

School District of Manawa

Board of Education Meeting Agenda

November 16, 2020

Amended



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1. Call to Order – President Johnson – **7:00 p.m.** – Virtual Meeting
2. Pledge of Allegiance
3. Roll Call
4. Verify Publication of Meeting
5. Presentations:
 - a. Q12 Survey Strategies - Administrative Team
 - b. Hoffman Planning & Design, Inc. - Project Update
6. Announcements:
 - a. Contributions to the District
 - b. Other Contributions
7. Consent Agenda
 - a. Approve Minutes of October 16, 2020 Special Board of Education meeting, October 19 2020 Regular Board of Education meeting, October 22, 2020 Special Board of Education meeting, October 26, 2020 Annual District Meeting, October 26, 2020 Special Board of Education meeting, November 4, 2020 Special Board of Education meeting, and November 11, 2020 Special Board of Education meeting
 - b. Treasurer’s Report/Approve Expenditures & Receipts
 - c. Donations:
 - i. inFaith Community Foundation - In Memory of Tammy Kempf - \$500 awarded to the 2020 Heart of Gold recipient and \$500 to be awarded to the 2021 Heart of Gold recipient - projects of recipient’s choice
 - ii. Manawa Athletic Booster Club, Inc. \$1,281.12 donation for a coach bus rental for the football team
 - d. Consider Approval of Grant Application - CHS Foundation \$500 Grant for teachers - Learning Kits for Agriculture Class - Sandra Cordes
8. Any Item Removed from Consent Agenda
 - a.
 - b.
9. Public Comments (Register to Speak Prior to Start of Meeting / Guidelines Listed Below Agenda)
10. Correspondence:
 - a. None this month.
11. Board Recognition:
 - a. Outstanding Athlete Contributions to Girls Varsity Volleyball Team - Katie Buschke, Senior - Team MVP, Unanimous 1st Team All-Conference, assist leader, co-captain, CWC North Player of the Year, and 1,000th Varsity Assists
 - b. MES Playground Enhancement Volunteer Phase 1 - Luanne Ujzadowski

- c. Veteran's Day Virtual Commemoration Program - Jen Krueger and Austin Rohan
 - d. WASB Member Recognition - Joanne Johnson and Bruce Scheller
12. District Administrator's Report:
- a. Student Council Representative - Ethan Tellock
 - b. Legislative Update
 - c. Monthly Enrollment Update
 - d. Curriculum Director
 - e. COVID-19 Updates
13. School Operations Reports:
- a. ES Principal/Special Education Director: Highlights - Included in Board Packet
 - b. HS Principal: Highlights - Included in Board Packet
 - i. 2020 High School Basketball Coaching Recommendations
14. Business Related Reports:
- a. Highlights - Included in Board Packet
 - b. Kobussen Transportation Report
15. Director's Reports:
- a. Technology Director Highlights - Included in Board Packet
16. Board Comments:
- a.
 - b.
17. Committee Reports:
- a. Curriculum Committee (Hollman)
 - i. Little Wolf High School 2021-22 Course of Study Guide
 - b. Finance Committee (Scheller)
 - i. Selection of Investments for OPEB account
 - ii. Notification of Purchase of Acoustical Shells
 - iii. Monthly Financial Summary
 - iv. Summary of FF&E Purchases and Interest Earnings to Date
 - v. Review of Referendum Budget
 - c. Policy & Human Resources Committee (Pethke)
 - i. Consider Endorsement of NEOLA Policy 8550 - Competitive Food Sales
 - ii. Consider Endorsement of NEOLA Policy 8451 - Head Lice/Pediculosis
 - iii. Review PO7250 Commemoration of Exceptional Individuals/Groups
 - iv. Consider Endorsement of Administrative Job Descriptions
 - 1. Dean of Students
 - 2. Secondary Principal
 - 3. MES Principal/Special Ed. Director
18. Unfinished Business:
- a. Consider Approval of NEOLA Policy Updates - Volume 29 #2 Excluding PO3231 and PO8450.01 as Presented
 - b. Consider Approval of PO3231- Outside Activities of Staff as Presented
 - c. Consider Approval of PO8450.01- Personal Protective Equipment During Pandemic/Epidemic Events

19. New Business:

- a. Consider Approval of RESOLUTION SY20/21 #13 AUTHORIZING A TAXABLE TAX AND REVENUE ANTICIPATION PROMISSORY NOTE FOR CASH FLOW PURPOSES IN AN AMOUNT NOT TO EXCEED \$1,000,000
- b. Consider Approval of the Little Wolf High School 2021-22 Course of Study Guide
- c. Consider Approval of Investments for OPEB account
- d. Consider Endorsement of Administrative Job Descriptions as Presented:
 - i. Dean of Students
 - ii. Secondary Principal
 - iii. MES Principal/Special Ed. Director
- e. Consider Approval of the Winter Athletics “Fans in the Stands” Plan as Presented
- f. Consider Approval of Concerts/Performances “Fans in the Stands” Plan as Presented
- g. Consider Approval of Postponing the Middle School Washington D.C. as Presented
- h. Consider Approval of Revised Administratively Approved Leave Language for COVID-19 Specific Voluntary Unpaid Support Staff Leave as Presented
- i. First Reading of NEOLA Policy 8550 - Competitive Food Sales

20. Next Meeting Dates:

- a. November 17, 2020 Buildings and Grounds Committee Meeting - 5:30 p.m.
- b. December 7, 2020 Finance Committee Meeting - 6:00 p.m.
- c. December 8, 2020 Curriculum Committee Meeting - 5:00 p.m.
- d. December 9, 2020 Policy and Human Resources Committee Mtg - 6:00 p.m.
- e. December 21, 2020 Regular Board of Education Meeting - 7:00 p.m.

21. Adjourn

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

Public Participation at Board Meetings (Bylaws 0167.3)

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

Agenda Item

Any person or group wishing to place an item on the agenda shall register their intent with the District Administrator no later than ten (10) days prior to the meeting and include:

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

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

Public-Participation Section of the Meeting

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

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

The presiding officer shall be guided by the following rules:

- A. Public participation shall be permitted as indicated on the order of business, at the discretion of the presiding officer, and for individuals who live or work within the District and parents/guardians of students enrolled in the District.
- B. Attendees must register their intention to participate in the public portion of the meeting upon their arrival at the meeting.
- C. Participants must be recognized by the presiding officer and will be requested to preface their comments by an announcement of their name; address; and group affiliation, if and when appropriate.
- D. Each statement made by a participant shall be limited to three (3) minutes duration.
- E. No participant may speak more than once on the same topic unless all others who wish to speak on that topic have been heard.
- F. Participants shall direct all comments to the Board and not to staff or other participants.
- G. All statements shall be directed to the presiding officer; no person may address or question Board members individually.
- H. The presiding officer may:
 - a. interrupt, warn, or terminate a participant's statement when the statement is too lengthy, personally directed, abusive, obscene, or irrelevant;
 - b. request any individual to leave the meeting when that person does not observe reasonable decorum;
 - c. request the assistance of law enforcement officers in the removal of a disorderly person when that person's conduct interferes with the orderly progress of the meeting;
 - d. call for a recess or an adjournment to another time when the lack of public decorum so interferes with the orderly conduct of the meeting as to warrant such action;
 - e. waive these rules with the approval of the Board when necessary for the protection of privacy or the administration of the Board's business.
- I. The portion of the meeting during which the participation of the public is invited shall be limited to fifteen (15) minutes, unless extended by a vote of the Board.
- J. Recording, filming, or photographing the Board's open meetings is permitted. Recording, filming, or photographing the Board's closed session is only permitted pursuant to Bylaw 0167.2 – Closed Session. The person operating the equipment should contact the District Administrator prior to the Board meeting to review possible placement of the equipment, and must agree to abide by the following conditions:
 - a. No obstructions are created between the Board and the audience.
 - b. No interviews are conducted in the meeting room while the Board is in session.
 - c. No commentary, adjustment of equipment, or positioning of operators is made that would distract either the Board or members of the audience or otherwise disrupt the meeting while the Board is in session.

19.90, Wis. Stats.

Minutes of a October 16, 2020 School District of Manawa Special
Board of Education Meeting

Call to Order – President Johnson – 4:30 p.m. – Virtual Meeting

Pledge of Allegiance

Roll Call: Seeger, Hollman, Forbes, Pethke, Scheller, R. Johnson, J. Johnson

Verify Publication of Meeting. Dr. Oppor verified.

New Business:

Consider Approval of Volleyball Tournament Game Hosting Plan

i. “Fans in the Stands”

ii. Related Host School Responsibilities per WIAA Rules

Motion by R. Johnson / Hollman to Approve Volleyball Tournament Game Hosting Plan including “Fans in the Stands” and Related Host School Responsibilities per WIAA Rules for the remainder of the 2020 Season. Motion carries on roll call vote - Seeger aye, Forbes aye, Hollman aye, Scheller aye, Pethke aye, R. Johnson aye, J. Johnson aye.

Next Meeting Dates:

October 19, 2020 Finance Committee Meeting - 5:30 p.m. Virtual Mtg

October 19, 2020 Regular Board of Education Meeting - 7:00 p.m. Virtual Mtg

October 26, 2020 Annual District Meeting - 7:00 p.m. - MES TBD/Virtual

October 27, 2020 Board of Education Retreat - 5:30 p.m.

November 10, 2020 Curriculum Committee Meeting - 6:00 p.m.

November 11, 2020 Policy and Human Resources Committee Mtg - 5:00 p.m.

November 16, 2020 Board of Education Meeting - 7:00 p.m.

Motion by Pethke / Seeger to adjourn at 4:54 p.m. Motion carries by roll call vote - Seeger aye, Forbes aye, Hollman aye, Scheller aye, Pethke aye, R. Johnson aye, J. Johnson aye.

Minutes recorded by Joanne Johnson, President

Minutes of the October 19, 2020 School District of Manawa Regular Board of Education Meeting

Call to Order – President Johnson – 7:01 p.m. – Virtual Meeting

Pledge of Allegiance

Roll Call - Forbes, Hollman, Scheller, Seeger, Pethke, R. Johnson, J. Johnson

Verify Publication of Meeting - Dr. Oppor verified.

Presentations:

Q12 Survey Strategies - 2020-21 School Year Survey - Employee Engagement Survey- 3rd year of the Q12 and staff will be surveyed soon.

No KPI Report This Month - The usual report would be on state assessments however, there were no state assessments last spring.

Announcements:

Contributions to the District: Signage and training table donation from Orthopedic Spine Therapy, Zoetis Industry Support Program \$142.90 donation to Manawa FFA, Wisconsin Towns Association on behalf of the Township of Union - Road to Recovery Funds - Reimbursement of COVID-19 expenses.

Other Contributions: None

Approved by Consent:

Minutes of September 21, 2020 Regular Board of Education meeting, September 21, 2020 Board of Education Public Hearing, October 5, 2020 Special Board of Education meeting and October 7, 2020 Special Board of Education meeting, Treasurer’s Report/Approve Expenditures (\$455,505.04) & Receipts (\$29,761.93), Donations: Signage and training table donation from Orthopedic Spine Therapy, Zoetis Industry Support Program \$142.90 donation to Manawa FFA, Wisconsin Towns Association on behalf of the Township of Union - Road to Recovery Funds - Reimbursement of COVID-19 expenses, Consider Approval of the Start College Now Applications for SY20/21 Spring Session as Presented, Accept Staff Resignation of Cynthia Buttles, MS/HS Custodian, and Accept Staff Retirement of Ann Warning, Secondary Special Education Teacher as Presented.

Any Item Removed from Consent Agenda: No items were removed from the consent agenda.

Public Comments: There were no public comments.

Correspondence: Premier Community Bank

Board Recognition: Proclamation: National School Lunch Week October 12-16, 2020 and Proclamation: Gifted Education Month October 1-31, 2020

District Administrator’s Report:

Student Council Representative - Ethan Tellock reported in the absence of Kyle Kons. Ethan is a 12th grade student at LWHS. He reported virtual learning is going okay and has its own struggles compared to in-person learning. Some other students have internet problems that sometimes can’t be controlled and it is hard to have a connection with their educators. Homecoming went very well. With the students and staff cooperation, they made the activities fun. The Spirit Cup competition will hopefully have some activities resume in the spring. The student council would like to come up with some service projects.

Legislative Update - Annual Meeting next week. DPI reported a 3% enrollment drop in Wisconsin Schools this school year. There are 51 school referenda on this fall's ballot. The WASB encourages people to take a look at Wiseye.org for legislative and election news. On October 1, Gov. Tony Evers and Secretary-designee Palm issued Emergency Order #2 expanding the healthcare workforce. Monthly Enrollment Update and Third Friday Enrollment was included in the board packet. Curriculum Update - The next meeting will discuss ELA writing of curriculum maps - reading and writing at elementary level and ELA/writing combined at the middle/high school. Math wrote their curriculum maps last year so they will be adopting new materials soon. Fitness Center - soft opening to the public. Preparing for a Live/Virtual Annual Meeting will take place in the elementary commons area on October 26, 2020. Update on School Resource Officer -there will be two questions asked of the citizenry at the Annual Meeting - the first question pertains to determining hiring a part-time SRO and the other question is not to pursue it at this time.

School Operations Reports: ES Principal / Special Education Director: Highlights - Included in Board Packet, HS Principal: Highlights - Included in Board Packet as well as a recommendation for 7th and 8th grade Boys Basketball Coaches for SY20/21.

Business Related Reports: Highlights - Included in Board Packet and Kobussen Transportation Report. Breakfast and lunch food service is available for pick-up which remains free for children 18 years and younger within the district boundaries. They are welcoming families to sign up at any time. Mrs. O'Brien is proud of the hard work the kitchen staff has had to adapt to.

Director's Reports: Technology Director Highlights were included in the board packet.

Board Comments: There were no board comments.

Committee Reports: Minutes of a Curriculum Committee, two Finance Committee meetings and a Policy & Human Resources Committee meeting were included in the board packet.

Unfinished Business:

Confirm Approval for Staff, Manawa Police Department Officers, and Manawa Rural Fire Department Firefighters and First Responders to Begin Use of the Fitness Center on Monday, November 2, 2020 with the following stipulations: Adhere to BOE Approved SDM Districtwide School Reopening Plan, Maximum Limit of 10 Users at a Time, No Family Members or Guests, Limited Hours as Announced and No fee. The Board did not make any changes to the stipulations.

New Business:

Motion by Scheller / Forbes to Approve of Adoption of VEXcode VR for Virtual Robotics Course as Presented. Motion carried on a roll call vote: Forbes aye, Hollman aye, Scheller aye, Seeger aye, Pethke aye, R. Johnson aye, J. Johnson aye.

Motion by Hollman / R. Johnson to Approve of Curriculum Writing Stipend for Math Educators that have completed their Curriculum Maps. Motion carried on a roll call vote: Forbes aye, Hollman aye, Scheller aye, Seeger aye, Pethke aye, R. Johnson aye, J. Johnson aye.

1st Reading of NEOLA Policy Updates - Volume 29 #2 Excluding PO3231 and PO8450.01 as Presented.

Options in PO3231- Outside Activities of Staff.

Letters E. and F. are a new language which raised concerns at the committee level. The committee wanted it to come before the full board for input. Dr. Oppor believes the last time this policy was discussed, this language was removed because of how it would be managed. Mr. Johnson feels they should leave this alone. Mrs. Johnson noted the staff is professional and would not conduct themselves in such a way that would have an adverse effect on the SDM. Mr. Hollman asked who is going to determine what associations are not acceptable and letter F. may be interfering with the 1st Amendment and freedom of speech. Situations should be handled on an individual basis and as well as any disciplinary action. Hollman, R. Johnson and J. Johnson felt language under letters E and F. should be removed. Seeger, Scheller, Pethke and Forbes agreed.

1st Reading of NEOLA Update PO3231 striking letters E. and F.

Options in PO8450.01- Personal Protective Equipment During Pandemic/Epidemic Events.

This policy would pertain to the current pandemic and only take effect if there were another pandemic or epidemic. Seeger and J. Johnson asked whether this is needed at this time as they already have a plan in place. Dr. Oppor said this policy does not have to be acted on if the board feels it is not necessary at this time. Motion by R. Johnson / Hollman to Remove PO8450.01 - Personal Protective Equipment During Pandemic/Epidemic Events. Motion carried on a roll call vote: Forbes aye, Hollman aye, Scheller aye, Seeger aye, Pethke aye, R. Johnson aye, J. Johnson aye.

Motion by Scheller / Pethke to Approve of the COVID-19 Rapid Testing Program through CESA #6 as Presented. Motion carried on a roll call vote: Forbes aye, Hollman aye, Scheller aye, Seeger aye, Pethke aye, R. Johnson aye, J. Johnson aye.

Motion by R. Johnson / Forbes to Approve of the Maintenance/Custodial Job Description and Position Reconfiguration as Presented. Motion carried on a roll call vote: Forbes aye, Hollman aye, Scheller aye, Seeger aye, Pethke aye, R. Johnson aye, J. Johnson aye.

Motion by Scheller / R. Johnson to Approve of 66.03 Contract with Iola-Scandinavia as Presented. Motion carried on a roll call vote: Forbes aye, Hollman aye, Scheller aye, Seeger aye, Pethke aye, R. Johnson aye, J. Johnson aye.

Motion by Pethke / Scheller to Approve of Short-term Borrowing Proposal as Presented. Motion carried on a roll call vote: Forbes aye, Hollman aye, Scheller aye, Seeger aye, Pethke aye, R. Johnson aye, J. Johnson aye.

Next Meeting Dates:

October 26, 2020 Annual District Meeting - 7:00 p.m. - MES TBD/Virtual

November 4, 2020 Board of Education Retreat - 5:30 p.m. - MES Board Room

November 5, 2020 Curriculum Committee Meeting - 6:00 p.m.

November 9, 2020 Finance Committee Meeting - 5:30 p.m.

November 11, 2020 Policy and Human Resources Committee Mtg - 5:00 p.m.

November 16, 2020 Board of Education Meeting - 7:00 p.m.

November 17, 2020 Buildings and Grounds Committee Meeting - 5:30 p.m.

Motion by Hollman / R. Johnson to adjourn at 8:21 p.m. and move into Closed Session – the Board of Education Shall Move into Closed Session Pursuant to the Provisions of 19.85(1)(a)(c)(f), 118.22 and 118.125 as well as 120.13(1)(c) Wis. Statutes, for the Purposes of: Discussing the Employment Status of Employees Over Which the Board Has Jurisdiction or Exercises Responsibility 1) Support Staff Evaluation. Motion carried on a roll call vote: Forbes aye, Hollman aye, Scheller aye, Seeger aye, Pethke aye, R. Johnson aye, J. Johnson aye.

Motion by Pethke / Hollman to Adjourn Closed Session and Reconvene to Open Session at 8:49 p.m. Motion carried on a roll call vote: Forbes aye, Hollman aye, Scheller aye, Seeger aye, Pethke aye, R. Johnson aye, J. Johnson aye.

Motion by Pethke / R. Johnson to Adjourn at 8:50 p.m. Motion carried on a roll call vote: Forbes aye, Hollman aye, Scheller aye, Seeger aye, Pethke aye, R. Johnson aye, J. Johnson aye.

Stephanie Flynn, Recorder

October 22, 2020 School District of Manawa Special Board of Education Meeting Minutes

Call to Order – President Johnson – 5:30 p.m. – Virtual Meeting

Pledge of Allegiance

Roll Call - Seeger, Forbes, Hollman, Scheller, Pethke, R. Johnson, J. Johnson

Verify Publication of Meeting - Dr. Oppor verified.

New Business:

Motion by Pethke/Hollman to Approve to resume districtwide in-person instruction per the previously BOE approved Modes of Instruction Plan (4K-8 in cohort groups and high school students in the A/B groupings) on Monday, October 26, 2020. Motion carried by roll call vote: Seeger aye, Forbes aye, Scheller aye, R. Johnson aye, Hollman aye, Pethke aye, J. Johnson aye. Motion carried.

Motion by Scheller/Forbes to Approve of scheduling 4K-12 virtual instruction weeks following both the Thanksgiving Break (Nov. 30 - Dec. 4) and Winter Break (Jan. 4-8) to mitigate the risk of community spread following holiday gatherings. Motion carried by roll call vote: Seeger aye, Forbes aye, Scheller aye, R. Johnson aye, Hollman aye, Pethke aye, J. Johnson aye.

Next Meeting Dates:

October 26, 2020 Annual District Meeting - 7:00 p.m. - MES Cafeteria/Virtual

November 4, 2020 Board of Education Retreat - 5:00 p.m. - MES Board Room

November 9, 2020 Curriculum Committee Meeting - 5:00 p.m.

November 9, 2020 Finance Committee Meeting - 5:30 p.m.

November 11, 2020 Policy and Human Resources Committee Mtg - 5:00 p.m.

November 16, 2020 Board of Education Meeting - 7:00 p.m.

November 17, 2020 Buildings and Grounds Committee Meeting - 5:30 p.m.

Motion by Forbes/Hollman to adjourn at 6:02 p.m. Motion carried by roll call vote: Seeger aye, Forbes aye, Scheller aye, R. Johnson aye, Hollman aye Pethke aye, J. Johnson aye.

Recorder Bobbi Jo Pethke, Clerk

Minutes of a October 26, 2020 School District of Manawa Annual Meeting Minutes

Meeting called to Order at 7:00 p.m. by Board of Education President, Joanne Johnson - MES Cafeteria/Virtual. Board members in attendance: Scheller, Forbes, Pethke, R. Johnson, J. Johnson and attending virtually R. Hollman, and Seeger

Pledge of Allegiance

There were 14 in attendance including the Board members that were present along with virtual attendees. Appointment of Secretary of Annual Meeting - Motion by Pethke/R. Johnson to appoint Stephanie Flynn as the secretary. No other nominations were mentioned. Motion carried.

Election of Chairperson of the Meeting: Motion by Pethke/Forbes to appoint Joanne Johnson as chairperson of the meeting. No other nominations were mentioned. Motion carried.

Annual Meeting Ground Rules - on page 7. Read by Chairperson J. Johnson. Motion by R. Johnson/Scheller to approve the ground rules as presented. Motion carried.

District Administrator's Report - State of the District - Dr. Melanie J. Oppor

There have been challenges this year moving towards virtual learning. There were some great success stories such as the school bus service delivering food to children in the district this spring. Inservice for all district staff focused on "Better Together" and the power of positive psychology. Teacher, Sandra Cordes received the 2019 Heart of Gold Award. The district also celebrated the 2019 Friend of Education recipient, Mike Frazier. Key performance indicators were used within the district for engagement and satisfaction, operation efficiencies, safe and orderly environment and learning. Once per month there is one of the indicators presented to the Board of Education. The board and community can see the various measures that indicate the district's successes and the growth trajectories. The presentation showed first looks of the renovations at Little Wolf High School/Manawa Middle School and the new fitness center, collaboration spaces, new band instrument lockers along with the filled pit in the band room. Both buildings have new roofs. The elementary has all new carpeting, a remodeled 4K classroom with a new bathroom as well as renovated special education classrooms. With the one year operational referendum, the old elementary building was demolished with a new parking area and green space. The start of school went well. There are changes but many positive learning experiences. Virtual instruction takes place with new tools and strategies. Social emotional learning continues to be a focus with the district.

Reading of the 2019 Annual Meeting Minutes by Clerk, Bobbi Jo Pethke. Motion by Forbes/Scheller to dispense with reading of the minutes. Motion carried.

Treasurer's Report and Audit Summary - Treasurer, Bruce Scheller. The School District of Manawa is undergoing an audit by Wipfli, LLP and all financial statements were provided by law. Once completed, the full audit will be presented to the Board of Education.

Presentation of the Budget – Business Manager, Carmen O'Brien

Fund 10 - the General Fund accounts for about 80% of the budget. Last year, a little over \$8,650,000 was budgeted for Fund 10. Revenues were slightly higher than expected and expenses were slightly lower than expected. The pandemic did play a small part in affecting the lower expenses. The proposed budget is a little under \$8,650,000 for expenditures and revenue.

Revenue changes in Fund 10 - reduced membership by 19 FTE from 3-year average; fewer students are open enrolled into the District; allowable revenue limit decreased by \$618,749; per pupil Categorical Aid remained at \$742 per student due to declining enrollment, this revenue decreased by \$14,098; low-revenue ceiling increased allows for an additional \$206,100 to be levied; State Equalization Aid increased by \$126,990 therefore the calculated change in revenue is -\$53,311.

Expenditure changes in Fund 10 - reduced enrollment by 12 students; 9 fewer students are open enrolled out; 6 fewer students in the private school voucher program; support, teaching and Administrative staff decreased by 8; support staff received a 1.81% wage increase; teaching staff were able to move within the Salary Advancement Model; Administrators received a 0% increase to salaries; 2019-20 Referenda projects \$869,716 vs. 2020-21 debt payments equaled \$981,462 with the calculated change in expenditures at -\$30,293 less than budgeted and +\$195,034 more than actual.

Fund 27 Special Education budget accounts for about 10% of the total budget.

Fund 50 Food Service fund. The federal government greatly subsidizes Fund 50.

Fund 80 is the community fund which is levied outside of the revenue limit by the taxpayers of the district. This funds middle school sports and the Senior Tax Exchange Program (STEP). This year they are proposing \$25,000 for this program. Normally about \$40,000 is budgeted for this program but the pandemic has played a part in not being able to have STEP volunteers in the school buildings as of yet this year.

Fund Balance - this is the amount of money the district has on June 30th every year. This amount changes daily. Un-audited numbers show an increase in the Fund Balance of \$248,344. On June 30, 2020, the fund balance was at 26.8% of 2019-20 expenditures. The board policy requires it to be at 18% or higher.

The MOD Rating for the district is 1.03 and the industry average is 1.0.

Enrollment is at 599 students in seats in the district on the 3rd Friday in September. Membership is how many are students in our district which is 677. The trend is declining enrollment for several years in a row and an epidemic throughout the state. The FTE is 671. The estimated FTE for the next several years continues to decline.

Property Values have increased 3.2% and the state average is at 5.1%.

Hearing on the Budget

The recommended tax levy is \$9.44/per \$1,000 home value. The 2020-21 proposed budget tax levy is the maximum allowable amount of \$2,660,335 and the entire referendum debt payment of \$981,462 and \$25,000 for the Community Service Fund (Fund 80). The total tax levy is \$3,666,797 with the mill rate at \$9.44.

Consideration/Discussion of the District engaging a School Resource Officer for the 2021-2022 school year, as follows:

- Full-Time (1.0 FTE)
- Part-Time (.6 FTE – 3 days/week / 24 hours/week)

Resolutions:

Motion by Sondra Reiersen/ Nicole Rineck SY20/21#03 Resolution - Not to Proceed into an Intergovernmental Agreement with the City of Manawa for a School Resource Officer (SRO).

Discussion:

Sondra Reiersen, N6234 Cty Rd K, Ogdensburg, mentioned over the years there had been an SRO in the district. If it was a good program, why didn't they keep it? There was a survey sent out. She has never seen any kind of information as to what the constituents want? What is going to be different now?

Chairman J. Johnson noted the survey results:

In favor of an SRO - 43% all residents, 29% staff, 56% parents and 38% non-parents.

Not in favor of an SRO - 32% all residents, 45% staff, 22% parents, 35% non-parents.

Not sure/need more information - 25% all residents, 26% staff, 22% parents and 27% non-parents.

When asked if they would support paying for an SRO through Fund 80, the survey results were:

In favor of an SRO - 39% all residents, 35% staff, 51% parents and 33% non-parents.

Not in favor of an SRO - 33% all residents, 38% staff, 25% parents, 37% non-parents.

Not sure/need more information - 28% all residents, 27% staff, 24% parents and 30% non-parents.

When asked if they were to add an SRO, what would the staffing level be, the survey results were:

Employ an SRO PT- 31% all residents, 43% staff, 35% parents and 29% non-parents.

Employ an SRO FT - 28% all residents, 29% staff, 39% parents, 23% non-parents.

Not sure/need more information - 41% all residents, 28% staff, 26% parents and 48% non-parents.

Nicole Rineck, 808 Water Street, Ogdensburg stated there is a police department down the road. We are not in a big city. What is happening in the school now that warrants an SRO? Why are taxes going up for this?

Mike Frazier, 405 E. Fourth St., Manawa, typed in the chat box saying the city would work with the School District on this issue.

John Smith, 960 Depot Street, Manawa, speaking on behalf of the city, said an SRO is not just to enforce rules as to what is happening in school but to help with other things that happen at home as well. Today's youth deal with drugs, suicides, and an SRO gives opportunity to build relationships. He said he realizes they may not have had the best SRO's in the past and that is why the position went away years ago. It should be full time. School staff is not trained in investigations.

Anglea Emmert, N8115 Ferg Road, Manawa wrote in the chat box with all due respect, Mr. Smith, you are contradicting what we heard from the principal who seemed to indicate there were few issues. Can Mr. Wolfram please clarify?

Mr. Wolfram said he is not going to say schools are a perfect situation where they don't rely on the police when called upon. They do have experience dealing with some things within the district as staff. Drugs in school rely on police to help in investigations. The majority of instances within the last year are related to vaping incidents. *(Audio quality was an issue.)*

Jenny Bessette, E5702 N. Water Dr., Manawa, thinks the SRO is a great concept. However, last year the staff was polled and she feels safe at school. Taxes are going up already and doesn't want more increases. There were many programs that the district does not have any longer due to cuts. The schools have two amazing school counselors.

Sondra Reiersen noted Manawa student's state testing numbers are going down. She would rather have money go to instruction than a SRO.

John Smith is glad staff feels safe here. Things have changed since he went to school here. Right now everyone wants to call the police for everything. The townships do not pay for the city police - only the city taxpayers pay for them. A Sheriff can take up to 40 minutes to respond if the city police are dealing with another issue. That should be another factor in considering an SRO.

Stephanie Riske, E6464 State Rd 22, Bear Creek, wanted to confirm that having an SRO would not affect staffing. Chairman Johnson confirmed that is true because the SRO would be funded out of Fund 80.

The motion on the floor is:

Motion by Sondra Reiersen/ Nicole Rineck - Not to Proceed into an Intergovernmental Agreement with the City of Manawa for a School Resource Officer (SRO).

Angela Emmert yes, Jeanne Frazier no, Mike Frazier no, Jill Schuelke abstain, Mataya Pethke abstain, Tammy Buschke yes, Scott Emmert yes, Jenny Bessette yes, Bill Dallman yes, Bev Dallman yes, Nicole Rineck yes, Sondra Reiersen yes, John Smith no, Seeger no, Hollman yes, Forbes no, Scheller yes, Pethke yes, R. Johnson yes, J. Johnson yes. Motion carried on a roll call vote.

Motion by John Smith/Jenny Bessette to Approve Resolution SY20/21#04 and levy upon the taxable property of the School District of Manawa, the sum of \$3,666,797 for defraying the operation and maintenance of the public schools for the school year 2020-21.

Angela Emmert yes, Scott Emmert yes, Jenny Bessette yes, Bill Dallman yes, Bev Dallman yes, Nicole Rineck yes, Sondra Reiersen yes, John Smith yes, Seeger yes, Hollman yes, Forbes yes, Scheller yes, Pethke yes, R. Johnson yes, J. Johnson yes. Motion carried on a roll call vote.

Motion by John Smith/Nicole Rieck to Approve Resolution SY20/21#05 School Board Member's Salary and the salaries be adopted for the members of the Board of Education: for President, Vice President, Clerk and Treasurer, \$1,500/year per office, and Directors \$1,200/year per office and Board members shall be paid \$50 per day when traveling outside the district to attend meetings, workshops, etc., in the performance of his/her duties. No payment shall be made unless authorized by the Annual or special common school district meeting, all being in accordance with provisions of Section 120.10 (3), Wisconsin Statutes. Angela Emmert yes, Scott Emmert yes, Jenny Bessette yes, Bill Dallman yes, Bev Dallman yes, Nicole Rineck yes, Sondra Reiersen yes, John Smith yes, Seeger yes, Hollman yes, Forbes yes, Scheller yes, Pethke yes, R. Johnson yes, J. Johnson yes. Motion carried on a roll call vote.

Motion by Jenny Bessette/Stephanie Riske to Approve Resolution SY20/21#06 Free Textbooks for use in the school system and to establish a penalty of unusual and unreasonable wear according to rules that may be established by said Board. (Section 120.10 (15) Wisconsin Statutes). Angela Emmert yes, Scott Emmert yes, Jenny Bessette yes, Bill Dallman yes, Bev Dallman yes, Nicole Rineck yes, Sondra Reiersen yes, John Smith yes, Seeger yes, Hollman yes, Forbes yes, Scheller yes, Pethke yes, R. Johnson yes, J. Johnson yes. Motion carried on a roll call vote.

Motion by Jenny Bessette/Nicole Rineck to Approve Resolution SY20/21#07 to furnish hot lunch and milk to any and all students of said District at such places and times and at such cost as shall be set by said School Board, and the School Board is hereby authorized to pay any deficiency which may result from said lunch program. (Section 120.10 (16) Wisconsin Statutes). Angela Emmert yes, Scott Emmert yes, Jenny Bessette yes, Bill Dallman yes, Bev Dallman yes, Nicole Rineck yes, Sondra Reiersen yes, John Smith yes, Seeger yes, Hollman yes, Forbes yes, Scheller yes, Pethke yes, R. Johnson yes, J. Johnson yes. Motion carried on a roll call vote.

Motion by Jenny Bessette/Stephanie Riske to Approve Resolution SY20/21#08 is directed to provide for the prosecution or defense of any action or proceeding in the District's interest for the remainder of the 2020-2021 school year. Angela Emmert yes, Scott Emmert yes, Jenny Bessette yes, Bill Dallman yes, Bev Dallman yes, Nicole Rineck yes, Sondra Reiersen yes, John Smith yes, Seeger yes, Hollman yes, Forbes yes, Scheller yes, Pethke yes, R. Johnson yes, J. Johnson yes. Motion carried on a roll call vote.

Motion by Sondra Reiersen/Nicole Rineck to Approve Resolution SY20/21#09 to provide for accident insurance covering pupils in the District and that the cost and expenditures for said insurance is hereby authorized. (Section 20.13 (2a) Wisconsin Statutes). Angela Emmert yes, Scott Emmert yes, Jenny Bessette yes, Bill Dallman yes, Bev Dallman yes, Nicole Rineck yes, Sondra Reiersen yes, John Smith yes, Seeger yes, Hollman yes, Forbes yes, Scheller yes, Pethke yes, R. Johnson yes, J. Johnson yes. Motion carried on a roll call vote.

Motion by John Smith/Nicole Rineck to Approve Resolution SY20/21#10 is hereby authorized to do all things necessary to negotiate and reach agreement on a lease for use of the property, located at 407 South Bridge Street, Manawa, Wisconsin, by the District, pursuant to such terms and conditions as determined to be reasonable and appropriate by the School Board. Angela Emmert yes, Scott Emmert yes, Jenny Bessette yes, Bill Dallman yes, Bev Dallman yes, Nicole Rineck yes, Sondra Reiersen yes, John Smith yes, Seeger yes, Hollman yes, Forbes yes, Scheller yes, Pethke yes, R. Johnson yes, J. Johnson yes. Motion carried on a roll call vote.

Motion by Sondra Reiersen/Nicole Rineck to Approve Resolution SY20/21#11 set dates of 2020-2021 Board of Education Meetings as follows: July 27, 2020, August 17, 2020, September 21, 2020, October 19, 2020, October 26, 2020, November 16, 2020, December 21, 2020, January 18, 2021, February 22, 2021, March 15, 2021, April 26, 2021, May 17, 2021, and June 21, 2021 as presented. Angela Emmert yes, Scott Emmert yes, Jenny Bessette yes, Bill Dallman yes, Bev Dallman yes, Nicole Rineck yes, Sondra Reiersen yes, John Smith yes, Seeger yes, Hollman yes, Forbes yes, Scheller yes, Pethke yes, R. Johnson yes, J. Johnson yes. Motion carried on a roll call vote.

Motion by Nicole Rineck/Sondra Reiersen to Approve Resolution SY20/21#12 set the date of 2021 Annual District Meeting to October 25, 2021 at 7:00 p.m. Angela Emmert yes, Scott Emmert yes, Jenny Bessette yes, Bill Dallman yes, Bev Dallman yes, Nicole Rineck yes, Sondra Reiersen yes, John Smith yes, Seeger yes, Hollman yes, Forbes yes, Scheller yes, Pethke yes, R. Johnson yes, J. Johnson yes. Motion carried on a roll call vote.

Any Other New Business Legally Considered at the Annual Meeting: None

Motion by John Smith/Jenny Bessette to Adjourn the Annual Meeting at 8:59 p.m. Angela Emmert yes, Scott Emmert yes, Jenny Bessette yes, Bill Dallman yes, Bev Dallman yes, Nicole Rineck yes, Sondra Reiersen yes, John Smith yes, Seeger yes, Hollman yes, Forbes yes, Scheller yes, Pethke yes, R. Johnson yes, J. Johnson yes. Motion carried on a roll call vote.

Stephanie Flynn, Recording Secretary

Minutes of a October 26, 2020 School District of Manawa Special Board of Education Meeting

Call to Order – President Johnson at 9:04p.m. – MES Cafeteria/Virtual Meeting

Roll Call - Seeger (attended virtually), Hollman (attended virtually), Forbes, Scheller, R. Johnson, J. Johnson and Pethke

Verify Publication of Meeting. Dr. Oppor verified.

New Business:

Motion by R. Johnson/ Pethke to approve the Final Budget for SY 2020-2021 as presented. Motion carried on a roll call vote: Seeger eye, Hollman aye, Forbes aye, Scheller aye, Pethke aye. R. Johnson aye, J. Johnson aye.

Motion by Scheller/Forbes to certify the tax levy of \$3,666,797 for SY 2020-21 as presented. Motion carried on a roll call vote: Seeger eye, Hollman aye, Forbes aye, Scheller aye, Pethke aye. R. Johnson aye, J. Johnson aye.

Motion by R. Johnson/Pethke to approve the WinterFans in the Stands Plan as presented. Motion carried on a roll call vote: Seeger eye, Hollman aye, Forbes aye, Scheller aye, Pethke aye. R. Johnson aye, J. Johnson aye.

Motion by Scheller/Pethke to Adjourn at 9:07 p.m. Motion carried on a roll call vote: Seeger eye, Hollman aye, Forbes aye, Scheller aye, R. Johnson aye, J. Johnson aye and Pethke aye.

Stephanie Flynn, Recorder

Minutes of a November 4, 2020 School District of Manawa Special Board of Education Meeting

Call to Order – President Johnson – 5:03 p.m. – MES Board Room, 800 Beech Street/Virtual Mtg

Pledge of Allegiance

Roll Call - Seeger, Forbes, Scheller, Pethke, R. Johnson, J. Johnson. Hollman absent.

Verify Publication of Meeting - Dr. Oppor verified.

Unfinished Business:

Motion by Scheller/R. Johnson to approve of a revision to the Winter Fans in the Stands plan to include one person from the visiting team to do the live stream recording for the visiting district as presented.

Motion carried roll call vote - Aye: Seeger, Forbes, Scheller, Pethke, R. Johnson, J. Johnson. Hollman absent.

Motion by Scheller/Seeger to approve of a calendar change in instructional hours and professional development time for teachers as presented. Motion carried roll call vote - aye: Seeger, Forbes, Scheller, Pethke, R. Johnson, J. Johnson. Hollman absent.

New Business:

Motion by Pethke/Forbes to approve of the Miracle on Bridge Street Committee to run a reverse parade using the MS/HS parking lot and driveway loop around the back of the school as presented. Motion carried roll call vote - aye: Seeger, Forbes, Scheller, Pethke, R. Johnson, J. Johnson. Hollman absent.

Next Meeting Dates:

November 4, 2020 Board of Education Retreat - immediately following the Special Mtg- MES Board Room

November 9, 2020 Curriculum Committee Meeting - 5:00 p.m.

November 9, 2020 Finance Committee Meeting - 5:30 p.m.

November 11, 2020 Policy and Human Resources Committee Mtg - 5:00 p.m.

November 16, 2020 Board of Education Meeting - 7:00 p.m.

November 17, 2020 Buildings and Grounds Committee Meeting - 5:30 p.m.

Motion by Scheller/Pethke to adjourn at 5:28 p.m. Motion carried roll call vote - aye: Seeger, Forbes, Scheller, Pethke, R. Johnson, J. Johnson. Hollman absent.

Bobbi Jo Pethke, Recorder

Minutes of a November 11, 2020 School District of Manawa Special Board of Education Meeting

Call to Order – President Johnson – 4:45 p.m. – Virtual Meeting

Pledge of Allegiance

Roll Call - Seeger, Hollman, Forbes, Pethke, R. Johnson, and J. Johnson. Absent: Scheller. Scheller entered the meeting at 4:50 p.m.

Verify Publication of Meeting - Dr. Oppor verified.

Unfinished Business:

Consider Approval of Updated COVID-19 School Transition Framework Guidance for Second Quarter.

Motion by Pethke / R. Johnson to Approve of the Updated COVID-19 School Transition Framework Guidance for Second Quarter. Motion carried by roll call vote - Seeger aye, Hollman aye, Forbes aye, Pethke aye, R. Johnson aye, J. Johnson aye. Scheller absent.

New Business:

Consider Approval of Football Playoff Game Hosting Plan

i. “Fans in the Stands”

ii. Related Host School Responsibilities per WIAA Rules

Motion by R. Johnson / Seeger to Approve of Football Playoff Game Hosting Plan as Presented. Motion carried by roll call vote - Scheller aye, Seeger aye, Hollman aye, Forbes aye, Pethke aye, R. Johnson aye, J. Johnson aye.

Next Meeting Dates:

November 11, 2020 Policy and Human Resources Committee Mtg - 5:00 p.m.

November 16, 2020 Board of Education Meeting - 7:00 p.m.

November 17, 2020 Buildings and Grounds Committee Meeting - 5:30 p.m.

December 7, 2020 Finance Committee Meeting - 6:00 p.m.

December 21, 2020 Regular Board of Education Meeting - 7:00 p.m.

Motion by Hollman Forbes to Adjourn at 4:59 p.m. Motion carried by roll call vote - Scheller aye, Seeger aye, Hollman aye, Forbes aye, Pethke aye, R. Johnson aye, J. Johnson aye.

Recorder, Bobbi Jo Pethke

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
81421	ALLIANT ENERGY	JPAP10	10/16/2020	MES Alliant - GAS	GENERAL FUND/GAS FOR HEAT/OPERATION	1012100064	891.10
81421	ALLIANT ENERGY	JPAP10	10/16/2020	MES Alliant	GENERAL FUND/ELECTRICITY OTHER THAN HEAT/OPERATION	1012100064	4,905.79
81421	ALLIANT ENERGY	JPAP10	10/16/2020	PAES lab electric and gas bill	SPECIAL EDUCATION FUND/ELECTRICITY OTHER THAN HEAT/BUILDINGS	272100039	58.92
81421	ALLIANT ENERGY	JPAP10	10/16/2020	Gas and Electric Bill	GENERAL FUND/GAS FOR HEAT/OPERATION	8002100020	386.96
81421	ALLIANT ENERGY	JPAP10	10/16/2020	Gas and Electric Bill	GENERAL FUND/GAS FOR HEAT/OPERATION	8002100020	291.91
81421	ALLIANT ENERGY	JPAP10	10/16/2020	Gas and Electric Bill - ELECTRIC	GENERAL FUND/ELECTRICITY OTHER THAN HEAT/OPERATION	8002100019	17.58
81421	ALLIANT ENERGY	JPAP10	10/16/2020	Gas and Electric Bill - ELECTRIC	GENERAL FUND/ELECTRICITY OTHER THAN HEAT/OPERATION	8002100019	13.26
81421	ALLIANT ENERGY	JPAP10	10/16/2020	BEECH RD STAND ELECTRIC	GENERAL FUND/ELECTRICITY OTHER THAN HEAT/OPERATION	8002100019	9.58
81421	ALLIANT ENERGY	JPAP10	10/16/2020	BEECH RD STAND ELECTRIC	GENERAL FUND/ELECTRICITY OTHER THAN HEAT/OPERATION	8002100019	7.23
						Totals for 81421	6,582.33
81422	AMAZON CAPITAL SERVI	JPAP10	10/16/2020	RITA GIPP CLASS SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/TECHNOLOGY EDUCATION	4002100096	128.94
81422	AMAZON CAPITAL SERVI	JPAP10	10/16/2020	CARRIE KOEHN OFFICE SUPPLIES	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	4002100101	14.81
81422	AMAZON CAPITAL SERVI	JPAP10	10/16/2020	CARRIE KOEHN OFFICE SUPPLIES	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	4002100101	11.17
81422	AMAZON CAPITAL SERVI	JPAP10	10/16/2020	Keyboards for teachers, Mice for students	GENERAL FUND/NON-CAPITAL EQUIPMENT/ADMINISTRA TIVE TECHNOLOGY SERV	8002100026	49.98
						Totals for 81422	204.90
81423	AMERICAN WELDING & G	JPAP10	10/16/2020	Monthly charge for gas for welding program	GENERAL FUND/GENERAL SUPPLIES/TECHNOLOGY EDUCATION	4002100077	25.45
						Totals for 81423	25.45
81424	ANTHEM BLUE CROSS &	JPAP10	10/16/2020	NOVEMBER 2020 HEALTH INSURANCE PREMIUMS	GENERAL FUND/WEA TRUST EFF 090115	0	97,935.16

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
						Totals for 81424	97,935.16
81425	CENTURY LINK	JPAP10	10/16/2020	CENTURY LINK BILLS FOR 2020-21	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002100008	86.24
						Totals for 81425	86.24
81426	CESA 6-CONFERENCE RE	JPAP10	10/16/2020	TEACHER (TPES) - EDUCATIONAL SPECIALIST ESPES - SCHOOL ADMINISTRATOR (SAPES) - ANNUAL FEE (BASED ON WI DPE EE GRANT ADDON USERS)	GENERAL FUND/TRANSFER TO CESA/ADMINISTRATIVE TECHNOLOGY SERV	0	160.00
						Totals for 81426	160.00
81427	CINTAS CORPORATION L	JPAP10	10/16/2020	CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	615.95
81427	CINTAS CORPORATION L	JPAP10	10/16/2020	CUSTODIAL SUPPLIES	SPECIAL EDUCATION FUND/CLEANING SERVICES/BUILDINGS	0	16.37
81427	CINTAS CORPORATION L	JPAP10	10/16/2020	CUSTODIAL SUPPLIES	GENERAL FUND/CLEANING SERVICES/OPERATION	0	67.48
81427	CINTAS CORPORATION L	JPAP10	10/16/2020	CUSTODIAL SUPPLIES	GENERAL FUND/CLEANING SERVICES/OPERATION	0	84.88
81427	CINTAS CORPORATION L	JPAP10	10/16/2020	CUSTODIAL SUPPLIES	GENERAL FUND/CLEANING SERVICES/OPERATION	0	64.03
81427	CINTAS CORPORATION L	JPAP10	10/16/2020	CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	464.66
81427	CINTAS CORPORATION L	JPAP10	10/16/2020	CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	374.59
81427	CINTAS CORPORATION L	JPAP10	10/16/2020	CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	657.18
81427	CINTAS CORPORATION L	JPAP10	10/16/2020	CUSTODIAL SUPPLIES	SPECIAL EDUCATION FUND/CLEANING SERVICES/BUILDINGS	0	16.37
81427	CINTAS CORPORATION L	JPAP10	10/16/2020	CUSTODIAL SUPPLIES	GENERAL FUND/CLEANING SERVICES/OPERATION	0	52.98
81427	CINTAS CORPORATION L	JPAP10	10/16/2020	CUSTODIAL SUPPLIES	GENERAL FUND/CLEANING SERVICES/OPERATION	0	30.00
81427	CINTAS CORPORATION L	JPAP10	10/16/2020	CUSTODIAL SUPPLIES	GENERAL FUND/CLEANING SERVICES/OPERATION	0	22.63
81427	CINTAS CORPORATION L	JPAP10	10/16/2020	CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	282.59
						Totals for 81427	2,749.71
81428	DELTA DENTAL-VISION	JPAP10	10/16/2020	NOVEMBER 2020 COBRA VISION INSURANCE PREMIUMS	GENERAL FUND/VISION EFF 090115	0	11.56
81428	DELTA DENTAL-VISION	JPAP10	10/16/2020	NOVEMBER 2020 VISION INSURANCE PREMIUMS	GENERAL FUND/VISION EFF 090115	0	548.36

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
						Totals for 81428	559.92
81429	FOLLETT SCHOOL SOLUT	JPAP10	10/16/2020	Titlewave Book Order of books not able to purchase last year due to COVID.	GENERAL FUND/LIBRARY BOOKS/SCHOOL LIBRARY	1012100075	506.17
						Totals for 81429	506.17
81430	GRAICHEN DISPOSAL &	JPAP10	10/16/2020	CONTAINER SERVICE FOR DISTRICT	GENERAL FUND/CLEANING SERVICES/OPERATION	8002100018	810.00
						Totals for 81430	810.00
81431	HERMITAGE ART COMPAN	JPAP10	10/16/2020	CARRIE KOEHN CLASS OF 2021 GRAD PROGRAMS AND SENIOR BANQUET PROGRAMS	GENERAL FUND/GENERAL SUPPLIES/MISC HIGH SCHOOL	4002100015	35.92
						Totals for 81431	35.92
81432	JOSTENS INC.	JPAP10	10/16/2020	CARRIE KOEHN DIPLOMAS	GENERAL FUND/GENERAL SUPPLIES/MISC HIGH SCHOOL	4002100016	301.06
						Totals for 81432	301.06
81433	KUETTEL'S SEPTIC SER	JPAP10	10/16/2020	GREASE TRAP IN KITCHEN AT LWHS/MS	FOOD SERVICE FUND/REPAIR & MAINTENANCE SERVICES/FOOD SERVICES	0	195.00
						Totals for 81433	195.00
81434	MID-AMERICAN RESEARC	JPAP10	10/16/2020	CUSTODIAL SUPPLIES - FREIGHT	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	11.03
						Totals for 81434	11.03
81435	NASSCO, INC	JPAP10	10/16/2020	CUSTODIAL SUPPLIES - CREDIT	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	-174.48
81435	NASSCO, INC	JPAP10	10/16/2020	CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	246.40
81435	NASSCO, INC	JPAP10	10/16/2020	CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	185.88
81435	NASSCO, INC	JPAP10	10/16/2020	CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	324.21
81435	NASSCO, INC	JPAP10	10/16/2020	CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	159.89
						Totals for 81435	741.90
81436	REMINGTON'S QUALITY	JPAP10	10/16/2020	FOOD CONTINGENCIES	SPECIAL EDUCATION FUND/FOOD/MULTI-CATE GORICAL	272100016	8.25
						Totals for 81436	8.25
81437	S & S EXCAVATING	JPAP10	10/16/2020	100 TON SALT	GENERAL FUND/GENERAL SUPPLIES/SITES	0	14,900.00
						Totals for 81437	14,900.00
81438	THE BUSY BEAN	JPAP10	10/16/2020	RECOGNITION COOKIES	GENERAL FUND/GENERAL	0	250.00

