

School District of Manawa

Board of Education Agenda

April 23, 2018



Board Meeting Agenda

1. Call to Order – President Johnson – **6:30 p.m.** – MES Boardroom, 800 Beech Street
2. **Closed Session – 6:31 p.m.** - 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
3. Pledge of Allegiance - **7:00 p.m.**
4. Roll Call
5. Verify Publication of Meeting
6. Election of Officers:
 - a. President
 - b. Vice President
 - c. Treasurer
 - d. Clerk
7. Annual Appointments:
 - a. Committees:
 - i. Buildings & Grounds
 - ii. Curriculum
 1. Ad-Hoc Human Growth & Development
 - iii. Policy & Human Resources
 - iv. Finance
 1. Ad-Hoc Recognition
 - b. WASB Legislative Contact
 - c. CESA Representative
 - d. CESA Convention Delegate
8. Presentations:
 - a. Youth Art Month - Mrs. Nancy Zabler
 - b. Navigation 101 on Updated District Website - Mr. Cobarrubias
 - c. Paving the Way - WBAY Channel 2 Feature - Ms. Brauer
9. Announcements:
 - a. Contributions to the District
 - b. Other Contributions
10. Consent Agenda
 - a. Approve Minutes of March 19, April 12, 16 and 17, 2018 Board Meetings
 - b. Treasurer's Report/Approve Expenditures & Receipts (on website)
 - c. Donations:

- i. Sturm Foods \$500 to Project Backpack
 - ii. Work Life Ready, Heidi Johnson - \$100 Visa Card for Paving the Way Program
 - iii. Krause Foundation \$500 for Paving the Way
 - iv. Smith's Manawa Steak House \$75 for Color Run
 - v. Miller Electric - Safety Glasses for Technical Education Department
 - d. Consider Approval of New Summer School Staff for 2018
 - e. Accept Resignation of Molly Schlaak, Vocal Music Instructor
 - f. Accept Resignation of Olivia Koehn, School Nurse
 - g. Consider Approval of Hire of Special Education Paraprofessional for SY1819
- 11. Any Item Removed from Consent Agenda
 - a.
 - b.
- 12. Public Comments (Register to Speak Prior to Start of Meeting) (Bylaws 0167.3)
- 13. Correspondence:
 - a. Thank You Card Re: Bunny Hop from Manawa Revitalization Committee
 - b. Thank You Card Re: Easter Egg Hunt from Angie Jacobsen, Beckie Seehaver, Renee Berg & Rhonda Wilz
 - c. Thank You Card for Funeral Plant from the Family of William Rosin
 - d. Thank You Card from Family of Helen Flamang
- 14. Board Recognition:
 - a. 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
 - b. 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
- 15. District Administrator's Report:
 - a. Legislative Update
 - b. Monthly Enrollment Report
 - c. Site Analysis & Feasibility Study Update
 - d. Money Smart Week Wisconsin - April 21-28, 2018 - Proclamation
- 16. School Operations Reports:
 - a. ES Principal: Highlights - Included in Board Packet
 - b. HS Principal: Highlights - Included in Board Packet
- 17. Business Related Reports:
 - a. Kobussen Transportation Report
 - b. Staff Wellness Committee Report
 - c. Financial Projections Presentation
- 18. Director's Reports:
 - a. Curriculum / Special Education Director Highlights
 - b. Technology Director Highlights
- 19. Board Comments:
- 20. Committee Reports:
 - a. Curriculum Committee

- i. FOSS Kit Purchase Update
 - ii. PD Plan Update
 - iii. Curriculum Writing Update
 - iv. Summer Professional Development Update
 - v. February 19, 2018 Professional Development
- b. Finance Committee
- i. Monthly Financial Reports
 - ii. Kobussen Buses Ltd., Contract Renewal
 - iii. Student Accident Insurance Renewal - Student Assurance Services Inc.
 - iv. Resolution Authorizing the Adoption of the Wisconsin Other Post-Employment Benefits (OPEB) Trust Agreement as Amended and Single Advisory Contract as Amended
 - v. Fund 49 Update
 - vi. Nexus Invoice #582
 - vii. Financial Forecast
 - viii. Salary Advancements
 - ix. Insurances
 - x. Food Service RFP
 - xi. 2018-19 Staff and Program Changes
- c. Buildings & Grounds
- i. 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 ?
 - ii. Gym Floors – Will be refinished on June 11 and 12
 - iii. Generac Generator – Ordered and anticipated delivery any day now
 - iv. HS Kitchen Garbage Disposal – On order and will be installed by Woolsey
 - v. MES Kitchen Dishwasher – Had not been getting up to temperature for sanitation and has now been repaired
 - a. Commercial Appliance replaced a faulty valve on the booster heater
 - b. Woolsey Plumbing replaced the calcified elements in the extra kitchen water heater
 - vi. MES Culligan Water Test
 - vii. Outfield Fence – Purchased and installed at Lindsey Field
 - viii. Wireless Scoreboard Controller
 - a. Ordered
 - b. Dave Mackoviak will be doing the electrical installation
 - ix. MES Suspended Light Cables
 - a. May be included in EE lighting upgrades or may need to be in the B & G budget
 - b. Single broken cable was repaired; connected to beam
 - c. Quote from Dave Mackoviak on adding cables in MES cafeteria and library

- x. Track line painting
- xi. SY1718 Maintenance Budget
 - a. General Budget
 - b. Snow Removal
- xii. Site Analysis & Feasibility Study
- xiii. Update on Energy Efficiency Projects
 - a. MES Boilers and Water Heaters (low voltage error message on boilers)
 - b. Additional Projects 2018-19: MES Chiller, Windows, Lighting and MES Secured Entrance
- xiv. Buildings & Grounds Committee Planning Guide
- d. Policy & Human Resources Committee
 - i. Vol. 27 No. 1 Updates – Mr. LaValle, NEOLA
 - ii. Bloodborne Pathogens Exposure Control Plan
 - iii. Administrative Guidelines 3000's
 - iv. NEOLA Technology Updates Special Release - Phase I
 - v. Complete NEOLA AG 2000 Series
 - vi. Social Media District Use Guidelines

21. Unfinished Business:

- a. Consider Approval of Policy 8510 Wellness as Presented

22. New Business:

- a. 1st Reading NEOLA Vol. 27 No. 1 Policy Updates Excluding Policy 5330
- b. 1st Reading NEOLA Technology Updates Special Release - Phase I Policies
- c. Consider Approval of the NEOLA Technology Updates Special Release - Phase I Guidelines as Presented
- d. Consider Approval of the NEOLA AG 2000 Series as Presented
- e. Consider Approval of the NEOLA Social Media District Use Guidelines as Presented
- f. Consider Approval of the Bloodborne Pathogen Exposure Control Plan as Presented
- g. Consider Snow Make-up Calendar Adjustment as Presented
- h. Consider Approval of School Perceptions District-Wide Survey as Presented
- i. Consider Approval to Apply for the School Safety Grant Program as Presented
- j. Consider Approval of the Contract Renewal of the Kobussen Buses Ltd. for the SY1819 as Presented
- k. Consider Approval of the Student Accident Insurance Renewal with Student Assurance Services, Inc. for the SY1819 as Presented
- l. Consider Approval of 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 as Presented

23. Next Meeting Dates:

- a. Apr 24, 2018 Real Conversation Between Kids & Adults – 6 p.m. – HS Commons
- b. May 2, 2018 Ad Hoc Recognition Committee – 5:00 p.m. – MES Board Room
- c. May 2, 2018 - 6:00 p.m. Finance Committee Meeting - MES Board Room
- d. May 8, 2018 - 4:00 p.m. Curriculum Committee Meeting - MES Board Room
- e. May 9, 2018 - 4:45 p.m. Policy & Human Resources Committee Mtg - MES Brd Room

- f. May 9, 2018 - 6:15 p.m. Buildings & Grounds Committee Mtg - MES Board Room
 - g. May 21, 2018 Regular Mtg. 6:30 p.m.-Book Study,7:00 p.m.Open Session MES Board Room
 - h. June ____, __p.m. Special Board Meeting - School Perceptions - MES Board Room
24. 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
 25. Board May Act on Items Discussed in Closed Session
 26. 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.



Cooperative Educational Service Agency 6

Ted Neitzke, Chief Executive Officer
262-483-3997 - www.cesa6.org

2300 State Road 44
Oshkosh, WI 54904
Phone: (920) 233-CESA

April 2, 2018

Melanie Oppor
Superintendent
Manawa Sch Dist
800 Beech St
Manawa WI 54949

RE: Annual CESA 6 Convention of District School Board Representatives

Dear Melanie:

Enclosed you will find the following:

1. A copy of the state superintendent's memo regarding the annual CESA delegate meeting and Wis. Statute, Section 116.02.

Please note that the annual CESA 6 meeting will be held on Tuesday, June 19, 2018 at 6p.m. Elections will be held during this annual meeting for the CESA 6 Board of Control. Each public K-12 and Union school board will appoint a member as it representative for this annual meeting.

2. Notice of the convention (yellow sheet)
3. Official form for notifying us of your representative. (pink sheet). **The representative must be selected on or after the 4th Monday in April.** Please return the pink form to the CESA 6 office by Friday, June 8, 2018.

For the Hartford Union area

Please select one representative for the following districts:

Hartford UHS
Hartford Jt. 1
Erin

Herman/Neosho/Rubicon
Richfield #1/Friess Lake (Holy Hill Area School District)

The delegate for 2017-2018 was Ginny McGrath from Friess Lake.

Please feel free to contact me at 920-236-0512 or ted@cesa6.org if you have any questions regarding this information.

Sincerely,

Ted Neitzke
Chief Executive Officer

Enclosures

Date: March 8, 2018

To: CESA Administrators
CESA Board of Control Chairpersons
School Board Clerks

From: Tony Evers, PhD
State Superintendent

Subject: Appointment of 2018 CESA Convention Representatives

The purpose of this notice is (1) to emphasize to each school board its statutory duty to appoint a member as its representative for the purpose of determining the composition of the board of control and (2) to cause a convention to be convened in accordance with s. 116.02, Wis. Stats.

Section 116.02(1)(c), Wis. Stats., calls for the state superintendent to cause the convening of a convention annually on the day that the board of control holds its organizational meeting under s. 116.02(1)(a), Wis. Stats., composed of representatives from each school board in the agency.

CESA administrators shall send a notice of the convention to each school district in the CESA. The chairperson of the board of control will call the convention to order and have the roll call of the official representative delegates. The first order of business is to elect a convention chairperson from the delegates.

The convention shall proceed as directed in s. 116.02(2)(1)(c), Wis. Stats.:

The state superintendent shall cause to convene annually on the day that the board of control holds its annual organizational meeting under par. (a) a convention composed of the representative from each school board in the agency. There shall be no more than one representative from each union high school district.

Section 116.02, Wis. Stats., in its entirety, reads as follows:

116.02 Board of control; membership (1)(a) Each agency shall be governed by a board of control composed of members of school boards of school districts within the agency. Annually on or after the 4th Monday in April, the school board of each school district in the agency shall appoint one of its members as its representative for the purpose of determining the composition of the board of control. For the purpose of determining membership on the board of control, a school district operating elementary grades only and lying in more than one union high school district shall be considered part of the union high school territory in which the major portion of its equalized valuation lies. The board of control shall hold an annual organizational meeting on or after the 2nd Monday in May. No annual organizational meeting may be held after the 2nd Monday in August.

(c) The state superintendent shall cause to convene annually on the day that the board of control holds its annual organizational meeting under par. (a) a convention composed of the representative from each school board in the agency. There shall be no more than one representative from each union high school district. The convention may direct the board of control to determine a different date for the annual organizational meeting.

(2) The annual convention shall establish bylaws for governing the agency, including bylaws for all of the following:

(a) Subject to sub.(1)(a), setting the date of the annual convention and establishing procedures for calling a special meeting.

(b) Providing for regular meetings of the board of control.

(c) Establishing an initial plan of representation for the agency and specifying how the plan may be amended.

(d) Specifying the number of members on the board of control.

(e) Specifying what constitutes a vacancy on the board of control and establishing procedures for filling a vacancy on the board of control.

(f) Specifying the officers on the board of control, establishing procedures for choosing those officers, specifying their terms of office and their duties and establishing procedures for removing them from office.

(g) Providing for the establishment of fiscal control, responsibility and accountability requirements.

(h) Designating a public depository.

**FORM FOR NOTIFYING SCHOOL BOARD OF
COOPERATIVE EDUCATIONAL SERVICE AGENCY CONVENTION**

TO: District Clerks and Administrators of School Districts in Cooperative Educational Service Agency No. 6, State of Wisconsin

RE: In compliance with State Superintendent of Public Instruction Tony Evers request that the chairperson of the Cooperative Educational Service Agency indicate to you the date, hour, and place at which a convention of school district board representatives will be convened, the following information is submitted:

That Joyann Eggert is the Chairperson of Cooperative Educational Service Agency No. 6. That said Chairperson has determined that such convention will begin at 6 o'clock in the pm in the conference room of the CESA 6 Conference Center, 2300 State Road 44 in the City, of Oshkosh on Tuesday, June 19, 2018.
Date

That arrangements have been made for such convention at the time and place indicated above, and

That you are requested to inform the member representative of your school board of the time and place of said convention.

Signed: _____


Chairperson, CESA Board of Control

Date: April 2, 2018

**FORM FOR NOTIFYING THE
SECRETARY (ADMINISTRATOR) OF CESA NO. 6
OF A SCHOOL DISTRICT'S REPRESENTATIVE
TO AN AGENCY CONVENTION**

TO: The Administrator of CESA No. 6

At a meeting of the School Board on _____*, the school board
month day year
whose name appears below was appointed representative of the _____
_____ School District to the Cooperative Educational Service Agency
annual convention.

Name of Board Member _____

Address of Board Member _____

Phone of Board Member: _____

The convention is to be held on Tuesday, June 19, 2018, at the time and place certified to me by the chairperson of CESA No. 6. The representative of this school board named above is in possession of this information.

It is understood that only official delegates can be elected to the Board of Control (no alternates or substitutes).

Signed: _____

School Clerk

School District

Address

Date: _____

NOTE: Mail one copy to the CESA Administrator of your agency. Retain one copy for school district's file.

* As per s. 116.02(1)(a), Wis. Stats., this date must be on or after the 4th Monday in April.

On Thu, Mar 29, 2018 at 3:56 PM, Dan Wolfgram <dwolfgram@manawaschools.org> wrote:

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

From: **Molly Schlaak** <mschlaak@manawaschools.org>

Date: Thu, Mar 29, 2018 at 3:47 PM

Subject: Notice of Resignation at end of 2017-2018 School Year

To: Dan Wolfgram <dwolfgram@manawaschools.org>

Hello,

This is to notify you that I will be resigning at the end of the 2017-2018 school year. I have been offered a position with the Winneconne Community School District as their middle school choral educator. It was a hard decision for me to arrive at, as I have grown to sincerely care for the staff and students here in the School District of Manawa, but when an opportunity arose for me to teach much closer to my home, I had to go for it.

I appreciate all the support and care that has been shown to me in my year here. I know I have learned a great deal about so many things that will help me during my career as an educator throughout this school year, and I am so grateful for the opportunities that have been given to me as a teacher, and especially for the ones that I have gotten to share with the students.

With many thanks,

Molly Schlaak

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Molly Schlaak
5-12 Choir - Manawa School District
mschlaak@manawaschools.org
(920) 596-2524 - ext. 5832

4/9/2018

Dear Dr. Oppor and School District of Manawa School Board,

It is with a heavy heart that I must resign from my position as school district nurse effective August, 2018.

I wanted to provide plenty of time for the district to find a suitable replacement and allow for the appropriate interview process to take place. I am happy to help in any way I can.

I am fully expecting to fulfill all of my commitments for the remainder of this school year and for this summer including scheduled trainings, smoothly transitioning my position to the person fortunate enough to take my place, and completing an end-of-year report for the school board.

Manawa has been my home for the last year and a half, and that is something I will not forget. Thank you for giving me the opportunity to serve this district and its wonderful children and families. I feel truly blessed to have been included in the endeavors of this district.

This is one of the most difficult decisions I have had to make, but I must continue to do what is best for myself and my daughter.

Very truly yours,


Olivia Koehn

Minutes of the March 19, 2018 Board of Education Meeting

The meeting was Called to Order by President Johnson at 5:30 p.m. – at 407 S. Bridge St.
For the Orientation at Paving the Way 5:30 p.m. Following the orientation, the board moved to the
MES Board Room at 800 Beech St. at 6:30 p.m. where they received information on Paperless Meetings.
Pledge of Allegiance - 7:00 p.m.
Roll Call: Clerk called: Present: Forbes, Scheller, Hollman, Pohl, Pethke, R. Johnson, J. Johnson.
Verify Publication of Meeting – Dr. Oppor verified

Presentations:

Music in our School Month - Ms. Molly Schlaak & Mr. Austin Rohan: Tennessee Trip
Memphis, Nashville. Large amount of tourist, historic sites, performed at Graceland, Country Music Hall of
Fame, Bellevue Plantation, Andrew Jackson’s estate, etc. It was a great trip for students and adults.

Developing a Middle School - Mr. Daniel Wolfgram – which is included in the SAFS Plan. Will have upcoming
parental meetings to hear the benefits of a 6th through 8th grade realignment. Why a Middle School? Social
emotional needs, academic needs, increased academic options, programmatic needs for 22nd century learners,
Learning environment - flexible learning spaces, and Increased athletic / extracurricular options. Informal
Meetings will be held for parents on this topic on April 4th at 6 a.m. and 6 p.m. at MES Library; April 10th and
April 15th at 6:00 p.m.

Announcements President Johnson thanked the following Contributors for their generosity: Beja Shrine Circus
Tickets (8) for MES Students from Atty. David Forsythe, ThedaCare \$25 on behalf of Kandi Schlueter for MES
Activity Account, Manawa Athletic Booster Club, Inc. \$1,000 for Baseball Equipment, Wolf River Veterinary
Clinic, Inc. \$75 for Color Run, Manawa Lions \$50 to Forensics Club.

Approved by Consent: Minutes of February 22, 2018 Board Meeting, Treasurer’s Report/Approve
Expenditures (\$594,632.24) & Receipts (\$517,538.41) **(on website)**, Donations: Beja Shrine Circus
Tickets (8) for MES Students from Atty. David Forsythe, ThedaCare \$25 on behalf of Kandi Schlueter
for MES Activity Account, Manawa Athletic Booster Club, Inc. \$1,000 for Baseball Equipment, Wolf
River Veterinary Clinic, Inc. \$75 for Color Run, Manawa Lions \$50 to Forensics Club; Consider
Approval of FBLA Overnight Field Trip to La Crosse, WI 04/08/18 to 04/10/18, Consider Approval of
2018 Baseball Coaches as Presented, Consider Approval of Requests for Voluntary Teacher Transfers for
the 2018-19 School Year, Consider Approval of Grants as Presented for Paving the Way from: Schafer
Foundation, Inc., Krause Foundation, CESA Foundation, Inc., Alliant Energy Foundation Community
Grant, Consider Approval of Bemis Grant for Makerspace - District Library Media Specialist.

Any Item Removed from Consent Agenda – None this month

Public Comments – None this month

Correspondence: None this Month

Board Recognition: Briley Rosin, 5th Grade and Kennedy Rosin, 8th Grade - Received a 1st on Solo /
Ensemble Class C Trumpet Performance

District Administrator's Report:

Legislative Update: Gov. special session on school safety and grant programs; The administration would be interested in applying for the School Safety grant; Police Chief Gorman has a plan to pay for off time officers in the schools. Monthly Enrollment Report: 655 students in the district; 726 includes Open Enrolled in /out. Site Analysis & Feasibility Study Update: anticipate School Perceptions district wide survey; ready to present in the next several weeks to the BOE. TID #3 Update; attended March 5th meeting; the vote passed.

School Operations Reports: ES Principal - Gifted Talented update – have one student high academically. Five students identified as GT, having a hard time servicing their needs; plan to have interventionist spend more time with GT. Also have students in need of leadership opportunities.

HS Principal: Highlights – In the Board Packet included a review of GT information at the high school.

Business Related Reports: Included in the packet were the Bus Route Realignment / Kobussen Report and a Municipal Tax Collection Report.

Director's Reports:

Curriculum / Special Education Director Highlights – Paving the Way was highlighted in the TIG newsletter (from CESA). Transition Improvement Grant. Technology Director Highlights report was included in the board packet.

Board Comments: None this month

Committee Reports: Finance Committee (Pohl) Health Insurance SY201819 – Mary Basel, M3 Representative Establishing Rates for Game Officials, Bus Route Realignment SY201819, Budget Overview for SY201718. Buildings & Grounds (R. Johnson) Lawn Treatment 2018 (Seeding & Aerating not done by TruGreen) SY1718 Maintenance Budget, Consider Purchase of Portable Generator (track, timer, former elementary, power outages), Consider Purchase of Forklift (deliveries on pallets, moving larger items between buildings), Site Analysis & Feasibility Study, Update on Energy Efficiency Projects, Paving the Way Grand Opening, Bleachers. Policy & Human Resources Committee (Pethke), i. Bloodborne Pathogens Exposure Control Plan, Policy 8510 – Wellness [Legal Update], Wellness Committee – Move to Subcommittee Configuration, Student Wellness [Focus on Policy & DPI Requirements] Chair – Nurse Koehn, Staff Wellness [Focus on Staff Health & Wellness Topics to Include Insurance, Honor Pass Proposal – L.W.H.S. – Dan Wolfgram & Jeff Bortle, Gallup Q12 Employee Engagement Survey, Administrative Guidelines 2000's Starting at 2411, Ad Hoc Recognition Committee (Pethke), Name Committee Members, Set Date for Recognition, Set Date for Nominations, Any Changes from Last Year, Consider New Award to Friend of Education.

Unfinished Business:

Motion by R. Johnson / Pohl to Approve Policy 5430 Class Rank as Presented. Motion carried.

Motion by Pethke / Forbes to Approve Legislative Advocacy Policy 0175.2 as Presented. Motion carried.

New Business:

Motion by Forbes / R. Johnson to Approve the Fall 2018 Youth Options Requests. Motion carried.

Motion by R. Johnson / Hollman to Approve the Preliminary Summer School Booklet for 2018 as Presented.

Question on Driver's Education: coordinators are searching to fill the position and have several leads.
Motion carried.

1st Reading of Policy 8510 - Wellness (Legal Update) as Presented

Motion by Forbes / Scheller to Approve of Reconfiguring Wellness Committee to:
Student Wellness Sub-Committee (Focus on Policy & DPI Requirements) with the District Nurse as Chair and the Staff Wellness Sub-Committee (Focus on Staff Health & Wellness Topics to Include Insurance) with the Business Manager and a Teacher Representative as Co-Chairs as presented. Motion carried.

Motion by Pohl / R. Johnson to Approve the Pilot Honor Pass Proposal for L.W.H.S. Starting 4th Quarter as Presented. The starting date kickoff would be Monday April 16th (due to system requirements). Motion carried.

Motion by Pethke / Forbes to Approve the Gallup Q12 Employee Engagement Survey as Presented. Motion carried.

Motion by R. Johnson / Scheller to Approve the Pay Rates for Game Officials and Workers as Presented. Motion carried.

Next Meeting Dates:

March 21, 2018 Policy & HR Committee – Vol 27 No. 1 Policy Updates – 5:00 p.m. MES Board Room

March 22, 2018 Paving the Way Grand Opening 4:30 to 7:30 p.m. – 407 S. Bridge St.

April 3, 2018 Finance Committee 5:30 p.m. – MES Board Room

April 4, 2018 Curriculum Committee Mtg at 4:30 p.m. MES Board Room

April 11, 2018 Policy & HR Committee – 4:45 p.m. MES Board Room

April 17, 2017 Special BOE Mtg for SAFS Action Plan and School Perceptions Survey at 5:30 p.m.

April 18, 2018 Buildings & Grounds Committee – 5:30 p.m. MES Board Room

April 23, 2018 Regular Monthly Mtg – 6:30 p.m. Book Study 7:00 p.m. Open Session – MES Board Room

May 2, 2018 Ad Hoc Recognition Committee – 5:00 p.m. – MES Board Room

Motion by Pohl / Scheller at 7:57 p.m. to Adjourn and Move into Closed Session Pursuant to the Provisions of 19.85(1)(c) and(e) Wis. Statutes, for the Purposes of 1) Discussing the Status of Contractors Serving the School District and 2) Teacher Evaluation. Motion carried.

Motion by Hollman / Forbes to adjourn and reconvene in Open Session at 9:04 p.m. Motion carried by roll call vote.

Motion by Forbes / Scheller to adjourn at 9:04 p.m. Motion carried.

Jeanne Frazier, Recorder

Minutes of the April 12, 2018 Special Board of Education Meeting

The meeting was called to order at President Johnson at 8:02 p.m. in the MES Board Room, 800 Beech St.

Pledge of Allegiance

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

Verify Publication of Meeting – Dr. Oppor verified

Motion by Pohl / Scheller to adjourn at 8:03 p.m. to Closed Session –Pursuant to the Provisions of Wis. Stat. §§ 19.85(1)(c) and (g) the School Board Will Convene in Closed Session to Consider the Employment of an Employee Over Which the Board Has Jurisdiction and Exercises Responsibility as Well as to Confer with Legal Counsel for the School Board Who Will be Rendering Legal Advice Concerning Strategy to be Adopted by the School Board Related to Same. Motion carried by roll call vote.

Motion to Pohl / Forbes to move to open session and Adjourn at 10:31 p.m. Motion carried.

Bobbi Jo Pethke, Clerk

Minutes of the April 16, 2018 Special Board Meeting

Call to Order – President Johnson at 6:00 p.m. in the MES Boardroom, 800 Beech Street

Pledge of Allegiance

Roll Call of BOE members: Scheller, Forbes, Hollman, Pohl, Pethke (absent) , R. Johnson, J. Johnson

Verify Publication of Meeting - Dr. Oppor verified

New Business:

5. The School Board Will Listen to Members of the Public Who May Wish to Address the District’s Athletic Programs and, Specifically, the Current Circumstances Relative to the Coaching Positions Associated with the District’s Football and Wrestling Programs

President Johnson explained the role of a school board, their duties and shared a short PowerPoint regarding board policy leadership, legal, ethics, transparency, financial health, financial planning, budgeting, champion local government, community engagement, etc. The Mission statement was read on behalf of the Board. Reminded those present of the public participation at a public meeting and Rules of Public Participation at a board meeting as indicated on the order of business.

Motion by Pohl / Scheller to suspend the 15-minute time limit for public participation. Motion carried.

Public Comments according to District Bylaws 0167.3:

<u>Name</u>	<u>Address</u>	<u>Topic of Concern</u>
Heather Wiesner	E7272 Nicolai Rd., Manawa	Football / Wrestling Coach
Troy Wiesner	E7272 Nicolai Rd., Manawa	Football / Wrestling Coach
Scott Westphal	E7911 Symco Rd., Bear Creek	Football / Wrestling Coach
Michelle Kaczorowski	E7674 Symco Rd., Bear Creek	Policy 3140 / Employee Contract
Brian Elmhorst	520 Grove St., Manawa	Football / Wrestling Coach
Damon Jacobsen	530 Union St., Manawa	Football / Wrestling Coach
Dawn Johnson	530 Union St., Manawa	Football / Wrestling Coach
Judy Raffin	602 Depot St., Manawa	Students in Classroom
Lori Elmhorst	520 Grove St., Manawa	Football / Wrestling Coach
Betsy Botting	N6344 Diane Ct., Manawa	Football / Wrestling Coach / Staff Treatment
Mary Griffin	N5993 Summit Lane, Manawa	Policy & Football / Wrestling Coach Mandatory Reporting
Pete Griffin	N5993 Summit Lane, Manawa	Records Request
Jamie Lane:	N8722 Hwy 110, Manawa	Football / Wrestling Coach
Christy Kettleon	600 Spruce St., Manawa	Policy & Students in Classroom Football / Wrestling Coach
Robert Sell	312 Bridge St., Manawa	Football / Wrestling Coach
Craig Moser	132 Second St., Manawa	Policies / Discipline
Mary Johnson	E7586 Symco Rd. Bear Creek	Coach / Stakeholders / Referendum
Tim Botting	N5787 County Hwy O, Manawa	Football / Wrestling Coach
Shae Coyle	N5472 County Road B, Manawa	Football / Wrestling Coach

Kerry Jepson	777 Depot St. Manawa	Coach / Stakeholders / Referendum
Tim Bristol	E6921 County N, Manawa	Coaches Training
Tim Schuelke	E6798 Butternut Road, Manawa	Coach / Stakeholders / Referendum
Tammy Johnson	E6292 County Rd 22, Manawa	Football / Wrestling Coach
Melanie Pynenberg	N5792 County Hwy B, Manawa	Coach / Staff Treatment / Students in the Classroom
Jessica Hedtke	N7973 Shady Lane Rd., Bear Creek	Staff Bullying

President Johnson asked the board if there is interest in a motion to direct the administration to make further investigations on any topic you feel needs further investigation.

Motion by R. Johnson / Hollman to review the list of items that were offered by the coach in his letter. Motion carried.

Treasurer Pohl spoke regarding the hard work of the administration, the role of the board, the board cannot comment on personnel issues, seek to be transparent as a board, invited those present to come to committee and board meetings; we welcome your opinion. Referred the concerned citizens to board policy regarding personnel issues.

President Johnson: we cannot comment on any personnel matter.

Motion by Pohl / Scheller to ask administration to report on Mary Griffin's Open Records request made to the Manawa Police Department. Motion carried.

Motion by Hollman / Scheller to readdress the situation regarding the things in Coach's email pertaining to the discipline handed out. Motion carried.

Motion by R. Johnson / Forbes to review how our coaches receive the District and WIAA policies and how we want to pass it on to our coaches. Motion carried.

Motion to adjourn: Hollman / Forbes at 7:41 p.m.

Jeanne Frazier, Recorder

Minutes of the April 17, 2018 Special Board of Education Meeting

The meeting was Called to Order by President Johnson at 5:30 p.m. in the Board room, at 800 Beech Street.

Pledge of Allegiance

Roll Call: Mr. Scheller, Mr. Forbes, Mrs. Pethke, Mrs. Pohl, Mrs. Johnson. Absent: Mr. Hollman and Mr. Johnson.

Verify Publication of Meeting - Dr. Oppor verified

New Business:

Presentation of the Site and Feasibility Study (SAFS) Action Plan, by Jody Andres and Robert Koehler from Hoffman Architect.

Mr. Andres indicated levels around the \$15 million. Jody provided PowerPoint to get a broad perspective. New construction, improvements to site and buildings and maintenance items were shared. Included in the plan is to move the 6th grade to HS to make a true Middle School. Doors at each end with own science room, toilet facilities, Office and entry with 2 entries and one admin space. Collaboration space to allow as breakout space and learning opportunities for HS students. Gaining additional fine art space and relocating the STEAM by reconfiguring areas. A 2-story addition would house science and a Fitness area with a community fitness center below and an additional full multipurpose gym / court area for games.

Remodeling at the MES includes remodeling bus drop and pick up to the left and back of the school. Parent drop and pick up designated from of building. Open the collaboration areas, moving the lockers, sliding glass doors, 2 kindergarten rooms. Flexible space would be the current 4K area.

Presentation of the Draft of the District-wide Survey that will be mailed out to all citizens, by Bill Foster, School Perceptions. Intentions for the survey are to educate, share the process, share the problem, and resolution. Surveys would be mailed one per household; additional copies would need to be requested from the district office.

Academic base plan and recommendation for the referendum:

\$10.9 million MHS Jr/Sr, \$4.1 million MES; \$15 million total would generate a \$47 tax increase for \$100,000 of property.

Additional projects: 2.6 million include: \$278,000 demolition of former school, \$2 million to build a full-sized gym, \$345,000 to improve the football stadium, \$210,000 maintenance garage \$880,000 to remodel the locker rooms.

Property Tax implications:

\$15 million \$47.00 per 100,000 per year, \$16 million \$64.00, \$18 million \$96, \$20 million \$131, and \$22 million \$165 per year.

Motion by Forbes/Scheller to adjourn at 7:42 p.m. Motion carried.

Bobbi Jo Pethke, Clerk

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
77996	WASC	jpap32	03/20/2018	ELEMENTARY STATE CONFERENCE	GENERAL FUND/DUES &	621700009	800.00
						Totals for 77996	800.00
77997	WASC	jpap32	03/21/2018	CONFERENCE FEE	GENERAL FUND/DUES &	1011700040	40.00
						Totals for 77997	40.00
77998	BATTERIES PLUS	jpap32	03/23/2018	F32T8/841/ENV FLO10391B, NL-F32T8/841, S8420	GENERAL FUND/GENERAL	0	49.75
77998	BATTERIES PLUS	jpap32	03/23/2018	F32T8/841/ENV FLO10391B, NL-F32T8/841, S8420	GENERAL FUND/GENERAL	0	49.75
						Totals for 77998	99.50
77999	CESA 6-CONFERENCE RE	jpap32	03/23/2018	STATEWIDE TITLE 1 NETWORK MTG ON 2/21/18 - MO	GENERAL FUND/TRANSFE	0	30.00
77999	CESA 6-CONFERENCE RE	jpap32	03/23/2018	COLLEGE & CAREER READY IEP'S - 5 STEP PROCESS - MA. AR. CW COMMUNICATING & COLLABORATING W/PRIVATE SCHOOLS - JG LEG BREAKFAST 2/9/18 - MO	GENERAL FUND/TRANSFE	0	42.50
77999	CESA 6-CONFERENCE RE	jpap32	03/23/2018	COLLEGE & CAREER READY IEP'S - 5 STEP PROCESS - MA. AR. CW COMMUNICATING & COLLABORATING W/PRIVATE SCHOOLS - JG LEG BREAKFAST 2/9/18 - MO	SPECIAL EDUCATION FU	0	90.00
77999	CESA 6-CONFERENCE RE	JPAP32	03/23/2018	SERVICES	SPECIAL EDUCATION FU	0	7,752.00
77999	CESA 6-CONFERENCE RE	JPAP32	03/23/2018	SERVICES	GENERAL FUND/TRANSFE	0	7,300.00
77999	CESA 6-CONFERENCE RE	JPAP32	03/23/2018	SERVICES	SPECIAL EDUCATION FU	0	174.00
77999	CESA 6-CONFERENCE RE	JPAP32	03/23/2018	SERVICES	SPECIAL EDUCATION FU	0	323.05
77999	CESA 6-CONFERENCE RE	JPAP32	03/23/2018	SERVICES	SPECIAL EDUCATION FU	0	2,340.00
77999	CESA 6-CONFERENCE RE	JPAP32	03/23/2018	SERVICES	SPECIAL EDUCATION FU	0	3,344.00
						Totals for 77999	21,395.55
78000	DALLMAN, WILLIAM	JPAP32	03/23/2018	VARSITY BASEBALL OFFICIAL ON 3/29/18 VS ELCHO	GENERAL FUND/EX-CURR	0	80.00
						Totals for 78000	80.00
78001	DRATH, RONALD	JPAP32	03/23/2018	VARSITY BASEBALL OFFICIAL ON 3/29/18 VS ELCHO	GENERAL FUND/EX-CURR	0	80.00
						Totals for 78001	80.00
78002	FOLLETT SCHOOL SOLUT	JPAP32	03/23/2018	Titlewave - January Book Order	GENERAL FUND/LIBRARY	4001700217	336.64
						Totals for 78002	336.64
78003	FOX VALLEY TECHNICAL	jpap32	03/23/2018	JANINE CONNOLLY, YOUTH OPTIONS - ZT, PRINCIPLES OF MARKETING 1	GENERAL FUND/TRANSFE	4001700239	470.00
						Totals for 78003	470.00
78004	THE GRAPHIC EDGE	JPAP32	03/23/2018	BASEBALL CAPS	GENERAL FUND/APPAREL	4001700230	423.41
						Totals for 78004	423.41
78005	KC SPORTS	JPAP32	03/23/2018	BASEBALL ITEMS	GENERAL FUND/NON-CAP	4001700238	1,000.00
						Totals for 78005	1,000.00
78006	KEGLERS BOWLING CENT	JPAP32	03/23/2018	JILL KRAUSE, 9TH GRADE BOWLING UNIT	GENERAL FUND/DUES &	4001700235	206.00
						Totals for 78006	206.00
78007	LAFORCE INC	JPAP32	03/23/2018	PRIMUS KEYS	GENERAL FUND/MAINTEN	0	26.85
						Totals for 78007	26.85
78008	LWHS STUDENT COUNCIL	JPAP32	03/23/2018	STUDENT COUNCIL SHARE OF THE PEPSI CHECK DATED 2/17/18	GENERAL FUND/MATERIA	0	28.60
						Totals for 78008	28.60
78009	LWHS TEACHER ACCOUNT	JPAP32	03/23/2018	HS TEACHER SHARE OF THE PEPSI CHECK DATED 2/17/18	GENERAL FUND/MATERIA	0	22.21
						Totals for 78009	22.21

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
78010	NCS PEARSON INC	jpap32	03/23/2018	TESTING MATERIALS	SPECIAL EDUCATION FU	271700071	31.00
						Totals for 78010	31.00
78011	NEUBERT, KENNETH	JPAP32	03/23/2018	VARSITY SOFTBALL OFFICIAL ON 3/29/18 VS ELCHO	GENERAL FUND/EX-CURR	0	70.00
						Totals for 78011	70.00
78012	OFFICE DEPOT	jpap32	03/23/2018	NOTES, POST-IT, POP-UP, 3X3, 1	GENERAL FUND/CENTRAL	0	10.06
78012	OFFICE DEPOT	jpap32	03/23/2018	PAD, PERF, DKT, 8.5 X11, WHT, L	GENERAL FUND/CENTRAL	0	9.54
						Totals for 78012	19.60
78013	QUALITY CONCRETE & E	jpap32	03/23/2018	2/4- SNOW REMOVAL 6" (\$960.00), SANDING TRUCK (\$337.50), WALKWAY LABOR (\$840.00) 2/9- 310 JD 4 X 4 TRACTOR/BACKHOE (\$225.00) 2/20- SANDING TRUCK (\$675.00) 2/23- SANDING TRUCK (\$675.00)	GENERAL FUND/OPERATI	0	3,712.50
						Totals for 78013	3,712.50
78014	RADLEY, DANIEL	JPAP32	03/23/2018	VARSITY SOFTBALL OFFICIAL ON 3/29/18 VS ELCHO	GENERAL FUND/EX-CURR	0	70.00
						Totals for 78014	70.00
78015	REMINGTON'S QUALITY	jpap32	03/23/2018	GROCERIES FOR SPED STUDENTS - LIFE SKILLS	SPECIAL EDUCATION FU	271700052	3.52
78015	REMINGTON'S QUALITY	jpap32	03/23/2018	SUPPLIES FOR PAVING THE WAY GRAND OPENING	GENERAL FUND/FOOD/OF	0	22.94
78015	REMINGTON'S QUALITY	jpap32	03/23/2018	FOOD FOR PAVING THE WAY OPEN HOUSE	GENERAL FUND/FOOD/OF	0	18.00
						Totals for 78015	44.46
78016	SAUNDERS, HOLLY	jpap32	03/23/2018	AUSTIN ROHAN - SOLO & ENSEMBLE ACCOMPANIMENT	GENERAL FUND/PERSONA	4001700242	126.00
						Totals for 78016	126.00
78017	SCHOOL DISTRICT OF M	JPAP32	03/23/2018	SPED ED CATERING FROM CESA #6	GENERAL FUND/MISCELL	0	228.00
						Totals for 78017	228.00
78018	THE OFFICE TECHNOLOG	jpap32	03/23/2018	STANDARD PAYMENT	GENERAL FUND/EQUIPTM	0	916.87
						Totals for 78018	916.87
78019	TREPASSO, LINDA	JPAP32	03/23/2018	AUSTIN ROHAN, SOLO & ENSEMBLE ACCOMPANIMENT	GENERAL FUND/PERSONA	4001700241	126.00
78019	TREPASSO, LINDA	JPAP32	03/23/2018	MOLLY SCHLAAK, ACCOMPANIST FOR SOLO & ENSEMBLE	GENERAL FUND/PERSONA	4001700236	160.00
						Totals for 78019	286.00
78020	UW-OSHKOSH TRACK	JPAP32	03/23/2018	TRACK INVITATIONAL ON 3/27/18 AT UW-OSHKOSH VS MULTIPLE SCHOOLS	GENERAL FUND/DUES &	0	175.00
						Totals for 78020	175.00
78021	ABRAHAMSON BODY & EQ	JPAP32	03/29/2018	DAN KOEHLER - CLASS MATERIALS	GENERAL FUND/GENERAL	4001700184	347.70
						Totals for 78021	347.70
78022	ALLIANT ENERGY	JPAP32	03/29/2018	GAS - ELEMENTARY SCHOOL - 2/7/18 - 3/8/18	GENERAL FUND/GAS FOR	0	5,089.35
78022	ALLIANT ENERGY	JPAP32	03/29/2018	#4706230000 - CONCESSIONS - CREDIT	GENERAL FUND/ELECTRI	0	-0.04
78022	ALLIANT ENERGY	JPAP32	03/29/2018	#4740620000 - LWHS GAS - 2/7/18 - 3/12/18	GENERAL FUND/GAS FOR	0	5,176.08
78022	ALLIANT ENERGY	JPAP32	03/29/2018	#7936950000 - ELEMENTARY ELECTRIC - 2/7/18 - 3/8/18	GENERAL FUND/ELECTRI	0	5,034.66
78022	ALLIANT ENERGY	JPAP32	03/29/2018	NEW SIGN - ELEC - 2/6/18 -	GENERAL FUND/ELECTRI	0	24.99

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
				3/6/18			
78022	ALLIANT ENERGY	JPAP32	03/29/2018	#7110450000 - LWHS ELECTRIC -	GENERAL FUND/ELECTRI	0	7,544.44
				2/7/18 - 3/8/18			
78022	ALLIANT ENERGY	JPAP32	03/29/2018	PAES LAB - ELECTRIC & GAS	SPECIAL EDUCATION FU	0	192.92
							Totals for 78022 23,062.40
78023	ANTHEM SPORTS	JPAP32	03/29/2018	FENCING	GENERAL FUND/EQUIPME 4001700244		1,244.96
							Totals for 78023 1,244.96
78024	BESCHTA, DARIN	JPAP32	03/29/2018	VARSITY SOFTBALL OFFICIAL ON	GENERAL FUND/EX-CURR	0	70.00
				4/5/18 VS GRESHAM			
							Totals for 78024 70.00
78025	BROWN COUNTY SHERIFF	JPAP32	03/29/2018	K9 BOMB SWEEP - 1/30/18	GENERAL FUND/PERSONA	0	450.04
				PERSONAL EXPENSES & MILEAGE			
							Totals for 78025 450.04
78026	CARBON FRECKLE	JPAP32	03/29/2018	COLOR RUN CATALOG ENVELOPES	Special Revenue Trus	0	172.88
78026	CARBON FRECKLE	JPAP32	03/29/2018	PAVING THE WAY - PRINTING	GENERAL FUND/GENERAL	0	155.00
				GRAND OPENING POSTCARDS &			
				SETUP FEE			
							Totals for 78026 327.88
78027	C.E.S.A. #5	JPAP32	03/29/2018	WAUPACA COUNTY ALTERNATIVE	GENERAL FUND/TRANSFE	0	5,000.00
				SCHOOL - WCAS			
							Totals for 78027 5,000.00
78028	CINTAS CORPORATION L	JPAP32	03/29/2018	MATS & MOPS	GENERAL FUND/GENERAL	0	80.76
78028	CINTAS CORPORATION L	JPAP32	03/29/2018	MATS & MOPS	GENERAL FUND/OPERATI	0	315.72
78028	CINTAS CORPORATION L	JPAP32	03/29/2018	MATS & MOPS	FOOD SERVICE FUND/OP	0	45.10
78028	CINTAS CORPORATION L	JPAP32	03/29/2018	SUPPLIES	GENERAL FUND/OPERATI	0	315.72
78028	CINTAS CORPORATION L	JPAP32	03/29/2018	SUPPLIES	FOOD SERVICE FUND/OP	0	45.10
							Totals for 78028 802.40
78029	CZECH, JON	JPAP32	03/29/2018	VARSITY SOFTBALL OFFICIAL ON	GENERAL FUND/EX-CURR	0	70.00
				4/5/18 VS GRESHAM			
							Totals for 78029 70.00
78030	DALLMAN, WILLIAM	JPAP32	03/29/2018	VARSITY BASEBALL ON 4/5/18 VS	GENERAL FUND/EX-CURR	0	80.00
				GRESHAM			
							Totals for 78030 80.00
78031	DRATH, RONALD	JPAP32	03/29/2018	VARSITY BASEBALL OFFICIAL ON	GENERAL FUND/EX-CURR	0	80.00
				4/5/48 VS GRESHMAN			
							Totals for 78031 80.00
78032	ENGELHARDT DAIRY OF	jpap03	03/29/2018	MES MILK	FOOD SERVICE FUND/FO	0	55.00
78032	ENGELHARDT DAIRY OF	jpap03	03/29/2018	MES MILK	FOOD SERVICE FUND/FO	0	115.65
78032	ENGELHARDT DAIRY OF	jpap03	03/29/2018	LWHS MILK	FOOD SERVICE FUND/FO	0	60.65
78032	ENGELHARDT DAIRY OF	jpap03	03/29/2018	LWHS FOOD & MILK	FOOD SERVICE FUND/FO	0	180.00
78032	ENGELHARDT DAIRY OF	jpap03	03/29/2018	LWHS MILK	FOOD SERVICE FUND/FO	0	60.65
78032	ENGELHARDT DAIRY OF	jpap03	03/29/2018	LWHS MILK AND FOOD	FOOD SERVICE FUND/FO	0	87.60
78032	ENGELHARDT DAIRY OF	jpap03	03/29/2018	LWHS FOOD & MILK	FOOD SERVICE FUND/FO	0	138.17
78032	ENGELHARDT DAIRY OF	jpap03	03/29/2018	MES MILK	FOOD SERVICE FUND/FO	0	146.25
78032	ENGELHARDT DAIRY OF	jpap03	03/29/2018	LWHS FOOD & MILK	FOOD SERVICE FUND/FO	0	127.86
78032	ENGELHARDT DAIRY OF	jpap03	03/29/2018	MES MILK	FOOD SERVICE FUND/FO	0	61.20
78032	ENGELHARDT DAIRY OF	jpap03	03/29/2018	MES MILK	FOOD SERVICE FUND/FO	0	182.50
78032	ENGELHARDT DAIRY OF	jpap03	03/29/2018	MES MILK	FOOD SERVICE FUND/FO	0	197.25
							Totals for 78032 1,412.78
78033	JORDON, TRACEY	JPAP32	03/29/2018	REFUND PB QUACKERS PAYMENT	Special Revenue Trus	0	30.00
							Totals for 78033 30.00
78034	KOBUSSEN BUSES LTD	JPAP32	03/29/2018	BUSSING FEES - FEBRUARY 2018	GENERAL FUND/CONTRAC	0	45,635.21
78034	KOBUSSEN BUSES LTD	JPAP32	03/29/2018	BUSSING FEES - FEBRUARY 2018	GENERAL FUND/CONTRAC	0	5,446.25
78034	KOBUSSEN BUSES LTD	JPAP32	03/29/2018	BUSSING FEES - FEBRUARY 2018	GENERAL FUND/CONTRAC	0	3,162.25
78034	KOBUSSEN BUSES LTD	JPAP32	03/29/2018	BUSSING FEES - FEBRUARY 2018	GENERAL FUND/CONTRAC	0	204.50
78034	KOBUSSEN BUSES LTD	JPAP32	03/29/2018	BUSSING FEES - FEBRUARY 2018	SPECIAL EDUCATION FU	0	5,769.76

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
78034	KOBUSSEN BUSES LTD	JPAP32	03/29/2018	BUSSING FEES - FEBRUARY 2018	Special Revenue Trus	0	120.00
						Totals for 78034	60,337.97
78035	LAFORCE INC	JPAP32	03/29/2018	1/8" HEX DOGGING KEY (10)	GENERAL FUND/CENTRAL	0	18.00
						Totals for 78035	18.00
78036	MID-AMERICAN RESEARC	JPAP32	03/29/2018	CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL	0	1,185.81
78036	MID-AMERICAN RESEARC	JPAP32	03/29/2018	CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL	0	456.30
						Totals for 78036	1,642.11
78037	NASSCO, INC	JPAP32	03/29/2018	SUPPLIES	GENERAL FUND/GENERAL	0	115.38
78037	NASSCO, INC	JPAP32	03/29/2018	SUPPLIES	GENERAL FUND/GENERAL	0	55.62
78037	NASSCO, INC	JPAP32	03/29/2018	SUPPLIES	GENERAL FUND/GENERAL	0	445.00
78037	NASSCO, INC	JPAP32	03/29/2018	SUPPLIES	GENERAL FUND/GENERAL	0	55.62
78037	NASSCO, INC	JPAP32	03/29/2018	SUPPLIES	GENERAL FUND/GENERAL	0	445.00
78037	NASSCO, INC	JPAP32	03/29/2018	(CREDIT) SUPPLIES	GENERAL FUND/GENERAL	0	-89.88
78037	NASSCO, INC	JPAP32	03/29/2018	SUPPLIES	GENERAL FUND/GENERAL	0	863.05
78037	NASSCO, INC	JPAP32	03/29/2018	SUPPLIES	GENERAL FUND/GENERAL	0	25.12
78037	NASSCO, INC	JPAP32	03/29/2018	SUPPLIES	GENERAL FUND/GENERAL	0	99.96
						Totals for 78037	2,014.87
78038	OFFICE DEPOT	JPAP32	03/29/2018	District Office Supplies for rest of school year	GENERAL FUND/CENTRAL 5001700015		62.54
						Totals for 78038	62.54
78039	OUTAGAMIE COUNTY	JPAP32	03/29/2018	K9 ASSIST ON 1/30/18 - COMPLAINT 2018-0099	GENERAL FUND/PERSONA	0	242.57
						Totals for 78039	242.57
78040	PAN-O-GOLD BAKING	jpap03	03/29/2018	BREAD PRODUCTS	FOOD SERVICE FUND/FO	0	31.10
78040	PAN-O-GOLD BAKING	jpap03	03/29/2018	BREAD PRODUCTS	FOOD SERVICE FUND/FO	0	128.60
78040	PAN-O-GOLD BAKING	jpap03	03/29/2018	BREAD PRODUCTS	FOOD SERVICE FUND/FO	0	72.80
78040	PAN-O-GOLD BAKING	jpap03	03/29/2018	BREAD PRODUCTS	FOOD SERVICE FUND/FO	0	124.25
						Totals for 78040	356.75
78041	REINHART FOOD SERVIC	jpap03	03/29/2018	FOOD & NON FOOD SUPPLIES	FOOD SERVICE FUND/CE	0	127.97
78041	REINHART FOOD SERVIC	jpap03	03/29/2018	FOOD & NON FOOD SUPPLIES	FOOD SERVICE FUND/FO	0	852.13
78041	REINHART FOOD SERVIC	jpap03	03/29/2018	FOOD	FOOD SERVICE FUND/FO	0	36.04
78041	REINHART FOOD SERVIC	jpap03	03/29/2018	CREDIT	FOOD SERVICE FUND/FO	0	-4.32
78041	REINHART FOOD SERVIC	jpap03	03/29/2018	FOOD & NON FOOD SUPPLIES	FOOD SERVICE FUND/CE	0	182.83
78041	REINHART FOOD SERVIC	jpap03	03/29/2018	FOOD & NON FOOD SUPPLIES	FOOD SERVICE FUND/FO	0	547.20
78041	REINHART FOOD SERVIC	jpap03	03/29/2018	FOOD	FOOD SERVICE FUND/FO	0	741.44
78041	REINHART FOOD SERVIC	jpap03	03/29/2018	FOOD & NON FOOD SUPLIES	FOOD SERVICE FUND/CE	0	146.18
78041	REINHART FOOD SERVIC	jpap03	03/29/2018	FOOD & NON FOOD SUPLIES	FOOD SERVICE FUND/FO	0	1,318.35
						Totals for 78041	3,947.82
78042	SERVICE MOTOR COMPAN	JPAP32	03/29/2018	INSTALLED TIRE SEALANT TO LEAKING TIRES ON KUBOTA	GENERAL FUND/MAINTEN	0	115.67
						Totals for 78042	115.67
78043	SOLARUS	JPAP32	03/29/2018	MES - PHONE	GENERAL FUND/TELEPHO	0	744.58
78043	SOLARUS	JPAP32	03/29/2018	PAES LAB PHONE	SPECIAL EDUCATION FU	0	148.03
78043	SOLARUS	JPAP32	03/29/2018	DISTRICT OFFICE PHONE SERVICE	GENERAL FUND/TELEPHO	0	367.24
78043	SOLARUS	JPAP32	03/29/2018	LWHS - PHONE	GENERAL FUND/TELEPHO	0	773.38
						Totals for 78043	2,033.23
78044	ST PAUL LUTHERAN SCH	JPAP32	03/29/2018	PRIVATE SCHOOL PORTION OF TITLE II FUNDING	GENERAL FUND/PERSONA	0	1,049.00
						Totals for 78044	1,049.00
78045	STRANG, PATTESON, RE	JPAP32	03/29/2018	LEGAL FEES	GENERAL FUND/PERSONA	0	520.00
78045	STRANG, PATTESON, RE	JPAP32	03/29/2018	LEGAL FEES	GENERAL FUND/PERSONA	0	2,184.00
						Totals for 78045	2,704.00
78046	TEACHER DIRECT	JPAP32	03/29/2018	MISCELLANEOUS SUPPLIES - GENERAL MUSIC	GENERAL FUND/CENTRAL 1011700091		94.04
						Totals for 78046	94.04
78047	THEDACARE AT WORK	JPAP32	03/29/2018	CLINIC TB SKIN TEST STEP 2 -	GENERAL FUND/PERSONA	0	26.00

