ATHLETIC CAMP
3/31/2018	HP DIRECT-PUBLIC SECT	\$167.97	10	E	400	411	136000	000	RITA GIPP - PRINTING SUPPLIES
4/3/2018	NAESP-PEAP	\$75.00	10	E	400	411	120010	000	JANINE CONNOLLY - NHS PINS/CERTIFICATES
4/5/2018	MILLS FLEET FARM	\$47.87	10	E	101	440	253000	000	MIKE THOMACK, CONSUMABLES - MES
4/5/2018	MILLS FLEET FARM	\$8.00	10	E	400	411	253000	000	MIKE THOMACK, CONSUMABLES
	TOTAL-MILLS FLEET FARM	\$55.87							
4/5/2018	EDU OUTREACH PARTNE	\$750.00	10	E	400	310	221300	365	MICHELE KOSHOLLEK - AP SUMMER INS - ENG LANG
4/5/2018	EDU OUTREACH PARTNE	\$750.00	10	E	400	310	221300	365	MICHELE KOSHOLLEK - AP SUMMER INS - AP PSYCH
	TOTAL	\$2,069.51							
Michelle Pukita									
Mar. 20	Teacher Pay Teacher	\$36.00	21	E	800	411	110000	710	color run account
Mar.20	Fleet Farm	\$22.87	10	E	101	440	253000		Various Maintenance Supplies needed
Apr. 19	Radisson	\$103.59	10	E	101	342	221300		PD conference for 5 teachers to attend (Reading and Writng Stratgies that MDS uses)
Apr. 19	Radisson	\$103.59	10	E	101	342	221300		PD conference for 5 teachers to attend (Reading and Writng Stratgies that MDS uses)
	TOTAL	\$266.05							
Jeanne Frazier									
03/28/18	WASDA	\$130.00	10	E	800	310	260000	0	Registration J. Frazier to WASSA Conference
04/02/18	Forever Marge's Floral	\$50.00	10	E	500	310	231000	0	Plant to Helen Flamang funeral
04/03/18	Amazon	\$241.42	60	L	814	825	---	---	PO 0601700166 Prom materials
04/06/18	Amazon	\$12.64	10	E	400	470	120000	0	PO 4001700246 HS ENGLISH BOOKS
04/06/18	AMAZON	\$12.11	10	E	400	470	120000	0	PO 4001700246 HS ENGLISH BOOKS
04/06/18	AMAZON	\$11.98	10	E	400	470	120000	0	PO 4001700246 HS ENGLISH BOOKS
04/06/18	AMAZON	\$13.43	10	E	400	470	120000	0	PO 4001700246 HS ENGLISH BOOKS
04/06/18	AMAZON	\$7.97	10	E	400	470	120000	0	PO 4001700246 HS ENGLISH BOOKS
04/06/18	AMAZON	\$12.96	10	E	400	470	120000	0	PO 4001700246 HS ENGLISH BOOKS
04/06/18	AMAZON	\$12.81	10	E	400	470	120000	0	PO 4001700246 HS ENGLISH BOOKS
04/06/18	AMAZON	\$13.42	10	E	400	470	120000	0	PO 4001700246 HS ENGLISH BOOKS
04/06/18	AMAZON	\$12.44	10	E	400	470	120000	0	PO 4001700246 HS ENGLISH BOOKS
04/06/18	AMAZON	\$12.88	10	E	400	470	120000	0	PO 4001700246 HS ENGLISH BOOKS
04/06/18	AMAZON	\$12.64	10	E	400	470	120000	0	PO 4001700246 HS ENGLISH BOOKS
04/16/18	AMAZON	\$12.64	10	E	400	470	120000	0	PO 4001700246 HS ENGLISH BOOKS
04/06/18	AMAZON	\$12.64	10	E	400	470	120000	0	PO 4001700246 HS ENGLISH BOOKS

CREDIT CARD STATEMENT - April			WUFAR Code					Project	Description
Date	Vendor	Amount	Fund	E	Location	Object	Function		
Jeanne Frazier (cont.)									
04/07/18	AMAZON	\$11.99	10	E	400	470	120000	0 PO 4001700246 HS ENGLISH BOOKS	
04/11/18	AMAZON	\$115.90	10	E	400	470	120000	0 PO 4001700246 HS ENGLISH BOOKS	
04/12/18	AMAZON	\$39.90	10	E	800	416	214000	0 PO 8001700063 NURSE - MATERIALS BANDAIDS ETC	
04/16/18	AMAZON	\$32.26	10	E	800	416	214000	0 PO 8001700063 NURSE - MATERIALS DISINFECTING WIPES	
04/16/18	AMAZON	\$388.86	10	E	400	411	121000	0 PO 4001700256 ZABLER CLASRM MATERIALS	
04/16/18	AMAZON	\$25.90	10	E	400	411	121000	0 PO 4001700256 ZABLER CLASRM MATERIALS	
04/18/18	HAIN PUBLISHING	\$16.00	10	E	101	434	222200	0 PO 1011700117 ES LIBRARY RENEW LITTLE GREEN MAGAZINE	
04/19/18	AMAZON	\$179.99	27	E	101	440	152000	347 PO 0271700074 SE WOODEN ROCKING CHAIR	
	TOTAL	\$1,392.78							
Bryant Cobarrubias									
3/20/2018	Amazon Mktplace	\$67.15	10	E	800	440	266000	eWorld High Quality HITACHI Original Bulb Lamp Module with Housing Compatible for HITACHI CP-AW2519N A221N AW251N A301N A222WN BZ-1 Projector	
3/22/18	Amazon Mktplace	\$42.86	10	E	800	413	266000	2 of Twisted Veins ACHRALA4 Pack of Four (4) HDMI Right Angle Connectors/Adapters , Two (2) 90 degree connectors / Two (2) 270 degree Connectors 3 of Twisted Veins 3ACHB6 High Speed HDMI Cables - 6 Feet (1.8 Meters) - 3 Pack Sold by: SPN Performance	
3/24/18	Netflix	\$14.76	10	E	800	440	266000		
3/29/18	WinHost	\$17.85	10	E	800	435	266000	Rtl Planner Hosting	
4/2/18	Amazon Mktplace	\$239.90	10	E	800	440	266000	2 of SmithOutlet 50 Pack Over the Head Low Cost Headphones in Bulk Sold by: SmithOutlet	
4/3/18	Amazon Mktplace	\$261.89	10	E	800	440	266000	External CD Drive USB 3.0 Portable Slim External DVD Drive, Gpow External DVD CD Drive & CD DVD +/-RW Writer/Rewriter/Player High Speed Data Transfer for Macbook Pro Laptop/Desktops Win 8 (Black) 2 of Ipevo Ziggi-HD Plus High-Definition USB Document Camera 2 of (Updated 2017,Backlit) Rii i8+ 2.4GHz Mini Wireless Keyboard with Touchpad Mouse, LED Backlit, Rechargeable Li-ion Battery-Black	
4/12/18	WinHost	\$49.00	10	E	800	435	266000	Rtl Planner SSL Cert (Annual Cost)	
4/12/18	Amazon Mktplace	\$29.97	10	E	800	413	266000	3 of Anker 4-Port USB 3.0 Ultra Slim Data Hub for Macbook, Mac Pro / mini, iMac, Surface Pro, XPS, Notebook PC, USB Flash Drives, Mobile HDD, and More	
4/13/18	WinHost	\$15.59	10	E	800	435	266000	Rtl Planner Hosting	
4/14/18	Microsoft Azure	\$49.65	10	E	800	435	266000	MS Azure Workflow System	
4/18/18	Amazon Mktplace	\$41.98	10	E	800	440	266000	BattPit trade; Laptop/Notebook Battery Replacement for Acer Chromebook R11 CB5-132T (3490mAh/36Wh)	
4/19/18	Amazon Mktplace	\$14.50	10	E	800	440	266000	OtterBox COMMUTER SERIES Case for iPhone 7 (ONLY) - Retail Packaging - BLACK	
	TOTAL	\$845.10							

Name	Reference	Trans Date	Description	Post Date	Amount
		04/02/2018	CENTRAL CONCRETE - DONATION	04/02/2018	1,000.00
			Totals for 12784		1,000.00
		04/02/2018	FOOD SERVICE FOR HS WEEK OF 3/26-3/30	04/02/2018	1,356.50
			Totals for 12785		1,356.50
		04/06/2018	MES FOOD SERVICE DEPOSIT FOR WEEK OF 3/2	04/06/2018	769.00
			Totals for 12794		769.00
		04/06/2018	MEDICAID FROM FORWARD HEALTH, DHS	04/06/2018	6,066.89
			Totals for 12795		6,066.89
		04/06/2018	PAYMENT FOR POSTERS FROM BUSINESS ED DEP	04/06/2018	10.00
			Totals for 12796		10.00
		04/06/2018	PAYMENT FOR COPIES	04/06/2018	4.52
			Totals for 12797		4.52
		04/06/2018	ROOM RENT FROM FERGS DRIVING SCHOOL	04/06/2018	150.00
			Totals for 12798		150.00
		04/06/2018	NSF FOR PAULA MORAVEC - CHECK WAS FOR \$3	04/06/2018	20.00
			Totals for 12799		20.00
		04/06/2018	R SPORTS, LLP FOR COLOR RUN	04/06/2018	75.00
			Totals for 12800		75.00
		04/06/2018	RE/MAX LYONS REAL ESTATE FOR COLOR RUN	04/06/2018	75.00
		04/06/2018	EEN AID PAYMENT FROM CESA 5	04/06/2018	719.81
			Totals for 12801		794.81
		04/06/2018	COLOR RUN - BAY VALLEY FOODS	04/06/2018	500.00
			Totals for 12802		500.00
		04/06/2018	AP TEST PAYMENT	04/06/2018	94.00
			Totals for 12803		94.00
		04/12/2018	ST PAUL ATHLETIC FEES	04/12/2018	15.00
			Totals for 12805		15.00
		04/12/2018	COLOR RUN BOWEN THE FLOWER POT LEGACY SU	04/12/2018	190.00
			Totals for 12806		190.00
		04/12/2018	LWHS WEEK OF 4/2-4/6	04/12/2018	755.00
			Totals for 12807		755.00
		04/17/2018	MES WEEK OF 4/2-4/6	04/17/2018	1,913.40
		04/17/2018	MES WEEK OF 4/9-4/13	04/17/2018	1,083.40
			Totals for 12808		2,996.80
		04/17/2018	ST PAUL ATHLETIC FEES	04/17/2018	15.00
			Totals for 12809		15.00
		04/17/2018	COLOR RUN DEPOSIT	04/17/2018	240.00
			Totals for 12810		240.00
		04/17/2018	LWHS WEEK OF 4/9-4/13	04/17/2018	970.00
		04/20/2018	LWHS WEEK OF 4/16-4/120	04/20/2018	745.00
			Totals for 12811		1,715.00
		04/20/2018	COLOR RUN DEPOSIT	04/20/2018	760.00
			Totals for 12812		760.00
			Total for Cash Receipts		17,527.52

TO: Principal and Administrators at Little Wolf Junior Senior High School
FROM: DonorsChoose.org (212-239-3615)
RE: Mrs. Krueger got funding for her classroom

Give Mrs. Krueger a high five! Mrs. Krueger recently earned funding at DonorsChoose.org for a classroom project called "W. Grounds Cafe". A list of your donors is at bottom of this fax!

The resources for this project will arrive soon, and we hope you'll ensure they promptly reach Mrs. Krueger's classroom.

1. Nifty 4-Tier 72 K-Cup Capacity Storage Draw... quantity 1, \$24.99 each
2. Crystalware, Plastic Stirrer, Sip Stirrer, ... quantity 1, \$5.81 each
3. Domino Sugar Packets, 500 count, Restaurant... quantity 1, \$9.75 each
4. Coffee-Mate Mini Coffee Creamers - 9 Flavor... quantity 2, \$14.95 each
5. 20-count Single Serve Cups for Keurig K-Cup... quantity 1, \$19.95 each
6. 20-count CAFE ESCAPES Variety Sampler Pack,... quantity 2, \$19.95 each
7. Dixie To Go Paper Cups and Lids, Disposable... quantity 2, \$23.94 each
8. And some additional requested resources.

Please tell your front office to expect delivery of any materials within the next few weeks, and ask them to inform Mrs. Krueger when packages arrive.

If Mrs. Krueger is no longer teaching at your school, or if there is another reason this donation should not be made, please contact us immediately at principals@donorschoose.org. Save this notice if you need documentation of grants received.

DonorsChoose.org is a free nonprofit website where teachers at your school can receive funding for student resources. All we ask teachers to provide in return is a "thank-you package" for their donors. For information about control or use of resources funded through our site, visit www.donorschoose.org/resourcepolicy.

Thank you for fostering an environment where teachers go above and beyond for their students!

The DonorsChoose.org Team

P.S. Mrs. Krueger inspired donations from:

- Stephen Collins (Wisconsin)
- Michele Rivers (Wisconsin)
- Kasi Pagel (Wisconsin)
- Mark Dudziak (Georgia)
- Herb Kohl Philanthropies (Milwaukee, WI)

See why these donors gave at <https://www.donorschoose.org/project/w-grounds-cafe/3229297/>.

134 West 37th Street, 11th Floor | New York, NY 10018
www.donorschoose.org | principals@donorschoose.org | 212-239-3615

April 26, 2018

Aime Long
N6215 WittMorr Townline Rd
Wittenberg, WI 54499

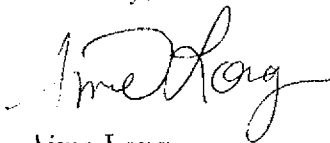
Dear Mr. Wolfgram

I write to inform you of my decision to resign from Little Wolf High School as a Social Studies Teacher at the end of the 2017-2018 school year. I have decided to pursue greater opportunities at a larger school district. I have recently accepted another teaching position at a different school for the 2018-2019 school year.

The opportunities I've had while employed at Little Wolf High School for the past two years have been extensive. I have grown as an educator and enjoyed working to improve the social studies program within the district. I will treasure the memories and experiences I have had at Little Wolf High School. The staff and students have been a joy to work with and learn from.

I will be sure to complete all required grading and expectations for the end of the year before I leave. Please let me know what further steps must be completed before my departure. I thank you for the opportunity to be a part of this community.

Sincerely,



Aime Long

Social Studies Teacher



Students choosing to excel; realizing their strengths.

To: Dr. Melanie Oppor

From: Michelle Pukita

Date: May 15, 2018

Re: MES Transfer for the 2018-19 School Year

This memo is to recommend that Chris Hansen be transferred from her current grade three assignment to grade five for the 2018-2019 school year.

Currently, there are three sections of third grade. Per Board approved Staff and Program Changes, one grade three section will be eliminated for the 2018-19 school year as is appropriate for student/teacher ratios. Michelle Pukita approached Ms. Hansen to see if she would be willing to transfer to fifth grade. Even though Ms. Hansen's first choice would be to remain in third grade, she is willing to transfer to fifth grade, as she understands one teacher in the third grade needs to transfer to the vacant fifth grade position.

Ms. Hansen is the ideal candidate to transfer to fifth grade in Mrs. Pukita's opinion as Ms. Hansen has a good working relationship with the fourth, fifth and sixth-grade teachers along with a great rapport with the current fourth-grade students and their families. Other possible configurations were considered in making this decision.

Mrs. Pukita has had several conversations with Ms. Hansen throughout the last couple of weeks, and Ms. Hansen is excited for this new opportunity. Mrs. Pukita is confident that Ms. Hansen will successfully meet the needs of all students she will serve.



School District of Manawa

“Students Choosing to Excel, Realizing Their Strengths”

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

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

www.manawaschools.org

To: Dr. Melanie Oppor
Fr: Skylar Liebzeit
Date: 5/11/2018
Re: 2018 Cross Country Coaching Staff

I am recommending the following coaches for the 2018 Cross Country coaching assignment:

Name	Position	Information
Darren Carson	Head Varsity Coach	First year Cross Country Coach in Manawa. Previous coaching experience in arizona as a track coach. Has a clear vision of where he wants the Cross Country Program to be in the future.
Eric Duhn	Varsity Assistant Coach	First year Cross country coach in Manawa. Candidate will be assisting the head coach with day to day duties. Has previous assistant coaching experience for the sport of cross country.
Teri Schernecker	MS Head Coach	Teri is the returning MS Cross Country Coach. She has done a great job of getting kids interested in the sport of Cross Country. She will continue to do a great job building the program with Coach Carson’s guidance.

Dr. Melanie J. Oppor

District Administrator

moppor@manawaschools.org

(920) 596-2525

Daniel J. Wolfgram

Jr./Sr. High School Principal

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

(920) 596-5800

Michelle Pukita

Elementary Principal

mpukita@manawaschools.org

(920) 596-5700

Carmen O’Brien

Business Manager

cobrien@manawaschools.org

(920) 596-5332

Danielle Brauer

Curriculum/Special Ed. Dir.

dbrauer@manawaschools.org

(920) 596-5301



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www.manawaschools.org

To: Dr. Melanie Oppor
Fr: Skylar Liebzeit
Date: 5/11/2018
Re: 2018 Volleyball Coaching Staff

I am recommending the following coaches for the 2018 Volleyball coaching assignment (Pending Clear Background Checks):

Name	Position	Information
Ali Dean	JV Head Coach	Ali will be moving to the JV Head Coaching position from the 8th grade position.
Aubrie Millard	8th Grade Head Coach	Aubrie Millard has been recommended, by Coach Ziemer, to lead the 8th grade program. Aubrie has previous playing experience and knowledge of the game of Volleyball. She has also coached Club teams.

Dr. Melanie J. Oppor

District Administrator

moppor@manawaschools.org

(920) 596-2525

Daniel J. Wolfgram

Jr./Sr. High School Principal

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

(920) 596-5800

Michelle Pukita

Elementary Principal

mpukita@manawaschools.org

(920) 596-5700

Carmen O'Brien

Business Manager

cobrien@manawaschools.org

(920) 596-5332

Danielle Brauer

Curriculum/Special Ed. Dir.

dbrauer@manawaschools.org

(920) 596-5301



Students choosing to excel; realizing their strengths.

To: Dr. Melanie Oppor
Fr: Dan Wolfgram
Date: 5/17/18
Re: Head Football Coaching Position 2018-2019

This memo is to recommend Mr. Skylar Liebzeit for the position of Head Varsity Football Coach for the 2018-2019 season. Mr. Liebzeit is the current Athletic Director for the School District of Manawa.

His background includes extensive experience organizing and directing athletics, particularly football programs at the high school level as an assistant coach. Mr. Liebzeit has experience as a running back and tight-end coach at Reedsburg Area Schools, Kettle Moraine High School, and Little Wolf Jr./Sr. High School.

His credentials include experience coaching student-athletes on the fundamentals, schemes, and individual techniques for their football development while implementing weekly practices. Mr. Liebzeit has player experience at the Division 3 collegiate level and played in the Midwest Conference as a quarterback and fullback. He is well versed in breaking down video based on scouting expeditions. One of the biggest advantages for Mr. Liebzeit is his familiarity with the current coaching staff and his knowledge of the “run/pass offensive” scheme (RPO).

This position was posted internally, and Mr. Liebzeit was the sole applicant. His familiarity with the students and the current football schemes will prove to be the best transition for the students of Little Wolf Jr./Sr. High School and the vitality of the football program. The interview committee recognized the unique situation this presents and fully advocated for Mr. Liebzeit’s approval.

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

Field Trip Permit Forms must be submitted at least two weeks in advance. School day trips must return to school no later than 2:45 p.m. to coordinate with dismissal and bussing schedules.

Reminder – Overnight and Water Related trips require BOE approval. Plan approval at least two months in advance.

Teacher/Coach (responsible for trip) Sandy Cordes Grade/Class 9-12 FFA
Date(s) of trip June 11 to June 14~~th~~

Destination and Address: Alliant Energy Center, Madison
Itinerary of trip (attach sheets as necessary): Is this an overnight or water related trip? Yes No
TBD → WWW.WISCONSINFFA.ORG
Attending State FFA Convention

Purpose of trip (include curriculum guide learner outcome or competency references):
Participation in contests hearing speakers, receiving awards attending Career Expo, etc.

No. of Students 7 No. of Teachers 1 No. of Chaperones 1 GROUP TOTAL 8
Departure time 1:00pm Return time 4pm Total hours 4 days No. of Buses 0
Start (pick up) point LWHS Return (drop off) point Az Room LWHS
Monday Thursday

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

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

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

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

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

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 _____

APPROVED Dan Wolfgram DATE 5/2/18
Principal

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

* Clarion Hotel,
Madison
* Jim Melby,
Winneconne
for male support

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

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

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: \$ 0

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:

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



Fwd: Important Information

1 message

Skylar Liebzeit <sliebzeit@manawaschools.org>
To: Jeanne Frazier <jfrazier@manawaschools.org>

Wed, May 16, 2018 at 6:18 PM

This is all that they sent.

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

From: Dorothy Sankey <dsankey@wiaawi.org>
Date: Tue, May 1, 2018 at 8:28 AM
Subject: Important Information
To: sliebzeit@manawaschools.org <sliebzeit@manawaschools.org>

May 1, 2018

District Administrators/Principals/Athletic Directors

Again this year, your 2018-19 membership renewal form will be emailed to you the week of June 4.

June 1 is the deadline to add a new Spring sport and also the spring sport co-op renewal date. All spring sport changes will be noted on your 2018-19 membership renewal form by delaying the delivery until the week of June 4.

Depending on your School Board meeting schedule, you may want to have your School Board approve your WIAA 2018-19 Membership Renewal as part of your May or June School Board agenda. Membership forms must be returned no later than August 1.

Remember, membership fees have been eliminated so all you will need is approval from your district to be a member.

If you have questions, do not hesitate to contact us.

Dorothy Sankey

WIAA Systems Coordinator

Email: dsankey@wiaawi.org

715.344.8580 x 303

This e-mail and any attachments are strictly confidential to the Wisconsin Interscholastic Athletic Association and is intended only for the addressee. It may contain information that may be confidential, legal, privileged, or otherwise exempt from disclosure under applicable law. If you are not the intended recipient, please notify the sender immediately by return email, delete this message and destroy any copies. Any dissemination or use of this message or its attachments without permission of the sender is unauthorized and is strictly prohibited.

--
Skylar Liebzeit
Athletic/Activities Director
Assistant Football Coach
School District of Manawa

W.I.A.A. Renewal Information

From: Skyler Liebzeit – Athletic Director

Date: May 17, 2018

We will renew all of our current sports. We are not adding any new sports for 2018-2019.

Football
Volleyball
Cross Country
Boys Basketball
Girls Basketball
Wrestling
Golf
Baseball
Softball
Track

Cheer will remain a club and not a WIAA sport.



Students choosing to excel; realizing their strengths.

To: Manawa Board of Education
From: Administrative Team
Date: May 16, 2018
Re: Summer Part-time Custodial Support

The purpose of this memo is to recommend the following personnel for summer part-time custodial positions:

Manawa Elementary School

- Tori Gast
- Diane Teuscher

Little Wolf Jr./Sr. High School

- Dana Bonikowske
- Eric Duhn

As per past practice, the position will pay \$11.50 per hour for 25 hours per week. Due to the renovations and repairs occurring at MES this summer, the custodial support may be doing more of a district team approach to cleaning one building at a time as spaces are available. Schedules will need to be flexible and will be planned in coordination with the principals and district office.

Board Meeting Dates for 2018-2019

3rd Monday unless noted

Meeting Start time: 6:30 p.m. (Closed Session) **7:00 p.m. (Open Session)**

July 16, 2018

August 20, 2018

September 17, 2018

October 15, 2018

October 22, 2018 – Annual District Meeting – 7:00 p.m.

November 19, 2018

December 17, 2018

January 21, 2019

February 18, 2019

March 18, 2019

April 22, 2019 – 4th Monday – BOE Reorganization

May 20, 2019

June 17, 2019

CESA FOUNDATION, INC.

An Investment in Wisconsin Youth

CESA #3
1300 Industrial Drive
Fennimore, WI 53809
(608) 822-3276

Officers:

Guy Leavitt, President
Jennifer Kammerud, Vice-President
Russ Allen, Secretary
Jamie Nutter, Treasurer

April 27, 2018

CESA 6
Attn: Danni Brauer
2300 State Rd. 44
Oshkosh, WI 54905

Dear Danni:

Congratulations on being selected as a recipient of a CESA Foundation Grant for the 2018-2019 school year. Your proposal *Paving the Way in Manawa* was awarded **\$1,000.00**.

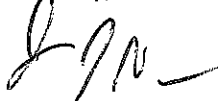
The CESA Foundation is organized exclusively for the promotion of CESAs and to strengthen the educational journey of children within the state of Wisconsin. Your grant was selected for the 2018-2019 fiscal year as it serves to exemplify the goals of the CESA Foundation.

The CESA Foundation wishes you well in your proposed grant programming, and we look forward to hearing about the progress and the success of your grant objectives. As final criteria of the Foundation Grant award, the recipient must maintain certain procedures, which need to be concluded prior to the reimbursement of your grant award. Upon completion of the grant objectives, recipients need to complete and submit the enclosed grant summary. In addition, a detailed breakdown of the final expenditures will also need to be included with this summary. The summary needs to be **signed by both the grant recipient and the CESA Agency Administrator**. Once this summary and expenditures are received by the Foundation Board of Directors, funds will be released directly to your CESA Agency.

Foundation Grant dollars may be extended anytime from the date of this award, but must be completed and submitted to the CESA Foundation for reimbursement **no later than August 1, 2019**. Please retain this letter as reference to complete the grant requirements.

Once again, congratulations on your recognition!

Sincerely,



Jamie Nutter
Treasurer

JN:mk

cc: Ted Nietzke, CESA Administrator



Students choosing to excel; realizing their strengths.

To: Board of Education
Dr. Melanie Oppor

From: Carmen O'Brien

cc:

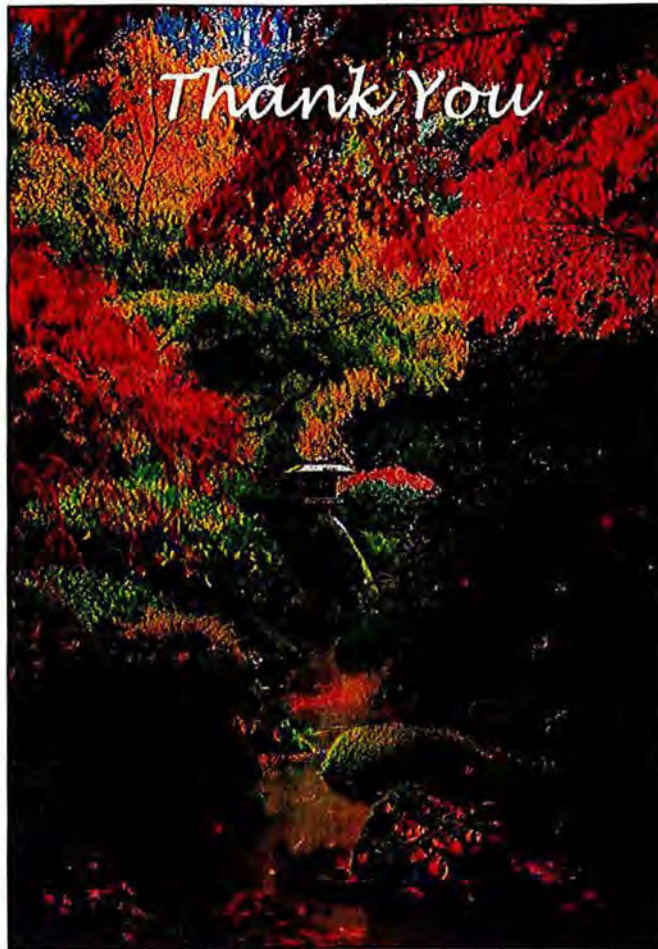
Date: May 17, 2018

Re: Food Service Price Recommendation

The food service manager, Mrs. Suehs, and I completed the Paid Lunch Equity (PLE) survey from DPI. The School District of Manawa qualifies for the SY 2018-19 PLE exemption. This means that as of January 31, 2018, the food service program was running a positive balance. Therefore, I recommend that breakfast, lunch, and milk prices remain the same for the 2018-19 school year as follows:

	Elementary	Jr./Sr. High	Adult	Reduced
Breakfast	\$1.20	\$1.20	\$1.75	\$0.30
Lunch	\$2.80	\$2.90	\$3.50	\$0.40

Milk \$0.30



*Staff : Administration
of Manawa School
District*

*We find comfort, strength and
peace just knowing others care.*

Thank you for you thoughtfulness.

The family of

Gary Fradrich

*Thank you for the plant
Your care and concern
are greatly appreciated.*



THANK YOU

Thank you so much for the gift of money, thank you so much for thinking of our family during the loss of our daughter. This is a very difficult time, but with everyone's thoughts + prayers we will get through it and come out stronger.

Thanks again
Judy Douglas

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

*Your expression
of sympathy will always
be remembered.*

*The family of
Tanya Otto*



Fwd: BW Ag Discovery Program

1 message

Dan Wolfgram <dwolfgram@manawaschools.org>
To: Jeanne Frazier <jfrazier@manawaschools.org>

Wed, May 16, 2018 at 4:44 PM

Here you go!

Let me know if you have questions! SPC

Brooklynn Wepner has been accepted into the Kentucky State University Ag Discovery program for this summer. Teachers wrote supporting essays and Brooklynn completed a thorough application to be accepted into this prestigious program.

The AgDiscovery program was initiated as an APHIS Veterinary Services pilot program in 2002. Currently, we have a total of 22 universities hosting AgDiscovery programs at college campuses nationwide.

AgDiscovery is a summer camp outreach program designed to introduce middle through high school students to the many fascinating career paths available in the agricultural sciences field, including plant and animal health and science, wildlife management, aquaculture, biotechnology, environmental science, forestry, entomology, food safety and food production, as well as managing the business aspects of agriculture. This 2-4 week program allows participants to reside on a college campus, and discover agricultural science from university professors, practicing veterinarians, industry representatives, and government professionals. Students who participate in AgDiscovery experience hands-on labs, workshops, field trips, and other group and teambuilding activities.

Her specific program:

JUNE 3-16, 2018

Welcome to horse country, home of the thoroughbreds, where students will experience life on campus while learning about the many aspects of animal science and veterinary medicine. The program will stimulate and promote students' interest in and knowledge of veterinary medicine through a series of hands-on, experiential activities, such as animal dissection, venipuncture of goats, field trips to a horse farm and a dairy farm, and a behind-the-scenes tour of a local zoo. These experiences are facilitated by university professionals, veterinarians, and other specialists from various agricultural and animal science industries.

Contacts: Dr. John Hollis, (502) 682-1402, john.hollis@aphis.usda.gov;
Dr. Travella Free, (502) 597-6261, travella.free@kysu.edu

www.kysu.edu

Founded in 1887, [Kentucky State University \(KSU\)](http://www.kysu.edu) is a historically black college that is strengthened by both its liberal arts and 1890 land-grant missions. Although KSU is the smallest of Kentucky's public universities, with a student enrollment of about 2,700 students, the school takes pride in its legacy of achievement. KSU affords access to and prepares a diverse student population of traditional and nontraditional students to compete in a multifaceted, ever-changing global society. With a strong focus on student-centered learning, the university integrates teaching, research, and service through high-quality undergraduate and select graduate programs.



Students choosing to excel; realizing their strengths.

To: Dr. Melanie Oppor
From: Michelle Pukita
Date: May 15, 2018
Re: Staff and Program Highlights

- **State Testing**

Forward Exam began the 2nd week of April and ended May 2nd for the elementary students. Thank you, Carmen O'Brien, for making sure we were on track for testing. Thank you, Bryant Cobarrubias, for making sure the Wi-Fi was handling all the devices and things were going smoothly. Thank you to classroom teachers, proctors, and paraprofessionals for all your flexibility in schedule changes and making sure the students' needs were met so they could work hard and do their best.

- **Biology Students Pair up with K and 1st Grade Students:**

Carey Celske and his Biology II students paired up with elementary students to have them do a mini homework assignment beginning the second week in May. Elementary students were given the name of 5 organisms. The students need to find what all five organisms have in common by researching and asking friends and family. In a few weeks, the Biology II students will return to see if the elementary students have discovered the common trait.

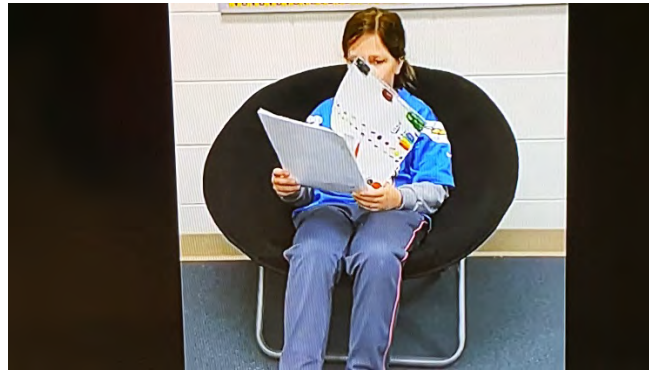




- **Paws for Arts and Authors:**

On Thursday, May 3, 2018, the art show, book fair and parent title night combination was a success. Many families attended this event. The first three pictures show the title event. Parents had the opportunity to watch various students read one of their writings. There were also resources parents could take with them to foster reading at home during the summer months. Thank you to Jackie Gast, Judy Connelly and Val Pari for putting this event together.

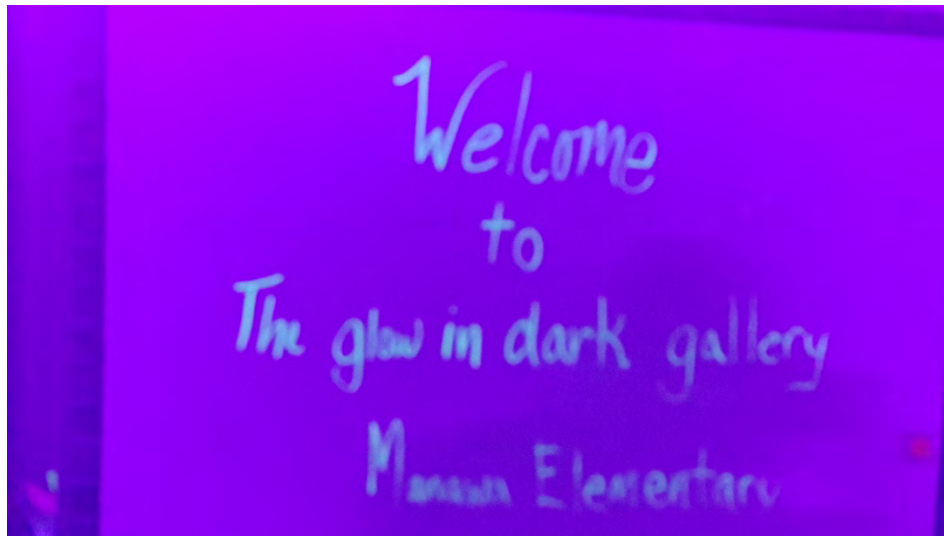




The following picture was taken at the book fair. Parents had the opportunity to purchase books for their children. Thank you to Jen Krueger for putting this together.



The following pictures were taken at the show. The first two pictures show the students and families enjoying the black room where glow in the art was very popular. The third pictures show first-grade art based on the book Where the Wild Things Are. The last two pictures show that talents of the Manawa Elementary staff. Thank you, Sarah Bortle, for all your hard work to make the art show a huge success.





- **Third Grade Instruction on Drug Awareness:**

In the past few months, third-grade students have been asking questions about drugs during counseling sessions with LuAnne Ujazdowski. MES wanted to be sure the students got the correct, age-appropriate information to keep them safe. Some of the questions that students have asked include: How do people turn drugs into something that looks like candy and what does it look like? Why do people use things that are not drugs to change their body? What do drugs do to your body? When you see something that is not safe, how do you tell?

On Monday, May 14, 2018, at 9:30, Officer Wilson from the Manawa Police Department spoke with the students to help answer some of their questions. His presentation focused on keeping students safe, knowing what kinds of drugs are presented to kids to make them look fun and reminding students how to tell an adult of any problems they are having.

Thank you to Officer Wilson and LuAnne Ujazdowski for building positive relationships and being proactive with the students.





Students choosing to excel; realizing their strengths.

To: Dr. Melanie Oppor

Fr: Dan Wolfgram

Date: 5/14/2018

Re: May Staff and Program Highlights

National Honor Society Induction Ceremony (Sunday, April 29):

The National Honor Society (NHS) is the nation's premier organization established to recognize outstanding high school students. More than just an honor roll, NHS serves to recognize those students who have demonstrated excellence in the areas of scholarship, service, leadership, and character. There were 15 students inducted into NHS, 3 graduating seniors and 12 juniors.



Testing:

The testing season is nearly complete. For the past three weeks, students at Little Wolf Jr./Sr. High School participated in the Wisconsin Student Assessment System (WSAS) regimen of tests. The assessments are designed to provide information about what students know in core academic areas and whether they can apply what they know. The WSAS includes:

- The Wisconsin Forward Exam at grades 3-8 in English Language Arts (ELA) and Mathematics, at grades 4 and 8 in Science, and 4, 8, and 10 in Social Studies.
- Dynamic Learning Maps (DLM) at grades 3-11 in ELA and Mathematics, at grades 4 and 8 - 11 in Science, and at grades 4, 8, and 10 in Social Studies. ACT Aspire at grades 9 & 10.

The DLM system is designed to map a student's learning throughout the year. The system will also use items and tasks that are embedded in day-to-day instruction. Instruction for these students is based upon the Wisconsin Essential Elements and aligns with the Wisconsin Academic Standards. This gives teachers the opportunity to see what students know during the year when teachers still have time to change instruction to better support student learning. Beginning in fall 2017 the Every Student Succeeds Act, limits the number of students who may take an alternate assessment to no more than 1.0 percent of the total number of all students in the state who are assessed in a given subject.

- The ACT Plus Writing at grade 11 for Reading, English, Mathematics, Science, and Writing, and
- ACT WorkKeys at grade 11.

Additionally, thirty-one students are finishing tests in Advanced Placement (AP) courses the week of May 14. This year, students have opportunities to earn college credit by taking tests in U.S. History, English Language, English Literature, Calculus, and Psychology. Thank you to Carmen O'Brien, Ms. Connolly, proctors, and the entire staff for their flexibility during this testing season.

Senior Recognition and Scholarship Banquet (Sunday, May 6):

Each year, the Manawa Lions sponsors the Senior Recognition and Scholarship Banquet. This year, sixty-nine separate scholarships and awards were given by local sponsors totaling over \$125,000. Additionally, \$815,600 in scholarship money was awarded to graduating seniors from their thirteen respective colleges, or universities. Sixty-one students are graduating this year and thirty students received a scholarship.

U.W. - Stevens Point Job Fair:

School districts are invited to have an informational booth at the U.W. - Stevens Point School of Education Teacher Job Fair on Friday, May 18 from 10:30 a.m.-1:30 p.m. in the Dreyfus University Center (DUC) Laird Room. Principal Wolfgram attended the event in hopes of hiring the best candidates for the next academic school year.

Student Recognition: Students were recognized this past month during all school assemblies for their achievement in athletic and academic excellence:

- Morgan Zielke – St. Norbert’s - Softball
- Kelsey Jaeger – U.W. - Whitewater - Bowling
- Mataya Pethke – Wisconsin Lutheran - Softball
- Conference Academic All-Star Recognition
- Star Frasier, Alexandria Rae, Alexis Frasier, Lexi Pirk – U.W. - Madison Science Crystal Growing

Wisconsin Crystal Growing:

Two seniors and two juniors have participated in the Wisconsin Crystal Growing competition this year. Our own Alexis Frasier, Lexi Pirk won the 3rd place in the Best Overall Crystal category and Star Frasier, Alexandria Rae won the 1st place in the Best Quality Crystal category.

About the competition - The annual competition is sponsored by U.W.- Madison. It is a free competition for any person in the state of Wisconsin from ages 11-18. The challenge was to grow the best quality alum (potassium aluminum sulfate, dodecahydrate) crystals in a laboratory setting.

