

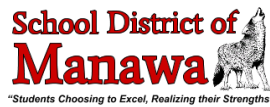
Book AG 1st Draft Clean
Section 3000 Professional Staff
Title USE OF SCHOOL VEHICLE FOR SCHOOL BUSINESS
Number ag3440c
Status Proposed to Policy & Human Resources Committee

3440C - USE OF SCHOOL VEHICLE FOR SCHOOL BUSINESS

The District has established the following guidelines for the use of school-owned vehicles in the performance of assigned duties.

- A. Regularly scheduled use will be authorized by the building principal and scheduled by the high school administrative assistant.
- B. Staff must have a copy of their driver's license on file with the District office.
- C. A background check will be conducted to review the person's driving record.
- D. All accidents must be reported to the District Administrator.
- E. All accidents must be reported to the law enforcement agency where the accident takes place at the time of the accident.
- F. A Vehicle Usage Form must be submitted to the high school administrative assistant when returning the vehicle, gas receipts, and keys.

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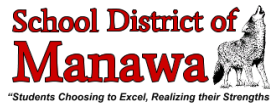
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Section 3000 Professional Staff
Title USE OF PRIVATELY OWNED CAR FOR SCHOOL BUSINESS
Number ag3440b
Status Proposed to Policy & Human Resources Committee

3440B - **USE OF PRIVATELY OWNED CAR FOR SCHOOL BUSINESS**

The District has established the following means for providing reimbursement for the use of "privately-owned" vehicles used in the performance of assigned duties.

- A. When an individual's duties require his/her presence at other schools within or out of the District, reimbursement for travel may be requested. Such requests will be approved when the travel is scheduled or authorized by the District Administrator.
- B. Regularly scheduled travel will be authorized when requisitioned in compliance with a printed schedule; e.g.: special professional staff members are required to go from school to school on a regular schedule.
- C. Sporadic or emergency travel will be authorized when made in connection with an assignment.
- D. Payments for authorized travel will be made provided itemized daily records are submitted on the proper forms. Persons who travel are advised to keep a daily log of their required business trips.

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 Section 3000 Professional Staff
 Title JOB-RELATED EXPENSES
 Number ag3440A
 Status Proposed to Policy & Human Resources Committee

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3440A - JOB-RELATED EXPENSES

Expenses which are incurred by professional staff members as a result of authorized travel in and outside of the District will be reimbursed to the extent provided for in these guidelines. Reimbursement is intended to provide for transportation, lodging, and food of reasonable and adequate quality. When traveling on school business, a professional staff member is expected to use the same care in incurring expenses that a prudent person would exercise if traveling on personal business.

Authorization

- A. Travel within or outside the District is to be authorized by the Building Principal and District Administrator.
- B. Travel to conventions or conferences away from the District which involve overnight stay will be authorized by the Building Principal for approval by the District Administrator. All such requests must be received in the Central Office at least two (2) weeks ~~days~~ prior to the date a decision is needed. Forms are available in each school office or on the district website.

Procedure

- A. Each request for travel or conference funds should detail the reasons for the expenditures ~~and should not be labeled in broad general terms (see Form 3243 F1)~~.
- B. Under normal conditions, officers and professional staff members traveling on official business shall provide themselves with sufficient funds of their own for ordinary expenses.
- C. Travel should be by the most direct and economical route.
- D. All persons authorized to travel on official business should keep a memorandum and receipts of expenditures properly chargeable to the Board of Education. Professional staff members might find it advantageous to charge as many expenditures as possible on credit cards. The itemized statement may serve as a receipt, with reimbursement available to pay the charges.
- E. For official travel other than by automobile, tickets may be purchased by the District in advance, upon request of the individual involved.
- F. In all instances of travel reimbursement, full itemization of expenditures is required.
- G. Those doing such traveling should be expected to exercise the same care in incurring expenses that they would in travel on personal business of their own. Excessive and unnecessary travel will not be approved or reimbursed.

Reimbursement

- A. Reimbursement will be at the current rates approved by the Board. Requests for reimbursement will be submitted on the district form for this ~~Form 3243 F2 provided for that~~ purpose.
- B. Travel outside the School District will be reimbursed at the regular fare rate charged the general public by common carrier, unless travel by private conveyance is more economical, in which case mileage will be reimbursed at Internal Revenue Service the rate. Taxi fare from home and conference destination to terminal and return is allowable with receipt.
- C. Lodging and meals will be reimbursed at a reasonable per diem rate. All claims must be supported by original receipted bills.
- D. Reimbursement for reasonable charges for tolls, lodging, parking, taxis, official telephone calls, and tips will be made upon presentation of supporting receipts.
- E. Registration fees are reimbursable.
- F. ~~(-) Sales tax on hotel bills is reimbursable.~~

Claim Forms

All claims for reimbursement ~~and will be submitted on travel voucher forms or on standardized voucher forms available in the principal's office. Wherever possible,~~ expenditures must be substantiated by receipted bills.

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 Section 3000 Professional Staff
 Title FMLA RECORDKEEPING REQUIREMENTS
 Number ag3430.01B
 Status Proposed to Policy & Human Resources Committee

3430.01B - FMLA RECORDKEEPING REQUIREMENTS

The Business Manager is responsible for making, keeping, and preserving all relevant records pertaining to the Board of Education's obligations under the FMLA in accordance with the recordkeeping requirements of Section 11(c) of the Fair Labor Standards Act (FLSA) and in accordance with the final regulations applicable to the FMLA. Specifically, the Business Manager is charged with keeping/preserving the records identified below in accordance with the District's Records Retention Schedule (see AG 8310A), and under no circumstances shall said records be kept for less than three (3) years. The records shall be available for inspection, copying, and transcription by representatives of the Department of Labor upon request.

The Business Manager shall maintain records that disclose the following:

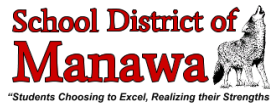
- A. Basic payroll and identifying employee data, including name, address, and occupation; rate or basis of pay and terms of compensation; daily and weekly hours worked per pay period; additions to or deductions from wages; and total compensation paid.
- B. Dates FMLA leave is taken by FMLA eligible employees (e.g., available from time records, requests for leave, etc., if so designated). Leave must be designated in records as FMLA leave; leave so designated may not include leave required under State law or a Board plan which is not also covered by FMLA.
- C. If FMLA leave is taken by eligible employees in increments of less than one (1) full day, the hours of the leave.
- D. Copies of employee notices of leave furnished to the District under FMLA, if in writing, and copies of all written notices given to employees as required under the FMLA and its implementing regulations (see 29 C.F.R. Section 825.300(b) through (c)). Copies may be maintained in employee personnel files.
- E. Any documents (including written and electronic records) describing employee benefits or employer policies and practices regarding the taking of paid and unpaid leaves.
- F. Premium payments of employee benefits.
- G. Records of any dispute between the District and an eligible employee regarding designation of leave as FMLA leave, including any written statement from the Superintendent or designee or employee of the reasons for the designation and for the disagreement.

Records and documents relating to certifications, re-certifications or medical histories of employees or employees' family members, created for purposes of FMLA, shall be maintained as confidential medical records in separate files/records from the usual personnel files. If the Genetic Information Nondiscrimination Act of 2008 (GINA) is applicable, records and documents created for purposes of FMLA leave containing family medical history or genetic information as defined by GINA shall be maintained in accordance with the confidentiality requirements of Title II of GINA (29 C.F.R. 1635.9), which allow for disclosure consistent with FMLA requirements. If the ADA, as amended, is also applicable, such records shall be maintained in conformance with ADA confidentiality requirements (see 29 C.F.R. 1630.14(c)(1)), except that:

- A. supervisors and managers may be informed regarding necessary restrictions on the work or duties of an employee and necessary accommodations;
- B. first aid and safety personnel may be informed (when appropriate) if the employee's physical or medical condition might require emergency treatment; and
- C. government officials investigating compliance with FMLA (or other pertinent laws) shall be provided relevant information upon request.

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 Section 3000 Professional Staff
 Title FAMILY LEAVE
 Number ag3430.01A
 Status Proposed to Policy & Human Resources Committee

3430.01A - FAMILY LEAVE

The following guidelines are the appropriate portions of Section 104 of the Family and Medical Leave Act.

A district and a private elementary or secondary school shall not be in violation of the Individuals with Disabilities Education Act (20 U.S.C. 1400 et. seq.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794), or title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq.), solely as a result of an eligible employee of such district exercising the rights of such employee under this title.

(b) INTERMITTENT LEAVE OR LEAVE ON A REDUCED SCHEDULE FOR INSTRUCTIONAL EMPLOYEES

(1) IN GENERAL - Subject to paragraph (2), in any case in which an eligible employee employed principally in an instructional capacity by any such district requests leave under subparagraph (C) and (D) of Policy 3430.01 that is foreseeable based on planned medical treatment and the employee would be on leave for greater than twenty percent (20%) of the total number of working days in the period during which the leave would extend, the district may require that such employee elect either --

(A) to take leave for periods of a particular duration, not to exceed the duration of the planned medical treatment; or

(B) to transfer temporarily to an available alternative position offered by the employer for which the employee is qualified, and that--

(i) has equivalent pay and benefits; and

(ii) better accommodates recurring periods of leave than the regular employment position of the employee.