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
				P O'BRIEN			
					Totals for 78047		26.00
78048	WASC	JPAP32	03/29/2018	MES STUDENT COUNCIL CONFERENCE	GENERAL FUND/DUES &	621700009	800.00
78048	WASC	032918	03/29/2018	MES STUDENT COUNCIL CONFERENCE	GENERAL FUND/DUES &	621700009	-800.00
					Totals for 78048		0.00
78049	WIS INTERSCHOL ATHLE	JPAP32	03/29/2018	WIAA REGIONAL GIRLS BASKETBALL GAME	GENERAL FUND/DUES &	0	785.66
					Totals for 78049		785.66
78050	AT&T	JPAP40	04/06/2018	INTERNET SERVICE	GENERAL FUND/ON-LINE	0	1,208.20
					Totals for 78050		1,208.20
78051	AUGUST WINTER & SONS	JPAP40	04/06/2018	TROUBLE SHOOT ISSUES WITH VAV 4, 4B & KITCHEN AT LWHS	GENERAL FUND/MAINTEN	0	422.63
					Totals for 78051		422.63
78052	ROBERT W BAIRD & CO	JPAP40	04/06/2018	CASH RECONCILIATION JULY - OCTOBER/ONSITE SUPPORT IN AREA FEE	GENERAL FUND/PERSONA	0	850.00
					Totals for 78052		850.00
78053	CESA 6-CONFERENCE RE	JPAP40	04/06/2018	DRUG EDUCATION PROGRAMS BY TED NEITZKE	GENERAL FUND/TRANSFE	0	1,000.00
78053	CESA 6-CONFERENCE RE	JPAP40	04/06/2018	DRUG EDUCATION PROGRAMS BY TED NEITZKE	GENERAL FUND/TRANSFE	0	1,000.00
					Totals for 78053		2,000.00
78054	CITY OF MANAWA	JPAP40	04/06/2018	LWHS - (12/26/17 - 3/21/18) WATER & SEWER	GENERAL FUND/WATER/O	0	1,455.08
78054	CITY OF MANAWA	JPAP40	04/06/2018	CLOSED SCHOOL - (12/27/17 - 3/21/18) WATER \$24.10 AND SEWER \$44.36	GENERAL FUND/WATER/O	0	69.18
78054	CITY OF MANAWA	JPAP40	04/06/2018	WATER & SEWER(12/27/17 - 3/21/2018)	GENERAL FUND/WATER/O	0	1,253.38
78054	CITY OF MANAWA	JPAP40	04/06/2018	PAES LAB WATER & SEWER (- 3/21/18)	SPECIAL EDUCATION FU	0	72.41
					Totals for 78054		2,850.05
78055	DELTA DENTAL-VISION	JPAP40	04/06/2018	VISION INS. PREMIUMS FOR APRIL 2018	GENERAL FUND/VISION	0	677.78
					Totals for 78055		677.78
78056	HOOKANDLOOP.COM	JPAP40	04/06/2018	CLASSROOM MATERIALS/SPED	SPECIAL EDUCATION FU	271700072	231.35
78056	HOOKANDLOOP.COM	JPAP40	04/06/2018	CLASSROOM MATERIALS/SPED	SPECIAL EDUCATION FU	271700072	100.00
78056	HOOKANDLOOP.COM	JPAP40	04/06/2018	CLASSROOM MATERIALS/SPED	SPECIAL EDUCATION FU	271700072	53.85
					Totals for 78056		385.20
78057	INTELLICORP RECORDS,	JPAP40	04/06/2018	OUT OF STATE BACKGROUND CHECKS	GENERAL FUND/PERSONA	0	205.37
					Totals for 78057		205.37
78058	INTEGRATED SYSTEMS C	JPAP40	04/06/2018	HOSTING SERVICES - MAY 2018	GENERAL FUND/PERSONA	0	360.00
					Totals for 78058		360.00
78059	MULTI MEDIA CHANNELS	JPAP40	04/06/2018	PRINTING	GENERAL FUND/PRINTIN	0	1,770.25
					Totals for 78059		1,770.25
78060	OFFICE DEPOT	JPAP40	04/06/2018	CARDHOLDER, BUSINESS CLR	GENERAL FUND/CENTRAL	0	5.49
					Totals for 78060		5.49
78061	SCHOOL PERCEPTIONS L	JPAP40	04/06/2018	COMMUNITY SURVEY PER SERVICE AGREEMENT DATED: OCTOBER 20, 2017 PHASE 2: SURVEY DESIGN	GENERAL FUND/PERSONA	0	2,400.00
					Totals for 78061		2,400.00
78062	SCHOOL SPECIALTY INC	JPAP40	04/06/2018	TONGTONG ZHANG, CLASSROOMS SUPPLIES	GENERAL FUND/GENERAL	4001700237	195.29

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						Totals for 78062	195.29
78063	SIMPLEXGRINNELL LP	JPAP40	04/06/2018	FIRE ALARM MONITORING AT LWHS & MES	GENERAL FUND/PERSONA	0	840.00
						Totals for 78063	840.00
78064	STANDARD INSURANCE C	JPAP40	04/06/2018	LIFE/STD & LTD PREMIUMS	GENERAL FUND/LIFE IN	0	1,281.66
78064	STANDARD INSURANCE C	JPAP40	04/06/2018	LIFE/STD & LTD PREMIUMS	GENERAL FUND/LTD INS	0	986.43
78064	STANDARD INSURANCE C	JPAP40	04/06/2018	LIFE/STD & LTD PREMIUMS	GENERAL FUND/STD INS	0	246.18
						Totals for 78064	2,514.27
78065	THE FLOWER POT	JPAP40	04/06/2018	PLANT FOR WILLIAM ROSIN FUNERAL	GENERAL FUND/PERSONA	0	39.99
						Totals for 78065	39.99
78066	US CELLULAR	JPAP40	04/06/2018	CELL PHONES	GENERAL FUND/TELEPHO	0	327.17
						Totals for 78066	327.17
78067	VALLEY SCREENPRINT I	JPAP40	04/06/2018	Frostbite T Shirts	Special Revenue Trus 8001700058		345.30
						Totals for 78067	345.30
78068	WARREN, JACKIE	JPAP40	04/06/2018	REIMBURSE DISTRICT FEE FOR KATILYN BAUMANN	GENERAL FUND/STUDENT	0	10.00
						Totals for 78068	10.00
78069	WI DEPT OF JUSTICE	JPAP40	04/06/2018	CRIMINAL BACKGROUND CHECKS WIS DEPT OF JUSTICE - MARCH 31, 2018 (12 @ 7.00)	GENERAL FUND/PERSONA	0	84.00
						Totals for 78069	84.00
78070	WISNET	JPAP40	04/06/2018	FY 2017-2018 MANAGED 1 GIG CAPABLE FIREWALL SERVICE FEE - WISNET OWNED FOR JANUARY 1, 2018 - MARCH 31, 2018	GENERAL FUND/ON-LINE	0	625.00
						Totals for 78070	625.00
78071	R.W. WOOLSEY PLUMBIN	JPAP40	04/06/2018	DRINKING FOUNTAIN AT LWHS	GENERAL FUND/MAINTEN	0	2,624.44
						Totals for 78071	2,624.44
78072	Hagberg, Gary	jpap41	04/11/2018	VARSITY SOFTBALL OFFICIAL ON 4/10/18 VS NEW LONDON	GENERAL FUND/EX-CURR	0	70.00
78072	Hagberg, Gary	jpap41	04/11/2018	JV SOFTBALL OFFICIAL ON 4/10/18 VS NEW LONDON	GENERAL FUND/EX-CURR	0	60.00
						Totals for 78072	130.00
78073	SMITH, GLENDA	jpap41	04/11/2018	JV SOFTBALL OFFICIAL ON 4/10/18 VS NEW LONDON	GENERAL FUND/EX-CURR	0	60.00
78073	SMITH, GLENDA	jpap41	04/11/2018	VARSITY SOFTBALL OFFICIAL ON 4/10/18 VS NEW LONDON	GENERAL FUND/EX-CURR	0	70.00
						Totals for 78073	130.00
78074	BESCHTA, DARIN	JPAP41	04/12/2018	VARSITY SOFTBALL OFFICIAL ON 4/12/18 VS MARION	GENERAL FUND/EX-CURR	0	70.00
78074	BESCHTA, DARIN	041318	04/13/2018	VARSITY SOFTBALL OFFICIAL ON 4/12/18 VS MARION	GENERAL FUND/EX-CURR	0	-70.00
						Totals for 78074	0.00
78075	CZECH, JON	JPAP41	04/12/2018	VARSITY SOFTBALL OFFICIAL ON 4/12/18 VS MARION	GENERAL FUND/EX-CURR	0	70.00
						Totals for 78075	70.00
78076	JUEDES, DAVID	JPAP41	04/12/2018	VARSITY BASEBALL OFFICIAL ON 4/12/18 VS MARION	GENERAL FUND/EX-CURR	0	80.00
78076	JUEDES, DAVID	041318	04/13/2018	VARSITY BASEBALL OFFICIAL ON 4/12/18 VS MARION	GENERAL FUND/EX-CURR	0	-80.00
						Totals for 78076	0.00
78077	MICHEL, MARK	JPAP41	04/12/2018	VARSITY BASEBALL OFFICIAL ON 4/12/18 VS MARION	GENERAL FUND/EX-CURR	0	80.00
						Totals for 78077	80.00
78078	DALLMAN, WILLIAM	JPAP41	04/12/2018	VARSITY BASEBALL OFFICIAL ON	GENERAL FUND/EX-CURR	0	80.00

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				4/12/18 VS MARION			
					Totals for 78078		80.00
78079	LEWINSKI, ROBERT	JPAP41	04/12/2018	VARSITY SOFTBALL OFFICIAL ON 4/12/18 VS MARION	GENERAL FUND/EX-CURR	0	70.00
					Totals for 78079		70.00
78080	CESA 6-CONFERENCE RE	JPAP41	04/13/2018	SERVICES	SPECIAL EDUCATION FU	0	7,752.00
78080	CESA 6-CONFERENCE RE	JPAP41	04/13/2018	SERVICES	GENERAL FUND/TRANSFE	0	7,300.00
78080	CESA 6-CONFERENCE RE	JPAP41	04/13/2018	SERVICES	SPECIAL EDUCATION FU	0	174.00
78080	CESA 6-CONFERENCE RE	JPAP41	04/13/2018	SERVICES	SPECIAL EDUCATION FU	0	323.05
78080	CESA 6-CONFERENCE RE	JPAP41	04/13/2018	SERVICES	SPECIAL EDUCATION FU	0	2,340.00
78080	CESA 6-CONFERENCE RE	JPAP41	04/13/2018	SERVICES	SPECIAL EDUCATION FU	0	3,344.00
					Totals for 78080		21,233.05
78081	CINTAS CORPORATION L	jpap41	04/13/2018	MES CUSTODIAL MES FOOD SERVICE LAUNDRY	GENERAL FUND/OPERATI	0	873.23
78081	CINTAS CORPORATION L	jpap41	04/13/2018	MES CUSTODIAL MES FOOD SERVICE LAUNDRY	FOOD SERVICE FUND/OP	0	45.10
					Totals for 78081		918.33
78082	CONGER TOYOTA LIFT	JPAP41	04/13/2018	Service to Manlift, Make: JLG, Model: 2646ES, Serial number: 200032242	GENERAL FUND/MAINTEN 4001700166		1,858.83
					Totals for 78082		1,858.83
78083	STERLING WATER CULLI	JPAP41	04/13/2018	WATER SOFTENER	GENERAL FUND/OPERATI	0	6,352.00
					Totals for 78083		6,352.00
78084	E O JOHNSON CO., INC	JPAP41	04/13/2018	COPIER FEES	GENERAL FUND/COMMUNI	0	7,470.18
					Totals for 78084		7,470.18
78085	ENGELHARDT DAIRY OF	jpap41	04/13/2018	MES Milk	FOOD SERVICE FUND/FO	0	181.95
78085	ENGELHARDT DAIRY OF	jpap41	04/13/2018	LWHS Milk	FOOD SERVICE FUND/FO	0	118.21
78085	ENGELHARDT DAIRY OF	jpap41	04/13/2018	MES Milk	FOOD SERVICE FUND/FO	0	147.80
78085	ENGELHARDT DAIRY OF	jpap41	04/13/2018	MES Milk	FOOD SERVICE FUND/FO	0	147.80
78085	ENGELHARDT DAIRY OF	jpap41	04/13/2018	MES Milk	FOOD SERVICE FUND/FO	0	116.20
78085	ENGELHARDT DAIRY OF	jpap41	04/13/2018	LWHS Milk & Food	FOOD SERVICE FUND/FO	0	96.62
78085	ENGELHARDT DAIRY OF	jpap41	04/13/2018	LWHS Milk	FOOD SERVICE FUND/FO	0	102.50
78085	ENGELHARDT DAIRY OF	jpap41	04/13/2018	LWHS Milk	FOOD SERVICE FUND/FO	0	65.90
					Totals for 78085		976.98
78086	GRAICHEN DISPOSAL &	JPAP41	04/13/2018	CONTAINER SERVICE - MARCH	GENERAL FUND/OPERATI	0	755.00
					Totals for 78086		755.00
78088	HEID MUSIC CO, INC.	jpap41	04/13/2018	AUSTIN ROHAN - SHEET MUSIC INVOICE # 2118177, #2117388, #2118753, & #2122441	GENERAL FUND/SHEET M 4001700253		48.00
78088	HEID MUSIC CO, INC.	jpap41	04/13/2018	AUSTIN ROHAN - REEDS - INVOICE # 2127143 AND INVOICE # 2131533	GENERAL FUND/GENERAL 4001700252		157.95
78088	HEID MUSIC CO, INC.	jpap41	04/13/2018	AUSTIN ROHAN - SHEET MUSIC INVOICE # 2118177, #2117388, #2118753, & #2122441	GENERAL FUND/SHEET M 4001700253		128.00
78088	HEID MUSIC CO, INC.	jpap41	04/13/2018	AUSTIN ROHAN - SHEET MUSIC INVOICE # 2118177, #2117388, #2118753, & #2122441	GENERAL FUND/SHEET M 4001700253		143.00
78088	HEID MUSIC CO, INC.	jpap41	04/13/2018	AUSTIN ROHAN - SHEET MUSIC INVOICE # 2118177, #2117388, #2118753, & #2122441	GENERAL FUND/SHEET M 4001700253		44.80
78088	HEID MUSIC CO, INC.	jpap41	04/13/2018	AUSTIN ROHAN - REEDS - INVOICE # 2127143 AND INVOICE # 2131533	GENERAL FUND/GENERAL 4001700252		24.99
78088	HEID MUSIC CO, INC.	jpap41	04/13/2018	AUSTIN ROHAN, EQUIPMENT	GENERAL FUND/EQUIPME 4001700199		960.00
78088	HEID MUSIC CO, INC.	jpap41	04/13/2018	AUSTIN ROHAN, INSTRUMENT	GENERAL FUND/EQUIPME 601700119		1,000.00

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						Totals for 78088	2,506.74
78089	ISLAND MUSIC INC	jpap41	04/13/2018	AUSTIN ROHAN, BARI SAX MOUTHPIECE KIT INVOICE # 1718	GENERAL FUND/NON-CAP	4001700251	53.99
78089	ISLAND MUSIC INC	jpap41	04/13/2018	AUSTIN ROHAN, BARI SAXOPHONE REPAIR INVOICE 277956	GENERAL FUND/PERSONA	4001700249	70.00
78089	ISLAND MUSIC INC	jpap41	04/13/2018	AUSTIN ROHAN - AMP/SPEAKER REPAIR INVOICE #279576	GENERAL FUND/PERSONA	4001700250	45.00
						Totals for 78089	168.99
78090	LAFORCE INC	JPAP41	04/13/2018	FREIGHT FEE FOR KEYS	GENERAL FUND/CENTRAL	0	5.00
						Totals for 78090	5.00
78091	MASTERS BUILDING SOL	JPAP41	04/13/2018	HRS TO ADJUST VAVS@MES	GENERAL FUND/MAINTEN	0	1,160.00
						Totals for 78091	1,160.00
78092	NORTH EASTERN WISCON	JPAP41	04/13/2018	OT SERVICES - MARCH	SPECIAL EDUCATION FU	0	2,244.34
						Totals for 78092	2,244.34
78093	PAN-O-GOLD BAKING	jpap41	04/13/2018	Bread Products	FOOD SERVICE FUND/FO	0	78.75
78093	PAN-O-GOLD BAKING	jpap41	04/13/2018	Bread Products	FOOD SERVICE FUND/FO	0	47.60
						Totals for 78093	126.35
78094	PROQUEST LLC	jpap41	04/13/2018	ProQuest - CultureGrams - Renewal	GENERAL FUND/COMPUTE	4001700216	993.00
						Totals for 78094	993.00
78095	QUALITY DEER MANAGEM	jpap41	04/13/2018	Quality Whitetails Subscription Renewal	GENERAL FUND/PERIODI	4001700243	35.00
						Totals for 78095	35.00
78096	REINHART FOOD SERVIC	jpap41	04/13/2018	Food & Non-Food Supplies	FOOD SERVICE FUND/CE	0	71.80
78096	REINHART FOOD SERVIC	jpap41	04/13/2018	Food & Non-Food Supplies	FOOD SERVICE FUND/FO	0	418.81
78096	REINHART FOOD SERVIC	jpap41	04/13/2018	Food	FOOD SERVICE FUND/FO	0	52.67
78096	REINHART FOOD SERVIC	jpap41	04/13/2018	Food	FOOD SERVICE FUND/FO	0	377.28
78096	REINHART FOOD SERVIC	jpap41	04/13/2018	Food	FOOD SERVICE FUND/FO	0	965.62
78096	REINHART FOOD SERVIC	jpap41	04/13/2018	Commodity Food	FOOD SERVICE FUND/FO	0	28.75
78096	REINHART FOOD SERVIC	jpap41	04/13/2018	Food & Non-Food Supplies	FOOD SERVICE FUND/CE	0	161.94
78096	REINHART FOOD SERVIC	jpap41	04/13/2018	Food & Non-Food Supplies	FOOD SERVICE FUND/FO	0	290.52
78096	REINHART FOOD SERVIC	jpap41	04/13/2018	Commodity Food	FOOD SERVICE FUND/FO	0	21.85
78096	REINHART FOOD SERVIC	jpap41	04/13/2018	Food & Non-Food Supplies	FOOD SERVICE FUND/CE	0	262.47
78096	REINHART FOOD SERVIC	jpap41	04/13/2018	Food & Non-Food Supplies	FOOD SERVICE FUND/FO	0	663.84
						Totals for 78096	3,315.55
78097	REMINGTON'S QUALITY	JPAP41	04/13/2018	CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL	0	1.98
78097	REMINGTON'S QUALITY	JPAP41	04/13/2018	SPEC ED FOOD	SPECIAL EDUCATION FU	0	11.22
78097	REMINGTON'S QUALITY	JPAP41	04/13/2018	CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL	0	6.04
78097	REMINGTON'S QUALITY	JPAP41	04/13/2018	FOOD FOR VETERANS DAY PROGRAM	GENERAL FUND/FOOD/OF	0	17.96
78097	REMINGTON'S QUALITY	JPAP41	04/13/2018	FOOD FOR VETERAN'S DAY PROGRAM	GENERAL FUND/FOOD/OF	0	28.51
						Totals for 78097	65.71
78098	SAM'S CLUB	jpap41	04/13/2018	DISINFECTING WIPES	GENERAL FUND/GENERAL	0	11.98
						Totals for 78098	11.98
78099	THE FLOWER POT	JPAP41	04/13/2018	BALLOONS FOR THE PAVING THE WAY OPEN HOUSE	GENERAL FUND/CENTRAL	271700073	21.50
						Totals for 78099	21.50
78100	THEDACARE AT WORK	JPAP41	04/13/2018	DS RAPID 5 BUNDLED/CLINIC TB SKIN TEST/PHYSICAL FREE FROM COMM DISEASE - T SCHUELKE	GENERAL FUND/PERSONA	0	196.00
78100	THEDACARE AT WORK	JPAP41	04/13/2018	DS RAPID 5 BUNDLED/CLINIC TB SKIN TEST/PHYSICAL FREE FROM COMM DISEASE - D STREBE	GENERAL FUND/PERSONA	0	170.00
						Totals for 78100	366.00
78101	FOLLETT SCHOOL SOLUT	JPAP41	04/13/2018	January Book Order -	GENERAL FUND/LIBRARY	1011700094	347.81

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				Titlewave			
					Totals for 78101		347.81
78102	WEX BANK - GLOBAL FL	JPAP41	04/17/2018	ALL OTHER FUEL	GENERAL FUND/FUEL-VE	0	155.48
					Totals for 78102		155.48
171800066	DEAN, ALICIA	jpap31	03/15/2018	CLASSROOM LIBRARY SUPPLIES	GENERAL FUND/TEXTBOO	0	128.00
					Totals for 171800066		128.00
171800067	ORT, JESSIE	jpap31	03/15/2018	MILEAGE REIMBURSEMENT TO TRANSITION CONFERENCE ON 2/4/18 - 2/6/18	SPECIAL EDUCATION FU	0	114.45
					Totals for 171800067		114.45
171800068	ANDERSON, MEGAN	JPAP32	03/29/2018	STORAGE CONTAINERS	SPECIAL EDUCATION FU	0	79.95
					Totals for 171800068		79.95
171800069	BUTTLES, CYNTHIA	JPAP32	03/29/2018	OPERATIONS & MAINTENANCE REFRESHER COURSE - MILEAGE & MEAL REIMBURSEMENT	GENERAL FUND/EMPLOYE	0	150.88
					Totals for 171800069		150.88
171800070	LIEBZEIT, SKYLAR	JPAP32	03/29/2018	MEET MANAGER FEE FOR HOSTING REGIONAL BOYS BASKETBALL GAME ON 2/22/18	GENERAL FUND/PERSONA	0	60.00
					Totals for 171800070		60.00
171800071	ROMBERG, ANN	JPAP32	03/29/2018	STORAGE CONTAINERS	SPECIAL EDUCATION FU	0	95.94
					Totals for 171800071		95.94
171800072	ZABLER, NANCY	JPAP41	04/13/2018	MILEAGE TO TRI COUNTY CWC ACADEMIC PARTNERSHIP	GENERAL FUND/EMPLOYE	0	27.25
					Totals for 171800072		27.25
201700235	INTERNAL REVENUE SER	P9	03/15/2018	Payroll accrual	GENERAL FUND/FICA (S	0	8,167.87
201700235	INTERNAL REVENUE SER	P9	03/15/2018	Payroll accrual	SPECIAL EDUCATION FU	0	1,204.99
201700235	INTERNAL REVENUE SER	P9	03/15/2018	Payroll accrual	FOOD SERVICE FUND/FI	0	311.13
201700235	INTERNAL REVENUE SER	P9	03/15/2018	Payroll accrual	COMMUNITY SERVICE FU	0	92.92
201700235	INTERNAL REVENUE SER	P9	03/15/2018	Payroll accrual	EMPLOYEE BENIFIT TRU	0	71.56
201700235	INTERNAL REVENUE SER	P9	03/15/2018	Payroll accrual	GENERAL FUND/FICA (S	0	1,910.31
201700235	INTERNAL REVENUE SER	P9	03/15/2018	Payroll accrual	SPECIAL EDUCATION FU	0	281.80
201700235	INTERNAL REVENUE SER	P9	03/15/2018	Payroll accrual	FOOD SERVICE FUND/FI	0	72.76
201700235	INTERNAL REVENUE SER	P9	03/15/2018	Payroll accrual	COMMUNITY SERVICE FU	0	21.73
201700235	INTERNAL REVENUE SER	P9	03/15/2018	Payroll accrual	EMPLOYEE BENIFIT TRU	0	16.75
201700235	INTERNAL REVENUE SER	P9	03/15/2018	Payroll accrual	GENERAL FUND/FEDERAL	0	297.16
201700235	INTERNAL REVENUE SER	P9	03/15/2018	Payroll accrual	SPECIAL EDUCATION FU	0	42.08
201700235	INTERNAL REVENUE SER	P9	03/15/2018	Payroll accrual	FOOD SERVICE FUND/FE	0	35.00
201700235	INTERNAL REVENUE SER	P9	03/15/2018	Payroll accrual	GENERAL FUND/FEDERAL	0	9,182.17
201700235	INTERNAL REVENUE SER	P9	03/15/2018	Payroll accrual	SPECIAL EDUCATION FU	0	821.95
201700235	INTERNAL REVENUE SER	P9	03/15/2018	Payroll accrual	FOOD SERVICE FUND/FE	0	150.09
201700235	INTERNAL REVENUE SER	P9	03/15/2018	Payroll accrual	COMMUNITY SERVICE FU	0	31.00
201700235	INTERNAL REVENUE SER	P9	03/15/2018	Payroll accrual	EMPLOYEE BENIFIT TRU	0	38.43
201700235	INTERNAL REVENUE SER	P9	03/15/2018	Payroll accrual	GENERAL FUND/FICA (S	0	1,910.31
201700235	INTERNAL REVENUE SER	P9	03/15/2018	Payroll accrual	SPECIAL EDUCATION FU	0	281.80
201700235	INTERNAL REVENUE SER	P9	03/15/2018	Payroll accrual	FOOD SERVICE FUND/FI	0	72.76
201700235	INTERNAL REVENUE SER	P9	03/15/2018	Payroll accrual	COMMUNITY SERVICE FU	0	21.73
201700235	INTERNAL REVENUE SER	P9	03/15/2018	Payroll accrual	EMPLOYEE BENIFIT TRU	0	16.75
201700235	INTERNAL REVENUE SER	P9	03/15/2018	Payroll accrual	GENERAL FUND/FICA (S	0	8,167.87
201700235	INTERNAL REVENUE SER	P9	03/15/2018	Payroll accrual	SPECIAL EDUCATION FU	0	1,204.99
201700235	INTERNAL REVENUE SER	P9	03/15/2018	Payroll accrual	FOOD SERVICE FUND/FI	0	311.13
201700235	INTERNAL REVENUE SER	P9	03/15/2018	Payroll accrual	COMMUNITY SERVICE FU	0	92.92
201700235	INTERNAL REVENUE SER	P9	03/15/2018	Payroll accrual	EMPLOYEE BENIFIT TRU	0	71.56
					Totals for 201700235		34,901.52
201700236	MASSMUTUAL FINANCIAL	P9	03/15/2018	Payroll accrual	GENERAL FUND/HARTFOR	0	1,409.60
201700236	MASSMUTUAL FINANCIAL	P9	03/15/2018	Payroll accrual	GENERAL FUND/HARTFOR	0	200.00

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
						Totals for 201700236	1,609.60
201700237	WEA TAX SHELTERED AN	P9	03/15/2018	Payroll accrual	GENERAL FUND/WEA TRU	0	43.94
201700237	WEA TAX SHELTERED AN	P9	03/15/2018	Payroll accrual	GENERAL FUND/WEA TRU	0	100.00
201700237	WEA TAX SHELTERED AN	P9	03/15/2018	Payroll accrual	SPECIAL EDUCATION FU	0	600.00
201700237	WEA TAX SHELTERED AN	P9	03/15/2018	Payroll accrual	GENERAL FUND/WEA TRU	0	100.00
						Totals for 201700237	843.94
201700238	WISCONSIN DEPT OF RE	P9	03/15/2018	Payroll accrual	GENERAL FUND/GARNISH	0	207.00
201700238	WISCONSIN DEPT OF RE	P9	03/15/2018	Payroll accrual	SPECIAL EDUCATION FU	0	23.00
201700238	WISCONSIN DEPT OF RE	P9	03/15/2018	Payroll accrual	GENERAL FUND/STATE I	0	71.82
201700238	WISCONSIN DEPT OF RE	P9	03/15/2018	Payroll accrual	SPECIAL EDUCATION FU	0	8.18
201700238	WISCONSIN DEPT OF RE	P9	03/15/2018	Payroll accrual	GENERAL FUND/STATE I	0	5,839.97
201700238	WISCONSIN DEPT OF RE	P9	03/15/2018	Payroll accrual	SPECIAL EDUCATION FU	0	589.19
201700238	WISCONSIN DEPT OF RE	P9	03/15/2018	Payroll accrual	FOOD SERVICE FUND/ST	0	114.04
201700238	WISCONSIN DEPT OF RE	P9	03/15/2018	Payroll accrual	COMMUNITY SERVICE FU	0	27.12
201700238	WISCONSIN DEPT OF RE	P9	03/15/2018	Payroll accrual	EMPLOYEE BENIFIT TRU	0	8.92
						Totals for 201700238	6,889.24
201700240	WEA MEMBER BENEFIT T	P9	03/15/2018	Payroll accrual	GENERAL FUND/WEA TRU	0	50.24
201700240	WEA MEMBER BENEFIT T	P9	03/15/2018	Payroll accrual	GENERAL FUND/WEA TRU	0	52.18
201700240	WEA MEMBER BENEFIT T	P9	03/15/2018	Payroll accrual	GENERAL FUND/WEA TRU	0	40.00
						Totals for 201700240	142.42
201700245	INTERNAL REVENUE SER	P9	03/30/2018	Payroll accrual	GENERAL FUND/FICA (S	0	8,201.02
201700245	INTERNAL REVENUE SER	P9	03/30/2018	Payroll accrual	SPECIAL EDUCATION FU	0	1,205.92
201700245	INTERNAL REVENUE SER	P9	03/30/2018	Payroll accrual	FOOD SERVICE FUND/FI	0	295.60
201700245	INTERNAL REVENUE SER	P9	03/30/2018	Payroll accrual	EMPLOYEE BENIFIT TRU	0	71.56
201700245	INTERNAL REVENUE SER	P9	03/30/2018	Payroll accrual	GENERAL FUND/FICA (S	0	1,917.99
201700245	INTERNAL REVENUE SER	P9	03/30/2018	Payroll accrual	SPECIAL EDUCATION FU	0	282.05
201700245	INTERNAL REVENUE SER	P9	03/30/2018	Payroll accrual	FOOD SERVICE FUND/FI	0	69.14
201700245	INTERNAL REVENUE SER	P9	03/30/2018	Payroll accrual	EMPLOYEE BENIFIT TRU	0	16.75
201700245	INTERNAL REVENUE SER	P9	03/30/2018	Payroll accrual	GENERAL FUND/FEDERAL	0	310.17
201700245	INTERNAL REVENUE SER	P9	03/30/2018	Payroll accrual	SPECIAL EDUCATION FU	0	39.07
201700245	INTERNAL REVENUE SER	P9	03/30/2018	Payroll accrual	FOOD SERVICE FUND/FE	0	35.00
201700245	INTERNAL REVENUE SER	P9	03/30/2018	Payroll accrual	GENERAL FUND/FEDERAL	0	9,131.70
201700245	INTERNAL REVENUE SER	P9	03/30/2018	Payroll accrual	SPECIAL EDUCATION FU	0	832.11
201700245	INTERNAL REVENUE SER	P9	03/30/2018	Payroll accrual	FOOD SERVICE FUND/FE	0	125.23
201700245	INTERNAL REVENUE SER	P9	03/30/2018	Payroll accrual	EMPLOYEE BENIFIT TRU	0	38.43
201700245	INTERNAL REVENUE SER	P9	03/30/2018	Payroll accrual	GENERAL FUND/FICA (S	0	1,917.99
201700245	INTERNAL REVENUE SER	P9	03/30/2018	Payroll accrual	SPECIAL EDUCATION FU	0	282.05
201700245	INTERNAL REVENUE SER	P9	03/30/2018	Payroll accrual	FOOD SERVICE FUND/FI	0	69.14
201700245	INTERNAL REVENUE SER	P9	03/30/2018	Payroll accrual	EMPLOYEE BENIFIT TRU	0	16.75
201700245	INTERNAL REVENUE SER	P9	03/30/2018	Payroll accrual	GENERAL FUND/FICA (S	0	8,201.02
201700245	INTERNAL REVENUE SER	P9	03/30/2018	Payroll accrual	SPECIAL EDUCATION FU	0	1,205.92
201700245	INTERNAL REVENUE SER	P9	03/30/2018	Payroll accrual	FOOD SERVICE FUND/FI	0	295.60
201700245	INTERNAL REVENUE SER	P9	03/30/2018	Payroll accrual	EMPLOYEE BENIFIT TRU	0	71.56
						Totals for 201700245	34,631.77
201700246	MASSMUTUAL FINANCIAL	P9	03/30/2018	Payroll accrual	GENERAL FUND/HARTFOR	0	1,409.60
201700246	MASSMUTUAL FINANCIAL	P9	03/30/2018	Payroll accrual	GENERAL FUND/HARTFOR	0	200.00
						Totals for 201700246	1,609.60
201700247	WEA TAX SHELTERED AN	P9	03/30/2018	Payroll accrual	GENERAL FUND/WEA TRU	0	43.94
201700247	WEA TAX SHELTERED AN	P9	03/30/2018	Payroll accrual	GENERAL FUND/WEA TRU	0	100.00
201700247	WEA TAX SHELTERED AN	P9	03/30/2018	Payroll accrual	SPECIAL EDUCATION FU	0	600.00
201700247	WEA TAX SHELTERED AN	P9	03/30/2018	Payroll accrual	GENERAL FUND/WEA TRU	0	100.00
						Totals for 201700247	843.94
201700248	WISCONSIN DEPT OF RE	P9	03/30/2018	Payroll accrual	GENERAL FUND/GARNISH	0	207.00
201700248	WISCONSIN DEPT OF RE	P9	03/30/2018	Payroll accrual	SPECIAL EDUCATION FU	0	23.00
201700248	WISCONSIN DEPT OF RE	P9	03/30/2018	Payroll accrual	GENERAL FUND/STATE I	0	75.00
201700248	WISCONSIN DEPT OF RE	P9	03/30/2018	Payroll accrual	SPECIAL EDUCATION FU	0	5.00

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
201700248	WISCONSIN DEPT OF RE	P9	03/30/2018	Payroll accrual	GENERAL FUND/STATE I	0	5,807.21
201700248	WISCONSIN DEPT OF RE	P9	03/30/2018	Payroll accrual	SPECIAL EDUCATION FU	0	593.02
201700248	WISCONSIN DEPT OF RE	P9	03/30/2018	Payroll accrual	FOOD SERVICE FUND/ST	0	95.97
201700248	WISCONSIN DEPT OF RE	P9	03/30/2018	Payroll accrual	EMPLOYEE BENIFIT TRU	0	8.92
Totals for 201700248							6,815.12
201700250	WEA MEMBER BENEFIT T	P9	03/30/2018	Payroll accrual	GENERAL FUND/WEA TRU	0	50.24
201700250	WEA MEMBER BENEFIT T	P9	03/30/2018	Payroll accrual	GENERAL FUND/WEA TRU	0	52.18
201700250	WEA MEMBER BENEFIT T	P9	03/30/2018	Payroll accrual	GENERAL FUND/WEA TRU	0	40.00
Totals for 201700250							142.42
201700251	DELTA DENTAL OF WISC	JPWI32	03/07/2018	DENTAL CLAIMS	GENERAL FUND/SELF FU	0	1,181.37
Totals for 201700251							1,181.37
201700252	DELTA DENTAL OF WISC	JPWI32	03/14/2018	DENTAL CLAIMS	GENERAL FUND/SELF FU	0	2,335.20
Totals for 201700252							2,335.20
201700253	DELTA DENTAL OF WISC	JPWI32	03/21/2018	DENTAL CLAIMS	GENERAL FUND/SELF FU	0	1,756.60
Totals for 201700253							1,756.60
201700254	DELTA DENTAL OF WISC	JPWI32	03/28/2018	DENTAL ADMINISTRATION & CLAIMS	GENERAL FUND/SELF FU	0	716.95
Totals for 201700254							716.95
201700255	EMPLOYEE BENEFITS CO	JPWI32	03/08/2018	HEALTH CARE FSA & HRA DEDUCTIBLE	GENERAL FUND/FLEX PL	0	482.23
201700255	EMPLOYEE BENEFITS CO	JPWI32	03/08/2018	HEALTH CARE FSA & HRA DEDUCTIBLE	GENERAL FUND/HRA/WEA	0	3,621.75
Totals for 201700255							4,103.98
201700256	EMPLOYEE BENEFITS CO	JPWI32	03/15/2018	DEPENDENT CARE/HEALTH CARE FSA & HRA DEDUCTIBLE	GENERAL FUND/FLEX PL	0	1,031.00
201700256	EMPLOYEE BENEFITS CO	JPWI32	03/15/2018	DEPENDENT CARE/HEALTH CARE FSA & HRA DEDUCTIBLE	GENERAL FUND/HRA/WEA	0	2,672.65
Totals for 201700256							3,703.65
201700257	EMPLOYEE BENEFITS CO	JPWI32	03/28/2018	DEPENDENT CARE/HEALTH CARE FSA & HRA DEDUCTIBLE	GENERAL FUND/FLEX PL	0	464.04
201700257	EMPLOYEE BENEFITS CO	JPWI32	03/28/2018	DEPENDENT CARE/HEALTH CARE FSA & HRA DEDUCTIBLE	GENERAL FUND/HRA/WEA	0	3,413.66
Totals for 201700257							3,877.70
201700258	EMPLOYEE BENEFITS CO	JPWI32	03/29/2018	DEPENDENT CARE/HEALTH CARE FSA & HRA DEDUCTIBLE	GENERAL FUND/FLEX PL	0	116.80
201700258	EMPLOYEE BENEFITS CO	JPWI32	03/29/2018	DEPENDENT CARE/HEALTH CARE FSA & HRA DEDUCTIBLE	GENERAL FUND/HRA/WEA	0	3,232.54
Totals for 201700258							3,349.34
201700259	EMPLOYEE BENEFITS CO	JPWI32	03/30/2018	BESTFLEX PLAN & HRA ADMINISTRATION FEES	GENERAL FUND/FLEX PL	0	85.50
201700259	EMPLOYEE BENEFITS CO	JPWI32	03/30/2018	BESTFLEX PLAN & HRA ADMINISTRATION FEES	GENERAL FUND/HRA/WEA	0	247.05
Totals for 201700259							332.55
201700260	DELTA DENTAL OF WISC	JPWI40	04/04/2018	DENTAL CLAIMS	GENERAL FUND/SELF FU	0	1,644.37
Totals for 201700260							1,644.37
201700261	EMPLOYEE BENEFITS CO	JPWI40	04/05/2018	HRA DEDUCTIBLE	GENERAL FUND/HRA/WEA	0	3,065.22
Totals for 201700261							3,065.22
201700262	INTERNAL REVENUE SER	P9	04/13/2018	Payroll accrual	GENERAL FUND/FICA (S	0	8,485.76
201700262	INTERNAL REVENUE SER	P9	04/13/2018	Payroll accrual	SPECIAL EDUCATION FU	0	1,252.83
201700262	INTERNAL REVENUE SER	P9	04/13/2018	Payroll accrual	FOOD SERVICE FUND/FI	0	288.18
201700262	INTERNAL REVENUE SER	P9	04/13/2018	Payroll accrual	EMPLOYEE BENIFIT TRU	0	71.56
201700262	INTERNAL REVENUE SER	P9	04/13/2018	Payroll accrual	GENERAL FUND/FICA (S	0	1,984.61
201700262	INTERNAL REVENUE SER	P9	04/13/2018	Payroll accrual	SPECIAL EDUCATION FU	0	293.00
201700262	INTERNAL REVENUE SER	P9	04/13/2018	Payroll accrual	FOOD SERVICE FUND/FI	0	67.41
201700262	INTERNAL REVENUE SER	P9	04/13/2018	Payroll accrual	EMPLOYEE BENIFIT TRU	0	16.75
201700262	INTERNAL REVENUE SER	P9	04/13/2018	Payroll accrual	GENERAL FUND/FEDERAL	0	305.34

CHECK		BATCH	CHECK	INVOICE	ACCOUNT	PO	
NUMBER	VENDOR	NUMBER	DATE	DESCRIPTION	DESCRIPTION	NUMBER	AMOUNT
201700262	INTERNAL REVENUE SER	P9	04/13/2018	Payroll accrual	SPECIAL EDUCATION FU	0	43.90
201700262	INTERNAL REVENUE SER	P9	04/13/2018	Payroll accrual	FOOD SERVICE FUND/FE	0	35.00
201700262	INTERNAL REVENUE SER	P9	04/13/2018	Payroll accrual	GENERAL FUND/FEDERAL	0	44.00
201700262	INTERNAL REVENUE SER	P9	04/13/2018	Payroll accrual	GENERAL FUND/FEDERAL	0	9,474.59
201700262	INTERNAL REVENUE SER	P9	04/13/2018	Payroll accrual	SPECIAL EDUCATION FU	0	842.61
201700262	INTERNAL REVENUE SER	P9	04/13/2018	Payroll accrual	FOOD SERVICE FUND/FE	0	125.23
201700262	INTERNAL REVENUE SER	P9	04/13/2018	Payroll accrual	EMPLOYEE BENIFIT TRU	0	38.43
201700262	INTERNAL REVENUE SER	P9	04/13/2018	Payroll accrual	GENERAL FUND/FICA (S	0	1,984.61
201700262	INTERNAL REVENUE SER	P9	04/13/2018	Payroll accrual	SPECIAL EDUCATION FU	0	293.00
201700262	INTERNAL REVENUE SER	P9	04/13/2018	Payroll accrual	FOOD SERVICE FUND/FI	0	67.41
201700262	INTERNAL REVENUE SER	P9	04/13/2018	Payroll accrual	EMPLOYEE BENIFIT TRU	0	16.75
201700262	INTERNAL REVENUE SER	P9	04/13/2018	Payroll accrual	GENERAL FUND/FICA (S	0	8,485.76
201700262	INTERNAL REVENUE SER	P9	04/13/2018	Payroll accrual	SPECIAL EDUCATION FU	0	1,252.83
201700262	INTERNAL REVENUE SER	P9	04/13/2018	Payroll accrual	FOOD SERVICE FUND/FI	0	288.18
201700262	INTERNAL REVENUE SER	P9	04/13/2018	Payroll accrual	EMPLOYEE BENIFIT TRU	0	71.56
Totals for 201700262							35,829.30
201700263	MASSMUTUAL FINANCIAL	P9	04/13/2018	Payroll accrual	GENERAL FUND/HARTFOR	0	1,409.60
201700263	MASSMUTUAL FINANCIAL	P9	04/13/2018	Payroll accrual	GENERAL FUND/HARTFOR	0	200.00
Totals for 201700263							1,609.60
201700264	WEA TAX SHELTERED AN	P9	04/13/2018	Payroll accrual	GENERAL FUND/WEA TRU	0	43.94
201700264	WEA TAX SHELTERED AN	P9	04/13/2018	Payroll accrual	GENERAL FUND/WEA TRU	0	100.00
201700264	WEA TAX SHELTERED AN	P9	04/13/2018	Payroll accrual	SPECIAL EDUCATION FU	0	600.00
201700264	WEA TAX SHELTERED AN	P9	04/13/2018	Payroll accrual	GENERAL FUND/WEA TRU	0	100.00
Totals for 201700264							843.94
201700265	WISCONSIN DEPT OF RE	P9	04/13/2018	Payroll accrual	GENERAL FUND/GARNISH	0	207.00
201700265	WISCONSIN DEPT OF RE	P9	04/13/2018	Payroll accrual	SPECIAL EDUCATION FU	0	23.00
201700265	WISCONSIN DEPT OF RE	P9	04/13/2018	Payroll accrual	GENERAL FUND/STATE I	0	70.00
201700265	WISCONSIN DEPT OF RE	P9	04/13/2018	Payroll accrual	SPECIAL EDUCATION FU	0	10.00
201700265	WISCONSIN DEPT OF RE	P9	04/13/2018	Payroll accrual	GENERAL FUND/STATE I	0	22.88
201700265	WISCONSIN DEPT OF RE	P9	04/13/2018	Payroll accrual	GENERAL FUND/STATE I	0	5,977.33
201700265	WISCONSIN DEPT OF RE	P9	04/13/2018	Payroll accrual	SPECIAL EDUCATION FU	0	600.94
201700265	WISCONSIN DEPT OF RE	P9	04/13/2018	Payroll accrual	FOOD SERVICE FUND/ST	0	95.97
201700265	WISCONSIN DEPT OF RE	P9	04/13/2018	Payroll accrual	EMPLOYEE BENIFIT TRU	0	8.92
Totals for 201700265							7,016.04
201700267	WEA MEMBER BENEFIT T	P9	04/13/2018	Payroll accrual	GENERAL FUND/WEA TRU	0	88.18
201700267	WEA MEMBER BENEFIT T	P9	04/13/2018	Payroll accrual	GENERAL FUND/WEA TRU	0	52.18
201700267	WEA MEMBER BENEFIT T	P9	04/13/2018	Payroll accrual	GENERAL FUND/WEA TRU	0	40.00
Totals for 201700267							180.36
201700268	EMPLOYEE BENEFITS CO	jpwi41	04/12/2018	HRA DEDUCTIBLE	GENERAL FUND/HRA/WEA	0	383.61
Totals for 201700268							383.61
201700269	DELTA DENTAL OF WISC	JPWI41	04/11/2018	DENTAL CLAIMS	GENERAL FUND/SELF FU	0	670.60
Totals for 201700269							670.60
Totals for checks							373,171.25

CREDIT CARD STATEMENT - March			WUFAR Code							
Date	Vendor	Amount	Fund	E	Location	Object	Function	Project	Description	
Dan Wolfram										
2/19/2018	HOME DEPOT	\$99.98	10	E	400	440	136000	000	RITA GIPP - PRINTING SURFACES	
2/22/2018	MILLS FLEET FARM	\$20.47	10	E	400	411	253000	000	MIKE THOMACK, CONSUMABLES	
2/26/2018	MONSTER MAKERS	\$81.61	10	E	400	411	121000	000	NANCY ZABLER, ART SUPPLIES	
2/27/2018	MILWAUKEE BURGER	\$110.62	27	E	400	415	158000	341	DARREN CARSON - LUNCH, SPEC ED	
3/1/2018	GED EXAM	\$36.00	10	E	400	389	179000	000	MARY ECK - GED TESTING	
3/2/2018	TEACHERS PAY TEACHER	\$15.00	27	E	400	439	158000	341	DANA BONIKOWSKA - SPEC ED	
3/12/2018	WISCONSIN FOOTBALL	\$544.96	10	E	400	420	162300	000	SKYLAR LIEBZEIT - FOOTBALL COACHES CLINIC	
3/14/2018	REMINGTON'S QUALITY F	\$55.68	10	E	500	415	232100	000	SPEC ED	
3/17/2018	HP DIRECT	\$72.80	10	E	400	411	136000	000	RITA GIPP - PRINTING SUPPLIES	
	TOTAL	\$1,037.12								
Jeanne Frazier										
02/22/18	Amazon	\$225.61	10	E	400	411	136000	0	Tech Ed PO 4001700224 Materials and Supplies	
02/21/18	Amazon	\$5.99	99						Dist Ofc - Returned Item - will be credited next month	
02/22/18	Amazon	\$83.86	10	E	800	411	214000	0	Nurse PO 8001700060 Bandages, splints, finger braces	
02/23/18	Amazon	\$222.47	21	E	101	440	110000	0	Garden PO 1011700096 mini greenhouse, trays, seed starter, plant tags, heat mat, light timer, power strip / protector, plastic dom	
02/27/18	Amazon	\$231.00	D Brauer ordered these							Title II - Book Study: Lost At School; Why our Kids with Behavioral Challenges are Falling Through the Cracks and How We Can Help Them
02/27/18	Amazon	\$124.99	10	E	400	440	256254	0	Ramp for Bldgs & Grounds, use at PAES Lab also	
3/2/18	Wis. Dept Financial Instit.	\$20.00	10	E	500	941	251000	0	Notary Renewal Fee for J. Frazier	
03/09/18	Walmart	\$18.72	10	E	500	411	232100	0	Batteries for devices: mouse, digital tape player	
03/12/18	4Imprint	\$321.57	Paving the Way							Pens with Paving the Way Logo & Sticky Note pads
	TOTAL	\$1,254.21								
Michelle Pukita										
Mar. 20	Carrot Top	\$126.58	10	E	101	440	241000		purchased 2 new flags for outside as there was a 40% off sale going on	
	TOTAL	\$126.58								

Name	Reference	Trans Date	Description	Post Date	Amount
		03/05/2018	FORWARD HEALTH DHS	03/05/2018	3,341.94
			Totals for 12734		3,341.94
		03/05/2018	STURM FOODS DONATION FOR COLOR RUN	03/05/2018	500.00
			Totals for 12735		500.00
		03/05/2018	WAUPACA COUNTY 4-H DONATION FOR BUILDING	03/05/2018	250.00
			Totals for 12736		250.00
		03/05/2018	CESA #6 PAYMENT FOR SPED CATERING - WAS	03/05/2018	228.00
			Totals for 12737		228.00
		03/05/2018	CESA #5 PAYMENT FOR EEN CATEGORICAL AID	03/05/2018	719.81
			Totals for 12738		719.81
		03/05/2018	CWC WRESTLING CONFERENCE TOURNAMENT PAYM	03/05/2018	134.10
			Totals for 12739		134.10
		03/05/2018	PEPSI REBATE CHECK \$28.60 TO STUDENT COU	03/05/2018	50.81
			Totals for 12740		50.81
		03/12/2018	MES FOOD SERVICE DEPOSIT FOR WEEK OF FEB	03/12/2018	1,202.40
			Totals for 12777		1,202.40
		03/13/2018	HS FOOD SERVICE FROM 2/26-3/2	03/13/2018	1,303.00
			Totals for 12696		1,303.00
		03/16/2018	FOOD SERVICE DEPOSIT HS FOR WEEK OF 3/12	03/16/2018	992.00
			Totals for 12749		992.00
		03/16/2018	DEPOSIT FROM FAN BUS TO CRANDON FOR PLAY	03/16/2018	55.00
			Totals for 12750		55.00
		03/19/2018	AP TESTS, \$93/STUDENT/TEST	03/19/2018	2,350.00
			Totals for 12756		2,350.00
		03/19/2018	WRIGHTSTOWN SD, WRESTLING ENTRY FEE	03/19/2018	45.00
			Totals for 12757		45.00
		03/19/2018	MANAWA LIONS (SENT TO DISTRICT BY SAUNDR	03/19/2018	352.00
			Totals for 12758		352.00
		03/19/2018	CITY OF MANAWA	03/19/2018	7.07
			Totals for 12759		7.07
		03/19/2018	CESA #6 EEN STATE AID PAYMENT	03/19/2018	1,479.28
			Totals for 12760		1,479.28
		03/19/2018	FROM MANAWA LIONS FOR FORENSICS	03/19/2018	50.00
			Totals for 12761		50.00
		03/19/2018	FROM MANAWA LIONS FOR COLOR RUN	03/19/2018	75.00
			Totals for 12762		75.00
		03/19/2018	FROM MANAWA RURAL FIRE DEPT FOR COLOR RU	03/19/2018	600.00
			Totals for 12763		600.00
		03/19/2018	SD OF BONDUEL FOR WRESTLING CONFERENCE M	03/19/2018	134.10
			Totals for 12764		134.10
		03/19/2018	MENOMINEE INDIAN SD FOR WRESTLING CONFER	03/19/2018	134.10
			Totals for 12765		134.10
		03/19/2018	MES FOOD SERVICE FOR WEEK OF 3/12-16	03/19/2018	1,732.80
			Totals for 12767		1,732.80
		03/23/2018	FOOD SERVICE FOR HS WEEK OF 3/19-3/23	03/23/2018	1,830.48
			Totals for 12786		1,830.48
		03/23/2018	COLOR RUN	03/23/2018	90.00
			Totals for 12792		90.00
		03/26/2018	MES FOOD SERVICE DEPOSIT FOR WEEK OF MAR	03/26/2018	846.00
			Totals for 12777		846.00
			Total for Cash Receipts		18,502.89

Memo

To: Manawa Board of Education

From: Mary Eck and Kevin Keller, Summer School Coordinators

cc: Dan Wolfgram and Dr. Melanie Oppor

Date: April 19, 2018

Re: Summer School Driver's Education Teacher

It is the recommendation of Mr. Keller and Ms. Eck that Mr. Matt Bredesen be hired as a Driver's Education teacher for the Summer School program at Little Wolf High School. He comes to us with experience as a Driver's Education, Special Education, and Alternative Education teacher. Matt holds certifications in Driver's Education, Health, Physical Education, Alternative Education and Special Education. He has taught in schools in New London, Green Bay, Montello, Portage, and most recently Stevens Point. His assignment for the Summer School program will be two classes of Driver's Education of approximately thirty students total, from June 11th through the 29th. Mr. Bredesen has passed all the necessary background checks and is ready and willing to start work for us June 11th.



Students choosing to excel; realizing their strengths.

To: Dr. Melanie Oppor

From: Michelle Pukita

Date: April 19, 2018

Re: Recommendation to hire Instructional Paraprofessional

I am writing this memo to formally recommend Kathryn Sitter for the instructional paraprofessional position beginning the 2018-2019 school year as Board approved in the 2018-19 staff and program changes.

Ms. Sitter has subbed for the School District of Manawa during the 2017-2018 school year. Ms. Sitter also is a substitute bus driver for Kobussen Buses during the 2017-2018 school year. Ms. Sitter was an in-home child care provider for three and a half years. Mrs. Sitter also works as the 4K-K Sunday School teacher and Sunday School Superintendent for Saint Paul Lutheran Church.

Ms. Sitter has learned many valuable skills from her various positions. Ms. Sitter has worked with a variety of age groups. Ms. Sitter has experience with working with children of varied learning capabilities. Ms. Sitter has also organized materials for many classrooms for the Sunday School program.

Ms. Sitter previous supervisors and colleagues have stated she is dependable, creative, generous, and good at communicating. They also stated Ms. Sitter works as a team player.

Ms. Sitter holds a bachelor's degree from the University of Wisconsin-Stevens Point, majoring in communications. Ms. Sitter meets the Department of Public Instruction highly qualified status as required for paraprofessionals because of both her postsecondary education and her previous work with children.

There were two candidates that applied and were interviewed for this position. Ms. Sitter will be a great asset to the MES team.

Dear Manawa School Board,

We would like to thank you for the use of your "front yard" to host our 2nd Annual Bunny Hop 5K Fun Run on March 24, 2018.

The event was a success and young and old participated in this healthy activity.

Hosting the Fun Run near the school seemed to be a natural gathering place with positive connotations.

Thanks again for allowing us to use this space.

Sincerely,

MRC

Manawa Revitalization Committee

We Thank You

School District of Manawa,

...bunches and bunches!



for the use of the Little Wolf
Jr/Sr High School for our annual
Easter Egg Hunt.

We had over 400 children
attend this year!



