

School District of Manawa

Board of Education Meeting Agenda

June 21, 2021

AMENDED



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(US) +1 917-765-9249 PIN: 717 124 275#

1. Call to Order – President Johnson – **7:00 p.m.** – Hybrid Meeting Format (In-person Meeting for Board of Education at MES Board Room, 800 Beech Street & Virtual Components)
2. Pledge of Allegiance
3. Roll Call
4. Verify Publication of Meeting
5. Presentations:
 - a. MS/HS Paving Project Update & Construction Area Safety - Matt McGregor (Hoffman)
6. Announcements:
 - a. Contributions to the District
 - b. Other Contributions
7. Consent Agenda
 - a. Approve Minutes of May 17, 2021 Regular Board Meeting and a June 7, 2021 Special Board Meeting
 - b. Treasurer’s Report: Approve Expenditures & Receipts
 - c. Donations:
 - i. Disabled American Veteran’s Chapter 53, Manawa, WI donated \$500 to the LWHS/MS Band
 - ii. Cedar Springs Golf Course & Tim Schuelke in-kind donation of a golf cart for use at the 2021 commencement ceremony
 - iii. Rita Gipp donation of VEX Robotics supplies totaling \$2637.95
 - iv. Michael and Jeanne Frazier \$200 donation to the FFA
 - d. Consider Approval of .25 FTE Private School Title I Reading Interventionist as Presented
 - e. Consider Approval of .75 FTE Special Assignment Teacher as Presented
 - f. Consider Approval of Instructional Technology Director as Presented
 - g. Consider Approval of the **Certified** Athletic Trainer Agreement for SY2122 with Orthopedic & Spine Therapy (OST) as Presented
 - h. Consider Approval of Occupational Therapist Services from N.E.W. Rehab Company for the 2021-22 School Year **as Presented**
 - i. Consider Approval of Fall Coaches for SY2122 as Presented
 - j. Consider Approval of Overnight Field Trip to FFA State Convention as Presented

8. Any Item Removed from Consent Agenda
 - a.
 - b.
9. Public Comments (Register to Speak Prior to Start of Meeting / Guidelines Listed Below Agenda)
10. Correspondence: There was no correspondence this month.
11. Board Recognition:
 - a. Bruce Scheller, Stan Forbes, and Luke Seeger - Recognition of Commitment and Service from State Superintendent and WASB
12. District Administrator's Report:
 - a. Legislative Update
 - b. Curriculum Update
 - c. COVID-19 Update
 - d. Summer Project Highlights
 - e. Summer Professional Development
13. School Operations Reports:
 - a. ES Principal/Special Education Director: Highlights - Included in Board Packet
 - b. MS / HS Principal: Highlights - Included in Board Packet
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. Consider Endorsement of the Technology Standards Scope & Sequence as Presented
 - ii. Consider Endorsement of MES Student Handbook as Presented
 - iii. Consider Endorsement of MMS Student-Parent Handbook as Presented
 - iv. Consider Endorsement of LWHS Student-Parent Handbook as Presented
 - v. Consider Endorsement of SDM Chromebook Program Handbook as Presented
 - vi. Consider Endorsement of Adopting the Fountas and Pinnell Interactive Read Aloud (IRA) Collection for Grades K-5
 - vii. Consider Endorsement of English Language Handbook as Presented
 - viii. Consider Endorsement of Boys and Girls Club of the Fox Valley Partnership Proposal as Presented

- ix. Consider Endorsement of Overnight Field Trip to FFA State Convention as Presented
- x. Consider Endorsement of Summer School 2021 Course Material Change as Presented
- b. Finance Committee (Pethke)
 - i. Approve Naming of Legal Depositories – First State Bank, Premier Community Bank, BMO, American Depositories Management, and Associated Bank Green Bay as Presented
 - ii. Consider endorsement of Meal and Milk prices for 2021-22 school year
 - iii. Consider endorsement of Student Accident Insurance carrier for 2021-22 school year
 - iv. Consider endorsement of Class and District Fees for 2021-22 school year
 - v. Consider endorsement of Occupational Therapist services from N.E.W. Rehab Company for the 2021-22 school year
 - vi. Monthly Financial Report
 - vii. State of Wisconsin 2021-23 Budget
- c. Buildings & Grounds (R. Johnson)
 - i. Identify areas for curb replacement at MMS/LWHS
 - ii. Consider July public fitness center access due to paving project (i.e. concrete work in front of fitness center fobbed entrance)
 - iii. Consider building a new climate controlled storage building for the MS/HS property
 - iv. Discussion on existing outdoor bleachers at MAC
 - v. Discuss donation of MS/HS gym wall mats from Manawa Athletic Booster Club
 - vi. Discuss Manawa Athletic Booster Club interest in fundraising for future projects
 - vii. Consider finding a new bleacher inspection company
 - viii. Otis elevator inspection
 - ix. Review of budget summary
- d. Policy & Human Resources Committee (J. Johnson)
 - i. Discuss Including a Public Input Agenda Item at Special Board Meetings
 - ii. Consider Endorsement of Revision to PO5410 - Promotion, Placement, and Retention as Presented
 - iii. Consider Endorsement of Revision to AG5410 - Promotion, Placement, and Retention as Presented
 - iv. Consider Endorsement of Support Staff Handbook as Presented
 - v. Consider Endorsement of the change to Sick Leave in the Support Staff Handbook as Presented
 - vi. Consider the addition of Stipulations to Sick Leave (Paid Time Off for Personal Business) in the Support Staff Handbook as Presented
 - vii. Consider a change to Earned Vacation Time in the Support Staff Handbook as Presented
 - viii. Consider Endorsement of Information Technology Plan as Presented

- ix. Consider Endorsement of Changing From a COVID-19 14-day Quarantine to a 10-day Quarantine Without Testing and/or a 7-day Quarantine with a Negative PCR Test on Day 5 or After. [CDC Options to Reduce Quarantine](#)

18. Unfinished Business:

- a. Consider Approval of Policy 0165.1 - Notice of Regular Meetings as Presented
- b. Consider Approval of Policy 9130 - Public Requests, Suggestions, or Complaints as Presented

19. New Business:

- a. Consider Approval of the Technology Standards Scope & Sequence as Presented
- b. Consider Approval of SDM Chromebook Program Handbook as Presented
- c. Consider Approval of Office of Civil Rights Handbook/Plan Technical Corrections as Presented
- d. Consider Approval of Adopting the Fountas and Pinnell Interactive Read Aloud (IRA) Collection for Grades K-5 as Presented
- e. Consider Approval of English Language Handbook as Presented
- f. Consider Approval of Naming of Legal Depositories – First State Bank, Premier Community Bank, BMO, American Depositories Management, and Associated Bank Green Bay as Presented
- g. Consider Approval of Meal and Milk prices for 2021-22 School Year as Presented
- h. Consider Approval of Student Accident Insurance Carrier for 2021-22 School Year as Presented
- i. Consider Approval of Class and District Fees for 2021-22 School Year as Presented
- j. Consider Approval of Resolution Regarding the State of Wisconsin 2021-23 Budget as Presented
- k. Consider Approval of Purchase, Design, and Installation of Badger Sporting Goods MS/HS Gym Wall Mats Donated by the Manawa Athletic Booster Club at a Cost of \$4,140 as Presented
- l. 1st Reading of Revision to PO0167.3 - Public Comment at Board Meetings as Presented
- m. 1st Reading of Revision to PO5410 - Promotion, Placement, and Retention as Presented
- n. 1st Reading of Revision to AG5410 - Promotion, Placement, and Retention as Presented
- o. Consider Approval of Support Staff Handbook as Presented
- p. Consider Approval of the change to Sick Leave in the Support Staff Handbook as Presented
- q. Consider Approval of the Addition of Stipulations to Sick Leave (Paid Time Off for Personal Business) in the Support Staff Handbook as Presented
- r. Consider Approval of a Change to Earned Vacation Time in the Support Staff Handbook Option A as Presented
- s. Consider Approval of the SDM Technology Plan as Presented

20. Next Meeting Dates:

- a. Consider the addition of a Special Board Meeting in early-/mid-July for the primary purpose of staff hiring.
- b. June 22, 2021 Buildings and Grounds Committee Meeting - 4:30 p.m.
- c. July 6, 2021 Policy & Human Resources Committee Meeting - 6:00 p.m.
- d. July 7, 2021 Finance Committee Meeting - 6:00 p.m.
- e. July 13, 2021 Curriculum Committee Meeting - 6:00 p.m.
- f. July 19, 2021 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.

Upon request to the District Administrator, submitted twenty-four (24) hours in advance, the District shall make reasonable accommodations including the provision of informational material in an alternative format for a disabled person to be able to attend this meeting.

0167.3 - PUBLIC PARTICIPATION AT BOARD MEETINGS

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:
 - 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.
- 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:
 - 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.

Minutes of a May 17, 2021 School District of Manawa Regular Board of Education Meeting

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

Pledge of Allegiance

Roll Call - Pethke, Jepson, R. Johnson, J. Johnson, Griffin, Reiersen, and Hollman present.

Verify Publication of Meeting - Dr. Oppor verified

Presentations: Review of NEOLA Policy and Guidelines Service (Diligent) - Steve LaVallee

Announcements: Contributions to the District - Five boxes of books from Waupaca County Association for Home and Community Education, Two anonymous donations to the Manawa FFA \$250 each, Manawa Area Chamber of Commerce \$151.85 donation to Urgent Needs Fund, Union Thresherman's Club \$250 donation to LWHS Class of 2021, and Seal-A-Smile donation of a toothbrush bag to every student in the district.

Other Contributions: none.

Approval by Consent: Minutes of April 26, 2021 Board Meeting and a Special May 3, 2021 Board Meeting; Treasurer's Report: Expenditures & Receipts; Donations: Five boxes of books from Waupaca County Association for Home and Community Education, Two anonymous donations to the Manawa FFA \$250 each, Manawa Area Chamber of Commerce \$151.85 donation to Urgent Needs Fund, Union Thresherman's Club \$250 donation to LWHS Class of 2021, and Seal-A-Smile donation of a toothbrush bag to every student in the district; Renewal of the WIAA Membership for SY2122; Accept Food Service Worker Resignation, and Approve Francisco Amparan as the 1.0 FTE Secondary Spanish Teacher as Presented.

Motion by Reiersen / Jepson to Remove Secondary Spanish Teacher Recommendation from the Consent Agenda.

Any Item Removed from Consent Agenda: None

Public Comments: Nicole Rineck, 808 Water Street, Ogdensburg, questioned why the board did not discuss mask wearing as optional at a previous board meeting but it was tabled.

Correspondence: Kobussen Buses LTD. Thank you to the SDM for Bus Driver Appreciation Week, and Project Backpack - Thank you to the SDM for continued support. Jepson brought up the issue that board correspondences are not acknowledged and constituents should receive a reply. Griffin said it does not need a policy but rather this should be done as a courtesy.

Board Recognition: No Recognitions this month.

District Administrator's Report:

Student Council Representatives - Colin Moser is graduating and excited to be done.

Promcoming went smooth. Teacher appreciation breakfast last week. Planning on senior send-off postcards. End of year with a treat and a note on the last day of school.

Legislative Update - K12 issues in the legislation includes WI SB 51, WI SB 52, WI SB235, WI SB238, WI SB302, WI SB 226, AB 59, AB 226, the Final Rule of the American Rescue Act of 2021, and Sparsity Aid; Monthly Enrollment Update; Curriculum Director Update; Invitation for Board 1-on-1s Vision for SDM Future; Update on Revising Key Performance Indicators; COVID-19 Update; and 2021 Census.

School Operations Reports: ES Principal/Special Education Director: Highlights - Included in Board Packet; MS / HS Principal: Highlights - Included in Board Packet, and 2021 Head Volleyball Coach Recommendation

Business Related Reports: Highlights - Included in Board Packet, and Kobussen Transportation Report

Director's Reports: Technology Director Highlights - Included in Board Packet

Board Comments: There were no board comments.

Committee Reports: Minutes were included for the Curriculum Committee, Finance Committee, Buildings & Grounds, Policy & Human Resources Committee, and Ad hoc Recognition Committee Meetings. Reierson questioned why the Summer School Course offerings that were approved at the March BOE meeting have now changed. This was an oversight and will be approved later in this meeting under the Summer School 2021 Staffing to amend the motion to include the course offering. Griffin would like to further discuss the existing bleachers at the next Buildings and Grounds Committee meeting prior to them being given away. He feels they can be utilized at another district location.

Unfinished Business: No Unfinished Business this Month.

New Business:

Motion by Hollman / Jepson to Approve of Secondary Math Curriculum as Presented - Seventh Grade Math, Eighth Grade Math, AP Calculus AB, and Precalculus & Trigonometry. 7 ayes, 0 nays. Motion carried.

Motion by Hollman / R. Johnson to Approve of Recommendation to Change from the Adopted Lucy Calkins's Phonics Units of Study for Grades 4K-2 to Really Great Reading as Presented. 7 ayes, 0 nays. Motion carried.

Motion by Hollman / Pethke to Approve of Pre-ACT (SY2021-22) and Mosaic Adaptive Academic Learning (SY2022 and beyond) to Replace the ACT Periodic as the Grades 9 & 10 Universal Screener as Presented. 7 ayes, 0 nays. Motion carried.

Motion by Reiersen / Griffin to Approve of EO Johnson Printer and Support Services as Presented. 7 ayes, 0 nays. Motion carried.

Motion by R. Johnson / Jepson to Approve of MS/HS Gym Fans and Cages Replacement by Master Electrical Services LLC as Presented. 7 ayes, 0 nays. Motion carried.

Motion by Hollman / Pethke to Approve of Summer School 2021 Staffing and Assignments as Presented. 7 ayes, 0 nays. Motion carried.

Motion by R. Johnson / Pethke to Approve of CDC Outdoor Face Covering Updates Related to Districtwide Reopening Plan as Presented. Griffin aye, 6 nays. Motion defeated. (*Griffin noted his vote was to defeat this motion.*)

Motion by Jepson / Pethke to Approve of Face Covering to be Worn Indoors until June 4 and Worn Outdoors when Social Distancing isn't available and to follow WIAA guidelines. 0 nays, 7 nays. Motion defeated.

Motion by Griffin / Reiersen to Approve of Face Coverings Optional Inside and Outside, and Social Distancing is Optional Effective Immediately. 4 ayes, Pethke, J. Johnson, Jepson nay. Motion carried.

Motion by Reiersen / Griffin to Approve of Summer School Mitigation Plan with Face Coverings Optional and Social Distancing Optional. 4 ayes, Pethke, J. Johnson, Jepson nay. Motion carried.

Motion by Hollman / Pethke to Approve of HS Band Field Trips for Parades/Events as Presented. 0 ayes, 7 nays. Motion defeated.

Motion by Reiersen / Griffin to Approve the Memorial Day Activities and Rodeo Parade for Dates Presented with Face Coverings Optional and No Social Distancing Requirement. 4 ayes, Pethke, J. Johnson, Jepson nay. Motion carried

Motion by Pethke / R. Johnson to Approve of Waupaca County Shared Social Worker Position for the 2021-22 School Year as Presented. 6 ayes, Reiersen nay. Motion carried.

First Reading of Policy 0165.1 - Notice of Regular Meetings as Presented

First Reading of Policy 9130 - Public Request, Suggestions, or Complaints

Motion by R. Johnson / Pethke to Approve of Naming the Waupaca County Post as the Official District Newspaper. 7 ayes, 0 nays. Motion carried.

Confirm Board of Education “Treat” for and Attendance at Staff Recognition Event

Discuss Interest in Starting a Board of Education News Article for the Wolf Pack Express

- i. Schedule
- ii. Topics
- iii. Other

Next Meeting Dates:

May 19, 2021 SDM Staff Recognition, Heart of Gold, and Friend of Education Presentation

May 27, 2021 Buildings & Grounds Committee Meeting - 5:00 p.m.

May 29, 2021 LWHS Commencement - LWHS Football Field (Rain date May 30, 2021)

June 1, 2021 Curriculum Committee Meeting - 6:00 p.m.

June 2, 2021 Policy & Human Resources Committee Meeting - 6:00 p.m.

June 7, 2021 Board of Education Retreat - 5:30 p.m.

June 8, 2021 Finance Committee Meeting - 6:00 p.m.

June 21, 2021 Regular Board of Education Meeting - 7:00 p.m.

Motion by Jepson / Hollman to Approve and Follow all WIAA Guidelines as it Pertains to Face Coverings and Social Distancing for all Remaining Spring Sporting Events for the Remainder of the 2020/2021 School Year. 7 ayes, 0 nays. Motion carried.

Jepson brought up at a recent Special Board meeting that the public was not allowed to speak. She would like the Policy & Human Resources Committee to discuss allowing the public input at Special Board meetings.

Motion by Jepson / Griffin to adjourn at 9:14 p.m. 7 ayes, 0 nays. Motion carried.

Stephanie Flynn, Recorder

Minutes of a June 7, 2021 School District of Manawa Special Board of Education Meeting

Call to Order – President Johnson – 5:00 p.m. – Hybrid Meeting Format - MES Board Room

Pledge of Allegiance

Roll Call - Griffin, J. Johnson, R. Johnson, Pethke, Reierson, and Hollman present. Jepson absent.

Verify Publication of Meeting - Dr. Oppor verified.

Unfinished Business: None

New Business:

Motion by Pethke/Griffin to Accept Letters of Resignation/Retirement as Presented. Motion carried. Absent: Jepson.

Motion by R. Johnson/Hollman to Approve of Open Enrollment Applications as Presented. Motion carried. Absent: Jepson.

Motion by Reierson/Griffin to Approve of Summer School Course Material Change as Presented. Motion carried. Absent: Jepson.

Motion by Pethke/Reierson to Approve of Summer School Revised Staffing as Presented. Motion carried. Absent: Jepson.

Next Meeting Dates: June 7, 2021 Board of Education Retreat - 5:30 p.m., June 8, 2021 Finance Committee - 6:00 p.m., June 21, 2021 Regular Board of Education Meeting - 7:00 p.m., June 22, 2021 Buildings and Grounds Committee - 4:30 p.m., July 6, 2021 Policy & Human Resource Committee - 6:00 p.m., July 13, 2021 Curriculum Committee - 6:00 p.m., and July 19, 2021 Regular Board of Education Meeting - 7:00 p.m.

Motion by Pethke/R. Johnson to adjourn at 5:09 p.m. Jepson absent.

Bobbi Jo Pethke, Recorder

Name	Reference	Trans Date	Description	Post Date	Amount
		05/03/2021	PERSONAL PROPERTY AID (FROM REV LIM WORK	05/03/2021	6,295.39
			Totals for 15230		6,295.39
		05/03/2021	CLASS OF 2021	05/03/2021	1,440.00
			Totals for 15231		1,440.00
		05/03/2021	SOFTBALL	05/03/2021	168.00
			Totals for 15232		168.00
		05/03/2021	DRAMA	05/03/2021	195.00
			Totals for 15233		195.00
		05/03/2021	FFA	05/03/2021	500.00
			Totals for 15234		500.00
		05/03/2021	STUDENT COUNCIL	05/03/2021	223.00
			Totals for 15235		223.00
		05/03/2021	CLASS OF 2026	05/03/2021	5.00
			Totals for 15240		5.00
		05/03/2021	CLASS OF 2027	05/03/2021	5.00
			Totals for 15241		5.00
		05/03/2021	MMS ATHLETIC FEE	05/03/2021	45.00
			Totals for 15242		45.00
		05/03/2021	DISTRICT STUDENT FEE	05/03/2021	20.00
			Totals for 15243		20.00
		05/03/2021	GRADUATION STOLES	05/03/2021	300.00
			Totals for 15244		300.00
		05/03/2021	FOOD SERVICE DEPOSIT FOR	05/03/2021	1,482.90
			Totals for 15245		1,482.90
		05/03/2021	HS ATHLETIC FEE	05/03/2021	45.00
			Totals for 15247		45.00
		05/03/2021	DISTRICT FEE	05/03/2021	40.00
			Totals for 15248		40.00
		05/03/2021	STUDENT FINES	05/03/2021	57.00
			Totals for 15249		57.00
		05/03/2021	HS YEARBOOK	05/03/2021	180.00
			Totals for 15250		180.00
		05/03/2021	CLASS OF 2023	05/03/2021	10.00
			Totals for 15251		10.00
		05/03/2021	CLASS OF 2024	05/03/2021	10.00
			Totals for 15252		10.00
		05/03/2021	FOR WEEK OF 4/26-30	05/03/2021	365.00
			Totals for 15253		365.00
		05/06/2021	FOR WEEK OF 5/3-7	05/06/2021	222.00
			Totals for 15254		222.00
		05/07/2021	CLASS OF 2021	05/07/2021	250.00
			Totals for 15236		250.00
		05/07/2021	INTEREST ACCT	05/07/2021	20.00
			Totals for 15237		20.00
		05/07/2021	STUDENT COUNCIL	05/07/2021	651.00
			Totals for 15238		651.00
		05/07/2021	WASHINGTON DC	05/07/2021	1,781.00
			Totals for 15239		1,781.00
		05/14/2021	FOOD SERVICE MES FOR WEEK ENDING 5/7	05/14/2021	266.00
			Totals for 15222		266.00
		05/14/2021	EARBUD SALES AT MES	05/14/2021	4.50
			Totals for 15223		4.50
		05/14/2021	AP TESTS	05/14/2021	282.00

Name	Reference	Trans Date	Description	Post Date	Amount
			Totals for 15224		282.00
		05/14/2021	RESTITUTION A REYES	05/14/2021	50.00
			Totals for 15225		50.00
		05/14/2021	MEDICAID PAYMENT	05/14/2021	5,927.41
			Totals for 15226		5,927.41
		05/14/2021	URGENT NEEDS DONATION FROM MANAWA CHAMBE	05/14/2021	151.85
			Totals for 15227		151.85
		05/14/2021	PAYMENT FOR LOST MUSICAL INSTRUMENT - RE	05/14/2021	47.95
			Totals for 15228		47.95
		05/17/2021	BREAKFAST AID, SB MEALS	05/17/2021	982.80
			Totals for 14256		982.80
		05/17/2021	NATIONAL SCHOOL LUNCH AID	05/17/2021	31,582.76
			Totals for 14257		31,582.76
		05/17/2021	COMMODITY CHARGES	05/17/2021	-1,982.94
			Totals for 14258		-1,982.94
		05/17/2021	BREAKFAST, SBSEVERE MEALS	05/17/2021	12,296.66
			Totals for 15229		12,296.66
		05/17/2021	FOR 4/30-5/17	05/17/2021	1,431.50
			Totals for 15261		1,431.50
		05/17/2021	FOR 5/10-5/14	05/17/2021	858.00
			Totals for 15262		858.00
		05/17/2021	GRADUATION STOLES	05/17/2021	25.00
			Totals for 15263		25.00
		05/17/2021	BAND REBATE	05/17/2021	85.81
			Totals for 15264		85.81
		05/21/2021	FOOD SERVICE DEPOSIT FOR WEEK ENDING 5/1	05/21/2021	113.00
			Totals for 15246		113.00
		05/21/2021	MEIDAM SCHOLARSHIP	05/21/2021	1,000.00
			Totals for 15255		1,000.00
		05/21/2021	OFFICE DEPOT REBATE	05/21/2021	10.32
			Totals for 15256		10.32
		05/21/2021	AP TEST PAYMENT	05/21/2021	188.00
			Totals for 15257		188.00
		05/21/2021	KELLER COBRA INSURANCE	05/21/2021	50.89
			Totals for 15258		50.89
		05/21/2021	KELLER COBRA INSURANCE	05/21/2021	4.65
			Totals for 15259		4.65
		05/21/2021	FOR WEEK OF 5/17-21	05/21/2021	792.05
			Totals for 15260		792.05
		05/21/2021	CLASS OF 2021	05/21/2021	10.00
			Totals for 15265		10.00
		05/21/2021	HS ATHLETIC FEE	05/21/2021	205.00
			Totals for 15266		205.00
		05/21/2021	CAPP ENGLISH PAYMENT	05/21/2021	450.00
			Totals for 15267		450.00
		05/21/2021	DISTRICT FEE	05/21/2021	120.00
			Totals for 15268		120.00
		05/21/2021	TECH ED FEE	05/21/2021	5.00
			Totals for 15269		5.00
		05/21/2021	CHROMEBOOK FEE	05/21/2021	50.00
			Totals for 15270		50.00
		05/21/2021	DISTRICT FEE	05/21/2021	30.00
			Totals for 15271		30.00

Name	Reference	Trans Date	Description	Post Date	Amount
		05/21/2021	CHROMEBOOK FEE	05/21/2021	30.00
			Totals for 15272		30.00
		05/21/2021	CLASS OF 2025	05/21/2021	5.00
			Totals for 15273		5.00
		05/21/2021	CLASS OF 2027	05/21/2021	5.00
			Totals for 15274		5.00
		05/21/2021	WASHINGTON DC DEPOSIT	05/21/2021	9,955.70
			Totals for 15275		9,955.70
		05/28/2021	MES FOOD SERVICE DEPOSIT FOR WEEK OF 5/2	05/28/2021	191.50
		05/28/2021	MES FOOD SERVICE DEPOSIT FOR WEEK OF 5/1	05/28/2021	262.00
			Totals for 15288		453.50
		05/28/2021	MEDICAID - DHS	05/28/2021	7,137.10
			Totals for 15289		7,137.10
		05/28/2021	RESTITUTION - FINAL PAYMENT REYES	05/28/2021	250.00
			Totals for 15290		250.00
		05/28/2021	FRAZIER HEALTH INSURANCE COBRA	05/28/2021	844.04
			Totals for 15291		844.04
		05/28/2021	FRAZIER DENTAL INSURANCE COBRA	05/28/2021	130.96
			Totals for 15292		130.96
		05/28/2021	FITNESS CENTER DEPOSIT MAY	05/28/2021	130.00
			Totals for 15293		130.00
		05/28/2021	EFUNDS PAYMENT - MOVING MONEY FROM GF TO	05/28/2021	30.00
			Totals for 15294		30.00
		05/28/2021	FRAZIER DONATION	05/28/2021	200.00
			Totals for 15296		200.00
		05/28/2021	FOOD SERVICE FOR HS/MS FOR 5/24-30	05/28/2021	732.00
			Totals for 15297		732.00
			Total for Cash Receipts		89,251.80

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	GENERAL FUND	1,030.54	8,442.21	372.95	9,845.70
21	Special Revenue Trust Fund	0.00	151.85	0.00	151.85
27	SPECIAL EDUCATION FUND	0.00	13,064.51	0.00	13,064.51
50	FOOD SERVICE FUND	6,715.95	44,862.22	-1,982.94	49,595.23
60	HS - ACTIVITY ACCOUNT	15,549.51	0.00	0.00	15,549.51
72	PRIVATE BENEFIT TRUST FUND	0.00	1,000.00	0.00	1,000.00
80	COMMUNITY SERVICE FUND	0.00	45.00	0.00	45.00
***	Fund Summary Totals ***	23,296.00	67,565.79	-1,609.99	89,251.80

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

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
82107	GLEN CAIRN GOLF COUR	JPAP05	05/11/2021	GOLF INVITATIONAL ON 5/13/21	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/COED GOLF	0	130.00
						Totals for 82107	130.00
82109	WI PUBLIC SERVICE CO	P9	05/15/2021	Payroll accrual	GENERAL FUND/GARNISHMENT DEDUCTION	0	217.50
						Totals for 82109	217.50
82115	CC & N, INC	JPAP05	05/14/2021	TROUBLESHOOT INTERCOM ISSUES	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS	0	1,571.81
82115	CC & N, INC	JPAP05	05/14/2021	TROUBLESHOOT INTERCOM ISSUES	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS	0	1,185.76
						Totals for 82115	2,757.57
82118	CHILTON HIGH SCHOOL	JPAP05	05/14/2021	BASEBALL INVITATIONAL ON 5/1/21 IN CHILTON	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/BOYS BASEBALL	0	140.00
						Totals for 82118	140.00
82122	GOLDEN SANDS GOLF CO	JPAP05	05/14/2021	GOLF INVITATIONAL ON 5/17/21	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/COED GOLF	0	125.00
						Totals for 82122	125.00
82128	SCHOOL DISTRICT OF B	JPAP05	05/14/2021	VARSITY TRACK INVITATIONAL ON 5/20/21 AT BONDUEL	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/CO-ED TRACK	0	150.00
82128	SCHOOL DISTRICT OF B	JPAP05	05/14/2021	MS TRACK INVITATIONAL ON 5/17/21 IN BONDUEL	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/CO-ED TRACK	0	75.00
						Totals for 82128	225.00
82129	SCHOOL DISTRICT WEYA	JPAP05	05/14/2021	VARSITY TRACK MEET ON 5/22/21	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/CO-ED TRACK	0	250.00
						Totals for 82129	250.00
82131	SHAMROCK HEIGHTS GOL	JPAP05	05/14/2021	GOLF CWC MEET ON 5/18/21 IN SHIOCTON	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/COED GOLF	0	100.00
						Totals for 82131	100.00
82136	WAL-MART	JPAP05	05/14/2021	PURCHASE A GIFT CARD FROM THE URGENT NEEDS FUND	Special Revenue Trust Fund/GENERAL SUPPLIES/GUIDANCE	0	100.00
						Totals for 82136	100.00
82139	ROSHOLT SCHOOL DISTR	JPAP05	05/17/2021	VARSITY TRACK MEET ON 5/14/21 IN ROSHOLT	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/CO-ED TRACK	0	150.00
						Totals for 82139	150.00
82140	TROPHIES & TREASURES	JPAP05	05/17/2021	PLAQUE - HEART OF GOLD AND FRIEND OF EDUCATION	GENERAL FUND/GENERAL SUPPLIES/BOARD OF EDUCATION	8002100076	61.00
82140	TROPHIES & TREASURES	051821	05/18/2021	PLAQUE - HEART OF GOLD AND FRIEND OF EDUCATION	GENERAL FUND/GENERAL SUPPLIES/BOARD OF EDUCATION	8002100076	-61.00
						Totals for 82140	0.00
82141	TROPHIES & TREASURES	051821	05/18/2021	PLAQUE - HEART OF GOLD AND	GENERAL	8002100076	59.04

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
				FRIEND OF EDUCATION	FUND/GENERAL SUPPLIES/BOARD OF EDUCATION		
					Totals for 82141		59.04
82142	PITTSVILLE HIGH SCHO	JPAP05	05/20/2021	CROSS COUNTRY MEET AT PITTSVILLE	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/CROSS COUNTRY	0	125.00
					Totals for 82142		125.00
82144	AMAZON CAPITAL SERVI	JPAP05	05/21/2021	DAN WOLFGRAM	GENERAL FUND/OTHER NON-CAPITOL OBJECTS/INSTRUCTIONA L STAFF TRAINING	4002100267	162.35
82144	AMAZON CAPITAL SERVI	JPAP05	05/21/2021	DAN WOLFGRAM	GENERAL FUND/OTHER NON-CAPITOL OBJECTS/INSTRUCTIONA L STAFF TRAINING	4002100267	64.94
82144	AMAZON CAPITAL SERVI	JPAP05	05/21/2021	Account Transfer sent to ensure positive balance. Tech resupply, Elgato for live streaming, wire tracker.	GENERAL FUND/NON-CAPITAL EQUIPMENT/ADMINISTRA TIVE TECHNOLOGY SERV	8002100073	57.98
					Totals for 82144		285.27
82145	ANTHEM BLUE CROSS &	JPAP05	05/21/2021	JUNE 2021 HEALTH INSURANCE	GENERAL FUND/WEA TRUST EFF 090115	0	99,960.83
					Totals for 82145		99,960.83
82147	BADGER SPORTING GOOD	JPAP05	05/21/2021	Speedline Game Jersey Softball	GENERAL FUND/APPAREL (Instructional only)/GIRLS SOFTBALL	4002100252	98.43
					Totals for 82147		98.43
82148	BLICK ART MATERIALS	JPAP05	05/21/2021	DECO PAINT MARKER - WHITE	GENERAL FUND/GENERAL SUPPLIES/ART	4002100202	6.54
					Totals for 82148		6.54
82149	CESA 6-CONFERENCE RE	JPAP05	05/21/2021	OPTIMIZING THE POWER OF INTERACTIVE READ-ALoud & EXPLORING WORDLESS PICTURE BOOKS IN PRE-K - SERNAU	GENERAL FUND/TRANSFER TO CESA/INSTRUCTIONAL STAFF TRAINING	0	100.00
					Totals for 82149		100.00
82150	DELTA DENTAL-VISION	JPAP05	05/21/2021	VISION INSURANCE - JUNE 2021	GENERAL FUND/VISION EFF 090115	0	573.74
82150	DELTA DENTAL-VISION	JPAP05	05/21/2021	VISION - COBRA	GENERAL FUND/VISION EFF 090115	0	11.56
					Totals for 82150		585.30
82151	FORECAST 5 ANALYTICS	JPAP05	05/21/2021	5SIGHT - LICENSE AGREEMENT 5CAST - LICENSE AGREEMENT 5CAST PLUS - ALL 7/1/21 - 6/30/22	GENERAL FUND/TECH/SOFTWARE SERVIC/FISCAL	0	10,781.25
					Totals for 82151		10,781.25
82155	HURCKMAN MECHANICAL	JPAP05	05/21/2021	REPAIRS AT LWHS/MANAWA MS & MES	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS	0	2,094.00
					Totals for 82155		2,094.00
82156	IRRIGATION SERVICES	JPAP05	05/21/2021	IRRIGATION SYSTEM START UP - FOOTBALL FIELD & SERVICE ON	GENERAL FUND/REPAIR & MAINTENANCE	0	403.30

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
				FIELD	SERVICES/SITE REPAIRS		
					Totals for 82156		403.30
82158	THE MASTER TEACHER I	JPAP05	05/21/2021	RETIREMENT GIFTS - A WARNING	GENERAL	8002100079	112.95
					FUND/GENERAL SUPPLIES/BOARD OF EDUCATION		
					Totals for 82158		112.95
82159	NORTH EASTERN WISCON	JPAP05	05/21/2021	Occupational Therapist - monthly bill	SPECIAL EDUCATION	272100045	1,043.91
					FUND/PERSONAL SERVICES/OCCUPATIONA L THERAPY		
82159	NORTH EASTERN WISCON	JPAP05	05/21/2021	Occupational Therapist - monthly bill	SPECIAL EDUCATION	272100045	87.09
					FUND/PERSONAL SERVICES/OCCUPATIONA L THERAPY		
					Totals for 82159		1,131.00
82160	NASSCO, INC	JPAP05	05/21/2021	CUSTODIAL SUPPLIES	GENERAL	0	318.11
					FUND/NON-CAPITAL EQUIPMENT/OPERATION		
					Totals for 82160		318.11
82161	PIONEER DRAMA SERVIC	JPAP05	05/21/2021	SUMMER SCHOOL MUSICAL - PAYMENT INCLUDES AMOUNTS FOR ROYALTIES	GENERAL	8002100082	382.50
					FUND/PERSONAL SERVICES/UNDIFFERENT IATED CURRICULUM		
					Totals for 82161		382.50
82162	POSTMASTER MANAWA	JPAP05	05/21/2021	CENSUS MAILING	GENERAL	0	238.96
					FUND/POSTAGE/CARTAGE /CENTRAL SERVICES		
82162	POSTMASTER MANAWA	052721	05/27/2021	CENSUS MAILING	GENERAL	0	-238.96
					FUND/POSTAGE/CARTAGE /CENTRAL SERVICES		
					Totals for 82162		0.00
82163	SCHOOL DISTRICT OF M	JPAP05	05/21/2021	VARSITY TRACK INVITATIONAL ON 5/24/21	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/CO-ED TRACK	0	125.00
					Totals for 82163		125.00
82164	SCHOOL SPECIALTY LLC	JPAP05	05/21/2021	CARRIE KOEHN CENTRAL SUPPLY	GENERAL	4002100264	20.75
					FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM		
82164	SCHOOL SPECIALTY LLC	JPAP05	05/21/2021	CARRIE KOEHN CENTRAL SUPPLY	GENERAL	4002100264	15.66
					FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM		
82164	SCHOOL SPECIALTY LLC	JPAP05	05/21/2021	CARRIE KOEHN 8TH GRADE RECOGNITION HONORS CERTIFICATES	GENERAL	2002100024	22.41
					FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM		
					Totals for 82164		58.82
82165	WASPA (WI ASSOC SCHO	JPAP05	05/21/2021	MEMBERSHIP RENEWAL THROUGH 6/30/22 FLYNN, C. O'BRIEN, OPPOR, PREY	GENERAL	0	225.00
					FUND/EMPLOYEE DUES AND FEES/GENERAL ADMINISTRATION		
					Totals for 82165		225.00
82166	WAUPACA COUNTY TREAS	JPAP05	05/21/2021	ELECTION NOTICE INSERT	GENERAL	0	55.14