(2) APPLICATION - The elections described in subparagraphs (A) and (B) of paragraph (1) shall apply only with respect to an eligible employee who complies with Policy 3430.01.

(c) RULES APPLICABLE TO PERIODS NEAR THE CONCLUSION OF AN ACADEMIC TERM

The following rules shall apply with respect to periods of leave near the conclusion of an academic term in the case of any eligible employee employed principally in an instructional capacity by any such district:

(1) LEAVE MORE THAN FIVE (5) WEEKS PRIOR TO END OF TERM

If the eligible employee begins leave under Policy 3430.01 more than five (5) weeks prior to the end of the academic term, the district may require the employee to continue taking leave until the end of such term, if --

(A) the leave is of at least three (3) weeks duration; and

(B) the return to employment would occur during the three (3) week period before the end of such term.

(2) LEAVE LESS THAN FIVE (5) WEEKS PRIOR TO END OF TERM

If the eligible employee begins leave under subparagraph (A), (B), or (C) of Policy 3430.01 during the period that commences five (5) weeks prior to the end of the academic term, the district may require the employee to continue taking leave until the end of such term, if --

(A) the leave is of greater than two (2) weeks duration; and

(B) the return to employment would occur during the two (2) week period before the end of such term.

(3) LEAVE LESS THAN THREE (3) WEEKS PRIOR TO END OF TERM

If the eligible employee begins leave under subparagraph (A), (B), or (C) of Policy 3430.01 during the period that commences three (3) weeks prior to the end of the academic term and the duration of the leave is greater than five (5) working days, the district may require the employee to continue to take leave until the end of such term.

(d) RESTORATION TO EQUIVALENT EMPLOYMENT POSITION

For purposes of determinations under section 104(a)(1)(B) (relating to the restoration of an eligible employee to an equivalent position), in the case of a district ~~or a private elementary or secondary school~~, such determination shall be made on the basis of established school board policies and practices, private school policies and practices, and collective bargaining agreements.

(e) REDUCTION OF THE AMOUNT OF LIABILITY

If a district ~~or a private elementary or secondary school~~ that has violated this title proves to the satisfaction of the court that the district or department had reasonable grounds for believing that the underlying act or omission was not a violation of this title, such court may, in the discretion of the court, reduce the amount of the liability provided for under section 107(a)(1)(A) to the amount and interest determined under clauses (i) and (ii), respectively, of such section.

If an instructional staff member requests to return to teaching before the end of an academic semester, but the District requires the teacher to remain on leave until the next academic semester, that additional leave time will not count against the staff member's twelve (12) week FMLA allotment.

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Section 3000 Professional Staff
Title IMPORTANT NOTICE OF EMPLOYEES' RIGHT TO DOCUMENTATION OF HEALTH COVERAGE
Number ag3421A
Status Proposed to Policy & Human Resources Committee

3421A - IMPORTANT NOTICE OF EMPLOYEES' RIGHT TO DOCUMENTATION OF HEALTH COVERAGE

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) limits the circumstances under which coverage may be excluded for medical conditions present before the employee enrolls. Under the law, a pre-existing condition exclusion generally may not be imposed for more than twelve (12) months (eighteen (18) months for a late enrollee after the enrollment date). The twelve (12) month (or eighteen (18) month) exclusion period may be reduced by a new employee's prior health coverage. A new employee is entitled to a certificate from his/her former health insurance provider that will show evidence of the person's prior health coverage.

To obtain a certificate, the employee should [mail or email a written request](#) ~~complete the attached form and return it~~ to:

School District of Manawa
800 Beech Street
Manawa, WI 54949

cobrien@manawaschools.org

For additional information contact: District Business Manager
920-596-5332 ~~225~~

The certificate must be provided promptly. The employee should keep a copy of this completed form. S/He may also request certificates for any dependents (including a spouse) who were enrolled under the employee's health coverage.

The Business Manager will be responsible for providing a Certificate of Health Insurance Coverage (~~Form 3421A-F1~~) to an employee when:

- A. s/he no longer is covered by the District's plan;
- B. s/he is no longer covered under COBRA;
- C. s/he requests a certificate no later than twenty-four (24) months after cessation of coverage.

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 Section 3000 Professional Staff
 Title FEDERAL GROUP HEALTH CONTINUATION (COBRA)
 Number ag3421
 Status Proposed to Policy & Human Resources Committee

3421 - FEDERAL GROUP HEALTH CONTINUATION (COBRA)

Qualifying Event

A. Employees covered under the Board of Education's Group Health Coverages shall be offered the opportunity to continue the Group Health Coverages upon occurrence of one of the following "qualifying events":

1. voluntary or involuntary termination of employment for reasons other than "gross misconduct"
2. reduction in the number of hours of employment

B. Spouses may continue the Group Health Coverages upon occurrence of one of the following "qualifying events":

1. termination of the covered employee's employment for any other reason other than "gross misconduct"
2. reduction in the hours worked by the covered employee
3. covered employee's becoming entitled to Medicare
4. divorce or legal separation of the covered employee
5. death of the covered employee

C. Dependent children may continue the Group Health Coverages upon the occurrence of one of the following "qualifying events":

1. termination of covered employee's employment for any reason other than "gross misconduct"
2. reduction in the hours worked by the covered employee
3. loss of "dependent child" status under the plan rules
4. covered employee's becoming entitled to Medicare
5. divorce or legal separation of the covered employee
6. death of the covered employee

Election

Qualified beneficiaries have a sixty (60) day period from the later of the coverage loss date or the date the notice to elect COBRA coverage is sent to elect whether to continue coverage. Once COBRA coverage is chosen, the beneficiary is required to pay for the coverage. COBRA coverage is retroactive if elected and paid for by the qualified beneficiary.

Benefits Available to Qualified Beneficiaries

Qualified beneficiaries have the right to elect to continue coverage that is identical to the coverage provided under the plan. A covered employee or the covered employee's spouse may elect COBRA coverage on behalf of any other qualified beneficiary. Each qualified beneficiary, however, may independently elect COBRA coverage. A parent or legal guardian may elect on behalf of a minor child.

Termination of COBRA Coverage

Coverage for the employee and eligible dependent(s), if any, can end when:

- A. the last day of maximum coverage is reached;
- B. premiums are not paid on a timely basis;
- C. the employee ceases to maintain any group health plan;
- D. coverage is obtained with another employee group health plan that does not contain any exclusion or limitation with respect to any pre-existing condition of such beneficiary;
- E. a beneficiary is entitled to Medicare benefits.

Special rules for disabled individuals may extend the maximum periods of coverage. If a qualified beneficiary is determined under Title II or XVI of the Social Security Act to have been disabled at the time of a termination of employment or reduction in hours of employment and the qualified beneficiary properly notifies the plan administrator of the disability determination, the eighteen (18) month period is expanded to twenty-nine (29) months.

Regular Conversion Option

After the continuation coverage under COBRA expires, the beneficiary may be eligible for coverage under any conversion option provided under the plan.

- A. The Board will notify a qualified COBRA beneficiary of the option to enroll in a conversion plan **within 180 days** before the expiration date of COBRA continuation coverage.
- B. The benefits and costs of coverage available under a conversion option may differ from those offered through the group health plan.

Notification Requirements

- A. The Board shall:

1. notify all covered employees and spouses of their coverage continuation rights on the date the COBRA requirements took effect;

Thereafter, each employee shall be notified of this policy at the time they begin coverage under the Board's Group Health Coverages and each spouse shall be notified of this policy at the time family or spouse coverage begins under the Board's Group Health Coverages.

Notification to the employee's spouse shall be deemed to serve as notice on dependent children.

2. include information on the continuation rights in the Summary Plan Description;
3. notify the plan administrator within thirty (30) days of the following qualifying events:

- a. death of the covered employee
- b. termination of employment or reduction in hours of the covered employee
- c. eligibility of covered employee for Medicare
- d. bankruptcy of covered employee

B. The Plan Administrator shall:

1. notify the employee of their COBRA provisions when the employee begins under the group health coverages;
2. notify the eligible beneficiaries **within fourteen (14) days** of receiving the specified notification of the qualifying event of his/her right to continuation of coverage. Notifying a spouse or former spouse of an employee is considered sufficient notice to all other eligible beneficiaries living with that person.

The employee, retiree, or family member should notify the plan administrator within sixty (60) days of events consisting of divorce or legal separation or a child's ceasing to be covered as a dependent under plan rules.

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Legal

P.L. 99-272

Consolidated Omnibus Budget Reconciliation Act of 1984

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 Section 3000 Professional Staff
 Title REPORTING THREATENING BEHAVIORS
 Number ag3362a
 Status Proposed to Policy & Human Resources Committee

3362A - REPORTING THREATENING BEHAVIORS

Threatening behavior may take different forms including, but not limited to the following:

- A. face-to-face encounters in which words are used that indicate to the staff member that his/her safety and well-being are in jeopardy
- B. any conduct or written/oral communications that include comments toward the staff member or his/her family which would imply or state explicitly that the staff member and/or his/her family may be subject to some form of physical or psychological abuse or violence
- C. written or spoken comments to a staff member which could subject him/her to blackmail or extortion
- D. written or spoken communication that would imply or explicitly state that some form of damage may be done to the staff member's property or that of his/her family

Any staff member who believes that s/he is the victim of any of the above actions or has observed such actions taken by a student, parent, fellow staff member, supervisor, co-worker, or other person associated with the District such as a vendor, contractor, volunteer, or school official should take promptly the following steps:

- A. If the alleged threatener is the staff member's supervisor, the affected employee should, as soon as possible after the incident, contact the District Administrator.
- B. If the alleged threatener is not the staff member's supervisor, the affected staff member should, as soon as possible after the incident, contact his/her supervisor.
- C. If the threatener is a student of the District, the supervisor, if not the student's principal, should immediately inform the student's principal of the alleged threat.