Thank you!
Becki
Seenaue

Angie Jacobsen
-Thank you!!-

Rhonda
Wirth

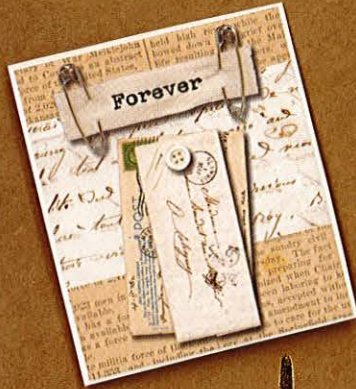
Renee
Burg



*At a time
when our family
needed support,
you were there.*

*Your sympathy and thoughtfulness
will always be remembered
with deep appreciation.*

*Thank you for the
beautiful plant - it
was very thoughtful!
The Rosin Family*



Thanks

Dear School District of Manawa,

Thank you very much for the beautiful plant in memory of my mother. It complimented her celebration very nicely and now will add cheerfulness to our home in her lovely memory.

Sincerely

Kathy Field

KOBUSSEN BUSES LTD.

March, 2018

Subject: Transportation update, March, 2018

To: Manawa School District

The Manawa School District completed 17 Trips during the month of March. These involved school field trips and sporting events.

March was a quiet month in regards to transportation. This month had snow day(s) & spring break.

During March, 2018 – buses left the yard a total of 360 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 17 trips.

Drivers had no incidents to report and by all accounts it was a fairly uneventful transportation month.... which isn't a bad thing.

April and May, as always will be busy months with sporting events and field trips before the end of the school year.

On April 24th drivers will be attending an in house training session conducted by Safety Director, Jeff Muskevitsch. This session will focus on Tornado awareness in relation to bus driver duties.

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

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

A Proclamation

Whereas the state of Wisconsin recognizes personal financial literacy as an essential element of a complete and balanced education for all students; and

Whereas students today face financial choices that have expanded well beyond what their parents or grandparents dealt with as teens and young adults; and

Whereas the economic stability of our communities and resulting growth of our state's economy will be influenced by the personal financial literacy skills our students gain during their school years; and

Whereas high-quality personal financial literacy education involves a wide range of partners, including educators, business and civic leaders and organizations, and local, regional, and statewide organizations; and

Whereas personal finance requires an interdisciplinary approach over a student's educational career and beyond to best prepare tomorrow's citizens for difficult financial decisions ahead; and

Whereas during this week we encourage everyone in Wisconsin to promote the role that personal financial literacy education has in producing engaged, successful college- and career-ready students;

Therefore, be it resolved that April 21 – 28, 2018, be declared Money Smart Week in Wisconsin.

MONEY SMART WEEK WISCONSIN



Tony Gu

State Superintendent of Public Instruction





Students choosing to excel; realizing their strengths.

To: Dr. Melanie Oppor
From: Michelle Pukita
Date: April 16, 2018
Re: Staff and Program Highlights for April

- **Forward Testing:**

Grades 4, 5 and six have completed the English Language Arts and Math portions of the Forward tests. Even though the weather put a few glitches into the testing schedule, the students are doing a great job of focusing and taking their time with the various tests. The Building Consultant Team and classroom teachers decided which students would benefit from DPI approved test accommodations that include text to speech and/or small group accommodations. These accommodations allow students to focus, take their time, and feel more confident in their abilities. Fourth grade will finish their testing the week of April 16th, and 3rd grade will complete their testing the week of April 23rd. The week of April 30th can be used for make-up tests if needed.

- **Jennifer Serravallo conference April 18th and 19th**

Jennifer Serravallo is the author of The Reading Strategies Book and The Writing Strategies Book. MES and Little Wolf Junior School use these strategy books to work with students on their reading and writing skills. Jackie Gast, Sarah Highlander, Cortney Stilen, Dawn Millard, and Becky Stormoen attended this conference and will be working with the rest of the staff on how to better teach the strategies to students. The following goals were attained during the conference:

- Understand how to use formative assessment information to find appropriate goals for each reader and each writer
- Craft explicit, clear strategies
- Coach and prompt readers and writers, and provide feedback as students practice strategies.
- Understand the structures and purposes of a variety of teaching methods used for differentiated instruction (conferences, small groups).

- **Earth/ Compassion (Kindness) Day April 20**

Compassion is one of MES's character traits. The staff will be implementing this character trait with Earth Day. The Lorax by Dr. Suess is the book teachers have shared with their students. The team building activities were planned around the theme of the book. Stations were set up by each grade level that classes and their teachers rotated through. Classes were paired up (older with younger) to emphasize the character trait compassion. Pictures of the event will be in next month's highlights.

- **Information about the Upcoming Art and Author night at MES on May 3rd**

For the last Title Parent event, MES is holding the art show along with the book fair and author night. The book fair begins immediately after school. The art show and author events start at 6:30. The author portion showcases MES students as the authors, demonstrating the different steps involved in the writing workshop process. The art show presents the artwork of MES students and staff. Come out and join us for this event.

Memo

To: Dr. Melanie Oppor
From: Dan Wolfgram
Date: 4/16/2018
Re: Staff and Program Highlights - April

Mr. Manawa: As part of a junior class fundraiser, the 2nd Annual Mr. Manawa competition took place on Sunday, March 25th. Six of Manawa's finest competed in fashion, talent, and a personal interview. Lane Kreklow emerged as the victor for 2018.



Middle School Parent Meetings: Principals Wolfgram and Pukita, along with representation from the Guidance Department and 6th- 8th-grade teachers have been conducting listening sessions with parents of 3rd- 5th grade. The purpose of the meetings is to explain the vision for an aligned 6th - 8th-grade building as well as to inform and collaborate with parents regarding their questions and concerns. The latest meeting had to be rescheduled due to this past weekend's storm. The meeting was moved to Thursday, April 19th at 3:30 p.m. The committee will continue to explore additional meeting times to accommodate parent schedules.

Tuesday, April 24th Cesa 6 Drug Presentation with Ted Neitzke: Ted Neitzke of CESA 6 will be returning to present a follow-up session on Thursday, April 5. This session is intended for parents and students. The focus will be on equipping parents with strategies to deal with child peer pressure, parent/child trust, and overall student safety. The session will be held in the high school commons from 6:00 – 7:30 p.m. Food will be provided



3rd Quarter PBIS Rewards: On Friday, April 13th, the 7th and 8th grade attended a movie in New London, while the high school staff cooked breakfast for the students and hosted a period of games in the gym. Students were well behaved, and the reward was enjoyed by a large number of students.

Math Gifted and Talented: Principal Wolfgram has been working with 3 students and their families who have been identified as gifted and talented in mathematics. The students will be given the opportunity to test-out of their existing Geometry class, and compact their next math class, Advanced Algebra. Ms. Eck will be facilitating their studies using PLATO from now through summer school.

Kiss a Pig Fundraiser: The FOR Club sponsored a fundraiser this past month with the intent of raising funds to bring back a speaker from Rachel's Challenge. They believe that school culture and its social relationship with its students and educational community are foundational to academic achievement. The program gives the students and educators what they need to collaborate, grow, learn, and support one another. Jars were placed in the front office with staff and students "stuffing" the jars to nominate the winner. Mr. Rohan and Mr. Koehler tied for the honor.



Annual FFA Banquet: Congratulations to Mrs. Cordes and all the FFA members on a successful banquet! Award winners included Outstanding Senior - Ethan Michalowski, DeKalb Award Winner - Matayah Pethke, Outstanding Junior - Kellynn Kaczorowski, Star Chapter Member - Callie Oltz, Star Greenhands - Alexis & Star Frasier.

Manawa FFA Alumni Scholarship Winners included Matayah Pethke, Ethan Michalowski, Bryce Millard, Sami Struzynski, Megan Pethke, Macy Krenke, Zach Teuscher, Lexi Pirk, Skye Ferg, Morgyn Zielke, and Ryan Schuelke. Seeger Memorial Scholarship Winner - Bryce Millard



Historic Snow: With the rescheduling of Prom 2018 and the cancellation of school on Monday, April 16th, Principal Wolfram took a few moments to document a few of the memorable levels of snowfall from the inside of the building. The 7-8 ft. drift seen in the pictures below runs along the back side of the building and completely obstructed exit from the band room door as well as the student exit by the choir room.



Congratulations to Art Team: On Friday April 13th, the SDM Art Team travelled to Madison to compete. 60 schools were in attendance and Manawa competed against 13 other schools in the Quiz bowl competition. The Wolves brought home the 3rd place trophy.

Individually, Brittany Besaw, Thompson Moser and Maquelle Moede each won 2 firsts; Jemimah Swanson, Devin Loughrin and Kathleen Phelan each won 1 first.

In summary, the whole team brought back, 9 gold medals, 5 silver, 2 bronze, and 1 honorable mention.

KOBUSSEN BUSES LTD.

March, 2018

Subject: Transportation update, March, 2018

To: Manawa School District

The Manawa School District completed 17 Trips during the month of March. These involved school field trips and sporting events.

March was a quiet month in regards to transportation. This month had snow day(s) & spring break.

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Drivers had no incidents to report and by all accounts it was a fairly uneventful transportation month.... which isn't a bad thing.

April and May, as always will be busy months with sporting events and field trips before the end of the school year.

On April 24th drivers will be attending an in house training session conducted by Safety Director, Jeff Muskevitsch. This session will focus on Tornado awareness in relation to bus driver duties.

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

Staff Wellness Committee Meeting

4/9/2018--ES Library 3:30 PM

In attendance: Kathy Field, Carmen O'Brien, Amy Anaya, Olivia Koehn

Minutes: Olivia Koehn

Staff Wellness Co-chairs: Carmen O'Brien and Cathy McCoy

- April Meeting: Committee policy update from Carmen O'Brien and Olivia Koehn
 - Share changes with the group--Dietary and fitness focus per state mandates that have not been approved yet
 - Focus of committee-- to ensure these goals are being met for students
 - How to move forward with the committee but meet the new policy requirements-- We have mostly focused on staff wellness and student focus
 - **Possibly dividing committee into 2 parts: Staff and students (Olivia, Food Service and Health/Phy Ed) and Staff Committee.**
 - **Policy and Personnel would propose division of the committees**

This Meeting: Board has approved the addition of the staff committee

- **This committee will continue to exist**
- **Plans for committee to move forward-Carmen and Cathy**
 - **How often meetings will occur-continue with meeting schedule for this year.**
 - **Plans for activities: weigh in Wednesdays, massages, and walking club continue, not only health wellness but also financial wellness. In May financial person coming from WEA to discuss retirement accounts/planning with teaching staff.**
- **Olivia-Go through and share all wellness materials with Carmen and Cathy**
- Extend membership invitations for new committee to Brenda Suehs, Kevin Murphy, Jill Krause, and Corrie Ziemer (some already are members)-Olivia will do, this committee will be separate.
- **Massage update from Kathy Field--Massages now occur every other Tuesday.**
 - Carmen set up appointment spreadsheet monthly and send out to staff
 - Kathy will let massage therapists know their hours and remind people with appointments for the next day.
 - Kathy will reserve rooms for massages
 - Amy is asking another massage therapist
 - Janine has stopped taking data but we had favorable responses from all
- **Walking Club Update-Cathy McCoy**

- Surveyed interest
- In progress
- Carmen will get a list of Wellness Grant finances left from the ThedaCare grant
- Committee will consider Biometric screening in June to offer in September or August.
- **Staff survey**--Amy Anaya sent out a survey to staff on wellness needs. Many ideas from last year came from fall survey and we have a lot of new staff this year. Incorporated a question about Vitality. We did double participation in Vitality last year (6-13%)
 - **Vitality challenge in June--do we want to do this, or do we want to schedule a session for vitality rep to come and invite staff to attend during our meeting?**
- Janine reached out to Jeff/Nate staff hours/machines available/lunchtimes for the weight room for staff.
 - **Staff can use it anytime, but not alone but--need a partner. There is a Facebook page with info-- announce this to individuals by email. Olivia: we are thinking Jeff should do that. Create email to staff regarding weight room use.--from Jeff**
- Meditation idea from Mrs. Zabler- We will reach out two teachers with YouTube videos to show to do a pilot study of how meditation works in the classroom. Carmen- before testing is a good idea. Deep breathing, visualization, calming.
 - Which teachers should we ask to try it? Calming techniques and flexibility
 - Gather videos and send to staff
 - Data gathering method?
- Tammi Jo Berg-offers yoga. If anyone would like to do this we could survey to see if there is staff interest.
 - Self-pay for the class, offer it after school?
- New Items?

Next meeting: May 15th at 3:30 at HS. Carmen will reserve. Carmen will send out agenda

Minutes of the March 21, 2018 Policy & Human Resources Committee Meeting

Called to Order at 5:04 pm by Chair Pethke in the MES Board Room

In attendance: Pethke, Forbes, J. Johnson, Dr. Oppor, Scheller, Nurse Koehn, Mr. LaValle

1. Vol. 27 No. 1 Updates.: Motion by J. Johnson/Forbes to recommend Vol. 27 No. 1 Updates for 1st Reading to full Board excluding policy 5330. Motion carried.
2. Bloodborne Pathogen Exposure Control Plan: Motion by J. Johnson/Forbes to recommend Bloodborne Pathogens Exposure Control Plan to the full Board. Motion carried.
3. Policy & Human Resources Committee Planning Guide: Informational.

Next meeting date: April 11, 2018 at 4:45 pm

Motion by J. Johnson/Forbes to adjourn at 6:33 pm. Motion carried.

J. Johnson, Recording Secretary



To: Dr. Melanie J. Oppor, BOE
From: Danni Brauer
Date: 4/17/18
Re: Special Ed/Curriculum Update

Special Education

- Mr. Carson is rolling out a service that the Paving the Way program will offer for downtown businesses. They will be washing outside windows for the buildings along Bridge St. They have received emails from Jamie Lane and Lisa Severson (owner of The Busy Bean). Lisa has also inquired about having students work on their skills in the coffee shop.
- Waupaca staff visited the Paving the Way Lab. We have Ashwaubenon and Rosendale-Brandon scheduled to visit in April. It has been fun to meet so many new educators.
- HS staff meet to discuss the possibility of moving forward with a catering business. The concern is there there won't be enough time in the day for students to be part of the business, take courses required for graduation, PAES Lab, and transition coursework. Mrs. Warning, Mr. Carson and Ms. Wortz will meet on May 16th to schedule students. This will help us decide whether or not students can fit it all in their schedules.
- Paving the Way has received 2 donations: \$500 from the Krause Foundation and \$100 from Heidi Johnson at worklifeready.com (the vender we purchases the PAES Lab through). The money will be used to outfit the kitchen with the needed equipment.
- I am thankful that I didn't have to be on TV for WBAY's focus story on Paving the Way's PAES Lab. It was fun to see what goes into those short stories. Hunter and Jolynn did a great job with their interviews. It was great to see them rise to the challenge.
<http://www.wbay.com/content/news/Manawa-paving-the-way-for-special-education-students--479573423.html>

Curriculum

- Staff who were asked to write curriculum maps last summer have finished the first drafts of their courses. I will look them over and then bring them to a group to vett and vertically align. The hope is that I will bring them to the Curriculum Committee in May.
- I was lucky enough to get be a judge for Ms. Breakers Shark Tank projects. It was really fun to see kids share their knowledge in a creative way.
- PD Planning is moving along. Our next step is to being planning district-wide PD for next school year. The 2 foci that were decided on are relationships (specifically teacher/student relationships) and differentiation. According to research and evidence, these 2 factors are a big influence on engagement and academic achievement.

Technology Board Report

April 19, 2018



Teaching & Learning Integration

WeVideo: The district is launching a small pilot to allow staff and students to explore the WeVideo video recording and editing platform. This tool would allow students another means to create content using their Chromebook devices.

The February technology inservice featured a session on this platform. It was heavily attended and had positive feedback. Based on feedback we are considering a one year contract with this vendor for students grade 5 through 12.

ManawaSchools.Info: As part of the new honor pass system we have launched a website to help staff and students schedule their sessions.

Technology Support

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

Budget & Planning

Printing Costs: The board piloted a paperless board meeting last month. We saved about \$40.00 in printing cost by not printing board packets. Next steps are to better leverage our PaperCut print management system to track user printing. That will better enable us to rollout cost saving changes for the 2018-19 school year.

Administrative Computing

District Website: The new district website has been launched. We are working with CESA to perform an ADA review. There is also an issue with the search feature that needs to be resolved.

<http://www.manawaschools.org/>

Network Operations

Wireless Access Configuration: Minor configuration changes have been identified that may slightly improve performance on Chromebook devices. These changes are not a high priority and are being delayed until summer. This delay is to avoid any risk with making system-wide changes during the last couple months of schools.

AGENDA
SCHOOL DISTRICT OF MANAWA
CURRICULUM COMMITTEE MEETING

Date: April 12, 2018

Time: 4:30 p.m.

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

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

In Attendance:

Timer:

4:43 P.M.

Recorder:

Bruce Hollman

1. FOSS Kit Purchase Update (Information)
2. PD Plan Update (Information)
3. Curriculum Writing Update (Information)
4. Summer Professional Development Update (Information)
5. February 19, 2018 Professional Development Update (Information)
6. Future Agenda Items / Board Committee Planning Guide
7. Next Meeting Date _____
8. Next Meeting Items:
 - a.
 - b.

1. FOSS Kit Purchase Update

Action Table

Foss Kits for phase III and final will be purchased July 1 to complete the series.

2. PD Plan Update

Action Table

One page will show the PD Plan for positive teacher-student relationships. Students should have at least one person to trust. (5-year plan)

3. Curriculum Writing Update

Action Table

Discussed what departments/subjects will write curriculum this summer.

4. Summer Professional Development Update

Action Table

Terat Aid / CPR refresher, Curriculum writing, NYCI (non violent crisis intervention), API - AP Institute learn how to teach real smart kids.

5. Next Meeting Date

May 8 @ 4:00 pm

Chair:

Bruce D. Scheller

Date: 4-12-18

Time: 5:36

Signature

Feb. PD Update - there will be national & international speakers. Always on Presidents' Day. Talking on closing the achievement gap between all students. CESA will sponsor them.

Minutes of the April 18, 2018 Finance Committee

Present: Pohl (c), R. Johnson, J. Johnson, Scheller, Oppor, O'Brien, members of food service and the public.

1. Monthly Financial Reports Informational.
2. Kobussen Buses Ltd., Contract Renewal: **Motion by J. Johnson/R. Johnson** to recommend Kobussen Buses, Ltd. Contract Renewal to full Board. Motion carries.
3. Student Accident Insurance Renewal - Student Assurance Services Inc.: **Motion by R. Johnson/J. Johnson** to recommend Student Accident Insurance Renewal with Student Assurance Services, Inc. to the full Board. Motion carries.
4. Resolution Authorizing the Adoption of the Wisconsin Other Post-Employment Benefits (OPEB) Trust Agreement as Amended and Single Advisory Contract as Amended: **Motion by J. Johnson/R. Johnson** to approve the resolution authorizing the adoption of the Wisconsin OPEB Trust agreement as amended and single advisory contract as amended. Motion carries.
5. Fund 49 Update: Informational.
6. Nexus Invoice #582: Informational.
7. Financial Forecast: Informational.
 1. Salary Advancements: Will bring back information.
 2. Insurances: Increases are looking much better, more info to come.
 3. Food Service RFP: Would not recommend at this time.
 4. 2018-19 Staff and Program Changes: Recommend move to summer rather than December

Next meeting date: May 2, 2018 at 6 pm

Motion by J. Johnson/R. Johnson to adjourn at 8:32 pm.

Joanne Johnson, Recorder

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

Date: April 18, 2018

Time: 5:30 p.m.

MES Board Room
800 Beech St., Manawa

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

In Attendance:

Timer: 5:30

Chair: Russ Johnson

Recorder: Stan Forbes

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. Gym Floors – Will be refinished on June 11 and 12 (Information)
 3. Generac Generator – Ordered and anticipated delivery any day now (Information)
 4. HS Kitchen Garbage Disposal – On order and will be installed by Woolsey (Information)
 5. MES Kitchen Dishwasher – Had not been getting up to temperature for sanitation and has now been repaired (Information)
 - a. Commercial Appliance replaced a faulty valve on the booster heater
 - b. Woolsey Plumbing replaced the calcified elements in the extra kitchen water heater
 6. MES Culligan Water Test (Information)
 7. Outfield Fence – Purchased and installed at Lindsey Field (Information)
 8. Wireless Scoreboard Controller (Information)
 - a. Ordered
 - b. Dave Mackoviak will be doing the electrical installation
 9. MES Suspended Light Cables (Information/Action)
 - a. May be included in EE lighting upgrades or may need to be in the B & G budget
 - b. Single broken cable was repaired; connected to beam
 - c. Quote from Dave Mackoviak on adding cables in MES cafeteria and library
 10. Track line painting (information/Action)
 11. SY1718 Maintenance Budget (Information / Action)
 - a. General Budget
 - b. Snow Removal
 12. Site Analysis & Feasibility Study (Information / Action)
 13. Update on Energy Efficiency Projects (Information / Action)
 - a. MES Boilers and Water Heaters (low voltage error message on boilers)
 - b. Additional Projects 2018-19: MES Chiller, Windows, Lighting and MES Secured Entrance
 14. Buildings & Grounds Committee Planning Guide (Information)
 15. Next Meeting Date: _____
 16. Next Meeting Items:
 - a.
 - b.
-
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 ?

~~Informational~~ Applying for this grant to make use of safety. Action Table

2. Gym Floors Informational Action Table

3. Generac Generator Informational Action Table

4. HS Kitchen Garbage Disposal Informational Action Table

5. MES Kitchen Dishwasher
a. Commercial Appliance replaced a faulty valve
b. Woolsey Plumbing replaced the calcified elements Informational Action Table

6. MES Culligan Water Test Informational Action Table

7. Outfield Fence Informational Action Table

8. Wireless Scoreboard Controller (Information)
a. Ordered
b. Dave Mackoviak will be doing the electrical installation Informational Action Table

9. MES Suspended Light Cables
a. May be Included in EE Lighting Upgrades or may need to be in B & G budget
b. Single broken cable was repaired; connected to beam
c. Quote from Dave Mackoviak on adding cables in MES Cafeteria and Library Informational Action Table

10. Track line painting Informational Action ____ Table ____

11. SY1718 Maintenance Budget
a. General Budget
b. Snow Removal Informational Action ____ Table ____

12. Site Analysis & Feasibility Study Informational Action ____ Table ____

13. Update on Energy Efficiency Projects
a. MES Boilers and Water Heaters
b. Additional Projects 2018-19: MES Chiller, Windows, Lighting and MES Secured Entrance
Informational Action ____ Table ____

14. Buildings & Grounds Committee Planning Guide Informational Action ____ Table ____

15. Next Meeting Date May 9, 2018 @ 6:15 pm

Chair: Russ Johnson Date: 4/18/18 Time: 6:45 PM
Signature

Motion To Adjourn: Bruce Scheller/Stan F.

~~A.~~ Carries

Minutes of the April 11, 2018 Policy & Human Resources Committee Meeting

Called to Order at 4:50 p.m. by Chair Pethke

In attendance: Pethke, Forbes, J. Johnson, Dr. Oppor, Scheller, Mr. Cobarrubias

1. NEOLA Technology Updates-Special Releases-Phase I: Motion by J. Johnson/Forbes to recommend NEOLA Technology Updates-Special Releases-Phase I to full Board for appropriate readings. Motion carried.
2. Complete NEOLA AG 2000 Series: Motion by J. Johnson/Forbes to recommend the full NEOLA AG 2000 Series to the full Board. Motion carried.
3. Social Media District Use Guidelines: Motion by J. Johnson/Forbes to recommend the Social Media District Use Guidelines to the full Board.
4. Policy & Human Resources Committee Planning Guide: Informational

Next meeting date: May 9, 2018 at 4:45 pm

Motion by J. Johnson/Forbes to adjourn at 5:25 pm. Motion carried.

J. Johnson, Recording Secretary



Book	Policy Manual
Section	Vol. 26, No. 2
Title	Vol. 26, No. 2 Revised WELLNESS
Number	po8510
Status	First Reading
Adopted	November 21, 2016
Last Revised	March 15, 2018

8510 - WELLNESS

As required by law, the Board of Education establishes the following wellness policy for the School District of Manawa as a part of a comprehensive wellness initiative.

The Board recognizes that good nutrition and regular physical activity affect the health and well-being of the District's students. Furthermore, research suggests that there is a positive correlation between a student's health and well-being and his/her ability to learn. Moreover, schools can play an important role in the developmental process by which students establish their health and nutrition habits by providing nutritious meals and snacks through the schools' meal programs, by supporting the development of good eating habits, and by promoting increased physical activity both in and out of school.

Healthy student behaviors and habits with regard to eating and exercise cannot be accomplished by the schools alone.

The Board sets the following goals in an effort to enable students to establish good health and nutrition choices to:

- A. promote nutrition education with the objective of improving students' health and reducing childhood obesity;
- B. improve the health and well-being of our children, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits;
- C. promote nutrition guidelines, a healthy eating environment, child nutrition programs, and food safety and security on each school campus with the objective of promoting student health and reducing childhood obesity;
- D. provide opportunities for every student to develop the knowledge and skills for specific physical activities, maintain physical fitness, regularly participate in physical activity, and understand the short and long-term benefits of a physically active lifestyle;
- E. promote the health and wellness of students and staff through other school-based activities.

Public Involvement

The District Administrator shall obtain the input of District stakeholders, to include parents, students, representatives of the school food authority, educational staff (including physical education teachers), school health professionals, School Board members, members of the public, and other school administrators in the development, implementation, evaluation, and periodic review and update, if necessary, of the wellness policy.

The wellness committee shall be an administrative committee with members recruited and appointed by the District Administrator.

Policy Leadership and Reporting Requirement

The District Administrator will oversee development, implementation, and evaluation of the wellness procedures and is authorized to designate a staff member or members with the responsibility to assure that wellness initiatives are followed in the District's schools.

The District Administrator shall conduct reviews of the progress toward school wellness procedures, identify areas for improvement, and recommend revision of procedures as necessary.

Before the end of each school year, the wellness committee shall submit to the District Administrator and Board their report in which they describe the environment in each of the District's schools and the implementation of the wellness policy in each school, and identify any revisions to the policy the committee deems necessary.

The District Administrator or a designee of the wellness committee shall report annually to the Board on the District's wellness programs, including the assessment of the environment in the District, evaluation of wellness policy implementation District-wide, and the areas for improvement, if any, identified. The District Administrator or a designee of the wellness committee shall also report on the status of compliance by individual schools and progress made in attaining goals established in the policy.

The program developed shall include the following items, along with any additional measures deemed appropriate:

- A. identify specific goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness, with consideration for evidence-based strategies;
- B. develop nutrition guidelines for all foods and beverages sold during the school day, that are consistent with Federal requirements for meal nutrition standards and smart snacks, and restricting marketing efforts to only those items that meet established guidelines;
- C. develop policies pertaining to other food items in the schools, including for classroom parties, birthday snacks, or other food items not for sale, but distributed in the schools;
- D. describes the process and public involvement in the development of the wellness program and initiatives.

Nutrition Education

- A. Nutrition education shall be incorporated into the Health curriculum and other aspects of the curriculum, including science, math, language arts, and elective courses in keeping with state required nutritional standards and benchmarks.
- B. Nutrition education shall be integrated into other subject areas of the curriculum, when appropriate, to complement, but not replace, the standards and benchmarks for health education.
- C. Nutrition education standards and benchmarks shall be age-appropriate and culturally relevant.
- D. Nutrition education shall extend beyond the classroom by engaging and involving the school's food service staff.
- E. Nutrition education shall reinforce lifelong balance by emphasizing the link between caloric intake (eating) and exercise in ways that are age-appropriate.
- F. Nutrition education benchmarks and standards include a focus on media literacy as it relates to food marketing strategies.
- G. Nutrition education standards and benchmarks promote the benefits of a balanced diet that includes fruits, vegetables, whole grain products, and low-fat and fat-free dairy products.
- H. Instruction related to the standards and benchmarks for nutrition education shall be provided by highly qualified teachers.

Nutrition Promotion

- A. School nutrition services shall use the Smarter Lunchroom Self-Assessment Scorecard to determine ways to improve the school meals environment.

Physical ActivityA. Physical Education

1. A sequential, comprehensive physical education program shall be provided for students in K-12 in accordance with the physical education academic content standards and benchmarks adopted by the State.
2. The sequential, comprehensive physical education curriculum shall provide students with opportunities to learn, practice, and be assessed on developmentally appropriate knowledge, attitudes, and skills necessary to engage in lifelong, health-enhancing physical activity.
3. Planned instruction in physical education shall be sufficient for students to achieve a proficient level with regard to the standards and benchmarks adopted by the State.
4. All students in grades K-6, including those with disabilities, special health care needs and in alternative educational settings (to the extent consistent with the students' IEPs), shall receive instruction in physical education for 3 days per week for 30 minutes for the entire school year.
5. All students in grades 7-8, including those with disabilities, special health care needs and in alternative educational settings (to the extent consistent with the students' IEPs), shall receive instruction in physical education for forty (40) minutes every other day for the entire school year.
6. All students, including those with disabilities, special health care needs and in alternative educational settings (to the extent consistent with the students' IEPs), shall receive instruction in physical education for at least 1.5 semesters in grades 9-12.
7. The physical education curriculum shall provide sequential instruction related to the knowledge, attitudes, and skills necessary to participate in lifelong, health-enhancing physical activity.
8. The sequential, comprehensive physical education curriculum shall stress the importance of remaining physically active for life.
9. Planned instruction in physical education shall teach cooperation, fair play, and responsible participation.
10. Planned instruction in physical education shall meet the needs of all students, including those who are not athletically gifted.
11. Planned instruction in physical education shall be presented in an environment free of embarrassment, humiliation, shaming, taunting, bullying, or harassment of any kind.
12. Planned instruction in physical education shall take into account gender and cultural differences.

A. Physical Activity

1. Physical activity should not be employed as a form of discipline or punishment.
2. Physical activity and movement should be integrated, when possible, across the curricula and throughout the school day.
3. The school should provide information to families to encourage and assist them in their efforts to incorporate physical activity into their children's daily lives.
4. The school may provide students in grades 9-12 with the opportunity to use physical activity in which they participate outside the regular school day (other than organized interscholastic athletics) to satisfy physical activity requirements.
5. In addition to planned physical education, the school should provide age-appropriate physical activities (e.g., recess during the school day, intramurals and clubs before and after school, and interscholastic sports) that meet the needs of all students, including males, females, students with disabilities, and students with special health care needs.
6. All students in grades 7-12 shall have the opportunity to participate in extracurricular activities and intramural programs that emphasize physical activity.
7. All students in grades 5-12 shall have the opportunity to participate in interscholastic sports programs.
8. Schools should discourage extended periods of student inactivity.

Other School-Based Strategies for Wellness:

- A. Students, parents, and other community members shall have access to the school's outdoor physical activity facilities outside of the normal school day.
- B. An organized wellness program shall be available to all staff.
- C. The schools may demonstrate support for the health of all students by hosting health clinics and screenings and encouraging parents to enroll their eligible children in Medicaid or in other children's health insurance programs for which they may qualify.

Additional Strategies for Consideration:

- A. The school shall provide attractive, clean environments in which the students eat.
- B. Students are permitted to have bottled water in the classroom.
- C. Activities, such as tutoring or club meetings, shall not be scheduled during mealtimes, unless students may eat during those meetings.
- D. Schools in our system utilize electronic identification and payment systems, therefore, eliminating any stigma or identification of students eligible to receive free and/or reduced meals.
- E. Students are discouraged from sharing their foods or beverages with one another during meal times, given concerns about allergies and other restrictions on some students' diets.

Furthermore, with the objectives of enhancing student health and well being, and reducing childhood obesity, the following guidelines are established:

- A. In accordance with Policy 8500, entitled Food Service, the food service program shall comply with Federal and State regulations pertaining to the selection, preparation, consumption, and disposal of food and beverages as well as to the fiscal management of the program.
- B. As set forth in Policy 8531, entitled Free and Reduced Price Meals, the guidelines for reimbursable school meals are not less restrictive than the guidelines issued by the U.S. Department of Agriculture (USDA).
- C. The food service program will strive to be financially self-supporting; however, if it is necessary to subsidize the operation, it will not be through the sale of foods with minimal nutritious value.
- D. The school food service program may involve students, parents, staff, and school officials in the selection of competitive food items to be sold in the schools.
- E. The food service program shall be administered by a director who is properly qualified, certificated, licensed, or credentialed, according to current professional standards.
- F. All food service personnel shall receive pre-service training in food service operations.
- G. Continuing professional development shall be provided for all staff of the food service program.

Public Notice

The District Administrator shall be responsible for informing the public, including parents, students, and community members, on the content and implementation of this policy. In order to inform the public, the District Administrator shall post the wellness policy on the District's website, including the implementation assessment of the policy prepared by the District.

Record Retention

The District Administrator shall require that the District retains documentation pertaining to the development, review, evaluation, and update of the policy, including:

- A. copy of the current policy;
- B. documentation pertaining to the most recent assessment of the implementation of wellness initiatives identified in the policy;
- C. documentation of efforts to publicize the policy;
- D. documentation of efforts to review and update the policy, including identification of the participating and invited stakeholders.

Review of this policy shall occur every three (3) years, by a committee appointed by the Board, consisting of a representative(s) of the Board, the administration, the food service provider, the parents, the students, and the public. The committee shall provide the Board with a review of the performance of the programs and any recommended changes to this policy.

Legal 42 U.S.C. 1751 et seq.
 42 U.S.C. 1771 et seq.

Last Modified by Melanie Oppor on March 15, 2018



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 ~~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
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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 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.

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.

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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

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:

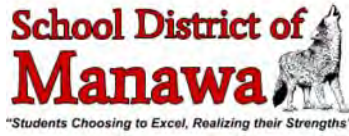
- A. weapons under the control of law enforcement personnel while on duty, or qualified former law enforcement officers, off duty law enforcement officers, or out-of-state law enforcement officers;
- B. items pre-approved by the Board as part of a class or individual presentation under adult supervision, 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:

1. ~~()~~ author;
2. ~~()~~ title;
3. ~~() publisher;~~
4. ~~()~~ the complainant's familiarity with the material objected to;
5. ~~()~~ sections objected to by page and item;
6. ~~()~~ 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:~~

1. ~~() one (1) or more professional staff members including _____;~~
2. ~~() 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 ~~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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Book	Policy Manual
Section	Special Release - Tech Update - Phase I
Title	Copy of Special Release - Tech Update - Phase I Revised WEB CONTENT AND FUNCTIONALITY SPECIFICATIONS
Number	ag7540.02
Status	First Reading

7540.02 - **WEB PAGE CONTENT AND FUNCTIONALITY SPECIFICATIONS**

These guidelines and AG 5723 and AG 7540 ~~and Form 7540.03-F1, Form 7540.04-F1, and Form 7540-F4~~ will apply to all web pages/content on the Board's ~~affiliated servers or District-affiliated servers,~~, whether created by ~~schools, departments,~~ staff, students, or ~~other persons~~contracted third parties. The District Administrator retains final editorial authority over all content placed on the Board of Education's servers or District-affiliated servers and displayed on the Board's website(s). The District Administrator has the right to remove pages or links from any web page based upon his/her determination of inappropriate content.

The District's website(s) serve(s) as instructional, communication, and public relations tools. The web pages aim to provide timely, supportive, and educational information to students, parents, staff, and the _____ community. The website(s) are created in order to facilitate access to a wide variety of rich media and educational resources that directly support student achievement, professional development, and organizational effectiveness.

(x) The District strives to deliver a website(s) that is/are (x) responsive and (x) adaptive so it/they can be viewed in an optimal manner (x) on a computer and mobile device all devices. ~~(To maximize usability, it is recommended that web content be presented in a simple page design, employ large font sizes and big, touchable buttons that accommodate larger fingers, and place critical information "above the fold."~~ Additionally, key information such as the District's name, contact information, and a link to a table of content/sitemap should be placed in the top left corner of the home page so it is easy to find.)(-)

~~"Responsive" design "uses CSS (Cascading Style Sheets) technology to create a single version of a website that auto-adjusts to display properly on all devices except the oldest cellphones." "Adaptive" design "detects and identifies the user's device and then generates a page matched to the device capabilities." ("How to Make Your Website More Mobile-Friendly" — DRAFTING NOTE: <https://www.entrepreneur.com/article/226575> [accessed 7/7/2016])~~

Website Accessibility

The District is committed to providing individuals with disabilities with an opportunity equal to that of their nondisabled peers to participate in the District's programs, benefits, and services, including those delivered through electronic and information technology. To this end, the Technology Director is charged with taking appropriate measures to audit, review, and recommend improvements to the District's website(s) allow(s) persons with disabilities to acquire the same information, engage in the same interactions, and enjoy the same benefits and services within the same timeframe as their nondisabled peers, with substantially equivalent ease of use, not be excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any District programs, services, and activities delivered online, as required by Federal and State law, and receive effective communication with District programs, services, and activities delivered online.

(x) The District measures the accessibility of online content and functionality according to the World Wide Web Consortiums (W3C's) Web Content Accessibility Guidelines (WCAG) 2.0 and the Web Accessibility Initiative Accessible Rich Internet Applications Suite (WAI-ARIA) 1.0 for web content (Benchmarks for Measuring Accessibility) (.), which are incorporated by reference.

~~[DRAFTING NOTE: OCR recommends WCAG 2.0 Level AA. The standards can be located at <https://www.w3.org/TR/WCAG20/> and <https://www.w3.org/TR/wai-aria/> (accessed 7/7/2016)]~~

All new, newly-added and modified web content and functionality must be accessible to individuals with disabilities (x) as measured by conformance to the Benchmarks for Measuring Accessibility [End-of-Option], except where doing so would impose a fundamental alteration or undue burden. This provision also applies to the District's online content and functionality developed by, maintained by, or offered through a third-party vendor or through the use of open sources.

(x) When the fundamental alteration or undue burden defense applies, the District will provide equally effective alternate access. In providing an equally effective alternate access, the District will take any actions that do not result in a fundamental alteration or undue financial and administrative burden, but nevertheless provide that, to the maximum extent possible, individuals with disabilities receive the same benefits or services as their nondisabled peers. That said, alternatives are not required to produce the identical result or level of achievement for persons with and without disabilities, but must afford persons with disabilities an equal opportunity to obtain the same result, to gain the same benefit, or to reach the same level of achievement, in the most integrated setting appropriate to the person's need.

(x) Only the District Administrator, after considering all resources available for use in the funding and operation of the service, program, or activity, may determine an undue burden or fundamental alteration defense is applicable. In making such a determination, the District Administrator will

document the reasons s/he reached that conclusion (x), including the costs of meeting the applicable Benchmarks for Measuring Accessibility on a given web page or site, and the available funding and other resources. Additionally, the District Administrator will describe how the District will provide equally effective alternate access.

The District's website will include on its homepage and throughout the website (including all subordinate pages and sites), a notice to persons with disabilities regarding how to request the webmaster or another appropriate person to provide access to (or notify the District regarding) content or functionality that is currently inaccessible. The notice will also include information or an accessible link to information instructing individuals with disabilities how to file more formal complaints under Section 504 and/or the ADA.

(x.) The Technology Director will set up a system to routinely audit/test the accessibility of all web content and functionality. This system must include processes to verify claims of accessibility by third-party vendors or open sources. The purpose of the audit is to identify any web content or functionality that is inaccessible to persons with disabilities. The person/entity who conducts the audit shall report to the District Administrator ~~and Technology Director [End of Option]~~ the results of the audit so that appropriate action can be taken to address any inaccessibility. (x) The audit shall include the District's home page, all subordinate pages, school intranet pages and sites, and third party websites that are used to convey information or otherwise deliver a school district service. (x) The person/entity conducting the audit ~~will~~ (x) may seek input from members of the public with disabilities, including parents, students, employees, and others associated with the District, and other persons knowledgeable about website accessibility, regarding the accessibility of the District's web content and functionality. (↔)

The District will provide ~~(annually [End of Option])~~ website accessibility training to all appropriate personnel, including, but not limited to: content developers, webmasters, procurement officials, and all others responsible for developing, loading, maintaining, or auditing web content and functionality. (x) The District will maintain documentation of the training it delivers, including a list of attendees and their positions, a description of the delivered training content, and the presenter/trainer's credentials for providing such training. →

Individuals responsible for designing, developing and producing web content are expected to employ universal design principles to create web pages and sites that allow persons with the disabilities ~~identified at the end of this document [End of Option]~~ to access the information and content on the District's website. By following the web content design criteria set forth below, the designers and authors of the District's website(s) can improve the opportunities for persons with disabilities to access the information and content contained on the web pages that make up the District's website(s). (↔)

First Page of the Site

The first page of the website should contain:

- A. the index or table of contents for the site;
- B. a school name, address, and phone number;
- C. the webmaster and e-mail address of the person responsible for the site;
- D. a date when the page was last updated or modified;
- E. default index page index.html;
- F. a link to the Board's web site;
- G. identification of ~~(or a link to)~~ the Board's agent to receive notification of claimed copyright infringement (including name, mailing address, telephone number, fax number, and e-mail address).

Organization of Site Structure

- A. The overall plan or file structure should provide quick access to information and help the user understand how the information is organized. It is recommended that a storyboard be used to plan the website.
- B. Each page should be designed with the audience and goal in mind.
- C. A basic page format should be used, e.g. use the same background, locate navigation tools in the same place on the page, have consistent link appearance, and have consistent font size and type. Be consistent on all pages.
- D. The title bar should include the school name in the
- E. Limit page length, keep the HTML documents as small as possible.
- F. The website may include areas such as staff information, student projects, calendar, school information and mission statement, technology plan, and geographical information.
- G. There should be a "mail to" link that provides a means of feedback on all main pages.

Keep Your Web Site Current

- A. Pages should be checked regularly to ensure that links are working and meet Board standards. Check to make sure all internal and external links work properly.
- B. Remove expired date-related items.
- C. Maintain and update files/content by removing unneeded or outdated files.

Grammar and Spelling

- A. All pages should be grammatically correct.
- B. All words should be spelled correctly - web pages should be spell checked.

Navigation Tools

All pages should include a "back to" main menu in order to provide a link back to the website index_or home page, or a "skip to main content" link in the upper left corner that allows users to jump past repetitive navigation options.

~~(-) Backgrounds~~

- ~~A. Keep backgrounds simple. Light colors are better. Select backgrounds that make text easy to read.~~
- ~~B. Keep background tiles small.~~
- ~~C. Backgrounds should be in GIF format.~~
- ~~D. Re-use background images, pages will reload quicker and the user will be able to view your pages with ease.~~
- ~~E. Do not use a background to convey information.~~
- ~~F. Do not "name" your colors. For example, Netscape allows you to use the following tag: `body bgcolor="green"` with opening and closing "`<>`" and your background will be green. This is a tag specific to Netscape and not necessarily supported by other browsers. Use the hexadecimal number for colored backgrounds. If using a tiled image, make the background color approximately the color of the tiled image.~~

[End of Options]

~~[DRAFTING NOTE: This topic is addressed in the Benchmarks for Measuring Accessibility]~~

~~Copyrights~~ Intellectual Property

- A. All web-site authors must follow all applicable and existing copyright intellectual property laws (copyright and trademark) pertaining to the use of text, images, ~~and audio~~/sounds, and hyperlinks to other web sites/pages. (see AG 2531)
- B. The Board retains proprietary rights to web sites/pages hosted on ~~Board-affiliated~~ its servers, absent written authorization to the contrary.

Naming Structure

- A. Use all lower-case letters for names of documents and graphics.
- B. Do NOT use any spaces or other symbols in naming HTML documents or graphics.

Graphics/Video/Audio

- A. Smaller is better, images should be less than 50k.
- B. Pictures need to be in GIF, PNG, or JPEG format.
- C. Always use width and height tags.
- D. Provide short, simple, and meaningful alternative text for all graphical features. Use the "alt" tag to describe your picture for text-only browsers.
- E. Use GIF format for drawings and line art.
- F. Use JPEG or PNG ~~f~~Format for photographic color images.
- G. Re-use graphics when appropriate. When graphics are re-used, they remain in the computer and will load more quickly onto a web page.
- H. Avoid using flashing content, as it may cause seizures in susceptible users.
- I. Provide transcripts, descriptions, or captions for video and audio files to assist persons with visual and hearing disabilities.

HTML Standards

It is reasonable to expect that users will see your page using a variety of browsers including Google Chrome, Netscape, and Windows ~~Microsoft Internet Explorer/Edge, Apple Safari, and Mozilla Firefox~~. It is recommended that you:

- A. check test your web pages on a variety of browsers, including text-only browsers and at a variety of screen resolutions to confirm the pages look right to the greatest number of users;
- B. check your website on multiple platforms, and test pages on small screens to confirm the pages do not bleed off the screen;
- C. use standard, universally recognized HTML tags - ~~and do not~~ Do Not use tags which are specific to one (1) browser;
- D. use HTML syntax checkers to search your site for programming mistakes.

Frames and Special Formats

Do not use frame pages. If you do and you link to external content, make sure you are not infringing on any copyrights associated with the website/page to which you are linking. Additionally, if you use frames, make alternative versions of those pages that persons with disabilities can use. To make them accessible to screen reader devices, add meaningful titles to each frame so user can navigate between them easily.

Provide text-based delivery alternatives for as much information as possible. Do not rely solely on special formats (e.g. Adobe Acrobat) that can be more difficult for text and voice systems to read.

Use of Student Names, Pictures, Original Work, and E-mail Addresses

The Board **will allow/permits** the use of photographs of students, names of students, and displaying original work of students on websites in accordance with the following guidelines:

- Identifiable photographs, videos, audio, or likenesses of students and/or student's first names may be placed on the Internet only after the appropriate release form has been signed by the parents or guardians. **[NOTE: The FBI recommends that schools not post: children's names or photos; personal information about students; activity schedules. If a school publishes student pictures on the Internet, the FBI recommends only posting distant group pictures, angled heads, and faces should be unidentifiable.]**
- Last names of students and students' e-mail addresses should never be used.
- Original work by students such as artwork, poetry, essays, performances, etc. may be placed on the website only after the appropriate release form has been signed by the parents or guardians.

Prohibited Uses

Under no circumstances may a web page hosted on the Board's servers 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 contained on the District's website may:

- 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;
- link to a website of another organization if the other website includes such a message; or
- communicate information that supports or opposes any labor organization or any action by, on behalf of, or against any labor organization;
- include defamatory, libelous, or obscene matter;
- promote alcoholic beverages, cigarettes or other tobacco products, or any illegal product, service, or activity;
- promote illegal discrimination on the basis of race, sex, color, religion, national origin, disability, age, ancestry, or any other protected classification under State or Federal law.

Additionally, no web pages may contain obscene, profane, vulgar, sexually explicit, defamatory, harassing or abusive language, or be utilized to intimidate or bully another person.

Content for the District's Website(s)

All subject matter on web pages must relate to curriculum, instruction, school-authorized activities, general information, supporting student safety, growth and learning, or public information of interest to community members. The following information/content will/may be addressed in the District's website(s): **[NOTE: THERE ARE SIGNIFICANT ISSUES, BOTH FROM A LEGAL LIABILITY AND REASONABLE, COMMON SENSE STANDPOINT THAT NEED TO BE ADDRESSED WHEN SELECTING THE TYPE OF CONTENT TO INCLUDE ON A WEBSITE. DISTRICTS ARE ENCOURAGED TO DISCUSS THESE ISSUES WITH THEIR LEGAL COUNSEL BEFORE DECIDING ON WHAT INFORMATION TO PLACE ON WEB PAGES HOSTED BY THE DISTRICT]**

(x) School Contact Information

(x) Name

(x) Physical address

(x) E-mail

(x) Web address

(x) School Background

(~~x~~) History

(x) Mission

(x) Song

(x) Logo

(~~x~~) Virtual School Tour

(~~x~~) Directions

(~~x~~) Map

(~~x~~) Photos

(~~x~~) Classrooms

- Video
- Live cams

School Accomplishments

- Awards
- Achievements
- Grants
- Special thanks

School Announcements

- Events
- Schedules - including bus schedules
- Calendars
- Timelines
- Lunch menus

News and Information

- Agendas and minutes
- Newspaper
- Ezines
- Announcements - closings (e.g., snow days) or delayed starts
- Employment opportunities

School Policies and Procedures

- Mission
- Philosophy
- Handbooks
- Curriculum guides
- Policies
- Programs
- Administrative Guidelines/Regulations/Procedures

People Information

- Staff/Administration
 - Principal welcome
 - Directory (name, position, contact info)
- Teacher pages
 - Directory (name, position, contact info)

Class or Grade Level Pages

- Classroom
- Projects
- Assignments
- Themes
- Field trips

Student Pages

- Project posting
- Sharing

~~(-) Links to personal pages (off-site)~~

(x) Support Departments

(x) Content area departments

(x) Library/Media

(x) Technology

(x) Health Services

(x) Transportation, including bus routes

(x) Art and Music

(x) Sports

(x) Clubs

(x) After school programs

(x) Special programs (special education, etc.)

(x) Curriculum Connections

(x) Student resources

~~(-) Assignments~~

~~(-) Course information~~

~~(-) Projects~~

~~(-) Popular/relevant links (developmentally appropriate, curriculum-relevant content)~~

(x) Teacher resources

~~(-) Lesson plans~~

(x) Professional development

(x) Popular/relevant links

(x) Parent resources

(x) Parenting resources

(x) Popular/relevant links

(x) Curriculum Materials

~~(-) Online curriculum materials—lessons, activities, homework~~

~~(-) Grades~~

(x) Community Information and Outreach

(x) Local Information

~~(-) Weather~~

~~(-) Geography~~

~~(-) Demographics~~

~~(-) Culture~~

~~(-) Events~~

~~(-) Attractions~~

~~(-) Library~~

(x) Local Resources

~~(-) Natural and historical resources~~

~~(-) Business and Nonprofit contacts~~

~~(-) Business Connections~~

~~(-) School supporters~~

~~(-) Grants~~

~~(-) Free advertising~~

Call for Participation

Volunteers

Wish list

Funding needs

Gather information/feedback from parents and community

Neither staff nor students may publish on the District's website personal pages or pages for individuals or organizations not directly affiliated with the District.

Website/Page Evaluation

Before releasing or publishing a website/page, Technology Director _____ (building principal, sponsoring teacher, central office administrator, technology coordinator, etc.) shall conduct a website/page evaluation to assess the following criteria: age appropriateness (appealing and readable); content (relevant, accurate, complete, objective, current, clear and concise, informative, appropriate, links working); intellectual property issues (sources cited; sponsoring organization identified [i.e. class, school, activity]; releases obtained); format (accessible, navigation, searchable, functional/useable, download speed, pages dated as to creation/updated).

The Technology Director will also assess the web pages/site's accessibility.

Disclaimers

Links to the following disclaimers shall be utilized as appropriate on the District's Web pages:

Links+

CHOOSE OPTION #1, OPTION #2 OR OPTION #3

OPTION #1

-

~~"The _____ School District makes every effort to verify that all links are operational and all information is accurate, appropriate and of high quality. The District expects that these standards are met. The viability of links that are not created through our District cannot be guaranteed."~~

END OF OPTION #1

OPTION #2

~~"Links to external websites are included if they add information that may aid the user, and are included only as a public service. Every effort is made to verify that the links are educational in nature, and related to the District's educational mission, but the Internet is dynamic and volatile, and web pages can change suddenly and rapidly. It is not unusual to find information or images that are objectionable. Inclusion of a link does not constitute endorsement by the District of that site, or of any third party sites to which it may be linked. The user is advised that once you leave the District's website(s), even through links included on these pages, you may encounter inappropriate, illegal or inaccurate material. The District is not responsible for the external content, or for any fees associated with the use of an outside site. Proceed at your own risk."~~

END OF OPTION #2

OPTION #3

"The links in this area will let you leave the District's website(s). The linked sites are not under the control of the District and the District is not responsible for the contents of any linked sites, or any links contained in a linked site, or any changes or updates to such sites. The District is providing these links to you only as a convenience and the inclusion of any link does not imply endorsement of the site by the District."

END OF OPTION #3

Student Developed Web Pages: "All web pages created by students and student organizations on the District's computer system will be subject to treatment as School-sponsored publications. As such, the District reserves the right to exercise editorial control over such publications in accordance with Policy 5722 – School-Sponsored Publications and Productions."

Domain Name and Copyright: "The District has registered its domain name(s) for the purpose of exclusive Internet identification. The District asserts copyright, trademark, and/or other intellectual property rights in its domain name, district identification, district logo, and all content on the District's website(s). All rights are reserved. Outside parties, including parents, patrons, or outside organizations may not use District and/or school domain names in connection with the publication of web content. Under no circumstances shall any party use District and/or school domain names to promote political issues, causes, or candidates."

General Disclaimer: "Information provided on the website carries no express or implied warranties as to accuracy, timeliness, or appropriateness for a particular purpose; in addition, the Board disclaims owner responsibility for content errors, omissions, or infringing material, and disclaims owner liability for damages associated with user reliance on information provided at the site."

Events: "Visitors rely on information on the website at their own risk. Times and dates are subject to change and spectators or audiences are strongly encouraged to contact the school for the most recent schedule."

~~Examples of Disabilities and How they Affect People's Abilities to Perceive and Use Websites/Pages.(-)~~

~~Visual Disabilities~~

~~Blindness—People with no sight typically browse the Internet using voice output software or refreshable Braille hardware. Such devices "read" what is on the screen to the user.~~

~~—Individuals who have limited vision may use Low vision screen enlarging software.~~
~~Color blindness—To perceive color differences on a computer monitor, individuals with color blindness need high contrast. Also, designers/developers/authors should be mindful of the forms of color blindness when choosing color schemes. Typical color blindness involves the inability to distinguish between red and green, blue and green, or blue and yellow; some people see black and white only.~~
~~Auditory Disabilities~~
~~—People who cannot hear, experience a website/page only through its text, graphics/images.~~~~Deafness and video.~~
~~—Individuals with limited hearing may use sound enhancing peripherals.~~~~Hard of hearing~~
~~Physical/Motor Disabilities~~
~~People with physical disabilities or limited fine motor skills may have difficulty with the following computer related tasks:~~

- ~~• Detailed manipulation of input devices such as a mouse or roller ball.~~
- ~~• Holding down multiple keyboard keys simultaneously.~~

~~Cognitive/Language Disabilities~~

~~Typical problems for people who have cognitive disabilities or disabilities that affect their language skills include the following:~~

- ~~• Difficulty with spatial reasoning and/or visualization skills.~~
- ~~• Difficulty reading and/or understanding written text (e.g. persons with dyslexia).~~

Persons wanting to learn more about web accessibility standards and guidelines should consult the following Internet sources:

The Access Board (www.access-board.gov) - Federal agency dedicated to accessible design.