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					SUPPLIES/BOARD OF EDUCATION		
					Totals for 81438		250.00
81439	ROSHOLT HIGH SCHOOL	JPAP10	10/20/2020	Varsity Cross Country Regionals in Rosholt on 10/20/2020 - \$25 for boys full team and \$5 for each of the 3 girls	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/CROSS COUNTRY	4002100110	40.00
					Totals for 81439		40.00
81440	TROPHIES & TREASURES	JPAP10	10/20/2020	FRIEND OF EDUCATION PLAQUE	GENERAL FUND/GENERAL SUPPLIES/BOARD OF EDUCATION	8002100044	43.04
					Totals for 81440		43.04
81441	ANDERSON, JOHN	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL FUND/ADMISSIONS- CO CURRICULAR/GENERAL ATHLETICS	0	5.00
					Totals for 81441		5.00
81442	BAILEY, SHERI	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL FUND/ADMISSIONS- CO CURRICULAR/GENERAL ATHLETICS	0	5.00
					Totals for 81442		5.00
81443	BARTEL, ADAM	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL FUND/ADMISSIONS- CO CURRICULAR/GENERAL ATHLETICS	0	5.00
					Totals for 81443		5.00
81444	BESSETTE, JASON	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL FUND/ADMISSIONS- CO CURRICULAR/GENERAL ATHLETICS	0	10.00
					Totals for 81444		10.00
81445	BODART, AMIE	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL FUND/ADMISSIONS- CO CURRICULAR/GENERAL ATHLETICS	0	10.00
					Totals for 81445		10.00
81446	BRISTOL, TIMOTHY	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL FUND/ADMISSIONS- CO CURRICULAR/GENERAL ATHLETICS	0	5.00
					Totals for 81446		5.00
81447	BRUETTE, AMANDA	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL FUND/ADMISSIONS- CO CURRICULAR/GENERAL ATHLETICS	0	5.00
					Totals for 81447		5.00
81448	BUSCHKE, JAMES	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL FUND/ADMISSIONS- CO CURRICULAR/GENERAL ATHLETICS	0	10.00
					Totals for 81448		10.00
81449	DETERT, BROOKE	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL FUND/ADMISSIONS- CO	0	5.00

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					CURRICULAR/GENERAL ATHLETICS		
					Totals for 81449		5.00
81450	DILLINGER, HEATHER	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL	0	10.00
					FUND/ADMISSIONS- CO CURRICULAR/GENERAL ATHLETICS		
					Totals for 81450		10.00
81451	DROZD, JAMES	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL	0	10.00
					FUND/ADMISSIONS- CO CURRICULAR/GENERAL ATHLETICS		
					Totals for 81451		10.00
81452	ELMHORST, BRIAN	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL	0	5.00
					FUND/ADMISSIONS- CO CURRICULAR/GENERAL ATHLETICS		
					Totals for 81452		5.00
81453	FIETZER, CRAIG	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL	0	5.00
					FUND/ADMISSIONS- CO CURRICULAR/GENERAL ATHLETICS		
					Totals for 81453		5.00
81454	FUHS, CARY	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL	0	10.00
					FUND/ADMISSIONS- CO CURRICULAR/GENERAL ATHLETICS		
					Totals for 81454		10.00
81455	GORMAN, LISA	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL	0	10.00
					FUND/ADMISSIONS- CO CURRICULAR/GENERAL ATHLETICS		
					Totals for 81455		10.00
81456	GRIFFIN, MARY	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL	0	5.00
					FUND/ADMISSIONS- CO CURRICULAR/GENERAL ATHLETICS		
					Totals for 81456		5.00
81457	HASS, LUKE	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL	0	10.00
					FUND/ADMISSIONS- CO CURRICULAR/GENERAL ATHLETICS		
					Totals for 81457		10.00
81458	HEDTKE, JESSICA	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL	0	5.00
					FUND/ADMISSIONS- CO CURRICULAR/GENERAL ATHLETICS		
					Totals for 81458		5.00
81459	HERMANSON, NICOLE	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL	0	5.00
					FUND/ADMISSIONS- CO CURRICULAR/GENERAL ATHLETICS		
					Totals for 81459		5.00
81460	JAEGER, FRANKLIN	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL	0	10.00
					FUND/ADMISSIONS- CO CURRICULAR/GENERAL		

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					ATHLETICS		
					Totals for 81460		10.00
81461	JEPSON, GARY	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL	0	5.00
					FUND/ADMISSIONS- CO		
					CURRICULAR/GENERAL		
					ATHLETICS		
					Totals for 81461		5.00
81462	JOHNSON, TERRY	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL	0	5.00
					FUND/ADMISSIONS- CO		
					CURRICULAR/GENERAL		
					ATHLETICS		
					Totals for 81462		5.00
81463	KACZOROWSKI, MICHELL	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL	0	5.00
					FUND/ADMISSIONS- CO		
					CURRICULAR/GENERAL		
					ATHLETICS		
					Totals for 81463		5.00
81464	KARPINSKI, JERAMY	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL	0	5.00
					FUND/ADMISSIONS- CO		
					CURRICULAR/GENERAL		
					ATHLETICS		
					Totals for 81464		5.00
81465	KETTLESON, TJ	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL	0	10.00
					FUND/ADMISSIONS- CO		
					CURRICULAR/GENERAL		
					ATHLETICS		
					Totals for 81465		10.00
81466	KLATT, ZACHARY	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL	0	100.00
					FUND/ADMISSIONS- CO		
					CURRICULAR/GENERAL		
					ATHLETICS		
81466	KLATT, ZACHARY	102820	10/28/2020	REIMBURSE ATHLETIC PASS	GENERAL	0	-100.00
					FUND/ADMISSIONS- CO		
					CURRICULAR/GENERAL		
					ATHLETICS		
					Totals for 81466		0.00
81467	KLOTZBUECHER, JASON	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL	0	5.00
					FUND/ADMISSIONS- CO		
					CURRICULAR/GENERAL		
					ATHLETICS		
					Totals for 81467		5.00
81468	KONS, PATRICK	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL	0	5.00
					FUND/ADMISSIONS- CO		
					CURRICULAR/GENERAL		
					ATHLETICS		
					Totals for 81468		5.00
81469	KRENKE, BRIAN	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL	0	10.00
					FUND/ADMISSIONS- CO		
					CURRICULAR/GENERAL		
					ATHLETICS		
					Totals for 81469		10.00
81470	KRIESEL, PAULA	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL	0	5.00
					FUND/ADMISSIONS- CO		
					CURRICULAR/GENERAL		
					ATHLETICS		
					Totals for 81470		5.00

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
81471	KRUEGER, JAMIE	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL FUND/ADMISSIONS- CO CURRICULAR/GENERAL ATHLETICS	0	20.00
						Totals for 81471	20.00
81472	KRUEGER, JASON	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL FUND/ADMISSIONS- CO CURRICULAR/GENERAL ATHLETICS	0	15.00
						Totals for 81472	15.00
81473	LARSEN, DUANE	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL FUND/ADMISSIONS- CO CURRICULAR/GENERAL ATHLETICS	0	5.00
						Totals for 81473	5.00
81474	LETTAU, BRIAN	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL FUND/ADMISSIONS- CO CURRICULAR/GENERAL ATHLETICS	0	5.00
						Totals for 81474	5.00
81475	MAYBERRY, NICOLE	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL FUND/ADMISSIONS- CO CURRICULAR/GENERAL ATHLETICS	0	5.00
						Totals for 81475	5.00
81476	MILLER, RHONDA	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL FUND/ADMISSIONS- CO CURRICULAR/GENERAL ATHLETICS	0	5.00
						Totals for 81476	5.00
81477	NACHTRAB, RONALD	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL FUND/ADMISSIONS- CO CURRICULAR/GENERAL ATHLETICS	0	5.00
						Totals for 81477	5.00
81478	NICHOLS, PAUL	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL FUND/ADMISSIONS- CO CURRICULAR/GENERAL ATHLETICS	0	5.00
						Totals for 81478	5.00
81479	O'BRIEN, NICKI	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL FUND/ADMISSIONS- CO CURRICULAR/GENERAL ATHLETICS	0	15.00
						Totals for 81479	15.00
81480	OGLE, TRACY	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL FUND/ADMISSIONS- CO CURRICULAR/GENERAL ATHLETICS	0	10.00
						Totals for 81480	10.00
81481	PETHKE, CORY	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL FUND/ADMISSIONS- CO CURRICULAR/GENERAL ATHLETICS	0	5.00
						Totals for 81481	5.00
81482	PIRK, TORI	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL	0	5.00

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					FUND/ADMISSIONS- CO CURRICULAR/GENERAL ATHLETICS		
					Totals for 81482		5.00
81483	PRUE, MELANIE	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL	0	5.00
					FUND/ADMISSIONS- CO CURRICULAR/GENERAL ATHLETICS		
					Totals for 81483		5.00
81484	PUTNAM, LISA	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL	0	5.00
					FUND/ADMISSIONS- CO CURRICULAR/GENERAL ATHLETICS		
					Totals for 81484		5.00
81485	RAFFIN, JOSEPH	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL	0	10.00
					FUND/ADMISSIONS- CO CURRICULAR/GENERAL ATHLETICS		
					Totals for 81485		10.00
81486	REYES, RAUL	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL	0	5.00
					FUND/ADMISSIONS- CO CURRICULAR/GENERAL ATHLETICS		
					Totals for 81486		5.00
81487	ROBINSON, GARY	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL	0	10.00
					FUND/ADMISSIONS- CO CURRICULAR/GENERAL ATHLETICS		
					Totals for 81487		10.00
81488	ROPKE, KIRSTIN	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL	0	10.00
					FUND/ADMISSIONS- CO CURRICULAR/GENERAL ATHLETICS		
					Totals for 81488		10.00
81489	ROSENAU, ROBERT	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL	0	5.00
					FUND/ADMISSIONS- CO CURRICULAR/GENERAL ATHLETICS		
					Totals for 81489		5.00
81490	SCHIED, DANIEL	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL	0	5.00
					FUND/ADMISSIONS- CO CURRICULAR/GENERAL ATHLETICS		
					Totals for 81490		5.00
81491	SCHERTZ, STEVEN	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL	0	5.00
					FUND/ADMISSIONS- CO CURRICULAR/GENERAL ATHLETICS		
					Totals for 81491		5.00
81492	SCHUELKE, TIMOTHY	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL	0	5.00
					FUND/ADMISSIONS- CO CURRICULAR/GENERAL ATHLETICS		
					Totals for 81492		5.00
81493	SEEGER, ERIN	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL	0	15.00
					FUND/ADMISSIONS- CO		

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					CURRICULAR/GENERAL ATHLETICS		
					Totals for 81493		15.00
81494	SEEGER, JASON	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL	0	10.00
					FUND/ADMISSIONS- CO CURRICULAR/GENERAL ATHLETICS		
					Totals for 81494		10.00
81495	SEEGER, NICOLE	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL	0	10.00
					FUND/ADMISSIONS- CO CURRICULAR/GENERAL ATHLETICS		
					Totals for 81495		10.00
81496	STEPHENS, JOHN	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL	0	5.00
					FUND/ADMISSIONS- CO CURRICULAR/GENERAL ATHLETICS		
					Totals for 81496		5.00
81497	STERN, LUKE	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL	0	5.00
					FUND/ADMISSIONS- CO CURRICULAR/GENERAL ATHLETICS		
					Totals for 81497		5.00
81498	STREBE, DAVID	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL	0	10.00
					FUND/ADMISSIONS- CO CURRICULAR/GENERAL ATHLETICS		
					Totals for 81498		10.00
81499	STROESENREUTHER, DAN	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL	0	10.00
					FUND/ADMISSIONS- CO CURRICULAR/GENERAL ATHLETICS		
					Totals for 81499		10.00
81500	TAFT, EDWARD	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL	0	5.00
					FUND/ADMISSIONS- CO CURRICULAR/GENERAL ATHLETICS		
					Totals for 81500		5.00
81501	TELLOCK, DANIEL	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL	0	5.00
					FUND/ADMISSIONS- CO CURRICULAR/GENERAL ATHLETICS		
					Totals for 81501		5.00
81502	TOHM, KARA	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL	0	15.00
					FUND/ADMISSIONS- CO CURRICULAR/GENERAL ATHLETICS		
					Totals for 81502		15.00
81503	WEBER, DANIEL	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL	0	10.00
					FUND/ADMISSIONS- CO CURRICULAR/GENERAL ATHLETICS		
					Totals for 81503		10.00
81504	WEGENER, CHAD	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL	0	10.00
					FUND/ADMISSIONS- CO CURRICULAR/GENERAL		

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					ATHLETICS		
					Totals for	81504	10.00
81505	WIESNER, TROY	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL	0	10.00
					FUND/ADMISSIONS- CO		
					CURRICULAR/GENERAL		
					ATHLETICS		
					Totals for	81505	10.00
81506	YODER, LORENE	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL	0	5.00
					FUND/ADMISSIONS- CO		
					CURRICULAR/GENERAL		
					ATHLETICS		
					Totals for	81506	5.00
81507	ZANDER, THOMAS	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL	0	5.00
					FUND/ADMISSIONS- CO		
					CURRICULAR/GENERAL		
					ATHLETICS		
					Totals for	81507	5.00
81508	ZEMPLE, RICHARD	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL	0	5.00
					FUND/ADMISSIONS- CO		
					CURRICULAR/GENERAL		
					ATHLETICS		
					Totals for	81508	5.00
81509	ZIELKE, CORINNE	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL	0	10.00
					FUND/ADMISSIONS- CO		
					CURRICULAR/GENERAL		
					ATHLETICS		
					Totals for	81509	10.00
81510	ZIELKE, TODD	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL	0	5.00
					FUND/ADMISSIONS- CO		
					CURRICULAR/GENERAL		
					ATHLETICS		
					Totals for	81510	5.00
81511	ALLIANT ENERGY	JPAP10	10/26/2020	Gas and Electric Bill	GENERAL	8002100019	4,407.33
					FUND/ELECTRICITY		
					OTHER THAN		
					HEAT/OPERATION		
81511	ALLIANT ENERGY	JPAP10	10/26/2020	Gas and Electric Bill	GENERAL	8002100019	3,324.83
					FUND/ELECTRICITY		
					OTHER THAN		
					HEAT/OPERATION		
					Totals for	81511	7,732.16
81512	AMERICAN ASPHALT OF	JPAP10	10/26/2020	ON ACCOUNT	GENERAL	0	561.50
					FUND/CONSTRUCTION		
					SERVICES/FACILITY		
					AQUISITION/REMODELIN		
					G		
					Totals for	81512	561.50
81513	CINTAS CORPORATION L	JPAP10	10/26/2020	CUSTODIAL SUPPLIES	GENERAL	0	374.58
					FUND/GENERAL		
					SUPPLIES/OPERATION		
81513	CINTAS CORPORATION L	JPAP10	10/26/2020	CUSTODIAL SUPPLIES	GENERAL	0	549.24
					FUND/GENERAL		
					SUPPLIES/OPERATION		
81513	CINTAS CORPORATION L	JPAP10	10/26/2020	CUSTODIAL SUPPLIES	SPECIAL EDUCATION	0	16.37
					FUND/CLEANING		
					SERVICES/BUILDINGS		

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
81513	CINTAS CORPORATION L	JPAP10	10/26/2020	CUSTODIAL SUPPLIES	GENERAL FUND/CLEANING SERVICES/OPERATION	0	111.68
81513	CINTAS CORPORATION L	JPAP10	10/26/2020	CUSTODIAL SUPPLIES	GENERAL FUND/CLEANING SERVICES/OPERATION	0	98.93
81513	CINTAS CORPORATION L	JPAP10	10/26/2020	CUSTODIAL SUPPLIES	GENERAL FUND/CLEANING SERVICES/OPERATION	0	74.63
81513	CINTAS CORPORATION L	JPAP10	10/26/2020	CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	282.59
						Totals for 81513	1,508.02
81514	FAULKS BROS. CONSTRU	JPAP10	10/26/2020	ON ACCOUNT	GENERAL FUND/CONSTRUCTION SERVICES/FACILITY AQUISITION/REMODELIN G	0	5,654.62
						Totals for 81514	5,654.62
81515	FOLLETT SCHOOL SOLUT	JPAP10	10/26/2020	Titlewave Book Order - Unordered books from 2019-2020 due to COVID.	GENERAL FUND/LIBRARY BOOKS/SCHOOL LIBRARY	4002100078	221.17
81515	FOLLETT SCHOOL SOLUT	JPAP10	10/26/2020	Titlewave Book Order - Unordered books from 2019-2020 due to COVID.	GENERAL FUND/LIBRARY BOOKS/SCHOOL LIBRARY	4002100078	293.18
						Totals for 81515	514.35
81516	KAJEET	JPAP10	10/26/2020	Kajeet - Using CESA2 Purchasing Voucher	GENERAL FUND/NON-CAPITAL EQUIPMENT/ADMINISTRA TIVE TECHNOLOGY SERV	8002100041	1,805.22
81516	KAJEET	JPAP10	10/26/2020	Kajeet - Using CESA2 Purchasing Voucher	GENERAL FUND/TECH/SOFTWARE SERVIC/ADMINISTRATIV E TECHNOLOGY SERV	8002100041	4,400.42
						Totals for 81516	6,205.64
81517	KAMI	JPAP10	10/26/2020	Kami Subscription (LWHS covering 60% of cost)	GENERAL FUND/TECH/SOFTWARE SERVIC/SCHOOL LIBRARY	4002100104	984.00
81517	KAMI	JPAP10	10/26/2020	Kami Subscription (LWHS covering 60% of cost)	GENERAL FUND/TECH/SOFTWARE SERVIC/SCHOOL LIBRARY	4002100104	1,476.00
						Totals for 81517	2,460.00
81518	THE MASTER TEACHER I	JPAP10	10/26/2020	BOE RETIREMENT GIFT	GENERAL FUND/GENERAL SUPPLIES/BOARD OF EDUCATION	8002100045	118.95
						Totals for 81518	118.95
81519	NORTH EASTERN WISCON	JPAP10	10/26/2020	Occupational Therapist - monthly bill	SPECIAL EDUCATION FUND/PERSONAL SERVICES/OCCUPATIONA L THERAPY	272100045	656.25

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
81519	NORTH EASTERN WISCON	JPAP10	10/26/2020	Occupational Therapist - monthly bill	SPECIAL EDUCATION FUND/PERSONAL SERVICES/OCCUPATIONA L THERAPY	272100045	54.75
Totals for 81519							711.00
81520	NASSCO, INC	JPAP10	10/26/2020	CUSTODIAL SUPPLIES	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/NONINSTR EQIP REPAI	0	327.30
81520	NASSCO, INC	JPAP10	10/26/2020	CUSTODIAL SUPPLIES	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/NONINSTR EQIP REPAI	0	158.18
Totals for 81520							485.48
81521	NORTHLAND ELECTRICAL	JPAP10	10/26/2020	ON ACCOUNT	GENERAL FUND/CONSTRUCTION SERVICES/FACILITY AQUISITION/REMODELIN G	0	282.00
81521	NORTHLAND ELECTRICAL	JPAP10	10/26/2020	ON ACCOUNT	GENERAL FUND/CONSTRUCTION SERVICES/FACILITY AQUISITION/REMODELIN G	0	1,783.00
Totals for 81521							2,065.00
81522	REMINGTON'S QUALITY	JPAP10	10/26/2020	FOOD CONTINGENCY	SPECIAL EDUCATION FUND/FOOD/MULTI-CATE GORICAL	272100012	9.62
Totals for 81522							9.62
81523	SCHOOL SPECIALTY INC	JPAP10	10/26/2020	CARRIE KOEHN CENTRAL SUPPLY	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	4002100100	8.04
81523	SCHOOL SPECIALTY INC	JPAP10	10/26/2020	CARRIE KOEHN CENTRAL SUPPLY	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	4002100100	6.07
Totals for 81523							14.11
81526	KLATT, ZACHARY	102820	10/28/2020	REIMBURSE ATHLETIC PASS	GENERAL FUND/ADMISSIONS- CO CURRICULAR/GENERAL ATHLETICS	0	10.00
Totals for 81526							10.00
81527	AMAZON CAPITAL SERVI	JPAP10	10/30/2020	KRYSTAL DRAEGER MEDICINE CUPS	GENERAL FUND/GENERAL SUPPLIES/HEALTH	4002100106	9.45
81527	AMAZON CAPITAL SERVI	JPAP10	10/30/2020	KRYSTAL DRAEGER MEDICINE CUPS	GENERAL FUND/GENERAL SUPPLIES/HEALTH	4002100106	12.52
81527	AMAZON CAPITAL SERVI	JPAP10	10/30/2020	CARRIE KOEHN CLASSROOM FLAG HOLDERS ***THIS IS NOT A DUPLICATE ORDER. THE FLAG HOLDERS WERE NO LONGER AVAILABLE SO I HAD TO CHOOSE A DIFFERENT ITEM***	GENERAL FUND/NON-CAPITAL EQUIPMENT/UNDIFFEREN TIATED CURRICULUM	4002100111	125.40
Totals for 81527							147.37

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
81528	BR BLEACHERS	JPAP10	10/30/2020	BLEACHER INSPECTION	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/NONINSTR EQIP REPAI	0	297.00
						Totals for 81528	297.00
81529	CESA 6-CONFERENCE RE	JPAP10	10/30/2020	WIDA SCREENER ASSESSMENT	GENERAL FUND/TRANSFER TO CESA/OTHER GENERAL ADMINISTRATION	0	180.20
81529	CESA 6-CONFERENCE RE	JPAP10	10/30/2020	TITLE 1 MONITORING & SUPPORT CONSORTIUM - 2020-10-14/2021-05-18 JACKIE SERNAU	GENERAL FUND/TRANSFER TO CESA/OTHER GENERAL ADMINISTRATION	0	750.00
						Totals for 81529	930.20
81530	ENGELHARDT DAIRY OF	JPAP10	10/30/2020	MES MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	176.90
81530	ENGELHARDT DAIRY OF	JPAP10	10/30/2020	MES MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	199.65
81530	ENGELHARDT DAIRY OF	JPAP10	10/30/2020	MES MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	213.30
81530	ENGELHARDT DAIRY OF	JPAP10	10/30/2020	MES MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	188.20
81530	ENGELHARDT DAIRY OF	JPAP10	10/30/2020	MES MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	176.15
81530	ENGELHARDT DAIRY OF	JPAP10	10/30/2020	MES MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	235.15
81530	ENGELHARDT DAIRY OF	JPAP10	10/30/2020	LWJSHS MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	157.10
81530	ENGELHARDT DAIRY OF	JPAP10	10/30/2020	LWJSHS MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	106.70
81530	ENGELHARDT DAIRY OF	JPAP10	10/30/2020	LWJSHS MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	147.08
81530	ENGELHARDT DAIRY OF	JPAP10	10/30/2020	LWJSHS MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	99.88
81530	ENGELHARDT DAIRY OF	JPAP10	10/30/2020	LWJSHS MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	76.65
81530	ENGELHARDT DAIRY OF	JPAP10	10/30/2020	LWJSHS MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	135.28
						Totals for 81530	1,912.04
81531	FOLLETT SCHOOL SOLUT	JPAP10	10/30/2020	Titlewave Book Order of books not able to purchase last year due to COVID.	GENERAL FUND/LIBRARY BOOKS/SCHOOL LIBRARY	1012100075	32.72
						Totals for 81531	32.72

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
81532	FRED J. MILLER, INC	JPAP10	10/30/2020	AUSTIN ROHAN INSTRUMENT BELL COVERS	GENERAL FUND/NON-CAPITAL EQUIPMENT/INSTRUMENT AL MUSIC	4002100061	1,232.00
						Totals for 81532	1,232.00
81533	GREEN MECHANICAL	JPAP10	10/30/2020	SERVICE PERFORMED AT MES	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS	0	653.90
						Totals for 81533	653.90
81534	IRRIGATION SERVICES	JPAP10	10/30/2020	SERVICE - LWHS - HUNTER I 25 ROTARY	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/SITE REPAIRS	0	351.01
81534	IRRIGATION SERVICES	JPAP10	10/30/2020	SERVICE - LWHS - HUNTER I 25 ROTARY	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/SITE REPAIRS	0	264.79
81534	IRRIGATION SERVICES	JPAP10	10/30/2020	SERVICE - LWHS PVC TELESCOPIC COUPLER	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/SITE REPAIRS	0	301.87
81534	IRRIGATION SERVICES	JPAP10	10/30/2020	SERVICE - LWHS PVC TELESCOPIC COUPLER	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/SITE REPAIRS	0	227.73
						Totals for 81534	1,145.40
81535	MASKS.COM	JPAP10	10/30/2020	MASKS	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	1012100080	750.00
						Totals for 81535	750.00
81536	OFFICE DEPOT	JPAP10	10/30/2020	NAME PLATE SIGN - DRAEGER	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	0	16.99
						Totals for 81536	16.99
81537	PAN-O-GOLD BAKING	JPAP10	10/30/2020	BREAD ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	202.76
81537	PAN-O-GOLD BAKING	JPAP10	10/30/2020	BREAD ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	43.50
						Totals for 81537	246.26
81538	PROJECT BACKPACK	JPAP10	10/30/2020	TO DONATE FUNDS COLLECTED 2019-20	Special Revenue Trust Fund/GENERAL SUPPLIES/GUIDANCE	0	972.93
						Totals for 81538	972.93
81539	RAINBOW PLAY SYSTEMS	JPAP10	10/30/2020	PLAYGROUND ITEMS - 2- BASKETBALL HOOPS W/ 2 - ACRYLIC BACKBOARDS	Special Revenue Trust Fund/EQUIPMENT PURCHASE-ADDITION/PH YSICAL RECREATION	1012100062	5,496.00
						Totals for 81539	5,496.00
81540	REINHART FOOD SERVIC	JPAP10	10/30/2020	FOOD AND NON-FOOD SUPPLIES	FOOD SERVICE FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES	0	34.50

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81540	REINHART FOOD SERVIC	JPAP10	10/30/2020	FOOD AND NON-FOOD SUPPLIES	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	857.82
81540	REINHART FOOD SERVIC	JPAP10	10/30/2020	FOOD SUPPLIES	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	36.91
81540	REINHART FOOD SERVIC	JPAP10	10/30/2020	FOOD AND NON-FOOD SUPPLIES	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	1,171.22
81540	REINHART FOOD SERVIC	JPAP10	10/30/2020	FOOD AND NON-FOOD SUPPLIES	FOOD SERVICE FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES	0	244.47
81540	REINHART FOOD SERVIC	JPAP10	10/30/2020	FOOD SUPPLIES	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	73.82
81540	REINHART FOOD SERVIC	JPAP10	10/30/2020		FOOD SERVICE FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES	0	132.94
81540	REINHART FOOD SERVIC	JPAP10	10/30/2020		FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	2,232.20
81540	REINHART FOOD SERVIC	JPAP10	10/30/2020		FOOD SERVICE FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES	0	438.64
81540	REINHART FOOD SERVIC	JPAP10	10/30/2020	FOOD SUPPLIES	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	997.20
81540	REINHART FOOD SERVIC	JPAP10	10/30/2020	FOOD AND NON-FOOD SUPPLIES	FOOD SERVICE FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES	0	67.35
81540	REINHART FOOD SERVIC	JPAP10	10/30/2020	FOOD AND NON-FOOD SUPPLIES	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	354.40
81540	REINHART FOOD SERVIC	JPAP10	10/30/2020	FOOD AND NON-FOOD SUPPLIES	FOOD SERVICE FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES	0	237.56
81540	REINHART FOOD SERVIC	JPAP10	10/30/2020	FOOD AND NON-FOOD SUPPLIES	FOOD SERVICE FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES	0	282.91
81540	REINHART FOOD SERVIC	JPAP10	10/30/2020	FOOD AND NON-FOOD SUPPLIES	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	1,406.32
81540	REINHART FOOD SERVIC	JPAP10	10/30/2020	USDA COMMODITY ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	82.50
81540	REINHART FOOD SERVIC	JPAP10	10/30/2020	USDA COMMODITY ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	30.00
81540	REINHART FOOD SERVIC	JPAP10	10/30/2020	FOOD AND NON-FOOD SUPPLIES	FOOD SERVICE FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES	0	90.32
81540	REINHART FOOD SERVIC	JPAP10	10/30/2020	FOOD AND NON-FOOD SUPPLIES	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	447.98
81540	REINHART FOOD SERVIC	JPAP10	10/30/2020	FOOD AND NON-FOOD SUPPLIES	FOOD SERVICE FUND/CENTRAL SUPPLY	0	23.04

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81540	REINHART FOOD SERVIC	JPAP10	10/30/2020	FOOD AND NON-FOOD SUPPLIES	ROOM/FOOD SERVICES FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	890.55
						Totals for 81540	10,132.65
81541	SCHOOL SPECIALTY INC	JPAP10	10/30/2020	CARRIE KOEHN CENTRAL SUPPLY	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	4002100107	29.38
81541	SCHOOL SPECIALTY INC	JPAP10	10/30/2020	CARRIE KOEHN CENTRAL SUPPLY	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	4002100107	22.16
						Totals for 81541	51.54
81542	SOLARUS	JPAP10	10/30/2020	PAES lab telephone/internet bill	SPECIAL EDUCATION FUND/TELEPHONE AND TELEGRAPH/PUBLIC INFORMATION	272100040	148.29
81542	SOLARUS	JPAP10	10/30/2020	DISTRICT OFFICE TELEPHONE	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002100004	374.54
81542	SOLARUS	JPAP10	10/30/2020	DISTRICT OFFICE TELEPHONE	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002100004	752.71
81542	SOLARUS	JPAP10	10/30/2020	DISTRICT OFFICE TELEPHONE	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002100004	775.75
81542	SOLARUS	JPAP10	10/30/2020	DISTRICT OFFICE TELEPHONE	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002100004	585.21
						Totals for 81542	2,636.50
81543	STANDARD INSURANCE C	JPAP10	10/30/2020	LIFE/STD & LTD PREMIUMS -NOVEMBER 2020	GENERAL FUND/LIFE INSURANCE PAYABLE	0	1,137.38
81543	STANDARD INSURANCE C	JPAP10	10/30/2020	LIFE/STD & LTD PREMIUMS -NOVEMBER 2020	GENERAL FUND/LTD INS PAYABLE	0	921.47
81543	STANDARD INSURANCE C	JPAP10	10/30/2020	LIFE/STD & LTD PREMIUMS -NOVEMBER 2020	GENERAL FUND/STD INS PAYABLE	0	216.55
						Totals for 81543	2,275.40
81544	TEACHER SYNERGY, LLC	JPAP10	10/30/2020	ONLINE TEACHER RESOURCES	GENERAL FUND/OTHER MEDIA/ENGLISH LANGUAGE	2002100015	69.93
81544	TEACHER SYNERGY, LLC	JPAP10	10/30/2020	ONLINE RESOURCES CONTINGENCY	SPECIAL EDUCATION FUND/OTHER MEDIA/MULTI-CATEGORICAL	272100020	6.30
81544	TEACHER SYNERGY, LLC	JPAP10	10/30/2020	ONLINE RESOURCES	GENERAL FUND/TECH/SOFTWARE SERVIC/SOCIAL SCIENCES	2002100014	210.00
						Totals for 81544	286.23
81545	US CELLULAR	JPAP10	10/30/2020	US CELLULAR BILLING FOR 2020-21	GENERAL FUND/TELEPHONE AND	8002100006	337.08

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					TELEGRAPH/CENTRAL SERVICES		
					Totals for 81545		337.08
81546	VOYAGER SOPRIS LEARN	JPAP10	10/30/2020	TITLE 1 MATERIALS	GENERAL	1152100001	373.89
					FUND/INSTRUCTIONAL MEDIA/ENGLISH LANGUAGE		
					Totals for 81546		373.89
81547	WIS INTERSCHOL ATHLE	JPAP10	10/30/2020	Regional Volleyball Invoice #KM 202027 to WIAA	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/VOLLEYBALL	4002100112	50.27
					Totals for 81547		50.27
81548	ABRAHAMSON BODY & EQ	JPAP11	11/06/2020	DAN KOEHLER CLASSROOM SUPPLIES	GENERAL	4002100109	985.00
					FUND/GENERAL SUPPLIES/TECHNOLOGY EDUCATION		
81548	ABRAHAMSON BODY & EQ	JPAP11	11/06/2020	DAN KOEHLER CLASSROOM SUPPLIES	GENERAL	4002100108	1,090.00
					FUND/GENERAL SUPPLIES/TECHNOLOGY EDUCATION		
					Totals for 81548		2,075.00
81549	AT&T	JPAP11	11/06/2020	INTERNET SERVICES	GENERAL	0	651.31
					FUND/ON-LINE COMMUNICATIONS/ADMINISTRATIVE TECHNOLOGY SERV		
					Totals for 81549		651.31
81550	C.E.S.A. #5	JPAP11	11/06/2020	AE06 WCAP & AE07 WCAP	SPECIAL EDUCATION	0	7,625.00
					FUND/TRANSFER TO CESA/SPECIAL ED TUITION-NON-OPEN		
81550	C.E.S.A. #5	JPAP11	11/06/2020	AE06 WCAP & AE07 WCAP	SPECIAL EDUCATION	0	11,500.00
					FUND/TRANSFER TO CESA/SPECIAL ED TUITION-NON-OPEN		
					Totals for 81550		19,125.00
81551	CESA 6-CONFERENCE RE	JPAP11	11/06/2020	AUDIOLOGY - NON CONSORTIUM - PROVIDED AUGUST - SEPTEMBER 2020	SPECIAL EDUCATION	0	86.50
					FUND/TRANSFER TO CESA/SPEECH PATH & AUDIOLOGY SERV		
					Totals for 81551		86.50
81552	C.E.S.A. #9	JPAP11	11/06/2020	WI VIRTUAL SCHOOL SEPTEMBER 2020 ENROLLMENTS REGULAR COURSE ENROLLMENTS & WI DIGITAL LEARNING COLLABORATIVE COVID-19 RESPONSE SUBSIDY ETHAN TELLOCK - AP CALCULUS	GENERAL	0	275.00
					FUND/TRANSFER TO CESA/Gen Tuition-Non-Open Enrollmen		
					Totals for 81552		275.00
81553	CINTAS CORPORATION L	JPAP11	11/06/2020	CUSTODIAL SUPPLIES	SPECIAL EDUCATION	0	16.37
					FUND/CLEANING SERVICES/BUILDINGS		
81553	CINTAS CORPORATION L	JPAP11	11/06/2020	CUSTODIAL SUPPLIES	GENERAL	0	52.98
					FUND/CLEANING SERVICES/OPERATION		
81553	CINTAS CORPORATION L	JPAP11	11/06/2020	CUSTODIAL SUPPLIES	GENERAL	0	30.00

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81553	CINTAS CORPORATION L	JPAP11	11/06/2020	CUSTODIAL SUPPLIES	FUND/CLEANING SERVICES/OPERATION GENERAL	0	22.63
					FUND/CLEANING SERVICES/OPERATION		
					Totals for 81553		121.98
81554	FOLLETT SCHOOL SOLUT	JPAP11	11/06/2020	Titlewave - Unordered Materials list	GENERAL FUND/LIBRARY BOOKS/SCHOOL LIBRARY	2002100012	360.08
					Totals for 81554		360.08
81555	INTEGRATED SYSTEMS C	JPAP11	11/06/2020	IS CORP BILLING FOR 2020-21	GENERAL FUND/TECH/SOFTWARE SERVIC/ADMINISTRATIV E TECHNOLOGY SERV	8002100007	360.00
					Totals for 81555		360.00
81556	JOSTENS INC.	JPAP11	11/06/2020	RITA GIPP- YEARBOOK PAYMENT INITIAL DEPOSIT	GENERAL FUND/GENERAL SUPPLIES/YEARBOOK FEE	4002100118	2,490.40
					Totals for 81556		2,490.40
81557	MID STATE TREE SERVI	JPAP11	11/06/2020	TREE TRIMMING AND CLEAN UP AROUND THE SCHOOL BUILDINGS	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/SITE REPAIRS	0	3,850.00
					Totals for 81557		3,850.00
81558	MULTI MEDIA CHANNELS	JPAP11	11/06/2020	AUGUST BOE MINUTES/9/2/20 BOE SPEC MTG MINUTES/OCT 20 WOLF PACK EXPRESS JOB/ANNUAL MTG BUDGET NOTICES/OCT 20 WOLF PACK POSTAGE/9/21/20 PUBLIC HEARING MINUTES/9/21/20 BOE REG MTG MINUTES/10/5/20 BOE MTG MINUTES/10/7/20 SPEC BOE MTG MINUTES	GENERAL FUND/PRINTING AND BINDING/INFORMATION	0	2,379.29
					Totals for 81558		2,379.29
81559	NORTH EASTERN WISCON	JPAP11	11/06/2020	Occupational Therapist - monthly bill	SPECIAL EDUCATION FUND/PERSONAL SERVICES/OCCUPATIONA L THERAPY	272100045	1,059.83
81559	NORTH EASTERN WISCON	JPAP11	11/06/2020	Occupational Therapist - monthly bill	SPECIAL EDUCATION FUND/PERSONAL SERVICES/OCCUPATIONA L THERAPY	272100045	88.42
					Totals for 81559		1,148.25
81560	NASSCO, INC	JPAP11	11/06/2020	CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	563.19
					Totals for 81560		563.19
81561	NEOLA, INC.	JPAP11	11/06/2020	CONTINUING UPDATE SERVICE FOR SCHOOL BOARD POLICIES, VOLUME 30:NUMBER 1	GENERAL FUND/TECH/SOFTWARE SERVIC/GENERAL ADMINISTRATION	0	1,225.00
					Totals for 81561		1,225.00
81562	ORTHOPEDIC & SPINE O	JPAP11	11/06/2020	Athletic Training Fee 2020-2021- Orthopedic & Spine	GENERAL FUND/PERSONAL	4002100119	400.00

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				Therapy invoice #0000330-IN	SERVICES/GENERAL ATHLETICS		
					Totals for 81562		400.00
81563	PREMIER BANK - MANAW	JPAP11	11/06/2020	FOR PAYMENTS MADE USING EFUNDS THAT NEED TO BE MOVED TO CLASS FEE ACCOUNTS	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/FISCAL	0	55.00
					Totals for 81563		55.00
81564	REMINGTON'S QUALITY	JPAP11	11/06/2020	FOOD CONTINGENCY	SPECIAL EDUCATION FUND/FOOD/MULTI-CATEGORICAL	272100012	18.29
81564	REMINGTON'S QUALITY	JPAP11	11/06/2020	FOOD CONTINGENCY	SPECIAL EDUCATION FUND/FOOD/MULTI-CATEGORICAL	272100012	3.69
					Totals for 81564		21.98
81565	SCHOOL DISTRICT OF B	JPAP11	11/06/2020	Cross Country Meet @ Bonduel - High School only on September 15th	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/CROSS COUNTRY	4002100079	100.00
					Totals for 81565		100.00
81566	SCHOOL SPECIALTY INC	JPAP11	11/06/2020	CARRIE KOEHN KEY CABINET	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATED CURRICULUM	4002100116	74.09
81566	SCHOOL SPECIALTY INC	JPAP11	11/06/2020	CARRIE KOEHN KEY CABINET	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATED CURRICULUM	4002100116	55.90
					Totals for 81566		129.99
81567	TEACHER SYNERGY, LLC	JPAP11	11/06/2020	MICHELE KOSHOLLEK TPT MATERIALS	GENERAL FUND/OTHER MEDIA/ENGLISH LANGUAGE	4002100007	6.93
					Totals for 81567		6.93
81568	THEDACARE AT WORK	JPAP11	11/06/2020	DS RAPID 5 BUNDLED/PHYSICAL FREE FROM COMM DISEASE - Z. KRIESEL	GENERAL FUND/PERSONAL SERVICES/HEALTH SERVICES	0	151.00
81568	THEDACARE AT WORK	JPAP11	11/06/2020	DS RAPID 5 BUNDLED/PHYSICAL FREE FROM COMM DISEASE - A. WILSON	GENERAL FUND/PERSONAL SERVICES/HEALTH SERVICES	0	151.00
					Totals for 81568		302.00
81569	WEX BANK - GLOBAL FL	JPAP11	11/06/2020	LALL OTHER FUEL	GENERAL FUND/FUEL-VEHICLE OPERATION/VEHICLE MAINT/NOT PUPIL TRANS	0	85.58
					Totals for 81569		85.58
81570	WI DEPT OF JUSTICE	JPAP11	11/06/2020	CRIMINAL BACKGROUND CHECKS WIS DEPT OF JUSTICE - (4 @ 7.00)	GENERAL FUND/PERSONAL SERVICES/OTHER STAFF SERVICES	0	28.00
					Totals for 81570		28.00
81571	WIPFLI LLP	JPAP11	11/06/2020	PROGRESS BILLING ON THE AUDIT OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 6/30/20.	GENERAL FUND/PERSONAL SERVICES/AUDIT	0	5,000.00
					Totals for 81571		5,000.00
81572	INTELLICORP RECORDS,	JPAP11	11/10/2020	BACKGROUND CHECKS	GENERAL	0	163.30

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					FUND/PERSONAL SERVICES/OTHER STAFF SERVICES		
					Totals for 81572		163.30
202000081	WISCONSIN RETIREMENT	R9*	09/15/2020	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	9,258.10
202000081	WISCONSIN RETIREMENT	R9*	09/15/2020	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	1,009.31
202000081	WISCONSIN RETIREMENT	R9*	09/15/2020	Payroll accrual	FOOD SERVICE FUND/WI RETIREMENT FUND	0	97.89
202000081	WISCONSIN RETIREMENT	R9*	09/15/2020	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	9,258.10
202000081	WISCONSIN RETIREMENT	R9*	09/15/2020	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	1,009.31
202000081	WISCONSIN RETIREMENT	R9*	09/15/2020	Payroll accrual	FOOD SERVICE FUND/WI RETIREMENT FUND	0	97.89
					Totals for 202000081		20,730.60
202000100	WISCONSIN RETIREMENT	R9*	09/30/2020	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	8,975.10
202000100	WISCONSIN RETIREMENT	R9*	09/30/2020	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	1,383.25
202000100	WISCONSIN RETIREMENT	R9*	09/30/2020	Payroll accrual	FOOD SERVICE FUND/WI RETIREMENT FUND	0	304.19
202000100	WISCONSIN RETIREMENT	R9*	09/30/2020	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	8,975.10
202000100	WISCONSIN RETIREMENT	R9*	09/30/2020	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	1,383.25
202000100	WISCONSIN RETIREMENT	R9*	09/30/2020	Payroll accrual	FOOD SERVICE FUND/WI RETIREMENT FUND	0	304.19
					Totals for 202000100		21,325.08
202000113	DELTA DENTAL OF WISC	JPWI10	10/14/2020	DENTAL CLAIMS	GENERAL FUND/SELF FUND-EMPLOYER SHARE PREMI	0	1,004.00
					Totals for 202000113		1,004.00
202000114	DELTA DENTAL OF WISC	JPWI10	10/07/2020	DENTAL CLAIMS	GENERAL FUND/SELF FUND-EMPLOYER SHARE PREMI	0	1,015.81
					Totals for 202000114		1,015.81
202000115	EMPLOYEE BENEFITS CO	JPWI10	10/15/2020	FSA CLAIMS & UNCOVERED MEDICAL	GENERAL FUND/FLEX PLAN SY20-21	0	599.65
202000115	EMPLOYEE BENEFITS CO	JPWI10	10/15/2020	FSA CLAIMS & UNCOVERED MEDICAL	EMPLOYEE BENIFIT TRUST FUND/DUE TO OTHER FUNDS	0	1,000.00
					Totals for 202000115		1,599.65
202000116	EMPLOYEE BENEFITS CO	JPWI10	10/08/2020	FSA CLAIMS	GENERAL FUND/FLEX PLAN SY20-21	0	1,999.62
202000116	EMPLOYEE BENEFITS CO	JPWI10	10/08/2020	FSA CLAIMS	GENERAL FUND/FLEX PLAN SY19-20	0	300.81

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						Totals for 202000116	2,300.43
202000117	DELTA DENTAL OF WISC	JPWI10	10/21/2020	DENTAL CLAIMS	GENERAL FUND/SELF FUND-EMPLOYER SHARE PREMI	0	777.60
						Totals for 202000117	777.60
202000118	EMPLOYEE BENEFITS CO	JPWI10	10/30/2020	BESTFLEX & HRA ADMIN FEES	GENERAL FUND/DISTRICT FEES / BANKING FEE/FISCAL	0	126.50
						Totals for 202000118	126.50
202000119	INTERNAL REVENUE SER	P9	10/30/2020	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	7,806.20
202000119	INTERNAL REVENUE SER	P9	10/30/2020	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	1,402.81
202000119	INTERNAL REVENUE SER	P9	10/30/2020	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	371.75
202000119	INTERNAL REVENUE SER	P9	10/30/2020	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	1,825.62
202000119	INTERNAL REVENUE SER	P9	10/30/2020	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	328.07
202000119	INTERNAL REVENUE SER	P9	10/30/2020	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	86.94
202000119	INTERNAL REVENUE SER	P9	10/30/2020	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	402.00
202000119	INTERNAL REVENUE SER	P9	10/30/2020	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	41.24
202000119	INTERNAL REVENUE SER	P9	10/30/2020	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	9,540.37
202000119	INTERNAL REVENUE SER	P9	10/30/2020	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	1,372.43
202000119	INTERNAL REVENUE SER	P9	10/30/2020	Payroll accrual	FOOD SERVICE FUND/FEDERAL INCOME TAX	0	177.13
202000119	INTERNAL REVENUE SER	P9	10/30/2020	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	1,825.62
202000119	INTERNAL REVENUE SER	P9	10/30/2020	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	328.07
202000119	INTERNAL REVENUE SER	P9	10/30/2020	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	86.94
202000119	INTERNAL REVENUE SER	P9	10/30/2020	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	7,806.20
202000119	INTERNAL REVENUE SER	P9	10/30/2020	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	1,402.81
202000119	INTERNAL REVENUE SER	P9	10/30/2020	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL	0	371.75

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					SECURITY)		
					Totals for 202000119		35,175.95
202000120	MASSMUTUAL FINANCIAL	P9	10/30/2020	Payroll accrual	GENERAL	0	50.00
					FUND/HARTFORD INS - TSA/ROTH		
					Totals for 202000120		50.00
202000121	WEA TAX SHELTERED AN	P9	10/30/2020	Payroll accrual	GENERAL FUND/WEA	0	100.00
					TRUST - TSA/ROTH		
202000121	WEA TAX SHELTERED AN	P9	10/30/2020	Payroll accrual	GENERAL FUND/WEA	0	500.00
					TRUST - TSA/ROTH		
202000121	WEA TAX SHELTERED AN	P9	10/30/2020	Payroll accrual	SPECIAL EDUCATION	0	25.00
					FUND/WEA TRUST - TSA/ROTH		
					Totals for 202000121		625.00
202000122	WISCONSIN DEPT OF RE	P9	10/30/2020	Payroll accrual	GENERAL FUND/STATE	0	80.00
					INCOME TAX		
202000122	WISCONSIN DEPT OF RE	P9	10/30/2020	Payroll accrual	SPECIAL EDUCATION	0	5.00
					FUND/STATE INCOME TAX		
202000122	WISCONSIN DEPT OF RE	P9	10/30/2020	Payroll accrual	GENERAL FUND/STATE	0	39.65
					INCOME TAX		
202000122	WISCONSIN DEPT OF RE	P9	10/30/2020	Payroll accrual	GENERAL FUND/STATE	0	5,964.43
					INCOME TAX		
202000122	WISCONSIN DEPT OF RE	P9	10/30/2020	Payroll accrual	SPECIAL EDUCATION	0	835.57
					FUND/STATE INCOME TAX		
202000122	WISCONSIN DEPT OF RE	P9	10/30/2020	Payroll accrual	FOOD SERVICE	0	147.70
					FUND/STATE INCOME TAX		
					Totals for 202000122		7,072.35
202000124	WEA MEMBER BENEFIT T	P9	10/30/2020	Payroll accrual	GENERAL FUND/WEA	0	140.00
					TRUST ADVANTAGE		
					Totals for 202000124		140.00
202000125	DELTA DENTAL OF WISC	JPWI10	10/28/2020	DENTAL CLAIMS & ADMINISTRATION	GENERAL FUND/SELF	0	2,418.59
					FUND-EMPLOYER SHARE PREMI		
					Totals for 202000125		2,418.59
202000129	DELTA DENTAL OF WISC	JPWI11	11/04/2020	DENTAL CLAIMS	GENERAL FUND/SELF	0	2,609.01
					FUND-EMPLOYER SHARE PREMI		
					Totals for 202000129		2,609.01
202000130	EMPLOYEE BENEFITS CO	JPWI11	11/05/2020	HRA & FSA CLAIMS	GENERAL FUND/FLEX	0	915.63
					PLAN SY20-21		
202000130	EMPLOYEE BENEFITS CO	JPWI11	11/05/2020	HRA & FSA CLAIMS	GENERAL	0	83.27
					FUND/HRA/WEA ER DED (PMT ABOVE EE'S		
					Totals for 202000130		998.90
202000131	BMO MASTERCARD	COCCOC	10/20/2020	Credit Card Payment AP Invoice.	GENERAL	0	118.86
					FUND/NON-CAPITAL EQUIPMENT/ADMINISTRA TIVE TECHNOLOGY SERV		
202000131	BMO MASTERCARD	COCCOC	10/20/2020	Credit Card Payment AP Invoice.	GENERAL	0	552.87
					FUND/NON-CAPITAL EQUIPMENT/ADMINISTRA TIVE TECHNOLOGY		