The staff member may make contact either by a written report or by telephone or personal visit. During this contact, the reporting staff member should provide the name of the person(s) whom s/he believes to be responsible for the harassment and the nature of the harassing incident(s). A written summary of each such report is to be prepared promptly by the staff member receiving the report and forwarded to one of the Compliance Officers (i.e. Business Manager or High School Principal) or District Administrator.

Each report received by the supervisor or Compliance Officer or District Administrator as provided above, shall be investigated in a timely and confidential manner. While a charge is under investigation, no information is to be released to anyone who is not involved with the investigation, except as may be required by law or in the context of a legal or administrative proceeding. No one involved is to discuss the subject outside of the investigation.

The purpose of this provision is to:

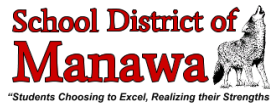
- A. protect the confidentiality of the staff member who files a complaint;
- B. encourage the reporting of any incidents of threat;
- C. protect the reputation of any party wrongfully charged with threatening conduct.

Investigation of a complaint will normally include conferring with the parties involved and any named or apparent witnesses. All staff members and others involved are to be protected from coercion, intimidation, retaliation, or discrimination for filing a complaint or assisting in an investigation.

If the investigation reveals that the complaint is valid, then prompt, appropriate, remedial and/or disciplinary action will be taken immediately to prevent the continuance of the threat or its recurrence.

The District recognizes that determining whether a particular action or incident is a threat must be based on all of the facts in the matter. Given the nature of this type of intimidation, the District recognizes that false accusations of a threat can have serious effects on innocent individuals. Accordingly, all staff members are expected to act responsibly, honestly, and with the utmost candor whenever they present threat allegations or charges against fellow staff members, students, or others associated with the District.

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 Section 3000 Professional Staff
 Title LESSON PLANS
 Number ag3270
 Status Proposed to Policy & Human Resources Committee

PLEASE SEND DISTRICT SPECIFIC INFORMATION!

3270 - **LESSON PLANS**

Every teacher is responsible for planning on a weekly and daily basis. Lesson plans are to be developed within the context of the applicable courses of study and learning units and should be designed for individual student programs being cognizant of student strengths and weaknesses. (See AG 2231)

A. () Each lesson plan should contain, in addition to whatever else a teacher may wish to include, the following elements:

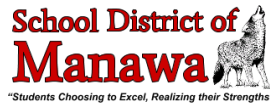
1. () purpose of the lesson
2. () expected informal assessment that affirms learning took place ~~student behavior when purpose has been achieved~~
3. () needed resources
4. () how students will be organized throughout the lesson
5. () how students will be oriented to the lesson
6. () how the lesson will begin
7. () how lesson will conclude
8. differentiation options

B. () Lesson plans for individualized programs should reflect a general overview and purpose of the instructional program based on the Course of Study. Individual student records may serve as an integral part of the lesson plan.

C. () A copy of the weekly plans is to be submitted to the principal prior to the first day of each week and may submit electronically if preferred, ~~each _____ (Day) for the following week for review by appropriate administrative and supervisory personnel.~~

D. () Lesson plans, as well as adequate directions, are to be provided for substitutes so they can continue the ongoing program as closely as possible via the substitute folder.

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 Section 3000 Professional Staff
 Title ATTENDANCE AT EDUCATIONAL MEETINGS
 Number ag3243
 Status Proposed to Policy & Human Resources Committee

PLEASE SEND DISTRICT SPECIFIC INFORMATION!

3243 - ATTENDANCE AT EDUCATIONAL MEETINGS

Attendance at educational meetings shall be controlled by the District Administrator in accordance with Board of Education policy ~~and/or terms of negotiated, collectively bargained agreement.~~

Educational meetings are intended to include professional conventions, conferences, workshops, drive-ins, etc., which are conducted for the purpose of disseminating information, making inquiries into the nature of an educational problem, etc.

- A. ~~() Except in unusual circumstances, or at times of exceptional need, a professional staff member's attendance at educational meetings shall be limited to no more than _____ per year.~~
- B. Staff members should request leave to attend educational meetings at least two (2) weeks ~~_____~~ {day(s)} in advance of the meeting to allow for proper approval using the conference attendance form. ~~(See Form 3243-F1)~~
- C. Attendance shall be limited to those staff members who have responsibilities directly related to the topics dealt with at a meeting and have participated in similar activities conducted with the District or the local area.
- D. Other staff members requesting attendance whose responsibilities are not directly related must show cause why attendance is necessary and what benefit the District may receive from their attendance.
- E. ~~() Staff members attending a meeting will make a summary report to the District Administrator and indicate the ways in which what was learned will be applied within the District.~~
- F. Reimbursement for travel, rooms, meals, and other meeting expenses shall be made, within budgetary constraints, on the basis of itemized expense accounts and submitted on the conference attendance form, Form 3243-F2.
- G. Registration fees ~~exclusive of personal dues~~ shall be reimbursed.
- H. Membership dues to professional organizations are included in the budget as approved by the administration or included in the administrator's contract.
- I. A Board approved designated per diem amount for meals is specified on the conference attendance form. ~~may not exceed _____.~~
- J. ~~() Lodging not to exceed _____ shall be reimbursed.~~
- K. A mileage allowance or cost of round trip ticket by public carrier will be reimbursed by the IRS mileage rate. (If staff members attend meetings as a group, the allowance will be made accordingly.)
- L. ~~() No reimbursement will be given to staff members attending required professional meetings conducted by the District and/or the _____.~~

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Section 3000 Professional Staff
Title RESEARCH AND PUBLISHING
Number ag3231b
Status Proposed to Policy & Human Resources Committee

3231B - RESEARCH AND PUBLISHING

- A. Professional staff members are encouraged to contribute articles to professional publications and to engage in approved professional research.
- B. Materials which might be considered for publication and/or production, which identify the District in any manner, shall be cleared with the District Administrator prior to publication and/or production.
- C. Publications and productions shall be subject to the following copyright provisions:

1. Rights to copyrights or patents of books, materials, devices, etc. developed by professional staff members on their own time will be relinquished by the Board upon request of the staff member provided that:

- a. the books, materials, devices, etc. were prepared without the use of District data, facilities, and/or equipment;
- b. the District is granted the privilege of purchasing the materials or products free of any copyright or royalty charges;
- c. the staff member does not become involved in any way in the selling of the product to the District.

The final decision regarding whether materials were produced independently of any work assignment, and/or without using school equipment, facilities, data or equipment rests with the District Administrator.

Professional staff members who desire to publish or produce materials on their own time should make such action known to the District Administrator prior to the time such work is started in order that proper procedures can be established to assure that District interests and the interests of the staff member are protected.

2. All books, materials, devices, or products which result from the paid work time and/or prescribed duties of professional staff members shall remain the property of the District. The District shall retain all rights and privileges pertaining to the ownership thereof.

In the event that any of these products have commercial possibilities, the District Administrator is authorized to secure copyrights, patents, etc. ~~that~~which will ensure the ownership of the product by the District.

The District Administrator is authorized to negotiate with appropriate agencies for the production and distribution of products with commercial appeal. Such negotiations shall ensure fair and appropriate compensation, including sharing of royalties, for the staff member(s) who developed the products.

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Section 3000 Professional Staff
Title PARTICIPATION IN POLITICAL ACTIVITIES
Number ag3231A
Status Proposed to Policy & Human Resources Committee

3231A - PARTICIPATION IN POLITICAL ACTIVITIES

One of the primary purposes of the school is to create an environment that will permit students to grow and develop. To be of maximum effect, this environment must extend to both the formal academic program as well as to the many extra-curricular activities sponsored by the school. Because of the ages of the students and the significance of the task, it is important that this environment be protected from interference by external, sometimes coercive or disruptive, forces and influences that do not substantially contribute to the learning process.

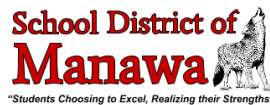
Non-school related activities, including political activities, do not contribute to a positive learning climate and may be disruptive, divisive and distracting. Therefore, such activities are not appropriate within the school setting. It is the intention of the Board of Education to regulate such activities on all Board-owned or used property, within all school buildings, and at all school-sponsored activities.