World Wide Web Consortium (www.w3.org) - organization developed "Web Content Accessibility Guidelines (WCAG) 2.0" and the "Web Accessibility Initiative Accessible Rich Internet Applications Suite (WAI-ARIA) 1.0."

Staff Information

District web pages shall not contain the following staff information without the explicit written permission of the staff member:

- Identifiable photographs, videos, or likenesses of staff.
- A staff member's electronic mail addresses, personal telephone numbers, street addresses, or any other identifying information of a personal nature.

Web pages may contain a staff member's title, work telephone number, work electronic mail address, the building or facility they are employed in, and other work-related information to facilitate communications with parents and other outside correspondents.

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

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Book	Policy Manual
Section	Special Release - Tech Update - Phase I
Title	Special Release - Tech Update - Phase I New STAFF AND STUDENT TRAINING REGARDING THE INTERNET
Number	ag7540A
Status	Proposed to Policy & Human Resources Committee

7540A - STAFF AND STUDENT TRAINING REGARDING THE INTERNET

As set forth in Policy 7540.03 – Student Technology Acceptable Use and Safety and Policy 7540.04 – Staff Technology Acceptable Use and Safety, the District will provide students and staff members with the training required by Federal and State law.

In addition, staff members and/or students shall be provided the following information/training concerning the use of the Internet:

- A. ~~(-) Use of the Internet is to be related to one or more courses of study and is not to be used by staff or students for discriminatory or unlawful purposes. All student use is to be supervised by a staff member or approved volunteer who has signed the Staff Technology Acceptable Use and Safety Agreement Form 7540.04 F1.~~
- B. ~~(-) Prior to disseminating personally identifiable information across the Internet about a student, signed parental permission forms must be on file. [NOTE: THIS OPTION IS NOT RECOMMENDED WITH RESPECT TO INCLUDING STUDENT NAMES ON WEBSITES; THE FBI RECOMMENDS THAT NO PERSONAL INFORMATION ABOUT A STUDENT SHOULD BE PLACED ON SCHOOL DISTRICT WEBSITES, EVEN WITH PARENT PERMISSION.]~~
- C. ~~(-) Because of the vast amount of information that can be retrieved from the Internet, teachers are responsible for training students to use proper research skills when retrieving information. It is inappropriate, costly, and a waste of valuable instructional time for staff and/or students to download large quantities of information that has not been checked ahead of time for accuracy, relevancy, and probable usage. It may be helpful, therefore, for teachers to conduct some controlled exercises with students on how to differentiate between websites that are "attractive but superficial or irrelevant" from those that are "attractive, substantive, and relevant".~~
- D. (x) Staff members need to have back-up plans or contingency procedures in place for times when the Internet may not be accessible. Since the Internet is primarily a data-gathering mechanism, alternative sources for needed data should be available so that students can accomplish the purpose of the instruction within the established class period.
- E. (x) The Student and Staff Technology Acceptable Use and Safety Agreements, Form 7540.03 F1 and Form 7540.04 F1, prohibit the use of the Internet for illegal, unethical, or harassing purposes or to obtain information that could be considered obscene, pornographic, or unsuitable for children. If a question of interpretation arises concerning the definition of these terms, the District Administrator shall have the authority to determine whether the website is appropriate or the use is permissible. Prior to accessing or allowing access to information that the staff member is unsure about, s/he should consult with Technology Director _____.
- F. (x) As students and/or staff members complete projects that reflect unusual and creative applications of technology, the projects should be shared with the building principal or Technology Director _____ so that proper publicity can be created as appropriate to the project. It is essential that the Student and Staff Technology Acceptable Use and Safety Agreements, Form 7540.03 F1 and Form 7540.04 F1, address the issue of the proprietary rights related to the design and development of web pages, sites, services or apps hosted on Board-owned or District-affiliated servers that are created during work time as part of an employee's job responsibilities (staff) or as a class assignment (students).

This information can be provided through written guidelines, professional development seminars, faculty and student meetings, and introductory remarks at the beginning of a course.

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Legal	948.11, Wis. Stats. 947.0125, Wis. Stats.
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Book AG 1st Draft Clean
Section 2000 Program
Title CHARACTERISTICS OF AN EFFECTIVE STATEMENT OF EDUCATIONAL OUTCOMES
Number ag2131
Status First Reading

HOLD PER REQUEST—STILL NEEDS COMPLETED!

2131 - **CHARACTERISTICS OF AN EFFECTIVE STATEMENT OF EDUCATIONAL OUTCOMES BENCHMARKS**

The following characteristics should be true of the educational outcomes benchmarks that will guide the District's curriculum.

- A. () Each outcome benchmark should be concise and understandable to staff, students, parents, and the community.
- B. () Each outcome benchmark should encompass previous learnings and require the student to integrate and then apply certain knowledge, skills, and attitudes in order to demonstrate achievement of the academic standard(s)_objective-
- C. () Each outcome benchmark should constitute learning that is:
 - 1. () durable - will be useful to the student for a considerable period of his/her lifetime;
 - 2. () significant - will have a major effect on upon how the student will function;
 - 3. () transferable - will be useful in meeting needs in other educational programs, the world of work, and/or the student's personal life.
- D. () Each outcome benchmark should be feasible for the staff and students to accomplish.
- E. () Each outcome benchmark should be measurable on a cumulative basis and at different stages of the student's career in the District and the measurement should be both valid and reliable.
- F. () Each outcome benchmark should be accompanied by both the criteria by which the learning will be judged and the standards of quality which will apply.

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Book AG 1st Draft Clean
Section 2000 Program
Title CURRICULUM DEVELOPMENT
Number ag2210A
Status First Reading

HOLD PER REQUEST – STILL NEEDS COMPLETED!

2210A - CURRICULUM DEVELOPMENT

The District's curriculum development will be managed through the leadership of the Curriculum Director, _____
(committee or administrator)

A. ~~()~~ The _____ will be a standing committee. The people on this committee may change from time to time, but each of the areas of membership must be represented at all times.

B. Responsibilities

- continually evaluate selected areas of the District's curriculum
- establish priority areas for revision
- establish working committees in the selected areas
- maintain liaison with working committees to determine progress and assist with possible problems
- determine how best to implement a newly developed or revised course of study including faculty orientation
- develop or advise on in-service programs and seminars needed to strengthen and enrich the District's program
- establish procedures for effective evaluation of courses of study

C. ~~()~~ Composition (if committee)

- ~~()~~ District Administrator of Schools (ex officio)
- ~~()~~ Chairperson (selected by the District Administrator)
- ~~()~~ One (1) principal (All principals are invited to participate.)
- ~~()~~ _____ teachers from each school (or grade level or subject area)
- ~~()~~ _____ representatives from Special Education Department
- ~~()~~ _____ representative from _____
- ~~()~~ _____ representative from _____
- ~~()~~ _____ representative from _____

The Curriculum Director, _____ may establish curriculum working committees, define their purpose, and select their members. Each committee will serve as long as deemed necessary and may be reactivated as needed.

Upon approval of the Building Principal, _____ and Curriculum Director, _____, all new or revised programs, courses of study, and/or course guides will be forwarded to the District Administrator, _____ and then to the Board for final approval.

Guidelines for Program Development

In developing or redesigning a learning program, a working committee should use the following questions as planning guidelines to prepare each component designated by the Board in its curriculum policy:

Component #1 - Intended Program Outcomes (Applied Learning)

What are the expected results of this program? and/or

What will students be able to accomplish as a result of properly completing this program? and/or

What kinds of "products" or performances will a student be able to produce or what kinds of situations will a student be able to effectively deal with through integration and application of the knowledge, attitudes, and skills this program should develop?

Component #2 - Intended Learnings (Knowledge, Attitudes, Skills)

SKILLS

What are the skills needed to accomplish the program outcome?

Which are new skill areas and which are applications of skills learned earlier?

What are the standards (result, time, process, etc.) for performance of each skill needed by the student in order to accomplish the intended program outcome?

How will the skills be sequenced?

What will be the means for initial assessment of each skill?

Is the means both reliable and valid?

ATTITUDES

What particular actions must a student be willing to take consistently, if s/he is to accomplish what this program intends?

Which of these are applications of previously formed attitudes and which need to be developed in this program?

KNOWLEDGE

What concepts and cause/effect principles must a student be able to use in order to accomplish the intended program outcomes? Which of these should the student already have learned? Which will need to be learned or extended during this program? What level of understanding of each is needed for a student to accomplish the program outcomes?

Component #3 - Learning Activities

SKILLS

What will be the nature and frequency of practice? What opportunities will be provided for the student(s) to critique performance of each skill against the established standards?

ATTITUDES

What will be the means for initial assessment? What activities will be needed to reinforce the current attitudes?

What activities will be needed to develop the new attitudes?

What opportunities will be provided for the student(s) to assess progress in forming/applying these attitudes?

KNOWLEDGE

What will be the means for initial assessment?

Is this means both reliable and valid?

What activities are needed for the student to form or extend his/her understanding of the concepts and cause/effect principles?

What will be done to provide evidence that the student has developed the necessary level of understanding?

ROTATION

How will the activities be rotated within a unit between introduction, data-gathering, processing of information, synthesis, and application to ensure maximum opportunity for a student to develop the intended learnings?

What are the contingencies when a student fails to accomplish the intended learning(s)?

How will the components of the program be sequenced?

Is the particular sequence critical to the outcomes or are variations appropriate? If so, what are some of the feasible, appropriate variations in sequence?

Component #4 - Methods of Instruction

What particular instructional strategies are needed for students to develop each type of learning and then make appropriate applications?

Which of these strategies and techniques are the instructors currently able to employ at the needed proficiency level?

What kind of assistance will be provided either through the program or through staff development?

Will staff development sessions be provided or are instructors expected to make program applications of the strategies on their own?

Component #5 - Materials and Resources

What materials/resources will be used to provide students with the information needed to develop the knowledge, attitudes, and skills?

Will texts and other selected materials/resources be analyzed to ensure they contain the appropriate information for these particular learnings?

To what extent do the materials/resources allow the student to develop and apply his/her own learning as opposed to memorizing those of the author?

Do the materials/resources meet the selection criteria for texts and other learning resources established in the District's administrative guidelines AG 2510 and AG 2521A, AG 2521B, and AG 2521C?

Component #6 - Evaluation

See guidelines for Program Evaluation in AG 2605.

Component #7 - Financial Needs and Constraints

How closely did the actual costs of development/revision match the budgeted costs?

Will the costs for implementation stay within those in current and estimated budgets?

Introduction of New and Revised Courses of Study and Course Guides

In planning for the introduction of a new or revised course of study, it is essential that teachers are properly oriented and prepared to make effective use of the course. In-service programs, provided by District personnel or outside consultants, should include activities related to both the use of the course and the criteria and standards required for proper evaluation of both student outcomes and course utilization.

Supervision of Courses of Study

The primary responsibility for the supervision of instruction rests with the individual building principal in accordance with Board policies and administrative guidelines related to the District's curriculum. _____ shall be available at the request of the principal to assist in the proper utilization of courses of study. Principals and other supervisory personnel are to monitor how well each teacher is using the courses of study, help them overcome any difficulties they are encountering, and obtain their suggestions for improvement of the courses. All such suggestions are to be submitted to Curriculum Director _____.

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Book	AG 1st Draft Clean
Section	2000 Program
Title	ASSESSING THE DISTRICT'S LEARNING PROGRAMS
Number	ag2210C
Status	First Reading

HOLD PER REQUEST—STILL NEEDS COMPLETED!

2210C - **ASSESSING THE DISTRICT'S LEARNING PROGRAMS**

There is a continuing need to assess the courses of study and other programs that comprise the learning plan for the District. Knowing the strengths and weaknesses of the total curriculum and of each learning program is the first step in producing a quality revision or update.

Scope and Sequence

It is essential that, periodically, an analysis be done of the learning objectives for each subject and skills area to ensure that:

- A. the learning objectives (intended learnings) for each grade or level are building cumulatively toward student accomplishment of the learning outcomes at each grade or level and for the entire curriculum area;
- B. there are no gaps in the learning objectives that would inhibit a student from accomplishing the learning outcomes;
- C. there are no unnecessary duplications or redundancies in the learning objectives or the learning outcomes.

Learning Programs (Courses of Study)

Prior to a working committee undertaking the revision of a course of study or any other learning program offered by the District, the committee should use Form 2210 F1 to conduct an analysis of each of the six (6) components that should comprise any effective program or course. These components are:

- A. EXPECTED LEARNING OUTCOMES
- B. INTENDED LEARNINGS
- C. LEARNING ACTIVITIES
- D. METHODS OF INSTRUCTION
- E. MATERIALS AND RESOURCES
- F. ASSESSMENT

If the assessment is conducted properly, it should yield valuable information about both the strengths and weaknesses of the program. This information can then serve as a guide to the revision process along with other guidelines provided in AG 2210A and AG 2605.

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Book	AG 1st Draft Clean
Section	2000 Program
Title	PREMISES ABOUT LEARNING
Number	ag2210D
Status	First Reading

2210D - **PREMISES ABOUT LEARNING**

In designing or revising any of the District's learning programs, recommended teaching and learning strategies should be based on the following convictions about learning and the instructional process.

- All learning is self-generated. It cannot be given or received.
- The only evidence of learning is the learner's demonstrating his/her ability to do something (mentally or physically) that s/he could either not do or do as well before instruction.
- Learning comes in three (3) forms:
 - Knowledge (facts, concepts, cause-effect principles)
 - Skills (result-producing actions which are improvable through practice)
 - Attitudes (mind-sets-for-action directed toward a referent)
- Each form of learning requires the learner to use a different sequence of thinking and physical actions (knowledge is not learned in the same way as skills, etc.)
- Knowledge is usually a prerequisite for learning attitudes and skills, knowledge and skills are prerequisites to learning attitudes.
- Students learn some things without being aware of what they are learning (mannerisms, some habits, etc.)
- Students generate *conscious* learning by using specific thinking skills to gather and process information.
- Information consists of facts and inferences used to generate knowledge, skills, and attitudes.
- Someone else's knowledge is only information to the learner. Such information can be given and received in three (3) forms:
 - real** (information containing *all* of the characteristics or dimensions the learner needs to acquire, e.g. a live, on-site demonstration of a procedure);
 - representational** (information containing *some but not all* of the characteristics the learner needs to acquire, e.g. a video taped demonstration of a procedure);
 - symbolic** (information containing *none* of the characteristics of what the learner needs to acquire, e.g. a written description of a procedure).
- Information is meaningless unless the learner can relate it to personal experience. For a learner to develop knowledge about something, s/he must have personal experience with what the knowledge deals with.
- Learning is useful only when the learner can apply it properly in new situations to achieve needed results.
- The quality of learning is only as good as the *quality of the result it produces*. The quality of the result is only as good as the mental and physical actions that produce it.
- Instruction is the *process* for generating learning and its application through the learner's use of appropriate thinking skills and physical actions to gather, retrieve, and process relevant information.
- The quality of instruction is only as good as:
 1. the quality of defined learning it allows students to produce;
 2. the quality of the *confirmation* of the learning.

- Instruction can produce *intended learnings* (means) or *learning outcomes* (applied learnings or ends). For instruction and learning to be effective, "means" learnings should build *cumulatively* toward learning outcomes.
- Learning outcomes of an educational program should be *durable, significant, and transferable*.

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Book	AG 1st Draft Clean
Section	2000 Program
Title	PREPARATION FOR THE WORLD OF WORK
Number	ag2220
Status	First Reading

2220 - PREPARATION FOR THE WORLD OF WORK

One of the desired educational outcomes of the District is for students to have the prerequisite knowledge, attitude, and skills with which to enter the world of work at some later time in their lives. Board of Education Policy 2220 directs that the administration and staff include as a learning outcome for each course of study that students can demonstrate both willingness and ability to be punctual, to be present regularly at the learning site, to participate in the learning activities, and to complete assignments on time and as directed.

For students to develop these basic "workplace behaviors", teachers will need to emphasize their importance as they conduct learning activities. Such reminders can be part of directions, assignments, learning reviews, and feedback sessions on how well students functioned during activities.

As with other types of learning, one of the most effective strategies for helping students realize the importance of these "workplace behaviors" is for staff to model the behaviors that will be expected of the students.

Since the development of good work habits takes time, effort, and continued reinforcement, such learning should start at the elementary level and build with increasing emphasis through the high school programs.

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Book	AG 1st Draft Clean
Section	2000 Program
Title	ALTERNATIVE LEARNING ACTIVITIES FOR OPT-OUT STUDENTS
Number	ag2240B
Status	First Reading

2240B - **ALTERNATIVE LEARNING ACTIVITIES FOR OPT-OUT STUDENTS**

Situations may arise in which the parent has requested that their child not participate in a particular instructional activity. Board of Education policy authorizes that such requests are to be honored if the reason relates to a conflict between the subject matter and religious or philosophical beliefs held by the parents. Requests may not be honored, however, if the reason relates not to subject matter but to pedagogy or other concerns. In such cases, the parent should be referred to the principal.

When a student is to be excused from an activity, the teacher should:

- A. prepare an alternative activity in the general subject area which the student can work at on his/her own to reinforce and/or extend acquired learning of content and/or skill or develop new knowledge or skill;
- B. arrange for a work location for the student that is properly supervised and provides access to help, if and when needed;
- C. try to ensure that there are no repercussions for the student either academically or socially as a result of not participating in the regularly-scheduled activity;
- D. keep a record of the alternative activity for communication with the parents, if such information is requested.

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Book	AG 1st Draft Clean
Section	2000 Program
Title	ALTERNATIVE PLACEMENT
Number	ag2451
Status	First Reading

~~HOLD PER REQUEST — STILL NEEDS COMPLETED!~~

2451 - ALTERNATIVE PLACEMENT

The purpose of the Phoenix Program ~~_____~~ (~~Alternative School~~) is to provide a different program and learning environment for at-risk students who are not succeeding in the regular school setting.

Procedure for Alternative Program Placement

Whenever the principal or Building Consultation Team ~~_____~~ (~~intervention team~~) has identified a potential student for the Phoenix Program ~~_____~~, a determination should be made whether or not the student is eligible under IDEA or Section 504 (see AG 2260).

For any student not eligible under IDEA or 504, an educational plan should be developed based on the student's needs and the resources that would be needed or are available within the Phoenix Program at the ~~_____~~ (~~Alternative School~~).

Once a plan has been agreed upon by the ~~_____~~ and appropriate staff members, a meeting should be arranged with the parents to discuss the at-risk situation and educational plan and seek their concurrence.

~~If all relevant parties concur with the move to the Alternative School, the principal should follow the standard procedure for a student transfer from his/her school to another school. (See AG 5130).~~

Characteristics of the Educational Plan

When the educational plan has been completed, it should provide sufficient answers to the following questions:

- A. What learning objectives need to be met that cannot be met effectively in the current school environment?
- B. For each identified objective, what will the student be able to do or express that would confirm s/he has demonstrated the learning at a minimally-acceptable level of quality (MALQ)?at the desired level of quality (DLQ)?
- C. What is the schedule of activities in which the student needs to participate in order to accomplish each of the learning objectives?
- D. What instructional resources (people, materials, technology, etc.) will be needed in order for the student to accomplish each of the learning objectives?
- E. What special accommodations will be necessary in order for the learning activities to be effective?
- F. What will be the means for assessing the extent to which the student has accomplished each of the learning objectives?
- G. What contingencies have been planned in the event the student does not achieve the learning objectives at an acceptable level of quality?
- H. What extra costs will be involved in providing this alternative educational program?



Book	AG 1st Draft Clean
Section	2000 Program
Title	PROGRAMS FOR ACADEMICALLY GIFTED/TALENTED STUDENTS
Number	ag2464A
Status	First Reading

HOLD PER REQUEST—STILL NEEDS COMPLETED!

2464A - PROGRAMS FOR ACADEMICALLY GIFTED/TALENTED STUDENTS

In order for the District to provide an appropriate program for academically gifted or talented students, it is important to be clear about the type of student being referred. The following explanations can provide a basis for an effective program for these students.

The terms "gifted" and/or "talented"* are appropriately used to refer to:

"Persons exhibiting an extraordinarily sophisticated level of a certain understanding and/or skill which manifested itself without having been "learned," in the usual sense, or that which was learned, but learned significantly earlier or faster than that of others of the same age or experience."

* While some make a distinction between "giftedness" and "talent" by linking talent **only** to skills or by saying that "talent" is **potential** skill and "giftedness" is **demonstrated** skill, the distinction does not seem to be particularly useful. Regardless of the label that is used, ~~what is being referred to is behavior implying which implies~~ extraordinarily sophisticated understanding and/or skill is what is significant.

A. Giftedness is Given, Not Learned

Based on the above definition, the literal meaning of "giftedness" (or "talented") is directly linked to the meaning of its root, "gift." The gifted student through his/her behavior, indicates that s/he, without any expenditure of effort on his/her part, has been **given**, ~~outright~~, a sophisticated level of certain kinds of understanding and/or skill ~~more quickly than others like himself/herself~~.

B. Giftedness is Particular, Not General

The term "giftedness" (or "talent"), ~~according to the definition above~~, refers to a level of **certain** understanding and/or skill, not to a level of **general** understanding and/or skill. ~~A This suggests that a~~ student may be gifted in one (1) or more areas of understanding or skill but is not likely to be gifted in **all**.

C. Giftedness is Relative, Not Absolute

Giftedness, as per the District's Gifted/Talented Plan is based on the Response to Intervention model. In this way, giftedness is defined against the District's approved developmentally appropriate curricular standards and the degree to which the student's needs are being met within the general curriculum. In the absence of established, generally accepted standards which specify for all people, all times, and all situations how sophisticated the level of understanding or skill has to be or how early or fast it has to have developed to be considered an indicator of giftedness, one must assume that giftedness is a level of understanding and/or skill which a particular group of people has decided to accept as being "significantly sophisticated" relative to that of similar others in situations specified by the group. This means that a student who would be considered "gifted" by some people, at some time, or in some situation might not be considered so by others, at a different time, or in a different situation.

Categorizing "Academically" Gifted and/or Talented Students

As indicated earlier, giftedness is particular, not general, in the sense that it is a level of understanding and/or skill in one or more **particular areas**. Giftedness is multidimensional. Students may be capable of superior performance or potential in one or more of the following areas: The following is one way of categorizing areas of understanding and/or skill and provides a way of distinguishing "academic" from the others.

- General Intellectual Ability (GIA) - Demonstrated excellence in most academic areas Intellectually gifted children exhibit early and rapid development of language ability, strong powers of reasoning and advanced ability in critical thinking and problem-solving in multiple areas. They may manipulate information in divergent ways when challenged by complex issues. Typically these children are noted for being several years beyond their peers in their cognitive ability.**
- Specific Academic Area (SAA) - Exceptional ability and performance in a single academic area Academically able students have unusual/advanced ability or capability in reading or math. These students often make connections within a discipline that transcends the obvious. They quickly grasp relationships among facts and see facts as parts of a more complex whole.**
- Creativity - Exceptional ability to use divergent and unconventional thinking in arriving at creative and unusual ideas or solutions to problems Creativity may cross all areas (academic, arts, leadership) or may manifest itself in one specific area such as writing or math. Highly creative students tend to develop original ideas and products. They may express their creativity in oral, written,**

or nonverbal expression. They are flexible and original in their thinking, tending to reject one-answer solutions. These children tend to possess strong visualization. Frequently these individuals are strongly independent and often resist conformity. Creativity is characterized by originality of thought, human behavior, and product.

- D. Artistic (Visual/Music) - Ability to create or perform in music in a way that suggests exceptional talent or an ability to paint, sculpt, photograph or arrange media in a way that suggests exceptional talent. Students can demonstrate unusual adeptness or skill in the fields of music or visual arts. Since this is a performance-based talent, identification centers around nominations, portfolios and expert assessment.
- E. Leadership - Exceptional ability to relate to and motivate others. Leadership comes in many forms and may be positive or negative. Individuals gifted in leadership usually have the ability to convince people to act or not act in specific ways. Leaders are often self-confident and comfortable with their peers. They express themselves well and frequently are charming and charismatic. It is important to recognize that leadership traits may manifest into different leadership styles, depending upon environment and personality of the individual. Observable characteristics may include influencing peers, being sought out by others to accomplish a task, addressing a need, holding high expectations for self and others, demonstrating or delegating responsibility, and internalizing concepts of right and wrong. **Academic/Scholastic**

Extraordinary understanding in one (1) or more of the scholarly disciplines, e.g. science, mathematics, art, history, linguistics, etc. and/or extraordinary skill in performing investigative or study tasks.

NOTE: ACADEMIC/SCHOLASTIC is **not** synonymous with INTELLECTUAL. Since "intellectual" suggests use of the intellect, or mind, and since **all** understanding and skill involves the use of the mind, it makes sense to assume that intellectual ability is an essential element in **every** area of understanding and/or skill.

F. **Artistic/Expressive**

Extraordinary understanding and/or skill in communicating information, ideas, and/or emotions, e.g. writing, dance, sculpture, etc.

G. **Physical/Athletic**

Extraordinary understanding and/or skill in bodily coordination and movement, e.g. tennis, football, acrobatics, etc.

H. **Haptic/Mechanical**

Extraordinary understanding and/or skill in manipulating objects, e.g. crafts, drafting, carpentry, machine repair, typing, etc.

I. **Social/Interactive**

Extraordinary understanding and/or skill in interacting with people, e.g. negotiating, coordinating, teaching, persuading, etc.

J. **Psychic/Extrasensory**

Extraordinary understanding and/or skill in intuitive or extrasensory perception, e.g. thought communication, visualizing objects and events, etc.

To be "educationally useful", a definition of academically gifted/talented students should describe such students in terms of their particular educational setting and should imply their educational needs.

"Compared with students of the same age or experience who are involved in the **same** educational program, 'academically gifted/talented' students are those who exhibit a significantly higher level achievement of the program goals and objectives in one or more subject areas and achieve them much more quickly and easily than **most** of their age or classmates. As a result, such students have **extra time** for additional educational opportunities."

An effective program should provide appropriate answers to the following questions:

- A. What are the **educational needs** of academically gifted/talented students that should be met through the school program?
- B. What **other needs** of academically gifted/talented students should be met through the school program?
- C. What needs of **other students** should be considered in providing an educational program for academically gifted/talented students?

Criteria for an effective Gifted/Talented Program should include: What are the educational needs of academically gifted/talented students that should be met through the school program?

A. **Productive Use of Time**

Since the academically gifted/talented students in a given school setting are those who perform school tasks and achieve the regular program objectives more quickly and easily than their classmates, they obviously have **time** left over.

An appropriate program for academically gifted/talented students should make it possible to ~~for those students to make~~ use of **all** their time in school in ways that produce ~~for them~~ **demonstrated educational benefits.**

B. **Ample Opportunity to Achieve the Goals and Objectives of the Regular School Program**

A proper balance should be provided within the school day to meet the identified student's grade-level or course-specific goals as well as those unique to the student's area(s) of giftedness. As indicated earlier, giftedness is **particular**, not general. While some students may have achieved all of the goals and objectives of a particular program for their level, those same students may need any time they have left over in that program to work on accomplishing objectives in other programs in which they may **not** be achieving at a significantly high level. They should not be allowed to become deficient in other important areas of learning just so they can pursue an area in which they are already proficient. As a general rule, therefore, if a student meets the standards for giftedness in one (1) area of the school program but is deficient in one (1) or more other areas, the first (1st) priority for any extra time that student has should be on reducing or eliminating any deficiencies.

As was also indicated earlier, giftedness is **relative**, not absolute. Often, students are identified as gifted or talented solely on the basis of their performance on standardized tests rather than on their performance of school tasks or on their achievement of the goals and objectives of a school program. Such students may or may **not** have extra time in **their particular situation.** Conversely, students who do **not** score well on standardized tests for any number of reasons may well be achieving the goals and objectives of their particular school program significantly better and faster than their classmates. These students may well have extra time in **their particular situation.** The key consideration, then, in providing a program for the academically gifted/talented student is to be certain—before considering any use of **extra time**—that the student, in his/her particular situation, is given every opportunity to achieve the goals and objectives of his/her regular school program.

C. **Opportunity to Extend and Refine Understanding and Skill in Identified Area(s) of Giftedness**

The gifted/talented student's school program should provide opportunities for the student to nurture and further develop areas of special interest or ability as per the strategies suggested in the District's Gifted/Talented Plan. Assuming the gifted/talented student does have some extra time in his/her particular situation, one productive focus could be nurturing and further developing current areas of special interest or ability. The reason is that there is convincing evidence that understandings and skills which emerge early but which are ignored, often do not develop further. The "gift" is a head start, evidently, but it does not necessarily guarantee or predict future extraordinary ability unless it is built upon. If their "gifts" are not to be wasted, therefore, students need to focus on expanding and refining their special understanding and skill, the earlier and more consistently, the better.

D. Opportunity to Explore and Develop Understanding and Skill in NEW Areas of Special Interest or Ability

Another productive focus for the gifted learner is to explore extra time would be on new areas of special interest or ability. If an academically gifted/talented student has special interest or ability in one (1) area, s/he may also find s/he can quite easily extend that interest or ability to a different, but related area. Students gifted in mathematics, for example, often find music an area of special interest or ability as well; those deeply involved in literature often discover an equal passion for the history, art, or religion of the same period. An effective program for academically gifted/talented students, therefore, should provide opportunities for such students to explore new areas and develop new understanding and skills.

One caution in this regard, however. Many programs attempt to provide the students new or novel experiences but **the designers have not given consideration to developing or extending the particular special abilities and interests of the students who will be involved.** Someone decides that **all** such students should try to solve the energy crisis, should visit "such and such" place, should write and perform in a play, etc., etc., etc. Such programs can be just as much a waste of the students' time—perhaps more—than no program at all. The reason is that the program has made no attempt to meet the **particular** educational needs of the **particular** student for whom it is purportedly intended.

E. Opportunity to Learn How to Make Effective, Responsible Use of Knowledge and/or Skills

It is this focus that is, perhaps, most important yet most often neglected in programs for academically gifted/talented students may need assistance in. If such students do not develop skills for using their high degree of knowledge and/or skill effectively (so that they achieve desired goals) and responsibly (so that they benefit themselves and others), their gifts and talents can prove to be a detriment to themselves and society rather than an advantage. There is sufficient evidence to suggest that bright people who do not learn how to make good use of their special ability can end up being very unhappy, unproductive, even dangerous people. It would, therefore, make sense for any program for such students to include the effective, responsible use of knowledge and skills. This aspect of social/emotional growth should also be addressed in the plan designed for the gifted/talented student as an important focus.

What other needs of academically gifted/talented students should be met through the school program?
Gifted/talented students should also receive developmentally appropriate social/emotional support to:

A. **To Accept Self Realistically**

Bright students, like others, need to know their strengths and weaknesses and learn to be comfortable with who and what they are. Too often, the bright student is seen (or sees himself/herself) as "different" and learns to be ashamed of his/her "difference." Less academically oriented or able students and even teachers see the more academically able as a threat and mistake their eagerness to respond, their sometimes devastating questions as showing off or being smart-alecky. Such students can become the object of ridicule or can even be penalized for their sometimes "unconventional" ideas and comments. In response, some bright students either learn to hide their ability and "play dumb" while others tend to become aggressive, hostile, or aloof.

The other side of the coin is that sometimes academically gifted students are so catered to that they develop an inflated ego, an "elitist" attitude, thinking that because they are bright and learn easily, they are somehow entitled to privileges which others do not deserve. A situation which permits this sort of attitude to develop is as destructive to bright students as one which forces them to be ashamed of their abilities. For one thing, it leads them to believe that they do not need to exert effort to earn privileges. It means they get them on the basis of something they can do with little effort. It also suggests that they need do nothing to develop what they have, that they will always be "better" than others—something which is not necessarily so—and that in another situation, they would compare as well—also not necessarily so.

Any educational program of the District, but especially the one for academically gifted students, should help students understand and accept their special abilities - realistically and with a view toward developing those abilities and making responsible use of them.

B. **To Develop Satisfying, Productive Relationships with Others Like and Different from Self**

Like all students, the academically gifted need to learn how to interact and learn with students of both similar and different backgrounds, interests, and abilities. The opportunity to be with students of similar interests and ability makes it possible for the gifted student to share and test ideas with people who are likely to understand them easily and who can provide helpful critique and suggestions. The opportunity to be with students of different backgrounds, interests, and abilities helps such students find out that they have much to learn from others and vice versa. A classmate from a different background, for example, can help the gifted student learn how to communicate more effectively with people of that particular background or may spark the student's interest in certain problems about which s/he would not otherwise be aware. A classmate who may not make good grades may have artistic talent or may have a good memory for details. These abilities could make him/her a good partner for a gifted student who is not particularly artistic or who tends to skip over details. Another benefit from heterogeneous grouping can be that the gifted student finds s/he is more **like** others than different and, in the best kind of situation, that everyone's "differences" can benefit all.

A good educational program for academically gifted students should provide a good **balance** of opportunities to interact and learn with students like and different from themselves. This would include students who are considered academically gifted in the **same** subject area; students who are considered academically gifted but in **different** subject areas; and students who are **not** considered academically gifted. For the same reasons as noted above, the program should, ideally, not only provide opportunities to mix with those of like and different background, interest, and ability but also with those of like and different age and gender.

What needs of other students should be considered in providing an educational program for academically gifted/talented students?

A. **Uninhibited Opportunity to Achieve Goals and Objectives of the Regular School Program**

No program for academically gifted—or any other designated type of student—is justified if it inhibits other students' opportunity to achieve the goals and objectives of the regular school program.

~~Where students are heterogeneously grouped for all instruction, the teacher is understandably hard pressed to modify the regular program sufficiently to adequately meet the educational needs of all the types of students that are likely to be represented. Of necessity, priority must be given to those who have learning problems. One could not justify focusing on the needs of the academically gifted in such a class if doing so denies those who need extra help receiving it.~~

~~In situations where gifted/talented students are grouped for part of the time for special instruction, care needs to be taken that the arrangement does not penalize other students.~~

~~As with special programs for other students with particular needs, an educational program for academically gifted students should meet those students' special needs without inhibiting the opportunities of others.~~

B. Opportunity to Interact and Learn with Academically Gifted/Talented Students

~~For the reasons indicated earlier, all students can benefit when they have opportunities to interact and learn with one another in ways that are satisfying and productive. Just as academically gifted students can gain from working with those like and different from themselves, students who are not academically gifted or who are gifted in other ways can gain from their interaction with the academically gifted. Academically gifted students often bring new ideas, new information, and a fresh outlook to a group effort. They can become models of concentration, logical thinking, and divergent thinking for others.~~

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Book AG 1st Draft Clean
Section 2000 Program
Title IDENTIFICATION OF ACADEMICALLY GIFTED/TALENTED STUDENTS
Number ag2464b
Status First Reading

HOLD PER REQUEST—STILL NEEDS COMPLETED!

2464B - **IDENTIFICATION OF ACADEMICALLY GIFTED/TALENTED STUDENTS**

The following criteria ~~may hold~~ be used to identify students for the gifted/talented program as would be applicable to the perceived area(s) of gifts or talents:

- A. IQ score of 120 or above (or equivalent high score on any standardized individual or group test of scholastic aptitude).
- B. One or more standard deviations above average on standardized tests of achievement in reading, language, and/or mathematics.
- C. Nomination by teacher(s), parent(s), classmates, and/or the student himself/herself based on grades and/or checklists of personal characteristics (see [District Gifted/Talented Plan Form 2464B-F1](#)).
- D. Demonstrated achievement of the goals and objectives in one or more academic areas of the regular school program at a level which significantly exceeds that of most students in the same situation and of the same age or experience. Also, no serious achievement deficiencies in any academic area.
- E. Demonstrated ability and willingness to perform regular classroom tasks significantly more effectively than other students in the same situation.

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Book AG 1st Draft Clean
Section 2000 Program
Title SELECTION OF BASIC TEXT MATERIALS
Number ag2510
Status First Reading

2510 - SELECTION OF BASIC TEXT MATERIALS

New basic text materials and revisions to same will be recommended to the District Administrator by the Curriculum Director ~~of Curriculum and Instruction~~. Appropriate staff members and the ~~Director of~~ Curriculum Director and Instruction will comprise the selection (review) committees.

Each committee will be responsible for establishing selection standards for each criterion in the following categories:

A. Publisher and Author

What is the reputation of the author(s) for scholarship?

What is the reliability of the publisher?

B. Content

In terms of achieving course goals.

How effective is the organizational plan?

How relevant is the information?

How complete is the information?

How accurate and unbiased is the information?

How appropriate is the illustrative material?

How sufficient is the illustrative material?

If students accomplished all the objectives called for in the material, how well would they be able to achieve the goals of the course?

C. Necessity

If replacement text, how does it improve upon existing text?

D. Instructional Aids

Does the book contain: an index? graphic materials? references? a bibliography? glossaries? appendices? Are there any software or other resources provided with the books?

How appropriate is each of these?

E. Format

What kind of binding? paper? type? electronic?

Will the format help or inhibit student interest and ease of use?

F. Expense

What is the cost and probable life?

G. Moral Tone

How does the text handle controversial subjects in terms of the maturity level of the students and objectivity?

H. Past Experience

How successfully has the text been used in other districts?

I. Bias

How free is the text of religious, gender, racial, and national origin bias?

Selection committees should use the following procedures for the selection and recommendation of basic textbooks:

- A. The text materials should be examined by each one of the committee members. The committee members should also examine, whenever possible, other text materials similar in nature to the one being considered for adoption.
- B. A written evaluation of the text material by each one of the committee members should be submitted to the chairperson of the selection committee or to the person initiating the request. A suggested form is available to assist committee members in their evaluation.
- C. The committee chairperson will also read and examine the basic text material and/or supplementary materials requested.
- D. The Curriculum Director ~~and of Curriculum and Instruction of~~ the selection committee will be responsible for ~~completing the Materials Adoption form and~~ submitting the recommendations to the District Administrator who will submit it to the Board Curriculum Committee. ~~Upon endorsement by the Board Curriculum Committee~~ will review the materials list each June and move it ~~it will be moved~~ to the full membership of the Board of Education for final endorsement. ~~consideration of adoption.~~

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Book	AG 1st Draft Clean
Section	2000 Program
Title	SELECTION OF INSTRUCTIONAL MATERIALS AND EQUIPMENT
Number	ag2521A
Status	First Reading

2521A - **SELECTION OF INSTRUCTIONAL MATERIALS AND EQUIPMENT**

The criteria established for the selection of instructional materials and equipment shall not discriminate on the basis of any characteristic protected under State or Federal law including, but not limited to, age, sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, or physical, mental, emotional, or learning disability.

In accordance with the policies of the Board of Education for selection of resource materials, the following guidelines should be followed:

A. Criteria for Selection of Instructional Materials

1. technical quality of the publication/production
2. readability and appeal to diverse students
3. authenticity-authoritativeness
4. completeness, accuracy, clarity
5. absence of gender stereotyping and racial or ethnic bias
6. reputation and significance of the author, artist, composer, and/or producer
7. format and price
8. relationship to a course of study
9. extent to which the scope/content of the material makes it possible for students to accomplish the objectives and goals of the program
10. appropriateness of the content and/or presentation relative to the maturity and/or comprehension level of the students
11. needs of an individual school program based on requests from administrators and teachers
12. needs of individual students based on requests by teachers, parents, or students
13. Research-based evidence that supports its effectiveness

B. Criteria for Selection of Equipment

The evaluation and selection criteria for instructional equipment should include:

1. relevance to the school curriculum;
2. needs of staff and/or students;
3. technical quality;
4. cost;
5. reliability;
6. ease of repair and maintenance;
7. compatibility with existing District equipment, when applicable.

C. Procedure for Selection of Instructional Resources

1. The ~~Director of Curriculum~~ Director and Instruction shall select members of the staff who are directly involved in the program for which the materials and/or equipment will be used. Their responsibility is to review and evaluate suggested resources, using the criteria listed on page 1.
2. The ~~Director of Curriculum~~ Director and Instruction shall review the recommendations and, if necessary the materials and equipment, and submit the recommendations to the District Administrator.
3. The ~~Director of Curriculum~~ Director and Instruction of the selection committee will be responsible for ~~completing the Materials Adoption form and~~ submitting the recommendations to the District Administrator who will submit it to the Board Curriculum Committee ~~for review annually in June.~~ Upon endorsement by the Board Curriculum Committee, it will be moved to the full membership of the Board of Education for final endorsement. ~~consideration of adoption.~~

D. Procedure for Selection of Library or Media Center Materials

1. The Library and Media Specialist, in cooperation with the District staff, as appropriate, shall be responsible for the selection of all materials housed in a library or media center. ~~Upon notification of the availability of funds for the purchase of such resource materials, the Library and Media Specialist will prepare a request form which includes the amount of money available to a grade level or subject area for new or additional materials.~~ Instructional staff may be invited to offer input as to ~~the prioritization of~~ the materials they would find most useful.
2. ~~The Library and media Specialist shall then determine which of the requests can be accommodated and proceed to review the selections prior to purchase. The selection criteria are the same as those used for the selection of basic text materials. (see AG 2510)~~
3. ~~Any material that contains content or a manner of presentation that could be controversial, as defined in Policy 2240 and criterion #4 in Form 2521-F1, should be approved by the principal, Director of Curriculum and Instruction, and District Administrator prior to purchase.~~

E. Procedure for Use of Non-district Materials

1. ~~No~~ print, audio, video, or graphic materials ~~that~~ which are not part of the District's basic or supplementary materials ~~are~~ to be used with students should be reviewed prior to use ~~without prior review and approval.~~ Such review should be done, ~~using Form 2521-F1, first~~ by the teacher(s) or counselor(s) who wish to use the material.
2. The critical criteria by which such materials are to be reviewed are:
 - a. Relationship to the course of study;
 - b. The uniqueness of the content and/or presentation that is not adequately provided in District materials;
 - c. The appropriateness of the content and/or presentation for the maturity and comprehension levels of the students;
 - d. ~~the extent to which the content or presentation could create controversy among students, parents, and community groups.~~
3. Each of the ~~three~~ four criteria are to be considered by ~~rated according to the rating scale on Form 2521-F1. In any situation in which the teacher has rated any of the four criteria 3 or 4, the use of the material must be approved by the principal.~~ If there is any concern on the part of the ~~teacher-principal~~ that the material might be inappropriate, s/he should ~~personally review the materials, and if still uncertain, contact the Principal and Director of Curriculum~~ Director and Instruction ~~who will also consult with the District Administrator.~~
4. ~~Any material that contains content or a manner of presentation that could be controversial, as defined in Policy 2240 and criterion #4 in Form 2521-F1, should be approved by the principal, Director of Curriculum and Instruction, and District Administrator prior to purchase.~~

~~Each member of the faculty is to receive a copy of Form 2521-F1 for use as a reference. The form should be submitted to the principal only at his/her discretion.~~

Legal

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

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

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

118.13, Wis. Stats.

P.I. 9, 41, Wis. Adm. Code

Fourteenth Amendment, U.S. Constitution

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

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

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

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Book	AG 1st Draft Clean
Section	2000 Program
Title	RESOURCE SPEAKERS
Number	ag2521C
Status	First Reading

2521C - **RESOURCE SPEAKERS**

Teachers are encouraged to invite guest lecturers to discuss a particular subject with their students under the following conditions:

- A. The subject is of educational relevance and value to the students in that class.
- B. The subject is presented in an unbiased or unprejudiced manner. (Speakers representing several sides of an issue may be used.)
- C. The speaker(s) will not tend to disrupt the educational program.
- D. The information to be discussed is appropriate for the age and maturity of the students.
- E. Any speaker addressing a subject related to the District's program on health shall meet the guidelines established for that program. (See Policy 2413 and Policy 2414)
- F. The teacher shall remain in the classroom during the entire presentation to provide for appropriate follow-up.

The principal shall approve the visits of all guest speakers.

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Book	AG 1st Draft Clean
Section	2000 Program
Title	STUDENT USE OF LIBRARIES/MEDIA CENTERS
Number	ag2522
Status	First Reading

2522 - **STUDENT USE OF LIBRARIES/MEDIA CENTERS**

Libraries and media centers have been established primarily to enrich the education of students and to help them learn how to make effective use of reference and enrichment materials. The cost of such centers can only be justified when the following conditions exist:

- A. The centers are open and available to students for as much of the school day as staffing and program make possible.
- B. The environment within the centers is inviting, attractive, and conducive to thought and study.
- C. Staff members communicate their willingness to assist students in locating the resources they seek and to instruct them in the proper use of the reference and retrieval systems.
- D. Courses of study are designed so that use of the resources that exist in the centers are an essential means for achieving the learning objectives in the course.
- E. Part of the evaluation of what students have learned in a course should be growth in the skills associated with using learning resources such as those that exist in the libraries and media centers.

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Book	AG 1st Draft Clean
Section	2000 Program
Title	COPYRIGHTED WORKS
Number	ag2531
Status	First Reading

2531 - COPYRIGHTED WORKS

This School District does not condone the illegal use or reproduction of copyrighted materials in any form. It is the intent of the District to adhere to the United States Copyright Law. The following guidelines should provide guidance in this report.

An Overview of Copyright Issues (see Form 2531-F1 and Form 2531-F2)

A. What is protected by copyright law?

Works that may be protected by copyright include literary works, musical works, dramatic works, pictures, graphics, sculptures, films, videotapes, sound recordings, and computer programs.¹ Copyright protection does not extend to ideas, facts, slogans, symbols, procedures, methods, or systems.² U.S. Government publications are not protected, unless the Government received the copyright by assignment, bequest, or otherwise.³

B. What is prohibited by copyright law?

The exclusive rights of a copyright owner include reproduction, adaptation, publication, performance, and display.⁴

Violating any of the exclusive rights of a copyright owner is infringement, and the infringer may be subject to civil and/or criminal penalties.⁵

C. Are there exceptions?

The Copyright Act provides several exceptions to the general rule prohibiting use of copyrighted material, including the fair use doctrine⁶, the first sale doctrine⁷, exemptions for libraries⁸, and therefore it may be impossible for a lay person to say with certainty that their use falls within one of these exemptions.⁹

For further information, one may consult the cited references, (internet websites are provided) or consult the District's [Library/Media Specialist, Copyright Officer](#).

While primarily driven by statute, these exceptions are often subject to the facts of a given situation, and therefore these guidelines summarize some aspects of the Copyright Laws including some exceptions that have been defined by statute, congressional history regulation, judicial precedent, or other relevant authority or governing body.

Do not assume that your use of copyrighted material is "ok" without consulting the accompanying guidelines.

D. What if my intended use isn't allowed under these guidelines?

Get permission.

Public Performance/Display of Copyrighted Works

In General

The owner of a copyright in literary, musical, dramatic, and choreographic works, pantomimes, and motion pictures and other audiovisual works has an exclusive right to publicly perform and display the work.¹⁰ Thus, one might be held liable for copyright infringement for publicly performing any copyrighted work (e.g., publicly reading from a book) unless s/he either (1) has obtained a license from the copyright owner or (2) the public performance is considered "fair use". In the classroom setting, in order to allow teachers to use educational materials, several situations qualify as "fair use".

Performance/Display in the Course of Face-to-Face Teaching

A. Any work (except for motion pictures or other audiovisual works)

Any copyrighted work except for motion pictures or other audiovisual works may be performed or displayed, if:

1. instructors or students use it as part of face-to-face teaching activities, and
2. the performance or display takes place in a classroom or similar place of instruction.¹¹

B. Motion pictures and other audiovisual works

Any motion picture or other audiovisual work may be performed or displayed in accordance with the above provisions for other works, unless:

1. the copy used by the instructor or student was pirated; and
2. the person responsible for the performance or display had reason to believe it was pirated.¹²

Performance/Display Outside of Face-to-Face Teaching

A nondramatic literary or musical work may be performed or displayed even if it is not part of face-to-face teaching activities if the performance is live and is not for commercial gain.¹³

On the other hand, a dramatic work that is used outside of "face-to-face" teaching activities would require obtaining permission from the copyright owner. Also, treating a class to an in-class movie unrelated to course content would likely be outside of "face-to-face" teaching activity and would require obtaining permission from the copyright owner.

The copyright statutes do not define "dramatic" and "nondramatic" works. It is probably safe to assume that "dramatic" works (1) relate to a story and (2) a substantial portion is visually or audibly represented as actually occurring, rather than being narrated or displayed.¹⁴ For example, a play is a dramatic work.

Reproduction of Copyrighted Works

In General

A copyright holder has the exclusive right to reproduce, prepare derivative works, and distribute copies.¹⁵ In order to provide teachers with necessary classroom materials, the following examples help delineate "fair use" under the copyright statute.

Books & Periodicals

As for books and periodicals, teachers may engage in the following activities:

A. When Teachers May Make a Single Copy

A single copy may be made of any of the following by or for a teacher, at his/her individual request, for his/her scholarly research, or use in teaching or preparation to teach a class:

1. A chapter from a book;
2. An article from a periodical or newspaper;
3. A short story, short essay, or short poem, whether or not from a collective work;
4. A chart, graph, diagram, drawing, cartoon or picture from a book, periodical, or newspaper.¹⁶

B. When Teachers May Make Multiple Classroom Copies

Multiple copies (not to exceed in any event more than one (1) copy per student in a course) may be made by or for the teacher giving the course for classroom use or discussion; provided that:

1. the copying meets the test of brevity and spontaneity as defined below;
2. the copying meets the cumulative effect test as defined below;
3. each copy includes a notice of copyright.¹⁷

C. Definitions

1. Brevity

- a. **Poetry:** (1) A complete poem if less than 250 words and if printed on not more than two (2) pages; (2) from a longer poem, an excerpt of not more than 250 words.¹⁸
- b. **Prose:** (1) Either a complete article, story or essay of less than 2,500 words; (2) an excerpt from any prose work of not more than 1,000 words or ten percent (10%) of the work, whichever is less, but in any event a minimum of 500 words.¹⁹

(Each of the numerical limits stated in "a." and "b." above may be expanded to permit the completion of an unfinished line of a

poem or of an unfinished prose paragraph.)²⁰

c. **Illustration:** One chart, graph, diagram, drawing, cartoon or picture per book or per periodical issue.²¹

d. **"Special" works:** Certain works in poetry, prose or in "poetic prose" which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience fall short of 2,500 words in their entirety. Paragraph "b" above notwithstanding such "special works" may not be reproduced in their entirety; however, an excerpt comprising not more than two (2) of the published pages of such special work and containing not more than ten percent (10%) of the works found in the text thereof, may be reproduced.²²

2. Spontaneity

a. The copying is at the instance and inspiration of the individual teacher.²³

b. The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.²⁴

3. Cumulative Effect

a. The copying of the material is for only one (1) course in the school in which the copies are made.²⁵

b. Not more than one (1) short poem, article, story, essay or two (2) excerpts may be copied from the same author, nor more than three (3) from the same collective work or periodical volume during one (1) class term.²⁶

c. There shall not be more than nine (9) instances of such multiple copying for one (1) course during one (1) class term.²⁷

(The limitations stated in "b" and "c" above shall not apply to current news periodicals and newspapers and current news sections of other periodicals.²⁸

D. Prohibitions as to the Sections Presented Above

Notwithstanding any of the above, the following are prohibited:

1. Copying shall not be used to create or to replace or substitute for anthologies, compilations or collective works. Replacement or substitution may not occur whether copies of various works or excerpts therefrom are accumulated or reproduced and used separately.²⁹

2. There shall be no copying of or from works intended to be "consumable" in the course of study or of teaching. These include workbooks, exercises, standardized tests and test booklets and answer sheets and like consumable material.³⁰

3. Copying shall not:

a. substitute for the purchase of books, publishers' reprints or periodicals;³¹

b. be directed by higher authority;³² nor

c. be repeated with respect to the same item by the same teacher from term to term.³³

4. No charge shall be made to the student beyond the actual cost of the photocopying.³⁴

Televised Programs and Videotapes

If an educational institution has obtained a license that allows the institution to copy, redistribute, publicly perform or otherwise use a copyrighted work, the terms of the license agreement govern. If however, the institution has not purchased a license for public performance or reproduction, there are a limited number of scenarios in which a teacher may lawfully copy a videotape or other audiovisual work. The remainder of this section delineates when a teacher may lawfully reproduce an audiovisual work in the absence of a license agreement.

Reproduction of Television Broadcasts for Later Viewing

A. A broadcast program may be recorded off-air simultaneously with broadcast transmission (including simultaneous cable retransmission) and retained for a period not to exceed the first forty-five (45) consecutive calendar days after the date of recording. Upon conclusion of such retention period, all off-air recordings must be erased or destroyed immediately. "Broadcast programs" are television programs transmitted by television stations for reception by the general public without charge.³⁵

B. Off-Air recordings may be made only at the request of and used by individual teachers, and may not be regularly recorded in anticipation of requests.³⁶

C. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast. The off-air recording may be repeated once only when instructional reinforcement is necessary.³⁷

Music

The owner of a copyright in a musical work has an exclusive right to reproduce, prepare derivative works, distribute, and publicly perform his/her music.³⁸ Nonetheless, certain permissible uses may be considered "fair use".

Permissible Uses

- A. Emergency copying to replace purchased copies which for any reason are not available for an imminent performance provided purchased replacement copies shall be substituted in due course.³⁹
- B. For academic purposes other than performance, single or multiple copies of excerpts of works may be made, provided that the excerpts do not comprise a part of the whole which would constitute a performable unit such as a section, movement or aria, but in no case more than ten percent (10%) of the whole work. The number of copies shall not exceed one (1) copy per student.⁴⁰
- C. Printed copies that have been purchased may be edited or simplified provided that the fundamental character of the work is not distorted or the lyrics, if any, altered or lyrics added if none exist.⁴¹
- D. A single copy of recordings of performances by students may be made for evaluation or rehearsal purposes and may be retained by the educational institution or individual teacher.⁴²
- E. A single copy of a sound recording (such as a tape, disc, or cassette) of copyrighted music may be made from sound recordings owned by an educational institution or an individual teacher for the purpose of constructing aural exercises or examinations and may be retained by the educational institution or individual teacher. (This pertains only to the copyright of the music itself and not to any copyright that may exist in the sound recording.)⁴³

Prohibitions

- A. Copying to create or replace or substitute for anthologies, compilations or collective works.⁴⁴
- B. Copying of or from works intended to be "consumable" in the course of study or of teaching such as workbooks, exercises, standardized tests and answer sheets and like material.⁴⁵
- C. Copying for the purpose of performance, except for emergency copying, as described above.⁴⁶
- D. Copying for the purpose of substituting for the purchase of music, except described under permissible uses A and B above.⁴⁷
- E. Copying without inclusion of the copyright notice that appears on the printed copy.⁴⁸

Computer Programs⁴⁹

The copyright owner of a computer program has the exclusive right to reproduce, prepare derivative works, and distribute the work.⁵⁰ Thus, one might be held liable for copyright infringement for copying software unless s/he has obtained a license from the copyright owner or unless the copying is considered "fair use".