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					FUND/PERSONAL SERVICES/ELECTION		
					Totals for 82166		55.14
82167	WITTENBERG-BIRNAMWOO	JPAP05	05/21/2021	MS TRACK MEET ON 5/24/21	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/CO-ED TRACK	0	75.00
					Totals for 82167		75.00
82169	WI PUBLIC SERVICE CO	P9	05/28/2021	Payroll accrual	GENERAL FUND/GARNISHMENT DEDUCTION	0	17.37
					Totals for 82169		17.37
82171	C.E.S.A. #5	JPAP05	05/28/2021	WAUPACA COUNTY ALTERNATIVE PROGRAM - .5 WAUPACA COUNTY ALTERNATIVE PROGRAM - ELEMENTARY - 1	SPECIAL EDUCATION FUND/TRANSFER TO CESA/SPECIAL ED TUITION-NON-OPEN	0	750.00
82171	C.E.S.A. #5	JPAP05	05/28/2021	WAUPACA COUNTY ALTERNATIVE PROGRAM - .5 WAUPACA COUNTY ALTERNATIVE PROGRAM - ELEMENTARY - 1	SPECIAL EDUCATION FUND/TRANSFER TO CESA/SPECIAL ED TUITION-NON-OPEN	0	12,500.00
					Totals for 82171		13,250.00
82172	CESA 6-CONFERENCE RE	JPAP05	05/28/2021	ADMIN COACHING FEE - M OPPOR	GENERAL FUND/TRANSFER TO CESA/INSTRUCTIONAL STAFF TRAINING	0	3,625.00
					Totals for 82172		3,625.00
82173	DECKER EQUIPMENT	JPAP05	05/28/2021	STUDENT DESK LIFTER & MOVER	GENERAL FUND/NON-CAPITAL EQUIPMENT/OPERATION	0	198.98
					Totals for 82173		198.98
82175	MACGILL DISCOUNT MED	JPAP05	05/28/2021	KRYSTAL DRAEGER HEALTH ROOM SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/HEALTH	4002100265	28.26
82175	MACGILL DISCOUNT MED	JPAP05	05/28/2021	KRYSTAL DRAEGER HEALTH ROOM SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/HEALTH	4002100265	37.46
					Totals for 82175		65.72
82176	MECA SPORTSWEAR	JPAP05	05/28/2021	JEFF BORTLE HALL OF FAME SIGN	GENERAL FUND/NON-CAPITAL EQUIPMENT/OFFICE OF THE PRINCIPAL	4002100263	294.00
					Totals for 82176		294.00
82177	NASSCO, INC	JPAP05	05/28/2021	CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	2,671.15
82177	NASSCO, INC	JPAP05	05/28/2021	CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	896.02
82177	NASSCO, INC	JPAP05	05/28/2021	CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	675.94
					Totals for 82177		4,243.11
82178	PITNEY BOWES INC	JPAP05	05/28/2021	LEASING CHARGES	GENERAL FUND/POSTAGE/CARTAGE /CENTRAL SERVICES	0	411.54
					Totals for 82178		411.54
82179	POSTMASTER MANAWA	JPAP05	05/28/2021	BULK MAILING FEE PERMIT -	GENERAL	0	245.00

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
				PAYMENT WAS MADE ON 3/12/21, BUT POST OFFICE APPLIED THE PAYMENT TO A MAILING LINE OF CREDIT.	FUND/POSTAGE/CARTAGE /CENTRAL SERVICES		
					Totals for 82179		245.00
82180	SCHOOL DISTRICT OF M	JPAP05	05/28/2021	MOVING FUNDS FROM GENERAL TO STUDENT ACTIVITY FOR STUDENT ASSISTANCE	Special Revenue Trust Fund/GENERAL SUPPLIES/GUIDANCE	0	10.00
82180	SCHOOL DISTRICT OF M	JPAP05	05/28/2021	TRANSFER FUNDS FROM GENERAL FUND TO STUDENT ACTIVITY FOR EFUNDS PAYMENT - APRIL 2021	GENERAL FUND/MISCELLANEOUS/D ISTRICCT WIDE	0	20.00
					Totals for 82180		30.00
82181	SEEGER, JASON	JPAP05	05/28/2021	REIMBURSE ATHLETIC FEES FOR JAMES SEEGER	GENERAL FUND/STUDENT FEES/ATHLETIC DIRECTOR	0	60.00
					Totals for 82181		60.00
82182	SOLARUS	JPAP05	05/28/2021	LWHS/MANAWA MIDDE SCHOOL TELEPHONE	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002100004	474.75
82182	SOLARUS	JPAP05	05/28/2021	LWHS/MANAWA MIDDE SCHOOL TELEPHONE	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002100004	358.14
82182	SOLARUS	JPAP05	05/28/2021	DISTRICT OFFICE TELEPHONE	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002100004	373.79
82182	SOLARUS	JPAP05	05/28/2021	PAES lab telephone/internet bill	SPECIAL EDUCATION FUND/TELEPHONE AND TELEGRAPH/PUBLIC INFORMATION	272100040	148.48
82182	SOLARUS	JPAP05	05/28/2021	MES TELEPHONE	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002100004	758.01
					Totals for 82182		2,113.17
82183	STANDARD INSURANCE C	JPAP05	05/28/2021	LIFE/STD & LTD PREMIUMS - JUNE 2021	GENERAL FUND/LIFE INSURANCE PAYABLE	0	1,132.49
82183	STANDARD INSURANCE C	JPAP05	05/28/2021	LIFE/STD & LTD PREMIUMS - JUNE 2021	GENERAL FUND/LTD INS PAYABLE	0	908.69
82183	STANDARD INSURANCE C	JPAP05	05/28/2021	LIFE/STD & LTD PREMIUMS - JUNE 2021	GENERAL FUND/STD INS PAYABLE	0	185.89
					Totals for 82183		2,227.07
82184	WISCONSIN SCHOOL MUS	JPAP05	05/28/2021	CARRIE GRUMAN SOLO & ENSEMBLE INVOICE 28035	GENERAL FUND/PERSONAL SERVICES/VOCAL MUSIC	4002100273	37.70
					Totals for 82184		37.70
82185	PINE VALLEY GOLF COU	JPAP06	06/02/2021	REGIONAL GOLF PLAY	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/COED GOLF	0	125.00
					Totals for 82185		125.00
82186	HUNTER'S GLEN GOLF C	JPAP06	06/02/2021	GOLF ON 6/8/21	GENERAL FUND/DUES & FEES MEMBRSHIP/FT	0	125.00

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					FEEES/COED GOLF		
					Totals for	82186	125.00
82187	AMAZON CAPITAL SERVI	JPAP06	06/04/2021	TORI GAST 8TH GRADE RECOGNITION CERTIFICATE PAPER	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	4002100272	25.90
82187	AMAZON CAPITAL SERVI	JPAP06	06/04/2021	FOLDING MACHINE	GENERAL FUND/EQUIPMENT PURCHASE-ADDITION/GE NERAL ADMINISTRATION	8002100083	429.02
					Totals for	82187	454.92
82188	AT&T	JPAP06	06/04/2021	INTERNET	GENERAL FUND/ON-LINE COMMUNICATIONS/ADMIN ISTRATIVE TECHNOLOGY SERV	0	195.41
					Totals for	82188	195.41
82189	AUGUST WINTER & SONS	JPAP06	06/04/2021	CHECK VAV3 OPERATION	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS	0	128.54
82189	AUGUST WINTER & SONS	JPAP06	06/04/2021	CHECK VAV3 OPERATION	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS	0	96.96
82189	AUGUST WINTER & SONS	JPAP06	06/04/2021	RTU # 15 HAS SMOKE ALARM & PUMP ALARM	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS	0	438.90
82189	AUGUST WINTER & SONS	JPAP06	06/04/2021	RTU # 15 HAS SMOKE ALARM & PUMP ALARM	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS	0	331.10
82189	AUGUST WINTER & SONS	JPAP06	06/04/2021	REPLACE CABINET HEATER IN ENTRY WAY	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS	0	3,353.27
					Totals for	82189	4,348.77
82191	INTEGRATED SYSTEMS C	JPAP06	06/04/2021	IS CORP BILLING FOR 2020-21	GENERAL FUND/TECH/SOFTWARE SERVIC/ADMINISTRATIV E TECHNOLOGY SERV	8002100007	360.00
					Totals for	82191	360.00
82192	JIM'S PLUMBING	JPAP06	06/04/2021	SERVICE TO UNPLUG THE SANITARY BUILDING DRAIN LINES BENEATH THE FLOOR SERVING THE LOCKER ROOMS	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS	0	213.75
82192	JIM'S PLUMBING	JPAP06	06/04/2021	SERVICE TO UNPLUG THE SANITARY BUILDING DRAIN LINES BENEATH THE FLOOR SERVING THE LOCKER ROOMS	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS	0	161.25
					Totals for	82192	375.00
82193	KACZOROWSKI, MICHELL	JPAP06	06/04/2021	REIMBURSE FOOD SERVICE BALANCE FOR KADEN KACZOROWSKI - SENIOR	FOOD SERVICE FUND/OTHER DEFERRED REVENUES	0	158.45
					Totals for	82193	158.45
82194	KLEMM, KORY	JPAP06	06/04/2021	REIMBURSE FOOD SERVICE BALANCE FOR COLTEN & KEVIN KLEMM - SENIORS	FOOD SERVICE FUND/OTHER DEFERRED REVENUES	0	35.10
					Totals for	82194	35.10

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
82195	KONS, PATRICK	JPAP06	06/04/2021	REIMBURSE FOOD SERVICE BALANCE FOR KYLE KONS - SENIOR	FOOD SERVICE FUND/OTHER DEFERRED REVENUES	0	409.20
						Totals for 82195	409.20
82196	MID-AMERICAN RESEARC	JPAP06	06/04/2021	CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	1,123.00
						Totals for 82196	1,123.00
82197	NORTH EASTERN WISCON	JPAP06	06/04/2021	Occupational Therapist - monthly bill	SPECIAL EDUCATION FUND/PERSONAL SERVICES/OCCUPATIONA L THERAPY	272100045	775.64
82197	NORTH EASTERN WISCON	JPAP06	06/04/2021	Occupational Therapist - monthly bill	SPECIAL EDUCATION FUND/PERSONAL SERVICES/OCCUPATIONA L THERAPY	272100045	64.71
						Totals for 82197	840.35
82198	NASSCO, INC	JPAP06	06/04/2021	CREDIT MEMO	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	-105.03
82198	NASSCO, INC	JPAP06	06/04/2021	CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	814.95
82198	NASSCO, INC	JPAP06	06/04/2021	CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	614.78
82198	NASSCO, INC	JPAP06	06/04/2021	CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	277.41
82198	NASSCO, INC	JPAP06	06/04/2021	CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	37.55
82198	NASSCO, INC	JPAP06	06/04/2021	CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	28.33
						Totals for 82198	1,667.99
82199	REMINGTON'S QUALITY	JPAP06	06/04/2021	SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OFFICE OF THE PRINCIPAL	0	41.94
82199	REMINGTON'S QUALITY	JPAP06	06/04/2021	FOOD CONTINGENCY	SPECIAL EDUCATION FUND/FOOD/EARLY CHILDHOOD	272100037	36.02
82199	REMINGTON'S QUALITY	JPAP06	06/04/2021	ICE - MES	GENERAL FUND/GENERAL SUPPLIES/UNDIFFERENT IATED CURRICULUM	0	13.74
						Totals for 82199	91.70
82200	TELLOCK, DANIEL	JPAP06	06/04/2021	REIMBURSE FOOD SERVICE BALANCE FOR ETHAN TELLOCK- SENIOR	FOOD SERVICE FUND/OTHER DEFERRED REVENUES	0	66.00
						Totals for 82200	66.00
82201	US CELLULAR	JPAP06	06/04/2021	US CELLULAR BILLING FOR 2020-21	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002100006	391.43

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
						Totals for 82201	391.43
82202	WI DEPT OF JUSTICE	JPAP06	06/04/2021	CRIMINAL BACKGROUND CHECKS WIS DEPT OF JUSTICE - (9 @ 7.00)	GENERAL FUND/PERSONAL SERVICES/OTHER STAFF SERVICES	0	63.00
						Totals for 82202	63.00
82203	YOUNG, CARRIE	JPAP06	06/04/2021	REIMBURSE FOOD SERVICE BALANCE FOR BRANDON YOUNG - SENIOR	FOOD SERVICE FUND/OTHER DEFERRED REVENUES	0	23.15
						Totals for 82203	23.15
82204	CARBON FRECKLE	JPAP06	06/08/2021	PAYMENT FOR SENIOR SIGNS WAS SENT FROM TREEHOUSE GOODS TO THE SD OF MANAWA TO PAY FOR THE SENIOR SIGNS INSTEAD OF TO CARBON FRECKLE.	GENERAL FUND/OTHR REVENUE FROM LOCAL SOURCE/DISTRICT WIDE	0	650.00
						Totals for 82204	650.00
82206	HACK, THOM	JPAP06	06/08/2021	VARSITY SOFTBALL OFFICIAL AT THE REGIONAL GAME ON 6/9/21 VS CRANDON	GENERAL FUND/PERSONAL SERVICES/GIRLS SOFTBALL	0	95.15
						Totals for 82206	95.15
82207	HEID MUSIC CO	JPAP06	06/08/2021	AUSTIN ROHAN REPLACEMENT WHISTLE INVOICE 2799266	GENERAL FUND/NON-CAPITAL EQUIPMENT/INSTRUMENT AL MUSIC	4002100274	47.95
						Totals for 82207	47.95
82208	KOBUSSEN BUSES LTD	JPAP06	06/08/2021	MAY BUS TRANSPORTATION	GENERAL FUND/CONTRACTED PUPIL TRANSPORTATIO/CONTRA CTED FLEET	0	42,521.36
82208	KOBUSSEN BUSES LTD	JPAP06	06/08/2021	MAY BUS TRANSPORTATION	GENERAL FUND/CONTRACTED PUPIL TRANSPORTATIO/CO-CUR RICULAR TRANS	0	6,252.27
82208	KOBUSSEN BUSES LTD	JPAP06	06/08/2021	MAY BUS TRANSPORTATION	SPECIAL EDUCATION FUND/CONTRACTED PUPIL TRANSPORTATIO/SPECIA L EDUCATION HDCP	0	10,868.76
82208	KOBUSSEN BUSES LTD	JPAP06	06/08/2021	MAY BUS TRANSPORTATION	COMMUNITY SERVICE FUND/TRAVEL-CONTRACT ED SERVICE/OTHER COMMUNITY SERVICES	0	3,997.34
82208	KOBUSSEN BUSES LTD	JPAP06	06/08/2021	MAY BUS TRANSPORTATION	SPECIAL EDUCATION FUND/CONTRACTED PUPIL TRANSPORTATIO/SPECIA L EDUCATION HDCP	0	90.00
						Totals for 82208	63,729.73
82209	NORTH EASTERN WISCON	JPAP06	06/08/2021	Occupational Therapist - monthly bill	SPECIAL EDUCATION FUND/PERSONAL SERVICES/OCCUPATIONA L THERAPY	272100045	809.93
82209	NORTH EASTERN WISCON	JPAP06	06/08/2021	Occupational Therapist -	SPECIAL EDUCATION	272100045	67.57

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
				monthly bill	FUND/PERSONAL SERVICES/OCCUPATIONA L THERAPY		
					Totals for	82209	877.50
82210	REMINGTON'S QUALITY	JPAP06	06/08/2021	SUPPLIES & FOOD	GENERAL	0	5.98
					FUND/GENERAL SUPPLIES/GENERAL ADMINISTRATION		
82210	REMINGTON'S QUALITY	JPAP06	06/08/2021	SUPPLIES & FOOD	GENERAL	0	7.58
					FUND/FOOD/OFFICE OF SUPERINTENDENT		
					Totals for	82210	13.56
82211	SAM'S CLUB	JPAP06	06/08/2021	WATER	GENERAL	0	35.12
					FUND/FOOD/UNDIFFEREN TIATED CURRICULUM		
					Totals for	82211	35.12
82212	SCHOOL SPECIALTY LLC	JPAP06	06/08/2021	CENTRAL SUPPLY ITEMS	GENERAL	1012100133	15.90
					FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM		
82212	SCHOOL SPECIALTY LLC	JPAP06	06/08/2021	CENTRAL SUPPLY ITEMS	GENERAL	1012100133	438.93
					FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM		
					Totals for	82212	454.83
82214	STENHOUSE PUBLISHERS	JPAP06	06/08/2021	TEACHER RESOURCE BOOKS	GENERAL FUND/OTHER	1012100143	624.00
					NON-CAPITOL OBJECTS/ENGLISH LANGUAGE		
					Totals for	82214	624.00
82216	WEX BANK - GLOBAL FL	JPAP06	06/08/2021	ALL OTHER FUEL	GENERAL	0	286.08
					FUND/FUEL-VEHICLE OPERATION/VEHICLE MAINT/NOT PUPIL TRANS		
					Totals for	82216	286.08
82217	WOLFE, JASON	JPAP06	06/08/2021	Varsity Softball Regional Game on 6/9/21 vs Crandon	GENERAL	0	105.15
					FUND/PERSONAL SERVICES/GIRLS SOFTBALL		
					Totals for	82217	105.15
82218	LEE RECREATION LLC	COSWIN	06/10/2021	SWINGS	GENERAL	1012100136	8,806.00
					FUND/PURCHASE-REPLAC EMENT/FACILITY AQUISITION/REMODELIN G		
					Totals for	82218	8,806.00
82219	EINSTEIN PROJECT	JPAP06	06/14/2021	Creativity Scrimmages for MES Makerspace	GENERAL FUND/OTHER	1012100144	1,575.00
					MEDIA/SCHOOL LIBRARY		
					Totals for	82219	1,575.00
82220	WELLS FARGO INSTITUT	JPAP06	06/15/2021	BINDER CHECK REQUEST - 18 SINGLE/7 EE + 1/32 FAMILY	GENERAL FUND/WEA TRUST EFF 090115	0	99,960.83
					Totals for	82220	99,960.83
202000252	WISCONSIN RETIREMENT	R9	05/28/2021	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	8,748.84

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202000252	WISCONSIN RETIREMENT	R9	05/28/2021	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	1,483.15
202000252	WISCONSIN RETIREMENT	R9	05/28/2021	Payroll accrual	FOOD SERVICE FUND/WI RETIREMENT FUND	0	317.60
202000252	WISCONSIN RETIREMENT	R9	05/28/2021	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	8,748.84
202000252	WISCONSIN RETIREMENT	R9	05/28/2021	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	1,483.15
202000252	WISCONSIN RETIREMENT	R9	05/28/2021	Payroll accrual	FOOD SERVICE FUND/WI RETIREMENT FUND	0	317.60
Totals for 202000252							21,099.18
202000268	WISCONSIN RETIREMENT	R9	05/28/2021	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	8,758.52
202000268	WISCONSIN RETIREMENT	R9	05/28/2021	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	1,402.72
202000268	WISCONSIN RETIREMENT	R9	05/28/2021	Payroll accrual	FOOD SERVICE FUND/WI RETIREMENT FUND	0	295.63
202000268	WISCONSIN RETIREMENT	R9	05/28/2021	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	8,758.52
202000268	WISCONSIN RETIREMENT	R9	05/28/2021	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	1,402.72
202000268	WISCONSIN RETIREMENT	R9	05/28/2021	Payroll accrual	FOOD SERVICE FUND/WI RETIREMENT FUND	0	295.63
Totals for 202000268							20,913.74
202000271	INTERNAL REVENUE SER	P9	05/14/2021	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	8,039.72
202000271	INTERNAL REVENUE SER	P9	05/14/2021	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	1,305.50
202000271	INTERNAL REVENUE SER	P9	05/14/2021	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	358.48
202000271	INTERNAL REVENUE SER	P9	05/14/2021	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	1,880.27
202000271	INTERNAL REVENUE SER	P9	05/14/2021	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	305.30
202000271	INTERNAL REVENUE SER	P9	05/14/2021	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	83.83
202000271	INTERNAL REVENUE SER	P9	05/14/2021	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	442.00
202000271	INTERNAL REVENUE SER	P9	05/14/2021	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	41.24
202000271	INTERNAL REVENUE SER	P9	05/14/2021	Payroll accrual	GENERAL FUND/FEDERAL INCOME	0	11.00

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
202000271	INTERNAL REVENUE SER	P9	05/14/2021	Payroll accrual	TAX GENERAL FUND/FEDERAL INCOME	0	9,796.44
202000271	INTERNAL REVENUE SER	P9	05/14/2021	Payroll accrual	TAX SPECIAL EDUCATION FUND/FEDERAL INCOME	0	1,087.92
202000271	INTERNAL REVENUE SER	P9	05/14/2021	Payroll accrual	TAX FOOD SERVICE FUND/FEDERAL INCOME	0	184.54
202000271	INTERNAL REVENUE SER	P9	05/14/2021	Payroll accrual	TAX GENERAL FUND/FICA (SOCIAL SECURITY)	0	1,880.27
202000271	INTERNAL REVENUE SER	P9	05/14/2021	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	305.30
202000271	INTERNAL REVENUE SER	P9	05/14/2021	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	83.83
202000271	INTERNAL REVENUE SER	P9	05/14/2021	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	8,039.72
202000271	INTERNAL REVENUE SER	P9	05/14/2021	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	1,305.50
202000271	INTERNAL REVENUE SER	P9	05/14/2021	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	358.48
					Totals for 202000271		35,509.34
202000272	MASSMUTUAL FINANCIAL	P9	05/14/2021	Payroll accrual	GENERAL FUND/HARTFORD INS - TSA/ROTH	0	50.00
					Totals for 202000272		50.00
202000273	WEA TAX SHELTERED AN	P9	05/14/2021	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	100.00
202000273	WEA TAX SHELTERED AN	P9	05/14/2021	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	500.00
					Totals for 202000273		600.00
202000274	WISCONSIN DEPT OF RE	P9	05/14/2021	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	80.00
202000274	WISCONSIN DEPT OF RE	P9	05/14/2021	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	5.00
202000274	WISCONSIN DEPT OF RE	P9	05/14/2021	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	6,195.30
202000274	WISCONSIN DEPT OF RE	P9	05/14/2021	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	742.98
202000274	WISCONSIN DEPT OF RE	P9	05/14/2021	Payroll accrual	FOOD SERVICE FUND/STATE INCOME TAX	0	147.80
					Totals for 202000274		7,171.08
202000276	WEA MEMBER BENEFIT T	P9	05/14/2021	Payroll accrual	GENERAL FUND/WEA TRUST ADVANTAGE	0	40.00
					Totals for 202000276		40.00
202000279	ANTHEM BLUE CROSS &	JPWI05	05/14/2021	MEDICAL CLAIM CHARGES	GENERAL FUND/HEALTH INSURANCE	0	3,877.07
					Totals for 202000279		3,877.07

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
202000280	DELTA DENTAL OF WISC	JPWI05	05/12/2021	DENTAL CLAIMS	GENERAL FUND/SELF FUND-EMPLOYER SHARE PREMI	0	1,468.10
					Totals for 202000280		1,468.10
202000281	EMPLOYEE BENEFITS CO	JPWI05	05/13/2021	UNCOVERED MEDICAL	EMPLOYEE BENIFIT TRUST FUND/DUE TO OTHER FUNDS	0	500.00
					Totals for 202000281		500.00
202000282	DELTA DENTAL-VISION	JPWI05	05/19/2021	DENTAL CLAIMS	GENERAL FUND/SELF FUND-EMPLOYER SHARE PREMI	0	380.00
					Totals for 202000282		380.00
202000283	EMPLOYEE BENEFITS CO	JPWI05	05/28/2021	RENEWALS: BESTFLEX RENEWAL/EBC HRA MINIMUM FEE/EBC HRA RENEWAL FEE/BESTFLEX ADMIN FEE	GENERAL FUND/DISTRICT FEES / BANKING FEE/FISCAL	0	876.50
					Totals for 202000283		876.50
202000284	INTERNAL REVENUE SER	P9	05/28/2021	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	8,020.75
202000284	INTERNAL REVENUE SER	P9	05/28/2021	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	1,311.67
202000284	INTERNAL REVENUE SER	P9	05/28/2021	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	356.59
202000284	INTERNAL REVENUE SER	P9	05/28/2021	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	1,875.85
202000284	INTERNAL REVENUE SER	P9	05/28/2021	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	306.76
202000284	INTERNAL REVENUE SER	P9	05/28/2021	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	83.39
202000284	INTERNAL REVENUE SER	P9	05/28/2021	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	442.00
202000284	INTERNAL REVENUE SER	P9	05/28/2021	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	41.24
202000284	INTERNAL REVENUE SER	P9	05/28/2021	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	27.50
202000284	INTERNAL REVENUE SER	P9	05/28/2021	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	9,801.22
202000284	INTERNAL REVENUE SER	P9	05/28/2021	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	1,087.31
202000284	INTERNAL REVENUE SER	P9	05/28/2021	Payroll accrual	FOOD SERVICE FUND/FEDERAL INCOME TAX	0	181.70
202000284	INTERNAL REVENUE SER	P9	05/28/2021	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	1,875.85
202000284	INTERNAL REVENUE SER	P9	05/28/2021	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	306.76

CHECK		BATCH	CHECK	INVOICE	ACCOUNT	PO	
NUMBER	VENDOR	NUMBER	DATE	DESCRIPTION	DESCRIPTION	NUMBER	AMOUNT
202000284	INTERNAL REVENUE SER	P9	05/28/2021	Payroll accrual	FOOD SERVICE	0	83.39
					FUND/FICA (SOCIAL SECURITY)		
202000284	INTERNAL REVENUE SER	P9	05/28/2021	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	8,020.75
202000284	INTERNAL REVENUE SER	P9	05/28/2021	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	1,311.67
202000284	INTERNAL REVENUE SER	P9	05/28/2021	Payroll accrual	FOOD SERVICE	0	356.59
					FUND/FICA (SOCIAL SECURITY)		
					Totals for 202000284		35,490.99
202000285	MASSMUTUAL FINANCIAL	P9	05/28/2021	Payroll accrual	GENERAL FUND/HARTFORD INS - TSA/ROTH	0	50.00
					Totals for 202000285		50.00
202000286	WEA TAX SHELTERED AN	P9	05/28/2021	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	100.00
202000286	WEA TAX SHELTERED AN	P9	05/28/2021	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	500.00
					Totals for 202000286		600.00
202000287	WISCONSIN DEPT OF RE	P9	05/28/2021	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	80.00
202000287	WISCONSIN DEPT OF RE	P9	05/28/2021	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	5.00
202000287	WISCONSIN DEPT OF RE	P9	05/28/2021	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	6,162.31
202000287	WISCONSIN DEPT OF RE	P9	05/28/2021	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	748.85
202000287	WISCONSIN DEPT OF RE	P9	05/28/2021	Payroll accrual	FOOD SERVICE	0	146.66
					FUND/STATE INCOME TAX		
					Totals for 202000287		7,142.82
202000289	WEA MEMBER BENEFIT T	P9	05/28/2021	Payroll accrual	GENERAL FUND/WEA TRUST ADVANTAGE	0	40.00
					Totals for 202000289		40.00
202000290	DELTA DENTAL OF WISC	JPWI05	05/26/2021	DENTAL CLAIMS & ADMINISTRATION	GENERAL FUND/SELF FUND-EMPLOYER SHARE PREMI	0	630.81
					Totals for 202000290		630.81
202000291	EMPLOYEE BENEFITS CO	JPWI05	05/27/2021	FSA CLAIMS	GENERAL FUND/FLEX PLAN SY20-21	0	713.63
					Totals for 202000291		713.63
202000292	INTERNAL REVENUE SER	P9	05/28/2021	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	17.71
202000292	INTERNAL REVENUE SER	P9	05/28/2021	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	4.14
202000292	INTERNAL REVENUE SER	P9	05/28/2021	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	0.00
202000292	INTERNAL REVENUE SER	P9	05/28/2021	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	4.14
202000292	INTERNAL REVENUE SER	P9	05/28/2021	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	17.71

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
						Totals for 202000292	43.70
202000293	WISCONSIN DEPT OF RE	P9	05/28/2021	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	0.00
						Totals for 202000293	0.00
202000295	DELTA DENTAL OF WISC	JPWI06	06/02/2021	DENTAL CLAIMS	GENERAL FUND/SELF FUND-EMPLOYER SHARE PREMI	0	163.40
						Totals for 202000295	163.40
202000296	INTERNAL REVENUE SER	P9	06/15/2021	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	8,617.03
202000296	INTERNAL REVENUE SER	P9	06/15/2021	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	1,595.82
202000296	INTERNAL REVENUE SER	P9	06/15/2021	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	487.12
202000296	INTERNAL REVENUE SER	P9	06/15/2021	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	2,015.26
202000296	INTERNAL REVENUE SER	P9	06/15/2021	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	373.21
202000296	INTERNAL REVENUE SER	P9	06/15/2021	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	113.93
202000296	INTERNAL REVENUE SER	P9	06/15/2021	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	442.00
202000296	INTERNAL REVENUE SER	P9	06/15/2021	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	41.24
202000296	INTERNAL REVENUE SER	P9	06/15/2021	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	55.00
202000296	INTERNAL REVENUE SER	P9	06/15/2021	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	5.50
202000296	INTERNAL REVENUE SER	P9	06/15/2021	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	10,771.74
202000296	INTERNAL REVENUE SER	P9	06/15/2021	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	1,400.56
202000296	INTERNAL REVENUE SER	P9	06/15/2021	Payroll accrual	FOOD SERVICE FUND/FEDERAL INCOME TAX	0	381.37
202000296	INTERNAL REVENUE SER	P9	06/15/2021	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	2,015.26
202000296	INTERNAL REVENUE SER	P9	06/15/2021	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	373.21
202000296	INTERNAL REVENUE SER	P9	06/15/2021	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	113.93
202000296	INTERNAL REVENUE SER	P9	06/15/2021	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	8,617.03
202000296	INTERNAL REVENUE SER	P9	06/15/2021	Payroll accrual	SPECIAL EDUCATION	0	1,595.82

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
202000296	INTERNAL REVENUE SER	P9	06/15/2021	Payroll accrual	FUND/FICA (SOCIAL SECURITY) FOOD SERVICE	0	487.12
					FUND/FICA (SOCIAL SECURITY)		
					Totals for 202000296		39,502.15
202000297	MASSMUTUAL FINANCIAL	P9	06/15/2021	Payroll accrual	GENERAL FUND/HARTFORD INS - TSA/ROTH	0	50.00
					Totals for 202000297		50.00
202000298	WEA TAX SHELTERED AN	P9	06/15/2021	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	100.00
202000298	WEA TAX SHELTERED AN	P9	06/15/2021	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	500.00
					Totals for 202000298		600.00
202000299	WISCONSIN DEPT OF RE	P9	06/15/2021	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	80.00
202000299	WISCONSIN DEPT OF RE	P9	06/15/2021	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	5.00
202000299	WISCONSIN DEPT OF RE	P9	06/15/2021	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	6,709.89
202000299	WISCONSIN DEPT OF RE	P9	06/15/2021	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	1,003.30
202000299	WISCONSIN DEPT OF RE	P9	06/15/2021	Payroll accrual	FOOD SERVICE FUND/STATE INCOME TAX	0	274.26
					Totals for 202000299		8,072.45
202000301	WEA MEMBER BENEFIT T	P9	06/15/2021	Payroll accrual	GENERAL FUND/WEA TRUST ADVANTAGE	0	40.00
					Totals for 202000301		40.00
202000302	EMPLOYEE BENEFITS CO	JPWI06	06/10/2021	FSA & UNCOVERED MEDICAL	GENERAL FUND/FLEX PLAN SY20-21	0	356.38
202000302	EMPLOYEE BENEFITS CO	JPWI06	06/10/2021	FSA & UNCOVERED MEDICAL	EMPLOYEE BENIFIT TRUST FUND/DUE TO OTHER FUNDS	0	500.00
					Totals for 202000302		856.38
202000303	DELTA DENTAL OF WISC	JPWI06	06/09/2021	DENTAL CLAIMS	GENERAL FUND/SELF FUND-EMPLOYER SHARE PREMI	0	746.88
					Totals for 202000303		746.88
202100200	DALLMAN, WILLIAM	JPAP05	05/14/2021	Varsity Softball Official on 5/13/21 vs Marion	GENERAL FUND/PERSONAL SERVICES/GIRLS SOFTBALL	0	70.00
					Totals for 202100200		70.00
202100201	DRATH, RONALD	JPAP05	05/14/2021	Varsity Baseball Official on 5/13/21 vs Marion	GENERAL FUND/PERSONAL SERVICES/BOYS BASEBALL	0	80.00
					Totals for 202100201		80.00
202100202	GUTSCHOW, GREGG	JPAP05	05/14/2021	Varsity Softball Official on 5/13/21 vs Marion	GENERAL FUND/PERSONAL SERVICES/GIRLS SOFTBALL	0	70.00

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
						Totals for 202100202	70.00
202100203	THORPE, JAMES	JPAP05	05/14/2021	VARSITY BASEBALL OFFICIAL ON 5/13/21 VS MARION	GENERAL FUND/PERSONAL SERVICES/BOYS BASEBALL	0	80.00
						Totals for 202100203	80.00
202100204	DALLMAN, WILLIAM	JPAP05	05/17/2021	JV SOFTBALL OFFICIAL ON 5/15/21 VS WEYAUWEGA-FREMONT	GENERAL FUND/PERSONAL SERVICES/GIRLS SOFTBALL	0	70.00
202100204	DALLMAN, WILLIAM	JPAP05	05/17/2021	VARSITY SOFTBALL OFFICIAL ON 5/15/21 VS WEYAUWEGA-FREMONT	GENERAL FUND/PERSONAL SERVICES/GIRLS SOFTBALL	0	70.00
						Totals for 202100204	140.00
202100205	DRATH, ANTHONY	JPAP05	05/17/2021	JV SOFTBALL OFFICIAL ON 5/15/21 VS WEYAUWEGA-FREMONT	GENERAL FUND/PERSONAL SERVICES/GIRLS SOFTBALL	0	70.00
202100205	DRATH, ANTHONY	JPAP05	05/17/2021	VARSITY SOFTBALL OFFICIAL ON 5/15/21 VS WEYAUWEGA-FREMONT	GENERAL FUND/PERSONAL SERVICES/GIRLS SOFTBALL	0	70.00
						Totals for 202100205	140.00
202100206	BAKEBERG, RANDE	JPAP05	05/19/2021	VARSITY SOFTBALL OFFICIAL ON 5/18/21 VS IOLA-SCANDINAVIA	GENERAL FUND/PERSONAL SERVICES/GIRLS SOFTBALL	0	70.00
						Totals for 202100206	70.00
202100207	DRATH, RONALD	JPAP05	05/19/2021	VARSITY BASEBALL OFFICIAL ON 5/18/21 VS AMHERST	GENERAL FUND/PERSONAL SERVICES/BOYS BASEBALL	0	80.00
						Totals for 202100207	80.00
202100208	PETERSON, MATTHEW	JPAP05	05/19/2021	JV BASEBALL OFFICIAL ON 5/14/21 VS PITTSVILLE	GENERAL FUND/PERSONAL SERVICES/BOYS BASEBALL	0	70.00
						Totals for 202100208	70.00
202100209	PETHKE, WALTER	JPAP05	05/19/2021	VARSITY BASEBALL OFFICIAL ON 5/18/21 VS AMHERST	GENERAL FUND/PERSONAL SERVICES/BOYS BASEBALL	0	80.00
						Totals for 202100209	80.00
202100210	Hagberg, Gary	JPAP05	05/20/2021	VARSITY SOFTBALL OFFICIAL ON 5/18/21 VS IOLA-SCANDINAVIA	GENERAL FUND/PERSONAL SERVICES/GIRLS SOFTBALL	0	70.00
						Totals for 202100210	70.00
202100211	BAKEBERG, RANDE	JPAP05	05/20/2021	JV SOFTBALL OFFICIAL ON 5/18/21 VS IOLA-SCANDINAVIA	GENERAL FUND/PERSONAL SERVICES/GIRLS SOFTBALL	0	50.00
						Totals for 202100211	50.00
202100212	Hagberg, Gary	JPAP05	05/20/2021	JV SOFTBALL OFFICIAL ON 5/18/21 VS IOLA-SCANDINAVIA	GENERAL FUND/PERSONAL	0	50.00

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					SERVICES/GIRLS SOFTBALL		
					Totals for	202100212	50.00
202100213	BAKEBERG, RANDE	JPAP05	05/21/2021	JV SOFTBALL OFFICIAL PAY THAT WAS OMITTED ON PREVIOUS PAY	GENERAL FUND/PERSONAL	0	20.00
					SERVICES/GIRLS SOFTBALL		
					Totals for	202100213	20.00
202100214	DALLMAN, WILLIAM	JPAP05	05/21/2021	VARSITY SOFTBALL OFFICIAL ON 5/20/21 VS NORTHLAND LUTHERAN/WI VALLEY LUTHERAN	GENERAL FUND/PERSONAL	0	70.00
					SERVICES/GIRLS SOFTBALL		
					Totals for	202100214	70.00
202100215	DRATH, RONALD	JPAP05	05/21/2021	VARSITY BASEBALL OFFICIAL ON 5/20/21 VS NORTHLAND LUTHERAN/WI VALLEY LUTHERAN	GENERAL FUND/PERSONAL	0	80.00
					SERVICES/BOYS BASEBALL		
					Totals for	202100215	80.00
202100216	Hagberg, Gary	JPAP05	05/21/2021	JV SOFTBALL OFFICIAL PAY THAT WAS OMITTED ON THE PREVIOUS CHECK	GENERAL FUND/PERSONAL	0	20.00
					SERVICES/GIRLS SOFTBALL		
					Totals for	202100216	20.00
202100217	RADLEY, DANIEL	JPAP05	05/21/2021	VARSITY SOFTBALL OFFICIAL ON 5/20/21 VS NORTHLAND LUTHERAN/WI VALLEY LUTHERAN	GENERAL FUND/PERSONAL	0	70.00
					SERVICES/GIRLS SOFTBALL		
					Totals for	202100217	70.00
202100218	ROLOFF, ROBERT	JPAP05	05/21/2021	VARSITY BASEBALL OFFICIAL ON 5/20/21 VS NORTHLAND LUTHERAN/WI VALLEY LUTHERAN	GENERAL FUND/PERSONAL	0	80.00
					SERVICES/BOYS BASEBALL		
					Totals for	202100218	80.00
202100219	KINZIGER, WILLIAM	JPAP05	05/24/2021	JV BASEBALL OFFICIAL ON 5/14/21 VS PITTSVILLE	GENERAL FUND/PERSONAL	0	70.00
					SERVICES/BOYS BASEBALL		
					Totals for	202100219	70.00
202100220	FLYNN, STEPHANIE	JPAP05	05/28/2021	MILEAGE TO CLINTONVILLE - HEART OF GOLD & FRIENDS IN EDUCATION PLAQUES	GENERAL FUND/EMPLOYEE	0	40.32
					TRAVEL/BOARD MEMBERS		
					Totals for	202100220	40.32
202100221	DALLMAN, WILLIAM	JPAP06	06/02/2021	VARSITY BASEBALL OFFICIAL ON 6/1/21 VS TIGERTON	GENERAL FUND/PERSONAL	0	80.00
					SERVICES/BOYS BASEBALL		
					Totals for	202100221	80.00
202100222	DRATH, RONALD	JPAP06	06/02/2021	VARSITY BASEBALL OFFICIAL ON 6/1/21 VS TIGERTON	GENERAL FUND/PERSONAL	0	80.00
					SERVICES/BOYS BASEBALL		
					Totals for	202100222	80.00
202100223	PETHKE, WALTER	JPAP06	06/02/2021	VARSITY SOFTBALL OFFICIAL ON 6/1/21 VS TIGERTON	GENERAL FUND/PERSONAL	0	70.00
					SERVICES/GIRLS		

CHECK NUMBER	CHECK VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					SOFTBALL		
					Totals for	202100223	70.00
202100224	RADLEY, DANIEL	JPAP06	06/02/2021	VARSITY SOFTBALL OFFICIAL ON 6/1/21 VS TIGERTON	GENERAL	0	70.00
					FUND/PERSONAL		
					SERVICES/GIRLS		
					SOFTBALL		
					Totals for	202100224	70.00
202100225	DALLMAN, WILLIAM	JPAP06	06/08/2021	VARSITY SOFTBALL GAME ON 6/7/21 VS WITTENBERG-BIRNAMWOOD	GENERAL	0	70.00
					FUND/PERSONAL		
					SERVICES/GIRLS		
					SOFTBALL		
					Totals for	202100225	70.00
202100226	DRATH, RONALD	JPAP06	06/08/2021	VARSITY SOFTBALL GAME ON 6/7/21 VS WITTENBERG-BIRNAMWOOD	GENERAL	0	70.00
					FUND/PERSONAL		
					SERVICES/GIRLS		
					SOFTBALL		
					Totals for	202100226	70.00
202100227	DALLMAN, WILLIAM	JPAP06	06/15/2021	JV SOFTBALL GAME ON 6/7/21 VS WITTENBERG-BIRNAMWOOD	GENERAL	0	70.00
					FUND/PERSONAL		
					SERVICES/GIRLS		
					SOFTBALL		
					Totals for	202100227	70.00
202100228	DRATH, RONALD	JPAP06	06/15/2021	JV SOFTBALL GAME ON 6/7/21 VS WITTENBERG-BIRNAMWOOD	GENERAL	0	70.00
					FUND/PERSONAL		
					SERVICES/GIRLS		
					SOFTBALL		
					Totals for	202100228	70.00
					Totals for checks		525,419.12

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	GENERAL FUND	360,427.75	730.00	103,327.15	464,484.90
21	Special Revenue Trust Fund	0.00	0.00	110.00	110.00
27	SPECIAL EDUCATION FUND	22,383.40	0.00	27,242.11	49,625.51
50	FOOD SERVICE FUND	6,201.37	0.00	0.00	6,201.37
73	EMPLOYEE BENIFIT TRUST FUND	1,000.00	0.00	0.00	1,000.00
80	COMMUNITY SERVICE FUND	0.00	0.00	3,997.34	3,997.34
***	Fund Summary Totals ***	390,012.52	730.00	134,676.60	525,419.12

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



Students choosing to excel; realizing their strengths.