Specifically:

- A. Literature supporting or opposing one or more candidates, issues, or a particular point of view; commercial literature, and other non-school related literature shall not be distributed on or in Board-owned or occupied buildings or grounds, inside of school buildings or on school buses immediately before or after school or while school is in session. (The distribution of materials to students by other students is governed by the regulations contained in Board of Education Policy).
- B. Literature supporting or opposing one or more candidates, issues, or a particular point of view; commercial literature, and other non-school related literature shall not be distributed at school-sponsored extra-curricular activities or athletic events wherever they may occur. This regulation shall not prohibit the distribution of literature outside of the entrances and exits of athletic events providing that any such distribution does not interfere with the ability of individuals to freely enter or leave the facility, is not disruptive, and does not take place when school is in session.
- C. Non-school related, political, and/or commercial literature, or campaign posters supporting one or more candidates, issues or a particular point of view shall not be displayed within the schools or on school-owned or occupied property, unless done as part of any approved teaching unit.
- D. When the school facilities are used as a polling place, State regulations will be followed with respect to political activities, the display of political posters, and distribution of political literature on school property.
- E. Employees of the School District shall not engage, during the course of their employment, in any activities that support or oppose one or more candidates, issues or a particular point of view during working hours. The right to express political or other opinions and exercise their constitutional rights as citizens is naturally reserved to all employees.

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Book AG 1st Draft Clean
Section 3000 Professional Staff
Title EVALUATION PROCEDURE FOR ADMINISTRATIVE PERSONNEL
Number ag3220B
Status

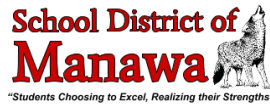
3220B - EVALUATION PROCEDURE FOR ADMINISTRATIVE PERSONNEL

The Board of Education requires the evaluation of all ~~administrators~~ using the CESA_6 Effectiveness Project model ~~except the District Administrator who will be evaluated using the Board of Education developed tool.~~ In compliance with this mandate, AG 3220A, as well as the following procedures, will be used for administrative evaluations:

- A. An annual written evaluation will be provided each administrator according to a schedule determined by the District Administrator.
- B. The written evaluation shall measure each administrator's effectiveness in performing assigned duties, and these evaluations shall be considered by the District Administrator and the Board when deciding whether to renew or to non-renew a contract.

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Book AG 1st Draft Clean
Section 3000 Professional Staff
Title EVALUATION OF STAFF
Number ag3220A
Status Proposed to Policy & Human Resources Committee

3220A - EVALUATION OF STAFF

Evaluations of the professional staff members shall be conducted on a regular basis, but no less than as required by law. Staff member evaluation should be used as a constructive tool to objectively identify both strengths and weaknesses of the professional for the purpose of providing assistance in improvement and for evaluating staff members for retention, promotion, and where applicable, compensation.

Professional staff evaluations shall be conducted using the Educator Effectiveness model adopted in the District. Additional evaluative measures may also be used by administration as described further in this guideline.

Job objectives are clearly stated, are complete and accurate in content, are agreed upon by the evaluator and evaluatee, and are divided into the following categories:

- A. expected/desired results (what is to be accomplished)
- B. expected/desired attitudes (willingness to act in a particular manner)

Factors hindering achievement of job objectives are clearly-defined and agreed upon by the evaluator and evaluatee.

Evaluation procedures are established to provide that the same process is used for similar positions and to protect the confidentiality of the staff member.

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Legal Wis. Stats. 121.02(q); 118.225; 118.30

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Book AG 1st Draft Clean
Section 3000 Professional Staff
Title LIABILITY OF STAFF FOR STUDENT WELFARE
Number ag3213
Status Proposed to Policy & Human Resources Committee

3213 - LIABILITY OF STAFF FOR STUDENT WELFARE

Professional staff members are responsible for the safety of students on the grounds and within District facilities. In addition to requirements specified in Policy 3213, the following guidelines are provided to minimize the occurrence of situations in which staff members may incur liability for actions related to students:

A. Each professional staff member:

1. should not leave students unattended;
2. should not leave an unqualified person in charge of students;
3. should accompany students wherever they are assigned and remain with them until supervision is assumed by another responsible person;
4. should ensure students do not use nondistrict-owned and/or maintained equipment or other equipment which may be potentially dangerous or use facilities or equipment except for the intended purpose;
5. should organize classroom materials and equipment so as to minimize danger of injury to students and to self.

B. Each professional staff member is to enforce the following rules established for student activity in high-risk areas:

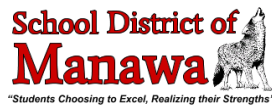
1. Students should not work in a shop, kitchen, or laboratory at other than the regularly scheduled period, and then only under qualified supervision and in accordance with the prescribed safety procedures.
2. Only students enrolled in shop classes or laboratory classes, are to use power tools or other dangerous equipment.

C. With the ever-increasing demand for the use of gyms and other such facilities, it is imperative that the professional staff ensure the safety of District students.

1. If permission is granted for a student or group of students to use a facility, a professional staff member or authorized adult must be present in the facility throughout the time it is in use.
2. Under no circumstances are students to be left in charge.
3. If for any reason an area is unlocked for anyone, the professional staff member or authorized adult is responsible for ensuring the area is locked up after its use.
4. Under no circumstances are custodians authorized to open a facility for unsupervised students to use.

D. Each professional staff member or authorized adult must immediately report to the principal any accident or a safety hazard s/he detects and any accident one (1) or more of his/her students experience [using the district's online injury report form \(See Form 5340-F1\)](#).

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Book AG 1st Draft Clean
Section 3000 Professional Staff
Title SUBSTANCE ABUSE
Number ag3170A
Status Proposed to Policy & Human Resources Committee

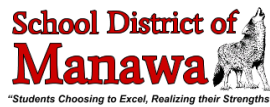
3170A - SUBSTANCE ABUSE

Any professional staff member whose physical characteristics, appearance, behavior, or breath odor suggest to a supervisor that s/he may be under the influence of alcohol shall be requested to take a breathalyzer test administered by law enforcement.

Should the professional staff member refuse to take such a test or should the results of the test be positive, s/he shall be disciplined by the District Administrator.

Should a supervisor determine from the physical aspects, appearance, or behavior of a professional staff member that s/he might be under the influence of other drugs, the District will contact law enforcement for assistance. Should the professional staff member refuse or be found to be under the influence of drugs, s/he shall be disciplined by the District Administrator.

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Book AG 1st Draft Clean
Section 3000 Professional Staff
Title BOARD-ORDERED POST-OFFER PHYSICAL EXAMINATIONS
Number ag3160C
Status Proposed to Policy & Human Resources Committee

3160C - **BOARD-ORDERED POST-OFFER PHYSICAL EXAMINATIONS**

A. Theda-Care **Aet** Work is hereby designated as the official location for physical examinations required by the Board of Education of the District.

B. Appointments are needed.

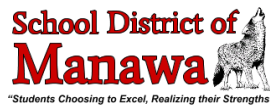
C. The results of all required medical examinations shall be made known to the District Administrator on a confidential basis, discussed with the candidate, and made a part of a separate confidential medical file in accordance with the Americans with Disabilities Act ("ADA") and the Genetic Information Nondiscrimination Act ("GINA"). In the event of an unsatisfactory report, the District Administrator shall base any recommendation for non-employment upon a conference with the physician and/or upon applicable Federal and State guidelines regarding the employment and accommodation of those with disabilities.

Information from examinations required of any employee will be handled in the same manner.

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Legal 42 U.S.C. 12131, et seq. (The Americans with Disabilities Act of 1990)
42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act
29 C.F.R. Part 1635

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Book AG 1st Draft Clean
Section 3000 Professional Staff
Title TUBERCULOSIS EXAMINATION
Number ag3160B
Status Proposed to Policy & Human Resources Committee

3160B - TUBERCULOSIS EXAMINATION

- A. () Each professional staff member of the School District shall file ~~a with the _____~~ proof of freedom from communicable tuberculosis with the district office for placement in the confidential personnel file according to law and the administrative guidelines of the Department of Health Services.
- B. () The statement of freedom from communicable tuberculosis shall be filed prior to the first _____ day of employment and thereafter as required by law.
- C. () Such statement of freedom from communicable tuberculosis shall become a part of the confidential medical subdivision of the employee's personnel file and such confidential medical section of the personnel file shall only be available for examination by Department of Health Services personnel or other person(s) as required by law.
- D. () ~~Expenses associated with this administrative guideline shall be the responsibility of the staff member.~~

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Book	AG 1st Draft Clean
Section	3000 Professional Staff
Title	PHYSICAL EXAMINATION
Number	ag3160A
Status	Proposed to Policy & Human Resources Committee

3160A - PHYSICAL EXAMINATION

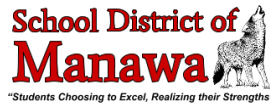
After the District makes a conditional offer of employment, each ~~full-time~~ professional staff member shall be asked to take a physical examination from a physician designated by the Board.

The District will pay for the cost of this required, post-offer examination, when performed by a District-assigned physician.

Written evidence of good physical and mental health may be required periodically by the District from a physician of the District's choosing with the District assuming the expense of such an examination, when there is a reasonable basis to suspect that a mental or physical condition is adversely affecting performance.

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Book AG 1st Draft Clean
 Section 3000 Professional Staff
 Title WISCONSIN QUALITY EDUCATOR INITIATIVE
 Number ag3125
 Status Proposed to Policy & Human Resources Committee

3125 - WISCONSIN QUALITY EDUCATOR INITIATIVE

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

Attaining and maintaining proper State licensure under P.I. 34 is primarily the licensee's responsibility. However, the Board recognizes its responsibilities under P.I. 34 and supports efforts that promote the effectiveness of staff through career-long preparation and learning and performance-based assessment.