This year there were:

- 26 high schools, 163 teams, 330 students

Crystals were judged by the following categories:

1. Match/mismatch with crystal type
2. Presence/absence of occlusions
3. Intact/broken edges
4. Well-formed/deformed faces
5. Clarity/muddiness
6. Weight

Alexis and Lexi won \$50 for their crystal. Star and Ally won \$200 for their crystal. Star also has the opportunity, over the course of this next year, to work on recreating her crystal with a team of other high schoolers at U.W. Madison. She would be making trips to U.W. Madison collaborating with peers, scientists, and experts from NASA to complete this project over this next year. In February, the experiment she helps develop will ride the Falcon IX to the International Space Station where it will be recreated in microgravity.

Fine Arts Events: Student talent was highlighted this past month at the Annual Art Walk, Instrumental Music and Vocal Music Concert. Thanks to Mrs. Zabler, Mr. Rohan, and Ms. Schlaak for their leadership this year.

Upcoming End-of-Year Events:

- Saturday, May 26th – HS Commencement Ceremony 11:00 a.m.
- Tuesday, June 5th – 8th- Grade Recognition 2:00 p.m.



April, 2018

Subject: Transportation update, April, 2018

To: Manawa School District

The Manawa School District completed 22 Trips during the month of April. These involved school field trips and sporting events.

During April, 2018 – buses left the yard a total of 449 times. This number includes all AM and PM routes for the following routes, (Regular education, Amish, Special needs, and 4-k midday). This number also includes the 22 trips.

Drivers were challenged due to the aftermath of the snow storms that the area encountered. Many roads were plowed for a single lane and drifting snow caused several hazards for drivers. The drivers performed wonderfully throughout these difficult travels. We had two buses get stuck in driveways due to the thick layer of snow.

On April 24th, drivers attended an in house safety meeting. The meeting focused on tornado awareness and the duties that the drivers would need to perform if placed in a situation that involved a tornado.

We continue to stay busy with the scheduling and unfortunately canceling of sporting events. Athletic Director, Skylar Liebszeit has been wonderful to work with during the many changes to the busing schedule.

Respectfully Submitted,

Casey Fields
Regional Manager
Kobussen Buses LTD

W914 County Road CE • Kaukauna, WI 54130

Phone: 920-766-0606 / 920-538-1719

casey.fields@kobussen.com



To: Dr. Melanie J. Oppor, BOE
From: Danni Brauer
Date: 5/15/18
Re: Special Ed/Curriculum Update

Special Education

- We received an Alliant Energy grant for \$2000 and a Walmart grant for \$1000 to go toward the Paving the Way kitchen. We will be purchasing kitchen tools and the needed equipment for the downtown kitchen. On Monday, I found out that I am receiving a CESA Foundation grant for \$1000. This grant will be used toward the purchase of Kitchen Tools and Kitchen Safety Lifelong Learning kits from Project Discovery. These kits will be used to teach students to be safe and successful in the kitchen.
- Budgeting is complete for 2018-19.
- Dr. Oppor and I have been meeting with the District Administrator and School Psychologist from Iola-Scandinavia School District to discuss some partnerships for next year. The partnerships will benefit both Manawa and Iola.
- The special ed. department have planned some fun end of the year activities that will include the academics and social/emotional skills they have been working on all year long.

Curriculum

- We are gearing up for curriculum writing to be completed over the summer.
- Budgeting is complete.
- Ms. Gast, Mrs. Pari, Mrs. Connelly, and I have been meeting to choose interventions for reading, math and writing that will be needed for next year. We are now discussing how to fund the purchases as we have realized that the Title IV money we thought we could use is not attended for this use. We will work with the admin team to find a way to make the purchases.
- PD planning has been paused in order for the administrative team and teachers to devote their time to wrapping up the school year. This is a busy time of the year and we all feel pulled in many directions.

Technology Board Report

May 15, 2018



Teaching & Learning Integration

WeVideo : Some teachers have included WeVideo in their classrooms. To help teachers integrate WeVideo in their classroom we are running in-class training sessions. Additionally, we are offering getting started sessions for students during RtI sessions. Presently, Koshollek, Hraban, Schlaak are using WeVideo for an assignment.

Home WiFi Pilot: The [attached document](#) titled "Home Internet Pilot". It outlines the plan for the WiFi pilot for the 2018-19 school year.

Technology Support

Help Desk Tickets: Staff submit support tickets to request help repairing classroom technology. These tickets allow us track open issues. We presently have zero open help desk ticket.

Budget & Planning

Printing Costs: We are making changes to our printing environment this spring which should encourage staff to print more black & white and less color documents. This should allow the district to reduce printing costs during the 2018-19 school year.

These spring changes will be transparent to the staff. However, we will communicate the purpose of the changes before the end of the school year.

Network Operations

Summer WiFi Changes: There are some changes could be made to improve WiFi connect issues in both buildings. These changes will be made and tested during the summer when it will not affect school.

Minutes of the May 8, 2018 Curriculum Committee Meeting

Board Committee: Scheller (C), Pohl

Administration: Brauer

1. Motion Pohl/Scheller to recommend adoption of the civics, world geography, global studies, government, world history, and wildlife curriculum maps to BOE
2. Motion Pohl/Scheller to recommend adoption of new textbook for articulated computer applications courses to BOE
3. Future agenda items: Student Handbook, One-to-one handbook, EL plan
4. Next meeting Wednesday June 13, 2018 at 4:00 p.m.

Meeting adjourned at 4:35 p.m.

Submitted by Hélène Pohl

Minutes of the May 2, 2018 Finance Committee Meeting

Meeting started at 6:00 p.m.

Board Committee members: Pohl (C), R. Johnson

Administration: Dr. Oppor, Carmen O'Brien

Attendance: Meria Wright, Andrea Hraban, Mary Basel – M3 Representative

1. New salary advancement model

Informational - staff comments will be sought for June meeting

2. 2018-19 insurance options

Actionable- motion Pohl/R. Johnson to recommend BOE adoption of WCA Group Health Trust HMO

3. 2018-19 wage advancement options

Informational

4. 2018-19 short-term borrowing

Informational- short-term borrowing is needed to pay for completed EE projects

5. Future agenda items

Informational

6. Next finance committee: Tuesday June 5 at 5:30 p.m.

Meeting adjourned 7:35 p.m.

Submitted by H. Pohl

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

Date: May 9, 2018

Time: 6:15 p.m.

MES Board Room
800 Beech St., Manawa

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

In Attendance:

Timer: 6:16 Bruce

Chair: Russ

Recorder: Bruce

1. School Safety Grant – Ideas to consider include: (Information/Action)
 - comprehensive surveillance camera system with an upgraded software management system and integrated card access system option that has a direct link to the Manawa Police Department/Fire Department
 - Panic button capability
 - Security entrances at the Jr./Sr. HS
 - School resource officer program
 - StopIt reporting program
 - Other ?
2. HS Kitchen Garbage Disposal – On order and will be installed by Woolsey (Information)
3. Wireless Scoreboard Controller (Information)
4. Track Line Painting (information/Action)
5. Bad Relay on Recirculating Pump #1 (Information)
6. Crafts Roofing – Rubber Membrane Roof Leaks (Information)
7. SY1718 Maintenance Budget (Information / Action)
 - a. General Budget
 - b. Snow Removal
 - c. Lawn Care
8. Site Analysis & Feasibility Study (Information)
9. Update on Energy Efficiency Projects (Information / Action)
 - a. Process for Change Orders
 - b. MES Boilers and Water Heaters (low voltage error message on boilers)
 - c. Additional Projects 2018-19: MES Chiller, Windows, Lighting and MES Secured Entrance
10. Buildings & Grounds Committee Planning Guide (Information)
11. Next Meeting Date: _____
12. Next Meeting Items:
 - a.
 - b.

- June 15
1. Safety Grant – Ideas to Consider Include:
 - Comprehensive Security Camera System
 - Panic button capability
 - Security entrances at the Jr./Sr. HS
 - School resource officer program
 - StopIt reporting program
 - Other ?

\$20,000 per School 2 Schools \$40,000 Action _____ Table _____

2. HS Kitchen Garbage Disposal – On order will be installed by Woolsey Action _____ Table _____
Informational

3. Wireless Scoreboard Controller Action _____ Table _____

Informational

4. Track Line Painting Action _____ Table _____
~~Jim Hawkins~~ ~~11500~~ ~~4900~~ ~~9465~~

Informational

5. Bad Relay on Recirculating Pump #1 Action _____ Table _____

Informational

6. Crafts Roofing - Rubber Membrane Roof Leaks Action _____ Table _____

Informational

7. SY1718 Maintenance Budget
a. General Budget
b. Snow Removal
c. Lawn Care Action _____ Table _____

Informational

8. Site Analysis & Feasibility Study Action _____ Table _____

Informational

9. Update on Energy Efficiency Projects
a. Process for Change Orders
b. MES Boilers and Water Heaters
c. Additional Projects 2018-19: MES Chiller, Windows, Lighting and MES Secured Entrance

(A) Process for Change Orders Action _____ Table _____
(C) Timing for Projects Writing Rules

10. Buildings & Grounds Committee Planning Guide Action _____ Table _____

11. Next Meeting Date June 13th 5:00

Chair: 
Signature

Date: 5-9-18

Time: 7:05

Minutes of the May 9, 2018 Policy & Human Resources Committee Meeting

Called to Order at 4:47 pm by J. Johnson

In attendance: Forbes, J. Johnson, Dr. Oppor, Scheller, Mr. Wolfgram, Ms. Cordes, Mrs. O'Brien.

1. **Job Reclassification: Motion by Forbes/J. Johnson** to recommend increase of stipend in the range of \$15,000 to \$25,000 based on updated job description to Finance Committee. Motion carried.
2. **Proposal for High School Finals: Motion by Forbes/J. Johnson** to recommend to the full Board as presented. Motion carried.
3. **Review Policy 5330 Administration of Medicine/Emergency Care:** Informational.
4. **NEOLA AG2626 and AG2626A: Motion by J. Johnson/Forbes** to recommend to full Board as presented. Motion carried.
5. **Review AG8504A Use of Animals in the Classroom & on School Premises: Motion by Forbes/J. Johnson** to recommend to full Board as presented. Motion carried.
6. **Administrative Guidelines 3000's: Motion by Forbes/J. Johnson** to recommend to full Board as presented. Motion carried.
7. **Update Professional Educator Handbook for SY201819: Motion by Forbes/J. Johnson** to recommend to full Board as presented. Motion carried.

Next meeting date: June 6, 2018 at 4:45 pm

Motion by J. Johnson/Forbes to adjourn at 6:10 pm. Motion carried.

J. Johnson, Recording Secretary



Book	Policy Manual
Section	For Board Review - Vol. 27, No. 1+
Title	Copy of COMPENSATION
Number	po0144.1
Status	
Adopted	April 25, 2016
Last Revised	December 18, 2017

0144.1 - **COMPENSATION**

~~Board members shall receive compensation as approved by the electors at the Annual Meeting.~~

As approved by the electors at the annual meeting, Board members shall receive an annual salary or an amount for each School Board meeting the member actually attended ~~as approved by the electors at an Annual Meeting~~, unless the member has provided timely annual notice of refusal to accept the salary. Notice must be provided prior to taking the oath of office and performing any service for the initial year of election or appointment, and may be renewed for subsequent years by notice at least thirty (30) days prior to the member's taxable year, unless statutory exceptions apply.

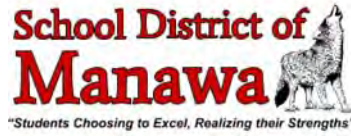
Expenses of a Board member when authorized by the Annual Meeting shall be reimbursed when incurred in the performance of his/her duties or in the performance of functions authorized by the Board and duly vouchered.

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

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

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Last Modified by Steve LaVallee on March 8, 2018



Book Policy Manual
Section For Board Review - Vol. 27, No. 1+
Title Copy of REQUIRED STUDENT ACADEMIC STANDARDS AGENDA ITEM
Number po0151.2
Status
Adopted July 17, 2017

0151.2 - REQUIRED STUDENT ACADEMIC STANDARDS AGENDA ITEM

In accordance with 120.12(13), Wis. Stats., at the first ~~school~~ Board meeting in July, the Board shall include an item on the agenda to approve a notice that clearly identifies the student academic standards under §118.30(1g)(a)1 that will be in effect for that school year.

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Legal 118.30

Last Modified by Steve LaVallee on March 8, 2018



Book	Policy Manual
Section	For Board Review - Vol. 27, No. 1+
Title	Copy of OFFICERS
Number	po0152
Status	
Adopted	October 1, 2015
Last Revised	June 19, 2017

0152 - **OFFICERS**

The Board shall elect, from among its members, a President, Vice-President, Treasurer, and a Clerk. Such election shall occur at the Annual Reorganization Meeting on or within thirty (30) days after the fourth Monday in April.

[19.88\(1\), Wis. Stats.](#)
[120.05, Wis. Stats.](#)

Election of officers shall be by a majority of voting members. Secret ballots may be utilized only for election of officers. Where no such majority exists on the first ballot vote, a second vote shall be cast for the two (2) candidates who received the greatest number of ballot votes.

Except for those appointed to fill a vacancy, officers shall serve for one (1) year and until their respective successors are elected and shall qualify. In the event of an officer's absence or inability to act, or a Board officer vacancy, the Board shall elect another Board member to discharge the officer's duties using the same voting method as outlined above. When an officer is elected to fill a vacancy, the person shall serve until the next organizational meeting. The Vice President shall automatically carry out the duties and responsibilities of the President in his/her temporary absence or inability to act.

Removal of any Board officer from his/her position as an officer prior to the expiration of his/her term as an officer shall be handled in accordance with the requirements of State law and upon advice of legal counsel regarding the appropriate procedures.

Except for those appointed to fill a vacancy, officers shall serve for one (1) year and until their respective successors are elected and shall qualify.

The Board shall, in addition to other statutory requirements:

- A. designate depositories for school funds;
- B. designate those persons authorized to sign checks, contracts, agreements, and purchase orders;
- C. designate a day, place, and time for regular meetings which shall be held at least once a month.

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Legal	120.05, Wis. Stats. 120.10, 120.15 et seq., Wis. Stats.
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Last Modified by Steve LaVallee on March 8, 2018



Book	Policy Manual
Section	For Board Review - Vol. 27, No. 1+
Title	Copy of COMMITTEES
Number	po0155
Status	
Adopted	April 25, 2016

0155 - **COMMITTEES**

The Board believes committees can be useful in the decision-making process. By using a Board committee structure, the Board is able to conduct its business in an efficient and effective manner and study issues facing the District in more depth. The committee structure is designed to assist the Board in conducting business: it is not intended to take away a Board member's opportunity to ask questions or to be involved in the decision-making process.

The Board shall have the following four (4) standing committees, which shall be subunits of the Board:

- Finance Committee

~~Negotiations Ad hoc Committee~~

- Buildings and Grounds Committee
- Curriculum Committee

Human Growth and Development Ad hoc Committee

- Policy and Human Resources Committee
- Recognition Committee

Standing committees shall perform specific functions and duties as determined by the Board. Committee shall be fact-finding, deliberative and advisory in nature. Committees shall have no power to take any action on behalf of the Board, or to otherwise commit the Board or District to any course of action or expenditure of funds. The Board retains discretion to make final determinations as to the most appropriate committee, if any, to address specific issues.

The Finance Committee is charged with decision-making related to:

- A. Budget planning
- B. Service contracts
- C. Long-term financial budgeting
- D. Cash management
- E. All other financial issues in the District

The Buildings and Grounds Committee is charged with decision-making related to:

- A. Short-term routine maintenance plans

- B. Long-range planning for the care of all district buildings and sites
- C. Transportation
- D. Safety plans
- E. All other buildings and grounds issues in the District

The Curriculum Committee is charged with decision-making related to:

- A. Curriculum review and endorsement
- B. Textbook/resources for instructional purposes
- C. New course approval
- D. Graduation requirements
- E. Professional development plans and programs
- F. Testing and assessment
- G. Accountability and reporting
- H. Instructional technology
- I. District programs and services
- J. All other curriculum, instruction, and assessment issues in the District

The Policy and Human Resources Committee is charged with decision-making related to:

- A. Board and Education policies and guidelines
 - 1. Review of current policies and rules
 - 2. Development of new policies
 - 3. Monitor State statutes and Federal policies impacting District policies
- B. Employee handbooks
- C. Job descriptions
- D. Employee hiring process and time line
- E. Employee contracts
- F. All other policy and employment issued in the District

Standing committees shall be appointed annually by the Board President, after receiving preferences from individual Board members. The appointments shall occur within thirty (30) days of the annual election of Board officers and are subject to approval by the Board. Each committee shall consist of three (3) Board members. The quorum of each standing committee shall be defined as a majority of the full membership of the committee.

The first-named person on the list of appointees for each committee shall act as committee chair, and the second-named person shall act as the alternate chair in the event the chairperson is unable to attend a scheduled meeting or otherwise perform the duties of the chair. No Board member shall be appointed as the chair of multiple standing committees, except by necessity or except with the approval of the Board.

It shall be the responsibility of the committee chair to schedule regular committee meetings, plan the meeting agendas with assistance from other committee members, and ensure that the minutes of all committee meetings are recorded and maintained. The committee chair shall be provided time on regular Board meeting agendas to present reports and/or make recommendations to the Board as the committee requests and as requested by the Board

The appointed members of the various committees and the committee chairs shall serve until the next annual appointments are made, assuming no vacancies occur and assuming no subsequent action is taken by the Board to modify committee structures or committee membership.

In the event of a vacancy on the Board, a proposal to revise committee membership for the purpose of a quorum as well as committee chair appointments for the remainder of the annual period may be presented for Board approval.

Any Board member may attend and participate in discussions that occur at any standing committee meeting; however, only official members of the committee shall have the authority to make motions and vote at the committee meetings. All Board members shall receive copies of committee meeting minutes to stay fully informed of committee activities.

Committee meeting minutes shall not be submitted for publication as a legal notice, but shall be made available to the public as appropriate when requested under the public records law.

All committees shall comply with the Open Meetings Law by providing notices of each meeting, posting the time and date, place, subject matter of the proposed meeting, and any matter intended for the consideration at the contemplated closed meeting pursuant to 19.84, Wis. Stats. When appropriate, based on the anticipated attendance of Board members who are not members of the committee, such notice shall include a statement that a quorum of the Board may be present, but the Board shall take no action as governmental body at the committee meeting. A committee shall require a quorum, consisting of a majority of its members, to take any action In addition, committee meetings may provide for a period of public participate, and recording appropriate minutes of the meeting. A committee may conduct a closed meeting providing it is for one (1) of the purposes described in Bylaw 0167 and the committee abides by all requirements for the conduct of a closed meeting.

The following format for committee agendas is recommended:

SPECIAL NOTICE OF COMMITTEE MEETING

WHEN A QUORUM OF BOARD MEMBERS IS EXPECTED TO BE PRESENT

A meeting of the (specify committee name) Committee of the School District of Manawa shall be held on ____ (identify the date and time of the meeting) in the ____ (identify the location of the meeting). The items of business to be taken up by the committee at the meeting are the following:

- A. First Item of Business
- B. Second Item of Business
- C. List any other items of Business

Further notice is hereby given that School Board members who are not members of the (specify committee name) Committee, up to and possibly including all Board members, may attend the above-noticed committee meeting so as to constitute a quorum of the Board. However, the role of any Board member who is not a member of the above-identified committee is limited to information gathering and participation in the committee's discussion. The Board shall take no action as a governmental body as part of the committee meeting.

The Board may establish advisory or temporary committees for specific purposes from time to time to advise the Board on specific topics of interest or concern in the District.

Committee membership shall be determined by the Board President subject to approval by the Board. Membership selection shall seek to reflect community diversity, represent varied viewpoints and include members with special expertise as appropriate to the purpose of the committee. Each committee shall receive a set of guidelines from the Board that include the following information:

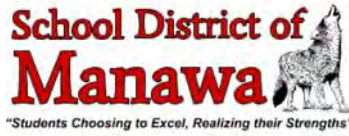
- A. specific charge to the committee including tasks and/or reports to be completed;
- B. membership appointments, including the length of time each member is to serve;
- C. clarification of limitations, policies governing committee work, resources to be provided and the relationship to the Board.
- D. approximate timeline for progress reports, task completion and final reports or recommendations; and
- E. procedures for dissemination of information to the public.

Notice shall be given for Board advisory or temporary committee meetings in accordance with State law and Board policies. Board members may attend any of these committee meetings.

The findings and recommendations of advisory or temporary committees shall be based upon appropriate research and fact. The committees shall be dissolved upon completion of the assigned tasks or as determined by the Board.

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Last Modified by Steve LaVallee on March 21, 2018



Book	Policy Manual
Section	For Board Review - Vol. 27, No. 1+
Title	LEGISLATIVE ADVOCACY PROGRAM
Number	po0175.2
Status	
Adopted	March 19, 2018

0175.2 - LEGISLATIVE ADVOCACY PROGRAM

The Board, as an agent of the State, must operate within the bounds of state and federal law affecting public education. If the Board is to meet its responsibilities to the residents and students of the community, it must work for the passage of new laws designed to advance the cause of effective public schools and for the repeal or modification of existing laws that impede this cause.

To this end:

- 1. The Board will keep itself apprised of legislation that affects public education.**
- 2. When appropriate, the Board will work for the achievement of common legislative objectives through the Wisconsin Association of School Boards and the National School Boards Association.**
- 3. The Board will take an active part in influencing legislation that affects public education.**

Last Modified by Steve LaVallee on April 10, 2018



Book	Policy Manual
Section	For Board Review - Vol. 27, No. 1+
Title	Copy of BOARD - DISTRICT ADMINISTRATOR RELATIONSHIP
Number	po1210
Status	
Adopted	October 1, 2015
Last Revised	June 19, 2017

1210 - BOARD - DISTRICT ADMINISTRATOR RELATIONSHIP

The Board ~~of Education~~ believes that, in general, it is the primary duty of the Board to establish policies and that of the District Administrator to administer such policies. Policy should not be originated or changed without the input or recommendation of the District Administrator. The District Administrator should be given the latitude to determine the best method of implementing the policies of the Board.

The District Administrator, as the chief administrative officer of the School District, is the primary professional advisor to the Board. S/He is responsible for the development, supervision, and operation of the school program and facilities, including the development of administrative guidelines consistent with Policy 1230.01 - Development of Administrative Guidelines. The Board shall retain oversight of any administrative guidelines established by the District Administrator to implement Board policy.

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

The Board is responsible for determining the success of the District Administrator in meeting the goals established by the Board through annual evaluations of the District Administrator's performance. The Board, in formulating its position with regard to the performance of the District Administrator, shall rely, whenever possible, on the objective outcomes of its evaluations rather than on subjective opinions.

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Last Modified by Steve LaVallee on March 21, 2018



Book	Policy Manual
Section	For Board Review - Vol. 27, No. 1+
Title	Copy of ENGLISH LANGUAGE PROFICIENCY
Number	po2260.02
Status	
Adopted	October 17, 2016

2260.02 - ENGLISH LANGUAGE PROFICIENCY

The Board of Education recognizes that there may be students whose primary language is not English residing within the District. With that in mind, the Board shall provide appropriate identification and transition services for District students who possess limited command of the English language proficiency. The purpose of these services is to develop English language skills that will enable the students to function successfully in an all English classroom and complete the District's required curriculum.

These services shall include the identification of students who are English language learners (EL \pm), the implementation of curricular and instructional modifications, the assessment of the EL \pm student's academic progress, identification of EL \pm students that achieve English Language Proficiency (ELP), and continued monitoring of ELP students. The degree of modification, the duration and the type of services shall be determined individually and shall be based on the needs of each student.

If a sufficient number of the students identified with limited English proficiency are of the same language group to meet statutory requirements, the Board shall establish and implement a bilingual-bicultural education program as required by the law.

The parent(s) of EL \pm students shall be notified of student testing arrangements and of educational programs and services available to help their children improve their English language skills and academic achievement. The notifications shall be consistent with legal requirements and presented in such manner as to ensure that the student's parent(s) understands them.

The District shall assess the English proficiency and academic progress of EL \pm students in accordance with legal requirements. Decisions regarding the administration of State-required tests to EL \pm students shall be made on a case-by-case basis. Testing accommodations may be made based on student needs, provided the validity of the test is maintained. The District shall administer State-required tests to an EL \pm student unless a determination has been made that the results of the test, with allowable accommodations made for the student as needed, will not be a valid and reliable indicator of the student's academic knowledge and skills. Any EL \pm student exempted from taking a State-required test shall be administered an alternative assessment approved by the Department of Public Instruction.

The results of both State-required tests and alternate assessments shall be consistent with District policies in making instructional, promotion, and graduation decisions. Test results may not be used as the sole criterion in re-classifying an EL \pm student from a bilingual-bicultural education program or in determining grade promotion, eligibility for courses or programs, eligibility for graduation or eligibility for postsecondary education opportunities.

EL \pm students will no longer be considered limited-English proficient when they have the language skills necessary to compete with mainstream English speakers. The District Administrator shall establish administrative guidelines that provide the:

- A. standards for reclassification/exit decisions;
- B. process for monitoring and maintaining documentation on the exiting student for two (2) years;
- C. access for students to re-enter a bilingual or ESL program if there is evidence that the reclassification decision was premature;
- D. opportunity for the parent(s) to participate in each entry, exit and re-entry decision;
- E. opportunity for the parent(s) to appeal the exit or re-entry decision.

The District will include in its annual report to the public information required by statute regarding the performance of EL \pm students.

Legal

P.I. 13 Wis. Admin Code

118.13, 118.30(2), 115 Wis. Stats.

Last Modified by Steve LaVallee on March 8, 2018



Book Policy Manual
Section For Board Review - Vol. 27, No. 1+
Title EARLY COLLEGE CREDIT PROGRAM
Number po2271
Status
Adopted October 17, 2016

2271 - ~~EARLY COLLEGE CREDIT PROGRAM~~ ~~YOUTH OPTIONS PROGRAM~~

The Board ~~of Education~~ recognizes the value to students and to the District of students participating in programs offered by University of Wisconsin system institutions, ~~Technical Colleges~~, tribally controlled colleges and private, non-profit higher education institutions in Wisconsin.

The Board will allow ~~any~~ high school ~~student~~ ~~juniors and seniors~~ who satisfies the eligibility requirements ~~to participate in the Early College Credit Program (ECCP)~~ ~~under the Youth Options Program statute and the administrative rules of the Department of Public Instruction~~ to enroll in an approved course at an ~~ECCP-approved~~ institution of higher education while attending in the District. Students will be eligible to receive college and high school credit for completing course(s) at ~~authorized~~ institutions of higher education provided they complete the course(s) and receive a passing grade.

The School District's responsibility to pay for tuition, fees, books and other necessary materials shall be limited to eighteen (18) postsecondary credits per student.

The District Administrator shall establish administrative guidelines to ensure that the District's ~~Early College Credit Program~~ ~~Youth Options Program~~ comports with applicable State law and the administrative rules of the Department of Public Instruction. The District Administrator shall also ensure that ~~high school~~ students ~~in grades 9-11~~ and their parents are provided with information regarding the Program by October 1st each year.

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Legal 118.37, 118.55, Wis. Stats.
P.I. 40

Last Modified by Steve LaVallee on March 8, 2018



Book	Policy Manual
Section	For Board Review - Vol. 27, No. 1+
Title	Copy of SCHOOL COUNSELING AND ACADEMIC AND CAREER PLANNING
Number	po2411
Status	
Adopted	October 1, 2015
Last Revised	December 18, 2017

2411 - GUIDANCE AND COUNSELING AND ACADEMIC AND CAREER PLANNING

The Board of Education requires that a planned program of school counseling be an integral part of the educational program of the District. The plan shall be developed by licensed school counselors in collaboration with student services staff, teachers, parents, and community health and human service professionals. The developed plan will be adopted by the Board and maintained by the District. Such a program shall be available to all students without regard to race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex, (including transgender status, change of sex or gender identity), or physical, mental, emotional, or learning disability ("Protected Classes").

Academic and career planning services, including individualized support and access to software tools and staff assistance, shall be provided to students in grades 6 to 12. The mission of academic and career planning is to provide a comprehensive plan, which will be developed and maintained by a student, that includes the student's academic, career, personal, and social goals and the means by which the student will achieve those goals both before and after high school graduation.

~~The ultimate goal for the District's school counseling program is student learning and achievement. The program is based on the Wisconsin Comprehensive School Counseling Model (WCSCM) that combines elements of State and National frameworks and initiatives. The foundation for the WCSCM are nine (9) Model Academic Standards that are delivered through a collaborative relationship among school, parents/guardians and community in order to provide students with the skills necessary for them to become successful lifelong learners, responsible citizens, and productive workers.~~

The Board shall provide the following services, through the counselors' office, for students who have limited English proficiency:

- A. an effective instructional program and supportive services appropriate to meet the needs of the student;
- B. the opportunity to access supportive services, such as language development and speech therapy as appropriate to the individual needs of the student; and
- C. programs and services that reflect the cultural background of students who have limited English proficiency. This may include instruction intended to improve the skills of such students in the use of their native language to assist the student in becoming proficient or advanced in all subject areas.

Guidance and counseling personnel are directed to provide information and direction to students with limited English proficiency regarding access to English Learner (EL) programs and offerings within the District. Such personnel are also directed to provide information and direction to students with sensory impairments regarding available resources and access to those resources.

Revised 6/19/17

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Legal

121.02 (1)(e) Wis. Stats.
P.I. 8.01(2)(e), Wis. Adm. Code
34 C.F.R. 100.3(b)(I)
34 C.F.R. 100.3(b)(iv)
34 C.F.R. 100.3(b)(v)
34 C.F.R. 106.36
34 C.F.R. 104.37(b)
28 C.F.R. 35.130, Guidelines V-D
Vocational Educational Guidelines, Appendix B, Title 6

Last Modified by Steve LaVallee on March 8, 2018



Book	Policy Manual
Section	For Board Review - Vol. 27, No. 1+
Title	Copy of ADOPTION OF TEXTBOOKS
Number	po2510
Status	
Adopted	October 17, 2016

2510 - ADOPTION OF TEXTBOOKS

The Board of Education shall approve all textbooks used as part of the educational program of this District. "Textbook", for purposes of this policy, shall mean the principal source of instructional material for any given course of study, in whatever form the material may be presented, that is available or distributed to every student enrolled in the course.

The criteria established for the method of selection and subsequent Board adoption of textbooks shall not discriminate on the basis of sex (including transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or State civil rights laws. Further, the District Administrator shall review all textbooks to assure they reflect the cultural diversity and pluralistic nature of American society in compliance with Standard H.

The District Administrator shall be responsible for the selection and recommendation of textbooks for Board consideration. In considering the approval of any proposed textbook, the Board will weigh its decisions based on recommendations related to:

- A. suitability for the maturity level and educational accomplishment of the students who will be using the material;
- B. freedom from bias;
- C. relationship to the curriculum adopted by the Board;
- D. relationship to a continuous multigrade program;
- E. impact on community standards;
- F. manner of selection;
- G. cost;
- H. appearance and durability.

The District Administrator shall ~~develop administrative guidelines for the selection of textbooks that includes effective consultation with professional staff members at all appropriate levels~~ provide the Board with a description of the process used in reaching a recommendation for textbook selection.

Legal

118.03, Wis. Stats.

118.13 Wis. Stats.

121.02(1)(h) Wis. Stats.

P.I. 9, 41

Fourteenth Amendment, U.S. Constitution

20 U.S.C. Section 1681, Title IX of Education Amendments Act

20 U.S.C. Section 1701 et seq., Equal Educational Opportunities Act of 1974

29 U.S.C. Section 794, Rehabilitation Act of 1973

42 U.S.C. Section 2000 et seq., Civil Rights Act of 1964

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

Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services, Department of Education, Office of Civil Rights, 1979

Department of Public Instruction, Content & Learning Team www.dpi.wi.gov/cal/index.html

Last Modified by Steve LaVallee on March 21, 2018



Book Policy Manual
Section For Board Review - Vol. 27, No. 1+
Title Copy of WISCONSIN QUALITY EDUCATOR INITIATIVE
Number po3125
Status
Adopted May 16, 2016

3125 - WISCONSIN QUALITY EDUCATOR INITIATIVE

The Board of Education is committed to having a quality teacher in every classroom and a strong leader in every building. The Board encourages the use of best educational practices to improve instruction and increase student achievement. To this end, the Board requires that the District hire the most qualified and experienced staff available and that all staff be licensed as required by law.

Attaining and maintaining proper State licensure under P.I. 34, which describes the requirements for attaining and maintaining educator’s licensing for practicing in the State, is primarily the licensee’s responsibility. However, the Board recognizes its responsibilities under P.I. 34 and supports efforts that promote the effectiveness of staff through career-long preparation and learning and performance-based assessment.

Under P.I. 34, the Board is required to develop a licensure support plan providing for, at a minimum, ongoing orientation, support seminars and a qualified mentor for initial educators. Accordingly, the Board directs the District Administrator to develop a licensure support plan consistent with the requirements of P.I. 34.

The District Administrator shall also designate an administrator, subject to approval by the School Board, to serve on each Initial Educator Professional Development Plan Review Team.

The Board authorizes the District Administrator to investigate the use of inter-district agreements, the use of other agencies and the use of in-district resources in the design and implementation of the licensure support plan.

~~The licensure support plan shall be submitted to the District Administrator. Upon approval, t~~The licensure support plan shall be submitted to the Board for review and approval.

The District Administrator will coordinate the participation of designated administrators serving on the Plan Review Teams.

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Legal P.I. 34, Wis. Adm. Code

Last Modified by Steve LaVallee on March 4, 2018



Book	Policy Manual
Section	For Board Review - Vol. 27, No. 1+
Title	Copy of PHYSICAL EXAMINATION
Number	po3160
Status	
Adopted	May 16, 2016
Last Revised	July 17, 2017

3160 - PHYSICAL EXAMINATION

The Board of Education requires any candidate, who has been offered employment, as a condition of employment, to submit to an examination, including a test for tuberculosis screening questionnaire, subject to further tests, in order to determine the physical capacity to perform assigned duties. Such examinations shall be done in accordance with 118.25 Wis. Stats., the District Administrator's guidelines, and applicable law.

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

Employees will be required to execute a medical examination release to the Board/District Administrator that complies with the requirements of the Health Insurance Portability and Accountability Act and to allow the District Administrator or his/her designee to speak to the health care provider who conducted the medical examination in order to get clarification (see Form 3160 F2).

Reports of all such examinations or evaluations shall be delivered to the District Administrator, who shall protect their confidentiality. Reports will be discussed with the employee or candidate. In compliance with the Genetic Information Nondiscrimination Act (GINA) and Board Policy 3122.02, the successful candidate who is required to submit to a medical examination, as well as the health care provider who is designated by the Board to conduct the examination, are directed not to collect genetic information or provide any genetic information, including the candidate's family medical history, in the report of the medical examination.

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

In the event of a report of a condition that could influence job performance, the District Administrator shall base a nonemployment recommendation to the Board upon a conference with the examining physician substantiation that the condition is directly correlated to defined job responsibilities and evidence that reasonable accommodation will not allow the employee or prospective employee to adequately fulfill those responsibilities. Freedom from tuberculosis in a communicable form is a condition of employment.

The Board shall assume the fees for examinations.

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Legal	118.25, Wis. Stats. 29 C.F.R., Part 1630 29 C.F.R. Part 1635 42 U.S.C. 12101 et seq. Americans with Disabilities Act of 1990, as amended 42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act
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Last Modified by Steve LaVallee on March 8, 2018



Book	Policy Manual
Section	For Board Review - Vol. 27, No. 1+
Title	Copy of WEAPONS
Number	po3217
Status	
Adopted	May 16, 2016
Last Revised	August 22, 2016

3217 - WEAPONS

The Board of Education prohibits professional staff members from possessing, storing, making, or using a weapon in any setting that is under the control and supervision of the District for the purpose of school activities approved and authorized by the District including, but not limited to, property leased, owned, or contracted for by the District, a school-sponsored event, or in a District vehicle, to the extent permitted by law.

Concealed Carry Permit Holders

Nothing in this policy prohibits an employee with a properly issued permit to carry a concealed weapon from exercising his/her rights consistent with Wisconsin's concealed carry law and the State and Federal gun free school zones laws. However, a staff member who is the holder of a concealed carry permit license issued or recognized by the State of Wisconsin may not, by virtue of Wis. Stat. 948.605(2)(b)1r, possess a concealed weapon anywhere in or on school grounds, including parking areas.

A staff member who is a concealed carry permit licensee may not carry a concealed weapon or otherwise store a weapon or ammunition in his or her personal vehicle while transporting students for school-sponsored events or school-related purposes in his or her own vehicle. This does not apply to the transportation of students related by blood or marriage to the staff member if only such students are being transported.

Definition of "Weapon"

For this policy, the term "weapon" means any object which, in the manner in which it is used, is intended to be used, or is represented, is capable of inflicting serious bodily harm or property damage, as well as endangering the health and safety of persons. Weapons include, but are not limited to, firearms (including, but not limited to, firearms as defined in 18 U.S.C. 921(a)(3)), guns of any type, including air and gas-powered guns (whether loaded or unloaded), knives, (subject to the exceptions below) razors, with unguarded blades, clubs, electric weapons, metallic knuckles, martial arts weapons, ammunition, and explosives.

Exceptions to this policy include:

- A. weapons under the control of law enforcement personnel while on duty, or qualified former law enforcement officers, off duty law enforcement officers, or out-of-state law enforcement officers;
- B. items approved by the Board as part of a class or individual presentation under adult supervision, including, but not limited to, hunters' education courses, if used for the purpose of and in the manner approved. Working firearms, except those protected at all times by a cable or trigger lock, and live ammunition shall never be approved;
- C. theatrical props used in appropriate settings;
- D. starter pistols used in appropriate sporting events.

The District Administrator may refer a staff member who violates this policy to law enforcement officials. The staff member may also be subject to disciplinary action, up to and including termination, as permitted by applicable Board policy.

Any staff member who has reason to believe that a person has or will violate this policy shall report to the school Principal or their supervisor immediately. Failure to report such information may subject the staff member to disciplinary action, up to and including termination.

This policy shall be published and distributed to staff members annually. Publication is not a precondition to enforcement of this policy.

Revised 8/22/16

Legal

120.13(1), Wis. Stats.

175.60, Wis. Stats.

943.13, Wis. Stats.

948.605, Wis. Stats.

18 U.S.C. 921(a)(3)

18 U.S.C. 922

20 U.S.C. 7151

Last Modified by Steve LaVallee on March 8, 2018



Book	Policy Manual
Section	For Board Review - Vol. 27, No. 1+
Title	Copy of PHYSICAL EXAMINATION
Number	po4160
Status	
Adopted	May 16, 2016
Last Revised	July 17, 2017

4160 - PHYSICAL EXAMINATION

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

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

Employees will be required to execute a release that complies with the requirements of the Health Insurance Portability and Accountability Act in order to allow the report of the medical examination to be released to the Board/District Administrator and to allow the District Administrator or his/her designee to speak to the health care provider who conducted the medical examination in order to get clarification (see Form 4160 F2).

Reports of all such examinations or evaluations shall be delivered to the District Administrator, who shall protect their confidentiality. Reports will be discussed with the employee or candidate. In compliance with the Genetic Information Nondiscrimination Act (GINA) and Board Policy 4122.02, the successful candidate who is required to submit to a medical examination, as well as the medical health care provider that is designated by the Board to conduct the examination, are directed not to collect genetic information or provide any genetic information, including the candidate's family medical history, in the report of the medical examination.

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

In the event of a report of a condition that could influence job performance, the District Administrator shall base a nonemployment recommendation to the Board upon a conference with the examining physician and substantiation that the condition is directly correlated to defined job responsibilities and reasonable accommodation will not allow the employee or prospective employee to adequately fulfill those responsibilities. Freedom from tuberculosis in a communicable form is a condition of employment.

The Board shall assume any fees for required examinations.