To: Dr. Melanie Oppor

Fr: Jackie Sernau

Date: May 18, 2021

Re : Private School Title I Reading Interventionist- Megan Schuelke (.25 position)

This memo is to recommend Megan Schuelke for the Title I Private School Reading Interventionist position for the 2021-2022 school year. Megan is a former graduate of Little Wolf High School and currently serves as a substitute teacher for the district.

Megan received her Bachelor of Science in Education degree in 2019 from the University of Wisconsin Green Bay. In order to receive her teaching degree, Megan had to pass the Foundations of Reading Test (FORT) to show her knowledge and proficiency of literacy. She has worked as a kindergarten long- term substitute teacher for St. Paul's Lutheran as well as for Manawa Elementary School. Megan has experience in teaching whole class reading instruction using the workshop model as well as working with smaller guided reading groups.

Megan recently decided to broaden her teaching repertoire by working towards her reading license through UW-Stout. She signed up for 2 courses this summer, and she intends to be finished by next year.

Megan is the perfect candidate to provide service to the Title I reading students at St. Paul's Lutheran School. She already has an established relationship with the staff and is known by the students and families. Her willingness to learn new things, and her passion for reading and helping children, make her a perfect fit. I recommend her for this .25 position without hesitation.



School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

To: Dr. Melanie J. Oppor, BOE
From: Danni Brauer
Date: 6/17/21
Re: Megan Schuelke Special Assignment Teacher Recommendation for Hire

This memo is to recommend Ms. Megan Schuelke for the .75 FTE Special Assignment Teacher position for the 2021-22 school year. Ms. Schuelke is a former graduate of Little Wolf High School and is also being recommended to serve as the .25 FTE Private School Title I Reading Interventionist for the upcoming school year.

Ms. Schuelke received her Bachelor of Science in Education degree in 2019 from the University of Wisconsin Green Bay. She completed her student teaching requirement in Mrs. Burkhardt's 2nd-grade classroom and served as the long-term substitute in that classroom following graduation. Ms. Schuelke also served as a long-term substitute teacher in one of our kindergarten classrooms during this past school year and was one of the district's most requested short-term substitute teachers.

The Special Assignment Teacher position will fit nicely with the Private School Interventionist position she already accepted and will make her a full-time employee. Ms. Schuelke is the perfect candidate for this position as it will focus on supporting teachers to fill instructional "holes" in learning that the pandemic has caused with many of our students. She will support reading and math instruction in our classrooms with students who were affected most by the school closures and quarantines during the 2019-20 and 2020-21 school years. Ms. Schuelke will spend a quarter of her day at St. Paul administering interventions and three-quarters of the day at MES.

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School District of Manawa

To: Manawa Board of Education
From: Dr. Melanie J. Oppor
Date: June 17, 2021
Re: Recommendation for Instructional Technology Director

The purpose of this memo is to recommend Mr. Dean Marzofka for the position of Instructional Technology Director commencing on July 1, 2021 for the 2021-2022 school year.

Mr. Marzofka has technology experience both in the private and public sector providing an array of technology services and management. He has also provided technology support for Immanuel Lutheran High School in Eau Claire, Wisconsin. Mr. Marzofka has been working in the field of technology since 2004. Prior to that point, Mr. Marzofka used his degree in psychology to provide therapy and supervisory services for Grant County and Marinette Count Health and Human Services.

Mr. Marzofka received his Bachelor's Degree from U.W. – Stout in marriage and family counseling. His Master's Degree in psychology and business were issued from Saint Cloud State University. In addition, he has received certificates in various technological applications. Mr. Marzofka has also served as a U.S. First Robotics mentor, a worldwide high school student robotics competition.

The president of Russ Davis Wholesale indicated if he had the chance he “would hire Dean without hesitancy in technology. There is nothing in technology he can't do.” In his role with Russ Davis Wholesale, Mr. Marzofka managed all technology related issues for 1,000 employees over 12 sites doing everything from the “help desk” to updating the infrastructure. Since 2014, Mr. Marzofka held three technology-related positions within the company before relocating to Wisconsin. Mr. Marzofka currently resides in Ogdensburg. The retired business manager from Immanuel Lutheran High School in Eau Claire indicated that Mr. Marzofka is definitely a “people person” who uses his listening skills to guide people to do the right thing. He is also described as a self-starter that enjoys the creativity and experimentation that technology offers. Mr. Marzofka describes himself as a “no surprises” type person and his references confirmed this trait.

There were four applicants for the Instructional Technology Director position. One individual was not qualified for the position. Three candidates were interviewed. Mr. Marzofka received the unanimous endorsement of the interview committee that included the administrative team and members of the teaching staff. Please do not hesitate to contact me should you have any questions regarding this recommendation. Thank you for your thoughtful consideration.

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Agreement for Services

AGREEMENT made effective this 21st day of May, 2021, between Orthopedic & Spine Therapy (OST) at 1000 Midway Road, Menasha, Wisconsin, 54952 and the Little Wolf School District ("the District"), 800 Beech Street, Manawa, Wisconsin, 54949.

RECITALS:

1. The District desires to engage the services of OST for the purpose of providing the services of a Certified Athletic Trainer ("ATC") at the District's facility known as the Little Wolf High School during the 2021-22 school year.
2. OST is willing to provide the services of an ATC upon the following terms and conditions and the District is willing to engage OST on said terms and conditions.


For a good and valuable consideration, including the above Recitals, the parties agree as follows:

- A. The District shall provide all necessary supplies and equipment for the ATC.
- B. OST shall provide the District with the services of ATC at the District's High School facilities.
 1. All supervision of the ATC will be provided by OST. The ATC will meet minimum standards of job description and certification.
 2. OST shall obtain and maintain, at its sole cost and expense, professional liability insurance covering its employees.
- C. The District recognizes that it will pay judgment for damages and cost against its officers, employees and agents arising out of their activities while within the scope of their assigned responsibility in the athletic training program at Little Wolf High School.
- D. The ATC will provide the District with the following services:
 1. ATC will be present at Little Wolf High School one day per week for approximately one hour per day during the traditional academic year.
 2. ATC will be present at all home varsity and junior varsity football games, and home High School and Middle School wrestling competitions (or arrange for other medical care if unable to be present.)
 3. Presentations will be provided on Athletic Director's request for parents, coaches or faculty at Little Wolf High School.
- E. The term of this Agreement shall begin on this 1st day of August, 2021, and terminate on June 5th, 2022.
- F. The District shall pay to OST the sum of \$400 for services provided by OST.
 1. In addition, free of charge, OST signs will be placed on the football field and in the field house.
 2. Two announcements will be placed in the school newsletter acknowledging that athletic training room services are provided by OST.

3. Announcements, free of charge, to be placed in programs for all sports, acknowledging that athletic training services are provided by OST.
 4. Cash amount shall be payable \$400 on October 1, 2021. In the event that the district shall require the service of the ATC from OST for special athletic or sporting events, services for such special events shall be paid at the rate of \$25 per hours for said events, and must be requested at least thirty (30) days prior to the event.
 5. Annual Athletic Passes for 2 adults and 3 children.
- G. This Agreement represents the entire understanding between the parties regarding the subject matter hereof. This Agreement shall not be amended, altered or modified except by a written instrument signed by both parties hereto. The waiver by either party of any breach of the provisions of the Agreement shall not be deemed a waiver of any subsequent breach. This Agreement shall not be assignable by either party without the written consent of the other party.
- H. The District and OST agree there shall be no discrimination against students on the basis of the students' or ATC's race, color, creed, religion, sex, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital status, or parental status.


The parties signed this Agreement effective the day and year first above written.

Orthopedic & Spine Therapy



Jill Timm, PT, LAT

School District of Manawa
Little Wolf High School



District Administrator
(Title)



School District of Manawa
Students Choosing to Excel, Realizing Their Strengths

To: Board of Education
From: Carmen O'Brien
cc: Dr. Melanie Oppor
Date: 6/2/2021
Re: 2021-22 Occupational Therapy Service Contract

Recommendation:

I recommend purchasing Occupational Therapy (OT) services from N.E.W. REHAB Company of New London, WI for the 2021-22 school year.

Rationale:

The School District of Manawa has been contracting with N.E.W. REHAB since 2007-08. We are happy with the services they provide to students with special OT needs. Over the past 4 school years, the SDM spends about \$22,000 on these services. The rates have increased by \$0.50 per hour for both the occupational therapist and the certified occupational therapy assistant.

I did inquire about pricing for OT services through CESA #6. I was told that due to staffing, they would be unable to provide OT services and did not give a quote.

	2020-21	2021-22
Occupational Therapist	\$60.00	\$60.50
Certified Occupational Therapy Assistant	\$51.00	\$51.50



N.E.W. REHAB Company
307 Smith Street
New London, WI 54961

Therapy Services Agreement
2021-2022 School Year

This agreement made this 21st day of April, 2021 between N.E.W. Rehab Company (Provider) of Therapy Services, whose address is 307 Smith Street, New London, Wisconsin 54961 and the School District of Manawa (District), for the provision of the professional services identified below:

 X Occupational Therapy

1. TERM

This Agreement shall be for the school year of 2021-2022. In the event that a therapist is unavailable, every attempt will be made to provide a substitute therapist. If a therapist is unavailable for an extended period of time, either party may at any time during the term of the Agreement, upon thirty (30) day written notice to the other party terminate this Agreement. At the end of the thirty (30) day period, this Agreement shall terminate for all purposes, if the obligations arising from the contract have been met by both parties.

2. SERVICES

Provider agrees to provide such services as stated above in compliance with Federal, State, local government or agency, including current licensure by the Department of Public Instruction. Provider will maintain record of the services provided as required by any Federal, State, local government or agency. All therapists will maintain and provide proof of proper licensure as required by Federal and State, local government or accrediting agency.

3. COMPENSATION

In the event the District fails to pay compensation to Provider within said thirty (30) days, interest at the rate of eighteen percent (18%) per annum shall be charged on the outstanding balance and the Customer hereby agrees to pay any and all costs of collection, including, but not limited to, reasonable attorneys fees.

4. SCHEDULE OF CHARGES:

\$60.50 per hour for an Occupational Therapist

\$51.50 per hour for a Certified Occupational Therapy Assistant

Travel time within the district will be billed at the per hour rate. Mileage within the district will be billed at the IRS rate. If a therapist is scheduled for a partial day, travel time and mileage will be billed to the District unless it is the first stop of the day.

5. EQUIPMENT, MATERIALS AND WORKSPACE

The school will provide basic equipment and supplies.

6. INSURANCE

Provider will maintain and provide proof of professional liability insurance, with a minimum amount of \$1,000,000.00 for each incident and \$3,000,000.00 annual aggregate to cover any claims arising out of performance of the services under this Agreement. Provider will also maintain Worker's Compensation Insurance on its employees as required by Federal and State Regulations.

7. APPLICABLE LAW

The laws of the state of Wisconsin shall govern this agreement.

8. INDEMNIFICATION

Each party agrees to indemnify and hold harmless the other party, including the parent, directors, officers, agents and employees thereof, from all claims, suits, and judgments arising from the indemnifying party's neglect and/or intentional acts and omissions in the performance of the duties prescribed in this Agreement. Each party shall give the other immediate written notice of any claim, suit, or demand, which may be subject to this provision.

9. NON-COMPETE CONTRACT CLAUSE

District agrees not to recruit, contract, subcontract or hire any therapy staff providing services to District on behalf of Provider, or any entity whether it be an LLC, corporation or sole proprietorship, which employs any therapy staff which provided services to District on behalf of Provider, for a period of one year after the termination of this contract, unless agrees upon in writing by Provider and a fee paid to Provider of not less than one years contract rate.

School District of Manawa

By: _____ Title _____ Date: _____

N.E.W. Rehab Company

By: _____ Title _____ Date: _____



School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

To: Dr. Melanie Oppor
Fr: Dawn Millard
Date: 5/24/21
Re: 2021 Fall Coach Recommendations

I am recommending the following for coaches for fall sports pending background checks.

Name	Position	Information
Brad Johnson	Head Coach -Football	Coach Brad Johnson is a returning coach.
Jake Kaczorowski	Assistant Coach - Football	Mr. Kaczorowski is a 2015 graduate of LWHS, as well as a respected high school social studies teacher at LWHS. He played football all through high school and continued playing throughout his years as a college student at Ripon. His knowledge of the game sets him apart from others. He works well with high school students and athletes, encouraging good sportsmanship and overall wellness. Mr. Kaczorowski will be a huge asset to the coaching staff and football program.
Nate Ziemer	Assistant Coach- Football	Mr. Ziemer is a returning coach.
Casey Johnson	Assistant Coach - Football	Mr. Johnson is a returning coach.

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School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

Tony Decker	8th grade coach - Football	Mr. Decker is a returning coach.
Brian Elmhorst	7th grade coach - Football	Mr. Elmhorst is a returning coach.
Luke Seeger	Volunteer Football Coach	Mr. Seeger is a returning volunteer football coach.
Cody Dean	Volunteer Football Coach	Mr. Dean is a returning volunteer football coach.
Zach Kriesel	Volunteer Football Coach	Mr. Kriesel has coached middle school boys basketball in the past, but now will be helping out as a volunteer for the football program.
Teri Scherneck	Head Coach - Cross Country	Coach Scherneck will be returning for her second year as head coach.
Bruce Scheller	Assistant Coach - Cross Country	Coach Scheller will be returning as the assistant cross country coach.

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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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School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

Stephanie Steiger	Head Coach - Volleyball	Coach Steiger was recently hired for the head coach position.
Josh Mader	Assistant Coach - Volleyball	Mr. Josh Mader is an avid volleyball player. He played high school volleyball in Kimberly. From there he went on to play at Northcentral Technical College and he was also an assistant coach for UW Marathon's Women's team while in college. Mr. Mader continues playing in a recreational manner. His perception and understanding of the necessary volleyball skills will make him an asset to our coaching staff. He understands the importance of communication among coaches and would be a positive team member.
Chloe Johnson	7th grade or JV2 Volleyball coach as needed.	Ms. Johnson is a returning volleyball coach

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Little Wolf High School Manawa Middle School

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Students Choosing to Excel, Realizing Their Strengths

To: Dr. Melanie Oppor, Curriculum committee
Fr: Dan Wolfgram
Date: 5/26/2021
Re: Recommendation to attend FFA State Convention: July 5 - 8, 2021

The purpose of this memo is to recommend that Mrs. Sandra Cordes and up to six high school students be allowed to attend this year's FFA State Convention.

92nd Wisconsin State FFA Convention Information:

- July 5 - July 8, 2021 - Exhibition Hall at the Alliant Energy Center, Madison WI.
- Hotels will be assigned based on availability through the registration process. Fifteen different hotels will be available within immediate proximity to the Alliant Convention Center.

Additional Information:

- The school van would be utilized for transportation.
- This field trip is voluntary and is only offered to immediate members of the FFA.
- Parental/guardian permission is required.
- By the time this convention takes place, parents will have had the opportunity to have their child vaccinated if they so choose. (COVID-19 vaccination is not a requirement for attending the convention.)
- The FFA State Convention has not announced any official COVID-19 mitigation strategies.
- Masking is voluntary in Dane County.

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

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

Teacher/Coach (responsible for trip) Sandy Cordes Grade/Class HS (FFA)
Date(s) of trip July 5 to July 8, 2021

Destination and Address: Alliant Center, Madison
Itinerary of trip (attach sheets as necessary): Is this an overnight or water related trip? yes no

See attached -- tentative

Purpose of trip (include curriculum guide learner outcome or competency references):
FFA Award Sessions, Guest speakers, educational workshops, conducting business (2 official delegates)

No. of Students up to 6 No. of Teachers 1 No. of Chaperones 0 → make from Winneconne if needed GROUP TOTAL 7 or fewer
Departure time TBD → 2:00 pm? Return time 9 pm Total hours 74 No. of Buses 0
Start (pick up) point HS Return (drop off) point (depending upon pavement)

FIELD TRIP COSTS (NO student participation fee can be required without prior Board of Education approval.)
Non-transportation costs (Planner completes for all field trips)

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

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

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

↓
Jim Melby
FFA Advisor

FFA can cover hotel room, van transportation

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

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

APPROVED Daniel J. Woffgram DATE 5/24/21
Principal

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

DM

D. TRANSPORTATION: (Complete all that apply.)

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

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

Private vehicle data submitted by: _____

Principal confirms submission of required documents to District Office: _____

Bussing costs (To be completed by Kobussen)

Total transportation charge:

\$ n/a

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

FD _____ LOC _____ OBJ _____ FUNCTION _____ PROJ _____

Transportation paid by other organization name and address:

Transportation Request Directions

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

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

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



UNSTOPPABLE

ALLIANT ENERGY CENTER · MADISON, WISCONSIN
JULY 5-8, 2021

2021 Wisconsin FFA State Convention Schedule
In-Person State Convention – July 5 – 8, 2021
All Sessions will be Livestreamed
SCHEDULE IS SUBJECT TO CHANGE

PRE-CONVENTION ITEMS:

The following award results will be announced virtually before the in-person state convention AND there will also be on-stage recognition.

Proficiency Awards

Agriscience Fair

National Chapter

Virtual Talent Competition – See Announcement for Audition Entries.

Delegate Business Session – More information will be emailed to FFA Chapters.

State Officer Retiring Addresses – Make sure to tune in on Facebook and Instagram the week before convention as the state officers provide their retiring comments as they close out their year of service.

Monday July 5, 2021

6:00 – 8:30 p.m.

Early Registration - Lobby Exhibition Hall

8:30 p.m.

Reflections Program

Presented by the 2020-2021 State FFA Officer Team

NOTE: There may be an opportunity for a service project. Details are being discussed and more information will be shared.

Members will be allowed to bring in **restored tractors** and **agricultural art projects**. Watch for more information to participate in these activities.

Tuesday July 6, 2021

7:30 a.m.

Contestant and Judges Check-in

8:00 a.m.

State Leadership Development Events – In-Person Competitions

Creed

Parliamentary Procedure

Prepared

Quiz Bowl

Extemporaneous

Ag Issues

Discussion Meet

8:00 a.m.

Proficiency State Winner Displays in the Lobby

8:30 a.m.	Convention Registration Opens – Lobby
8:30 a.m.	FFA Band and Chorus Rehearsal Begins – Band Hall A/ Chorus Arena
10:30 a.m. - 1:00 p.m.	<i>LUNCH</i> - East Corridor – Available to anyone with purchased ticket
11:00 a.m.	Marketing Plan CDE – Mendota 7
11:45 a.m.	<p>Opening General Session Grand Entry of the Flags Opening Ceremonies Welcome to State Convention Greetings - Dr. James Woodard, National FFA Advisor Welcome New Chapters Membership Award Recognition State Officer Advisor Recognition Keynote Speaker-David Lopez, National FFA Western Region Vice President</p>
12:30 p.m.	Employment Skills LDE – Board Room, Wingra and Waubesa
1:00 p.m.	Conduct of Chap. Meetings LDE – Monona and Kegonsa
3:00 p.m.	<p>Second General Session – Proficiency Recognition Session 2020 State Proficiency Winners Recognition 2021 State FFA Proficiency Recognition Award Finalists and State Winners</p>
4:30 p.m. - 7:00 p.m.	<i>DINNER</i> - East Corridor – Available to anyone with purchased ticket
5:30 p.m.	<p>Wisconsin FFA State Award Winners Dinner Proficiency Finalists – Each finalist receives a sponsored ticket CDE Winners – Winning teams/high individuals receive a sponsored ticket Any other award winners are invited to participate in this event, however tickets will need to be purchased.</p>
7:00 p.m.	Wisconsin FFA Honors Band and Chorus Concert
8:00 p.m.	<p>Third General Session Greetings Wisconsin FFA Foundation John Hromyak and Janet Schneider Virtual CDE Results – Winning Teams and High Individuals Recognition Junior High Essay Contest Results State LDE Results and Recognition – Including Employment Skills LDE and Conduct of Chapter Meetings LDE Keynote Speaker and Entertainment The Peterson Brothers Sponsored by Culver’s No tickets for attendee</p>

Wednesday, July 7, 2021

- 8:00 a.m. State Star Finalist Displays in the Lobby
- 8:00 a.m. High School Quiz Bowl Competition – **Mendota 2 and 3**
- 9:00 a.m. Student Workshops Begin – A more detailed listing of workshops will be provided.
- 9:00 a.m.-
1:30 p.m.** **Grand Opening - Wisconsin FFA Convention Expo**
Special Guest Appearance “Meet and Greet” – The Peterson Brothers
- 10:00 a.m.** **Special Session for Class of 2020 State Degree Recipients**
If you have members that would like to participate please respond to the survey. <https://forms.gle/JLhxDcjieAgN9t7>
- 11:00 a.m. - 1:00 p.m. *LUNCH* - East Corridor – Available to anyone with purchased ticket
- 12:15 p.m.** **State FFA Degree Lunch – Hall A**
2020 and 2021 State FFA Degree recipients are invited to attend this meal. All State FFA Degree Recipients will receive a sponsored ticket. All other guests must purchase a ticket for the meal.
- 2:00 p.m. Wisconsin FFA Foundation Board Meeting
- 2:00 p.m.** **Fourth General Session**
Class of 2021 State Degree Recognition
Agriscience Fair Recognition
Food For America Awards
School Officials Recognition
State Officer Candidate Introductions
- 4:30 p.m. – 6:30 p.m. *DINNER* - East Corridor – Available to anyone with purchased ticket
- 5:00 p.m. Registration and Doors Open – Invitation Only/Registration Required
- 5:30 p.m.** **NEW!! Wisconsin FFA Convention Celebration Dinner – Hall A**
Foundation Sponsors Blue and Gold Society
Honored adults Past state FFA officer reunion teams
Retiring Advisors State Star Finalists with up to 2 guests per finalist
2020-2021 State Officers
- 6:30 p.m.** **State FFA Honors Band and Chorus Concert**
- 7:30 p.m.** **Fifth General Session**
Greetings - Wisconsin Secretary of Agriculture, Trade and Consumer Protection – Randy Romanski
Past State Officer Recognition
Honored Adults Recognition
Wisconsin FFA Hall of Fame Induction
Retiring Advisor Recognition
Stars Over Wisconsin Recognition
Announcement of 2021-2022 State FFA Officer Team
- 9:45 p.m.** **Entertainment - Al Synder Hypnotist Show – No Tickets Required**
Sponsored by the Wisconsin Association of FFA

Thursday, July 8, 2021

8:00 a.m.

State FFA Honors Band and Chorus Concert

9:00 a.m.

Closing General Session

FFA Alumni Recognition – FFA Alumni President Greetings

State FFA Honors Band and Chorus Recognition

FFA Talent Recognition

National Chapter Awards

Three Star Leader Awards

State President Retiring Address

Year in Review Video

State Officer Family Recognition

Retiring State Officer Recognition

Installation of 2021-2022 State Officer Team

12:30 p.m.

Past State Officer, Parent and Advisor Lunch

1:30 p.m.

2021-2022 State FFA Board of Directors Meeting – Monona

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WISCONSIN

ASSOCIATION OF FFA



School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

To: Dr. Melanie J. Oppor, BOE
From: Danni Brauer
Date: 6/15/21
Re: June Update

Special Education

- The 2021-22 school year is the year that the School District of Manawa must perform Reading Drives Achievement: Procedural Compliance Self-Assessment (RDA: PCSA). This is a process that every public school district in Wisconsin performs every 5 years. We already passed the first 2 indicators (timely evaluations and parent surveys) and I am trained to review evaluation and IEP paperwork.
 - A review of paperwork will happen this summer (after July 1) when DPI gives us our random sample.
 - The Special Education Department will meet prior to school starting to go through the needed corrections and go over trends that were found. When school starts staff will begin to make any needed corrections to compliance statements (see attachment for compliance statement and corrections).
 - During a 2 week period during September/October I will be doing the required assessment of the implementation of IEPs. This will involve the review of services in a small sample of IEPs (sample is randomly selected by DPI) then finding evidence of the implementation of services during the 2 week period. The Department will meet again to go over any corrections that need to be made.
 - Corrections will be made and submitted to DPI by November 1, 2021.
 - In May, DPI will verify that the District continues to follow the corrected actions and will meet with me to close out the process.
- The first draft of schedules for special education staff and students has been completed at all levels. Staff will continue to monitor these during student registration.

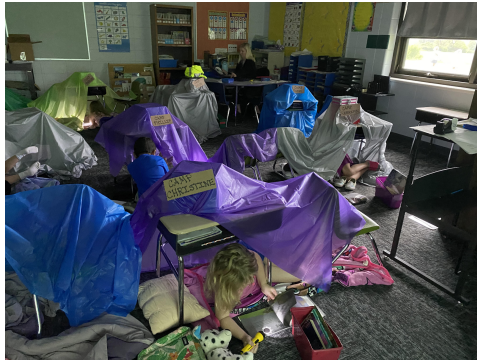
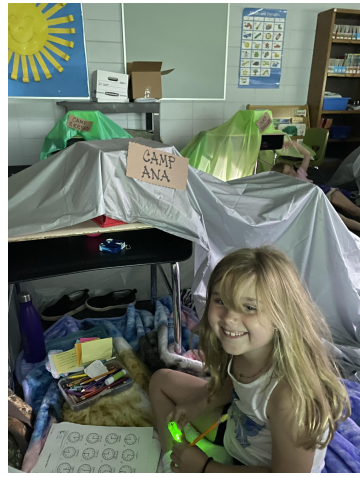
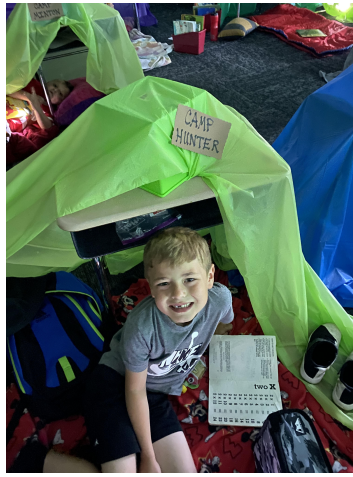
MES

- WE DID IT!! 2020-21 was a year no one could have imagined but we made it through. The entire school celebrated in some amazing ways. We had a school-wide Fun Field Day where students in K-3 rotated through stations playing games and enjoying time together. Grades 4-5 had a round-robin kickball tourney that ended in a tie between the 5th-grade classes. While classes waited to play they enjoyed yard games. This fun morning was organized by Mrs. Ziemer, Mrs. Tassone, and Mrs. McCoy.
- The Spring Concert has been posted to social media. Ms. Gruman and the K-5 music students learned songs from other countries to celebrate the musical world we live in. Everyone did an amazing job!
- Mrs. Rosin's classed turned their room into Camp Rosin. Each student's desk became a tent where they completed work and read by flashlight.
- Mrs. Krueger's library classes had fun with STEM (science, technology, engineering, and mathematics) activities that went along with library books. They also went on a scavenger hunt on the trail.



School District of Manawa

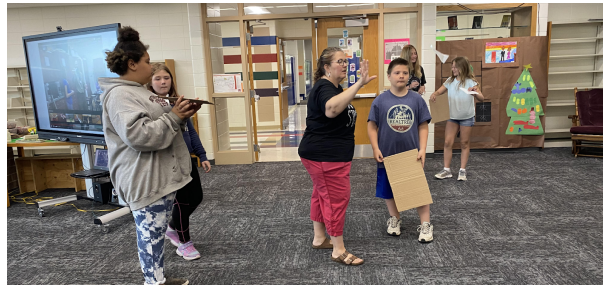
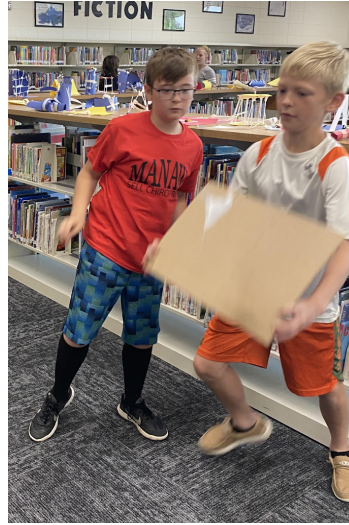
Students Choosing to Excel, Realizing Their Strengths





School District of Manawa

Students Choosing to Excel, Realizing Their Strengths



**Directions and Standards for Assessing Compliance
May 2021**

Item	Compliance Statement	Directions and Standards	Correction
<p>EVAL-1</p>	<p>At the IEP team meeting to determine whether the student is a student with a disability, the IEP team reviewed information provided by the student’s parents.</p> <p>34 CFR §300.305(a)(1)(i); Wis. Stat. §115.782(2)(b)1</p>	<p>Directions: Locate the <i>Evaluation Report Including: Determination of Eligibility and Need for Special Education (ER-1)</i>, and <i>Existing Data Review to Determine if Additional Assessments or Evaluation Data are needed. (ED-1)</i>. Or, locate the <i>Notice of Agreement that a Three-year Reevaluation is not Needed (RE-3)</i></p> <p>Mark “NA” If the student’s reevaluation was waived within the last 12 months.</p> <p>Review the ED-1 and section I.A. of the ER-1</p> <p>Mark “Y” if there is documentation the IEP team reviewed information provided by the parents at the IEP team meeting.</p> <p>Mark “N” if there is no documentation the IEP team reviewed information provided by the parents at the IEP team meeting.</p> <p>Standards: “Information” provided by parents may include previous evaluations, observations, concerns, or any other knowledge or information about the student.</p> <p>Parents of the student must be afforded the opportunity to attend the IEP team meeting. At the meeting, the IEP team must document and consider information provided by the parent. If the parents will not be at the IEP team meeting,</p>	<p>Student-level Correction: Offer to parents to conduct a new IEP team meeting to determine whether the student is or continues to be a student with a disability. Document the results of the discussion with the parents and the decision reached. The department will verify correction of student-level noncompliance.</p> <p>Current Compliance: The local education agency (LEA) must take action to ensure current compliance. The department will verify current compliance based on a new student record sample.</p>

*In making changes to a student's IEP after the annual IEP meeting for a school year, the parent of a student with a disability and the local educational agency may agree not to convene an IEP team meeting for the purposes of making such changes, and instead may develop a written document to amend or modify the student's current IEP. 34 CFR §300.324(a)(4). Changes to a student's placement must be made through an IEP team meeting.

Item	Compliance Statement	Directions and Standards	Correction
<p>EVAL-1 Cont'd</p>		<p>efforts should be made to obtain information prior to the meeting and this information should be considered and documented. If the parents do not provide any information this should also be documented in the IEP.</p> <p>The decision not to conduct a three-year reevaluation must be given careful consideration. The parent and the designated school staff should discuss the advantages and disadvantages of conducting a reevaluation, as well as what effect a reevaluation might have on the student's educational program. A reevaluation may be necessary to obtain current data to determine the educational needs of the student; the present levels of academic achievement and functional performance; the content of the student's IEP including information related to enabling the student to be involved in and progress in the general education curriculum; and whether any additions or modifications to the special education and related services are needed to enable the student to meet the IEP annual goals.</p>	
<p>EVAL-2</p>	<p>At the IEP team meeting to determine whether the student is a student with a disability, the IEP team reviewed previous interventions and the effects of those interventions.</p> <p>Wis. Stat. § 115.782(2)(b)1</p> <p><i>Independent charter schools, authorized under Wis. Stat. 118.40(2)(r and (x)), are not</i></p>	<p>Directions:</p> <p>Locate the <i>Evaluation Report Including: Determination of Eligibility and Need for Special Education (ER-1)</i>, and <i>Existing Data Review to Determine if Additional Assessments or Evaluation Data are Needed. (ED-1)</i>. Or, locate the <i>Notice of Agreement that a Three-year Reevaluation is not Needed (RE-3)</i></p> <p>Mark "NA" if the student's reevaluation was waived within the last 12 months.</p>	<p>Student-level Correction:</p> <p>Offer to parents to conduct a new IEP team meeting to determine whether the student is or continues to be a student with a disability. Document the results of the discussion with the parents and the decision reached. The department will verify correction of student-level noncompliance.</p>

*In making changes to a student's IEP after the annual IEP meeting for a school year, the parent of a student with a disability and the local educational agency may agree not to convene an IEP team meeting for the purposes of making such changes, and instead may develop a written document to amend or modify the student's current IEP. 34 CFR §300.324(a)(4). Changes to a student's placement must be made through an IEP team meeting.

Item	Compliance Statement	Directions and Standards	Correction
<p>EVAL-2 Cont'd</p>	<p><i>required to complete this item.</i></p>	<p>Review the ED-1 and section I.F. of the ER-1</p> <p>Mark “Y” if there is documentation of previous interventions and the effects of those interventions in the IEP.</p> <p>Mark “Y” if the “Not Applicable” box is checked indicating there have been no previous interventions (except for initial SLD evaluations).</p> <p>Mark “N” if there is no documentation the IEP team reviewed previous interventions and the effects of interventions at the IEP team meeting.</p> <p>Standards: Both the interventions and the effects of those interventions must be documented. There does not need to be a separate effect for each identified intervention. For instance multiple interventions may result in the same effect.</p> <p>For example:</p> <ul style="list-style-type: none"> • The student receives 30 minutes of specially designed instruction in decoding words, reading fluency and reading comprehension. As a result, the student has increased reading skills to grade level expectations. <p>When the student is being evaluated under specific learning disability criteria for the first time, there must be evidence the team considered previous interventions and the effects of those interventions. See <i>Required Documentation for Specific Learning Disability (SLD) – Initial Evaluation (ER-2A)</i>.</p>	<p>Current Compliance: The local education agency (LEA) must take action to ensure current compliance. The department will verify current compliance based on a new student record sample.</p>

*In making changes to a student's IEP after the annual IEP meeting for a school year, the parent of a student with a disability and the local educational agency may agree not to convene an IEP team meeting for the purposes of making such changes, and instead may develop a written document to amend or modify the student's current IEP. 34 CFR §300.324(a)(4). Changes to a student's placement must be made through an IEP team meeting.