P.I. 34 controls licenses for teachers, administrators and pupil service professionals. The regulations identify three (3) licenses for these staff: initial educator, professional educator, and master educator. A ~~three-year provisional initial educator~~ license is issued by the Department of Public Instruction, ~~for a period of five (5) years and is nonrenewable unless the individual has not been employed as an educator for at least two (2) years within the five (5) year period. Existing~~ A professional educator license ~~and a 5-a renewable license issued for a period of five (5) years. A master educator license will be converted to lifetime licenses beginning in 2018. From this point forward, an educator may after six successful semesters of experience in one or more Wisconsin school districts, apply for a lifetime license by submitting an application to the Department of Public Instruction. The educator must include school board verification of the experience. is a renewable license issued for a period of ten (10) years.~~

The District has the following responsibilities under P.I. 34 relating to initial educators:

A. Ongoing Orientation

The District shall provide ongoing orientation to initial educators. The ongoing orientation shall be developed, and delivered by the Board, administrators, teachers, support staff, and parents.

B. Support Seminars

The District shall provide support seminars for initial educators. The support seminars shall reflect the standards set forth in ~~Form 3123-F1, Form 3123-F2, and Form 3123-F3 and~~ the mission and goals of the District.

C. Qualified Mentor

The District shall provide the initial educator with a qualified mentor. A "mentor" is an educator who is trained to provide support and assistance to initial educators and who will have input into the confidential formative assessment of the initial educator and who is not to be considered as part of the formal employment evaluation process. To be "qualified," the person must hold an appropriate license.

D. ~~Initial Educator Team~~

~~Upon the written request of an initial educator, the District Administrator shall designate an administrator, subject to Board approval, to be a member of the initial educator's team charged under the regulations with reviewing, and approving the initial educator's professional development goals.~~

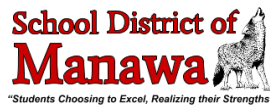
In addition, the District Administrator shall develop a licensure support plan consistent with the requirements of P.I. 34.

Further, on or before August 31, 2004, the District Administrator shall submit to the Department of Public Instruction a plan describing how the District will meet its initial educator requirements under P.I. 34.

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Legal P.I. 34

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Section 3000 Professional Staff
Title REQUEST FOR REDUCED CONTRACT PERIOD
Number ag3124b
Status Proposed to Policy & Human Resources Committee

3124B - REQUEST FOR REDUCED CONTRACT PERIOD

The District requires that each professional staff member complete the school year for which s/he has contracted. Any request for early release from responsibilities should be made to the District Administrator as early as possible giving full particulars. A decision will be based on the impact on the students and the operation of the school relative to the need of the professional staff member.

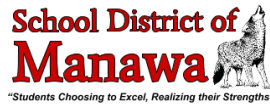
If a professional staff member is granted early release, his/her salary will reflect days worked only. Pay deductions shall be based on a prorated amount of the annual salary for each day not worked. Fringe benefits and vacation days shall also be adjusted on a prorated basis. In addition, a separation cost will be required from the employee as identified in the Employee Handbook.

The Board may defer acceptance of a late (i.e., thirty (30) days prior to the start of the school year or school calendar year) resignation until such time as the position from the professional educator has resigned is filled by the District.

It is important to note that mere willingness to lose pay does not permit one to be absent arbitrarily. Early release will only be granted when the interests of the District are not seriously jeopardized.

The same provisions shall apply when a staff member desires to start work at a date later than the contracted date.

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Book AG 1st Draft Clean
 Section 3000 Professional Staff
 Title SECTION 504/ADA - PROHIBITION AGAINST DISABILITY DISCRIMINATION IN EMPLOYMENT
 Number ag3123
 Status Proposed to Policy & Human Resources Committee

3123 - SECTION 504/ADA - PROHIBITION AGAINST DISABILITY DISCRIMINATION IN EMPLOYMENT

The Board of Education prohibits discrimination against any employee or applicant based on his/her disability. As such, the Board will not engage in employment practices or adopt policies that discriminate on the basis of disability against qualified individuals with disabilities in every aspect of employment. Specifically, the Board does not discriminate on the basis of disability against a qualified individual in regard to:

- A. recruitment, advertising, and job application procedures;
- B. hiring, upgrading, promotion, award of tenure, demotion, transfer, layoff, termination, right of return from layoff, and rehiring;
- C. rates of pay or any other form of compensation and changes in compensation;
- D. job assignments, job classifications, organizational structures, position descriptions, lines of progression, and seniority lists;
- E. leaves of absence, sick leave, or any other leave;
- F. fringe benefits available by virtue of employment, whether or not administered by the Board;
- G. selection and financial support for training, including: apprenticeships, professional meetings, conferences and other related activities, and selection for leaves of absence to pursue training;
- H. activities sponsored by the Board, including social and recreational programs; and
- I. any other term, condition, or privilege of employment.

The Board will provide a reasonable accommodation to a qualified applicant and employee who has an actual disability or who has a record of a disability, unless the accommodation would impose an undue hardship on the operation of the District's program and/or activities. A reasonable accommodation is not necessarily required for an individual who is merely regarded as having a disability.

An individual with a disability is anyone who:

- A. has a physical or mental impairment that substantially limits one or more major life activities ("actual disability");
- B. has a record of (i.e., has a history of, or has been misclassified as having) a physical or mental impairment that substantially limits one or more major life activities; or
- C. is regarded as having a physical or mental impairment that substantially limits one or more major life activities (i.e., has a physical or mental impairment that does not substantially limit major life activities but is treated by the District as constituting such a limitation, or has a physical or mental impairment that substantially limits major life activities only as a result of the attitude of others toward such impairment, or has none of the physical or mental impairments recognized by Section 504 but is treated as having such an impairment).

Major life activities include, but are not limited to, caring for oneself, performing manual tasks, walking, seeing, hearing, eating, sleeping, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, sitting, reaching, interacting with others, and working.

Major life activities also include the operation of a major bodily function, including, but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, and digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal and reproductive functions. The operation of a major bodily function includes the operation of an individual organ within a body system.

Physical or mental impairment means:

- A. any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems:

1. neurological
2. musculoskeletal
3. special sense organs
4. respiratory, including speech organs
5. cardiovascular
6. reproductive
7. digestive
8. genitourinary
9. hemic and lymphatic
10. skin
11. immune
12. circulatory
13. endocrine

- B. any mental or psychological disorder, such as an intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities

While the determination of whether an impairment substantially limits a major life activity is an individualized one that is case specific, given the inherent nature of the following impairments, as a factual matter, they will virtually always be found to impose a substantial limitation, at a minimum, on the major life activity indicated: deafness substantially limits hearing; blindness substantially limits seeing; an intellectual disability substantially limits brain function; partially or completely missing limbs or mobility impairments requiring the use of a wheelchair substantially limits

musculoskeletal function; autism substantially limits brain function; cancer substantially limits normal cell growth; cerebral palsy substantially limits brain function; diabetes substantially limits endocrine function; epilepsy substantially limits neurological function; Human Immunodeficiency Virus (HIV) infection substantially limits immune functions; multiple sclerosis substantially limits neurological function; muscular dystrophy substantially limits neurological function; and major depressive disorder, bipolar disorder, post-traumatic stress disorder, obsessive compulsive disorder, and schizophrenia substantially limits brain function.

Physical or mental impairments that are episodic in nature or in remission may constitute a disability for the purposes of Section 504/ADA if the impairment would substantially limit a major life activity when active, such as asthma, allergies, or cancer.

The determination of whether an impairment substantially limits a major life activity must be made without regard to the ameliorative effects of mitigating measures such as medication, medical supplies, equipment or appliances, low-vision devices (defined as devices that magnify, enhance, or otherwise augment a visual image, but not including ordinary eyeglasses or contact lenses), prosthetics (including limbs and devices), hearing aids and cochlear implants or other implantable hearing devices, mobility devices, oxygen therapy equipment or supplies, use of assistive technology, reasonable accommodations or "auxiliary aids or services," learned behavioral or adaptive neurological modifications, psychotherapy, behavioral therapy, or physical therapy.

An individual with a disability does not include the following (i.e., Section 504 and/or the ADA specifically excludes):

- A. individuals who are currently engaging in the illegal use of drugs, when the District acts on the basis of such use
- B. with respect to employment, any individual who is an alcoholic whose current use of alcohol prevents such individual from performing the duties of the job in question or whose employment, by reason of such current alcohol abuse, would constitute a direct threat to property or the safety of others
- C. with respect to employment, an individual who has a currently contagious disease or infection and who, by reason of such disease or infection, would constitute a direct threat to the health or safety of other individuals or who, by reason of the currently contagious disease or infection, is unable to perform the duties of the job
- D. an individual on the basis of homosexuality or bisexuality
- E. an individual on the basis of:
 1. transvestism, transsexualism, pedophilia, exhibitionism, voyeurism, gender identity disorders not resulting from physical impairment, or other sexual behavior disorders
 2. compulsive gambling, kleptomania, or pyromania, or
 3. psychoactive substance use disorders resulting from current illegal use of drugs

An individual with a disability includes an individual who:

- A. has successfully completed a supervised drug rehabilitation program and is no longer engaging in the illegal use of drugs, or has otherwise been rehabilitated successfully and is no longer engaging in such use;
- B. is participating in a supervised rehabilitation program and is no longer engaging in such use; or
- C. is erroneously regarded as engaging in the illegal use of drugs, but is not engaging in such use.