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
202000131	BMO MASTERCARD	COCCOC	10/20/2020	Credit Card Payment AP Invoice.	SERV GENERAL FUND/NON-CAPITAL TECHNOLOGY/ADMINISTRATIVE TECHNOLOGY	0	5.45
202000131	BMO MASTERCARD	COCCOC	10/20/2020	Credit Card Payment AP Invoice.	SERV GENERAL FUND/TECH/SOFTWARE SERVIC/ADMINISTRATIVE TECHNOLOGY SERV	0	584.30
202000131	BMO MASTERCARD	COCCOC	10/20/2020	Credit Card Payment AP Invoice.	GENERAL FUND/TECH/SOFTWARE SERVIC/ADMINISTRATIVE TECHNOLOGY SERV	0	35.85
202000131	BMO MASTERCARD	COCCOC	10/20/2020	Credit Card Payment AP Invoice.	GENERAL FUND/WORKBOOKS/AGRICULTURE	0	30.00
202000131	BMO MASTERCARD	COCCOC	10/20/2020	Credit Card Payment AP Invoice.	GENERAL FUND/NON-CAPITAL EQUIPMENT/OFFICE OF THE PRINCIPAL	0	50.90
202000131	BMO MASTERCARD	COCCOC	10/20/2020	Credit Card Payment AP Invoice.	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/ART	0	75.00
202000131	BMO MASTERCARD	COCCOC	10/20/2020	Credit Card Payment AP Invoice.	GENERAL FUND/TECH/SOFTWARE SERVIC/FOREIGN LANGUAGES	0	34.99
202000131	BMO MASTERCARD	COCCOC	10/20/2020	Credit Card Payment AP Invoice.	GENERAL FUND/GENERAL SUPPLIES/ART	0	40.93
202000131	BMO MASTERCARD	COCCOC	10/20/2020	Credit Card Payment AP Invoice.	GENERAL FUND/GENERAL SUPPLIES/ART	0	12.10
202000131	BMO MASTERCARD	COCCOC	10/20/2020	Credit Card Payment AP Invoice.	GENERAL FUND/GENERAL SUPPLIES/ART	0	177.45
202000131	BMO MASTERCARD	COCCOC	10/20/2020	Credit Card Payment AP Invoice.	SPECIAL EDUCATION FUND/FOOD/MULTI-CATEGORICAL	0	13.50
202000131	BMO MASTERCARD	COCCOC	10/20/2020	Credit Card Payment AP Invoice.	SPECIAL EDUCATION FUND/NON-CAPITAL EQUIPMENT/MULTI-CATEGORICAL	0	74.94
202000131	BMO MASTERCARD	COCCOC	10/20/2020	Credit Card Payment AP Invoice.	SPECIAL EDUCATION FUND/FOOD/MULTI-CATEGORICAL	0	97.08
202000131	BMO MASTERCARD	COCCOC	10/20/2020	Credit Card Payment AP Invoice.	GENERAL FUND/GENERAL SUPPLIES/TECHNOLOGY EDUCATION	0	206.41
202000131	BMO MASTERCARD	COCCOC	10/20/2020	Credit Card Payment AP Invoice.	GENERAL FUND/NON-CAPITAL EQUIPMENT/TECHNOLOGY EDUCATION	0	225.92
202000131	BMO MASTERCARD	COCCOC	10/20/2020	Credit Card Payment AP Invoice.	GENERAL	0	62.95

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
				Invoice.	FUND/NON-CAPITAL EQUIPMENT/OPERATION		
202000131	BMO MASTERCARD	COCCOC	10/20/2020	Credit Card Payment AP Invoice.	SPECIAL EDUCATION FUND/FOOD/MULTI-CATE GORICAL	0	25.75
202000131	BMO MASTERCARD	COCCOC	10/20/2020	Credit Card Payment AP Invoice.	GENERAL FUND/NON-CAPITAL EQUIPMENT/OPERATION	0	7.96
					Totals for 202000131		2,433.21
202100055	KRUEGER, JENNIFER	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL FUND/ADMISSIONS- CO CURRICULAR/GENERAL ATHLETICS	0	10.00
					Totals for 202100055		10.00
202100056	MILLARD, DAWN	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL FUND/ADMISSIONS- CO CURRICULAR/GENERAL ATHLETICS	0	5.00
					Totals for 202100056		5.00
202100057	POPPY, MICHELLE	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL FUND/ADMISSIONS- CO CURRICULAR/GENERAL ATHLETICS	0	5.00
					Totals for 202100057		5.00
202100058	ROSIN, JENNIFER	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL FUND/ADMISSIONS- CO CURRICULAR/GENERAL ATHLETICS	0	20.00
					Totals for 202100058		20.00
202100059	SERNAU, JACQUELYN	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL FUND/ADMISSIONS- CO CURRICULAR/GENERAL ATHLETICS	0	10.00
					Totals for 202100059		10.00
202100060	ZIEMER, NATHANIEL	JPAP10	10/21/2020	REIMBURSE ATHLETIC PASS	GENERAL FUND/ADMISSIONS- CO CURRICULAR/GENERAL ATHLETICS	0	5.00
					Totals for 202100060		5.00
202100061	COLLINS, PATRICK	JPAP10	10/21/2020	VARSITY VOLLEYBALL LINE JUDGE VS SHIOCTON ON 10/20/20	GENERAL FUND/PERSONAL SERVICES/VOLLEYBALL	0	30.00
					Totals for 202100061		30.00
202100062	HEINRITZ, DANIEL	JPAP10	10/21/2020	VARSITY VOLLEYBALL REGIONAL OFFICIAL VS SHIOCTON ON 10/20/20	GENERAL FUND/PERSONAL SERVICES/VOLLEYBALL	0	100.60
					Totals for 202100062		100.60
202100063	KEEGAN, ANGELA	JPAP10	10/21/2020	VARSITY VOLLEYBALL LINE JUDGE VS SHIOCTON ON 10/20/20	GENERAL FUND/PERSONAL SERVICES/VOLLEYBALL	0	30.00
					Totals for 202100063		30.00
202100064	LEMONS, GARY	JPAP10	10/21/2020	VARSITY VOLLEYBALL REGIONAL OFFICIAL VS SHIOCTON ON 10/20/20	GENERAL FUND/PERSONAL SERVICES/VOLLEYBALL	0	70.00
					Totals for 202100064		70.00
202100065	DAYTON, KENNETH	JPAP11	11/03/2020	MIDDLE SCHOOL BOYS BASKETBALL	COMMUNITY SERVICE	0	60.00

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
				OFFICIAL ON 11/2/20 VS BONDUEL	FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES		
					Totals for 202100065		60.00
202100066	RADLEY, DANIEL	JPAP11	11/03/2020	MIDDLE SCHOOL BOYS BASKETBALL OFFICIAL ON 11/2/20 VS BONDUEL	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0	60.00
					Totals for 202100066		60.00
202100067	HABLE, CHARLES	JPAP11	11/10/2020	VARSITY FOOTBALL OFFICIAL ON 11/6/20 VS WITTENBERG-BIRNAMWOOD	GENERAL FUND/PERSONAL SERVICES/BOYS FOOTBALL	0	80.00
					Totals for 202100067		80.00
202100068	LATOURE, PATRICK	JPAP11	11/10/2020	VARSITY FOOTBALL OFFICIAL ON 11/6/20 VS WITTENBERG-BIRNAMWOOD	GENERAL FUND/PERSONAL SERVICES/BOYS FOOTBALL	0	80.00
					Totals for 202100068		80.00
202100069	LEWIS, PATRICK	JPAP11	11/10/2020	VARSITY FOOTBALL OFFICIAL ON 11/6/20 VS WITTENBERG-BIRNAMWOOD	GENERAL FUND/PERSONAL SERVICES/BOYS FOOTBALL	0	80.00
					Totals for 202100069		80.00
202100070	NELSON, LYLE	JPAP11	11/10/2020	VARSITY FOOTBALL OFFICIAL ON 11/6/20 VS WITTENBERG-BIRNAMWOOD	GENERAL FUND/PERSONAL SERVICES/BOYS FOOTBALL	0	80.00
					Totals for 202100070		80.00
202100071	STUBER, TODD	JPAP11	11/10/2020	VARSITY FOOTBALL OFFICIAL ON 11/6/20 VS WITTENBERG-BIRNAMWOOD	GENERAL FUND/PERSONAL SERVICES/BOYS FOOTBALL	0	80.00
					Totals for 202100071		80.00
					Totals for checks		326,899.96

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	GENERAL FUND	185,040.96	580.00	87,030.77	272,651.73
21	Special Revenue Trust Fund	0.00	0.00	6,468.93	6,468.93
27	SPECIAL EDUCATION FUND	10,526.12	0.00	21,600.86	32,126.98
50	FOOD SERVICE FUND	2,046.37	0.00	12,485.95	14,532.32
73	EMPLOYEE BENIFIT TRUST FUND	1,000.00	0.00	0.00	1,000.00
80	COMMUNITY SERVICE FUND	0.00	0.00	120.00	120.00
***	Fund Summary Totals ***	198,613.45	580.00	127,706.51	326,899.96

***** End of report *****

Name	Reference	Trans Date	Description	Post Date	Amount
		10/02/2020	CLASS OF 2024	10/02/2020	15.00
			Totals for 14823		15.00
		10/02/2020	CLASS OF 2022	10/02/2020	50.00
			Totals for 14824		50.00
		10/02/2020	CLASS OF 2027	10/02/2020	10.00
			Totals for 14825		10.00
		10/02/2020	CLASS OF 2023	10/02/2020	10.00
			Totals for 14826		10.00
		10/02/2020	CLASS OF 2025	10/02/2020	5.00
			Totals for 14827		5.00
		10/02/2020	CLASS OF 2026	10/02/2020	10.00
			Totals for 14828		10.00
		10/02/2020	CLASS OF 2021	10/02/2020	15.00
			Totals for 14829		15.00
		10/02/2020	WEEK OF 10/2 ES FOOD SERVICE	10/02/2020	11.00
			Totals for 14830		11.00
		10/02/2020	RESTITUTION FOR CASE JE: 68-20-004	10/02/2020	150.00
			Totals for 14831		150.00
		10/02/2020	DOUG SMITH SCHOLARSHIP	10/02/2020	2,000.00
			Totals for 14832		2,000.00
		10/02/2020	FOCUS ON ENERGY	10/02/2020	5,100.00
			Totals for 14833		5,100.00
		10/02/2020	HS FOOD SERVICE FOR WEEK OF 9/29	10/02/2020	305.00
			Totals for 14841		305.00
		10/02/2020	MS ATHLETIC FEES	10/02/2020	15.00
			Totals for 14842		15.00
		10/02/2020	DISTRICT FEE	10/02/2020	20.00
			Totals for 14843		20.00
		10/02/2020	MS YEARBOOK	10/02/2020	24.00
			Totals for 14844		24.00
		10/02/2020	CLASS OF 2025	10/02/2020	15.00
			Totals for 14845		15.00
		10/02/2020	CLASS OF 2021	10/02/2020	10.00
			Totals for 14846		10.00
		10/02/2020	CLASS OF 2022	10/02/2020	25.00
			Totals for 14847		25.00
		10/02/2020	CLASS OF 2023	10/02/2020	20.00
			Totals for 14848		20.00
		10/02/2020	CLASS OF 2024	10/02/2020	5.00
			Totals for 14849		5.00
		10/02/2020	HS ATHLETIC FEE	10/02/2020	195.00
			Totals for 14850		195.00
		10/02/2020	DISTRICT STUDENT FEE	10/02/2020	195.00
			Totals for 14851		195.00
		10/02/2020	INSTRUMENT RENTAL FEE	10/02/2020	30.00
			Totals for 14852		30.00
		10/02/2020	PARKING FEE	10/02/2020	90.00
			Totals for 14853		90.00
		10/02/2020	HS YEARBOOK	10/02/2020	445.00
			Totals for 14854		445.00
		10/02/2020	CHROMEBOOK FINES	10/02/2020	20.00
			Totals for 14855		20.00
		10/09/2020	WORK PERMITS FOR SEPTEMBER	10/09/2020	10.00

Name	Reference	Trans Date	Description	Post Date	Amount
			Totals for 14835		10.00
		10/09/2020	FOOD SERVICE DEPOSIT FOR WEEK OF 10/5	10/09/2020	257.00
			Totals for 14836		257.00
		10/09/2020	FOOD SERVICE DEPOSIT FOR WEEK OF 10/5	10/09/2020	100.00
			Totals for 14837		100.00
		10/09/2020	REFUND CHECK FROM THE CREDIT CARD COMPAN	10/09/2020	35.00
			Totals for 14838		35.00
		10/09/2020	MONEY COLLECTED FROM STAFF FOR SHIRT	10/09/2020	27.76
			Totals for 14839		27.76
		10/16/2020	WASHINGTON DC	10/16/2020	3,285.00
			Totals for 14858		3,285.00
		10/16/2020	FFA	10/16/2020	87.00
			Totals for 14859		87.00
		10/16/2020	HS FOOD SERVICE FOR WEEK OF 10/12	10/16/2020	376.25
			Totals for 14860		376.25
		10/16/2020	MS FOOD SERVICE FOR WEEK OF 10/12	10/16/2020	10.00
			Totals for 14861		10.00
		10/16/2020	MS FOOD SERVICE FOR WEEK OF 10/12	10/16/2020	51.75
			Totals for 14862		51.75
		10/23/2020	ADMISSIONS FOR VB PLAYOFF GAME ON 10/20/	10/23/2020	582.00
			Totals for 14863		582.00
		10/23/2020	CLASS OF 2026	10/23/2020	5.00
			Totals for 14878		5.00
		10/23/2020	MMS YEARBOOK	10/23/2020	60.00
			Totals for 14879		60.00
		10/23/2020	PARKING FEE	10/23/2020	10.00
			Totals for 14880		10.00
		10/23/2020	HS YEARBOOK	10/23/2020	213.00
			Totals for 14881		213.00
		10/23/2020	CLASS OF 2024	10/23/2020	5.00
			Totals for 14882		5.00
		10/26/2020	BREAKFAST AID	10/26/2020	316.58
			Totals for 14256		316.58
		10/26/2020	NATIONAL SCHOOL LUNCH AID	10/26/2020	1,569.96
			Totals for 14257		1,569.96
		10/26/2020	COMMODITY CHARGES	10/26/2020	-1,295.88
			Totals for 14258		-1,295.88
		10/30/2020	MAGIC WRITER E-FUNDS DEPOSIT	10/30/2020	145.00
			Totals for 12850		145.00
		10/30/2020	TO RECORD MONTHLY INTEREST FOR STUDENT A	10/30/2020	7.26
			Totals for 13798		7.26
		10/30/2020	MONTHLY INTEREST FOR GENERAL FUND CHECKI	10/30/2020	164.10
			Totals for 14032		164.10
		10/30/2020	HS YEARBOOK	10/30/2020	50.00
			Totals for 14883		50.00
		10/30/2020	MS ATHLETIC FEE	10/30/2020	15.00
			Totals for 14884		15.00
		10/30/2020	CHROMEBOOK CHARGE	10/30/2020	30.00
			Totals for 14885		30.00
			Total for Cash Receipts		14,906.78

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	GENERAL FUND	0.00	7,405.86	0.00	7,405.86
50	FOOD SERVICE FUND	1,256.00	1,886.54	-1,295.88	1,846.66
60	HS - ACTIVITY ACCOUNT	3,624.26	0.00	0.00	3,624.26
72	PRIVATE BENEFIT TRUST FUND	0.00	2,000.00	0.00	2,000.00
80	COMMUNITY SERVICE FUND	0.00	30.00	0.00	30.00
***	Fund Summary Totals ***	4,880.26	11,322.40	-1,295.88	14,906.78

***** End of report *****

CREDIT CARD STATEMENT - October			WUFAR Code						
Date	Vendor	Amount	Fund	E	Location	Object	Function	Project	Description
Dan Wolfgram									
9/22/2020	FLEET FARM	\$7.96	10	E	400	440	253000	000	MIKE THOMACK - HS BUILDINGS & GROUNDS
9/22/2020	DOLLAR GENERAL	\$25.75	27	E	400	415	158000	019	ANN WARNING - SPEC ED
9/23/2020	MEANRDS	\$62.95	10	E	400	440	253000	000	MIKE THOMACK - HS BUILDINGS & GROUNDS
9/24/2020	MENARDS E-COMMERCE	\$206.41	10	E	400	411	136000	000	DAN KOEHLER-CLASSROOM SUPPLIES
		\$225.92	10	E	400	440	136000	000	DAN KOEHLER-CLASSROOM SUPPLIES
MENARDS E-COMMERCE TOTAL:		\$432.33							
9/29/2020	WALMART	\$97.08	27	E	400	415	158000	000	ANN WARNING - SPEC ED
9/29/2020	HOME DEPOT	\$74.94	27	E	400	440	158000	019	ANN WARNING - SPEC ED
9/30/2020	DOLLAR GENERAL	\$13.50	27	E	400	415	158000	019	ANN WARNING - SPEC ED
10/3/2020	MENARDS E-COMMERCE	\$177.45	10	E	400	411	121000	000	NANCY ZABLER - ART SUPPLIES
10/3/2020	WALMART	\$12.10	10	E	400	411	121000	000	NANCY ZABLER - ART SUPPLIES
10/3/2020	JO ANN STORES	\$40.93	10	E	400	411	121000	000	NANCY ZABLER - ART SUPPLIES
10/9/2020	WISCONSIN ART EDUCATION	\$75.00	10	E	400	940	121000	000	NANCY ZABLER - ART CONFERENCE
10/10/2020	QUIZLET	\$34.99	10	E	400	360	123000	000	AMY ANAYA - ONLINE MATERIALS
10/12/2020	CARROT TOP INDUSTRIES	\$50.90	10	E	400	440	241000	000	CARRIE KOEHN - FLAG
10/14/2020	TJ EDUCATION	\$30.00	10	E	400	472	131000	000	SANDY CORDES - AG LITERACY
	TOTAL	\$1,568.21							
Bryant Cobarrubias									
09/28/20	WINHOSTCOM 310-3480458 CA	\$35.85	10	E	800	360	295000	000	Software service - Rtl hosting
09/30/20	SOUNDTRAP 2033189708 NY	\$584.30	10	E	800	360	295000	160	Software service - Rtl hosting
10/8/20	Password Manager	\$5.45	10	E	800	480	295000	000	Password manager
10/12/20	CDW GOVT #2667694 800-808-42	\$552.87	10	E	800	440	295000	000	UPS Batteries
10/16/20	IPEVO INC 4084903085 CA	\$118.86	10	E	800	440	295000	000	Document camera
	TOTAL	\$1,297.33							



School District of Manawa

Mrs. Cordes is seeking permission to apply for the following grant listed below. This is not a matching grant and the District has no responsibilities if awarded the grant. Please let me know if you have any questions.

Thanks

Dan Wolfram

To continue their support of ag students and teachers, the [CHS Foundation](#) will once again offer 10, \$500 grants for teachers (NOTE: I would use money from the Strebe Fund to pay for the balance).

This grant opportunity is available for any ag educator who is implementing new ideas in their classroom and is a posted grant through the National FFA. Further information is available from stewardship@chsinc.com if needed. The district would not have any responsibilities, it would just be a learning kit for agriculture classes to utilize.

My application would seek the following kit that I would be able to use for rotation stations to learn about poultry science. The information is diverse and I would be able to use components in Animal Science, Exploratory Agriculture, and Food Science. I own a Lawn Care version of this kit and it has excellent information that focuses on STEM and incorporates many modalities of learning.

From their website: The Poultry Learning Lab Kit is your answer for species-specific, hands-on, durable materials that make learning tactile and fun. It includes materials and suggestions for activities that cover anatomy, breeds, meat cuts, eggs, carcass evaluation, quality assurance, and equipment and facility management. Use this and other Learning Lab Kits for teaching and evaluating knowledge of livestock and companion animals. Perfect for classrooms, 4-H clubs, FFA chapters, skillathons, agricultural association activities, and more.

<https://extensionpubs.osu.edu/content/sample/LLK09.pdf>

School District of Manawa

800 Beech Street
Manawa, WI 54949

Phone: (920) 596-2525
Fax: (920) 596-5308

Little Wolf High School Manawa Middle School

515 E. Fourth St
Manawa, WI 54949

Phone: (920) 596-2524
Fax: (920) 596-2655

Manawa Elementary

800 Beech Street
Manawa, WI 54949

Phone: (920) 596-2238
Fax: (920) 596-5339

ManawaSchools.org



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Monthly Enrollment Count for SY2020-2021

Grade	14-May-20	3rd Fri SEPT	OCT	NOV	DEC	JAN	2nd Fri JAN	FEB	MAR	APR	MAY
EC / Speech .5	11	2	2	3							
4K .6	29	21	22	23							
Kdg	39	30	30	30							
1	28	35	35	35							
2	52	25	26	26							
3	31	57	57	57							
4	35	32	32	32							
5	54	31	32	31							
6	39	49	50	50							
7	38	40	40	40							
8	53	40	40	40							
9	59	60	59	59							
10	52	60	60	60							
11	61	54	53	53							
12	53	63	64	64							
Students Enrolled	634	599	602	603	0	0	0	0	0	0	0
Less OE IN (non-resident)	-22	-15	-15	-16							
Plus OE OUT (resident)	90	94	97	98							
Less Tuition Sharing	-3	-1	-1	-1							
Students in Charter Prog	1	2	2	2							
Total Resident Count	700	677	683	684	0	0	0	0	0	0	0

Nov includes new 4K OEI

All Active OE IN less withdrawals

All Active OE OUT less withdrawals

Note: September Open Enrollment numbers are tentative until after the 3rd Friday Count and Open Enrollment is Verified with other districts.



School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

To: Dr. Melanie J. Oppor, BOE
From: Danni Brauer
Date: 11/13/20
Re: Update

Elementary School

- World Kindness Day - Nov. 13th is World Kindness Day. We celebrated by wearing kindness shirts and giving out kindness awards. We have very kind kiddos!
- Red Ribbon Week was a success! Students participated in dress up days and other activities that promoted saying "no" to drugs. Staff created lessons and accompanying videos. Thank you to LuAnne Ujzowski, Jen Krueger, Corrie Ziemer, and Andrea Whitman for planning an engaging and meaningful week.
- Students participated in a Book Character Pumpkin Contest in October. See entries and winners below. Thank you Jen Krueger for planning a fun contest!
- We have started a Mobile Makerspace to give our students a chance to utilize makerspace challenges when the room is closed. Mrs. Stormoen was the first to try it out and reported a positive experience. The Mobile Makerspace are challenge kits. Each kit has a challenge card (example below) and materials. Thank you Jen Krueger for finding the challenges and Julie Peterson for putting the kits together.

Special Education

- Our special education department is doing an exceptional job dealing with the COVID crisis with our most vulnerable population. Their ability to pivot from in-person to virtual is amazing. Parents have had nothing but good things to say about our staff!



Shorts and t-shirts on the playground in November? Only in 2020! (Students dispersed immediately following the picture.)



3rd grade enjoying the beautiful November weather while reading-to-self.



Students enjoying our new basketball hoops.

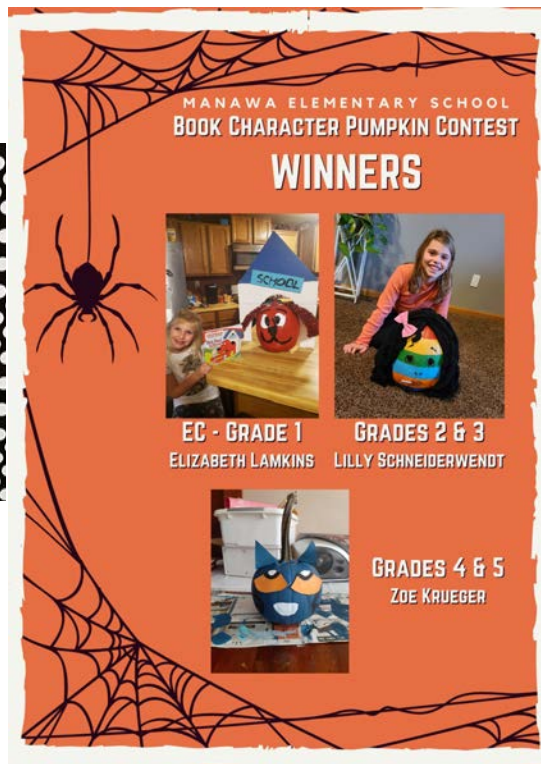


Book Character Pumpkin Contest



School District of Manawa

Students Choosing to Excel, Realizing Their Strengths



FALLIN INTO FALL



Challenge: You have too many leaves in your yard. Your parents want you to remove them, but you don't have a rake. Create a tool to help you remove the leaves in your yard!

Materials: Cardboard, straws, popsicle sticks, string, pipe cleaners, & scrap paper.

Tools: Scissors, Pencil, Crayons, & Tape.



School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

To: Dr. Melanie Oppor, Manawa Board of Education
Fr: Dan Wolfgram, Principal Little Wolf HS, Manawa Middle School
Date: 11/12/2020
Re: Staff and Program Highlights - November 2020

Virtual Veteran's Day Program: Thank you to all staff members and students who were integral in the collaboration of this year's first-ever Virtual Veteran's Day Program. The heavy lifting was done by Jen Krueger who produced and edited the complete video. Austin Rohan was also a key player in the recording and sequencing of the musical selection. These many hours of screen time resulted in a lasting memory for the staff, students, and the community.



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Fax: (920) 596-5308

Little Wolf High School Manawa Middle School

515 E. Fourth St
Manawa, WI 54949

Phone: (920) 596-2524
Fax: (920) 596-2655

Manawa Elementary

800 Beech Street
Manawa, WI 54949

Phone: (920) 596-2238
Fax: (920) 596-5339

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School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

Katie Jo Buschke - Kudos: For the second year in a row, Katie Jo was voted as her team's MVP and Unanimous 1st Team All-Conference. She was also Service Ace Leader, Assist Leader, co-captain, CWC North PLAYER OF THE YEAR and, made her 1,000th Varsity Assists (a milestone few players reach- I don't believe it's happened in Manawa before)



ACT Aspire Periodic Testing: These tests are short-duration, highly revealing assessments designed to produce snapshots of each learner's achievement at intervals throughout the academic year. The data is used to guide instruction moving towards the summative assessment at the conclusion of the year. Previously, HS teachers used STAR data to guide their instruction. Each test is designed to be a snapshot that can capture needed assessment data in one class period.

ACT Aspire Periodic Testing slated for the fall has been delayed due to the 2-week in-person hiatus, and then Chromebook and technology challenges. The testing is slated to begin Monday, November 16, and continue through Friday, November 20.

Thanks to Ms. Connolly, Mrs. Sernau, and Mr. Cobarrubias for their efforts to troubleshoot the testing schedule as well as all of the data entry needed to facilitate this screener.

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School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

Tech Ed. Building Projects: Mr. Dan Koehler's Furniture and Cabinetry class took on a practical hands-on project by finishing the dilapidated and damaged doors which line the front of the stage. This work was not in the scope and sequence of the referendum and provided a real-life opportunity to analyze a problem, provide a solution, and satisfy the consumer. Job well done!



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School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

To: Dr. Melanie Oppor
Fr: Dawn Millard
Date: 11/4/2020
Re: 2020 High School Basketball Coaching Recommendations

I am recommending Brian Bessette as the JV boys basketball coach and Autumn Ferg as the JV2 girls basketball coach.

Name	Position	Information
Brian Bessette	JV Boys Basketball Coach	Mr. Bessette has been involved with both the boys and girls basketball programs for many years. Along with these years of coaching experience, he has an excellent knowledge of the game and knows how to work with high school athletes. Mr. Bessette would be a good fit with the boys program in working with the newly-hired boys coach, Mr. Zemple.
Autumn Ferg	JV2 Girls Basketball Coach	Ms. Ferg is a 2015 graduate of Little Wolf Senior High. She is currently employed as a police officer for Waupaca County. Ms. Ferg has helped out in coaching many of our youth teams in past years. She knows how to work with people of all ages and has a great knowledge of the game of basketball.

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Students choosing to excel; realizing their strengths.

To: Board of Education
From: Carmen O'Brien
cc: Dr. Melanie Oppor
Date: 11/13/2020
Re: Business Office Monthly Update

After the approval of the 2020-21 budget on October 26, 2020, all the municipalities have been notified through certified mail of their school district tax obligations and all reports have been filed with DPI.

This past month, I worked with our insurance company to have our property revalued. It is important to ensure that the District has proper coverage with all the improvements that have been made at both buildings.

Through the DOJ Safety Grant, 3M safety film was installed on all windows and doors in the vestibule at the Manawa Elementary School. Little Wolf High School/Manawa Middle School had the safety film installed through the referendum project. It was placed between the two panes of glass in all the vestibule doors except for the door that led to the office. The film was installed on that door through the grant. The installation was done by Midwest Glass Tinters. The inch-thick caulk is part of the manufacturer installation recommendations when applied to only one side of the glass. The quality of the caulking is poor and we will not use this vendor again. This safety film is to prevent the glass from shattering if a person were to try to get into the building by breaking through the glass.

KOBUSSEN BUSES LTD.

Family Pride in Every Ride

November 10, 2020

October Transportation Report

Prepared For: School District of Manawa

To Whom it May Concern,

For the month of October, we had 11 days of in-person learning and ten days of virtual learning where we only had two buses running. There were 14 extracurricular trips that went out as well.

During the two weeks of virtual learning, we went through all the buses and gave them a good cleaning. We will be doing this again during Thanksgiving break. We continue to sanitize them after each route as well.

We are excited to announce that Terry Popour will be joining our team as a new route driver! He comes from the trucking industry where he has many years of experience as a driver. He was also a driving instructor at Fox Valley Technical College. We are happy to welcome Terry to our team of drivers!

If you know of someone that might be interested in becoming a school bus driver, send them our way! Our number is (920) 389-1500.

We will be having a safety meeting, where we will discuss various topics. Some of which will be: Seating chart enforcement, ventilation during the winter months, and winter driving. We are conducting our meetings following COVID-19 recommendations set fourth by the CDC and local heath departments.

If anyone has any questions, comments, or concerns, please do not hesitate to contact us: (920) 389-1500 or my email is: Jacob.elsner@kobussen.com

Thank you,

Jacob Elsner
Terminal Manager
Kobussen Buses LTD

Technology Board Report

November 13, 2020



Solarus Infrastructure Update

Solarus is completing a large infrastructure update this week. A Solarus-owned switch has been upgraded as part of the update. Staff are required to update their voicemail password as part of these changes. During the update we experienced some issues with staff accessing their voicemail.

Due to an issue at their central offices, the elementary school main line was temporarily unavailable. This has been resolved.

Kajeet Hotspot Program Expansion

The district hotspot program has been expanded to 80 devices. The students are using about 28 G of data per day. This large volume is due to video conferences and other video streaming. We are working with our vendor to upgrade our account to include unlimited bandwidth.

Camera Project Phase 2

The second phase of the camera project has begun. Master Electric has started running cable in the fitness center. Cameras have been ordered and inventoried. Included in this project is installing a camera for the HUDL system. This HUDL camera will allow events in the gym to be live streamed.

Office of Civil Rights ADA Complaint

A report is being prepared to address the OCR complaint regarding accessibility features of our website. The complaint targeted several pages and files on our website to review. We worked with CESA6 to review the targeted pages and made changes to ensure they will meet their standards.

Online Assessment - ACT Aspire

Students grade 9 and 10 will take a new online assessment next week. Janine Conolly and Jackie Sernau have worked to learn the new system, setup test sessions, and prepare test tickets. This replaces the Renaissance Start 360 assessment in the high school.

Technology Board Report

November 13, 2020



E-Rate Planning

The school district has been approved for a new 5-year cycle of federal e-rate funding. I'm planning a rotation cycle for infrastructure technology based on the budget.

Chromebook Rollout

Chromebook devices are still unavailable from distributors. Other school districts in the area are also waiting for orders placed in the summer. Other technology coordinators have pessimistic estimates such as January.

In the meantime, we are maintaining devices long past their expected life cycle. Many of these devices are no longer receiving updates.

Minutes of a November 9, 2020 School District of Manawa Curriculum Committee Meeting

The virtual meeting was called to order at 5:21 p.m.

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

In Attendance: Scheller, Seeger, Dr. Oppor and Hollman absent

Timer and Recorder: Scheller

1. Little Wolf High School 2021-22 Course of Study Guide. Motion by Scheller/Seeger to recommend the Little Wolf High School 2021-2022 Course of Study Guide to the full board as presented. Motion carried.
2. Curriculum Committee Planning Guide (Information / Action)
3. Next Meeting Date: December 8, 2020 5:00 p.m.
4. Next Meeting Items:
 - a. District Literacy Plan 2020-2022
 - i. ELA Curriculum Audit
 - ii. ELA Curriculum Writing
 - iii. ELA Materials Adoption
 - iv. ELA Professional Development
 - b. Math Materials Adoption for 2021-22 Budget
 - c. New Course Proposals
 - d. Human Growth & Development Committee - Curriculum Review
 - e.
5. Motion by Scheller/Seeger to Adjourn at 5:27 p.m.

Minutes of a October 19, 2020 School District of Manawa Finance Committee Meeting

The virtual meeting was called to order at 5:33 p.m.

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

In Attendance: Scheller, J. Johnson, Pethke, O'Brien, Oppor

Timer and Recorder: Pethke

1. Approve Lender for Short-term Borrowing - Action. Motion by J. Johnson / Pethke to recommend First State Bank to the full Board for the line of credit proposal. Motion carried.
2. Notification of SSO for Food Service extension - informational. Extended nationwide waivers until June 30, 2021 National School Lunches.
3. Preview Annual Meeting - informational. Review revenue information; proposed 9.43% levy rate which is an increase of .5%. Enrollment projections based on census. This is the budget that will be presented at the Annual Meeting.
4. Finance Committee Planning Guide (Information / Action)
5. Next Finance Committee Meeting Date: November 9, 2020 5:30 p.m
6. Next Finance Committee Items:
 - 1.
 - 2.
7. Motion by Johnson/Pethke to adjourn at 6:22 p.m. Motion carried.

Minutes of a November 9, 2020 School District of Manawa Finance Committee Meeting

The virtual meeting was called to order at 5:33 p.m.

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

Attendance: Scheller, J. Johnson, Pethke, Dr. Oppor, Mrs. O'Brien

Recorder: Pethke

1. Selection of Investments for OPEB Account
Motion by Pethke / J. Johnson to Accept Strategy 3 for OPEB Account. Motion carried.
2. Notification of Purchase of Acoustical Shells - Informational
The purchase of the Acoustical Shells will be made as presented.
3. Monthly Financial Summary - Informational
Reviewed by Mrs. O'Brien
4. Summary of FF&E Purchases and Interest Earnings to Date - Informational
Reviewed by Mrs. O'Brien and Dr. Oppor
5. Review of Referendum Budget - Informational
Reviewed by Mrs. O'Brien and Dr. Oppor
6. Finance Committee Planning Guide (Information / Action)
7. Next Finance Committee Meeting Date: December 7, 2020 6:00 p.m.
8. Next Finance Committee Items:
 - a. Monthly Financial Summary
 - b. Summary of FF&E Purchases and Interest Earnings to Date
 - c. Review of Referendum Budget
 - d.
9. Motion by Johnson/Pethke to adjourn the meeting at 6:15 p.m. Motion carried.

Minutes of a November 11, 2020 School District of Manawa Policy & Human Resources
Committee Meeting

Time: 5:00 p.m. Virtual Meeting

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

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

Timer: Pethke

Recorder: J. Johnson

1. Consider Endorsement of NEOLA Policy 8550 - Competitive Food Sales (Action): Motion by J. Johnson/Forbes to Recommend Endorsement of NEOLA Policy 8550 - Competitive Food Sales to the full Board as presented. Motion carried.
2. Consider Endorsement of NEOLA Policy 8451 - Head Lice/Pediculosis (Action): No action taken.
3. Review PO7250 Commemoration of Exceptional Individuals/Groups (Information / Action): Dr. Oppor will review several policies to come up with a policy fitting for our district to be reviewed in December.
4. Consider Endorsement of Administrative Job Descriptions (Action): Dean of Students, Secondary Principal, and MES Principal/Special Ed. Director
Motion by J. Johnson/Forbes to Recommend Endorsement of Administrative Job Descriptions: Dean of Students, Secondary Principal, MES Principal/Special Education Director to full Board as Presented. Motion carried.
5. Policy & Human Resources Committee Planning Guide (Information)
6. Set Next Meeting Date: December 9, 2020 at 6:00 p.m.
7. Next Meeting Items:
 - a. Technology Director
 - b. Webmaster
8. Adjourn: Motion by J. Johnson/Forbes. Motion carries at 5:50 p.m.



Book	Policy Manual
Section	For Board Review - Vol. 29, No. 2 +
Title	Overview
Code	1- Information & Comments - PPE
Status	

Policy 8450.01 – Personal Protective Equipment During Pandemic/Epidemic Events

Neola is offering the attached policy related to Personal Protective Equipment. The purpose of this policy option is to enable Board to authorize administrations to implement and to adjust PPE requirements during a public health crisis situation. Boards are to be informed of such efforts and always have authority to determine specific direction in this area. The policy does have the option of requiring Board approval of any such measure as well. The purpose of the policy; however, is not to establish or implement any type of PPE requirements, but rather to establish the authority to do so and to provide some parameters for such requirements.

As we have all worked through many unprecedented and unpredictable challenges, Neola has consistently opined that the policy lesson is that flexibility and adaptability is critical. This policy, like others prepared and or revised as a result of the pandemic, this policy is designed to maintain a significant amount of discretion and – importantly – flexibility in terms of implementing specific requirements, including in response to mandates or changes in public health guidance, as well as modifying requirements once implemented to adjust based on changing circumstances.

Last Modified by Steve LaVallee on October 2, 2020



Book	Policy Manual
Section	For Board Review - Vol. 29, No. 2 +
Title	Overview & Comments
Code	1 - Explanations & Information - Vol. 29, No. 2
Status	

WISCONSIN OVERVIEW AND COMMENTS

Volume 29, Number 2 June 2020

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

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

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

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

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

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

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

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

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

Processing Update Materials

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

District-Specific Material

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

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

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

Legal Alerts: Use of Surveillance
Facilities Use Policies

BYLAWS & POLICIES

Policy 0162 - Quorum (Revised)

Language has been added to clarify how a quorum is determined when one or more Board vacancies exist. These revisions are recommended for additional clarity.

Bylaw 0164.2 - Special Meetings (Revised)

This policy has been updated with a statutory change that broadens the way in which Board members may be notified of a special meeting of the Board. These revisions are recommended for legal compliance.

Policy 0167.3 – Public Comment at Board Meetings [Title revised]

The title of this policy and some of its content has been revised to better reflect the limited role of public comment at Board meetings, and provide flexibility for inclusion or exclusion of public comment on the agenda. These revisions are recommended but not required.

Policy 0172 – Legal Counsel (REVISED)

Language has been added to clarify protocols for contacting district legal counsel. These revisions are recommended but not required.

Policy 1130/3230/4230 – Conflict of Interest (REVISED)

The policy has been revised to clarify language regarding conduct creating a conflict of interest as well as to conduct that creates the appearance of a conflict. A Board is not limited to restricting conduct only when it can establish an actual conflict or nefarious intent (i.e. personal gain at the expense of the District), just that the conduct at issue creates a reasonable appearance of a conflict. The policy is also revised to allow for the inclusion of mandatory notice provisions regarding the outside activity. While the policy provides detail of the types of outside activities that would be impermissible, it is likely that not all situations can be predicted. Therefore, it is advisable to place the employee in a position of notifying the Board of outside activities, and from that, the Board can determine if something is problematic.

Minor technical corrections have also been made.

The adoption of these revisions is recommended but not required.

Policy 1220 – Employment of District Administrator (REVISED)

Revised to remove the option and permissive language concerning the District Administrator’s physical examination requirement, and to clarify the requirement per State law. The adoption of these revisions is recommended.

Policy 1260 – Incapacity of the District Administrator (REVISED)

The policy is revised to clarify the Board’s process in evaluating and determining that the District Administrator is unable to work and to appoint an interim District Administrator. The adoption of these revisions is recommended.

Policy 2260.02 – English Language Proficiency (REVISED)

Provisions which were previously detailed in the corresponding Administrative Guideline have been incorporated into the policy to comply with the requirement of PI 13.05 that Boards adopt a policy incorporating the provisions addressed. The corresponding Administrative Guideline is deleted. These revisions are required to comply with the applicable regulations. The adoption of these revisions is recommended for legal compliance.

Policy 2412 – Homebound Instruction Program/2412F1 Application for Homebound Instruction (REVISED)

The policy has been revised to include situations where special education students have an IEP for homebound instruction. The form (2412 F1) corresponding to this policy for use as an “Application for Homebound Instruction” has been updated to better align with the current policy and regulatory language.

Policy 2450 – Community and Adult Education (REVISED)

Optional language has been included to allow for services under the Veterans Benefits and Transition Act. This revision is optional.

Policy 2460 – Programs for Students with Disabilities [revised title] (REVISED)

This policy has been revised to update the terminology and includes the required language assuring compliance with the applicable regulations. These revisions are recommended for currency of the policy.

Policy 2460.03 – Independent Educational Evaluation (IEE) (REVISED)

Drafting notes have been added to assist with examiner geographic availability and cost determinations. Districts should revisit their policy to revise, as needed, policy statements regarding distance and cost. These revisions are recommended, as appropriate.

Policy 2700.01 – School Performance and Accountability Reports (REVISED)

This policy was updated to reflect DPI’s current position on school performance reports. Unfortunately, Wis. Stat. 115.38 has not been similarly updated to coincide with the DPI standard. This policy conforms with the DPI statements from their website, specifically stating that it is not necessary for schools to gather habitually truant student data and data regarding students entering postsecondary school. Until the legislative and regulatory provisions align, the policy recites the DPI notice verbatim. These revisions are recommended for additional clarity.

Policy 3120.04 – Employment of Substitutes (REVISED)

Removed option of the DA employing substitutes, as that is not an accurate description. Rather, the policy provides for substitute teachers through either direct employment or through contracted third-party providers, which may be delegated to the DA to determine or approved by the Board. Provisions regarding nepotism have also been added as options. Districts should review the added options to this policy for alignment with their practices. The adoption of the non-optional revisions is recommended.

Policy 3120.10, 4120.10 – Job Sharing (REVISED)

The policy is revised to note that job sharing may be a feasible option even if there is not cost-neutrality as compared to employing one full-time person. This revision should be consistent with the revisions made, if any, in the related administrative guidelines (AG 3120.10, discussed below).

Policy 3131, 4131 – Staff Reduction (REVISED)

The policy is revised to incorporate language providing for a process of using staff furloughs, defined as temporary lay-offs, to cover budget shortages or to relieve staff during unexpected school closure. The use of furloughs has to be consistent with

contract language that may prevent employee hour reduction or compensation reduction. For example, a teacher contract may provide for a set rate for the year and required days of work without any authority to deviate from those without terminating the contract, which is a permanent change. Likewise, administrative contracts typically provide for set compensation for a set number of workdays. Whether a school closure situation permits the furlough of such an administrator depends on the specific language of the contract. Neola recommends that any plan to implement furloughs be reviewed by legal counsel to evaluate the plan including as it pertains to individual employment contracts and compliance with the Fair Labor Standards Act (FLSA).

Policy 3215, 4215 – Use of Tobacco and Nicotine by Staff (REPLACEMENT)

These policies are revised to incorporate more comprehensive terms recommended by the Wisconsin Department of Health Services, and to incorporate language that permits the application of the policy prohibitions to the broad range of devices (cigarettes, vaping, Juul, etc.), including those not yet known. The revision also includes an option that authorizes school officials to regulate attire that displays tobacco or nicotine products when worn at school-sponsored events.

These revisions are recommended to assure comprehensive policies providing for tobacco-free facilities by also including that facilities be free from other nicotine delivery systems.

Policy 3231, 4231 – Outside Activities (REVISED)

The policy has been revised to add a reference to Policy 3230, Conflict of Interest, to assure these two policies are read together, and to clarify options provided. These revisions are strongly recommended.

Policy 3362.01, 4362.01 – Threatening Behavior Toward Staff Members (REVISED)

The policy is revised to more clearly describe the protections of staff that the policy is intended to provide and to cross-reference policy 8462.01. These revisions are recommended.

Policy 4130 - Assignment and Transfer (REVISED)

This policy is revised to clarify who is responsible for the assignment and transfer of support staff. Note that this policy must be consistent with Policies 4120, 4140, and 4430 regarding whether the District Administrator or the Board is responsible for support staff employment decisions.

Policy 5111 – Eligibility of Resident/Non-Resident Students (REVISED)

This policy has been revised to include qualifiers under the statute with regard to sufficient space for certain categories of non-resident students and language clarifying rights of home-schooled students pursuant to statute. This revision is required for consistency with statutes.

Policy 5460 - Graduation Requirements (REVISED)

This policy is revised to be consistent with PI 18. The revisions are recommended for consistency with DPI rules.

Policy 5512 - Use of Tobacco and Nicotine by Students (REPLACEMENT)

This policy revision is made consistent with the revisions in Policy 3215/4215, above.

Policy 5630.01 – Use of Seclusion and Physical Restraint with Students (REVISED)

Language has been added to define “incident” and other clarifications for consistency with current legal terminology. The revisions are recommended for such consistency.

Policy 6145 – Borrowing (DELETED)

This policy is deleted and its contents incorporated into Policy 6147.

Policy 6147 – Debt Management (NEW)

This policy is provided per the request of several school district auditors. The policy describes the various different debt methods, the procedures, and the board philosophy regarding debt management. The policy incorporates the provisions of the borrowing policy, Policy 6145.

Policy 7230 – Gifts, Grants and Bequests (REVISED)

Nondiscrimination language pertaining to the management of gifts, grants and bequests has been updated and the language regarding Board or administrative approval of such items has been clarified with optional value limits. These revisions are recommended but not required.

Policy 7434 – Use of Tobacco and Nicotine on School Premises (REPLACEMENT)

This policy revision is made consistent with the revisions in Policy 3215/4215, above.

Policy 7440.03 – Small unmanned Aircraft Systems (NEW)

This policy is provided to describe the circumstances under which approval may be provided for District staff to use unmanned aircraft (e.g. "Drones") in a manner compliant with the WIAA and the FAA. The policy requires approval for staff usage of drones on school property, but places the obligation to be compliant with FAA regulations on the operator of the drone.

Adoption of this policy is recommended, but not required. However, the operation of drones must be compliant with FAA regulations and WIAA restrictions, regardless of whether the Board adopts this policy.

Policy 8390 – Animals on District Property (REVISED)

This policy is revised to include (as an option) reference to therapy dogs and the conditions appropriate for their presence at school. Note that the policy does not and is not intended to require or assure access to therapy dogs, only to include them and guidelines associated with them given that many schools are incorporating the use of therapy dogs at school in some circumstances. In the event that such animals are permitted, it is recommended that appropriate parameters be adopted as well. The option is recommended for Districts who are using or may use therapy dogs.

Policy 8395 – Student Mental Health Services (NEW)

This is a new policy offered to assist Districts in providing mental health services to students at school. The policy incorporates mental health service delivery models recommended by the Department of Public Instruction through its ["three models of service delivery"](#). The most comprehensive model involves contracting with a health care provider in order to establish a clinic site on school grounds operated by the health care provider to provide mental health services. These arrangements are more and more common but do require significant negotiation and development of comprehensive operating agreements that are particular to the situation. The policy provides an opportunity for the Board to authorize the District Administrator to pursue such an arrangement but would require an agreement approved by the Board.

This policy is not required but recommended in the event that the District pursues arrangements with outside entities for the provision of such services.

Policy 8710 – Insurance (REVISED)

The policy is revised to include a reference to insurance coverage requirements for contracted services and includes reference to identifying the District as additional insured on such policies. Lastly, the revised section provides that where required construction contracts shall include payment and performance bonds in addition to other insurance requirements.

The legal citation has also been added to refer to the statutory requirement for construction projects ("public works" projects). The adoption of this policy revision is recommended.

Policy 8900 – Fraud (REVISED)

This policy is revised to reflect reporting if the District Administrator is the one suspected of fraud. The adoption of this policy revision is recommended.

ADMINISTRATIVE GUIDELINES

AG 2260.02 – English Language Proficiency (DELETED)

This AG should be deleted because the information has been included in the corresponding policy.

AG 2411 – School Counseling and Academic and Career Planning (REVISED)

Language has been added cross-referencing this guideline to Policy 2260.02. This revision is recommended for consistency with current policies.

AG 3120.10, 4120.10 – Job Sharing (REVISED)

Language added to require a proposal from potential job-sharing partners to address continuity of education in the event one of the partners is unavailable for an extended period of time (i.e. medical leave, etc.). Language is also added to require job share partners to attend required professional staff development, and related meetings. This revision is recommended by not required.

AG 3122.01, AG4122.01 – Drug-Free Workplace (REVISED)

The option regarding searches of personal belongings has been revised to be compliant with applicable law. While it is appropriate to assert authority to search the contents of district property (i.e. cabinets, desk drawers, etc.) conducting a search of a staff member's personal items, even if stored in a District-owned location, may only occur if there exists a basis to do so, and then only to the extent justified by a basis for the search in the first instance. For example, if there was information that a staff member was in possession of alcohol at school, it would not be reasonable to search that staff member's wallet, but it may be reasonable to search a purse or bag. District officials who determine that a search of a staff member's personal belongings are encouraged to consult with law enforcement and/or legal counsel prior to conducting a search.

The adoption of this revision is strongly recommended for accurate guidelines.

AG 3231A, 4231A – Participation in Political Activities (REVISED)

These guidelines are revised to include additional points regarding the use of District technology to engage in political activities and personal technology during work hours.

AG 3362.01/4362.01 – Reporting Threatening Behavior (REVISED)

The guideline is revised to include cross reference to Policy 8462.01 – Threats of Violence, to assure consistency and compliance with state law requirements concerning reporting threats of violence in or targeting a school.

AG 5200 – Attendance (REVISED)

The guideline has been revised to clarify parent notification provisions and adds options regarding habitually truant and tardy students.

AG 5605 – Disciplining Students with Disabilities (REVISED)

The definition of weapon is cross-referenced with the definitions specified in Policy 5772. This revision to the guideline is recommended for consistency with the policy.

AG 5610 – Suspension and Expulsion (REVISED)

This guideline is updated to include an option pertaining to staff reporting obligations for consistency with the corresponding policy language. This revision is recommended for the currency of options.

AG 5630B – Use of Physical Force (DELETED)

This AG is deleted due to comprehensive language within the Corporal Punishment Policy 5630.

AG 6423 – Use of Credit Cards (REVISED)

Reference is added to provide for the potential use of credit cards for payment of services, as well as for supplies and equipment.

AG 6611 – Ticket Sales (REVISED)

Language added to address financial controls, and money handling redundancy to combat fraud. These revisions are made to make the guidelines consistent with similar provisions in Policy 6630 – Cash Handling and Deposits.

AG 7440 – Facilities Security (REVISED)

Language has been added to this guideline to deal with video surveillance and related considerations. This revision is recommended for more comprehensive coverage of the guideline.

AG 7440.03 – Small Unmanned Aircraft (NEW)

The guideline is provided to implement the new policy concerning the same topic.

AG 7540.04 – Staff Technology and Acceptable Use in Safety (REVISED)

This guideline has been modified to clarify the options regarding the use of technology resources by staff and includes a drafting note. These revisions are recommended for greater clarity in the application of the guideline

AG 7540.05 - Assistive Technology and Services (REVISED)

This guideline has been revised to reflect the current status of assistive technology and services. This revision is recommended for accuracy of current options.

AG 8320 – Personnel Records (REVISED)

The guideline is revised to provide more detail regarding employee files and to account for a possible disruption in the availability of personnel file requests as was recently imposed by 2020 Wisconsin Act 185, which created Section 103.13(2m), Wis. Stats. suspending employees' rights of access to personnel file documents during a public health emergency.

AG 8330 – Student Records (REVISED)

Guideline revised to reference the records retention schedule, which is included in the public records policy and is the established retention schedule for Wisconsin public school districts. The guideline is also revised to note that the disclosure of student ID number is not automatic, and not identified as part of directory data. Federal law permits the use of student ID numbers, provided that the information is not coupled with other information which would allow one to access the students' records.