Item	Compliance Statement	Directions and Standards	Correction
EVAL-2 Cont'd		<p>The decision not to conduct a three-year reevaluation must be given careful consideration. The parent and the designated school staff should discuss the advantages and disadvantages of conducting a reevaluation, as well as what effect a reevaluation might have on the student's educational program. A reevaluation may be necessary to obtain current data to determine the educational needs of the student; the present levels of academic achievement and functional performance; the content of the student's IEP including information related to enabling the student to be involved in and progress in the general education curriculum; and whether any additions or modifications to the special education and related services are needed to enable the student to meet the IEP annual goals.</p>	
EVAL-3	<p>The IEP team documented information about the student's current reading achievement.</p> <p>34 CFR §300.305(a)(2), §300.306(c), §300.311 [if SLD]; Wis. Stats §115.782(2)(b)2, §115.782(3)(b); Wis. Admin. Code PI 11.35 (1-2)</p>	<p>Directions: <i>Locate the Evaluation Report Including: Determination of Eligibility and Need for Special Education (ER-1), and Existing Data Review to Determine if Additional Assessments or Evaluation Data are needed (ED-1). Or, locate the Notice of Agreement that a Three-year Reevaluation is not Needed (RE-3)</i></p> <p>Mark "NA" if the student's reevaluation was waived within the last 12 months.</p> <p>Review the ED-1 and sections I. and II. of the ER-1.</p> <p>Mark "Y" if there is documentation of the student's current reading achievement.</p> <p>Mark "N" if there is no documentation of the student's current reading achievement.</p>	<p>Student-level Correction: Offer to parents to conduct a new IEP team meeting to determine whether the student is or continues to be a student with a disability. Document the results of the discussion with the parents and the decision reached. The department will verify correction of student-level noncompliance.</p> <p>Current Compliance: The local education agency (LEA) must take action to ensure current compliance. The department will verify current compliance based on a new student record sample.</p>

*In making changes to a student's IEP after the annual IEP meeting for a school year, the parent of a student with a disability and the local educational agency may agree not to convene an IEP team meeting for the purposes of making such changes, and instead may develop a written document to amend or modify the student's current IEP. 34 CFR §300.324(a)(4). Changes to a student's placement must be made through an IEP team meeting.

Item	Compliance Statement	Directions and Standards	Correction
<p>EVAL-3 Cont'd</p>		<p>Standards: The IEP team must review and consider information about the student's current reading achievement to determine whether the student has educational needs related to reading. "Current" generally refers to information gathered within the preceding 12 months preceding the evaluation.</p> <p>Information about the student's current reading achievement may be obtained from a variety of sources including:</p> <ul style="list-style-type: none"> • Parents • Classroom-based assessment (formative) • Local or state assessment results • District screening/progress monitoring data • Other data collected as part of school's MLSS/RtI • Individually administered standardized tests • Classroom based measurements • Related behavior information/attendance as appropriate <p>Reading achievement for preschool children may include information about participation in age-appropriate activities, including language development, communication and/or early literacy.</p> <p>This assessment item focuses on evaluations that address the student's current reading achievement. The IEP team must also consider and document information about the student's performance in other academic and functional areas.</p> <p>In determining eligibility and educational needs (considering both academic and functional), the IEP team must draw upon information from a variety of sources, including aptitude and</p>	

*In making changes to a student's IEP after the annual IEP meeting for a school year, the parent of a student with a disability and the local educational agency may agree not to convene an IEP team meeting for the purposes of making such changes, and instead may develop a written document to amend or modify the student's current IEP. 34 CFR §300.324(a)(4). Changes to a student's placement must be made through an IEP team meeting.

Item	Compliance Statement	Directions and Standards	Correction
EVAL-3 Cont'd		<p>achievement tests, parent input, and teacher recommendations, as well as information about the student's physical condition, social or cultural background, and adaptive behavior. Simply listing raw test scores is not sufficient. The IEP team must also ensure that information obtained from all of these sources is documented and carefully considered.</p> <p>The decision not to conduct a three-year reevaluation must be given careful consideration. The parent and the designated school staff should discuss the advantages and disadvantages of conducting a reevaluation, as well as what effect a reevaluation might have on the student's educational program. A reevaluation may be necessary to obtain current data to determine the educational needs of the student; the present levels of academic achievement and functional performance; the content of the student's IEP including information related to enabling the student to be involved in and progress in the general education curriculum; and whether any additions or modifications to the special education and related services are needed to enable the student to meet the IEP annual goals.</p>	

*In making changes to a student's IEP after the annual IEP meeting for a school year, the parent of a student with a disability and the local educational agency may agree not to convene an IEP team meeting for the purposes of making such changes, and instead may develop a written document to amend or modify the student's current IEP. 34 CFR §300.324(a)(4). Changes to a student's placement must be made through an IEP team meeting.

Item	Compliance Statement	Directions and Standards	Correction
IEP-1	<p>The IEP team meeting to develop or review and revise the IEP included a regular education teacher of the student.</p> <p>34 CFR § 300.321(a); Wis. Stats. § 115.78(1m)</p>	<p>Directions: Locate the student’s <i>Individualized Education Program (IEP) Team Meeting Cover Page (I-3)</i>.</p> <p>Mark “NA” if the student is not (and is not anticipated to be) participating in the general education environment.</p> <p>Mark “Y” if a regular education teacher of the student attended the IEP team meeting.</p> <p>Mark “Y” if a regular education teacher of the student did not attend but was properly excused.</p> <p>To determine if the teacher was properly excused, locate form I-2, <i>Agreement On IEP Team Participant Attendance at IEP Team Meeting</i>:</p> <ul style="list-style-type: none"> • If the parents signed form I-2 on or prior to the meeting date and the purpose of the meeting did not include discussion of the general education curriculum, the requirement is met. • If the purpose of the meeting did include discussion of the general education curriculum, the requirement is met if the parents signed form I-2 and the regular education teacher provided written input into the development of the IEP to the parents and other IEP team members prior to the meeting. <p>Mark “N” if a regular education teacher of the student did not attend the IEP team meeting or was not properly excused.</p>	<p>Student- level Correction: Conduct a new IEP team meeting which includes a regular education teacher of the student. The department will verify correction of student-level noncompliance.</p> <p>Current Compliance: The local education agency (LEA) must take action to ensure current compliance. The department will verify current compliance based on a new student record sample.</p>

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Item	Compliance Statement	Directions and Standards	Correction
IEP-1 Cont'd		<p>Standards:</p> <p>A regular education teacher of the student is a required member of the IEP team unless the student is not in the general education environment and is not anticipated to be during the term of the IEP.</p> <p>A regular education teacher is a required member of the IEP team for a student with a disability age 3-5 if the student is or may be participating in a general education early childhood program during the term of the IEP. Only one regular education teacher of the student is required.</p> <p>A member of the IEP team, including a regular education teacher, may be excused if the parent and the LEA agree in writing the attendance is not necessary because the participant's area of the curriculum or related services is not being modified or discussed in the meeting. A required participant may also be excused from attending an IEP team meeting even if the meeting involves a modification to or discussion of the participant's area of the curriculum or related services. The required participant may be excused if, on or prior to the meeting date, the parent gives written consent and prior to the meeting, the excused participant submits to the parent and the IEP team written input into the development of the IEP.</p>	
IEP-2	In developing the student's IEP, the IEP team considered the strengths of the child and the concerns of the parents for enhancing the student's	<p>Directions:</p> <p>Locate the student's <i>Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form (I-4)</i>. Review sections I.A. and I.D.</p>	<p>Student-level Correction:</p> <p>Conduct a new IEP team meeting to consider and document the strengths of the student and the concerns of the parents for</p>

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Item	Compliance Statement	Directions and Standards	Correction
IEP-2 Cont'd	education. 34 CFR §300.324(a)(i) and (ii); Wis. Stat. §115.787 (3)(a)	<p>Mark “Y” if:</p> <ul style="list-style-type: none"> • the student’s strengths are described and • the parents’ concerns are described or there is documentation the parents did not have any concerns or the parents were afforded an opportunity to participate in the meeting and provide information and did not attend or provide input. <p>Mark “N” if:</p> <ul style="list-style-type: none"> • the student’s strengths are not described and/or • the parents’ concerns are not described and there is no other documentation in the student’s IEP that the parents’ concerns were considered or they were not afforded an opportunity to participate in the meeting. <p>Standards: In developing the student’s IEP, the IEP team must consider the strengths of the student, and the concerns of the parents for enhancing the education of their child. IEP teams should attempt to identify both academic and functional strengths of the student. The IEP team should consider the student’s strengths when developing goals and specifying special education, related services, and supplementary aids and services.</p> <p>If the parents did not attend the meeting, the IEP team must still consider any concerns expressed by the parents prior to the meeting. The LEA should make efforts to solicit this information if they are aware that a parent will not be attending the IEP team meeting. If the parents did not express any concerns, and the LEA afforded the parents an opportunity to attend the meeting,</p>	<p>enhancing the student’s education.* The department will verify correction of student-level noncompliance.</p> <p>Current Compliance: The local education agency (LEA) must take action to ensure current compliance. The department will verify current compliance based on a new student record sample.</p>

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Item	Compliance Statement	Directions and Standards	Correction
IEP-2 Cont'd		<p>but the parents did not attend, then the LEA has met its obligation. In order to afford the parents an opportunity to participate, the LEA must notify the parents of the meeting early enough to ensure they have an opportunity to attend, and must schedule the meeting at a mutually agreed upon time and place. If there is documentation the parents agreed to participate but failed to arrive for the scheduled meeting, then consider that the parents were afforded an opportunity to participate. The parents were also afforded an opportunity to participate if the school district made at least three reasonable attempts to contact the parents, and the parents failed to respond.</p> <p>Examples of reasonable attempts to contact the parent(s) include:</p> <ul style="list-style-type: none"> • records of voice mail messages (an unanswered telephone call in which no message has been left does not count as a reasonable attempt); • correspondence sent to parents, including-emails; and • records of visits to the parents' home or place of employment. 	
IEP-3	<p>The IEP includes a statement of the student's present levels of academic achievement and functional performance.</p> <p>34 CFR § 300.320 (a)(1); Wis. Stat. §115.787(2)(a)</p>	<p>Locate the student's <i>Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form</i> (1-4). Review sections I.B.1. and 2.</p> <p>Mark "Y" if the student's IEP:</p> <ul style="list-style-type: none"> • includes information on the student's reading achievement and other academic areas compared to grade-level standards; • includes information on the student's functional performance compared to grade-level expectations; 	<p>Student-level Correction: Conduct a new IEP team meeting to revise the IEP to include a statement of the student's present levels of academic achievement and functional performance.* The department will verify correction of student-level noncompliance.</p>

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Item	Compliance Statement	Directions and Standards	Correction
IEP-3 Cont'd		<ul style="list-style-type: none"> • explains data / test scores; and • includes multiple sources of data. <p>Mark “N” if the student’s IEP does not:</p> <ul style="list-style-type: none"> • include information on the student’s reading achievement and other academic areas compared to grade-level standards; • includes information on the student’s functional performance compared to grade-level expectations; • explain data/ test scores; and • include multiple sources of data. <p>Standards:</p> <p>Academic achievement generally refers to a student’s performance in academic content areas (e.g., reading, math, written language, etc.). For preschool children, academic achievement generally refers to knowledge and skills such as early language development/communication, early literacy, cognition and general knowledge. Academic achievement statements must include information about student achievement and/or progress compared to grade-level expectations. Sources of information may include state, district-wide, or classroom assessments, rubrics, recent evaluations, etc.</p> <p>Functional performance includes activities and nonacademic skills needed for independence, access to instruction and performance at school, in the home, in the community, for leisure time, and for post-secondary and lifelong learning (including reading). Some examples include: activities of everyday living, school/work/play habits, health-enhancing physical activity and social and emotional skills.</p>	<p>Current Compliance:</p> <p>The LEA must take action to ensure future compliance including implementing a system of internal controls. The department will verify current compliance on a new student record sample.</p>

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Item	Compliance Statement	Directions and Standards	Correction
IEP-3 Cont'd		There should be sufficient information about the student's academic achievement and functional performance to identify the effects of the student's disability (i.e., what grade-level standards and expectations the student is not meeting). The effects of the disability should be documented in the <i>Effects of the Disability</i> , section I. E.1. and 2. of the <i>Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form (I-4)</i> .	
IEP-4	<p>The IEP team must, in the case of a student whose behavior impedes his or her learning or that of others, consider the use of positive behavioral interventions and supports and other strategies to address that behavior.</p> <p>34 CFR §300.324(a)(2)(i); Wis. Stat. §115.787(3)(b)(1)</p>	<p>Directions: Locate the student's <i>Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form (I-4)</i>. Review sections I.C.1. and IV.</p> <p>Mark "Y" if "No" is checked in I.C.1.</p> <p>Mark "Y" if "Yes" is checked in I.C.1 and the Program Summary documents services, including positive behavioral interventions, supports, and other strategies to address the behavior impeding learning.</p> <p>Mark "N" if "Yes" is checked in I.C.1. and the Program Summary does not document services, including positive behavioral interventions, supports, and other strategies to address the behavior impeding learning. An IEP that includes only negative measures does not meet this standard.</p> <p>Mark "N" if neither box is checked in I.C.1.</p>	<p>Student-level Correction: Conduct a new IEP team meeting to consider the use of positive behavioral interventions and supports and other strategies to address behavior.* The department will verify correction of student-level noncompliance.</p> <p>Current Compliance: The local education agency (LEA) must take action to ensure current compliance. The department will verify current compliance based on a new student record sample.</p>

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Item	Compliance Statement	Directions and Standards	Correction
IEP-4 Cont'd		<p>Standards: If the student’s behavior impacts the student’s learning and/or that of others, the IEP team must consider and determine which positive interventions, supports, and other strategies, are needed to address the student’s behavior. These supports must address the individual needs of the student and cannot be generic statements of positive behavioral accommodations provided to all students. Ideally, they should be based on a functional behavioral assessment (FBA) designed to identify triggers, the function of the behavior and how to effectively address the behavior. If restraint and/or seclusion is included in the IEP, then the interventions, supports and other strategies must be based on a FBA. An IEP that includes only negative measures does not meet this standard.</p> <p>OSEP “Dear Colleague” letter regarding meeting the behavioral needs of students with disabilities: http://www2.ed.gov/policy/gen/guid/school-discipline/files/dcl-on-pbis-in-ieps--08-01-2016.pdf.</p>	
IEP-5	<p>The IEP team must consider whether the student needs assistive technology devices and services.</p> <p>34 CFR §300.324(a)(2)(v); Wis. Stat. §115.787(3)(b)(5)</p>	<p>Directions: Locate the student’s <i>Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form (I-4)</i>. Review sections I.C.5. and IV.</p> <p>Mark “Y” if “No” is checked on I.C.5.</p> <p>Mark “Y” if “Yes” is checked on I.C.5 and the Program Summary documents the devices and services the student requires.</p>	<p>Student-level Correction: Conduct a new IEP team meeting to identify the assistive technology devices and services the student requires.* The department will verify correction of student-level noncompliance.</p> <p>Current Compliance: The local education agency (LEA) must take action to ensure current compliance. The department will</p>

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Item	Compliance Statement	Directions and Standards	Correction
IEP-5 Cont'd		<p>Mark "N" if "Yes" is checked on I.C.5 and the Program Summary does not document the devices and services the student requires.</p> <p>Mark "N" if neither box is checked on I.C.5.</p> <p>Standards: An assistive technology device is any item used to increase, maintain, or improve the functional capabilities of a student with a disability, including devices needed to assist with reading. When developing an IEP for a student, the IEP team must consider whether the student needs assistive technology services or devices, including services or devices to assist with reading.</p> <p>Assistive technology services are any services which directly assist a student in the selection, acquisition, or use of an assistive technology device. Services may include:</p> <ul style="list-style-type: none"> • Evaluating the needs of the student in the student's environment; • Providing for the acquisition of assistive technology devices; • Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices; • Coordinating and using other therapies, interventions, or services with assistive technology devices; • Training for the student or the student's family; and 	verify current compliance based on a new student record sample.

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Item	Compliance Statement	Directions and Standards	Correction
IEP-5 Cont'd		<ul style="list-style-type: none"> • Training for professionals, employers, or other individuals who are substantially involved in the major life functions of the student. 	
IEP-6	<p>The student's IEP includes a description of how the student's disability affects the student's involvement and progress in the general education curriculum and environment, including how the disability affects reading. For preschool children, describe how the disability affects participation in age-appropriate activities, including language development, communication and/or early literacy.</p> <p>34 CFR §300.320(a)(1)(i)</p>	<p>Directions: Locate the student's <i>Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form</i> (I-4). Review section I.E.1.</p> <p>Mark "Y" if section I.E.1 describes how the student's disability affects involvement and progress in the general education curriculum, including how the disability affects reading, or for preschool children, how the disability affects participation in age-appropriate activities, including language development, communication and/or early literacy.</p> <p>Mark "N" if Section I.E.1 does not describes how the student's disability affects involvement and progress in the general education curriculum, including how the disability affects reading, or for preschool children, how the disability affects participation in age-appropriate activities, including language development, communication and/or early literacy.</p> <p>Standards: Regardless of the student's disability category, a student's IEP team must determine whether the student's disability affects involvement and progress in the general education curriculum and environment, including how the disability affects reading (for preschool children, must determine how the disability</p>	<p>Student-level Correction: Conduct a new IEP team meeting to revise the IEP to include how the student's disability affects the student's involvement and progress in the general education curriculum and environment, including how the disability affects reading.* The department will verify correction of student-level noncompliance.</p> <p>Current Compliance: The local education agency (LEA) must take action to ensure current compliance. The department will verify current compliance based on a new student record sample.</p>

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Item	Compliance Statement	Directions and Standards	Correction
IEP-6 Cont'd		<p>affects participation in age-appropriate activities, including language development, communication and/or early literacy).</p> <p>The student's IEP must describe how the student's disability affects his or her involvement and progress in the general curriculum, including how the disability affects academic achievement compared to grade level standards. General curriculum includes the subjects and curricular areas adopted by each LEA, or schools within the LEA, that apply to all students within each general age grouping from early childhood (3-5) through secondary school.</p> <p>For preschool children, "age-appropriate activities" means activities that students of that chronological age typically engage in as part of a formal early childhood program or in informal activities, for example coloring, pre-reading activities, play time, sharing time, listening to stories read by teachers or parents.</p> <p>A statement that just acknowledges that a student's disability affects his/her performance is not sufficient. Look for statements that tell how the student's progress is affected by the disability.</p> <p>OSEP "Dear Colleague" letter regarding a free appropriate public education (FAPE): http://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/guidance-on-fape-11-17-2015.pdf.</p>	

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Item	Compliance Statement	Directions and Standards	Correction
IEP-7	<p>The IEP includes a statement of the student's disability-related needs.</p> <p>34 CFR §300.320(a)(2)(i)(A) Wis. Stat. §115.787 (2)(b)</p>	<p>Directions: Locate the student's <i>Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form</i> (I-4). Review section I.F.</p> <p>Mark "Y" if:</p> <ul style="list-style-type: none"> • the student's disability-related need(s) are listed; • each disability-related need specifies what skill/behavior the student needs to develop/improve so the student can meet grade-level standards and expectations; and • if the disability affects reading/early literacy, there is a corresponding disability-related need. <p>Mark "N" if</p> <ul style="list-style-type: none"> • there are no disability-related need(s) listed; • each disability-related need does not specify what skill/behavior the student needs to develop/improve so the student can meet grade-level standards and expectations; or • if the disability affects reading/early literacy and there is no corresponding disability-related need. <p>Standards: A disability-related need:</p> <ul style="list-style-type: none"> • addresses the effect of the student's disability on access, engagement, and progress in the general curriculum and environment; 	<p>Student-level Correction: Conduct a new IEP team meeting to revise the IEP to include a statement of the student's disability-related needs.* The department will verify correction of student-level noncompliance.</p> <p>Current Compliance: The local education agency (LEA) must take action to ensure current compliance. The department will verify current compliance based on a new student record sample.</p>

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Item	Compliance Statement	Directions and Standards	Correction
IEP-7 Cont'd		<ul style="list-style-type: none"> • addresses the root cause <i>why</i> a student is not meeting grade-level academic standards and functional expectations; and • specifies what skill/behavior the student needs to develop/improve so the student can meet grade-level standards and expectations. <p>The needs that result from the student’s disability reflect <i>why</i> the student is not able to meet grade-level academic standards and/or functional expectations. A disability-related need must be more specific than the student’s impairment category or merely state that a student needs to improve in a general curriculum area (e.g., reading or math). It must identify <i>why</i> the student is not meeting the standards and expectations, such as the student needs to develop phonemic awareness, phonics, fluency, vocabulary, or comprehension skills, or the student needs to improve on-task behavior to attend to instruction. If the student’s disability adversely affects progress toward meeting grade-level reading standards (for preschoolers, language development, communication and/or early literacy), then there should be a disability-related need that addresses why the student is not meeting grade-level reading standards.</p>	

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Item	Compliance Statement	Directions and Standards	Correction
IEP-8	<p>If the student has a disability-related need affecting reading, the IEP includes one or more annual goals designed to enable the student to be involved in the general education curriculum and progress toward grade level reading achievement, or for preschool children, to participate in age appropriate activities and progress toward early literacy standards.</p> <p>34 CFR §300.320(a)(2); Wis. Stat. §115.787(2)(b); 71 Fed. Reg. 46662 (Aug. 14, 2006)</p>	<p>Directions:</p> <p>Locate the student’s <i>Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form</i> (I-4). Review sections I.E.2., I.F., and III.</p> <p>Mark “NA” if the student’s IEP team documented in section I.E.2. the student’s disability <u>does not</u> adversely affect his or her progress toward meeting grade-level reading standards, or for preschool children participation in age appropriate activities and progress toward early literacy standards.</p> <p>Mark “Y” if there is an annual goal(s) designed to enable the student to progress toward grade level reading achievement, or for preschool children, to participate in age-appropriate activities and progress toward early literacy. The number associated with the disability-related need listed in section I.F. must correspond to the disability-related need addressed by one of the goals (e.g. “Annual goal addresses disability-related need(s) # __ of the student.”). Section III.B.3.</p> <p>Mark “N” if there is no annual goal(s) designed to enable the student to progress toward grade level reading achievement, or for preschool children, to participate in age-appropriate activities and progress toward early literacy.</p> <p>Standards:</p> <p>The annual goal(s) must be designed to meet the student’s needs that result from the student’s disability to enable the student to be involved in and make progress in the general education curriculum. The annual goal should be consistent with the present level information that describes how the student is</p>	<p>Student-level Correction:</p> <p>Conduct a new IEP team meeting to revise the IEP to include one or more annual goals related to the student’s involvement in the general education curriculum and progress towards grade level reading achievement or early literacy, or correct documentation error in IV.B.3.* The department will verify correction of student-level noncompliance.</p> <p>Current Compliance:</p> <p>The local education agency (LEA) must take action to ensure current compliance. The department will verify current compliance based on a new student record sample.</p>

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Item	Compliance Statement	Directions and Standards	Correction
IEP-8 Cont'd		<p>performing both academically as well as functionally. If the student has needs affecting reading, there should be an annual goal(s) designed to meet the student's disability-related needs to enable the student to be involved in the general education curriculum and progress toward grade level reading achievement, or for preschool children, to participate in age appropriate activities and progress toward early literacy. The annual goal(s) must address disability-related needs of the student aligned with the present level information. A functional and/or academic need of the student could affect reading.</p> <p>This assessment item focuses on annual goal(s) that address the student's disability-related needs affecting reading. The IEP team must also develop annual goal(s) that address all of the student's disability-related education needs.</p>	
IEP-9	<p>If the student has a disability-related need affecting reading, each annual goal designed to enable the student to be involved in the general education curriculum and progress toward grade level reading achievement, or for preschool children, to participate in age appropriate activities and progress toward early literacy standards, contains a baseline from which progress can be measured.</p>	<p><i>If the IEP team determined the student's disability does not adversely affect his or her progress toward meeting grade-level reading standards, or for preschool children participation in age appropriate activities and progress toward early literacy standards (SEE IEP-8), then skip this item and proceed to IEP-16.</i></p> <p>Directions: Locate the student's <i>Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form</i> (I-4). Review sections I.F. and III.B.1.a.</p>	<p>Student-level Correction: Conduct a new IEP team meeting to revise the IEP to ensure each annual goal is based on the student's present level of performance.* The department will verify correction of student-level noncompliance.</p> <p>Current Compliance: The local education agency (LEA) must take action to ensure current compliance. The department will verify current compliance based on a new student record sample.</p>

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Item	Compliance Statement	Directions and Standards	Correction
IEP-9 Cont'd	34 CFR §300.320(a)(2); Wis. Stat. §115.787(2)(b); 71 Fed. Reg. 46662 (Aug. 14, 2006).	<p>Mark “Y” if the student’s annual goal(s) to address a disability-related need that affects reading includes baseline information about the student’s current level of performance.</p> <p>Mark “N” if the student’s annual goal(s) to address a disability-related need that affects reading does not include baseline information about the student’s current level of performance.</p> <p>Standards: All of the IEP annual goals designed to address the student’s reading needs must include a baseline from which progress can be measured. Baseline refers to the student’s current level of performance from which progress toward the goal will be measured. Baseline information should be used as the starting point for developing the annual goal and determining progress.</p> <p>If a student is taking the alternate assessment during the year the IEP is in effect, the IEP must include benchmarks or short-term objectives for all IEP annual goals. Benchmarks describe the amount of progress the student is expected to make within specific segments of the year. Short-term objectives break down the skills described in the annual goal into discrete, measurable intermediate steps. Sometimes the IEP team will develop benchmarks or short-term objectives even though the student will not participate in an alternate assessment.</p> <p>Each annual goal should include academic or functional baseline information from which to measure progress. In the rare occasion when this is not possible, a separate baseline for the goal is not required if:</p> <ul style="list-style-type: none"> • Each benchmark or short-term objective is directly related to the goal; and 	

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Item	Compliance Statement	Directions and Standards	Correction
		<p>and reflect progress. The baseline reflects the student’s current level of performance from which progress toward this goal is measured.</p> <p>If a student is taking the alternate assessment during the year the IEP is in effect, the IEP must include benchmarks or short-term objectives for all IEP annual goals. Benchmarks describe the amount of progress the student is expected to make within specific segments of the year. Short-term objectives break down the skills described in the annual goal into discrete, measurable intermediate steps. Sometimes the IEP team will develop benchmarks or short-term objectives even though the student will not participate in an alternate assessment.</p> <p>Each annual goal should include a level of attainment. In the rare occasion when this is not possible, a separate level of attainment for the goal is not required if:</p> <ul style="list-style-type: none"> • Each benchmark or short-term objective is directly related to the goal; and • Each benchmark or short-term objective includes a level of attainment. <p>This assessment item focuses on annual goals that address the student’s disability-related needs affecting reading. All of the annual goals, and/or short term objectives, in the IEP must include a measurable level of attainment related to baseline information.</p>	

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Item	Compliance Statement	Directions and Standards	Correction
IEP-11	<p>If the student has a disability-related need affecting reading, each annual goal designed to enable the student to be involved in the general education curriculum and progress toward grade level reading achievement, or for preschool children, to participate in age appropriate activities and progress toward early literacy standards includes a statement of how the student's progress toward achieving the goal will be measured.</p> <p>34 CFR §300.320(a)(3)(i); Wis. Stat. §115.787(2)(h); 71 Fed. Reg. 46662 (Aug. 14, 2006).</p>	<p><i>If the IEP team determined the student's disability does not adversely affect the student's progress toward meeting grade-level reading standards, or for preschool children participation in age appropriate activities and progress toward early literacy standards (SEE IEP-8), then skip this item and proceed to IEP-16.</i></p> <p>Directions: Locate the student's <i>Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form</i> (I-4). Review sections I.F. and III.B.4.</p> <p>Mark "Y" if the annual goal(s) to address a disability-related need that affects reading includes an appropriate statement of how the student's progress toward achieving the goal will be measured.</p> <p>Mark "N" if the annual goal(s) to address a disability-related need that affects reading does not include an appropriate statement of how the student's progress toward achieving the goal will be measured.</p> <p>Standards: The method of measuring progress should be appropriate to the stated goal. Methods for measuring progress must be consistent with the baseline measurement and level of attainment (e.g., if baseline measure is a percentage, then the method of measuring progress should include a percentage). Methods of reporting progress (e.g., report cards, quarterly reports, IEP progress reports, parent conferences, etc.) are not methods for measuring</p>	<p>Student-level Correction: Conduct a new IEP team meeting to revise the IEP to ensure each annual goal designed to enable the student to be involved in the general education curriculum and progress toward grade level reading achievement, or for preschool children, to participate in age appropriate activities and progress toward early literacy includes a statement of how the student's progress towards achieving the goal will be measured.* The department will verify correction of student-level noncompliance.</p> <p>Current Compliance: The local education agency (LEA) must take action to ensure current compliance. The department will verify current compliance based on a new student record sample.</p>

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Item	Compliance Statement	Directions and Standards	Correction
IEP-11 Cont'd		<p>progress toward the annual goal and do not meet compliance requirements for this item.</p> <p>This assessment item focuses on annual goals that address the student's disability-related needs affecting reading. The IEP must include a statement of how the student's progress toward achieving the annual goal will be measured for all other annual goals.</p>	
IEP-12	<p>If the student has a disability-related need affecting reading, the IEP must include special education services to address the need.</p> <p>34 CFR §300.320 (a)(4); Wis. Stat. §115.787(2)(c)</p>	<p><i>If the IEP team determined the student's disability does not adversely affect the student's progress toward meeting grade-level reading standards, or for preschool children participation in age appropriate activities and progress toward early literacy standards (SEE IEP-8), then skip this item and proceed to IEP-16.</i></p> <p>Directions: Locate the student's <i>Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form</i> (I-4). Review sections I.F., III, and IV.</p> <p>Mark "Y" if the IEP includes special education services aligned with the goal(s) to address the student's needs affecting reading. These could include specially designed instruction, related services, supplementary aids and services, or program modifications.</p> <p>Mark "N" if the IEP does not include special education services to address the student's needs affecting reading.</p>	<p>Student-level Correction: Conduct a new IEP team meeting to revise the IEP to include special education services to address the disability-related need affecting reading.* The department will verify correction of student-level noncompliance.</p> <p>Current Compliance: The local education agency (LEA) must take action to ensure current compliance. The department will verify current compliance based on a new student record sample.</p>

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Item	Compliance Statement	Directions and Standards	Correction
IEP-12 Cont'd		<p>Standards: There must be a special education service to enable the student to progress toward the goal(s) addressing the student's disability-related need that affects reading. The special education services must be determined and provided in order to enable the student to advance appropriately toward attaining the annual goals and to be involved in and make progress in the general education curriculum. The present level information describes how the student's disability affects the student's involvement and progress in the general curriculum. The special education services must be based on the identified disability-related needs and goal(s) developed to address the needs.</p> <p>This assessment item focuses on special education services to address the student's disability-related needs affecting reading. The IEP team must provide special education services to address all of the student's disability-related education needs.</p>	
IEP-13	<p>If the student has a disability-related need affecting reading, the statement of supplementary aids and services designed to address the need must be stated in a manner appropriate to the service and must include anticipated frequency, including the amount.</p> <p>34 CFR §300.320(a)(4), §300.320(a)(7); Wis. Stat. §115.787(2)(c)&(f)</p>	<p><i>If the IEP team determined the student's disability does not adversely affect the student's progress toward meeting grade-level reading standards, or for preschool children participation in age appropriate activities and progress toward early literacy standards (SEE IEP-8), then skip this item and proceed to IEP-16.</i></p>	<p>Student-level Correction: Conduct a new IEP team meeting to revise the IEP to ensure the statement of supplementary aids and services include anticipated frequency and amount.* The department will verify correction of student-level noncompliance.</p> <p>Current Compliance: The local education agency (LEA) must take action to ensure current</p>

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Item	Compliance Statement	Directions and Standards	Correction
IEP-13 Cont'd		<p>Directions: Locate the student's <i>Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form (I-4)</i>. Review sections I.F. and IV.A.</p> <p>Mark "Y" if "None needed" is marked in IV.A. (Program Summary), or if there are no supplementary aids and services linked to the disability-related need affecting reading.</p> <p>Locate the service(s) that addresses the disability-related need affecting reading (refer to "Addresses Goal(s) # or Need(s) #).</p> <p>Mark "Y" if the IEP describes the amount and frequency of each supplementary aid and service in accordance with the standards stated below.</p> <p>Mark "N" if the IEP does not describe the amount and frequency each supplementary aid and service in accordance with the standards stated below.</p> <p>Standards: Supplementary aids and services refers to aids, services, and other supports (accommodations) that are provided in general education classes, other education-related settings, and in extracurricular and nonacademic settings. The services must be stated in the IEP so the level of the LEA's commitment of resources is clear to the parents and other IEP team members. The amount of time to be committed to each service must be appropriate to the specific service and stated in a manner that can be understood by all involved in developing and implementing the IEP.</p>	compliance. The department will verify current compliance based on a new student record sample.