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Legal	118.25, Wis. Stats. 121.52(b), Wis. Stats. 29 C.F.R., Part 1630 29 C.F.R. Part 1635 42 U.S.C. 12101 et seq. Americans with Disabilities Act of 1990, as amended 42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act
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Last Modified by Steve LaVallee on March 8, 2018



Book	Policy Manual
Section	For Board Review - Vol. 27, No. 1+
Title	Copy of WEAPONS
Number	po4217
Status	
Adopted	May 16, 2016
Last Revised	August 22, 2016

4217 - WEAPONS

The Board of Education prohibits support staff members from possessing, storing, making, or using a weapon in any setting that is under the control and supervision of the District for the purpose of school activities approved and authorized by the District including, but not limited to, property leased, owned, or contracted for by the District, a school-sponsored event, or in a District vehicle, to the extent permitted by law.

Concealed Carry Permit Holders

Nothing in this policy prohibits an employee with a properly issued permit to carry a concealed weapon from exercising his/her rights consistent with Wisconsin's concealed carry law and the State and Federal gun free school zones laws. However, a staff member who is the holder of a concealed carry permit license issued or recognized by the State of Wisconsin may not, by virtue of Wis. Stat. 948.605(2)(b)1r, possess a concealed weapon anywhere in or on school grounds, including parking areas.

A staff member who is a concealed carry permit licensee may not carry a concealed weapon or otherwise store a weapon or ammunition in his or her personal vehicle while transporting students for school sponsored events or school-related purposes in his or her own vehicle. This does not apply to the transportation of students related by blood or marriage to the staff member if only such students are being transported.

Definition of "Weapon"

For this policy, the term "weapon" means any object which, in the manner in which it is used, is intended to be used, or is represented, is capable of inflicting serious bodily harm or property damage, as well as endangering the health and safety of persons. Weapons include, but are not limited to firearms (including, but not limited to, firearms as defined in 18 U.S.C. 921(a)(3)), guns of any type, including air and gas-powered guns (whether loaded or unloaded), knives, (subject to the exceptions below) razors, with unguarded blades, clubs, electric weapons, metallic knuckles, martial arts weapons, ammunition, and explosives.

Exceptions to this policy include:

- A. weapons under the control of law enforcement personnel while on duty, or qualified former law enforcement officers, off duty law enforcement officers, or out-of-state law enforcement officers;
- B. items approved by the Board as part of a class or individual presentation under adult supervision, including but not limited to hunters' education course, if used for the purpose of and in the manner approved Working firearms, except those protected at all times by a cable or trigger lock, and live ammunition shall never be approved;
- C. theatrical props used in appropriate settings; and
- D. starter pistols used in appropriate sporting events.

The District Administrator may refer a staff member who violates this policy to law enforcement officials. The staff member may also be subject to disciplinary action, up to and including termination, as permitted by applicable Board policy.

Any staff member who has reason to believe that a person has or will violate this policy shall report to the school Principal or their supervisor immediately. Failure to report such information may subject the staff member to disciplinary action, up to and including termination.

This policy shall be published and distributed to staff members annually. Publication is not a precondition to enforcement of this policy.

Revised 8/22/16

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Legal

120.13(1), Wis. Stats.

175.60, Wis. Stats.

943.13, Wis. Stats.

948.605, Wis. Stats.

18 U.S.C. 921(a)(3)

18 U.S.C. 922

20 U.S.C. 7151

Last Modified by Steve LaVallee on March 8, 2018



Book	Policy Manual
Section	For Board Review - Vol. 27, No. 1+
Title	REVISED POLICY - VOL. 27, NO. 1 - PART-TIME OPEN ENROLLMENT
Number	po5113.01
Status	
Adopted	October 1, 2015
Last Revised	June 19, 2017

REVISED POLICY - VOL. 27, NO. 1

5113.01 - **PART-TIME OPEN ENROLLMENT**~~COURSE OPTIONS~~

The Board ~~of Education~~ will provide students enrolled in the District with the ability to take up to two (2) courses at any given time ~~through one or more other educational institutions, including~~ in a non-resident public school district, ~~the University of Wisconsin system institution, a technical college, a nonprofit higher education institution, a tribal college, a charter school, and any other nonprofit organization approved by the Department of Public Instruction.~~ Likewise, the Board will consider the enrollment of a non-resident student in up to two (2) courses per term under the criteria set forth in this policy and any criteria required by law.

Resident Student Applications for Part-Time Open Enrollment~~Course Options~~

A. General Procedures

The parent of any student enrolled as a resident of the District who wishes to attend one (1) or two (2) courses at a non-resident school district~~another educational institution~~ under this policy shall make a written application to such non-resident district~~other institution~~ no less than six (6) weeks prior to the beginning of the term in which the course(s) are offered. The application:

1. must be on a form provided by the Wisconsin Department of Public Instruction;
2. must be copied to the Board at the same time as the application is made to the non-resident school district~~other educational institution~~.

B. Decisional Criteria for Resident Applications

The Board shall review all applications received under this policy to attend courses at a non-resident school district~~an outside educational institution~~ under the criteria below. Both the non-resident school district~~educational institution~~ of proposed attendance and the Board must approve the course.

Acceptance or denial of any resident student's application shall be made no later than one (1) week prior to the start of the course. Rejection of a student's application to attend such courses shall be made in writing and shall provide an explanation of the reason for rejecting the application. One of the following reasons must be the basis for such rejection:

1. *Individualized Education Program (IEP)*. If the Board determines that the proposed course conflicts with the student's IEP, the Board shall reject the course.
2. *Undue Financial Burden*. The Board may reject an application if the cost of the course would impose an undue financial burden on the District considering the totality of the District's economic circumstances, including applicable revenue limits, ability to pay the cost of tuition, and the per student cost of educating all District students.~~High School Graduation Requirements. If the Board determines that the proposed course does not satisfy graduation requirements, the Board may reject the application.~~
3. *Student Plan*. ~~If the Board determines that the proposed course does not satisfy the student's academic and career plan, the Board may reject the application.~~

If the District determines that the course does not satisfy the District's high school graduation requirements, it shall notify the student in writing of this determination at least one week prior to the start date of the course. This notice shall be provided whether the application is approved or rejected.

Non-Resident Student Applications for Part-Time Open Enrollment~~Course Options~~

A. General Procedures

The parent of any non-resident student that wishes to attend one or two courses offered by the District shall make a written application to the Board no less than six (6) weeks prior to the beginning of the term in which the course(s) are offered. The application:

1. must be on a form provided by the Wisconsin Department of Public Instruction;
2. must be copied to the student's resident School Board at the same time as the application is made to the non-resident School Board.

B. Decisional Criteria

The Board will determine acceptance or rejection of a non-resident student's application to attend courses in the District using the same criteria and policies for entry into the course that apply to resident students, except that preference for attendance (~~() may () shall~~) be given to resident students. Applications from non-resident students that are already accepted into two courses in a particular term will be rejected on that ground. If a particular course has limited enrollment, those spots not taken by resident students will be allocated to non-resident applicants under this policy that otherwise qualify for enrollment on a randomly selected basis.

The parents and the resident school district are to be notified, in writing, no later than one (1) week prior to the commencement of the course whether the application has been accepted or rejected. If accepted, the notification is to include the name of the school the student is to attend and that the enrollment is valid only for the forthcoming semester or school year or special time period during which the course(s) will be offered. If rejected, the notice shall state the reason for the rejection.

General Requirements

A. Notice of Intent to Enroll

The parents of the student must notify both the resident school district and the district in which the student has applied for part-time open course options enrollment of the student's intent to enroll after receipt of the decision to accept the application but before the beginning of the applicable course.

B. Transportation

By enrolling in a course under this policy either as a resident or non-resident, the parent understands that the parent is responsible for transporting the student to and from any courses attended under this policy, unless the Department of Public Instruction agrees to reimburse the parent directly for such costs.

C. Tuition for Attendance at Another School District

Tuition costs shall be paid for by the resident school district in an amount equal to the cost of the course(s) as determined by the Department of Public Instruction. ~~Parents may not be charged any cost by either the resident school district or educational institution of attendance under this policy.~~

D. Tuition for Attendance at an Institution of Higher Education

~~The resident school board shall pay to the institution of higher education (educational institution), for each resident student attending a course at the educational institution under this section, an amount equal to the cost of providing the course to the student, calculated in a manner determined by the department.~~

~~Except as provided below, the institution of higher education (educational institution) may not charge to or receive from the student or the student's resident school board any additional payment for a student attending a course at the educational institution under this section.~~

~~An educational institution that is an institution of higher education may charge a student, or the parent of a minor student, additional tuition and fees for attending a course at the institution of higher education under this section, but only if the student will receive postsecondary credit for the successful completion of the course. The Board and the educational institution under this paragraph shall determine the amount of tuition and fees the institution of higher education (educational institution) may charge a student for attending such a course.~~

E. Appeal of Rejection

Any application that is rejected under this policy may be appealed to the State Superintendent of Public Instruction within thirty (30) days of the decision. The State Superintendent's decision is final and will only reverse the initial decision if that decision was arbitrary or unreasonable.

Release of Resident Students

~~The Board shall release any resident student who wishes to apply for part-time enrollment in another school district except that the District must refuse to allow a student to enroll if the course conflicts with the provisions of an IEP for the student.~~

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Legal 118.52, Wis. Stats.

Last Modified by Steve LaVallee on March 21, 2018



Book	Policy Manual
Section	For Board Review - Vol. 27, No. 1+
Title	CLASS RANK
Number	po5430
Status	BOE Approved - Ready for NEOLA
Adopted	June 20, 2016
Last Revised	March 19, 2018

5430 - **CLASS RANK**

The Board acknowledges the usefulness of a system of computing grade point averages and class ranking for high school students, both to inform students of their relative academic placement among their peers and to provide students, prospective employers, and institutions of higher learning with a predictive device so that each student is more likely to be placed in an environment conducive to success.

The Board authorizes the use of the Laude honor point system beginning with the Class of 2018.

Beginning with the Class of 2018, the high school will rank and recognize graduating seniors through the Laude System. The Laude System acknowledges student achievement through a combination of student Cumulative Grade Point Average (CGPA) at the end of seven (7) semesters and the number of honor class points completed in their high school career. Their CGPA and honor points make up their overall Laude score, which places them into one (1) of the possible Laude distinctions: Summa Cum Laude, Magna Cum Laude, and Cum Laude.

The Laude distinctions of Summa Cum Laude, Magna Cum Laude, and Cum Laude criteria will be published annually in *The Laude System* brochure and the high school course of study guide.

Last Modified by Steve LaVallee on April 10, 2018



Book	Policy Manual
Section	For Board Review - Vol. 27, No. 1+
Title	Copy of DIPLOMA DEFERRAL
Number	po5460.01
Status	
Adopted	June 20, 2016

5460.01 - **DIPLOMA DEFERRAL**

Social graduation is an opportunity for students with individualized education programs ("IEPs") to participate in high school graduation ceremonies without obtaining an official diploma. Students with IEPs who have completed all academic requirements for high school graduation, but who have not yet completed their transition-related IEP goals may be eligible for social graduation. Students may participate in social graduation only upon the recommendation of their respective IEP teams. If social graduation is recommended, the student may engage in all aspects of the graduation celebration (e.g., wearing a cap and gown; sitting with the graduating class; having his/her name printed in the program and read aloud at the ceremony; walking across the stage to receive a faux diploma). Instead of receiving an official diploma, however, the student will receive an unsigned diploma or a certificate of participation.

The determination of whether social graduation is recommended for any particular student will be made on an individual basis during the first semester of any year in which the student's chronological peer group is eligible to receive a high school diploma. The IEP team may raise the issue, or the student and/or his/her parent may raise the issue. The IEP team members should consider whether social graduation is appropriate to further the student's progress with regard to IEP goals. The team may also consider any objectives the student will be required to accomplish before s/he is eligible to participate. Finally, the team should determine additional arrangements or preparations, if any, that will need to be made to enable the student to participate in the ceremony. If the team determines that social graduation is recommended, the District Administrator shall be notified. The IEP team makes the final decision with regard to social graduation, in accordance with the student's IEP goals, Federal and State laws and regulations and Board policies. Students for whom participation in graduation ceremonies is precluded for disciplinary issues (when the discipline was not a manifestation of the student's disability) or nonpayment of school fines may not participate in social graduation.

After participating in the ceremony, the student is expected to continue working on his/her IEP transition goals and objectives. The student will also continue to receive services to address his/her transitional, vocational, and/or independent living skills as delineated in his/her IEP. An official high school diploma will be granted to the student when the IEP team determines that the transition goals have been met.

When the student turns ~~twenty-two (22)~~ twenty-one (21) during the school year, s/he will be permitted to complete the current school year, semester ~~before services cease.~~

[NOTE: School year and school term are synonymous. School term is defined pursuant to 115.001(12), Wis. Stats.]

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Last Modified by Steve LaVallee on March 8, 2018



Book	Policy Manual
Section	For Board Review - Vol. 27, No. 1+
Title	Copy of WEAPONS
Number	po5772
Status	
Adopted	October 1, 2015
Last Revised	June 19, 2017

5772 - WEAPONS

The Board of Education prohibits students from possessing, storing, making, or using a weapon in any setting that is under the control and supervision of the District for the purpose of school activities approved and authorized by the District including, but not limited to, property leased, owned, or contracted for by the District, a school-sponsored event, or in a District vehicle, to the extent permitted by law.

The term "weapon" means any object that, in the manner in which it is used, is intended to be used, or is represented, is capable of inflicting serious bodily harm or property damage, as well as endangering the health and safety of persons. Weapons include, but are not limited to, firearms (including, but not limited to, firearms as defined in 18 U.S.C. 921(a)(3)), guns of any type whatsoever, including air and gas-powered guns (whether loaded or unloaded), knives, (subject to the exceptions below) razors, with unguarded blades, clubs, electric weapons, metallic knuckles, martial arts weapons, ammunition, and explosives.

The District Administrator will refer any student who violates this policy to the student's parents or guardians and may also make a referral to the criminal justice or juvenile delinquency system. The student may also be subject to disciplinary action, up to and including expulsion.

Policy exceptions include:

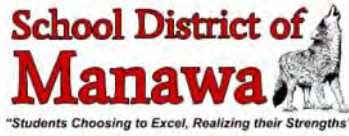
- A. weapons under the control of law enforcement personnel while on duty, or qualified former law enforcement officers, off duty law enforcement officers, or out-of-state law enforcement officers;
- B. items pre-approved by the Board as part of a class or individual presentation under adult supervision, including, but not limited to Hunters' Education and Archery Education courses, if used for the purpose and in the manner approved (working firearms and live ammunition are never be approved); and
- C. theatrical props used in appropriate settings with the approval of the building principal.

This policy will be published annually in all District student and staff handbooks. Publication is not a precondition to enforcement of this policy.

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Legal	120.13(1), Wis. Stats.
	943.13, Wis. Stats.
	948.605, Wis. Stats.
	18 U.S.C. 921(a)(3)
	18 U.S.C. 922
	20 U.S.C. 7151

Last Modified by Steve LaVallee on March 8, 2018



Book Policy Manual
Section For Board Review - Vol. 27, No. 1+
Title Copy of SAFETY STANDARDS
Number po7430
Status
Adopted November 21, 2016

7430 - **SAFETY STANDARDS**

The Board of Education believes that the employees and students of this District, as well as visitors, are entitled to function in an environment as free from hazards as can reasonably be provided. In this regard and in accordance with law, the Board will provide reasonable and adequate protection for the lives, safety, and health of its employees.

The District Administrator shall be responsible for the maintenance of standards in the facilities to prevent accidents and to minimize their consequences. S/He shall designate an employee who shall conduct periodic audits of health and safety conditions within the facilities of the District in accordance with the Federal OSHA standards adopted by the State, and take appropriate action on any violations thereof to the District Administrator. ~~Said employee shall also have the authority to organize and direct the activities of a District safety committee.~~

The District Administrator shall ascertain that the employees and students of this District are aware of their rights to an environment free of recognized hazards, that they are properly trained in safety methods, that protective devices and equipment are available to meet safety standards, and that proper rules and records are maintained to meet the requirements of the law.

In the event an inspection is made by a representative of the State, the District Administrator shall report the results thereof to the Board at the meeting following the receipt of the State report.

Legal 101.055, Wis. Stats.

Last Modified by Steve LaVallee on March 21, 2018



Book	Policy Manual
Section	For Board Review - Vol. 27, No. 1+
Title	OPEN MEETINGS FOR NON-BOARD COMMITTEES
Number	po8309
Status	

NEW BYLAW - SPECIAL UPDATE - DECEMBER 2017

8309 - OPEN MEETINGS FOR NON-BOARD COMMITTEES

The Board of Education acknowledges that in many instances the Board's work is informed and aided by recommendations provided to it by groups of individuals with expertise or a stake in the particular subject. In some cases, those committees are created by and given a function through official action or policy of the Board. At other times, committees are created administratively to assist the school administration in its work. In some cases, a committee or group of individuals meeting for a particular purpose will be considered a governmental body and must conduct its work according to the open meetings law. The Board is committed to compliance with the open meetings law. Each group must evaluate whether it is subject to open meetings requirements. This policy does not apply to committees of the Board, which are covered by Board bylaws (Policy 0155).

Definitions

"Committee" – A group with a defined set of individual members operating as a collective body to meet for the purpose of developing recommendations, reviewing materials, considering District policy or performing a particular function which has been given to that body by the Board (~~←~~) or District Administrator, such that it operates as a governmental body. A group that otherwise meets the definition of "committee" is a committee for purposes of this policy regardless of its use of a different name or description (i.e. a working group), or by virtue of the fact that the committee's actions are merely advisory to the Board or the administration.

"Governmental Body" – means the Board and each standing committee of the Board, as well as any committee as that term is defined in this policy.

"Meeting" – means the convening of members of a governmental body for the purpose of exercising the responsibilities, authority, power, or duties delegated to or vested in the body. If one-half (1/2) or more of the members of a governmental body are present, the meeting is rebuttably presumed to be for the purpose of exercising the responsibilities, authority, power, or duties delegated to or vested in the body. The term does not include any social or chance gathering or conference which is not intended to avoid the open meetings law requirements, if applicable.

Evaluating a Group's Status as a Committee

In determining whether a group is a committee, the following factors shall be evaluated:

- A. How was the group created?
 1. By Board policy?
 2. By official action or resolution of the Board or of a committee of the Board?
 3. By the District Administrator?
 4. Informally at the building or department level?
- B. Was the group given a function by State or Federal law?
- C. Was the group's membership established, such that there is an identifiable set of members?
- D. Were the members chosen by the Board, District Administrator, or by other means?
- E. Were the characteristics of the members established by policy or law?
- F. Were the members selected because they have expertise in the area or are a part of a constituent group?
- G. Will the group hold regular meetings?
- H. Is there a defined meeting schedule?

- I. Is the group performing recurrent/ongoing work or a single project?
- J. Will the work of the group be reported to the Board or to the District Administrator, either directly or indirectly?
- K. Will the group take votes and report collective action?
- L. Is the work of the group related to a core function or duty of the Board (e.g., curriculum development, budget development, student conduct policy, etc.)?
- M. Has the group identified a chairperson and/or other persons with group functions (e.g., secretary to take minutes, clerk to assure notices are given, etc.)

No one element is dispositive as to whether the group is a "committee" for purposes of this policy. The purpose of the group and how it carries out that purpose should be reviewed as a whole. If taken as a whole and the group is created by official action, has a set membership, performs a specific function given to it when created, and issues a collective work product, then the group is presumptively a committee.

Committees

Any group that is formed or that meets as a defined or readily determinable collection of individuals to further a function of the School District should consult with the building principal or District Administrator to determine whether the group constitutes a committee pursuant to this policy. The District Administrator is authorized to consult with legal counsel as deemed necessary. This policy is not intended to require application of the open meetings law to all groups of individuals who meet to discuss school functions. The Board recognizes that meetings occur frequently between school and District staff and that not all such meetings implicate open meetings requirements. When a group does meet the definition of a committee, however, that committee must satisfy the requirements of the open meetings law.

Open Meetings Law Requirements

It is the Board's policy that committees shall adhere to Wisconsin's open meetings law, including the following obligations:

- A. All meetings shall be held at a location in the District sufficient to provide for the opportunity for members of the public to attend.
- B. All meetings shall be noticed at least twenty-four (24) hours in advance of the meeting, unless such notice is impossible or impracticable, and emergency circumstances necessitate the meeting, in which case no fewer than two (2) hours notice shall be given.
- C. Notice shall be posted in locations in the District where meeting notices are typically posted; however, publication of notice is only required as expressly provided by the Board or the District Administrator.
- D. Notice shall identify the subject matter for discussion, along with any contemplated action, with enough specificity so as to inform the public of the purpose of the meeting.
- E. Any contemplated closed session must specify the authority for meeting in closed session and identify the subject matter to be discussed with sufficient specificity without compromising the purpose for closing the meeting.
- F. Actions shall be taken in open session, unless it would violate the purpose for which closed session was held.
- G. A majority of the identified members of the group must be present for the group to take any action in furtherance of its collective purpose.
- H. Written minutes of each meeting shall be kept which identify at a minimum, the date, time, and location of the meeting, the identity of the members present and those absent, the items on the agenda and whether the items were discussed during the meeting, any action taken during the meeting, and the time the meeting concluded.

Each committee may determine the manner and formality of its meetings. No specific form of parliamentary procedure is required, provided that any action officially taken can be recorded and a tally of votes noted.

~~(-) The District Administrator shall develop and maintain a comprehensive list of established committees, each committee's membership, purpose, and meeting schedule once established.~~

Meetings of School District Staff

While the Board acknowledges the importance of following the open meetings law and maintaining access for the general public, it also recognizes that frequent, and often impromptu, meetings of School District staff occur throughout the day and are an important part of the delivery of a collaborative and comprehensive educational program to students. Nothing in this policy shall be construed to prohibit interaction and consultation among staff in the day-to-day performance of job responsibilities.

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Legal 19.82 et seq., Wis. Stats.

Last Modified by Steve LaVallee on March 21, 2018



Book	Policy Manual
Section	For Board Review - Vol. 27, No. 1+
Title	Copy of USE OF ELECTRONIC WIRELESS COMMUNICATION DEVICES BY DISTRICT EMPLOYEES WHO OPERATE BOARD-OWNED OR OPERATED VEHICLES
Number	po8605
Status	
Adopted	November 21, 2016
Last Revised	December 18, 2017

8605 - USE OF ELECTRONIC WIRELESS COMMUNICATION DEVICES BY DISTRICT EMPLOYEES WHO OPERATE BOARD-OWNED OR OPERATED VEHICLES

Personal communication devices ("PCDs"), including PCDs equipped with ear pieces, ear buds, headsets, and/or Bluetooth, shall not be used for sending or ~~reading~~~~receiving~~ text messages, or sending or reading e-mails or any other data, anytime the operator is actively driving a District school bus or other Board-owned vehicle during the course of employment, with or without students on board. No driver may use a handheld mobile telephone anytime, except for direction navigation purposes, provided such directions are inputted into the device while the vehicle is not being operated, while operating a Board-owned vehicle and while operating a vehicle including any time where the vehicle is in operation even if temporarily stopped due to traffic or traffic control situation, except to communicate with law enforcement or other emergency services if necessary.

For purposes of this policy, electronic PCDs include, but are not limited to, cellular and wireless telephones, pagers/beepers, personal digital assistants (PDAs), Blackberries/Smartphones, any text-messaging device, and other WI-FI-enabled or broadband access devices, including computers, but does not include Citizens Band Radio or other two-way device which is installed in the vehicle and communicates directly with District transportation officials and other District vehicles only.

Safety is always the priority while driving a school bus or other vehicle in the course of employment. Any deviation to the above policy will result in disciplinary action as set forth in Board policy up to and including termination from employment.

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Legal	49 C.F.R. 392.80
	49 C.F.R. 392.82

Last Modified by Steve LaVallee on March 8, 2018



Book	Policy Manual
Section	For Board Review - Vol. 27, No. 1+
Title	REVISED POLICY - SPECIAL UPDATE - DECEMBER 2017 - PUBLIC REQUESTS, SUGGESTIONS, OR COMPLAINTS
Number	po9130
Status	

REVISED POLICY - SPECIAL UPDATE - DECEMBER 2017

9130 - PUBLIC REQUESTS, SUGGESTIONS, OR COMPLAINTS

Any individual(s), having a legitimate interest in the staff, programs and operations of this District shall have the right to present a request, suggestion, or complaint to the District and the Board of Education. At the same time, the Board has a right to protect the staff from inappropriate harassment. It is the intent of this policy to provide guidelines for considering and addressing public requests, suggestions, or complaints in an efficient, reasonable, and equitable manner. Requests, suggestions, or complaints made by District staff members are covered by [Policy 1422](#), Policy 3122, and Policy 4122.

It is the desire of the Board to address any such matters through direct, informal discussions and other means. It is only when attempts at informal resolution fail that more formal procedures shall be used.

Generally, requests, suggestions, or complaints reaching the Board or Board members shall be referred to the District Administrator for consideration. Any individual presenting such a matter shall be provided with a copy of this policy.

Guidelines for Matters Regarding a ~~Professional~~ Staff Member

A. First Level

Generally, if the matter concerns a ~~professional~~ staff member the individual(s) should discuss the matter with the staff member. The staff member shall take appropriate action within his/her authority and District administrative guidelines to deal with the matter.

Discussion with the staff member may not be appropriate in some situations including, for example, where the matter involves suspected child abuse, substance abuse, or any other serious allegation that may require investigation or inquiry by school officials prior to approaching the staff member.

↔ As appropriate, the staff member shall report the matter and whatever action may have been taken to the [immediate supervisor](#).

B. Second Level

If the matter has not been satisfactorily addressed at the First Level or it would be inappropriate to discuss the matter with the staff member, the individual(s) may discuss the matter with the staff member's supervisor, if applicable. Discussions with the supervisor shall occur promptly following any discussion with the staff member.

C. Third Level

If the matter has not been satisfactorily addressed at the Second level, and the matter does not involve the District Administrator, the individual(s) may submit a written request for a conference to the District Administrator. This request should include:

1. ↔ the specific nature of the request, suggestion or complaint and a brief statement of the facts giving rise to it;
2. ↔ the respect in which it is alleged that the individual(s) (or child of a complainant) has been affected adversely;
3. ↔ the action which the individual(s) wishes taken and the reasons why it is felt that such action be taken.

The request must be submitted promptly after discussion with the staff member's supervisor. The District Administrator shall respond in writing to the individual(s) and shall advise the Board of any resolution of the matter.

D. Fourth Level

If the matter has not been satisfactorily addressed at the Third Level, or at the First Level in the case of a matter involving the District Administrator, the individual(s) may submit a written request to the Board to address the matter. Any such request must be submitted ~~promptly after~~ ↔ within [ten \(10\)](#) days of receiving the District Administrator's written response.

The Board, after reviewing all material relating to the matter, shall

~~()~~ provide the individual(s) with a written response;

~~() grant a hearing, which may be held in closed session at the discretion of the Board when consistent with Wisconsin's Open Meetings law~~

~~() before the Board;~~

~~() before a committee of the Board;~~

~~The individual(s) shall be advised, in writing, of the Board's decision no more than _____ business days following the next regular meeting. The Board's decision will be final on the matter, and it will not provide a hearing to other complainants on the same issue.~~

If the individual(s) contacts an individual Board member to discuss the matter, the Board member shall inform the individual that s/he has no authority to act in his/her individual capacity and may refer the individual(s) to this guideline or the District Administrator for further assistance.

~~[] Guidelines for Matters Regarding a Support Staff Member~~

~~In the case of a support staff member, the matter is to be directed, initially, to the person's supervisor, and then in subsequently higher levels as prescribed in "Guidelines for Matters Regarding a Professional Staff Member".~~

Guidelines for Matters Regarding District Services or Operations

If the matter relates to a District procedure or operation, it should be addressed, initially, to the person with administrative responsibility and then in subsequently higher levels as prescribed in "Guidelines for Matters Regarding a Professional Staff Member".

Guidelines for Matters Regarding Enrollment Disputes

If the matters relates to disputes concerning student residency determination, Homelessness under the McKinney-Vento Act, or related issues, the matter should be addressed initially to the District's Residency or Homelessness Coordinator, and then to the Third Level of the process for "Matters Regarding a ~~Professional~~ Staff Member".

Guidelines for Matters Regarding the Educational Program

If the matter relates to a District program, it should be addressed, initially, to the Curriculum Director and then in subsequently higher levels as prescribed in "Matters Regarding a Professional Staff Member".

Guidelines for Matters Regarding Instructional Materials

The District Administrator shall prepare administrative guidelines to ensure that students and parents are adequately informed each year regarding their right to inspect instructional materials used as part of the educational curriculum and the procedure for completing such an inspection. See Policy 2414, AG 9130A and Form 9130 F3.

If the request, suggestion, or complaint relates to instructional materials such as textbooks, library books, reference works, and other instructional aids used in the District, the following procedure shall be followed:

A. ~~()~~ The criticism is to be addressed to the Curriculum Director, in writing, and shall include:

- ~~()~~ author;
- ~~()~~ title;
- ~~() publisher;~~
- ~~()~~ the complainant's familiarity with the material objected to;
- ~~()~~ sections objected to by page and item;
- ~~()~~ reasons for objection.

B. ~~()~~ Upon receipt of the information, the Curriculum Director ~~_____ (shall) (may),~~

~~()~~ after advising the District Administrator of the complaint,

~~()~~ and upon the District Administrator's approval,

~~() refer the matter to the District Administrator for resolution~~

~~()~~ appoint a review committee, which shall comply with the open meetings law, ~~consisting of:~~

- ~~()~~ one (1) or more professional staff members including _____;
- ~~()~~ one (1) or more Board members;

3. ~~(→) one (1) or more lay persons knowledgeable in the area.~~

C. (→) If the request, suggestion, or complaint relates to the human growth and development curriculum or instructional materials, it shall be referred to the advisory committee responsible for developing the human growth and development curriculum and advising the Board on the design, review and implementation of the curriculum. (See Policy 2414).

D. ~~(→) The District Administrator shall be an ex officio member of the committee.~~

E. (→) The committee, in evaluating the questioned material, shall be guided by the following criteria:

1. (→) the appropriateness of the material for the age and maturity level of the students with whom it is being used
2. (→) the accuracy of the material
3. (→) the objectivity of the material
4. (→) the use being made of the material

F. (→) The material in question

~~(→) may be~~

(→) may not be

withdrawn from use pending the committee's recommendation to the District Administrator.

G. (→) The committee's recommendation shall be reported to the District Administrator in writing within ten (10) business days following the formation of the committee. The District Administrator will advise the individual(s), in writing, of the committee's recommendation and advise the Board of the action taken or recommended.

H. (→) The individual(s) may appeal the District Administrator's recommendation within ten (10) business days to the Board. The appeal shall be submitted in writing to the District Clerk for the Board. ~~District Administrator within thirty (30) business days of receiving the District Administrator's recommendation.~~ The written appeal and all written material relating to it shall be referred to the Board for consideration.

I. (→) The Board shall review the matter and advise the individual(s), in writing, of its decision as soon as practicable.

No challenged material may be removed from the curriculum or from a collection of resource materials except by action of the Board, and no challenged material may be removed solely because it presents ideas that may be unpopular or offensive to some. Any Board action to remove material will be accompanied by the Board's statement of its reasons for the removal.

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Legal 118.01, Wis. Stats.
 118.019, Wis. Stats.
 20 U.S.C. 1232h

Last Modified by Steve LaVallee on March 21, 2018



Book	Policy Manual
Section	For Board Review - Vol. 27, No. 1+
Title	Copy of CITIZENS' ADVISORY COMMITTEES
Number	po9140
Status	
Adopted	November 21, 2016

9140 - **CITIZENS' ADVISORY COMMITTEES**

The Board of Education, in its discretion, ~~may~~shall establish citizens' advisory committees and assign to each committee a particular~~when there is a definite function for which the committee has been formed to be performed~~. All appointments of citizens to advisory committees shall be approved by the Board. All appointments of staff members to citizens' advisory committees shall be made by the District Administrator. Staff members shall never constitute more than a minority of any such committee. Every effort shall be made to ensure that the makeup of an advisory committee is as truly representative of the community as possible. The chairperson of an advisory committee shall be chosen from among the lay members. Board members may be ex-officio members of an advisory committee.

Specific topics for study or well-defined areas of activities shall be assigned in writing to each committee immediately following its appointment. Upon completing its assignment, a committee either shall be given a new assignment~~problem~~ or shall be dissolved promptly. No advisory committee shall be permitted to continue for prolonged periods without a definite assignment. Each committee shall be instructed as to the length of time each member is asked to serve, the resources the Board intends to provide, the approximate dates on which the Board wishes it to submit reports, and the approximate date on which the Board wishes it to dissolve. Furthermore, the committee shall be instructed as to the relationship it has to the Board, to individual Board members, to the District Administrator, and to the remainder of the professional staff.

The structure and organization of an advisory committee shall be determined by the Board as appropriate to the assignment. Advisory committees shall be encouraged to draw upon a wide variety of resources both inside and outside the School District. Each committee shall be encouraged to draw upon the talents of other local residents and to recommend to the Board the official appointment of any such additional member(s) as the committee may desire.

Expenditure of District funds by an advisory committee shall be made only upon the prior approval of the District Administrator. Supplies, equipment, and personnel from within the School District may be obtained through the appointed staff resource person.

Correspondence between the Board and its committees shall ordinarily be conducted by the District Administrator with the advice of the President.

The District Administrator shall transmit the contents of any communication from a committee to the Board at the next meeting of the Board.

When a committee is ready to submit a report on its assigned topic, the District Administrator shall arrange a meeting for the purpose of receiving the report.

The Board shall have the sole power to dissolve any of its advisory committees and shall reserve the right to exercise this power at any time during the life of any committee.

All advisory committees created by the Board are subject to the notice provisions of the Open Meetings Law.

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Legal 19.81 et seq., Wis. Stats.

Last Modified by Steve LaVallee on March 4, 2018



Book	Policy Manual
Section	For Board Review - Vol. 27, No. 1+
Title	Copy of DISTRICT-SUPPORT ORGANIZATIONS
Number	po9211
Status	
Adopted	November 21, 2016

9211 - **DISTRICT-SUPPORT ORGANIZATIONS**

The Board of Education appreciates the efforts of all organizations whose objectives are to enhance the educational experiences of District students, to help meet educational needs of students, and/or provide extra educational benefits not provided for by the Board.

~~These needs may be educational to parents and/or children. In addition to parents, membership shall be available to the District's professional staff.~~

The Board recognizes that parent-teacher organizations and other school-related community organizations are channels through which school personnel, parents, and other citizens may discuss educational concerns, problems, and needs and work together toward solutions. **The District Administrator is authorized to provide support and assistance as appropriate upon the request of such an organization.**

~~The Board encourages parents and District staff to participate in such organizations.~~

The District Administrator shall:

- A. approve all fund-raising activities of a volunteer group and ensure they comply with the current USDA Dietary Guidelines for Americans and Smart Snack Rules;
- B. establish and maintain procedures related to proposed monetary and other gifts to the District that will provide for proper screening, acceptance, acknowledgement, and use, consistent with accounting procedures established by the State.

~~Each volunteer organization shall work within the appropriate school setting and in cooperation with the Principal and other staff members.~~

By the end of June of each year, each group shall submit its fund-raising plans for the next school year to the District Administrator for review by the Board. Should the fund-raising plans change during the school year, the District Administrator is to be advised before any final revisions are made.

The District Administrator shall implement administrative guidelines requiring that each group's fund-raising activities are in compliance with all applicable Board policies, including, but not limited to, the requirement that fundraisers involving the sale to students of food items or beverages be consumed on campus only from thirty (30) minutes following the close of the last lunch period until thirty (30) minutes after the end of the school day. The guidelines shall also require that the funds be used for administratively approved school-related projects.

~~Each volunteer organization that intends to work within the school setting may only do so in cooperation with the Principal and other staff members, including for such activities as fundraisers, meetings, and the like.~~

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Last Modified by Steve LaVallee on March 21, 2018



Book	Policy Manual
Section	Special Release - Tech Update - Phase I
Title	Special Release - Tech Update - Phase I - Revised DEFINITIONS
Number	po0100
Status	First Reading
Adopted	November 1, 2015
Last Revised	July 17, 2017

0100 - DEFINITIONS

The bylaws of the Board of Education of this District incorporate quotations from the laws and administrative code of the State of Wisconsin. Such quotations may be substantively altered only by appropriate legislative, judicial, or administrative action.

Whenever the following items are used in these ~~(-) bylaws and policies~~ () bylaws, policies, and administrative guidelines, they shall have the meaning set forth below:

Administrative Guideline

A statement, based on policy, usually written, which outlines and/or describes the means by which a policy should be implemented and which provides for the management cycle of planning, action, and assessment or evaluation.

Agreement

A collectively-negotiated contract with a recognized bargaining unit.

Apps and Web Services

Apps/web services are software (i.e., computer programs) that support the interaction of personal communication devices (as defined in Bylaw 0100, above) over a network, or client-server applications in which the user interface runs in a web browser. Apps/web services are used to communicate/transfer information/data that allow students to perform actions/tasks that assist them in attaining educational achievement goals/objectives, enable staff to monitor and assess their students' progress, and allow staff to perform other tasks related to their employment. Apps/web services also are used to facilitate communication to, from and among and between, staff, students, and parents.

Board

The Board of Education also commonly referred to as the School Board.

Bylaw

Rule of the Board for its own governance.

Clerk

The chief clerk of the Board. (See Bylaw 0170)

District

The School District.

District Administrator

The chief executive officer of the School District () sometimes locally referred to as Superintendent. In policy, capitalization of the term District Administrator implies delegation of responsibilities to appropriate staff members.

Due Process

Procedural due process requires prior knowledge (a posted discipline code), notice of offense (accusation), and the opportunity to respond. Specific due process requirements are dependent upon the circumstances and may vary depending on such circumstances.

Full Board

Authorized number of voting members entitled by law to govern the District. The full Board is the total number of Board members authorized by law regardless of the number of current sitting members.

Information Resources

The Board defines information resources to include any data/information in electronic, audio-visual or physical form, or any hardware or software that makes possible the storage and use of data/information. This definition includes but is not limited to electronic mail, voice mail, social media, text messages, databases, CD-ROMs/DVDs, websites, motion picture film, recorded magnetic media, photographs, digitized information, or microfilm. This also includes any equipment, computer facilities, or online services used in accessing, storing, transmitting or retrieving electronic communications.

May

This word is used when an action by the Board or its designee is permitted but not required.

Medical Advisor

The School District is required to appoint a **M**medical **A**advisor. The **M**medical **A**advisor shall be a licensed physician and will participate in the annual review of the District emergency nursing services plan. The School District may also have the **M**medical **A**advisor fulfill other roles. (PI 8.01(2)(g)3.)

Meeting

Any gathering which is attended by or open to all of the members of the Board, held with the intent on the part of the members of the body present to discuss or act as a unit upon the specific public business of that body. Wis. Stat. 19.82(2).

Parent

The natural or adoptive parents or the party designated by the courts as the legal guardian, custodian, or surrogate of a student. Both parents will be considered to have equal rights unless a court of law decrees otherwise.

Personal Communication Devices

Personal communication devices ("PCDs") include computers, laptops, tablets, e-readers, cellular/mobile phones, smartphones, ~~(-) telephone paging devices (e.g., beepers or pagers)~~, and/or other web-enabled devices of any type.

Policy

A general, written statement by the governing Board which defines its expectations or position on a particular matter and authorizes appropriate action that must or may be taken to establish and/or maintain those expectations.

President

The chief executive officer of the Board. (See Bylaw 0170)

Principal

The educational leader and head administrator of one (1) or more District schools. In policy and administrative guidelines, implies authority to delegate responsibilities to appropriate members of his/her staff.

Professional Staff Member

District employees that are either certified teachers employed in a position for which certification is a requirement of employment or administrative employees that are responsible for oversight or supervision of a component or components of the District's operation, or serve as assistants to such persons, regardless of whether they hold an administrative contract or are required to have administrator certification, but excluding the District Administrator/Superintendent.

Relative

The mother, father, sister, brother, spouse, parent of spouse, child, grandparents, grandchild, or dependent in the immediate household.