Public Notice

Recruitment materials, job announcements and all other materials/publications published by the Board must contain the following statement that the Board does not discriminate against disabled persons in employment or the provision of services. This requirement may be met by including an insert in existing publications or revising and reprinting publications.

Equal Employment Opportunity Statement

The School District of Manawa Board does not discriminate on the basis of race, color, national origin, sex, (including transgender status, change of sex, sexual orientation, or gender identity) religion, age, pregnancy, disability, national origin, ancestry, arrest record, conviction record, use or non-use of lawful products off the District's premises during non-working hours, declining to attend an employer-sponsored meeting or to participate in any communication with the employer about religious matters or political matters, or any other characteristic protected by law in its employment practices.

The Board will also include a notice of reasonable accommodation requirements on District employment application forms and post notices that employee reasonable accommodation Request Forms may be obtained from the District's Compliance Officer (who also serves as its ADA Coordinator) (hereinafter referred to as the "CO").

Decision-Making Process for Determining/Identify Reasonable Accommodations and Undue Hardship

In determining the appropriate accommodation in the employment situation, the District will take into account two (2) factors:

- A. the specific abilities and functional limitations of the particular applicant or employee with a disability; and
- B. the specific functional requirements of the particular job.

Many times a reasonable accommodation will be obvious and made without difficulty and at little or no cost. The CO will first inquire of the individual with the disability as to any possible suggestions s/he may have for a simple change or adjustment that will serve as an effective accommodation. The District recognizes that employees with disabilities can be useful sources of the information on what type of accommodation they need, where to obtain information on appropriate accommodations, and where to purchase accommodations.

If, however, the identification of a reasonable accommodation proves difficult, the District will utilize an informal, interactive process whereby it and the individual will work together to identify the appropriate accommodation. The interactive process will include any and/or all of the following steps, as may be appropriate:

- A. Examination of the particular job involved and determination of its purpose and essential functions. The District will conduct an individual assessment of the particular job at issue in order to analyze the actual job duties ("essential functions") and determine the true purpose or object of the job.
- B. The District will then consult with the individual with a disability to find out his/her specific physical or mental abilities and limitations as they relate to the essential job functions. This will help the parties to identify the barriers to job performance and assess how these barriers could be overcome with an accommodation.
- C. In consultation with the individual, the District will identify potential accommodations and assess how effective each would be in enabling the individual to perform essential job functions.
- D. If the parties are still not able to identify an appropriate accommodation, the District will seek technical assistance.
- E. If there are several effective accommodations that would provide an equal employment opportunity, the District will select the accommodation that best serves the needs of the individual and the District. While the District will give the individual with a disability's preference first consideration, the District may choose among effective accommodations and select the accommodation that is less expensive or easier to provide. The District may consider the cost, efficiency, and availability of the alternative accommodations in selecting an effective accommodation. The District does not have the obligation to provide the "best" accommodation possible, so long as it provides an accommodation that is sufficient to meet the job-related needs of the individual being accommodated.

The District will not provide an accommodation without first checking with the employee since the employee may not need or want an accommodation, or the unrequested accommodation may not meet the employee's functional limitation. The District will respect an individual with a disability's right not to accept an accommodation if s/he has not requested it and does not feel one is necessary. However, if this results in the individual failing to perform essential functions, s/he may be considered unqualified and may either be refused employment or discharged.

The District may decline to provide desired accommodations if it determines such accommodations will result in an undue hardship. An undue hardship entails a significant difficulty or expense in or resulting from, the provision of the accommodation. Such hardship is not limited to financial difficulty but rather encompasses any accommodation that would be unduly costly, extensive, substantial or disruptive, or that would fundamentally alter the nature or operation of the program. If the cost of an accommodation would impose an undue hardship, the District will give the individual with the disability the option of paying that portion of the cost which would constitute an undue hardship or providing the accommodation. Further, the District will not consider employee morale or the attitudes of others when determining undue hardship.

Decisions not to provide a reasonable accommodation will be in writing and accompanied by an explanation of the decision not to act.

Reasonable accommodations may include:

- A. Making facilities used by employees readily accessible to and usable by individuals with disabilities.
- B. Job restructuring, part-time or modified work schedule, acquisition or modification of equipment or devices, the provision of readers or interpreters, and other similar actions.

Factors to be considered when determining whether an accommodation would impose an undue hardship on the operation of the District's program or activity include:

- A. the overall size of the District's program or activity with respect to number of employees, number and type of facilities, and size of budget;
- B. the type of the District's operation, including the composition and structure of the District's workforce; and
- C. the nature and cost of the accommodation needed.

Employment Criteria

The District will not use qualification standards, employment tests or other selection criteria that screen out or tend to screen out an individual with a disability or a class of individuals with disabilities, on the basis of disability, unless the standard, test or other selection criteria, as used by the Board, is shown to be job-related for the position in question and consistent with business necessity.

The District will select and administer tests concerning employment so that when administered to an applicant or employee who has a disability that impairs sensory, manual or speaking skills, the test results accurately reflect the applicant's or employee's job skills, aptitude, or whatever other factor the test purports to measure, rather than reflecting the applicant's or employee's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure).

Pre-employment Inquiries

Except as authorized by law, the District will not conduct a pre-employment medical examination or make pre-employment inquiry of an applicant as to whether the applicant is an individual with a disability or as to the nature or severity of a disability. The District will, however, make pre-employment inquiry into an applicant's ability to perform job-related functions - this includes requesting the applicant to describe or demonstrate how s/he would perform the functions.

The District may give a physical agility test at any point in the application or employment process, since such tests are not medical exams. When the District decides to give such a test it must give the test to all similarly situated applicants or employees regardless of disability.

Some examples of alternative test formats and reasonable accommodations are:

- A. allowing people with certain learning or dexterity disabilities to take extra time on a test;
- B. assuring the test site is accessible to a person with a mobility impairment;
- C. allowing a person with a mental disability who cannot perform well with distractions to take a test in a separate room, if a group test setting is not relevant to the job; and
- D. providing Braille, large print, a reader or a computer for people with vision impairments.

If the District conditions an offer of employment on the results of a medical examination conducted prior to the employee's entrance on duty, the District will:

- A. subject all entering employees in the same job classification to such an examination regardless of disability, and
- B. the results of the examination will be used only as authorized by law.

The successful candidate who is required to submit to a medical examination, as well as the medical provider that is designated by the Board to conduct the examination, will be directed not to collect or provide any genetic information, including the candidate's medical history, in the report of the medical examination.

Information obtained as to the medical condition of the applicant, including any inadvertently provided genetic information, will be collected and maintained on separate forms that shall be accorded confidentiality as medical records, except that:

- A. supervisors and managers may be informed regarding restrictions on the work or duties of individuals with disabilities and regarding necessary accommodations;
- B. first aid and safety personnel may be informed where appropriate if the condition might require emergency treatment; and
- C. government officials investigating compliance with Section 504, the ADA and/or the Genetic Information Nondiscrimination Act ("GINA") shall be provided relevant information upon request.

Interviews

All of the topics labeled off-limits with respect to job applications are likewise prohibited as subjects of inquiry during job interviews. The District, however, may ask questions that relate to an applicant's ability to perform job-related functions so long as it does not phrase the questions in terms of disability. The interviewer may ask about an applicant's ability to perform both essential and marginal job functions. In addition, the interviewer may describe or demonstrate job function(s) and inquire whether the applicant can perform that function(s) with or without reasonable accommodation. Along the same lines, the interviewer may ask the applicant to describe or demonstrate how, with or without reasonable accommodation, s/he will perform the job-related functions. Any questions concerning the need for reasonable accommodation should always be linked with performance of a specific job function. The interviewer should never ask an open-ended question such as "Will you need a reasonable accommodation?"

Interviews should thus concentrate on how applicants will complete tasks that are essential functions, rather than on eliciting information about the applicant's physical or mental condition. Similarly, the District may inquire as to an applicant's ability to perform a job effectively and safely.

According to the EEOC, the following are examples of questions that cannot be asked on a job application or during an interview:

- A. Have you ever had or been treated for any of the following conditions or diseases?
- B. Please list any conditions or diseases for which you have been treated in the past three (3) years.
- C. Have you ever been hospitalized? If so, for what condition?
- D. Have you ever been treated by a psychiatrist or psychologist? If so, for what condition?
- E. Have you ever been treated for any mental condition?
- F. Is there any health-related reason you may not be able to perform the job for which you are applying?
- G. Have you had a major illness in the last five (5) years?
- H. How many days were you absent from work because of illness last year?
- I. Do you have any physical defects that preclude you from performing certain kinds of work? If yes, describe such defects and specific work limitations?
- J. Do you have any disabilities or impairments that may affect your performance in the position for which you are applying?
- K. Are you taking prescribed drugs?
- L. Have you ever been treated for drug addiction or alcoholism?
- M. Have you ever filed for workers' compensation insurance?

Interviewers should not ask a **r**eference question about an applicant that they could not ask the applicant himself/herself (i.e. previous employers cannot be asked about a former employee's disabilities, illness or workers' compensation history/claims).

The following are pre-employment questions that can be asked:

- A. Can you meet the requirements of our attendance policy?
- B. Can you perform the tasks of this position with or without an accommodation?
- C. Describe or demonstrate how you would perform this function, with or without an accommodation? (Such a question can be asked of applicants who have a known disability that might prevent them from performing a job function. If the disability would not interfere with a job function, however, the person could only be asked to demonstrate job performance if all other candidates must do so.)