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Item	Compliance Statement	Directions and Standards	Correction
IEP-13 Cont'd		<p>In the case where it is impossible or inappropriate to describe supplementary aids and services in daily or weekly allotments of time, the IEP must clearly describe the circumstances under which the service will be provided. Statements such as “as needed,” “as deemed necessary,” “when appropriate,” or “available daily” do not make clear the LEA’s level of commitment of resources. Specific objective criteria should be used to describe when a particular service will be provided. This information makes it clear when the services must be provided, and for how much and how long.</p> <p>This assessment item focuses on those supplementary aids and services designed to address the student’s disability-related needs affecting reading. All supplementary aids and services must include the frequency and amount, written with the required specificity.</p>	

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Item	Compliance Statement	Directions and Standards	Correction
IEP-14	<p>If the student has a disability - related need affecting reading, the statement of specially designed instruction to address the need must include anticipated frequency, including the amount.</p> <p>34 CFR §300.320(a)(4), §300.320(a)(7); Wis. Stat. §115.787(2)(c)&(f)</p>	<p><i>If the IEP team determined the student’s disability does not adversely affect the student’s progress toward meeting grade-level reading standards, or for preschool children participation in age appropriate activities and progress toward early literacy standards (SEE IEP-8), then skip this item and proceed to IEP-16.</i></p> <p>Directions: Locate the student’s <i>Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form</i> (I-4). Review sections I.F. and IV.B.</p> <p>Locate the special education that addresses the disability-related need affecting reading (refer to “Addresses Goal(s) #).</p> <p>Mark “Y” if the IEP describes the amount and frequency of the specially designed instruction addressing the disability-related needs affecting reading in accordance with the standards stated below, or if there is no specially designed instruction linked to the disability-related need affecting reading.</p> <p>Mark “N” if the IEP does not describe the amount and frequency of the specially designed instruction addressing the disability-related needs affecting reading in accordance with the standards stated below.</p> <p>Standards: Special education is specially designed instruction adapting the content, methodology, or delivery of instruction to address the unique needs of the student that result from the student’s disability. The specially designed instruction must be stated in</p>	<p>Student-level Correction: Conduct a new IEP team meeting to revise the IEP to ensure the statement of special education include anticipated frequency and amount.* The department will verify correction of student-level noncompliance.</p> <p>Current Compliance: The local education agency (LEA) must take action to ensure current compliance. The department will verify current compliance based on a new student record sample.</p>

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Item	Compliance Statement	Directions and Standards	Correction
IEP-14 Cont'd		<p>the IEP so the level of the LEA's commitment of resources is clear to the parents and other IEP team members. The amount of time to be committed to the special education must be appropriate to the specific service and stated in a manner that can be understood by all involved in developing and implementing the IEP. Whenever possible, the IEP should describe specially designed instruction using allotments of time. For example, "20 minutes three times per week," "40 minutes per week" or "1 hour daily" are acceptable statements.</p> <p>The amount of time may be stated as a narrow range, but only if the student's IEP team determines a narrow range is necessary to meet the unique needs of the student. A narrow range may not be used for administrative convenience, such as personnel shortages or uncertainty regarding the availability of staff. The range also cannot be unreasonably wide (generally not more than 15 minutes), because this does not provide a clear commitment of resources. For example, an acceptable description might be "three times per week for 30-45 minutes per session, depending on the student's ability to attend to the instruction."</p> <p>Stating the amount of specially designed instruction as a minimum and/or a maximum is not acceptable because it is not a clear commitment of resources, e.g., "a minimum of 15 minutes three times per week."</p> <p>This assessment item focuses on specially designed instruction to address the student's disability-related needs affecting reading. All specially designed instruction must include the frequency and amount, written with the required specificity.</p>	

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Item	Compliance Statement	Directions and Standards	Correction
IEP-15	<p>If the student has a disability-related need affecting reading, the statement of related services must include anticipated frequency, including the amount.</p> <p>34 CFR §300.320(a)(4), §300.320(a)(7); Wis. Stat. §115.787(2)(c)&(f)</p>	<p><i>If the IEP team determined the student’s disability does not adversely affect the student’s progress toward meeting grade-level reading standards, or for preschool children participation in age appropriate activities and progress toward early literacy standards (SEE IEP-8), then skip this item and proceed to IEP-16.</i></p> <p>Directions: Locate the student’s <i>Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form</i> (I-4). Review sections I.F and IV.C.</p> <p>Mark “Y” if “None Needed” is marked in IV.C. (Program Summary), or if there are no supplementary aids and services linked to the disability-related need affecting reading.</p> <p>Mark “Y” if the IEP describes the amount and frequency of each related service in accordance with the standards stated below.</p> <p>Mark “N” if the IEP does not describe the amount and frequency of each of the specified related services in accordance with the standards stated below.</p> <p>Standards: Related services include transportation and such developmental, corrective, and other supportive services as are required to assist a student with a disability to benefit from special education. The services must be stated in the IEP so the level of the LEA’s commitment of resources is clear to the parents and other IEP team members. The amount of time to be committed to each service must be appropriate to the specific service and be stated</p>	<p>Student-level Correction: Conduct a new IEP team meeting to revise the IEP to ensure the statement of related services include anticipated frequency and amount.* The department will verify correction of student-level noncompliance.</p> <p>Current Compliance: The local education agency (LEA) must take action to ensure current compliance. The department will verify current compliance based on a new student record sample.</p>

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Item	Compliance Statement	Directions and Standards	Correction
IEP-15 Cont'd		<p>in a manner that can be understood by all involved in developing and implementing the IEP. Whenever possible, the IEP should describe related services using allotments of time.</p> <p>In the case where it is impossible to describe related services in daily or weekly allotments of time, the IEP must clearly describe the circumstances under which the service will be provided. Statements such as “as needed,” “as deemed necessary,” “when appropriate,” or “available daily” do not make clear the LEA’s level of commitment of resources. Specific objective criteria should be used to describe when a particular service will be provided and for how long. This information makes it clear when the services must be provided.</p> <p>The amount of time may be stated as a narrow range, but only if the student’s IEP team determines stating the amount of services as a narrow range is necessary to meet the unique needs of the student. A narrow range may not be used for administrative convenience, such as personnel shortages or uncertainty regarding the availability of staff. The range also cannot be unreasonably wide (generally not more than 15 minutes), because this does not provide a clear commitment of resources. For example, an acceptable description might be “three times per week for 30-45 minutes per session, depending on the student’s ability to attend.”</p> <p>Stating the amount of service as a minimum and/or a maximum is not acceptable because it is not a clear commitment of resources, e.g., “a minimum of 15 minutes three times per week.”</p>	

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Item	Compliance Statement	Directions and Standards	Correction
IEP-16	<p>The IEP describes the extent, if any, to which the student will not participate with non-disabled students in the regular education environment.</p> <p>34 CFR 300.320 (a)(5), §300.114 (a)(2), § 300.116; Wis. Stat. § 115.787(2)(d)</p>	<p>Directions:</p> <p>Locate the student’s <i>Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form</i> (I-4). Review sections IV. and V.A.</p> <p>Mark “Y” if IV. and V.A. consistently and clearly describe the extent to which the student will not participate in the regular education environment.</p> <p>Mark “N” if IV. and V.A. do not consistently and clearly describe the extent to which the student will not participate in the regular education environment.</p> <p>Standards:</p> <p>The purpose of this requirement is to ensure that the IEP clearly describes the amount the student will be removed from the general education environment. This addresses where the student will be taught, not what he or she will be taught. To the maximum extent appropriate, students with disabilities must be educated with nondisabled peers. Removal from the general education environment must only occur when the student cannot be satisfactorily educated in that environment with the use of supplementary aids and services. The IEP team should consider the entire school day (lunch, recess, specialized transportation, testing, and other non-academic activities) when determining removal.</p> <p>To determine if the IEP consistently describes the extent of removal, review IV. and V.A.</p>	<p>Student-level Correction:</p> <p>Conduct an IEP team meeting to revise the IEP to describe the extent, if any, to which the student will not participate with non-disabled students in the general education environment.* The department will verify correction of student-level non-compliance.</p> <p>Current Compliance:</p> <p>The local education agency (LEA) must take action to ensure current compliance. The department will verify current compliance based on a new student record sample.</p>

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Item	Compliance Statement	Directions and Standards	Correction
IEP-16 Cont'd		<p>Each service in the program summary sections must include a location which clearly indicates whether the service will be provided in the general education or special education environment. Sometimes the extent of removal is unclear because the location of the services is listed as both the regular and special education environment without a description of when removal will occur in each location.</p> <p>Furthermore, if the description under V.A. is not consistent with the extent of removal specified in the program summary, then this requirement would also not be met.</p>	
IEP-17	<p>The IEP team must meet to review the student's IEP periodically, but not less than once per year, to determine whether the annual goals for the student are being achieved and to revise the IEP as appropriate to address any lack of expected progress toward the annual goals and in the general education curriculum.</p> <p>34 CFR §300.324(b); Wis. Stat. §115.787(4)</p>	<p>Directions: Locate the student's <i>Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form</i> (I-4 Section III.A.), the <i>Annual Review of IEP Goals</i> (I-5), <i>Interim Review of IEP Goals</i> (I-6).</p> <p>Mark "Y" if the current IEP is the student's initial IEP.</p> <p>Mark "Y" if the annual goals from the previous year's IEP were reviewed, the I-5 is completed (or information is included elsewhere in the IEP), and the revised IEP reflects the revisions specified on the I-5 (or information included in the IEP).</p> <p>Mark "N" if the annual goals from the previous year were not reviewed prior to development of the IEP, or the I-5 is not completed (or that information is not included elsewhere in the IEP), or the revised IEP does not reflect the revisions specified on the I-5.</p>	<p>Student-level Correction: If an annual review of the student's IEP goals did not occur, conduct an IEP team meeting to determine whether the annual goals for the student are being achieved and revise the IEP as appropriate to address any lack of expected progress toward the annual goals and in the general education curriculum, the results of any reevaluation, information about the student provided to or by the parents, the student's anticipated needs or other matters.</p> <p>If a review of the IEP goals occurred and the goals were revised, if needed, but the review was not within one year, no</p>

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Item	Compliance Statement	Directions and Standards	Correction
IEP-17 Cont'd		<p>Standards: The IEP team must meet at least annually to review the student's IEP. The team should meet more frequently if the needs of the student change and/or the parents request a meeting. The parents of a student with a disability have the right to request an IEP meeting at any time. For example, if the parents believe the student is not progressing satisfactorily or there is a concern with the student's current IEP, it would be appropriate for the parents to request an IEP meeting. If the LEA refuses the parents' request to convene an IEP meeting, the LEA must provide written notice to the parents of the refusal, including an explanation of why the agency has determined that conducting the meeting is not necessary.</p> <p>In conducting the annual review, the IEP team must review the student's progress towards the annual goal, and revise the IEP, as appropriate, to address any lack of expected progress toward the annual goals and in the general education curriculum. For the purposes of this assessment item, we are focusing on ensuring this review occurs prior to the development of the new or revised IEP and address lack of expected progress toward the annual goals.</p> <p>Though not assessed for this item, IEP teams must also review and revise the IEP as appropriate to address the results of any reevaluation, information about the student provided to, or by, the parents, the student's anticipated needs, or other matters.</p>	<p>student-level corrective action is required but the LEA must take steps to ensure that IEPs are reviewed at least annually.</p> <p>Current Compliance: The local education agency (LEA) must take action to ensure current compliance. The department will verify current compliance based on a new student record sample.</p>
IEP-18	The IEP team must consider whether the student needs individual appropriate accommodations necessary to	<p>Directions: Locate the student's <i>Individualized Education Program: Participation in Assessments</i> (Form I-7 District-wide Assessment), and <i>Participation in Statewide Assessments</i></p>	<p>Student Level Correction: The IEP team must conduct an IEP team meeting to consider and document whether the student</p>

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Item	Compliance Statement	Directions and Standards	Correction
<p>IEP-18 Cont'd</p>	<p>measure the academic achievement and functional performance on state and districtwide assessments.</p> <p>34 CFR 300.320(6)(i); Wis. Stat. §115.787(2)(e)</p>	<p>(Forms I-7 The ACT® with writing and ACT WorkKeys®, ACT Aspire™ Early High School, Forward, and DLM.)</p> <p>Mark “NA” if the student is in a grade in which neither a districtwide assessment nor a statewide assessment will be given, or if the student will be in a grade in which a districtwide or statewide assessment will be given and the IEP team determines accommodations are not appropriate.</p> <p>Mark “Y” if the applicable I-7 forms specify the accommodations to be made available to the student during statewide and/or districtwide assessments and used during instruction when appropriate.</p> <p>Mark “N” if the applicable I-7 forms do not specify the accommodations to be made available to the student during statewide and/or districtwide assessments and used during instruction when appropriate.</p> <p>Standards: In reviewing and/or developing the student’s IEP, the IEP team must consider whether the student will be participating in districtwide or statewide assessments and whether the student requires any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the student on the particular assessment. This must be done for each assessment that will be given.</p> <p>Districtwide assessments are given at the district level and can apply to students in all grade levels (4K-12). District-wide</p>	<p>needs individual appropriate accommodations necessary to measure the academic achievement and functional performance on state and districtwide assessments.</p> <p>Current Compliance: The local education agency (LEA) must take action to ensure current compliance. The department will verify current compliance based on a new student record sample.</p>

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Item	Compliance Statement	Directions and Standards	Correction
IEP-18 Cont'd		<p>assessments include the high school civics test requirement and the assessment for reading readiness. While required by state law, both the assessment of reading readiness (required for 4K-2nd grade) and the statewide civics graduation requirement are the responsibility at the district level. Therefore, they are considered a district-wide assessment.</p> <p>Statewide assessments are given in grades 3 through 11. With both districtwide and statewide assessments, accommodations must be determined on the basis of the individual needs of the student, not on the basis of the disability category, grade level, or instructional setting. In determining appropriate accommodations, the IEP team should consider what accommodations the student is familiar with in daily instruction so that the student is familiar with the particular accommodation when taking the assessment. When possible, the accommodation should be used consistently for both instruction and when participating in assessments. Some accommodations may not be usable during instruction. To help students gain experience with the specific accommodations selected for them, educators should work with students to complete practice activities so that the student is comfortable using the selected accommodation.</p>	

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Item	Compliance Standard	Directions and Standards	Correction
IMP-1	<p>The LEA ensures the specially designed instruction listed in the IEP is provided as described</p> <p>34 CFR §300.323(a), 300.323(c)(2); Wis. Stat. §115.787(1)</p>	<p>Directions:</p> <p>Locate the student’s <i>Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form</i> (I-4). Review section IV.B.</p> <p>Gather information relevant to the provision of the specially designed instruction listed in the student’s IEP. Information may be obtained from one or more of the following sources: purchase orders, tests or assignments modified per the students IEP, staff records (calendars, lesson plans, logs, notes, etc.), interviews and observations.</p> <p>Compare the specially designed instruction listed in the student’s IEP to the information obtained above.</p> <p>The recommended minimum review period is two weeks and must take place during the current school year. This review period may vary based on how often a service is provided. If specially designed instruction is provided at least weekly, then a review period of at least two weeks is sufficient. If provided less frequently (e.g. monthly, quarterly, etc.), the review period must extend to the most recent time the specially designed instruction was scheduled to be provided.</p> <p>Mark “Y” if the special education listed in the IEP was provided consistent with the IEP.</p> <p>Mark “N” if the special education listed in the IEP was not provided consistent with the IEP.</p>	<p>Student-level Correction:</p> <p>The LEA must consider compensatory services. The LEA can consider whether compensatory services are required by doing one of the following:</p> <ol style="list-style-type: none"> 1. Hold an IEP team meeting; or 2. With the agreement of the student's parent, develop a written document to amend or modify the student's current IEP to reflect the compensatory services (complete Form I-10 and attach copy of IEP); or 3. Discuss with the student's parent and document agreement that no compensatory services are necessary (see Sample Letter). <p>Current Compliance:</p> <p>The local educational agency (LEA) will create or revise a system of internal control to ensure implementation of IEPs. The LEA will conduct an additional 2-week review of IEP implementation according to</p>

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Item	Compliance Standard	Directions and Standards	Correction
IMP-1 Cont'd		<p>Standards: The LEA is responsible for ensuring that each student with a disability receives a free appropriate public education by providing the specially designed instruction in conformity with the student's IEP. The student's IEP must be accessible to each general education teacher, special education teacher, or service provider who is responsible for its implementation. In addition, the LEA must inform all general education teachers, special education teachers, or other providers of their specific responsibilities related to implementing each student's IEP. The expectation is each service should be implemented as written, including the amount, frequency and location of each service.</p>	<p>procedures specified by the department. The department will verify current compliance based on the LEA's system of internal control and the results of the LEAs additional review.</p>
IMP-2	<p>The LEA ensures the supplementary aids and services listed in the IEP are provided as described.</p> <p>34 CFR §300.323(a), 300.323 (c)(2); Wis. Stat. §115.787(1)</p>	<p>Directions: Locate the student's <i>Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form</i> (I-4). Review section IV.A.</p> <p>Mark "NA" if "None needed" is marked in IV.A. of the student's program summary.</p> <p>Gather information relevant to the provision of the supplementary aids and services listed in the student's IEP. Information may be obtained from one or more of the following sources: student schedules, staff schedules, attendance records, other staff records (calendars, lesson plans, logs, notes, etc.), IEP progress reports, interviews and observations.</p> <p>Compare the supplementary aids and services listed in the student's IEP to the information obtained above.</p>	<p>Student-level Correction: The LEA must consider compensatory services. The LEA can consider whether compensatory services are required by doing one of the following:</p> <ol style="list-style-type: none"> 1. Hold an IEP team meeting; or 2. With the agreement of the student's parent, develop a written document to amend or modify the student's current IEP to reflect the compensatory services (complete Form I-10 and attach copy of IEP); or 3. Discuss with the student's parent and document

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Item	Compliance Standard	Directions and Standards	Correction
IMP-2 Cont'd		<p>The recommended minimum review period is two weeks and must take place during the current school year. This review period may vary based on how often a service is provided. If a service is provided at least weekly, then a review period of at least two weeks is sufficient. If the service is provided less frequently (e.g. monthly, quarterly, etc.), the review period must extend to the most recent time the service was scheduled to be provided.</p> <p>Mark “Y” if the supplementary aids and services listed in the IEP were provided as described in the IEP.</p> <p>Mark “N” if the supplementary aids and services listed in the IEP were not provided as described in the IEP.</p> <p>Standards: The LEA is responsible for ensuring that each student with a disability receives a free appropriate public education by providing the supplementary aids and services in conformity with the student’s IEP. The student’s IEP must be accessible to each general education teacher, special education teacher, and any other service provider who is responsible for its implementation. In addition, the LEA must inform all general education teachers, special education teachers, and any other service providers of their specific responsibilities related to implementing each student’s IEP. The expectation is each supplementary aid and service should be implemented as written, including the amount, frequency and location of each service.</p>	<p>agreement that no compensatory services are necessary (see Sample Letter).</p> <p>Current Compliance: The local educational agency (LEA) will create or revise a system of internal control to ensure implementation of IEPs. The LEA will conduct an additional 2-week review of IEP implementation according to procedures specified by the department. The department will verify current compliance based on the LEA’s system of internal control and the results of the LEAs additional review.</p>

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Item	Compliance Standard	Directions and Standards	Correction
IMP-3	<p>In the case of a student whose behavior impedes his or her learning or that of others, the positive behavioral interventions and supports and other strategies to address that behavior were implemented as described in the student’s IEP.</p> <p>34 CFR §300.323(a), 300.323(c)(2); Wis. Stat. §115.787(1)</p>	<p>Directions:</p> <p>Locate the student’s <i>Individualized Education Program: Linking Present Levels, Needs, Goals, and Services Form</i> (I-4). Review sections I.C.1 and IV.</p> <p>Mark “NA” if “N” is marked in item I.C.1</p> <p>Gather information relevant to the provision of the positive behavioral interventions, supports and other strategies listed in the student’s IEP. Information may be obtained from one or more of the following sources: student schedules, staff schedules, attendance records, other staff records (calendars, lesson plans, logs, notes, etc.), IEP progress reports, interviews and observations.</p> <p>Compare the positive behavioral interventions, supports, and other strategies listed in the student’s IEP to the information obtained above.</p> <p>The recommended minimum review period is two weeks and must take place during the current school year. This review period may vary based on how often a service is provided. If a service is provided at least weekly, then a review period of at least two weeks is sufficient. If the service is provided less frequently (e.g. monthly, quarterly, etc.), the review period must extend to the most recent time the service was scheduled to be provided.</p> <p>Mark “Y” if the behavioral interventions, supports, and other strategies were provided as described in the IEP.</p>	<p>Student-level Correction:</p> <p>The LEA must consider compensatory services. The LEA can consider whether compensatory services are required by doing one of the following:</p> <ol style="list-style-type: none"> 1. Hold an IEP team meeting; or 2. With the agreement of the student's parent, develop a written document to amend or modify the student's current IEP to reflect the compensatory services (complete Form I-10 and attach copy of IEP); or 3. Discuss with the student's parent and document agreement that no compensatory services are necessary (see Sample Letter). <p>Current Compliance:</p> <p>The local educational agency (LEA) will create or revise a system of internal control to ensure implementation of IEPs. The LEA will conduct an additional 2-week review of IEP implementation according to</p>

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Item	Compliance Standard	Directions and Standards	Correction
<p>IMP-3 Cont'd</p>		<p>Mark “N” if the behavioral interventions, supports, and strategies were not provided as described in the IEP.</p> <p><i>Standards:</i> If the student’s behavior impedes his or her learning, or that of others, the student’s behavioral needs must be addressed in the IEP as part of providing FAPE, including providing positive behavioral interventions, supports and strategies. These behavioral interventions, supports and strategies must be described in the IEP so that the circumstances under which they should be provided are clearly understood, and they must be implemented consistently by staff members working with student. The student’s IEP must be accessible to each general education teacher, special education teacher, and any other service provider who is responsible for its implementation. In addition, the LEA must inform all general education teachers, special education teachers, and any other service providers of their specific responsibilities related to implementing each student’s IEP. The expectation is each positive behavioral intervention, support and strategy should be implemented as written in the IEP.</p> <p>OSEP “Dear Colleague” letter regarding meeting the behavioral needs of students with disabilities: http://www2.ed.gov/policy/gen/guid/school-discipline/files/dcl-on-pbis-in-ieps--08-01-2016.pdf.</p>	<p>procedures specified by the department. The department will verify current compliance based on the LEA’s system of internal control and the results of the LEAs additional review.</p>

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Item	Compliance Standard	Directions and Standards	Correction
IMP-4	<p>Periodic reports are provided to the parents as specified in the IEP on the progress the student is making toward meeting each goal.</p> <p>34 CFR §300.320 (a) (3)(ii), §300.323(a); Wis. Stat. §115.787(1), §115.787 (2)(h)2.</p>	<p>Directions:</p> <p>Locate the student’s <i>Individualized Education Program: Linking Form</i> (I-4) and review section III. “Measurable Annual Goals.” Locate the last student progress report scheduled to be provided</p> <p>The review period for this item begins on the implementation date of the student’s current IEP.</p> <p>Mark “Y” if:</p> <ul style="list-style-type: none"> • a progress report was provided as specified in the IEP; • the progress report reported on all of the IEP goals; and • the reported progress matches the measurement provided in the annual goal. For example, if the annual goal is to sequence events from 6th grade narrative text with 80% accuracy, and baseline is 40% accuracy, then the progress reported should include the student’s current percentage of accuracy. <p>Mark “N” if:</p> <ul style="list-style-type: none"> • a progress report was not provided as specified in the IEP; or • the progress report did not report on all of the IEP goals; or • the reported progress does not match the measurement provided in the annual goal. <p>Standards:</p> <p>Progress reports are provided on the schedule specified in the IEP statement indicating when progress reports will be provided to the parents. The report must address progress toward each stated measurable goal (i.e. are aligned with/directly related to</p>	<p>Student-level Correction</p> <p>If the progress reports were not provided to the parents, provide them.</p> <p>If the progress reports did not adequately reflect the student’s progress towards each of the stated goals designed to address reading, provide updated progress reports to the parents.</p> <p>Current Compliance:</p> <p>The local education agency (LEA) must take action to ensure current compliance. The department will verify current compliance based on a new student record sample.</p>

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Item	Compliance Standard	Directions and Standards	Correction
IMP-4 Cont'd		<p>the goal statement). The reports must also provide data or other information consistent with the measurement for each corresponding goal.</p> <p>In other words, the reports must provide sufficient information so the parent can determine the degree to which the student has made progress toward meeting each goal. The data in the report is appropriate to measuring the goal as stated and should include information that matches the stated method of how progress will be measured.</p>	
IMP-5	<p>The LEA ensures the individual appropriate accommodations that are necessary to measure the academic achievement and functional performance on statewide assessments are made available as described in the IEP.</p> <p>34 CFR § 300.323(a), 34 CFR §300.320(6)(i); Wis. Stat. §115.787(1) and (2)(e)</p>	<p>Directions: Locate the student's <i>Individualized Education Program: Participation in Statewide Assessments</i> (Forms I-7 The ACT® with writing and ACT WorkKeys®, ACT Aspire™ Early High School, Forward, and DLM for the previous school year.</p> <p>Mark "NA" if the student was not in a grade last school year in which a statewide assessment will be given, or the IEP team has documented that no accommodations are required on the particular assessment(s) that were give last school year.</p> <p>If accommodations were required on a statewide assessment then gather information to determine if the accommodations on the most recent statewide assessment were made available as specified in the IEP. Review accommodations request documentation and interview staff and students as necessary to determine whether the specified accommodations were made available. Only review the most recent statewide assessment.</p> <p>Mark "Y" if the accommodations were made available as specified in the student's IEP.</p>	<p>Student-level Correction: If accommodations were not provided, the LEA must ensure that for any future assessment they are provided as specified in the IEP. If accommodations were not provided for the ACT, the student must be given the option of retaking the assessment under a national testing day.</p> <p>Current Compliance: The local educational agency (LEA) will create or revise a system of internal control to ensure implementation of IEPs. The LEA will conduct an additional 2-week review of IEP implementation according to procedures specified by the</p>

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Item	Compliance Standard	Directions and Standards	Correction
IMP-5 Cont'd		<p>Mark "N" if the accommodations were not made available as specified in the student's IEP.</p> <p><i>Standards:</i></p> <p>In reviewing and/or developing the student's IEP, the IEP team must consider whether the student will be participating in districtwide or statewide assessments and whether the student requires any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the student on the particular assessment. This must be done for each assessment that will be given.</p> <p>Any accommodation documented in the student's IEP must be provided as specified. Staff members who will be responsible for implementing the student's IEP during district and statewide assessment must be informed of and familiar with the required accommodations prior to the assessment date. When possible, the accommodation should be used consistently for both instruction and when participating in assessments. Some accommodations may not be usable during instruction. To help students gain experience with the specific accommodations selected for them, educators should work with students to complete practice activities so that the student is comfortable using the selected accommodation.</p>	<p>department. The department will verify current compliance based on the LEA's system of internal control and the results of the LEAs additional review.</p>

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Item	Compliance Standard	Directions and Standards	Correction
DISC-1	<p>The LEA properly counted each type of disciplinary removal in the same academic year that constitutes a disciplinary removal under IDEA.</p> <p>34 CFR §300.530, 34 CFR §300.536</p>	<p>Directions:</p> <p>Review the LEA’s policies, procedures, and practices concerning the tracking of disciplinary removals of students with disabilities.</p> <p>Mark “Y” if the LEA properly tracks disciplinary removals of students with disabilities.</p> <p>Mark “N” if the LEA does not properly track disciplinary removals of students with disabilities.</p> <p>Standards:</p> <p>Examples of disciplinary removals include, but are not limited to, expulsions, out-of-school suspensions, certain in-school suspensions, certain bus suspensions, and removals to interim educational settings for weapons or drug offenses or for inflicting serious bodily harm, and <i>de facto</i> suspensions.</p> <p>In-school suspensions are disciplinary removals if:</p> <ul style="list-style-type: none"> • The student’s IEP was not implemented; or • The student did not participate with nondisabled peers to the extent required by the IEP; or • The student did not have the opportunity to appropriately progress in the general curriculum. <p>Bus suspensions are disciplinary removals if the student’s IEP includes transportation as a related service and the district did not provide for alternative transportation.</p> <p>A <i>de facto</i> suspension occurs if the student is removed from school or class for not following school rules without following the procedures related to suspension. LEAs should have</p>	<p>Student-level Noncompliance:</p> <p>There is no student-level noncompliance for this item.</p> <p>Current Compliance:</p> <p>The local education agency (LEA) must take action to ensure current compliance. The department will verify current compliance based on a new student record sample.</p>

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Item	Compliance Standard	Directions and Standards	Correction
<p>DISC-1 Cont'd</p>		<p>procedures to accurately track and count <i>de facto</i> suspensions. A student is considered removed during periods when: (1) the student's IEP was not implemented; (2) the student did not participate with nondisabled peers to the extent required by the IEP; or (3) the student did not have the opportunity to appropriately progress in the general curriculum.</p> <p>Partial day removals must be included when determining the number of days of removal for a student. For example, if a student was suspended for four periods of an eight period day, then it must be counted as a ½ day of removal.</p> <p>Note: IDEA requires LEAs to count removals within the <i>same academic year</i>. If a student transfers within an academic year, the LEA must count removals that occurred in each school and LEA the student attended within the academic year. The LEA must demonstrate how such removals are counted.</p>	
<p>DISC-2</p>	<p>After the 10th cumulative school day of removal in the same school year, the LEA provided services during any subsequent removals.</p> <p>34 CFR §300.530(b)(2), §300.530 (d)</p>	<p>Directions: Examine evidence, such as teacher notes, attendance logs, or teacher time records, to determine whether the student was provided educational services during each removal beyond the 10th cumulative day of removal in the school year. The department has also developed a worksheet for documenting educational services provided during disciplinary removals (DW-1).</p> <p>Mark “Y” if the student was provided educational services during each removal beyond the 10th cumulative day of removal in the school year.</p>	<p>Student-level Noncompliance: The LEA must consider compensatory services by holding an IEP team meeting or with the agreement of the student's parents either:</p> <ul style="list-style-type: none"> • Develop a written document to amend or modify the student's current IEP to reflect the compensatory services (complete Form I-10 and attach copy of IEP) or;

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Item	Compliance Standard	Directions and Standards	Correction
DISC-2 Cont'd		<p>Mark “N” if the student was not provided educational services during each removal beyond the 10th cumulative day of removal in the school year. If services were provided during some removals after the 10th day but not all, still mark “N.”</p> <p>Standards: After a student has been removed for a violation of a code of student conduct for more than 10 cumulative school days in the same school year, during subsequent disciplinary removals, the LEA must provide the student educational services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student’s IEP. Examples of disciplinary removals include, but are not limited to:</p> <ul style="list-style-type: none"> • Expulsions and other disciplinary changes of placement; • Removals to interim alternative educational settings for weapons, drug offenses or for inflicting serious bodily harm; • Out-of-school suspensions; • Certain in-school suspensions; • Certain bus suspensions; and • <i>De facto</i> suspensions. <p>Include in-school suspensions if:</p> <ul style="list-style-type: none"> • The student’s IEP was not implemented; or • The student did not participate with nondisabled peers to the extent required by the IEP; or • The student did not have the opportunity to appropriately progress in the general curriculum. 	<ul style="list-style-type: none"> • Discuss with the student’s parents and document agreement that no compensatory services are necessary (see Sample Letter). <p>Current Compliance: The local education agency (LEA) must take action to ensure current compliance. The department will verify current compliance based on a new student record sample.</p>

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Item	Compliance Standard	Directions and Standards	Correction
DISC-2 Cont'd		<p>Include a bus suspension if the student's IEP includes transportation as a related service and the district did not provide for alternative transportation.</p> <p>Include a removal as a <i>de facto</i> suspension if the student is removed from school or class for not following school rules without following the procedures related to suspension. LEAs should have procedures to accurately track and count <i>de facto</i> suspension. A student is considered removed during periods when (1) the student's IEP was not implemented; (2) the student did not participate with nondisabled peers to the extent required by the IEP; or (3) the student did not have the opportunity to appropriately progress in the general curriculum.</p> <p>Partial day removals must be included when determining the number of days of removal for a student. For example, if a student was suspended for four periods of an eight period day, then it must be counted as a ½ day of removal.</p>	

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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: 6/14/2021
Re: Staff and Program Highlights - June 2021

Graduation and Senior Walk 2021:

For sixty-one graduating seniors, this year's 4th-quarter and end of the year celebrations returned with some modifications. While the COVID-19 pandemic had forced many schools to reimagine end-of-year celebrations, Little Wolf High School was successful in returning to in-person graduation with the 132nd Commencement Exercises and Senior Walk.

The traditional Senior Walk occurred on Friday, May 28 after the senior breakfast and graduation rehearsal. The seniors, led by the pep band, wore their caps and gowns and walked the halls of the high school as a class for the very last time. The students paraded to the Manawa Elementary School where tribute was again paid to the seniors for their accomplishments, and for seniors to say goodbye to the elementary teachers. Students were also given a chance to return to St. Paul's in Manawa. On Saturday, May 29, the Manawa Athletic Complex was utilized for an outdoor ceremony. The weather cooperated with sunny and seasonal temperatures.

The senior with the top Laude score this year was Ethan Tellock. In his commencement address, he marveled at the resiliency of his classmates. Colin Moser, the senior class president also gave a short address. The other speaker chosen by the staff from the remaining Summa Cum Laude seniors (with the highest honor) was Katie Buschke.



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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



8th Grade Recognition: This year's ceremony took place in the LWHS / MMS Gymnasium on Thursday, June 3rd. Parents and family members had plenty of space in which to socially distance themselves. Students were recognized not only for their advancement to the 9th grade but were also honored for their academic, co-curricular, and athletic achievements.



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LWHS Art Team Update: We finally have all of the scores back from this year's virtual one-and-done Visual Arts Classic competition. Our Little Wolf team won 2nd place in the artist Quiz Bowl, and 2nd place Overall, out of 30+ schools. Individually they also did very well, bringing in a total of sixteen 1sts and eleven 2nds. Congratulations Art Team!



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Students choosing to excel; realizing their strengths.

To: Board of Education
From: Carmen O'Brien
cc: Dr. Melanie Oppor
Date: 6/14/2021
Re: Business Office Monthly Update - June

Mrs. Prey and I are working hard at closing the 2020-21 school year and starting 2021-22. I have opened up the 2021-22 budget in Skyward and have begun to enter amounts for the upcoming year. This is a time intensive process because it needs to be correct. There has been no movement on the state biennial budget as of submitting this report for posting.

All expected professional teaching contracts were received and are ready to be signed by the Board President and Clerk this month. Once signed, one copy will go into the teacher's professional file and one will go back to the teacher.

There are two revised administrative contracts for Ms. Brauer and me that need to be signed by the Board President and Clerk. The terms were modified (salary and year) and have already been approved.

All expected Memoranda of Understanding were received for Annual Support Staff. A representative from the SDM will sign (Dr. Oppor) and a copy will be placed in the staff member's professional file and one will be returned to the employee.

All expected Letters of Intent were received for the School Year Support Staff. Each member of this employee group will receive a Memorandum of Understanding in August.

I continue to work on finishing claims for 2020-21 for all Federal grants including: Title I, Title II, Title IV, ESSER I, GEER, ESSER II, Carl Perkins, IDEA Preschool, and IDEA Flow Through.

KOBUSSEN BUSES LTD.

Family Pride in Every Ride

June 7, 2021

May Transportation Report

Prepared For: School District of Manawa

To Whom it May Concern,

The month of May had 20 days of In-person learning and there were 29 extra-curricular activity trips.

As the school year came to an end, I worked with Carmen to update the bus registration form for the new school year. It is like last year but added the option for families to download the form, versus printing it out to return.

With summer here, operations will become minimal. Our Mechanic will be going through each bus one by one to fix any small repairs and touch up paint. Buses will also be cleaned inside and out. The office staff will go through the routes and make sure they are as efficient as possible.

We will continue to run Valley Packaging and Sturm Foods routes over the summer and any charter trips that become available. We do rent out our buses if you know of anyone looking to go somewhere with a group. You can contact me for further information:

Jacob.elsner@kobussen.com

Summer is a great time to get your CDL. If you know of anyone that is interested in driving, please send them our way! We are looking for route drivers, substitute drivers, and trip drivers. Our website is www.kobussen.com, or please contact our office: (920) 389-1500 or stop in: 109 N Bridge Street, Manawa, WI 54949.

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

June 18, 2021



Transition & Documentation

Documentation is continuing through the end of the month as we transition to the new Technology Director.

Chromebook Program - Preparing for 2021-22

The process has begun to organize Chromebooks for the fall. Mr. Gillette has been helping with our Chromebook program, first as a student-helper and now as an IT professional. He has a strong understanding of what needs to be done and we are confident the devices will be ready for the fall.

Print Services Renewal

We are working with EO Johnson to implement the printer rollout. The district will enjoy having new printers this fall. The support offered by EO Johnson has been exemplary. The selected solution will service the staff and students well.

Thank you

I want to let you know I appreciate being part of your community for the last four years. I will miss the staff and students. Helping teachers has been one of my greatest joys as a professional.

Minutes of a June 1, 2021 School District of Manawa Curriculum Committee Meeting

The meeting was called to order at 6:00 p.m.

Board Committee Members: Hollman(C), Jepson, J. Johnson

In Attendance: Hollman, Jepson, J. Johnson, Dr. Oppor, Mr. Cobarrubias, Mr. Wolfram, Ms. Eck, Mrs. Krueger

Timer: Hollman Recorder: J. Johnson

1. Consider Endorsement of the Technology Standards Scope & Sequence as Presented. Motion by J. Johnson/ Jepson to Endorse the Technology Standards Scope & Sequence as Presented to the full board. Motion carried.
2. Consider Endorsement of MES Student Handbook as Presented. Motion by Jepson/Hollman to table the MES Student Handbook until next Curriculum Committee Meeting. Motion carried.
3. Consider Endorsement of MMS Student-Parent Handbook as Presented. Motion by Jepson/Hollman to table the MMS Student-Parent Handbook until the next Curriculum Committee Meeting. Motion carried.
4. Consider Endorsement of LWHS Student-Parent Handbook as Presented. Motion by Jepson/Hollman to table the LWHS Student-Parent Handbook until the next Curriculum Committee Meeting. Motion carried.
5. Consider Endorsement of SDM Chromebook Program Handbook as Presented. Motion by Jepson/J. Johnson to endorse the SDM Chromebook Program Handbook as Presented to the full board. Motion carried.

Motion by Jepson/ J. Johnson to recommend OCR Compliance guidance as presented to the full Board. Motion carried.

6. Consider Endorsement of Adopting the Fountas and Pinnell Interactive Read Aloud (IRA) Collection for Grades K-5. Motion by J. Johnson/Jepson to endorse Adopting the Fountas and Pinnell Interactive Read Aloud (IRA) Collection for Grades K-5 to the full board. Motion carried.
7. Consider Endorsement of English Language Handbook as Presented. Motion by J. Johnson/Jepson to endorse the English Language Handbook as Presented to the full board. Motion carried.
8. Consider Endorsement of Boys and Girls Club of the Fox Valley Partnership Proposal as Presented. Motion by J. Johnson/Jepson to direct Ms. Brauer to explore a partnership with the Boys and Girls Club of the Fox Valley to obtain further information. Motion carried.
9. Consider Endorsement of Overnight Field Trip to FFA State Convention as Presented. Motion by Jepson/J. Johnson to endorse an Overnight Field Trip to FFA State Convention as Presented to the full board. Motion carried.

10. Consider Endorse the Summer School 2021 Course Material Change as Presented. Motion by J. Johnson/Hollman to endorse the Summer School 2021 Course Material Change as Presented to the full board. Motion carried.
11. Curriculum Committee Planning Guide (Information / Action)
12. Next Meeting Date: July 13, 2021 at 6:00 p.m.
13. Next Meeting Items:
 - a. Continue Handbook Approval
 - b.
14. Motion by J. Johnson/Jepson to adjourn at 7:20 p.m.

Minutes of a June 8, 2021 School District of Manawa Finance Committee Meeting

The meeting began at 6:05 p.m. - MES Board Room

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

In Attendance: Pethke, J. Johnson, R. Johnson, Dr. Melanie Oppor, Mrs. Carmen O'Brien

Timer: Pethke Recorder: J. Johnson

1. Approve Naming of Legal Depositories – First State Bank, Premier Community Bank, BMO, American Depositories Management, and Associated Bank Green Bay as Presented. Motion by J. Johnson/R. Johnson to Approve Naming of Legal Depositories – First State Bank, Premier Community Bank, BMO, American Depositories Management, and Associated Bank Green Bay to the full board as Presented. Motion carried.
2. Consider endorsement of Meal and Milk prices for 2021-22 school year. Motion by J. Johnson/R. Johnson to recommend endorsement of Meal and Milk prices for 2021-22 school year to the full board. Motion carried.
3. Consider endorsement of Student Accident Insurance carrier for 2021-22 school year. Motion by J. Johnson/R. Johnson to recommend endorsement of Student Accident Insurance carrier for 2021-22 school year to the full board. Motion carried.
4. Consider endorsement of Class and District Fees for 2021-22 school year. Motion by J. Johnson/R. Johnson to recommend endorsement of Class and District Fees for 2021-22 school year to the full board. Motion carried.
5. Consider endorsement of Occupational Therapist services from N.E.W. Rehab Company for the 2021-22 school year. Motion by J. Johnson/R. Johnson to recommend endorsement of Occupational Therapist services from N.E.W. Rehab Company for the 2021-22 school year to the full board. Motion carried.
6. Monthly Financial Report - Informational
7. State of Wisconsin 2021-23 Budget. Motion by J. Johnson/R. Johnson to recommend endorsement of resolution to full Board as presented. Motion carried.
8. Finance Committee Planning Guide (Information / Action) Informational.
9. Next Finance Committee Meeting Date: July 7, 2021 at 6:00 p.m.
10. Next Finance Committee Items
11. Motion by J. Johnson/R. Johnson to adjourn at 6:46 p.m.