Shall

This word is used when an action by the Board or its designee is required. (The word "will" or "must" signifies a required action.)

Student

A person who is officially enrolled in a school or program of the District.

Superintendent

As noted under District Administrator, locally some districts refer to the chief executive officer of the School District as Superintendent. In policy, capitalization of the "S" in Superintendent implies delegation of responsibilities to appropriate staff members.

Support Staff

Any employee who provides support to the District's program and whose position does not require a professional certificate. This category includes special education paraprofessionals.

Technology Resources

The Board defines technology resources to include computers, laptops, tablets, e-readers, cellular/mobile telephones, smartphones, web-enabled devices, video and/or audio recording equipment, SLR and DSLR cameras, projectors, software and operating systems that work on any device, copy machines, printers and scanners, information storage devices (including mobile/portable storage devices such as external hard drives, CDs/DVDs, USB thumb drives and memory chips), the computer network, Internet connection, and online educational services and apps.

Treasurer

The chief financial officer of the District. (See Bylaw 0170)

Vice-President

The Vice-President of the Board of Education. (See Bylaw 0170)

Voting

A vote at a meeting of the Board of Education. The law requires that Board members must be present in order to have their vote officially recorded in the Board minutes, and to be available for a roll call vote. A Board member's presence at a meeting includes his/her presence if attending by telephone or other manner of remote access, so long as such remote access is compliant with State law. No voting by Proxy may be recorded or counted in an official vote of the Board. Remote access during quasi-judicial functions (e.g. termination hearings, expulsions) may be permitted after consultation with legal counsel.

Citations to Wisconsin statutes are shown by the Section Number (e.g., 120.11, Wis. Stats.). Citations to the Wisconsin Administrative Code are prefaced P.I. (e.g., P.I. 11). Citations to the United States Code are noted as U.S.C., Federal Register are noted as F.R., and the Code of Federal Regulations as C.F.R.

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Legal

Last Modified by Melanie Oppor on April 11, 2018



Book	Policy Manual
Section	Special Release - Tech Update - Phase I
Title	Special Release - Tech Update - Phase I Revised TECHNOLOGY PRIVACY
Number	po7540.01V2
Status	First Reading

7540.01V2 - TECHNOLOGY PRIVACY

~~VERSION—2~~

The Board of Education recognizes its staff members' right to privacy in their personal lives. This policy serves to inform staff members of the Board's position with respect to staff-member privacy in the educational and workplace setting and to protect the Board's interests.

All ~~computers, telephone systems, electronic mail systems, and voice mail systems~~ District technology resources (as defined in Bylaw 0100) are the Board's property and are to be used primarily for business purposes. The Board retains the right to access and review all information resources (as defined in Bylaw 0100), including but not limited to electronic and voice mail, computer files, databases, and any other electronic transmissions contained in or used in conjunction with the Board's computer system/network, telephone system, electronic mail system, and voice mail system. Staff members should have no expectation that any_

~~Choose Option #1 or Option #2~~

~~Option #1~~

~~[] No personal messages should be exchanged via Board owned technology. Because District technology resources are to be used solely for business and educational purposes, staff members are prohibited from sending offensive, discriminatory, or harassing computer, electronic, or voice mail messages.~~

~~Staff members are encouraged to keep their personal records and personal business at home.~~

~~Option #2~~

[x] Personal messages via Board-owned technology should be limited in accordance with the District Administrator's guidelines. Staff members are encouraged to keep their personal records and personal business at home. Because District technology resources are to be used primarily for business and educational purposes, staff members are prohibited from sending offensive, discriminatory, or harassing computer, electronic, or voice mail messages.

~~[END OF OPTIONS]~~

~~Privacy in communication over the Internet and the Network is not guaranteed. To ensure compliance with the guidelines, the Board reserves the right to monitor, review, and inspect any directories, files, and/or messages residing on or sent using the Board's computers/network. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.~~

~~The Board has software and systems in place that monitor and record all Internet, World Wide Web, and computer usage. The Board wants users to be aware that security systems are capable of recording, for each and every user, each World Wide Web site visit, the amount of time spent actively using the World Wide Web, each chat, news group access, e-mail message, and every file transfer into and out of our internal networks to the Internet. No District student or employee should have any expectation of privacy as to his/her Internet or World Wide Web usage, or the privacy of any electronic mail message, file, download, note, or other data stored on or transmitted or received through any Board computing facility. The Board reserves the right to review computing activity and analyze usage patterns, and may choose to publicize this data to assure that the Board's computing resources are devoted to maintaining the highest standards of educational benefit and employee productivity. Messages relating to or in support of illegal activities will be reported to the appropriate authorities. The use of passwords does not guarantee confidentiality, and the Board retains the right to access information in spite of a password.~~

~~Computers, electronic mail, and voice mail are to be used for business and educational purposes. Personal messages via Board owned technology should be limited in accordance with the District Administrator's guidelines. Staff members are encouraged to keep their personal records and personal business at home.~~

~~Because the Board's computer and voice mail systems are to be used primarily for business and educational purposes, staff members are prohibited from sending offensive, discriminatory, or harassing computer, electronic, or voice mail messages.~~

~~The Board is interested in its resources being properly used~~ District technology resources must be used properly. Review of computer files, electronic mail, and voice mail will only be done in the ordinary course of business and will be motivated by a legitimate business reason. If a staff member's personal information is discovered, the contents of such discovery will not be reviewed by the Board, except to the extent necessary to determine if the Board's interests have been compromised. Any information discovered will be limited to those who have a specific need to know that information.

The administrators and supervisory staff members authorized by the District Administrator have the authority to search and access information electronically.

All ~~computers and any information or software contained therein~~District technology resources and District information resources are the property of the Board. Staff members shall not copy, delete, or remove any information ~~/or~~ data contained on the Board's computers/servers without the express permission of the District Administrator or communicate any such information to unauthorized individuals. In addition, staff members may not copy software on to any ~~Board computer~~District technology resources and may not bring software from outside sources for use on ~~Board equipment~~District technology resources without the prior approval of the Technology Director. Such pre-approval ~~will~~shall include a review of any copyright infringements or virus problems associated with such outside software.

~~[] In accordance with State law, any staff member who sends an electronic message with the intent to frighten, intimidate, threaten, or harass another person or sends a message containing lewd, obscene, or profane language will be subject to appropriate discipline by the District and may be found guilty of a Class D misdemeanor.~~

~~No staff member will be required to provide District administration with access to personal internet accounts, such as social media accounts, that are password protected. This does not preclude administration from reviewing the contents of such accounts that are not restricted and are thus in the public domain, or from receiving information from those granted access to private information, provided that the District administration does not solicit the receipt of such information. Additionally, if private accounts are accessed from the District's computers, network and Internet services ("Network"), the staff member should have no expectation of privacy in the content of any files or records of their online activity while on the Network as prescribed in Policy 7540.04—Staff Network and Internet Acceptable Use and Safety.~~

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Legal 948.11, Wis. Stats.
 995.55, Wis. Stats.
 947.0125, Wis. Stats.

Last Modified by Melanie Oppor on April 11, 2018



Book	Policy Manual
Section	Special Release - Tech Update - Phase I
Title	Special Release - Tech Update - Phase I Revised WEB CONTENT, SERVICES, AND APPS
Number	po7540.02
Status	Proposed to Policy & Human Resources Committee
Adopted	November 21, 2016
Last Revised	March 20, 2017

7540.02 - ~~DISTRICT WEB PAGE~~CONTENT, SERVICES, AND APPS

Creating Web Pages/Sites/Services and Apps

The Board of Education authorizes staff members () and students ~~[NOTE: END OF CHOICE]~~ to create web pages/sites/content, apps, and web services (see Bylaw 0100 - Definitions) that will be hosted ~~on~~by the ~~Board's~~Board on its servers or District-affiliated servers and published on the Internet.

The web pages/sites/content, services, and apps must reflect the professional image/brand of the District, its employees, and students. ~~The Web content, services, and apps of all pages~~ must be consistent with the Board's ~~M~~ission Satement and staff- created web pages/sites/content, services and apps are subject to prior review and approval of the District Administrator before being published on the Internet and/or utilized with students.

() Student-created web pages/sites/content, services, and apps are subject to Policy 5722 – School Sponsored Publications and Production.

() The creation of web pages/sites/content, services, and apps must be done under the supervision of a professional staff member for school published web pages.

The purpose of web pages/sites/content, services, and apps hosted ~~on~~by the Board's ~~on its~~ servers or District-affiliated servers is to educate, inform, and communicate. The following criteria shall be used to guide the development of such web pages/sites/content, services, and apps:

A. Educate

Content provided in the website should be suitable for and usable by students and teachers to support the curriculum and the Board's Objectives as listed in the Board's Strategic Plan.

B. Inform

Content may inform the community about the school, teachers, students, or departments, including information about curriculum, events, class projects, student activities, and departmental policies.

C. **Communicate**

Content may provide an avenue to communicate with the community.

The information contained on the Board's ~~web site~~website(s) should reflect and support the Board's Mission Statement, Educational Philosophy, and the School Improvement Process.

When the content includes a photograph or information relating to a student, the Board will abide by the provisions of Policy 8330 - Student Records.

All links included on the Board's web pages/website(s) or web services and apps must also meet the above criteria and comply with State and Federal law (e.g. copyright law, Children's Internet Protection Act, Section 504 of the Rehabilitation Act of 1973 (Section 504), Americans with Disabilities Act (ADA), and Children's Online Privacy Protection Act (COPPA)). Nothing in this paragraph shall prevent the District from linking the Board's ~~web site~~website(s) to (1) recognized news/media outlets (e.g., local newspapers' websites, services, and/or apps, local television stations' websites) or (2) to websites that are developed and hosted by outside commercial vendors pursuant to a contract with the Board. The Board recognizes that such third party web-sites may not contain age-appropriate advertisements that are consistent with the requirements of Policy 9700.01, AG 9700B, and State and Federal law.

Under no circumstances is ~~a~~District-created web site/content, services, or apps to be used for commercial purposes, advertising, political lobbying, or to provide financial gains for any individual. Included in this prohibition is the fact no web pages/content contained on the District's web site may: (1) include statements or other items that support or oppose a candidate for public office, the investigation, prosecution or recall of a public official, or

passage of a tax levy or bond issue; (2) link to a web site of another organization if the other web site includes such a message; or (3) communicate information that supports or opposes any labor organization or any action by, on behalf of, or against any labor organization. Nothing in this paragraph shall prevent the Board from linking on the District's website to recognized news/media_outlets (e.g., local newspapers' web sites, local television stations' web sites).

Under no circumstances is a staff member-created web pages/site content, services, or apps, including personal web pages/sites, to be used to post student progress reports, grades, class assignments, or any other similar class-related material. ~~The Employees are required to use the Board-specified maintains its own website, service, or app~~ (e.g. Skyward or Google Classroom ~~_____~~ **[Progressbook]** ~~that employees are required to use~~ for the purpose of conveying information to students and/or parents.

Staff members are prohibited from requiring students to go to the staff member's personal web pages/sites (including, but not limited to, their Facebook, Instagram, Pinterest ~~or MySpace pages~~) to check grades, obtain class assignments and/or class-related materials, and/or to turn in assignments.

If a staff member creates a web page/site content, services, or apps related to his/her class, the staff member must get permission from the Technology Director prior to publication of said content, it must be hosted on the Board's server or a District-affiliated server.

~~Unless the web page/site content, service, or app contains student personally identifiable information, Board web sites, services, and apps that are created by students and/or staff members that are posted on the Internet should not be password protected or otherwise contain restricted access features, whereby only employees, student(s), or other limited groups of people can access the site. Community members, parents, employees, staff, students, and other web site users will generally be given full access to the Board's website(s), services, and apps created pursuant to this policy.~~

Pages Web content, services, and apps should reflect an understanding that both internal and external audiences will be viewing the information.

School web-site(s), services, and apps must be located on Board-owned or District-affiliated servers.

The District Administrator shall prepare administrative guidelines defining the rules and standards applicable to the use of the Board's website and the creation of web content, services and apps by staff () and students. The guidelines shall incorporate the administrative guidelines pertaining to website accessibility in AG 7540.02 - Web Content and Functionality Specifications.

The Board retains all proprietary rights to the design of websites ~~and/or pages~~ content, services, and apps that are hosted on ~~the Board's~~ Board-owned or District-affiliated servers, absent written agreement to the contrary.

Students who want their class work to be displayed on the Board's web site must have written permission from their parent and expressly license its display without cost to the Board.

Prior written permission by a student's parent is necessary for a student to be identified by name on the Board's web site.

Instructional Use of Web Services and Apps

The Board authorizes the use of web services and/or apps to supplement and enhance learning opportunities for students either in the classroom or for extended learning outside the classroom.

- **{SELECT OPTION #1 or #2}**

- **{OPTION #1}**

- The Board requires the ~~[] District Administrator~~ Technology Director _____ pre-approve each web service and/or app that a teacher intends to use to supplement and enhance student learning. To be approved, the web service or app must have a FERPA-compliant privacy policy, as well as comply with all requirements of the Children's Online Privacy Protection Act (COPPA) and the Children's Internet Protection Act (CIPA) and Section 504 and the ADA.

- **{END-OF-OPTION #1}**

- **{OPTION #2}**

- A teacher who elects to supplement and enhance student learning through the use of web services and/or apps is responsible for verifying/certifying to the ~~[] District Administrator~~ _____ that the web service or app has a FERPA compliant privacy policy, and it complies with all requirements of the Children's Online Privacy Protection Act (COPPA) and the Children's Internet Protection Act (CIPA) and Section 504 and the ADA.

- **{END-OF-OPTION #2}**

- The Board further requires

the use of a Board-issued e-mail address in the login process.

~~prior written parental permission to use a student's personal e-mail address in the login process.~~

Legal

995.55, Wis. Stats.

948.11, Wis. Stats.

947.0125, Wis. Stats.

Last Modified by Melanie Oppor on April 5, 2018



Book	Policy Manual
Section	Special Release - Tech Update - Phase I
Title	Special Release - Tech Update - Phase I Revised TECHNOLOGY
Number	po7540
Status	First Reading
Adopted	November 21, 2016

7540 - ~~COMPUTER TECHNOLOGY NETWORK, AND INTERNET ACCEPTABLE USE AND SAFETY~~

The Board of Education is committed to the effective use of technology to both enhance the quality of student learning and the efficiency of District operations.

[x] ~~However, the~~ Students' use of ~~the District's network and~~ District technology resources (see definition in Bylaw 0100), ~~by students~~ is a privilege not a right. Students and their parents must sign and submit a Student Technology Acceptable Use and Safety form (x) annually. (See also, Policy 7540.03).

The District Administrator shall develop ~~, recommend for approval by the Board, ()~~ and implement a written District Technology Procedure (DTP). One of the primary purposes of the DTP is to evaluate new and emerging technologies and how they will play a role in student achievement and success and/or efficient and effective District operations. The Board will financially support, as the budget permits, the DTP, including recommendations to provide new and developing technology for students and staff. ()

~~The District Administrator shall create a Technology Governance Committee (see AG 7540B) to oversee and guide the development of the DTP. The District Administrator shall appoint individuals to the Technology Governance Committee that include representatives of all educational, administrative, and business/operational areas in the District. []~~

The DTP ~~will provide~~ shall set forth procedures for ~~both~~ the proper acquisition of technology. The DTP shall also provide, and guidance to staff and students concerning making safe, appropriate and ethical use of ~~the District's network(s); District technology resources, as well as~~ The DTP shall also inform both staff and students about disciplinary actions that will be taken if Board technology and/or networks are abused in any way or used in an illegal or unethical manner. (See Policy 7540.03 and AG 7540.03 - Student Technology Acceptable Use and Safety, and Policy 7540.04 and AG 7540.04 - Staff Technology Acceptable Use and Safety).

The District Administrator (x), in conjunction with the Technology Director _____, shall review the DTP and

(x) report

~~() recommend the approval of~~

any changes, amendments, or revisions to the Board annually. ()

This policy, along with the Student and Staff Technology Acceptable Use and Safety policies, and the Student Code of Conduct, further govern students' and staff members' use of their personal communication devices (see Policy 5136 and Policy 7530.02). Users have no right or expectation of privacy when using District technology resources (including, but not limited to, privacy in the content of their personal files, e-mails and records of their online activity when using the District's computer network and/or Internet connection).

Further, safeguards shall be established so that the Board's investment in both hardware and software achieves the benefits of technology and inhibits negative side effects. Accordingly, students shall be educated about appropriate online behavior including, but not limited to, using social media to interact with others online; interacting with other individuals in chat rooms or on blogs; and, recognizing what constitutes cyberbullying, understanding cyberbullying is a violation of ~~District Board~~ policy, and learning appropriate responses if they ~~are victims of~~ experience cyberbullying.

For purposes of this policy, social media is defined as Internet-based applications that facilitate communication (e.g., interactive/two-way conversation/dialogue) and networking between individuals or groups. Social media is "essentially a category of online media where people are talking, participating, sharing, networking, and bookmarking online. Most social media services encourage discussion, feedback, voting, comments, and sharing of information from all interested parties." [Quote from Ron Jones of Search Engine Watch] Social media provides a way for people to stay "connected or linked to other sites, resources, and people." Examples include Facebook, Twitter, Instagram, webmail, text messaging, chat, blogs, and instant messaging (IM). Social media does not include sending or receiving e-mail through the use of District-issued e-mail accounts.

~~{CHOOSE ONE OF THE TWO THREE OPTIONS, IF DESIRED}~~

OPTION #1

~~[X] Social media shall be defined as internet-based applications (such as Facebook, MySpace, Twitter, etc.) that turn communication into interactive dialogue between users. The Board authorizes the Staff may use social media for business-related purposes. Authorized staff may use District technology resources to access and use social media to increase awareness of District programs and activities, as well as to promote achievements of staff and students, provided the District Administrator approves, in advance, such access and use. Use of social media for business-related purposes is subject to Wisconsin's public records laws and staff members are responsible for archiving their social media and complying with the District's record retention schedule. See Policy 8310 – Public Records and AG 8310A – Public Records.~~

~~I~~ instructional staff and their students may use District technology resources to access and use social media ~~from the District's network~~ for educational purposes, provided ~~such access has an educational purpose for which the instructional staff member has the prior approval of the principal approves, in advance, such access and use.~~

~~However, personal~~ Students must comply with Policy 7540.03 and Policy 5136 when using District technology resources to access and/or use of social media, blogs, or chat rooms from the District's network is expressly prohibited and shall subject students Similarly, staff must comply with Policy 7540.04 and Policy 7530.02 when using District technology resources to access and/or use social media.

~~(-) and staff members
to discipline in accordance with Board policy.~~

OR

OPTION #2

~~[] Social media shall be defined as internet-based applications (such as Facebook, MySpace, Twitter, etc.) that turn communication into interactive dialogue between users. The Board prohibits students and staff members from using District technology resources to access and/or use any access and use of social media. by students~~

~~(-) and staff members
from the District's network.~~

OR

OPTION #3

~~The Board prohibits students from using District technology resources to access and/or use social media.~~

~~Staff may use social media for business-related purposes. Authorized staff may use District technology resources to access and use social media to increase awareness of District programs and activities, as well as to promote achievements of staff and students, provided the District Administrator approves, in advance, such access and use. Use of social media for business-related purposes is subject to Wisconsin's public records laws and staff members are responsible for archiving their social media and complying with the District's record retention schedule. See Policy 8310 – Public Records and AG 8310A – Public Records, and AG 8310D.~~

Staff must comply with Policy 7540.04 and Policy 7530.02 when using District technology resources to access and/or use social media.

~~[END OF FIRST SET OF OPTIONS]~~

~~[] The Board authorizes the access and use of social media from the District's network to increase awareness of District programs and activities, as well as to promote achievements of staff and students, provided such access and use is approved in advance by the District Administrator. The District Administrator shall annually review the DTP to determine the effectiveness of the plan in meeting its objectives. A yearly report on the DTP and any changes, amendments, or revisions to it shall be presented by the District Administrator for action by the Board each year.~~

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Legal 948.11, Wis. Stats.
947.0125, Wis. Stats.

Last Modified by Melanie Oppor on April 11, 2018



Students choosing to excel; realizing their strengths.

To: District Staff

From: Carmen O'Brien

cc: Board of Education
Mary Basel and Trina Kiefer, M3 Insurance

Date: May 7, 2018

Re: Finance Committee Insurance Recommendation

At the BOE Finance Committee meeting on Thursday, May 3, 2018, Mrs. Mary Basel, M3 representative, explained to the committee that the proposed WCA Group Health Trust HMO (option #3) is not like a traditional HMO. Participants would not have to go through a primary care physician to see a specialist. Participants that choose to go out of network would incur the full cost of that service. But, staying in-network is very easy because the network is huge and covers the majority of providers in the state of Wisconsin and extends nationwide. The United Healthcare (UHC) Choice network list of providers can be accessed and searched online. WCA also provides a service similar to Amwell called Tel-a-doc.

Mrs. O'Brien shared survey results from participating staff. The Finance Committee members voted and will recommend to the full board on May 21, 2018, that the District change the health insurance provider for the 2018-19 school year to WCA Group Health Trust HMO (option #3). This will also change the effective date to July 1, 2018 and the contract year will run from July 1 to June 30, matching the fiscal year. The District will continue to have an HRA to cover the difference between the out-of-pocket, personal deductible and the higher plan deductible. Mrs. O'Brien and Mrs. Basel are looking at different options to move the FLEX benefit to match the coverage year.

If the full board approves the recommendation on May 21, 2018, there will be a quick turn-over to the new insurance. Mrs. Basel is planning to be in District on Wednesday, May 23, 2018, for an after-school meeting in the high school library to provide information and answer questions for any staff that would like to attend.

Below are questions initiated by staff that Mrs. Basel answered for Finance Committee:

1. With an HMO, option #3, do we have to jump through hoops see a specialist?

The WCA Group Health Trust does not operate like a traditional HMO. Employees do not need to select a primary care physician. Also, if they want to see a specialist, they do not need a referral. Employees must verify that the provider is part of the UHC Choice network, though.

2. If I go on vacation and something happens, would I get stuck paying the entire bill?

Emergency care at any provider is always covered as in-network, just as it is today with WEA Trust. UHC has providers in every state, so you would also have access to them. In addition, you would have access to Tel-a-doc which is available 24/7/365 at no cost to members.

3. My doctor is listed on the UHC site, but not in the location that I use. Are they still in-network?

If you are unsure if your doctor is in-network and/or the online tool is unclear, call their office and ask if they are part of the United Healthcare Choice network.

4. Would we lose our 2 months of deductibles that have already been met for July and August?

Moving to a July renewal date would change the contract year from 9/1 through 8/31 to 7/1 through 6/30, so yes deductibles would start earlier this year. You would be impacted one time to make this adjustment. In the long run, changing the renewal date will better align renewal cost proposals to coincide with the new budget year. This information allows the District to provide renewal cost information to employees before summer break begins.

5. How does this impact the FLEX plan?

Currently, the FLEX plan starts 10/1 and runs through 9/30. Changing the start date would align this benefit to the health insurance contract year as well as the fiscal year. All benefits would be on the same year cycle for less confusion and hopefully more participation. Presently, 17 of the 61 insurance participants utilize the FLEX benefit.

6. What if a spouse turns 65 during the school year, would I need to pay for the single +1 plan for the entire school year?

You can move to a single plan once your spouse qualifies for and enrolls in Medicare. This applies to any plan, regardless of contract year.



Manawa School District
 Health Insurance Benefit Comparison
 Effective Date: 7/1/2018

Health Carrier		WEA Trust		WCA Group Health Trust	
		Current/Renewal			
Insurance Type		PPO		HMO	
Provider Network:		WEA Trust		UHC Choice	
Deductible		Single	Family	Single	Family
In Network		\$2,000	\$4,000	\$2,000	\$4,000
Out of Network		\$4,000	\$8,000	Does Not Apply	
Co-Insurance					
In Network		100% after Deductible		100% after Deductible	
Out of Network		80/20 to Out of Pocket Max		Does Not Apply	
Maximum Out-of-Pocket		Single	Family	Single	Family
In Network		\$3,000	\$6,000	\$3,000	\$6,000
Out of Network		\$6,000	\$12,000	Does Not Apply	
Office Visits		PCP	Specialist	PCP	Specialist
In Network		\$25 Copay, then Deductible		\$25 Copay, then Deductible	
Out of Network		\$50 Copay, then Ded & Coins		No Coverage	
Diagnostic/Xray/Lab					
In Network		Deductible Applies		Deductible Applies	
Out of Network		Deductible & Coinsurance		No Coverage	
Routine/Preventive Care					
In Network		Select Services Covered in Full		Select Services Covered in Full	
Out of Network		\$50 Copay, then Ded & Coins		No Coverage	
Urgent Care					
In Network		\$100 Copay, then Deductible		\$100 Copay, then Deductible	
Out of Network		\$100 Copay, then Ded & Coins		No Coverage	
Emergency Room					
		\$250 Copay, then Deductible		\$250 Copay, then Deductible	
Hospital Services					
In Network		Deductible Applies		Deductible Applies	
Out of Network		Deductible & Coinsurance		No Coverage	
Prescription Drugs					
Rx Maximum Out-of-Pocket		\$0 / \$10 / \$30 / \$60 VCDP \$2,000 / \$4,000		\$0 / \$10 / \$30 / \$60 \$2,000 / \$4,000	
Optional Benefits					
Vision Benefit		No Vision Coverage		Routine Vision Exam Included	
Extraction/Replacement of Teeth		No Extraction Coverage		No Extraction Coverage	
Waiver of Premium		No		No	
Rates		Current	Renewal		
Employee	13	\$729.88	\$748.12	\$715.00	
Employee +1	7	\$1,459.70	\$1,496.20	\$1,431.00	
Family	39	\$1,970.60	\$2,019.86	\$1,932.00	
Annual Δ% from Current			2.50%	-1.97%	
Monthly Totals		\$96,559.74	\$98,973.50	\$94,660.00	
Annual Totals		\$1,158,716.88	\$1,187,682.00	\$1,135,920.00	
	Annual Δ\$ from Current		\$28,965	(\$22,797)	
	Annual Δ\$ from Renewal			(\$51,762)	

While every effort is made to illustrate the carriers' various benefits, discrepancies or errors are possible. In the event of an error, the actual product brochure furnished by the insurance carrier and approved by the Commissioner of Insurance will prevail. The master contract and policyholder certificates are more detailed and should be used for the determination of benefits. All plans will comply with state and/or federal requirements with regard to nervous and mental benefits.

Course Name:		Civics (7th & 8th grades)	
Credits:	1		
Prerequisites:	none		
Description:	Course emphasizing a basic understanding of U.S. government, economics, and citizenship. (Taught in conjunction with the junior high trip to Washington D.C.)		
Academic Standards:	NCSS Standards		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Political Parties, Voting, and Elections	2-2.5 months	MS. TTC.1, MS. TCC.4, MS.CIP.10, MS. CIP.1, MS. CIP.2, MS. PAG.2	Identify the origin, structure, function, and types of U.S. political parties. Explain voting requirements and the process of voting in elections.
Economics and the American Economy	2-2.5 months	MS. PDC. 3, MS. PDC. 1 MS. PDC. 2, MS. PDC. 5, MS. PDC. 6	Distinguish between wants and needs and identify how scarcity affects economic decisions. Identify how democratic capitalism and free enterprise work in the American economy. Relate personal finance choices and decisions to economic principles. Explain the relationship between demand and supply in an economic system.
Foundations of American Citizenship	2-2.5 months	MS.PAG.1, MS.PAG.3, MS.TCC.4, MS. TCC.2, MS.PAG.4, MS.CIP.10, MS. PAG.2	Explain the role of government in everyday life. Understand the history of our country's government. Describe the principles in the Constitution. Discuss the freedoms guaranteed by the Bill of Rights.
The National Government	1.5-2 months	MS. CIP. 6 MS. PAG. 1, MS.PAG.2	Identify the structure and functions of the legislative branch. Analyze the duties, qualifications, and powers of the executive branch. Recognize the structure and authority of the judicial branch.
Individual and Digital Citizenship	1-1.5 months	MS.CIP.1, MS.CIP.5, MS.STS.2	Differentiate between the duties and responsibilities of citizens. Define and explain what it means to be a digital citizen and potential risks involved.

Unit Name: Political Parties, Voting, and Elections	Length: ~ 2-2.5 months
Standards: MS. TTC.1, MS. TCC.4, MS.CIP.10, MS.CIP.1, MS. CIP.2, MS. PAG.2	Outcomes: Identify the origin, structure, function, and types of U.S. political parties. Explain voting requirements and the process of voting in elections.
Essential Questions: Why do we have political parties? Why would people join them? Why is it important for citizens in a democracy to exercise their right to vote?	Learning Targets: Compare the history of the Republican Party to the Democratic Party. Understand the role of third parties. Analyze political party organization. Dissect the voting requirements. Identify the requirements for voting and voting locations. Classify the types of elections.
Topic 1: Political Parties	Length: ~1-1.5 months
Standard(s): MS. TCC.1, MS. TCC.4, MS. CIP.10	Academic Vocabulary: political party, two-party system, third party, precinct, direct primary, plurality, majority
Lesson Frame: a) Development of Political Parties b) Political Parties Today	We will: Investigate the development of political parties. Explore the organization of political parties. I will: Compare the history of the Republican Party to the Democratic Party. I will understand the role of third parties. Analyze political party organization.
Performance Tasks: Quiz, Venn Diagram, Debate	Notes:
Topic 2: Voting and Elections	Length: ~1 month
Standard(s): MS.CIP.1, MS. CIP.2, MS. PAG.2	Academic Vocabulary: polling place, ballot, returns, apathy, Electoral College, referendum, recall, electors
Lesson Frame: a) Who Can Vote b) Elections	We will: examine who is able to vote. We will learn the process of how and where to vote. We will discuss the different types of elections. I will: dissect the voting requirements. I will identify the requirements for voting and voting locations. I will classify the election types.
Performance Tasks: Quiz, Summary Writing	Notes:

Unit Name: Economics and the American Economy	Length: ~2-2.5 months
Standards: MS. PDC. 3, MS. PDC. 1 MS. PDC. 2, MS. PDC. 5, MS. PDC. 6	Outcomes: Distinguish between wants and needs and identify how scarcity affects economic decisions. Identify how democratic capitalism and free enterprise work in the American economy. Relate personal finance choices and decisions to economic principles. Explain the relationship between demand and supply in an economic system.
Essential Questions: Why do we need an effective economic system? How does supply and demand affect pricing?	Learning Targets: Understand what economics means and differentiate between needs and wants. Construct a flow-chart regarding scarcity. Practice economic decision making. List factors of production. Explain the circular flow of economic activity. Define what type of economic system the US has. Identify smart buying strategies. Demonstrate monetary planning. Demonstrate how change in price affects demand and supply. Explain the law of demand and supply and how it can change.
Topic 1: What is Economics?	Length: ~ 2 weeks
Standard(s): MS. PDC.3	Academic Vocabulary: need, want, economics, microeconomics, macroeconomics, economic systems, resources, scarcity, trade-off, opportunity cost, marginal cost, marginal benefit, cost-benefit analysis
Lesson Frame: a) How Economic Systems Work b) Making Economic Decisions	We will: define economics and distinguish between needs and wants. We will analyze the problem of scarcity. We will discuss economic decision making. I will: understand what economics means and differentiate between needs and wants. I will construct a flow-chart regarding scarcity. I will practice economic decision making.
Performance Tasks: Quiz, Comic Strip	Notes:
Topic 2: The American Economy	Length: ~ 2.5 weeks
Standard(s): MS. PDC. 1	Academic Vocabulary: goods, services, factors of production, capital, factor markets, product markets, productivity, capitalism, free enterprise, profit
Lesson Frame: a) Economic Resources b) Economic Activity c) Capitalism and Free Enterprise	We will: Investigate the factors of production. Analyze the circular flow of economic activity. Discuss important characteristics of the US economy. I will: list factors of production. I will explain the circular flow of economic activity. Define what type of economic system the US has.
Performance Tasks: Graphic Organizer, Descriptive Writing (circular flow of economic activity)	Notes:
Topic 3: Personal Finance and Economics	Length: ~ 2 weeks
Standard(s):MS. PDC. 2, MS. PDC. 5	Academic Vocabulary: consumer, discretionary income, budget, income, expenses, impulse buying
Lesson Frame: a) Managing Your Money b) Planning and Budgeting c) Achieving Your Financial Goals	We will: Talk about consumer rights and responsibilities. We will understand the importance of budgeting. I will: Identify smart buying strategies. I will demonstrate monetary planning.
Performance Tasks: Mock Budget Spreadsheet	Notes:

Topic 4: Demand and Supply	Length: ~ 2.5 weeks
Standard(s): MS. PDC. 6	Academic Vocabulary: demand, demand schedule, demand curve, law of demand, substitute, compliment, supply, law of supply, supply schedule, supply curve, surplus, shortage, equilibrium price
Lesson Frame: a) Demand b) Factors Affecting Demand c) Supply and the Supply Curve d) Demand and Supply at Work	We will: Introduce the concept of demand and supply. Examine the law of demand and supply. We will discuss how demand and supply can change. I will: demonstrate how change in price affects demand and supply. I will explain the law of demand and supply and how it can change.
Performance Tasks: Quiz, Food Truck Project	Notes:

Unit Name: Foundations of American Citizenship	Length: ~ 2-2.5 months
Standards: MS.PAG.1, MS.PAG.3, MS.TCC.4, MS.TCC.2, MS.PAG.4, MS.CIP.10, MS.PAG.2	Outcomes: Explain the role of government in everyday life. Understand the history of our country's government. Describe the principles in the Constitution. Discuss the freedoms guaranteed by the Bill of Rights.
Essential Questions: What rights do United States citizens have? What does the Constitution say?	Learning Targets: Identify where my ancestors came from before entering the U.S. Categorize the paths to U.S. citizenship and qualifications needed. Identify the functions of government and the principles of American democracy. Summarize the events leading up to the Declaration of Independence. Examine the initial colony governments and the Articles of Confederation. Compare/Contrast the proposals discussed at the Convention. Identify the sections of the Constitution and the principles of government stated in the Constitution. Identify the first amendment freedoms. Examine the rights promised in amendments 2-10. Identify the purposes of amendments 11-27.
Topic 1: The American People	Length: ~ 2 weeks
Standard(s): MS.PAG.1, MS.PAG.3, MS.TCC.4	Academic Vocabulary: civics, values, naturalization, immigrant, representative democracy, republic, majority rule, authoritarian, totalitarian
Lesson Frame: a) The Diversity of Americans b) Who Are America's Citizens? c) Government and the People	We will: Review our country's immigration history and discuss how our diversity formed our shared American values. Discuss the qualifications for U.S. citizenship. Examine the purpose for government. I will: Identify where my ancestors came from before entering the U.S. Categorize the paths to U.S. citizenship and qualifications needed. Identify the functions of government and the principles of American democracy.
Performance Tasks: Test, Compare and Contrast Graphic Organizer	Notes:
Topic 2: Roots of American Democracy	Length: ~ 1.5 weeks
Standard(s): MS.TCC.2, MS.TCC.4, MS.PAG.4	Academic Vocabulary: egalitarianism, delegates
Lesson Frame: a) Colonial Society b) Birth of a Democratic Nation	We will: Review the colonial settlements, growing tensions with the British, and the decision to declare independence. I will: Summarize the events leading up to the Declaration of Independence.
Performance Tasks: Quiz	Notes: inspect the Declaration of Independence
Topic 3: The Constitution	Length: ~ 2.5 weeks
Standard(s): MS.TCC.2, MS.TCC.4, MS.PAG.4, MS.CIP.10	Academic Vocabulary: constitution, bicameral, confederation, ratified, Constitutional Convention, Great Compromise, Three-Fifths Compromise, Electoral College, Federalists, federalism, Anti-Federalists, Preamble, legislative branch, executive branch, judicial branch amendment, popular sovereignty, rule of law, separation of powers, checks and balances, expressed powers, reserved powers, concurrent powers

Lesson Frame: a) The Nation's First Governments b) The Road to The Constitution c) The Structure of Our Constitution d) Principles Underlying the Constitution	We will: Discuss the first attempts of Americans to form a new government. Examine the plans and compromises of the Constitutional Convention. Disect the structure and major principles of our Constitution. I will: Examine the initial colony governments and the Articles of Confederation. Compare/Contrast the proposals discussed at the Convention. Identify the sections of the Constitution and the principles of government stated in the Constitution.
Performance Tasks: Quiz, Venn Diagram, Comparison Chart, Opinion Writing	Notes:
Topic 4: The Bill of Rights	Length: ~ 2.5 weeks
Standards: MS.PAG.2, MS.PAG.3, MS.TCC.2, MS.TCC.4	Academic Vocabulary: civil liberties, slander, libel, double jeopardy, due process, eminent domain, suffrage, poll taxes
Lesson Frame: a) The First Amendment b) The Bill of Rights c) Extending the Bill of Rights	We will: Discuss the freedoms and rights guaranteed by the Bill of Rights. Discuss the Constitutional amendments beyond the Bill of Rights. I will: Identify the first amendment freedoms. Examine the rights promised in amendments 2-10. Identify the purposes of amendments 11-27.
Performance Tasks: Quiz, Bill of Rights Song Parody Project	Notes:

Unit Name: The National Government	Length: ~1.5-2 months
Standards: MS. CIP. 6 MS. PAG. 1, MS.PAG.2	Outcomes: Identify the structure and functions of the legislative branch. Analyze the duties, qualifications, and powers of the executive branch. Recognize the structure and authority of the judicial branch.
Essential Questions: What is the structure and function of our government?	Learning Targets: Understand the houses in Congress. List the steps of how laws are passed. Categorize the qualifications and responsibilities of the president and vice president. Understand how the federal court system is organized and what powers it has. Identify who can become a Supreme Court justice and what those justices are responsible for.
Topic 1: The Legislative Branch	Length: ~ 2 weeks
Standard(s): MS. CIP. 6, MS. PAG. 1	Academic Vocabulary: constituents, filibuster, veto
Lesson Frame: a) How Congress is Organized b) Representing the People c) How a Bill Becomes a Law	We will: analyze how Congress is organized and the powers they have. I will: understand the houses in Congress. I will list the steps of how laws are passed.
Performance Tasks: Quiz, Graphic Organizer, Collage	Notes:
Topic 2: The Executive Branch	Length: ~ 2 weeks
Standard(s): MS. PAG. 1	Academic Vocabulary: executive order, pardon, cabinet
Lesson Frame: a) The President and the Vice President b) The President's Job c) Presidential Advisers and Executive Agencies	We will: Discuss the roles and duties of the president and vice president. I will: Categorize the qualifications and responsibilities of the president and vice president.
Performance Tasks: Quiz, Collage	Notes:
Topic 3: The Judicial Branch	Length: ~ 2 weeks
Standard(s): MS.PAG.1, MS.PAG.2	Academic Vocabulary: district courts, appeals courts, judicial review, constitutional
Lesson Frame: a) How Federal Courts are Organized b) The Supreme Court	We will: Discuss the structure and authority of the judicial branch. Examine the qualifications and responsibilities of the Supreme Court. I will: understand how the federal court system is organized and what powers it has. Identify who can become a Supreme Court justice and what those justices are responsible for.
Performance Tasks: Quiz, Collage	Notes:

Unit Name: Individual and Digital Citizenship	Length: ~1-1.5 months
Standards: MS.CIP.1, MS.CIP.5, MS.STS.2	Outcomes: Differentiate between the duties and responsibilities of citizens. Define and explain what it means to be a digital citizen and potential risks involved.
Essential Questions: How does fulfilling our duties and responsibilities as citizens help the government to be effective? What role does digital citizenship play in today's world?	Learning Targets: Categorize duties and responsibilities. Define digital citizenship. Identify the risks of being online. List what makes a website trustworthy.
Topic 1: Citizenship in a Democracy	Length: ~1.5-2 weeks
Standard(s): MS.CIP.1	Academic Vocabulary: responsibilities, duties, draft, tolerance
Lesson Frame: a) Duties and Responsibilities	We will: Discuss why citizens have duties and responsibilities to fulfill. I will: Categorize duties and responsibilities.
Performance Tasks: Graphic Organizer, Summary writing	Notes:
Topic 2: Digital Citizenship	Length: ~1.5-2 weeks
Standard(s): MS.CIP.5, MS.STS.2	Academic Vocabulary: digital footprint, clickbait, fake news, reliable resource
Lesson Frame: a) What is Digital citizenship? b) Problems and Dangers with Being Online c) Rights and Responsibilities of a Digital Citizen	We will: Explain what is meant by digital citizen. Discuss potential dangers and problems. Determine characteristics of high quality websites. I will: Define digital citizenship. Identify the risks of being online. List what makes a website trustworthy.
Performance Tasks: Website evaluation, Reflection Writing	Notes: collaboration with Library Media Specialist

September	October	November	December	January	February	March	April	May	June
Political Parties, Voting, and Elections									
	Economics and the American Economy								
		Foundations of American Citizenship							
					The National Government				
							Individual and Digital Citizenship		

Course Name: World Geography			
Credits:	1		
Prerequisites:	n/a		
Description:	Course emphasising the people, places, and cultures of the world.		
Academic Standards:	NCSS Standards		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
The World	1-1.5 months	MS.PPE.2 MS.PPE.3 MS.PPE.4 MS.GC.2 MS.PPE.5 MS. PPE.6	Identify the 5 themes of Geography. Discuss the tools and knowledge geographers use to study the Earth's people and places. Review the skills needed to help understand Geography. Review forces acting within the earth that shape its surface. Explore how physical features determine where people live. Discuss how geographers use climate to categorize world regions. Review the cause/effect of human/environment interaction. Examine how the world's population increasing has created new challenges. Discuss that population and resources are not distributed evenly throughout the world. Define culture.
US and Canada	1.5-2 months	MS.PPE.1 MS.PPE.2 MS.C.1 MS. C.4 MS.TCC.2	Discuss how the elevation rises from East to West. Discuss how waterways are essential to the region. Investigate the diverse climate zones. Be introduced to significant historical events of the United States and of Canada. Investigate the development of American culture. Compare/contrast US culture to Canadian cultures.
Latin America	1-1.5 months	MS.C.2 MS.C.3.MS.C.4 MS. C5 MS.C.1 MS. PPE.1 MS. PPE.2	Discuss the prominence of many mountains in Latin America. Explore the value of waterways in the region both past and present. Investigate various reasons why resources in the region can't be fully used. Discuss the importance of culture in this region. Analyze aspects of daily life in Latin America.
Europe	1.5-2 months	MS. C.1, MS. C5, MS. C.6, MS. MS. TCC1, MS. TTC.4, MS. IGI.3, MS. PPE.2 MS. GC4	Investigate the unique landforms of Europe. Discuss the benefits of Europe's access to the coastline. Compare currents and wind patterns to climate zones. Explore the major time periods in Europe's history.
Russia	1 month	MS. PPE.6 MS.C.1 MS. GC3 MS.PPE.1 MS.PPE.3 MS.PPE.5 MS.GC.6	Discuss the landforms in Russia. Identify the natural resources of Russia. Identify the locations of Russia's climate zones. Analyze and compare the climate zones to population distribution and resource locations. Evaluate Russia's pollution issues. Discuss Russia's different governments throughout their later history. Discuss how the arts have impacted the country's cultural identity. Research current topics and issues related to Russia.
South Asia	1 month	MS. C.1, MS. C.5, MS. C.6, MS. C.7, MS. PPE. 6, MS. GC.3 MS. PPE. 2	Discuss the drastic changes in landscape. Investigate the discrepancy between resources and population and its effect on the environment. Explore the seasonal variation. Explore the early history of the region. Discuss tensions between countries in the region. Investigate population growth and density along with diversity and cultural traditions.
East Asia and Southeast Asia	1 month	MS. C.1, MS. C.3, MS. PPE.2, MS. PPE.6, MS. IGI.3, MS. IGI.5, MS. GC.6	Discuss the landforms and rivers of Asia and Southeast Asia. Investigate how the available resources support the growing economies. Explore early Chinese history and its influence on other countries in the region. Discuss China's transformation into an economic world power. Investigate population patterns and ethnic diversity. Explore China's government, society, economy, and environment. Discuss current events between North and South Korea.