Archival Copies

- A. Libraries and schools may lawfully make one (1) archival copy of a copyrighted computer program under the following conditions:
 - 1. one (1) copy is made,
 - 2. the archival copy is stored,
 - 3. if possession of the original ceases to be lawful, the archival copy must be destroyed along with the original program, and
 - 4. copyright notice should appear on the copy.⁵¹
- B. The original may be kept for archival purposes and the "archival copy" circulated. Only one (1) copy-either the original or the archival-may be used or circulated at any given time.⁵²
- C. If the circulating copy is destroyed, another "archival" copy may be made.⁵³
- D. If the circulating copy is stolen, the copyright owner should be consulted before circulating or using the "archival" copy.⁵⁴

License Restrictions

If a computer program is licensed, refer to the license agreement. Statutory Fair Use exemptions can be overridden by license restrictions.⁵⁵ This stresses the need to review and abide by the terms and conditions of license agreements, especially clauses relating to permitted uses, prohibited uses, restrictions, and copying limitations.⁵⁶ By installing or using a licensed software product, you are legally bound by its agreement.⁵⁷

Typical license restrictions include:

- A. An archival (backup) copy of a copyrighted program may be made if:
 - 1. only one (1) copy is made;
 - 2. the archival copy is stored; and
 - 3. copyright notice appears on the copy.

- B. If only one (1) program is owned under license, **it may only be used on one (1) machine at a time.**
- C. A single program may **not** be loaded into a computer that can be accessed by several different terminals for simultaneous use.
- D. If the computer is capable **offer** being used by another to make a copy of the program, a warning should be posted on the computer, such as the following:

Many computer programs are protected by copyright 17 U.S.C. 101. Unauthorized copying may be prohibited by law.

In certain circumstances, negotiating objectionable terms with the publisher may be recommended (although with consumer "shrinkwrap" agreements, this may not be possible).⁵⁸

Special Concerns: Libraries

Library Copying and Distribution Guidelines⁵⁹

In General

Congress has provided a safe harbor for libraries, under which libraries may not be liable for copyright infringement in certain situations. (Note: this safe harbor may not protect a library if the library violates the license agreement by which the work was obtained.⁶⁰)

General Explanation of the Exemption

Requirements for Exemption

For a library to benefit from the exemption, it must meet three (3) conditions.

- A. Reproduction or distribution is made without any purpose of direct or indirect commercial advantage.⁶¹

Non-profit libraries may claim benefit of the exemption so long as the reproduction and distribution were not commercially motivated. Profit-making or other commercial institutions are also eligible for the exemption, as long as the reproduction and distribution was not commercially motivated.⁶²

- B. The library must be an Open Collection

To qualify as an Open Collection, a library's collection must be (1) open to the public, or (2) open to at least to persons doing research in the specialized field that is the subject of the collections.⁶³

- C. Copyright Notice May Be Required

If the original work contains a notice of copyright, that notice should also be affixed to the copy.⁶⁴ Otherwise, "if no such notice can be found on the copy that is reproduced", then the library can discharge its obligations by including "a legend stating that the work may be protected by copyright."⁶⁵

Works not Qualifying for the Exemption

The exemption does not apply to a musical work, to a pictorial, graphic or sculptural work, or a motion picture or other audiovisual work other than an audiovisual work dealing with news unless the copy is for presentation or replacement as described below.⁶⁶

Copies Preservation or Replacement Purposes¹⁸

- A. A library may make up to three (3) copies of an unpublished work for purposes of preservation, including copies in digital form, if that format is not made available to the public.⁶⁷ This provision applies only to copies of works that are currently in the library's possession.⁶⁸
- B. A library may make up to three (3) copies of a published work to replace a damaged, deteriorating, lost, or stolen work, if a replacement copy cannot be obtained at a reasonable cost.⁶⁹
- C. A library may make up to three (3) digital copies of a published work that is an obsolete format, if that format is not made available to the public.⁷⁰

Use of Videotapes in Library

In-Library Use of a Copyrighted Videotape

- A. When a videotape purchase is made by the library, the vendor should be made aware of the library's intended use of the videotape. Even if a videotape is labeled "For Home Use Only," private viewing in the library should be considered to be authorized by the vendor's sale to the library if the vendor knew of the library's intended use of the videotape.⁷¹
- B. Permission is required for public viewing of a videotape in a library unless the requirements for classroom use are met.⁷²
- C. Notices should be posted on video recorders or players used in the library to educate and warn patrons about the existence of the copyright laws. An acceptable notice includes the following:

Many videotaped materials are protected by copyright. Unauthorized copying may be prohibited by law. 17 U.S.C. 101.⁷³

Third Party Use of Videotapes at School Facilities

- A. Libraries that allow groups to use or rent their public meeting rooms should, as part of their rental agreement, require the group to warrant that it will secure all necessary performance licenses and indemnify the library for any failure on their part to do so.⁷⁴
- B. If patrons are allowed to view videotapes on library-owned equipment, they should be limited to private performances, i.e., one (1) person, or no more than one (1) family, at a time.⁷⁵
- C. User charges for private viewing should be nominal and directly related to the cost of maintenance of the videotape.⁷⁶

Lending of Computer Programs by a Non-Profit Library

Nonprofit libraries may lend a computer program for non-profit purposes, so long as each copy of the computer program has the following noticed affixed "verbatim" to the packaging:⁷⁷

Notice: Warning of Copyright Restrictions

The copyright law of the United States (Title 17, United States Code) governs the reproduction, distribution, adaption, public performance, and public display of copyrighted material.

Under certain conditions specified in law, nonprofit libraries are authorized to lend, lease, or rent copies of computer programs to patrons on a nonprofit basis and for nonprofit purposes. Any person who makes an unauthorized copy or adaption of the computer program, or redistributes the loan copy, or publicly performs or displays the computer program, except as permitted by Title 17 of the United States code, may be liable for copyright infringement.

This institution reserves the right to refuse to fulfill a loan request if, in its judgment, fulfillment of the request would lead to violation of the copyright law.

37 CFR 201.24(b). This notice must be affixed to the packaging that contains the copy of a computer program loaned to a library patron.⁷⁸ The notice must include a label that is durably attached to the copies or its packaging.⁷⁹ The notice must be clearly legible and readily apparent to a casual observer.⁸⁰

Special Concerns: Internet and Other Modern Technology Issues

Databases

Generally, the information made available to researchers from commercial online and CD-based electronic databases is copyrighted.⁸¹ Read the terms and conditions for a database before using or downloading.

Distance Learning

In General

In the distance learning context, where educational materials are transmitted over a network, the computers involved generally make copies of the educational materials in making the transmissions. This copying, however, depending on the circumstances, may not be an infringement. Under the TEACH Act, Congress created an exemption to protect schools that choose to utilize distance learning. Under this exemption, if a learning institution adheres to specific requirements, they will not be liable for copyright infringement. Instructors must be mindful of the requirements.

Institutional Considerations

In order to qualify for the distance learning exemption, an accredited nonprofit educational institution must have the necessary technological measures in place and implement a copyright policy.⁸²

Accredited Non-Profit Educational Institution

These guidelines apply to accredited nonprofit educational institutions.⁸³ An institution utilizing distance learning must be one (1) of two (2) types to qualify for the TEACH Act exemption:

- A. an institution providing post-secondary education, as determined by a regional or national accrediting agency recognized by the Council on Higher Education Accreditation or the United States Department of Education; or
- B. an institution providing elementary or secondary education, which shall be recognized by the applicable State certification or licensing procedures.⁸⁴

Necessary Technological Measures

A. Reception

To the extent technologically feasible, the institution's information technology officials must limit the reception of distance learning transmissions to students officially enrolled in the distance learning course.⁸⁵ This may, for example, be accomplished by transmission over a secure system with technological limitations on access to the class or program such as a PIN number, password, smartcard or other means of identification of the enrolled student.

Reception must be in a classroom or other similar place normally devoted to instruction or any other site where the reception can be controlled by the eligible institution.⁸⁶ These guidelines are also applicable to government agency employees who take the course or programs offered by the agency as a part of their official duties.⁸⁷

B. Reproduction and Access to Copies

The institution's information technology officials must apply technology measures to reasonably prevent (1) participants enrolled in the course from retaining the copyrighted materials for longer than the class session, and (2) participants from disseminating unauthorized copies of the copyrighted materials.⁸⁸

Educational institutions may retain copies of their digital transmissions, provided that no further copies are made from those works.⁸⁹

C. Other Considerations

Information technology officials should review their technological systems to be certain that the distance learning system does not interfere with digital rights management technology or other technological measures that copyright owners use to control their works.⁹⁰

Implement a Copyright Policy

The transmitting institution must "institute policies regarding copyright."⁹¹ These policies should provide information materials to faculty, students, and relevant staff members that accurately describe, and promote compliance with, the laws of the United States relating to copyright, and provide notice to students that materials used in connection with the course may be subject to copyright protection.⁹² Among other possible strategies, institutions might distribute printed information, post information on websites, and have users click an agreement each time they use the distance learning software.

Instructor's Considerations

Instructors need to be aware of the types of material that are protected and must oversee the use of such materials.⁹³

A. Types of Works Qualifying for the Exemption

To qualify for the distance learning exemption, the material transmitted by the instructor must be of a proper type.⁹⁴ Transmission of any of the following may be exempt from infringement:

1. performance of a nondramatic literary or musical work,⁹⁵
2. performance of reasonable and limited portions of all other works,⁹⁶ (e.g., plays and visual art)⁹⁷
3. display of a work in an amount comparable to that which is typically displayed in the course of a live classroom session,⁹⁸ or
4. transmission of works converted from analog format to digital format if: (1) a digital version is unavailable to the institution, or is available but subject to technological protection that prevents its transmission for distance learning, and (2) the conversion and transmission is limited to the amount authorized (see section b. above – "reasonable and limited" portions).⁹⁹

B. Types of Works Not Qualifying for the Exemption

Transmission of the following is not exempt from infringement:

1. works produced or marketed primarily for performance or display as part of "mediated instructional activities transmitted via digital networks" (e.g. commercially available online educational materials)¹⁰⁰
2. textbooks, course packs, or other course materials that are typically purchased or acquired by students for their individual use¹⁰¹
3. works that were unlawfully made or acquired (e.g. pirated materials)¹⁰²

C. The performance or display of the copyrighted material must be made under the teacher's actual supervision. The material must be directly related to the content of the lesson and must be part of the systematic instruction of the students. The performance may not be for entertainment purposes.¹⁰³

D. Number of Copies and Lifetime thereof

An institution may make no more than thirty (30) copies of a particular transmission program, if (1) no further copies are reproduced, and (2) except for one (1) copy preserved exclusively for archival purposes, the copies are destroyed within seven (7) years from the date the transmission was first transmitted to the public.¹⁰⁴

Examples: When Permission of Copyright Owner is Required

- A. **Commercial uses:** Any commercial use including the situation where a nonprofit educational institution is conducting courses for a for-profit corporation for a fee such as supervisory training courses or safety training for the Corporation's employees.¹⁰⁵
- B. **Dissemination of recorded courses:** An institution offering instruction via distance learning under these guidelines wants to further disseminate the recordings of the course or portions that contain performance of a copyrighted work.¹⁰⁶
- C. **Uncontrolled access to classes:** An institution (agency) wants to offer a course or program that contains the performance of copyrighted works to non-employees.

School as an Internet Service Provider (ISP)

In the event that the District or an institution of the District operates as an internet service provider, the District or institutions of the District may be able to take measures under the copyright statutes to limit copyright liability. If the District wishes to take advantage of these internet service provider limitations, an attorney should be consulted.

Giving Credit to Copyright Owners

Always give proper credit to authors or other copyright owners. Crediting the source must adequately identify the source of the work, giving a full bibliographic description including author, title, publisher, and place and date of publication. Copyright ownership information should include the copyright notice ©, year of first publication, and name of copyright holder.¹⁰⁸

Always include the notice of copyright present in the original work. The following is a satisfactory notice:

Notice: This material may be protected by copyright law.

If alterations have been made in the copyrighted material, this should be noted in the credits.

Obtaining Permission for Use of Copyrighted Material

Questions concerning copyright procedures, including fair use, should be addressed to the District Copyright Officer.

Employees must obtain permission for any use of copyrighted material that is not a fair use under the above guidelines. To obtain permission, the employee should contact the Copyright Clearance Center, Inc., or the Permissions Department of the copyright holder (usually the publisher).

Copyright Clearance Center, Inc.
222 Rosewood Drive
Danvers, MA 01923
(978) 750-8400
www.copyright.com

To request permission from the publisher, the request must be in writing and should be sent, together with an envelope addressed to the sender, to the permissions department of the publisher of the work. The request should include the title, author or editor, and edition of materials for which permission is sought; the exact materials to be used, with specification of amount, page numbers, chapters, including, if possible, a photocopy of the material; the number of copies to be made; the use to be made of the duplicated materials; the form of distribution; whether or not the copies will be sold; and the process by which the material will be reproduced.

A copy of the written permission granted by the publisher or copyright owner should be forwarded to and maintained by the District Copyright Officer.

A reasonable inquiry must be made to identify and locate the copyright owner. A reasonable inquiry includes, but is not limited to, conducting each of the following steps: (1) checking any information within the control of the educational institution, including slide catalogs and logs, regarding the source of the image; (2) asking relevant faculty, departmental staff, and librarians, including visual resource collections administrators, for any information regarding the source of the image; (3) consulting standard reference publications and databases for information regarding the source of the image; and (4) consulting rights reproduction collectives and/or major professional associations representing image creators in the appropriate medium.

REFERENCES

1 17 U.S.C. 102(a) (reciting all types of works except for computer programs). See also 17 U.S.C. 101 (defining computer program in the copyright statute) in view of *Apple Computer v. Franklin Computer Corp.*, 714 F.2d 1240, 1253 (affording copyright protection to various computer programs).

2 17 U.S.C. 102(b).

3 17 U.S.C. 105.

4. 17 U.S.C. 106.

5 See 17 U.S.C. 501 (stating in part "Anyone who violates any of the exclusive rights of the copyright owner...is an infringer"); 17 U.S.C. 502 (providing for injunctions in cases of copyright infringement); 17 U.S.C. 503 (allowing injunctions for copyright infringement); 17 U.S.C. 504 (providing for actual damages, statutory damages, and profits for copyright infringement); 17 U.S.C. 505 (providing for attorney's fees for copyright infringement); 17 U.S.C. 506 (providing for criminal offenses for copyright infringement);

6 17 U.S.C. 107.

7 17 U.S.C. 109.

8 17 U.S.C. 108.

9 See e.g. 17 U.S.C. 107 (describing the "Fair Use" exception, and particularly noting that "the factors to be considered include") (emphasis added). Thus, regarding "fair use", courts use a balancing approach instead of a bright-line test.

10 17 U.S.C. 106.

11 17 U.S.C. 110(1).

12 17 U.S.C. 110(1).

13 17 U.S.C. 110(4).

14 Nimmer on Copyright 2.06(A)

15 17 U.S.C. 107.

16 See <http://www4.law.cornell.edu/uscode/17/107.notes.html> (linking to H.R. Rep. No. 94-1476, 94th Cong., 2d Sess. (1976) from which this section is adapted). Specifically, this excerpt is taken from the portion of this bill with the heading "Agreement on Guidelines for Classroom Copying in Not-for-Profit Educational Institutions with respect to books and periodicals". See id. H.R. Rep. No. 94-1476 is included along-side 17 U.S.C. 107 (entitled "Limitations on Exclusive Rights: Fair Use") in the "Historical and Revision Notes" comments. See id.

17 Id. (referring to Comments of 17 U.S.C. 107).

18 Id. (referring to Comments of 17 U.S.C. 107).

19 Id. (referring to Comments of 17 U.S.C. 107).

20 Id. (referring to Comments of 17 U.S.C. 107).

21 Id. (referring to Comments of 17 U.S.C. 107).

22 Id. (referring to Comments of 17 U.S.C. 107).

23 Id. (referring to Comments of 17 U.S.C. 107).

24 Id. (referring to Comments of 17 U.S.C. 107).

25 Id. (referring to Comments of 17 U.S.C. 107).

26 Id. (referring to Comments of 17 U.S.C. 107).

27 Id. (referring to Comments of 17 U.S.C. 107).

28 Id. (referring to Comments of 17 U.S.C. 107).

29 Id. (referring to Comments of 17 U.S.C. 107).

30 Id. (referring to Comments of 17 U.S.C. 107).

31 Id. (referring to Comments of 17 U.S.C. 107).

32 Id. (referring to Comments of 17 U.S.C. 107).

33 Id. (referring to Comments of 17 U.S.C. 107).

34 Id. (referring to Comments of 17 U.S.C. 107).

35 <http://www.lib.jmu.edu/org/mla/Guidelines/> (linking to the Music Library Association's "Guidelines for Off-Air Recordings of Broadcast Programming for Educational Purposes").

36 Id. (citing Music Library Association's "Guidelines for Off-Air Recordings of Broadcast Programming for Educational Purposes.")

37 Id. (citing Music Library Association's "Guidelines for Off-Air Recordings of Broadcast Programming for Educational Purposes.")

38 17 U.S.C. 107.

39 See <http://www4.law.cornell.edu/uscode/17/107.notes.html> (linking to H.R. Rep. No. 94-1476, 94th Cong., 2d Sess. (1976) of which this section is verbatim). Specifically, this excerpt is taken from the portion of this bill headed "guidelines for educational uses of music". See id. H.R. Rep. No. 94-1476 is included along-side 17 U.S.C. 107 (Entitled "Limitations on Exclusive Rights: Fair Use") in the "Historical and Revision Notes" comments. See id.

40 Id. (referring to Comments of 17 U.S.C. 107).

41 Id. (referring to Comments of 17 U.S.C. 107).

42 Id. (referring to Comments of 17 U.S.C. 107).

43 Id. (referring to Comments of 17 U.S.C. 107).

44 Id. (referring to Comments of 17 U.S.C. 107).

45 Id. (referring to Comments of 17 U.S.C. 107).

46 Id. (referring to Comments of 17 U.S.C. 107).

47 Id. (referring to Comments of 17 U.S.C. 107).

48 Id. (referring to Comments of 17 U.S.C. 107).

49 See 17 U.S.C.A. 107 (West 2002) (also known as the "Fair Use Doctrine"); 17 U.S.C.A. 117 (West 2002) (allowing an owner to make a copy of a computer program in certain limited situations); 17 U.S.C.A. 109(b)(2) (West 2002) (also known as the "First Sale Doctrine") (allowing nonprofit libraries to lend computer providing a warning of copyright is affixed to the program (37 C.F.R. 201.24, "Warning of copyright for software lending by nonprofit libraries")).

50 Id. 17 U.S.C. 107.

51 These guidelines are adapted from the American Library Association's Model Policy of 1986 (available at <http://www.ifla.org/documents/infopol/copyright/ala-1.txt>) (last accessed Oct. 17, 2005). See also 17 U.S.C. 117.

52 Id. (referring to ALA's Model Policy of 1986 and 17 U.S.C. 117).

53 Id. (referring to ALA's Model Policy of 1986 and 17 U.S.C. 117).

54 Id. (referring to ALA's Model Policy of 1986 and 17 U.S.C. 117).

55 In other words, even if a party is not liable for copyright infringement, that party may still be liable for breach of contract. As such, State law would apply to the contract claim to the extent that State law is not pre-empted by Federal copyright law.

56 See previous note.

57 Regarding so-called "shrink wrap" license agreements, compare *ProCD v. Zeidenberg*, 86 F. 3d 1447, 1449 (7th Cir. 1996) (enforcing shrink-wrap licenses), with *Step-Saver Data Sys., Inc. v. Wyse Tech.*, 939 F.2d 91, 93, 99 (3rd Cir. 1991) (invalidating shrink-wrap licenses under the UCC).

58 The Association of Research Libraries (ARL) provides guidelines for negotiating license agreements for computer software, available at <http://www.arl.org/scomm/licensing/index.html>. See also, *supra* note 64 (discussing shrink-wrap license agreements).

59 See generally 17 U.S.C. 108 (commonly referred to as the statutory exemption for libraries). See also *Nimmer 8.03* (discussing the statutory exemption for libraries).

60 Such a violation may be a breach of contract even if it is not a copyright violation.

61 17 U.S.C. 108(a)(1).

62 *Nimmer 8.03(A)(1)*.

63 17 U.S.C. 108(a)(2).

64 17 U.S.C. 108(a)(3).

65 17 U.S.C. 108(a)(3). See also *Nimmer 8.03(D)*.

66 17 U.S.C. 108(i).

67 17 U.S.C. 108(b).

68 17 U.S.C. 108(b)(1).

69 17 U.S.C. 108(c).

70 17 U.S.C. 108(c).

71 These guidelines are adapted from the American Library Association's Model Policy of 1986 (available at <http://www.ifla.org/documents/infopol/copyright/ala-1.txt>) (last accessed Oct. 17, 2005). This model policy was drafted by Mary Hutchings Reed and Debra Stanek. Mary Hutchings Reed is a partner in the law firm of Sidley & Austin, Chicago, and counsel to the American Library Association. Debra Stanek will graduate in June 1986 from the University of Chicago Law School. As of 2005, this Model Policy has not been incorporated into the copyright statute. See 17 U.S.C. 108. In particular, the current statutory library exemption does not extend to musical works, to pictorial, graphic or sculptural works, or to motion pictures or other audiovisual works, except that news-related audiovisual works may fall within the exemption. 17 U.S.C. 108(i).

72 Id. (referring to the ALA's Model Policy of 1986).

73 Id. (referring to the ALA's Model Policy of 1986).

74 Id. (referring to the ALA's Model Policy of 1986).

75 Id. (referring to the ALA's Model Policy of 1986).

76 Id. (referring to the ALA's Model Policy of 1986).

77 17 U.S.C. 109(b)(2)(A).

78 37 CFR 210.24.

79 37 CFR 210.24.

80 37 CFR 210.24.

81 See 17 U.S.C. 101 (extending copyright protection to any "original work of authorship" that is "fixed in a tangible medium of expression") in view of *Fiest Publications v. Rural Telephone Service Co.*, 499 U.S. 340 (1991) (deeming that "originality" is the relevant standard for copyrightability, and dismissing the "sweat of the brow" test).

82 See generally, 17 U.S.C. 110(2).

83 *Id.*

84 17 U.S.C. 110(2) (third paragraph after clause (10)).

85 17 U.S.C. 110(2)(C).

86 See 17 U.S.C. 110(2).

87 17 U.S.C. 110(2)(C)(ii).

88 17 U.S.C. 110(2)(D)(ii).

89 See 17 U.S.C. 110(final paragraph).

90 17 U.S.C. 110(2)(D)(ii)(II).

91 17 U.S.C. 110(2)(D)(I).

92 *Id.*

93 See *supra* notes 44-51.

94 See generally 17 U.S.C. 110(2) (commonly referred to as the TEACH Act).

95 17 U.S.C. 110(2).

96 17 U.S.C. 110(2).

97 National Law Journal (Feb. 10, 2003) (available at http://www.goodwinprocter.com/publications/hildebrand_klosek_02_10_03.pdf)

98 17 U.S.C. 110(2).

99 17 U.S.C. 112(f)(1).

100 17 U.S.C. 110(2).

101 17 U.S.C. 110(2) (second paragraph after clause (10)).

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Book AG 1st Draft Clean
Section 2000 Program
Title EVALUATION OF PROGRAM PURPOSE
Number ag2605
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2605 - EVALUATION OF PROGRAM

PURPOSE

Evaluation is essential to **achieve** adequately **achieve** a desired learning outcome. Staff needs to be able to monitor a given situation in such a way that the District or a school has appropriate data about the current status on which to base decisions and actions. If the assessment is inadequate (for one of several reasons), it could lead to inappropriate actions and ultimately to lack of accomplishment of District goals and staff responsibilities.

Sequence of Tasks in Program Evaluation

Task 1 Clarify the outcomes and elements of the program to be evaluated.

Task 2 Describe program outcomes and elements as they **should** be.

Task 3 Determine the procedures for gathering needed information about current status of program outcomes and elements.

Task 4 Gather the data.

Task 5 Verify the accuracy and sufficiency of the data.

Task 6 **Assess** the programs by:

1. comparing the data (Task 4) with the standards (Task 2) to determine strengths and weaknesses;
2. determining the relative significance of both strengths and weaknesses.

Task 7 **Evaluate** the program by judging its value or worth based on the assessment (Task 6).

PROGRAM EVALUATION CHECKLIST

When conducting an evaluation of a District program, use some or all of the following questions to 1.) determine **what** is to be evaluated (Task 1), 2.) determine standards (Task 2), and then 3.) obtain evidence about its effectiveness (Task 3):

A. RESULTS

1. How proficiently are the participating students learning to perform the tasks in each component of the program?
2. How well are the participating students achieving each of the parts of the INTENDED LEARNING OUTCOME as demonstrated by their performance on the APPLICATION OF LEARNING TASKS?
3. What specific secondary gains (additional benefits) are being realized for the participating students? for other students? for teachers? for the school/district? etc.
4. What specific side effects (negative consequences) are realized for the participating students? for other students? for teachers? for the school/district? etc.
5. How well does the program comply with local, state, and Federal regulations, guidelines, policies, constraints, etc.?

B. ATTITUDES

1. To what extent do those who are directly involved in the program think it is a good program and want to continue being involved in it?
2. To what extent do those not directly involved in the program think it is a good program and should be continued?

C. PROGRAM OPERATION

1. How well do the needs assessment procedures work to efficiently identify the students who should be involved in the program?
2. How well is the **organization** and the **scheduling** of the program working to provide the participating students the opportunity to achieve program goals and meet other needs without inhibiting other students from achieving their learning goals and objectives?
3. How well is the staff able to fulfill the roles and responsibilities needed to develop and implement the program?
4. How well are the program-planning procedures working to create a plan for learning that will achieve the Intended Learning Outcomes of the program?
5. How effective are the **instructional procedures** being used working to implement the curriculum and to facilitate the students' achievement of the program goals?
6. How adequate and appropriate are the **facilities** being used to implement the program effectively?
7. How adequate, appropriate, and available are the **instructional resources** needed to implement the program effectively?
8. How well is the information about the program and its participating students being **communicated** to those who need, want, and/or should have the information?

Criteria and standards for each selected program result and/or elements need to be decided, based on a determination of the amount and quality of those characteristics that either are essential for the program to be effective or are needed to satisfy people in the particular situation.

ESTABLISHING CRITERIA AND STANDARDS

The following are suggested procedures for establishing a set of criteria and standards for evaluating any District learning program.

- A. Using the Program Evaluation Checklist above, identify the results and elements of the program which are of particular interest or concern.
- B. Arrange the results and the elements in terms of relative importance and/or assign a weight to each.
- C. For each CRITERION, develop a rating scale or some way of assigning a numerical value to varying degrees of that quality based on evidence or on opinion supported by evidence.

For examples of rating systems with criteria/standards, refer to AG 2252, Step Four and AG 2521, Section E.

EVALUATION GUIDELINES

Evaluation is a **judgment** about how "good" something is based on how well it meets particular **standards**.

If plans for evaluating a program are made **when the program is planned**, the task of evaluating is made considerably easier than if the evaluation plan is not developed about until **after** the program has been planned and/or implemented.

The following are some suggested guidelines regarding evaluation:

- A. Decide, well in advance of any reporting, **what** will be evaluated, **who** will be asked to evaluate, **when** the program will be evaluated, and on what **basis**.
- B. Be sure that everyone involved in the evaluation is clear about the criteria and standards and what will be considered **evidence** on which to base a rating on each criterion.
- C. Devise checklists, forms, etc. which make it **easy** for people to keep track of data related to each criterion.
- D. Do not formally assess and evaluate a program until there is **evidence of results**. In a learning program, other variables such as: ~~nothing else~~ attitudes, teaching procedures, etc. - should not be judged except in terms of how each helps to produce the learning results. Also, do not ~~change~~ keep changing the program until there is evidence of results. Let the program produce results and then assess them and key program elements. After the assessment/evaluation is completed, changes can be made to:

1. maintain and/or improve learning outcomes and other results;
2. improve elements of the program;
3. maintain/increase secondary gains;
4. decrease or eliminate side-effects.



Book	AG 1st Draft Clean
Section	2000 Program
Title	TESTING PROGRAM
Number	ag2623
Status	First Reading

2623 - TESTING PROGRAM

Purpose of Testing

Testing, like any other element of the District's program, should have a definite purpose related to District goals. No test should be given without first defining its purpose and determining how the results will be used.

SUGGESTED PURPOSES FOR VARIOUS TESTS

A. Achievement Tests

1. to measure a student's progress in achieving District learning outcomes
2. to help determine student learning strengths and weaknesses and/or diagnose their causes
3. to help assess the effectiveness of a school's or the District's program and/or identify/diagnose educational strengths and weaknesses
4. to aid in evaluating curriculum and/or instructional strategies and resources

B. Intelligence Tests

to assist in determining eligibility for special programs

C. Basic Skills Tests

1. to help determine the extent to which a student can perform tasks associated with functional literacy
2. to aid in diagnosing problems with literacy task-skills and in providing for appropriate remediation

D. Readiness Tests

to help determine the appropriate time for a student to begin a learning program

E. Vocational Interest/Aptitude Tests

1. to help determine a student's interests or aptitudes for comparison with those related to particular vocational fields
2. to assist in the vocational counseling of a student

Uses of Test Results

The purpose for giving a test is to use the results to improve learning and to communicate with those concerned about how well a student or group of students are learning.

Item Analysis

If test results are to be used effectively, an analysis of the test items usually should be the first step. Such an analysis makes it easier to determine where students are strong and where the weaknesses are so that instruction can be geared accordingly. A proper analysis should provide the kind of knowledge that will not only aid in designing appropriate learning activities but in producing a more reliable assessment and more useful communication to both students and their parents.

Curriculum and Instruction

Administrators will be responsible for ensuring that test results are used by the staff to both refine the curriculum and improve instructional strategies and resources. To aid in this process, in-service programs may be necessary to strengthen understanding of how different kinds of tests are designed, how to judge reliability and validity, and how to use test information to diagnose and remediate.

Counseling

Administrators should ensure that teachers and counselors are working cooperatively by sharing information derived from the testing program. The counselors should be using test results and analyses to help students (and their parents) develop a realistic and valid view of their current achievement levels and design and follow through on plans related to both their school and vocational careers. Teachers should also be aware of these plans to help support such plans in the classroom.

Communication with Parents

As one of the important partners in the educative process, it is essential that parents be kept properly informed of test results, particularly those that relate directly to academic achievement. In communicating with parents, particularly with regard to standardized tests, the following guidelines should be observed:

- A. Test results should be provided in context, that is, with the purpose of the test(s) clearly stated and the student's measurement compared to standards.
- B. Make sure parents are aware of the relationship between the test's purpose and the goals of the particular program of which the test is a part.
- C. Communicate what the test is designed to measure as well as what it does not attempt to measure.
- D. Seek questions, provide or obtain reliable answers, and, if the parent is not satisfied with the answer(s), refer the question to the next level of authority.

Use in Remediation and Promotion/Retention

- A. Intervention shall be provided to all students who do not meet the minimum standards of proficiency as measured by Student Assessment System as well as achievement tests.
- B. Test results will be used by all classroom teachers to assist in identifying and implementing instruction appropriate to the needs of students who do not meet the identified competency standards.
- C. Test results may be used by teachers, administrators, and guidance personnel as a factor in promotion and graduation decisions, such as the State required Civics test, but shall not be the sole factor in determining promotion or graduation.
- D. Intervention shall continue until students attain minimum proficiency as measured by District standards.
- E. District specialists may assist regular classroom teachers in identification of individual student competency needs and in accommodating instruction to the intervention needs of identified students.
- F. Textbooks and other instructional materials appropriate to the intervention needs of students should be identified for use by District staff.

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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 has access to the test itself. In those cases where the staff 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.

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Social Media

District Use Policy



District Social Media

The School District of Manawa communicates information through the district web pages as well as social media networks. Social media networks utilized include blog posts, websites Twitter feeds, Facebook pages and groups, YouTube channels, and other platforms. Staff are encouraged to share information and celebrate accomplishments.

Media Relations Administrative Responsibility

The District Administrator serves as the official spokesperson for the School District on all matters of district-wide interest to the media. The District Administrator may delegate Principals, Directors, or other staff to serve as spokespersons for their areas of responsibility. Publicity regarding students shall always be evaluated in terms of the effect on the children. All school district employees shall notify the District Administrator's office whenever they are contacted by the media.

Social Media Directory

A directory of social media pages can be found on the district website here: <http://manawaschools.org/community/social.cfm> All school-related social media pages must be included in the social media directory. Staff must notify the Director of Technology about the existence of any school-related social media pages so that all social media pages are included in the social media directory.

Public Records & Investigations

The District is subject to public records laws which include social media content. The District also has a responsibility to investigate incidents occurring on school-related social media pages. School-related Facebook pages and groups shall include a district-owned account as a page or group administrator. We will use this access to investigate any reported incidents. Staff are asked to print or screenshot any offensive content prior to deleting.

Social Media

District Use Policy



Student Privacy & Parent Authorization

The school district realizes the importance of highlighting accomplishments of our students and will ensure student safety and privacy are maintained throughout this process. In order to share the accomplishments, awards and happenings in our district, student directory information may be shared in district communication. Parents are given the opportunity to request that their child not be identified in district communication. Parents may do so by contacting their school office.

Limited student information may be shared online including:

- first name and last name;
- photograph;
- participation in officially-recognized activities and sports;
- height and/or weight when appropriate (i.e. athletics);
- graduation date or year;
- degrees and awards received.

This spreadsheet identifies which families have requested not to have their information shared online. Please familiarize yourself with this list if you plan to share pictures or information online. Do not include students if you see a **NO** in the **DISTRICT USE OF MEDIA, PUBLIC RELEASE OF MEDIA, or DATA DIRECTORY** columns.

- [Little Wolf Jr./Sr. High: Permission/Consent Verification Form 2017-18](#)
- TBD: Elementary list is being prepared and will be shared shortly.

Access to Class Materials and Homework

Class materials and homework, if distributed online, shall be shared using school resources including Google Drive, Google Classroom, or Google Sites. Students should not require social media accounts to access class materials and homework. Teachers may request an exception to these options by contacting the Director of Technology. Exceptions would include other learning management system (LMS) websites.

Social Media

District Use Policy



Website Content Guidelines

Students may create webpages for classroom projects. Coaches, advisors and volunteers may create team and/or organization webpages. Principals, Directors, Managers and Secretaries may post school or department reminders, event information, classroom highlights and curricular information. All content produced and posted online must conform to the following School District of Manawa Guidelines, and is the property of the District.

Creators of web pages and web content should familiarize themselves with and adhere to the following policies and responsibilities. The Webmaster is responsible for maintaining the district website and must make sure all published material abides by these policies and guidelines.

All content on webpages should relate to curriculum, instruction, school-authorized activities, and general information that is appropriate and of interest to others. All district and classroom webpages are subject to the [Acceptable Use Policy](#).

Prohibited activities include:

- the creation or transmission of any offensive, obscene or indecent images, content or other material, including sites linked
- the creation or transmission of defamatory material
- the transmission of content, images, video or audio that infringes upon the copyright of another person or group

Proper permission for copyrighted materials if sought should be saved and archived. School District of Manawa will make every effort to ensure that all links are operational and all information is accurate, appropriate and of high quality. However, the viability of sites that are not created through the District cannot be guaranteed.

Example Policies

Parts of this documents have been adopted from the following school district policies.

- [Pulaski Community School District](#)



School District of Manawa

Bloodborne Pathogens Exposure Control Plan

Adopted by School Board on _____
(date)

The following person(s) is responsible for implementation and review of the Exposure Control Plan: District Administrator, Building Principals, and District Nurse

In accordance with the Occupational Safety and Health Administration (OSHA) Bloodborne Pathogens Standard, 29 CFR 1910.1030 (see Appendix A), the following exposure control plan has been developed. Pursuant to Wis. Stat. Section 101.055(see Appendix B), the Wisconsin Department of Commerce, Safety and Buildings Division is required to adopt and enforce health and safety standards equal to those offered to private employees as administered by OSHA. Definitions relating to the exposure control plan are found in Appendix C.

I. Exposure Determination

Each school district must determine which of its employees could be exposed to blood or other potentially infectious materials (OPIM) in the course of their work assignment. These employees, for the purposes of compliance with this standard, may be described as:

- 1) designated first aid providers (those whose primary job assignment would include rendering first aid);
and
- 2) those employees who might render first aid *only as a collateral duty*.

A. Job Classifications

The district has identified the following job classifications as those in which employees of the district could be exposed to bloodborne pathogens in the course of fulfilling their job requirements. Appendix D, *Job Classification Exposure Determination Form*, contains a list of job classifications in this district with the potential for exposure.

B. Tasks and Procedures

A list of tasks and procedures performed by employees in the above job classifications is required. This exposure determination shall be made without regard to the use of personal protective equipment.

Tasks/procedures may include but not limited to:

1. care of minor injuries that occur within a school setting (such as bloody nose, scrape, minor cut);
2. initial care of injuries that require medical or dental assistance (such as damaged teeth, broken bone protruding through the skin, severe laceration);
3. care of students with medical needs (such as tracheotomy, colostomy, injections);

4. care of students who need assistance in daily living skills (such as toileting, dressing, hand-washing, feeding, menstrual needs);
5. care of students who exhibit behaviors that may injure themselves or others (such as biting, hitting, scratching);
6. care of an injured person in laboratory settings, technical education settings, or art classes;
7. care of an injured person during a sport activity;
8. care of students who receive training or therapy in a home-based setting; and/or
9. cleaning tasks associated with body fluid spills.

II. Method of Compliance

All of the following methods of compliance are mandated by the standard and must be incorporated into the school district exposure control plan. NEOLA Administrative Guidelines will be available on the district webpage and the content included in the training program. It may be desirable to request assistance from staff of the local health department or infection control unit of the local hospital in implementing the following methods.

A. Universal Precautions

In this district, universal precautions shall be observed in order to prevent contact with blood or other potentially infectious materials (OPIM). All blood or other potentially contaminated body fluids shall be considered to be infectious. Under circumstances in which differentiation among body fluid types is difficult or impossible, all body fluids shall be considered potentially infectious materials.

B. Engineering and Work-Practice Controls

Engineering and work-practice controls are designed to eliminate or minimize employee exposure. Engineering controls are examined and maintained, or replaced, when an exposure incident occurs in this district and at least annually. The annual review must include, and take into account new innovations in technology, particularly devices that reduce needle-sticks.

1. Hand washing

- a. This district shall provide hand-washing facilities which are readily accessible to employees. When a provision for hand-washing facilities is not feasible, this district shall provide either an appropriate antiseptic hand cleanser in conjunction with clean cloth/paper towels or antiseptic towelettes.
- b. Employees shall wash hands or any other skin with soap and water or flush mucous membranes with water immediately, or as soon as feasible, following contact of such body areas with blood or other potentially infectious materials.
- c. Employees shall wash their hands immediately, or as soon as feasible, after removal of gloves or other personal protective equipment. When antiseptic hand cleaners or towelettes are used,

hands shall be washed with soap and running water as soon as feasible. ***Do not reuse disposable gloves.***

2. Housekeeping and Waste Procedures

- a. This district shall ensure that the worksite is maintained in a clean and sanitary condition. This district shall determine and implement an appropriate written schedule for cleaning and method of decontamination based on the location within the facilities), type of surface to be cleaned, type of soil present, and tasks or procedures being performed.
- b. All equipment, materials, and environmental and working surfaces shall be cleaned and decontaminated after contact with blood or other potentially infectious materials.
 - i. Contaminated work surfaces and reusable equipment shall be decontaminated with an appropriate disinfectant immediately after completion of a procedure/task/therapy and/or at the end of the school day if the surface may have become contaminated since the last cleaning. The surface shall be cleaned as soon as feasible when overtly contaminated, or after any spill of blood or other potentially infectious materials. [If bleach is used as a disinfectant, it must be prepared daily at a 1:10 dilution.] The solution is only stable for 24 hours. For a list of disinfectants, refer to the CDC website at <http://www.cdc.gov>.
 - ii. Protective covering, such as plastic wrap, aluminum foil, or imperviously backed absorbent paper used to cover equipment and environmental surfaces, shall be removed and replaced as soon as feasible when they become contaminated with blood or OPIM, or at the end of the school day if they have become contaminated since the last cleaning.
- c. Items such as paper towels, gauze squares, or clothing used in the treatment of blood or OPIM spills that are blood-soaked or caked (drrippable or flakeable) with blood shall be bagged, tied, and designated as a biohazard. The bag shall then be removed from the site as soon as feasible and replaced with a clean bag. In this district, bags designated as biohazard (containing blood or OPIM contaminated materials) shall be red in color and/or affixed with a biohazard label. The bags shall be located: in the health offices and also within custodial supply closets.

On the advice of the Department of Health Services, biohazardous waste, for the purpose of this standard, shall only include items that are blood-soaked, caked with blood, or contain liquid blood that could be wrung out of the item. This would also include items such as sharps, broken glass, or plastic on which there is fresh blood.

- d. The custodian shall respond immediately to any major blood or OPIM incident so that it can be cleaned, decontaminated, and/or removed immediately.
- e. In this district, there shall be a marked biohazard container in the custodial supply closets for used biohazard designated bags. Appropriate disposal of the contents of this container is as follows: the School District of Manawa works with a compliance company that specializes in collecting and disposing of regulated substances, such as medical waste and sharps, pharmaceuticals, and hazardous waste. They provide us with large cardboard boxes kept in janitors' closets in which we place our biohazard bags. Once the large cardboard boxes are full the company takes the whole cardboard box and then they leave us another empty box. We also call this company for full sharps containers.

- f. In the event regulated biohazard waste leaks from a bag or container, the waste shall be placed in a second container and the area shall be cleaned and decontaminated.
- g. Broken glass contaminated with blood or OPIM shall not be picked up directly with the hands. It shall be cleaned up using mechanical means, such as a brush and dustpan, tongs, or forceps. Broken glass shall be containerized. The custodian shall be notified immediately through verbal or written notification before scheduled cleaning.
- h. **Contaminated** sharps, broken glass, plastic, or other sharp objects shall be placed into appropriate sharps containers. In this district, sharps containers shall be able to be closed, puncture resistant, labeled with a biohazard label, and leak proof. Containers shall be maintained in an upright position. Containers shall be easily accessible to staff and located as close as feasible to the immediate area where sharps are used or can be reasonably anticipated to be found (for example classrooms where dissections occur, and the nurse's station). If an incident occurs in which there is contaminated material that is too large for a sharps container, the custodian shall be contacted immediately to obtain an appropriate biohazard container for this material.
 - i. Reusable sharps that are contaminated with blood or OPIM shall not be stored or processed in a manner that requires employees to reach into the containers where these sharps have been placed.
 - ii. In this district, the employee shall notify the school nurse when sharps containers become 2/3 full so that they can be disposed of properly by a compliance company that specializes in collecting and disposing of regulated substances, such as medical waste and sharps, pharmaceuticals, and hazardous waste, .
 - iii. Contaminated needles shall not be bent, recapped, removed, sheared, or purposely broken. The only exception to this is if a medically necessary procedure would require that the contaminated needle be recapped or removed and no alternative is feasible (for example following glucagon administration the needle shall be placed back in the red impervious container it came in and sent with EMS). If such action is required, the recapping or removal of the needle must be done by the use of a one-handed scoop technique.
- i. Disposal of all regulated waste shall be in accordance with applicable regulations of the United States, the State of Wisconsin, and its political subdivisions (the Department of Natural Resources [DNR] regulates waste disposal in Wisconsin).
- j. Food and drink shall not be kept in refrigerators, freezers, cabinets, or on shelves, countertops, or bench tops where blood or other potentially infectious materials are present.
- k. All procedures involving blood or other potentially infectious materials shall be performed in such a manner as to minimize splashing, spraying, splattering, and generating droplets of these substances. Mouth pipetting/suctioning of blood or OPIM is prohibited (for example, sucking out snake bites).

- l. Specimens of blood or OPIM shall be placed in containers that prevent leaking during collection, handling, processing, storage, transport, or shipping. The containers shall be labeled with a biohazard symbol and/or be colored red.
- m. Equipment that may become contaminated with blood or OPIM must be examined prior to servicing and shipping and must be decontaminated, if feasible. If not feasible, a readily observable biohazard label must be affixed to the equipment stating which portions are contaminated. This information must be conveyed to all affected employees, the service representative, and/or manufacturer (as appropriate), prior to handling, servicing, or shipping. Equipment to consider: student's communication device, vocational equipment needing repair after an exposure incident.
- n. Contaminated laundry shall be handled as little as possible. Gloves must be worn when handling contaminated laundry. Contaminated laundry shall be bagged or containerized at the location where it was used and shall not be sorted or rinsed in the location of use. Containers must be leak-proof if there is a reasonable likelihood of soak-through or leakage. All contaminated laundry shall be placed and transported in bags or containers that are biohazard-labeled and/or colored red, including laundry sent to a commercial establishment for cleaning.

Contaminated laundry shall be placed in biohazard bags and given to custodial staff. Then custodial staff shall place the biohazard bags of laundry in a plastic holding container (plastic garbage can with biohazard label affixed) in the area the contaminated items will be laundered.

Contaminated laundry shall be washed onsite, as soon as possible. Each school building has a washer and dryer. Little Wolf Jr./Sr. High School has the equipment in the old FACE room, Manawa Elementary School has the equipment in the Special Education room.

Contaminated laundry shall first be soaked in a 1:10 bleach solution and then laundered separately from non-contaminated items.

C. Personal Protective Equipment

1. Where occupation exposure remains after institution of engineering and work controls, personal protective equipment shall be used. Types of personal protection equipment available in this district are gloves, face masks, and gowns.
 - a. Gloves shall be worn when it can be reasonably anticipated that the employee may have hand contact with blood, other potentially infectious materials, mucous membranes, and non-intact skin and when handling or touching contaminated items or surfaces.
 - b. Disposable gloves shall be replaced as soon as practical when contaminated or as soon as feasible if they are torn, punctured or when the ability to function as a barrier is compromised. Disposable gloves shall not be washed or decontaminated for re-use. (Contaminated disposable gloves do not meet the DNR definition of infectious waste and do not need to be disposed of in red or specially labeled bags.)
 - c. Hypoallergenic gloves (by definition, this means latex free), glove liners, powderless gloves, or other similar alternatives shall be readily accessible to employees who are allergic to the gloves normally provided.

- d. Masks, in combination with eye-protection devices, such as goggles or glasses with solid side shields or chin-length face shields, shall be worn whenever splashes, spray, spatter, or droplets of blood or other potentially infectious materials may be generated and eye, nose, or mouth contamination can be reasonably anticipated (for example a custodian cleaning a clogged toilet or nurses/aides performing suctioning).
 - e. Appropriate protective clothing shall be worn in occupational exposure situations. The type and characteristics shall depend upon the task, location, and degree of exposure anticipated.
 - f. Employees expected to perform CPR shall have appropriate resuscitator devices readily available and accessible.
 - g. Safer needle and needleless devices will be provided for employees who give injections or use lancets.
2. This district shall ensure that appropriate personal protective equipment is readily accessible at the worksite or is individually issued to employees. Personal protective equipment is available in each school's health office.

Personal protective equipment shall be given to: teaching staff in all disaster first aid bags, and custodians.

- a. This district shall clean, launder, and/or dispose of personal protective equipment at no cost to the employee.
 - b. This district shall repair or replace personal protective equipment (as needed) to maintain its effectiveness, at no cost to the employee.
3. All personal protective equipment shall be removed prior to leaving the work area. When personal protective equipment/supplies are removed, they shall be placed in an appropriately designated area or container for storage, washing, decontamination, or disposal.
4. If blood or other potentially infectious materials penetrate a garment, the garment shall be removed immediately or as soon as feasible.
5. This district shall ensure employees use appropriate personal protective equipment. If an employee temporarily declines to use personal protective equipment, feeling that it would pose an increased hazard to the employee or others, this district shall investigate the circumstances in order to determine whether changes can be instituted to prevent such occurrences in the future. The investigation shall be included as a part of the annual review of the plan.

III. Hepatitis B Vaccination

A. Covered Employees

- 1. This district shall make the hepatitis B vaccination series available to all employees who have occupational exposure after the employee(s) have been given information on the hepatitis B

vaccine, including information on its efficacy, safety, and method of administration as well as the benefits of being vaccinated (see Appendix E for CDC Vaccine Information Statement).

2. This district shall make the hepatitis B vaccination series available after the training and within 10 working days of initial assignment to all employees who have occupation exposure.
3. The vaccine and vaccinations shall be offered free of charge, made available to the employee at a reasonable time and place, and performed by or under the supervision of a licensed physician, according to the most current recommendations of the U.S. Public Health Service. This district ensures that an accredited laboratory then conducts the laboratory titer, if required. A record of the vaccination shall be maintained in the employee's personnel file (see Appendix F for a vaccination record).
4. This district shall not make participation in a pre-employment screening program a prerequisite for receiving the hepatitis B vaccine.
5. If an employee initially declines the hepatitis B vaccination series, but at a later date (while still covered under the standard) decides to accept the vaccination, this district shall make available the hepatitis B vaccine at that time.
6. This district shall ensure that employees who decline to accept the hepatitis B vaccine offered by this district sign the declination statement established under the standard (see Appendix G).
7. If the U.S. Public Health Service recommends a routine booster dose of hepatitis B vaccine at a future date, such booster dose(s) shall be made available at no charge to the employee.
8. Records regarding hepatitis B vaccinations or declinations are to be kept by the District Nurse.
9. This district shall ensure the health-care professional responsible for administering the employee's hepatitis B vaccination is provided with a copy of this regulation.
10. Health-care employees that have ongoing contact with blood or OPIM, and are at risk for injuries with sharp instruments or needle-sticks, must be tested for antibodies to hepatitis B surface antigen one to two months after the completion of the three-dose vaccination series. Employees who do not respond to the primary vaccination series must be revaccinated with a second three-dose vaccine series and retested. Nonresponders must be medically evaluated.

B. First Aid as Collateral Duty

1. This district shall provide the hepatitis B vaccine or vaccination series to those unvaccinated employees whose primary job assignment is not the rendering of first aid *only* in the case that they render assistance in any situation involving the presence of blood or OPIM.
2. The full hepatitis B vaccination series shall be made available as soon as possible, but no later than 24 hours, to all unvaccinated first aid providers who have rendered assistance in any situation involving the presence of blood or OPIM regardless of whether or not a specific "exposure incident has occurred," as defined by the standard.

3. The hepatitis B vaccination record or declination statement shall be completed. All other pertinent conditions shall be followed as written for those persons who receive the pre-exposure hepatitis B vaccine.
4. This reporting procedure shall be included in the training program.

IV. Post-exposure Evaluation and Follow-up

A. Definition of an Exposure Incident

1. An exposure incident is defined as contact with blood or other potentially infectious materials on an employee's non-intact skin, eye, mouth, or other mucous membrane or by piercing the skin or mucous membrane through such events as needle-sticks. A physician ultimately must determine and certify in writing that a significant exposure has occurred.
2. *All* first aid incidents involving the presence of blood or OPIM shall be reported to this school district's nurse by the end of the workday on which the incident occurred.
3. A *School Exposure Incident Investigation Form* (Appendix H) must be used to report first aid incidents involving blood or OPIM to determine the nature and scope of the situation. The incident description must include a determination of whether or not an "exposure incident," as defined by the standard, occurred in addition to the presence of blood or other potentially infectious materials. This form shall be readily available to all employees.
4. Once a significant exposure is suspected, a *Medical Management of Individuals Exposed to Blood/Body Fluids* form shall be completed. For purposes of Worker's Compensation, exposure must be documented on a form developed by the Wisconsin Department of Workforce Development (DWD). This form is for Worker's Compensation purposes and is not a record of medical treatment. It is also not intended to be used for billing purposes (see Appendix I for information on accessing the DWD form).

B. Needle-Stick Injury

In the event of a needle-stick or sharps injury, this district will maintain a separate log that includes the description of the incident, the type and brand of device involved, and the location (work area) where the incident took place (see Appendix J for needlestick/sharps injury log).

C. Exposure Incident Follow-up

Following a report of an exposure incident, this district shall make immediately available to the exposed employee a confidential medical examination from a health-care provider knowledgeable about the current management of post-exposure prophylaxis in the first 24 hours following exposure. Minimal follow-up shall include the following:

1. This district shall document the route(s) of exposure and the circumstances under which the exposure incident occurred.
2. This district shall identify and document the source individual, if possible, unless this district can establish that identification is not feasible or prohibited by state or local law.

- a. The source individual's blood shall be tested *as soon as feasible* and *after consent is obtained* in order to determine HIV, HBV, and HCV infectivity. If consent is not obtained, this district shall establish that legally required consent cannot be obtained. If the source individual is already known to be HIV, HBV, and/or HCV positive, new testing need not be performed.
 - b. Results of the source individual's testing shall be made available to the exposed employee *only after consent is obtained*, and the employee shall be informed of applicable laws and regulations concerning disclosure of the identity and infectious status of the source individual.
 - c. An employee of a school district, while performing employment duties involving an individual, experiences a significant exposure to the individual may subject the source individual's blood to a test or series of tests for the presence of human immunodeficiency virus (HIV), antigen or non-antigenic products of HIV and may receive disclosure of the results [s. 252.15 (2) (7), Stats.].
3. The exposed employee's blood shall be collected as soon as feasible and tested after consent is obtained. If the employee consents to baseline blood collection, but does not consent at that time for HIV, HBV, and HCV serological testing, the sample shall be preserved for at least 90 days. If, within 90 days of the exposure incident, the employee elects to have the baseline sample tested, such testing shall be done as soon as feasible.
 4. For post-exposure prophylaxis, this district shall follow the recommendations established by the Centers for Disease Control and Prevention, Updated U.S. Public Health Service Guidelines for the Management of Occupational Exposures to HBV, HCV, and HIV, and Recommendations for Post-exposure Prophylaxis, June 29, 2001 (see Appendix K). The employee must be made aware of the 2-24 hour window of efficacy of chemical prophylaxis. The evaluation must include assessment for the hepatitis C virus.
 5. Counseling shall be made available by this district at no cost to employees and their families on the implications of testing and post-exposure prophylaxis.
 6. There shall be an evaluation of reported illnesses.