Minutes of a June 1, 2021 Building and Grounds Committee Meeting

The site tour meeting began at 4:30 p.m. at Little Wolf High School / Manawa Middle School

Board Committee Members: R. Johnson (C), Griffin, Hollman

In Attendance: Russ Johnson, Pete Griffin, Russ Hollman, Matt McGregor from Hoffman Construction, Dan Wolfram, Dr. Melanie Oppor, and Jamie Stroud representing Kobussen

Timer/Recorder: Hollman

1. Identify areas for curb replacement at MMS/LWHS. Tabled until the next meeting.
2. Consider July public fitness center access due to paving project
 - a. Limited staff supervised hours
 - b. Limited hours when custodial staff are on site
 - c. Free month/annual discount
 - d. Other

Motion by Griffin / Hollman to close the Fitness Center during July due to the paving project at LWHS/MS giving Fitness Center members one free month; sports teams may use Fitness Center with supervision. Motion carried.

3. Consider building a new climate controlled storage building for the MS/HS property
 - a. Technology Ed. student involvement
 - b. Location
 - c. Future planning
 - d. Other

Tabled until the next meeting - Mr. Wolfram to take an inventory of items that will be stored in this building.

4. Discussion on existing outdoor bleachers at MAC - Informational
 - a. Review replacement timeline
 - b. Removal of existing bleachers - Russ Johnson
 - c. Other
5. Discuss donation of MS/HS gym wall mats from Manawa Athletic Booster Club
 - a. Timeline
 - b. Vendor selection process
 - c. Design development (by representative committee as was done with gym floor?)
 - i. Size
 - ii. Material
 - iii. Design
 - iv. Other

Motion by Hollman / Griffin to Recommend to the full board MS/HS gym wall mats be purchased and installed by Badger Sporting Goods at the cost of \$4,140. Motion carried.

6. Discuss Manawa Athletic Booster Club interest in fundraising for future projects
 - a. Electronic scoreboards for gyms (replacement)
 - b. Rubberized track (replacement)
 - c. OtherNo discussion. Bring back to the next meeting.
7. Consider finding a new bleacher inspection company. No discussion. Bring back to the next meeting.
8. Otis elevator inspection. No discussion. Bring back to the next meeting.
9. Review of budget summary. No discussion. Bring back to the next meeting.
10. Buildings & Grounds Committee Planning Guide (Information)
11. Set Next Meeting Date: June 22, 2021 4:30 p.m.
12. Next Meeting Items:
 - a. Identify areas for curb replacement at MMS/LWHS
 - b. Consider building a new climate controlled storage building for the MS/HS property
 - c. Discuss Manawa Athletic Booster Club interest in fundraising for future projects
 - d. Consider finding a new bleacher inspection company
 - e.
13. Motion by Hollman/Griffin to adjourn at 5:50 p.m.

Minutes of a June 2, 2021 School District of Manawa Policy and Human Resources
Committee Meeting

The meeting began at 6:00 p.m.

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

In Attendance: Joanne Johnson, Bobbi Jo Pethke, Sondra Reiersen, Carmen O'Brien, and Dr. Melanie Oppor

Timer: Reiersen Recorder: Pethke

1. Discuss Including a Public Input Agenda Item at Special Board Meetings. Motion by Reiersen/Pethke to place a public input agenda item for Special Board meetings as presented. Motion carried.

2. Consider Endorsement of Revision to PO5410 - Promotion, Placement, and Retention as Presented. Motion by Pethke/Reiersen to consider endorsement of revision to PO5410-Promotion, Placement, and Retention to the full board as presented. Motion carried.

3. Consider Endorsement of Revision to AG5410 - Promotion, Placement, and Retention as Presented. Motion by Reiersen/Pethke to Consider endorsement of Revision to AG5410 - Promotion, Placement, and Retention to the full board as presented. Motion carried.

4. Consider Endorsement of Support Staff Handbook as Presented. Motion by Reiersen/Pethke to consider endorsement of Support Staff Handbook to the full board as presented. Motion carried.

5. Consider Endorsement of the change to Sick Leave in the Support Staff Handbook as Presented. Motion by Reiersen/Pethke to endorse the change to Sick Leave in the Support Staff Handbook to the full board as presented. Motion carried.

6. Consider the addition of Stipulations to Sick Leave (Paid Time Off for Personal Business) in the Support Staff Handbook as Presented. Motion by Pethke/Reiersen to Consider the addition of Stipulations to Sick Leave (Paid Time Off for Personal Business) in the Support Staff Handbook to the full board. Motion carried.

7. Consider a change to Earned Vacation Time in the Support Staff Handbook as Presented. Motion by Pethke/Reiersen to consider a change to Earned Vacation Time in the Support Staff Handbook with Option A to the full board. Motion carried.

8. Consider Endorsement of Information Technology Plan as Presented. Motion by Reiersen/Pethke to consider Endorsement of Information Technology Plan as Presented to the full board as presented. Motion carried.

9. Consider Endorsement of Changing From a COVID-19 14-day Quarantine to a 10-day Quarantine Without Testing and/or a 7-day Quarantine with a Negative PCR Test on Day 5 or After. [CDC Options to Reduce Quarantine](#) (Information / Action) Tabled to next meeting date.

10. Policy & Human Resources Committee Planning Guide - Informational

11. Set Next Meeting Date July 6, 2021 at 6:00 p.m.

12. Next Meeting Items:

a. Continue Handbook Updates

b.

13. Motion by Pethke/Reierson to adjourn. Motion carried. 7:26 p.m.



Book	Policy Manual
Section	0000 Bylaws
Title	NOTICE of REGULAR MEETINGS
Code	po0165.1
Status	First Reading
Last Revised	November 18, 2019
Last Reviewed	April 25, 2016

0165.1 - NOTICE OF REGULAR MEETINGS

Public notice of all meetings shall be given pursuant to statute. The Board shall cause to be posted at the Board office and in other locations considered appropriate by the Board, a notice listing the date, time, place, and subject matter of each regularly-scheduled meeting of the Board, including subjects intended for the consideration at any closed session, in the form which is reasonably likely to inform members of the public and the news media. To assure that notice of a meeting is specific enough to apprise the public of the purpose of the meeting, the following factors shall be considered: (1) the time and effort required to provide detailed notice; (2) the level of public interest in the particular subject; and (3) whether the meeting will involve routine or novel issues. The notice shall contain the name and address of the District and its telephone number. The notice shall be given at least twenty-four (24) hours prior to the meeting unless for good cause such notice is impossible or impractical, but in no case may the notice be less than two (2) hours in advance of the meeting.

The notice shall also contain the following statement:

"Upon request to the District Administrator, submitted twenty-four (24) hours in advance, the District shall make reasonable accommodation including the provision of informational material in an alternative format for a disabled person to be able to attend this meeting."

[Notices of postings will be as follows: Manawa City Hall, Sturm Memorial Public Library, First State Bank of Manawa, the District Office bulletin board, and the School District of Manawa website.](#)

The notice shall be given ~~to the Racine Journal and~~, upon ~~the~~ written request, to an individual, organization, firm, or corporation. The news media shall be entitled to receive, at their request, copies of such notices free of charge.

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Legal	120.11(4), Wis. Stats.
	985.05(3), Wis. Stats.
	19.84, Wis. Stats.

Last Modified by Melanie Oppor on May 13, 2021



Book	Policy Manual
Section	9000 Relations
Title	PUBLIC REQUESTS, SUGGESTIONS, OR COMPLAINTS
Code	po9130
Status	First Reading
Last Revised	March 15, 2021
Last Reviewed	April 23, 2018

9130 - **PUBLIC REQUESTS, SUGGESTIONS, OR COMPLAINTS**

Any individual(s), having a legitimate interest in the staff, programs and operations of this District shall have the right to present a request, suggestion, or complaint to the District and the Board. At the same time, the Board reserves the right to protect District staff from harassment, disclosure of confidential information, and other violations of the staff or student's rights. It is the intent of this policy to provide guidelines for considering and addressing public requests, suggestions, or complaints in an efficient, reasonable, and equitable manner. Requests, suggestions, or complaints made by District staff members are covered by Policy 1422, Policy 3122, and Policy 4122. This policy is not to be used to appeal or to otherwise seek review of a personnel decision that was or could have been reviewed through the grievance policy, Policy 3340 or Policy 4340.

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

Generally, requests, suggestions, or complaints reaching the Board or Board members shall be referred to the District Administrator for consideration. Only those items that are appropriate for consideration under this policy will be considered. The District Administrator may close out any such request presented to him/her that is not appropriate for consideration consistent with this policy. The Board reserves the right to reverse the District Administrator's decision to dismiss any item raised and to fully investigate or review the matter.

Guidelines for Matters Brought Forth Under This Policy

A. First Level

Generally, if the matter raised involves a staff member the individual(s) should discuss the matter with the staff member, if appropriate. The individual shall take appropriate action within his/her authority and District administrative guidelines to deal with the matter. Matters related to other aspects of the District operations, programming, or other decisions shall be brought generally to the administrator closest to the issue (e.g. if the matter relates to a decision, procedure, or the like in one of the schools, the matter should be raised first with the building principal or a designated person in the school).

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

As appropriate, the staff member shall report the matter and whatever action may have been taken to the immediate supervisor.

B. Second Level

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

the supervisor shall occur promptly following any discussion with the staff member. If the matter involves allegations of harassment, discrimination, bullying, or other conduct implicating other policies and investigative procedures, the supervisor shall proceed to follow the applicable procedures which may include informing the District Compliance Officer for further review.

Matters not involving staff members that are not resolved at the First Level may be brought to the Third Level.

C. Third Level

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

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

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

D. Fourth Level

If the matter has not been satisfactorily addressed at the Third Level, or at the First Level in the case of a matter involving the District Administrator, the individual(s) may submit a written request to the Board to address the matter. Any such request must be submitted within ten (10) business days of the latest attempt to resolve the matter. The written submission shall include all correspondences pertaining to the matter between the individual and any School District officials or employees.

The Board, after reviewing all material relating to the matter, will provide a written response or may, at its discretion, grant an opportunity to address the Board prior to making a final decision on the matter.

The Board's decision will be final on the matter. The Board may choose to consolidate complaints or other communications for consideration if more than one individual raises similar concerns before it, but reserves the right to refuse to consider any subsequent complaint on the same matter unless previously unknown material facts are raised.

If the individual(s) contacts an individual Board member to discuss the matter, the Board member may refer the individual(s) to this guideline or the District Administrator for further assistance.

Guidelines for Matters Regarding Instructional Materials

The District Administrator shall inform students and parents each year regarding their right to inspect instructional materials used as part of the educational curriculum and the procedure for completing such an inspection. See Policy 2414, AG 9130A ~~and Form 9130 F3~~.

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

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

1. author;
2. title;
3. the complainant's familiarity with the material objected to;
4. sections objected to by page and item;
5. reasons for objection.

- B. Upon receipt of the information, the Curriculum Director (or Curriculum Director designee if the Curriculum Director and District Administrator are one in the same) may, after advising the District Administrator of the complaint, and upon the District Administrator's approval, appoint a review committee, which shall comply with the open meetings law.
- C. If the request, suggestion, or complaint relates to the human growth and development curriculum or instructional materials, it shall be referred to the advisory committee responsible for developing the human growth and development curriculum and advising the Board on the design, review, and implementation of the curriculum. (See Policy 2414).
- D. The committee, in evaluating the questioned material, shall be guided by the following criteria:
1. the appropriateness of the material for the age and maturity level of the students with whom it is being used
 2. the accuracy of the material
 3. the objectivity of the material
 4. the use being made of the material
- E. The material in question may not be temporarily withdrawn from use pending final resolution of the matter.
- F. The committee's recommendation shall be reported to the District Administrator in writing within ten (10) business days following the first meeting of the committee. The District Administrator will advise the individual(s), in writing, of the committee's recommendation and the District Administrator's decision. The District Administrator shall also advise the Board of the committee's recommendation and his/her decision.
- G. The individual(s) may submit an appeal the District Administrator's decision in writing to the Board President within ten (10) business days of receiving the decision. The written appeal and all written material relating to it shall be referred to the Board for review.
- H. The Board shall review the matter and advise the individual(s), in writing, of its decision as soon as practicable. The Board shall determine on a case-by-case basis whether its review will include appearances by the petitioner and administration, be based on written submissions, or only on the record produced by the Committee and/or District Administrator.

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

Revised 11/19/18

Revised 7/22/19

Revised 4/27/20

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

Last Modified by Steve LaVallee on May 20, 2021

KEY: M=Modeled B=Beginning D=Developing S=Secure

9 Use login credentials for access to network devices, accounts, servers, printers and cloud services.

10 Open and close applications.

11 Properly use a mouse and/or touchpad: single- and double-click, drag-and-drop.

12 Use the mouse to right-click for shortcut menus.

13 Cut, copy and paste using the menu.

14 Use shortcuts to operate the computer (ex. CTRL+C, CTRL+V, CTRL+P)

15 Use gestures to navigate touch-screen devices.

16 Use the print dialog box to select local printers and change settings (i.e. # of copies, color, paper size, orientation, scale, 1 or 2-sided).

17 Turn on speakers, mute, and adjust volume using the speaker icon in the system tray.

18 Name documents with appropriate file names and understand where files are being saved.

19 Create, save, edit, copy, and rename files and folders to organize documents and materials.

20 Delete files and folders; recover files and folders from the trash; empty trash.

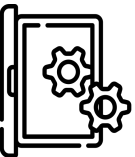
21 Retrieve previous file revisions/access revision history for documents located in cloud services.

22 Download, upload, attach and zip files and folders via email or cloud services.

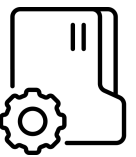
23 Use search tools to locate files and applications.

24 Associate document extensions with proper file types. (ex: jpeg, docx, pdf, xlsx, png, etc.)

25 Upload/download/retrieve files to and from the cloud.







Tech Basics



File Management

	4K	5K	1	2	3	4	5	6	7	8	9	10	11	12
9	M	B	B	D	D	D	S	S	S	S	S	S	S	S
10	B	B	D	S	S	S	S	S	S	S	S	S	S	S
11	B	D	S	S	S	S	S	S	S	S	S	S	S	S
12	M	M	M	B	D	S	S	S	S	S	S	S	S	S
13	M	M	M	B	B	D	S	S	S	S	S	S	S	S
14	B	B	B	B	D	D	D	D	S	S	S	S	S	S
15	B	B	B	B	B	D	D	S	S	S	S	S	S	S
16	M	M	M	M	B	B	B	D	D	D	S	S	S	S
17	B	B	D	S	S	S	S	S	S	S	S	S	S	S
18	M	M	B	B	B	B	D	D	D	D	S	S	S	S
19			B	B	B	B	B	D	D	D	S	S	S	S
20			B	B	B	B	B	D	D	D	S	S	S	S
21					B	B	B	D	D	D	S	S	S	S
22					B	B	B	D	D	D	S	S	S	S
23			B	B	D	D	S	S	S	S	S	S	S	S
24				B	B	B	D	D	S	S	S	S	S	S
25				B	B	D	D	D	S	S	S	S	S	S

KEY: M=Modeled B=Beginning D=Developing S=Secure			4K	5K	1	2	3	4	5	6	7	8	9	10	11	12
 <p>Digital Learning</p>	26	Use an online learning platform to turn in assignments, manage tasks, and receive and respond to feedback in order to achieve learning goals. (ex: Seesaw 4K - 4, Google Classroom 5 - 12)	B	B	B	D	D	D	D	S	S	S	S	S	S	S
	27	Use features of a course or learning management system such as discussion forums, polls, etc. to access and complete assignments.				B	B	D	D	D	S	S	S	S	S	S
	28	Access calendar and student pages on the school website as needed.			B	B	D	D	D	S	S	S	S	S	S	S
	29	Navigate to and use teacher-selected websites.	M	B	B	D	D	S	S	S	S	S	S	S	S	S
	30	Use basic web-navigation skills. (Example: select browser, favorites, URLs, home page, etc.)	M	M	M	M	B	D	S	S	S	S	S	S	S	S
	31	Use audience response tools and apps to participate in class discussions.		B	B	B	D	D	D	S	S	S	S	S	S	S
 <p>Productivity Applications</p>	32	Change font, color, and size of selected text. (Example: use menu commands or WordArt, etc.)	M	B	B	D	D	S	S	S	S	S	S	S	S	
	33	Adjust margins and change alignment: right, left, center, and justify in common applications..				M	M	B	D	S	S	S	S	S	S	
	34	Insert and/or edit hyperlinks (text or graphic) in common applications.					M	M	B	D	S	S	S	S	S	
	35	Add and resize graphics and text boxes in a project. (Example: clipart, photos, etc.)	M	M	B	B	D	D	S	S	S	S	S	S	S	
	36	Use toolbars in common applications.	M	M	M	M	B	B	D	D	S	S	S	S	S	
	37	Use common applications to create tables, outlines.				M	M	B	B	D	D	S	S	S	S	
	38	Apply appropriate design and layout in common applications.				M	M	B	B	D	D	S	S	S	S	
	39	Add slides, pages, and tabs in common applications.			M	M	B	B	D	D	S	S	S	S	S	
	40	Add hyperlinks, apply transitions and animations in presentation software.				M	M	B	B	D	D	S	S	S	S	
	41	Use presentation software for presenting to the audience: create presentation notes, adjust timing.						M	B	D	S	S	S	S	S	
	42	Comment, link, post and embed information online. (Example: blog, wiki, etc.)				M	M	B	B	D	D	S	S	S	S	

KEY: M=Modeled B=Beginning D=Developing S=Secure			4K	5K	1	2	3	4	5	6	7	8	9	10	11	12
 Productivity Applications	43	Create, upload and share multimedia projects.						M	B	B	D	D	S	S	S	S
	44	Independently design and publish multimedia content.							M	B	D	D	S	S	S	S
	45	Select an appropriate online application for a given task.				M	B	D	D	S	S	S	S	S	S	S
	46	Evaluate and select online applications for a specified use.								M	M	B	B	D	S	S
	47	Adapt classroom technologies for individual personalized use.								M	B	D	S	S	S	S
	48	Select technology to fit personal needs and style. (Example: Use video as another option for presenting, use online discussions, posting to blogs, etc.)								M	B	D	S	S	S	S
 Troubleshooting	49	Utilize basic troubleshooting steps to solve technical problems independently.	M	M	M	B	B	B	B	D	S	S	S	S	S	S
	50	Manage and deploy software updates.					M	M	B	D	D	S	S	S	S	S
	51	Apply prior technical knowledge and experiences to figure out how new technologies or applications work.	M	M	B	B	B	B	D	D	S	S	S	S	S	S
	52	Be self-reliant in searching for solutions to technology issues.	M	M	M	M	M	M	M	M	M	M	B	D	S	S




ISTE Student Standard 2 - Digital Citizen




Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Learning Targets:

- Cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
- Engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
- Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
- Manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

Skills:

KEY: M=Modeled B=Beginning D=Developing S=Secure		4K	5K	1	2	3	4	5	6	7	8	9	10	11	12	
 Media Balance & Well Being	1	Explore their own digital lives and reflect upon the positive and negative impact digital media might have on themselves and society.		B	B	D	D	D	D	S	S	S	S	S	S	
	2	Recognize how the overuse of technology can impact one's mental, physical and emotional health.		B	B	D	D	D	D	S	S	S	S	S	S	
 Privacy & Security	3	Discuss and recognize danger in sharing private information online: password, name, address, phone number or picture.		B	B	B	D	D	S	S	S	S	S	S	S	
	4	Identify and describe the impact of ethical and unethical or illegal use of technology on individuals and society.				B	B	B	D	D	S	S	S	S	S	
	5	Understand how browser settings such as cookies track personal information.								B	B	B	D	D	S	S
	6	Explain the dangers of clicking on pop-ups and advertisements.		B	B	B	D	D	S	S	S	S	S	S	S	S
	7	Create and store strong individual passwords.		B	B	B	D	D	D	S	S	S	S	S	S	S
	8	Keep passwords confidential, and be proactive if they are compromised.	B	B	B	D	D	D	D	S	S	S	S	S	S	S
 Digital Footprint & Identity	9	Define and demonstrate digital citizenship.	B	B	B	D	D	S	S	S	S	S	S	S	S	
	10	Build a positive digital footprint/reputation.				B	B	B	B	B	D	D	D	D	D	
	11	Set appropriate profile pictures and other profile content across social media, web pages, blogs, etc.					B	B	B	B	B	B	D	D	S	S
	12	Understand that digital content is permanent and cannot be deleted.				B	B	B	B	B	D	D	S	S	S	S
	13	Actively monitor personal content (online and offline) for digital safety.								B	B	B	D	D	S	S

KEY: M=Modeled B=Beginning D=Developing S=Secure			4K	5K	1	2	3	4	5	6	7	8	9	10	11	12
 Relationships & Communication	14	Understand rules for safe online messaging.		B	B	B	D	D	S	S	S	S	S	S	S	S
	15	Feel empowered to deal with uncomfortable, inappropriate, or potentially unsafe situations when communicating online.		B	B	B	D	D	D	S	S	S	S	S	S	S
	16	Show respect for opinions and work of others posted electronically.		B	B	D	D	S	S	S	S	S	S	S	S	S
 Cyberbullying	17	Identify and report cyberbullying.	B	B	B	D	D	S	S	S	S	S	S	S	S	S
	18	Articulate why it's important to consider the perspectives of others and the impact that comments can have on fostering a positive or negative online community.				B	B	B	D	D	S	S	S	S	S	S
	19	Generate strategies to address cyberbullying, including showing empathy for those who have been cyberbullied and being an upstander.	B	B	B	D	D	S	S	S	S	S	S	S	S	S
 News & Media Literacy	15	Evaluate whether sources/websites are safe to conduct research					B	B	B	D	D	D	S	S	S	S
	16	Explain copyrights, document and cite online resources, authors and content creators including Creative Commons.					B	B	D	D	S	S	S	S	S	S
	17	Gather and cite sources using digital bibliography tools.					B	B	B	D	D	D	S	S	S	S
	18	Explain issues involved with using copyrighted materials.								B	D	D	S	S	S	S



ISTE Student Standard 3 - Knowledge Constructor


Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Learning Targets:

- Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- Evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
- Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

Skills:

KEY: M=Modeled B=Beginning D=Developing S=Secure			4K	5K	1	2	3	4	5	6	7	8	9	10	11	12
 <p>Locate Information</p>	1	Use digital search tools effectively. (Example: search engine, database, content library, etc.)	M	M	M	B	B	D	D	D	D	D	S	S	S	S
	2	Gather information for research using teacher-selected digital resources.	M	B	D	D	S	S	S	S	S	S	S	S	S	S
	3	Select and use an appropriate search engine or directory.			M	M	M	B	B	D	D	D	S	S	S	S
	4	Filter search results to narrow results for a given task.			M	M	M	B	B	D	D	D	S	S	S	S
	5	Use advanced search functions of search engines and databases.				M	M	M	B	D	D	D	S	S	S	S
	6	Gather and organize online references for a project. (Example: personal bookmarks, stored shortcuts or hyperlinks, etc.)			M	M	M	B	B	D	D	S	S	S	S	S
	7	Search and sort databases and use basic database search skills.			M	M	M	B	B	D	D	D	S	S	S	S
 <p>Media Analysis</p>	8	Evaluate a website for possible use in a given project.			M	M	B	B	B	D	D	S	S	S	S	
	9	Evaluate digital and online sources for appropriateness and bias.					M	M	B	B	D	D	S	S	S	S
	10	Use digital tools to gather, analyze, graph and/or report results of investigation.		M	M	B	B	D	D	S	S	S	S	S	S	S
	11	Access, analyze and evaluate electronic content-related audio and/or video to make informed decisions.		M	M	B	B	D	D	S	S	S	S	S	S	S

KEY: M=Modeled B=Beginning D=Developing S=Secure			4K	5K	1	2	3	4	5	6	7	8	9	10	11	12	
 <p>Digital Curation</p>	12	Access digital content (audio, video) to build background knowledge and investigate topics.	B	B	D	D	D	S	S	S	S	S	S	S	S	S	
	13	Use digital templates, graphic organizers and/or storyboards to record questions and plan investigations.	M	M	B	B	D	D	D	S	S	S	S	S	S	S	
	14	Explore and use content-related websites to build background knowledge, investigate topics and plan projects.	M	B	B	B	D	D	D	S	S	S	S	S	S	S	S
	15	Use the Internet to locate, retrieve and organize information, recording sources.	M	B	B	B	D	D	D	S	S	S	S	S	S	S	S
	16	Select digital resources to organize a project or solve a problem.			M	M	M	B	B	D	D	S	S	S	S	S	S
	17	Select and research current issues using databases and digital resources to organize a project or solve a problem.			M	M	M	B	B	D	D	D	S	S	S	S	S
	18	Use technology to explore and brainstorm solutions for real-world problems.	M	M	M	M	M	M	B	B	D	D	S	S	S	S	S


ISTE Student Standard 4 - Innovative Designer

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

Learning Targets:

- Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
- Select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
- Develop, test and refine prototypes as part of a cyclical design process.
- Exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.

Skills:

KEY: M=Modeled B=Beginning D=Developing S=Secure			4K	5K	1	2	3	4	5	6	7	8	9	10	11	12
 Virtual Design	1	Find, understand, select and compare virtual simulations.								M	M	M	B	D	S	S
	2	Explore cause & effect of a virtual simulation.								M	M	M	B	D	S	S
	3	Select digital resources to organize a project or solve a problem.							M	B	D	D	S	S	S	S
	4	Modify or create a new technology to solve a problem or meet a need. (Example: build an app, customize font size for reading, etc.)								M	B	D	D	S	S	S



ISTE Student Standard 5 - Computational Thinker

Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

Learning Targets:

- Formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.
- Collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.
- Break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.
- Understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

Skills:

KEY: M=Modeled B=Beginning D=Developing S=Secure			4K	5K	1	2	3	4	5	6	7	8	9	10	11	12
 Data Collection & Analysis	1	Explore and describe patterns from data in spreadsheets or tables.		M	B	B	D	D	S	S	S	S	S	S	S	S
	2	Collect and analyze data in a spreadsheet or table.			M	B	B	D	D	D	D	S	S	S	S	S
	3	Use digital tools to gather, analyze, graph and/or report results of investigation.			M	B	B	D	D	D	D	S	S	S	S	S
	4	Select the proper technology tools to input, select, analyze and interpret data.							M	M	B	B	D	D	S	S
 Data Visualization	5	Use interactive resources. (Example: digital/online virtual field trips, math manipulatives, electronic maps and other simulations and models, etc.)		M	B	B	D	D	S	S	S	S	S	S	S	S
	6	Find, use, and compare online data, and/or digital models/simulations to collect evidence and forecast trends.					M	M	B	B	D	D	S	S	S	S



ISTE Student Standard 6 - Creative Communicator

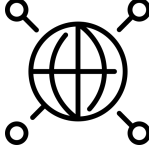
Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Learning Targets:

- Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
- Create original works or responsibly repurpose or remix digital resources into new creations.
- Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
- Publish or present content that customizes the message and medium for their intended audiences.

Skills:

KEY: M=Modeled B=Beginning D=Developing S=Secure			4K	5K	1	2	3	4	5	6	7	8	9	10	11	12
 <p>E-mail</p>	1	Be polite and respectful in all communications and collaborations using technological tools, using appropriate language at all times.	B	B	D	D	D	S	S	S	S	S	S	S	S	S
	2	Use email, messaging and other tools to share information and communicate ideas with others.	B	B	D	D	D	S	S	S	S	S	S	S	S	S
	3	Compose and send an email.			M	M	B	B	D	D	S	S	S	S	S	S
	4	Understand the difference between Reply, Reply All and Forward when responding to an email.					B	B	D	D	S	S	S	S	S	S
	5	Understand the difference between CC (carbon copy) and BCC (blind carbon copy) and use them appropriately.							B	B	D	D	S	S	S	S
	6	Attach a document or file to an email.					M	B	B	D	D	S	S	S	S	S
 <p>Multimedia Production</p>	7	Organize objects and ideas using: digital drawing tools, digital templates and graphic organizers, brainstorming/mind mapping software. (Example: drawing apps, Seesaw Activities, spreadsheet, etc.)	B	B	D	D	S	S	S	S	S	S	S	S	S	
	8	Create digital audio or video recordings using technology.	M	B	B	D	D	S	S	S	S	S	S	S	S	
	9	Modify teacher-created slides using presentation software.			B	B	D	D	S	S	S	S	S	S	S	
	10	Create original multimedia products to present solutions and ideas that include text, images, sound, audio and/or video. (Example: infographics, documentary film, music video, etc.)			M	M	B	B	D	D	S	S	S	S	S	
	11	Combine multiple technologies to create and share products from multiple content areas.	M	M	M	M	M	M	M	M	M	M	B	D	S	
	12	Use digital drawing tools and presentation software to express ideas.		B	B	D	D	S	S	S	S	S	S	S	S	
	13	Create digital products for culminating projects.					B	B	D	D	D	D	S	S	S	

KEY: M=Modeled B=Beginning D=Developing S=Secure			4K	5K	1	2	3	4	5	6	7	8	9	10	11	12
 Digital Communication	14	Video conference to communicate with other classmates and/or classrooms.	M	B	D	D	S	S	S	S	S	S	S	S	S	S
	15	Communicate virtually using shared documents.					M	B	B	D	S	S	S	S	S	S
	16	Use online discussion forums to express ideas. (Example: backchannel apps)		M	M	M	B	B	D	D	S	S	S	S	S	S
	17	Select and create an appropriate online forum for communicating with a chosen audience.								M	M	M	B	D	S	S



ISTE Student Standard 7 - Global Collaborator

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Learning Targets:

- Use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.
- Use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.
- Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
- Explore local and global issues and use collaborative technologies to work with others to investigate solutions.

Skills:

KEY: M=Modeled B=Beginning D=Developing S=Secure			4K	5K	1	2	3	4	5	6	7	8	9	10	11	12
 Online Collaboration	1	Use digital drawing tools and presentation software collaboratively to express ideas.	M	B	D	D	S	S	S	S	S	S	S	S	S	S
	2	Video conference to communicate and learn with other classrooms.		M	M	B	B	B	B	D	S	S	S	S	S	S
	3	Collaborate virtually using shared documents.					M	B	B	D	S	S	S	S	S	S
	4	Participate in online projects by uploading content, photo, audio, or video.					M	B	D	D	S	S	S	S	S	S
	5	Select and create an appropriate online forum for collaborating with a chosen audience.										M	B	D	S	S
 Cultural Understanding & Problem Solving	6	Access content-related digital images, digital stories, audio and video to develop cultural understanding.	M	B	B	D	D	S	S	S	S	S	S	S	S	S
	7	Participate in virtual field trips and explain how the trips develop cultural understanding.			M	B	B	D	D	S	S	S	S	S	S	S
	8	Use digital communication tools: email, videoconference, back channels to develop and share cultural understanding.			M	B	B	B	D	D	S	S	S	S	S	S
	9	Use digital maps to develop cultural understanding.				M	B	B	B	D	D	S	S	S	S	S
	10	Research and identify global problems via websites.					M	M	M	B	D	S	S	S	S	S
	11	Participate in an online community to develop cultural understanding.							M	B	D	S	S	S	S	S
	12	Choose global digital content to identify a local or global issue.							M	M	B	D	S	S	S	S
	13	Participate in an online community to solve a local or global issue.										M	B	D	S	S



School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

TO: SDM Board of Education
CC: Dr. Oppor
FROM: Bryant Cobarrubias
DATE: May 27, 2021
SUBJECT: SDM Chromebook Program Revisions

The list below describes the changes to the SDM Chromebook Program.

Page #	Current Language	Proposed Change or Addition
4	<p>Productivity Software</p> <p>Google G Suite</p> <p>Manawa is a Google school district. Student and staff use the Google G Suite for document, worksheet, and presentation software.</p> <p>Google Classroom</p> <p>We use Google Classroom as our learning management system (LMS). A LMS allows teacher to create an online space for organizing their classroom. Assignments, formative assessments, and other resources are typically shared with students through an LMS.</p>	<p>Productivity Software</p> <p>Google G Suite</p> <p>Manawa is a Google school district. Students and staff use the Google G Suite for document, worksheet, and presentation software.</p> <p>Google Classroom</p> <p>We use Google Classroom as our learning management system (LMS). A LMS allows teachers to create an online space for organizing their classroom. Assignments, formative assessments, and other resources are typically shared with students through an LMS.</p>





4	<h3>Creativity Software</h3> <p>WeVideo</p> <p>Our 1:1 environment should encourage students to not only consume but create content. This plan includes adopting a creativity tool for students grade 5 and above. Our district has selected WeVideo to allow students and staff to create and share videos. This is provided as an example of what is available.</p> <p>WeVideo for Education: K-12 School District</p> <p>FlipGrid</p> <p>This is another valuable tool available to our education community. FlipGrid allows teachers to prompt students to create short video responses to questions.</p>	<h3>Creativity Software</h3> <p>Loom</p> <p>This tool allows students to record videos using their Chromebooks. The videos may include their web camera or desktop. This allows them to demonstrate knowledge using media as well as written word.</p> <p>Flipgrid</p> <p>This is another valuable tool available to our education community. Flipgrid allows teachers to prompt students to create short video responses to questions.</p>
5	<h3>Professional Development</h3> <p>Technology is only effective if teachers are effective using technology. Professional development is key to help teachers master the tools available. Our approach is to offer training sessions throughout the school year. Teachers are encouraged to ask for help from IT or</p>	<h3>Professional Development</h3> <p>Technology is only effective if teachers are effective using technology. Professional development is key to help teachers master the tools available. Teachers are encouraged to ask for help from IT or Library staff on a one-on-one basis. Professional development needs to be part of our culture instead of an occasional event. During the summer of 2020 we hosted</p>

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	<p>Library staff on a one-on-one basis. Professional development needs to be part of our culture instead of an occasional event.</p>	<p>twenty-five online and in-person training sessions to prepare for the fall.</p>
5	<p>Student Responsibility</p> <p>Students are expected to use technology in a way that is safe, legal, and respectful of others. Every year secondary students and parents sign our Technology Acceptable Use and Safety Form. Students who fail to meet these standards may have their access to internet restricted.</p>	<p>Student Responsibility</p> <p>Students are expected to use technology in a way that is safe, legal, and respectful of others. Every year secondary students and parents sign our Technology Acceptable Use and Safety Form. Students who fail to meet these standards may have their access to the internet restricted.</p>
6	<p>Students as Digital Citizens</p> <p>Students must learn to become digital citizen that protect their online identities. They need to understand how to recognize and avoid risks while using technology.</p>	<p>Students as Digital Citizens</p> <p>Students must learn to become digital citizens that protect their online identities. They need to understand how to recognize and avoid risks while using technology.</p>
7	<p>From:</p> <p>Budget</p> <p>The proposed Chromebook rotation cycle requires 110 new devices annually. We will need to analyze elementary needs for Chromebook carts before the 2019-20 school year. The Acer 720/40 models will be retired the previous summer. This will create a gap in inventory for elementary carts.</p>	



The budget below assumes 30 new chromebooks for elementary carts starting the 2019-20 school year. Included you will find the new Wisconsin 1:1 grant allowing for \$125 per grade 9 student.

These expenses are funded using a three year lease agreement.

2018-19 School Year			
Item	Unit Cost	Count	Extended
Dell Chromebook	\$211.00	130	\$27,430.00
Management License	\$24.00	130	\$3,120.00
Replacement Parts			\$4,000.00
Wisconsin 1:1 Grant	-\$125.00	62	-\$7,750.00
Est. Annual Cost			\$26,800.00

2019-20 School Year			
Item	Unit Cost	Count	Extended
Dell Chromebook	\$230.00	140	\$32,200.00
Management License	\$25.00	140	\$3,500.00
Replacement Parts			\$4,000.00
Wisconsin 1:1 Grant	-\$125.00	50	-\$6,250.00

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Est. Annual Cost

\$33,450.00

To:

Budget

The proposed [Chromebook rotation cycle](#) requires 240 new chromebooks annually. This allows the following grade levels to receive new devices. Devices have already been purchased for the 2021-22 school year.

- Grade K
- Grade 3
- Grade 6
- Grade 9

Item	Unit Cost	Count	Extended
Chromebook	\$275.00	240	\$66,000
Chrome Management License	\$27.00	240	\$6,480
Replacement Parts			\$3,000
		Estimate Annual Cost	\$75,480

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Purchase History

This portion of the handbook describes the district purchase history since the beginning of the Chromebook program.