Unit Name: The World	Length: 1-1.5 Months
Standards: MS.PPE.2 MS.PPE.3 MS.PPE.4 MS.GC.2 MS. PPE.5 MS. PPE.6	Outcomes: Identify the 5 themes of Geography. Discuss the tools and knowledge geographers use to study the Earth's people and places. Review the skills needed to help understand Geography. Review forces acting within the earth that shape its surface. Explore how physical features determine where people live. Discuss how geographers use climate to categorize world regions. Review the cause/effect of human/environment interaction. Examine how the world's population increasing has created new challenges. Discuss that population and resources are not distributed evenly throughout the world. Define culture.
Essential Questions: *Why is it important to have geography skills? *What is culture?	Learning Targets: Interpret each of the 5 Geography themes. Understand that geographers must use tools along with prior and gained knowledge to analyze the people and places of our Earth. Describe the Geography skills. Identify the earth's layers and tectonic plate movements. Understand that geographers distinguish different regions using various characteristics. Explain that all living things depend on one another. List issues about challenges in world population. Compare and contrast using population distribution maps. Understand the meaning of culture.
Topic 1: Geography Skills	Length: 2 weeks
Standard(s): MS. GC2 MS. PPE. 4, MS. PPE.2 MS. PPE.5	Academic Vocabulary: geography, absolute location, relative location, place, movement, region, latitude, longitude, hemisphere, climate, emigrate, culture, ethnic group, cultural diffusion, globalization, interdependence
Lesson Frame: a) thinking like a geographer b) skills handbook	We will: Identify the 5 themes of Geography. Discuss the tools and knowledge geographers use to study the Earth's people and places. Review the skills needed to help understand Geography. I will: Interpret each of the 5 Geography themes. Understand that geographers must use tools along with prior and gained knowledge to analyze the people and places of our Earth. Describe the Geography skills.
Performance Tasks (Assessments): create a visual representation of the necessary Geography skills, summarize the 5 themes of Geography, produce a narrative explaining why it is important to have geography skills (include an example)	Notes:
Topic 2: Earth's Physical Geography	Length: 1 week
Standard(s): MS. PPE.3 MS. PPE.4 MS. PPE.5	Academic Vocabulary: weathering, erosion, continents, plate tectonics, weather, climate, climate zone
Lesson Frame: a) forces shaping the Earth b) landforms and water resources c) climate regions d) human-environment interaction	We will: Review forces acting within the earth that shape its surface. Explore how physical features determine where people live. We will discuss how geographers use climate to categorize world regions. Review the cause/effect of human/environment interaction. I will: Identify the earth's layers and tectonic plate movements. Understand that geographers distinguish different regions using various characteristics. Explain that all living things depend on one another.
Performance Tasks: Project-Aurasma: Forces, Features, Change, and Influence	Notes:

Topic 3: Earth's Human and Cultural Geography	Length: ~ 1 week
Standard(s): MS. PPE.6	Academic Vocabulary: death rate, birth rate, culture, culture region, ethnic group, cultural diffusion, globalization, natural resources, interdependence
Lesson Frame: a) world population b) global cultures c) resources, technology, and world trade	We will: Examine how the world's population increasing has created new challenges. Discuss that population and resources are not distributed evenly throughout the world. Define culture. I will: list issues about challenges in world population. Compare and contrast using population distribution maps. Understand the meaning of culture.
Performance Tasks: Test on Population and Movement	Notes:

Unit Name: United States and Canada	Length: 1.5-2 months
Standards: MS.PPE.1 MS.PPE.2 MS.C.1 MS. C.4 MS.TCC.2	Outcomes: Discuss how the elevation rises from East to West. Discuss how waterways are essential to the region. Investigate the diverse climate zones. Be introduced to significant historical events of the United States and of Canada. Investigate the development of American culture. Compare/contrast US culture to Canadian cultures.
Essential Questions: *How do landforms and climate help or hinder transportation in a vast region? *How does immigration affect the cultures of countries?	Learning Targets: Recognize that elevation is different throughout the region. Identify important waterways. Conclude that most people reside in a temperate climate zone. Research significant historical events of the United States and of Canada. Realize that the diverse population of the US is what forms our culture. List ways the US and Canada's cultures are similar and different.
Topic 1: Physical Geography of U.S. and Canada	Length: 2-3 weeks
Standard(s): MS. PPE.2, MS. PPE.1	Academic Vocabulary: contiguous, navigable, cordillera
Lesson Frame: a) physical features b) climate regions	We will: Discuss how the elevation rises from East to West. Discuss how waterways are essential to the region. Investigate the diverse climate zones. I will: Recognize that elevation is different throughout the region. Identify important waterways. Conclude that most people reside in a temperate climate zone.
Performance Tasks: Summary writing answering the essential questions Quiz on physical geography	Notes:
Topic 2: History and Cultures of U.S. and Canada	Length: 3 weeks
Standard(s): MS. C.1, MS. PPE.1, MS. C.4, MS. TCC.2	Academic Vocabulary: colonies, indigenous, bilingual
Lesson Frame: a) history and governments b) cultures and lifestyles	We will: Be introduced to significant historical events of the United States and of Canada. Investigate the development of American culture. Compare/contrast US culture to Canadian cultures. I will: Research significant historical events of the United States and of Canada. Realize that the diverse population of the US is what forms our culture. List ways the US and Canada's cultures are similar and different.
Performance Tasks: Project- Tiki Toki Timeline	Notes:

Unit Name: Latin America	Length: ~1-1.5 months
Standards: MS.C.2 MS.C.3.MS.C.4 MS. C5 MS.C.1 MS. PPE.1 MS. PPE.2	Outcomes: Discuss the prominence of many mountains in Latin America. Explore the value of waterways in the region both past and present. Investigate various reasons why resources in the region can't be fully used. Discuss the importance of culture in this region. Analyze aspects of daily life in Latin America.
Essential Questions: *In what ways can language and religion both unite and divide a region? *In what ways does the physical environment affect how people live?	Learning Targets: Analyze how varying altitudes affect vegetation and climate. Connect the continued importance of rivers and lakes throughout time. Research answers to why resources aren't all used in the region. Summarize essential elements of culture of Latin America's people. Discover the many shared common characteristics amongst the many cultures. Synthesize the region's blend of cultures.
Topic 1: Physical Geography	Length: 1- 1.5 weeks
Standard(s): MS.PPE.2 MS.PPE1	Academic Vocabulary: gasohol, archipelago, sub-region
Lesson Frame: a) physical features b) climate regions	We will: Discuss the prominence of many mountains in Latin America. Explore the value of waterways in the region both past and present. Investigate various reasons why resources in the region can't be fully used. I will: Analyze how varying altitudes affect vegetation and climate. Connect the continued importance of rivers and lakes throughout time. Research answers to why resources aren't all used in the region.
Performance Tasks: Quiz on Latin America's Physical Features	Notes:
Topic 2: History and Cultures of Latin America	Length: ~ 1-1.5 weeks
Standard(s):MS.C1, MS.C2, MS.C3, MS. C4, MS.C5	Academic Vocabulary: cash crop, empire, pidgin language, carnival
Lesson Frame: a) history and governments b) cultures and lifestyles	We will: Discuss the importance of culture in this region. Analyze aspects of daily life in Latin America. I will: Summarize essential elements of culture of Latin America's people. Discover the many shared common characteristics amongst the many cultures. Synthesize the region's blend of cultures.
Performance Tasks: Graphic Organizer and Cultural Board Game Project	Notes:

Unit Name: Europe	Length: ~1.5-2 months
Standards: MS. C.1, MS. C5, MS. C.6, MS. MS. TCC1, MS.TTC.4, MS. IGI.3, MS. PPE.2 MS. GC4	Outcomes: Investigate the unique landforms of Europe. Discuss the benefits of Europe's access to the coastline. Compare currents and wind patterns to climate zones. Explore the major time periods in Europe's history.
Essential Questions: *How do people use waterways? *What forces have helped to unify Europeans at different times? *What factors help make a region an important world economic center?	Learning Targets: Understand that Europe is comprised of multiple peninsulas and islands. Identify benefits of living near the coast. Conclude that ocean currents and wind patterns create different climate zones. Analyze the various cultural beliefs and their impact throughout Europe's history.
Topic 1: Physical Geography of Europe	Length: 1-1.5 weeks
Standard(s): MS. PPE.2	Academic Vocabulary: landlocked, navigable
Lesson Frame: a) physical features b) climate regions	We will: Investigate the unique landforms of Europe. Discuss the benefits of Europe's access to the coastline. Compare currents and wind patterns to climate zones. I will: Understand that Europe is comprised of multiple peninsulas and islands. Identify benefits of living near the coast. Conclude that ocean currents and wind patterns create different climate zones.
Performance Tasks: Quiz and Poster	Notes:
Topic 2: History and Cultures of Europe	Length: 2-2.5 weeks
Standard(s):MS.C.1, MS. C.5, MS.C.6, MS. TCC.1, MSTCC.4, MS. IGI.3, MS. GC.4	Academic Vocabulary: classical, city-state, republic, feudalism, revolution,
Lesson Frame: a) history and governments b) cultures and lifestyles	We will: Explore the major time periods in Europe's history. I will: Analyze the various cultural beliefs and their impact throughout Europe's history.
Performance Tasks: Notetaking and Skit and Artifact Project	Notes:

Unit Name: Russia	Length: ~1 month
Standards:MS. PPE.6, MS.C.1, MS.GC3, MS.PPE.1, MS.PPE.3, MS.PPE.5, MS.GC.6	Outcomes: Discuss the landforms in Russia. Identify the natural resources of Russia. Identify the locations of Russia's climate zones. Analyze and compare the climate zones to population distribution and resource locations. Evaluate Russia's pollution issues. Discuss Russia's different governments throughout their later history. Discuss how the arts have impacted the country's cultural identity. Research current topics and issues related to Russia.
Essential Questions: *How do Russia's location and landforms affect its population and its use of resources? *Why is the success of democracy in Russia important to the rest of the world?	Learning Targets: Identify the major landforms and natural resources of Russia. I will know the climate zones of Russia. I will understand the cause and effect of Russia's current environmental issues. Understand the different types of governments throughout Russia's history. Identify ways in which the arts have impacted the culture of Russia. Draw conclusions about current topics and issues in Russia and how it will impact other countries
Topic 1: Physical Geography of Russia	Length: ~1.5 weeks
Standard(s): MS. PPE.6, MS.PPE.1, MS.PPE.3, MS.GC.6	Academic Vocabulary: fossil fuel, softwood, infrastructure, permafrost, taiga, smog, pollutant
Lesson Frame: a) physical features b) climate and the environment	We will: Discuss the landforms in Russia. Identify the natural resources of Russia. Identify the locations of Russia's climate zones. Analyze and compare the climate zones to population distribution and resource locations. Evaluate Russia's pollution issues. I will: Be able to identify the major landforms and natural resources of Russia. I will know the climate zones of Russia. I will understand the cause and effect of Russia's current environmental issues.
Performance Tasks (Assessments): Project- Shark Tank Russia, Quiz on Physical features and climates	Notes:
Topic 2: History and Cultures of Russia	Length: ~1.5 weeks
Standard(s): MS.PPE.5 MS.C.1 MS.GC3	Academic Vocabulary: czar, serf, communist state, cold war, nationalism
Lesson Frame: a) history and governments b) cultures and lifestyles	We will: Discuss Russia's different governments throughout their later history. Discuss how the arts have impacted the country's cultural identity. I will: Understand the different types of governments throughout Russia's history. Identify ways in which the arts have impacted the culture of Russia.
Performance Tasks: Project - Shark Tank Russia	Notes:
Topic 3: Russia Today	Length: ~1 week
Standard(s): MS.PPE.3, MS.GC6	Academic Vocabulary: underemployment
Lesson Frame: a) a changing Russia b) issues and challenges	We will: Research current topics and issues related to Russia. I will: Draw conclusions about current topics and issues in Russia and how it will impact other countries.
Performance Tasks (Assessments): Project- Shark Tank Russia	Notes:

Unit Name: South Asia	Length: ~1 month
Standards: MS. C.1, MS. C.5, MS. C.6, MS. C.7, MS. PPE. 6, MS. GC.3 MS. PPE. 2	Outcomes: Discuss the drastic changes in landscape. Investigate the discrepancy between resources and population and its effect on the environment. Explore the seasonal variation. Explore the early history of the region. Discuss tensions between countries in the region. Investigate population growth and density along with diversity and cultural traditions.
Essential Questions: *How do seasonal weather patterns affect a region? *How do religious beliefs and practices influence people's lives? *How do a country's resources affect its role in world affairs?	Learning Targets: Identify the landforms of South Asia. Research population, their needs, resources, and environmental effects. Identify the three unique seasons of the region. Identify early civilizations, and major world religions. Learn about the tension between India and Pakistan. Identify the highly dense areas of the region. Understand religious and cultural traditions date back thousands of years.
Topic 1: Physical Geography of South Asia	Length: ~1-1.5 weeks
Standard(s): M S. PPE. 2, MS. PPE.6	Academic Vocabulary: subcontinent, monsoon, cyclone
Lesson Frame: a) physical features b) climate regions	We will: Discuss the drastic changes in landscape. Investigate the discrepancy between resources and population and its effect on the environment. Explore the seasonal variation. I will: Identify the landforms of South Asia. Research population, their needs, resources, and environmental effects. Identify the three unique seasons of the region.
Performance Tasks (Assessments): Quiz and Graphic Organizer	Notes:
Topic 2: History and Cultures of South Asia	Length: ~1-1.5 weeks
Standard(s):	Academic Vocabulary: caste, dharma, reincarnation, karma, nirvana,
Lesson Frame: a) history and governments b) cultures and lifestyles	We will: Explore the early history of the region. Discuss tensions between countries in the region. Investigate population growth and density along with diversity and cultural traditions. I will: Identify early civilizations and major world religions. Learn about the tension between India and Pakistan. Identify the highly dense areas of the region. Understand religious and cultural traditions date back thousands of years.
Performance Tasks: Test, Green Screen Meme mini-project	Notes:

Unit Name: East Asia and Southeast Asia	Length: ~1 month
Standards: MS. C.1, MS. C.3, MS. PPE.2, MS. PPE.6, MS. IGI.3, MS. IGI.5, MS. GC.6	Outcomes: Discuss the landforms and rivers of Asia and Southeast Asia. Investigate how the available resources support the growing economies. Explore early Chinese history and its influence on other countries in the region. Discuss China's transformation into an economic world power. Investigate population patterns and ethnic diversity. Explore China's government, society, economy, and environment. Discuss current events between North and South Korea.
Essential Questions: *What impact does rapid economic change have on people of the region? * How can trade influence lifestyles of cultures?	Learning Targets: Locate the mountains and important rivers of the region. Identify which resources have had a direct impact on economic growth. Gain an understanding of Chinese history, continued economic growth and China's change into an economic world power. Compare and contrast population growth and movement along with opportunities for diversity. Synthesize China's current status within themselves and in the world. Research current events relating to North and South Korea.
Topic 1: Physical Geography of East Asia and Southeast Asia	Length: ~1-1.5 weeks
Standard(s): MS. PPE.2, MS. PPE.6	Vocabulary: gorge, teak
Lesson Frame: a) physical features b) climate regions	We will: Discuss the landforms and rivers of Asia and Southeast Asia. Investigate how the available resources support the growing economies. I will: Locate the mountains and important rivers of the region. Identify which resources have had a direct impact on economic growth.
Performance Tasks (Assessments): Quiz and Graphic Organizer	Notes:
Topic 2: History and Cultures of East Asia and Southeast Asia	Length: ~1-1.5 weeks
Standard(s): MS. C.1, MS. C.3	Academic Vocabulary: yurt, dynasty, shogun, sphere of influence, pagoda
Lesson Frame: a) history and governments b) cultures and lifestyles	We will: Explore early Chinese history and its influence on other countries in the region. Discuss China's transformation into an economic world power. Investigate population patterns and ethnic diversity. I will: Gain an understanding of Chinese history, continued economic growth and China's change into an economic world power. Compare and contrast population growth and movement along with opportunities for diversity.
Performance Tasks: Project or Test (depending on time)	Notes:
Topic 3: East Asia and Southeast Asia Today	Length: ~ 1-1.5 weeks
Standard(s): MS. IGI.3, MS. IGI. 5, MS. GC. 6	Academic Vocabulary: human rights, demilitarized zone (DMZ)
Lesson Frame: a) China b) The Koreas	We will: Explore China's government, society, economy, and environment. Discuss current events between North and South Korea. I will: Synthesize China's current status within themselves and in the world. Research current events relating to North and South Korea.

Performance Tasks: Summary, Project or test (depending on time)	Notes:
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September	October	November	December	January	February	March	April	May	June
The World									
	The US and Canada								
		Latin America							
			Europe						
						Russia			
							South Asia		
								East Asia & Southeast Asia	

Course Name:		Global Studies	
Credits:	0.5		
Prerequisites:	NONE		
Description:	Students may take this course in their 11th or 12th grade year. This course will focus on studying the culture of various regions around the world and the global connections of those cultural regions to our own and others around the world. The objectives and learning targets of this course will address two standards of the National Council for Social Studies Curriculum, as adopted by the School District of Manawa: 1-Culture and 9-Global Connections.		
Academic Standards:	National Curriculum Standards for Social Studies		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
International Influence	11 days	HS. PAG. 1 HS. IGI.6 HS. IDI. 3 HS. GC.4 .8 .9 .10 .11 HS.C. 2 .4	Students will evaluate the cultural diversity in the world. Students will understand instances of conflict and cooperation between countries in the world. Students will consider how international organizations can impact critical issues.
Social Issues	15 days	HS.GC. 6 .10 HS. C. 1 .5 .7 .9 HS. CIP. 9 .10 HS. STS. 8 HS. PAG. 2 HS. IGI. 4 .7	Students will research and present an opinion on a current problem and analyze ways to contribute to finding solutions. Students will identify how organizations can work to increase the positive effects of global connections and address the negative impacts of global issues.
War & Terrorism	23 days	HS. IGI. 3 .4 .8 HS. PAG. 4 HS. PPE. 1 .4 HS. GC. 1 .7 HS. C. 8	Students will understand how international support can impact another country's development and culture. Students will understand how the media can impact and formulate personal opinions related to conflict and cooperation in the world. Students will evaluate the importance of public opinion on governmental decisions.
Globalization	18 days	HS. C. 3 HS. STS. 7 HS. PDC. 1 .6 HS. PAG. 5 HS. PPE. 6 HS. GC. 5	Students will compare and contrast economies around the world. Students will understand the positive and negative impact globalization creates. Students will develop an opinion and support it with evidence on a chosen global topic. Students will identify factors that contribute to cooperation and conflict among peoples of the world, including language, religion and political beliefs.
World Cultures	17 days	HS. CIP. 2 .3 HS. STS. 1 .3 .6 HS. PDC. 8 HS. PAG. 3 .6 HS. IDI. 6 .7 HS. TCC. 2 HS. C. 2. 3. 6. 9	Students will conduct extensive research on a culture to gain a deeper understanding of a group of people. Students will create a visual presentation of a cultural group. Students will evaluate current events and determine their impact on society.

Course Name:		Government	
Credits:		0.5	
Prerequisites:		None	
Description:		This portion of the course provides the student an opportunity to acquire detailed knowledge of the democratic form of government practiced in the United States. The overall objective of this course is to prepare students for their place in society, by helping them learn how our government works, how it can be changed and what rights and freedoms our Constitution guarantees us. It will also provide students with a broad overview of modern forms of government, present in today's global community. Finally, it will allow students to investigate and possibly participate in service learning opportunities for hands on experience of their civic responsibilities.	
Academic Standards:		National Curriculum Standards for Social Studies	
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Roots & Forms of Government	12 days	HS.TCC.2-3-5 HS.IGI.1-5-6 HS.GC.3 HS.PAG.1-7 HS.CIP.2 HS.STS.2	Students will understand the similarities and differences between different forms of government and how these various forms impact the way countries interact with each other. Students will also develop an understanding of how the US Government developed and continues to shape the US today.
Legislative Branch	12 days	HS.PDC.8 HS.PAG.1 .4 HS.CIP.7 .10 HS.IGI.6 HS.STS.2	Students will understand how Congress is organized and who represents their interests in Congress. They will understand how laws are made and what powers are given to Congress in the Constitution.
Executive Branch	12 days	HS.PAG.1 .4 .6 .7 HS.TCC.1 .2 HS.PDC.4 .8 HS.IGI.6 .7 HS.STS.2 .5 HS.GC.7 .8	Students will understand how the President is elected and how the bureaucracy ensures laws are enforced. Students will evaluate the effectiveness of a chosen President and assess how they impacted society.
Judicial Branch	15 days	HS.IGI.4 .5 .6 HS.PAG.1 .2 HS.TCC.2 HS.STS.2	Students will understand the ways the court system interprets laws to protect human liberties. Students will evaluate how the court system interprets laws. Students will formulate whether they agree or disagree with major historical decisions made by the Supreme Court.
Bill of Rights & Amendments	20 days	HS.CIP.6 HS.PAG.1 .2 .3 .6 HS.TCC.4 HS.C.7 HS.IGI.4 .5 .6 .7 HS.STS.2	Students will understand how the Bill of Rights and other amendments protect their individual liberties. Students will analyze how individual liberties have been developed and evolved throughout history. Students will apply their understanding of individual liberties to current events and evaluate the outcomes of past events. Students will propose suggestions to improve or strengthen individual liberties protected within the constitutional amendments.
Political Parties, Elections & Public Opinion	18 days	HS.CIP.1 .5 .8 .9 HS.TCC.1 HS.IGI.5 .6 HS.STS.2 HS.PAG.1	Students will gain an understanding of the role and common ideologies of political parties in the US. Students will formulate their own opinions about controversial issues and work to persuade others to support their ideas. Students will demonstrate how public opinion is shaped by the media. Students will evaluate the election process and determine if it should be changed. Students will learn what is required to vote in Wisconsin and analyze current voting trends in society.

Course Name:		World History	
Credits:		1	
Prerequisites:	NONE		
Description:	World History is concerned with the development of past civilizations, centering on Mesopotamian, Egyptian, Greek, Roman and the European Middle Ages, with an emphasis on their cultural development and contributions to present civilization. Linking the present to the past is an important aspect of the course as students learn to relate history to present events and developments.		
Academic Standards:	National Curriculum Standards for Social Studies		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Beginnings of Civilization	22 days	HS. GC.1 .2 HS. TCC. 5 HS. IGI. 2 HS. PAG. 1 HS. CIP. 2 HS. C. 8	Students will gain knowledge of the significance agriculture plays within societies in the past and today. Students will be able to identify unique characteristics found within any civilization. Students will make connections between the organization in early civilizations and society today.
Ancient Civilizations	10 days	HS. PAG. 1 .5 .7 HS. CIP. 2 HS. GC.1 .2 HS. C.3 .8 HS. TCC. 1 HS. STS. 1 .3 .6	Students will research and analyze the significance of an ancient civilization. Students will make connections to advancements in today's society that have their origins within ancient civilizations.
Greece	20 days	HS. TCC. 2 HS. CIP. 2 .3 HS. PAG. 1 .2 .7 HS. GC. 1 HS. C. 8	Students will evaluate the importance of key values within a society and how those values influence civic participation. Students will compare and contrast how the environment and institutions shape the development of a civilization. Students will assess how traditions evolve and change throughout history.
Rome	20 days	HS. C. 4 .8 HS. PAG. 1 .2 .7 HS. GC. 1 .3 HS. TCC. 2 .3 HS. CIP. 2 .3 .9	Students will evaluate the actions of governmental leaders and determine which ones impact citizens the most. Students will use primary sources to support an opinion about what specific event creates a turning point in history. Students will evaluate the success of an Ancient Society and provide evidence to support their opinion.
Middle Ages	23 days	HS. C. 8 .9 HS. STS. 6 HS. TCC. 5 HS. IGI. 1 .4 HS. PAG. 1 .4 HS. CIP. 2 .9 HS. GC. 1 .4	Students will understand how leaders gain power over people in a society. Students will identify how knowledge influences people's ability to succeed. Students will evaluate the importance of cooperation among people within society to be successful. Students will understand how historical issues can continue to impact people's beliefs in today's society
Renaissance, Reformation, Exploration & Enlightenment	20 days	HS. TCC. 3 HS. PAG. 1 HS. IGI. 4 HS. STS. 1 .3 .7 HS. GC. 1 .6 .7	Students will understand how spreading knowledge can improve a society Students will understand the impact of religious beliefs on human behavior Students will critically analyze people's thoughts on a selected topic

Revolutions & Independence	20 days	HS. C. 9 HS. TCC. 4 HS. PAG. 1 .4 .7 HS. IGI. 1 HS. GC. 1 .4 HS. CIP. 2	Students will understand how the masses can demand changes within government. Students will understand the values and beliefs that unite people in society. Students will evaluate what makes a leader successful.
WWI-WWII	20 days	HS. C. 8 HS. IDI. 3 HS. IGI. 5 HS. PAG. 1 .4 .5 .7 HS. GC. 1 .4 .11 HS. CIP. 2	Students will identify how key events cause future events to occur. Students will understand how nations use resources and values to mobilize for war. Students will evaluate how leaders can manipulate people to gain control. Students will consider the roles people play in major events.

Unit Name: Beginnings of Civilization	Length: 22 days
Standards: HS. GC.1 .2 HS. TCC. 5 HS. IGI. 2 HS. PAG. 1 HS. CIP. 2 HS. C. 8	Outcomes: Students will gain knowledge of the significance agriculture plays within societies in the past and today. Students will be able to identify unique characteristics found within any civilization. Students will make connections between the organization in early civilizations and society today.
Essential Questions: What patterns of behavior and interactions foster or pose obstacles to cross cultural understanding? What are the origins and influence of social, cultural, political, and economic systems? What types of global connections exist in the community, state, region, and nation, and what are their consequences?	Learning Targets: Synthesize how an event can create massive changes within the focus of everyday life. Analyze similarities and differences between cultural groups across time. Evaluate primary and secondary sources to identify various accounts of a past society.
Topic 1: Agricultural Revolution	Length: 8 days
Standard(s): HS. GC. 1 HS. TCC. 5	Academic Vocabulary: systematic agriculture, domestication, revolution
Lesson Frame: Systematic Agriculture	We will: compare how life changes when systematic agriculture begins. I will: predict how society changes once a food surplus is created through agricultural practices.
Lesson Frame: Effects of Farming	We will: evaluate how systematic agriculture creates changes within various aspects of society. I will: summarize the effects a food surplus has on a society in history and in societies today.
Performance Tasks: Importance of Farming writing	Notes:
Topic 2: Characteristics of Civilization	Length: 3 days
Standard(s): HS. GC. 2	Academic Vocabulary: culture, civilization, social structure
Lesson Frame: Characteristics of Civilization	We will: identify unique characteristics that define a civilization. I will: be able to provide examples of specific characteristics from a chosen civilization.
Lesson Frame: Civilization Analysis	We will: demonstrate knowledge of civilization characteristics by researching a chosen civilization. I will: describe a unique civilization by providing information fitting in each characteristic category.
Performance Tasks: Characteristics of Civilization Poster Civilization Design	Notes:
Topic 3: Mesopotamia	Length: 11 days

Standard(s): HS. CIP. 2 HS. PAG. 1 HS. IGI.2	Academic Vocabulary: fertile crescent, city-state, ziggurat, theocracy, cuneiform, polytheism, patriarchal, retaliation, empire
Lesson Frame: Characteristics	We will: distinguish how Mesopotamia developed into a civilization. I will: identify how Mesopotamian society worked to overcome obstacles and thrive.
Lesson Frame: Significance	We will: determine the significance of Mesopotamian civilization. I will: make connections between today's society and the organization found in Mesopotamian society.
Lesson Frame: Hammurabi's Law Code	We will: evaluate the importance of having a uniform law code within society. I will: create a law code that could successfully govern a society.
Performance Tasks: Comparison DBQ	Notes:
Topic 4: Egypt	Length:
Standard(s): HS. C. 8 HS. IGI. 2 HS. TCC. 5	Academic Vocabulary: kingdom, dynasty, pharaoh, bureaucracy, vizier, mastabas, mummification, embalming, cataracts, resurrection, hieratic script, hieroglyphs
Lesson Frame: Government	We will: outline how leaders maintained control within Egypt. I will: evaluate why the Egyptian civilization was able to last for so long.
Lesson Frame: Religion	We will: determine the significance of religious ideas to Egyptian society. I will: demonstrate how religious ideas helped to create order and security within society.
Lesson Frame: Additional Significance	We will: examine prominent structures and their significance within Ancient Egypt. I will: evaluate primary and secondary sources to determine how historians gain understanding of ancient beliefs and practice.
Performance Tasks: Egyptian Gods project Monuments & Tombs research Mummification and Embalming activity	Notes:

Unit Name: Ancient Civilizations	Length: 10 days
<p>Standards: HS. PAG. 1 .5 .7 HS. CIP. 2 HS. GC.1 .2 HS. C.3 .8 HS. TCC. 1 HS. STS. 1 .3 .6</p>	<p>Outcomes: Students will research and analyze the significance of an ancient civilization. Students will make connections to advancements in today's society that have their origins within ancient civilizations.</p>
<p>Essential Questions: How do historians use a variety of sources and inquiry methods to support their reconstruction and interpretations of past events? How can methods of inquiry of anthropology, sociology, history, economics, and geography contribute to an understanding of cultures and the ways in which they address needs and problems? How does culture change over time due to social, political, economic, geographic, and environmental conditions? What are the different interpretations made by historians of the causes and consequences of key past events and turning points, and how are the interpretations supported? What are the norms, principles, purposes, and functions of governments? What can be learned from the past about how science and technology have resulted in broad social change, planned or unanticipated?</p>	<p>Learning Targets: Research and present information on the significance of an ancient civilization. Compare and contrast significant contributions from various groups throughout history. Evaluate different interpretations of historic developments.</p>
Topic 1: Research	Length: 7 days
<p>Standard(s): HS. PAG. 1 .7 HS. TCC. 1 HS. STS. 1 .3 .6</p>	Academic Vocabulary:
Lesson Frame: Sources of information	We will: identify quality primary and secondary sources of information to learn about ancient civilizations.
	I will: analyze sources to ensure they are of good quality.
Lesson Frame: Gathering information	We will: use primary and secondary sources to gather information about an ancient civilization.
	I will: take notes from sources to identify characteristics of an ancient civilization.
Lesson Frame: Creating presentation	We will: interpret sources of information to create a clear picture of a chosen ancient civilization.
	I will: create a visually appealing and informative presentation on an ancient civilization.
<p>Performance Tasks: Source Analysis Notes guide Ancient Civilization Presentation</p>	Notes:
Topic 2: Presentation	Length: 3 days
<p>Standard(s): HS. PAG. 5 HS. C. 3 .8 HS. GC. 1 .2 HS. CIP. 2</p>	Academic Vocabulary: caste system, hinduism, astronomy, judaism, taoism, confucianism, satrapies, silk road, royal road
Lesson Frame: Information & Lasting Contributions	We will: present information gathered about an ancient civilization.
	I will: listen, take notes, and actively participate during presentations.
Lesson Frame: Activity	We will: develop an activity that helps to identify the key contributions made by an ancient civilization.
	I will: be able to identify the key contributions from an ancient civilization.

Performance Tasks: Ancient Civilizations Presentation Lasting Contributions Analysis	Notes:

Unit Name: Greece	Length: 20 days
Standards: HS. TCC. 2 HS. CIP. 2 .3 HS. PAG. 1 .2 .7 HS. GC. 1 HS. C. 8	Outcomes: Students will evaluate the importance of key values within a society and how those values influence civic participation. Students will compare and contrast how the environment and institutions shape the development of a civilization. Students will assess how traditions evolve and change throughout history.
Essential Questions: How do different cultural perspectives lead groups to interpret the same event differently and with what consequences? What are the causes and consequences of key past events and turning points, and how are the interpretations supported? How do historians use a variety of sources and inquiry methods to support their reconstruction and interpretations of past events? Under what circumstances is the exercise of political power and authority legitimate? How are the rights and responsibilities of citizens in a democracy similar to and different from those in other forms of government?	Learning Targets: Analyzing the similarities and differences in the values and traditions honored across cultures or historical eras, and presenting the findings. Creating maps to represent changes over time in the borders and balance of power in a region. Writing accounts of events and developments based on evidence from primary and secondary sources, and evaluating different interpretations of these events and developments. Developing a timeline depicting historical changes over time.
Topic 1: Greek Polis comparisons	Length: 7 days
Standard(s): HS. PAG. 2 HS. TCC. 2	Academic Vocabulary: polis, peninsula, acropolis, agora, stoa
Lesson Frame: Athens v. Sparta	We will: compare and contrast aspects of society within Athens and Sparta in Ancient Greece. I will: evaluate which polis was more influential in Ancient Greece.
Lesson Frame: Organizing a Polis	We will: evaluate the differences between city-states in Ancient Greece. I will: create a comparison chart showing similarities and differences.
Lesson Frame: Polis Creation	We will: determine what is necessary to create a successful polis. I will: design a unique Greek polis incorporating the key pieces that allowed them to thrive.
Performance Tasks: "A day in the life" journal entry Argumentative writing: Athens or Sparta Polis poster Polis creation	Notes:
Topic 2: Maintaining control	Length: 8 days
Standard(s): HS. CIP. 2 HS. PAG. 1 .7	Academic Vocabulary: hoplites, phalanx, ritual, festival, tyranny, democracy, oligarchy, delian league,
Lesson Frame: Types of Government	We will: assess the various ways that leaders maintained control within their city-state. I will: develop a list of strengths and weaknesses for each type of government present in Ancient Greece.
Lesson Frame: Religion	We will: evaluate the significance of religious ideas within Greek society. I will: design an advertisement for a Greek god explaining why people found them important.