D. Medical Follow-up

1. This district shall ensure that all medical evaluations and procedures, including prophylaxis, are made available at no cost and at a reasonable time and place to the employee.
2. All medical evaluations and procedures shall be conducted by, or under the supervision of, a licensed physician knowledgeable about the current management of post-exposure prophylaxis.
3. Laboratory tests shall be conducted in accredited laboratories.
4. Information provided to the health-care professional that evaluates the employee shall include:
 - a. a copy of the Public Employee Safety and Health statute, s. 101.055, Stats.;
 - b. a description of the employee's duties as they relate to the exposure incident;
 - c. documentation of the route of exposure and circumstances under which exposure occurred;

- d. results of the source individual's blood test, if consent was given and results are available; and
- e. a copy of all medical records relevant to the appropriate treatment of the employee, including vaccination status.

E. Employee Information

- 1. This district shall obtain and provide the employee with a copy of the evaluating health-care professional's written opinion within 15 days of the completion of the evaluation.
- 2. The health-care professional's written opinion regarding hepatitis B vaccination shall be limited to whether hepatitis B vaccination is indicated for an employee and if the employee has received such vaccination.
- 3. The health-care professional's written opinion for post-exposure evaluation and follow-up shall be limited to the following information:
 - a. the affected employee has been informed of the results of the evaluation; and
 - b. the affected employee has been told about any medical conditions resulting from exposure to blood or other potentially infectious materials that require further evaluation and/or treatment.
- 4. All other findings or diagnoses shall remain confidential and shall not be included in the written report.

V. **Communication About Hazards to Employees**

A. Warning Labels

- 1. Warning labels shall be affixed to containers of regulated waste; refrigerators and freezers containing blood or other potentially infectious materials; and other containers used to store, transport, or ship blood or other potentially infectious materials. Exception: red bags or red containers may be substituted for labels.
- 2. Labels required by this section shall include the following legend:



- 3. Labels shall be fluorescent orange or orange-red or predominantly so, with lettering or symbols in a contrasting color.

4. Labels shall be an integral part of the container or shall be affixed as close as feasible to the container by string, wire, adhesive, or other methods that prevent their loss or unintentional removal.
5. Labels for contaminated equipment must follow the same labeling requirements. In addition, the labels shall also state which portions of the equipment remain contaminated.

B. Information and Training

1. This district shall ensure that all employees with potential for occupational exposure participate in a training program at no cost to employees.
2. Training shall be provided at the time of initial assignment to tasks in which occupational exposure may take place, and at least annually thereafter. This plan is available to all staff for review at any time. A copy will be provided to any staff member at no charge and within 15 days of the request.
3. This district shall provide additional training when changes such as modifications of tasks or procedures affect the employee's potential for occupational exposure. The additional training may be limited to addressing the new exposure issues.
4. Material appropriate in content and vocabulary to educational level, literacy, and language of employees shall be used.
5. The person conducting the training shall be knowledgeable in the subject matter covered by the elements contained in the training program, as it relates to the school workplace. The Occupational Safety and Health Administration require that the knowledgeable person be available to answer questions at the time of the bloodborne pathogen training.
6. Training shall occur via Wisconsin Department of Public Instruction Bloodborne Pathogens School Training Program and shall include information on hepatitis B virus, hepatitis C virus, and HIV. In addition staff shall receive information on where to find and how to use personal protective equipment and reporting exposure incidents. See Appendix L for detailed training guidelines.
7. If needles are used in the district, staff will be given training, including information and hands-on experience with safer needle and needleless devices and other improved engineering controls.

VI. Recordkeeping

A. Medical Records

1. This district shall establish and maintain an accurate medical record for each employee with occupational exposure. This record shall include (see Appendix M for a checklist):
 - a. each employee's name and social security number,
 - b. a copy of each employee's hepatitis B vaccination record or declination form and any additional medical records relative to hepatitis B,
 - c. if an exposure incident(s) has occurred, a copy of all results of examinations, medical testing, and follow-up procedures,
 - d. if an exposure incident(s) has occurred, the district's copy of the health-care professional's written opinion,

- e. if an exposure incident(s) has occurred, the district's copy of information provided to the health-care professional: exposure incident investigation form; the results of the source individual's blood testing, if available; and the consent obtained for release.
2. This district shall ensure that each employee's medical records are kept confidential and are *not* disclosed or reported without the employee's expressed written consent to any person within or outside of this district, except as required by law. These medical records shall be kept separate from other personnel records.
3. These medical records shall be maintained for the duration of employment plus 30 years.
4. Records do not have to be maintained if the employee was employed for less than one year and is provided with the record at the time of termination.

B. Training Records

1. Training records shall include:
 - a. training session date(s)
 - b. contents or summaries of training sessions
 - c. names and qualifications of persons conducting training sessions
 - d. names and job titles of all persons attending training sessions
2. Training records shall be maintained for three years from the date the training occurred.

C. Annual Review of Exposure Control Plan

1. This district shall annually review the exposure control plan (see Appendix N). The review shall include:
 - a. a list of new tasks that affect occupational exposure,
 - b. modifications of tasks and procedures,
 - c. evaluation of available engineering controls including engineered-safer needle devices,
 - d. a list of new employee positions with potential for occupational exposure, and
 - e. solicited and documented input from non-managerial employees responsible for direct patient care for engineering and work practice controls.

D. Availability of Records

1. This district shall ensure:
 - a. all records required to be maintained by this standard shall be made available upon request to the Department of Commerce (or designee) for examination and copying,

- b. employee training records required by this standard shall be provided upon request for examination and copying to employees, to employee representatives, and to the Department of Commerce (or designee),
 - c. employee medical records required by this standard shall be provided upon request for examination and copying to the subject employee and/or designee, to anyone having written consent of the subject employee, and to the Department of Commerce (or designee), and
 - d. a log of needlestick/sharps injuries shall be kept for a minimum of five years.
2. This district shall comply with the requirements involving the transfer of records set forth in this standard.

E. OSHA Recordkeeping

1. An exposure incident is evaluated to determine if the case meets OSHA's Recordkeeping Requirements (29 CFR 1904).
- a. OSHA-reportable exposure incidents, including splashes to mucous membranes, eyes, or non-intact skin, shall be entered as injuries on the OSHA 300 Log.
 - b. This determination and the recording activities are done by the district nurse or designated staff member and are then forwarded to the person completing the OSHA 300 Log.
2. A sharps injury log must be maintained in a manner that protects the privacy of employees. At minimum, the log will contain the following:
- a. location of the incident,
 - b. brand or type of sharp, and
 - c. description of incident.

Appendix A

OSHA Bloodborne Pathogens Standard, 29 CFR 1910.1030

29 CFR Ch. XVII (7-1-98 Edition)

Occupational Safety and Health Admin., Labor

§1910.1030

§ 1910.1030 Bloodborne pathogens.

(a) *Scope and Application.* This section applies to all occupational exposure to blood or other potentially infectious materials as defined by paragraph (b) of this section.

(b) *Definitions.* For purposes of this section, the following shall apply;

Assistant Secretary means the Assistant Secretary of Labor for Occupational Safety and Health. or designated representative.

Blood means human blood, human blood components, and products made from human blood.

Bloodborne Pathogens means pathogenic microorganisms that are present in human blood and can cause disease in humans. These pathogens include, but are not limited to, hepatitis B virus (HBV) and human immunodeficiency virus (HIV).

Clinical Laboratory means a workplace where diagnostic or other screening procedures are performed on blood or other potentially infectious materials.

Contaminated means the presence or the reasonably anticipated presence of blood or other potentially infectious materials on an item or surface.

Contaminated Laundry means laundry which has been soiled with blood or other potentially infectious materials or may contain sharps.

Contaminated Sharps means any contaminated object that can penetrate the skin including, but not limited to,

dates of all the hepatitis B vaccinations and any medical records relative to the employee's ability to receive vaccination as required by paragraph (f) (2);

(C) A copy of all results of examinations, medical testing, and follow-up procedures as required by paragraph (f) (3);

(D) The employer's copy of the healthcare professional's written opinion as required by paragraph (f) (5); and

(E) A copy of the information provided to the healthcare professional as required by paragraphs (f) (4)(ii) (B)(C) and (D).

(iii) Confidentiality. The employer shall ensure that employee medical records required by paragraph (h) (1) are:

(A) Kept confidential; and

(B) Not disclosed or reported without the employee's express written consent to any person within or outside the workplace except as required by this section or as may be required by law.

(iv) The employer shall maintain the records required by paragraph (h) for at least the duration of employment plus 30 years in accordance with 29 CFR 1910.20.

(2) Training Records. (i) Training records shall include the following information:

(A) The dates of the training sessions;

(B) The contents or a summary of the training sessions;

(C) The names and qualifications of persons conducting the training; and

(D) The names and job titles of all persons attending the training sessions.

(ii) Training records shall be maintained for 3 years from the date on which the training occurred.

(3) Availability. (i) The employer shall ensure that all records required to be maintained by this section shall be made available upon request to the Assistant Secretary and the Director for examination and copying.

(ii) Employee training records required by this paragraph shall be provided upon request for examination and copying to employees, to employee representatives, to the Director, and to the Assistant Secretary.

(iii) Employee medical records required by this paragraph shall be provided upon request for examination and copying to the subject employee, to anyone having written consent of the subject employee, to the Director, and to the Assistant Secretary in accordance with 29 CFR 1910.20.

(4) Transfer of Records. (i) The employer shall comply with the requirements involving transfer of records set forth in 29 CFR 1910.20(h).

(ii) If the employer ceases to do business and there is no successor employer to receive and retain the records for the prescribed period, the employer shall notify the Director, at least three months prior to their disposal and transmit them to the Director, if required by the Director to do so. within that three month period.

(i) Dates-(1) Effective Date. The standard shall become effective on March 6, 1992.

(2) The Exposure Control Plan required by paragraph (c) of this section shall be completed on or before May 5, 1992.

(3) Paragraph (g) (2) Information and Training and (h) Recordkeeping shall take effect on or before June 4, 1992.

(4) Paragraphs (d) (2) Engineering and Work Practice Controls, (d) (3) Personal Protective Equipment, (d)(4) Housekeeping, (e) HIV and HBV Research Laboratories and Production Facilities,

(f) Hepatitis B Vaccination and Post-Exposure Evaluation and Follow Up, and (g) (1) Labels and Signs, shall take effect July 6, 1992.

APPENDIX A TO SECTION 1910.1030-HEPATITIS 8 VACCINE DECLINATION (MANDATORY)

I understand that due to my occupational exposure to blood or other potentially infectious materials I may be at risk of acquiring hepatitis B virus (HBV) infection. I have been given the opportunity to be vaccinated with hepatitis B vaccine. at no charge to myself.

However, I decline hepatitis B vaccination at this time. I understand that by declining this vaccine, I continue to be at risk of acquiring hepatitis B. a serious disease. If in the future I continue to have occupational exposure to blood or other potentially infectious

materials and I want to be vaccinated with hepatitis B vaccine, I can receive the vaccination series at no charge to me.

(56 FR 64175, Dec. 6, 1991, as amended at 57 FR 12717, Apr. 13, 1992; 57 FR 29206, July 1, 1992; 61 FR 5508, Feb. 13, 1996]

Appendix B

Wis. Stat. Section 101.055

101.055 Public employee safety and health. (1) INTENT. It is the intent of this section to give employees of the state, of any agency and of any political subdivision of this state rights and protections relating to occupational safety and health equivalent to those granted to employees in the private sector under the occupational safety and health act of 1970 (5 USC 5108, 5314, 5315 and 7902; 15 USC 633 and 636; 18 USC 1114; 29 USC 553 and 651 to 678; 42 USC 3142-1 and 49 USC 1421).

(2) DEFINITIONS. In this section, unless the context requires otherwise:

(a) "Agency" means an office, department, independent agency, authority, institution, association, society or other body in state government created or authorized to be created by the constitution or any law, and includes the legislature and the courts.

(b) "Public employee" or "employee" means any employee of the state, of any agency or of any political subdivision of the state.

(c) "Public employee representative" or "employee representative" means an authorized collective bargaining agent, an employee who is a member of a workplace safety committee or any person chosen by one or more public employees to represent those employees.

(d) "Public employer" or "employer" means the state, any agency or any political subdivision of the state.

(3) STANDARDS. (a) The department shall adopt, by administrative rule, standards to protect the safety and health of public employees. The standards shall provide protection at least equal to that provided to private sector employees under standards promulgated by the federal occupational safety and health administration, but no rule may be adopted by the department which defines a substance as a "toxic substance" solely because it is listed in the latest printed edition of the national institute for occupational safety and health registry of toxic effects of chemical substances. The department shall revise the safety and health standards adopted for public employees as necessary to provide protection at least equal to that provided to private sector employees under federal occupational safety and health administration standards, except as otherwise provided in this paragraph. Notwithstanding ss. 35.93 and 227.21, if the standards adopted by the department are identical to regulations adopted by a federal agency, the standards need not be duplicated as provided in ss. 35.93 and 227.21 if the identical federal regulations are made available to the public at a reasonable cost, promulgated in accordance with ch. 227, except s. 227.21, and distributed in accordance with s. 35.84.

(b) Standards adopted by the department shall contain appropriate provisions for informing employees about hazards in the workplace, precautions to be taken and emergency treatment

practices to be used in the event of an accident or overexposure to a toxic substance. Standards shall include provisions for providing information to employees through posting, labeling or other suitable means. Where appropriate, standards adopted by the department shall contain provisions for the use of protective equipment and technological procedures to control hazards.

(c) Standards adopted by the department relating to toxic substances or harmful physical agents, such as noise, temperature extremes and radiation, shall assure to the extent feasible that no employee will suffer material impairment of health or functional capacity through regular exposure. Where appropriate, standards adopted by the department relating to toxic substances and physical agents shall require the monitoring and measuring of employees' exposure to the substance or agent.

(d) No standards adopted under this subsection may require a member of a volunteer or paid fire department maintained by a political subdivision of this state to complete more than 60 hours of training prior to participating in structural fire fighting.

(4) VARIANCES. (a) *Procedure.* A public employer may apply to the department for a temporary variance under par. (b), an experimental variance under par. (c) or a permanent variance under par. (d) to any standard adopted under sub. (3) by filing a petition with the department specifying the standard for which the public employer seeks a variance and the reasons for which the variance is sought. In addition, the public employer seeking the variance shall provide a copy of the application to the appropriate public employee representatives and post a statement at the place where notices to employees are normally posted. The posted statement shall summarize the application, specify a place where employees may examine the application and inform employees of their right to request a hearing. Upon receipt of a written request by the employer, an affected employee or a public employee representative, the department shall hold a hearing on the application for a variance and may make further investigations. If a hearing has been requested, the department may not issue a variance until a hearing has been held. A variance issued under par. (b), (c) or (d) shall prescribe the methods and conditions which the employer must adopt and maintain while the variance is in effect.

(b) *Temporary variance.* The department may grant a temporary variance before a standard goes into effect if the public employer complies with par. (a) and establishes that it is unable to comply with a standard by the standard's effective date because of unavailability of professional or technical personnel or of necessary materials or equipment or because necessary construction or alteration of facilities cannot be completed by the effective date. The employer shall also show that it is taking all available steps to safeguard employees against the hazard covered by the standard from which the variance is sought and shall possess and describe a program for coming into compliance with the standard as quickly as possible. If a hearing is requested, the department may state in writing that noncompliance with the standard is permitted for 180 days or until a decision is made after the hearing, whichever is earlier. A temporary variance shall be in effect for the period of time needed by the employer to achieve compliance with the standard or for one year, whichever is shorter. A temporary variance may be renewed no more than twice, and only if the public employer files an application for renewal at least 90 days before expiration of the temporary variance and complies with this paragraph and par. (a).

(c) *Experimental variance.* The department may grant an experimental variance if the public employer complies with par. (a) and the department determines that the variance is necessary to permit the employer to participate in an experiment approved by the department to demonstrate or validate new or improved techniques to safeguard the health or safety of employees.

(d) *Permanent variance.* The department may grant a permanent variance if the public employer complies with par. (a) and the department finds the employer has demonstrated by a preponderance of the evidence that the conditions and methods the employer uses or proposes to use provide employment or a place of employ-

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ment which is as safe and healthful as that provided under the standard from which the employer seeks a permanent variance. A permanent variance may be modified or revoked upon application by the employer, an affected employee, a public employee representative or the department and after opportunity for a hearing, but not sooner than 6 months after issuance of the permanent variance.

(5) INSPECTIONS. (a) A public employee or public employee representative who believes that a safety or health standard or variance is being violated, or that a situation exists which poses a recognized hazard likely to cause death or serious physical harm, may request the department to conduct an inspection. The department shall provide forms which may be used to make a request for an inspection. If the employee or public employee representative requesting the inspection so designates, that person's name shall not be disclosed to the employer or any other person, including any agency except the department. If the department decides not to make an inspection, it shall notify in writing any employee or public employee representative making a written request. A decision by the department not to make an inspection in response to a request under this subsection is reviewable by the department under sub. (6) (a) 3. and is subject to judicial review under sub. (6) (a) 4.

(b) An authorized representative of the department may enter the place of employment of a public employer at reasonable times, within reasonable limits and in a reasonable manner to determine whether that employer is complying with safety and health standards and variances adopted under subs. (3) and (4) or to investigate any situation which poses a recognized hazard likely to cause death or serious physical harm to a public employee regardless of whether a standard is being violated. No public employer may refuse to allow a representative of the department to inspect a place of employment. If an employer attempts to prevent a representative of the department from conducting an inspection, the department may obtain an inspection warrant under s. 66.0119. No notice may be given before conducting an inspection under this paragraph unless that notice is expressly authorized by the secretary or is necessary to enhance the effectiveness of the inspection.

(c) A representative of the employer and a public employee representative shall be permitted to accompany a representative of the department on an inspection made under this subsection to aid in the inspection and to notify the inspector of any possible violation of a safety and health standard or variance or of any situation which poses a recognized hazard likely to cause death or serious physical harm to a public employee. The public employee representative accompanying the representative of the department on an inspection shall, with respect to payment received or withheld for time spent accompanying the department representative, receive treatment equal to that afforded to any representative of the employer who is present during an inspection, except that a public employer may choose to allow only one public employee representative at a time to accompany the department representative on an inspection without a reduction in pay. If a representative of the employer does not accompany the representative of the department on an inspection, at least one public employee representative shall be allowed to accompany the representative of the department on the inspection without a loss of pay. Where no public employee representative accompanies the representative of the department on an inspection, the representative of the department shall consult with a reasonable number of employees concerning matters of employee safety and health. The department shall keep a written record of the name of any person accompanying the department representative during the inspection, the name of any employee consulted and the name of any authorized collective bargaining agent notified of the inspection by the public employer under sub. (7) (c).

(d) When making an inspection, a representative of the department may question privately any public employer or employee. No public employee shall suffer a loss in wages for time spent responding to any questions under this paragraph.

(c) A representative of the department shall have access to the records required under sub. (7) (a) and (b) and to any other records maintained by a public employer which are related to the purpose of the inspection.

(6) ENFORCEMENT. (a) Orders. 1. 'Issuance.' If, as a result of inspection, the department finds a violation of a safety and health standard or variance or a condition which poses a recognized hazard likely to cause death or serious physical harm to a public employee, the department shall issue an order to the employer. A public employer who is in compliance with any standards or variances is deemed to be in compliance to the extent of the condition, practice, means, method, operation or process covered by that standard. The order shall describe the nature of the violation and the period of time within which the employer shall correct the violation. The department shall send a copy of the order to the top elected official of the political subdivision of which the public employer is a part and to the appropriate collective bargaining agent for the employees affected by the violation cited in the order, if a collective bargaining agent exists. If the order is issued as a result of an inspection requested by an employee or public employee representative, the department shall also send a copy of the order to that employee or public employee representative. Upon receipt of an order, the employer shall post the order at or near the site of violation for 3 days, or until the violation is abated, whichever is longer. The order shall be posted regardless of whether there has been a petition for a variance under sub. (4) or for a hearing under sub. 3. The employer shall ensure that the order is not altered, defaced or covered by other materials.

2. 'Decision not to issue.' If the department decides not to issue an order in response to a request for inspection filed under sub. (5) (a), it shall mail written notice of that decision to the public employee or public employee representative who requested the investigation. A decision under this subdivision is reviewable by the department under sub. 3.

3. 'Review by department.' A public employer or employee affected by an order or decision issued by the department under sub. 1. or 2. or sub. (5) (a) may obtain review of the order or decision by filing with the department a petition requesting a hearing and specifying the modification or change desired in the order or decision. A petition for a hearing must be filed with the department not later than 30 days after the order is issued or the written notification is mailed. If the department denies the request for a hearing, the denial shall be in writing and shall state the reasons for denial. If the department holds a hearing, it shall issue an order affirming, vacating or modifying the order or decision under sub. 1. or 2. or sub. (5) (a), within 30 days after the close of the hearing.

4. 'Judicial review.' Orders and denials of requests for hearings under sub. 3. are subject to judicial review under ch. 227.

(b) Injunction. Whenever a hazard exists in a public employer's place of employment which could reasonably be expected to cause death or serious physical harm before other procedures under this section can be carried out, the department may seek relief through an injunction or an action for mandamus as provided in chs. 783 and 813. If the department seeks an injunction or an action for mandamus, it shall notify the affected public employer and public employees of the hazard for which relief is being sought.

(7) EMPLOYER OBLIGATIONS FOR RECORD KEEPING AND NOTIFICATION. (a) A public employer shall maintain records of work-related injuries and illnesses and shall make reports of these injuries and illnesses to the department at time intervals specified by rule of the department. These records shall be available to the department, the employer's employees and the employees' representatives. This paragraph does not authorize disclosure of patient health care records except as provided in ss. 146.82 and 146.83.

(b) A public employer shall maintain records of employee exposures to toxic materials and harmful physical agents which are required by safety and health standards adopted under sub. (3)

to be monitored or measured. A representative of the department and any affected public employee and his or her public employee representative shall be permitted to observe the monitoring and measuring and shall have access to the employer's records of the monitoring and measuring. This paragraph does not authorize disclosure of patient health care records except as provided in ss. 146.82 and 146.83.

(c) A public employer shall promptly notify a public employee who has been or is being exposed to any toxic material or harmful physical agent at a level which exceeds that prescribed by the safety and health standards of the department and shall inform that public employee of any corrective action being taken.

(d) A public employer shall notify its employees of their protections and rights under this section by posting a summary of these protections and rights in the place of employment where notices to employees are usually posted.

(e) When a representative of the department enters a public employer's place of employment to make an inspection, the employer shall notify an appropriate representative of any collective bargaining unit which represents the employer's employees. The employer shall give the name of the collective bargaining unit representatives notified of the inspection to the department representative making the inspection.

(8) PROTECTION OF PUBLIC EMPLOYEES EXERCISING THEIR RIGHTS. (ag) In this subsection, "division of equal rights" means the division of equal rights in the department of workforce development acting under the authority provided in s. 106.54 (4).

(ar) No public employer may discharge or otherwise discriminate against any public employee it employs because the public employee filed a request with the department, instituted or caused to be instituted any action or proceeding relating to occupational safety and health matters under this section, testified or will testify in such a proceeding, reasonably refused to perform a task which represents a danger of serious injury or death or exercised any other right related to occupational safety and health which is afforded by this section.

(b) A state employee who believes that he or she has been discharged or otherwise discriminated against by a public employer in violation of par. (ar) may file a complaint with the personnel commission alleging discrimination or discharge, within 30 days after the employee received knowledge of the discrimination or discharge. A public employee other than a state employee who believes that he or she has been discharged or otherwise discriminated against by a public employer in violation of par. (ar) may file a complaint with the division of equal rights alleging discrimination or discharge, within 30 days after the employee received knowledge of the discrimination or discharge.

(c) Upon receipt of a complaint, the personnel commission or the division of equal rights, whichever is applicable, shall, except as provided in s. 230.45 (1m), investigate the complaint and determine whether there is probable cause to believe that a violation of par. (ar) has occurred. If the personnel commission or the division of equal rights finds probable cause it shall attempt to resolve the complaint by conference, conciliation or persuasion. If the complaint is not resolved, the personnel commission or the division of equal rights shall hold a hearing on the complaint within 60 days after receipt of the complaint unless both parties to the proceeding agree otherwise. Within 30 days after the close of the hearing, the personnel commission or the division of equal rights shall issue its decision. If the personnel commission or the division of equal rights determines that a violation of par. (ar) has occurred, it shall order appropriate relief for the employee, including restoration of the employee to his or her former position with back pay, and shall order any action necessary to ensure that no further discrimination occurs. If the personnel commission or the division of equal rights determines that there has been no violation of par. (ar), it shall issue an order dismissing the complaint.

(d) Orders of the personnel commission and the division of equal rights under this subsection are subject to judicial review under ch. 227.

(9) COORDINATION OF STATE SAFETY AND HEALTH PROGRAMS. The department shall coordinate state safety and health programs and shall plan and conduct comprehensive safety and health loss prevention programs for state employees and facilities.

(10) EXCEPTION FOR CERTAIN POLITICAL SUBDIVISIONS. The department is not required to expend any resources to enforce this section in political subdivisions having 10 or less employees unless it has received a complaint.

History: 1981 c. 360, 391; 1985 a. 182 a. 57; 1991 a. 39; 1995 a. 27 a. 3652 to 3659, 9130 (4); 1995 a. 342; 1997 a. 3; 1999 a. 82; 1999 a. 150 a. 672.

This section extends the coverage of OSHA to government employees. OSHA was meant to address tangible, measurable workplace hazards. The threat of on-the-job violence to a campus police officer is too abstract to be within the coverage afforded. The denial of a request for a hearing on a complaint seeking to repair the provision of firearms to officers was proper. *West v. Department of Commerce*, 20 Wis. 2d 71, 601 N.W.2d 307 (Cl. App. 1999).

Appendix C

Relevant Definitions

Amniotic fluid — the fluid surrounding the embryo in the mother's womb.

Antibody — a substance produced in the blood of an individual which is capable of producing a specific immunity to a specific germ or virus.

Antigen — any substance which stimulates the formation of an antibody.

Assistant Secretary — the Assistant Secretary of Labor for Occupational Safety and Health Administration, or designated representative.

Biohazard label — a label affixed to containers of regulated waste, refrigerators/freezers, and other containers used to store, transport, or ship blood and other potentially infectious materials. The label must be fluorescent orange-red in color with the biohazard symbol and the word biohazard on the lower part of the label.

Blood — human blood, human blood components, and products made from human blood.

Bloodborne pathogens — pathogenic (disease producing) microorganisms that are present in human blood and can cause disease in humans. These pathogens include, but are not limited to, hepatitis B virus (HBV) and human immunodeficiency virus (HIV).

Bulk blood and body fluids — bulk quantities (dripping, pourable) or items saturated with whole blood and blood components, blood specimens, semen, vaginal secretions, cerebrospinal fluid (CSF), synovial fluid, amniotic fluid, peritoneal fluid, peritoneal dialysate, pericardial fluid, pleural fluid, and other body fluids visibly contaminated with blood. Collection devices or reservoirs not emptied prior to disposal should also be treated as infectious waste.

Cerebrospinal fluid — a clear, colorless fluid surrounding the brain and spinal cord. It can be withdrawn by performing a spinal puncture.

Clinical laboratory — a workplace where diagnostic or other screening procedures are performed on blood or other potentially infectious materials.

Contaminated — the presence or the reasonably anticipated presence of blood or other potentially infectious materials on an item or surface.

Contaminated laundry — laundry which has been soiled with blood or other potentially infected materials or may contain sharps.

Contaminated sharp — any contaminated object that can penetrate the skin including, but not limited to, needles, scalpels, broken glass, capillary tubes, and the exposed ends of dental wires.

Decontamination — the use of physical or chemical means to remove, inactivate, or destroy bloodborne pathogens on a surface or item to the point where they are no longer capable of transmitting infectious particles and the surface or item is rendered safe for handling, use, or disposal.

Engineering controls — include all control measures that isolate or remove a hazard from the workplace, such as sharps disposal containers, self-sheathing needles, and needleless systems.

Exposure control plan — a written program developed and implemented by the employer which sets forth procedures, engineering controls, personal protective equipment, work practices, and other methods that are capable of protecting employees from exposure to bloodborne pathogens and meets the requirements spelled out by the OSHA Bloodborne Pathogens Standard.

Exposure determination — how and when occupational exposure occurs and which job classification and/or individuals are at risk of exposure without regard to the use of personal protective equipment.

Exposure incident — a specific eye, mouth, other mucous membrane, non-intact skin, or parenteral contact with blood or other potentially infectious materials that results from the performance of an employee's duties.

Hand-washing facilities — a facility providing an adequate supply of running potable water, soap, and single-use towels, medicated towelettes, or hot air drying machines.

HBV— hepatitis B virus

HCV — hepatitis C virus

HIV — human immunodeficiency virus.

Human tissue — recognizable human tissue. It must be buried, incinerated, or rendered completely unrecognizable. Nonhuman tissues are only considered infectious if they are known or suspected to contain pathogens with sufficient virulence and quantity so that exposure to the waste by a susceptible human host could result in an infectious disease.

Infectious waste — solid waste which contains pathogens with sufficient virulence and quantity so that exposure to the waste by a susceptible host could result in an infectious disease. The following are *not* included in the definition of infectious waste but should be placed in containers such as a plastic bag prior to disposal to contain the waste.

- 1) items soiled (not saturated) with body fluids (for example, bandages, tampons, sanitary napkins)
- 2) items soiled with body fluids not included in the definition of infectious waste (for example, diapers)
- 3) intravenous tubing with needles detached

Licensed health-care professional — persons whose legally permitted scope and practice allows them to independently perform the activities required by paragraph (f) of the standard: hepatitis B vaccination and post-exposure evaluation and follow-up. *In Wisconsin only a licensed physician meets this definition.*

Medical consultation — a consultation which takes place between an employee and a licensed health-care professional for the purpose of determining the employee's medical condition resulting from exposure to blood or other potentially infectious materials as well as any further evaluation or treatment that is required.

Microbiological lab wastes — cultures and lab equipment that have come in contact with infectious agents.

Mucous membranes — a surface membrane composed of cells that secrete various forms of mucus, as in the lining of the respiratory tract and the gastrointestinal tract.

Mucus — a thick liquid secreted by glands lining the nasal passages, the stomach and intestines, the vagina, and so forth.

Needleless systems — devices which provide an alternative to needles for various procedures to reduce the risk of injury involving contaminated sharps. Examples include IV medication systems which administer medication or fluids through a catheter port using non-needle connections and jet injection systems which deliver liquid medication beneath the skin or through a muscle.

Occupational exposure — a reasonably anticipated skin, eye, mucous membrane, or parenteral contact with blood or other potentially infectious materials that may result from the performance of an employee's duties.

OSHA — the Occupational Safety and Health Administration of the U.S. Department of Labor; the federal agency with safety and health regulatory and enforcement authority for most U.S. industry and business.

Other potentially infectious materials (OPIM) — (1) the following human body fluids: semen, vaginal secretions, menstrual blood, vomit, cerebrospinal fluid, synovial fluid, pleural fluid, pericardial fluid, peritoneal fluid, amniotic fluid, saliva in dental procedures, any body fluid visibly contaminated with blood, and all body fluids in situations in which it is difficult or impossible to differentiate between body fluids; (2) any unfixed tissue or organ (other than intact skin) from a human (living or dead); and (3) HIV-containing cell or tissue cultures; organ cultures; HIV-or HBV-containing culture medium or other solutions; and blood, organs, or other tissues from experimental animals infected with HIV or HBV.

Parenteral — piercing mucous membranes or the skin barrier through such events as needlesticks, human bites, cuts, and abrasions.

Pathogen — a bacteria or virus capable of causing infection or disease.

Pericardial fluid — fluid from around the heart.

Pericardium — the sheath of tissue encasing the heart.

Peritoneal fluid — the clear straw-colored serous fluid secreted by the cells of the peritoneum.

Peritoneum — the lining membrane of the abdominal (peritoneal) cavity, composed of a thin layer of cells.

Personal protective equipment — specialized clothing or equipment worn by an employee for protection against a hazard. General work clothes (uniforms, pants, shirts, or blouses) not intended to function as protection against a hazard are not considered to be personal protective equipment. Personal protective equipment may include, but is not limited to, gloves; gowns; laboratory coats; face shields or masks and eye protection equipment; and mouthpieces, resuscitation bags, pocket masks, or other ventilation devices. Personal protective equipment can be considered "appropriate" only if it does not permit blood or other potentially infectious materials to pass through to or reach the employee's work clothes, street clothes, undergarments, skin, eyes, mouth, or other mucous membrane under normal conditions of use and for the duration of time which the protective equipment is used.

Pleural — the membrane lining the chest cavity and covering the lungs, made up of a thin sheet of cells.

Pleural fluid — fluid from the pleural cavity.

Production facility — a facility engaged in industrial-scale, large-volume, or high-concentration production of HIV or HBV.

Prophylaxis — the measure carried out to prevent diseases.

Regulated waste — liquid or semi-liquid blood or other potentially infectious materials in a liquid or semi-liquid state if compressed; items that are caked with dried blood or other potentially infectious materials and are capable of releasing these materials during handling; contaminated sharps; and pathological and microbiological wastes containing blood or other potentially infectious materials.

Research laboratory — a laboratory producing or using research laboratory-scale amounts of HIV or HBV. Research laboratories may produce high concentrations of HIV or HBV but not in the volume found in production facilities.

Serous fluids — liquids of the body, similar to blood serum, which are in part secreted by serous membranes.

Sharps — medical or laboratory articles, including those that are potentially infectious and that may cause punctures or cuts. Examples include, but are not limited to, hypodermic needles, syringes, pasteur pipettes, and scalpel blades.

Sharps with engineered sharps injury protections — include non-needle sharps or needle devices containing built-in safety features that are used for collecting fluids or administering medications or other fluids, as well as other procedures involving a risk of sharps injury.

Source individual — any individual, living or dead, whose blood or other potentially infectious materials may be a source of occupational exposure to an employee. Examples include, but are not limited to, hospital and clinic patients; clients in institutions for the developmentally disabled; trauma victims; clients of drug and alcohol treatment facilities; residents of hospices and nursing homes; human remains; and individuals who donate or sell blood or blood components.

Sterilize — the use of a physical or chemical procedure to destroy all microbial life including highly resistant bacterial endospores.

Synovial fluid — the clear amber fluid usually present in small quantities in a joint of the body (for example, the knee or elbow).

Universal precautions — an approach to infection control. According to the concept, all human blood and certain human body fluids are treated as if we know them to be infectious for HIV, HBV, and other bloodborne pathogens.

Vascular — pertaining to or composed of blood vessels.

Work practice controls — controls that reduce the likelihood of exposure by altering the manner in which the task is performed. An example would be prohibiting the recapping of needles using a two-handed technique.

Appendix D
Job Classification Exposure Determination Form

Job Classification	Potential for exposure to BBP is high	Potential for exposure to BBP is low
Central Office Administrators		X
Building Administrators		X
Secretaries		X
Guidance Counselors		X
Librarian		X
Regular Education Teachers		X
Special Education Teachers	X	
Special Education Aides	X	
Substitute Teachers		X
Instructional Aides/Paraprofessionals		X
School Nurse	X	
Health Aides	X	
Custodians	X	
Coaches/Assistant Coaches	X	
Athletic Trainers	X	
Physical Therapist/Occupational Therapist	X	
Athletic Director		X
Food Service Personnel		X
Bus Drivers		X
Volunteers		X

Hepatitis B Vaccine

What You Need to Know

Many Vaccine Information Statements are available in Spanish and other languages. See www.immunize.org/vis

Hojas de información sobre vacunas están disponibles en español y en muchos otros idiomas. Visite www.immunize.org/vis

1 Why get vaccinated?

Hepatitis B is a serious disease that affects the liver. It is caused by the hepatitis B virus. Hepatitis B can cause mild illness lasting a few weeks, or it can lead to a serious, lifelong illness.

Hepatitis B virus infection can be either acute or chronic.

Acute hepatitis B virus infection is a short-term illness that occurs within the first 6 months after someone is exposed to the hepatitis B virus. This can lead to:

- fever, fatigue, loss of appetite, nausea, and/or vomiting
- jaundice (yellow skin or eyes, dark urine, clay-colored bowel movements)
- pain in muscles, joints, and stomach

Chronic hepatitis B virus infection is a long-term illness that occurs when the hepatitis B virus remains in a person's body. Most people who go on to develop chronic hepatitis B do not have symptoms, but it is still very serious and can lead to:

- liver damage (cirrhosis)
- liver cancer
- death

Chronically-infected people can spread hepatitis B virus to others, even if they do not feel or look sick themselves. Up to 1.4 million people in the United States may have chronic hepatitis B infection. About 90% of infants who get hepatitis B become chronically infected and about 1 out of 4 of them dies.

Hepatitis B is spread when blood, semen, or other body fluid infected with the Hepatitis B virus enters the body of a person who is not infected. People can become infected with the virus through:

- Birth (a baby whose mother is infected can be infected at or after birth)
- Sharing items such as razors or toothbrushes with an infected person
- Contact with the blood or open sores of an infected person
- Sex with an infected partner
- Sharing needles, syringes, or other drug-injection equipment
- Exposure to blood from needlesticks or other sharp instruments

Each year about 2,000 people in the United States die from hepatitis B-related liver disease.

Hepatitis B vaccine can prevent hepatitis B and its consequences, including liver cancer and cirrhosis.

2 Hepatitis B vaccine

Hepatitis B vaccine is made from parts of the hepatitis B virus. It cannot cause hepatitis B infection. The vaccine is usually given as 3 or 4 shots over a 6-month period.

Infants should get their first dose of hepatitis B vaccine at birth and will usually complete the series at 6 months of age.

All **children and adolescents** younger than 19 years of age who have not yet gotten the vaccine should also be vaccinated.

Hepatitis B vaccine is recommended for unvaccinated **adults** who are at risk for hepatitis B virus infection, including:

- People whose sex partners have hepatitis B
- Sexually active persons who are not in a long-term monogamous relationship
- Persons seeking evaluation or treatment for a sexually transmitted disease
- Men who have sexual contact with other men
- People who share needles, syringes, or other drug-injection equipment
- People who have household contact with someone infected with the hepatitis B virus
- Health care and public safety workers at risk for exposure to blood or body fluids
- Residents and staff of facilities for developmentally disabled persons
- Persons in correctional facilities
- Victims of sexual assault or abuse
- Travelers to regions with increased rates of hepatitis B
- People with chronic liver disease, kidney disease, HIV infection, or diabetes
- Anyone who wants to be protected from hepatitis B

There are no known risks to getting hepatitis B vaccine at the same time as other vaccines.



3**Some people should not get this vaccine**

Tell the person who is giving the vaccine:

- **If the person getting the vaccine has any severe, life-threatening allergies.**

If you ever had a life-threatening allergic reaction after a dose of hepatitis B vaccine, or have a severe allergy to any part of this vaccine, you may be advised not to get vaccinated. Ask your health care provider if you want information about vaccine components.

- **If the person getting the vaccine is not feeling well.**

If you have a mild illness, such as a cold, you can probably get the vaccine today. If you are moderately or severely ill, you should probably wait until you recover. Your doctor can advise you.

4**Risks of a vaccine reaction**

With any medicine, including vaccines, there is a chance of side effects. These are usually mild and go away on their own, but serious reactions are also possible.

Most people who get hepatitis B vaccine do not have any problems with it.

Minor problems following hepatitis B vaccine include:

- soreness where the shot was given
- temperature of 99.9°F or higher

If these problems occur, they usually begin soon after the shot and last 1 or 2 days.

Your doctor can tell you more about these reactions.

Other problems that could happen after this vaccine:

- People sometimes faint after a medical procedure, including vaccination. Sitting or lying down for about 15 minutes can help prevent fainting and injuries caused by a fall. Tell your provider if you feel dizzy, or have vision changes or ringing in the ears.
- Some people get shoulder pain that can be more severe and longer-lasting than the more routine soreness that can follow injections. This happens very rarely.
- Any medication can cause a severe allergic reaction. Such reactions from a vaccine are very rare, estimated at about 1 in a million doses, and would happen within a few minutes to a few hours after the vaccination.

As with any medicine, there is a very remote chance of a vaccine causing a serious injury or death.

The safety of vaccines is always being monitored. For more information, visit: www.cdc.gov/vaccinesafety/

5**What if there is a serious problem?**

What should I look for?

- Look for anything that concerns you, such as signs of a severe allergic reaction, very high fever, or unusual behavior.

Signs of a **severe allergic reaction** can include hives, swelling of the face and throat, difficulty breathing, a fast heartbeat, dizziness, and weakness. These would start a few minutes to a few hours after the vaccination.

What should I do?

- If you think it is a **severe allergic reaction** or other emergency that can't wait, call 9-1-1 or get to the nearest hospital. Otherwise, call your clinic.

Afterward, the reaction should be reported to the Vaccine Adverse Event Reporting System (VAERS). Your doctor should file this report, or you can do it yourself through the VAERS web site at www.vaers.hhs.gov, or by calling **1-800-822-7967**.

VAERS does not give medical advice.

6**The National Vaccine Injury Compensation Program**

The National Vaccine Injury Compensation Program (VICP) is a federal program that was created to compensate people who may have been injured by certain vaccines.

Persons who believe they may have been injured by a vaccine can learn about the program and about filing a claim by calling **1-800-338-2382** or visiting the VICP website at www.hrsa.gov/vaccinecompensation. There is a time limit to file a claim for compensation

7**How can I learn more?**

- Ask your healthcare provider. He or she can give you the vaccine package insert or suggest other sources of information.
- Call your local or state health department.
- Contact the Centers for Disease Control and Prevention (CDC):
 - Call **1-800-232-4636 (1-800-CDC-INFO)** or
 - Visit CDC's website at www.cdc.gov/vaccines

Vaccine Information Statement
Hepatitis B Vaccine

7/20/2016

42 U.S.C. § 300aa-26

Office Use Only



Appendix F Hepatitis B Vaccination Record

I understand that, due to my occupational exposure to blood or other potentially infectious materials, I may be at risk of acquiring hepatitis B virus (HBV) infection. I have been given information on the hepatitis B vaccine, including information on its efficacy, safety, method of administration, and benefits of being vaccinated, and I understand that the vaccine and vaccination will be offered free of charge.

I, _____, have completed the following inoculations using:

Recombivax - HB Vaccine

or

Enerix -B Vaccine

Inoculation 1 - Date	Given at
Inoculation 2 - Date	Given at
Inoculation 3 - Date	Given at

If a health-care worker has ongoing contact with blood or OPIM and is at ongoing risk for injuries with sharp instruments or needle sticks, then he or she must be tested for the antibody to hepatitis B surface antigen one to two months after the completion of the above three-dose vaccination series.

Titer Measurement	Date	Drawn at

Need for repeat of series: Yes No

Appendix G

Hepatitis B Vaccine Declination Statement

I understand that, due to my occupational exposure to blood or other potentially infectious materials, I may be at risk of acquiring hepatitis B virus (HBV) infection. I have been given the opportunity to be vaccinated with hepatitis B vaccine at no charge to myself. However, I decline hepatitis B vaccination at this time. I understand that by declining this vaccine, I continue to be at risk of acquiring hepatitis B, a serious disease. If in the future I continue to have occupational exposure to blood or other potentially infectious materials and I want to be vaccinated with hepatitis B vaccine, I can receive the vaccination series at no charge to me.

Employee Name <i>Please Print</i>	
Employee Signature >	Date

Appendix H

School Exposure Incident Investigation Form

Date of Incident	Time of Incident
Location	Person(s) Involved

Potentially Infectious Materials Involved	
Type	Source
Circumstances (what was occurring at the time of the incident)	
How the incident was caused (accident, equipment malfunction, and so forth; list any tool, machine, or equipment involved)	
Personal protective equipment and engineering controls being used at the time of the incident	
Actions taken (decontamination, clean-up, reporting, and so forth)	
Training of employee	
Recommendations for avoiding repetition of the incident, including any recommended changes to the ECP (Exposure Control Plan)	

Appendix I
Medical Management of Individuals Exposed to Blood/Body Fluids
Workers Compensation Form WKC-8165

Documentation of Significant Exposure to HIV

The Wisconsin statutory definition of 'significant exposure' refers to an exposure which carries the potential for transmission of HIV (AIDS virus). For purposes of Worker's Compensation, a physician must certify that a significant exposure has occurred. This certification must be documented on a form developed by the Wisconsin Department of Commerce (DOC). Since other infectious diseases can also be transmitted by significant exposure to blood or body fluids, this form may be used to document any such exposure. (The order identification of this form is SBD 10781.)

This form can be found in the district office.

Information on ordering SBD 10781 is available from the Bureau of Document Services, Wisconsin Department of Administration, at (608) 243-2441. Forms can be ordered from docsales.wi.gov. E-mail is docsales@doa.state.wi.us or you can visit their web address at http://www.doa.wi.gov/section_detail.asp?linkcatid=266&linkid=49&locid=2&sname=Enterprise%20Fleet.

Completion instructions, including the definition of 'significant exposure,' are written on the form. For additional questions regarding this form, please call your local public health agency or infection control practitioner at the receiving facility where testing will be conducted.

Appendix J
Needle-Stick/Sharps Injury Log

(start a new one each school year)

Date of Injury	Employee Job Title/Category	Location of Incident Work Area	Brand/Type of Sharp	Description of Incident

Updated U.S. Public Health Service Guidelines for the Management of Occupational Exposures to HBV, HCV, and HIV and Recommendations for Postexposure Prophylaxis

Summary

This report updates and consolidates all previous U.S. Public Health Service recommendations for the management of health-care personnel (HCP) who have occupational exposure to blood and other body fluids that might contain hepatitis B virus (HBV), hepatitis C virus (HCV), or human immunodeficiency virus (HIV).

Recommendations for HBV postexposure management include initiation of the hepatitis B vaccine series to any susceptible, unvaccinated person who sustains an occupational blood or body fluid exposure. Postexposure prophylaxis (PEP) with hepatitis B immune globulin (HBIG) and/or hepatitis B vaccine series should be considered for occupational exposures after evaluation of the hepatitis B surface antigen status of the source and the vaccination and vaccine-response status of the exposed person. Guidance is provided to clinicians and exposed HCP for selecting the appropriate HBV PEP.

Immune globulin and antiviral agents (e.g., interferon with or without ribavirin) are not recommended for PEP of hepatitis C. For HCV postexposure management, the HCV status of the source and the exposed person should be determined, and for HCP exposed to an HCV positive source, follow-up HCV testing should be performed to determine if infection develops.

Recommendations for HIV PEP include a basic 4-week regimen of two drugs (zidovudine [ZDV] and lamivudine [3TC]; 3TC and stavudine [d4T]; or didanosine [ddI] and d4T) for most HIV exposures and an expanded regimen that includes the addition of a third drug for HIV exposures that pose an increased risk for transmission. When the source person's virus is known or suspected to be resistant to one or more of the drugs considered for the PEP regimen, the selection of drugs to which the source person's virus is unlikely to be resistant is recommended.

In addition, this report outlines several special circumstances (e.g., delayed exposure report, unknown source person, pregnancy in the exposed person, resistance of the source virus to antiretroviral agents, or toxicity of the PEP regimen) when consultation with local experts and/or the National Clinicians' Post-Exposure Prophylaxis Hotline ([PEPline] 1-888-448-4911) is advised.

Occupational exposures should be considered urgent medical concerns to ensure timely postexposure management and administration of HBIG, hepatitis B vaccine, and/or HIV PEP.

INTRODUCTION

Avoiding occupational blood exposures is the primary way to prevent transmission of hepatitis B virus (HBV), hepatitis C virus (HCV), and human immunodeficiency virus (HIV) in health-care settings (1). However, hepatitis B immunization and postexposure management are integral components of a complete program to prevent infection following bloodborne pathogen exposure and are important elements of workplace safety (2).

The U.S. Public Health Service (PHS) has published previous guidelines for the management of HIV exposures that included considerations for postexposure prophylaxis (PEP) (3--5). Since publication of the 1998 HIV exposure guidelines (5), several new antiretroviral agents have been approved by the Food and Drug Administration (FDA), and more information is available about the use and safety of HIV PEP (6--11). In addition, questions exist regarding considerations about PEP regimens when the source person's virus is known or suspected to be resistant to one or more of the antiretroviral agents that might be used for PEP. Concern also has arisen about the use of PEP when it is not warranted. Data indicate that some health-care personnel (HCP) take a full course of HIV PEP after exposures that do not confer an HIV transmission risk (10,11).

In September 1999, a meeting of a PHS interagency working group* and expert consultants was convened by CDC. The PHS working group decided to issue updated recommendations for the management of occupational exposure to HIV. In addition, the report was to include recommendations for the management of occupational HBV and HCV exposures so that a single document could comprehensively address the management of occupational exposures to bloodborne pathogens. This report updates and consolidates the previous PHS guidelines and recommendations for occupational HBV, HCV, and HIV exposure management for HCP. Specific practice recommendations for the management of occupational bloodborne pathogen exposures are outlined to assist health-care institutions with the implementation of these PHS guidelines (Appendices A and B). As relevant information becomes available, updates of these recommendations will be published. Recommendations for nonoccupational (e.g., sexual, pediatric, and perinatal) HBV, HCV, and HIV exposures are not addressed in these guidelines and can be found elsewhere (12--15).

Definition of Health-Care Personnel and Exposure

In this report, health-care personnel (HCP) are defined as persons (e.g., employees, students, contractors, attending clinicians, public-safety workers, or volunteers) whose activities involve contact with patients or with blood or other body fluids from patients in a health-care, laboratory, or public-safety setting. The potential exists for blood and body fluid exposure to other workers, and the same principles of exposure management could be applied to other settings.

An exposure that might place HCP at risk for HBV, HCV, or HIV infection is defined as a percutaneous injury (e.g., a needlestick or cut with a sharp object) or contact of mucous membrane or nonintact skin (e.g., exposed skin that is chapped, abraded, or afflicted with dermatitis) with blood, tissue, or other body fluids that are potentially infectious (16,17).

In addition to blood and body fluids containing visible blood, semen and vaginal secretions also are considered potentially infectious. Although semen and vaginal secretions have been implicated in the sexual transmission of HBV, HCV, and HIV, they have not been implicated in

occupational transmission from patients to HCP. The following fluids also are considered potentially infectious: cerebrospinal fluid, synovial fluid, pleural fluid, peritoneal fluid, pericardial fluid, and amniotic fluid. The risk for transmission of HBV, HCV, and HIV infection from these fluids is unknown; the potential risk to HCP from occupational exposures has not been assessed by epidemiologic studies in health-care settings. Feces, nasal secretions, saliva, sputum, sweat, tears, urine, and vomitus are not considered potentially infectious unless they contain blood. The risk for transmission of HBV, HCV, and HIV infection from these fluids and materials is extremely low.

Any direct contact (i.e., contact without barrier protection) to concentrated virus in a research laboratory or production facility is considered an exposure that requires clinical evaluation. For human bites, the clinical evaluation must include the possibility that both the person bitten and the person who inflicted the bite were exposed to bloodborne pathogens. Transmission of HBV or HIV infection only rarely has been reported by this route (18--20) (CDC, unpublished data, 1998).

BACKGROUND

This section provides the rationale for the postexposure management and prophylaxis recommendations presented in this report. Additional details concerning the risk for occupational bloodborne pathogen transmission to HCP and management of occupational bloodborne pathogen exposures are available elsewhere (5,12,13,21-24).

Occupational Transmission of HBV

Risk for Occupational Transmission of HBV

HBV infection is a well recognized occupational risk for HCP (25). The risk of HBV infection is primarily related to the degree of contact with blood in the work place and also to the hepatitis B e antigen (HBeAg) status of the source person. In studies of HCP who sustained injuries from needles contaminated with blood containing HBV, the risk of developing clinical hepatitis if the blood was both hepatitis B surface antigen (HBsAg)- and HBeAg-positive was 22%--31%; the risk of developing serologic evidence of HBV infection was 37%--62%. By comparison, the risk of developing clinical hepatitis from a needle contaminated with HBsAg-positive, HBeAg-negative blood was 1%--6%, and the risk of developing serologic evidence of HBV infection, 23%--37% (26).

Although percutaneous injuries are among the most efficient modes of HBV transmission, these exposures probably account for only a minority of HBV infections among HCP. In several investigations of nosocomial hepatitis B outbreaks, most infected HCP could not recall an overt percutaneous injury (27,28), although in some studies, up to one third of infected HCP recalled caring for a patient who was HBsAg-positive (29,30). In addition, HBV has been demonstrated to survive in dried blood at room temperature on environmental surfaces for at least 1 week (31). Thus, HBV infections that occur in HCP with no history of nonoccupational exposure or occupational percutaneous injury might have resulted from direct or indirect blood or body fluid exposures that inoculated HBV into cutaneous scratches, abrasions, burns, other lesions, or on

mucosal surfaces (32--34). The potential for HBV transmission through contact with environmental surfaces has been demonstrated in investigations of HBV outbreaks among patients and staff of hemodialysis units (35--37).

Blood contains the highest HBV titers of all body fluids and is the most important vehicle of transmission in the health-care setting. HBsAg is also found in several other body fluids, including breast milk, bile, cerebrospinal fluid, feces, nasopharyngeal washings, saliva, semen, sweat, and synovial fluid (38). However, the concentration of HBsAg in body fluids can be 100--1000---fold higher than the concentration of infectious HBV particles. Therefore, most body fluids are not efficient vehicles of transmission because they contain low quantities of infectious HBV, despite the presence of HBsAg.