If an applicant indicates s/he has performed particular functions with an accommodation, the potential employer may inquire about it.

Investigation and Complaint Procedure

Any employee or applicant who believes that s/he has been subjected to unlawful discrimination, retaliation, or denied reasonable accommodation may seek resolution of his/her complaint through the procedures described in Policy 3123 – Section 504/ADA Prohibition Against Disability Discrimination In Employment. The complaint procedure involves an investigation of the individual's claims and a process for rendering a decision regarding whether the charges are substantiated.

Privacy/Confidentiality

The School District will employ all reasonable efforts to protect the rights of the Complainant, the Respondent(s), and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under the terms of this policy shall be maintained as confidential to the extent permitted by law. Confidentiality, however, cannot be guaranteed. All Complainants will be advised that their identities may become known to the Respondent(s) through the investigation process.

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

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Book AG 1st Draft Clean
 Section 3000 Professional Staff
 Title NONDISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY
 Number ag3122
 Status Proposed to Policy & Human Resources Committee

3122 - NONDISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY

This administrative guideline is established to assist in the proper implementation of Policy 3122 and Policy 3122.02 and Federal and State laws and regulations, particularly Part 104 of Section 504 of the Rehabilitation Act of 1973 (34 C.F.R.), the Americans with Disabilities Act (ADA), and the Wisconsin Fair Employment Act.

That policy states:

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

The District's Compliance Officers identified in Policy 3122 shall handle inquiries regarding the Board's nondiscrimination policies and address any complaint of discrimination.

Disability Discrimination And Reasonable Accommodation

It is the policy of the Board that the District shall not discriminate on the basis of disability and shall provide reasonable accommodations to disabled individuals as required by State and Federal law.

In analyzing the District's duties and responsibilities under State and Federal law, it is important to note that the requirements of the Wisconsin Fair Employment Act and the Americans With Disabilities Act differ. The following chart summarizes and compares the major provisions of these two (2) laws and some of the important differences.

Issue	ADA	WFEA
Coverage	The ADA applies to employers with fifteen (15) or more employees	The WFEA covers any entity (with certain exceptions), including the State, engaged in any activity, enterprise, or business employing at least one (1) individual.
Definition of Disability	Physical or mental impairment that substantially limits one (1) or more of the major life activities of an individual, or being regarded as having such an impairment, or a records of having such an impairment.	Real or perceived impairment that: (a) makes (or is perceived to make) achievement unusually difficult or (b) limits (or is perceived to limit) the capacity to work. For purposes of defining disability, "impairment" means a deterioration, a lessening, or damage to a normal bodily function or bodily condition.
Major Life Activities	EEOC regulations define "major life activities" as functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, eating, sleeping, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working. Major life activities also include the operation of a major bodily function, including, but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. An impairment that is episodic in nature or in remission is considered a disability if it would substantially limit a major life activity when active.	Makes achievement unusually difficult - The limitations on an individual's ability to achieve and capacity to work must be beyond normal limitations that might render a person unable to make certain achievements or perform every possible job. The inquiry concerning the effect of an impairment is not about "mere difficulty," but about "unusual difficulty." Limits the Ability to Work - Refers to the ability to perform the particular job in question.
Asymptomatic Conditions	Asymptomatic HIV/AIDS is a disability where it substantially limits the major life activity of reproduction.	Diseases such as HIV/AIDS may be disabilities under the WFEA even if in remission or the person is not otherwise actively suffering from the effects of the disease.
Exclusions From Coverage	A person who is not a "qualified individual with a disability" is not covered by the ADA. A person who is currently engaging in the	It is not discrimination where the disability is reasonably related to the individual's ability to

illegal use of drugs is not a "qualified individual."
 Homosexuality and bi-sexuality are not impairments, and therefore not disabilities.
 Other conditions that are specifically excluded from ADA coverage include:
 Transvestism, transexualism, pedophilia, exhibitionism, voyeurism, gender identity disorders not resulting from physical impairment, or other sexual behavior disorders. – Compulsive gambling, kleptomania, or pyromania.

adequately undertake the job-related responsibilities of that individual's employment, membership, or licensure.

Reasonable Accommodation

–Psychoactive substance use disorders resulting from the current illegal use of drugs.
 The employer must demonstrate that accommodation would impose "undue hardship" on operation of business.

Employer has the burden of proving that an accommodation would pose a "hardship" on the employer's program, enterprise, or business.

It is inappropriate to conclude as a matter of law that any particular kind of action is not required as an accommodation.

An accommodation may be "reasonable" and still pose a "hardship" to the employer.

Essential Functions

The fundamental job duties of the employment position which the disabled individual holds or desires, but not the marginal functions of the position.

No provision of the WFEA uses the term essential function.

A job function may be essential for the following reasons:

- The reason the position exists is to perform that function
 - There are a limited number of employees available among whom the performance of that job function can be distributed
 - The function may be highly specialized so that the incumbent in the position is hired for his/her expertise or ability to perform the job
- Evidence of whether a particular function is essential includes:
- The employer's judgment as to which functions are essential advertising or interviewing applicants for the job
 - The amount of time spent on the job performing the function
 - The consequences of not requiring the incumbent to perform the functions
 - The terms of the collective bargaining agreement
 - The work experience of past incumbents in the job
 - The current work experience of incumbents in similar jobs

Direct Threat

The employer has the burden of showing that the employee presents a "direct threat" (significant risk) to the health or safety of others that cannot be eliminated by reasonable accommodation.

To evaluate whether an employee can "adequately undertake the job-related responsibilities" of a particular job, the present and future safety of the individual, of the individual's co-workers and, if applicable, of the general public may be considered.

Medical Exams And Inquiries
 The ADA specifically prohibits pre-employment disability-related inquiries.

There is no specific prohibition in the WFEA relating to pre-employment disability-related inquiries.

Sex-Based Discrimination

Discrimination against a transgender individual because that person is transgender is discrimination based on sex and therefore a violation of Title VII prohibited by Board policy. Specifically, discrimination against transgender individuals on the basis of sex stereotyping/gender-nonconformity will be investigated as sex discrimination. This is true irrespective of the cause of the person's gender non-conforming behavior.

Additionally, employment actions based upon an individual's sexual orientation are prohibited under Board policy.

Administrators are required to investigate allegations of conduct involving the discrimination or harassment of an employee or applicant based upon his/her transgender identity or sexual orientation.

Any questions concerning whether alleged conduct might violate this prohibition should be promptly brought to the District Administrator's attention.

Military Status

For purposes of this policy/administrative guideline, "military status" refers to a person's status in the uniformed services which includes the performance of duty, on a voluntary or involuntary basis, in a uniformed service including active duty, active duty for training, initial active duty for training, inactive duty for training, full-time National Guard duty. It also includes the period of time for which a person is absent from employment for the purpose of an examination to determine the fitness of the person to perform any such duty as listed above.

Investigation and Complaint Procedure (See Form 3122-F2)

Any employee who believes that s/he has been subjected to unlawful discrimination or retaliation may seek resolution of his/her complaint through the procedures described in Policy 3122 – Nondiscrimination and Equal Employment Opportunity. The complaint procedures involve an investigation of the individual's claims and a process for rendering a decision regarding whether the charges are substantiated.

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Legal 42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act

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Book AG 1st Draft Clean
 Section 3000 Professional Staff
 Title DRUG-FREE WORKPLACE
 Number ag3122.01
 Status Proposed to Policy & Human Resources Committee

3122.01 - DRUG-FREE WORKPLACE

The Board of Education prohibits the manufacture, possession, use, distribution, or dispensing of any controlled substance, including alcohol, by any member of the District's professional staff at any time while on District property or while involved in any District-related activity or event.

The term "District-related activity or event" includes, but is not limited to, all District sponsored curricular, extra-curricular, co-curricular and student or staff training events whether on or off District property and any field trip or other District sponsored trip including national and international trips.

Employees are to report to work free of the effects of all mood-altering drugs, including alcohol. The use, possession, sale or intent to sell, transfer of drugs, drug paraphernalia, or having illegal drugs or chemicals in a person's system in or on District property, or in any District-owned or contracted vehicle is prohibited.

The use of or sale of alcohol on District property, at any District-sponsored event or trip, or in any District-owned or contracted vehicle is prohibited.

Each job description shall contain the following phrase:

"The employee shall remain free of any alcohol or non-prescribed controlled substance abuse in the workplace throughout his/her employment in the District."

Each staff handbook will include a summary of the standards regarding unlawful possession, use, or distribution of illicit drugs and alcohol by staff and the staff members shall be informed that compliance with this requirement is mandatory.

The District wishes to maintain a work environment that is free of illegal drugs, alcohol, firearms, explosives, or other improper materials. To this end, the District prohibits the possession, transfer, sale, or use of such materials on its premises. The District requires the cooperation of all employees in administering this policy.

Desks, file cabinets, and other storage devices may be provided for the convenience of employees but remain the sole property of the District. Accordingly, they, as well as any articles found within them, can be inspected by any agent or representative of the District at any time, either with or without prior notice.

Any staff member who violates the District policy shall be subject to disciplinary action in accordance with District guidelines.