Lesson Frame: War	We will: establish how various Greek city-states maintained control and expanded their influence across the world.
Performance Tasks: Argumentative writing: Maintaining control Greek gods advertisement Greece v. Rome analysis	I will: explain why Greek military tactics were superior to other civilizations. Notes:
Topic 3: Social Values	Length: 5 days
Standard(s): HS. CIP. 3 HS. GC. 1 HS. C. 8	Academic Vocabulary: arete, hubris, pankration, pentathlon, philosophy, sophist,
Lesson Frame: Philosophers	We will: identify new philosophies presented within Ancient Greek society. I will: summarize the changes in thinking that were present in Ancient Greece.
Lesson Frame: Olympics	We will: identify the purpose of the Olympics and how this practice evolved over time. I will: explain how an event can exemplify the values within a society.
Lesson Frame: Arete v. Hubris	We will: establish key values that people strived for in Ancient Greece. I will: analyze how people express key values within historical events and within society today.
Performance Tasks: Philosopher matching/ reflection Olympics significance discussion & presentation Arete v. Hubris persuasive essay	Notes:

Unit Name: Rome	Length: 20 days
<p>Standards: HS. C. 4 .8 HS. PAG. 1 .2 .7 HS. GC. 1 .3 HS. TCC. 2 .3 HS. CIP. 2 .3 .9</p>	<p>Outcomes: Students will evaluate the actions of governmental leaders and determine which ones impact citizens the most. Students will use primary sources to support an opinion about what specific event creates a turning point in history. Students will evaluate the success of an Ancient Society and provide evidence to support their opinion.</p>
<p>Essential Questions: How does culture change over time due to social, political, economic, geographic, and environmental conditions? What are the different interpretations made by historians of the causes and consequences of key past events and turning points, and how are the interpretations supported? How do historians use a variety of sources and inquiry methods to support their reconstruction and interpretations of past events? Under what circumstances is the exercise of political power and authority legitimate? What are the proper scope and limits of power and authority? What are the norms, principles, purposes, and functions of governments? What are key ideals and practices, supporting a democratic republic, and how do they compare and contrast to civic ideals in other nations? What documents support civic ideals and practices in nations of the world?</p>	<p>Learning Targets: Culture is an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs, values, and behavior patterns. Philosophers, individuals, and key events contribute to turning points that shape history. Compare and contrast different government structures and write an analysis of the type of governance. Identify mechanisms by which governments meet the needs and wants of citizens.</p>
Topic 1: Government	Length: 10 days
<p>Standard(s): HS. C. 4 HS. PAG. 1 .7 HS. CIP. 2 HS. GC. 1</p>	<p>Academic Vocabulary: republic, praetorian guard, triumvirate, Pax Romana, Senate, Praetor, Consul, Twelve Tables, Law of Nations, Tribunes, magistrates</p>
<p>Lesson Frame: From Republic to Empire</p>	<p>We will: outline the events that led Rome from a republic to an empire. I will: decide why people allowed the Roman Republic to fall.</p>
<p>Lesson Frame: Prominent Leaders</p>	<p>We will: identify how Roman leaders strengthened and weakened the Roman government. I will: decide why people allowed the Roman Republic to fall.</p>
<p>Lesson Frame: Comparing Ancient Rome & the USA</p>	<p>We will: distinguish between Ancient Rome's government to the US government. I will: consider why the US chose to replicate aspects of Rome's government when they created their government.</p>
<p>Performance Tasks: Roman government organization chart Who Am I poster & activity Government comparison chart Rome v. US</p>	<p>Notes:</p>
Topic 2: Society & Values	Length: 10 days
<p>Standard(s): HS. TCC. 2 .3 HS. CIP. 3 .9 HS. C. 8 HS. GC. 3 HS. PAG. 2</p>	<p>Academic Vocabulary: satire, plebeian, patrician, persecution, insulae</p>
<p>Lesson Frame: Social class distinctions</p>	<p>We will: compare and contrast social classes in Ancient Rome. I will: describe what life would have been like for a person living in Rome.</p>
<p>Lesson Frame: "Bread & Circus"</p>	<p>We will: identify how Roman leaders maintained power and control.</p>

	I will: evaluate the best way for leaders to maintain control over the masses.
Lesson Frame: Fall of Rome	We will: determine why the Roman empire fell apart.
	I will: develop an opinion about why Rome fell and support it with evidence.
Performance Tasks: Life in Rome journal Fall of Rome DBQ analysis Greece v. Rome analysis writing	Notes:

Unit Name: Middle Ages	Length: 23 days
Standards: HS. C. 8 .9 HS STS. 6 HS. TCC. 5 HS. IGI. 1 .4 HS. PAG. 1 .4 HS. CIP. 2 .9 HS. GC. 1 .4	Outcomes: Students will understand how leaders gain power over people in a society. Students will identify how knowledge influences people's ability to succeed. Students will evaluate the importance of cooperation among people within society to be successful. Students will understand how historical issues can continue to impact people's beliefs in today's society
Essential Questions: What patterns of behavior and interactions foster or pose obstacles to cross cultural understanding? How do different cultural perspectives lead groups to interpret the same event differently and with what consequences? How do we use knowledge of the past to evaluate the possible consequences of specific course of action and make more informed decisions? What are the influences of groups and institutions on people and events in historical settings? Under what circumstances is the exercise of political power and authority legitimate? What can be learned from the past about how science and technology have resulted in broad social change, planned or unanticipated?	Learning Targets: Awareness and knowledge of other cultures is important in a connected society. Knowledge of the past is important to an understanding of the present and to informed decision making about the future. The impact of tensions and examples of cooperation or conflict between groups with different belief systems. Explain cause and effect relationships to key events in history.
Topic 1: Feudalism	Length: 8 days
Standard(s): HS. GC. 1 HS. IGI. 1 HS. PAG. 1 HS. CIP. 2 HS. TCC. 5	Academic Vocabulary: feudalism, lord, knight, serf, page, squire, manor, tithe, chivalry, three-fields system, coat of arms
Lesson Frame: Structure	We will: explain the structure of feudalism. I will: analyze how kings were able to gain power in feudalism.
Lesson Frame: Roles	We will: describe the various roles in the feudal system. I will: determine why people agreed to follow feudalism at this time in history.
Performance Tasks: Feudalism written summary Feudalism Project	Notes:
Topic 2: Life in the Middle Ages	Length: 7 days
Standard(s): HS. C. 8 HS. GC. 4 HS. STS. 6	Academic Vocabulary: bubonic plague, inquisition, anti-Semitism, guild, heresy, blasphemy, schism, mangonel, trebuchet, ballista
Lesson Frame: Living Conditions	We will: evaluate the greatest difficulties facing people in the Middle Ages. I will: explain how difficulties in the Middle Ages eventually led to the end of feudalism.
Lesson Frame: Torture	We will: summarize why people were tortured in the Middle Ages. I will: consider why people confessed when innocent to crimes.

Performance Tasks: Impact of Bubonic Plague Torture analysis	Notes:
Topic 3: Crusades	Length: 8 days
Standard(s): HS. IGI. 4 HS. PAG. 4 HS. CIP. 9 HS. C. 9	Academic Vocabulary: Crusades, infidel
Lesson Frame: Location	We will: consider the importance of geographic features and location to the success of an event. I will: illustrate a map showing where the Crusades occurred and how they failed.
Lesson Frame: Actions	We will: identify the methods Crusaders used to achieve their goal. I will: evaluate how these tactics influenced people's opinions of Christians..
Lesson Frame: Impact	We will: interpret the impact the Crusades had on society. I will: argue what impact was most significant from the Crusades.
Performance Tasks: Crusades Map Impact of Crusades Quick Write	Notes:

Unit Name: Renaissance, Reformation, Exploration, & Enlightenment	Length: 20 days
Standards: HS. TCC. 3 HS. PAG. 1 HS. IGI. 4 HS. STS. 1 .3 .7 HS. GC. 1 .6 .7	Outcomes: Students will understand how spreading knowledge can improve a society. Students will understand the impact of religious beliefs on human behavior. Students will critically analyze people's thoughts on a selected topic.
Essential Questions: What are the different interpretations made by historians of the causes and consequences of key past events and turning points, and how are the interpretations supported? What are the origins and influence of social, cultural, political, and economic systems, and how can they be compared across time and space? What are the roles of individuals, groups, and institutions in furthering both societal continuity and change over time? What are the proper scope and limits of power and authority? How have changes in science and technology impacted individuals, groups, societies, nations, and the environment, past and present, in both positive and negative ways? What can be learned from the past about how science and technology have resulted in broad social change, planned or unanticipated? How can individuals, groups, and organizations more effectively address critical issues?	Learning Targets: Contributions of philosophies, ideologies, individuals, institutions, and key events and turning points shape history. Examine how the beliefs of dominant groups tend to become norms in society. Examine how groups and institutions work to meet individual needs, and can promote the common good and address persistent social issues.
Topic 1: Renaissance	Length: 4 days
Standard(s): HS. PAG. 1 HS. GC. 7	Academic Vocabulary: renaissance, secular, mercenary, doge, patrician, burgher, dowry, vernacular, humanism, fresco
Lesson Frame: Government	We will: determine how leadership changed during the Renaissance. I will: evaluate if leaders had greater power during the Renaissance than the Middle Ages.
Lesson Frame: Arts	We will: identify how people began to express their ideas in art during the Renaissance. I will: look for similarities and differences between artistic expression from different artists.
Performance Tasks: Machiavelli's Advice letter Renaissance Artists Project	Notes:
Topic 2: Reformation	Length: 3 days
Standard(s): HS. IGI. 4 HS. GC. 1 .6	Academic Vocabulary: salvation, indulgence, Ninety-five Theses, predestination, annul, anabaptist
Lesson Frame: Martin Luther	We will: evaluate the concerns Martin Luther expressed about the Catholic Church. I will: analyze the impact Martin Luther's beliefs had on society.
Lesson Frame: Other Protestant leaders	We will: identify other leaders who followed Martin Luther's example. I will: determine the role religion played in people's lives at this time.
Performance Tasks: Compare/Contrast Venn Diagram	Notes:
Topic 3: Exploration	Length: 10 days
Standard(s): HS. STS. 1 .3 .7 HS. GC. 7	Academic Vocabulary: NONE
Lesson Frame: Research	We will: identify important discoveries from this era.

	I will: conduct research on an important figure.
Lesson Frame: Impact of New Ideas/Information	We will: present new ideas formed during this era.
	I will: evaluate how new ideas from this era impacted society.
Performance Tasks: Facebook page Timeline	Notes:
Topic 4: Enlightenment	Length: 3 days
Standard(s): HS. TCC. 3 HS. GC. 7	Academic Vocabulary: Enlightenment, salon, deism
Lesson Frame: New Ideas	We will: identify the main ideas of Enlightenment thinkers.
	I will: make comparison and identify similarities between Enlightened thinkers.
Lesson Frame: Salon	We will: simulate an Enlightenment Salon.
	I will: hold a discussion as an Enlightened thinker with others during the Salon.
Performance Tasks: Comparison of Ideas Chart Salon Discussion	Notes:

Unit Name: Revolutions & Independence	Length: 20 days
Standards: HS. C. 9 HS. TCC. 4 HS. PAG. 1 .4 .7 HS. IGI. 1 HS. GC. 1 .4 HS. CIP. 2	Outcomes: Students will understand how the masses can demand changes within government. Students will understand the values and beliefs that unite people in society. Students will evaluate what makes a leader successful.
Essential Questions: What roles do unity among cultures and diversity across cultural groups play in communities, nations, and world regions? How do we use knowledge of the past to evaluate the possible consequences of specific courses of action and make more informed decisions? How do groups and institutions work to meet individual needs, promote the common good, and address persistent social issues? Under what circumstances is the exercise of political power and authority legitimate? What are the proper scope and limits of power and authority? How do location, resources, and cross-cultural diffusion cause tension, as well as lead to positive global connections? What role do individuals, groups, and institutions play in strengthening democratic ideals and practices?	Learning Targets: The impact across time and place of key historic forces, such as nationalism, imperialism, globalization, leadership, revolution, wars, concepts of rights and responsibilities, and religion. The importance of knowledge of the past to an understanding of the present and to the informed decision-making about the future. The impact of tensions and examples of cooperation between individuals, groups, and institutions, with their different belief systems. Mechanisms by which leaders and governments meet the needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
Topic 1: Rise of Nation-States	Length: 5 days
Standard(s): HS. C. 9 HS. GC. 1 HS. CIP. 2	Academic Vocabulary: nationalism, Parliament, Estates General, absolutism, Palace of Versailles, Glorious Revolution
Lesson Frame: Governments	We will: determine the differences between governments that form after feudalism ends. I will: decide which region has the strongest government.
Lesson Frame: Nationalism	We will: identify how leaders used nationalism to unite the people in various regions. I will: evaluate how governments can succeed by creating unity within society.
Performance Tasks: Comparison Chart	Notes:
Topic 2: French Revolution	Length: 15 days
Standard(s): HS. TCC. 4 HS. IGI. 1 HS. PAG. 1 .4 .7 HS. GC. 4	Academic Vocabulary: faction, taille, diplomacy, guillotine, Girondins, sans-culottes, coup d'etat, plébiscite, scorched earth, Jacobins, reconnaissance, bourgeoisie, megalomaniac, Concordat
Lesson Frame: Social Classes & Revolution	We will: consider why the lower class demanded changes to government in France. I will: analyze how people were able to create a revolution in France.
Lesson Frame: Radical Revolution	We will: identify how the revolution's purpose changed and became radical. I will: determine how people become changed when given too much power.
Lesson Frame: Napoleon	We will: describe how Napoleon rose to power and created order in society. I will: decide if Napoleon was a successful leader or an oppressive leader.

Performance Tasks: Star Powers comparative essay Timeline Journal	Notes:

Unit Name: WWI- WWII		Length: 20 days
Standards: HS. C. 8 HS. IDI. 3 HS. IGI. 5 HS. PAG. 1 .4 .5 .7 HS. GC. 1 .4 .11 HS. CIP. 2	Outcomes: Students will identify how key events cause future events to occur. Students will understand how nations use resources and values to mobilize for war. Students will evaluate how leaders can manipulate people to gain control. Students will consider the roles people play in major events.	
Essential Questions: What is the role of a sense of ethics in individual development and identity? What are the roles of individuals, groups, and institutions in furthering both societal continuity and change over time? What are the proper scope and limits of power and authority? How are individual rights protected and social justice promoted within the context of majority rule? What conflicts exist among fundamental principles and values of constitutional democracy? How are the rights and responsibilities of citizens in a constitutional democracy similar to and different from those in other forms of government? How and why is global interdependence more evident at some times in history than others, and in some places rather than others?	Learning Targets: The influence of individuals, groups and institutions on people and events in historical and contemporary settings. The impact of tensions and examples of cooperation between individuals, groups, and institutions, with their different belief systems. The ideologies, political cultures, structures, institutions, and processes of political systems that differ from those in the US. The causes and consequences of various types of global connections. Technological advances can both improve and detract from the quality of life.	
Topic 1: WWI		Length: 14 days
Standard(s): HS. PAG. 1 .4 .5 .7 HS. GC. 4 .11 HS. CIP. 2	Academic Vocabulary: Imperialism, Self-determination, Militarism, Trench warfare, Armistice, Propaganda, Schlieffen Plan, Reparations, Total war, War of attrition, mandate system, Alliance, Nationalism, Blank check, Cheka, Vladimir Lenin, Sovereignty, Autonomy	
Lesson Frame: Causes	We will: identify the causes of WWI. I will: summarize how events at the time led to war.	
Lesson Frame: Impact on Nations	We will: evaluate the role various nations played in WWI. I will: determine the role people played in the war effort and how they were impacted by events in the war.	
Lesson Frame: Results	We will: identify how WWI ended. I will: evaluate how decisions made in the Treaty of Versailles created resentment and future problems.	
Performance Tasks: Nations Project Predictive writing Primary Source comparison	Notes:	
Topic 2: WWII		Length: 6 days
Standard(s): HS. C. 8 HS. IDI. 3 .5 HS. PAG. 1 HS. GC. 1 .4	Academic Vocabulary: lend-lease act, Holocaust, anti-semitism, communism, Nazi, Fascism, United Nations	
Lesson Frame: Causes & Leaders	We will: evaluate how events allowed totalitarian leaders to take control and start war. I will: consider why people were willing to accept totalitarian leaders to rule.	

Lesson Frame: Holocaust	We will: identify how the world allowed the atrocities of the Holocaust to occur. I will: consider the role all nations played in allowing the Holocaust to occur.
Lesson Frame: Strategies & Results	We will: compare various strategies used in war and evaluate the successes and failures of each nation. I will: evaluate which war strategies seemed to be most effective.
Performance Tasks: Comparison DBQ	Notes:

September	October	November	December	January	February	March	April	May	June
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New Materials Proposal

School District of Manawa

Staff Member Requesting Materials: Andrea Hraban

Date: 4-17-2018

Course Materials will be used for:

Materials are: New Replacements

Title and publish year of existing materials intended to replace: Marquee Series Office Brief Edition 2010

Textbook, Materials, Resource Title: Skills for Success Office 2016 w/code & online access

Publisher: Pearson

Copyright Date: 2017

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

This book is used at FVTC for their MOS classes.
This class will now be taught for Dual Credit.

What other options were investigated?

Using a new version of the Marquee Series.

Why were textbooks, materials, or resources chosen?

Recommendation from FVTC.

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

This aligns with FVTC and Certiport certification requirements.

**Include a sample copy of the proposed textbooks, materials, or resources for review.



School District of Manawa

“Students Choosing to Excel, Realizing Their Strengths”

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

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

www.manawaschools.org

To: Policy and Human Resources Committee
From: Little Wolf Jr./Sr. High School Building Leadership Team
Date: 5/1/2018
Re: Proposal for High School Finals

This memo is to request that high school students be required to be present in school only during class periods that they have scheduled finals, beginning in May 2018 going forth.

Scenario & Rationale:

- Current practice requires students to be in attendance for study halls during finals.
- Since there is shared staff between 7th and 8th grade and high school students in the afternoon, the scenario created supervision and location issues.
- The daily schedule is adjusted so students have 4 finals on day 1 of exams and 3 finals on day 2 of exams.
- The current implementation of the Honor Pass system has allowed for 9-12 students to leave the building during lunch and RtI.
- Based on the attendance rates for the 1st-semester finals:
 - 38 seniors were excused by parents when done with finals
 - 34 juniors were excused by parents when done with finals
 - 20 sophomores were excused by parents when done with finals
 - 26 freshmen were excused by parents when done with finals

The schedule for January 2018 was as follows:

Wednesday

- Period 2 7:45-9:10 am- 85 minutes
- Period 4 9:20-10:45- 85 minutes
- Period 6 10:55- 12:20- 85 minutes
- LUNCH 12:20-12:55 -35 minutes
- Make-up- 1:05- 2:05- 60 minutes

Thursday

- Period 1 7:45-9:05- 80 minutes
- Period 3 9:15- 10:35- 80 minutes
- Period 5 10:45- 12:05- 80 minutes
- LUNCH 12:05- 12:40- 35 minutes
- Period 7 12:50- 2:10- 80 minutes
- Make-up- 2:15- 3:05- 50 minutes

Dr. Melanie J. Oppor

District Administrator

moppor@manawaschools.org

(920) 596-2525

Daniel J. Wolfgram

Jr./Sr. High School Principal

dwolfgram@manawaschools.org

(920) 596-5800

Michelle Pukita

Elementary Principal

mpukita@manawaschools.org

(920) 596-5700

Carmen O'Brien

Business Manager

cobrien@manawaschools.org

(920) 596-5332

Danielle Brauer

Curriculum/Special Ed. Dir.

dbrauer@manawaschools.org

(920) 596-5301



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Proposal:

- High School students will take final exams on Wednesday, June 6th and Thursday, June 7th. Staff return to school on Friday, June 8th for a morning records day.
- High school students will attend their scheduled final exams.
- When high school students do not have a scheduled final, they have the option of quiet study in designated areas or can leave campus and return for their next scheduled final.
- The RTI classes will not meet during the two days of finals to allow for make-up exams and for students to get extra help. This time is also needed for chromebook turn in and inventory.
- Students will return parental permission slips to office personnel to allow for them to leave campus.

Wednesday June 6

- Period 1 7:45 - 9:15 am 90 minutes
- Period 3 9:20 - 10:50 90 minutes
- Period 5 10:55 - 12:25 90 minutes
- LUNCH 12:25 - 12:55 30 minutes
- Period 7 1:00 - 2:30 90 minutes
- Student Help 2:35 – 3:05 30 minutes

Thursday June 7

- Period 2 7:45 - 9:15 am 90 minutes
- Period 4 9:20 - 10:50 90 minutes
- Period 6 10:55 - 12:25 90 minutes
- LUNCH 12:25 - 12:55 30 minutes
- Make-up 1:00 - 2:30 90 minutes
- Make-up 2:35 – 3:05 30 minutes

Dr. Melanie J. Oppor

District Administrator

moppor@manawaschools.org

(920) 596-2525

Daniel J. Wolfgram

Jr./Sr. High School Principal

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

(920) 596-5800

Michelle Pukita

Elementary Principal

mpukita@manawaschools.org

(920) 596-5700

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Business Manager

cobrien@manawaschools.org

(920) 596-5332

Danielle Brauer

Curriculum/Special Ed. Dir.

dbrauer@manawaschools.org

(920) 596-5301

Book	AG 1st Draft Clean
Section	2000 Program
Title	PROCEDURE FOR ANALYZING TESTS
Number	ag2626
Status	First Reading

2626 - PROCEDURE FOR ANALYZING TESTS

The following guidelines – AG 2626 and AG 2626A - will be useful in conducting an analysis of test sections and test items in order to determine the prerequisite knowledge and skills the students must have in order to score well on a test or to properly complete a test item. The results of an analysis should assist staff in preparing intervention activities that focus on the particular weaknesses in knowledge or skill identified in the analysis.

This procedure is applicable to any standardized test to which staff ~~have~~^{has} access to the actual test ~~itself~~. In those cases where the staff ~~are~~^{is} not allowed access to the test, an analysis can be done of the sample test items that are usually available from the State or the test- maker.

Teachers should also find this analysis procedure helpful in either analyzing items on teacher-made tests or in constructing test items to measure particular understandings or skills.

~~When working with this analysis procedure, refer to Forms 2626 F1— Analyzing a Test Section (Example) and 2626 F2— Worksheet for Analyzing a Test Section.~~

ANALYZING A SECTION OF A TEST

Step One

Considering the title, if any, the instructions, and the kinds of items found in the samples and/or in the section, what particular areas of knowledge and/or skill is this section evaluating?

- A. What do the words in the section instructions really call upon the student to do?
- B. What area of competency do the samples and items in the section relate to?

The result of asking and answering this question should be a clear mental picture and, if required, written description of the particular aspect of the broad area (a test topic such as "Word Analysis" or "Mathematics Concepts and Applications" is being tested in the section).

Step Two

Why is it important for students to have the knowledge and skills being tested in this section?

- A. How will competence in this area affect the student's success in learning or in school?
- B. How will competence in this area affect the student's life outside of school?

The result of asking and answering this question should:

- A. determine the importance - or lack of importance - of the knowledge and skills being tested;
- B. suggest the priority for ensuring student development of such knowledge and skills in the curriculum;
- C. provide ideas that can be used to help motivate students in their learning.

Step Three

What specific kinds of knowledge do students need in order to be competent in this particular area?

- A. Identify each kind of knowledge.?
- B. For each kind, where, when, and how in the current course of study is it taught, developed, and confirmed?

The result of asking and answering this question should be both a list of specific knowledge students need to be competent in this particular aspect of the broad area and a clear picture of current practices in teaching, developing, and confirming understandings. When analyzed after student performance has been evaluated, the result should also include a clear understanding of current practices to be continued and expanded on and current practices to be changed.

Step Four

What specific skills do students need in order to be competent in this particular area?

- A. Identify each type of skill.
- B. For each skill, when, where, and how in the current course of study is it taught, developed, and confirmed?

The result of asking and answering this question should be both a list of specific skills needed for competence and a clear picture of current practices in teaching, developing, and confirming these skills. When analyzed after student performance has been evaluated, the result should also include a clear understanding of current practices to be continued and expanded on and current practices to be changed.

If the analysis is done after student test performance has been evaluated and it has been discovered that:

- A. students did particularly well in this particular section - what is there about the when, where, and how taught that probably contributed to student success and should be applied elsewhere?
- B. students achieved below expectations on this section - what is there about the when, where, and how taught that probably contributed to poor student performance? What changes are indicated?

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Book	AG 1st Draft Clean
Section	2000 Program
Title	ANALYZING A TEST ITEM
Number	ag2626A
Status	First Reading

2626A - ANALYZING A TEST ITEM

~~When working with this analysis procedure, refer to Form 2626A F1—Analyzing a Test Item (Example) and Form 2626A F2—Worksheet for Analyzing a Test Item.~~

Step One

Considering the nature of the test and section in which the item is found, and the wording of the item, ~~including both stem and foil~~, what is the item really testing?

- A. What, if any, discrete components of knowledge are being tested?
- B. What, if any, specific operations are being tested?

The result of answering this question would be a clear understanding of the essence of the question, the knowledge or skill issue it is addressing.

Step Two

Why is it important that the student possess this particular knowledge or be able to perform this specific operation?

- A. Why is it important for success in future learning/schooling?
- B. Why is it important for life outside of school?

The result of asking and answering this question should:

- A. determine the importance - or lack of importance - of the knowledge and skills being tested;
- B. suggest the priority for ensuring student development of such knowledge and skills in the curriculum;
- C. provide ideas that can be used to help motivate students in their learning.

Step Three

What discrete items of knowledge and information are needed?

- A. What special definitions or concept label meanings are required?
- B. What bits or factual information must be recalled or recognized?
- C. What rules or conventions must the student recall?

For each of the above, when, where, and how are they taught, developed, and confirmed in the current course of study?

Step Four

What specific skill-related operations are required?

For each, when, where, and how are they taught, developed, and confirmed in the current course of study?

The result of answering this question should be both a list of skill-related operations needed and identification of where in a course of study if at all, each is taught, developed, and confirmed.



Book	AG 1st Draft Clean
Section	8000 Operations
Title	USE OF ANIMALS IN THE CLASSROOM AND ON SCHOOL PREMISES
Number	ag8405A
Status	First Reading

8405A - USE OF ANIMALS IN THE CLASSROOM AND ON SCHOOL PREMISES

The Board of Education and administration support the idea that animals can provide a variety of productive learning experiences for students at almost every level. It is important, however, that the following guidelines be observed when instituting an activity or program involving the use of animals. Teachers are encouraged to contact such organizations as the Wisconsin Veterinary Association, the National Wildlife Federation, etc. regarding resource materials and suggested learning activities that may be available to help students increase their understanding of the animal world.

- A. Students are to be instructed not to bring personal pets to school at any time (**x**) without prior written approval of the principal.
- B. Upon the approval of the principal, it is permissible for the class to have one or more animals as classroom pets under the following conditions:
 - (~~x~~) the animal is not venomous or vicious
 - (~~x~~) no one is allergic to the particular animal
 - (x) proper examination/immunization has been done by a qualified veterinarian
 - (x) arrangements have been made for housing the animal safely, comfortably, cleanly, and in a manner that does not disrupt the classroom environment
 - (x) arrangements have been made for the proper care of the animal when school is not in session
 - (x) rules have been established and understood regarding when and how the animal is to be treated by the students
- C. When animals are to be brought into the school or classroom on an ad hoc basis as part of a lesson or series of lessons, all of the conditions stated above apply, and in addition, the teacher is to ensure the proper pick-up and return of the animal.
- D. Except as set forth above and/or in the case of "service animals" required for use by a person with a disability, no other animals may be on school premises at any time (**x**) without the approval of building principal.
- E. The District may have a service animal removed from the school premises if the animal is out of control and the animal's handler does not take effective action to control it or the animal is not housebroken. The District is not responsible for the care or supervision of a service animal. The service animal is allowed to accompany its human in all areas the human is permitted to go.
- F. Owners of pets (see AG 8405A) and service animals (see AG 9160B) brought on school property are responsible for any harm or injury caused by the animal to other students, staff, visitors, and/or property.

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Book	AG 1st Draft Clean
Section	3000 Professional Staff
Title	CREATING A POSITION
Number	ag3111A
Status	First Reading

3111A - **CREATING A POSITION**

The Board of Education has reserved the right, in its discretion, to create new positions and specify the number of professional staff members in each category. In compliance with that policy the Board has adopted the following guidelines for the creation of a District position:

- A. Each position shall be preceded by the preparation of a job description for the new position.
- B. The title of the new position shall be the same as the title on the certificate required to hold that position wherever possible.
- C. Where the job title does not coincide with the certificate title, the job description will be approved by the District Administrator.
- D. The new position will be presented to the Board with a recommendation for adoption.

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Book AG 1st Draft Clean
Section 3000 Professional Staff
Title VERIFICATION OF EMPLOYMENT ELIGIBILITY
Number ag3111B
Status First Reading

3111B - VERIFICATION OF EMPLOYMENT ELIGIBILITY

In order to comply with Federal law the following verification of employment eligibility procedures will apply:

Completion of Form I-9

Form I-9 must be completed within three (3) business days of the date of the hire. If an individual is employed for less than three (3) days, the form must be completed before the end of the employee's first working day.

The following individuals **do not need** to complete Form I-9:

- A. persons hired before November 7, 1986
- B. persons who are employed by a contractor providing contract services
- C. persons who are independent contractors

The **p**ayroll **c**lerk is also responsible for reverifying the employment eligibility of employees whose employment eligibility documents carry an expiration date.

Retention of Employment Eligibility Verification Form (Form I-9)

The **p**ayroll **c**lerk must retain Form I-9 for three (3) years or for one (1) year past the end of the employment of the individual, whichever is longer. Such forms will be retained in a separate file and shall be considered to be confidential and used only for employment eligibility verification purposes.

Preparation of Documents for Inspection

U.S. Immigration and Customs Enforcement (ICE) or Department of Labor (DOL) Officers are required to give employers three (3) days advance notice before an inspection. The **p**ayroll **c**lerk will assemble the I-9 forms and appropriate payroll records for the previous three (3) years in preparation for the inspection. Failure to provide the I-9 forms could result in civil monetary penalties for each employee for whom the form was not completed, retained, or presented.

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Legal P.L. 99-603
Immigration Reform and Control Act of 1986

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Book AG 1st Draft Clean
Section 3000 Professional Staff
Title EMPLOYMENT OF SUBSTITUTES
Number ag3120.04
Status First Reading

3120.04 - **EMPLOYMENT OF SUBSTITUTES**

A. Procedures Leading to Appointment

The **h**High **s**School **a**Attendance **c**Clerk is responsible for maintaining a list of qualified substitutes for all teaching and related positions.

Interested persons are to complete an application form and return it through the WECAN website.

1. The investigation and interview procedures described in AG 3120A will be used, as applicable to the position. Each substitute will be required to undergo a criminal history record check as described in AG 3120A.
2. Upon approval of the District Administrator, substitutes' names will be placed on the official substitute list.

B. In-School Procedures

Each principal is to develop procedures which ensure each substitute has completed necessary forms; received appropriate instructions, plans, and other resources needed to function properly in the position and the building; and been observed early and regularly in the performance of his/her responsibilities.

C. Long-Term Substitutes

A person will be considered a long-term substitute if s/he is appropriately certified and the staff member for whom s/he has been hired to replace has a leave which extends for more than ten (10) consecutive school days. The District Administrator may waive the consecutive school day requirement in extenuating circumstances.

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Book AG 1st Draft Clean
Section 3000 Professional Staff
Title EMPLOYMENT OF SUMMER SCHOOL STAFF
Number ag3120.05
Status First Reading

3120.05 - EMPLOYMENT OF SUMMER SCHOOL STAFF

The following procedures will hold for selection of staff members for the summer school:

- A. An announcement will be made to all staff members listing those positions available as approved by the Board of Education.
- B. First priority will be given to District professional staff members, if appropriately certified, and those who designed and taught previous summer school courses.
- C. Consideration will be given to people outside of the District only when no qualified District professional staff members are available.
- D. Only those candidates who are best qualified to perform the duties of the position shall be recommended for employment.

Summer school assignments will be contingent upon having a minimum enrollment for the courses scheduled. The minimum enrollment for a course shall normally be that number of students necessary to cover the costs of the course, and is determined by the District Administrator. Compensation for summer school teaching duties shall be set by the Board.

Summer school assignments do not carry over automatically from year to year. All such positions will be re-opened annually.

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Book AG 1st Draft Clean
Section 3000 Professional Staff
Title JOB SHARING
Number ag3120.10
Status First Reading

3120.10 - JOB SHARING

The District will provide the opportunity for job sharing by two (2) staff members under the following conditions.

- A. The District will consider job share requests only if the cost of employing two (2) staff members does not exceed the cost of employing one full-time staff member.
- B. By sharing a full-time position, two (2) staff members combined do not exceed 1.0 FTE based on the percentage of the workday for which they are employed.
- C. Both staff members may negotiate~~will be considered half time employees for purposes of~~ employee benefits provided by the District.
- D. Staff members must have agreed voluntarily, and in writing, to work together. Two (2) staff members who wish to be considered for sharing a job are to submit a request to the District Administrator with the following information:
 1. A description of how the responsibilities specified in the job description would be divided.
 2. Confirmation that other responsibilities, such as staff meetings, conferences, in-service training, etc. would be met by both staff members.
 3. A description of the process which would be used for communicating with supervisors and other staff members throughout the year.
 4. A description of how the job-sharing of a teaching position would be introduced to the students so as to provide for consistent classroom procedures, expectations, and discipline.
- E. All requests for a job-sharing assignment must first be submitted to the building principal by March 1st for the following school year. The principal will forward the plan to the District Administrator, who will review all plans prior to forwarding to the Board of Education for consideration of granting ~~of~~ final approval. The District Administrator may waive the application date in extenuating circumstances.
- F. Both staff members will participate in the board-approved teacher evaluation system.
- G. If one (1) or both staff members opt not to continue with the job-sharing arrangement, there is no guarantee of full-time employment for either party by the District. However, either party would be eligible to apply for any vacancies available at that time.
- H. The District's commitment to any job-sharing arrangement is limited to one (1) year with authority given to the District Administrator to renew the arrangement if all conditions are being met satisfactorily and evaluation confirms that the expected results from job performance are meeting expectations.

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Book AG 1st Draft Clean
Section 3000 Professional Staff
Title SELECTION OF PROFESSIONAL PERSONNEL
Number ag3120A
Status First Reading

3120A - SELECTION OF PROFESSIONAL PERSONNEL

A. Introduction

1. The Board of Education shall make all appointments to positions on the basis of a person's professional qualifications. To implement the desire of the Board to appoint on the basis of merit only, all those who have responsibility for staffing should search diligently within and outside the system for qualified candidates to fill staff positions.
2. Each position shall have a job description which shall include, but not be limited to, the following information:
 - a. the position title
 - b. its function
 - c. a listing of the responsibilities and authorizations assigned to the position
 - d. a description of the reporting and supervisory relationships of the position
3. For all staff openings, applications are solicited from current staff members through the internal posting process. ~~Applications are invited for all staff openings from present staff members.~~

B. Qualifications

1. The qualities desired beyond minimum certification requirements are:
 - a. formal training appropriate to the duties and responsibilities of the particular position;
 - b. experience, both quantitative and qualitative, related to the particular position;
 - c. demonstrated ability in the particular position;
 - d. demonstrated ability to work harmoniously with others, both with those of greater and lesser responsibility and authority;
 - e. evidence of high educational and professional standards;
 - f. demonstrated commitment to the District and/or community where presently employed;
 - g. evidence of commitment to professional growth;
 - h. evidence of professional work habits and conduct consistent with the ethics of the profession.
2. Each candidate shall submit the following information through WECAN:
 - a. personal data, limited to those allowed by law
 - b. certificates held
 - c. record of educational and professional training (including transcripts)
 - d. record of experience applicable to the position, e.g. teaching, counseling, administration, etc.
 - e. reports from references

- f. other information as required by the District through WECAN.

C. Selection Process

1. Application Procedure

All letters of application and all placement office credentials shall come through WECAN.

- a. The applications on WECAN will be reviewed by the appropriate administrator.
- b. The appropriate administrator will determine the candidates for the interview process.

2. Recommended Investigation Procedure

- a. Checking of credentials should include, in addition to letters of reference, direct telephone calls to the person's recent supervisor(s) or employer. Such information shall be maintained in a confidential file restricted to supervisory and official use only so as to protect the source(s) of the information and the privacy of the applicant.
- b. All necessary certification, training, and experience is documented.

3. Interview Procedure

(Not for Principals or Central Office Positions)

- a. Selected candidates shall be scheduled for personal interviews with interview team selected by the administrator..
- b. After all interviews have been completed, the administrator in charge submits the recommended two candidate finalists for the position to the District Administrator who along with the administrative team will conduct the final interview and make the selection of the person to be recommended to the Board. Prior to the recommendation, a criminal history record check will be conducted.
- c. Both successful and unsuccessful candidates shall be notified of the District's employment decision.

4. Procedure for Principals

If the opening is for a principal position, a stakeholder group consisting of a combination of the District Administrator, administrative team members, teachers, parents, and students (if age appropriate) shall be selected to assist in the interview process.

- a. The administrative team shall participate in the planning of the interview sessions and the questions that will be asked of all candidates.
- b. At the end of the interview process, each member of the selection committee is to independently determine those candidates that s/he thinks should receive further consideration. The selection committee, as a group, will determine those candidates selected for the second round of interviews. The second round of interviews will be conducted by the Board of Education. In addition, there will be involvement by members of the community. All parties will provide feedback to the Board of Education who shall determine the candidate for whom an offer of employment will be made.

5. Procedure for Central Office Positions

The interview/selection procedure for professional staff with administrative responsibilities at the District level shall be established by the District Administrator, appropriate for the position.

During all phases of all screening, interviewing, and selection process, the Equal Opportunity Employment Policy 3122 as well as Administrative Guidelines 3120C shall be adhered to by all personnel involved.

6. Procedure for District Administrator Position

The interview/selection procedure for the District Administrator will be established by the Board of Education and may include the use of a search firm.

D. Employment Procedure

- 1. After selection by the Board of Education, the District Administrator shall make an offer of employment and remuneration and, upon acceptance by the successful candidate, initiate a contract or memorandum of employment which will include:
 - a. terms of employment including wages;
 - b. length of contract;

c. fringe benefits;

d. job title and person to whom responsible;

2. Upon acceptance, the new staff member shall report to the District office to fill out withholding tax, insurance, and any other necessary forms.
3. All documents concerning employment shall be attached to the application and filed in the District office. (See AG 8320 - Personnel Records)
4. The new staff member is to be properly oriented by his/her supervisor.

E. Reporting Employment

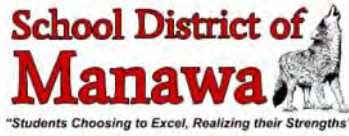
The District Administrator shall report all newly hired employees to the Wisconsin Department of Workforce Development within twenty (20) days of the employee's start date.

The report shall include the employee's name, address, date of birth, and social security number as well as the District's name, address, and Federal Employer Identification Number (FEIN).

For the purposes of this section, a newly-hired employee is any first-time employee and any individual rehired after an absence of ninety (90) days or more.

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Book	AG 1st Draft Clean
Section	3000 Professional Staff
Title	APPOINTMENT OF PERSONNEL TO COMPENSATED CO-CURRICULAR AND EXTRA- CURRICULAR ACTIVITIES
Number	ag3120B
Status	First Reading

3120B - APPOINTMENT OF PERSONNEL TO COMPENSATED CO-CURRICULAR AND EXTRA--CURRICULAR ACTIVITIES

In addition to the conditions specified in Policy 3120.08 as openings occur they shall be posted in appropriate locations in the District and, if necessary, the community prior to the application deadline.

The following guidelines shall apply:

Applications for co-curricular activities are to be made either through WECAN or another means as determined by the District Administrator.

With the assistance of the appropriate building administrator(s), the District Administrator shall recommend all appointments to the Board annually.

The building administrator responsible for the supervision of the staff member's regular assignment shall notify the District Administrator if this extra assignment may, in any way, affect the quality of his/her regular assignments.

Those assigned positions during the previous year shall have consideration for assignment as long as:

- A. the extra assignment did not lower the quality of effort in fulfilling their regular responsibilities;
- B. their evaluations reflect adequate or better performance of regularly--assigned and co-curricular responsibilities.

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Book	AG 1st Draft Clean
Section	3000 Professional Staff
Title	PRE-EMPLOYMENT INTERVIEW QUESTIONS
Number	ag3120C
Status	First Reading

3120C - **PRE-EMPLOYMENT INTERVIEW QUESTIONS**

Asking an applicant questions prohibited by the Equal Employment Opportunity Act during pre-employment interviews could open the door for a job candidate to take legal action against the District. The following guideline outlines the questions that are appropriate and those that should be avoided.

YOU CANNOT ASK:

- A. any question that would indicate race or color;
- B. any question that would indicate gender, unless job-related;
- C. applicant's religion or religious customs and holidays; recommendations from church officials;
- D. if applicant, spouse, or parents are native-born or naturalized; date of citizenship; or for other proof of citizenship before hiring; (Proof of citizenship required on I-9 Form)
- E. marital status before hiring, the number and age of children, who cares for them, and if applicant plans to have more;
- F. to see military service records, about military service with any country other than U.S.;
- G. nationality, racial, or religious affiliation of school attended;
- H. how foreign language ability was acquired;
- I. inquiries about arrests, (as contrasted with convictions), except pending charges (see below at F.);
- J. listing of all clubs to which the applicant belongs or has belonged;
- K. that a candidate provide a photograph before hiring or that one be taken during an interview;
- L. height and weight or physical/mental characteristics which do not relate directly to the job specifications;
- M. whether applicant lives with a disabled individual (whether related or not);
- N. whether applicant plans to marry or plans to have a family;
- O. whether applicant has any military obligations.