Last Modified by Steve LaVallee on October 2, 2020



Book Policy Manual
Section For Board Review - Vol. 29, No. 2 +
Title Legal Alert
Code 2 - Legal Alert - Family First Coronavirus Response Act - 2.0
Status

Legal Alert

To: Neola Clients
From: Peters Kalail & Markakis Co., L.P.A.
Re: Family First Coronavirus Response Act – Regulations 2.0
Date: October 2020

In March, 2020, Congress passed the Family First Coronavirus Response Act (“FFCRA”). On April 1, 2020, as the law was going into effect, the Department of Labor (“DOL”) issued an initial temporary rule (“4/1/2020 regulations”) implementing provisions under the FFCRA.¹ On August 3, 2020, the U.S. District Court for the Southern District of New York issued a decision invalidating four sections of the 4/1/2020 regulations.² In light of the court’s decision, on September 11, 2020, the DOL released revised regulations, which became effective on September 16, 2020. Simultaneously, the DOL updated its Frequently Asked Questions (“FAQs”) concerning the FFCRA to conform to the revised regulations and to address a few situations presented by the significant number of schools that opened this fall either 100% remotely or in a hybrid learning format.

Work Availability Requirement

The first part of the 4/1/2020 regulations that the court struck down was the “work availability requirement” that states that leave under the Emergency Paid Sick Leave Act (“EPSLA”) and the Emergency Family and Medical Leave Expansion Act (“Expanded FMLA”) is only available if an employer has work available for the employee from which leave can be taken. In its revised regulations, the DOL reaffirmed this requirement and provided a more detailed explanation for why this precondition is critical.

In responding to the court’s ruling, the DOL looked to its long-standing FMLA regulations that state that periods of time when an employee is not otherwise expected to work do not count against an employee’s FMLA leave entitlement (think winter/spring/summer breaks for 9-10 month school employees and the inability of the district to count such breaks toward an employee’s use of FMLA). The DOL applied this principle to its interpretation of the eligibility provisions of the FFCRA and reaffirmed its requirement that an employer must have work available for an employee in order for the employee to be eligible for Emergency Paid Sick Leave (“ESPL”) or Expanded FMLA leave. In the revised regulations, the DOL stresses that “if there is no work for an individual to perform due to circumstances other than a qualifying reason for leave – perhaps the employer closed the worksite (temporarily or permanently) – that qualifying reason could not be the but-for cause of the employee’s inability to work. Instead the individual would have no work from which to take leave.” Consequently, the revised regulations continue to maintain that an employee may take EPSL or Expanded FMLA “only to the extent that any qualifying reason is a but-for cause of his or her inability to work.”

Intermittent Leave Under the FFCRA Requires Employer Approval

The second section of the 4/1/2020 regulations that the court struck down was the requirement that an employee must have employer consent to take FFCRA leave intermittently. Again, the DOL reaffirmed its prior position and stated that intermittent leave under the FFCRA requires employer approval. To respond to the court’s ruling, the revised regulations offer a much more extensive rationale for the requirement. Specifically, the DOL again looked to its existing FMLA regulations to find a basis for its interpretation of the FFCRA. In this case, the DOL cited to the FMLA regulations that provide for intermittent leave in two

primary circumstances: (1) the intermittent leave is medically necessary, and (2) the employer and employee agree to the intermittent leave arrangement (e.g., to facilitate bonding following the birth or placement of a child). The DOL also referenced the FMLA regulations for the principle that an employee must schedule leave that is foreseeable in a way that is minimally disruptive to the employer's operations. Such a requirement the DOL found consistent with and a basis for its interpretation that an employee must have the consent (i.e., agreement) of his/her employer to take intermittent FFCRA leave.

Timeline for Employee Providing Notice of Need for Leave and Supporting Documentation

The third part of the 4/1/2020 regulations that the court struck down was a requirement that employees must provide their employers with certain notice and/or documentation before taking FFCRA leave (as opposed to after the leave begins). The new regulations clarify the timeline for when employees must provide notice to their employer concerning their need to take FFCRA leave and submit required supporting documentation.

Pursuant to the new regulations, any documentation that must be submitted to justify the use of FFCRA leave must be provided "as soon as practicable," but an employer may not require the documentation to be submitted before the leave begins. The DOL, however, added that "in most cases" that would be "when the employee provides notice" of his/her need for the leave. The revised regulations also provide that with respect to Expanded FMLA (and EPSL that is taken for the corresponding reason), if the leave is foreseeable, the DOL expects the employee will normally be able to provide notice before taking the leave (i.e., if the employee learns in advance that his/her child's school will be closed due to the pandemic, the employee is obligated to provide his/her employer with notice of leave as soon as practicable under the circumstances).

Additional Q&As Concerning Expanded FMLA

Besides issuing the revised FFCRA regulations, the DOL recently updated and added additional Q&As to its FAQ document concerning the FFCRA. In particular, the DOL added FAQs 98-100, which address district-mandated hybrid learning, parents' choices concerning their child's educational settings, and how to address situations when schools may open later to in-person schooling but is starting the year in remote learning.

FAQ 98 discusses situations where districts are providing hybrid learning this fall – i.e., the students are splitting their time between in-person learning and remote learning. Under such circumstances, an eligible employee is entitled to take FFCRA leave on days/times when the employee's child is not permitted to attend school in person and instead receives his/her education/instruction remotely. This is true whether the hybrid schedule is on a daily basis (e.g., the child is remote on Mon-Wed-Fri and in-person on Tues-Thurs) or half-day basis (e.g., the child attends school in the morning and is remote in the afternoon). Interestingly, however, the DOL specified in its new regulations that employer consent is necessary if it is the employee's request to split his/her workday (i.e., the child is remote on Tues-Thurs but the employee wants to take-off half a day on Tues and half a day Thurs and have his/her spouse watch the child the other half of a day so the employee could work; such an arrangement would constitute intermittent use of FFCRA and therefore requires employer consent).

FAQ 99 addresses the situation when an employee's child's school is offering in-person instruction, but the employee has an option and, in fact, elects to have his/her child educated remotely. In this situation, since the school is available to the child, and the child is only participating in online/remote learning at the employee's choice, FFCRA leave is not available to that employee.

Finally, FAQ 100 confirms that if an employee's child's school starts the year in remote learning but later transitions to either hybrid or 100% in-person instruction, the employee is only able to take FFCRA leave when the school is closed to the employee's child. As such, when the school re-opens to in-person education the employee is no longer able to use EPSL and/or Expanded FMLA.

If you have any questions or concerns related to the revised FFCRA regulations or the DOL's recent additions to its FAQs concerning the FFCRA, please contact your local legal counsel.

This legal alert is intended as general information regarding the provisions of the FFCRA regulations and not legal advice. No attorney-client relationship exists through the issuance of this memorandum.

¹Recall, the FFCRA is applicable to leave taken between April 1, 2020, and December 31, 2020.

²While the court struck down four parts of the 4/1/2020 regulations, this Legal Alert only addresses the three topics that are of particular relevance to school districts. The fourth area, which is not discussed in this Legal Alert, pertains to the definition of "health care provider." Under the FFCRA, an employer may exclude health care providers from using FFCRA leave. The court determined that the definition used in the 4/1/2020 regulations was too broad; the revised regulations offer a more narrow definition that covers health care providers under the traditional FMLA definition along with other employees who are employed to provide diagnostic, preventive, or treatment services, or other services that are integrated with and necessary to the provision of patient care. If you believe your district may employ a "health care provider" and you wish to deny the individual EPSL or Expanded FMLA, you should discuss the matter with your local legal counsel.

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Title Copy of QUORUM
Code po0162
Status
Adopted April 25, 2016

0162 - **QUORUM**

Four (4) members present at a meeting shall constitute a quorum when no Board vacancies exist; whenever the Board has one (1) or more vacancies, the quorum during that time shall be a majority of the members on the Board. No Board business shall be conducted in the absence of a quorum.

Two (2) forms of a quorum should be avoided.

"Negative Quorum" – A gathering of less than one-half (1/2) of the members of the Board may be a meeting if that group possesses the power to defeat action taken by the Board of Education.

"Walking Quorum" – Less than one-half (1/2) of the members of the Board gathered together may constitute a meeting if it is one (1) of a series of meetings through which agreement on an issue is reached. A series of e-mail messages, phone calls or other communications between Board members could be a "meeting" or "walking quorum" because, while the Board members have not physically convened, they can effectively communicate and exercise the authority otherwise vested in the Board.

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Last Modified by Steve LaVallee on October 2, 2020



Book	Policy Manual
Section	For Board Review - Vol. 29, No. 2 +
Title	Copy of SPECIAL MEETINGS
Code	po0164.2
Status	
Adopted	April 25, 2016
Last Revised	November 19, 2018

0164.2 - **SPECIAL MEETINGS**

A special meeting of the Board shall be held upon the written request of any Board member provided there is compliance with the following notice provisions of State law.

The School District Clerk or, in the School District Clerk's absence, the President shall fix a reasonable date, time, and place for the meeting. The School District Clerk or, in the School District Clerk's absence, the President shall notify each Board member of the date, time, and place of the meeting, in a manner likely to give the Board member notice of the meeting, at least twenty-four (24) hours before the meeting. If the School District Clerk or, in the School District Clerk's absence, the President determines that providing notice at least twenty-four (24) hours before a special Board meeting is, for good cause, shown by the School District Clerk or President, impossible or impractical, the School District Clerk or President may notify each Board member of the date, time, and place of the meeting less than twenty-four (24) hours, but not less than two (2) hours, before the meeting. Said notice shall state the date, time, place, and subject matter of such special meeting, as well as the name and address of the District. A notice of any special meeting shall be posted at least twenty-four (24) hours before said special meeting at the Board office and such other places as the Board may determine unless for good cause such notice is impossible or impracticable, but in no case may the notice be less than two (2) hours in advance of the meeting.

~~The School District clerk, or in the clerk's absence, the president shall give the notice to each school board member in a manner likely to give the school board member notice of the meeting.~~ A special meeting may be held without prior notice if all Board members are present and consent or if each member consents in writing even if s/he does not attend, provided appropriate notice is provided as defined under Chapter 19.

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

Revised 6/19/17
Revised 12/18/17
Revised 11/19/18

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Legal	19.84(3), Wis. Stats. 120.11(2), Wis. Stats. 120.43(2), Wis. Stats.
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0167.3 - **PUBLIC COMMENT PARTICIPATION AT BOARD MEETINGS**

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

Agenda Item

Any person or group who would like to have an item put on the agenda shall submit their request to ~~wishing to place an item on the agenda shall register their intent with~~ the District Administrator no later than ten (10) days prior to the meeting and include:

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

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

Public Comment Section of the Meeting

To permit fair and orderly public expression, the Board may ~~shall~~ provide a period for public comment at any ~~very~~ regular meeting of the Board and publish rules to govern such comment in Board meetings.

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

The presiding officer shall be guided by the following rules:

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

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

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Legal 19.90, Wis. Stats.

Last Modified by Melanie Oppor on November 14, 2020



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0172 - **LEGAL COUNSEL**

The Board may employ or retain an attorney or attorneys to represent the School District or Board in actions brought for or against the District and to render other legal services for the welfare of the School District.

Authority to contact such counsel for legal advice or assistance on behalf of the District shall normally be that of the Board President and District Administrator unless otherwise specified by the Board.

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1130 - CONFLICT OF INTEREST

The proper performance of school business is dependent upon the maintenance of unusually high standards of honesty, integrity, impartiality, and professional conduct by Board members, and the District's administrative employees, officers, and agents, and is essential to the Board's commitment to earn and keep the public's confidence in the School District.

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

- A. No administrative employee, officer, or agent shall engage in or have a financial or other interest, directly or indirectly, in any activity that conflicts or raises a reasonable question of conflict with his/her duties and responsibilities in the school system. This includes not only those interests that violate state criminal law, which typically requires at least \$15,000 in financial interest, but also lesser valued conflicts that nonetheless create the appearance of using one's public position to secure a private benefit.
- B. Administrative employees, officers, and agents shall not engage in business, private practice of their profession, the rendering of services, or the sale of goods of any type where advantage is taken of any professional relationship they may have with any employee, student, client, or parents of such students or clients in the course of their employment or professional relationship with the School District.

Included, by way of illustration rather than limitation are the following:

1. the provision of any private lessons or services for a fee, unless the provision of services is arranged outside of school and is separate from, and in addition to, regular support provided to students as part of the administrator's regular duties.
2. soliciting on school premises or under circumstances which are coercive for the private sale of goods or services to students or other employees
3. the use, sale, or improper divulging of any privileged information through his/her access to School District records, about a student or client, gained in the course of the administrative employee's, officer's or agent's employment or professional relationship with the School District

4. the referral of any student or client for lessons or services to any private business or professional practitioner if there is any expectation of reciprocal referrals, sharing of fees, or other remuneration for such referrals
 5. the requirement of employees, students or clients to purchase any private goods or services provided by an administrative employee, officer or agent or any business or professional practitioner with whom any employee, officer or agent has a financial or other relationship, as a condition of receiving any grades, credits, promotions, approvals, or recommendations
- C. Should exceptions to this policy be necessary in order to provide mandatory services to students or clients of the School District, all such exceptions will be made known to the administrative employee's supervisor and will be disclosed to the District Administrator before entering into any private relationship.
- D. Administrative employees, officers, and agents shall not make use of materials, equipment, or facilities of the School District for their own personal financial gain or business interest. Examples would be the use of facilities before, during, or after regular business hours for service to private practice clients, or the checking out of items from an instructional materials center for private practice.
- E. Administrative employees, officers, and agents cannot participate in the selection, award, or administration of a contract supported by a Federal grant/award if s/he has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer or agent, any member of his/her immediate family, his/her partner, or an organization which employs or is about to employ any of the parties described in this section, has a financial or other interest in, or a tangible personal benefit from, a firm considered for a contract.

Administrative employees, officers, and agents ~~may not~~cannot solicit or accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts.

However, pursuant to Federal rules, the School District has set standards for when an administrative employee, officer or agent may accept a gift of an unsolicited item of nominal value. For purposes of this section, "nominal value" means that the gift has a monetary value of \$50.00 or less.

- F. ~~To the extent that the School District has a parent, affiliate or subsidiary organization that is not a State, local government or Indian tribe, the School District may not conduct a procurement action involving the parent, affiliate or subsidiary organization if the School District is unable, or appears to be unable, to be impartial.~~
- G. Administrative employees, officers, and agents must disclose any potential conflict of interest which may lead to a violation of this policy to the School District. Upon discovery of any potential conflict of interest, the School District will disclose, in writing, the potential conflict of interest to the appropriate Federal awarding agency or, if applicable, the pass-through entity.
- The District will also disclose, in a timely manner, all violations of Federal criminal law involving fraud, bribery or gratuity that affect a Federal award to the appropriate Federal awarding agency or, if applicable, the pass-through entity.
- H. Administrative employees, officers and agents found to be in violation of this conflict of interest policy will be subject to disciplinary action.

No administrative employee may accept or engage in any employment, consulting, advising, or other professional activity with any organization other than the District, whether the administrator will receive compensation for such outside activity or not, without first providing notice to the District Administrator, or in the case of the District Administrator, such notice must be provided to the Board.

In the event that, within the course of administering a Federally funded grant program or service to the District, an administrative employee identifies a conflict of interest, a potential conflict of interest, or that the appearance of a conflict of interest may arise in the course of administering the Federal grant funds, the administrative employee must immediately notify either the Federal agency administering the grant in a manner consistent with that particular agencies rules on conflict of interests, or the District employee directly responsible for grant compliance. Such notice shall be provided at the earliest possible time.

It is a violation of this policy to take action or to refrain from taking action, or for an administrative employee to otherwise use his/her public position to obtain a financial gain or anything of substantial value for himself/herself or his/her immediate family, as defined in 19.42(7), Wis. Stats.

Revised 7/22/19

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Legal

19.59, 19.42(7), 946.13, Wis. Stats.

2 C.F.R. 200.12, 2 C.F.R. 200.113, 2 C.F.R. 200.318

7 C.F.R. 3016.36(b)(3) and 7 C.F.R. 3019.42

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Last Revised	June 19, 2017

1260 - **INCAPACITY OF THE DISTRICT ADMINISTRATOR**

It is the duty of the Board to appoint an interim District Administrator ~~'pro tempore'~~ by a majority vote of the Board upon determination that the District Administrator is incapacitated in such a manner that s/he is unable to perform the duties of his/her office.

The Board shall fix the compensation of the interim District Administrator who shall serve, pending further determination of the District Administrator's ability to perform assigned duties and functions, or until the District Administrator's employment ends and a new District Administrator assumes office. S/He shall perform all of the duties and functions of the District Administrator, and may be removed at any time using the procedures set forth in Policy 3140 - Non-Renewal, Resignation, and Termination.

The Board will exercise its authority under law to determine the incapacity of the District Administrator and to place him/her on leave for a physical or mental condition that affects the District Administrator's ability to perform assigned duties in conformance with the law. The Board may require that the District Administrator submit to an appropriate examination by a healthcare provider of the District Administrator's choice, a healthcare provider designated and compensated by the District, or both.

~~The Board shall fix the compensation of the District Administrator 'pro tempore' who shall serve until the District Administrator's incapacity is removed or until the expiration of the District Administrator's contract, whichever is sooner. S/He shall perform all of the duties and functions of the District Administrator, and may be removed at any time for cause by a majority of the full membership of the Board.~~

~~The Board will exercise its authority under law to determine the incapacity of the District Administrator:~~

- ~~A. at the request of the District Administrator and with medical documentation;~~
- ~~B. upon certification of a physician selected and compensated by the Board.~~

~~Where a physician selected by the Board disagrees with a physician selected by the District Administrator, the two (2) physicians shall agree in good faith upon a third impartial physician who shall examine the District Administrator. His/Her medical opinion shall be binding on the issue of medical capacity to perform assigned duties. The expenses of the third examination shall be borne by the Board.~~

The District Administrator will be required to execute a release that complies with the requirements of the Health Insurance Portability and Accountability Act (HIPAA) in order to allow the report of the medical examination to be released to the Board and to allow the Board to speak to the health care provider who conducted the medical examination if clarification is needed. Refusal to submit to an appropriate examination or to execute the HIPAA release will be grounds for disciplinary action, up to and including termination.

If the Board determines that the District Administrator is unable to perform the duties of his/her office, s/he may:

- A. at his/her request, be placed on sick leave, with pay, not to exceed the amount of his/her accumulated but unused sick leave and any advancement of such sick leave which may be authorized by Board policy;

B. at the request of the Board be placed on sick leave with such pay to which s/he may be entitled or which may be authorized by Board policy.

As required by Federal law and regulation and Board Policy 1422.02 - Nondiscrimination Based on Genetic Information of the Employee, the Board shall direct the provider designated by the Board to conduct the examination not to collect genetic information or provide any genetic information, including the individual's family medical history, in the report of the medical examination.

Pursuant to State law and in accordance with the Americans with Disabilities Act, as amended (ADA) and the Genetic Information Nondiscrimination Act (GINA), the results of any such examination shall be treated as a confidential medical record and will be exempt from release, except as provided by law. If the District inadvertently receives genetic information about an individual who is required to submit to an appropriate examination from the medical provider, it shall be treated as a confidential medical record as required by the ADA.

If as a result of his/her such examination, the District Administrator is found to be unable to perform assigned duties, the District Administrator may be placed on leave of absence until such time as the District Administrator is able to return to performance of the position or other action is taken.

Should the District Administrator refuse to submit to an examination, such action constitutes insubordination.

The District Administrator may designate any period of leave under this policy as qualifying leave under State and/or Federal FMLA leave entitlement consistent with Policy 1630.01 as provided by law.

The foregoing leave shall not extend beyond the contract of the District Administrator.

The District Administrator shall, upon request to the President of the Board, be returned to active duty status, unless the Board denies the request within ten (10) days of receipt of the request. The Board may require the District Administrator to establish to its satisfaction that s/he is capable of resuming such duties on a full-time basis.

The Board may demand that the District Administrator return to active service, and upon medical documentation that the District Administrator is able to resume his/her duties.

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Last Modified by Steve LaVallee on October 2, 2020



Book	Policy Manual
Section	For Board Review - Vol. 29, No. 2 +
Title	ENGLISH LANGUAGE PROFICIENCY
Code	po2260.02
Status	
Adopted	October 17, 2016
Last Revised	November 18, 2019

2260.02 - **ENGLISH LANGUAGE PROFICIENCY**

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

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

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

The District Administrator or designee shall be responsible for taking a count of limited-English proficient students in the District that shall be completed on or before March 1st of each school year. The District will also assess the language proficiency of such students and classify them by language group, grade level, age, and English language proficiency. The annual assessment will measure a student's oral language, reading, and writing skills in English.

The District shall submit the report of English Learner (EL) students to the Department of Public Instruction as required by law.

Assessing English Proficiency

Every family who registers to attend the District for the first time will be asked to identify the primary language spoken in their home by the parents and by the child.

Identification of students requiring additional services as English Learners will be identified by the District using the following process:

- A. Every family who registers to attend the District for the first time will be asked to identify the primary language spoken in their home by the parents and by the child by completing a Home Language Survey (see Form 2260.02-F1).
- B. The student's prior academic records in or outside the United States will be reviewed to identify areas of concern where poor performance may be attributable to language barriers.
- C. (X) If deemed appropriate, the student may undergo an academic assessment to confirm identification.

Students not initially identified as in need of EL services who are observed through classroom performance as exhibiting language barriers to educational achievement should be re-evaluated.

Students identified above must be given the formal evaluation screening test. Students that score less than English language proficiency (ELP) 6 on the test must be identified as EL and entered into the Wisconsin Information System for Educators (WISEdata) system.

The District will provide programs for English Learners (ELs)/Limited-English Proficient (LEP) students so they may become proficient in English while achieving academically.

Parental Notification and Consent

If a student is identified and assessed as EL and determined to be eligible for services, the District will send written notice to the student's parent within thirty (30) days of the start of the school year or within two (2) weeks of assessment (if the student is not identified prior to the beginning of the school year). Every effort will be made to obtain permission from the student's parent(s) to place the student in language instructional programming prior to the start of the school year or as soon as practicable after identification. The notice will include the information required by law.

No student will be placed in the LEP Program without having received written permission from the student's parent(s). The notice to the parent(s) shall be in their native language. Additionally, the student's parent(s) will be given the opportunity to participate and provide input into the student's program and will be regularly informed of the student's progress. Finally, the student's parent(s) shall be given the opportunity to participate in the determination that their student has the language skills necessary to compete with mainstream English language speakers, as identified below, and the student may exit the program.

The EL student's English proficiency assessment records shall be maintained by the District in accordance with State and Federal laws and District student records policies and procedures.

Assessing Academic Achievement and English Language Proficiency

An EL student may not be exempted from academic assessments based on their EL status. The District shall administer State-required tests to EL students unless a determination has been made that an individual student's results on the test, with allowable accommodations made for the student as needed, will not be a valid and reliable indicator of the student's academic knowledge and skills. If an EL student is exempted from taking a State-required test, the student shall be administered a DPI-approved alternative assessment.

All EL students' assessment results, as well as a student's alternative assessment results, shall be communicated to the student's parent(s) and to the DPI as required by law.

EL students must annually be administered assessment testing for English proficiency determination. The District will update WISEdata if appropriate.

Exit Procedures

Once a student has been placed in the EL Program, the student will be provided with programs and services and will be evaluated on an annual basis until it is determined that the student has the language skills necessary to compete with mainstream English speakers in age and grade-appropriate settings in all areas of language development without the use of adapted or modified English materials.

ELL students with the language skills necessary to compete will:

- A. understand and speak English in relation to the full range of demands of the classroom and the academic language needed to succeed;
- B. read, comprehend and write English as evidenced by successful classroom performance and average District score on standardized achievement tests;
- C. meet or exceed District guidelines in their academic subjects.

Students may be identified as reaching these English proficiency standards by either:

- A. receiving an ELP 6 or higher on an annual assessment, in which case the student is automatically classified as English Language Proficient in WISEdata; or

B. The District Administrator or designee _____ [Director of Pupil Services] may also consider reclassification of an EL student in grade four or above as fully English proficient if the District has sufficient evidence on file establishing:

1. the student has attained at least an ELP 5 on an annual assessment; and
2. the student can demonstrate his/her understanding of the English language; and
3. the file contains at least two (2) pieces of evidence establishing academic English language proficiency; and
4. the parents and educators agree that the student has reached full English proficiency.

Parents must be notified and consulted prior to the formal reclassification of a student. Parents who disagree with an ELP assessment shall be

~~[NOTE: CHOOSE ONE OF THE FOLLOWING OPTIONS.]~~

~~[] [OPTION #1]~~

(X) given the opportunity to review the ELP assessment with the

(X) building principal.

~~-District Administrator.)~~

~~() _____.~~

[X] The building principal _____ [insert title of person selected above] shall (X) may)

(X) recommend additional assessment.

(X) permit the student to remain in the EL program for up to 9 _____ additional weeks.

(X) provide the student with tutorial support for 9 _____ weeks.

(X) confirm the formal reclassification of the student.

~~[] [OPTION #2]~~

~~[District shall designate options for what to do if a parent disagrees with an assessment:]~~

~~_____~~

Upon exit from the EL Program, the reclassification/exit decisions will be monitored and reviewed, and documentation maintained, for two (2) years. The documentation will include, at a minimum: grade level, ELP composite score, and two (2) or more pieces of evidence.

~~[NOTE: END OF OPTIONS]~~

Re-entry

During the two (2) year monitoring period, if the student is unable to compete with mainstream English speakers in age and grade-appropriate settings in all areas of language development, the student will be allowed to re-enter a bilingual or ESL program.

[] The _____ [Director of Pupil Services] will be responsible for assuring that parents are involved in each entry, exit, and re-entry decision, that these guidelines are followed and that ELL reclassification/exit and the re-entry decisions abide by Department of Public Instruction standards.

Counseling Services for Students Who Are Limited English Proficient Students and/or Sensory Impaired will be provided.

The District believes that all students should have an opportunity to have the guidance of a counselor in course selection and career planning. A student who has limited English proficiency and/or is sensory impaired should be able to communicate his/her ambitions with a counselor so that there is no discrimination or bias in class placement or career planning. A counselor should

not make any predictions of success or failure based on a student's classification as limited English proficient and/or sensory impaired.

If any materials, interpreters, or resource people are used to recruit students to a particular career path or vocational choice, the counselors and teachers must be sure that such materials and/or presentations can be made accessible to a student, as well as a parent, who is limited English proficient and/or sensory impaired.

If a counselor knows that a parent has limited English proficiency, and communication with a parent is necessary based upon concerns about their child, the counselor should attempt to utilize an interpreter to assist in a discussion regarding the matters being discussed.

[X] To contact someone regarding limited English proficient and/or sensory impairment services, please contact:

Jacquelyn Sernau
(Name)

District Reading Specialist
(School District Title)

920-596-5829
(Telephone Number)

(Fax Number)

800 Beech Street Manawa, WI 54949
(Office Address)

(Name)

(School District Title)

(Telephone Number)

(Fax Number)

(Office Address)

Testing

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

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

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

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

~~The District shall assess the English proficiency and academic progress of EL students in accordance with legal requirements. Decisions regarding the administration of State-required tests to EL students shall be made on a case-by-case basis. Testing accommodations may be made based on student needs, provided the validity of the test is maintained. The District shall~~

~~administer State required tests to an EL student unless a determination has been made that the results of the test, with allowable accommodations made for the student as needed, will not be a valid and reliable indicator of the student's academic knowledge and skills. Any EL student exempted from taking a State required test shall be administered an alternative assessment approved by the Department of Public Instruction.~~

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

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

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

~~School counseling personnel are directed to provide information and direction to students with EL regarding access to programs and offerings within the District. Such personnel are also directed to provide information and direction to students with sensory impairments regarding available resources and access to those resources.~~

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

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

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

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Legal P.I. 13 Wis. Admin Code
 115, Wis. Stats.
 118.13, Wis. Stats.
 118.30(2), Wis. Stats.

Last Modified by Melanie Oppor on November 14, 2020



Book	Policy Manual
Section	For Board Review - Vol. 29, No. 2 +
Title	Copy of HOMEBOUND INSTRUCTION PROGRAM
Code	po2412
Status	
Adopted	October 17, 2016
Last Revised	November 19, 2018

2412 - **HOMEBOUND INSTRUCTION PROGRAM**

Subject to applicable State and Federal law, the Board may provide individual instruction to students of legal school age who are unable to attend classes because they are temporarily not in proper physical or mental condition. In addition, subject to applicable State and Federal law, the District may provide a homebound study as part of a program or curriculum modification.

A request for homebound instruction should be placed in writing and include the following information:

- A. the nature of the medical condition;
- B. the probable duration;
- C. present evidence of the student's inability to participate in an educational program;
- D. indicate whether the student currently has an Individualized Education Plan (IEP) and, if so, whether the student's parent is requesting that the IEP Team reconvene;
- E. indicate whether the student currently has a Section 504 Plan;
- F. indicate whether the student should be evaluated for an IEP and/or Section 504 Plan;
- G. indicate whether the student is or will become a school-age parent;
- H. indicate whether homebound study is requested as part of a program or curriculum modification.

Requests for homebound instruction will be considered by the District Administrator. The District Administrator will issue a decision within ninety (90) calendar days of the written request. If the student has been evaluated for special education but was not found to be eligible for special education, then the District Administrator will provide a written decision within thirty (30) calendar days of the written request.

If the request for homebound instruction is granted, a licensed teacher must provide the homebound instruction, and the homebound instruction will commence as soon as practicable after the date of notification for non-special education students. In the case of special education students or students with an IEP or a Section 504 Plan, homebound instruction will commence as provided in the applicable Plan.

Legal

118.15(3)(a), Wis. Stats.

Last Modified by Steve LaVallee on October 2, 2020



Book	Policy Manual
Section	For Board Review - Vol. 29, No. 2 +
Title	PROGRAMS FOR STUDENTS WITH DISABILITIES
Code	po2460
Status	
Adopted	October 17, 2016
Last Revised	June 19, 2017

2460 - **PROGRAMS FOR STUDENTS WITH DISABILITIES**~~EXCEPTIONAL EDUCATION NEEDS~~

The Board shall provide a free, appropriate public education to all eligible disabled persons ages three (3) through twenty-one (21) that complies with Federal and State laws and guidelines.

The District provides a continuum of special education services. The determination of the need and extent of services provided shall be subject to the Individual Educational Program (IEP) developed for the child. ~~A special education handbook shall meet legal requirements and outline specific policies and procedures relative to the implementation of programming for students with disabilities. Such handbook shall be adopted annually by the Board.~~

The District adopts the Wisconsin Department of Public Instruction Special Education Model Forms and Policies and Procedures Manual as the Board's official policy in all practices and procedures relating to the education of children with disabilities in this School District, in compliance with State and Federal laws and regulations. The Board further assures that all District employees shall comply with the procedures and responsibilities laid forth within this manual as updated periodically by the Wisconsin Department of Public Instruction.

The Board and Administration support the requirements of State and Federal law that students with disabilities be educated, to the maximum extent appropriate, with children who are nondisabled. The Board further supports the State and Federal requirement that a continuum of alternative placements be available to meet the needs of students with disabilities eligible for special education services under the Individuals with Disabilities Education Act (IDEA).

The District identifies, locates and evaluates all children with disabilities, regardless of the severity of the disability, who are in need of special education and related services. This includes children attending private schools, children who are not yet three (3) years of age, highly mobile children such as migrant children and children and youth in transition, and children who are suspected of being a student with a disability even though they are advancing from grade to grade.

Students with disabilities will take state required tests unless otherwise prescribed in their IEP. Test administration procedures may be modified as indicated in a students' IEP.

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Legal	66.30, 115.78 et seq., Wis. Stats. P.I. 11, Wis. Adm. Code IDEA, 20 U.S.C. 1400 et seq.
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Book	Policy Manual
Section	For Board Review - Vol. 29, No. 2 +
Title	Copy of INDEPENDENT EDUCATIONAL EVALUATION (IEE)
Code	po2460.03*
Status	
Adopted	July 17, 2017

2460.03 - **INDEPENDENT EDUCATIONAL EVALUATION (IEE)**

An independent educational evaluation (IEE) is an evaluation conducted by a qualified examiner who is not an employee of this District. A parent has the right to an IEE at public expense if the parent disagrees with an evaluation that the District conducted. For purposes of this policy, "evaluation" means the procedures used to determine whether a child has a disability and the nature and extent of the special education and related services the child needs. In the event the District receives a parent request for an IEE, the District must either provide the IEE at District expense pursuant to this policy or request a due process hearing to show that its evaluation is appropriate. The IEE must meet District criteria for IEEs, which is the same criteria that the District uses when it conducts its own evaluations. If the District requests a due process hearing and the hearing officer determines that the District's evaluation is appropriate, the parent still has the right to an IEE, but not at public expense. Parents may only request one publicly funded IEE for each evaluation completed by the District.

Procedures to Obtain an IEE at Public Expense

- A. The parent should submit to the District a written request for an IEE, and should include in such request an explanation of their reasons for objecting to the evaluation obtained by the District. However, the District will not deny parents a publicly funded IEE because they fail to provide the District with such a written request or fail to provide reasons for requesting an IEE.
- B. If a parent requests an IEE, the District will provide the following information:
 1. A list of the names and addresses of IEE examiners located in the area. The list will consist of IEE examiners who, in the District's judgment, are qualified to perform the evaluation requested by the parents. If a qualified examiner is not located in the area, the District will identify a qualified examiner elsewhere in the State of Wisconsin.
 2. A description of the District's criteria for selection of IEE examiners.
- C. Minimum qualifications for IEE examiners. The District will not pay for an IEE unless the IEE complies with the following criteria or the parents can show unique circumstances that justify a publicly funded IEE that does not meet the criteria.
 1. The prospective IEE examiner (the "examiner") must hold a valid license from the State of Wisconsin in the field related to the known or suspected disability. The examiner must have extensive training in the evaluation of the area(s) of concern and be able to interpret instructional implications of the evaluation results. In instances where no "applicable license" exists, the evaluator must provide documentation of extensive and recent training and experience related to the known or suspected disability.
 2. The examiner must be located within 150 miles of the District~~150 miles of the District~~, and must conduct the evaluation within District boundaries.

3. The examiner may only charge fees for educational evaluation services that, in the sole judgment of the District, are reasonable.
 4. The examiner must be permitted to directly communicate and share information with members of the IEP Team. The examiner must also agree to release the assessment and results, including parent and teacher surveys, prior to receipt of payment for services.
 5. If the District evaluation included an observation of the child in one (1) or more educational settings, the IEE shall include at least one (1) observation in that setting. Evaluators shall make at least one (1) contact with the child's general education teacher for the purpose of determining how the student is progressing in the general curriculum. In addition, evaluators are encouraged to make additional contacts with other involved general or special education teachers. If the purpose of the evaluation is to address a learning disability, an observation of the child is a required evaluation component.
 6. The same criteria apply to both public and independent examiners.
- D. The maximum allowable cost for an examiner will be the average cost per day or per hour for a similarly qualified staff member employed by the District during the current school year, as determined by the Director of Student Services (not to exceed \$400.00). In the unusual event the examiner is one (1) not typically employed by the District, such as a medical doctor, psychiatrist, clinical psychologist, or other similar professional, reimbursement of costs will be limited to reasonable and customary charges as determined by the District and its insurance carrier. The District shall not be responsible for reimbursement of travel costs or other related costs incurred by the parents in connection with their arrangement of, or their attendance at the IEE, unless the parent can demonstrate that necessary services are not available in the community.
- E. The District will permit parents to show that unique circumstances justify an IEE that exceeds the maximum allowable cost. If the total cost of the IEE exceeds the maximum allowable costs and if, in the District's sole judgment, there is no justification for the excess cost, the cost of the IEE will be funded up to the District's maximum allowable cost and no further. The parents shall be responsible for any remaining cost.

For more information, parents may request a copy of Bulletin 99.02 "Independent Educational Evaluations (IEEs)" from the District or from the Department of Public Instruction, Division of Learning Support: Equity and Advocacy.

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Book	Policy Manual
Section	For Board Review - Vol. 29, No. 2 +
Title	Copy of SCHOOL PERFORMANCE REPORT
Code	po2700.01
Status	
Adopted	October 1, 2015
Last Revised	April 27, 2020

2700.01 - **SCHOOL PERFORMANCE REPORT**

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

State School Performance Report

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

(X)Per the Wisconsin Department of Public Instruction, the District may use links to the [WISEdash Public Portal](#) to meet the electronic State School Performance Report requirements.

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

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

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



Book Policy Manual
Section For Board Review - Vol. 29, No. 2 +
Title Copy of EMPLOYMENT OF SUBSTITUTES
Code po3120.04*
Status
Adopted May 16, 2016
Last Revised November 19, 2018

3120.04 - EMPLOYMENT OF SUBSTITUTES

The Board recognizes the need to procure the services of substitutes in order to continue the operation of the schools as a result of the absence of regular personnel.

The District Administrator shall make appropriate arrangements to assure the availability of substitutes~~employ substitutes~~ for assignment as services are required to replace temporarily-absent regular staff members and temporarily fill new positions. Such assignment of substitutes may be terminated, including permanent removal from the substitute teaching roster, when their services are no longer required or for other reasons as determined by the District Administrator that are not arbitrary, capricious, or discriminatory.

Substitutes must possess appropriate certification to teach as a substitute. The District Administrator may determine what licensure is required and make allowances for the use of alternative forms of certification, emergency certification, and other such options as permitted by law. ~~the District Administrator deems appropriate.~~ There must also be verification that a satisfactory background check has been conducted by the Department of Public Instruction or appropriate State agency.

In order to retain well-qualified substitutes for service in this District, the Board will offer competitive compensation at a rate set by the Board.

A substitute employed for more than ten (10) consecutive days in the same professional position shall be paid a salary not less than the current beginning teacher base wage.

A substitute shall be paid a minimum of a half-day pay once the substitute is called.

Employed substitutes may receive a letter in June of reasonable assurance of continued eligibility for assignment during the ensuing school year.

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Legal 118.19, Wis. Stats.
P.I. 3.03(8), Wis. Adm. Code

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Book	Policy Manual
Section	For Board Review - Vol. 29, No. 2 +
Title	Copy of JOB SHARING
Code	po3120.10
Status	
Adopted	May 16, 2016
Last Revised	November 19, 2018

3120.10 - **JOB SHARING**

The Board recognizes the value to the District of obtaining the services of quality staff members who may not be available on a full-time basis but wish to offer their knowledge and skills part-time through a job-sharing process.

Part~~Half~~-time positions in which two (2) currently employed staff members will be allowed to share one (1) full-time position may be approved.

The District will consider job share requests that are in the District's best interests considering the educational program, and whether~~only if~~ the cost (including benefits) of employing two (2) staff members on a part~~half~~-time basis ~~does not~~ exceeds the cost of employing one full-time staff member.

Entry into the program shall be voluntary. Assignment openings shall be available to professional staff who jointly submit a written proposal to share a position. Application does not mean automatic approval.

The District Administrator may consider job-sharing arrangements that he/she determines to be educationally consistent with the philosophy and objectives of the District.

Job sharing rationale include:

- A. health reasons that are substantiated by a physician;
- B. child-rearing for a specified length of time;
- C. continuance of education; or
- D. any other reason at the discretion of the District Administrator.

In order to avoid any inconsistency, misunderstanding, or disagreement, job-sharing arrangements shall be made in accordance with established guidelines.

The Board authorizes the District Administrator to create a job-sharing program, provided it does not impact adversely on the District or any current staff member.

Technical Change 11/19/18

Last Modified by Steve LaVallee on October 2, 2020



Book	Policy Manual
Section	For Board Review - Vol. 29, No. 2 +
Title	Copy of DRUG-FREE WORKPLACE
Code	po3122.01*
Status	
Adopted	October 1, 2015
Last Revised	June 15, 2020

3122.01 - **DRUG-FREE WORKPLACE**

The Board believes that quality education is not possible in an environment affected by the use of illegal drugs and alcohol as well as the abuse of prescription drugs. It will seek, therefore, to establish and maintain an educational setting that is free from alcohol and other drug abuse.

The Board prohibits the manufacture, possession, use, distribution, or dispensing of any controlled substance, or 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. Professional staff members who use or possess a prescription drug that has been lawfully prescribed to the staff member, and taken in accordance with the prescribed dosage, shall not be deemed to be in violation of this policy. Wherever possible, a staff member should take prescribed medications at home and not bring them to school. Where that cannot be accomplished, any staff member in possession of prescribed medications while at school is responsible for taking appropriate precautions to assure that the drugs remain in the staff member's possession at all times and are taken only in private, out of the view of students. Nothing in this policy shall prohibit the District Administrator from evaluating a staff member's fitness for duty pursuant to Policy 3161 - Unrequested Leaves of Absence/Fitness for Duty.

CBD products are prohibited on District grounds and at school events.

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

Any staff member who violates this policy shall be subject to disciplinary action in accordance with the Employee Handbook.

The District Administrator shall establish whatever programs and procedures are necessary to meet the Federal certification requirements and shall provide these to staff.

Off Work Conduct

Disciplinary action may result from conduct related to drug and alcohol usage even on the staff member's personal time if the circumstances create a connection to or nexus with the staff member's role with the District. Disciplinary action may result if a staff member's conduct involves the depiction of the staff member engaging in use of alcohol or drugs with involvement of minors. If the District administration becomes aware of such circumstances, the matter will be investigated even though the events occurred on one's personal time and not on District property or at a District event.

Use of Resources for Treatment

The District makes available resources to assist staff members in overcoming alcohol, illegal drug use or controlled substance abuse. However, the decision to seek diagnosis and accept treatment for alcohol, illegal drug use or controlled substance abuse is primarily the individual staff member's responsibility. Any costs associated with treatment in excess of those costs covered by the staff member's medical insurance plan shall be borne by the individual.

Revised 6/19/17
Revised 12/18/17

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Legal

Drug-Free Workplace Act of 1988, 41 U.S.C. 8101 et seq.

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Book Policy Manual
Section For Board Review - Vol. 29, No. 2 +
Title Copy of REDUCTION IN STAFF
Code po3131*
Status
Adopted May 16, 2016

3131 - REDUCTION IN STAFF

It is the responsibility of the Board to provide the staff necessary for the implementation of the educational program of the District and the operation of the schools and to do so efficiently and economically.

The Board reserves the right to abolish positions in the District and to reduce the staff whenever reasons of decreased enrollment of students, return to duty of regular professional staff members after leaves of absence, suspension of schools or territorial changes affecting the District, or other circumstances warrant.

The District Administrator shall develop administrative guidelines for the reduction of staff based on the best interests of the District and consistent with the terms of any applicable inter-district agreements, and applicable law.

Where appropriate, attrition may be used to achieve the necessary number of position reductions.

Selection of staff for reduction once positions have been identified, will be based on the following considerations:

- A. qualifications of the employees being considered for reduction
- B. performance of employees, based on performance evaluations
- C. input from direct supervisors
- D. length of service to the District

The District Administrator shall determine the appropriate employees for reduction considering all factors that s/he deems important and in the best interests of the District.

No employee whose position has been eliminated shall have any right to be contacted by the District in the event that a vacancy opens in the future for which the laid off employee may be qualified. Likewise, no such employee is entitled to a future position or is provided any preference over other applicants. Any employee whose position was eliminated under this policy may file a grievance under Policy 3340. Staff whose employment ended with the District due to a reduction in force, shall not be prevented from applying for future positions with the District.

Staff Furloughs

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A furlough is a temporary reduction in hours for individuals or groups of employees that is intended to be of a short and predetermined duration, either in terms of days, weeks, or until the resumption of school operations. Furloughs differ from lay-offs in that a lay-off is of an indefinite, potentially permanent nature.

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In the event of a temporary disruption to school services due to unforeseen circumstances, such as a public health emergency, natural disaster, or some other disruption to school programming the Board may authorize the District Administrator to temporarily furlough employees by reducing employee hours, provided that a plan is presented to the Board for consideration.

- Furloughs may be targeted to a particular department, building, or program. Furloughs may be used to reduce all employees' hours consistent with the District's needs while minimizing the impact on individual staff members. Generally speaking, furloughs should be administered in a way to avoid any employee from serving a furlough period of a full week or more in a row, wherever possible. This may involve distributing furlough days or blocks of days shorter than a full week, spread out over a period of several weeks or months.

- Furloughs may be unpaid if based on budgetary concerns, or employees may be allowed to use available accrued paid time off. Furloughs shall be used only in a manner consistent with any individual contract requirements, or other employee rights or benefits, such as FMLA benefits.

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Book Policy Manual
Section For Board Review - Vol. 29, No. 2 +
Title USE OF TOBACCO AND NICOTINE BY PROFESSIONAL STAFF
Code po3215*
Status
Adopted May 16, 2016

REPLACEMENT POLICY -- VOL. 29, NO. 2

3215 - USE OF TOBACCO AND NICOTINE BY PROFESSIONAL STAFF

The Board recognizes that the use of tobacco products, as well as other nicotine delivery systems, such as electronic smoking devices, are a health, safety, and environmental hazard for students, staff, visitors, and school facilities. The Board is acutely aware of the serious health risks associated with the use of these products, both to users and non-users, and that their use or promotion on school grounds and at off-campus school-sponsored events is detrimental to the health and safety of students, staff, and visitors. The Board also believes accepting tobacco industry gifts or materials will send an inconsistent message to students, staff, and visitors.

It shall be a violation of this policy for any professional staff of the District to use, consume, display, promote, or sell any tobacco products, tobacco industry brand, tobacco-related devices, imitation tobacco products, or electronic smoking or vaping devices, regardless of content at any time on school property or at off-campus, school-sponsored events.

It shall be a violation of this policy for the District to solicit or accept any contributions, gifts, money, curricula, or materials from the tobacco industry or from any tobacco products retailer. This includes, but is not limited to, donations, monies for sponsorship, advertising, promotions, loans, or support for equipment, uniforms, and sports and/or training facilities. It shall be a violation of this policy to participate in any type of service funded by the tobacco industry while in the scope of employment for the District.

Exceptions

It shall not be a violation of this policy for tobacco products, tobacco-related devices, imitation tobacco products, or lighters to be included in instructional or work-related activities in school buildings if the activity is conducted by a staff member or an approved visitor and the activity does not include smoking, chewing, or otherwise ingesting the product.

FDA approved cessation products or tobacco dependence products are exempt from this policy for adults and staff eighteen years and older. Staff using such products and bringing them to any school property or school-sponsored activity are responsible for safe-keeping of these products at all times and are responsible for assuring that no students are able to obtain access to these products.

Policy Specific Definitions

The term "any time" means during normal school and non-school hours: twenty-four (24) hours a day, seven (7) days a week.

The term "electronic smoking device" means any product containing or delivering nicotine, or any other substance, whether natural or synthetic, intended for human consumption through the inhalation of aerosol or vapor from the product. The term electronic smoking device includes, but is not limited to, devices manufactured, marketed, or sold as e-cigarettes, e-cigars, e-pipes, vape pens, mods, tank systems, JUUL, or under any other product name or descriptor. The term electronic smoking device

includes any component part of a product, whether or not marketed or sold separately, including but not limited to e-liquids, e-juice, cartridges, and pods.

The term "imitation tobacco product" means any edible non-tobacco product designed to resemble a tobacco product, or non-edible, non-tobacco product designed to resemble a tobacco product that is intended to be used by children as a toy. Examples of imitation tobacco products include but are not limited to: candy or chocolate cigarettes, bubble gum cigars, shredded bubble gum resembling chewing tobacco, pouches containing flavored substances packaged similar to snuff, shredded beef jerky in containers resembling snuff tins, plastic cigars, and puff cigarettes.

The term "off-campus, school-sponsored event" means any event sponsored by the school or School District that is not on school property, including but not limited to, sporting events, day camps, field trips, entertainment seminars, dances or theatrical productions.

The term "school property" means all facilities and property, including land, whether owned, rented, or leased by the District, and all vehicles owned, leased, rented, contracted for, or controlled by the District used for transported students, staff, and visitors.

The term "smoking" means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette or pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation. "Smoking" also includes carrying or using an activated electronic smoking device.

The term "tobacco industry" means manufacturers, distributors, or wholesalers of tobacco products, electronic smoking devices, or tobacco-related devices; this includes parent companies and subsidiaries.

The term "tobacco industry brand" means any corporate name, trademark, logo, symbol, motto, selling message, recognizable pattern of colors, or any other indication of product identification identical or similar to those used for any brand of tobacco product, company, or manufacturer of tobacco products.

~~The Board of Education is committed to providing students, staff, and visitors with a tobacco and smoke free environment. The negative health effects of tobacco use for both users and non-users, particularly in connection with second hand smoke, are well established. Further, providing a non smoking and tobacco free environment is consistent with the responsibilities of teachers and staff to be positive role models for our students. The Board also recognizes, however, the right of individuals under State law to use lawful products, including tobacco, during non working hours off District premises.~~

~~For purposes of this policy, "use of tobacco" means to chew or maintain any substance containing tobacco, including smokeless tobacco, in the mouth to derive the effects of tobacco, as well as all uses of tobacco, including cigars, cigarettes, pipe tobacco, chewing tobacco, snuff, any other matter or substances that contain tobacco, in addition to papers used to roll cigarettes and/or the smoking of electronic, "vapor," or other substitute forms of cigarettes, clove cigarettes and any other lighted smoking devices for burning tobacco or any other substance. Accordingly, the Board prohibits the use of tobacco in any form on District premises, in District vehicles within any indoor facility owned or leased or contracted for by the District, and used to provide education or library services to children and at all District sponsored events.~~

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Legal 111.321, Wis. Stats.
 120.12(20), Wis. Stats.
 20 U.S.C. 6081 et seq.
 20 U.S.C. 7182

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Book	Policy Manual
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Title	Copy of CONFLICT OF INTEREST
Code	po3230
Status	
Adopted	May 16, 2016
Last Revised	April 27, 2020

3230 - **CONFLICT OF INTEREST**

The proper performance of school business is dependent upon the maintenance of unusually high standards of honesty, integrity, impartiality, and professional conduct by Board members, and the District's employees, officers and agents and is essential to the Board's commitment to earn and keep the public's confidence in the School District.

For these reasons, the Board adopts the following guidelines designed to avoid the occurrence or appearance of any~~to ensure that~~ conflicts of interest do not occur. These guidelines apply to all District employees, officers, and agents, including members of the Board. These guidelines are not intended to be all-inclusive, nor to substitute for good judgment on the part of all professional employees, officers, and agents. Professional employees are expected to perform their duties in a manner free from an actual conflict of interest or from situations that create the appearance of a conflict of interest, in a manner consistent with 19.59, Wis. Stats. The Board's interest in enforcing this policy is to assure that the decisions and actions of public employees retain the public's trust. Therefore, even a conflict relationship that can be viewed as beneficial to the District or that was intended to be beneficial to the District, may still be a violation of this policy.