In serologic studies conducted in the United States during the 1970s, HCP had a prevalence of HBV infection approximately 10 times higher than the general population (39--42). Because of the high risk of HBV infection among HCP, routine preexposure vaccination of HCP against hepatitis B and the use of standard precautions to prevent exposure to blood and other potentially infectious body fluids have been recommended since the early 1980s (43). Regulations issued by the Occupational Safety and Health Administration (OSHA) (2) have increased compliance with these recommendations. Since the implementation of these recommendations, a sharp decline has occurred in the incidence of HBV infection among HCP.

PEP for HBV

Efficacy of PEP for HBV. The effectiveness of hepatitis B immune globulin (HBIG) and/or hepatitis B vaccine in various postexposure settings has been evaluated by prospective studies. For perinatal exposure to an HBsAg-, HBeAg-positive mother, a regimen combining HBIG and initiation of the hepatitis B vaccine series at birth is 85%--95% effective in preventing HBV infection (44,45). Regimens involving either multiple doses of HBIG alone or the hepatitis B vaccine series alone are 70%--75% effective in preventing HBV infection (46). In the occupational setting, multiple doses of HBIG initiated within 1 week following percutaneous exposure to HBsAg-positive blood provides an estimated 75% protection from HBV infection (47--49). Although the postexposure efficacy of the combination of HBIG and the hepatitis B vaccine series has not been evaluated in the occupational setting, the increased efficacy of this regimen observed in the perinatal setting, compared with HBIG alone, is presumed to apply to the occupational setting as well. In addition, because persons requiring PEP in the occupational setting are generally at continued risk for HBV exposure, they should receive the hepatitis B vaccine series.

Safety of PEP for HBV. Hepatitis B vaccines have been found to be safe when administered to infants, children, or adults (12,50). Through the year 2000, approximately 100 million persons have received hepatitis B vaccine in the United States. The most common side effects from hepatitis B vaccination are pain at the injection site and mild to moderate fever (50--55). Studies indicate that these side effects are reported no more frequently among persons vaccinated than among those receiving placebo (51,52).

Approximately 45 reports have been received by the Vaccine Adverse Event Reporting System (VAERS) of alopecia (hair loss) in children and adults after administration of plasma-derived and recombinant hepatitis B vaccine; four persons sustained hair loss following vaccination on more than one occasion (56). Hair loss was temporary for approximately two thirds of persons who experienced hair loss. An epidemiologic study conducted in the Vaccine Safety Datalink found no statistical association between alopecia and receipt of hepatitis B vaccine in children (CDC, unpublished data, 1998). A low rate of anaphylaxis has been observed in vaccine recipients based on reports to VAERS; the estimated incidence is 1 in 600,000 vaccine doses distributed. Although none of the persons who developed anaphylaxis died, anaphylactic reactions can be life-threatening; therefore, further vaccination with hepatitis B vaccine is contraindicated in persons with a history of anaphylaxis after a previous dose of vaccine.

Hepatitis B immunization programs conducted on a large scale in Taiwan, Alaska, and New Zealand have observed no association between vaccination and the occurrence of serious adverse events. Furthermore, in the United States, surveillance of adverse events following hepatitis B vaccination has demonstrated no association between hepatitis B vaccine and the occurrence of serious adverse events, including Guillain-Barré syndrome, transverse myelitis, multiple sclerosis, optic neuritis, and seizures (57--59) (CDC, unpublished data, 1991). However, several case reports and case series have claimed an association between hepatitis B vaccination and such syndromes and diseases as multiple sclerosis, optic neuritis, rheumatoid arthritis, and other autoimmune diseases (57,60--66). Most of these reported adverse events have occurred in adults, and no report has compared the frequency of the purported vaccine-associated syndrome/disease with the frequency in an unvaccinated population. In addition, recent case-control studies have demonstrated no association between hepatitis B vaccination and development or short-term risk of relapse of multiple sclerosis (67,68), and reviews by international panels of experts have concluded that available data do not demonstrate a causal association between hepatitis B vaccination and demyelinating diseases, including multiple sclerosis (69).

HBIG is prepared from human plasma known to contain a high titer of antibody to HBsAg (anti-HBs). The plasma from which HBIG is prepared is screened for HBsAg and antibodies to HIV and HCV. The process used to prepare HBIG inactivates and eliminates HIV from the final product. Since 1996, the final product has been free of HCV RNA as determined by the polymerase chain reaction (PCR), and, since 1999, all products available in the United States have been manufactured by methods that inactivate HCV and other viruses. No evidence exists that HBV, HCV, or HIV have ever been transmitted by HBIG commercially available in the United States (70,71).

Serious adverse effects from HBIG when administered as recommended have been rare. Local pain and tenderness at the injection site, urticaria and angioedema might occur; anaphylactic reactions, although rare, have been reported following the injection of human immune globulin (IG) preparations (72). Persons with a history of anaphylactic reaction to IG should not receive HBIG.

PEP for HBV During Pregnancy. No apparent risk exists for adverse effects to developing fetuses when hepatitis B vaccine is administered to pregnant women (CDC, unpublished data, 1990). The vaccine contains noninfectious HBsAg particles and should pose no risk to the fetus.

HBV infection during pregnancy might result in severe disease for the mother and chronic infection for the newborn. Therefore, neither pregnancy nor lactation should be considered a contraindication to vaccination of women. HBIG is not contraindicated for pregnant or lactating women.

Occupational Transmission of HCV

Risk for Occupational Transmission of HCV

HCV is not transmitted efficiently through occupational exposures to blood. The average incidence of anti-HCV seroconversion after accidental percutaneous exposure from an HCV-positive source is 1.8% (range: 0%--7%) (73--76), with one study indicating that transmission occurred only from hollow-bore needles compared with other sharps (75). Transmission rarely occurs from mucous membrane exposures to blood, and no transmission in HCP has been documented from intact or nonintact skin exposures to blood (77,78). Data are limited on survival of HCV in the environment. In contrast to HBV, the epidemiologic data for HCV suggest that environmental contamination with blood containing HCV is not a significant risk for transmission in the health-care setting (79,80), with the possible exception of the hemodialysis setting where HCV transmission related to environmental contamination and poor infection-control practices have been implicated (81--84). The risk for transmission from exposure to fluids or tissues other than HCV-infected blood also has not been quantified but is expected to be low.

Postexposure Management for HCV

In several studies, researchers have attempted to assess the effectiveness of IG following possible exposure to non-A, non-B hepatitis. These studies have been difficult to interpret because they lack uniformity in diagnostic criteria and study design, and, in all but one study, the first dose of IG was administered before potential exposure (48,85,86). In an experiment designed to model HCV transmission by needlestick exposure in the health-care setting, high anti-HCV titer IG administered to chimpanzees 1 hour after exposure to HCV-positive blood did not prevent transmission of infection (87). In 1994, the Advisory Committee on Immunization Practices (ACIP) reviewed available data regarding the prevention of HCV infection with IG and concluded that using IG as PEP for hepatitis C was not supported (88). This conclusion was based on the following facts:

- No protective antibody response has been identified following HCV infection.
- Previous studies of IG use to prevent posttransfusion non-A, non-B hepatitis might not be relevant in making recommendations regarding PEP for hepatitis C.
- Experimental studies in chimpanzees with IG containing anti-HCV failed to prevent transmission of infection after exposure.

No clinical trials have been conducted to assess postexposure use of antiviral agents (e.g., interferon with or without ribavirin) to prevent HCV infection, and antivirals are not FDA-approved for this indication. Available data suggest that an established infection might need to be present before interferon can be an effective treatment. Kinetic studies suggest that the effect

of interferon on chronic HCV infection occurs in two phases. During the first phase, interferon blocks the production or release of virus from infected cells. In the second phase, virus is eradicated from the infected cells (89); in this later phase, higher pretreatment alanine aminotransferase (ALT) levels correlate with an increasing decline in infected cells, and the rapidity of the decline correlates with viral clearance. In contrast, the effect of antiretrovirals when used for PEP after exposure to HIV is based on inhibition of HIV DNA synthesis early in the retroviral replicative cycle.

In the absence of PEP for HCV, recommendations for postexposure management are intended to achieve early identification of chronic disease and, if present, referral for evaluation of treatment options. However, a theoretical argument is that intervention with antivirals when HCV RNA first becomes detectable might prevent the development of chronic infection. Data from studies conducted outside the United States suggest that a short course of interferon started early in the course of acute hepatitis C is associated with a higher rate of resolved infection than that achieved when therapy is begun after chronic hepatitis C has been well established (90--92). These studies used various treatment regimens and included persons with acute disease whose peak ALT levels were 500--1,000 IU/L at the time therapy was initiated (2.6--4 months after exposure).

No studies have evaluated the treatment of acute infection in persons with no evidence of liver disease (i.e., HCV RNA-positive <6 months duration with normal ALT levels); among patients with chronic HCV infection, the efficacy of antivirals has been demonstrated only among patients who also had evidence of chronic liver disease (i.e., abnormal ALT levels). In addition, treatment started early in the course of chronic HCV infection (i.e., 6 months after onset of infection) might be as effective as treatment started during acute infection (13). Because 15%--25% of patients with acute HCV infection spontaneously resolve their infection (93), treatment of these patients during the acute phase could expose them unnecessarily to the discomfort and side effects of antiviral therapy.

Data upon which to base a recommendation for therapy of acute infection are insufficient because a) no data exist regarding the effect of treating patients with acute infection who have no evidence of disease, b) treatment started early in the course of chronic infection might be just as effective and would eliminate the need to treat persons who will spontaneously resolve their infection, and c) the appropriate regimen is unknown.

Occupational Transmission of HIV

Risk for Occupational Transmission of HIV

In prospective studies of HCP, the average risk of HIV transmission after a percutaneous exposure to HIV-infected blood has been estimated to be approximately 0.3% (95% confidence interval [CI] = 0.2%--0.5%) (94) and after a mucous membrane exposure, approximately 0.09% (95% CI = 0.006%--0.5%) (95). Although episodes of HIV transmission after nonintact skin exposure have been documented (96), the average risk for transmission by this route has not been precisely quantified but is estimated to be less than the risk for mucous membrane exposures

(97). The risk for transmission after exposure to fluids or tissues other than HIV-infected blood also has not been quantified but is probably considerably lower than for blood exposures (98).

As of June 2000, CDC had received voluntary reports of 56 U.S. HCP with documented HIV seroconversion temporally associated with an occupational HIV exposure. An additional 138 episodes in HCP are considered possible occupational HIV transmissions. These workers had a history of occupational exposure to blood, other infectious body fluids, or laboratory solutions containing HIV, and no other risk for HIV infection was identified, but HIV seroconversion after a specific exposure was not documented (99).

Epidemiologic and laboratory studies suggest that several factors might affect the risk of HIV transmission after an occupational exposure. In a retrospective case-control study of HCP who had percutaneous exposure to HIV, the risk for HIV infection was found to be increased with exposure to a larger quantity of blood from the source person as indicated by a) a device visibly contaminated with the patient's blood, b) a procedure that involved a needle being placed directly in a vein or artery, or c) a deep injury (100). The risk also was increased for exposure to blood from source persons with terminal illness, possibly reflecting either the higher titer of HIV in blood late in the course of AIDS or other factors (e.g., the presence of syncytia-inducing strains of HIV). A laboratory study that demonstrated that more blood is transferred by deeper injuries and hollow-bore needles lends further support for the observed variation in risk related to blood quantity (101).

The use of source person viral load as a surrogate measure of viral titer for assessing transmission risk has not yet been established. Plasma viral load (e.g., HIV RNA) reflects only the level of cell-free virus in the peripheral blood; latently infected cells might transmit infection in the absence of viremia. Although a lower viral load (e.g., <1,500 RNA copies/mL) or one that is below the limits of detection probably indicates a lower titer exposure, it does not rule out the possibility of transmission.

Some evidence exists regarding host defenses possibly influencing the risk for HIV infection. A study of HIV-exposed but uninfected HCP demonstrated an HIV-specific cytotoxic T-lymphocyte (CTL) response when peripheral blood mononuclear cells were stimulated in vitro with HIV-specific antigens (102). Similar CTL responses have been observed in other groups who experienced repeated HIV exposure without resulting infection (103--108). Among several possible explanations for this observation is that the host immune response sometimes might prevent establishment of HIV infection after a percutaneous exposure; another is that the CTL response simply might be a marker for exposure. In a study of 20 HCP with occupational exposure to HIV, a comparison was made of HCP treated with zidovudine (ZDV) PEP and those not treated. The findings from this study suggest that ZDV blunted the HIV-specific CTL response and that PEP might inhibit early HIV replication (109).

Rationale for HIV PEP

Considerations that influence the rationale and recommendations for PEP include

- the pathogenesis of HIV infection, particularly the time course of early infection;

- the biological plausibility that infection can be prevented or ameliorated by using antiretroviral drugs;
- direct or indirect evidence of the efficacy of specific agents used for prophylaxis; and
- the risk and benefit of PEP to exposed HCP.

The following discussion considers each of these concerns.

Role of Pathogenesis in Considering Antiretroviral Prophylaxis. Information about primary HIV infection indicates that systemic infection does not occur immediately, leaving a brief window of opportunity during which postexposure antiretroviral intervention might modify or prevent viral replication. In a primate model of simian immunodeficiency virus (SIV) infection, infection of dendritic-like cells occurred at the site of inoculation during the first 24 hours following mucosal exposure to cell-free virus. Over the subsequent 24--48 hours, migration of these cells to regional lymph nodes occurred, and virus was detectable in the peripheral blood within 5 days (*110*). Theoretically, initiation of antiretroviral PEP soon after exposure might prevent or inhibit systemic infection by limiting the proliferation of virus in the initial target cells or lymph nodes.

Efficacy of Antiretrovirals for PEP in Animal Studies. Data from animal studies have been difficult to interpret, in part, because of problems identifying an animal model that is comparable to humans. In early studies, differences in controlled variables (e.g., choice of viral strain [based on the animal model used], inoculum size, route of inoculation, time of prophylaxis initiation, and drug regimen) made extrapolation of the results to humans difficult. Recently, refinements in methodology have facilitated more relevant studies; in particular, the viral inocula used in animal studies have been reduced to levels more analogous to human exposures but sufficient to cause infection in control animals (*111--113*). These studies provide encouraging evidence of postexposure chemoprophylactic efficacy.

Studies among primates and in murine and feline animal models have demonstrated that larger viral inocula decrease prophylactic efficacy (*114--117*). In addition, delaying initiation, shortening the duration, or decreasing the antiretroviral dose of PEP, individually or in combination, decreased prophylactic efficacy (*113,118--124*). For example, when (R)-9-(2-phosphonylmethoxypropyl) adenine (tenofovir) was administered 48 hours before, 4 hours after, or 24 hours after intravenous SIV inoculation to long-tailed macaques, a 4-week regimen prevented infection in all treated animals (*122*). A subsequent study confirmed the efficacy of tenofovir PEP when administered 24 hours after intravenous inoculation of a dose of SIV that uniformly results in infection in untreated macaques. In the same study, protection was incomplete if the tenofovir administration was delayed to 48 or 72 hours postexposure or if the total duration of treatment was curtailed to 3 or 10 days (*123*).

Efficacy of Antiretrovirals for PEP in Human Studies. Little information exists from which the efficacy of PEP in humans can be assessed. Seroconversion is infrequent following an occupational exposure to HIV-infected blood; therefore, several thousands of exposed HCP would need to enroll in a prospective trial to achieve the statistical power necessary to directly demonstrate PEP efficacy (*125*).

In the retrospective case-control study of HCP, after controlling for other risk factors for HIV transmission, use of ZDV as PEP was associated with a reduction in the risk of HIV infection by approximately 81% (95% CI = 43%--94%) (100). Although the results of this study suggest PEP efficacy, its limitations include the small number of cases studied and the use of cases and controls from different cohorts.

In a multicenter trial in which ZDV was administered to HIV-infected pregnant women and their infants, the administration of ZDV during pregnancy, labor, and delivery and to the infant reduced transmission by 67% (126). Only part of the protective effect of ZDV was explained by reduction of the HIV viral load in the maternal blood, suggesting that ZDV prophylaxis, in part, involves a mechanism other than the reduction of maternal viral burden (127,128). Since 1998, studies have highlighted the importance of PEP for prevention of perinatal HIV transmission. In Africa, the use of ZDV in combination with lamivudine (3TC) decreased perinatal HIV transmission by 50% when administered during pregnancy, labor, and for 1 week postpartum, and by 37% when started at the onset of labor and continued for 1 week postpartum (129). Studies in the United States and Uganda also have demonstrated that rates of perinatal HIV transmission have been reduced with the use of abbreviated PEP regimens started intrapartum or during the first 48--72 hours of life (130--132).

The limitations of all of these studies with animals and humans must be considered when reviewing evidence of PEP efficacy. The extent to which data from animal studies can be extrapolated to humans is largely unknown, and the exposure route for mother-to-infant HIV transmission is not similar to occupational exposures; therefore, these findings might not be directly applicable to PEP in HCP.

Reports of Failure of PEP. Failure of PEP to prevent HIV infection in HCP has been reported in at least 21 instances (78,133--139). In 16 of the cases, ZDV was used alone as a single agent; in two cases, ZDV and didanosine (ddI) were used in combination (133,138); and in three cases, ≥ 3 drugs were used for PEP (137--139). Thirteen of the source persons were known to have been treated with antiretroviral therapy before the exposure. Antiretroviral resistance testing of the virus from the source person was performed in seven instances, and in four, the HIV infection transmitted was found to have decreased sensitivity to ZDV and/or other drugs used for PEP. In addition to possible exposure to an antiretroviral-resistant strain of HIV, other factors that might have contributed to these apparent failures might include a high titer and/or large inoculum exposure, delayed initiation and/or short duration of PEP, and possible factors related to the host (e.g., cellular immune system responsiveness) and/or to the source person's virus (e.g., presence of syncytia-forming strains) (133). Details regarding the cases of PEP failure involving combinations of antiretroviral agents are included in this report ([Table 1](#)).

Antiretroviral Agents for PEP

Antiretroviral agents from three classes of drugs are available for the treatment of HIV infection. These agents include the nucleoside reverse transcriptase inhibitors (NRTIs), nonnucleoside reverse transcriptase inhibitors (NNRTIs), and protease inhibitors (PIs). Only antiretroviral agents that have been approved by FDA for treatment of HIV infection are discussed in these guidelines.

Determining which agents and how many to use or when to alter a PEP regimen is largely empiric. Guidelines for the treatment of HIV infection, a condition usually involving a high total body burden of HIV, include recommendations for the use of three drugs (140); however, the applicability of these recommendations to PEP remains unknown. In HIV-infected patients, combination regimens have proved superior to monotherapy regimens in reducing HIV viral load, reducing the incidence of opportunistic infections and death, and delaying onset of drug resistance (141,142). A combination of drugs with activity at different stages in the viral replication cycle (e.g., nucleoside analogues with a PI) theoretically could offer an additional preventive effect in PEP, particularly for occupational exposures that pose an increased risk of transmission. Although the use of a three-drug regimen might be justified for exposures that pose an increased risk of transmission, whether the potential added toxicity of a third drug is justified for lower-risk exposures is uncertain. Therefore, the recommendations at the end of this document provide guidance for two- and three-drug PEP regimens that are based on the level of risk for HIV transmission represented by the exposure.

NRTI combinations that can be considered for PEP include ZDV and 3TC, 3TC and stavudine (d4T), and ddI and d4T. In previous PHS guidelines, a combination of ZDV and 3TC was considered the first choice for PEP regimens (3). Because ZDV and 3TC are available in a combination formulation (Combivir™, manufactured by Glaxo Wellcome, Inc., Research Triangle Park, NC), the use of this combination might be more convenient for HCP. However, recent data suggest that mutations associated with ZDV and 3TC resistance might be common in some areas (143). Thus, individual clinicians might prefer other NRTIs or combinations based on local knowledge and experience in treating HIV infection and disease.

The addition of a third drug for PEP following high-risk exposures is based on demonstrated effectiveness in reducing viral burden in HIV-infected persons. Previously, indinavir (IDV) or nelfinavir (NFV) were recommended as first-choice agents for inclusion in an expanded PEP regimen (5). Since the publication of the 1998 PEP guidelines, efavirenz (EFV), an NNRTI; abacavir (ABC), a potent NRTI; and Kaletra™, a PI, have been approved by FDA. Although side effects might be common with the NNRTIs, EFV might be considered for expanded PEP regimens, especially when resistance to PIs in the source person's virus is known or suspected. ABC has been associated with dangerous hypersensitivity reactions but, with careful monitoring, may be considered as a third drug for PEP. Kaletra, a combination of lopinavir and ritonavir, is a potent HIV inhibitor that, with expert consultation, may be considered in an expanded PEP regimen.

Toxicity and Drug Interactions of Antiretroviral Agents. When administering PEP, an important goal is completion of a 4-week PEP regimen when PEP is indicated. Therefore, the toxicity profile of antiretroviral agents, including the frequency, severity, duration, and reversibility of side effects, is a relevant consideration. All of the antiretroviral agents have been associated with side effects (Table 2). However, studies of adverse events have been conducted primarily with persons who have advanced disease (and longer treatment courses) and who therefore might not reflect the experience in persons who are uninfected (144).

Several primary side effects are associated with antiretroviral agents (Table 2). Side effects associated with many of the NRTIs are chiefly gastrointestinal (e.g., nausea or diarrhea);

however, ddI has been associated with cases of fatal and nonfatal pancreatitis among HIV-infected patients treated for >4 weeks. The use of PIs has been associated with new onset diabetes mellitus, hyperglycemia, diabetic ketoacidosis, exacerbation of preexisting diabetes mellitus, and dyslipidemia (145--147). Nephrolithiasis has been associated with IDV use; however, the incidence of this potential complication might be limited by drinking at least 48 ounces (1.5 L) of fluid per 24-hour period (e.g., six 8-ounce glasses of water throughout the day) (148). NFV has been associated with the development of diarrhea; however, this side effect might respond to treatment with antimotility agents that can be prescribed for use, if necessary, at the time the drug is recommended for PEP. The NNRTIs have been associated with severe skin reactions, including life-threatening cases of Stevens-Johnson syndrome and toxic epidermal necrolysis. Hepatotoxicity, including fatal hepatic necrosis, has occurred in patients treated with nevirapine (NVP); some episodes began during the first few weeks of therapy (FDA, unpublished data, 2000). EFV has been associated with central nervous system side effects, including dizziness, somnolence, insomnia, and abnormal dreaming.

All of the approved antiretroviral agents might have potentially serious drug interactions when used with certain other drugs (Appendix C). Careful evaluation of concomitant medications used by an exposed person is required before PEP is prescribed, and close monitoring for toxicity is also needed. Further information about potential drug interactions can be found in the manufacturer's package insert.

Toxicity Associated with PEP. Information from the National Surveillance System for Health Care Workers (NaSH) and the HIV Postexposure Registry indicates that nearly 50% of HCP experience adverse symptoms (e.g., nausea, malaise, headache, anorexia, and headache) while taking PEP and that approximately 33% stop taking PEP because of adverse signs and symptoms (6,7,10,11). Some studies have demonstrated that side effects and discontinuation of PEP are more common among HCP taking three-drug combination regimens for PEP compared with HCP taking two-drug combination regimens (7,10). Although similar rates of side effects were observed among persons who took PEP after sexual or drug use exposures to HIV in the San Francisco Post-Exposure Prevention Project, 80% completed 4 weeks of therapy (149). Participants in the San Francisco Project were followed at 1, 2, 4, 26, and 52 weeks postexposure and received medication adherence counseling; most participants took only two drugs for PEP.

Serious side effects, including nephrolithiasis, hepatitis, and pancytopenia have been reported with the use of combination drugs for PEP (6,7,150,151). One case of NVP-associated fulminant liver failure requiring liver transplantation and one case of hypersensitivity syndrome have been reported in HCP taking NVP for HIV PEP (152). Including these two cases, from March 1997 through September 2000, FDA received reports of 22 cases of serious adverse events related to NVP taken for PEP (153). These events included 12 cases of hepatotoxicity, 14 cases of skin reaction (including one documented and two possible cases of Stevens-Johnson syndrome), and one case of rhabdomyolysis; four cases involved both hepatotoxicity and skin reaction, and one case involved both rhabdomyolysis and skin reaction.

Resistance to Antiretroviral Agents. Known or suspected resistance of the source virus to antiretroviral agents, particularly to agents that might be included in a PEP regimen, is a concern for persons making decisions about PEP. Resistance to HIV infection occurs with all of the

available antiretroviral agents, and cross-resistance within drug classes is frequent (154). Recent studies have demonstrated an emergence of drug-resistant HIV among source persons for occupational exposures (143,155). A study conducted at seven U.S. sites during 1998--1999 found that 16 (39%) of 41 source persons whose virus was sequenced had primary genetic mutations associated with resistance to RTIs, and 4 (10%) had primary mutations associated with resistance to PIs (143). In addition, occupational transmission of resistant HIV strains, despite PEP with combination drug regimens, has been reported (137,139). In one case, a hospital worker became infected after an HIV exposure despite a PEP regimen that included ddI, d4T, and NVP (139). The transmitted HIV contained two primary genetic mutations associated with resistance to NNRTIs (the source person was taking EFV at the time of the exposure). Despite recent studies and case reports, the relevance of exposure to a resistant virus is still not well understood.

Empiric decisions about the presence of antiretroviral drug resistance are often difficult to make because patients generally take more than one antiretroviral agent. Resistance should be suspected in source persons when they are experiencing clinical progression of disease or a persistently increasing viral load, and/or decline in CD4 T-cell count, despite therapy or a lack of virologic response to therapy. However, resistance testing of the source virus at the time of an exposure is not practical because the results will not be available in time to influence the choice of the initial PEP regimen. Furthermore, in this situation, whether modification of the PEP regimen is necessary or will influence the outcome of an occupational exposure is unknown. No data exist to suggest that modification of a PEP regimen after receiving results from resistance testing (usually a minimum of 1--2 weeks) improves efficacy of PEP.

Antiretroviral Drugs During Pregnancy. Data are limited on the potential effects of antiretroviral drugs on the developing fetus or neonate (156). Carcinogenicity and/or mutagenicity is evident in several in vitro screening tests for ZDV and all other FDA-licensed NRTIs. The relevance of animal data to humans is unknown; however, because teratogenic effects were observed in primates at drug exposures similar to those representing human therapeutic exposure, the use of EFV should be avoided in pregnant women (140). IDV is associated with infrequent side effects in adults (i.e., hyperbilirubinemia and renal stones) that could be problematic for a newborn. Because the half-life of IDV in adults is short, these concerns might be relevant only if the drug is administered shortly before delivery.

In a recent study in France of perinatal HIV transmission, two cases of progressive neurologic disease and death were reported in uninfected infants exposed to ZDV and 3TC (157). Laboratory studies of these children suggested mitochondrial dysfunction. In a careful review of deaths in children followed in U.S. perinatal HIV cohorts, no deaths attributable to mitochondrial disease have been found (158).

Recent reports of fatal and nonfatal lactic acidosis in pregnant women treated throughout gestation with a combination of d4T and ddI have prompted warnings about use of these drugs during pregnancy (159). Although the case-patients were HIV-infected women taking the drugs for >4 weeks, pregnant women and their providers should be advised to consider d4T and ddI only when the benefits of their use outweigh the risks.

PEP Use in Hospitals in the United States. Analysis of data from NaSH provides information on the use of PEP following occupational exposures in 47 hospitals in the United States. A total of 11,784 exposures to blood and body fluids was reported from June 1996 through November 2000 (CDC, unpublished data, 2001). For all exposures with known sources, 6% were to HIV-positive sources, 74% to HIV-negative sources, and 20% to sources with an unknown HIV status. Sixty-three percent of HCP exposed to a known HIV-positive source started PEP, and 54% of HCP took it for at least 20 days, whereas 14% of HCP exposed to a source person subsequently found to be HIV-negative initiated PEP, and 3% of those took it for at least 20 days. Information recorded about HIV exposures in NaSH indicates that 46% of exposures involving an HIV-positive source warranted only a two-drug PEP regimen (i.e., the exposure was to mucous membranes or skin or was a superficial percutaneous injury and the source person did not have end-stage AIDS or acute HIV illness); however, 53% of these exposed HCP took ≥ 3 drugs (CDC, unpublished data, 2000). Similarly, the National Clinicians' Post-Exposure Prophylaxis Hotline (PEpline) reported that PEpline staff recommended stopping or not starting PEP for approximately one half of the HCP who consulted them about exposures (D. Bangsberg, San Francisco General Hospital, unpublished data, September 1999). The observation that some HCP exposed to HIV-negative source persons take PEP from several days to weeks following their exposures suggests that strategies be employed such as the use of a rapid HIV antibody assay, which could minimize exposure to unnecessary PEP (11). A recent study demonstrated that use of a rapid HIV test for evaluation of source persons after occupational exposures not only resulted in decreased use of PEP, but also was cost-effective compared with use of the standard enzyme immunoassay (EIA) test for source persons subsequently found to be HIV-negative (160).

RECOMMENDATIONS FOR THE MANAGEMENT OF HCP POTENTIALLY EXPOSED TO HBV, HCV, or HIV

Exposure prevention remains the primary strategy for reducing occupational bloodborne pathogen infections; however, occupational exposures will continue to occur. Health-care organizations should make available to their personnel a system that includes written protocols for prompt reporting, evaluation, counseling, treatment, and follow-up of occupational exposures that might place HCP at risk for acquiring a bloodborne infection. HCP should be educated concerning the risk for and prevention of bloodborne infections, including the need to be vaccinated against hepatitis B (17,21,161--163). Employers are required to establish exposure-control plans that include postexposure follow-up for their employees and to comply with incident reporting requirements mandated by the 1992 OSHA bloodborne pathogen standard (2). Access to clinicians who can provide postexposure care should be available during all working hours, including nights and weekends. HBIG, hepatitis B vaccine, and antiretroviral agents for HIV PEP should be available for timely administration (i.e., either by providing access on-site or by creating linkages with other facilities or providers to make them available off-site). Persons responsible for providing postexposure management should be familiar with evaluation and treatment protocols and the facility's plans for accessing HBIG, hepatitis B vaccine, and antiretroviral drugs for HIV PEP.

HCP should be educated to report occupational exposures immediately after they occur, particularly because HBIG, hepatitis B vaccine, and HIV PEP are most likely to be effective if

administered as soon after the exposure as possible. HCP who are at risk for occupational exposure to bloodborne pathogens should be familiarized with the principles of postexposure management as part of job orientation and ongoing job training.

Hepatitis B Vaccination

Any person who performs tasks involving contact with blood, blood-contaminated body fluids, other body fluids, or sharps should be vaccinated against hepatitis B (2,21). Prevacination serologic screening for previous infection is not indicated for persons being vaccinated because of occupational risk, unless the hospital or health-care organization considers screening cost-effective.

Hepatitis B vaccine should always be administered by the intramuscular route in the deltoid muscle with a needle 1--1.5 inches long. Hepatitis B vaccine can be administered at the same time as other vaccines with no interference with antibody response to the other vaccines (164). If the vaccination series is interrupted after the first dose, the second dose should be administered as soon as possible. The second and third doses should be separated by an interval of at least 2 months. If only the third dose is delayed, it should be administered when convenient. HCP who have contact with patients or blood and are at ongoing risk for percutaneous injuries should be tested 1--2 months after completion of the 3-dose vaccination series for anti-HBs (21). Persons who do not respond to the primary vaccine series (i.e., anti-HBs <10 mIU/mL) should complete a second 3-dose vaccine series or be evaluated to determine if they are HBsAg-positive. Revaccinated persons should be retested at the completion of the second vaccine series. Persons who do not respond to an initial 3-dose vaccine series have a 30%--50% chance of responding to a second 3-dose series (165). Persons who prove to be HBsAg-positive should be counseled regarding how to prevent HBV transmission to others and regarding the need for medical evaluation (12,163,166). Nonresponders to vaccination who are HBsAg-negative should be considered susceptible to HBV infection and should be counseled regarding precautions to prevent HBV infection and the need to obtain HBIG prophylaxis for any known or probable parenteral exposure to HBsAg-positive blood. Booster doses of hepatitis B vaccine are not necessary, and periodic serologic testing to monitor antibody concentrations after completion of the vaccine series is not recommended. Any blood or body fluid exposure sustained by an unvaccinated, susceptible person should lead to the initiation of the hepatitis B vaccine series.

Treatment of an Exposure Site

Wounds and skin sites that have been in contact with blood or body fluids should be washed with soap and water; mucous membranes should be flushed with water. No evidence exists that using antiseptics for wound care or expressing fluid by squeezing the wound further reduces the risk of bloodborne pathogen transmission; however, the use of antiseptics is not contraindicated. The application of caustic agents (e.g., bleach) or the injection of antiseptics or disinfectants into the wound is not recommended.

Exposure Report

If an occupational exposure occurs, the circumstances and postexposure management should be recorded in the exposed person's confidential medical record (usually on a form the facility designates for this purpose) ([Box 1](#)). In addition, employers should follow all federal (including OSHA) and state requirements for recording and reporting occupational injuries and exposures.

Evaluation of the Exposure and the Exposure Source

Evaluation of the Exposure

The exposure should be evaluated for the potential to transmit HBV, HCV, and HIV based on the type of body substance involved and the route and severity of the exposure ([Box 2](#)). Blood, fluid containing visible blood, or other potentially infectious fluid (including semen; vaginal secretions; and cerebrospinal, synovial, pleural, peritoneal, pericardial, and amniotic fluids) or tissue can be infectious for bloodborne viruses. Exposures to these fluids or tissue through a percutaneous injury (i.e., needlestick or other penetrating sharps-related event) or through contact with a mucous membrane are situations that pose a risk for bloodborne virus transmission and require further evaluation. For HCV and HIV, exposure to a blood-filled hollow needle or visibly bloody device suggests a higher risk exposure than exposure to a needle that was most likely used for giving an injection. In addition, any direct contact (i.e., personal protective equipment either was not present or was ineffective in protecting skin or mucous membranes) with concentrated virus in a research laboratory or production facility is considered an exposure that requires clinical evaluation.

For skin exposure, follow-up is indicated only if it involves exposure to a body fluid previously listed and evidence exists of compromised skin integrity (e.g., dermatitis, abrasion, or open wound). In the clinical evaluation for human bites, possible exposure of both the person bitten and the person who inflicted the bite must be considered. If a bite results in blood exposure to either person involved, postexposure follow-up should be provided.

Evaluation of the Exposure Source

The person whose blood or body fluid is the source of an occupational exposure should be evaluated for HBV, HCV, and HIV infection ([Box 3](#)). Information available in the medical record at the time of exposure (e.g., laboratory test results, admitting diagnosis, or previous medical history) or from the source person, might confirm or exclude bloodborne virus infection.

If the HBV, HCV, and/or HIV infection status of the source is unknown, the source person should be informed of the incident and tested for serologic evidence of bloodborne virus infection. Procedures should be followed for testing source persons, including obtaining informed consent, in accordance with applicable state and local laws. Any persons determined to be infected with HBV, HCV, or HIV should be referred for appropriate counseling and treatment. Confidentiality of the source person should be maintained at all times.

Testing to determine the HBV, HCV, and HIV infection status of an exposure source should be performed as soon as possible. Hospitals, clinics and other sites that manage exposed HCP should consult their laboratories regarding the most appropriate test to use to expedite obtaining

these results. An FDA-approved rapid HIV-antibody test kit should be considered for use in this situation, particularly if testing by EIA cannot be completed within 24--48 hours. Repeatedly reactive results by EIA or rapid HIV-antibody tests are considered to be highly suggestive of infection, whereas a negative result is an excellent indicator of the absence of HIV antibody. Confirmation of a reactive result by Western blot or immunofluorescent antibody is not necessary to make initial decisions about postexposure management but should be done to complete the testing process and before informing the source person. Repeatedly reactive results by EIA for anti-HCV should be confirmed by a supplemental test (i.e., recombinant immunoblot assay [RIBA™] or HCV PCR). Direct virus assays (e.g., HIV p24 antigen EIA or tests for HIV RNA or HCV RNA) for routine HIV or HCV screening of source persons are not recommended.

If the exposure source is unknown or cannot be tested, information about where and under what circumstances the exposure occurred should be assessed epidemiologically for the likelihood of transmission of HBV, HCV, or HIV. Certain situations as well as the type of exposure might suggest an increased or decreased risk; an important consideration is the prevalence of HBV, HCV, or HIV in the population group (i.e., institution or community) from which the contaminated source material is derived. For example, an exposure that occurs in a geographic area where injection-drug use is prevalent or involves a needle discarded in a drug-treatment facility would be considered epidemiologically to have a higher risk for transmission than an exposure that occurs in a nursing home for the elderly.

Testing of needles or other sharp instruments implicated in an exposure, regardless of whether the source is known or unknown, is not recommended. The reliability and interpretation of findings in such circumstances are unknown, and testing might be hazardous to persons handling the sharp instrument.

Examples of information to consider when evaluating an exposure source for possible HBV, HCV, or HIV infection include laboratory information (e.g., previous HBV, HCV, or HIV test results or results of immunologic testing [e.g., CD4+ T-cell count]) or liver enzymes (e.g., ALT), clinical symptoms (e.g., acute syndrome suggestive of primary HIV infection or undiagnosed immunodeficiency disease), and history of recent (i.e., within 3 months) possible HBV, HCV, or HIV exposures (e.g., injection-drug use or sexual contact with a known positive partner). Health-care providers should be aware of local and state laws governing the collection and release of HIV serostatus information on a source person, following an occupational exposure.

If the source person is known to have HIV infection, available information about this person's stage of infection (i.e., asymptomatic, symptomatic, or AIDS), CD4+ T-cell count, results of viral load testing, current and previous antiretroviral therapy, and results of any genotypic or phenotypic viral resistance testing should be gathered for consideration in choosing an appropriate PEP regimen. If this information is not immediately available, initiation of PEP, if indicated, should not be delayed; changes in the PEP regimen can be made after PEP has been started, as appropriate. Reevaluation of exposed HCP should be considered within 72 hours postexposure, especially as additional information about the exposure or source person becomes available.

If the source person is HIV seronegative and has no clinical evidence of AIDS or symptoms of HIV infection, no further testing of the person for HIV infection is indicated. The likelihood of the source person being in the "window period" of HIV infection in the absence of symptoms of acute retroviral syndrome is extremely small.

Management of Exposures to HBV

For percutaneous or mucosal exposures to blood, several factors must be considered when making a decision to provide prophylaxis, including the HBsAg status of the source and the hepatitis B vaccination and vaccine-response status of the exposed person. Such exposures usually involve persons for whom hepatitis B vaccination is recommended. Any blood or body fluid exposure to an unvaccinated person should lead to initiation of the hepatitis B vaccine series.

The hepatitis B vaccination status and the vaccine-response status (if known) of the exposed person should be reviewed. A summary of prophylaxis recommendations for percutaneous or mucosal exposure to blood according to the HBsAg status of the exposure source and the vaccination and vaccine-response status of the exposed person is included in this report ([Table 3](#)).

When HBIG is indicated, it should be administered as soon as possible after exposure (preferably within 24 hours). The effectiveness of HBIG when administered >7 days after exposure is unknown. When hepatitis B vaccine is indicated, it should also be administered as soon as possible (preferably within 24 hours) and can be administered simultaneously with HBIG at a separate site (vaccine should always be administered in the deltoid muscle).

For exposed persons who are in the process of being vaccinated but have not completed the vaccination series, vaccination should be completed as scheduled, and HBIG should be added as indicated ([Table 3](#)). Persons exposed to HBsAg-positive blood or body fluids who are known not to have responded to a primary vaccine series should receive a single dose of HBIG and reinitiate the hepatitis B vaccine series with the first dose of the hepatitis B vaccine as soon as possible after exposure. Alternatively, they should receive two doses of HBIG, one dose as soon as possible after exposure, and the second dose 1 month later. The option of administering one dose of HBIG and reinitiating the vaccine series is preferred for nonresponders who did not complete a second 3-dose vaccine series. For persons who previously completed a second vaccine series but failed to respond, two doses of HBIG are preferred.

Management of Exposures to HCV

Individual institutions should establish policies and procedures for testing HCP for HCV after percutaneous or mucosal exposures to blood and ensure that all personnel are familiar with these policies and procedures. The following are recommendations for follow-up of occupational HCV exposures:

- For the source, perform testing for anti-HCV.
- For the person exposed to an HCV-positive source

- --- perform baseline testing for anti-HCV and ALT activity; and
- --- perform follow-up testing (e.g., at 4--6 months) for anti-HCV and ALT activity (if earlier diagnosis of HCV infection is desired, testing for HCV RNA may be performed at 4--6 weeks).
- Confirm all anti-HCV results reported positive by enzyme immunoassay using supplemental anti-HCV testing (e.g., recombinant immunoblot assay [RIBA™]) ([13](#)).

Health-care professionals who provide care to persons exposed to HCV in the occupational setting should be knowledgeable regarding the risk for HCV infection and appropriate counseling, testing, and medical follow-up.

IG and antiviral agents are not recommended for PEP after exposure to HCV-positive blood. In addition, no guidelines exist for administration of therapy during the acute phase of HCV infection. However, limited data indicate that antiviral therapy might be beneficial when started early in the course of HCV infection. When HCV infection is identified early, the person should be referred for medical management to a specialist knowledgeable in this area.

Counseling for HCP Exposed to Viral Hepatitis

HCP exposed to HBV- or HCV-infected blood do not need to take any special precautions to prevent secondary transmission during the follow-up period ([12, 13](#)); however, they should refrain from donating blood, plasma, organs, tissue, or semen. The exposed person does not need to modify sexual practices or refrain from becoming pregnant. If an exposed woman is breast feeding, she does not need to discontinue.

No modifications to an exposed person's patient-care responsibilities are necessary to prevent transmission to patients based solely on exposure to HBV- or HCV-positive blood. If an exposed person becomes acutely infected with HBV, the person should be evaluated according to published recommendations for infected HCP ([165](#)). No recommendations exist regarding restricting the professional activities of HCP with HCV infection ([13](#)). As recommended for all HCP, those who are chronically infected with HBV or HCV should follow all recommended infection-control practices, including standard precautions and appropriate use of hand washing, protective barriers, and care in the use and disposal of needles and other sharp instruments ([162](#)).

Management of Exposures to HIV

Clinical Evaluation and Baseline Testing of Exposed HCP

HCP exposed to HIV should be evaluated within hours (rather than days) after their exposure and should be tested for HIV at baseline (i.e., to establish infection status at the time of exposure). If the source person is seronegative for HIV, baseline testing or further follow-up of the exposed person normally is not necessary. Serologic testing should be made available to all HCP who are concerned that they might have been occupationally infected with HIV. For purposes of considering HIV PEP, the evaluation also should include information about medications the exposed person might be taking and any current or underlying medical

conditions or circumstances (i.e., pregnancy, breast feeding, or renal or hepatic disease) that might influence drug selection.

PEP for HIV

The following recommendations ([Table 4](#) and [Table 5](#)) apply to situations when a person has been exposed to a source person with HIV infection or when information suggests the likelihood that the source person is HIV-infected. These recommendations are based on the risk for HIV infection after different types of exposure and on limited data regarding efficacy and toxicity of PEP. Because most occupational HIV exposures do not result in the transmission of HIV, potential toxicity must be carefully considered when prescribing PEP. To assist with the initial management of an HIV exposure, health-care facilities should have drugs for an initial PEP regimen selected and available for use. When possible, these recommendations should be implemented in consultation with persons who have expertise in antiretroviral therapy and HIV transmission ([Box 4](#)).

Timing and Duration of PEP. PEP should be initiated as soon as possible. The interval within which PEP should be initiated for optimal efficacy is not known. Animal studies have demonstrated the importance of starting PEP soon after an exposure (*111,112,118*). If questions exist about which antiretroviral drugs to use or whether to use a basic or expanded regimen, starting the basic regimen immediately rather than delaying PEP administration is probably better. Although animal studies suggest that PEP probably is substantially less effective when started more than 24--36 hours postexposure (*112,119,122*), the interval after which no benefit is gained from PEP for humans is undefined. Therefore, if appropriate for the exposure, PEP should be started even when the interval since exposure exceeds 36 hours. Initiating therapy after a longer interval (e.g., 1 week) might be considered for exposures that represent an increased risk for transmission. The optimal duration of PEP is unknown. Because 4 weeks of ZDV appeared protective in occupational and animal studies (*100,123*), PEP probably should be administered for 4 weeks, if tolerated.

Use of PEP When HIV Infection Status of Source Person is Unknown. If the source person's HIV infection status is unknown at the time of exposure, use of PEP should be decided on a case-by-case basis, after considering the type of exposure and the clinical and/or epidemiologic likelihood of HIV infection in the source ([Table 4](#) and [Table 5](#)). If these considerations suggest a possibility for HIV transmission and HIV testing of the source person is pending, initiating a two-drug PEP regimen until laboratory results have been obtained and later modifying or discontinuing the regimen accordingly is reasonable. The following are recommendations regarding HIV postexposure prophylaxis:

- If indicated, start PEP as soon as possible after an exposure.
- Reevaluation of the exposed person should be considered within 72 hours postexposure, especially as additional information about the exposure or source person becomes available.
- Administer PEP for 4 weeks, if tolerated.
- If a source person is determined to be HIV-negative, PEP should be discontinued.

PEP for Pregnant HCP. If the exposed person is pregnant, the evaluation of risk of infection and need for PEP should be approached as with any other person who has had an HIV exposure. However, the decision to use any antiretroviral drug during pregnancy should involve discussion between the woman and her health-care provider(s) regarding the potential benefits and risks to her and her fetus.

Certain drugs should be avoided in pregnant women. Because teratogenic effects were observed in primate studies, EFV is not recommended during pregnancy. Reports of fatal lactic acidosis in pregnant women treated with a combination of d4T and ddI have prompted warnings about these drugs during pregnancy. Because of the risk of hyperbilirubinemia in newborns, IDV should not be administered to pregnant women shortly before delivery.

Recommendations for the Selection of Drugs for HIV PEP

Health-care providers must strive to balance the risk for infection against the potential toxicity of the agent(s) used when selecting a drug regimen for HIV PEP. Because PEP is potentially toxic, its use is not justified for exposures that pose a negligible risk for transmission ([Table 4](#) and [Table 5](#)). Also, insufficient evidence exists to support recommending a three-drug regimen for all HIV exposures. Therefore, two regimens for PEP are provided (Appendix C): a "basic" two-drug regimen that should be appropriate for most HIV exposures and an "expanded" three-drug regimen that should be used for exposures that pose an increased risk for transmission ([Table 4](#) and [Table 5](#)). When possible, the regimens should be implemented in consultation with persons who have expertise in antiretroviral treatment and HIV transmission.

Most HIV exposures will warrant a two-drug regimen using two nucleoside analogues (e.g., ZDV and 3TC; or 3TC and d4T; or d4T and ddI). The addition of a third drug should be considered for exposures that pose an increased risk for transmission. Selection of the PEP regimen should consider the comparative risk represented by the exposure and information about the exposure source, including history of and response to antiretroviral therapy based on clinical response, CD4+ T-cell counts, viral load measurements, and current disease stage. When the source person's virus is known or suspected to be resistant to one or more of the drugs considered for the PEP regimen, the selection of drugs to which the source person's virus is unlikely to be resistant is recommended; expert consultation is advised. If this information is not immediately available, initiation of PEP, if indicated, should not be delayed; changes in the PEP regimen can be made after PEP has been started, as appropriate. Reevaluation of the exposed person should be considered within 72 hours postexposure, especially as additional information about the exposure or source person becomes available.

Follow-up of HCP Exposed to HIV

Postexposure Testing. HCP with occupational exposure to HIV should receive follow-up counseling, postexposure testing, and medical evaluation, regardless of whether they receive PEP. HIV-antibody testing should be performed for at least 6 months postexposure (e.g., at 6 weeks, 12 weeks, and 6 months). Extended HIV follow-up (e.g., for 12 months) is recommended for HCP who become infected with HCV following exposure to a source coinfecting with HIV and HCV. Whether extended follow-up is indicated in other circumstances (e.g., exposure to a

source coinfecting with HIV and HCV in the absence of HCV seroconversion or for exposed persons with a medical history suggesting an impaired ability to develop an antibody response to acute infection) is unclear. Although rare instances of delayed HIV seroconversion have been reported (167,168), the infrequency of this occurrence does not warrant adding to the anxiety level of the exposed persons by routinely extending the duration of postexposure follow-up. However, this recommendation should not preclude a decision to extend follow-up in an individual situation based on the clinical judgement of the exposed person's health-care provider. HIV testing should be performed on any exposed person who has an illness that is compatible with an acute retroviral syndrome, regardless of the interval since exposure. When HIV infection is identified, the person should be referred to a specialist knowledgeable in the area of HIV treatment and counseling for medical management.

HIV-antibody testing with EIA should be used to monitor for seroconversion. The routine use of direct virus assays (e.g., HIV p24 antigen EIA or tests for HIV RNA) to detect infection in exposed HCP generally is not recommended (169). The high rate of false-positive results of these tests in this setting could lead to unnecessary anxiety and/or treatment (170,171). Despite the ability of direct virus assays to detect HIV infection a few days earlier than EIA, the infrequency of occupational seroconversion and increased costs of these tests do not warrant their routine use in this setting.

- HIV-antibody testing should be performed for at least 6 months postexposure.
- Direct virus assays for routine follow-up of HCP are not recommended.
- HIV testing should be performed on any exposed person who has an illness compatible with an acute retroviral syndrome.

Monitoring and Management of PEP Toxicity. If PEP is used, HCP should be monitored for drug toxicity by testing at baseline and again 2 weeks after starting PEP. The scope of testing should be based on medical conditions in the exposed person and the toxicity of drugs included in the PEP regimen. Minimally, lab monitoring for toxicity should include a complete blood count and renal and hepatic function tests. Monitoring for evidence of hyperglycemia should be included for HCP whose regimens include any PI; if the exposed person is receiving IDV, monitoring for crystalluria, hematuria, hemolytic anemia, and hepatitis also should be included. If toxicity is noted, modification of the regimen should be considered after expert consultation; further diagnostic studies may be indicated.

Exposed HCP who choose to take PEP should be advised of the importance of completing the prescribed regimen. Information should be provided to HCP about potential drug interactions and the drugs that should not be taken with PEP, the side effects of the drugs that have been prescribed, measures to minimize these effects, and the methods of clinical monitoring for toxicity during the follow-up period. HCP should be advised that the evaluation of certain symptoms should not be delayed (e.g., rash, fever, back or abdominal pain, pain on urination or blood in the urine, or symptoms of hyperglycemia [increased thirst and/or frequent urination]).

HCP who fail to complete the recommended regimen often do so because of the side effects they experience (e.g., nausea and diarrhea). These symptoms often can be managed with antimotility and antiemetic agents or other medications that target the specific symptoms without changing

the regimen. In other situations, modifying the dose interval (i.e., administering a lower dose of drug more frequently throughout the day, as recommended by the manufacturer), might facilitate adherence to the regimen. Serious adverse events should be reported to FDA's MedWatch Program.

Counseling and Education. Although HIV infection following an occupational exposure occurs infrequently, the emotional effect of an exposure often is substantial (172--174). In addition, HCP are given seemingly conflicting information. Although HCP are told that a low risk exists for HIV transmission, a 4-week regimen of PEP might be recommended, and they are asked to commit to behavioral measures (e.g., sexual abstinence or condom use) to prevent secondary transmission, all of which influence their lives for several weeks to months (172). Therefore, access to persons who are knowledgeable about occupational HIV transmission and who can deal with the many concerns an HIV exposure might generate for the exposed person is an important element of postexposure management. HIV-exposed HCP should be advised to use the following measures to prevent secondary transmission during the follow-up period, especially the first 6--12 weeks after the exposure when most HIV-infected persons are expected to seroconvert: exercise sexual abstinence or use condoms to prevent sexual transmission and to avoid pregnancy; and refrain from donating blood, plasma, organs, tissue, or semen. If an exposed woman is breast feeding, she should be counseled about the risk of HIV transmission through breast milk, and discontinuation of breast feeding should be considered, especially for high-risk exposures. Additionally, NRTIs are known to pass into breast milk, as is NVP; whether this also is true for the other approved antiretroviral drugs is unknown.

The patient-care responsibilities of an exposed person do not need to be modified, based solely on an HIV exposure, to prevent transmission to patients. If HIV seroconversion is detected, the person should be evaluated according to published recommendations for infected HCP (175).

Exposed HCP should be advised to seek medical evaluation for any acute illness that occurs during the follow-up period. Such an illness, particularly if characterized by fever, rash, myalgia, fatigue, malaise, or lymphadenopathy, might be indicative of acute HIV infection but also might be indicative of a drug reaction or another medical condition.

For exposures for which PEP is considered appropriate, HCP should be informed that a) knowledge about the efficacy of drugs used for PEP is limited; b) experts recommend combination drug regimens because of increased potency and concerns about drug-resistant virus; c) data regarding toxicity of antiretroviral drugs in persons without HIV infection or in pregnant women are limited; d) although the short-term toxicity of antiretroviral drugs is usually limited, serious adverse events have occurred in persons taking PEP; and e) any or all drugs for PEP may be declined or stopped by the exposed person. HCP who experience HIV occupational exposures for which PEP is not recommended should be informed that the potential side effects and toxicity of taking PEP outweigh the negligible risk of transmission posed by the type of exposure.

Guidelines for counseling and educating HCP with HIV exposure include

- Exposed HCP should be advised to use precautions to prevent secondary transmission during the follow-up period.
- For exposures for which PEP is prescribed, HCP should be informed about possible drug toxicities and the need for monitoring, and possible drug interactions.

Occupational Exposure Management Resources

Several resources are available that provide guidance to HCP regarding the management of occupational exposures. These resources include PEpline; the Needlestick! website; the Hepatitis Hotline; CDC (receives reports of occupationally acquired HIV infections and failures of PEP); the HIV Antiretroviral Pregnancy Registry; FDA (receives reports of unusual or severe toxicity to antiretroviral agents); and the HIV/AIDS Treatment Information Service ([Box 5](#)).

*This interagency working group comprised representatives of CDC, the Food and Drug Administration (FDA), the Health Resources and Services Administration, and the National Institutes of Health. Information included in these recommendations may not represent FDA approval or approved labeling for the particular product or indications in question. Specifically, the terms "safe" and "effective" may not be synonymous with the FDA-defined legal standards for product approval.