YOU CAN ASK:

- A. for applicant's current and previous address; phone number;
- B. whether applicant is eighteen (18) years of age or older;
- C. whether the applicant is lawfully authorized to work in the United States;
- D. if applicant has served in the U.S. armed forces including branch of service and rank attained; job-related experience acquired in the military;
- E. academic, professional, or vocational school attended; language skills such as reading and writing, foreign languages, grades, degrees, majors, etc.;
- F. criminal convictions; any pending felony charges; any misdemeanor charge related to sexual conduct or assault or abuse of a child;
- G. personal and professional and other work references not relating to race, color, religion, gender, national origin, or ancestry;

H. professional and social organization membership, so long as affiliation does not identify and is not used to discriminate on the basis of gender, race, national origin, or ancestry;

I. willingness to perform job functions;

J. willingness to work required work schedule and under prescribed working conditions.

AFTER HIRING, YOU MAY OBTAIN:

A. marital status and number/age of dependents for insurance and tax purposes;

B. proof of age;

C. status of citizenship (I-9 Form);

D. race, if done pursuant to required or approved affirmative action plan and maintained separately from applicant file;

E. a copy of military discharge certificate.

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Book	AG 1st Draft Clean
Section	3000 Professional Staff
Title	CHECKING REFERENCES OF APPLICANTS
Number	ag3120d
Status	First Reading

3120D - **CHECKING REFERENCES OF APPLICANTS**

The following procedure is to be used when conducting a check of references submitted by an applicant:

- A. Review the references with the applicant to ensure that those submitted are people with whom the applicant has worked on a regular basis either in a job setting or an academic setting or both. For administrators, it is important to have references from District Administrators and board members with whom the applicant worked. Make sure the references have worked with the applicant within the last three (3) to five (5) years. Determine from the reference if other people who worked with the applicant are available to provide information concerning suitability for the job.
- B. Make telephone contact with references particularly if there is discrepant information.
- C. Confine questions to the applicant's suitability for employment work performance, including interpersonal skills. Ask "would you hire_____ again?" or "would you want to work with_____ again?". Ask the reference to give specific examples of what the applicant did well and/or to rate the applicant on various aspects of the job for which the person is applying.
- D. Take notes of each reference contact, including time and date of the call and the reference's name and position. Maintain a written summary of the comments for later use.

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Book	AG 1st Draft Clean
Section	3000 Professional Staff
Title	DISTRICT SUPPORT OF ALTERNATIVE TEACHER LICENSURE
Number	ag3120E
Status	First Reading

3120E - DISTRICT SUPPORT OF ALTERNATIVE TEACHER LICENSURE

In the pursuit of providing the best educational opportunities possible to all of the District's students, the Board has authorized the District Administrator to put resources towards and support the application for a teaching license through alternative means in circumstances where the District Administrator deems appropriate. The following is established to outline the criteria under which the District administration will support an alternative license pathway. These alternative licensure pathways are separately identified because of the additional obligations placed on the District when supporting the licensing process, as opposed to the one-year license with stipulations ~~emergency license~~ or permit processes where no professional development obligations are required directly of the District.

Experience-Based Licensure

The District Administrator may support a candidate to teach technical education courses using an experience-based license. To be recommended for approval to the Board, a candidate to teach technical education courses under an experience-based license from DPI must establish that s/he meets the following criteria:

- A. must have at least 100 total points using the following system as set forth in State law. Note that the District Administrator, in consultation with appropriate staff, may opt not to support an experience-based license even if the proposed candidate can establish sufficient points in the system

1. The following points for experience in a technical field (must comprise at least twenty-five (25) of the required 100 points):

- a. for a bachelor's degree in any science, technology, engineering, or mathematics field and any teaching license or permit, 100 points
- b. for a bachelor's degree in any science, technology, engineering, or mathematics field, seventy-five (75) points
- c. for a bachelor's degree in a field other than any science, technology, engineering, mathematics, or technical or technology education field, sixty-five (65) points
- d. for industry certification, ninety (90) points
- e. for industry experience in a trade or technical field, five (5) points per forty (40) hours worked up to a maximum of ninety (90) points
- f. for an internship in a trade or technical field, twenty-five (25) points
- g. for being mentored in a trade or technical skill by a colleague or a Wisconsin Technology Education Association approved mentor, twenty-five (25) points
- h. for an apprenticeship in a trade or technical field, five (5) points per forty (40) hours worked up to a maximum of ninety (90) points

2. The following points for pedagogical experience (must be at least twenty-five (25) out of the 100 required points):

- a. for a bachelor's degree in technical or technology education, 100 points
- b. for a bachelor's degree in a field other than science, technology, engineering, mathematics, or technical or technology education field and any teaching license or permit, seventy-five (75) points
- c. for credit earned at an accredited institution of higher education or technical college, three (3) points per credit up to a maximum of seventy-five (75) points for technical or technology education course and science, technology, engineering, or mathematics courses and three (3) points per credit up to a maximum of seventy-five (75) points for education and pedagogical course

d. for completing at least 100 hours of training in pedagogy, five (5) points per fifty (50) hours up to a maximum of seventy-five (75) points

B. must agree to a professional development plan that will be implemented and that will be completed successfully during the teacher's employment and in not more than three (3) years.

Professional Teaching Permit

The District Administrator may support the teaching license application of an individual to teach courses in engineering, mathematics, science, computer science, art, music, or world languages that do not yet hold a professional teacher license under these guidelines. If the following criteria are met, and in consultation with the appropriate department curriculum and instruction teams, the District will support the license application.

- A. The District is experiencing a shortage in the availability of teachers with professional teaching certification in the subject area and is unable to fill a position with an acceptable license teacher. The reasons for deeming a licensed teacher to be unacceptable must be clearly articulated for internal planning purposes.
- B. The individual holds at least a bachelor's degree in engineering, mathematics, science, computer science, art, music, or world languages.
- C. The individual possesses at least five (5) years of verifiable industry experience in the same field as the bachelor's degree.
- D. The individual has completed at least 100 hours of pedagogical training in an alternative teacher licensing program approved by DPI.
- E. The applicable department shall develop and agree to implement a plan to provide supervision of the teacher by a teacher that holds regular professional teaching licensure during the two (2) year period of the permit or for as long as the teacher is employed by the District whichever is shorter.
- F. The hiring of the teacher under this alternative licensure program will not displace a regularly licensed teacher in the District.

If these criteria are met and a plan developed, the District Administrator may choose to make a recommendation to the Board. Only with Board approval may the District support the license application.

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Book AG 1st Draft Clean
 Section 3000 Professional Staff
 Title NONDISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY
 Number ag3122
 Status First Reading

3122 - NONDISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY

This administrative guideline is established to assist in the proper implementation of Policy 3122 and Policy 3122.02 and Federal and State laws and regulations, particularly Part 104 of Section 504 of the Rehabilitation Act of 1973 (34 C.F.R.), the Americans with Disabilities Act (ADA), and the Wisconsin Fair Employment Act.

That policy states:

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

The District's Compliance Officers identified in Policy 3122 shall handle inquiries regarding the Board's nondiscrimination policies and address any complaint of discrimination.

Disability Discrimination And Reasonable Accommodation

It is the policy of the Board that the District shall not discriminate on the basis of disability and shall provide reasonable accommodations to disabled individuals as required by State and Federal law.

In analyzing the District's duties and responsibilities under State and Federal law, it is important to note that the requirements of the Wisconsin Fair Employment Act and the Americans With Disabilities Act differ. The following chart summarizes and compares the major provisions of these two (2) laws and some of the important differences.

Issue	ADA	WFEA
Coverage	The ADA applies to employers with fifteen (15) or more employees	The WFEA covers any entity (with certain exceptions), including the State, engaged in any activity, enterprise, or business employing at least one (1) individual.
Definition of Disability	Physical or mental impairment that substantially limits one (1) or more of the major life activities of an individual, or being regarded as having such an impairment, or a records of having such an impairment.	Real or perceived impairment that: (a) makes (or is perceived to make) achievement unusually difficult or (b) limits (or is perceived to limit) the capacity to work. For purposes of defining disability, "impairment" means a deterioration, a lessening, or damage to a normal bodily function or bodily condition."
Major Life Activities	EEOC regulations define "major life activities" as functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, eating, sleeping, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking,	Makes achievement unusually difficult - The limitations on an individual's ability to achieve and capacity to work must be beyond normal limitations that

communicating, and working. might render a person unable to make certain achievements or perform every possible job.

Major life activities also include the operation of a major bodily function, including, but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

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

Limits the Ability to Work – Refers to the ability to perform the particular job in question.

Asymptomatic Conditions

Asymptomatic HIV/AIDS is a disability where it substantially limits the major life activity of reproduction.

Diseases such as HIV/AIDS may be disabilities under the WFEA even if in remission or the person is not otherwise actively suffering from the effects of the disease.

Exclusions From Coverage

A person who is not a "qualified individual with a disability" is not covered by the ADA. It is not discrimination where the disability is reasonably related to the individual's ability to adequately undertake the job-related responsibilities of that individual's employment, membership, or licensure.

A person who is currently engaging in the illegal use of drugs is not a "qualified individual."

Homosexuality and bi-sexuality are not impairments, and therefore not disabilities.

Other conditions that are specifically excluded from ADA coverage include:

Transvestism, transexualism, pedophilia, exhibitionism, voyeurism, gender identity disorders not resulting from physical impairment, or other sexual behavior disorders. – Compulsive gambling, kleptomania, or pyromania.

–Psychoactive substance use disorders resulting from the current illegal use of drugs.

Reasonable Accommodation

The employer must demonstrate that accommodation would impose "undue hardship" on operation of business.

Employer has the burden of proving that an accommodation would pose a "hardship" on the employer's program, enterprise, or business.

It is inappropriate to conclude as a matter of law that any particular kind of action is not required as an accommodation.

An accommodation may be "reasonable" and still pose a "hardship" to the employer.

Essential Functions

The fundamental job duties of the employment position which the disabled individual holds or desires, but not the marginal functions of the position.

No provision of the WFEA uses the term essential function.

A job function may be essential for the following reasons:

-The reason the position exists is to

perform that function

-There are a limited number of employees available among whom the performance of that job function can be distributed

-The function may be highly specialized so that the incumbent in the position is hired for his/her expertise or ability to perform the job

Evidence of whether a particular function is essential includes:

-The employer's judgment as to which functions are essential advertising or interviewing applicants for the job

-The amount of time spent on the job performing the function

-The consequences of not requiring the incumbent to perform the functions

~~-The terms of the collective bargaining agreement~~

-The work experience of past incumbents in the job

-The current work experience of incumbents in similar jobs

Direct Threat

The employer has the burden of showing that the employee presents a "direct threat" (significant risk) to the health or safety of others that cannot be eliminated by reasonable accommodation.

To evaluate whether an employee can "adequately undertake the job-related responsibilities" of a particular job, the present and future safety of the individual, of the individual's co-workers and, if applicable, of the general public may be considered.

Medical Exams And InquiriesThe ADA specifically prohibits pre-employment disability-related inquiries.

There is no specific prohibition in the WFEA relating to pre-employment disability-related inquiries.

Sex-Based Discrimination

Discrimination against a transgender individual because that person is transgender is discrimination based on sex and therefore a violation of Title VII prohibited by Board policy. Specifically, discrimination against transgender individuals on the basis of sex stereotyping/gender-nonconformity will be investigated as sex discrimination. This is true irrespective of the cause of the person's gender non-conforming behavior.

Additionally, employment actions based upon an individual's sexual orientation are prohibited under Board policy.

Administrators are required to investigate allegations of conduct involving the discrimination or harassment of an employee or applicant based upon his/her transgender identity or sexual orientation.

Any questions concerning whether alleged conduct might violate this prohibition should be promptly brought to the District Administrator's attention.

Military Status

For purposes of this policy/administrative guideline, "military status" refers to a person's status in the uniformed services which includes the performance of duty, on a voluntary or involuntary basis, in a uniformed service including active duty, active duty for training, initial active duty for training, inactive duty for training, full-time National Guard duty. It also includes the period of time for which a person is absent from employment for the purpose of an examination to determine the fitness of the person to perform any such duty as listed above.

Investigation and Complaint Procedure (See Form 3122-F2)

Any employee who believes that s/he has been subjected to unlawful discrimination or retaliation may seek resolution of his/her complaint through the procedures described in Policy 3122 – Nondiscrimination and Equal Employment Opportunity. The complaint procedures involve an investigation of the

individual's claims and a process for rendering a decision regarding whether the charges are substantiated.

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Legal

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

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Section 3000 Professional Staff
Title DRUG-FREE WORKPLACE
Number ag3122.01
Status First Reading

3122.01 - DRUG-FREE WORKPLACE

The Board of Education prohibits the manufacture, possession, use, distribution, or dispensing of any controlled substance, including alcohol, by any member of the District's professional staff at any time while on District property or while involved in any District-related activity or event.

The term "District-related activity or event" includes, but is not limited to, all District-sponsored curricular, extra-curricular, co-curricular and student or staff training events whether on or off District property and any field trip or other District sponsored trip including national and international trips.

Employees are to report to work free of the effects of all mood-altering drugs, including alcohol. The use, possession, sale or intent to sell, transfer of drugs, drug paraphernalia, or having illegal drugs or chemicals in a person's system in or on District property, or in any District-owned or contracted vehicle is prohibited.

The use of or sale of alcohol on District property, at any District-sponsored event or trip, or in any District-owned or contracted vehicle is prohibited.

Each job description shall contain the following phrase:

"The employee shall remain free of any alcohol or non-prescribed controlled substance abuse in the workplace throughout his/her employment in the District."

Each staff handbook will include a summary of the standards regarding unlawful possession, use, or distribution of illicit drugs and alcohol by staff and the staff members shall be informed that compliance with this requirement is mandatory.

The District wishes to maintain a work environment that is free of illegal drugs, alcohol, firearms, explosives, or other improper materials. To this end, the District prohibits the possession, transfer, sale, or use of such materials on its premises. The District requires the cooperation of all employees in administering this policy.

Desks, file cabinets, and other storage devices may be provided for the convenience of employees but remain the sole property of the District. Accordingly, they, as well as any articles found within them, can be inspected by any agent or representative of the District at any time, either with or without prior notice.

Any staff member who violates the District policy shall be subject to disciplinary action in accordance with District guidelines.

When the discipline of a staff member becomes necessary, such action shall be consistent with the requirements of any applicable Board Policy and State and Federal law.

Employees that feel they may be experiencing or developing dependency on alcohol or other drugs are encouraged to take advantage of the District's Employee Assistance Program (EAP) before a violation of this policy occurs. Alcohol or drug dependency does not excuse any employee from the requirements of this policy.

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Legal 20 U.S.C. 3224A
P.L. 101-126
Drug-Free Workplace Act of 1988, 41 U.S.C. 701 et seq.

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Section 3000 Professional Staff
Title SECTION 504/ADA - PROHIBITION AGAINST DISABILITY DISCRIMINATION IN EMPLOYMENT
Number ag3123
Status First Reading

3123 - SECTION 504/ADA - PROHIBITION AGAINST DISABILITY DISCRIMINATION IN EMPLOYMENT

The Board of Education prohibits discrimination against any employee or applicant based on his/her disability. As such, the Board will not engage in employment practices or adopt policies that discriminate on the basis of disability against qualified individuals with disabilities in every aspect of employment. Specifically, the Board does not discriminate on the basis of disability against a qualified individual in regard to:

- A. recruitment, advertising, and job application procedures;
- B. hiring, upgrading, promotion, award of tenure, demotion, transfer, layoff, termination, right of return from layoff, and rehiring;
- C. rates of pay or any other form of compensation and changes in compensation;
- D. job assignments, job classifications, organizational structures, position descriptions, lines of progression, and seniority lists;
- E. leaves of absence, sick leave, or any other leave;
- F. fringe benefits available by virtue of employment, whether or not administered by the Board;
- G. selection and financial support for training, including: apprenticeships, professional meetings, conferences and other related activities, and selection for leaves of absence to pursue training;
- H. activities sponsored by the Board, including social and recreational programs; and
- I. any other term, condition, or privilege of employment.

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

An individual with a disability is anyone who:

- A. has a physical or mental impairment that substantially limits one or more major life activities ("actual disability");
- B. has a record of (i.e., has a history of, or has been misclassified as having) a physical or mental impairment that substantially limits one or more major life activities; or
- C. is regarded as having a physical or mental impairment that substantially limits one or more major life activities (i.e., has a physical or mental impairment that does not substantially limit major life activities but is treated by the District as constituting such a limitation, or has a physical or mental impairment that substantially limits major life activities only as a result of the attitude of others toward such impairment, or has none of the physical or mental impairments recognized by Section 504 but is treated as having such an impairment).

Major life activities include, but are not limited to, caring for oneself, performing manual tasks, walking, seeing, hearing, eating, sleeping, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, sitting, reaching, interacting with others, and working.

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

Physical or mental impairment means:

- A. any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems:
 - 1. neurological
 - 2. musculoskeletal

3. special sense organs
4. respiratory, including speech organs
5. cardiovascular
6. reproductive
7. digestive
8. genitourinary
9. hemic and lymphatic
10. skin
11. immune
12. circulatory
13. endocrine

B. any mental or psychological disorder, such as an intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities

While the determination of whether an impairment substantially limits a major life activity is an individualized one that is case specific, given the inherent nature of the following impairments, as a factual matter, they will virtually always be found to impose a substantial limitation, at a minimum, on the major life activity indicated: deafness substantially limits hearing; blindness substantially limits seeing; an intellectual disability substantially limits brain function; partially or completely missing limbs or mobility impairments requiring the use of a wheelchair substantially limits musculoskeletal function; autism substantially limits brain function; cancer substantially limits normal cell growth; cerebral palsy substantially limits brain function; diabetes substantially limits endocrine function; epilepsy substantially limits neurological function; Human Immunodeficiency Virus (HIV) infection substantially limits immune functions; multiple sclerosis substantially limits neurological function; muscular dystrophy substantially limits neurological function; and major depressive disorder, bipolar disorder, post-traumatic stress disorder, obsessive compulsive disorder, and schizophrenia substantially limits brain function.

Physical or mental impairments that are episodic in nature or in remission may constitute a disability for the purposes of Section 504/ADA if the impairment would substantially limit a major life activity when active, such as asthma, allergies, or cancer.

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

An individual with a disability does not include the following (i.e., Section 504 and/or the ADA specifically excludes):

- A. individuals who are currently engaging in the illegal use of drugs, when the District acts on the basis of such use
- B. with respect to employment, any individual who is an alcoholic whose current use of alcohol prevents such individual from performing the duties of the job in question or whose employment, by reason of such current alcohol abuse, would constitute a direct threat to property or the safety of others
- C. with respect to employment, an individual who has a currently contagious disease or infection and who, by reason of such disease or infection, would constitute a direct threat to the health or safety of other individuals or who, by reason of the currently contagious disease or infection, is unable to perform the duties of the job
- D. an individual on the basis of homosexuality or bisexuality
- E. an individual on the basis of:
 1. transvestism, transsexualism, pedophilia, exhibitionism, voyeurism, gender identity disorders not resulting from physical impairment, or other sexual behavior disorders
 2. compulsive gambling, kleptomania, or pyromania, or
 3. psychoactive substance use disorders resulting from current illegal use of drugs

An individual with a disability includes an individual who:

- A. has successfully completed a supervised drug rehabilitation program and is no longer engaging in the illegal use of drugs, or has otherwise been rehabilitated successfully and is no longer engaging in such use;
- B. is participating in a supervised rehabilitation program and is no longer engaging in such use; or

C. is erroneously regarded as engaging in the illegal use of drugs, but is not engaging in such use.

Public Notice

Recruitment materials, job announcements and all other materials/publications published by the Board must contain the following statement that the Board does not discriminate against disabled persons in employment or the provision of services. This requirement may be met by including an insert in existing publications or revising and reprinting publications.

Equal Employment Opportunity Statement

The School District of Manawa Board does not discriminate on the basis of race, color, national origin, sex, (including transgender status, change of sex, sexual orientation, or gender identity) religion, age, pregnancy, disability, national origin, ancestry, arrest record, conviction record, use or non-use of lawful products off the District's premises during non-working hours, declining to attend an employer-sponsored meeting or to participate in any communication with the employer about religious matters or political matters, or any other characteristic protected by law in its employment practices.

The Board will also include a notice of reasonable accommodation requirements on District employment application forms and post notices that employee reasonable accommodation Request Forms may be obtained from the District's Compliance Officer (who also serves as its ADA Coordinator) (hereinafter referred to as the "CO").

Decision-Making Process for Determining/Identify Reasonable Accommodations and Undue Hardship

In determining the appropriate accommodation in the employment situation, the District will take into account two (2) factors:

- A. the specific abilities and functional limitations of the particular applicant or employee with a disability; and
- B. the specific functional requirements of the particular job.

Many times a reasonable accommodation will be obvious and made without difficulty and at little or no cost. The CO will first inquire of the individual with the disability as to any possible suggestions s/he may have for a simple change or adjustment that will serve as an effective accommodation. The District recognizes that employees with disabilities can be useful sources of the information on what type of accommodation they need, where to obtain information on appropriate accommodations, and where to purchase accommodations.

If, however, the identification of a reasonable accommodation proves difficult, the District will utilize an informal, interactive process whereby it and the individual will work together to identify the appropriate accommodation. The interactive process will include any and/or all of the following steps, as may be appropriate:

- A. Examination of the particular job involved and determination of its purpose and essential functions. The District will conduct an individual assessment of the particular job at issue in order to analyze the actual job duties ("essential functions") and determine the true purpose or object of the job.
- B. The District will then consult with the individual with a disability to find out his/her specific physical or mental abilities and limitations as they relate to the essential job functions. This will help the parties to identify the barriers to job performance and assess how these barriers could be overcome with an accommodation.
- C. In consultation with the individual, the District will identify potential accommodations and assess how effective each would be in enabling the individual to perform essential job functions.
- D. If the parties are still not able to identify an appropriate accommodation, the District will seek technical assistance.
- E. If there are several effective accommodations that would provide an equal employment opportunity, the District will select the accommodation that best serves the needs of the individual and the District. While the District will give the individual with a disability's preference first consideration, the District may choose among effective accommodations and select the accommodation that is less expensive or easier to provide. The District may consider the cost, efficiency, and availability of the alternative accommodations in selecting an effective accommodation. The District does not have the obligation to provide the "best" accommodation possible, so long as it provides an accommodation that is sufficient to meet the job-related needs of the individual being accommodated.

The District will not provide an accommodation without first checking with the employee since the employee may not need or want an accommodation, or the unrequested accommodation may not meet the employee's functional limitation. The District will respect an individual with a disability's right not to accept an accommodation if s/he has not requested it and does not feel one is necessary. However, if this results in the individual failing to perform essential functions, s/he may be considered unqualified and may either be refused employment or discharged.

The District may decline to provide desired accommodations if it determines such accommodations will result in an undue hardship. An undue hardship entails a significant difficulty or expense in or resulting from, the provision of the accommodation. Such hardship is not limited to financial difficulty but rather encompasses any accommodation that would be unduly costly, extensive, substantial or disruptive, or that would fundamentally alter the nature or operation of the program. If the cost of an accommodation would impose an undue hardship, the District will give the individual with the disability the option of paying that portion of the cost which would constitute an undue hardship or providing the accommodation. Further, the District will not consider employee morale or the attitudes of others when determining undue hardship.

Decisions not to provide a reasonable accommodation will be in writing and accompanied by an explanation of the decision not to act.

Reasonable accommodations may include:

- A. Making facilities used by employees readily accessible to and usable by individuals with disabilities.

- B. Job restructuring, part-time or modified work schedule, acquisition or modification of equipment or devices, the provision of readers or interpreters, and other similar actions.

Factors to be considered when determining whether an accommodation would impose an undue hardship on the operation of the District's program or activity include:

- A. the overall size of the District's program or activity with respect to number of employees, number and type of facilities, and size of budget;
- B. the type of the District's operation, including the composition and structure of the District's workforce; and
- C. the nature and cost of the accommodation needed.

Employment Criteria

The District will not use qualification standards, employment tests or other selection criteria that screen out or tend to screen out an individual with a disability or a class of individuals with disabilities, on the basis of disability, unless the standard, test or other selection criteria, as used by the Board, is shown to be job-related for the position in question and consistent with business necessity.

The District will select and administer tests concerning employment so that when administered to an applicant or employee who has a disability that impairs sensory, manual or speaking skills, the test results accurately reflect the applicant's or employee's job skills, aptitude, or whatever other factor the test purports to measure, rather than reflecting the applicant's or employee's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure).

Pre-employment Inquiries

Except as authorized by law, the District will not conduct a pre-employment medical examination or make pre-employment inquiry of an applicant as to whether the applicant is an individual with a disability or as to the nature or severity of a disability. The District will, however, make pre-employment inquiry into an applicant's ability to perform job-related functions - this includes requesting the applicant to describe or demonstrate how s/he would perform the functions.

The District may give a physical agility test at any point in the application or employment process, since such tests are not medical exams. When the District decides to give such a test it must give the test to all similarly situated applicants or employees regardless of disability.

Some examples of alternative test formats and reasonable accommodations are:

- A. allowing people with certain learning or dexterity disabilities to take extra time on a test;
- B. assuring the test site is accessible to a person with a mobility impairment;
- C. allowing a person with a mental disability who cannot perform well with distractions to take a test in a separate room, if a group test setting is not relevant to the job; and
- D. providing Braille, large print, a reader or a computer for people with vision impairments.

If the District conditions an offer of employment on the results of a medical examination conducted prior to the employee's entrance on duty, the District will:

- A. subject all entering employees in the same job classification to such an examination regardless of disability, and
- B. the results of the examination will be used only as authorized by law.

The successful candidate who is required to submit to a medical examination, as well as the medical provider that is designated by the Board to conduct the examination, will be directed not to collect or provide any genetic information, including the candidate's medical history, in the report of the medical examination.

Information obtained as to the medical condition of the applicant, including any inadvertently provided genetic information, will be collected and maintained on separate forms that shall be accorded confidentiality as medical records, except that:

- A. supervisors and managers may be informed regarding restrictions on the work or duties of individuals with disabilities and regarding necessary accommodations;
- B. first aid and safety personnel may be informed where appropriate if the condition might require emergency treatment; and
- C. government officials investigating compliance with Section 504, the ADA and/or the Genetic Information Nondiscrimination Act ("GINA") shall be provided relevant information upon request.

Interviews

All of the topics labeled off-limits with respect to job applications are likewise prohibited as subjects of inquiry during job interviews. The District, however, may ask questions that relate to an applicant's ability to perform job-related functions so long as it does not phrase the questions in terms of disability. The interviewer may ask about an applicant's ability to perform both essential and marginal job functions. In addition, the interviewer may describe or demonstrate job function(s) and inquire whether the applicant can perform that function(s) with or without reasonable accommodation. Along the same lines, the interviewer may ask the applicant to describe or demonstrate how, with or without reasonable accommodation, s/he will perform the job-related functions. Any questions concerning the need for reasonable accommodation should always be linked with performance of a specific job function. The interviewer should never ask an open-ended question such as "Will you need a reasonable accommodation?"

Interviews should thus concentrate on how applicants will complete tasks that are essential functions, rather than on eliciting information about the applicant's physical or mental condition. Similarly, the District may inquire as to an applicant's ability to perform a job effectively and safely.

According to the EEOC, the following are examples of questions that cannot be asked on a job application or during an interview:

- A. Have you ever had or been treated for any of the following conditions or diseases?
- B. Please list any conditions or diseases for which you have been treated in the past three (3) years.
- C. Have you ever been hospitalized? If so, for what condition?
- D. Have you ever been treated by a psychiatrist or psychologist? If so, for what condition?
- E. Have you ever been treated for any mental condition?
- F. Is there any health-related reason you may not be able to perform the job for which you are applying?
- G. Have you had a major illness in the last five (5) years?
- H. How many days were you absent from work because of illness last year?
- I. Do you have any physical defects that preclude you from performing certain kinds of work? If yes, describe such defects and specific work limitations?
- J. Do you have any disabilities or impairments that may affect your performance in the position for which you are applying?
- K. Are you taking prescribed drugs?
- L. Have you ever been treated for drug addiction or alcoholism?
- M. Have you ever filed for workers' compensation insurance?

Interviewers should not ask a **Reference** question about an applicant that they could not ask the applicant himself/herself (i.e. previous employers cannot be asked about a former employee's disabilities, illness or workers' compensation history/claims).

The following are pre-employment questions that can be asked:

- A. Can you meet the requirements of our attendance policy?
- B. Can you perform the tasks of this position with or without an accommodation?
- C. Describe or demonstrate how you would perform this function, with or without an accommodation? (Such a question can be asked of applicants who have a known disability that might prevent them from performing a job function. If the disability would not interfere with a job function, however, the person could only be asked to demonstrate job performance if all other candidates must do so.)

If an applicant indicates s/he has performed particular functions with an accommodation, the potential employer may inquire about it.

Investigation and Complaint Procedure

Any employee or applicant who believes that s/he has been subjected to unlawful discrimination, retaliation, or denied reasonable accommodation may seek resolution of his/her complaint through the procedures described in Policy 3123 – Section 504/ADA Prohibition Against Disability Discrimination In Employment. The complaint procedure involves an investigation of the individual's claims and a process for rendering a decision regarding whether the charges are substantiated.

Privacy/Confidentiality

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

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

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Book	AG 1st Draft Clean
Section	3000 Professional Staff
Title	REQUEST FOR REDUCED CONTRACT PERIOD
Number	ag3124b
Status	First Reading

3124B - **REQUEST FOR REDUCED CONTRACT PERIOD**

The District requires that each professional staff member complete the school year for which s/he has contracted. Any request for early release from responsibilities should be made to the District Administrator as early as possible giving full particulars. A decision will be based on the impact on the students and the operation of the school relative to the need of the professional staff member.

If a professional staff member is granted early release, his/her salary will reflect days worked only. Pay deductions shall be based on a prorated amount of the annual salary for each day not worked. Fringe benefits and vacation days shall also be adjusted on a prorated basis. In addition, a separation cost will be required from the employee as identified in the Employee Handbook.

The Board may defer acceptance of a late (i.e., thirty (30) days prior to the start of the school year or school calendar year) resignation until such time as the position from the professional educator has resigned is filled by the District.

It is important to note that mere willingness to lose pay does not permit one to be absent arbitrarily. Early release will only be granted when the interests of the District are not seriously jeopardized.

The same provisions shall apply when a staff member desires to start work at a date later than the contracted date.

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Book	AG 1st Draft Clean
Section	3000 Professional Staff
Title	WISCONSIN QUALITY EDUCATOR INITIATIVE
Number	ag3125
Status	First Reading

3125 - WISCONSIN QUALITY EDUCATOR INITIATIVE

The Board of Education is committed to having a quality teacher in every classroom and a strong leader in every building. The Board encourages the use of best educational practices to improve instruction and increase student achievement. To these ends, the Board requires that the District hire the most qualified and experienced individuals available and that all staff be licensed as required by law.

Attaining and maintaining proper State licensure under P.I. 34 is primarily the licensee's responsibility. However, the Board recognizes its responsibilities under P.I. 34 and supports efforts that promote the effectiveness of staff through career-long preparation and learning and performance-based assessment.

P.I. 34 controls licenses for teachers, administrators and pupil service professionals. The regulations identify three (3) licenses for these staff: initial educator, professional educator, and master educator. A three-year provisional n-initial educator license is issued by the Department of Public Instruction, ~~for a period of five (5) years and is nonrenewable unless the individual has not been employed as an educator for at least two (2) years within the five (5) year period. Existing A~~ professional educator licenses and a s-a renewable license issued for a period of five (5) years. A master educator licenses will be converted to lifetime licenses beginning in 2018. From this point forward, an educator may after six successful semesters of experience in one or more Wisconsin school districts, apply for a lifetime license by submitting an application to the Department of Public Instruction. The educator must include school board verification of the experience. ~~is a renewable license issued for a period of ten (10) years.~~

The District has the following responsibilities under P.I. 34 relating to initial educators:

A. Ongoing Orientation

The District shall provide ongoing orientation to initial educators. The ongoing orientation shall be developed, and delivered by the Board, administrators, teachers, support staff, and parents.

B. Support Seminars

The District shall provide support seminars for initial educators. The support seminars shall reflect the standards set forth in ~~Form 3123-F1, Form 3123-F2, and Form 3123-F3 and~~ the mission and goals of the District.

C. Qualified Mentor

The District shall provide the initial educator with a qualified mentor. A "mentor" is an educator who is trained to provide support and assistance to initial educators and who will have input into the confidential formative assessment of the initial educator and who is not to be considered as part of the formal employment evaluation process. To be "qualified," the person must hold an appropriate license.

D. ~~Initial Educator Team~~

~~Upon the written request of an initial educator, the District Administrator shall designate an administrator, subject to Board approval, to be a member of the initial educator's team charged under the regulations with reviewing, and approving the initial educator's professional development goals.~~

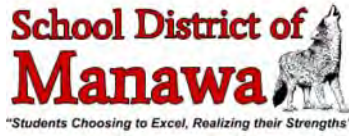
In addition, the District Administrator shall develop a licensure support plan consistent with the requirements of P.I. 34.

Further, on or before August 31, 2004, the District Administrator shall submit to the Department of Public Instruction a plan describing how the District will meet its initial educator requirements under P.I. 34.

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Legal P.I. 34

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Book	AG 1st Draft Clean
Section	3000 Professional Staff
Title	PHYSICAL EXAMINATION
Number	ag3160A
Status	First Reading

3160A - **PHYSICAL EXAMINATION**

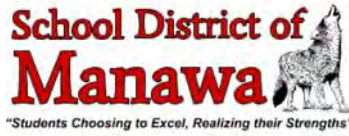
After the District makes a conditional offer of employment, each ~~full-time~~ professional staff member shall be asked to take a physical examination from a physician designated by the Board.

The District will pay for the cost of this required, post-offer examination, when performed by a District-assigned physician.

Written evidence of good physical and mental health may be required periodically by the District from a physician of the District's choosing with the District assuming the expense of such an examination, when there is a reasonable basis to suspect that a mental or physical condition is adversely affecting performance.

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Book AG 1st Draft Clean
Section 3000 Professional Staff
Title TUBERCULOSIS EXAMINATION
Number ag3160B
Status First Reading

3160B - TUBERCULOSIS EXAMINATION

- A. () Each professional staff member of the School District shall file ~~with the _____~~ proof of freedom from communicable tuberculosis with the district office for placement in the confidential personnel file according to law and the administrative guidelines of the Department of Health Services.
- B. () The statement of freedom from communicable tuberculosis shall be filed prior to the first _____ day of employment and thereafter as required by law.
- C. () Such statement of freedom from communicable tuberculosis shall become a part of the confidential medical subdivision of the employee's personnel file and such confidential medical section of the personnel file shall only be available for examination by Department of Health Services personnel or other person(s) as required by law.
- D. () ~~Expenses associated with this administrative guideline shall be the responsibility of the staff member.~~

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Book AG 1st Draft Clean
Section 3000 Professional Staff
Title BOARD-ORDERED POST-OFFER PHYSICAL EXAMINATIONS
Number ag3160C
Status First Reading

3160C - BOARD-ORDERED POST-OFFER PHYSICAL EXAMINATIONS

- A. ThedaCare at Work is hereby designated as the official location for physical examinations required by the Board of Education of the District.
- B. Appointments are needed.
- C. The results of all required medical examinations shall be made known to the District Administrator on a confidential basis, discussed with the candidate, and made a part of a separate confidential medical file in accordance with the Americans with Disabilities Act ("ADA") and the Genetic Information Nondiscrimination Act ("GINA"). In the event of an unsatisfactory report, the District Administrator shall base any recommendation for non-employment upon a conference with the physician and/or upon applicable Federal and State guidelines regarding the employment and accommodation of those with disabilities.

Information from examinations required of any employee will be handled in the same manner.

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Legal 42 U.S.C. 12131, et seq. (The Americans with Disabilities Act of 1990)
42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act
29 C.F.R. Part 1635

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Book	AG 1st Draft Clean
Section	3000 Professional Staff
Title	SUBSTANCE ABUSE
Number	ag3170A
Status	First Reading

3170A - **SUBSTANCE ABUSE**

Any professional staff member whose physical characteristics, appearance, behavior, or breath odor suggest to a supervisor that s/he may be under the influence of alcohol shall be requested to take a breathalyzer test administered by law enforcement.

Should the professional staff member refuse to take such a test or should the results of the test be positive, s/he shall be disciplined by the District Administrator.

Should a supervisor determine from the physical aspects, appearance, or behavior of a professional staff member that s/he might be under the influence of other drugs, the District will contact law enforcement for assistance. Should the professional staff member refuse or be found to be under the influence of drugs, s/he shall be disciplined by the District Administrator.

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Book	AG 1st Draft Clean
Section	3000 Professional Staff
Title	LIABILITY OF STAFF FOR STUDENT WELFARE
Number	ag3213
Status	First Reading

3213 - **LIABILITY OF STAFF FOR STUDENT WELFARE**

Professional staff members are responsible for the safety of students on the grounds and within District facilities. In addition to requirements specified in Policy 3213, the following guidelines are provided to minimize the occurrence of situations in which staff members may incur liability for actions related to students:

A. Each professional staff member:

1. should not leave students unattended;
2. should not leave an unqualified person in charge of students;
3. should accompany students wherever they are assigned and remain with them until supervision is assumed by another responsible person;
4. should ensure students do not use nondistrict-owned and/or maintained equipment or other equipment which may be potentially dangerous or use facilities or equipment except for the intended purpose;
5. should organize classroom materials and equipment so as to minimize danger of injury to students and to self.

B. Each professional staff member is to enforce the following rules established for student activity in high-risk areas:

1. Students should not work in a shop, kitchen, or laboratory at other than the regularly scheduled period, and then only under qualified supervision and in accordance with the prescribed safety procedures.
2. Only students enrolled in shop classes or laboratory classes, are to use power tools or other dangerous equipment.

C. With the ever-increasing demand for the use of gyms and other such facilities, it is imperative that the professional staff ensure the safety of District students.

1. If permission is granted for a student or group of students to use a facility, a professional staff member or authorized adult must be present in the facility throughout the time it is in use.
2. Under no circumstances are students to be left in charge.
3. If for any reason an area is unlocked for anyone, the professional staff member or authorized adult is responsible for ensuring the area is locked up after its use.
4. Under no circumstances are custodians authorized to open a facility for unsupervised students to use.

D. Each professional staff member or authorized adult must immediately report to the principal any accident or a safety hazard s/he detects and any accident one (1) or more of his/her students experience [using the district's online injury report form](#) (See Form 5340-F1).



Book AG 1st Draft Clean
Section 3000 Professional Staff
Title EVALUATION OF STAFF
Number ag3220A
Status First Reading

3220A - **EVALUATION OF STAFF**

Evaluations of the professional staff members shall be conducted on a regular basis, but no less than as required by law. Staff member evaluation should be used as a constructive tool to objectively identify both strengths and weaknesses of the professional for the purpose of providing assistance in improvement and for evaluating staff members for retention, promotion, and where applicable, compensation.

Professional staff evaluations shall be conducted using the Educator Effectiveness model adopted in the District. Additional evaluative measures may also be used by administration as described further in this guideline.

Job objectives are clearly stated, are complete and accurate in content, are agreed upon by the evaluator and evaluatee, and are divided into the following categories:

- A. expected/desired results (what is to be accomplished)
- B. expected/desired attitudes (willingness to act in a particular manner)

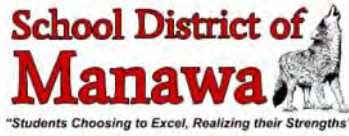
Factors hindering achievement of job objectives are clearly defined and agreed upon by the evaluator and evaluatee.

Evaluation procedures are established to provide that the same process is used for similar positions and to protect the confidentiality of the staff member.

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Legal Wis. Stats. 121.02(q); 118.225; 118.30

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Book AG 1st Draft Clean
Section 3000 Professional Staff
Title EVALUATION PROCEDURE FOR ADMINISTRATIVE PERSONNEL
Number ag3220B
Status First Reading

3220B - EVALUATION PROCEDURE FOR ADMINISTRATIVE PERSONNEL

The Board of Education requires the evaluation of all -administrators using the CESA_6 Effectiveness Project model-except the District Administrator who will be evaluated using the Board of Education-developed tool. In compliance with this mandate, AG 3220A, as well as the following procedures, will be used for administrative evaluations:

- A. An annual written evaluation will be provided each administrator according to a schedule determined by the District Administrator.
- B. The written evaluation shall measure each administrator's effectiveness in performing assigned duties, and these evaluations shall be considered by the District Administrator and the Board when deciding whether to renew or to non-renew a contract.