- A. No professional employee, officer, or agent shall engage in or have financial or other interest, directly or indirectly, in any activity that conflicts or raises a reasonable question of conflict with his/her duties and responsibilities in the school system. This includes not only those interests that violate state criminal law, which typically requires at least \$15,000 in financial interest, but also lesser valued conflicts that nonetheless create the appearance of using one's public position to secure a private benefit.
- B. Professional employees, officers, and agents shall not engage in business, private practice of their profession, the rendering of services, or the sale of goods of any type where advantage is taken of any professional relationship they may have with any employee, student, client, or parents of such students or clients in the course of their employment or professional relationship with the School District.

Included, by way of illustration, rather than limitation are the following:

1. the provision of any private lessons or services for a fee unless the provision of services is arranged outside of school and is separate from and in addition to regular support provided to students as part of the professional staff member's regular duties.
2. soliciting on school premises or under circumstances which are coercive for the private sale of goods or services to students or other employees
3. the use, sale, or improper divulging of any privileged information through his/her access to School District records, about a student or client granted in the course of the employee's, officer's or agent's employment or professional relationship with the School District.

4. the referral of any student or client for lessons or services to any private business or professional practitioner if there is any expectation of reciprocal referrals, sharing of fees, or other remuneration for such referrals
 5. the requirement of employees, students or clients to purchase any private goods or services provided by an employee, officer or agent or any business or professional practitioner with whom any employee, officer or agent has a financial or other relationship, as a condition of receiving any grades, credits, promotions, approvals, or recommendations
- C. Should exceptions to this policy be necessary in order to provide mandatory services to students or clients of the School District, all such exceptions will be made known to the employee's supervisor and will be disclosed to the District Administrator and approval of the Board of Education before entering into any private relationship.
- D. Professional employees, officers, and agents shall not make use of materials, equipment, or facilities of the School District for their own personal financial gain or business interest. Examples would be the use of facilities before, during, or after regular business hours for service to private practice clients, or the checking out of items from an instructional materials center for private practice.
- E. Professional employees, officers, and agents shall not participate in the selection, award and administration of any contract to an entity in which they have a pecuniary interest or from which they derive a profit or in which a dependent of the employee has a pecuniary interest or from which the dependent derives a profit. "Dependent" includes the employee's spouse; unemancipated child, stepchild or adopted child under the age of eighteen (18); or individual for whom the employee provides more than one-half (1/2) of the individual's support during a year. A "pecuniary interest" means an interest in a contract or purchase that will result or is intended to result in an ascertainable increase in the income or net worth of the employee or the employee's dependent who is under the direct or indirect administrative control of the professional employee or who receives a contract or purchase order that is reviewed, approved, or directly or indirectly administered by the employee.

Professional employees, officers, and agents ~~may not~~ solicit or accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts.

However, pursuant to Federal rules, the School District has set standards for when an employee, officer or agent may accept a gift of an unsolicited item of nominal value. For purposes of this section, "nominal value" means that the gift has a monetary value of \$50.00 or less.

- F. ~~To the extent that the School District has a parent, affiliate or subsidiary organization, including any charter school authorized by the Board regardless of whether it is an instrumentality of the District or not, that is not a State, local government or Indian tribe, the School District may not conduct a procurement action involving the parent, affiliate or subsidiary organization if the School District is unable, or appears to be unable, to be impartial.~~
- G. Professional employees, officers, and agents must disclose any potential conflict of interest which may lead to a violation of this policy to the School District. Upon discovery of any potential conflict of interest, the School District will disclose, in writing, the potential conflict of interest to the appropriate Federal awarding agency or, if applicable, the pass-through entity.
- The District will also disclose, in a timely manner, all violations of Federal criminal law involving fraud, bribery or gratuity that affect a Federal award to the appropriate Federal awarding agency or, if applicable, the pass-through entity.
- H. Professional employees, officers and agents found to be in violation of this conflict of interest policy will be subject to disciplinary action up to and including termination.

[X] No professional staff employee may accept or engage in any employment, consulting, advising, or other professional activity with any organization other than the District, whether the employee will receive compensation for such outside activity or not, without first providing notice to the District Administrator.

In the event that, within the course of administering a Federally funded grant program or service to the District, any professional employee that identifies a conflict of interest, a potential conflict of interest, or that the appearance of a conflict of interest may arise in the course of administering the Federal grant funds, the employee must immediately notify either the Federal agency administering the grant in a manner consistent with that particular agencies rules on conflict of interests, or the District employee directly responsible for grant compliance. Such notice shall be provided at the earliest possible time.

It is a violation of this policy to take action or to refrain from taking action, or for an employee to otherwise use his/her public position to obtain a financial gain or anything of substantial value for himself/herself or his/her immediate family, as defined in 19.42(7), Wis. Stats.

Revised 11/19/18
Revised 7/22/19

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- 19.42(7), Wis. Stats
- 19.59, Wis. Stats.
- 946.13, Wis. Stats.
- 2 C.F.R. 200.12
- 7 C.F.R. 3019.42
- 2 C.F.R. 200.113
- 2 C.F.R. 200.318
- 7 C.F.R. 3016.36(b)(3)

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Book Policy Manual
Section For Board Review - Vol. 29, No. 2 +
Title Copy of OUTSIDE ACTIVITIES OF STAFF
Code po3231- Hold for Board Discussion
Status
Adopted May 16, 2016

3231 - OUTSIDE ACTIVITIES OF STAFF

The Board ~~expects~~~~directs the District Administrator to promulgate the following guidelines so that~~ professional staff members may avoid situations in which their personal interests, activities, and associations may conflict with the interests of the District. If such situations threaten a staff member's effectiveness within the School District, the District Administrator shall evaluate the impact of such interest, activity, or association upon the professional staff member's responsibilities. Staff members are expected to notify the District Administrator of their involvement in any outside organization, association, or the like if the staff member identifies him or herself as a staff member of the District as part of his/her involvement, or if the staff member will receive compensation for any outside activities (refer also to Policy 3230 - Conflict of Interest).

- A. Staff members should not give work time to an outside interest, activity, or association without valid reason to be excused from assigned duties.
- B. Staff members shall not use school property or school time to solicit or accept customers for private enterprises without written administrative permission.
- C. Staff members shall not engage in business transactions on behalf of private enterprises in which s/he may profit by virtue of his/her official position or authority or benefit financially from confidential information which the employee has obtained or may obtain by reason of his/her position or authority.
- D. Staff members shall not campaign on school property during duty hours on behalf of any political issue or candidate for local, State, or National office.
- E. ~~) Staff members should avoid conduct and associations outside the school which, if known, could have an adverse or harmful effect upon the school community. (~~
- F. ~~(-) Staff members should refrain from expressions that would disrupt harmony among their co-workers or interfere with the maintenance of discipline by school officials.~~
- G. ~~Staff members may not accept fees for tutoring when such tutoring is conducted during the normal work day.~~
- H. ~~Staff members may not accept fees for remedial tutoring of students currently enrolled in one (1) or more of their classes.~~

Research and Publishing

- A. Professional staff members are encouraged to contribute articles to professional publications and to engage in approved professional research.
- B. Materials that might be considered for publication and/or production, that 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 that 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 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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Legal

17 U.S.C. 101 et seq.

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Title Copy of THREATENING BEHAVIOR TOWARD STAFF MEMBERS
Code po3362.01
Status
Adopted May 16, 2016

3362.01 - **THREATENING BEHAVIOR TOWARD STAFF MEMBERS**

The Board believes that a staff member should be able to work in an environment free of threatening speech or actions.

Threatening behavior consisting of any words or deeds that intimidate, or are intended to intimidate, a staff member or are reasonably likely to cause concern for his/her physical and/or psychological well-being is strictly forbidden. Such actions by any student, parent, visitor, staff member, Board member, contractor, or agent of the Board is prohibited, and the Board authorizes appropriate corrective and remedial action including disciplinary action where appropriate, referral to law enforcement, or pursuit of other remedies, including injunctive relief if appropriate. This policy should be read consistent with, and in conjunction with, school safety and the mandatory reporting of threats of violence in Policy 8462.01 - Threats of Violence.

The District Administrator may administer guidelines to implement procedures for complaints and for investigation, as well as resolution of complaints.

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~~Threatening behavior consisting of any words or deeds that intimidate a staff member or cause anxiety concerning his/her physical and/or psychological well-being is strictly forbidden. Any student, parent, visitor, staff member, or agent of this Board who is found to have threatened a member of the staff will be subject to discipline and reported to the appropriate law enforcement authorities.~~

~~The District Administrator shall implement guidelines whereby students and employees understand this policy and appropriate procedures are established for prompt and effective action on any reported incidents.~~

Legal Chapter 947, Wis. Stats.

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Book	Policy Manual
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Title	Copy of JOB SHARING
Code	po4120.10
Status	
Adopted	May 16, 2016
Last Revised	November 19, 2018

4120.10 - **JOB SHARING**

The Board recognizes the value to the District to obtain the services of quality support staff members who may not be available on a full-time basis but wish to offer their knowledge and skills part-time through a job-sharing process.

PartHalf-time positions may be approved in which two (2) currently employed staff members will be allowed to share one (1) full-time position.

The District will consider job-share requests that are in the District's best interests considering the educational program, and whether only if the cost (including benefits) of employing two (2) staff members on a parthalf-time basis does not exceed the cost of employing one full-time staff member.

Entry into the program shall be voluntary. Assignment openings shall be available to support staff who jointly submit a written proposal to share a position. Application does not mean automatic approval.

The District Administrator may consider job-sharing arrangements that s/he determines to be educationally consistent with the philosophy and objectives of the District.

The following reasons may be invoked by the support staff:

- A. health reasons that are substantiated by a physician;
- B. child rearing for a specified length of time;
- C. continuance of education; or
- D. any other reason with the discretion of the District Administrator.

In order to avoid any inconsistency, misunderstanding, or disagreement, job sharing arrangements shall be made in accordance with established guidelines.

The Board authorizes the District Administrator to create a job-sharing program, provided it does not adversely affect the District or any of its current staff members.

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Book Policy Manual
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4122.01 - DRUG-FREE WORKPLACE

The Board believes that quality education is not possible in an environment affected by the use of illegal drugs and alcohol as well as the abuse of prescription drugs. It will seek, therefore, to establish and maintain an educational setting that is free from alcohol and other drug abuse.

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

Support staff members who use or possess a prescription drug that has been lawfully prescribed to the staff member, and taken in accordance with the prescribed dosage, shall not be deemed to be in violation of this policy. Wherever possible, a staff member should take prescribed medications at home and not bring them to school. Where that cannot be accomplished, any staff member in possession of prescribed medications while at school is responsible for taking appropriate precautions to assure that the drugs remain in the staff member's possession at all times and are taken in private, out of the view of students. Nothing in this policy shall prohibit the District Administrator from evaluating a staff member's fitness for duty pursuant to Policy 4161 - Unrequested Leaves of Absence/Fitness for Duty.

(X) CBD products are prohibited on District grounds and at school events. ~~FEND-OF-OPTION~~

Each staff handbook will include a summary of the standards regarding unlawful possession, use, or distribution of illicit drugs and alcohol by staff; furthermore, staff members shall be informed that compliance with this requirement is mandatory. The use of marijuana and/or products containing tetrahydrocannabinols (THC), other than products expressly excluded from the definition of a schedule drug (hemp-derived CBD oil, etc.), is still prohibited under Wisconsin law and Board policy. Use of such products even in states which have passed state laws permitting usage is still unlawful under Federal law and Wisconsin law and is not an exception to the drug-free workplace policy.

Any staff member who violates this policy shall be subject to disciplinary action in accordance with the Support Staff Handbook.

The District Administrator shall establish whatever programs and procedures are necessary to meet the Federal certification requirements and shall provide these to staff.

Off Work Conduct

Disciplinary action may result from conduct related to drug and alcohol usage even on the staff member's personal time if the circumstances create a connection to or nexus with the staff member's role with the District. Disciplinary action may result if a staff member's conduct involves the depiction of the staff member engaging in use of alcohol or drugs with the involvement of minors. If the District administration becomes aware of such circumstances, it will investigate the matter even though the events occurred on one's personal time and not on District property or at a District event.

Use of Resources for Treatment

The District makes available resources to assist staff members in overcoming alcohol, illegal drug use or controlled substance abuse. However, the decision to seek diagnosis and accept treatment for alcohol, illegal drug use or controlled substance abuse is primarily the individual staff member's responsibility. Any costs associated with treatment in excess of those costs covered by the staff member's medical insurance plan shall be borne by the individual.

Revised 6/19/17

Revised 12/18/17

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Legal

Drug-Free Workplace Act of 1988, 41 U.S.C. 8101 et seq.

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4130 - ASSIGNMENT AND TRANSFER

The Board believes that the careful placement of support staff within the District is vital to the utilization of qualified and competent support staff for the successful functioning of the District.

Responsibility for the assignment and transfer of support staff members shall be vested in the District Administrator [subject to and consistent with any applicable terms of the Employee Handbook.](#)

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Book	Policy Manual
Section	For Board Review - Vol. 29, No. 2 +
Title	Copy of REDUCTION IN STAFF
Code	po4131
Status	
Adopted	May 16, 2016

4131 - **REDUCTION IN STAFF**

It is the responsibility of the Board to provide the staff necessary for the implementation of the educational program of the District and the operation of the schools and to do so efficiently and economically.

The Board reserves the right to abolish positions in the District and to reduce the staff whenever decreased enrollment of students, return to duty of regular staff members after leaves of absence, suspension of schools, territorial changes affecting the District, or other circumstances warrant.

The District Administrator shall develop administrative guideline for the reduction of staff based on the best interests of the District and consistent with any applicable law.

Once the District Administrator has identified positions to be eliminated, s/he shall determine the appropriate employees for reduction according to the following considerations:

- A. qualifications of the employees being considered for reduction
- B. performance of employees, based on performance evaluations
- C. input from direct supervisors
- D. length of service to the District

No employee whose position has been eliminated shall have any right to be contacted by the District in the event that a vacancy opens in the future for which the laid-off employee may be qualified. In addition, no such employee is entitled to a future position or is provided any preference over other applicants. Any employee whose position was eliminated under this policy may file a grievance under Policy **4340**. Staff whose employment ended with the District due to a reduction in force, shall not be prevented from applying for future positions with the District.

Staff Furloughs

A furlough is a temporary reduction in hours for individuals or groups of employees that is intended to be of a short and predetermined duration, either in terms of days, weeks, or until the resumption of school operations. Furloughs differ from lay-offs in that a lay-off is of an indefinite, potentially permanent nature.

In the event of a temporary disruption to school services due to unforeseen circumstances, such as a public health emergency, natural disaster, or some other disruption to school programming the Board may authorize the District Administrator to temporarily furlough employees by reducing employee hours, provided that a plan is presented to the Board for consideration.

Furloughs may be targeted to a particular department, building, or program. Furloughs may be used to reduce all employees' hours consistent with the District's needs while minimizing the impact on individual staff members. Generally speaking, furloughs should be administered in a way to avoid any employee from serving a furlough period of a full week or more in a row, wherever possible. This may involve distributing furlough days or blocks of days shorter than a full week, spread out over a period of several weeks or months.

Furloughs may be unpaid if based on budgetary concerns, or employees may be allowed to use available accrued paid time off. Furloughs shall be used only in a manner consistent with any individual contract requirements, or other employee rights or benefits, such as FMLA benefits.

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Book	Policy Manual
Section	For Board Review - Vol. 29, No. 2 +
Title	Copy of CONFLICT OF INTEREST
Code	po4230
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Adopted	May 16, 2016
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4230 - **CONFLICT OF INTEREST**

The proper performance of school business is dependent upon the maintenance of unusually high standards of honesty, integrity, impartiality, and professional conduct by Board members, and District's employees, officers and agents and is essential to the Board's commitment to earn and keep public confidence in the School District.

For these reasons, the Board adopts the following guidelines to that are designed to avoid the occurrence or appearance of any~~assure that~~ conflicts of interest ~~do not occur~~. These guidelines apply to all District employees, officers, and agents, including members of the Board. These guidelines are not intended to be all inclusive, nor to substitute for good judgment on the part of all support employees, officers, and agents. Support employees are expected to perform their duties in a manner free from an actual conflict of interest or from situations that create the appearance of a conflict of interest, in a manner consistent with 19.59, Wis. Stats. The Board's interest in enforcing this policy is to assure that the decisions and actions of public employees retain the public's trust. Therefore, even a conflict relationship that can be viewed as beneficial to the District or that was intended to be beneficial to the District, may still be a violation of this policy.

- A. No support employee, officer, or agent shall engage in or have financial or other interest, directly or indirectly, in any activity that conflicts or raises a reasonable question of conflict with his/her duties and responsibilities in the school system. This includes not only those interests that violate State criminal law, which typically requires at least \$15,000 in financial interest, but also lesser valued conflicts that nonetheless create the appearance of using one's public position to secure a private benefit.
- B. Support employees, officers, and agents shall not engage in business, private practice of their profession, the rendering of services, or the sale of goods of any type where advantage is taken of any professional relationship they may have with any employee, student, client, or parents of such students or clients in the course of their employment or professional relationship with the School District.

Included, by way of illustration, rather than limitation are the following:

1. the provision of any private lessons or services for a fee unless the provision of services is arranged outside of school and is separate from and in addition to regular support provided to students as part of the staff member's regular duties.
2. soliciting on school premises or under circumstances which are coercive for the private sale of goods or services to students or other employees
3. the use, sale, or improper divulging of any privileged information through his/her access to School District records about a student or client granted in the course of the employee's, officer's or agent's employment or professional relationship with the School District.s

4. the referral of any student or client for lessons or services to any private business or professional practitioner if there is any expectation of reciprocal referrals, sharing of fees, or other remuneration for such referrals
 5. the requirement of employees, students or clients to purchase any private goods or services provided by an employee, officer or agent or any business or professional practitioner with whom any employee, officer or agent has a financial or other relationship, as a condition of receiving any grades, credits, promotions, approvals, or recommendations
- C. Should exceptions to this policy be necessary in order to provide mandatory services to students or clients of the School District, all such exceptions will be made known to the employee's supervisor and will be disclosed to the District Administrator and approved by the Board of Education **before** entering into any private relationship.
- D. Support employees shall not make use of materials, equipment, or facilities of the School District for their own personal financial gain or business interest. Examples would be the use of facilities before, during, or after regular business hours for service to private practice clients, or the checking out of items from an instructional materials center for private practice.
- E. Support employees, officers, and agents shall not participate in the selection, award and administration of any contract to an entity in which they have a pecuniary interest or from which they derive a profit or in which a dependent of the employee has a pecuniary interest or from which the dependent derives a profit. "Dependent" includes the employee's spouse; unemancipated child, stepchild or adopted child under the age of eighteen (18); or individual for whom the employee provides more than one-half (1/2) of the individual's support during a year. A "pecuniary interest" means an interest in a contract or purchase that will result or is intended to result in an ascertainable increase in the income or net worth of the employee or the employee's dependent who is under the direct or indirect administrative control of the professional employee or who receives a contract or purchase order that is reviewed, approved, or directly or indirectly administered by the employee.

Support employees, officers, and agents may not~~cannot~~ solicit or accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts.

However, pursuant to Federal rules, the School District has set standards for when an employee, officer or agent may accept a gift of an unsolicited item of nominal value. For purposes of this section, "nominal value" means that the gift has a monetary value of \$50.00 or less.

- F. ~~To the extent that the School District has a parent, affiliate or subsidiary organization, including any charter school authorized by the Board regardless of whether it is an instrumentality of the District or not, that is not a State, local government or Indian tribe, the School District may not conduct a procurement action involving the parent, affiliate or subsidiary organization if the School District is unable, or appears to be unable, to be impartial.~~
- G. Support employees, officers, and agents must disclose any potential conflict of interest which may lead to a violation of this policy to the School District. Upon discovery of any potential conflict of interest, the School District will disclose, in writing, the potential conflict of interest to the appropriate Federal awarding agency or, if applicable, the pass-through entity.
- The District will also disclose, in a timely manner, all violations of Federal criminal law involving fraud, bribery or gratuity that affect a Federal award to the appropriate Federal awarding agency or, if applicable, the pass-through entity.
- H. Support employees, officers and agents found to be in violation of this conflict of interest policy will be subject to disciplinary action up to and including termination.

[X] No support staff employee may accept or engage in any employment, consulting, advising, or other professional activity with any organization other than the District, whether the administrator will receive compensation for such outside activity or not, without first providing notice to the District Administrator, or in the case of the District Administrator, such notice must be provided to the Board.

In the event that, within the course of administering a Federally funded grant program or service to the District, any employee that identifies a conflict of interest, a potential conflict of interest, or that the appearance of a conflict of interest may arise in the course of administering the Federal grant funds, the employee must immediately notify either the Federal agency administering the grant in a manner consistent with that particular agencies rules on conflict of interests, or the District employee directly responsible for grant compliance. Such notice shall be provided at the earliest possible time.

It is a violation of this policy to take action or to refrain from taking action, or for an employee to otherwise use his/her public position to obtain a financial gain or anything of substantial value for himself/herself or his/her immediate family, as defined in 19.42(7), Wis. Stats.

Revised 8/22/16
Revised 11/19/18
Revised 7/22/19

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Legal 19.42(7), 19.59, 946.13, Wis. Stats.
 2 C.F.R. 200.12
 2 C.F.R. 200.113
 2 C.F.R. 200.318
 7 C.F.R. 3016.36(b)(3)
 7 C.F.R. 3019.42

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4231 - **OUTSIDE ACTIVITIES OF SUPPORT STAFF**

The Board expects support staff members to avoid situations in which their personal interests, activities, and associations may conflict with the interests of the District. If such situations threaten an employee's effectiveness within the School District, the District Administrator shall evaluate the impact of such interest, activity, or association upon the support staff member's responsibilities. Staff members are expected to notify the District Administrator of their involvement in any outside organization, association, or the like if the staff member identifies himself/herself as a staff member of the District as part of his/her involvement, or if the staff member will receive compensation for any outside activities (refer also to Policy 4230 - Conflict of Interest).~~The Board directs the District Administrator to promulgate the following guidelines so that Staff members may avoid situations in which their personal interests, activities, and associations may conflict with the interests of the District. If such situations threaten an employee's effectiveness within the School System, the Board reserves the right to evaluate the impact of such interest, activity, or association upon an employee's responsibilities.~~

- A. Staff members should not give work time to an outside interest, activity, or association without valid reason to be excused from assigned duties.
- B. Staff members shall not use school property or school time to solicit or accept customers for private enterprises without written administrative permission.
- C. Staff members shall not engage in business transactions on behalf of private enterprises in which s/he may profit by virtue of his/her official position or authority or benefit financially from confidential information which the employee has obtained or may obtain by reason of his/her position or authority.
- D. Staff members shall not campaign on school property on behalf of any political issue or candidate for local, State, or National office.

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4362.01 - **THREATENING BEHAVIOR TOWARD SUPPORT STAFF MEMBERS**

The Board believes that a staff member should be able to work in an environment free of threatening speech or actions.

Threatening behavior consisting of any words or deeds that intimidate, or are intended to intimidate, a staff member or are reasonably likely to cause concern for his/her physical and/or psychological well-being is strictly forbidden. Such actions by any student, parent, visitor, staff member, Board member, contractor, or agent of the Board is prohibited, and the Board authorizes appropriate corrective and remedial action including disciplinary action where appropriate, referral to law enforcement, or pursuit of other remedies, including injunctive relief if appropriate. This policy should be read consistent with and in conjunction with school safety and the mandatory reporting of threats of violence in Policy 8462.01 - Threats of Violence.

The District Administrator may administer guidelines to implement procedures for complaints and for investigation, as well as resolution of complaints.

~~Threatening behavior consisting of any words or deeds that intimidate a staff member or cause anxiety concerning his/her physical and/or psychological well-being is strictly forbidden. Any student, parent, visitor, staff member, or agent of this Board who is found to have threatened a member of the staff will be subject to discipline and reported to the appropriate law enforcement authorities.~~

~~The District Administrator shall implement guidelines whereby students and employees understand this policy and appropriate procedures are established for prompt and effective action on any reported incidents.~~

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Legal Chapter 947, Wis. Stats.

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5111 - **ELIGIBILITY OF RESIDENT/NONRESIDENT STUDENTS**

The Board establishes the following policy for determining the eligibility of students to attend the schools of this District.

- A. The Board will educate, tuition-free, students who are residents of the District. Proof of residency will be required for registration in the District. If residency is with individuals other than a parent, the living arrangement must not be solely for purposes of attending the District's schools.
- B. The District shall not make residency determinations on the basis of an individual's alienage.
- C. The District shall consider students who are homeless or in foster placement to be residents unless residency is determined to be in another district.
- D. Upon request of a student's parent, or the request of an adult student, students who have gained twelfth-grade status and who no longer reside within the District shall be permitted to complete their high school education tuition free.
- E. Resident students in grades nine (9) through twelve (12) who attend a tribal school, private school or home-based private educational program shall be accepted into the District's educational programs for up to two (2) classes if the student satisfies the high school admission standards and sufficient space is available in the classes.
- F. Students enrolled in a home-based private educational program in grades kindergarten through eight (8) who meet the minimum standards for admission to a course offered by the District shall be accepted into the District's educational programs for up to two (2) classes if the Board determines there is sufficient space in the classes.
- G. A high school student who now resides in a different school district as a result of a reorganization under Chapter 117 and who has completed 9th and 10th grade at his/her former school district shall be allowed to complete his/her education at the former school district. The school board of residence shall pay the student's tuition, and if the parent has paid such tuition, the resident board shall reimburse the parent, upon request of the parent, within three (3) years. The school of attendance shall count the student in its membership.
- H. If a parent (or adult student) presents information to the District certifying that the parent (or adult student), his/her child, or a member of the parent's household is a participant in the Safe at Home/Address Confidentiality Program administered by the Wisconsin Department of Justice, the Board shall use the address designated by the Department of Justice to serve as the student's address for enrollment purposes. The District shall place a copy of any certification provided by the parent in the enrollment files.
- I. Children of joint custody orders may attend school without payment of tuition if the student otherwise meets residency requirements, unless a court order specifies a different District of attendance.

- J. Foreign students, participating in a bona fide, foreign-exchange program may be admitted tuition-free and consistent with Federal law.
- K. Students whose parents reside in the District but do not reside within the District, but who present evidence that they will move into the District within nine (9) school weeks~~a short period of time~~, may enroll in the schools of this District as tuition students for the time not in residence. Tuition will be refunded in accordance with State law.
- L. Minor students residing in the District, but not living with a parent, may be required to provide information sufficient to allow the administration to properly determine resident status under law.
- M. Tuition students may be accepted in accordance with State law and the approval of the District Administrator.
- N. Nonresidents may be accepted into the District's Adult Education classes upon payment of the appropriate fees.
- O. Nonresident students may be accepted into the District's Summer or Interim Session School Program upon payment of appropriate fees.
- P. Nonresident students may be accepted into the District's program under the Part-Time and Full-Time Open Enrollment Program. Nonresident students accepted into the District's Part-Time Open Enrollment Program may attend no more than two (2) courses at any time if the Board determines there is sufficient space in the classroom.
- Q. Students who have begun the school year as residents and who no longer reside in the District may be permitted to complete the school year tuition-free.
- R. The following provisions apply to a student who has been expelled from another school or district and seeks to enroll in the District during the term of the expulsion order:

1. If the student has been expelled from another Wisconsin public school district, the student is not entitled to enroll. The District Administrator may choose whether to recommend the student be enrolled. In the event that the District Administrator intends to enroll a student during the term of an expulsion order issued by another Wisconsin public school district, the enrollment must be approved by the Board.
2. If the student has been expelled by a public school in another state or by a Wisconsin charter school, the District Administrator may choose to enroll the student, but if the decision is not to enroll the student, the Board must determine that the conduct giving rise to expulsion would have been grounds for expulsion from the District under Policy 5610. The student, or if the student is a minor, the student's parent, shall request that the governing body of the charter school or the public school in another state provide the Board with a copy of the expulsion findings and order as well as a written explanation of the expulsion reasons and terms.

3. Conditional Enrollment

If a student has been expelled by another Wisconsin or out-of-StateThe Board may specify in a written order one (1) or more enrollment conditions instead of, or in addition to, any early reinstatement conditions, if any, imposed by the board that expelled the student instead of, or in addition to, any conditions imposed, if any, by the out-of-state public school that expelled the student. Any enrollment conditions must relate to the reasons for the student's expulsion and may not extend the term of expulsion specified in the expulsion order. The School District Clerk shall mail two (2) copies of the order to the student or, if the student is a minor, to the student's parent. The expelled student or, if the student is a minor, the student's parent shall sign and return one (1) copy of the order to the Board. Within fifteen (15) days after the date on which the order is issued, the expelled student or, if the student is a minor, the student's parent may appeal the determination regarding whether an enrollment condition specified in the order is related to the reasons for the student's expulsion to the Board. The decision of the Board regarding that determination is final and not subject to appeal. If the District Administrator determines that the student has met the enrollment conditions established in a written order, the District Administrator may grant the student conditional enrollment in a school in the District. The determination of the District Administrator is final. Public school district, and will not be otherwise enrolled under this policy, the student may be enrolled during the period of expulsion if the Board, following input from the District Administrator, sets forth one (1) or more conditions of enrollment that are related to the reasons for the student's expulsion, and which are agreed to by the student, or if the student is a minor, the student's parents. Acceptance of the enrollment conditions is evidenced by continued enrollment during the period of expulsion.

- a. If a student granted conditional enrollment violates an enrollment condition that the student was required to meet after his/her conditional enrollment, but before the expiration of the term of expulsion, the District

Administrator may revoke the student's conditional enrollment. Before revoking the student's conditional enrollment, the District Administrator shall advise the student of the reason for the proposed revocation, including the enrollment condition alleged to have been violated, provide the student an opportunity to present his/her explanation of the alleged violation, and make a determination that the student violated the enrollment condition and that revocation of the student's conditional enrollment is appropriate. If the District Administrator revokes the student's conditional enrollment, the District Administrator shall give prompt written notice of the revocation and the reason for the revocation, including the enrollment condition violated, to the student and, if the student is a minor, to the student's parent. Within five (5) school days after the revocation of a student's conditional enrollment, the student or, if the student is a minor, the student's parent, may request a conference with the District Administrator who shall be someone other than a principal, administrator, or teacher in the student's school. If a conference is requested, it shall be held within five (5) school days following the request. If, after the conference, the District Administrator finds that the student did not violate an enrollment condition or that the revocation was inappropriate, the student shall be enrolled in school under the same enrollment conditions under the order previously issued and the conditional enrollment revocation shall be expunged from the student's record. If the District Administrator finds that the student violated an enrollment condition and that the revocation was appropriate, s/he shall mail separate copies of the decision to the student and, if the student is a minor, to the student's parent. The decision of the District Administrator is final.

- b. If a student's conditional enrollment is revoked, the student's expulsion shall continue to the expiration of the term of the expulsion specified in the expulsion order unless the student or, if the student is a minor, the student's parent and the school board that expelled the student, or the independent hearing panel or independent hearing officer, or the out-of-state public school, agree, in writing, to modify the expulsion order.

Revised 8/22/16
Revised 12/18/17
Revised 11/19/18
Revised 7/22/19

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Legal

- 118.51, Wis. Stats.
- 118.52, Wis. Stats.
- 120.13(1), Wis. Stats.
- 121.77, Wis. Stats.
- 121.78(2)(a), Wis. Stats.
- 121.81, Wis. Stats.
- 121.84, Wis. Stats.
- 42 U.S.C. 11431 et seq.

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5200 - ATTENDANCE

The Board will enforce regular student attendance in the District's program in which each student is enrolled as required pursuant to State law. Further, the Board recognizes that the District's educational program is predicated upon the participation of each student in the program of instruction in which the student is enrolled and required to attend. Student success requires continuity of instruction and program participation. For purposes of this policy, the regular period and hours of instruction including both those periods and hours a student's program require that they are in school as well as any attendance requirements defined as part of a course of virtual instruction, or a combination of the more than one type of instructional delivery. ~~State law requires the Board to enforce the regular attendance of students. Furthermore, the Board recognizes that the District's educational program is predicated upon the presence of the student and requires continuity of instruction and classroom participation. The regular contact of students with one another in the classroom and their participation in a well-planned instructional activity under the tutelage of a competent teacher are vital to this purpose.~~

All children between six (6) and eighteen (18) years of age shall attend school regularly during the full period and hours, religious holidays excepted, that the school in which the child is enrolled is in session until the end of the term, quarter, or semester of the school year in which the child becomes eighteen (18) years of age, unless s/he falls under an exception under State law, this policy, or administrative guideline issued under this policy. A child who is enrolled in five (5) year-old kindergarten shall attend school regularly, religious holidays excepted, during the full period and hours that kindergarten is in session until the end of the school term.

Excuse Required

The District Administrator shall require, from the parent or guardian of each student or from an adult student, who has been absent for any reason a phone call or a written, signed, and dated letter stating the reason for the absence and the time period covered by the absence. The Board reserves the right to verify such statements and to investigate the cause of each absence and instance of tardiness.

School Attendance Officer

The District Administrator shall designate an administrator at each school to be the School Attendance Officer. The School Attendance Officer shall perform any duties and responsibilities s/he is required to perform by State law, this policy, and any administrative guidelines issued by the school. The duties of the School Attendance Officer shall include, but not be limited to, the following.

- A. Determining daily from attendance reports submitted by teachers which students enrolled in the school are absent from school, or failed to fulfill the attendance requirements of a virtual instruction program component, and whether the absence is excused.
- B. Submitting to the District Administrator, on or before August 1st of each year, a report of the number of students enrolled in the school who were absent in the previous year and whether the absences were excused. The District Administrator

shall then submit this information to the State Superintendent and the Board. **To the extent feasible, absentee data shall be separated by absences for in-person instruction periods and absences based on virtual instruction attendance requirements.**

- C. Providing student attendance information to individuals and agencies for purposes authorized by State law and the Board's Policy 8330 - Student Records.

Excused Absences

As required under State law, a student shall be excused from school for the following reasons:

A. Physical or Mental Condition

The student is temporarily not in proper physical or mental condition to attend a school program.

B. Obtaining Religious Instruction

To enable the student to obtain religious instruction outside the school during the required school period (see Policy 5223 - Absences for Religious Instruction).

C. Permission of Parent or Guardian

The student has been excused by his/her parent or guardian before the absence for any or no reason. A student may not be excused for more than ten (10) days per school year under this paragraph and must complete any course work missed during the absence. Examples of reasons for being absent that should be counted under this paragraph include, but are not limited to, the following:

1. professional and other necessary appointments (e.g., medical, dental, and legal) that cannot be scheduled outside of the school day
2. to attend the funeral of a relative
3. legal proceedings that require the student's presence
4. college visits
5. job fairs
6. vacations

D. Religious Holiday

For observance of a religious holiday consistent with the student's creed or belief.

E. Suspension or Expulsion

The student has been suspended or expelled.

F. Program or Curriculum Modification

The Board has excused the student from regular school attendance to participate in a program or curriculum modification leading to high school graduation or a high school equivalency diploma as provided by State law.

G. High School Equivalency – Secured Facilities

The Board has excused a student from regular school attendance to participate in a program leading to a high school equivalency diploma in a secured correctional facility, a secured child caring institution, a secure detention facility, or a juvenile portion of a county jail, and the student and his/her parent or guardian agree that the student will continue to participate in such a program.

H. Child at Risk

The student is a "child at risk" as defined under State law and is participating in a program at a technical college on either a part-time or full-time basis leading to high school graduation, as provided under State law.

I. Election Day Official

A high school student age sixteen (16) or seventeen (17) is permitted to be excused to serve as an election official provided that the following criteria are met: (1) the student has the permission of his/her parent to serve as an election official on election day; (2) the student has signed up and the municipal clerk has informed the principal that the student has been assigned to serve in this capacity; and (3) the student has at least a 3.0 grade point average or equivalent, or has met alternative criteria established by Board, if any. The principal shall promptly notify the municipal clerk or the board of election commissioners of the municipality that appointed the child as an election official if the child no longer has at least a 3.0 grade point average or the equivalent, or no longer meets the established alternative requirements. A student's absence to serve as an election official under this policy shall be treated as an excused absence. Where possible students are encouraged to provide advance notice as much as possible. Students are responsible for completing any missed school work and responsible for making appropriate arrangements to do so.

J. Virtual Access

The student is unable to access virtual instruction programming due to a temporary disruption in the student's access to necessary technological systems (i.e. internet outage, computer failure, software malfunction, etc.) as communicated by the student's parent.

A student may be excused from school, as determined by the School Attendance Officer, or his/her designee, for quarantine of the student's home by a public health officer.

Unexcused Absences

Unexcused absences demonstrate a deliberate disregard for the educational program and are considered a serious matter. The District Administrator shall develop administrative guidelines to address unexcused absences.

The Board authorizes, but does not encourage the District Administrator, to suspend a student from a particular class or from school if sincere efforts by the staff and parents cannot rectify the pattern of absence. In keeping with its philosophy, the Board supports efforts to provide out-of-school alternative educational opportunities for truant students rather than aggravate the effects of absence through suspension.

Truancy Plan

The Board will issue a Truancy Plan based upon the recommendations of the County Truancy Committee convened under State law, and the Board's policies and guidelines. The Board will review and, if appropriate, revise the Truancy Plan at least once every two (2) years.

The Truancy Plan will include, at a minimum, the following:

- A. guidelines for notifying the parents or guardians of the unexcused absences of a student and for meeting and conferring with such parents or guardians
- B. plans and procedures for identifying truant children of all ages and returning them to school and identifying the identity of school personnel to whom a truant child shall be returned
- C. methods to increase and maintain public awareness of truancy issues within the school district and enhance public involvement in reducing truancy.
- D. a guideline addressing the immediate response to be made by school personnel when a truant child is returned to school
- E. the types of truancy cases to be referred to the District Attorney and the time periods within which the District Attorney will respond to and take action on the referrals
- F. plans and procedures to coordinate the responses to the problems of habitual truants, as defined under Sec. 118.16(1) (a), Wis. Stats., with public and private social services agencies
- G. methods to involve the truant child's parent or guardian in dealing with and solving the child's truancy problem

A student will be considered truant if s/he is absent for part or all of one (1) or more days from school during which the School Attendance Officer, principal, or a teacher has not been notified of the legal cause of such absence by the parent or guardian of the absent student. A student who is absent intermittently for the purpose of defeating the intent of the Wisconsin Compulsory Attendance Statute Sec. 118.15, Wis. Stats., will also be considered truant.

A student will be considered a habitual truant if s/he is absent from school without an acceptable excuse for part or all of five (5) or more days on which school is held during a school semester.

Notice of Truancy

The School Attendance Officer shall notify a truant student's parent or guardian of the student's truancy and direct the parent or guardian to return the student to school no later than the next day on which school is in session or to provide an excuse for the absence. The notice under this paragraph shall be given before the end of the second school day after receiving a report of an unexcused absence. The notice may be made by electronic communication, personal contact, telephone call or 1st class mail and a written record of this notice shall be kept. The School Attendance Officer shall attempt to give notice by personal contact, telephone call, or, unless the parent has refused to receive electronic communication, notice by 1st class mail may be given. This notice must be given every time a student is truant until the student becomes a habitual truant.

Notice of Habitual Truancy

When a student initially becomes a habitual truant, the School Attendance Officer shall provide a notice to the student's parent or guardian, by registered or certified mail, or by first class mail. The School Attendance Officer may simultaneously notify the parent of the habitually truant student by an electronic communication. The notice must contain the following:

- A. a statement of the parent's or guardian's responsibility under State law to cause the student to attend school regularly
- B. a statement that the parent, guardian, or student may request program or curriculum modifications for the student under State law and that the student may be eligible for enrollment in a program for children at risk
- C. a request that the parent or guardian meet with the appropriate school personnel to discuss the student's truancy

The notice shall include the name of the school personnel with whom the parent or guardian should meet, a date, time, and place for the meeting as well as the name, address, and telephone number of a person to contact to arrange a different date, time, or place. The date for the meeting shall be within five (5) school days after the notice is sent with the consent of the student's parent or guardian the meeting date may be extended for an additional five (5) school days.

- D. a statement of the penalties, under State law or local ordinances that may be imposed on the parent or guardian if s/he fails to cause the child to attend school regularly as required by State law

The School Attendance Officer will also continue to notify the parent or guardian of a habitual truant's subsequent unexcused absences.

Referral to the District Attorney

Truancy cases will be referred to the District Attorney as provided in the County Truancy Committee Plan. The School Attendance Officer will ensure that appropriate school personnel have done the following before any case is referred to the District Attorney:

- A. met with the student's parent or guardian to discuss the student's truancy or attempted to meet with the student's parent or guardian and received no response or were refused
- B. provided an opportunity for educational counseling to the student to determine whether a change in the student's curriculum would resolve the student's truancy and have curriculum modifications under State law
- C. evaluated the student to determine whether learning problems may be a cause of the student's truancy and, if so, have taken steps to overcome the learning problems if tests administered to the student within the previous year indicate that the student is performing at his/her grade level, the student need not be evaluated.
- D. conducted an evaluation to determine whether social problems may be a cause of the student's truancy and, if so, have taken appropriate action or made appropriate referrals

Note that paragraph A. is not required if the meeting between school personnel, the student, and the student's parent or guardian, which was requested in the Notice of Habitual Truancy to the parent or guardian, did not occur within ten (10) school days after the Notice was sent. Paragraphs B., C., and D. are not required if appropriate school personnel were unable to carry out the activity due to the student's absences from school.

Make-up Course Work and Examinations

Students who are absent from school, whether the absence was excused or unexcused, shall be permitted to make-up course work and examinations missed when they return to school. It is the student's responsibility to contact his/her teachers to determine what course work and examinations must be made-up. Teachers shall have the discretion to assign substitute course work and examinations. Teachers shall also have the discretion to specify where and when examinations and course work shall be completed, including outside regular school hours. The time for completing the work shall be commensurate with the length of the absence unless extended by the principal based upon extenuating circumstances.

District Administrator Guidelines

The District Administrator shall develop administrative guidelines concerning the attendance of students which:

- A. ensure a school session that is in conformity with the requirement of the law;
- B. ensure that students absent for an excusable reason have an opportunity to make-up work they missed;
- C. govern the keeping of attendance records in accordance with State law;
- D. facilitate implementation of the Truancy Plan;
- E. identify the habitual truant, investigate the cause(s) of his/her behavior, and consider modification of his/her educational program to meet particular needs and interests;
- F. ensure that any student who, due to a specifically identifiable physical or mental impairment, exceeds or may exceed the District's limit on excused absence is referred for evaluation for eligibility either under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 and Chapter 115, Wis. Stats.;
- G. provide that a student's grade in any course is based on his/her performance in the instructional setting and is not reduced for reasons of conduct. If a student violates the attendance or other rules of the school, s/he should be disciplined appropriately for the misconduct, but his/her grades should be based upon what the student can demonstrate s/he has learned;
- H. ensure that all parents and students are informed of the District's Attendance Policy and related guidelines;
- I. enable the School Attendance Officer to perform his/her duties under State law and this policy; and
- J. address unexcused absences.

Revised 8/22/16

Revised 11/19/18

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Legal	118.15, Wis. Stats.
	118.153, Wis. Stats.
	118.16, Wis. Stats.
	118.162, Wis. Stats.

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5460 - GRADUATION REQUIREMENTS

It shall be the policy of the Board to acknowledge each student's successful completion of the instructional program appropriate to the achievement of District goals and objectives as well as personal proficiency by the awarding of a diploma at fitting graduation ceremonies.

High School courses taken by junior high school students shall appear on the student's high school transcript, along with the grade received however the grade and class will not be factored into the student's high school grade point average.

The Board shall award a regular high school diploma to every student enrolled in this District who meets the requirements of graduation established by this Board as provided by State law.

A student must meet the following graduation requirements in order to be eligible to receive a Little Wolf High School diploma:

- A. Student must attend high school for eight (8) semesters. Students may be eligible for early graduation in accordance with established policy and procedures. Students may have this requirement waived if the early graduation procedures established in the rules are followed.
- B. In accordance with State law, a board may not grant a high school diploma to any student unless, during the high school grades, the student has been enrolled in a class or has participated in an activity approved by the Board during each class period of each school day, or the student has been enrolled in an alternative education program (defined in s. 115.28(7)(e)1) or is participating in a Board-approved program that allows a student enrolled in the high school grades who has demonstrated a high level of maturity and personal responsibility to leave the school premises for up to one (1) class period each day if the student does not have a class scheduled during that class period.
- C. Credits - A Little Wolf High School diploma shall be granted upon successful completion of a total of 24 credits for Class of 2019 and beyond in grades 9 through 12 to include:

English	4 credits
Social Studies	3 credits
Physical Education	1 ½ credits
Health	½ credit
Math	3 credits
Science	3 credits
Electives for 2019 and beyond	9 credits

In order to earn a high school diploma, a student must successfully complete a civics assessment in accordance with State statute.

A student must also have participated in curriculum relating to financial literacy in order to earn a diploma.

The Board may approve a course or courses in career and technical education that it determines may satisfy up to a total of one (1) credit of mathematics and/or science credit.

All required courses shall be successfully completed, and any failure shall be made up before a diploma will be issued.

D. Students with disabilities who properly complete the programs specified in their I.E.P. and have received the recommendation of the I.E.P. team may participate in graduation activities and may be awarded a diploma (provided the student satisfied the District's high school graduation requirements). The IEP team and any other necessary members will review the student's academic progress and the alternative achievement standards for graduation criteria.

E. Alternative Provisions for Earning a Manawa Little Wolf High School Diploma

A post-high school candidate is a student who is less than twenty-two (22) years of age at the time of their requested re-enrollment and whose class has previously graduated. District Administrator approval is required for all students who are twenty-two (22) years of age or older.

Post-high school candidates must meet the graduation requirements as established at the time of their re-enrollment and not the requirements that previously existed for the class of which s/he was a member.

F. Post-Secondary Course Work

Post-secondary course work to be applied toward a high school diploma must be taken through

1. correspondence/online school.

Such courses must be evaluated and approved by the high school principal in order to apply toward the high school diploma.

2. accredited college/technical college.

Course work taken at a college/technical college will be approved and credits earned apply toward a high school diploma if:

- a. The college/technical college course is not a duplicate of a high school course.
- b. If the course is a logical next step course in subject sequence and is not offered in any form by the high school.
- c. If the desired course is not offered by the high school but is determined, by the principal, to meet the educational goals and interests of the student.

The costs for the above described course work will be based upon and follow the policies established via the Early College Credit Program (ECCP).

G. Attendance

Current seniors, like all students, must comply with all attendance expectations as set forth in the district's Attendance/Truancy Plan. A senior identified as truant during their last semester of coursework will not be permitted to participate in the graduation ceremony.

H. School Program Obligations

All fees, fines, detentions, and similar obligations arising from student participation in school programming must be fulfilled before the student can participate in the commencement ceremony.

The Board may waive graduation requirements, except for the core requirements, in exceptional cases to suit the needs of a student subject to Wis. Admin Code, §§ PI 18.03 and PI 18.04.

Graduation Activities and Ceremony

A student may be denied participation in graduation activities for disciplinary reasons and/or for non-payment of fees. The District Administrator and high school principal may establish additional requirements for participation in the graduation activities and may organize said activities to have the appearance and decorum deemed reflective of the District.

Only those students who have met all District graduation requirements as set forth in this policy and are wearing the prescribed cap and gown and complying with administrative behavioral expectations shall be permitted to participate in the commencement ceremony.

Policy Reporting and Review

The principal of the high school shall prepare a report describing the District's policies on high school graduation standards, including a list of courses required under State law and the number of hours in each school term required to earn one (1) credit for those courses. Additionally, any change to the District's policies shall also be reported to the Department of Public Instruction or other appropriate agency after it has been approved by the Board and signed by the Board president, the District Administrator, and the principal. ~~A student may be denied participation in graduation activities for disciplinary reasons and for non-payment of fees.~~

It shall be the policy of the Board to periodically review and revise this policy specifying the criteria for awarding a diploma.

Revised 1/21/19

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Legal 115.28, Wis. Stats.
 118.30, Wis. Stats.
 118.33, Wis. Stats.

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Book	Policy Manual
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Title	USE OF TOBACCO AND NICOTINE BY STUDENTS
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Adopted	June 20, 2016
Last Revised	July 22, 2019

REVISED POLICY - VOL. 29, NO. 2

5512 - USE OF TOBACCO AND NICOTINE BY STUDENTS

The Board recognizes that the use of tobacco products, as well as other nicotine delivery systems, such as electronic smoking devices, are a health, safety, and environmental hazard for students, staff, visitors, and school facilities. The Board is acutely aware of the serious health risks associated with the use of these products, both to users and non-users, and that their use or promotion on school grounds and at off-campus school-sponsored events is detrimental to the health and safety of students, staff, and visitors. The Board also believes accepting tobacco industry gifts or materials will send an inconsistent message to students, staff, and visitors.

It shall be a violation of this policy for any student of the District to use, consume, display, promote, or sell any tobacco products, tobacco industry brand, tobacco-related devices, imitation tobacco products, or electronic smoking or vaping devices, regardless of content at any time on school property or at off-campus, school-sponsored events. (.) The Board authorizes the District Administrator to take reasonable measures related to the Board's expectation that the promotion and display of tobacco and related products **on school property or at off-campus, school-sponsored events is prohibited.**

It shall be a violation of this policy for the District to solicit or accept any contributions, gifts, money, curricula, or materials from the tobacco industry or from any tobacco products retailer. This includes, but is not limited to, donations, monies for sponsorship, advertising, promotions, loans, or support for equipment, uniforms, and sports and/or training facilities. It shall be a violation of this policy to participate in any type of service funded by the tobacco industry while in the scope of employment for the District.

Exceptions

It shall not be a violation of this policy for tobacco products, tobacco-related devices, imitation tobacco products, or lighters to be included in instructional or work-related activities in school buildings if the activity is conducted by a staff member or an approved visitor and the activity does not include smoking, chewing, or otherwise ingesting the product.

The prohibition on the use of other products containing nicotine, including, but not limited to, nicotine patches and nicotine gum may be removed when a parent or "adult" student provides documentation from a licensed medical practitioner that the student's use of non-tobacco nicotine products is being medically supervised for the cessation of a nicotine addiction and the student complies with Policy 5330 - Administration of Medication.

(.) Instruction in the history and purpose of traditional tobacco that has been used as a part of faith and tradition in the Native American and American Indian communities is an exception to this policy.

Policy Specific Definitions

The term "any time" means during normal school and non-school hours: twenty-four (24) hours a day, seven (7) days a week.

The term "electronic smoking device" means any product containing or delivering nicotine, or any other substance, whether natural or synthetic, intended for human consumption through the inhalation of aerosol or vapor from the product. The term electronic smoking device includes, but is not limited to, devices manufactured, marketed, or sold as e-cigarettes, e-cigars, e-pipes, vape pens, mods, tank systems, JUUL, or under any other product name or descriptor. The term electronic smoking device includes any component part of a product, whether or not marketed or sold separately, including but not limited to e-liquids, e-juice, cartridges, and pods.