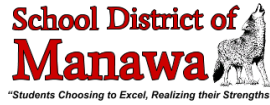
When the discipline of a staff member becomes necessary, such action shall be consistent with the requirements of any applicable Board Policy and State and Federal law.

Employees that feel they may be experiencing or developing dependency on alcohol or other drugs are encouraged to take advantage of the District's Employee Assistance Program (EAP) before a violation of this policy occurs. Alcohol or drug dependency does not excuse any employee from the requirements of this policy.

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Legal 20 U.S.C. 3224A
 P.L. 101-126
 Drug-Free Workplace Act of 1988, 41 U.S.C. 701 et seq.

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Book	AG 1st Draft Clean
Section	3000 Professional Staff
Title	DISTRICT SUPPORT OF ALTERNATIVE TEACHER LICENSURE
Number	ag3120E
Status	Proposed to Policy & Human Resources Committee

3120E - DISTRICT SUPPORT OF ALTERNATIVE TEACHER LICENSURE

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

Experience-Based Licensure

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

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

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

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

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

- for a bachelor's degree in technical or technology education, 100 points
- for a bachelor's degree in a field other than science, technology, engineering, mathematics, or technical or technology education field and any teaching license or permit, seventy-five (5) points
- for credit earned at an accredited institution of higher education or technical college, three (3) points per credit up to a maximum of seventy-five (75) points for technical or technology education course and science, technology, engineering, or mathematics courses and three (3) points per credit up to a maximum of seventy-five (75) points for education and pedagogical course
- for completing at least 100 hours of training in pedagogy, five (5) points per fifty (50) hours up to a maximum of seventy-five (75) points

- B. must agree to a professional development plan that will be implemented and that will be completed successfully during the teacher's employment and in not more than three (3) years.

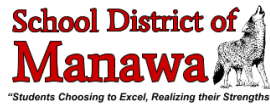
Professional Teaching Permit

The District Administrator may support the teaching license application of an individual to teach courses in engineering, mathematics, science, computer science, art, music, or world languages that do not yet hold a professional teacher license under these guidelines. If the following criteria are met, and in consultation with the appropriate department curriculum and instruction teams, the District will support the license application.

- The District is experiencing a shortage in the availability of teachers with professional teaching certification in the subject area and is unable to fill a position with an acceptable license teacher. The reasons for deeming a licensed teacher to be unacceptable must be clearly articulated for internal planning purposes.
- The individual holds at least a bachelor's degree in engineering, mathematics, science, computer science, art, music, or world languages.
- The individual possesses at least five (5) years of verifiable industry experience in the same field as the bachelor's degree.
- The individual has completed at least 100 hours of pedagogical training in an alternative teacher licensing program approved by DPI.
- The applicable department shall develop and agree to implement a plan to provide supervision of the teacher by a teacher that holds regular professional teaching licensure during the two (2) year period of the permit or for as long as the teacher is employed by the District whichever is shorter.
- The hiring of the teacher under this alternative licensure program will not displace a regularly licensed teacher in the District.

If these criteria are met and a plan developed, the District Administrator may choose to make a recommendation to the Board. Only with Board approval may the District support the license application.

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Book AG 1st Draft Clean
Section 3000 Professional Staff
Title CHECKING REFERENCES OF APPLICANTS
Number ag3120d
Status Proposed to Policy & Human Resources Committee

3120D - CHECKING REFERENCES OF APPLICANTS

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

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

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Book AG 1st Draft Clean
 Section 3000 Professional Staff
 Title PRE-EMPLOYMENT INTERVIEW QUESTIONS
 Number ag3120C
 Status Proposed to Policy & Human Resources Committee

3120C - PRE-EMPLOYMENT INTERVIEW QUESTIONS

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

YOU CANNOT ASK:

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

YOU CAN ASK:

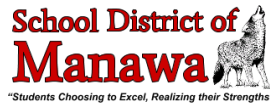
- A. for applicant's current and previous address; phone number;
- B. whether applicant is eighteen (18) years of age or older;
- C. whether the applicant is lawfully authorized to work in the United States;
- D. if applicant has served in the U.S. armed forces including branch of service and rank attained;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

AFTER HIRING, YOU MAY OBTAIN:

- A. marital status and number/age of dependents for insurance and tax purposes;
- B. proof of age;
- C. status of citizenship (I-9 Form);
- D. race, if done pursuant to required or approved affirmative action plan and maintained separately from applicant file;
- E. a copy of military discharge certificate.

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Book AG 1st Draft Clean
Section 3000 Professional Staff
Title APPOINTMENT OF PERSONNEL TO COMPENSATED CO-CURRICULAR AND EXTRA- CURRICULAR ACTIVITIES
Number ag3120B
Status Proposed to Policy & Human Resources Committee

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

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

The following guidelines shall apply:

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

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

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

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

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

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Book AG 1st Draft Clean
 Section 3000 Professional Staff
 Title SELECTION OF PROFESSIONAL PERSONNEL
 Number ag3120A
 Status Proposed to Policy & Human Resources Committee

3120A - SELECTION OF PROFESSIONAL PERSONNEL

A. Introduction

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

B. Qualifications

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

C. Selection Process

1. Application Procedure

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

 - a. The applications on WECAN will be reviewed by the appropriate administrator.
 - b. The appropriate administrator will determine the candidates for the interview process.
2. Recommended Investigation Procedure
 - a. Checking of credentials should include, in addition to letters of reference, direct telephone calls to the person's recent supervisor(s) or employer. Such information shall be maintained in a confidential file restricted to supervisory and official use only so as to protect the source(s) of the information and the privacy of the applicant.
 - b. All necessary certification, training, and experience is documented.
3. Interview Procedure

(Not for Principals or Central Office Positions)

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

4. Procedure for Principals

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

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

5. Procedure for Central Office Positions

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

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

6. Procedure for District Administrator Position

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

D. Employment Procedure

1. After selection by the Board of Education, the District Administrator shall make an offer of employment and remuneration and, upon acceptance by the successful candidate, initiate a contract or memorandum of employment which will include:
 - a. terms of employment including wages;
 - b. length of contract;
 - c. fringe benefits;
 - d. job title and person to whom responsible;
2. Upon acceptance, the new staff member shall report to the District office to fill out withholding tax, insurance, and any other necessary forms.
3. All documents concerning employment shall be attached to the application and filed in the District office. (See AG 8320 - Personnel Records)
4. The new staff member is to be properly oriented by his/her supervisor.

E. Reporting Employment

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

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

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

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Book	AG 1st Draft Clean
Section	3000 Professional Staff
Title	JOB SHARING
Number	ag3120.10
Status	Proposed to Policy & Human Resources Committee

3120.10 - **JOB SHARING**

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

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

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Book AG 1st Draft Clean
Section 3000 Professional Staff
Title EMPLOYMENT OF SUMMER SCHOOL STAFF
Number ag3120.05
Status Proposed to Policy & Human Resources Committee

3120.05 - EMPLOYMENT OF SUMMER SCHOOL STAFF

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

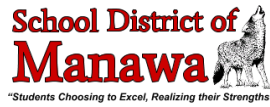
- A. An announcement will be made to all staff members listing those positions available as approved by the Board of Education.
- B. First priority will be given to District professional staff members, if appropriately certified, and those who designed and taught previous summer school courses.
- C.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

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

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

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Section 3000 Professional Staff
Title EMPLOYMENT OF SUBSTITUTES
Number ag3120.04
Status Proposed to Policy & Human Resources Committee

3120.04 - EMPLOYMENT OF SUBSTITUTES

A. Procedures Leading to Appointment

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

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

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

B. In-School Procedures

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

C. Long-Term Substitutes

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

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Section 3000 Professional Staff
Title VERIFICATION OF EMPLOYMENT ELIGIBILITY
Number ag3111B
Status Proposed to Policy & Human Resources Committee

3111B - VERIFICATION OF EMPLOYMENT ELIGIBILITY

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

Completion of Form I-9

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

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

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

The Payroll Clerk is also responsible for reverifying employment eligibility of employees whose employment eligibility documents carry an expiration date.

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

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

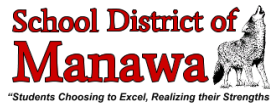
Preparation of Documents for Inspection

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

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

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Book AG 1st Draft Clean
Section 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

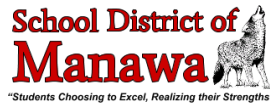
What specific skill-related operations are required?

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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Book AG 1st Draft Clean
 Section 2000 Program
 Title ANALYZING A TEST ITEM
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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.~~

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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

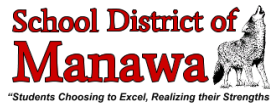
What specific skill-related operations are required?

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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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 pre-requisite knowledge and skills the students must have in order to score well on a test or to properly complete a test item. The results of an analysis should assist staff in preparing intervention activities that focus on the particular weaknesses in knowledge or skill identified in the analysis.

This procedure is applicable to any standardized test to which staff ~~have~~ access to the actual test-itself. In those cases where the staff ~~are~~ 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?

- What do the words in the section instructions really call upon the student to do?
- 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?

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

The result of asking and answering this question should:

- determine the importance - or lack of importance - of the knowledge and skills being tested;
- suggest the priority for ensuring student development of such knowledge and skills in the curriculum;
- 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?

- Identify each kind of knowledge.
- 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?

- Identify each type of skill.
- 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:

- 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?
- 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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