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Book AG 1st Draft Clean
Section 3000 Professional Staff
Title PARTICIPATION IN POLITICAL ACTIVITIES
Number ag3231A
Status First Reading

3231A - PARTICIPATION IN POLITICAL ACTIVITIES

One of the primary purposes of the school is to create an environment that will permit students to grow and develop. To be of maximum effect, this environment must extend to both the formal academic program as well as to the many extra-curricular activities sponsored by the school. Because of the ages of the students and the significance of the task, it is important that this environment be protected from interference by external, sometimes coercive or disruptive, forces and influences that do not substantially contribute to the learning process.

Non-school related activities, including political activities, do not contribute to a positive learning climate and may be disruptive, divisive and distracting. Therefore, such activities are not appropriate within the school setting. It is the intention of the Board of Education to regulate such activities on all Board-owned or used property, within all school buildings, and at all school-sponsored activities.

Specifically:

- A. Literature supporting or opposing one or more candidates, issues, or a particular point of view; commercial literature, and other non-school related literature shall not be distributed on or in Board-owned or occupied buildings or grounds, inside of school buildings or on school buses immediately before or after school or while school is in session. (The distribution of materials to students by other students is governed by the regulations contained in Board of Education Policy).
- B. Literature supporting or opposing one or more candidates, issues, or a particular point of view; commercial literature, and other non-school related literature shall not be distributed at school-sponsored extra-curricular activities or athletic events wherever they may occur. This regulation shall not prohibit the distribution of literature outside of the entrances and exits of athletic events providing that any such distribution does not interfere with the ability of individuals to freely enter or leave the facility, is not disruptive, and does not take place when school is in session.
- C. Non-school related, political, and/or commercial literature, or campaign posters supporting one or more candidates, issues or a particular point of view shall not be displayed within the schools or on school-owned or occupied property, unless done as part of any approved teaching unit.
- D. When the school facilities are used as a polling place, State regulations will be followed with respect to political activities, the display of political posters, and distribution of political literature on school property.
- E. Employees of the School District shall not engage, during the course of their employment, in any activities that support or oppose one or more candidates, issues or a particular point of view during working hours. The right to express political or other opinions and exercise their constitutional rights as citizens is naturally reserved to all employees.

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Book AG 1st Draft Clean
Section 3000 Professional Staff
Title RESEARCH AND PUBLISHING
Number ag3231b
Status First Reading

3231B - RESEARCH AND PUBLISHING

- A. Professional staff members are encouraged to contribute articles to professional publications and to engage in approved professional research.
- B. Materials which might be considered for publication and/or production, which identify the District in any manner, shall be cleared with the District Administrator prior to publication and/or production.
- C. Publications and productions shall be subject to the following copyright provisions:

1. Rights to copyrights or patents of books, materials, devices, etc. developed by professional staff members on their own time will be relinquished by the Board upon request of the staff member provided that:

- a. the books, materials, devices, etc. were prepared without the use of District data, facilities, and/or equipment;
- b. the District is granted the privilege of purchasing the materials or products free of any copyright or royalty charges;
- c. the staff member does not become involved in any way in the selling of the product to the District.

The final decision regarding whether materials were produced independently of any work assignment, and/or without using school equipment, facilities, data or equipment rests with the District Administrator.

Professional staff members who desire to publish or produce materials on their own time should make such action known to the District Administrator prior to the time such work is started in order that proper procedures can be established to assure that District interests and the interests of the staff member are protected.

2. All books, materials, devices, or products which result from the paid work time and/or prescribed duties of professional staff members shall remain the property of the District. The District shall retain all rights and privileges pertaining to the ownership thereof.

In the event that any of these products have commercial possibilities, the District Administrator is authorized to secure copyrights, patents, etc. ~~that~~ which will ensure the ownership of the product by the District.

The District Administrator is authorized to negotiate with appropriate agencies for the production and distribution of products with commercial appeal. Such negotiations shall ensure fair and appropriate compensation, including sharing of royalties, for the staff member(s) who developed the products.



Book AG 1st Draft Clean
Section 3000 Professional Staff
Title ATTENDANCE AT EDUCATIONAL MEETINGS
Number ag3243
Status First Reading

PLEASE SEND DISTRICT SPECIFIC INFORMATION!

3243 - ATTENDANCE AT EDUCATIONAL MEETINGS

Attendance at educational meetings shall be controlled by the District Administrator in accordance with Board of Education policy ~~and/or terms of negotiated, collectively bargained agreement.~~

Educational meetings are intended to include professional conventions, conferences, workshops, drive-ins, etc., which are conducted for the purpose of disseminating information, making inquiries into the nature of an educational problem, etc.

- A. ~~() Except in unusual circumstances, or at times of exceptional need, a professional staff member's attendance at educational meetings shall be limited to no more than _____ per year.~~
- B. Staff members should request leave to attend educational meetings at least two (2) weeks ~~_____~~ **[day(s)]** in advance of the meeting to allow for proper approval using the conference attendance form. ~~(See Form 3243-F1)~~
- C. Attendance shall be limited to those staff members who have responsibilities directly related to the topics dealt with at a meeting and have participated in similar activities conducted with the District or the local area.
- D. Other staff members requesting attendance whose responsibilities are not directly related must show cause why attendance is necessary and what benefit the District may receive from their attendance.
- E. ~~() Staff members attending a meeting will make a summary report to the District Administrator and indicate the ways in which what was learned will be applied within the District.~~
- F. Reimbursement for travel, rooms, meals, and other meeting expenses shall be made, within budgetary constraints, on the basis of itemized expense accounts and submitted on the conference attendance form. ~~Form 3243-F2.~~
- G. Registration fees ~~exclusive of personal dues~~ shall be reimbursed.
- H. Membership dues to professional organizations are included in the budget as approved by the administration or included in the administrator's contract.
- I. A Board approved designated per diem amount for meals is specified on the conference attendance form. ~~may not exceed _____.~~
- J. ~~() Lodging not to exceed _____ shall be reimbursed.~~
- K. A mileage allowance or cost of round trip ticket by public carrier will be reimbursed by the IRS mileage rate. (If staff members attend meetings as a group, the allowance will be made accordingly.)
- L. ~~() No reimbursement will be given to staff members attending required professional meetings conducted by the District and/or the _____.~~

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Book AG 1st Draft Clean
Section 3000 Professional Staff
Title LESSON PLANS
Number ag3270
Status First Reading

PLEASE SEND DISTRICT SPECIFIC INFORMATION!

3270 - LESSON PLANS

Every teacher is responsible for planning on a weekly and daily basis. Lesson plans are to be developed within the context of the applicable courses of study and learning units and should be designed for individual student programs being cognizant of student strengths and weaknesses. (See AG 2231)

- A. () Each lesson plan should contain, in addition to whatever else a teacher may wish to include, the following elements:
1. () purpose of the lesson
 2. () expected informal assessment that affirms learning took place ~~student behavior when purpose has been achieved~~
 3. () needed resources
 4. () how students will be organized throughout the lesson
 5. () how students will be oriented to the lesson
 6. () how the lesson will begin
 7. () how lesson will conclude
 8. differentiation options
- B. () Lesson plans for individualized programs should reflect a general overview and purpose of the instructional program based on the Course of Study. Individual student records may serve as an integral part of the lesson plan.
- C. () A copy of the weekly plans is to be submitted to the principal prior to the first day of each week and may submit electronically if preferred. ~~each _____ (Day) for the following week for review by appropriate administrative and supervisory personnel.~~
- D. () Lesson plans, as well as adequate directions, are to be provided for substitutes so they can continue the ongoing program as closely as possible via the substitute folder.



Book AG 1st Draft Clean
Section 3000 Professional Staff
Title REPORTING THREATENING BEHAVIORS
Number ag3362a
Status First Reading

3362A - REPORTING THREATENING BEHAVIORS

Threatening behavior may take different forms including, but not limited to the following:

- A. face-to-face encounters in which words are used that indicate to the staff member that his/her safety and well-being are in jeopardy
- B. any conduct or written/oral communications that include comments toward the staff member or his/her family which would imply or state explicitly that the staff member and/or his/her family may be subject to some form of physical or psychological abuse or violence
- C. written or spoken comments to a staff member which could subject him/her to blackmail or extortion
- D. written or spoken communication that would imply or explicitly state that some form of damage may be done to the staff member's property or that of his/her family

Any staff member who believes that s/he is the victim of any of the above actions or has observed such actions taken by a student, parent, fellow staff member, supervisor, co-worker, or other person associated with the District such as a vendor, contractor, volunteer, or school official should take promptly the following steps:

- A. If the alleged threatener is the staff member's supervisor, the affected employee should, as soon as possible after the incident, contact the District Administrator.
- B. If the alleged threatener is not the staff member's supervisor, the affected staff member should, as soon as possible after the incident, contact his/her supervisor.
- C. If the threatener is a student of the District, the supervisor, if not the student's principal, should immediately inform the student's principal of the alleged threat.

The staff member may make contact either by a written report or by telephone or personal visit. During this contact, the reporting staff member should provide the name of the person(s) whom s/he believes to be responsible for the harassment and the nature of the harassing incident(s). A written summary of each such report is to be prepared promptly by the staff member receiving the report and forwarded to one of the Compliance Officers (i.e. Business Manager or High School Principal)-or District Administrator.

Each report received by the supervisor or Compliance Officer or District Administrator as provided above, shall be investigated in a timely and confidential manner. While a charge is under investigation, no information is to be released to anyone who is not involved with the investigation, except as may be required by law or in the context of a legal or administrative proceeding. No one involved is to discuss the subject outside of the investigation.

The purpose of this provision is to:

- A. protect the confidentiality of the staff member who files a complaint;
- B. encourage the reporting of any incidents of threat;
- C. protect the reputation of any party wrongfully charged with threatening conduct.

Investigation of a complaint will normally include conferring with the parties involved and any named or apparent witnesses. All staff members and others involved are to be protected from coercion, intimidation, retaliation, or discrimination for filing a complaint or assisting in an investigation.

If the investigation reveals that the complaint is valid, then prompt, appropriate, remedial and/or disciplinary action will be taken immediately to prevent the continuance of the threat or its recurrence.

The District recognizes that determining whether a particular action or incident is a threat must be based on all of the facts in the matter. Given the nature of this type of intimidation, the District recognizes that false accusations of a threat can have serious effects on innocent individuals. Accordingly, all staff members are expected to act responsibly, honestly, and with the utmost candor whenever they present threat allegations or charges against fellow staff members, students, or others associated with the District.



Book AG 1st Draft Clean
Section 3000 Professional Staff
Title FEDERAL GROUP HEALTH CONTINUATION (COBRA)
Number ag3421
Status First Reading

3421 - FEDERAL GROUP HEALTH CONTINUATION (COBRA)

Qualifying Event

A. Employees covered under the Board of Education's Group Health Coverages shall be offered the opportunity to continue the Group Health Coverages upon occurrence of one of the following "qualifying events":

1. voluntary or involuntary termination of employment for reasons other than "gross misconduct"
2. reduction in the number of hours of employment

B. Spouses may continue the Group Health Coverages upon occurrence of one of the following "qualifying events":

1. termination of the covered employee's employment for any other reason other than "gross misconduct"
2. reduction in the hours worked by the covered employee
3. covered employee's becoming entitled to Medicare
4. divorce or legal separation of the covered employee
5. death of the covered employee

C. Dependent children may continue the Group Health Coverages upon the occurrence of one of the following "qualifying events":

1. termination of covered employee's employment for any reason other than "gross misconduct"
2. reduction in the hours worked by the covered employee
3. loss of "dependent child" status under the plan rules
4. covered employee's becoming entitled to Medicare
5. divorce or legal separation of the covered employee
6. death of the covered employee

Election

Qualified beneficiaries have a sixty (60) day period from the later of the coverage loss date or the date the notice to elect COBRA coverage is sent to elect whether to continue coverage. Once COBRA coverage is chosen, the beneficiary is required to pay for the coverage. COBRA coverage is retroactive if elected and paid for by the qualified beneficiary.

Benefits Available to Qualified Beneficiaries

Qualified beneficiaries have the right to elect to continue coverage that is identical to the coverage provided under the plan. A covered employee or the covered employee's spouse may elect COBRA coverage on behalf of any other qualified beneficiary. Each qualified beneficiary, however, may independently elect COBRA coverage. A parent or legal guardian may elect on behalf of a minor child.

Termination of COBRA Coverage

Coverage for the employee and eligible dependent(s), if any, can end when:

- A. the last day of maximum coverage is reached;

- B. premiums are not paid on a timely basis;
- C. the employee ceases to maintain any group health plan;
- D. coverage is obtained with another employee group health plan that does not contain any exclusion or limitation with respect to any pre-existing condition of such beneficiary;
- E. a beneficiary is entitled to Medicare benefits.

Special rules for disabled individuals may extend the maximum periods of coverage. If a qualified beneficiary is determined under Title II or XVI of the Social Security Act to have been disabled at the time of a termination of employment or reduction in hours of employment and the qualified beneficiary properly notifies the plan administrator of the disability determination, the eighteen (18) month period is expanded to twenty-nine (29) months.

Regular Conversion Option

After the continuation coverage under COBRA expires, the beneficiary may be eligible for coverage under any conversion option provided under the plan.

- A. The Board will notify a qualified COBRA beneficiary of the option to enroll in a conversion plan **within 180 days** before the expiration date of COBRA continuation coverage.
- B. The benefits and costs of coverage available under a conversion option may differ from those offered through the group health plan.

Notification Requirements

A. The Board shall:

1. notify all covered employees and spouses of their coverage continuation rights on the date the COBRA requirements took effect;

Thereafter, each employee shall be notified of this policy at the time they begin coverage under the Board's Group Health Coverages and each spouse shall be notified of this policy at the time family or spouse coverage begins under the Board's Group Health Coverages.

Notification to the employee's spouse shall be deemed to serve as notice on dependent children.

2. include information on the continuation rights in the Summary Plan Description;
3. notify the plan administrator within thirty (30) days of the following qualifying events:

- a. death of the covered employee
- b. termination of employment or reduction in hours of the covered employee
- c. eligibility of covered employee for Medicare
- d. bankruptcy of covered employee

B. The Plan Administrator shall:

1. notify the employee of their COBRA provisions when the employee begins under the group health coverages;
2. notify the eligible beneficiaries **within fourteen (14) days** of receiving the specified notification of the qualifying event of his/her right to continuation of coverage. Notifying a spouse or former spouse of an employee is considered sufficient notice to all other eligible beneficiaries living with that person.

The employee, retiree, or family member should notify the plan administrator within sixty (60) days of events consisting of divorce or legal separation or a child's ceasing to be covered as a dependent under plan rules.

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Legal P.L. 99-272
Consolidated Omnibus Budget Reconciliation Act of 1984

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Section 3000 Professional Staff
Title IMPORTANT NOTICE OF EMPLOYEES' RIGHT TO DOCUMENTATION OF HEALTH COVERAGE
Number ag3421A
Status First Reading

3421A - **IMPORTANT NOTICE OF EMPLOYEES' RIGHT TO DOCUMENTATION OF HEALTH COVERAGE**

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) limits the circumstances under which coverage may be excluded for medical conditions present before the employee enrolls. Under the law, a pre-existing condition exclusion generally may not be imposed for more than twelve (12) months (eighteen (18) months for a late enrollee after the enrollment date). The twelve (12) month (or eighteen (18) month) exclusion period may be reduced by a new employee's prior health coverage. A new employee is entitled to a certificate from his/her former health insurance provider that will show evidence of the person's prior health coverage.

To obtain a certificate, the employee should mail or email a written request ~~complete the attached form and return it~~ to:

School District of Manawa
800 Beech Street
Manawa, WI 54949

cobrien@manawaschools.org

For additional information contact: District Business Manager
920-596-5332 ~~225~~

The certificate must be provided promptly. The employee should keep a copy of this completed form. S/He may also request certificates for any dependents (including a spouse) who were enrolled under the employee's health coverage.

The Business Manager will be responsible for providing a Certificate of Health Insurance Coverage (~~Form 3421A-F1~~) to an employee when:

- A. s/he no longer is covered by the District's plan;
- B. s/he is no longer covered under COBRA;
- C. s/he requests a certificate no later than twenty-four (24) months after cessation of coverage.

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Section 3000 Professional Staff
Title FAMILY LEAVE
Number ag3430.01A
Status First Reading

3430.01A - **FAMILY LEAVE**

The following guidelines are the appropriate portions of Section 104 of the Family and Medical Leave Act.

A district and a private elementary or secondary school shall not be in violation of the Individuals with Disabilities Education Act (20 U.S.C. 1400 et. seq.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794), or title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq.), solely as a result of an eligible employee of such district exercising the rights of such employee under this title.

(b) INTERMITTENT LEAVE OR LEAVE ON A REDUCED SCHEDULE FOR INSTRUCTIONAL EMPLOYEES

(1) IN GENERAL - Subject to paragraph (2), in any case in which an eligible employee employed principally in an instructional capacity by any such district requests leave under subparagraph (C) and (D) of Policy 3430.01 that is foreseeable based on planned medical treatment and the employee would be on leave for greater than twenty percent (20%) of the total number of working days in the period during which the leave would extend, the district may require that such employee elect either --

(A) to take leave for periods of a particular duration, not to exceed the duration of the planned medical treatment; or

(B) to transfer temporarily to an available alternative position offered by the employer for which the employee is qualified, and that--

(i) has equivalent pay and benefits; and

(ii) better accommodates recurring periods of leave than the regular employment position of the employee.

(2) APPLICATION - The elections described in subparagraphs (A) and (B) of paragraph (1) shall apply only with respect to an eligible employee who complies with Policy 3430.01.

(c) RULES APPLICABLE TO PERIODS NEAR THE CONCLUSION OF AN ACADEMIC TERM

The following rules shall apply with respect to periods of leave near the conclusion of an academic term in the case of any eligible employee employed principally in an instructional capacity by any such district:

(1) LEAVE MORE THAN FIVE (5) WEEKS PRIOR TO END OF TERM

If the eligible employee begins leave under Policy 3430.01 more than five (5) weeks prior to the end of the academic term, the district may require the employee to continue taking leave until the end of such term, if --

(A) the leave is of at least three (3) weeks duration; and

(B) the return to employment would occur during the three (3) week period before the end of such term.

(2) LEAVE LESS THAN FIVE (5) WEEKS PRIOR TO END OF TERM

If the eligible employee begins leave under subparagraph (A), (B), or (C) of Policy 3430.01 during the period that commences five (5) weeks prior to the end of the academic term, the district may require the employee to continue taking leave until the end of such term, if --

(A) the leave is of greater than two (2) weeks duration; and

(B) the return to employment would occur during the two (2) week period before the end of such term.

(3) LEAVE LESS THAN THREE (3) WEEKS PRIOR TO END OF TERM

If the eligible employee begins leave under subparagraph (A), (B), or (C) of Policy 3430.01 during the period that commences three (3) weeks prior to the end of the academic term and the duration of the leave is greater than five (5) working days, the district may require the employee to continue to take leave until the end of such term.

(d) RESTORATION TO EQUIVALENT EMPLOYMENT POSITION

For purposes of determinations under section 104(a)(1)(B) (relating to the restoration of an eligible employee to an equivalent position), in the case of a district ~~or a private elementary or secondary school~~, such determination shall be made on the basis of established school board policies and practices, private school policies and practices, and collective bargaining agreements.

(e) REDUCTION OF THE AMOUNT OF LIABILITY

If a district ~~or a private elementary or secondary school~~ that has violated this title proves to the satisfaction of the court that the district or department had reasonable grounds for believing that the underlying act or omission was not a violation of this title, such court may, in the discretion of the court, reduce the amount of the liability provided for under section 107(a)(1)(A) to the amount and interest determined under clauses (i) and (ii), respectively, of such section.

If an instructional staff member requests to return to teaching before the end of an academic semester, but the District requires the teacher to remain on leave until the next academic semester, that additional leave time will not count against the staff member's twelve (12) week FMLA allotment.

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Section 3000 Professional Staff
Title FMLA RECORDKEEPING REQUIREMENTS
Number ag3430.01B
Status First Reading

3430.01B - FMLA RECORDKEEPING REQUIREMENTS

The Business Manager is responsible for making, keeping, and preserving all relevant records pertaining to the Board of Education's obligations under the FMLA in accordance with the recordkeeping requirements of Section 11(c) of the Fair Labor Standards Act (FLSA) and in accordance with the final regulations applicable to the FMLA. Specifically, the Business Manager is charged with keeping/preserving the records identified below in accordance with the District's Records Retention Schedule (see AG 8310A), and under no circumstances shall said records be kept for less than three (3) years. The records shall be available for inspection, copying, and transcription by representatives of the Department of Labor upon request.

The Business Manager shall maintain records that disclose the following:

- A. Basic payroll and identifying employee data, including name, address, and occupation; rate or basis of pay and terms of compensation; daily and weekly hours worked per pay period; additions to or deductions from wages; and total compensation paid.
- B. Dates FMLA leave is taken by FMLA eligible employees (e.g., available from time records, requests for leave, etc., if so designated). Leave must be designated in records as FMLA leave; leave so designated may not include leave required under State law or a Board plan which is not also covered by FMLA.
- C. If FMLA leave is taken by eligible employees in increments of less than one (1) full day, the hours of the leave.
- D. Copies of employee notices of leave furnished to the District under FMLA, if in writing, and copies of all written notices given to employees as required under the FMLA and its implementing regulations (see 29 C.F.R. Section 825.300(b) through (c)). Copies may be maintained in employee personnel files.
- E. Any documents (including written and electronic records) describing employee benefits or employer policies and practices regarding the taking of paid and unpaid leaves.
- F. Premium payments of employee benefits.
- G. Records of any dispute between the District and an eligible employee regarding designation of leave as FMLA leave, including any written statement from the Superintendent or designee or employee of the reasons for the designation and for the disagreement.

Records and documents relating to certifications, re-certifications or medical histories of employees or employees' family members, created for purposes of FMLA, shall be maintained as confidential medical records in separate files/records from the usual personnel files. If the Genetic Information Nondiscrimination Act of 2008 (GINA) is applicable, records and documents created for purposes of FMLA leave containing family medical history or genetic information as defined by GINA shall be maintained in accordance with the confidentiality requirements of Title II of GINA (29 C.F.R. 1635.9), which allow for disclosure consistent with FMLA requirements. If the ADA, as amended, is also applicable, such records shall be maintained in conformance with ADA confidentiality requirements (see 29 C.F.R. 1630.14(c)(1)), except that:

- A. supervisors and managers may be informed regarding necessary restrictions on the work or duties of an employee and necessary accommodations;
- B. first aid and safety personnel may be informed (when appropriate) if the employee's physical or medical condition might require emergency treatment; and
- C. government officials investigating compliance with FMLA (or other pertinent laws) shall be provided relevant information upon request.

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Section 3000 Professional Staff
Title JOB-RELATED EXPENSES
Number ag3440A
Status First Reading

PLEASE SEND DISTRICT SPECIFIC INFORMATION!

3440A - **JOB-RELATED EXPENSES**

Expenses which are incurred by professional staff members as a result of authorized travel in and outside of the District will be reimbursed to the extent provided for in these guidelines. Reimbursement is intended to provide for transportation, lodging, and food of reasonable and adequate quality. When traveling on school business, a professional staff member is expected to use the same care in incurring expenses that a prudent person would exercise if traveling on personal business.

Authorization

- A. () Travel within or outside the District is to be authorized by the Building Principal and District Administrator.
- B. () Travel to conventions or conferences away from the District which involve overnight stay will be authorized by the Building Principal for approval by the District Administrator. All such requests must be received in the Central Office at least two (2) weeks days prior to the date a decision is needed. Forms are available in each school office or on the district website.

Procedure

- A. () Each request for travel or conference funds should detail the reasons for the expenditures ~~and should not be labeled in broad general terms (see Form 3243-F1)~~.
- B. () Under normal conditions, officers and professional staff members traveling on official business shall provide themselves with sufficient funds of their own for ordinary expenses.
- C. () Travel should be by the most direct and economical route.
- D. () All persons authorized to travel on official business should keep a memorandum and receipts of expenditures properly chargeable to the Board of Education. Professional staff members might find it advantageous to charge as many expenditures as possible on credit cards. The itemized statement may serve as a receipt, with reimbursement available to pay the charges.
- E. () For official travel other than by automobile, tickets may be purchased by the District in advance, upon request of the individual involved.
- F. () In all instances of travel reimbursement, full itemization of expenditures is required.
- G. () Those doing such traveling should be expected to exercise the same care in incurring expenses that they would in travel on personal business of their own. Excessive and unnecessary travel will not be approved or reimbursed.

Reimbursement

- A. () Reimbursement will be at the current rates approved by the Board. Requests for reimbursement will be submitted on the district form for this Form 3243-F2 provided for that purpose.
- B. () Travel outside the School District will be reimbursed at the regular fare rate charged the general public by common carrier, unless travel by private conveyance is more economical, in which case mileage will be reimbursed at Internal Revenue Service the rate. Taxi fare from home and conference destination to terminal and return is allowable with receipt.
- C. () Lodging and meals will be reimbursed at a reasonable per diem rate. All claims must be supported by original receipted bills.
- D. () Reimbursement for reasonable charges for tolls, lodging, parking, taxis, official telephone calls, and tips will be made upon presentation of supporting receipts.
- E. () Registration fees are reimbursable.
- F. (~~-~~) ~~Sales tax on hotel bills is reimbursable.~~

Claim Forms

All claims for reimbursement ~~and will be submitted on travel voucher forms or on standardized voucher forms available in the principal's office.~~ ~~Wherever possible,~~ expenditures must be substantiated by receipted bills.

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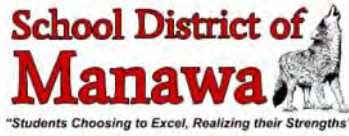
Book AG 1st Draft Clean
Section 3000 Professional Staff
Title USE OF PRIVATELY OWNED CAR FOR SCHOOL BUSINESS
Number ag3440b
Status First Reading

3440B - **USE OF PRIVATELY OWNED CAR FOR SCHOOL BUSINESS**

The District has established the following means for providing reimbursement for the use of "privately-owned" vehicles used in the performance of assigned duties.

- A. When an individual's duties require his/her presence at other schools within or out of the District, reimbursement for travel may be requested. Such requests will be approved when the travel is scheduled or authorized by the District Administrator.
- B. Regularly scheduled travel will be authorized when requisitioned in compliance with a printed schedule; e.g.: special professional staff members are required to go from school to school on a regular schedule.
- C. Sporadic or emergency travel will be authorized when made in connection with an assignment.
- D. Payments for authorized travel will be made provided itemized daily records are submitted on the proper forms. Persons who travel are advised to keep a daily log of their required business trips.

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Book	AG 1st Draft Clean
Section	3000 Professional Staff
Title	USE OF SCHOOL VEHICLE FOR SCHOOL BUSINESS
Number	ag3440c
Status	First Reading

3440C - **USE OF SCHOOL VEHICLE FOR SCHOOL BUSINESS**

The District has established the following guidelines for the use of school-owned vehicles in the performance of assigned duties.

- A. Regularly scheduled use will be authorized by the building principal and scheduled by the high school administrative assistant.
- B. Staff must have a copy of their driver's license on file with the District office.
- C. A background check will be conducted to review the person's driving record.
- D. All accidents must be reported to the District Administrator.
- E. All accidents must be reported to the law enforcement agency where the accident takes place at the time of the accident.
- F. A Vehicle Usage Form must be submitted to the high school administrative assistant when returning the vehicle, gas receipts, and keys.

Last Modified by Melanie Oppor on May 16, 2018



Students choosing to excel; realizing their strengths.

To: Board of Education
 From: Dr. Melanie J. Oppor
 Date: May 8, 2018
 Re: Professional Educator Handbook Updates for 2018-19

The purpose of this memo is to highlight the changes in the Professional Educator Handbook as follows:

<i>Page #</i>	<i>Current Language (If applicable.)</i>	<i>Proposed Change or Addition</i>
15	Changed all “skin tuberculin test” references to	Wisconsin tuberculosis (TB) risk assessment questionnaire screening form
15	must be performed by a licensed practitioner 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 and related tests.	Will be performed by ThedaCare at Work.
17	, \$27.00 for grades 7-8 or \$36.00 per full block at the high school level	will receive \$18.00 per class period
17	(new for clarification)	as per State Statute 111.62 Strikes, work stoppages, slowdowns, lockouts, unlawful; penalty.
19		(Deleted) The District shall appoint a chairperson for the department curriculum rewrite process, and that chairperson shall coordinate efforts with the administration and provide leadership throughout the rewrite process.
19		(Deleted) a listing of curriculum committee members and
26	Professional Advancement Compensation Eligibility (PACE)	The salary advancement model
28	family or single	employee, employee plus one, and family
28	one hundred ...100	eighty-six...86
29		(Deleted) support staff

29	September 30	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.
Addendum A		Updated Organizational System for Transportation, Facilities/Building and Grounds, and Food Service



Professional Educator Handbook

Approved by the Manawa Board of Education on July 20, 2015

Revised on Aug. 17, 2015

Revised on March 14, 2016

Revised on February 20, 2017

Revised on May 21, 2018

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

920-596-2525

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 preschool (4-K) through twelfth grade. The school system is governed by a seven-member Board of Education elected by area for 3-year terms by the residents of the District. The District Administrator is responsible for overall administration of the schools and implementation of Board policies. A SDM employee can expect a fair and equitable salary, competitive benefits, and the opportunity to be a part of the best that public education has to offer. We are pleased to have you as a member of our team and hope that you find that the satisfaction gained from doing your job matches the effort you put into your work.

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

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*, 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.

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 Wolfram, Secondary Principal
515 E. Fourth St.
Manawa, WI 54949

920-596-2524

dwolfram@manawaschools.org

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

920-596-2524

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 Communication System when offering a suggestion or comment.

Handbook Addendum A

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 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.).

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

7. 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.

8. 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.

9. 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.

10. 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.

11. Homework

Professional educators must be familiar with and abide by the District’s policy and administrative guidelines regarding the assignment of homework to students.

12. 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.

13. 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.

14. 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.

15. 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.

16. 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.

17. 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.

18. Operation of Personal Vehicle

Professional educators who are required to drive their personal vehicle for District business or activities will be reimbursed at the Board-approved 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 at the owner's expense 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.

19. 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.

20. 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.

21. 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.

22. 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.

23. Residency

The District encourages employees to reside within the school district.

24. 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.

25. 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.

26. 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.

27. 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.

28. 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.

29. 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 Wisconsin 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 adoption 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 who accept and agree to perform designated curriculum projects under the direction of the Curriculum Director 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

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 request representation of choice when job performance with the 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

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.

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 of the following:

1. the name and position of the grievant;
2. a clear and concise statement of the grievance;
3. the issue involved;
4. the relief sought;
5. the date the incident or alleged violation took place;
6. the specific section of the Policy Manual or workplace safety rule alleged to have been violated; and
7. the signature of the grievant and the date.

B. The term "days" means regular business days, Monday through Friday, other than weekends and holidays regardless of whether the employee or his or her classification is scheduled to work. The time within which an act is to be done under this policy shall be computed by excluding the first day and including the last day.

C. A "grievant" is an employee as defined by state statutes governing this grievance procedure. At the grievant's cost and request they may be represented by a person of their choice.

D. "Workplace safety" means those conditions related to physical health and safety of employees enforceable under federal or state law, or District rule related to: safety of the physical work environment, the safe operation of workplace equipment and tools, provision of protective equipment, training and warning requirements, workplace violence and accident risk.

E. "Discipline" means oral reprimands (where a written record of the reprimand is placed in the employee's file), written reprimands, suspension and demotion. Discipline does not include performance reviews, work plans or corrective actions that do not include a reprimand or other adverse employment action.

F. "Termination" means discharge from employment. Non-renewals and layoffs (reduction in force) are not considered terminations and are not subject to this procedure.

Procedures:

First Step

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

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

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

Third Step

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

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

Fourth Step

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

Timelines:

Failure to process a grievance by the grievant within the time limit, or agreed upon extensions, shall constitute waiver of the grievance and will be considered resolved on the basis of the District's last answer. Failure of a

management representative to meet the time limits shall cause the grievance to move automatically to the next step in the procedure. To encourage that grievances are addressed in a prompt manner the time limits set by this policy are intended to be strictly observed and may not be extended except in extreme circumstances and then only upon the express written consent of the parties.

Exclusive Remedy:

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

IV. COMPENSATION

A. PAYROLL INFORMATION

All teachers will be paid on the 15th 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 USSERA) 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: _____

School District of Manawa Organizational System

Addendum A

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

**Open Enrollment Into District - Applications
for 2018-2019 School Year**

Applying for Grade	RESIDENT DISTRICT		SPEC ED
PK	Marion		N
PK	Iola-Scandinavia		N
9	Weyauwega-Fremont		N

Informational SY1718 OE In	Current Students
Students PK-12	22
Less Seniors	-5
Total	17
New Applications	3
SY1819 OE In	20

3 Applications for SY1819
0 Duplicate Applications
3 NEW APPLICATIONS SY1819

**Open Enrollment Out of District - Applications
for 2018-2019 School Year**

APPLYING FOR GRADE:	APPLYING TO ATTEND NONRESIDENT DISTRICT	Currently Attending other than Resident Informational	SPEC ED
PK *	Waupaca	N/A	N
PK *	New London	N/A	N
PK	New London	Daycare	N
PK	Iola-Scandinavia	N/A	N
PK	New London	Headstart NL	N
PK	Nekoosa	N/A	N
KG	Waupaca	Waupaca	N
KG	Weyauwega-Fremont	Private School	N
3	New London	New London	N
3	Iola-Scandinavia	Virtual School	N
4	Nekoosa	Home School	N
5	Waupaca		N
5	Neenah Joint		N
5	New London	New London	Y
6 *	Iola-Scandinavia	Virtual School	N
8	Neenah Joint		N
8	Appleton, Barron, Janesville	Home School	N
9	Iola-Scandinavia	Virtual School	N
9	Nekoosa	Home School	N
10	New London, Weyauwega-Fremont		N
10	Tomorrow River		N
10	Tomorrow River		N
10	Stevens Point Area Public		N
10	Nekoosa	Home School	N
11	New London	New London	N
12	Waupaca	Waupaca	N
12	New London	New London	N

Informational SY1718 OE Out	Current Students
Students PK-12	85
Less Seniors	-8
Total	77
New Applications	27
SY1819 OE Out	104

POTENTIAL NET RESULTS	
SY1718 OE OUT LESS OE IN	
85 - 22	63
SY1819 OE OUT LESS OE IN	
104 - 20	84

35 applications for SY1819
-3 Duplicates / Multiple Schools
-5 Already OE Out / Removed from List
27 NEW APPLICATIONS FOR SY1819

*** = Sibling OE Out**

School District Of Manawa
Open Enrollment for 2018-19
Maximum Class Size Definitions & Available Space

This chart shows the "maximum class size" definitions for annual revision and adoption by the School District of Manawa for Open Enrollment as per NEOLA Policy 5113. Available spaces for Open Enrollment (OE) applicants are based upon the approved class sizes.

Half of the excess capacity per grade level is reserved for children who move into the district and the remaining half is available for Open Enrollment (OE).

In grade-levels with high enrollments, the Board of Education will provide one available seat for open enrollment.

GRADE OR PROGRAM	MAXIMUM CLASS SIZE & PROJECTED SECTIONS & GRADE SIZES	PROJECTED ENROLLMENT 2018-19	AVAILABLE OE SPACES 2018-19
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Manawa Elementary School

		# According to census there are a total of fifty-five 4K students. Ten of those fifty-five students may be going to Saint Paul's as these families have traditionally attended St. Paul's in the past. MES is possibly looking at forty-five (45) 4K students.	
4K (4 Yr Old Pre-K)	20 Students x 2 Section = 40		
5K	25 Students x 2 Sections = 50	33##	8
Grade 1	25 Students x 2 Sections = 50	45	2
Grade 2	25 Students x 2 Sections = 50	32	9
Grade 3	25 Students x 2 Sections = 50	30	10
Grade 4	25 Students x 2 Sections = 50	56	1
Grade 5	25 Students x 2 Sections = 50	42	4
Grade 6	25 Students x 2 Sections = 50	38	6

4K is an estimate as families have not yet enrolled students in the program for next school year.

33 children currently attend 4K at MES. About 10 children are on the census and are not currently attending a public or private school program.

Little Wolf Jr./Sr. High School

Grade 7	27 Students x 2 = 54	50	1
Grade 8	27 Students x 2 = 54	53	1
Grade 9	27 Students x 2.5 = 67.5	54	6
Grade 10	27 Students x 2.5 = 67.5	67	1
Grade 11	27 Students x 2 = 54	54	1
Grade 12	27 Students x 2 = 54	59	1

Special Education

Option A	Available Seats	Option B	Available Seats
MES Teacher 1 - 12.1, 26.3	0	MES Teacher - 10.9, 24.3	3
MES Teacher 2- 14.5, 24.5	0	New MES Teacher- 11.3, 18.7	3
LWHS Transition Teacher - 13.3, 25.2	0	LW Jr. HS Teacher - 11.5, 19	3
LWHS Teacher - 13.3, 19.5	1	Transition Teacher - 7.2, 14	3
		LW Sr. HS Teacher- 13.7, 19.4	3

The first calculation is a new formula created by a group of Spec. Ed. Directors because the DPI formula was removed from the website. Caseloads are typically expected to range from 12 to 15 at the elementary level and from 12 to 18 at the secondary level.

The second calculation is the old DPI formula that the DPI removed but the Spec. Ed. Director found a copy of the spreadsheet that she used for ease of calculating. The DPI caseload number maximum had been 26.

X No School

O P/T Conferences

Early Release / Staff Development

▲ End of Quarter / Semester Inservice (No School)

SCHOOL DISTRICT OF MANAWA 2018- 2019 SCHOOL CALENDAR

UPDATED 5-21-18

1 Hr Early Release Day

Commencement

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

4 - Independence Day

1 - No School - Holiday Break
18 - End of 2nd Qtr (45 days)
18 - End of 1st Semester
21 - Records / Inservice - No School

21 - Student Days - 1 Inservice

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

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

14 - New Curriculum Day
27 - New Teacher Orientation
28 - Full Day Inservice
29 - AM Inservice / PM Work in Rms
29 - Open House 3:30 - 6:30 both schools
30 - Full Day Inservice
3 Inservice Days

18 - Inservice - No School
28 - P/T Conf 3:30 - 7:30 pm - Both Schools

19 - Student Days / .5 PT Conf / 1 Inservice

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

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

3 - Labor Day - No School
4 - 1st Day of School

1 - No School - P/T Conf 7:30 to 10:30 a.m.
1 - PM Teachers Dismissed
14-15 Spring Break
29 - End of 3rd Quarter (45 days)

18 - Student Days

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

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

4 - P/T Conf 4:00 to 8:00 pm - Both Schools
25 - Early Release / Staff Development
26 - No School

22 - Student Days / .5 PT Conf / .5 Inservice

19-22 Holiday Break - No School

20 - Student Days

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

NOVEMBER						
S	M	T	W	T	F	S
						1 ▲
4	5	6	7	O	9	10
11	12	13	14	15	16	17
18	19	20	X	X	X	24
25	26	27	28	29	30	

2 - End of 1st Quarter (43 days)
8 - P/T Conf 4:00 to 8:00 pm - Both Schools
21-23 No School - Thanksgiving

19 - Student Days / .5 PT Conf

25 - AM Commencement Ceremony
27 - No School - Memorial Day

22 - Student Days / .5 Inservice

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

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

11 & 13 Holiday Concerts (tentative)
17 - Board Meeting
24 - 31 - No School - Holiday Break

15 - Student Days

5 - Last Day of School
6 - AM Records (45 Days)
6, 7, 8 - Make-up Days or Add Minutes

3 - Student Days / .5 Inservice

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

First 3 inclement weather days will not be made up. Additional inclement weather days will be made up on June 6, 7 and 8 or add minutes.