The term "imitation tobacco product" means any edible non-tobacco product designed to resemble a tobacco product, or non-edible, non-tobacco product designed to resemble a tobacco product that is intended to be used by children as a toy. Examples of imitation tobacco products include but are not limited to: candy or chocolate cigarettes, bubble gum cigars, shredded bubble gum resembling chewing tobacco, pouches containing flavored substances packaged similar to snuff, shredded beef jerky in containers resembling snuff tins, plastic cigars, and puff cigarettes.

The term "off-campus, school-sponsored event" means any event sponsored by the school or School District that is not on school property, including but not limited to, sporting events, day camps, field trips, entertainment seminars, dances or theatrical productions.

The term "school property" means all facilities and property, including land, whether owned, rented, or leased by the District, and all vehicles owned, leased, rented, contracted for, or controlled by the District used for transported students, staff and visitors.

The term "smoking" means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette or pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation. "Smoking" also includes carrying or using an activated electronic smoking device.

The term "tobacco industry" means manufacturers, distributors, or wholesalers of tobacco products, electronic smoking devices, or tobacco-related devices; this includes parent companies and subsidiaries.

The term "tobacco industry brand" means any corporate name, trademark, logo, symbol, motto, selling message, recognizable pattern of colors, or any other indication of product identification identical or similar to those used for any brand of tobacco product, company, or manufacturer of tobacco products.

~~The Board is committed to providing students, staff, and visitors with a tobacco and smoke free environment. The negative health effects of tobacco and nicotine use for both users and non-users, particularly in connection with second hand smoke, are well established. In addition, students less than eighteen (18) years of age are generally prohibited by law from purchasing or possessing cigarettes and other tobacco products.~~

~~For purposes of this policy, "use of tobacco" means to chew or maintain any substance containing tobacco, including smokeless tobacco, in the mouth to derive the effects of tobacco, as well as all uses of tobacco, including cigars, cigarettes, pipe tobacco, chewing tobacco, snuff, any other matter or substances that contain tobacco, in addition to papers used to roll cigarettes and/or the smoking of electronic, "vapor," or other substitute or simulated forms of cigarettes, clove cigarettes and any other lighted smoking devices for burning tobacco or any other substance. This policy also prohibits the use of other products containing nicotine, including, but not limited to, nicotine patches and nicotine gum, except when a student provides documentation from a licensed medical practitioner that the student's use of non-tobacco nicotine products is being medically supervised for the cessation of a nicotine addiction and the student complies with Policy 5330—Administration of Medication. Accordingly, the Board prohibits students from using or possessing tobacco or nicotine in any form on District premises, in District vehicles, within any indoor facility owned or while leased or contracted for by the District and used to provide education or library services to children, and at all District sponsored events.~~

111.321, Wis. Stats.

120.12(20), Wis. Stats.

~~254.92, Wis. Stats.~~

20 U.S.C. 6081 et seq.

20 U.S.C. 7182

Legal

111.321, Wis. Stats.

120.12(20), Wis. Stats.

20 U.S.C. 6081 et seq.

20 U.S.C. 7182

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REVISED POLICY - VOL. 29, NO. 2

5630.01 - USE OF SECLUSION AND PHYSICAL RESTRAINT WITH STUDENTS

It is the policy of the Board to permit the use of seclusion and restraint only when a student's behavior presents a clear, present and imminent risk to the physical safety of the student or others, it is the least restrictive intervention feasible and it is performed in a manner consistent with this policy and law. All students, including students with disabilities, must be treated with dignity and respect. Behavior interventions and support practices must be implemented in such a way as to protect the health and safety of the students and others.

All employees and "covered individuals" shall comply with State and Federal law regarding the use of seclusion and physical restraint.

"Incident" is defined as an occurrence of a covered individual or a law enforcement officer using seclusion or physical restraint on a student. It is considered one incident if immediately following the use of seclusion or physical restraint on a student, the student's behavior presents a clear, present, and imminent risk to the physical safety of the student or others, and a covered individual or law enforcement officer resumes the use of seclusion or physical restraint.

Seclusion is defined in the law as the involuntary confinement of a student, apart from other students, in a room or area from which the student is physically prevented from leaving.

Individuals covered by the law include employees of a public or charter school and student teachers. The law specifically includes individuals contracted with the school to provide services, such as CESA employees and student teachers.

The "covered individuals" (school employees and contracted individuals who provide services for a public or charter school) may use seclusion with a student only if all of the following apply:

- A. The student's behavior presents a clear, present, and immediate risk to the physical safety of the student or others, and it is the least restrictive intervention ~~feasible~~available.
- B. The seclusion lasts only as long as necessary to resolve the risk ~~of~~to physical safety of the student and others.
- C. A covered individual maintains constant supervision of the student.
- D. The seclusion room or area is free of objects or fixtures that may injure the student.
- E. The student has adequate access to bathroom facilities, drinking water, necessary medication, and meals.
- F. No door connecting the seclusion room or area to other rooms or areas is capable of being locked or has a lock on it.

Physical restraint is defined as a restriction that immobilizes or reduces the ability of a student to freely move his/her torso, arms, legs, or head. The "covered individuals" may only use physical restraint on or with a student only if all of the following apply:

- A. The student's behavior presents a clear, present, and immediate risk to the physical safety of the student or others and it is the least restrictive intervention feasible ~~available~~.
- B. The degree of force used and the duration of the physical restraint do not exceed the degree and duration that are reasonable and necessary to resolve the risk.
- C. There are no medical contraindications to the use of physical restraint.
- D. None of the following maneuvers or techniques are used:
 - 1. those that do not give adequate attention and care to protecting the student's head
 - 2. those that cause chest compression
 - 3. those that place pressure or weight on the student's neck or throat
 - 4. it does not constitute corporal punishment
 - 5. those that place the student in a prone position ~~neither mechanical nor chemical restraints are used~~

Mechanical or chemical restraint cannot be used on the student. The following does not constitute the use of mechanical restraint:

- A. the use of supportive equipment to properly align a student's body, assist a student to maintain balance, or assist a student's mobility, under the direction and oversight of appropriate medical or therapeutic staff;
- B. the use of vehicle safety restraints when used as intended during the transport of a student in a moving vehicle.

Actions that are specifically excluded from the definitions of seclusion and physical restraint above include: 1) if a student is not confined to an area from which s/he is physically prevented from leaving; 2) directing a disruptive student to temporarily separate himself/herself from the general activity in the classroom to allow the student to regain control or for the teacher to maintain or regain classroom order; 3) directing a student to temporarily remain in the classroom to complete tasks; or 4) briefly touching or holding a student's hand, arm, shoulder, or back to calm, comfort or redirect the student.

Parental Notice and Written Report Requirements

A parent is specifically defined as parent of a pupil, including a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or guardian.

Whenever a covered individual or a law enforcement officer uses seclusion or physical restraint ~~is used~~ with or on a student, the Principal or his/her designee shall notify the student's parent as soon as practicable but no later than one (1) business day after the incident. The notice shall advise the parent of the incident and of the availability of the written report.

~~[] Written notification to the parent and documentation to the student official school record shall include the following:~~

- ~~A. the name of the student;~~
- ~~B. name of the staff member(s), any law enforcement officers present for and/or administering the seclusion or physical restraint;~~
- ~~C. date of the seclusion or physical restraint and the time that of the seclusion or physical restraint began and ended;~~
- ~~D. location of the seclusion or physical restraint;~~
- ~~E. narrative that describes antecedents, triggers, problem behavior(s), rationale for application of the restraint and the efforts made to de-escalate the situation and alternatives to seclusion or physical restraint that were attempted; and~~
- ~~F. documentation of all parental contact and notification efforts.~~

The Principal shall prepare this written report, in consultation with the individuals involved, and any law enforcement officials present during the incident, within two (2) business days of the incident. The written report shall include details of the student and staff involved in the incident, the description of the incident and the actions of the student before, during and after the

incident. ~~The written report shall be retained as a record by the school district and within three (3) business days of the incident, the report shall be made available to the parent for review.~~

The Principal shall meet with the individuals who participated in the incident to discuss the following:

- A. the events preceding, during and following the use of seclusion or physical restraint;
- B. how to prevent the need for seclusion or physical restraint, including the factors that may have contributed to the escalation of behaviors;
- C. alternatives to physical restraint, including de-escalation techniques and interventions and other strategies.

The written report shall be retained as a record by the school district and within three (3) business days of the incident, and the report shall be sent to the student's parent by 1st class mail, ~~or~~ by electronic transmission, or hand-delivered to the student's parent.

In addition, the school principals will be required to prepare and present an annual report to the Board, by October 1, of the number of incidents involving seclusion or physical restraint, the total number of students involved and the number of students with disabilities involved in such incidents.

Annually, by December 1, the Board shall submit its report to the State Superintendent.

Individual Education Program (IEP) Requirements

The law requires that for students with identified disabilities under the Individuals with Disabilities in Education Act (IDEA), the ~~second~~first time that seclusion or physical restraint is used on a "child with a disability," within the same school year, the student's Individual Education Program (IEP) team must convene as soon as possible after the incident, but no later than ten (10) school days after the incident. The IEP team shall review the student's Individualized Education Plan to ensure that it contains appropriate positive behavioral interventions and supports to address behaviors and any and all intervention and supports to assist related to that behavior that are of concern and to revise the IEP if necessary.

Mandatory Training for Staff

Staff who engage in the lawful use of physical restraint shall obtain training as to the methods of preventing the need for physical restraint, identification of dangerous behaviors that may indicate the need for physical restraint and the methods of evaluating risk of harm such that physical restraint is warranted, experience in administering and receiving various types of restraint, instruction on the effects of restraint, monitoring signs of distress during restraint, obtaining medical assistance and demonstrating proficiency in administering physical restraint.

Pursuant to State law, the District Administrator shall create and maintain a record of the training received by the employees and school staff covered by the State law governing seclusion and restraint.

Limited Training Requirement Exception

Training for staff in the use of physical restraint is required unless the situation is an emergency and a trained individual is not immediately available due to the "unforeseen nature of the emergency." However, at a minimum the school in which physical restraint is used must ensure that at least one (1) employee has been trained in its use.

Disciplinary Action for a Violation of This Policy

In addition to any penalty prescribed by law, the District Administrator is directed by this policy to see that a Board employee who intentionally, knowingly or recklessly violates this policy is subject to disciplinary action up to and including dismissal. A Board employee engages in conduct "intentionally" if, when s/he engages in the conduct, it is his/her conscious objective to do so. A Board employee engages in conduct "knowingly" if, when s/he engages in the conduct, s/he is aware of a high probability of a violation of this policy. A Board employee engages in conduct "recklessly" if s/he engages in conduct in violation of this policy in a plain, conscious, and unjustifiable disregard of harm that might result to a student and the disregard involves a substantial deviation from acceptable standards of conduct established by this policy.

Retaliation for Fully Implementing or Reporting Violations

No Board employee shall be permitted to retaliate against a person for reporting or objecting to actions in violation of this policy or providing information regarding a violation of this policy.

Legal

Individuals with Disabilities Education Act, as amended
Wis. Stats. Chapter 115 and 118 (115.787 and 118.305)

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6116 - TIME AND EFFORT REPORTING

As a recipient of Federal funds, the District shall comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards. Section 200.430 of the Code of Federal Regulations requires certification of effort to document salary expenses charged directly or indirectly against Federally-sponsored projects. This process is intended to verify that compensation for employment services, including salaries and wages, is allocable and properly expended, and that any variances from the budget are reconciled.

Compensation for employment services includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the Federal award, including but not necessarily limited to wages and salaries. Compensation for personal services may also include fringe benefits, which are addressed in 2 C.F.R. 200.431 Compensation-fringe benefits. Costs of compensation are allowable to the extent that they satisfy the specific requirements of these regulations, and that the total compensation for individual employees:

- A. is reasonable for the services rendered, conforms to the District's established written policy, and is consistently applied to both Federal and non-Federal activities; and
- B. follows an appointment made in accordance with the District's written policies and meets the requirements of Federal statute, where applicable.

Time and Effort Reports

Unless specifically authorized by the Department of Public Education (pass-through entity), including during unexpected or extraordinary circumstances, all salaries and wages charged to Federally sponsored projects must be based on records (time and effort reports) that accurately reflect the work performed by the employee. A time and effort report is required regardless of whether such time is paid by a Federally sponsored agreement, a private foundation, or is an unpaid contribution, i.e. cost share match. -Committed cost sharing, either voluntary or mandatory, must be included in effort reports.

- Under unexpected or extraordinary circumstances, such as a public health emergency, the District shall continue to charge the compensation (including but not necessarily limited to salaries, wages, and fringe benefits) of its employees who are paid by a currently active Federal grant consistent with the organization's policies and procedures for paying compensation from all funding sources, Federal and non-Federal.

- In the event of an extended school closure, if the District chooses to continue to pay similarly situated employees whose compensation is paid with non-Federal funds, those paid with Federal grant funds may also continue to be paid.

- The District Administrator will assure that the procedures for documenting time and effort per the Federal Uniform Grant Guidance include documenting the funding source of the personnel before the circumstance and the funding source of the personnel during the extended closure. This documentation will be maintained for auditing or monitoring purposes.

-

Through the process of documenting time and effort under unexpected or extraordinary circumstances, the District Administrator will verify that employees who are being paid with Federal grant funds while the program grant activities are closed in whole or in part due to the circumstance are not additionally being paid for working on other activities that are not closed down.

The procedures and requirements for charging compensation to grant funds described in this policy shall be subject to modification as necessary to provide for application consistent with Federal or State agency requirements or guidance as may be revised during any unexpected or extraordinary circumstance which justifies or necessitates a deviation from required Federal grant procedures.

The reports:

- A. are supported by a system of internal controls which provide reasonable assurance that the charges are accurate, allowable, and properly allocated;
- B. are incorporated into the official records of the District;
- C. reasonably reflect the total activity for which the employee is compensated by the District, not exceeding 100% of the compensated activities;
- D. encompass both Federally assisted and other activities compensated by the District on an integrated basis;
- E. comply with the District's established accounting policies and practices;
- F. support the distribution of the employee's salary or wages among specific activities or cost objectives if the employee works on more than one Federal award; a Federal award and non-Federal award, an indirect cost activity and a direct cost activity, two or more indirect activities which are allocated using different allocation bases, or an unallowable activity and a direct or indirect cost activity.

The District will also follow any time and effort requirements imposed by the pass-through entity to the extent that they are more restrictive than the Federal requirements. The Payroll Office is responsible for the distribution, collection, and retention of all employee effort reports. Individually reported data will be made available only to authorized auditors.

Reconciliations

Budget estimates are not used as support for charges to Federal awards. However, the District may use budget estimates for interim accounting purposes. The system used by the District to establish budget estimates produces reasonable approximations of the activity actually performed. Any significant changes in the corresponding work activity are identified by the District and entered into the District's records in a timely manner.

The District's internal controls include a process to review after-the-fact interim charges made to a Federal award based on budget estimates and ensure that all necessary adjustments are made so that the final amount charged to the Federal award is accurate, allowable, and properly allocated.

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2 C.F.R. 200.430, 200.431

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Code	po6145 - Delete - Included in New Debt Management Policy
Status	
Adopted	July 18, 2016
Last Revised	July 17, 2017

~~6145—~~**BORROWING**

~~Upon a two thirds (2/3's) affirmative vote of the entire membership of the Board of Education, the Business Manager shall prepare the data and applications regarding the borrowing of funds needed for the immediate operation of the District. Such borrowing shall be in accordance with the provisions of Wis. Stat. 67.12(8). Quotations shall be solicited for all short term loans that the Board has authorized. Funds shall be borrowed from the responsible organization offering the most favorable terms, as approved by the Board.~~
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Legal 67.12, Wis. Stats.

Last Modified by Melanie Oppor on November 14, 2020



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6147 - **DEBT MANAGEMENT**

Statement of Purpose

The purpose of the Debt Management Policy is to establish and maintain well-defined debt management guidelines for issuing new debt as well as managing outstanding debt to sustain a strong debt management program.

Scope

The Debt Management Policy applies to all debt instruments issued by the District regardless of the purpose for which issued or the funding source for repayment.

Objective

The primary objective is to ensure prudent debt management practices which:

- A. maintain financial stability
- B. preserve public trust
- C. minimize or stabilize costs to taxpayers Preserve access to financial markets
- D. demonstrate adequate administrative oversight of debt program to credit rating agencies

Types of Authorized Debt

The Constitution and laws of the State of Wisconsin limit the power of the District to issue obligations and to contract indebtedness. The District may not borrow money or issue notes or bonds therefore for any purpose except those specified by statute and may only incur indebtedness as prescribed by law.

Bond or Note Anticipation Notes

In anticipation of issuing general obligation bonds or notes, the District is authorized to borrow money using bond or note anticipation notes. The bond or note anticipation notes shall in no event be general obligations of the District, and do not constitute an indebtedness of the District, nor a charge against its general credit or taxing power. The bond or note anticipation notes are payable only from (a) proceeds of the bond or note anticipation notes set aside for payment of interest on the bond or note anticipation notes as they become due, and, (b) proceeds to be derived from the issuance and sale of general obligation bonds or notes which proceeds are pledged for the payment of the principal of and interest on the bond or note anticipation notes. The maximum term of any bond or note anticipation notes (including any refunding) is five years.

General Obligation Bonds

The principal amount of every sum borrowed by the District and secured by an issue of bonds may be payable at one time in a single payment or at several times in two or more installments; however, no installment may be made payable later than the termination of twenty (20) years immediately following the date of the bonds. The Board is required to levy a direct, annual, irrevocable tax sufficient in amount to pay the interest on such bonds as it falls due and also to pay and discharge the principal thereof at maturity. Bonds issued by the District to refinance or refund outstanding notes or bonds issued by the District may be payable no later than twenty (20) years following the original date of such notes or bonds.

Refunding Bonds

In addition to being authorized to issue bonds, the District is authorized to borrow money using refunding bonds for refunding existing debt. To evidence such indebtedness, the District must issue to the lender its refunding bonds (with interest) payable within a period not exceeding twenty years following the initial date of the debt to be refunded. Such refunding bonds constitute a general obligation of the District. Refunding bonds are not subject to a referendum.

Promissory Notes

In addition to being authorized to issue bonds, the District is authorized to borrow money using notes for any public purpose. To evidence such indebtedness, the District must issue to the lender its promissory notes (with interest) payable within a period not exceeding ten years following the date of said notes. Such notes constitute a general obligation of the District. Notes may be issued to refinance or refund outstanding notes. However, such notes may be payable not later than twenty years following the original date of such outstanding notes.

Temporary Borrowing

The Board may, on its own motion, borrow money in such sums as may be needed to meet the immediate expenses of maintaining the schools in the District during the then-current school year. No such loan or loans shall be made to extend beyond November 1 of the following year or in any amount exceeding one-half of the estimated receipts for the operation and maintenance of the District for the current school year in which the loan is made.

Debt Limit

The District has the power to contract indebtedness for purposes specified by statute.

Procedures for Borrowing

Whenever the Board engages in borrowing outside of borrowing authorized by referendum approved on the Board's initiative, the Board shall determine the method it will use for borrowing, including short-term borrowing, establishing a line of credit, or other forms of borrowing. The Board designates the Business Manager to prepare all necessary instruments and resolutions for Board approval. All procedures and required Board action shall be consistent with applicable legal authority for borrowing, including solicitations of bids from potential lenders. Such borrowing shall be in accordance with the provisions of 67.12(8) and require a two-thirds (2/3's) affirmative vote of the entire membership of the Board.

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Legal 66.0606, 67.12, Wis. Stats.

Last Modified by Steve LaVallee on October 14, 2020



Book Policy Manual
Section For Board Review - Vol. 29, No. 2 +
Title Copy of GIFTS, GRANTS, AND BEQUESTS
Code po7230
Status
Adopted November 21, 2016
Last Revised December 19, 2016

7230 - GIFTS, GRANTS, AND BEQUESTS

The Board is appreciative of public interest in and good will toward the schools manifested through gifts, grants, and bequests. The Board reserves the right, however, to specify the manner in which gifts are made; to define the type of gift, grant, or bequest that it considers appropriate; and to reject those that it deems inappropriate or unsuitable. If accepted, the Board will attempt to carry out the wishes of the donor.

The Board shall not discriminate in the ~~approval~~~~acceptance~~ and administration of gifts, grants, and bequests on the basis of ~~sex~~, race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex (including transgender status, change of sex, or gender identity), or physical, mental, emotional, or learning disability ("Protected Classes"). Complaints of discrimination in the acceptance or administration of gifts, grants, or bequests are governed by the complaint procedure outlined in Policy 2260~~AG-2260B~~.

All gifts, grants, or bequests that are approved by the Board~~accepted~~, as determined by approval of the consent agenda or as an individual agenda item, will be acknowledged by the Board at a Board meeting. The Board shall provide written acknowledgment to the donor.

The Board shall provide written acknowledgment to the donor. Such acknowledgment shall include the amount of cash or a description of a non-cash donation.

The Board shall provide any donor with appropriate tax forms in compliance with the requirements of the Internal Revenue Code.

Gifts, grants, and bequests shall become the property of the Board and will be subject to use by the District as determined by the policies and administrative guidelines applying to all properties, equipment, materials, and funds owned by the Board, subject to the Board's effort to comply with any specific wishes of the donor.

An organization, club, or individual wishing to purchase equipment or supplies for use in the school, on District property, or at a District-related event ~~with a value of \$ _____ or more~~ will confer with the administration prior to purchase to allow the Board to determine appropriateness, suitability and potential liability of the gift prior to approval. In turn, the administration will confer with impacted District staff regarding same.

The Board reserves the right to refuse to accept such gift and thus prohibit the use of the equipment by students or District employees during any District-sponsored activity or on any property owned, leased, or used by the District.

Revised 12/19/16

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Legal

118.13 Wis. Stats.

118.27, Wis. Stats.

I.R.C. 170(f)(8)

I.R.C. 170(f)(12)

Title VI, Civil Rights Act of 1964

Title IX, Education Amendments of 1972

Section 504, Rehabilitation Act of 1973

Americans with Disabilities Act

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Title USE OF TOBACCO AND NICOTINE ON SCHOOL PREMISES
Code po7434
Status
Adopted November 21, 2016
Last Revised November 18, 2019

REPLACEMENT POLICY - VOL. 29, NO. 2

7434 - USE OF TOBACCO AND NICOTINE ON SCHOOL PREMISES

The Board recognizes that the use of tobacco products, as well as other nicotine delivery systems, such as electronic smoking devices, are a health, safety, and environmental hazard for students, staff, visitors, and school facilities. The Board is acutely aware of the serious health risks associated with the use of these products, both to users and non-users, and that their use or promotion on school grounds and at off-campus school-sponsored events is detrimental to the health and safety of students, staff, and visitors. The Board also believes accepting tobacco industry gifts or materials will send an inconsistent message to students, staff, and visitors.

It shall be a violation of this policy for any visitor of the District to use, consume, or sell any commercial tobacco products, tobacco-related devices, imitation tobacco products, or electronic smoking or vaping devices, regardless of content at any time on school property or at off-campus, school-sponsored events. (.) The Board authorizes the District Administrator to take reasonable measures related to the Board's expectation that the promotion and display of tobacco and related products **on school property or at off-campus, school-sponsored events is prohibited.**

It shall be a violation of this policy for the District to solicit or accept any contributions, gifts, money, curricula, or materials from the tobacco industry or from any tobacco products retailer. This includes, but is not limited to, donations, monies for sponsorship, advertising, promotions, loans, or support for equipment, uniforms, and sports and/or training facilities. It shall be a violation of this policy to participate in any type of service funded by the tobacco industry while in the scope of employment for the District.

Exceptions

It shall not be a violation of this policy for tobacco products, tobacco-related devices, imitation tobacco products, or lighters to be included in instructional or work-related activities in school buildings if the activity is conducted by a staff member or an approved visitor and the activity does not include smoking, chewing, or otherwise ingesting the product.

FDA approved cessation products or tobacco dependence products are exempt from this policy for adults and staff eighteen years and older. Staff using such products and bringing them to any school property or school-sponsored activity are responsible for the safekeeping of these products at all times and are responsible for assuring that no students are able to obtain access to these products.

~~) Instruction in the history and purpose of traditional tobacco that has been used as a part of faith and tradition in the Native American and American Indian communities is an exception to this policy. (~~

Policy Specific Definitions

The term "any time" means during normal school and non-school hours: twenty-four (24) hours a day, seven (7) days a week.

The term "electronic smoking device" means any product containing or delivering nicotine, or any other substance, whether natural or synthetic, intended for human consumption through the inhalation of aerosol or vapor from the product. The term electronic smoking device includes, but is not limited to, devices manufactured, marketed, or sold as e-cigarettes, e-cigars, e-pipes, vape pens, mods, tank systems, JUUL, or under any other product name or descriptor. The term electronic smoking device includes any component part of a product, whether or not marketed or sold separately, including but not limited to e-liquids, e-juice, cartridges, and pods.

The term "imitation tobacco product" means any edible non-tobacco product designed to resemble a tobacco product, or non-edible, non-tobacco product designed to resemble a tobacco product that is intended to be used by children as a toy. Examples of imitation tobacco products include but are not limited to: candy or chocolate cigarettes, bubble gum cigars, shredded bubble gum resembling chewing tobacco, pouches containing flavored substances packaged similar to snuff, shredded beef jerky in containers resembling snuff tins, plastic cigars, and puff cigarettes.

The term "off-campus, school-sponsored event" means any event sponsored by the school or school district that is not on school property, including but not limited to, sporting events, day camps, field trips, entertainment seminars, dances or theatrical productions.

The term "school property" means all facilities and property, including land, whether owned, rented, or leased by the District, and all vehicles owned, leased, rented, contracted for, or controlled by the District used for transported students, staff and visitors.

The term "smoking" means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette or pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation. "Smoking" also includes carrying or using an activated electronic smoking device.

The term "tobacco industry" means manufacturers, distributors, or wholesalers of tobacco products, electronic smoking devices, or tobacco-related devices; this includes parent companies and subsidiaries.

~~The Board is committed to providing students, staff, and visitors with a tobacco and smoke free environment. The negative health effects of tobacco use for both users and non users, particularly in connection with second hand smoke, are well-established. Further, providing a non smoking and tobacco free environment is consistent with the responsibilities of teachers and staff to be role models for our students. The Board also recognizes, however, the right of individuals under State law to use lawful products, including tobacco, during non working hours off District premises.~~

~~For purposes of this policy, "use of tobacco" means to chew or maintain any substance containing tobacco, including smokeless tobacco, in the mouth to derive the effects of tobacco, as well as all uses of tobacco, including cigars, cigarettes, pipe tobacco, chewing tobacco, snuff, any other matter or substances that contain tobacco, in addition to papers used to roll cigarettes and/or the smoking of electronic, "vapor," or other substitute forms of cigarettes, clove cigarettes and any other lighted smoking devices for burning tobacco or any other substance. Accordingly, the Board prohibits the use of tobacco in any form on District premises, in District vehicles, within any indoor or outdoor facility owned or leased or contracted for by the District, and used to provide education or library services to children and at all District sponsored events.~~

111.321, Wis. Stats.
120.12(20), Wis. Stats.
20 U.S.C. 6081 et seq.
~~U.S.D.O.E. Memorandum, 1995~~
20 U.S.C. 7182

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Legal 111.321, Wis. Stats.
 120.12(20), Wis. Stats.
 20 U.S.C. 6081 et seq.
 20 U.S.C. 7182

Last Modified by Melanie Oppor on November 14, 2020



Book Policy Manual
Section For Board Review - Vol. 29, No. 2 +
Title SMALL UNMANNED AIRCRAFT SYSTEMS (sUAS)
Code po7440.03*
Status

NEW POLICY

7440.03 - Small Unmanned Aircraft Systems (sUAS)

~~[] Option 1~~

~~The Board prohibits the operation of small Unmanned Aircraft Systems (sUAS), commonly known as drones, at any time on property owned or leased or contracted for by the Board by any individual, whether the individual is employed by the District or not.~~

~~Pursuant to the Wisconsin Interscholastic Athletic Association's (Association) Administrative Policies, this prohibition also applies to the operation of a drone at any Wisconsin Interscholastic Athletic Association (Association) event that is conducted on property owned or leased or contracted for by the Board and is pursuant to the Wisconsin Interscholastic Athletic Association's (Association) Administrative Policies.~~

~~Any individual who violates this policy () may be () shall be referred to local law enforcement and/or subject to discipline, if an employee or student.~~

~~[End of Option 1]~~

[] Option 2

The Board prohibits the operation of small Unmanned Aircraft Systems (sUAS), commonly known as drones, at any time on a property that is owned or leased or contracted for by the Board at any time by any individual who is not authorized to do so by the District Administrator.

Pursuant to the Wisconsin Interscholastic Athletic Association's (Association) Administrative Policies, the Board also prohibits the operation of an sUAS (drone) at any Association event conducted on property owned or leased or contracted for by the Board.

To be authorized to operate a drone on property owned or leased or contracted for by the Board, a staff member or administrator or vendor employed by the Board must meet all criteria for the operation of and comply with all requirements and restrictions pertaining to the operation of any sUAS established by the Federal Aviation Administration (FAA).

~~(↔)~~(See AG AG 7440.03 - Small Unmanned Aircraft Systems)

Failure to adhere by applicable regulations ~~(↔)~~ and AG 7440.03 may result in loss of authorization to operate a drone on property owned or leased or contracted for by the Board, referral to local law enforcement, and/or further disciplinary action, up to and including termination.

~~[End of Option 2]~~

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Legal 14 C.F.R. Part 107

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Book	Policy Manual
Section	For Board Review - Vol. 29, No. 2 +
Title	Copy of ANIMALS ON DISTRICT PROPERTY
Code	po8390 *
Status	
Adopted	November 21, 2016
Last Revised	April 27, 2020

8390 - ANIMALS ON DISTRICT PROPERTY

The Board recognizes that there are many occasions when animals are present on District property and many reasons for those animals' presence. Animals are commonly utilized by teachers during classroom presentations and are often housed in classrooms and other locations on campus. Additionally, employees, students, parents, vendors, and other members of the public may be accompanied at school by a service animal in accordance with Federal and State law and this policy.

This policy shall apply to all animals on District property, including service animals.

Definitions

- A. **"Animal"**: Includes any living creature that is not a human being.
- B. **"Service animal"**: any guide dog, signal dog, or other animal that is individually trained or being trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. The work or tasks performed by a service animal must be directly related to the individual's disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone or fallen objects, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.

The Americans with Disabilities Act (ADA) has also specifically defined a miniature horse as an animal that can serve as a service animal, so long as the miniature horse has been individually trained to do work or perform tasks for the benefit of the individual with a disability. To better determine whether the Board must allow for the use of a miniature horse or make modifications to buildings, the Board should refer to Section 35.136 (c) through (h) of the ADA.

- C. **"Emotional Support Animal"**: Emotional support animals provide comfort to individuals but are not trained to perform a specific job or tasks. This definition does not include psychiatric service animals who are properly trained and certified as a "service animal". See 28 C.F.R 36.104
- D. **"Therapy Dog"**: Therapy dogs are dogs who go with their owners to volunteer in settings such as schools, hospitals, and nursing homes for the purpose of providing affection and comfort to aid in a particular purpose, such as healing, or learning. A therapy dog in a school setting services the function of assisting students in the learning process while providing comfort and affection to specific students or to a group of students. Therapy dogs are not service dogs and do not have the same special access as service dogs. (source: American Kennel Club/AKC).

Vaccination, Licensing and/or Veterinary Requirements

Animals housed on District property or brought on District property for any school purpose, such as to conduct random searches for illegal substances or to support classroom activities, or brought on to District property on a regular basis for any purpose, including service animals, must meet every veterinary requirement set forth in State law and County regulation/ordinance, including but not limited to rabies vaccination or other inoculations required for the animal to be properly licensed.

Non-Service Animals in Schools and Elsewhere on District Property

Animals permitted in schools and elsewhere on District property shall be limited to those necessary to support specific curriculum-related projects and activities, those that provide assistance to a student or staff member due to a disability (e.g., seizure disorder), or those that serve as service animals as required by Federal and State law.

Taking into consideration that some animals can cause or exacerbate allergic reactions, spread bacterial infections, or cause damage and create a hazard if they escape from confinement, the Principal may permit non-service animals to be present in classrooms to support curriculum-related projects and activities only under the following conditions:

- A. the staff member seeking approval to have a non-service animal in his/her classroom shall:
 1. provide a current satisfactory health certificate or report of examination from a veterinarian for the animal, if required by applicable law or ordinance;
 2. take precautions deemed necessary to protect the health and safety of students and other staff;
 3. ensure that the animal is treated humanely, keeping it in a healthy condition and in appropriate housing (e.g., a cage or tank) that is properly cleaned and maintained;
 4. keep the surrounding areas in a clean and sanitary condition at all times; and
- B. other staff members and parents of students in areas potentially affected by animals have been notified in writing and adjustments have been made to accommodate verified health-related or other concerns.

Except where required by law, the presence of a non-service animal shall be disallowed if documented health concerns of a student or staff member cannot be accommodated.

Emotional Support Animals for Students

An emotional support animal is not granted the same access to school buildings and classrooms, as service animals. The District is not required to grant students' requests that they be permitted to bring an emotional support animal to classes or on school grounds for any purpose.

Therapy Dogs

Therapy dogs are the personal property of the handler and are specially trained to help all students in the assigned classroom, program, or school. Authorization for a therapy dog to be on District grounds may be granted by the building principal provided the following conditions are met each year:

1. Documentation of certification as a therapy dog from the AKC, Intermountain Therapy Animals (R.E.A.D.), Alliance of Therapy Dogs, Bright and Beautiful Therapy Dogs, Love on a Leash, Pet Partners, Therapy Dogs International, or another certification program recognized by the AKC.
2. Documentation of an educational purpose for the therapy dog and a regular appraisal period for continuation.
3. Documentation that the therapy dog is not younger than one (1) year-old and is properly licensed according to local requirements.
4. Documentation from a licensed veterinarian that the therapy dog is current on its vaccinations and immunizations, is free of fleas and ticks, is in good health, is housebroken, and does not pose a danger to the well-being of students or staff.
5. Documentation of an insurance policy that provides liability insurance for the therapy dog while on District grounds.

6. Documentation that the handler has completed a background check consistent with Board policy and is prepared to be solely responsible for the therapy dog, its care, cleaning, feeding, and cleanup while on District grounds.
7. Agreement that the therapy dog and handler will abide by school rules and any specific rules for the therapy dog's presence on District grounds.

Authorization for a therapy dog to be on District grounds will be suspended if the therapy dog is the source of an allergic reaction, causes discomfort or distress of a student or staff member, shows aggression or disruptive behavior, relieves itself inappropriately, or otherwise interferes with the learning environment. Reinstatement of authorization for the therapy dog to be on District grounds requires approval by the District Administrator. Authorization for a therapy dog to be on District grounds may be withdrawn at any time by the District Administrator.

Service Animals for Students

A service animal is permitted to accompany a student with a disability to whom the animal is assigned anywhere on the school campus where students are permitted to be.

A service animal is the personal property of the student and/or parents. The Board does not assume responsibility for training, daily care, or healthcare of service animals. The Board does not assume responsibility for personal injury or property damage arising out of or relating to the presence or use of service animals on District property or at District-sponsored events.

A service animal that meets the definitions set forth in the ADA and this policy shall be under the control of the student with a disability, or a separate handler if the student is unable to control the animal. A service animal shall have a harness, leash, or other tether, unless either the student with a disability is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the student's control (e.g., voice control, signals, or other effective means), or under the control of a handler other than the student.

If the student with a disability is unable to control the service animal and another person serves as the animal's handler, that individual shall be treated as a volunteer and, as such, will be subject to Policy 8120.

Removing and/or Excluding a Student's Service Animal

If a service animal demonstrates that it is not under the control of the student or its handler, the Principal is responsible for documenting such behavior and for determining if and when the service animal is to be removed and/or excluded from school property.

Similarly, in instances when the service animal demonstrated that it is not housebroken, the Principal shall document such behavior and determine whether the service animal is to be removed and/or excluded from school property.

The Principal should notify the District Administrator prior to, or as soon thereafter as is practicable, removing or excluding a service animal and, immediately subsequent to such notification, document the reasons for the removal and/or exclusion.

The Principal's decision to remove and/or exclude a service animal from school property may be appealed in accordance with the complaint procedure set forth in Policy 2260 – Nondiscrimination and Access to Equal Educational Opportunity.

The procedures set forth in Policy 2260 – Nondiscrimination and Access to Equal Educational Opportunity do not intended to interfere with the rights of a student and his/her parents or an eligible student to pursue a complaint of legally prohibited discrimination with the United States Department of Education's Office for Civil Rights or the Department of Justice.

Eligibility of a Student's Service Animal for Transportation

A student with a disability shall be permitted to access School District transportation with his/her service animal. There may also be a need for the service animal's handler, if the handler is someone other than the student, to also access School District transportation.

When a service animal is going to ride on a school bus owned or leased by the District, the student and his/her parents, or eligible student, and the handler, if s/he is someone other than the student, shall:

- A. meet with the Transportation Supervisor to discuss critical commands needed for daily interaction and emergency/evacuation, and to determine whether the service animal should be secured on bus/vehicle with a tether or harness.

- B. at the discretion of the Transportation Supervisor an orientation will take place for students and staff who will be riding the bus/vehicle with the service animal regarding the animal's functions and how students should interact with the animal.
- C. The service animal shall board the bus by the steps with the student, not a lift, unless the student uses the lift to enter and exit the bus. The service animal must participate in bus evacuation drills with the student.
- D. While the bus is in motion, the service animal shall remain positioned on the floor, at the student's feet. A determination shall also be made regarding whether the service animal should be secured on the bus with a tether or harness.

While the bus is in motion, the service animal shall remain positioned on the floor, at the student's feet.

Situations that would cause cessation of transportation privileges for the service animal include:

- A. The student, or handler, is unable to control the service animal's behavior, which poses a threat to the health or safety of others; or
- B. The service animal urinates or defecates on the bus.

The student and his/her parents shall be informed of behaviors that could result in cessation of transportation privileges for the service animal, in writing, prior to the first day of transportation.

If it is necessary to suspend transportation privileges for the service animal for any of the above reasons, the decision may be appealed to the Principal.

Although transportation may be suspended for the service animal, it remains the District's responsibility to transport the student. Furthermore, unless the behavior that resulted in the service animal's removal from the bus is also documented during the school day, the service animal may still accompany the student in school.

Service Animals for Employees

In accordance with Policy 1623, Policy 3123, and Policy 4123 - -Section 504/ADA Prohibition Against Disability Discrimination in Employment, the Board provides qualified individuals with disabilities with reasonable accommodation(s). An employee with a disability may request authorization to use a service animal while on duty as such an accommodation. The request will be handled in accordance with the ADA mandated interactive process.

Service Animals for Parents, Vendors, Visitors, and Others

Individuals with disabilities who are accompanied by their service animals are permitted access to all areas of the District's facilities where members of the public, as participants in services, programs or activities, as vendors, or as invitees, are permitted to go. Individuals who will access any area of the District's facilities with their service animals should follow the building's standard visitor registration procedures and are encouraged to notify the Principal that their service animal will accompany them during their visit.

An individual with a disability who attends a school event will be permitted to be accompanied by his/her service animal in accordance with Policy 9160 - Public Attendance at School Events.

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Legal 28 C.F.R. 35.104, 28 C.F.R. 35.136
 Wis. Stat. 106.52, Section 504 of the Rehabilitation Act of 1973 (Section 504)
 The Americans with Disabilities Act (ADA)
 The Individuals with Disabilities Education Act (IDEA)

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Book Policy Manual
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Title PERSONAL PROTECTIVE EQUIPMENT DURING PANDEMIC/EPIDEMIC EVENTS
Code po8450.01
Status Second Reading

NEW POLICY - SPECIAL UPDATE - PPE - SEPT. 2020

8450.01 - PERSONAL PROTECTIVE EQUIPMENT DURING PANDEMIC/EPIDEMIC EVENTS

During times of elevated communicable disease community spread (pandemic or epidemic), or declared a public health emergency, the District Administrator may issue periodic guidance and procedures the contents of which the District Administrator will regularly bring to the Board for review and potential action in alignment with public health officials and/or in accordance with government edicts and including any Pandemic Plan developed by the District.

The District Administrator may incorporate requirements for the use of Personal Protective Equipment (PPE) which may include requirements that all school staff, volunteers, and visitors (including vendors) wear appropriate face masks/coverings inside District buildings and/or outside on school grounds unless it is unsafe to do so or where doing so would significantly interfere with the District's educational or operational processes. Individuals with valid medical reasons for not wearing a face-covering may be exempted from this requirement, as determined by the District Administrator.

~~[]~~In the event that face coverings are required, the District will provide face masks/shields to employees. Alternatively, employees may elect to wear their own face coverings if they meet the requirements of the District in accordance with this policy, as well as any requirements issued by State or local health departments.

Any PPE required other than face coverings, will be provided by the District. This may include disposable gloves, gowns, shoe coverings, or other PPE appropriate for the threat faced and an employee's likelihood of exposure in the performance of job responsibilities.

In addition, ~~() the Board may require that ()~~ the Board authorizes the District Administrator, as outlined in the Board-approved plan, to require that

~~() students in ___ grade and higher shall wear a face covering unless they are unable to do so for a health or developmental reason. Efforts will be made to reduce any social stigma for a student who, for medical or developmental reasons, cannot and should not wear a mask.~~

OR

~~()~~ students shall wear a face-covering unless they are unable to do so for a health or developmental reason. Efforts will be made to reduce any social stigma for a student who, for medical or developmental reasons, cannot and should not wear a mask.

[END OF OPTION]

If face masks/coverings are required, and no exception is applicable, students shall be subject to disciplinary action in accordance with the Student Code of Conduct/Student Discipline Code, and in accordance with policies of the Board. Staff members shall work with all students who are exhibiting distress or otherwise having difficulty properly wearing face coverings to assist the students in complying with the requirements.

~~()~~ Students may be reassigned by the District Administrator to an online/virtual learning environment if the District Administrator determines that reassignment is necessary to protect the health and safety of the student or others. **[DRAFTING NOTE: Districts should consult with legal counsel before reassigning a student with a disability to a virtual learning format. This might constitute a unilateral change in placement in violation of State and Federal law.]**

~~F-1~~ During times of elevated communicable disease community spread as determined by the Board in consultation with health professionals, all students are required to wear masks while being transported on District school buses or other modes of school transportation, subject to and consistent with the exceptions and procedures applied to students at school.

Use of Mask/Face Covering

Cloth face coverings/masks should:

- A. fully cover the mouth, nose, and chin;
- B. fit snugly against the side of the face so there are no gaps;
- C. not create difficulty breathing while worn; and
- D. be held securely through either a tie, elastic, etc. to prevent slipping.

Facial masks/coverings generally should not include respirators unless medically indicated, or masks designed to be worn for costume purposes.

All employee facial masks/coverings shall meet the requirements of the appropriate dress/staff grooming policies (Policy 3216/Policy 4216). All student facial masks/coverings shall meet the requirements of the appropriate Student Code of Conduct/Student Discipline Code ~~F-1~~ and Policy 5511 Dress and Grooming.

Any person may be required to temporarily remove a face mask or covering when instructed to do so for identification or security purposes. Failure to comply with such a request violates this policy and may lead to disciplinary or other action.

Exceptions to the use of masks/face coverings include when:

- A. facial masks/coverings in the school setting are prohibited by law or regulation;
- B. facial masks/coverings are not advisable for health reasons;
- C. facial masks/coverings are in violation of the school's documented safety policies;
- D. facial masks/coverings are not required when the staff works alone in an assigned work area;
- E. there is a functional (practical) reason for a staff member or volunteer not to wear a facial mask/covering in the workplace;
- F. settings where cloth masks might present a safety hazard (e.g., science labs); or
- G. to assist with communication for hearing impaired students.;

The ~~(-)Board (-)~~ District Administrator may be required to communicate with local public health officials regarding exceptions granted to PPE requirements; therefore, if any exceptions are made to the requirement for facial coverings, the request for such exception must be submitted in writing to an employee's supervisor, to the building principal in the event the request comes from a member of the public, and to the building administration in the event the request involves a student. All requests shall be submitted with appropriate documentation. A decision on the request will be provided in writing.

Use of Face Shields

Face shields that wrap around the face and extend below the chin may be permitted as an alternative to cloth face masks/coverings with permission of the District Administrator as the Board recognizes that face shields may be useful in some situations, including:

- A. when interacting with students, such as those with disabilities, where communication could be impacted;
- B. when interacting with English Language learners or when teaching a foreign language;
- C. settings where cloth masks might present a safety hazard (e.g., science labs); or

D. for individuals who have difficulty wearing a cloth face covering.

If a staff member receives approval from the District Administrator after discussing his/her request not to wear a face mask/covering/shield due to a physical, mental, or developmental health condition, and/or if wearing a mask/covering/shield would lead to a medical emergency or would introduce significant safety concerns, the District Administrator may also discuss other possible accommodations for the staff member. Such discussion shall follow Board policies and guidelines under the ADA.

School nurses or staff who care for individuals with symptoms consistent with those of a communicable disease must use appropriate personal protective equipment (PPE), provided by the school, in accordance with OSHA standards.

When facial masks/coverings are required by the Board, and no exception has been applied, staff members are expected to comply with the expectation in accordance with the policies of the Board.

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Wis. Stat. 120.13(35); Chapter 252, Wis. Stats.

Last Modified by Melanie Oppor on November 12, 2020



Book Policy Manual
Section For Board Review - Vol. 29, No. 2 +
Title Copy of INSURANCE
Code po8710
Status
Adopted November 21, 2016

8710 - **INSURANCE**

The Board shall purchase with District funds the type and amount of insurance necessary to protect the District from major financial losses.

Insurance purchased shall include, but need not be limited to, the following:

- A. negligent acts or omissions that cause personal injury or wrongful death
- B. fire and extended coverage on buildings and contents
- C. comprehensive bodily injury, property damage on automobiles, buses, and trucks
- D. boiler and machinery
- E. employee insurance coverage as specified by Board action
- F. workers compensation coverage
- G. legal liability for Board members and employees

Contractors

The Board shall require that all contractors performing services on District property, or as part of a District program, are covered by appropriate insurance coverage for the activity and, wherever possible, that the contractor includes the District as an additional insured party on the contractor's policies. The Board shall also require that contractors performing work on any public works projects cover those projects with payment and performance bonds as may be required by law.

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~~Insurance for a given coverage shall be obtained at the lowest possible cost, assuming that service and company reliability are satisfactory. The Business Manager shall administer the insurance program.~~

Legal 120.12(6), 779.14, Wis. Stats.

Last Modified by Steve LaVallee on October 2, 2020



Book Policy Manual
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Title Copy of FRAUD
Code po8900
Status
Adopted November 21, 2016

8900 - **FRAUD**

The Board of Education is committed to protecting the financial assets of the District. Fraudulent behavior by School District employees, any contracted entity, or other individual will not be tolerated.

Fraudulent behavior includes, but is not limited to, theft, embezzlement, lying or providing false information to obtain a material benefit, including falsification of employee time records or other manipulation of time records to obtain compensation for time not worked, purchasing property for personal use with School Board funds, and inappropriate personal use of School Board property.

All employees have an obligation to report fraud to their supervisor or directly to the District Administrator, [or to the Board President when a fraud report concerns the District Administrator](#). The failure to report known fraudulent actions or actions that reasonably appear to be fraudulent may be grounds for discipline.

The District Administrator, in cooperation with the auditors and District staff, will provide appropriate internal controls to diminish the opportunities for theft, embezzlement, and other fraudulent acts by employees.

All allegations of fraud will be investigated by appropriate District staff and will be reported to law enforcement if or when there is reason to believe a criminal offense has been committed.

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Last Modified by Steve LaVallee on October 2, 2020



Book	Policy Manual
Section	Vol. 29, No. 2
Title	REVISED POLICY - VOL. 29, NO. 2 - OUTSIDE ACTIVITIES OF PROFESSIONAL STAFF
Code	po3231
Status	Second Reading
Adopted	May 16, 2016

3231 - OUTSIDE ACTIVITIES OF **PROFESSIONAL STAFF**

The Board ~~of Education directs the District Administrator to promulgate the following guidelines so that~~ expects professional staff members ~~to may~~ avoid situations in which their personal interests, activities, and associations may conflict with the interests of the District. If such situations threaten a staff member's effectiveness within the School ~~District~~system, the District Administrator shall evaluate the impact of such interest, activity, or association upon the professional staff member's responsibilities. Staff members are expected to notify the District Administrator of their involvement in any outside organization, association, or the like if the staff member identifies him or herself as a staff member of the District as part of his/her involvement, or if the staff member will receive compensation for any outside activities (refer also to Policy 3230 - Conflict of Interest).

- A. **(X)** Staff members should not give work time to an outside interest, activity, or association without a valid reason to be excused from assigned duties.
- B. **(X)** Staff members shall not use school property or school time to solicit or accept customers for private enterprises without written administrative permission.
- C. **(X)** Staff members shall not engage in business transactions on behalf of private enterprises in which s/he may profit by virtue of his/her official position or authority or benefit financially from confidential information which the employee has obtained or may obtain by reason of his/her position or authority.
- D. **(X)** Staff members shall not campaign on school property during duty hours on behalf of any political issue or candidate for local, State, or National office.
- E. ~~(-) Staff members should avoid conduct and associations outside the school which, if known, could have an adverse or harmful effect upon the school community.~~
- F. ~~(-) Staff members should refrain from expressions that would disrupt harmony among their co-workers or interfere with the maintenance of discipline by school officials.~~
- G. ~~(-) Staff members may not accept fees for tutoring when such tutoring is conducted during the normal work day.~~
- H. ~~(-) Staff members may not accept fees for remedial tutoring of students currently enrolled in one (1) or more of their classes.~~

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.

who shall submit such decisions to the Board.

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. 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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Legal

17 U.S.C. 101 et seq.

Last Modified by Melanie Oppor on November 12, 2020



Book Policy Manual
Section For Board Review - Vol. 29, No. 2 +
Title PERSONAL PROTECTIVE EQUIPMENT DURING PANDEMIC/EPIDEMIC EVENTS
Code po8450.01
Status Second Reading

NEW POLICY - SPECIAL UPDATE - PPE - SEPT. 2020

8450.01 - PERSONAL PROTECTIVE EQUIPMENT DURING PANDEMIC/EPIDEMIC EVENTS

During times of elevated communicable disease community spread (pandemic or epidemic), or declared a public health emergency, the District Administrator may issue periodic guidance and procedures the contents of which the District Administrator will regularly bring to the Board for review and potential action in alignment with public health officials and/or in accordance with government edicts and including any Pandemic Plan developed by the District.