- 2014:
 - The initial order of Acer 720 Chromebooks were ordered. All students from grades 7-12 were supplied with a device.
- 2015:
 - An order of Acer 740 Chromebooks were ordered to supplement the initial order. It is difficult to know the exact number of devices that were ordered in 2015.
- 2016:
 - The district switched from Acer to Dell Chromebooks in the secondary school.
 - Some number of devices were ordered to supplement the Acer devices in the secondary school.
 - Acer R11 Touchscreen devices were supplied for each 6th grade classroom.
- 2017:

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 - Some devices were ordered to supplement the Acer devices in the secondary school.
 - Acer R11 Touchscreen devices were supplied for each 6th grade classroom.
- 2017:
 - 70 Dell 11 Chromebooks were ordered for the secondary school. 9th Grade students were the primary recipients of these devices.
- 2018

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- 70 Dell 11 Chromebooks were ordered for the secondary school. 9th Grade students were the primary recipients of these devices.
- 2018
 - 130 Dell 11 Chromebooks were ordered. 6th and 9th grade students received new devices. Acer R11 devices were reallocated to kindergarten, grade 1, and select special education classrooms.
 - Grade 4 and 5 chromebook carts provide one device per two students.
 - Grade 1, 2, and 3 chromebook cards provide one device per three students. Some of these classrooms have classroom sets of 4-5 devices.
- 130 Dell 11 Chromebooks were ordered. 6th and 9th grade students received new devices. Acer R11 devices were reallocated to kindergarten, grade 1, and select special education classrooms.
- Grade 4 and 5 chromebook carts provide one device per two students.
- Grade 1, 2, and 3 chromebook cards provide one device per three students. Some of these classrooms have classroom sets of 4-5 devices.
- 2019
 - 140 Dell 11 Chromebooks were ordered.
 - Older devices were distributed to lower grades similar to 2018
- 2020 & 2021
 - The initial plan was to order 140 non-touch screen devices. Plus, an additional 50 touch screen devices. Due to the pandemic, we expanded the Chromebook program to include all students. The order was expanded to 370 Lenovo touch screen devices.
 - Due to delays associated with the COVID-19 and a microchip shortage, our order was delayed until February 2021.
 - To ensure no delays for the next school year, the district purchased the supply of Chromebooks for the

School District of Manawa

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		<p>2021-22 school year early. An additional 270 Lenovo touch screen devices were ordered</p> <ul style="list-style-type: none">○ No chromebooks are planned to be ordered during the summer of 2021.
--	--	--

OCR Compliance

The SDM Technology Plan will be posted to the School District of Manawa website following Board of Education approval of substantive language changes as presented. The Manawa Board of Education will be notified of the date that this plan is converted to a version considered compatible for use by individuals with visual impairments or limited vision as per the Office of Civil Rights requirements and posted to the School District of Manawa website. This OCR compatible conversion may impact the appearance of the document (i.e. change in fonts, font sizes, paging in the table of contents, etc.) resulting in technical changes but no substantive changes will be made. Should a substantive change be required, the plan will be brought back to the Board of Education for approval.

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SDM Chromebook Program

Program Handbook



SDM Chromebook Program Handbook

Approved by the School District of Manawa
Board of Education _____, __, 2021

SDM Chromebook Program

Program Handbook



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SDM Chromebook Program

Program Handbook



Overview

Technology is a key component of the modern school environment. The School District of Manawa provides each student with a Chromebook device for school use. The details below describe the existing 1:1 environment as well as proposed changes for the future of the program.

Note: This handbook includes several links to other resources. It is recommended that this document is read electronically instead of printed.

Program Goals

Use technology to create a platform for students to learn. This program provides tools to be more efficient and learn in new ways. The table below describes how the Chromebook program contributes to meeting the [ISTE Standards for Students](#).

SDM Chromebook Program and ISTE Standards	
Empowered Learner	Improved tools to expand learning goals and reflect on their learning process. Greater access to internet allows students to build networks and learn in ways they could not otherwise.
Digital Citizen	Student learn to manage their personal identity in a digital world. Students are expected to act in safe, legal, and respectful ways.
Knowledge Constructor	Students have a tool more efficiently research information and build knowledge.
Innovative Designer	Greater access to online tools to learn in authentic cyclical design processes.
Computational Thinking	Student have a tool to take part in analytical problem solving.
Creative Communicator	Students have opportunities to express themselves through digital media such as blogs and videos.
Global Collaborator	Students can better connect with other cultures and experts globally.

SDM Chromebook Program

Program Handbook



Software

Productivity Software

Google G Suite

Manawa is a Google school district. Students and staff use the Google G Suite for document, worksheet, and presentation software.

Google Classroom

We use Google Classroom as our learning management system (LMS). A LMS allows teachers to create an online space for organizing their classroom. Assignments, formative assessments, and other resources are typically shared with students through an LMS.

Creativity Software

Loom

This tool allows students to record videos using their Chromebooks. The videos may include their web camera or desktop. This allows them to demonstrate knowledge using media as well as written word.

Flipgrid

This is another valuable tool available to our education community. Flipgrid allows teachers to prompt students to create short video responses to questions.

Classroom Management & Web Filter

GoGuardian

We are working to help teachers better use GoGuardian to manage student use of devices. Our strategy is to provide short professional development sessions throughout the school year and offer 1-on-1 help as needed. GoGuardian has been a successful component of our Chromebook program. Going forward we need to continue supporting teacher use and encourage them to explore more advanced features.

SDM Chromebook Program

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Professional Development

Technology is only effective if teachers are effective using technology. Professional development is key to help teachers master the tools available. Teachers are encouraged to ask for help from IT or Library staff on a one-on-one basis. Professional development needs to be part of our culture instead of an occasional event. During the summer of 2020 we hosted twenty-five online and in-person training sessions to prepare for the fall.

Device Rotation

Chromebook have a reliable duty cycle of 3-4 years. No device should be assigned to a student that is older than five years. The Acer laptops purchased in 2014 and 2015 will be used for five years to allow us to establish a sustainable cycle.

[Waterfall Chart: Chromebook Device Rotation.](#)

Chromebook Repair

A smooth repair process is key to the success of the Chromebook 1:1 program. This document outlines how students can have their device serviced. We also outline the responsibilities of library, teachers, and technology.

[Chromebook Repair Process](#)

Student Responsibility

Students are expected to use technology in a way that is safe, legal, and respectful of others. Every year secondary students and parents sign our Technology Acceptable Use and Safety Form. Students who fail to meet these standards may have their access to the internet restricted.

[Technology Acceptable Use and Safety Form](#)
[Restricted Student Access](#)

SDM Chromebook Program

Program Handbook



Student Security, Privacy, and Safety

Encouraging students to explore the internet comes with increased risk. To address this concern

Students as Digital Citizens

Students must learn to become digital citizens that protect their online identities. They need to understand how to recognize and avoid risks while using technology.

Web Filters

The SDM uses technology to limit risk to students. These include GoGuardian for Chromebook devices and an iBoss web filter while at school.

Software Security, Privacy, and Safety Rubric

The SDM must protect student Personally Identifiable Information (PII). Any software system which requires students to create an account or otherwise uses PII data must be compared to our SSPS rubric. Any software system which fails to meet these standards may not be used by students.

[Software Security, Privacy, & Safety Rubric](#)

SDM Chromebook Program

Program Handbook



Budget

The proposed [Chromebook rotation cycle](#) requires 240 new chromebooks annually. This allows the following grade levels to receive new devices. Devices have already been purchased for the 2021-22 school year.

- Grade K
- Grade 3
- Grade 6
- Grade 9

Item	Unit Cost	Count	Extended
Chromebook	\$275.00	240	\$66,000
Chrome Management License	\$27.00	240	\$6,480
Replacement Parts			\$3,000
		Estimate Annual Cost	\$75,480

Chromebook Extensions

Starting with the 2018-19 school year students are only allowed to use pre-approved chromebook extensions on school Chromebook devices. The change was made primarily for security reasons to prevent the use of VPN and malware software from reaching our network. Another important reason is to reduce distractions in the classroom.

Staff may request additions to this list by contacting the technology director.

Allowed Extensions

Extension Name	Offered By	Notes
Google+	Google	
Office Editing for Docs, Sheets	Google	

SDM Chromebook Program

Program Handbook



& Slides		
EasyBib Toolbar	Easybib.Com	
Google Drive	Google	
Google Maps	Google	
Google Keep - notes and lists	Google	
Google Play Music	Google	
Google Photos	Google	
Google Forms	Google	
Gmail	Google	
Google Sheets	Google	
Home - New Tab Page	Google	
GeoGebra Classic	https://www.geogebra.org	
Google Play Books	Google	
Calculator	Chrome OS	
Evernote Web	EverNote.Com	
Evernote Web Clipper	EverNote.Com	
Grammarly for Chrome	grammarly.com	
e-clock	Yuriy Husnay	
Text	text.app	
Google Docs Offline	Google	
Google Calendar	Manas Tungare	
Google Cast for Education	developers.google.com/cast	
YouTube	www.youtube.com	

SDM Chromebook Program

Program Handbook



Google Cast	Google	
Google Drawings	Google	
Google Slides	Google	
Read&Write for Google Chrome		Purchased license for entire district.
Calculator	http://scientific-calculator.appspot.com/	
Camera	chromeos-cameraapp	
Spotify	open.spotify.com	
Sticky Notes	ProWebJect	
Gmail Offline	https://mail.google.com/mail/mu	
Google Docs	Google	
Kami	kamihq.com	
Vernier Graphical Analysis	www.vernier.com	
Cite This For Me (Free) Cite This For Me	www.citethisforme.com	

Force Installed Extensions

Several extensions are automatically installed on all student Chromebooks. These extensions are described below. Staff may request an extensions to be automatically installed by contacting the technology director.

Extension Name	Offered By	Notes
Office Editing for Docs, Sheets & Slides	Google	

SDM Chromebook Program

Program Handbook



Google Drive	Google	
Google Forms	Google	
Google Sheets	Google	
Google Drawings	Google	
Google Slides	Google	
Google Docs	Google	
Calculator	http://scientific-calculator.appspot.com/	
DRC Insight	DRCIS	This will be removed and re-installed twice a year.
iBoss SSO Integration		
Big Ideas Math	Big Ideas Learning, LLC	
uBlock Origin	Raymond Hill (gorhill)	Ad blocking software
Vernier Graphical Analysis		
Dyslexia Reading Assistant	CrayonMelon	
OpenDyslexic Font for Chrome	abbiecod.es	

SDM Chromebook Program

Program Handbook



Purchase History

This portion of the handbook describes the district purchase history since the beginning of the Chromebook program.

- 2014:
 - The initial order of Acer 720 Chromebooks were ordered. All students from grades 7-12 were supplied with a device.
- 2015:
 - An order of Acer 740 Chromebooks were ordered to supplement the initial order. It is difficult to know the exact number of devices that were ordered in 2015.
- 2016:
 - The district switched from Acer to Dell Chromebooks in the secondary school.
 - Some devices were ordered to supplement the Acer devices in the secondary school.
 - Acer R11 Touchscreen devices were supplied for each 6th grade classroom.
- 2017:
 - 70 Dell 11 Chromebooks were ordered for the secondary school. 9th Grade students were the primary recipients of these devices.
- 2018
 - 130 Dell 11 Chromebooks were ordered. 6th and 9th grade students received new devices. Acer R11 devices were reallocated to kindergarten, grade 1, and select special education classrooms.
 - Grade 4 and 5 chromebook carts provide one device per two students.
 - Grade 1, 2, and 3 chromebook cards provide one device per three students. Some of these classrooms have classroom sets of 4-5 devices.
- 2019
 - 140 Dell 11 Chromebooks were ordered.
 - Older devices were distributed to lower grades similar to 2018
- 2020 & 2021
 - The initial plan was to order 140 non-touch screen devices. Plus, an additional 50 touch screen devices. Due to the pandemic, we expanded the Chromebook program to include all students. The order was expanded to 370 Lenovo touch screen devices.
 - Due to delays associated with the COVID-19 and a microchip shortage, our order was delayed until February 2021.

SDM Chromebook Program

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- To ensure no delays for the next school year, the district purchased the supply of Chromebooks for the 2021-22 school year early. An additional 270 Lenovo touch screen devices were ordered
- No chromebooks are planned to be ordered during the summer of 2021.



School District of Manawa

To: Manawa Board of Education
From: Dr. Melanie J. Oppor
Date: June 17, 2021
Re: Office of Civil Rights Handbook/Plan Technical Requirements

The purpose of this memo is to request approval to “repost” all School District of Manawa Board of Education approved substantive changes to handbooks and plans to the District website once the Office of Civil Rights technical changes have been completed.

The handbook or plan will be posted to the School District of Manawa website following Board of Education approval of substantive language changes as presented. The Manawa Board of Education will be notified of the date that this handbook/plan is converted to a version considered compatible for use by individuals with visual impairments or limited vision as per the Office of Civil Rights (OCR) requirements and posted to the School District of Manawa website. This OCR compatible conversion may impact the appearance of the document (i.e. change in fonts, font sizes, paging in the table of contents, etc.) resulting in technical changes but no substantive changes will be made. Should a substantive change be required, the handbook/plan will be brought back to the Board of Education for approval.

Please do not hesitate to contact me should you have any questions regarding this request. Thank you for your thoughtful consideration.

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Students choosing to excel; realizing their strengths

To: Board of Education
From: Jacquelyn Sernau- District Reading Specialist
Date: May 26, 2021
Re: Literacy Materials Recommendation

The purpose of this memo is to recommend the adoption of the Fountas and Pinnell Interactive Read Aloud (IRA) Collection for grades K-5.

Per the SDM's Comprehensive Literacy Plan (approved on March 15, 2021), Interactive Read Alouds will be used in each classroom K-5 for 15 minutes a day, 5 days a week. The Fountas and Pinnell IRA collection will be used to teach critical literacy skills. According to the Heinemann website, which is used for ordering materials, "The collection is organized into 25 text sets that reflect a global perspective with a diversity of characters, settings, and topics. Each text set contains four to six high-quality picture books with engaging illustrations that represent a variety of authors and illustrators, topics, genres, themes, and text structures." The instructional purpose is to spark discussion, provide opportunities for students to write and reflect on reading, and to expose them to a variety of books that will enhance their background knowledge and enrich their learning.

Please consider the adoption of the Fountas and Pinnell Interactive Read Aloud Collection as an essential instructional tool used to increase effective literacy instruction. Let me know if you have any questions regarding this recommended adoption. Thank you.

The English Learner (EL) Handbook will be posted to the School District of Manawa website following Board of Education approval of substantive language changes as presented. The Manawa Board of Education will be notified of the date that this handbook is converted to a version considered compatible for use by individuals with visual impairments or limited vision as per the Office of Civil Rights requirements and posted to the School District of Manawa website. This OCR compatible conversion may impact the appearance of the document (i.e. change in fonts, font sizes, pagging in the table of contents, etc.) resulting in technical changes but no substantive changes will be made. Should a substantive change be required, the handbook will be brought back to the Board of Education for approval.

Page #	Section	Cover
	<i>Proposed Change or Addition</i>	Approved by date updated

The purpose of this memo is to highlight the changes to the EL Handbook as follows:

To: Dr. Melanie J. Oppor
 From: Jackie Sernau
 Date: 5/24/21
 Re: EL (English Learner) Handbook Updates





Students choosing to excel; realizing their strengths.

School District of Manawa English Learner (EL) Handbook

Meeting the Needs of ALL Students

Approved by the Manawa Board of Education on
June 21, 2021

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Appendices: Forms <ul style="list-style-type: none">• Appendix A: Home Language Survey• Appendix B: Parent Permission Letter• Appendix C: Language Development Plan• Appendix D: Exit Letter• Appendix E: Monitor Report	12-23

Procedure for Identifying Incoming EL Students

- Families complete the Enrollment Form, including the Home Language Survey (HLS).
- All Home Language Surveys are sent to the EL Coordinator.
- When a language other than English is indicated, the EL Coordinator sends the Home Language Survey to building principal. Hard copy will be filed in the cumulative folder when the identification process is complete. All other Home Language Surveys are sent to building secretaries to be filed in students' cumulative folders.
- EL Coordinator researches student's cumulative folder for EL information. (i.e. previous Home Language Surveys, previous placements or servicing, previous assessments, forms written in another language, the student's previous school is not in the USA)
- EL Coordinator consults previous assessments when questionable information is found.

If a Language Proficiency Level is found:	If a Language Proficiency Level is NOT found:
<ul style="list-style-type: none"> • If a current ACCESS score of 1.0-5.9 does exist, the EL Coordinator will designate the student as requiring appropriate EL services (<i>if a student in grades 4-12 has a current ACCESS score of 5.0-5.9 and there are school records to support academic success, the EL coordinator will proceed with the manual reclassification process</i>). • EL Coordinator will contact parent/guardian to review language results and EL services. • EL Coordinator places the original copy of Parent Approval Form or Refusal of Services Form in the student's cumulative folder in the main office. • EL Coordinator will update Skyward. • EL Coordinator uses results from current ACCESS scores to write Language Development Plan (LDP) for appropriate services. • The EL Coordinator will update the building principal regularly of students identified for EL services and for those students not qualifying for services. 	<ul style="list-style-type: none"> • EL Coordinator contacts parents/guardians to discuss student's educational and language background either before or after screener as appropriate. • If there is not a current ACCESS score, the EL Coordinator will conduct a WIDA MODEL (Kindergarten) or W-APT screener to determine the student's present English language proficiency level. • Parent or guardian will meet with the EL Coordinator to review language results and EL services. • EL Coordinator will place the original copy of Parent Approval Form or Refusal of Services Form and screener in the student's cumulative folder in the main office. • EL Coordinator will update Skyward. • EL Coordinator uses results from screeners or current ACCESS scores to write a Language Development Plan (LDP) for appropriate services. • The EL coordinator will update the building principal regularly of students identified for EL services and for those students not qualifying for services.

EL Screening Process

All new registrants who are potentially Limited English Proficient (LEP) and have no previous Language Proficiency identification will be screened. The School District of Manawa utilizes the WIDA MODEL or W-APT. The WIDA MODEL is used for Pre-K, Kindergarten and first semester 1st grade students. The W-APT assesses students in second semester 1st grade -12th grade. This screening is to be completed within 30 days if at the beginning of school in September, or 14 days after September 30. (DPI—ESEA bulletin number 07.01)

- Based on information gathered during the identification process, the EL Coordinator will screen potentially LEP students.
- The EL Coordinator will ensure the district has the necessary screening materials available.
- The EL Coordinator will be trained to administer screeners.
- Upon completion of the screener, the EL Coordinator fills out the composite score calculation.
- EL Coordinator will reference WIDA.us score calculator.
 - If the student scores below a 5.1, the student is most likely eligible for services. In some cases, more information is needed before eligibility can be determined.
 - If the student scores a 5.1 or above on the screener, it should be noted that the student is not Limited English Proficient and does not qualify for services.
- The principal is informed of the screening results.
- EL Coordinator will file all results in Skyward.

EL Placement

Age-Appropriate Placement

EL students will be placed in an age-appropriate setting. There is a normal age range when placing students at grade level. The following table shows that range.

Grade	Normal Age Range	Maximum Age Range
K	5-6	7
1	6-7	8
2	7-8	9
3	8-9	10
4	9-10	11
5	10-11	12
6	11-12	13
7	12-13	14
8	13-14	15
9	14-15	16
10	15-16	17
11	16-17	18
12	17-18	19-21

A student should not be retained if such retention will result in the student attaining an age **above** the stated maximum. Retention of students within normal age ranges should be based on developmental progress rather than language or academic achievement

“Retention of students in grade “solely based on language” is considered a civil rights violation by OCR (Office for Civil Rights, US ED) and runs counter to research on best practices for these students.”

Tim Boals, WI DPI

Referrals of EL Students to Other Programs School-based Programs and Extracurricular Activities

In the School District of Manawa, students identified as English Learners (ELs) are full-fledged members of their respective school communities. ELs are provided equal access to the full range of district programs, including, but not limited to, special education, gifted and talented, Title 1, and all non-academic and extracurricular activities. The district encourages all students, including those identified as English Learners, to become involved in extracurricular and non-

academic activities, such as sports, clubs, and organizations. None of these may discriminate based on language.

Application Process for School-Based and Extra-Curricular Activities

At times, the district will offer special opportunity programs or activities to its students. The district assures that the application process and selection for these programs will not be dependent on a student's proficiency in English.

Special Education

The School District of Manawa does not place any student in a special education program based on his/ her English proficiency. The guidelines for special education are the same for both EL and non-EL students in accordance with the Individuals with Disabilities Act. When necessary, arrangements may be made for translators to assist with testing when it is determined that a special education evaluation is appropriate and the student's level of English proficiency would not yield reliable test results. English Learners identified as special education students may continue to receive EL services as determined by the student's IEP. EL modifications and accommodations would be made in the regular classroom by the regular classroom teacher. Special education services will be provided by appropriately qualified special education teachers.

Special Programs and Related Services

EL students will receive equal access to all district special opportunity programs. These programs include, but are not limited to Title I and at-risk programming, gifted and talented, literacy coaches, speech and other forms of special education, vocational and technical courses, and all extracurricular and nonacademic activities available to other students. The district assures that the selection or application process for special opportunity programs will not rely solely on measures of English language proficiency. The School District of Manawa will seek to provide assistance necessary for effective participation by EL students in these programs.

Assessment

Screeners

W-A APT and WIDA Model (Kindergarten) are the screener tests used to determine the student’s English language proficiency level.

ACCESS for ELLs 2.0

ACCESS for ELLs 2.0 is aligned with the WIDA English Language Development Standards and assesses each of the four language domains of Listening, Speaking, Reading, and Writing. It is given annually to monitor students’ progress in acquiring academic English.

The ACCESS test is administered during strict time parameters determined by the Wisconsin department of Public Instruction. Students’ in grades 1-12 complete the test in the online format, while the kindergarten and Alternate ACCESS for ELLs are completed in paper format.

ACCESS for ELLs 2.0 Online administration allows for students in multiple grade-level clusters and tiers to be within the same group for ease of administration. See below for exceptions to this.

Can administer together:	Exceptions (Must Administer Separately):
Same domain, different grade-level clusters and tiers <ul style="list-style-type: none"> Ex: During the Writing test session, students taking either Tier A and Tier B/C and/or students from Grade-level clusters 4-5 and 6-8 can be together. 	Speaking Pre Tier A <ul style="list-style-type: none"> Administer separately from students taking the Tier A and Tier B/C Speaking tests.
Writing domain, students who keyboard and handwrite in booklets	Writing 1 and 2-3 <ul style="list-style-type: none"> Cannot be combined with Writing test sessions for Grades 4-5, 6-8, and 9-12. Must be separated into test sessions by both grade-level cluster and tier (e.g. Grade 1 Tier A, Grade 1 Tier B/C, Grades 2-3 Tier A, and Grades 2-3 Tier B/C).
	Kindergarten <ul style="list-style-type: none"> All individually administered.
Test domains should not be combined into one test session. For example, the Listening test should be administered in a different test sessions than the Reading, Writing, or Speaking test.	

The image below outlines the Tier Placement Protocol educators use in assigning tiers with ACCESS for ELLs 2.0. It is important to note that while the Tier Placement Protocol is defined by three tiers, within the Speaking domain you will only see two potential tiers: A and B/C. The criteria below still encompass all relevant information regarding tier placement for the Speaking domain as well as the Listening, Reading, and Writing domains.

Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
<p>TIER A is most appropriate for English language learners who:</p> <ul style="list-style-type: none"> • have arrived in the U.S. or entered school in the U.S. within this academic school year without previous instruction in English, OR • currently receive literacy instruction ONLY in their native language, OR • have recently tested at the lowest level of English language proficiency 					
<p>TIER B is most appropriate for English language learners who:</p> <ul style="list-style-type: none"> • have social language proficiency and some, but not extensive, academic language proficiency in English, OR • have acquired some literacy in English though have not yet reached grade level literacy 					
<p>TIER C is most appropriate for English language learners who:</p> <ul style="list-style-type: none"> • are approaching grade level in literacy and academic language proficiency in the core content areas, OR • will likely meet the state's exit criteria for support services by the end of the academic year 					

EL Expectations and Teaching Suggestions by English Proficiency Level

Level One Students (ENTERING):

- Have a few isolated English words and expressions
- Produce words, phrases, or chunks of language when presented with one-step commands, directions, wh- questions, or statements with visual graphic support
- Are in a silent period of infrequent verbal communication, during which they are working to make sense of a new language, culture, and educational setting
- Benefit from an accepting and encouraging environment
- Benefit from one or two same-sex buddies who can show them how to adjust to the new school environment
- Benefit from the use of visuals, pantomime, and hands-on activities, which will provide them ways to be active participants in class activities

Level Two Students (BEGINNING):

- Function in conversational and academic English with hesitancy and difficulty
- Understand only parts of lessons and simple directions
- Produce phrases or short sentences
- Have pre-emergent or emergent skills in reading and writing English
- Are significantly below grade level in ability to function in English
- Understand only some spoken English that deals with subjects they are already familiar with
- May become frustrated with their own rate of English language acquisition and may appear to be uncooperative
- Benefit from an accepting and encouraging environment
- Benefit from much visual support in instruction (think stick figures)
- Benefit from teachers who model and encourage correct usage in a positive way
- Benefit from teachers who avoid the use of idiomatic language

Level Three Students (DEVELOPING):

- Speak and understand “hallway” and academic English with decreasing hesitancy and difficulty
- Produce expanded sentences in oral interaction or written paragraphs
- Are developing reading and writing skills (which probably lag behind listening and speaking skills)
- Are often thought to have better comprehension than is the case
- May be reluctant to ask the questions they need to ask from a desire to fit in and not appear needy
- Still face a significant challenge when learning academic vocabulary
- Benefit from assistance when demonstrating academic knowledge in content areas
- Benefit from significant support to acquire knowledge in the content areas

Level Four Students (EXPANDING):

- Speak and understand conversational English without apparent difficulty
- Continue to acquire reading and writing skills in content areas
- Still need assistance to achieve grade level expectations in the reading and writing skills in many content areas
- Still have difficulty reading between the lines
- Are challenged by complex sentence structure and specialized vocabulary
- Will often have difficulty with usage variations and idiomatic language
- Benefit from continued support in acquiring the language skills and specialized vocabulary needed to succeed in the content areas
- Benefit from teachers who are sensitive to their desire to avoid the appearance of needing help

Level Five Students (BRIDGING):

- Understand and speak conversational English well

- Are nearly proficient in reading, writing, speaking, and content area skills needed to achieve grade-level expectations
- Are still refining writing skills and expanding vocabulary
- Still benefit from occasional support

Level Six Students (Formally EL):

Formerly LEP (Limited English Proficient)/ Now Fully English Proficient

A note about new arrivals: Students who are newly arrived from their home country are not only dealing with a new language and school environment, but they are also coming to terms with the loss of friends, familiar surroundings, and food (think school cafeteria). Often, they have left an extended family support network behind. Our climate may be shocking and unbearable. They may be chronically unprepared for the weather and school activities. They can exhibit an initial enthusiasm toward learning English, which might be followed by a period of moodiness, withdrawal, and lack of cooperation. They have realized how difficult it will be to learn English. They may be reluctant to ask questions because it is inappropriate in their home culture. Communication patterns in the home culture between children and adults may lead to behavior considered rude or inappropriate in mainstream US culture. Teachers can focus on modeling the behavior they would like to elicit.

Modifications & Accommodations for EL Students

The School District of Manawa will provide modifications and accommodations to identified English Learners in grades PreK-12 to assist them in achieving the overall goals of the district. The WIDA Standards, in conjunction with the Common Core State Standards, will provide the foundation for English language acquisition and the academic development of identified ELs in the district. The school district is aware that English academic language proficiency may take between five and ten years. It is understood that this time frame can be impacted by the student's previous educational and social experiences.

A number of different modifications and accommodations will combine to provide a support that meets the needs of all identified English Learners in the district. The design of each Language Development Plan (LDP) will be flexible each year according to each student's proficiency levels and needs. These modifications and accommodations include, but are not limited to:

- Use graphic organizers
- Pre-teach vocabulary
- Provide background knowledge for cultural-related topics
- Prepare note pages
- Provide study guides to organize material
- Emphasize important information after lesson
- Give directions in writing
- Use cooperative learning groups
- Provide peer tutoring
- Provide mentor tutoring
- Teach study skills
- Teach basic note taking skills
- Allow access to computerized programs
- Allow bilingual/electronic translator dictionaries
- Provide bilingual picture dictionaries at appropriate grade level
- Highlight key concepts in textbooks and/or provide modified versions of text
- Provide digital copies of books
- Use adapted or modified textbooks
- Allow and use of computer/word processing for papers
- Allow copying from book
- Adapt class worksheets – modify or shorten assignments based on ELP level
- Provide extended time for assignments
- Do not deduct for spelling and grammar errors in writing assignments
- Allow assignments to be done in a different manner (ex. Speak rather than writing or write rather than speak)
- Allow students to answer test questions orally
- Provide word banks for fill-in-the-blank tests
- Provide matching activities

- Shorten test length
- Create an alternative assignment
- Extend time for tests
- Require only selected test items
- Read test to student
- Use portfolios (body of work) to assess
- Allow test corrections
- Other modifications/accommodations based on specific student need

Transition from EL Services & Monitoring Performance

Students are exited (from the EL program) and monitored when they meet state and federal criteria as delineated in the two attached documents:

- ESEA Information Update #07.02
- ESEA Information Update #08.01

In order to ensure success for all exited EL program students and meet legal requirements, the EL Coordinator will monitor a student's progress in the academic areas each semester for two years after being exited from the program. On a semester basis, the monitor form will be sent to classroom and content area teachers.

If a student is experiencing academic difficulties, the EL coordinator and general education teacher(s) will provide appropriate intervention(s). If the student is continuing to demonstrate academic difficulty based on language proficiency, then a reentry meeting will be set up with the student's parents. The parents will have to sign for permission in order to receive EL services.

Appendices



School District of Manawa

“Students Choosing to Excel, Realizing Their Strengths”

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

Dear Parent/Guardian:

Welcome to the school year! We are confident that your child will have a productive and enjoyable year.

Your child has been recommended to receive English Learner (EL) services. The goals of the English Learner services are to help students learn English more quickly by providing accommodations and modifications for students in core academic subject areas. The services your child will receive will help him/her be more successful in school. We encourage you to take advantage of these valuable services.

Your cooperation and participation will be sought throughout the school year. With a school/home partnership we should be able to make significant progress. As the first step, we need your approval for your child to be enrolled in the program. You have the right to remove your child from the program by contacting the EL Coordinator.

Please sign below and indicate if you would like your child to participate in the English Learner Program. If you have any questions or concerns, please feel free to contact us at the numbers provided below. Thank you.

Jackie Sernau
EL Coordinator
jsernau@manawaschools.org
920-596-5738

RETURN TO YOUR CHILD’S SCHOOL OFFICE

Student’s Name _____ LEP Level _____ Literacy Subscore _____

_____ **YES,** I would like my child to participate in the English Learner Program.

_____ **NO,** I do not want my child to participate in the English Learner Program.

_____ / ____ / ____
Parent/Guardian Signature Date



School District of Manawa

“Students Choosing to Excel, Realizing Their Strengths”

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

www.manawaschools.org

Estimados Padres/Guardianos,

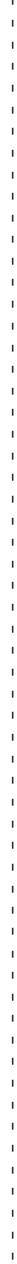
¡Bienvenidos al año escolar! Estamos seguros que su hijo tendrá un año agradable y productivo.

Su hijo ha sido recomendado para recibir servicios para aprendices de inglés. Las metas de los servicios para aprendices de inglés son para apoyar a los estudiantes aprender inglés más rápido por proveer alojamiento y modificaciones para los estudiantes en las clases académicos y los sujetos básicos. Los servicios que recibe su hijo lo ayudarán tener más éxito en las clases. Les recomendamos que que aproveche estos valiosos servicios.

Te pedimos su cooperación y participación durante todo el año escolar. Con una asociación entre los maestros y los padres podemos hacer mucho progreso significativo. Por el primer paso, necesitamos su aprobación para registrar a su hijo en el programa. Tiene el derecho de sacarlo del programa cuando quiera por contactar al coordinadora del programa de EL.

Por favor firme abajo e indique si quisiera que su hijo/hija participe en el Programa de Aprendizaje de Inglés. Si tiene preguntas, puede llamar los números. Gracias.

Jackie Sernau
EL Coordinator
jsernau@manawaschools.org
920-596-5738



DEVOLVER ESTA PARTE A LA OFICINA DE LA ESCUELA

Nombre de Estudiante _____
Nivel LEP N/A Literacy Subscore N/A

_____ **SI**, Quisiera que mi hijo/hija participe en el programa de Aprendizaje de Inglés.
_____ **NO**, NO quiero que mi hijo/hija participe en el programa de Aprendizaje de Inglés.

Firma de Padre/Guardiano

_____/_____/_____
Fecha

Original to Cumulative Folder
Copy to Student Services ONLY IF NO

5/29/202



Students choosing to excel; realizing their strengths.

English Language Learner Language Development Plan ELL LDP

Student's Name		Grade Level		School Year		
Date of Entry in the School District of Manawa		Native Language		Native Country		
School <input type="checkbox"/> Manawa Elementary School <input type="checkbox"/> Little Wolf Jr./Sr. High School		Primary Teacher(s)				
Previous Academic Background Information						
Preferred Method of Communication with Parents						
Assessments						
Most current <input type="checkbox"/> W-APT <input type="checkbox"/> ACCESS				Date Administered		
Scores						
Speaking	Listening	Reading	Writing	Oral Lang.	Comprehension	Overall
STAR Reading	Fall previous year	Winter previous year	Spring previous year	Fall current year	Winter current year	Spring Current year
STAR Math	Fall previous year	Winter previous year	Spring previous year	Fall current year	Winter current year	Spring Current year

Other Testing and Scores:

Classroom teachers and/or EL Coordinator will create, monitor, and evaluate two individual English language goals. Goals are created, monitored, and evaluated, so that the individual student will make necessary yearly progress of at least .4 growth on the ACCESS until the student meets the requirements for exiting the EL program.

Listening Goal

Students apply oral information and follow directions.

The student will:

- Y follow single step directions. (L1-L2)
- Y identify information from visual and auditory descriptions (match, sort, point). (L1-L2)
- Y follow multi-step directions. (L3-L5)
- Y categorize and sequence information. (L3-L5)
- Y other: _____

Evidence:

Speaking Goal

Students will orally express and discuss information in various formats.

The student will:

- Y ask and answer wh- or choice questions. (L1-L2)
- Y use descriptive language. (L1-L2)
- Y restate facts or statements. (L1-L2)
- Y make predictions. (L3-L5)
- Y retell stories. (L3-L5)
- Y other: _____

Evidence:

Reading Goal

Students explain, interpret, and analyze text.

The student will:

- Y identify facts and explicit messages. (L1-L2)
- Y identify main ideas and central themes. (L1-L2)
- Y draw conclusions and infer. (L3-L5)
- Y interpret information or data. (L3-L5)
- Y other: _____

Evidence:

Writing Goal

Students write in a variety of forms for different audiences and purposes.

The students will:

- Y give information in writing. (L1-L2)

- Y request information in writing. (L1-L2)
 - Y create original compositions. (L3-L5)
 - Y produce clear and coherent expository and narrative texts. (L3-L5)
 - Y other:
-

Evidence:

Vocabulary Goal

Students use specific vocabulary in social and academic contexts.

The student will:

- Y acquire social and instructional vocabulary sufficient for listening and speaking. (L1-L2)
 - Y acquire academic and domain specific vocabulary sufficient for reading and writing. (L3-L5)
 - Y other:
-

Evidence:

Cultural Competency

Students comprehend and appreciate texts/media containing various ethnic backgrounds and heritages.

The student will:

- Y identify cultural similarities and differences. (L1-L2)
 - Y express ideas about culture through classroom interactions using spoken and written language. (L3-L5)
 - Y other:
-

Evidence:

Program Plan:

- Structured English Immersion
- Other:

Universal Instructional/Classroom Accommodations

- √ Use simplified language
- √ Avoid idiomatic expressions (ex. talk a mile a minute)
- √ Use slower, but not louder, rate of speech
- √ Provide many examples
- √ Use pairs and small group instruction
- √ Repeat directions and paraphrase if necessary
- √ Give oral directions in clear step-by-step manner
- √ Use gestures along with words to convey meaning
- √ Link content to students' previous knowledge
- √ Use oral, auditory, visual, and kinesthetic learning modalities
- √ Demonstrate concepts
- √ Frequently check for understanding

√ Use supplementary materials	
Suggested Instructional/Classroom Accommodations	
<input type="checkbox"/> Use graphic organizers <input type="checkbox"/> Pre-teach vocabulary <input type="checkbox"/> Provide background knowledge for cultural-related topics <input type="checkbox"/> Prepare typed note pages <input type="checkbox"/> Provide study guides to organize material <input type="checkbox"/> Emphasize critical information after lesson <input type="checkbox"/> Give directions in writing <input type="checkbox"/> Use cooperative learning groups <input type="checkbox"/> Provide peer tutoring <input type="checkbox"/> Provide mentor tutoring <input type="checkbox"/> Teach study skills <input type="checkbox"/> Teach basic note taking skills <input type="checkbox"/> Allow access to computerized programs such as <i>Rosetta Stone</i>	<input type="checkbox"/> Allow bilingual/electronic translator dictionaries <input type="checkbox"/> Provide bilingual picture dictionaries at the appropriate grade level <input type="checkbox"/> Highlight key concepts in textbooks and/or provide modified versions of text <input type="checkbox"/> Provide CD copies of books <input type="checkbox"/> Use adapted or modified textbooks <input type="checkbox"/> Allow the use of computer/word processing for papers <input type="checkbox"/> Allow copying from book <input type="checkbox"/> Adapt class worksheets – modify or shorten assignments based on ELP level <input type="checkbox"/> Provide extended time for assignments <input type="checkbox"/> Do not deduct for spelling and grammar errors in writing assignments <input type="checkbox"/> Allow assignments to be done in a different manner (ex. speak rather than write or write rather than speak)
General Classroom Assessment Accommodations	
<input type="checkbox"/> Allow students to answer orally <input type="checkbox"/> Provide word banks on fill-in-the-blank tests <input type="checkbox"/> Provide matching activities <input type="checkbox"/> Shorten test length <input type="checkbox"/> Create an alternative assignment <input type="checkbox"/> Extend time for tests	<input type="checkbox"/> Require only selected test items <input type="checkbox"/> Read test to student <input type="checkbox"/> Use portfolios (body of work) to assess <input type="checkbox"/> Allow test corrections <input type="checkbox"/> Other (add comment below):
State Assessment Accommodations	
<input type="checkbox"/> Per state statute, any students who have arrived within the last 12 calendar months <u>may be permitted to abstain one time</u> from the English/Language Arts portions of the Badger Exam or the reading portion only of the ACT suites including the ACT plus writing and Aspire.	
Badger Exam (Grades 3-8)	
<input checked="" type="checkbox"/> Universal tools are access features of the assessment that are either provided as digitally delivered components of the test administration system or separate from it. Universal tools are available to all students based on student preference and selection. <u>Embedded:</u> Breaks, Calculator, Digital Notepad, English Dictionary, English Glossary, Expandable Passages, Global Notes, Highlighter, Keyboard Navigation, Mark for Review, Math Tools, Spell Check, Strikethrough, Writing Tools, Zoom <u>Non-embedded:</u> Breaks, English Dictionary, Scratch Paper, Thesaurus	

Designated Supports are features that are available for use by any student for whom the need has been indicated by an educator or team.