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Table 1

TABLE 1. Reported instances of failure of combination drug postexposure prophylaxis to prevent HIV infection in health-care personnel exposed to HIV-infected blood

Report no.	Source of injury	Regimen*	Hours to first dose	Days to onset of retroviral illness	Days to seroconversions [†]	Source patient on antiretrovirals
1 [‡]	Biopsy needle	ZDV, ddl	0.50	23	23	yes
2 [†]	Hollow needle	ZDV, ddl**	1.50	45	97	no
3 [†]	Large-bore hollow needle	3-drugs ^{††}	1.50	40	55	yes [§]
4 [†]	Hollow needle	ZDV, 3TC ddl, IDV	0.67	70	83	yes***
5 ^{††}	Unknown sharp	ddl, d4T NVP ^{¶¶}	2.00	42	100	yes***

* ZDV = zidovudine, ddl = didanosine, 3TC = lamivudine, IDV = indinavir, d4T = stavudine, and NVP = nevirapine

[†] By enzyme immunoassay for HIV-1 antibody and Western blot.

[‡] Jochimsen EM. Failures of zidovudine postexposure prophylaxis. *Am J Med* 1997;102(suppl 5B):52-5.

^{††} Lot F, Abiteboul D. Occupational HIV infection in France [Abstract WP-25]. In: Keynote addresses and abstracts of the 4th ICOH International Conference on Occupational Health for Health Care Workers. Montreal, Canada, 1999.

** Report 2: ZDV and ddl taken for 48 hours then changed to ZDV alone.

^{†††} Report 3: ZDV, 3TC, and IDV taken for 48 hours then changed to d4T, 3TC, and IDV.

[§] HIV isolate tested and determined to be sensitive to antiretroviral agent(s).

[¶] Perdue B, Wolderufael D, Mellors J, Quinn T, Margolick J. HIV-1 transmission by a needlestick injury despite rapid initiation of four-drug postexposure prophylaxis [Abstract 210]. In: Program and abstracts of the 6th Conference on Retroviruses and Opportunistic Infections. Chicago, IL: Foundation for Retrovirology and Human Health in scientific collaboration with the National Institute of Allergy and Infectious Diseases and CDC, 1999:107.

*** HIV isolate tested and determined to be resistant to antiretroviral agent(s).

^{¶¶} Beltrami EM, Luo C-C, Dela Torre N, Cardo DM. HIV transmission after an occupational exposure despite postexposure prophylaxis with a combination drug regimen [Abstract P-S2-62]. In: Program and abstracts of the 4th Decennial International Conference on Nosocomial and Healthcare-Associated Infections in conjunction with the 10th Annual Meeting of SHEA. Atlanta, GA: CDC, 2000:125-6.

^{¶¶¶} Report 5: ZDV and 3TC taken for one dose then changed to ddl, d4T, and NVP; ddl was discontinued after 3 days because of severe vomiting.

Table 2

TABLE 2. Primary side effects associated with antiretroviral agents

Antiretroviral class/agent	Primary side effects and toxicities
Nucleoside reverse transcriptase inhibitors (NRTIs)	
Zidovudine (Retrovir™; ZDV; AZT)	anemia, neutropenia, nausea, headache, insomnia, muscle pain, and weakness
Lamivudine (Epivir™; 3TC)	abdominal pain, nausea, diarrhea, rash, and pancreatitis
Stavudine (Zerit™; d4T)	peripheral neuropathy, headache, diarrhea, nausea, insomnia, anorexia, pancreatitis, increased liver function tests (LFTs), anemia, and neutropenia
Didanosine (Videx™; ddl)	pancreatitis, lactic acidosis, neuropathy, diarrhea, abdominal pain, and nausea
Abacavir (Ziagen™; ABC)	nausea, diarrhea, anorexia, abdominal pain, fatigue, headache, insomnia, and hypersensitivity reactions
Nonnucleoside reverse transcriptase inhibitors (NNRTIs)	
Nevirapine (Viramune™; NVP)	rash (including cases of Stevens-Johnson syndrome), fever, nausea, headache, hepatitis, and increased LFTs
Delavirdine (Rescriptor™; DLV)	rash (including cases of Stevens-Johnson syndrome), nausea, diarrhea, headache, fatigue, and increased LFTs
Efavirenz (Sustiva™; EFV)	rash (including cases of Stevens-Johnson syndrome), insomnia, somnolence, dizziness, trouble concentrating, and abnormal dreaming
Protease inhibitors (PIs)	
Indinavir (Crixivan™; IDV)	nausea, abdominal pain, nephrolithiasis, and indirect hyperbilirubinemia
Nelfinavir (Viracept™; NFV)	diarrhea, nausea, abdominal pain, weakness, and rash
Ritonavir (Norvir™; RTV)	weakness, diarrhea, nausea, circumoral paresthesia, taste alteration, and increased cholesterol and triglycerides
Saquinavir (Fortovase™; SQV)	diarrhea, abdominal pain, nausea, hyperglycemia, and increased LFTs
Amprenavir (Agenerase™; AMP)	nausea, diarrhea, rash, circumoral paresthesia, taste alteration, and depression
Lopinavir/Ritonavir (Kaletra™)	diarrhea, fatigue, headache, nausea, and increased cholesterol and triglycerides

Box 1

BOX 1. Recommendations for the contents of the occupational exposure report

- date and time of exposure;
- details of the procedure being performed, including where and how the exposure occurred; if related to a sharp device, the type and brand of device and how and when in the course of handling the device the exposure occurred;
- details of the exposure, including the type and amount of fluid or material and the severity of the exposure (e.g., for a percutaneous exposure, depth of injury and whether fluid was injected; for a skin or mucous membrane exposure, the estimated volume of material and the condition of the skin [e.g., chapped, abraded, intact]);
- details about the exposure source (e.g., whether the source material contained HBV, HCV, or HIV; if the source is HIV-infected, the stage of disease, history of antiretroviral therapy, viral load, and antiretroviral resistance information, if known);
- details about the exposed person (e.g., hepatitis B vaccination and vaccine-response status); and
- details about counseling, postexposure management, and follow-up.

Box 2

BOX 2. Factors to consider in assessing the need for follow-up of occupational exposures

- **Type of exposure**
 - Percutaneous injury
 - Mucous membrane exposure
 - Nonintact skin exposure
 - Bites resulting in blood exposure to either person involved
- **Type and amount of fluid/tissue**
 - Blood
 - Fluids containing blood
 - Potentially infectious fluid or tissue (semen; vaginal secretions; and cerebrospinal, synovial, pleural, peritoneal, pericardial, and amniotic fluids)
 - Direct contact with concentrated virus
- **Infectious status of source**
 - Presence of HBsAg
 - Presence of HCV antibody
 - Presence of HIV antibody
- **Susceptibility of exposed person**
 - Hepatitis B vaccine and vaccine response status
 - HBV, HCV, and HIV immune status

Box 3

BOX 3. Evaluation of occupational exposure sources

Known sources

- Test known sources for HBsAg, anti-HCV, and HIV antibody
 - Direct virus assays for routine screening of source patients are **not** recommended
 - Consider using a rapid HIV-antibody test
 - If the source person is **not** infected with a bloodborne pathogen, baseline testing or further follow-up of the exposed person is **not** necessary
- For sources whose infection status remains unknown (e.g., the source person refuses testing), consider medical diagnoses, clinical symptoms, and history of risk behaviors
- Do not test discarded needles for bloodborne pathogens

Unknown sources

- For unknown sources, evaluate the likelihood of exposure to a source at high risk for infection
 - Consider likelihood of bloodborne pathogen infection among patients in the exposure setting

Table 3

TABLE 3. Recommended postexposure prophylaxis for exposure to hepatitis B virus

Vaccination and antibody response status of exposed workers*	Treatment		
	Source HBsAg [†] positive	Source HBsAg [†] negative	Source unknown or not available for testing
Unvaccinated	HBIG [‡] x 1 and initiate HB vaccine series [¶]	Initiate HB vaccine series	Initiate HB vaccine series
Previously vaccinated			
Known responder**	No treatment	No treatment	No treatment
Known nonresponder ^{††}	HBIG x 1 and initiate revaccination or HBIG x 2 [‡]	No treatment	If known high risk source, treat as if source were HBsAg positive
Antibody response unknown	Test exposed person for anti-HBs [¶] 1. If adequate,** no treatment is necessary 2. If inadequate, [‡] administer HBIG x 1 and vaccine booster	No treatment	Test exposed person for anti-HBs 1. If adequate, [¶] no treatment is necessary 2. If inadequate, [¶] administer vaccine booster and recheck titer in 1–2 months

* Persons who have previously been infected with HBV are immune to reinfection and do not require postexposure prophylaxis.

[†] Hepatitis B surface antigen.

[‡] Hepatitis B immune globulin; dose is 0.06 mL/kg intramuscularly.

[¶] Hepatitis B vaccine.

** A responder is a person with adequate levels of serum antibody to HBsAg (i.e., anti-HBs ≥ 10 mIU/mL).

^{††} A nonresponder is a person with inadequate response to vaccination (i.e., serum anti-HBs < 10 mIU/mL).

[‡] The option of giving one dose of HBIG and reinitiating the vaccine series is preferred for nonresponders who have not completed a second 3-dose vaccine series. For persons who previously completed a second vaccine series but failed to respond, two doses of HBIG are preferred.

[¶] Antibody to HBsAg.

Table 4

TABLE 4. Recommended HIV postexposure prophylaxis for percutaneous injuries

Exposure type	Infection status of source				
	HIV-Positive Class 1*	HIV-Positive Class 2*	Source of unknown HIV status [†]	Unknown source [‡]	HIV-Negative
Less severe [§]	Recommend basic 2-drug PEP	Recommend expanded 3-drug PEP	Generally, no PEP warranted; however, consider basic 2-drug PEP** for source with HIV risk factors [¶]	Generally, no PEP warranted; however, consider basic 2-drug PEP** in settings where exposure to HIV-infected persons is likely	No PEP warranted
More severe	Recommend expanded 3-drug PEP	Recommend expanded 3-drug PEP	Generally, no PEP warranted; however, consider basic 2-drug PEP** for source with HIV risk factors [¶]	Generally, no PEP warranted; however, consider basic 2-drug PEP** in settings where exposure to HIV-infected persons is likely	No PEP warranted

* HIV-Positive, Class 1 — asymptomatic HIV infection or known low viral load (e.g., <1,500 RNA copies/mL). HIV-Positive, Class 2 — symptomatic HIV infection, AIDS, acute seroconversion, or known high viral load. If drug resistance is a concern, obtain expert consultation. Initiation of postexposure prophylaxis (PEP) should not be delayed pending expert consultation, and, because expert consultation alone cannot substitute for face-to-face counseling, resources should be available to provide immediate evaluation and follow-up care for all exposures.

[‡] Source of unknown HIV status (e.g., deceased source person with no samples available for HIV testing).

[†] Unknown source (e.g., a needle from a sharps disposal container).

[§] Less severe (e.g., solid needle and superficial injury).

** The designation “consider PEP” indicates that PEP is optional and should be based on an individualized decision between the exposed person and the treating clinician.

[¶] If PEP is offered and taken and the source is later determined to be HIV-negative, PEP should be discontinued.

^{||} More severe (e.g., large-bore hollow needle, deep puncture, visible blood on device, or needle used in patient’s artery or vein).

Table 5

TABLE 5. Recommended HIV postexposure prophylaxis for mucous membrane exposures and nonintact skin* exposures

Exposure type	Infection status of source				
	HIV-Positive Class 1 [†]	HIV-Positive Class 2 [†]	Source of unknown HIV status [‡]	Unknown source [§]	HIV-Negative
Small volume**	Consider basic 2-drug PEP [¶]	Recommend basic 2-drug PEP	Generally, no PEP warranted; however, consider basic 2-drug PEP [¶] for source with HIV risk factors	Generally, no PEP warranted; however, consider basic 2-drug PEP [¶] in settings where exposure to HIV-infected persons is likely	No PEP warranted
Large volume ^{¶¶}	Recommend basic 2-drug PEP	Recommend expanded 3-drug PEP	Generally, no PEP warranted; however, consider basic 2-drug PEP [¶] for source with HIV risk factors	Generally, no PEP warranted; however, consider basic 2-drug PEP [¶] in settings where exposure to HIV-infected persons is likely	No PEP warranted

* For skin exposures, follow-up is indicated only if there is evidence of compromised skin integrity (e.g., dermatitis, abrasion, or open wound).

[†] HIV-Positive, Class 1 — asymptomatic HIV infection or known low viral load (e.g., <1,500 RNA copies/mL). HIV-Positive, Class 2 — symptomatic HIV infection, AIDS, acute seroconversion, or known high viral load. If drug resistance is a concern, obtain expert consultation. Initiation of postexposure prophylaxis (PEP) should not be delayed pending expert consultation, and, because expert consultation alone cannot substitute for face-to-face counseling, resources should be available to provide immediate evaluation and follow-up care for all exposures.

[‡] Source of unknown HIV status (e.g., deceased source person with no samples available for HIV testing).

[§] Unknown source (e.g., splash from inappropriately disposed blood).

** Small volume (i.e., a few drops).

[¶] The designation, "consider PEP," indicates that PEP is optional and should be based on an individualized decision between the exposed person and the treating clinician.

^{¶¶} If PEP is offered and taken and the source is later determined to be HIV-negative, PEP should be discontinued.

^{||} Large volume (i.e., major blood splash).

Box 4

BOX 4. Situations for which expert* consultation for HIV postexposure prophylaxis is advised

- Delayed (i.e., later than 24–36 hours) exposure report
 - the interval after which there is no benefit from postexposure prophylaxis (PEP) is undefined
- Unknown source (e.g., needle in sharps disposal container or laundry)
 - decide use of PEP on a case-by-case basis
 - consider the severity of the exposure and the epidemiologic likelihood of HIV exposure
 - do not test needles or other sharp instruments for HIV
- Known or suspected pregnancy in the exposed person
 - does not preclude the use of optimal PEP regimens
 - do not deny PEP solely on the basis of pregnancy
- Resistance of the source virus to antiretroviral agents
 - influence of drug resistance on transmission risk is unknown
 - selection of drugs to which the source person's virus is unlikely to be resistant is recommended, if the source person's virus is known or suspected to be resistant to ≥ 1 of the drugs considered for the PEP regimen
 - resistance testing of the source person's virus at the time of the exposure is not recommended
- Toxicity of the initial PEP regimen
 - adverse symptoms, such as nausea and diarrhea are common with PEP
 - symptoms often can be managed without changing the PEP regimen by prescribing antimotility and/or antiemetic agents
 - modification of dose intervals (i.e., administering a lower dose of drug more frequently throughout the day, as recommended by the manufacturer), in other situations, might help alleviate symptoms

*Local experts and/or the National Clinicians' Post-Exposure Prophylaxis Hotline (PEPline [1-888-448-4911]).

Table 5

BOX 5. Occupational exposure management resources

National Clinicians' Postexposure Prophylaxis Hotline (PEpline)

Run by University of California–San Francisco/San Francisco General Hospital staff; supported by the Health Resources and Services Administration Ryan White CARE Act, HIV/AIDS Bureau, AIDS Education and Training Centers, and CDC.

Phone: (888) 448-4911

Internet: <<http://www.ucsf.edu/hivcntr>>

Needlestick!

A website to help clinicians manage and document occupational blood and body fluid exposures. Developed and maintained by the University of California, Los Angeles (UCLA), Emergency Medicine Center, UCLA School of Medicine, and funded in part by CDC and the Agency for Healthcare Research and Quality.

Internet: <[http://](http://www.needlestick.mednet.ucla.edu)

www.needlestick.mednet.ucla.edu>

Hepatitis Hotline.

Phone: (888) 443-7232

Internet: <<http://www.cdc.gov/hepatitis>>

Reporting to CDC: Occupationally acquired HIV infections and failures of PEP.

Phone: (800) 893-0485

HIV Antiretroviral Pregnancy Registry.

Phone:(800) 258-4263

Fax: (800) 800-1052

Address:

1410 Commonwealth Drive

Suite 215

Wilmington, NC 28405

Internet:

<http://www.glaxowellcome.com/preg_reg/antiretroviral>

BOX 5. (Continued) Occupational exposure management resources

Food and Drug Administration
Report unusual or severe toxicity
to antiretroviral agents.

Phone: (800) 332-1088

Address:

MedWatch

HF-2, FDA

5600 Fishers Lane

Rockville, MD 20857

Internet:

<<http://www.fda.gov/medwatch>>

**HIV/AIDS Treatment Information
Service.**

Internet: <<http://www.hivatis.org>>

Appendix L Training of Employees with Potential Exposure to Bloodborne Pathogens

Training Date(s)	Trainer's Name(s) and Qualifications
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Names and job titles of all employees attending this training: (Attached)

Agenda and/or materials presented to training participants include:

- an accessible copy of the text of the Wisconsin Statutes 101.055 and 29 CFR 1910.1030.
- a general explanation of the epidemiology and symptoms of bloodborne diseases including HCV.
- an explanation of the modes of transmission of bloodborne pathogens.
- an explanation of the exposure control plan and the means by which employees can obtain a copy of the written plan.
- an explanation of the appropriate methods for recognizing tasks/activities that may involve exposure to blood and other potentially infectious materials.
- an explanation of the use and limitations of methods that will prevent or reduce exposure (engineering controls, work practices, and personal protective equipment, including safer needles and needless devices).
- information on the types, proper use, location, removal, handling, decontamination, and disposal of personal protective equipment or other contaminated items.
- an explanation of the basis for selection of personal protective equipment.
- information on the HBV vaccine, its efficacy, safety, method of administration, benefits of vaccination, and provision at no cost to the employee.
- information on the appropriate actions to take and persons to contact in an emergency involving blood and other potentially infectious materials.
- an explanation of the procedure to follow if an exposure incident occurs, the method of reporting, and the medical follow-up that is available.
- information on the post-exposure evaluation and follow-up that is provided.
- an explanation of the signs, symbols, and color-coding of biohazards.
- a question and answer session between the trainer(s) and employee(s).
- list of school district and health community contacts that can be resources to employees if they have questions after training.

Signature of Training Coordinator ○	Date Signed
--	-------------

Appendix M
Employee Medical Record Checklist

Employee Name <i>Please Print</i>	Social Security Number _ _ _ - _ _ - _ _ _
Building	Job Classification

- Copy of employee's hepatitis B vaccination record or declination form (see appendices F and G). Attach any additional medical records relative to hepatitis B.

- Brief description of exposure incident:

- Log and attach this district's copy of information provided to the healthcare professional.
- Accident report (see appendix H or I).
- Results of the source individual's blood testing, if available and if consent for release has been obtained.
- Log and attach this district's copy of the healthcare professional's written opinion.

Appendix N

Annual Review of Exposure Control Plan

The Exposure Control Plan has been reviewed on the date below.	Reviewed By <i>Please Print</i>	
	Name	Position
Date	Name	Position
	Name	Position

New tasks and procedures which affect occupational exposure

Annual evaluation of available engineering controls, including engineered safer needle devices

Modification of former tasks and procedures which affect occupational exposure

New or revised employee positions with occupational exposure



Students choosing to excel; realizing their strengths.

To: Board of Education
From: Dr. Melanie J. Oppor
Date: April 19, 2018
Re: Snow Day Make-up

The purpose of this memo is to ask the Board of Education whether you wish to extend the school year by one snow make-up day on Friday, June 8, 2018 to make-up for the accumulated inclement weather days as noted in the table below. The accumulated inclement weather instructional days are in excess of the three inclement weather days built into the 2017-18 calendar. This would make Saturday, June 9, 2018 an a.m. teacher records time.

Date	Situation	Instructional Time
Feb. 19, 2018	Early Release	MES – 260 min./HS – 270 min.
Feb. 20, 2018	Cancelation	Full day
Feb. 23, 2018	Delayed Start	120 min.
April 3, 2018	Cancelation	Full day
April 4, 2018	Delayed Start	120 min.
April 16, 2018	Cancelation	Full day

Attached to this memo is some information to assist you with this decision. The Wisconsin Department of Public Instruction no longer requires 180 days of student instruction. Therefore, the 176 days of actual instruction (with four inclement weather days subtracted from the original 180 instructional days) in the district calendar does meet the guidelines.

Each principal used the DPI worksheet to calculate minutes of instruction. Each building has more than the minimum number of instructional minutes required by the DPI.

For these reasons, the Board of Education could elect not to make-up the fourth inclement weather day. The Board would need to act on this item if the district calendar is to be altered. Thank you for your consideration. Please do not hesitate to contact me should you have any questions regarding snow make-up days.

**WORKSHEET TO COMPUTE DAYS AND HOURS OF INSTRUCTION
PER WISCONSIN STATUTE 121.02(1)(f)**

I. Calculate the DAYS OF INSTRUCTION - H.S.

IDENTIFY: Number of days in school calendar. 179

LESS: Days used for parent-teacher conference days or for inclement weather days. No instructional hours are accrued on these days. 3

EQUALS: Number of days on which actual face to face instruction takes place. 176

II. Calculate the HOURS OF INSTRUCTION

IDENTIFY: Start to close of instructional day in minutes 440

LESS: Lunch time 30

LESS: One passing time (Middle/High School Only)
(Only if you have a passing time before and after the lunch hour.) 0

LESS: Recess time in excess of 30 minutes per day 0

EQUALS: Number of minutes of instruction per day 410

TIMES: Number of Days of Instruction (from above) 176

EQUALS: Total instructional minutes per year 72,160

LESS: Total number of late arrival/early release minutes
(e.g., staff training, inclement weather) 2,825

EQUALS: Total number of instructional minutes per year 69,335

DIVIDE: Number of minutes in an hour 60

EQUALS: Number of Hours of Instruction 1,156

Instructional hours must equal at least:
 Half-Day Kindergarten 437
 Grades K (Full Day) - 6 1050
 Grades 7 - 12 1137

NOTES:

- 1) Elementary or middle schools that include grades 7 and above must provide 1137 hours of instruction for those grades.
- 2) To calculate hours for middle and high schools that offer an alternate schedule on one or more days of the week:
 - Calculate the number of minutes for the day(s), if the total varies from the regular day total.

- Count how many times the alternative schedule occurs; for example, if the alternative schedule runs on Thursday, use a calendar to count the actual number of Thursdays that school is in session.
 - Multiply the number of minutes times the number of days on which the alternative schedule occurs.
- 3) Homeroom minutes may be counted as instructional minutes when students report to an assigned room and teacher, and all students participate in the planned activities.

Contact Christine Tiedje at christine.tiedje@dpi.wi.gov or (608) 266-3706 with questions

**WORKSHEET TO COMPUTE DAYS AND HOURS OF INSTRUCTION
PER WISCONSIN STATUTE 121.02(1)(f)**

I. Calculate the DAYS OF INSTRUCTION - M.E.S.

IDENTIFY: Number of days in school calendar. 179

LESS: Days used for parent-teacher conference days or for inclement weather days. No instructional hours are accrued on these days. 3

EQUALS: Number of days on which actual face to face instruction takes place. 176

II. Calculate the HOURS OF INSTRUCTION

IDENTIFY: Start to close of instructional day in minutes 420

LESS: Lunch time 20

LESS: One passing time (Middle/High School Only) (Only if you have a passing time before and after the lunch hour.) 0

LESS: Recess time in excess of 30 minutes per day 0

EQUALS: Number of minutes of instruction per day 400

TIMES: Number of Days of Instruction (from above) 176

EQUALS: Total instructional minutes per year 70,400

LESS: Total number of late arrival/early release minutes (e.g., staff training, inclement weather) 2,820

EQUALS: Total number of instructional minutes per year 67,580

DIVIDE: Number of minutes in an hour 60

EQUALS: Number of Hours of Instruction 1,126

Instructional hours must equal at least:
Half-Day Kindergarten 437
Grades K (Full Day) - 6 1050
Grades 7 - 12 1137

NOTES:

- 1) Elementary or middle schools that include grades 7 and above must provide 1137 hours of instruction for those grades.
- 2) To calculate hours for middle and high schools that offer an alternate schedule on one or more days of the week:
 - Calculate the number of minutes for the day(s), if the total varies from the regular day total.

- Count how many times the alternative schedule occurs; for example, if the alternative schedule runs on Thursday, use a calendar to count the actual number of Thursdays that school is in session.
 - Multiply the number of minutes times the number of days on which the alternative schedule occurs.
- 3) Homeroom minutes may be counted as instructional minutes when students report to an assigned room and teacher, and all students participate in the planned activities.

Contact Rebecca Vail at rebecca.vail@dpi.wi.gov or (608) 266-2364 with questions.



Students Choosing to Excel, Realizing their Strengths

Dear Parents and Community Members:

Over the past three and a half years, we have made great progress developing educational initiatives to assure all of our students can reach their fullest potential and are better prepared for college, careers and life after high school.

As part of our planning efforts, we identified the need to update and modernize our schools. To assist us, Scherrer Construction and Hoffman Planning, Design, and Construction, Inc. conducted a comprehensive site analysis and feasibility study last spring. The study evaluated the condition of each school and adequacy of the educational spaces. In addition, the District formed a Community Stakeholder group. This group has been meeting for the past year, exploring options with the goal to provide a recommendation to the Manawa Board of Education.

Ultimately, the School Board and administration are committed to developing a plan that reflects the needs of our students and the priorities of our community. Therefore, we are asking for your “voice” in the planning process. Please take 5-10 minutes to complete this survey!

TAKE THE SURVEY IN ONE OF TWO EASY WAYS

Online:

- 1) Simply go to the survey website: www.survey2000.com
- 2) Enter your Survey Access Number:
- 3) Take the survey!

By Paper:

If you do not have Internet access, please return the survey to the school office or mail to:
School Perceptions, 317 East Washington, Slinger, WI 53086.

Each Survey Access Number can be used only once. To obtain additional surveys for other adults in your household, please call the District Office at 920-596-2525.

Please complete the survey by June 4, 2018

To collect this feedback, we are working with School Perceptions LLC, an independent Wisconsin-based firm with expertise in conducting community surveys. All survey data is returned to School Perceptions, and your feedback will remain confidential.

Survey results will be reported at a school board meeting and will also be available on the District website at www.manawaschools.org

Having been born and raised in this community, I can say firsthand that the School District of Manawa is a great place to live and raise a family! Thank you for your continued support.

Sincerely,

Dr. Melanie J. Oppor
District Administrator

Respondent Information

What is your age? 18-25 26-35 36-45 46-55 56-64 65+

Do you reside in the School District of Manawa? Yes No

In which municipality do you reside?

- | | | |
|---|--|---|
| <input type="checkbox"/> City of Manawa | <input type="checkbox"/> Township of Little Wolf | <input type="checkbox"/> Township of Union |
| <input type="checkbox"/> Township of St. Lawrence | <input type="checkbox"/> Township of Bear Creek | <input type="checkbox"/> Township of Lebanon |
| <input type="checkbox"/> Township of Royalton | <input type="checkbox"/> Township of Mukwa | <input type="checkbox"/> Township of Helvetia |
| <input type="checkbox"/> Village of Ogdensburg | <input type="checkbox"/> Do not live in the District | |

Are you an employee of the School District of Manawa? Yes No

Do you have school-age children? Yes No

If "yes," which school(s) do your children attend? (Check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Manawa Elementary | <input type="checkbox"/> Little Wolf Junior High School (grades 7-8) |
| <input type="checkbox"/> Little Wolf Senior High School (grades 9-12) | <input type="checkbox"/> Public School Outside of District |
| <input type="checkbox"/> Private/Parochial School | <input type="checkbox"/> Home Schooled |
| <input type="checkbox"/> Amish School | <input type="checkbox"/> Virtual/Online |
| <input type="checkbox"/> Other | |

Communication

How would you like to receive information regarding the School District of Manawa?

(Check all that apply)

- | | | |
|--|--|---|
| <input type="checkbox"/> District mailings | <input type="checkbox"/> School/District website | <input type="checkbox"/> Attend School Board meetings |
| <input type="checkbox"/> Email | <input type="checkbox"/> Parent organizations | <input type="checkbox"/> <i>Waupaca County Post</i> |
| <input type="checkbox"/> Text messaging | <input type="checkbox"/> automated phone messenger | <input type="checkbox"/> Twitter |
| <input type="checkbox"/> Skyward Parent Portal | <input type="checkbox"/> WDUX | <input type="checkbox"/> Cable Channel 17 |
| <input type="checkbox"/> Facebook | <input type="checkbox"/> Wolfpack Express (newsletter) | <input type="checkbox"/> Other: |

Comments/suggestions to improve communications:

Planning for the Future

While our focus will always be on improving student learning, we also needed to develop a long-range maintenance and facility improvement plan that has now been drafted. Research is clear that students can learn better in safe, orderly, and functional learning spaces. Based on the recent site analysis and feasibility study, as well as community feedback, the following areas of concern have been identified:

School Safety/Addressing ADA Accessibility

The safety of our students and staff is our top priority. There are also some areas at Little Wolf Jr./Sr. High School do not meet Americans with Disability Act (ADA) code requirements. This project would address both ADA and safety issues by better securing the Little Wolf Jr./Sr. High School building entrance, requiring all visitors to be routed through the main office. In addition, the project would build a dedicated bus lane at Manawa Elementary to create better separation between vehicles and pedestrians. (A secure MES entrance is already included in the summer 2018 Energy Efficiency projects.)

Aging Building Systems/Technology Infrastructure

Some of our school's major building systems, including electrical, and plumbing, are at the end of their service life. These older systems are less efficient requiring ongoing repairs and replacing them cannot be covered out of our annual operating budget. In addition, the technology infrastructure needs to be updated to improve internet access speed and reliability.

Determining the Future of the Vacant Former Elementary School Building

In 2011, the former elementary school was decommissioned in an effort to save money due to declining enrollment. All 7th and 8th grade students were moved to the high school and the middle school became the elementary school for all students in four-year-old kindergarten – 6th grade. In 2012, the building was opened for salvage. As a result, all of the building systems (electrical, heating and plumbing) are not functional. The building is vacant and only used for storage.

Better Utilizing School Spaces

Manawa Elementary is operating at capacity. There is space at Little Wolf Jr./Sr. High School that could be renovated and better utilized.

Improving Indoor and Outdoor Athletic Areas

The football field needs to be re-crowned and drainage needs to be improved. In addition, the District would like to create a fitness center for school and community use.

Learning Spaces

Teaching and learning has changed significantly in the past 50 years. As a result, our classrooms are not designed for the hands-on learning opportunities and small group activities that allow our students to explore and collaborate. Our science, family/consumer science, technology and engineering labs need updating and outdated equipment needs replacing.

The School Board believes this is a good time to consider our options because the District is debt-free and is one of the lowest spending in the State. **If the public chooses to address these needs, the primary way to obtain funding is through a referendum.**

What advice would you give the Board of Education?	<input type="checkbox"/> Pursue a referendum to update the schools <input type="checkbox"/> Do nothing at this time <input type="checkbox"/> Not sure/no opinion
---	--

Comments/suggestions:

What might be included in a referendum?

Academic Base Plan includes updates at Little Wolf Jr./Sr. High School

Portions of Little Wolf Jr./Sr. High School was built in 1969. While there have been additions and renovations over the past five decades, major parts of the facility are outdated and unable to meet the needs of our students. Some people encouraged the District to explore building a new school, however, after receiving preliminary cost estimates, this option was deemed too expensive.

Therefore, the following recommendations for investing in the existing school are intended to:

- Reconfigure to create a true middle school, serving students in 6th – 8th grade
- Renovate special education, science, music, band and general education classrooms
- Renovate the technical education (shop) areas
- Redesign the main entrance to better control visitor access
- Renovate the family and consumer education labs
- Add an upper level wrestling/multipurpose practice room adjacent to gymnasium
- Renovate the school's weight room that is located in the basement into a school and community fitness center (The current structure does not provide ample space for all physical education classes. In addition, the rooms lack adequate ventilation and do not meet current Americans with Disabilities Act (ADA) code requirements.)
- Repair/replace electrical, plumbing and heating building system components

Estimated cost: Up to \$10.9 million



Would you support a plan that provides funding to update Little Wolf Jr./Sr. High School as described above?

- Yes
 No
 Not sure

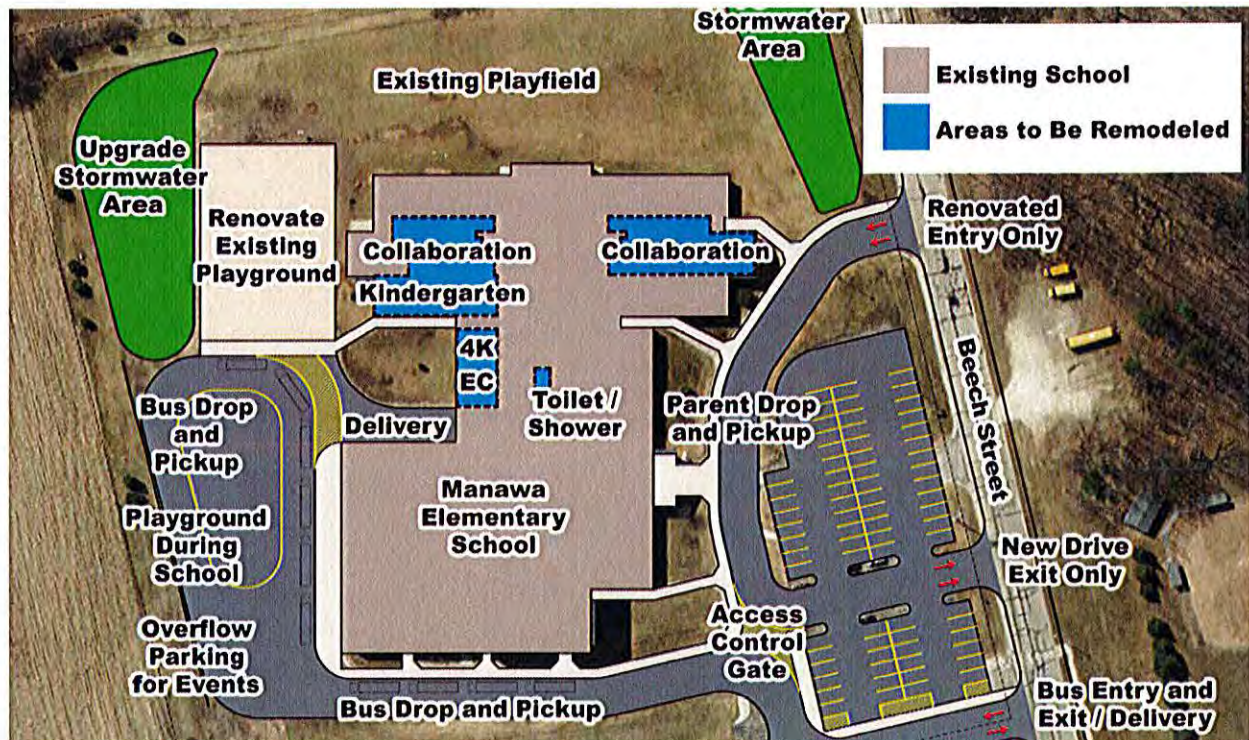
Comments/suggestions:

Academic Base Plan includes updates at Manawa Elementary School

The following recommendations for investing in the existing school are intended to:

- Remodel kindergarten classrooms, toilet rooms and create flexible areas for student collaboration and small group instruction designed for the needs of the primary-aged child
- Reconfigure traffic flow to create dedicated bus and parent pick-up/drop-off areas
- Renovate the existing playground
- **Repair/replace electrical, plumbing and heating building system components**

Estimated cost: Up to \$4.1 million



<p>Would you support a plan that provides funding to update Manawa Elementary School as described above?</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure
--	--

Academic Base Plan

The total cost to address all the recommended projects at both schools is \$15 million.

<p>Would you support a \$15 million referendum for the <i>Academic Base Plan</i> as described in this survey?</p> <p><i>Representing an estimated annual tax increase of approximately \$47 for each \$100,000 of property value over the current level</i> <i>Assumes a 20-year borrowing period and a 4.0% interest rate</i></p>	<input type="checkbox"/> Definitely yes <input type="checkbox"/> Probably yes <input type="checkbox"/> Undecided <input type="checkbox"/> Probably no <input type="checkbox"/> Definitely no
---	--

Comments/suggestions:

Additional Projects

Other projects that could be included in a referendum:

<p>Additional Building Updates The project would replace roof sections and components of the heating/ventilation, electrical, fire alarm, emergency power and plumbing systems that have exceeded their useful life with more energy-efficient systems. The project would also repair masonry and replace windows, ceiling tile and carpet. Asbestos materials would be abated. (For more information, see the maintenance/capital improvement plan on the District's website)</p> <p>Would you support a referendum that provides \$2.6 million to update building systems?</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure
<p>Expand Stage/Music Rooms The current stage is too small, not accessible for students with disabilities, the lighting is outdated, and the sound systems are nonfunctional. This project would expand the stage and support areas by building into the band room. The band room would be relocated and expanded for better acoustics and music/instrument storage.</p> <p>Would you support a referendum that provides \$642,000 to expand the stage and music areas?</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure
<p>Demolish Former School The District would like to retain the vacant elementary school property for future use. Due to the current condition of the building and the number of pre-cast concrete walls, <u>renovation options are significantly limited and expensive</u>. Therefore, the District is recommending demolishing the structure and returning it to green space.</p> <p>Would you support a referendum that provides \$278,000 to demolish the vacant elementary school?</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure
<p>Build a Gym The current gyms can no longer meet school and community needs. As a result of limited gym capacity, practices are being held early in the morning and late in the evening throughout the school year and community access for youth and recreational programming is very limited. The wrestling/multipurpose practice room included in the Academic Base Plan could be upgraded to add an additional full-sized gym with a lower level wrestling room.</p> <p>Would you support a referendum that provides \$2 million to build a full-sized gym?</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure
<p>Improve the Athletic Complex The project would replace the bleachers, which are unsafe and not Americans with Disabilities Act (ADA) accessible. The project would re-crown the football field and improve site drainage.</p> <p>Would you be to support a referendum that provides \$345,000 to improve the athletic complex?</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure
<p>Build a Maintenance Garage The current maintenance shed is too small, and the building is in need of repair. The District would like to replace this building with a larger garage for vehicles and equipment storage and maintenance.</p> <p>Would you support a referendum that provides \$210,000 to build a maintenance garage?</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure
<p>Remodel Locker Rooms The locker room in the basement has not been updated since the original construction in 1969. The project would provide locker rooms for fitness center users. It would add a female locker room and update lockers, plumbing, ventilation, and lighting fixtures in the male locker room.</p> <p>Would you support a referendum that provides \$880,000 to remodel the locker rooms?</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure

Comments/suggestions:

Funding Support

The previous pages outline renovation projects that could be included in a referendum. The cost to address all of the following projects is nearly \$22 million. We realize doing this all at one time may not be feasible.

Academic Base Plan includes: \$15 million
 Updates at Little Wolf Jr./Sr. High School
 Updates at Manawa Elementary School

Additional Projects

Update building systems	\$2.6 million
Expand stage/music rooms	\$642,000
Demolish former school	\$278,000
Build a gym	\$2 million
Improve the football stadium	\$345,000
Build a maintenance garage	\$210,000
Remodel locker rooms	\$880,000

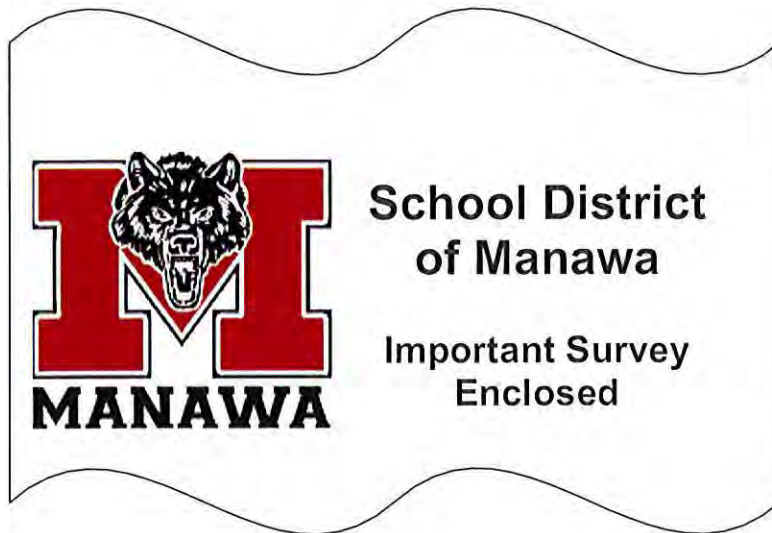
The School Board feels this is a good time to explore our options for the future of the District. In 2019, the District will no longer have access to the Energy Efficiency levy process used to fund recent maintenance/capital improvement projects. As a result, the school tax levy will drop. The reduction of the Energy Efficiency levy will minimize the tax impact of any new spending and is included in the calculations below.

Referendum Amount	\$15 million (Base Plan)	\$16 million	\$18 million	\$20 million	\$22 million
Tax increase per \$100,000 of property value over the current level	\$47 per year (\$3.92/month)	\$64 per year (\$5.33/month)	\$98 per year (\$8.16/month)	\$131 per year (\$10.91/month)	\$165 per year (\$13.75/month)
<p>How much of a tax increase would you support through a referendum, assuming the projects included were acceptable to you?</p> <p><i>Assumes a 20-year borrowing period and a 4.0% interest rate</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> I would support a \$22 million referendum <input type="checkbox"/> I would support a \$20 million referendum <input type="checkbox"/> I would support a \$18 million referendum <input type="checkbox"/> I would support a \$16 million referendum <input type="checkbox"/> I would support a \$15 million referendum <input type="checkbox"/> I would only support a smaller referendum <input type="checkbox"/> I would not support any referendum <input type="checkbox"/> I'm not sure/need more information 				

Comments/suggestions:

Thank you for your participation. We sincerely value your time and feedback!

School District of Manawa
800 Beech Street
Manawa, WI 54949



Please complete the survey by mail or online before June 4, 2018.

This publication was produced for the residents of the School District of Manawa. Due to the overlap of postal routes, residents from neighboring school districts may receive this publication. Given the limitations of bulk mailing, this overlap was difficult to eliminate without significant cost. Thank you for your understanding.



Brad D. Schimel
Wisconsin Attorney General

P.O. Box 7857
Madison, WI 53707-7857

NEWS FOR IMMEDIATE RELEASE

March 26, 2018

**AG Schimel Encourages Schools to Participate in
School Safety Grant Program**

MADISON, Wis. – Attorney General Brad Schimel released the following statement in response to Governor Walker signing school safety legislation today.

“I credit the bipartisan group of Wisconsin State legislators and Governor Walker for quickly turning our proposed School Safety Program into action items. The Department of Justice’s (DOJ) Office of School Safety will be established immediately and staffed by existing agency personnel until a permanent director is hired. I look forward to providing necessary training and resources to make our children safer and welcome these significant responsibilities because I know that DOJ is best suited to provide public safety leadership and expertise.”

Until the formal grant application is finalized, any school that is interested in applying for grant funding may submit a short letter of interest to DOJ at schoolsafety@doj.state.wi.us, identifying the following information: (1) a single point of contact for the school along with contact information; (2) the type of school safety project you hope to implement; (3) the name of the law enforcement agency that will review and approve your project; (4) an approximate dollar amount of the grant you plan to request; (5) whether your project could be in place for the beginning of the 2018-2019 school year, and; (6) when you will be in a position to submit a fully developed application and plan.

If you are interested in being considered for Director of the DOJ Office of School Safety, please email your cover letter and resume to schoolsafety@doj.state.wi.us.

More information about the Office of School Safety will be made available soon.

Memo

To: Dr. Melanie Oppor; Board of Education

From: Carmen O'Brien

cc:

Date: April 2, 2018

Re: Transportation

I am proposing that the School District of Manawa continue outsource transportation services to Kobussen Buses Ltd. The District has been very pleased with the service Kobussen has provided. The company has been easy to work with and there have been no recent community complaints. The addition of cameras have decreased both bus-related discipline incidents as well as the time administration spends on busing issues. Currently, the District is working with Kobussen to bring costs down by eliminating one regular route with little to no effect on student ride times. With the elimination of this route, the annual cost for transportation will be approximately the cost from previous years.

Memo

To: Dr. Melanie Oppor; Board of Education

From: Carmen O'Brien

cc:

Date: April 2, 2018

Re: Student Accident Insurance

I am proposing that the School District of Manawa continue to purchase student accident insurance through Student Assurance Services, Inc. The policy covers all school non-sports activities and allows the families of athletes to purchase a voluntary sports plan. The cost remains the same as it was for 2017-18.



Sonny Heinrich, Agent
 Student Assurance Services, Inc.
 P.O. Box 196
 Stillwater, MN 55082
 Phone: (800) 328-2739
 Email: sonnyh@sas-mn.com
 Fax: (651) 439-0200

March 30, 2018

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

2018-2019 Student Accident Insurance Renewal

Dear Ms. O'Brien,

The enclosed information explains the coverage we are offering for the 2018-2019 school year. Last year you chose our Standard Group Plan with a \$250 deductible to cover all school non-sports activities along with our voluntary sports plan. **The cost for your non-sport coverage will remain the same as last year.** We have also enhanced some of our benefits as described below:

Benefit	2017-18 Coverage	2018-19 Coverage
Prescription Drugs (take home)	U&C, up to \$25	U&C, up to \$300
Motor Vehicle Injury	Same as any injury, up to \$1,000	Same as any injury, up to \$2,000
Replacement of Eyeglasses, Hearing Aids, Contact Lenses (as a result of an accidental injury)	N/A	U&C, up to \$300

The voluntary sports plan (optional for parents to purchase) will have the same benefits as last year but there will be an increase in prices for the different coverage options. These price differences are described below. Please remember the voluntary sports plan comes at no cost to the district and Student Assurance Services will provide the fliers for all student athletes.

All Interscholastic Sports Grades 7-12 EXCEPT Senior High Football (Grades 9-12)	\$75.00
All Interscholastic Sports Grades 7-12 INCLUDING Senior High Football (Grades 9-12)	\$325.00
Senior High Football (Grades 9-12)	\$250.00

Other Student Insurance Options to Consider:

- Sports Camps, Youth Association and Summer Recreation Coverage:** Are your students attending a sports camp, youth association or summer recreation program that is not associated/funded by your school district? We offer an inexpensive short-term policy that provides benefits for students who have accidental injuries during these events. Please contact me if you, a coach or a program director would like a quote for this coverage.
- Catastrophic Insurance:** An inexpensive add-on that can take your maximum benefit from \$25,000 to \$5,000,000. Catastrophic Coverage is utilized most often when a significant injury requires multiple surgeries, a student experiences paralysis movements or the unfortunate loss of life to a student.

An estimated billing is enclosed. The billing contains the rate for your district based on renewal of the same plan you currently have. We have estimated your enrollment from the numbers supplied to us from the Department of Public Instruction. You may either pay from this billing, if it is correct, or enter the updated enrollment and adjust the billing accordingly. Please complete and return the enclosed **Application Form by June 30th**. **Student Assurance Services would also appreciate payment before the registration for school.** This enables us to issue master policies and begin claim service in a timely manner.

We very much appreciate your business and look forward to working with you next year. If you have any questions/concerns about the renewal, please call me at 1-800-328-2739.

Sincerely,

Sonny Heinrich, Sales Representative
 Student Assurance Services, Inc.

**RESOLUTION AUTHORIZING THE ADOPTION OF THE
WISCONSIN OPEB TRUST AGREEMENT as amended
and SINGLE ADVISORY CONTRACT as amended
SY201718 #15**

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

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

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

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

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

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

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

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

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

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

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

WHEREAS, the Trust Agreement and Single Advisory Contract have been amended to incorporate the fiduciary obligations of the Trustee under Wisconsin and federal law;

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

1. Adoption of the Trust Agreement as amended. The adoption of the Wisconsin OPEB Trust Agreement as amended (“Amended Trust Agreement”) is hereby approved. The Amended Trust Agreement shall be adopted in the form of Exhibit A attached hereto and incorporated herein by reference. The District Administrator, Dr. Melanie Oppor and the District Business Manager, Mrs. Carmen O’Brien are hereby authorized and directed to execute the Amended Trust Agreement on behalf of the District. Terms that are defined in the Amended Trust Agreement shall have the same meaning in this adoption resolution.

2. Adoption of the Single Advisory Contract as amended. The adoption of the Single Advisory Contract as amended is hereby approved. The Single Advisory Contract, including the Amendment to the Single Advisory Contract, shall be adopted in the form of Exhibit B attached hereto and incorporated herein by reference. The District Administrator, Dr. Melanie Oppor and the District Business Manager, Mrs. Carmen O’Brien are hereby authorized and directed to execute the Single Advisory Contract as amended on behalf of the District. Terms that are defined in the Single Advisory Contract as amended shall have the same meaning in this adoption resolution.

3. Reappointment of Corporate Trustee. BMO Harris Bank, N.A. is reappointed as Corporate Trustee (the “Trustee”) under the Amended Trust Agreement.

4. Reappointment of Investment Manager. Graystone Consulting shall continue to serve as the Investment Manager of the Trust as provided by section 66.0603, Wisconsin Statutes and the Amended Trust Agreement.

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

upon termination of the Amended Trust Agreement as provided in the Amended Trust Agreement.

6. Filing and Reporting Requirements. The District has determined and hereby declares that the Trust has met applicable filing and reporting requirements, if any, required by the Internal Revenue Service or other regulatory agencies in connection with the establishment of the Trust, and covenants that the Trust will meet any applicable filing and reporting requirements which may be required to keep it in good standing going forward.

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

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

Adopted and recorded this _____ day of _____, 2018.

Board President

ATTEST: _____

_____, Board Clerk

**Amendment to Single Advisory Contract between
Morgan Stanley Smith Barney LLC and
School District of Manawa**

This Letter Agreement (“Agreement”) is entered into concurrently with the execution of the Morgan Stanley Single Advisory Contract (“Single Advisory Contract”), by and between Morgan Stanley Smith Barney LLC (“MSSB”) and School District of Manawa (the “Client”) with respect to the MSSB Portfolio Management (“PM”) program accounts set forth in Exhibit A hereto (the “Account(s)”).

The parties agree to modify and amend the Single Advisory Contract as set forth below and agree that, notwithstanding anything to the contrary contained in the Single Advisory Contract, or any MSSB system generated form agreements, the following provisions will apply to the services provided by MSSB with respect to the Account(s). All capitalized terms used but not defined herein shall have the meanings set forth in the Single Advisory Contract.

1. Part III, Section 5 shall be revised so that it is titled “Fiduciary Obligation and Indemnity”. The first paragraph in Part III, Section 5, titled ”Indemnification” shall be deleted and replaced with the following clause: MSSB and each Manager acknowledges that each Account covered by the Single Advisory Contract is intended to provide a government retirement or welfare plan benefit adopted and administered for the exclusive benefit of the participating government employees under I.R.C. §§ 414(d), 401(a), 403(b), 457 and under a qualified trust as provided in I.R.C. § 115 and any other Internal Revenue Code provision that provides for the tax-exempt or tax-deferred status of the benefit funds. By this Agreement and any related agreement, MSSB and each Manager agrees that it will be acting as a “fiduciary” as defined in Section 3(21)(A) of ERISA and has, for each Account, accepted appointment as an “Investment Manager” as described in ERISA section 3(38) and any related statute, regulation, agency interpretive guidance and case law and as a fiduciary under applicable Wisconsin law.

Subject to and limited by MSSB’s fiduciary obligations as described in this Part III, Section 5 and any consistent, related agreements, each party agrees to indemnify and hold harmless the other party-officers, employees, agents, successors and assigns against any and all claims or liabilities by virtue of their acting on such party’s instructions. This indemnity shall be binding upon each party’s heirs, successors and assigns.

2. The arbitration clause in Part III, Section 6 of the Single Advisory Contract titled “Arbitration” shall be deleted in its entirety and replaced with the following provision: “Dispute Resolution. The parties agree that any disputes hereunder may be adjudicated in any court of competent jurisdiction. In that regard, each party hereby waives its right to a trial by jury.” Furthermore, all reference to “arbitration” in the Single Advisory Contract shall be deleted.
3. Section 4 in Part II of the Single Advisory Contract titled “Retirement Plan Investors” and Exhibit A thereto shall not be applicable to the Client, as the Client is not a Retirement Plan.

4. Except as specifically modified herein, all other terms and provisions of the Single Advisory Contract, shall remain in full force and effect.
5. This Agreement, the Single Advisory Contract and the MSSB brokerage account opening documents (collectively, the "Account Agreements") constitute the entire agreement among the parties hereto with respect to the subject matter hereof, and supercede any prior agreement or understanding among the parties. In the event of a direct conflict between the provisions of this Agreement and the Account Agreements, this Agreement shall, to the fullest extent under the law, control.
6. This Agreement shall be binding upon, and inure to the benefit of, the respective permitted successors, assigns and transferees of the parties hereto. This Agreement may be terminated by either party at any time upon providing notice to the other party.
7. This Agreement shall be governed by federal law and by the laws of the state of Wisconsin, without giving effect to principles of the conflict of laws.

MORGAN STANLEY SMITH BARNEY LLC

By: _____

Name: _____

Title: _____

Date:

Agreed and Accepted by:

By: _____

Name: _____

Title: _____

Date:

EXHIBIT A

PM ACCOUNTS OF School District of Manawa

WISCONSIN OPEB TRUST

2017 Trust Agreement Review

conducted by CESA 6 and the Wisconsin OPEB Trust Advisory Committee

Julie Lewis, Legal Advisor, Strang, Patteson, Renning, Lewis & Lacy, s.c.

November 2017

Executive Summary

Trustee: BMO Harris Bank, N.A.

Trust Agreement 2017 revisions:

- (1) The Agreement is revised to clearly state that the trust is established between the individual Wisconsin OPEB Trust participating school district and the Trustee. The Trust is not a group trust.
- (2) The Agreement is revised to cover a participating school district's non-OPEB post-employment accounts (*e.g.*, retiree Health Reimbursement Arrangements (HRA), non-elective 403(b) contributions, deferred paid time off) that are maintained in sub-trusts with the Trustee at the school district's request.
- (3) The Agreement is revised to update the hold harmless and indemnity provisions so that the Trustee retains its fiduciary obligations to the Trust and the Trust assets under state and federal law. Previously, the Trust Agreement provided that the school district would hold the Trustee harmless for any action the Trustee takes after consulting with the Trustee's advisors (legal, financial or other).