The District Administrator may incorporate requirements for the use of Personal Protective Equipment (PPE) which may include requirements that all school staff, volunteers, and visitors (including vendors) wear appropriate face masks/coverings inside District buildings and/or outside on school grounds unless it is unsafe to do so or where doing so would significantly interfere with the District's educational or operational processes. Individuals with valid medical reasons for not wearing a face-covering may be exempted from this requirement, as determined by the District Administrator.

~~[]~~In the event that face coverings are required, the District will provide face masks/shields to employees. Alternatively, employees may elect to wear their own face coverings if they meet the requirements of the District in accordance with this policy, as well as any requirements issued by State or local health departments.

Any PPE required other than face coverings, will be provided by the District. This may include disposable gloves, gowns, shoe coverings, or other PPE appropriate for the threat faced and an employee's likelihood of exposure in the performance of job responsibilities.

In addition, ~~() the Board may require that ()~~ the Board authorizes the District Administrator, as outlined in the Board-approved plan, to require that

~~() students in ___ grade and higher shall wear a face covering unless they are unable to do so for a health or developmental reason. Efforts will be made to reduce any social stigma for a student who, for medical or developmental reasons, cannot and should not wear a mask.~~

OR

~~()~~ students shall wear a face-covering unless they are unable to do so for a health or developmental reason. Efforts will be made to reduce any social stigma for a student who, for medical or developmental reasons, cannot and should not wear a mask.

[END OF OPTION]

If face masks/coverings are required, and no exception is applicable, students shall be subject to disciplinary action in accordance with the Student Code of Conduct/Student Discipline Code, and in accordance with policies of the Board. Staff members shall work with all students who are exhibiting distress or otherwise having difficulty properly wearing face coverings to assist the students in complying with the requirements.

~~()~~ Students may be reassigned by the District Administrator to an online/virtual learning environment if the District Administrator determines that reassignment is necessary to protect the health and safety of the student or others. **[DRAFTING NOTE: Districts should consult with legal counsel before reassigning a student with a disability to a virtual learning format. This might constitute a unilateral change in placement in violation of State and Federal law.]**

~~F-1~~ During times of elevated communicable disease community spread as determined by the Board in consultation with health professionals, all students are required to wear masks while being transported on District school buses or other modes of school transportation, subject to and consistent with the exceptions and procedures applied to students at school.

Use of Mask/Face Covering

Cloth face coverings/masks should:

- A. fully cover the mouth, nose, and chin;
- B. fit snugly against the side of the face so there are no gaps;
- C. not create difficulty breathing while worn; and
- D. be held securely through either a tie, elastic, etc. to prevent slipping.

Facial masks/coverings generally should not include respirators unless medically indicated, or masks designed to be worn for costume purposes.

All employee facial masks/coverings shall meet the requirements of the appropriate dress/staff grooming policies (Policy 3216/Policy 4216). All student facial masks/coverings shall meet the requirements of the appropriate Student Code of Conduct/Student Discipline Code ~~F-1~~ and Policy 5511 Dress and Grooming.

Any person may be required to temporarily remove a face mask or covering when instructed to do so for identification or security purposes. Failure to comply with such a request violates this policy and may lead to disciplinary or other action.

Exceptions to the use of masks/face coverings include when:

- A. facial masks/coverings in the school setting are prohibited by law or regulation;
- B. facial masks/coverings are not advisable for health reasons;
- C. facial masks/coverings are in violation of the school's documented safety policies;
- D. facial masks/coverings are not required when the staff works alone in an assigned work area;
- E. there is a functional (practical) reason for a staff member or volunteer not to wear a facial mask/covering in the workplace;
- F. settings where cloth masks might present a safety hazard (e.g., science labs); or
- G. to assist with communication for hearing impaired students.;

The ~~(-)Board (-)~~ District Administrator may be required to communicate with local public health officials regarding exceptions granted to PPE requirements; therefore, if any exceptions are made to the requirement for facial coverings, the request for such exception must be submitted in writing to an employee's supervisor, to the building principal in the event the request comes from a member of the public, and to the building administration in the event the request involves a student. All requests shall be submitted with appropriate documentation. A decision on the request will be provided in writing.

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Wis. Stat. 120.13(35); Chapter 252, Wis. Stats.

Last Modified by Melanie Oppor on November 12, 2020



Students choosing to excel; realizing their strengths.

To: Dr. Melanie J. Oppor
From: Janine Connolly
Date: 11/4/2020
Re: Course of Study Guide changes for 2021-2022

<i>Page #</i>	<i>Current Language (If applicable.)</i>	<i>Proposed Change or Addition</i>
29	*There is a \$10 fee for all art courses. Students who produce more projects over and above assignments, may have to pay additional fee (for example - more than one sterling silver ring)	REMOVED FEE STATEMENT The cost of additional items made is addressed on page 30.

Course of Study Guide

2021-2022

Little Wolf High School



515 E. Fourth Street

Manawa, WI 54949

(920) 596 – 2524

“Our school is committed to building healthy relationships, focusing on high expectations, bolstering individual academic excellence, and creating a safe environment of respect and responsibility.”

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Welcome to Little Wolf High School!

During high school, students are preparing for a more advanced curriculum while continuing to strengthen basic skills. It is our intention that this Course of Study Guide helps you gain a general understanding of the type of learning experiences you may participate in throughout the course of high school.

It is your responsibility to ensure that you have enough credits to graduate and that you have satisfied all LWHS requirements. You should check your credits at the beginning of each school year. Students planning on post-secondary education must meet with the School Counselor annually to make certain requirements are being met for acceptance to these institutions.

Students interested in discussing the option to drop/add a course, should meet with the school counselor and receive parent permission PRIOR to the start of the school year.

Your involvement in your education plays an important role in your success in school. Please feel free to contact your teachers, school counselor, or school administrators if you need assistance. They look forward to working with you during your high school experience.

Non-discrimination Clause

The Wisconsin Department of Public Instruction and Little Wolf High School do not discriminate on the basis of sex, race, religion, age, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability.

Wis. Stat. 118.13 Pupil discrimination prohibited

(1) No person may be denied admission to any public school or be denied participation in, be denied the benefits of or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity because of the person's sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

Wolf Pride



“Our school, in collaboration with the community, is committed to focusing on high expectations, fostering individual academic excellence and creating a safe environment of respect and responsibility.”

~Tips for School Success~

- ❖ Arrive to class on time with appropriate materials (pen, pencil, note paper, textbooks, folder, handbook, etc.).
- ❖ Participate in classroom activities (be a good listener, respect the views of others).
- ❖ Take notes to assist in studying and test taking. Maintain notes in an orderly manner throughout the course.
- ❖ Attendance is crucial to academic success – set a goal for perfect attendance.
- ❖ Need help? Seek out teachers, counselors, or administrators for assistance. Teachers are available during their prep periods and before and after school.
- ❖ Don't procrastinate! Keep up with your studies. Turn in work on time.
- ❖ Know school procedures and policies contained in the school handbook, as well as the Co-curricular Code of Conduct if an athlete.
- ❖ Be involved in school activities, clubs and organizations.
- ❖ Parents – stay involved with your child. Please attend Parent/Teacher Conferences and student co-curricular activities. Also, provide a quiet study space at home that is free from interruptions.

Graduation Requirements

To graduate from Little Wolf High School in 2022, students must earn **24 credits**. Successful completion of the following subjects is required for graduation:

- English 4.0 credits
- Social Studies 3.0 credits
- Mathematics 3.0 credits
- Science 3.0 credits
- Physical Education 1.5 credits*
- Health Education 0.5 credits
- Financial Literacy 0.5 credits
- Elective Courses 8.5 credits

***Due to Senate Bill 95/WI Act 105:** permits pupils who participate in sports or other organized physical activity to complete an additional .5 credit in English, social studies, math, science or health education in lieu of a .5 physical education credit.



Grade Level Requirements

Students are required to have earned a minimum of...

- 6 credits to be considered a sophomore
- 12 credits to be considered a junior
- 18 credits to be considered a senior
- 24 credits to graduate

High school graduation requirements may be different from the entrance requirements for specific colleges and universities. The requirements listed below are the minimum requirements for students to be eligible for admission to these institutions. Students are encouraged to exceed these minimum requirements and to challenge themselves by taking rigorous courses, including Advanced Placement courses, to be competitive in the collegiate admission process.

The Laude System

Our Laude System Policy

This system replaces the class rank system. Class rank will not be routinely provided to colleges for admissions purposes. The transcript will report the student's cumulative GPA with an accompanying Laude point score/distinction. A cover letter will be provided to the colleges explaining our Laude System. This point-based system is combined with the cumulative GPA. It rewards students for completing rigorous courses by enabling students to earn points for certain classes.

Cum Laude or Higher Placement

Students must meet two criteria to earn Laude Distinction:

- Cumulative GPA of 3.4 or higher
- Laude Score of 4 or higher

Cum Laude (With Honor/Distinction: Laude Score of 4-17.49)

Magna Cum Laude (With Great Honor/Distinction: Laude Score of 17.5-28.79)

Summa Cum Laude (With Highest Honor/Distinction: Laude Score of 28.8+)

Laude Point Courses

- Start College Now Course(s): 0.5
- AP Course & CAPP Eng.: 1.5
- American Lit & College Prep Eng : 1
- Economics: 0.5
- Physics/Advanced Physics: 1
- Human Biology: 1
- Biology 2: 1
- Chemistry 1
- AP Chemistry: 1.5
- Pre Calculus/Trigonometry: 1
- Statistics: 1
- Animal Science TC: 1
- Computer Applications 1 and 2 with certificate: 1
- Accounting 1: 1
- Accounting 2: 1
- Spanish 3: 1
- Spanish 4: 1
- Senior Art (3+ Art credits **and** 2+ years art team): 1
- Music (Band and/or Chorus/Jazz Band 3+ years **and** 1st on class A Solo/Ensemble): 1
- Business and Personal Law: 0.5
- Robotics/Advanced Robotics: 1
- SMAW/GMAW Welding Courses: 1

This table is just a guide. To calculate your actual laude score you should multiply your Cumulative GPA by the laude points earned. (example 3.827 GPA x 8.5 Laude Points = 32.53)

		G.P.A.						
		4.0	3.9	3.8	3.7	3.6	3.5	3.4
Honor's Points	15	60	58.5	57	55.5	54	52.5	51
	14	56	54.6	53.2	51.8	50.4	49	47.6
	13	52	50.7	49.4	48.1	46.8	45.5	44.2
	12	48	46.8	45.6	44.4	43.2	42	40.8
	11	44	42.9	41.8	40.7	39.6	38.5	37.4
	10	40	39	38	37	36	35	34
	9	36	35.1	34.2	33.3	32.4	31.5	30.6
	8	32	31.2	30.4	29.6	28.8	28	27.2
	7	28	27.3	26.6	25.9	25.2	24.5	23.8
	6	24	23.4	22.8	22.2	21.6	21	20.4
	5	20	19.5	19	18.5	18	17.5	17
	4	16	15.6	15.2	14.8	14.4	14	13.6
	3	12	11.7	11.4	11.1	10.8	10.5	10.2
	2	8	7.8	7.6	7.4	7.2	7	6.8
	1	4						

How do I calculate my Laude Score?

Figure out how many Laude points you have using the listing of Laude courses and their point value and then your GPA.

***Four Year Course Planning Worksheet
24 Credits Required for Graduation***

FRESHMAN		SOPHOMORE	
English 9	1	World Literature 10	1
US History	1	World History	1
Biology	1	Earth & Environmental Science	1
Math: Choose	1	Math: Choose	1
P.E. I Health	.5 .5		
Up to 2 elective credits		Up to 3 elective credits	
MUST TAKE AT LEAST 6 CREDITS	6	MUST TAKE AT LEAST 6 CREDITS	6
JUNIOR		SENIOR	
Course Name	Credits	Course Name	Credits
English 11, American Literature 11 or A.P. English-Literature and Comp.	1	English 12, College Prep English or CAPP English.	1
Physical Science or Chemistry	1		
Math: Choose	1	Employability Skills Financial Literacy	.5 .5
Global Studies Government	.5 .5	Up to 5 Elective Credits	
Up to 3 Elective Credits			
MUST TAKE AT LEAST 6 CREDITS	6	MUST TAKE AT LEAST 6 CREDITS	6

*If you take a Study Hall this counts as a class and decreases your elective credits by 1.

University of Wisconsin System

Students must meet the following minimum requirements in order to be eligible for admission:

English 4 credits

Mathematics 3 credits (Algebra, Geometry & Algebra 2 minimum)

Science 3 credits

Social Studies 3 credits

Electives/Language 4 credits

Two years of a single foreign language are required for admission to UW-Eau Claire and UW-Madison, and strongly recommended at other UW System campuses.

Nation's Top Universities

Students must meet the following minimum requirements in order to be eligible for admission:

English* 4 credits

Mathematics 4 credits

Science 3-4 credits

Social Studies** 3 credits

World Language*** 3-4 credits

*Intensive work in writing

**Includes American & European History

***At least one world language

Rigorous courses should be taken, including AP level when possible, and SAT or complete ACT achievement tests administered by the College Board.

Wisconsin's Technical Colleges

The following are recommended high school credits for adequate, comprehensive preparation for success in technical college programs:

English 4 credits

Mathematics 3 credits

Science 3 credits

Social Studies 3 credits

Technical Courses 3-4 credits

Technical college programs have admission standards, and some programs have waiting lists. Apply early and seek your counselor's advice regarding your chosen program.

Wisconsin's Private Universities

Students must meet the following minimum requirements in order to be eligible for admission:

English 4 credits

Mathematics 3 credits

Science 3 credits

Social Studies 3 credits

World Language 2 credits

Considerations for admission include either ACT or SAT scores and grades earned within the context of courses taken, as well as the challenge level of the courses.

Academic and Career Planning, or ACP, is a student-driven, adult-supported process in which students create and cultivate their own unique and information-based visions for post-secondary success, obtained through self-exploration, career exploration, and the development of career management and planning skills.



What is ACP?

An **ongoing process** to actively engage students to:

- * Develop an understanding of his or her self
- * Create a vision of his or her future
- * Develop individual goals
- * Prepare a personal plan for achieving the vision and goals

A **product** that documents and reflects students’:

- * coursework, learning and assessment results

- * post-secondary plans aligned to career goals & financial reality
- * record of college and career readiness skills.

Transcribed Course



Transcribed Credit (TC)

- Through a memorandum of understanding and a “wash” contract between L.W.H.S. and F.V.T.C., students take a F.V.T.C. course taught by a WTCS certified high school teacher at Little Wolf Jr./Sr. High School.
- The curriculum is devised by FVTC and the student is registered in both the high school and FVTC course.
- The student receives a grade from the high school as well as from FVTC and is posted on an official FVTC transcript.
- The high school maintains the student record; FVTC also maintains its own student record.

For more information: www.fvtc.edu/techprep

Little Wolf Jr./Sr. High School courses:

Transcribed Credit

- Animal Science/Veterinary Medicine **TC**
- Shielded Metal Arc Welding (SMAW) Techniques 1 **TC**
- Gas Metal Arc Welding (GMAW) Techniques 1 **TC**

Divisions I and II Initial-Eligibility Requirements

Core Courses

- **NCAA Division I requires 16 core courses. NCAA Division II currently requires 16 core courses.**
- **NCAA Division I will require 10 core courses** to be completed **prior to the seventh semester** (seven of the 10 must be a combination of English, math or natural or physical science that meet the distribution requirements below).
 - *It is possible for a Division I college-bound student-athlete to receive athletics aid and practice with the team if he or she fails to meet the 10 course requirement, but will not be able to compete.*

Test Scores

- **Division I** uses a sliding scale to match test scores and core grade-point averages (GPA). The sliding scale for those requirements is shown on [Page No. 2](#) of this sheet.
- **Division II** [requires](#) a minimum SAT score of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes **only** the critical reading and math sections. [The writing section of the SAT is not used.](#)
- The ACT score used for NCAA purposes is a **sum** of the following four sections: English, mathematics, reading and science.
- **When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.**

Grade-Point Average

- Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org). Only courses that appear on your school's List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- **Division I** students enrolling full time **before August 1, 2016**, should use Sliding Scale A to determine eligibility to receive athletics aid, practice and competition during the first year.
- **Division I** GPA required to receive athletics aid and practice on **or after August 1, 2016, is 2.000** (corresponding test-score requirements are listed on sliding scale B on Page No. 2 of this sheet).
- **Division I** GPA required to be eligible for [competition](#) on **or after August 1, 2016**, is 2.300 (corresponding test-score requirements are listed on sliding scale B on Page No. 2 of this sheet).
- **The Division II** core GPA requirement is a minimum of 2.000.
- Remember, the NCAA GPA is calculated using NCAA core courses only.

DIVISION I

16 Core Courses, 4 years English, 3 years of mathematics (Algebra 1 or higher), 2 years of natural/physical science (1 yr of Lab if offered by High School), 1 year of additional English, mathematics or natural/physical science, 2 years of social sciences, 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy)

DIVISION II

16 Core Courses, 3 years English, 2 years of mathematics (Algebra 1 or higher), 2 years of natural/physical science (1 yr of Lab if offered by High School), 3 years of additional English, mathematics or natural/physical science, 2 years of social sciences, 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy)

English – 4 credits

The English curriculum is designed to stress skills in reading, writing, listening and speaking. Units of study include literature units such as short stories, novels, drama and writing units such as expository writing, personal writing, and research paper.

Available English Courses:

- English 9
- World Literature 10
- English 11
- American Literature 11 (1 Laude Point)
- A.P. English-Literature and Composition (1.5 Laude Points)
- English 12
- College Prep English 12 (1 Laude Point)
- CAPP English (1.5 Laude Points)

Recommended Sequence of Courses:

Grade 9	Grade 10	Grade 11	Grade 12
English 9 (required)	World Literature 10 (required)	English 11 -OR- American Literature 11 -OR- A.P. English-Literature and Composition (one is required)	English 12 -OR- College Prep English 12 -OR- CAPP English 12 (one is required)

Course Descriptions

English 9 – required – This is a one credit course for all freshmen. Students will read, analyze, and discuss a wide variety of literature and nonfiction. Informative, creative, persuasive, and research writing will be expected and the writing process will be utilized. Vocabulary, speaking, and grammar/editing skills are practiced throughout the semester. Students are heterogeneously grouped and exposed to a broad range of language arts and communication skills. Some material will coincide with 9th grade American History curriculum.

1 Credit Grades: 9 Prerequisite: None

World Literature 10 – required – This one credit course is for all sophomores. Students will engage in the reading of works from a variety of places and perspectives to understand how universal themes span culture and time periods. Informative, persuasive, analytical and research writing will be expected and the writing process will be utilized. Vocabulary, speaking, and grammar/editing skills are practiced throughout the semester. Students are heterogeneously grouped and exposed to a broad range of language arts and communication skills. Some material will coincide with the 10th grade World History curriculum.

1 Credit

Grades: 10

Prerequisite: English 9

English 11 - *one choice of three for junior students* — This one credit course is designed to meet the needs of those students who do not intend to pursue further education at a four year university after high school. This course presents an integrated reading and writing curriculum with traditional and modern American literature selections and associated writing assignments and essays. Students read and learn about stories, poems, plays, novels, themes, and authors in a historical context. Communication, language, and vocabulary usage skills will be emphasized. Individual and group projects and ACT test preparation/practice will also occur throughout the year.

1 Credit

Grades: 11

Prerequisite: English 9 and World Lit 10

American Literature 11 – *one choice of three for junior students* — **1 Laude Point--** This one credit course is designed to meet the needs of those students who will not be taking AP English coursework. Students will read, analyze, and discuss short stories, essays, poems, and a play from an American Literature anthology, as well as at least two additional novels. Author information, historical connections, literary terms, and vocabulary will also be discussed in context. Writing tasks include a theme-based essay, documented author essay, and a detailed character sketch. Individual and group projects and ACT test preparation/practice will also occur throughout the year.

1 Credit

Grades: 11

Prerequisite: English 9 and World Lit 10

A.P. English-Literature and Composition --*one choice of three for junior students--* **1.5 Laude Points** “The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work’s structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works” (College Board AP English Literature and Composition Course Description).

NOTE: Students may receive credit/advanced course placement at a 4-year college/university by scoring a 3, 4, or 5 on the A.P. Literature and Composition test. The A.P. test is offered at Little Wolf Jr./Sr. High School. Cost is approximately \$93.00. Students who plan to take both A.P. Literature and Composition and A.P. Language and Composition are encouraged to check with any college or university they plan to attend to verify whether that school will allow credit for two A.P. English courses.

1 Credit

Grades: 11-12

Prerequisite: World Lit 10 (grade of A)

English 12 – *one choice of three for senior students.* This on credit course is designed to meet the needs of students who will not be taking CCAP or College Prep English Coursework. This course is focused for students who plan to enter the workforce or an apprenticeship program at a technical college. Students will practice basic narrative, informative, and research writing, as well as, strengthen reading skills. This will also include resume writing, job application, and other workplace writing and communication skills. Vocabulary and grammar/editing skills for workforce application will be emphasized. Reading will consist of both fiction and informational text throughout the course.

1 Credit

Grades: 12

Prerequisite: English 11, American Literature 11, or AP English Literature and Composition.

College Prep English 12--*one choice of three for senior students* --**1 Laude Point** --This one credit course is designed to prepare students for post-secondary training at a four-year university or for a two-year technical college. Integrated reading and writing skills will be the focus, as well as higher level speaking, vocabulary, and critical thinking skills. Various study and note-taking skills important for the college-bound student will be introduced and practiced. A research paper covering a future career will be developed practicing both MLA and APA citation format. Reading will focus on informational text and fiction, with an emphasis on annotation and close reading skills. In addition, guidance and support will be offered to assist students with the transition between high school and college.

1 Credit

Grades: 11-12

Prerequisite: American Literature 11 or A.P. English Literature and Composition

CAPP English 101 (Dual Credit College Course)--*one choice of three for senior students*--**1.5 Laude Points**
-CAPP English focuses on rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in fiction and nonfiction texts alike. This course will prepare students for college and will earn them 3 credits equivalent to college English at over 100 Universities nationwide, including all the UW system campuses. **There is a reduced college tuition cost for this course as college credit is awarded. Students will be enrolled at UW Oshkosh.

1 Credit

Grades: 11-12

Prerequisite: American Literature 11 (Grade of A) or A.P. English Literature and Composition with a grade of B or better.

Mathematics – 3 credits

The mathematics curriculum expands upon students' previous learning in a continuous sequence of courses focusing on advancing the students' mathematical skills in the areas of problem solving, reasoning and critical thinking.

Courses Taught in Mathematics:

Sequence of Courses

<ul style="list-style-type: none"> ● Algebra 1 ● Geometry ● Algebra 2 ● Pre Calculus & Trigonometry (1 Laude Point) ● Statistics (1 Laude Point) ● A.P. Calculus AB (1.5 Laude Point) ● Senior Math 	<p><u>Algebra</u></p> <p><u>Geometry</u></p> <p><u>Algebra 2 or Trade Math</u></p> <p><u>Pre-Calculus & Trig or Statistics</u></p> <p><u>AP Calculus (Pre-Calc & Trig required)</u></p>
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NOTE: All students who qualify to take Algebra in their 8th grade year will be granted one credit on their high school transcript. The grade earned for this course is not part of the high school grade point average (GPA) but is counted towards the overall graduation credit requirement. **Failure to earn a grade of B- or higher for both semesters will require the student to retake Algebra as a freshman. However, this credit does not preclude the student from taking an additional two credits of mathematics while in high school.**

Freshmen, Sophomores, & Juniors must have a minimum of 1 credit of Math per year.

Course Descriptions

Algebra 1 – This course is designed to introduce the student to the topics needed to go into the upper level Algebra courses. It stresses rational expressions and problem solving with variables, number sets and real numbers, solving linear equations, graphing linear equations, writing linear equations, solving and graphing linear inequalities, systems of linear equations and inequalities, exponential functions, polynomials and factoring, rational expressions and equations, matrices, and radicals.

1 Credit **Grades: 9** **Prerequisite: None**

Geometry – A logical approach to the study of real objects and shapes: i.e. parallel lines, triangles, circles, solids, etc. Emphasis is placed on algebraic applications.

1 Credit **Grades: 9-11** **Prerequisite: Algebra**

Algebra 2 – Extends the student's knowledge of the real number systems and operations with complex numbers. It will develop the student's knowledge of conic sections, polynomial functions, rational expressions, exponential and logarithmic functions, sequences and series, discrete mathematics, and trigonometric functions. It gives the students a degree of understanding that helps them become more proficient in many lines of work. **NOTE:** This course is required for college and university admission.

1 Credit **Grades: 10-12** **Prerequisite: Geometry (Recommended grade of C or better)**

Trade Math – Intended for students considering attending a technical college or the world of work. Focuses on math skills needed for various trades. Topics include arithmetic fundamentals, percent and proportion applications, the metric system, conversions, practical geometry, measurement applications, signed numbers and formula evaluation. Micrometer, equation solving and standard rule measurement units are included as needed. Scientific calculator use is introduced as needed.

1 Credit **Grades: 10-12** **Prerequisite: Geometry or Integrated Geometry**

Pre-Calculus & Trigonometry – 1 Laude Point Prepares students for college mathematics. The basic structure of this course is built around the study of functions, their properties, graphs and applications in society. Functions included in this course: linear, polynomial, rational, trigonometric, exponential and logarithmic. Also included in this course is the study of polar coordinates and complex numbers, sequences and series, and probability. The purchase of a graphing calculator is highly recommended for this course. A TI-83 or TI-84 calculator is required. **A TI-89 is not allowed.**

1 Credit **Grades: 11-12** **Prerequisite: Advanced Algebra
(Recommended grade of C or better or
by teacher approval)**

Statistics – 1 Laude Point Students will learn how to collect, organize, display and interpret data and information. Students will also learn basic probability skills and how to apply it to data. This is a college prep course.

1 Credit **Grades: 11-12** **Prerequisite: Advanced Algebra**

A.P. Calculus AB – 1.5 Laude Points Equivalent to a first semester college calculus course. The basis of study includes limits and continuity, derivatives, integrals, and the applications. A TI-83 or TI-84 calculator is required. **A TI-89 is not allowed.**

NOTE: Students may receive credit/advanced course placement at a 4-year college/university by scoring a 3, 4, or 5 on the A.P. AB Calculus test. The A.P. test is offered at Little Wolf Jr./Sr. High School. Cost is approximately \$93.00.

1 Credit **Grades: 11-12** **Prerequisite: Pre-Calculus &
Trigonometry
(Recommended grade of B or better or
by teacher approval)**

Senior Math – Practicing math is necessary to keep skills fresh. Many post-secondary schools do not require more than the 3 high school math credits for graduation. Therefore, some students may choose not to take a math class during their senior year. This semester class is designed for students not enrolled in a math class their senior year, but wishing to keep up their skills as they prepare to take math placement tests for their post-secondary education. The course topics will be based on the ACT Mathematics College and Career Readiness Standards.

0.5 Credit **Grades: 12** **Prerequisite: Senior standing and 3
credits earned in mathematics or teacher
recommendation**

Science – 3 Credits

The science curriculum introduces and explores various concepts in the areas of life, earth & space, and physical science. One credit from each of the disciplines is required.

Courses Taught in Science:

Recommended Sequence of

Courses:

● Biology 1	Biology (Required)
● Earth and Environmental Science	Earth & Environmental Science (required class of 2020 and beyond)
● Physical Science	Physical Science or Chemistry 1 (choose 1 to meet Physical Sci requirement)
● Chemistry 1	
● AP Chemistry 2 (1.5 Laude Point)	
● Physics (1 Laude Point)	
● Physics 2 (1 Laude Point)	
● Biology 2 (1 Laude Point)	
● Human Biology (1 Laude Point)	After Phy Sci After Chem 1 Bio II or Chem 1__ Bio 2, Physics, AP Chem, Human Bio

Course Descriptions

Biology 1 – required – Biology is the study of life. Lab work will be included to develop critical thinking and organizational skills. Units covered include, but are not limited to: The scientific method, ecology (principles, biomes, population biology, natural resources), cells (biochemistry, structure/function, mitosis), genetics (meiosis, genes, chromosomes, DNA, heredity), and the theory of evolution by natural selection.

1 Credit

Grades: 9-12

Prerequisite: None

Earth & Environmental Science (required)– A laboratory-oriented course designed to introduce the student to the structure and function of Earth processes. The main topics of study will include geology, astronomy, meteorology, oceanography and the science of the environment.

1 Credit

Grades: 10-12

Prerequisite: Biology 1

Physical Science – Designed to expose students to various scientific concepts. The goal is science literacy. The units covered include, but are not limited to: basic chemistry (the nature of matter and the changes in matter) and basic physics (motion and energy). Students will learn problem-solving skills and will be shown how science relates to their lives. Lab work is required.

1 Credit

Grades: 10-12

Prerequisite: Biology 1

Chemistry 1 – 1 Laude Point A laboratory-oriented course designed to study the working of chemical reactions meant for students intending to attend a college or university. Labs are practical in nature and focus on applying concepts learned in class. An understanding of Algebra is essential to understand chemistry. Units covered include data analysis, matter, atomic structure, periodic table, compounds and chemical bonds, chemical reactions & equations, mole concept and stoichiometry, solution chemistry, and acids & bases.

1 Credit

Grades: 11-12

**Prerequisite: Biology 1 & Beginning Algebra
(Recommended grade of C or better)**

AP Chemistry - 1.5 Laude Point AP Chemistry is a laboratory science class designed to simulate the first semester, introductory chemistry class at any college or university. For most students, this course enables them to take the second semester of chemistry for any science related major, or fulfill the science requirement for non-science majors. This course is approved by the College Board. As such it is based on the 6 Big Ideas and seven science practices outlined in the curriculum framework. AP Chemistry is open to all students that have completed chemistry with a C or better and who wish to take part in a rigorous and academically challenging course.

1 Credit

Grades: 11-12

Prerequisite: C or Better in Chemistry 1

Biology 2 – 1 Laude Point Biology 2 is a continuation of Biology 1. The organization of life and the six-kingdom classification system (Taxonomy) will be explored in depth starting with lower life forms and working up to animals. Labs will have an emphasis on identification and dissection of several species.

1 Credit **Grades: 10-12** **Prerequisite: Biology 1 and Physical Science or Chemistry or with teacher approval**
(Recommended grade of C or better)

Human Biology- 1 Laude Point This course presents the structure and function of the human body. Practical use of medical terminology as applied to and identifying organ systems, organs and what they do, pathology, treatments and specialists in medical fields. Students will be required to participate in lab exercises, lab practicals, quizzes and exams. This course includes a laboratory component and meets graduation requirements for science.

NOTE: Students are encouraged to purchase The Language of Medicine: 8th Edition, by Chabner (ISBN: 9781416034926), new or used, for note taking and for future use.

1 Credit **Grades: 11-12** **Prerequisite: Biology 1 and Chemistry 1**
(Recommended grade of B or better)

Physics 1 – 1 Laude Point A laboratory-oriented course designed to investigate the physical aspects of our universe and meant for students intending to attend a college or university. Topics studied in the first term include science principles, laws of motion, Newtonian mechanics, and non-relativistic gravity. The second term will explore rotational motion, momentum, energy, work, simple machines, and fundamentals of electromagnetism.

1 Credit **Grades: 11-12** **Prerequisite: Algebra 1 or Integrated Algebra and Geometry, Biology 1, Physical Science or Chemistry 1.**
(Recommended grade of B or better and Algebra 2)

Physics 2 – 1 Laude Point A laboratory-oriented course designed to further build the student's understanding of the natural phenomena of our universe. Topics studied in the first term include deeper investigation of Newtonian mechanics, Kepler's laws of planetary motion, electric circuits, and the properties of light. The second term will explore wave phenomena of acoustics and optics, quantum mechanics, nuclear physics, and Einstein's theories of general and special relativity.

1 Credit **Grades: 12** **Prerequisite: Physics 1**

Social Studies – 3 credits

The social studies curriculum strives to prepare young people to be humane, rational, participating citizens in an ever-changing world by understanding their historical roots and how past events shape their world today. Reconstructing and interpreting historical events provides needed perspective in addressing the past, the present, and the future.

Courses Taught in Social Studies:

- U.S. History
- World History
- Sociology
- Economics (.5 Laude Point)
- Global Studies
- Government
- A.P. Psychology (1.5 Laude Points)
- A.P. U.S. History (1.5 Laude Points)

Recommended Sequence of Courses:

Grade 9	Grade 10	Grade 11	Grade 12
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U.S. History (required)	World History (required)	A.P. U.S. History A.P. Psychology Sociology Economics Government (required) Global Studies (required)	Sociology Economics A.P. Psychology A.P. US History
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Course Descriptions

U.S. History – required – U.S. History is a survey class of the American experience in all of its dimensions. The American experience is one of the most unique chapters in human history. Democracy, internal expansion, race relations, free enterprise economy, rise to superpower status and our role in the post-Cold War world will be discussed during the course of the semester. The class will be taught using a mix of chronological and thematic approaches for a better understanding of our history. We live in a country with a rich history that shapes the American experience we share today and will share in the future.

1 Credit Grades: 9 Prerequisite: None

World History – required - World History is concerned with the development of past civilizations, centering on Mesopotamian, Egyptian, Greek, Roman and the European Middle Ages, with an emphasis on their cultural development and contributions to present civilization. Linking the present to the past is an important aspect of the course as students learn to relate history to present events and developments. The course will include an introduction to the historical fictional novel and the research paper.

*This course is recommended for college-bound students.

1 Credit Grades: 10 Prerequisite: None

Sociology – Sociology is the study of human social behavior, and concentrates on patterns of social relationships, primarily in modern societies. This class will explore the sociological point of view towards culture, socialization, social structure, groups and organizations, deviance and social control, social classes and inequalities. Also discussed will be topics such as high school cliques, family structures, education, political and economic institutions, and social collective behaviors. This class will ask students to take a personal look at the roles they play and what groups they associate with as well as evaluate parts of our society.

0.5 Credit Grades: 11-12 Prerequisite: None

Economics - .5 Laude Point Economics will challenge the way you think and react to everyday events, with or without money. Economics is ultimately the study of scarcity and how people, markets and countries deal with limited resources at the personal and global levels. The first level quarter of study will focus on microeconomics, the study of how people make decisions and how those decisions affect others in the economy. Topics of study will include; trade offs, opportunity cost, different types of economies, supply and demand, profit maximizing prices and the role of government. At the end of the quarter, the class will switch to macroeconomics, the study of the economy as a whole. Topics of study will include; GDP, economic growth, money, banking, the Federal Reserve and international trade.

0.5 Credit **Grades: 11-12** **Prerequisite: None**

A.P. Psychology – 1.5 Laude Points AP Psychology is designed to introduce students to the scientific study of human behavior and mental processes. To accomplish this, the course provides instruction in each of the following 14 content areas: history and approaches, research methods, biological bases of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, developmental psychology, personality, testing and individual differences, abnormal psychology, treatment of psychological disorders, and social psychology. The intent of this course is to prepare students for the AP Psychology Test and will incorporate opportunities for performance-based assessments as well as free response questions. **NOTE:** Students may receive credit/advanced course placement at a 4-year college/university by scoring a 3, 4, or 5 on the A.P Psychology test. The A.P. test is offered at Little Wolf Jr./Sr. High School. Cost is approximately \$93.00.

1 Credit **Grades: 11-12** **Prerequisite: None**

A.P. U.S. History - 1.5 Laude Points The AP program in US History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with US History events and issues. AP US History prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials, their relevance to a given interpretive problem, their reliability, and their importance and to weigh the evidence and interpretations presented in historical scholarship. An AP US History course should develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. **NOTE:** Students may receive credit/advanced course placement at a 4-year college/university by scoring a 3, 4, or 5 on the A.P. U.S. History test. The A.P. test is offered at Little Wolf Jr./Sr. High School. Cost is approximately \$93.00.

1 Credit **Grades: 11-12** **Prerequisite: Recommended grade of B or better in U.S. History**

Global Studies – required – Students may take this course their 11th or 12th grade years. This course will focus on studying the culture of various regions around the world and the global connections of those cultural regions to our own and others around the world. The objectives and learning targets of this course will address two standards of the National Council for Social Studies Curriculum, as adopted by the School District of Manawa: 1-Culture and 9-Global Connections.

0.5 Credit

Grades: 11-12

Prerequisite: None

Government – required – This portion of the course provides the student an opportunity to acquire detailed knowledge of the democratic form of government practiced in the United States. The overall objective of this course is to prepare students for their place in society, by helping them learn how our government works, how it can be changed and what rights and freedoms our Constitution guarantees us. It will also provide students with a broad overview of modern forms of government, present in today’s global community. Finally, it will allow students to investigate and possibly participate in service learning opportunities for hands-on experience of their civic responsibilities.

0.5 Credit

Grades: 11-12

Prerequisite: None

World Language

The world language curriculum develops an understanding of the language, culture, history and literature of Spanish-speaking countries. Spanish courses strive to develop student proficiency in reading, writing, and speaking the language.

Courses Taught in World Language:

- Spanish Cultures
- Spanish 1*
- Spanish 2*
- Spanish 3 (1 Laude Point)
- Spanish 4 (1 Laude Point)

*World language can be used as academic credits pertaining to admission requirements. Two to four years of a world language may be required for admission to **some** UW schools. See your school counselor for entrance requirements for colleges to which you plan to apply.

Course Descriptions

Spanish Cultures – This course will explore the culture of Spanish speaking countries through film, music, dance, food, art and current events. As opposed to the traditional Spanish class progress (1-4), the focus will change from vocabulary/verb conjugation to an interactive approach to cultural appreciation.

1 Credit **Grades: 9-12** **Prerequisite: None**

Spanish 1 – Students learn the basics of the language: alphabet, vocabulary, sounds and structure. Culture is introduced as a background for language study. Basic conversation and reading are introduced.

1 Credit **Grades: 9-12** **Prerequisite: None**

Spanish 2 – The course is sequential to Spanish 1. Continued vocabulary and verb study follow, but focus on past tenses. Writing skills become more complex. Conversation, reading, and writing skills continue to develop.

1 Credit **Grades: 9-12** **Prerequisite: Spanish 1**
(Recommended grade of C or better)

Spanish 3 – 1.0 Laude Point Conversation and writing skills are emphasized. While continuing to learn new vocabulary and advanced grammar, students now put into practical application what they have learned in the previous two years.

1 Credit **Grades: 10-12** **Prerequisite: Spanish 2**
(Recommended grade of C or better)

Spanish 4 – 1.0 Laude Point Continued conversational and writing skills are emphasized. More vocabulary and advanced grammar skills are added to proficiency level. A sampling of native Spanish literature is read.

1 Credit **Grades: 11-12** **Prerequisite: Spanish 3**
(Recommended grade of C or better)

Physical Education - 1.5 Credits and Health - .5 Credit

The physical education and health curriculum focuses on understanding the human body, enjoying exercise, and maintaining a desirable level of physical fitness.

Courses Taught in Physical Education and Health:

- Physical Education 1
- Health: A Wellness Decision
- Physical Education 2
- Physical Education Elective
- Personal Fitness 101

- Team Sports

Recommended Sequence of Courses:

Grade 9	Grade 10	Grade 11	Grade 12
Phy. Ed 1 -AND- Health: A Wellness Decision Both are required	Phy. Ed. 2 Personal Fitness	Phy. Ed. Elective Personal Fitness Team Sports	Phy. Ed. Elective Personal Fitness Team Sports

Course Descriptions

Physical Education I – *required* – Freshman Course. Units covered are geared toward individual and team sports. The units covered are flag football, soccer, volleyball, basketball, weight training, fitness, badminton, softball, OMNIKIN, Tsegball, Eclipse Ball, and floor hockey. Fees include: \$20 - \$25 for bowling.

0.5 Credit Grades: 9 Prerequisite: None

Health: A Wellness Decision – *required* – Designed to reinforce positive health attitudes and skills previously developed and to allow young people to assess the lifestyle decisions that contribute to wellness. Units of study within the course include: positive ways of handling stress vs. negative ways of handling stress, addictions, your health history, sexuality and responsible behavior, self-care vs. the pill-fairy model, first aid and CPR.

0.5 Credit Grades: 8-9 Prerequisite: None

Physical Education 2 – Units geared toward racquet sports, lifelong fitness, and team sports. Units covered are pickleball, badminton, Eclipse Ball, bowling, weight lifting, circuit training. Team sports include flag football, volleyball, basketball, soccer, Tsegball, floor hockey, OMNIKIN, cooperative games, and team building activities. Fees include: \$20 - \$25 for bowling and other field trips.

0.5-1 Credit Grades: 10 Prerequisite: Physical Education 1

Physical Education Elective – Units are geared toward lifetime sports. Units covered are snowshoeing, cross-country skiing, golf, archery, badminton, bowling, pickleball, and fitness walking/principles. Team sports include flag football, volleyball, basketball, soccer, speedball, Tsegball, Eclipse Ball, floor hockey, and cooperative games. Guest speakers to promote careers in physical education are scheduled. Fees include: approximately \$20 - \$25 for bowling; cross-country skiing and snowshoeing. This course may be taken more than one time. This is not a freshman course.

0.5-1 Credit Grades: 10-12 Prerequisite: Physical Education 1

Personal Fitness 101 -- Throughout this course, students will achieve a personal level of fitness through goal setting, participation, and knowledge of weight lifting. This course motivates a student to strive for optimal personal fitness, as well as create a self-awareness of lifetime wellness, with a final outcome of creating their

own fitness program. Students will benefit from cardiorespiratory endurance activities and wide-ranging weight training exercises. Course includes lectures dealing with proper technique, 5 components of fitness, and the FITT principle, as well as teacher demonstration, weight training, aerobics, yoga, fitness walking, running, and other fitness activities. This is not a freshman course.

0.5-1 Credit

Grades: 10-12

Prerequisite: Physical Education 1

Team Sports -Throughout this course, students will participate in a variety of team building activities, sports, and projects dealing with teamwork, problem solving, and strategizing. This course motivates a student to strive for leadership skills and critical thinking skills. Course includes *COMPETITIVE* play in units such as volleyball, basketball, football, Tseball, Tchoukball, ultimate Frisbee, eclipse ball, baseball/softball, matball, OMNIKIN, soccer, speedball, etc. Possible \$5 fee for team bowling.

0.5-1 Credit

Grades: 11-12

Prerequisite: 11th or 12th grade

Zero Hour/Early Bird Hour - Personal Fitness 101 -- Throughout this course, students will achieve a personal level of fitness through goal setting, participation, and knowledge of weight lifting. This course motivates a student to strive for optimal personal fitness, as well as create a self-awareness of lifetime wellness, with a final outcome of creating their own fitness program. Students will benefit from cardiorespiratory endurance activities and wide-ranging weight training exercises. Course includes lectures dealing with proper technique, 5 components of fitness, and the FITT principle, as well as teacher demonstration, weight training, aerobics, yoga, fitness walking, running, and other fitness activities. This is not a freshman course.

0.5-1 Credit

Grades: 10-12

Prerequisite: Physical Education 1

Agriculture

Agriculture courses are for any student who has an interest in animals, plants, food, leadership and/or the environment. Students who take agriculture courses experience many diverse and challenging topics. Twenty percent of all careers are directly related to agriculture. Experience premier leadership, personal growth and career success through courses in the agriculture department.

Courses Taught in Agriculture:

- Plants, Animals & You: Exploratory Agriculture
- Animal Science/Veterinary Medicine **TC** (1 Laude Point)

- Horticulture/Landscaping
- Food Science
- Wildlife
- Independent Study – Agriculture—needs instructor approval
- Leadership
- Employability Skills/Financial Literature (Required)
- Youth Apprenticeship

Recommended Sequence of Courses:

Grade 9	Grade 10	Grade 11	Grade 12
-Plants, Animals & You -Food Science	-Any course offered in 9 th grade -Wildlife -Animal Science/ - Vet. Medicine TC	-Any courses offered in 9th or 10th grades -Leadership -Independent Ag -Youth Apprenticeship -Horticulture/Landscaping -Work Study	-Any courses offered in 9th, 10th, or 11th grades -Work Study -Financial Lit/Employability Skills (Required) - Horticulture/Landscaping -Independent Ag.

Course Descriptions

Plants, Animals & You: Exploratory Agriculture – This introductory class covers a wide range of topics in agriculture, including animals, food, fiber, the outdoors and leadership. This project-based class includes lessons on careers, food science, plants, pets, animals, biotechnology, business, and the outdoors. Emphasis will be on how agriculture relates to your daily life and your future. Field trips may be taken during the year. FFA projects will be incorporated.

1 Credit Grades: 9-12 Prerequisite: None

Food Science – This course focuses on the science of production and processing of food. Learn about how food technology is changing agriculture. You will learn about careers and the science related to food. Create projects and research the history of food. Study everything from apples to zucchini, chocolate and cheese, and other tasty treats. This fast growing career field is one to take a look at! FFA projects will be incorporated.

1 Credit Grades: 9-12 Prerequisite: None

Animal Science/Veterinary Medicine TC – 1 Laude Point This class is designed for the person interested in animals. Students will learn about livestock, agriculture, & pets. We will learn about giving injections, suturing wounds, and general animal care. Students will develop a basic understanding of animal nutrition, genetics, reproduction and health. Guest speakers, demonstrations, job shadows, field trips and lab experiments are also designed as a part of this course. Students will also have the opportunity to bring in and incorporate their own animals into the class. FFA projects will be incorporated. This course is articulated with Fox Valley Technical College for Transcribed Credit. See class listing for Little Wolf Jr./Sr. High Transcribed Courses.

1 Science Credit Grades: 10-12 Prerequisite: Recommended Biology 1

Horticulture/Landscaping – This hands-on class covers everything from basic plant science to floral design to gardening to landscaping to sampling fruits and vegetables. Students will learn about all aspects of the reproduction, growth, design and marketing of plants. Students will create horticulture projects, make floral arrangements, and be involved in many other projects involving flowers, vegetables, and landscaping and outdoor projects. FFA projects will be incorporated.

0.5 Credit Grades: 9-12 Prerequisite: None

Wildlife – This course focuses on 4 “F’s”: fish, fowl, forestry and fur. Learn about the great outdoors! Study will include natural resources, water quality, ecosystems, wildlife management, taxidermy, hunting ethics, fish, tree identification, trapping, and more. School forest projects will also be included. Learn about careers, economic benefits and social influences. FFA projects will be incorporated.

0.5 Credit Grades: 10-12 Prerequisite: Recommended Biology 1

Leadership – Students will learn about leadership as it affects individuals, organizations, and systems in food, fiber, and natural resources enterprises. This class explores the skills and abilities needed to be an influential leader in our school, home, and community. Students will learn how to be confident public speakers, to run a meeting, to effectively work as a team, to be a group leader, and most importantly become involved in the community. Students will explore leadership roles, learning styles and human relations skills for personal growth and career success. Emphasis will be placed on community service, goal setting and individual projects. FFA projects will be incorporated. Students may earn a State Leadership certificate through this course.

1 Credit Grades: 11-12 Prerequisite: None

Independent Study – Students develop their own projects based on interests.

1 Credit Grades: 11-12 Prerequisite: FFA Membership & Instructor Approval

Work Study – Students must be employed and work regular hours during the school year. Students must meet credit requirements to be on track for graduation. Qualified students may be granted a maximum of one period daily for work release. Approval by school counselor, principal and employer are necessary. Class will meet 32 minutes each Wednesday for instruction.

NOTE: This course is offered to juniors and seniors.

1 Credit

Grades: 11-12

Prerequisite: Employed

Youth Apprenticeship - Available to juniors and seniors, Youth Apprenticeship (YA) involves coursework and related work-based learning relevant to Career Pathways. Students must have related employment and employers must adhere to standards of the program. YA students must be in good academic standing, have excellent attendance, and have taken a sequence of related coursework. Upon successful completion of 450 hours of related work and the competency checklist, students will earn a Level 1 Youth Apprenticeship Certificate by the Wisconsin Department of Workforce Development. A two-year program is also available. There are different Youth Apprenticeship (YA) pathway programs to choose from in the area of Agriculture, Food and Natural Resources (AFNR). Programs require completion of the Core Skills and Safety Units concurrently with the applicable technical Basics Unit in the first year. There are 16 pathways, which include modules such as Animals, Plants, Environmental Systems, and Food/Hospitality/Lodging.

1 Credit

Grades: 11-12

Prerequisite: None

0.5 Credits - Financial Literacy/Employability Skills Required

Financial Literacy/Employability Skills – REQUIRED Employability Skills - This class provides an opportunity to develop positive attitudes, knowledge, skills and linkages that will empower the successful transition from high school to postsecondary options. Curriculum study units will include: assessment, transition, Covey's 7 Habits of Highly Effective People, core abilities, job writing, college survival, etc. Students may earn a State Employability Skills certificate through this course - **Financial Literacy** –This portion of the course will help prepare students for planning and managing their personal finances. Through instruction and activities students will be introduced to the workings of budgeting, saving, investing, the dangers of credit and debt, taxes, insurance, consumer awareness and charitable contributions.

0.5 Credit

Grades: 12

Prerequisite: None

ART

Courses Taught in Art:

Art I - 2D & 3D

Art II - 2D & 3D

Art III - 2D & 3D

Art IV (Senior Art)

1 Laude Point Earned for Senior Art (3+ credits of art and 2 years on Art Team)

ART Course Descriptions

Art I - 2D– An introductory course in design, art history, art terminology and related concerns; activities may include (but not limited to) drawing with various media, acrylic painting, reduction (EZ Cut) printmaking and papermaking.

.5 Credit (1 Semester)

Prerequisite: None

Art I - 3D– An introductory course in design, art history, art terminology and related concerns; activities may include (but not limited to) handbuilt pottery, wheel pottery, sculpture, jewelry (bead weaving), metals and glass (etching).

.5 Credit (1 Semester)

Prerequisite: None

Art II - 2D – Accelerated level of study in the areas explored in Art I - 2D. The student will have the opportunity to experience the use of more sophisticated art materials, concepts and techniques. Activities may include (but not limited to) drawing with various media, watercolor painting, intaglio printmaking, and paper arts (bookbinding).

.5 Credit (1 Semester)

Prerequisite: Art I- 2D

Art II - 3D – Accelerated level of study in the areas explored in Art I - 3D. The student will have the opportunity to experience the use of more sophisticated art materials, concepts and techniques. Activities may include (but not limited to) intermediate handbuilt pottery, wheel pottery, sculpture, jewelry, metals (lost wax cast silver rings), and glass (mosaics)

.5 Credit (1 Semester)

Prerequisite: Art I- 3D

Art III- 2D – The activities are a culmination of all previous art experiences in Art I and II, with an emphasis on sophisticated techniques, processes and materials. Activities may include (but not limited to) drawing with various media, oil, watercolor or acrylic painting, printmaking (monoprint and collagraph), paper arts (quilling, manipulated paper)

.5 Credit (1 Semester)

Prerequisite: Art II-2D

Art III- 3D – The activities are a culmination of all previous art experiences in Art I and II, with an emphasis on sophisticated techniques, processes and materials. Activities may include (but not limited to) advanced handbuilt pottery, potters wheel, art metals (fabrication), stained glass (copper foil technique), advanced jewelry.

.5 Credit (1 Semester)

Prerequisite: Art II-3D

Art IV - A–This course is designed for the serious and capable art student. The overall emphasis is to allow self-direction and independent expression through the mediums, techniques, and concepts previously learned, as well as the opportunity to investigate artistic mediums not yet explored. Students will choose the medium(s) suited to their interest and ability through a contractual agreement with the instructor. It should be emphasized that the Art IV student will be working more independently. Students considering going on into an art or design related field are highly encouraged to continue in the IV class, as they will provide a broad base of artistic knowledge and exploration, and prepare a portfolio for future use. Projected cost is \$10 - \$75 depending on materials used (see above). Replaces Senior Art

.5 Credit (1 Semester)

Prerequisite: Art III

Art IV - B– This course is designed for the serious and capable art student. The overall emphasis is to allow self-direction and independent expression through the mediums, techniques, and concepts previously learned, as well as the opportunity to investigate artistic mediums not yet explored. Students will choose the medium(s) suited to their interest and ability through a contractual agreement with the instructor. It should be emphasized that the Art IV student will be working more independently. Students considering going on into an art or design related field are highly encouraged to continue in the IV class, as they will provide a broad base of artistic knowledge and exploration, and prepare a portfolio for future use. Projected cost is \$10 - \$75 depending on materials used (see above). Replaces Senior Art

.5 Credit (1 Semester)

Prerequisite: Art III

Graphic Design and Traditional Photography– Students will learn graphic design and commercial art techniques through projects created by hand as well as using Photoshop on the computer. Projects may include (but not limited to) printing, enhancing digital images, manipulating/editing images on the computer, package design, calligraphy, text/font design, creation of print media (posters, flyers, ads, business cards, notepads, stationery, etc). The photography portion of this class is an introduction to darkroom photography. Projects include (but not limited to) building a rudimentary “pinhole” camera, using a 35mm “point and shoot” camera, developing film and black and white photos in the darkroom, frame and dry mount the finished photographs. Photographic terminology and art history will also be explored, as well as some photo construction projects.

.5 Credit (1 Semester)

Fiber Arts - A– Students will explore projects and skills that they may use throughout their life as a hobby or a vocation. Students will learn to read instructions and follow patterns, as well as make up their own patterns. Projects may include (but not limited to) knitting, crocheting, needlecrafts, embroidery, latch-hook rugs, basketry, weaving, quilting, fabric painting, basketry, etc. as well as art history of those mediums, and the wellness associated with participating in fiber arts.

.5 Credit (1 semester)

Fiber Arts - B– Students will explore skills used in everyday life, such as (but not limited to) hand sewing techniques, hemming, sewing on buttons, snaps, zippers, grommets, use a sewing machine, understanding of different types of fabric, etc. Projects will include the creation of a “quiet” book, soft sculptures, quilt squares, bags, etc.

.5 Credit (1 semester)

**Please Note: Students may have an “art bill” if the student chooses to do more than one of the specific projects, purchase extra supplies or materials, chooses to make more than one of the required projects, or if the student breaks or loses some art equipment that they are responsible for.*

Technology and Engineering

Technology courses are designed to encourage the study of how people apply knowledge, scientific, mathematical and communication skills using various tools and materials to solve problems and meet human needs. The purpose of the curriculum is to prepare all students to function in an ever-changing technological society, develop employability, and provide the transition from school to gainful employment.

Courses Taught in Technology/Engineering Education:

- Intro to Technology

- Building Trades
- Furniture and Cabinet Making
- Metals 1
- Shielded Metal Arc Welding (SMAW) Techniques 1 – **TC** (1 Laude Point)
- Gas Metal Arc Welding (GMAW) Techniques 1 – **TC** (1 Laude Point)
- Intro to Engineering
- Electronics
- Programming
- Robotics/Adv. Robotics (1 Laude Point for each)

Recommended Technology Course Sequence:

Grade 9	Grade 10	Grade 11	Grade 12
Intro to Technology Building Trades	Furniture & Cabinetry Metals 1	Furniture & Cabinetry Metals 1 SMAW GMAW	Furniture & Cabinetry Metals 1 SMAW GMAW

Course Descriptions

Intro to Technology - Designed to introduce students to a broad range of areas in Tech. Ed. Areas of study will contain but will not be limited to: construction, manufacturing, transportation, and engineering. The course will provide hands-on experience with processes, materials, tools, machines, management ideas, and the impacts of technology. Students will understand basic measurements, how to read a tape measure, research different possible careers in the areas of study, basic woodworking principles, basic metal manufacturing, automotive knowledge (small engines), and the importance of proper tool usage.

0.5 Credit Grades: 9-12 Prerequisite: None

Building Trades – This course is designed to introduce the student to the fundamentals of working safely and efficiently with both hand and power woodworking tools. The areas of instruction include: safety, machine operation, joinery, tool care and maintenance and finishing. This unit will build on the skills developed from basic woodworking in Intro to Tech Ed. Students will be able to use all necessary tools to make a finished product. Students will learn how to make something out of wood from a tree growing in the forest to a finished product and all the steps in between.

0.5 Credit Grades: 9-12 Prerequisite: Intro to Technology

Furniture & Cabinet Making – Students will use the skills they obtained from Building Trades to plan, develop, and build a series of small projects or one big project for the semester. Students will be able to use all necessary tools to make a finished product.

1 Credit Grades: 10-12 Prerequisite: Intro to Tech & Building Trades(Recommend grade of C or better)

Metals 1 - This course will cover the basic manufacturing processes used in the production of goods from metal. It will also allow the student to become familiar with the different types of metals and their properties. The student will learn basic skills in arc welding, cutting, tool usage, welding symbols, and safety.

1 Credit

Grades: 10-12

Prerequisite: Intro to Technology & Building Trades

Shielded Metal Arc Welding (SMAW) Techniques 1 TC – 1 Laude Point This class is articulated through Fox Valley Technical College (FVTC). It covers the process commonly known as stick welding. Upon completion of this course, the student will be able to weld in all positions, read some basic weld symbols, and have a basic understanding of written welding procedures.

Purpose/Goals

- Identify terminology, nomenclature, electrode selection, power source equipment requirements, quality standards, limitations and variables.
- Perform fillet and groove welds in all positions on plain carbon steel and stainless steel fillet welds in the horizontal position using the shielded metal arc welding process.

1 Credit

Grades: 10-12

Prerequisite: Metals 1

(2 Credits FVTC)

Gas Metal Arc Welding (GMAW) Techniques 1 TC – 1 Laude Point This class is articulated through Fox Valley Technical College (FVTC). It demonstrates welding on steel sheet metals and plates. Emphasis is placed on axial spray, pulse spray and short circuit mode of transfer. Upon completion of this course, the student will be able to weld in all positions, read basic weld symbols, and have an understanding of written welding procedures.

Purpose/Goals

- Identify terminology, equipment, shielding gas and consumable requirements, limitations and quality standards.
- Perform fillet and groove welds on plain carbon steel in all positions with the short circuit and pulse spray mode of transfer; fillet and groove welds in the flat and horizontal positions with the spray transfer mode; and performance weld test to evaluate welders' abilities.

1 Credit

Grades: 10-12

Prerequisite: Metals 1

(2 Credits FVTC)

Engineering Courses

Engineering – Little Wolf High School's Engineering course provides instruction in the process of engineering solutions, from ideation to creation. Students apply the Engineer's Design Process to the creation of 3D printed models, laser cut products, and automated solutions using Arduino and Raspberri Pi microcontrollers.

Emphasis is on higher level problem-solving skills in the areas of STEM as students devise solutions to real-world problems.

1.0 Credit

Grades: 9-12

Prerequisite: None

Programming 1 – Tech is the new literacy! This course is intended to teach students coding as well as a much more powerful skill: technical sophistication! Course content includes hands-on lessons in two series of coding essentials: Developer Fundamentals and Web Basics. Participants will learn essential developer tools: the Unix command line, text editors, and version control with Git. Motivated learners will then advance to Web Basics, including: HTML, the universal language of the Web; CSS & Layout, which builds an industrial-strength website; and JavaScript, which lets you do cool things on web pages.

1.0 Credit

Grades: 10-12

Prerequisite: Algebra 1

Robotics - 1 Laude Point Students will walk through the design and build of a mobile robot to play a sport-like game. During this process, they will learn key STEM principles, and robotics concepts. At the culmination of this class, they will compete head-to-head against their peers in the classroom, or on the world stage in the FRC Robotics Competition, the largest and fastest growing international robotics competition for middle and high school students.

1.0 Credit

Grades: 11-12

Prerequisite: Programming

Advanced Robotics - 1 Laude Point This course will take the information learned in Robotics to the next level. This will be a more independent course and will follow some of the same concepts of Robotics.

1.0 Credit

Grades: 11-12

Prerequisite: Robotics

Computer Science

Publications - Designed for students who wish to learn how to use desktop publishing software to produce a variety of publications. Students will build on skills learned in Word Processing. Students will incorporate their own writing and artistic skills to create publications for the school newspaper and the school yearbook. The goal is to produce quality published documents using computer software, photography, and various other media forms.

1 Credit

Grades: 10-12

Prerequisite: (Recommended B or better in English classes)

Music Education

LWHS music courses are designed to address a wide range of student skills and interests. Numerous performance opportunities, travel and competition are an integral part of the music program.

1 Laude Point earned for 3+ years participation in Band and/or Choir and a 1st on a Class A Solo & Ensemble

Courses Taught in Music Education:

- High School Band
- Choir
- Survey of Jazz Music
- Guitar & Keyboard
- Chamber Singers

Course Descriptions

High School Band– The High School Band performs a variety of music throughout the year, ranging from classical to pop. Performing opportunities include, concert band, solo/ensemble music festival, pep band, marching band, and all-conference band. As a member of the High School band, students will develop their instrumental skills, appreciation for music, and knowledge of music theory, history, and composition. All students will receive a calendar of required and non-required performances at the start of the school year.

NOTE: Due to the early performance schedule for this course, any drop/adds must be made **PRIOR** to the first day of the school year. Drop/add requests following the first rehearsal may or may not be granted according to the instructor's discretion. Parent permission is required for drop/add requests to be considered.

1 Credit

Grades: 9-12

Prerequisite: Jr. High Band or instructor's approval

Survey of Jazz Music - In this course, students will learn and perform repertoire from various Jazz genres and styles. Jazz genres will be studied while examining the history, music theory, aural skills, and present day relevance. Atypical instruments such as piano, guitar, and bass guitar, are all necessary to have outstanding ensembles. Students can expect to perform in the community and jazz festivals at various High Schools and/or Collegiate Universities around the state per B.O.E. approval.

1 Credit

Grades: 9-12

Prerequisite: Enrolled in high school band ensemble and/or have permission from the band Director

Choir- This is a performing group for singers. Class work will include: singing, writing, note reading, listening exercises, vocal technique and singing tests. Public performance is a mandatory part of the class grade.

1 Credit

Grades: 9-12

Prerequisite: None

Guitar & Keyboard – This course is designed to teach multiple levels of learning and playing the guitar, keyboard or both. Students will learn the basics and then progress at their own level. Students will also test

and perform in class on a regular basis, as a part of their grade. This course is a lab class and is designed for in-class practice, as well as instruction. Seating is limited to 20 students because of space and equipment.

0.5 Credit

Grades: 9-12

Prerequisite: None

Chamber Singers – This course is an advanced level performing vocal class. The class is eligible for vocalists by audition. The class will include evening concerts and performances. Styles to be sung and studied will vary, to include: jazz, madrigal, swing choir, pop and classical. There will be written elements in the class, also.

1 Credit

Grades: 9-12

Prerequisite: Audition

Other Offerings

Early College Credit Program/Start College Now – Wisconsin's Start

College Now (formerly known as Youth Options) program allows public high school **students** who meet certain requirements to take post-secondary courses at a UW institution, a Wisconsin technical college or one of the state's participating private nonprofit institutions of higher education. Approved courses can count toward high school graduation as well as for college credit.

This program opens the door for greater learning opportunities for motivated students who are considering a technical career, students wishing to start college early, or students who want to prepare themselves to enter the workforce immediately after high school graduation.

Parents/Guardians are responsible for satisfactory student attendance and transportation to and from the postsecondary institution. **Students will be required to reimburse the school district for tuition and fees if the student drops or fails the course.**

Students wishing to participate in this Program should contact the school counseling office. Students must be registered for the program by September 30th if they wish to enroll for the spring semester and March 1st if they wish to enroll for the following fall semester. Information sheets are also available in the Counseling Office. **Students must have a 2.5 GPA to apply. (.5 Laude Points per College Level course)**



School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

To: Board of Education
From: Carmen O'Brien
cc: Dr. Melanie Oppor
Date: 11/6/2020
Re: OPEB Investment Strategy

I recommend that the School District of Manawa approve the Moderate Growth Strategy 3 for the Other Post Employment Benefits (OPEB) accounts that are held with the CESA 6 OPEB Trust account.

Currently, the outstanding liability is \$31,500 and the value of the investment is \$266,941.83.

School District of Manawa

800 Beech Street
Manawa, WI 54949

Phone: (920) 596-2525
Fax: (920) 596-5308

**Little Wolf High School
Manawa Middle School**

515 E. Fourth St
Manawa, WI 54949
Phone: (920) 596-2524
Fax: (920) 596-2655

Manawa Elementary

800 Beech Street
Manawa, WI 54949

Phone: (920) 596-2238
Fax: (920) 596-5339

ManawaSchools.org



/ ManawaSchools



/ ManawaSchools

	Start Benefit	End Benefit	Total No. Months	Payment per Mo.	Total Liability
A	7/1/2020	3/31/2021	9	\$500	\$4,500
B	7/1/2020	12/31/2024	54	\$500	\$27,000
					\$31,500 TOTAL

Employee Benefit Trust Fund of _____

Selection of Investments

Introduction

The overall objective of this statement is to provide guidance for the investment of contributions and other _____ assets to help maintain adequate funding for Trust liabilities. *(Employee Benefit Trust Fund)* The investment selection sets forth the strategy that will be applied in accordance with Investment Policy and State Statutes.

Standard of Prudence

The standard of prudence to be used by the investment officials shall be the “prudent investor” and shall be applied in the context of managing the portfolio. Investments shall be made with the care, skill, prudence and diligence that a prudent person acting in like capacity and familiar with such matters would use in the conduct of an enterprise of like character with like aims.

The Investment Advisor may employ investments that have disciplines outside of the established asset allocation guidelines as appropriate to meet the Standard of Prudence.

Rebalancing

The Investment Advisor will evaluate Trust asset allocation against the preferred targets and acceptable ranges at least on a quarterly basis, or more frequently if market conditions dictate. If a particular asset class exceeds the maximum or minimum constraints of its acceptable range, the Investment Advisor will rebalance Trust assets to bring the asset class allocation back within the asset allocation guidelines established in the portfolio strategies. Trust assets will not be rebalanced when the Committee requests that the Investment Advisor hold cash equivalents for shorter-term needs causing certain asset classes to fall outside the acceptable ranges.

Asset Class	Ultra Conservative Income Strategy 1		Conservative Growth Strategy 2		Moderate Growth Strategy 3		Balanced Growth Strategy 4	
	Min-Max	Target	Min-Max	Target	Min-Max	Target	Min-Max	Target
Money Funds	0-100%	70%	0-30%	5%	0-25%	3%	0-20%	2%
Fixed Income Investment Grade	0-50%	30%	40-75%	54%	20-50%	39%	5-30%	30%
High Yield	0%	0%	0-20%	8%	0-25%	9%	0-25%	7%
Domestic Equity	0%	0%	10-40%	25%	30-60%	40%	40-70%	50%
International Equity	0%	0%	0-10%	5%	0-15%	5%	0-25%	5%
Inflation Sensitive	0%	0%	0-10%	3%	0-15%	4%	0-20%	6%
		100%		100%		100%		100%

Investment Selection

Sub-Account:

Investment Strategy:

_____ (1-4)

_____ (1-4)

_____ (1-4)

Date approved:

Signature:

Name:

Title:

District:



SCHOOL DISTRICT OF MANAWA

Job Description

DEAN OF STUDENTS

ESSENTIAL SKILLS:

1. Organize and work independently on multiple assigned tasks/projects and complete assignments within specified deadlines
2. Accurately follow verbal and written directions
3. Work well under pressure
4. Communicate effectively, both verbally and in writing to all internal and external clients, expressing ideas and instructions clearly and concisely
5. Ability to lead and collaborate with diverse work teams
6. Demonstrate skills critical for managerial success including leadership, decisiveness, flexibility, sound business judgement and highly developed personal, analytical and communication skills
7. Demonstrate skills in consensus-building and mediation in order to constructively address internal and external client conflicts
8. Capable of researching and creative problem solving
9. Maintain confidentiality and loyalty to the School District of Manawa
10. Promote a positive image of the School District of Manawa at all times

QUALIFICATIONS:

Experience, Education, and Licensure

1. Solid educational background including a Master's Degree in Educational Administration/Leadership preferred
2. Licensed by the Wisconsin Department of Public Instruction as a Professional Educator

Required Skills and Abilities

1. Process oriented
2. Realistic view of change in an established organization and the ability and tenacity to craft incremental efforts to achieve longer-term objectives
3. Forward thinking ability to identify areas for improvement and take decisive and timely action to bring about desired change
4. Ability to interpret and administer policies and procedures consistently and objectively
5. Communicate effectively, verbally and in writing, to a diverse audience
6. Plan, organize, and prioritize work
7. Remain flexible in order to adapt to changes in the work environment
8. Excellent time-management, problem-prevention, and problem-solving skills
9. Work accurately with close attention to detail
10. Advanced computer skills, including email, word processing and spreadsheets
11. Work effectively, professionally and tactfully with students, parents, staff, and the community
12. Possess a work ethic that includes neatness, punctuality and accuracy
13. Exhibit a professional, businesslike appearance and demeanor
14. Demonstrate the highest level of ethical behavior
15. Maintain confidentiality of sensitive information

16. Study and apply new state and federal laws and regulations
17. Develop relationships with key stakeholders

JOB GOALS:

1. Assists students in resolving interpersonal problems and conflicts.
2. Improves students' school and class attendance to support learning success.
3. Supports home/school communications to promote positive student conduct in school.

REPORTS TO: Secondary Principal

EVALUATED BY: Secondary Principal

TERMS OF EMPLOYMENT:

.25 FTE Stipend Position
Stipend to be determined by the Board of Education

PERFORMANCE RESPONSIBILITIES:

Supervises and Evaluates:

- This position does not allow the person to perform any administrative or supervisory duties, or to perform evaluations of teachers or other professional staff.

Job-Specific Responsibilities

- Facilitates behavioral data collection systems to monitor school-wide behavioral progress, improve behavioral program implementation, and identify students who are at-risk.
- Reviews the most recent trends in behavioral data in regular school-wide meetings to define new strategies and interventions that all school personnel need to implement.
- Serves as a resource of best practice methodologies for all staff who express concerns for student attendance, student development and/or discipline.
- Coordinates efforts with school counselors, alternative education staff and police officer(s), in meeting with students and parents to discuss improving student attendance and/or behavior.
- Consults proactively as well as reactively with families via conference or communication systems concerning student attendance and behavior.
- Confers with students and when necessary, makes appropriate referrals for guidance consultation and/or psychological testing.
- Assists in monitoring of and recommending changes to the School District of Manawa Code of Conduct and Student/Parent Handbook.
- Responds to student behavior concerns in a fair and timely manner and maintains records of disciplinary or referral actions taken and relays a summary of this information to the building principal as needed but not less than weekly.
- Makes recommendations for appropriate revisions of policies, administrative guidelines and school rules affecting student behavior and attendance.
- Assists in developing and administering the Honor Pass or other practices dealing with student behavior.

- Coordinates and executes the recognition and award programs.
- Communicates with parents and administration proactively to develop behavior plans.
- Assists in establishing rules governing students sent to the detention room.
- Facilitates the scheduling process for the secondary Response to Intervention Program (academic and behavioral).
- Makes referrals to the Building Consultation Team and participates in meetings as appropriate to develop student academic, behavioral, and/or attendance plans.
- Perform other duties assigned by the principal.

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

The School District of Manawa does not discriminate against individuals on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability. Federal law prohibits discrimination in education and employment on the basis of age, race, color, national origin, sex, religion, or disability. Applicants requesting a reasonable accommodation for a disability should contact the District Office by email.



SCHOOL DISTRICT OF MANAWA

Job Description

SECONDARY PRINCIPAL

ESSENTIAL SKILLS:

1. Organize and work independently on multiple assigned tasks/projects and complete assignments within specified deadlines
2. Accurately follow verbal and written directions
3. Work well under pressure
4. Communicate effectively, both verbally and in writing to all internal and external clients, expressing ideas and instructions clearly and concisely
5. Ability to lead and collaborate with diverse work teams
6. Demonstrate skills critical for managerial success including leadership, decisiveness, flexibility, sound business judgement and highly developed personal, analytical and communication skills
7. Oversee and/or assist in hiring, including developing job descriptions, job advertisements, interview questions, and screening and interviewing candidates and on-boarding new employees
8. Demonstrate skills in consensus-building and mediation in order to constructively address internal and external client conflicts
9. Capable of researching and creative problem solving
10. Maintain confidentiality and loyalty to the School District of Manawa
11. Promote a positive image of the School District of Manawa at all times

QUALIFICATIONS:

Experience, Education, and Licensure

1. Solid educational background including a Master's Degree in Educational Administration/Leadership
2. Licensed by the Wisconsin Department of Public Instruction as a Principal (WI License 5051)
3. Licensed by the Wisconsin Department of Public Instruction as a Professional Educator
4. Successful experience as a principal preferred or other examples of leadership

Required Skills and Abilities

1. Process oriented
2. Realistic view of change in an established organization and the ability and tenacity to craft incremental efforts to achieve longer-term objectives
3. Forward thinking ability to identify areas for improvement and take decisive and timely action to bring about desired change
4. Ability to interpret and administer policies and procedures consistently and objectively
5. Ability to attract, train, motivate and lead a skilled team
6. Assign and supervise the work of others
7. Communicate effectively, verbally and in writing, to a diverse audience
8. Plan, organize, and prioritize work
9. Remain flexible in order to adapt to changes in the work environment
10. Excellent time-management, problem-prevention, and problem-solving skills
11. Work accurately with close attention to detail
12. Advanced computer skills, including email, word processing and spreadsheets
13. Work effectively, professionally and tactfully with students, parents, staff, and the community

14. Possess a work ethic that includes neatness, punctuality and accuracy
15. Exhibit a professional, businesslike appearance and demeanor
16. Demonstrate the highest level of ethical behavior
17. Maintain confidentiality of sensitive information
18. Study and apply new state and federal laws and regulations
19. Develop relationships with key stakeholders

JOB GOALS:

1. Used leadership, supervisory and administrative skills to promote the educational development of each student.
2. Administers Manawa Middle School and Little Wolf High School according to the policies of the Board and the administrative directives of the District Administrator.
3. Takes an active leadership role in planning, initiating, refining and evaluating the instructional and operational programs of the schools.

REPORTS TO: District Administrator

EVALUATED BY: District Administrator

TERMS OF EMPLOYMENT:

Full-time salaried position

Salary and benefits to be determined by the Board of Education

PERFORMANCE RESPONSIBILITIES:

Supervises and Evaluates:

- Secondary faculty, Dean of Students, the athletic/activities director, athletic coaches, and support staff to include secretarial, clerical, custodial, and paraprofessional personnel.

Job-Specific Responsibilities

Policy and Contract Administration

- Administer Board policies and employment agreements.
- Assist in the development of Board policies and procedures.

Leadership for Student Learning

- Leads the collaborative development and sustainment of a shared vision for educational improvement and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the district's plan.
- Leads the planning, implementation, support, monitoring, and evaluation of instructional programs that enhance rigorous and relevant teaching and student academic progress that lead to school improvement.
- Analyzes achievement data and instructional strategies to make appropriate educational decisions that improve classroom instruction, increase student achievement and improve overall school effectiveness.
- Connects initiatives and innovative strategies to maximize the achievement of each learner.

- Acquires and shares knowledge of evidence-based instruction best practices in the classroom.
- Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the guaranteed and viable standards-based curriculum.
- Generates, aligns, and leverages resources for the successful implementation of effective instructional strategies.
- Monitors and evaluates the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents, and to inform instructional practices.
- Provides collaborative leadership for the design and implementation of effective and efficient schedules that protect and maximize instructional time.
- Promotes professional development and instructional practices that incorporate the use of achievement data, and results in increased student progress.
- Demonstrates the importance of sustained professional development by participating in and providing adequate resources for teachers and staff for professional learning.
- Evaluates the impact of professional development has on the staff, school improvement and student academic progress.

School Climate

- Uses data and incorporates knowledge of the social, cultural, emotional, and behavioral dynamics of the school community to cultivate a positive, engaging academic learning environment.
- Models and collaboratively promotes rigorous expectations, mutual respect, concern, and empathy for students, staff, families, and community.
- Utilizes shared decision-making and collaboration to build relationships with students, staff, families, and community and to enhance positive school morale.
- Models and encourages intelligent risk-taking by students, staff, families, and community to promote growth, change, and innovation.
- Supports students, staff, families, and community through changes connected to school improvement.
- Implements and monitors a safety plan that manages situations in an effective and timely manner.
- Involves students, staff, families, and the community to create, sustain, and promote a positive, safe, and healthy learning environment.
- Implements and communicates best practices in school-wide behavior management that are effective within the school community.
- Listens to the concerns of students, staff, families, and community members in a visible and approachable manner.
- Respects and promotes the appreciation of diversity.

Human Resources Leadership

- Assign staff members to teach and supervise educational programs to maximize use of their teaching skills and educational backgrounds.

- Understands and participates in the selection of highly-effective staff in a fair and equitable manner based on school and district needs, assessment data, and local and state requirements.
- Supports formal building-level staff induction processes and informal procedures to support and assist all new personnel.
- Provides a mentoring process for all new and targeted instructional personnel, as well as develops leadership potential through personal mentoring.
- Properly implements the teacher and staff evaluation systems in accordance with local and state requirements, supports the important role evaluation plays in teacher and staff development, and evaluates performance of personnel using multiple data sources.
- Documents deficiencies and proficiencies through qualitative and quantitative data sources, provides timely formal and informal feedback on strengths and weaknesses, and provides support and resources for teachers and staff to improve job performance.
- Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal that is consistent with established policies and procedures and with student academic progress as a primary consideration.
- Maximizes human resources based on the strengths of teachers and staff members and provides them with professional development opportunities to improve student learning and gain self-confidence in their skills.

Organizational Management

- Demonstrates and communicates a working knowledge and understanding of the state's public education rules, regulations and laws, and school district policies and procedures.
- Establishes and enforces rules and procedures to ensure a safe, secure, efficient, and orderly facility and grounds.
- Monitors and provides supervision of all instructional programs, building space usage, and activities.
- Analyzes data to identify and plan for organizational, operational, or resource-related problems and resolves them in a timely, consistent, and effective manner.
- Secures, monitors, and allocates resources to maximize improvement aligned to the school's mission and goals through accepted policies and procedures.
- Implements strategies for the inclusion of staff and stakeholders in various planning processes and shares in management decisions, and delegates duties as applicable that will result in an effective school.

Communication and Community Relations

- Plans strategically for and solicits input to promote effective decision-making and communication when appropriate.
- Disseminates information in a timely manner through multiple channels and sources.
- Involves other stakeholders in a collaborative effort to establish positive relationships.
- Maintains visibility and accessibility to other stakeholders.
- Speaks and writes in a clear, effective, and appropriate manner.
- Collaborates and networks with district colleagues, the community and other stakeholders to effectively utilize the resources and expertise available.
- Advocates for students and acts to influence family, school, district and state decisions affecting student learning.

- Communicates long-and short-term goals and the school improvement plan to all stakeholders.
- Provides a variety of opportunities for parent and family involvement in school activities.

Professionalism

- Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders, and models these attributes on a daily basis.
- Works within legal, ethical, and professional guidelines to improve student learning and to meet school, district, state, and national requirements.
- Models professional behavior and is culturally responsive to students, staff, and other stakeholders.
- Maintains and ensures confidentiality.
- Maintains a positive and respectful attitude.
- Maintains a professional appearance and demeanor.
- Provides leadership in sharing ideas and information with staff and other professionals.
- Works in a collaborative manner with all stakeholders to promote, support, and enhance the vision, mission, and goals of the school district.
- Contributes to, enhances, and supports the development of the profession.
- Assumes responsibility for their own professional growth and learning to positively shape school effectiveness.

Other Responsibilities

- Prepare reports as requested by the District Administrator.
- Attend local and state meetings as may be necessary to carry out his/her responsibilities.
- Perform such other duties as may be assigned from time-to-time by the District Administrator.

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

The School District of Manawa does not discriminate against individuals on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability. Federal law prohibits discrimination in education and employment on the basis of age, race, color, national origin, sex, religion, or disability. Applicants requesting a reasonable accommodation for a disability should contact the District Office by email.



SCHOOL DISTRICT OF MANAWA

Job Description

ELEMENTARY PRINCIPAL SPECIAL EDUCATION DIRECTOR

ESSENTIAL SKILLS:

1. Organize and work independently on multiple assigned tasks/projects and complete assignments within specified deadlines
2. Accurately follow verbal and written directions
3. Work well under pressure
4. Communicate effectively, both verbally and in writing to all internal and external clients, expressing ideas and instructions clearly and concisely
5. Ability to lead and collaborate with diverse work teams
6. Demonstrate skills critical for managerial success including leadership, decisiveness, flexibility, sound business judgement and highly developed personal, analytical and communication skills
7. Oversee and/or assist in hiring, including developing job descriptions, job advertisements, interview questions, and screening and interviewing candidates and on-boarding new employees
8. Demonstrate skills in consensus-building and mediation in order to constructively address internal and external client conflicts
9. Capable of researching and creative problem solving
10. Maintain confidentiality and loyalty to the School District of Manawa
11. Promote a positive image of the School District of Manawa at all times

QUALIFICATIONS:

Experience, Education, and Licensure

1. Solid educational background including a Master's Degree in Educational Administration/Leadership
2. Licensed by the Wisconsin Department of Public Instruction as a Principal (WI License 5051)
3. Licensed by the Wisconsin Department of Public Instruction as a Director of Special Education and Pupil Services (WI License 5080)
4. Licensed by the Wisconsin Department of Public Instruction as a Professional Educator
5. Successful experience as a principal preferred or other examples of leadership

Required Skills and Abilities

1. Process oriented
2. Realistic view of change in an established organization and the ability and tenacity to craft incremental efforts to achieve longer-term objectives
3. Forward thinking ability to identify areas for improvement and take decisive and timely action to bring about desired change
4. Ability to interpret and administer policies and procedures consistently and objectively

5. Ability to attract, train, motivate and lead a skilled team
6. Assign and supervise the work of others
7. Communicate effectively, verbally and in writing, to a diverse audience
8. Plan, organize, and prioritize work
9. Remain flexible in order to adapt to changes in the work environment
10. Excellent time-management, problem-prevention, and problem-solving skills
11. Work accurately with close attention to detail
12. Advanced computer skills, including email, word processing and spreadsheets
13. Work effectively, professionally and tactfully with students, parents, staff, and the community
14. Possess a work ethic that includes neatness, punctuality and accuracy
15. Exhibit a professional, businesslike appearance and demeanor
16. Demonstrate the highest level of ethical behavior
17. Maintain confidentiality of sensitive information
18. Study and apply new state and federal laws and regulations
19. Develop relationships with key stakeholders

JOB GOALS:

1. Used leadership, supervisory and administrative skills to promote the educational development of each student.
2. Administers Manawa Elementary School according to the policies of the Board and the administrative directives of the District Administrator.
3. Takes an active leadership role in planning, initiating, refining and evaluating the instructional and operational programs of the schools.

REPORTS TO: District Administrator

EVALUATED BY: District Administrator

TERMS OF EMPLOYMENT:

Full-time salaried position

Salary and benefits to be determined by the Board of Education

PERFORMANCE RESPONSIBILITIES:

Supervises and Evaluates:

- Elementary faculty and support staff to include secretarial, clerical, custodial, and paraprofessional personnel.

Job-Specific Responsibilities

Policy and Contract Administration

- Administer Board policies and employment agreements.
- Assist in the development of Board policies and procedures.

Leadership for Student Learning

- Leads the collaborative development and sustainment of a shared vision for educational improvement and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the district's plan.
- Leads the planning, implementation, support, monitoring, and evaluation of instructional programs that enhance rigorous and relevant teaching and student academic progress that lead to school improvement.
- Provide leadership for placement decisions, admission, programming, dismissal and follow-up for individual children served by special education or other programs. This includes continual follow-up with district children placed in programs operated by other agencies.
- Oversee a comprehensive continuum of coordinated programs and services for children including communication channels for the interface between special and regular education, parents and liaison with other agencies.
- Analyzes achievement data and instructional strategies to make appropriate educational decisions that improve classroom instruction, increase student achievement and improve overall school effectiveness.
- Connects initiatives and innovative strategies to maximize the achievement of each learner.
- Acquires and shares knowledge of evidence-based instruction best practices in the classroom.
- Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the guaranteed and viable standards-based curriculum.
- Generates, aligns, and leverages resources for the successful implementation of effective instructional strategies.
- Monitors and evaluates the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents, and to inform instructional practices.
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- Properly implements the teacher and staff evaluation systems in accordance with local and state requirements, supports the important role evaluation plays in teacher and staff development, and evaluates performance of personnel using multiple data sources.
- Documents deficiencies and proficiencies through qualitative and quantitative data sources, provides timely formal and informal feedback on strengths and weaknesses, and provides support and resources for teachers and staff to improve job performance.
- Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal that is consistent with established policies and procedures and with student academic progress as a primary consideration.
- Maximizes human resources based on the strengths of teachers and staff members and provides them with professional development opportunities to improve student learning and gain self-confidence in their skills.
- Establish, develop, and maintain training of staff in all aspects of Special Education law, including the development of forms, procedures, documentation requirements, and monitoring process, so as to ensure compliance with the implementation and practical application of state and federal laws (Chapter 115 and IDEA).

Organizational Management

- Demonstrates and communicates a working knowledge and understanding of the state's public education rules, regulations and laws, and school district policies and procedures.
- Establishes and enforces rules and procedures to ensure a safe, secure, efficient, and orderly facility and grounds.
- Monitors and provides supervision of all instructional programs, building space usage, and activities.
- Analyzes data to identify and plan for organizational, operational, or resource-related problems and resolves them in a timely, consistent, and effective manner.
- Secures, monitors, and allocates resources to maximize improvement aligned to the school's mission and goals through accepted policies and procedures.
- Arrange appropriate facilities, special transportation, and resources for students, staff, programs, and services.
- Prepare and submit the budgetary requests for all programs and services overseen by the director and monitor expenditures of funds.
- Complete required indicator reporting for the Department of Public Instruction as well as other state and federal mandated reporting requirements.
- Determine special education open enrollment availability and report information annually to the Board of Education.
- Implements strategies for the inclusion of staff and stakeholders in various planning processes and shares in management decisions, and delegates duties as applicable that will result in an effective school.

Communication and Community Relations

- Plans strategically for and solicits input to promote effective decision-making and communication when appropriate.
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School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

To: Dr. Melanie Oppor
From: Dawn Millard, Dan Wolfgram
Date: 11/12/2020
Re: Fans in the Stands Recommendations - Winter Revised

The purpose of this memo is to provide information and recommendations regarding home fan attendance at athletic events for winter sports for the 2020-2021 school year. The SDM Board of Education is applying local control as it pertains to their fan attendance policy.

The guiding principles that shape this recommendation include:

1. Providing for the safety of our student-athletes, coaches, and officials.
2. Limiting total exposure via a reduced capacity of fans.
3. Honoring the wishes of the Manawa community to take necessary precautions to enable students to continue with in-person academic instruction.

Background information: The Little Wolf High School gym will hold a maximum capacity of 800 patrons. Due to the COVID-19 pandemic, the recommendation from the Waupaca County Department of Health is not to exceed 25% of capacity. Overall attendance shall not exceed a maximum capacity while still maintaining a minimum of 6-ft. separation spacing for individuals and/or family groups). This would equate to 200 patrons.

CWC School Data:

No Away Fans

Almond Bancroft
Marion
Menominee Indian
Rosholt
Wild Rose
Northern Lutheran
Bowler/Gresham (Nov.16)
Tri-County
Tigerton

Yes Away Fans

Amherst
Bonduel
Pacelli
Port Edwards
Shiocton
Iola (Nov.17 finalization)
Wittenberg-Birnamwood

Reciprocity

Pittsville

TBA

Wis. Valley Lutheran

School District of Manawa

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Manawa Elementary

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School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

Option A: Home Fans Only

- Indoor events - (basketball and wrestling) Taking into account the number of competitors and coaches results in each player/coach receiving 3 tickets to distribute. The competitor or coach may distribute their tickets to family members or SDM students. The parents may bring other children using the available tickets, are able to comply with the face-covering requirement, and remain seated in the family group.
- Athletes who are a member of the team but not suited up for competition will be granted a single ticket to attend the event and be present in the stands.
- Student tickets will be available through a lottery system. Criteria for consideration of the ticket lottery include:
 1. Students must be participating with the In-person or a principal approved Blended Plan Mode of Instruction.
 2. Students must be passing all classes, and not have any Incompletes from 2019-2020.
 3. Students must not be on truancy watches.
 4. The first opportunity for student lottery tickets will be given to seniors.

Special Note - Student attendance at sporting events is a privilege so proper conduct is expected. Anyone not following district/school expectations will lose the privilege of participating in the lottery.

Fan and Player Calculations:

- Girls Basketball Team - Total 26 students x 3 tickets = 78
- Boys Basketball Team - Total 20 students x 3 tickets = 60
- Wrestling Team Team - Total 15 students x 3 tickets = 45
- Additional Basketball Staffing Considerations - 1 Clock, 1 Book, 3 Officials, 4 Coaches, 2 Security = 11
- Additional Wrestling Staffing Considerations - 1 Clock, 1 Book, 1 Security, 4 Coaches = 7
- 50 Student Tickets per contest (Priority will be given to senior students)
- 10 individuals from the SDM will be allowed to attend. These individuals can consist of staff members, administrators, or Board members. *(It is expected that staff members from that pool will be available for any assistance associated with contest management.)*

Potential Maximum persons:

- Girls Event: 26 players + 78 fans + 11 game staff + 50 students + 10 SDM staff + 8 Pep Band + 1 videotape
184 Total persons
- Boys Event: 20 players + 60 fans + 11 game staff + 50 students + 10 SDM staff + 8 Pep Band + 1 videotape
160 Total persons
- Wrestling: 15 wrestlers + 45 fans + 7 game staff + 50 students + 10 SDM staff + 8 Pep Band + 1 videotape
136 Total persons

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School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

Additional Considerations:

- All WIAA and DHS COVID-19 recommendations pertaining to social distancing and masking will be adhered to. If a person has forgotten a mask, some will be provided at no cost. Anyone unwilling or unable to wear a mask will not be permitted to attend this event for health and safety reasons to minimize the risks of community spread during this time period when the pandemic in Waupaca County is at its highest risk levels.
- The number of student lottery tickets will be 50. (Priority will be given to senior students)
- There will be no concessions sold and carry-ins will not be allowed.
- The media will be admitted to a designated area by the A.D. and will not be allowed on the court with the players and coaches.
- Sporting events will be live-streamed (free) so those who cannot attend in person will be able to watch the contests.
- Non-H.S. students/children who attend athletic events with their families will be expected to stay in the stands with their family for the events and must have a school-issued ticket.
- All persons regardless of age will need to have an issued ticket.
- One person from the opposing team will be allowed to attend the competition for the purposes of live-streaming. The designated individual from the opposing team must adhere to SDM COVID-19 protocols.
- A modified Pep Band numbering between 5-7 students and 1 director will be allowed admission. The pep band will consist of percussion, strings, and keyboards (no brass or woodwinds).

**Middle School events will follow the same protocol for student attendance at Middle School Athletic Events.*

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School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

Option B: (2) Home Fans & (2) Visitor Fans

- Basketball and Wrestling: Taking into account the number of competitors and coaches results in each player/coach receiving 2 tickets to distribute. The competitor or coach may distribute their tickets to family members or students. A parent may bring another child using the available ticket, as long as they are able to comply with the face-covering requirement, and remain seated in the family group.
- Seating arrangements: Manawa will occupy the south bleachers, and the opposing team's fans will be seated in the north bleachers.
- Student tickets will be available through a lottery system. Criteria for consideration of the ticket lottery include:
 1. Students must be participating with the In-person or a principal approved Blended Plan Mode of Instruction.
 2. Students must be passing all classes, and not have any Incompletes from 2019-2020.
 3. Students must not be on truancy watches.
 4. The first opportunity for student lottery tickets will be given to seniors.

Special Note - Student attendance at sporting events is a privilege so proper conduct is expected. Anyone not following district/school expectations will lose the privilege of participating in the lottery.

Fan and Player Calculations:

- Girls Basketball Team - Maximum Total of 26 competitors x 2 tickets ea. = 52. (52 x 2 for opposing team = 104)
- Boys Basketball Team - Maximum Total of 20 competitors x 2 tickets ea. = 40. (40 x 2 for opposing team = 80)
- Wrestling Team Team - Maximum Total of 15 students x 2 tickets ea. = 30. (30 x 2 for opposing team = 60)
- Additional Basketball Staffing Considerations - 1 Clock, 1 Book, 3 Officials, 4 Coaches, 2 Security = 10
- Additional Wrestling Staffing Considerations - 1 Clock, 1 Book, 1 Security, 4 Coaches = 7
- 30 Student Tickets per contest (Priority will be given to senior students)
- 10 individuals from the SDM will be allowed to attend. These individuals can consist of staff members, administrators, or Board members. *(It is expected that staff members from that pool will be available for any assistance associated with contest management.)*
- There is no charge for admission to the regular season contests, but all attendees must present a ticket.

Potential Maximum persons:

- Girls Event: 26 players + 104 fans + 11 game staff + 30 students + 10 SDM staff + 8 Pep Band + 1 videotape
190 Total persons
- Boys Event: 20 players + 80 fans + 11 game staff + 30 students + 10 SDM staff + 8 Pep Band + 1 videotape
160 Total persons
- Wrestling: 15 wrestlers + 60 fans + 7 game staff + 30 students + 10 SDM staff + 8 Pep Band + 1 videotape
131 Total persons

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School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

Additional Considerations:

- All WIAA and DHS COVID-19 recommendations pertaining to social distancing and masking will be adhered to. If a person has forgotten a mask, some will be provided at no cost. Anyone unwilling or unable to wear a mask will not be permitted to attend this event for health and safety reasons to minimize the risks of community spread during this time period when the pandemic in Waupaca County is at its highest risk levels.
- The number of student lottery tickets will be 30. (Priority will be given to senior students)
- There will be no concessions sold and carry-ins will not be allowed.
- The media will be admitted to a designated area by the A.D. and will not be allowed on the court with the players and coaches.
- Sporting events will be live-streamed (free) so those who cannot attend in person will be able to watch the contests.
- There is no charge for admission to the regular season contests, but all persons regardless of age will need to have an issued ticket. Non-H.S. students/children who attend athletic events with their families will be expected to stay in the stands with their family for the events and must have a school-issued ticket.
- Additionally, one person from the opposing team will be allowed to attend the competition for the purposes of live-streaming. The designated individual from the opposing team must adhere to SDM COVID-19 protocols.
- A modified Pep Band numbering between 5-7 students and 1 director will be allowed admission. The pep band will consist of percussion, strings, and keyboards (no brass or woodwinds).

**Middle School events will follow the same protocol for student attendance at Middle School Athletic Events.*

Playoff implications - In the event, the Manawa basketball and wrestling teams qualify for hosting a home playoff or regional competition, the processes described above would be implemented with the following alterations:

- Tickets would be distributed evenly between Manawa and the opposing team. The competitor or coach may distribute their tickets to family members or students. The total number of tickets would not exceed 200 persons due to the pandemic.
- Live Streaming - Platforms other than NFHS Network without sponsorships - \$150 payable to WIAA.
- Ticket prices for regional competitions at this time are Child/Student/Adult - \$6.00. Children 5 and younger are \$1.00.

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School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

To: Dr. Melanie Oppor, Manawa Board of Education
From: Dan Wolfgram
Date: 11/12/2020
Re: In-Person Performances During Covid with Limited Audience

The purpose of this memo is to provide information and recommendations regarding in-person audience attendance at events at Little Wolf High School for the 2020-2021 school year. The SDM Board of Education is applying local control as it pertains to their attendance policy for concerts and performances.

The guiding principles that shape this recommendation include:

1. Providing for the safety of our student performers and directors.
2. Limiting total exposure via a reduced capacity of the audience.
3. Honoring the wishes of the Manawa community to take necessary precautions to enable students to continue with in-person academic instruction.

Background information: The Little Wolf High School Commons will hold a maximum capacity of 400 patrons. Due to the COVID-19 pandemic, the recommendation from the Waupaca County Department of Health is not to exceed 25% of capacity. Overall attendance shall not exceed a maximum capacity while still maintaining a minimum of 6-ft. separation spacing for individuals and/or family groups). This would equate to 100 patrons.

Concerts and Performances:

- Indoor events - (concerts, plays, and musicals) Taking into account the number of students and directors results in each performer 2 tickets to distribute. The student or director may distribute their tickets to family members or SDM students. A single parent may bring a child using the available ticket, are can comply with the face-covering requirement, and remain seated in the family group.
- 10 individuals from the SDM will be allowed to attend. These individuals can consist of staff members, administrators, or Board members. *(It is expected that staff members from that pool will be available for any assistance associated with contest management.)*

Potential Maximum persons:

- HS Band Concert: 30 instrumentalists + 60 fans + 1 Director, + 10 SDM staff = 101 Total persons
- HS Choir Concert: 20 vocalists + 40 fans + 1 Director + 1 accompanist += 10 SDM staff = 72 Total persons

School District of Manawa

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Little Wolf High School Manawa Middle School

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Manawa Elementary

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School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

Additional Considerations:

- All DHS COVID-19 recommendations on social distancing and masking will be adhered to. If a person has forgotten a mask, some will be provided at no cost. Anyone unwilling or unable to wear a mask will not be permitted to attend this event for health and safety reasons to minimize the risks of community spread during this period when the pandemic in Waupaca County is at its highest risk levels.
- Concerts would be voluntary and students would be given the option to attend.
- Concerts could be live-streamed.
- There will be no concessions sold and carry-ins will not be allowed.
- All persons regardless of age will need to have an issued ticket.
- Audience members will be escorted by docents to assigned seats which will be socially distanced.
- All students on stage will be masked and socially distanced.
- Instrumentalists will have bell covers on all wind instruments.
- Instrumentalists will enter, exit, and perform separated by cohort group. (woodwinds, brass, percussion).
- Audience members will not be allowed into the performance venue until 15 minutes before the start of the performance. Audience members will also be dismissed after the concert via their assigned seats. Family members and students will not be allowed to linger after the concert.

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School District of Manawa

To: Manawa Board of Education
From: Jeff Bortle and Dan Wolfgram
Cc.: Dr. Melanie J. Oppor
Date: November 13, 2020
Re: Postponement of Washington D.C. Student Trip

The purpose of this memo is to recommend that the Manawa Middle School Washington D.C. field trip be postponed until May of 2022 and will include students from next school year's grades seven through nine. Further, the next trip to follow would be scheduled for the spring of 2024. Several factors were taken into consideration.

- It is unlikely that the COVID-19 pandemic will have been completely resolved by May 2021 thus potentially putting SDM students at increased risk of exposure.
- The Manawa Board of Education Districtwide Reopening Plan indicates that there will be no field trips.
- The Washington D.C. trip remains an integral part of the social studies curriculum and provides real world experiences that students may not otherwise have an opportunity to enjoy.
- There are travel restrictions in some parts of the country.
- Some venues may not be available to the public during the pandemic.
- Students and their families need time to plan ahead for this trip.
- There is no financial loss to students/families by postponing the trip (rather than canceling it).
- Including ninth graders could pose a small scheduling conflict (or student choice issue) with the SY2021-22 softball, baseball, golf, and track seasons.

If this proposed postponement is approved by the Board of Education, Mr. Bortle, the trip supervisor will contact the travel agency and make the necessary arrangements. Mr. Bortle and Mr. Wolfgram will also contact students and families about the field trip changes. Thank you for your thoughtful consideration.

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School District of Manawa

To: Manawa Board of Education
From: Dr. Melanie J. Oppor
Date: November 13, 2020
Re: Proposed New COVID-Specific Administratively Approved Unpaid Leave

The purpose of this memo is to request a change to the Support Staff Handbook to include revised language under Administratively Approved Leave that is specific to situations where the school building is closed or virtual due to COVID-19. The revised language will sunset on June 30, 2021.

Administratively Approved Leave

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

Administratively Approved Leave without pay may be specifically requested for days where school is closed or virtual as a result of COVID-19 when the employee’s supervisor does not have work for the support staff member to complete and the support staff employee voluntarily agrees to utilize Administratively Approved Leave without pay. This leave option is not applicable to inclement weather days when virtual instruction may be utilized. This language sunsets as of June 30, 2021, unless action is taken by the School Board prior thereto.

Written requests for Administratively Approved Leave shall be made using the appropriate form at least three (3) days prior to the absence to the District Administrator if advance notice is available. In the event that three (3) days’ advance notice is not available, the employee shall be responsible for submitting the appropriate form as soon as the information is available.

Administratively Approved Leave, with or without pay, shall not be granted to permit employees to participate in job actions, such as picketing or demonstrating, or to participate in activities designed to disparage, embarrass, or discredit the District.

This new language would be applicable for situations during the virtual weeks after Thanksgiving (if necessary) or Winter break when a paraprofessional may not have supervisor-assigned work and may benefit from the opportunity to take unpaid leave to take care of children, etc. when other state and



School District of Manawa

federal program opportunities have been exhausted. Thank you for your thoughtful consideration.



Book Policy Manual
Section 8000 Operations
Title COMPETITIVE FOOD SALES
Code po8550
Status First Reading
Adopted November 21, 2016

8550 - COMPETITIVE FOOD SALES

The food-service program will comply with the provisions set forth in Federal law regarding sale of competitive food and foods of minimal nutritional value.

The food-service program shall be the sole provider of food and beverage items sold in all schools during food service hours and until thirty (30) minutes following each~~the last~~ lunch servicing period, at which time student clubs and organizations and/or District support organizations may request approval to sell foods and beverage items in accordance with the Board's policies and guidelines. Accordingly, all food items and beverages for sale to students for consumption on campus from vending machines, from school stores, or as fundraisers by student clubs and organizations and/or District support organizations shall comply with the current USDA Dietary Guidelines for Americans and Smart Snack Rules. Competitive food sales~~and~~ shall only be available between thirty (30) minutes following the breakfast period and (30) minutes before the first lunch period and following the last school lunch period and thirty (30) minutes after the close of the regular school day.

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Legal Title 7 C.F.R. 210.11

Last Modified by Melanie Oppor on November 12, 2020