Embedded:

Color Contrast, Masking, Text-to-speech, Translated Test Directions, Translations (Glossary), Translations (Stacked), Turn off Any Universal Tools

Non-embedded:

Bilingual Dictionary, Color Contrast, Color Overlay, Magnification, Noise Buffers, Read Aloud, Scribe, Separate Setting, Translated Test Directions, Translation (Glossary)

Accommodations are for students with disabilities and English Language Learners; they do not change the content being assessed or the skill level. Examples of accommodations include a large-print test or using a scribe to record student answers.

Embedded:

American Sign Language, Braille, Closed Captioning, Streamline, Text-to-Speech

Non-embedded:

Abacus, Alternate Response Options, Calculator, Multiplication Table, Print on Demand, Read Aloud, Scribe, Speech-to-Text

Modifications do change what is being assessed and are **not** allowed for any student during Wisconsin Student Assessment System (WSAS) testing. Examples of modifications include reducing the number of answer choices or shortening the length of the test.

ACT Suites (Grades 9-11)

Default Embedded System Tools:

Embedded System Tools are those common supports that are made available to ALL users upon launch/start of test by default. No advance request is needed. These tools are either embedded in the basic computer test delivery platform, or may be automatically provided as needed at the local level.

Examples of default embedded system tools may include, but are not limited to:

a computer QWERTY keyboard, a mouse, electronic cut, copy and paste functions in a text entry box, as well as low tech items used with paper format tests, like 'Number 2' pencils, erasers, and similar basic tools such as non-specialized personal calculators for some tests.

Open Access Tools:

Open Access Tools may be used by anyone. To be activated they must be identified in advance and selected from the pull-down menu inside the test (CBT version), or must be planned in advance and provided locally. Thoughtful decision-making, informed by multiple observations and prior successful user experience, is strongly recommended. Users should be practiced, familiar and comfortable with using these types of tools, and comfortable using them in combination with any other tools they will also be using. Decisions to use these tools must be made well before the test is taken.

Accommodations:

Accommodation-level supports are available to "qualified users"—as determined by the responsible educational authority. These supports (used in content areas where permitted) allow the user to independently demonstrate the measured construct. ACT Aspire recommends that students who use accommodation-level supports have a formally documented need as well as relevant knowledge and familiarity with these tools to qualify. Accommodations must be requested through the online ACT

Aspire Personal Needs Profile (PNP) process. Any other formal qualifying procedure that is required by the responsible educational authority must be completed prior to completing the ACT Aspire PNP request process.

Examples include:

Needs for braille or tactile graphics, English text audio, Sign language interpretation, or other language translation

Modifications:

Modifications are not permitted in ACT Aspire tests for any user. Such extreme levels of support actually prevent meaningful access to the construct being tested by doing too much for the student, thus removing any ability for the user to demonstrate actual skill levels that might be present. Modifications, if used during the early instructional period may help some students to successively approximate and to eventually learn a new and difficult skill. However, even then, the intent is always to fade this extreme level of support away so that the student can increasingly demonstrate independent competence. In summative assessment, we are trying to observe what the student independently knows and can do. Therefore, if used during the assessment process, Modifications create a barrier to independent performance of competence.

Other

Disability status:

- Student does not have an identified disability at this time.
- Student has an identified disability and these ELL accommodations meet the objectives of the student’s Individual Education Plan (IEP) or 504 Plan?

Gifted and Talented status:

- Student has been identified as a Gifted and Talented learner.
- Student has not been identified as a Gifted and Talented learner.

Adequate Yearly Progress:

- Student has met adequate yearly progress
- Student has not met adequate yearly progress
- Not applicable

Plan Summary

Team Members

Parent	Building Administrator
Teacher	Teacher
Guidance	ELL Coordinator



School District of Manawa

“Students Choosing to Excel, Realizing Their Strengths”

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

Date

Name

Name of Parent or Guardian

English Learner (EL) services provide assistance to students in developing English language skills. When students are proficient in English and able to succeed in school without EL assistance, they exit from the program.

Based on ACCESS testing, your student is now ready to exit from the EL program and will no longer receive EL services. We are confident that your student will continue to be successful without EL assistance. Please call the school if you have any questions.

Sincerely,

Jackie Sernau

jsernau@manawaschools.org

920-596-5738

Distribution:

Original to parent or guardian

Copy to Cum Folder



School District of Manawa

“Students Choosing to Excel, Realizing Their Strengths”

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

Fecha

Nombre de estudiante _____

Los Padres o Guardianes _____

Los servicios para los estudiantes de inglés (EL) proveen apoyo a los estudiantes en desarrollar habilidades en el lenguaje de inglés. Cuando los estudiantes tienen proficiencia en inglés y tienen éxito en las clases sin el apoyo de los servicios de EL, salen del programa. Según las evaluaciones de ACCESS, su estudiante ya está listo para salir del programa y no recibirá los servicios de EL. Tenemos confianza en su estudiante que seguirá tener éxitos aun sin los apoyos de EL. Por favor llame a la escuela si tiene cualquiera pregunta.

Sinceramente,

Jackie Sernau

jsernau@manawaschools.org

920-596-5738



School District of Manawa

“Students Choosing to Excel, Realizing Their Strengths”

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

EL Monitor Report

Student: _____

Teacher: _____

Please check the following information where appropriate.

1. Classroom Participation

- Participates in class
- Asks questions
- Is prepare for class
- Asks for help
- Works independently

2. Classroom Comprehension

- Understands/follows verbal directions
- Understands written directions
- Understands reading assignments

3. Class Work Performance

- Completes assignments
- Missing work
- Late work
- Incomplete work

Based on what you know about the student, do you feel s/he is successful without EL services?

- Yes
- No

Comments:

Please return by: _____



Ms. Carmen O'Brien
Business Manager

School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

To: Board of Education
From: Carmen O'Brien
cc: Dr. Melanie Oppor
Date: 6/2/2021
Re: Legal Depositories

The legal depositories for the School District of Manawa shall be:

- First State Bank, New London, WI
- Premier Community Bank, Marion, WI
- American Deposit Management Co.
- BMO Harris Bank N.A.
- Associated Bank Green Bay N.A.

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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School District of Manawa
Students Choosing to Excel, Realizing Their Strengths

To: Board of Education
From: Carmen O'Brien
cc: Dr. Melanie Oppor
Date: 6/2/2021
Re: 2021-22 Food Service Meal and Milk Price Recommendation

Recommendation:

I recommend that there be no changes to the food service meal and milk prices for the 2021-22 school year.

	2020-21	2021-22
Breakfast		
MES	\$1.30	\$1.30
MMS/LWHS	\$1.50	\$1.50
Adult	\$1.80	\$1.80
Lunch		
MES	\$2.80	\$2.80
MMS/LWHS	\$3.00	\$3.00
Adult	\$3.65	\$3.65
Milk	\$0.40	\$0.40

Rationale:

The School District of Manawa last raised the prices of meals and milk for the 2019-20 school year. The DPI provides a calculator tool that allows districts to run their numbers to determine if meal or milk prices need to increase. Mrs. Suehs, food service manager, ran the SDM numbers and determined that our prices were in line with food and production costs.

The SDM intends to continue with the Seamless Summer Option for the 2021-22 school year. This allows all students free breakfast and/or lunch as long as meals are made available to all children in the community 18 years old or younger. It is not known if this program will extend beyond this upcoming school year.





Ms. Carmen O'Brien
Business Manager

School District of Manawa
Students Choosing to Excel, Realizing Their Strengths

To: Board of Education
From: Carmen O'Brien
cc: Dr. Melanie Oppor
Date: 6/2/2021
Re: Student Accident Insurance

Recommendation:

I recommend purchasing student accident insurance from Student Assurance Services.

Rationale:

Student Assurance Services, Inc. in Stillwater, MN is our current provider. The policy and price quote remain the same as it was for the 2020-21 school year at \$3.25 per student. Currently our student count is at 599. The total cost to the district will be \$1,946.75.

Details about this policy are enclosed in this packet.

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

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



2021-2022 Student Accident Insurance Renewal

Dear Carmen O'Brien:

The enclosed information explains your school district's renewal for the 2021-2022 school year. Last year you selected our Standard Plan to cover all school sponsored and supervised activities.

2021-2022 Rates & Medical Benefits:

The renewal rate will stay at the original agreed rate. Last year, Student Assurance Services gave a rate credit due to the unforeseen circumstances with COVID-19. We anticipate that the 2021-2022 school activities will proceed as a normal school year.

The medical benefits to your policy have also been enhanced in the following areas:

- Radiology Services (Increased to \$500)
- Hospital Outpatient Care (Increased to \$1,500)
- Semi Private Room (Increased to \$500 per day)
- Hospital Misc. Services (Increased to \$1,500)
- Nonsurgical Care (Increase to \$50 per visit/10)
- Loss of Life (Increased to \$2,500)

Voluntary Sports Coverage:

The Voluntary Sports Plan will have the same medical benefits and rates for families to select. Student Assurance Services now has the capability for families to purchase sports coverage through our website. If you conduct your sports registration online, we can provide you a PDF form that directs families to our website. Otherwise, we can continue to print/ship vol. sports forms.

Remember, your **Student Accident Plan** is designed to protect your school(s) in situations where families view the district responsible for their student's injury regardless of fault.

As much as this coverage is a benefit to uninsured students and students whose health insurance has a high deductible, it is also an important asset when your administration/school board must resolve an unexpected student injury that occurs under the school district's supervision.

Complete the Renewal Applications & Payment:

An estimated billing invoice is enclosed. Your enrollment is based on the number provided to us last year. You may either pay from this billing, if it is correct, or enter the updated enrollment and adjust the billing accordingly. Please complete and return the enclosed **Application Forms by June 25th, 2021**. **Your school district's payment should also be received by Student Assurance Services before the start of your new policy year (8-1-21)**. This enables us to prepare and begin claim service in a timely manner.

I appreciate your business and look forward to working with you next school year. If you have any questions/concerns about the renewal, please call me at (800) 328-2739 or sonnyh@sas-mn.com.

Sincerely,

Sonny Heinrich, Regional Representative
Student Assurance Services, Inc.

STUDENT ACCIDENT INSURANCE

Standard Group Plan Policy GA-2200Ed.11-16

This group plan provides insurance benefits for medical expense arising from a school related accidental bodily injury. This insurance plan is designed to protect school boards, administrators, faculty and staff from claims which may be made by parents should their child be injured while under school supervision.

Administrators look upon this insurance plan as a public relations tool. Parents may benefit when their other health insurance plan includes a deductible or copay, the out-of-pocket portion of the medical bill may be paid by this insurance plan. If there is no other health insurance at home, this insurance plan becomes primary. The Medical Benefits and Exclusions apply to the Coverage Options below.

COVERAGE OPTIONS

GROUP SCHOOL-TIME COVERAGE (ALL PUPIL) - Maximum Benefit \$25,000 per Injury

Protects the student while:

- a) Attending regular school sessions.
- b) Participating in or attending school-sponsored and supervised extra-curricular activities.
- c) Traveling directly to and from school for regular school sessions, and while traveling to and from school-sponsored and supervised extra-curricular activities in school-provided transportation.
- d) Coverage does not include participation in interscholastic high school sports - see Group Athletic Coverage below

DEDUCTIBLE AND NO DEDUCTIBLE PLANS ARE AVAILABLE

NO-DEDUCTIBLE PLAN

This insurance plan has no deductible for each injury, and will consider benefits for covered expenses not paid by any other valid coverage.

DEDUCTIBLE PLAN

This insurance plan has a deductible for each injury, and will consider benefits for covered expenses in excess of the deductible. In determining the deductible, benefits provided by any other valid coverage will be considered first.

OTHER PROVISIONS

1. Group coverage becomes effective the first day of the regular school session (All Pupil), and expires 07-31-2022.
2. Group insurance rates specific to the School District are submitted as part of the cover letter.
3. This brochure is an illustration of coverage available.

Underwritten by:



Ameritas Life Insurance Corp.
Lincoln, Nebraska

MEDICAL BENEFITS

When injury covered by the Policy results in treatment by a licensed physician within 60 days from the date of injury, the company will pay the usual and customary (U&C) expenses incurred for covered services listed below, for expenses actually incurred within one year from the date of injury up to a **maximum of \$25,000 per injury**.

Our insurance plan would be secondary to all other valid coverage. A claim must be filed with other valid coverage first! This insurance plan does not cover penalties imposed for failure to use providers preferred or designated by the primary coverage.

Unless otherwise stated all amounts listed below are per injury.

PHYSICIAN'S SERVICES

- a) **Surgical Care** (surgeon, assistant surgeon, anesthesia) - U&C, up to \$2,500
- b) **Nonsurgical Care** (includes physiotherapy, 1 visit per day) - U&C, up to \$50 per visit, maximum 10 visits

HOSPITAL CARE

- a) **Inpatient Care**
 - Hospital Semi-private Room - the usual daily charges, up to \$500 per day
 - Hospital Miscellaneous Services (includes charges for registered nurse) - U&C, up to \$1,500
 - b) **Outpatient Care** (includes facility charges for day surgery and emergency room) - U&C, up to \$1,500
- Note: Benefits for hospital miscellaneous and outpatient care charges are limited to services not scheduled under medical benefits**

RADIOLOGY SERVICES (includes x-ray, MRI, CT scan, bone scan, and charges for reading) - U&C, up to \$500

DENTAL TREATMENT (in lieu of all other medical benefits, for sound and natural teeth) - U&C, up to \$5,000

AMBULANCE SERVICES - U&C, up to \$500

ORTHOPEDIC APPLIANCES (when prescribed by a physician for healing; includes charges for durable medical equipment) - U&C, up to \$300

PRESCRIPTION DRUGS (take home) - U&C, up to \$300

REPLACEMENT EYEGLASSES, CONTACT LENSES, HEARING AIDS (when medical treatment is required for a covered injury) - U&C, up to \$300

LABORATORY SERVICES (Outpatient) - U&C, up to \$300

SHOTS AND INJECTIONS (Outpatient, in lieu of physician non-surgical care) - U&C, up to \$300

MOTOR VEHICLE INJURY - Same as any Injury, up to \$2,000

The policy contains a provision limiting coverage to the usual and customary charges. This limitation may result in additional out-of-pocket expenses for the insured.

EXCLUSIONS

1. Any sickness, disease, infection (unless caused by an open cut or wound), including but not limited to: aggravation of a congenital condition, blisters, headaches, hernia of any kind, mental or physical infirmity, Osgood-Schlatter disease, osteochondritis, osteochondritis dissecans, osteomyelitis, spondylolysis, slipped femoral capital epiphysis, orthodontics.
2. Injuries for which benefits are payable under Workers' Compensation or Employer's Liability Laws.
3. Any Injury involving a two or three-wheeled motor vehicle or snowmobile or any motorized or engine driven vehicle not designed primarily for use on public streets and highways, unless the insured is participating in an activity sponsored by the Policyholder.

IT IS NOT THE INTENT OF THIS POLICY TO PROVIDE BENEFITS FOR AN EXISTING MEDICAL PROBLEM. Are-injury will be covered if the insured has been treatment free for a period of 180 days prior to the effective date of the policy.

ACCIDENTAL DEATH AND DISMEMBERMENT

When injury covered by this policy results in Accidental Death or Dismemberment within 180 days from the date of accident, the following benefits will be payable.

Loss of Life	\$ 2,500	Double Dismemberment	\$10,000
Loss of an Eye	\$ 2,500	Single Dismemberment	\$ 2,500

This provides a very brief description of some of the important features of the insurance policy. It is not the insurance policy and does not represent it. A full explanation of benefits, exceptions and limitations is contained in the Group Accident Insurance Policy Form GA-2200Ed.11-16 (and any state specific), and any applicable endorsement(s). This policy is considered term accident insurance and is non-renewable. This product may not be available in all states and is subject to individual state regulations. The Master Policy is issued to the School District/School. A copy of the Privacy Notice may be obtained on the website www.sas-mn.com.

STUDENT ACCIDENT INSURANCE
Voluntary Interscholastic Athletic Plan
Policy GA-2200Ed.11-16(ID)(KS)(LA)(MT)(NC)(ND)(OH)(SD)

PREMIUMS - Each Athlete - One time policy year premiums	
All Interscholastic Sports Grades 7-12 EXCEPT Senior High Football Grades 9-12	\$ 75
All Interscholastic Sports Grades 7-12 INCLUDING Senior High Football Grades 9-12.....	\$325
Senior High Football Grades 9-12.....	\$250

COVERAGE OPTIONS

This insurance plan provides benefits for covered medical expenses resulting from bodily injury caused directly by accident, independent of all other causes, sustained while the student is:

- a) practicing for or competing in interscholastic sports while under the supervision of a school employee, and
- b) traveling to or from such practice or competition in school provided transportation.

The Medical Benefits and Exclusions below apply to Coverage Options above.

MEDICAL BENEFITS - Unless otherwise stated all amounts below are per Injury

When injury covered by the Policy results in treatment by a licensed physician within 60 days from the date of accident, the Company will pay the usual and customary charges (U&C) incurred for covered services below, for charges actually incurred within one year from the date of injury up to the maximum benefit of **\$50,000** per injury. (In MT, NC benefits are payable after deductible per injury is satisfied, the deductible is the amount paid or payable for the same injury by other valid coverage). This policy will pay benefits regardless of other valid coverage, if the covered claim expense is less than \$200. If the covered claim expense exceeds \$200, benefits shall be paid first by other valid coverage. (This coverage is excess in KS and primary in MT, NC after the deductible and in ID, IL, SD) This plan does not cover penalties imposed for failure to use providers preferred or designated by your primary coverage. (Penalties do not apply in KS)

PHYSICIAN'S SERVICES

- a) **Surgical Care** (surgeon, assistant surgeon, anesthesia) - 80% U&C, up to \$2,500
- b) **Nonsurgical Care** (including physiotherapy performed other than in a hospital) - U&C, up to \$50 per visit, maximum 6 visits

HOSPITAL CARE:

- a) **Inpatient Care:**
 - 1. Semi-Private Room - U&C, up to \$500 per day
 - 2. Hospital Miscellaneous Services - 80% U&C, up to \$2,500
 - b) **Outpatient Care:**
 - 1. Facility Charges for Day Surgery - U&C, up to \$2,500
 - 2. Emergency Room and Hospital Miscellaneous - 80% U&C, up to \$500
- Note:** Benefits for hospital miscellaneous and outpatient care charges are limited to services not scheduled under Medical Benefits.

X-RAY SERVICES (includes charges for reading) - U&C, up to \$250

LABORATORY SERVICES - U&C, up to \$250

DIAGNOSTIC IMAGING (MRI, CT scan, bone scan, includes charges for reading) - U&C, up to \$500

DENTAL TREATMENT (in lieu of all other medical benefits; for repair and/ or replacement of each sound and natural tooth) - U&C, up to \$250 per tooth (In SD, sound and natural is deleted)

AMBULANCE SERVICES - U&C, up to \$500

ORTHOPEDIC APPLIANCES (when prescribed by a physician) - U&C, up to \$250

PRESCRIPTION DRUGS (take home) - U&C, up to \$250

REPLACEMENT EYEGASSES, CONTACT LENSES, HEARING AIDS (when medical treatment is required for covered injury) - U&C, up to \$250

MOTOR VEHICLE INJURY - U&C, up to \$2,500 (In KS, \$2,500 limit does not apply)

The Policy contains a provision limiting coverage to usual and customary charges. This limitation may result in additional out-of-pocket expenses for the insured.

EXCLUSIONS

This Policy does not provide benefits for expenses resulting from:

1. Any sickness, disease, infection (unless caused by an open cut or wound), including but not limited to: aggravation of a congenital condition, blisters, headaches, hernia of any kind, mental or physical infirmity, Osgood-Schlatter disease, osteochondritis, osteochondritis dissecans, osteomyelitis, spondylolysis, slipped femoral capital epiphysis, orthodontics.
2. Injuries for which benefits are payable under Workers' Compensation or Employer's Liability Laws. (in NC, benefits are excluded if the employee, employer or carrier is responsible or liable according to the final adjudication or a settlement order under state law)
3. Any Injury involving a two or three-wheeled motor vehicle or snowmobile or any motorized or engine driven vehicle not designed primarily for use on public streets and highways, unless the insured is participating in an activity sponsored by the Policyholder. (In ID, an insured must be participating as a professional)
4. In Kansas - No benefits are payable for accidental bodily Injuries arising out of a motor vehicle accident to the extent such benefits are payable under any medical expense payment provision (by whatever terminology used including such benefits mandated by law) of any automobile policy.
5. In Ohio - Reinjury if the insured participated in a covered activity against medical advice.

IT IS NOT THE INTENT OF THIS POLICY TO PROVIDE BENEFITS FOR AN EXISTING MEDICAL PROBLEM. A re-injury will be covered if the insured has been treatment free for a period of 180 days prior to the effective date of the policy. (In OH, this provision does not apply)

ACCIDENTAL DEATH & DISMEMBERMENT BENEFITS

When injury covered by this policy results in the following specific losses within 180 days from the date of accident, the Company will pay indemnity in the amount (the largest applicable thereto) as specified below for any one injury, and shall be in addition to any other benefits for such accident. Loss of a Hand or Foot means loss by severance at or above the wrist or ankle joint. Loss of sight must be entire and irrecoverable.

Loss of Life.....	\$ 2,500
Loss of Both Hands, Both Feet or Sight of Both Eyes	\$10,000
Loss of One Hand, One Foot or Sight of One Eye.....	\$ 2,500

OTHER PROVISIONS

EFFECTIVE DATE is the later of: the Master Policy effective date; or 12:01 am following the date the enrollment form and premium are received by the School, the Company or its authorized agent.

TO FILE A CLAIM - Notify the school officials immediately. Obtain a claim form from the school or website www.sas-mn.com. Submit the completed claim form along with the student's bills to **Student Assurance Services, Inc.**

EXPIRATION DATE is the earlier of: (a) last day of the authorized season of the current school year; or (b) the Master Policy expiration date.

TO ENROLL - Complete an enrollment form ON-LINE or Mail to us directly (INFO on website and below). Make the check payable to **Student Assurance Services, Inc.** Return the completed enrollment form and premium payment to the School. Retain this brochure for your records.

This provides a very brief description of some of the important features of the insurance policy. It is not the insurance policy and does not represent it. A full explanation of benefits, exceptions and limitations is contained in the Group Accident Insurance Policy Form GA-2200Ed.11-16 (and any state specific) and any applicable endorsements. This policy is considered term accident insurance (except in ID) and is non-renewable. This product may not be available in all states and is subject to individual state regulations. The Master Policy is issued to the School District/School. A copy of the Privacy Notice and Certificate of Coverage may be obtained on the website www.sas-mn.com.

G-3505(SP)



Administered by:
Student Assurance Services, Inc.
 P.O. Box 196
 Stillwater, Minnesota 55082

Any person who knowingly presents a false or fraudulent claim for payment of a loss or benefit or knowingly presents false information in an application for insurance is guilty of a crime and may be subject to fines and confinement in prison.



Student Athletic Injuries Can Happen

Offered to Families of Student Athletes - Grades 7-12

Approved By Your School/School District

What is Student Accident Insurance?

- ◆ Coverage that provides financial assistance with your out-of-pocket medical expenses when your student athlete sustains an accidental bodily injury during a covered event.

Why Consider Student Accident Insurance For Your Student Athlete?

- ◆ Your Student participates in an interscholastic sport where an unexpected injury is more likely to occur.
- ◆ High Deductible to your Family's Primary Health Insurance
- ◆ No Health Insurance for your Student
- ◆ Your Student is prone to injuries

Coverage Options Available Through Your School

- ◆ Football Coverage (Grades 9-12) - \$250.00 per student/football season
- ◆ All other Interscholastic Sports (Including football Grades 7-8) - \$75.00 per student

Premium Paid Once a School Year

To Enroll Your Student & Review Medical Benefits

Go to: www.sas-mn.com

1. Click "Enroll" in K-12 Students & Parents
2. Select State and School/District
3. Select "Athletic Coverage Brochure" to review medical benefits, coverage options, and rates.

Families can either print and complete the enrollment form to mail with check/money order or:

You Can Purchase Coverage Online:

- *Select "Purchase Online"*
- *Complete online application (more than one student can be enrolled)*
- *Pay by Credit Card/Debit*
- *Print ID confirmation after transaction is successful*

Athletic Injuries Can Happen and Medical Expenses are One of the Biggest Financial Hardships for Families Every Year.

For Questions, Call (800) 328-2739



Specializing in Student Accident Insurance Since 1971.

The above information is just a brief description of Student Assurance Service's student accident insurance. For more information including costs, benefits, effective dates, exclusions, limitations, please refer to www.sas-mn.com Students are able to purchase coverage only if his/her school district is a policyholder with the insurance company



School District of Manawa
Students Choosing to Excel, Realizing Their Strengths

To: Board of Education
From: Carmen O'Brien
cc: Dr. Melanie Oppor
Date: 6/2/2021
Re: District and Class Fee

Recommendation

I recommend no change to the 2021-22 school year class and district fees.

Manawa Elementary School Fees	
District Fee	\$15.00
Class of 2029-2034 Fee	\$10.00

Manawa Middle School Fees	
District Fee	\$20.00
Class of 2026-2028 Fee	\$5.00

Little Wolf High School Fees	
District Fee	\$20.00
Junior Class of 2023	\$10.00
Sophomore Class of 2024	\$5.00
Freshman Class of 2025	\$5.00

If a family qualifies for Free or Reduced priced breakfast/lunch, the district fee is waived.





School District of Manawa

School District of Manawa Board of Education Resolution SY2021#14 on JFC 2021-23 Budget Proposal

WHEREAS, our students are recovering from learning disruption caused by the pandemic while trying to achieve the social and emotional well-being that is critical to learning; and

WHEREAS, long-term investments, such as the hiring of teachers, school social workers/therapists and others, is needed to meet these student needs; and

WHEREAS, federal COVID relief is one-time funding that cannot sustain these long-term investments; and

WHEREAS, a state preK-12 education budget that fails to make these investments will ultimately fail to prepare our students; and

WHEREAS, Wisconsin's state education spending has lagged behind its peers since 2011; and

WHEREAS, the state of Wisconsin's budget surplus of about \$2 billion means it does not need to raise state taxes to make these investments; and

WHEREAS, the previous budget debate was resolved with a compromise between the Governor and State Legislature that served our students,

NOW, THEREFORE, BE IT RESOLVED that the School District of Manawa Board of Education urges Gov. Evers, Sen. Joan Ballweg and Rep. Kevin Petersen to again come to a compromise that allows our community's schools to make the long-term investments our students need to thrive.

Signed this 21st Day of June, 2021 by the Members of the Manawa Board of Education

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ManawaSchools.org



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School District of Manawa

To: Manawa Board of Education
From: Dr. Melanie J. Oppor
Date: June 18, 2021
Re: Manawa Middle School/Little Wolf High School Gym Wall Mats Recommendation

Approve Supplier: Badger Sporting Good

The purpose of this memo is to recommend that Badger Sporting Goods be the supplier of replacement Manawa Middle School/Little Wolf High School gym wall mats at a total cost of \$4,140.00 as per the attached quote.

Approve Donation: Manawa Athletic Booster Club

The Manawa Athletic Booster Club would like to donate the funds to purchase the mats which includes professional installation of the mats.

Approve Mat Design:

The recommended mat design would be the Manawa logo with the name "Manawa" printed in red and white ink on a black vinyl mat background. This design was selected by the Manawa Athletic Booster Club from among four options provided by Badger Sporting Goods.



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School District of Manawa

Added Details: (Informational)

District personnel will remove the existing gym wall mats, caulk the mounting holes, and repaint the background wall in black in preparation for installation of the new mats. In addition, the fire extinguisher box that is located on the west gym wall under the basketball baskets will be removed and covered for safety reasons. A new fire extinguisher box has been ordered and will be installed on the west wall closer to the bleachers on the north side of the gym out of the field of play. Once ordered, Badger Sporting Goods indicates that it takes about four weeks for delivery of the new mats.

Please do not hesitate to contact me should you have any questions regarding this recommendation. Thank you for your thoughtful consideration.

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Book	Policy Manual
Section	0000 Bylaws
Title	Copy of PUBLIC COMMENT AT BOARD MEETINGS
Code	po0167.3
Status	Proposed to Policy & Human Resources Committee
Adopted	April 25, 2016
Last Revised	November 16, 2020

0167.3 - **PUBLIC COMMENT 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 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 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 provide a period for public comment at any regular or special 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. 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 May 28, 2021



Book	Policy Manual
Section	5000 Students
Title	Copy of PROMOTION, PLACEMENT, AND RETENTION
Code	po5410
Status	Proposed to Policy & Human Resources Committee
Adopted	June 20, 2016

5410 - **PROMOTION, PLACEMENT, AND RETENTION**

The promotion of students in five-(5)-year-old kindergarten through grade eight (8) is based upon the student's academic achievement and development. The educational program shall provide for the continuous progress of students from grade to grade, with students generally spending one (1) year in each grade. On occasion, a student may need additional time in order to benefit fully from the instructional program. For such a student, retention may be helpful.

In order to be promoted to the next grade, from 1st through 8th grades, a student must achieve one (1) of the following:

- A. Academic Performance: Students must earn an "3S" in grades one (1) ~~through and five (5) two (2)~~ or a "D" or better in grades ~~six (6) three (3)~~ through eight (8) ~~passing grade in literacy and numeracy the core subject areas (language arts, math, reading, science, and social studies)~~. Five (5) year old kindergarten, fourth and eighth-grade students are subject to additional criteria as required by law or defined by Board policy on the promotion of students at these grade levels.
- B. Other Academic Criteria: A student must demonstrate satisfactory progress in meeting the goals/objectives of an at-risk plan/intervention plan, an individualized education program (IEP), a 504 accommodation plan, ~~an at-risk plan~~, and/or a plan developed to meet the needs of an English language learner.

If none of the above criteria are met, grade level retention of the student shall be considered. The process of making retention decisions shall involve early parent/guardian notification and collaboration among teachers, parents/guardians, counselors, and the principal. Retention has a significant impact upon a student and shall be recommended only after serious deliberation, using established District guidelines.

A student recommended for retention may have the opportunity to be promoted to the next grade upon the successful completion of an approved remediation plan that addresses the failed subject area(s) including, but not limited to, summer school program or correspondence course(s).

The building principals shall be responsible for the general supervision and management of the promotion of students and shall determine whether a student has satisfied the criteria in this policy and other Board policies applicable to the promotion of students. The building principals shall develop practices and timelines to inform parents/guardians and students of the requirements of promotion policies and to keep parents/guardians informed of their child's academic progress.

Decisions on promotion or retention shall be made prior to the end of the school year whenever possible, and at the latest prior to the commencement of the next school year. Parents/guardians may appeal promotion or retention decisions in accordance with District procedures.

The District Administrator shall review and recommend policies and guidelines that help District schools prepare students to satisfy the promotion criteria.

Promotion from Grade 4 and Grade 8

The Board directs the District Administrator to prepare a list of specific criteria for promoting students from the 4th and 8th grades. The criteria shall include the student's score on the 4th and 8th-grade examination unless the student has been excused from taking the examination; the student's academic performance; the recommendations of teachers, which shall be based solely on the student's academic performance; and any other academic criteria recommended for Board consideration.

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Legal

Statute 118.33 (6a)

Last Modified by Melanie Oppor on May 28, 2021



Book	Policy Manual
Section	5000 Students
Title	PROMOTION, TRANSFER, AND RETENTION
Code	ag5410 - NEW
Status	Proposed to Policy & Human Resources Committee

5410 - **PROMOTION, TRANSFER, AND RETENTION**

Optimal school achievement is obtained when students experience success in their daily activities and build upon successful experiences as they encounter new learning situations. All aspects of the student must be considered as grade placements are made.

DEFINITIONS

A. Promotion:

Occurs when a student has met the grade-level criteria as described in detail below.

B. Transfer:

Occurs when a student has not met the grade-level criteria as described in detail below. However, the Building Consultation Team recommends and the building administrator concurs, that it is in the student's best interest to move to the next grade.

C. Retention:

Occurs when a student has not met the grade-level criteria as described in detail below based on the recommendation of the Building Consultation Team with the concurrence of the building administrator.

D. Building Consultation Team:

A Building Consultation Team is to be appointed by the principal each year to consider situations in which students may not be promoted to the next grade or may not graduate. Such a team may include:

1. classroom teachers,
2. counselors and other support staff,
3. building principal or assistant principal,
4. parents.

Final decisions on student promotion, transfer, or retention rest with the building principal. To implement Board policy, the following guidelines are to be utilized:

4KPS

Criteria:

When the Building Consultation Team is convened, the following criteria shall be considered:

- A. Current level of achievement
- B. Potential for success at the next level
- C. Emotional, physical, social maturity
- D. Attendance

Grades K-8 Level

Criteria:

To be promoted all students in grades 3-8 must demonstrate adequate progress in reading and mathematics. Literacy and numeracy are the foundation of all core subjects. To that end, adequate progress will be determined by end-of-year report card standard scores for core academic subjects at a score of "3" or higher in grades 3-5 or "D" or better in grades 6-8. If adequate progress is not evident based on the report card scores, multiple measures may be used to compile a complete student learning profile for promotion consideration.

The multiple measures to consider may include, but are not limited to:

- A. Wisconsin School Assessment System Examination scores
- B. Response to Intervention/Instruction documentation
- C. Local assessments
- D. Teacher recommendations
- E. Demonstrate adequate progress toward attainment of annual goals specified in the At-Risk/Intervention Plan, Individualized Education Plan (IEP), Section 504 Plans, or English Development Learning Plan (EDLP) as documented by the staff serving the student

High School Level

Student placement criteria are as follows:

- A. 1st year of high school attendance or the equivalent are placed in 9th grade
- B. 2nd year of high school attendance or the equivalent are placed in 10th grade
- C. 3rd year of high school attendance or the equivalent are placed in 11th grade
- D. 4th year of high school attendance or the equivalent are placed in 12th grade

Remediation Opportunities

School personnel shall make a concerted and repeated effort throughout the school year to notify the parents of students who are at-risk of not meeting grade-level expectations and thus, may not be eligible for promotion. Opportunities to support student learning will be suggested and encouraged. In this way, students (with the support of their parents) can take full advantage of Response to Intervention/Instruction (Rtl) time, ~~BRAVE after school tutoring~~, Summer School, or other remediation learning opportunities for the purpose of meeting the grade-level criteria as described above to be eligible for promotion.

Appeal Process

Parents of students recommended for retention may appeal to the District Administrator~~Superintendent~~ or designee. Such appeals should be filed in writing no later than five (5) days after receiving the official letter of retention. The appeal petition must include reasons why the parent/guardian believes the student should be promoted. The District Administrator~~Superintendent~~ or designee shall respond with a decision in writing fifteen (15) days after receipt of the appeal.

~~Revised 4/18/11~~
~~Revised 2/20/12~~
~~Revised 3/19/12~~

Last Modified by Melanie Oppor on May 28, 2021



School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

To: Board of Education
From: Carmen O'Brien
cc: Dr. Melanie Oppor
Date: 5/25/2021
Re: Support Staff Handbook Revisions

Recommendation:

I recommend the following revisions to the Support Staff Handbook. This handbook is part of this packet, original language is in black, changes are in red. Language that is black and is struck through (i.e. ~~struck through~~) is recommended to be removed. Upon Board of Education approval, technical changes will be made to the table of contents and spacing for improved readability.

Page	Change
7	Part-time definition of Employees – remove definition by hours worked, replace with calendar schedule: Annual, School Year, or Extended. Changes have been made to include part-time employees that work year-round. This new definition includes all current employees and adds the Annual, Part-time group to the handbook language.
9	Add sentence to Conflict of Interest and Ethical Standards section – this sentence is included in the Professional Educator Handbook
11-12	Attendance – The intent of the language remains the same. The changes are to help clarify.
15	Confidentiality – removes the previous Support Staff Handbook language and replaces with the same language from the Professional Educator Handbook.
15-16	Copyright – removes the previous Support Staff Handbook language and replaces with the same language from the Professional Educator Handbook.
19	Health, Dental, and Vision Insurance – replace support staff with part-time and remove PT 1. PT 1 was a previous definition for a part-time employee working more than 30 hours per week.
21	Paid Time Off – In the past, staff worked the same number of hours each day. When the handbook used the word “day,” it was understood that was the number of hours an employee worked in a day. Currently, staff work a different amount of hours on different days of the week. Therefore, the “day” needed to be defined.
21	Paid Time Off, Holidays – added the Annual, Part-time to the same category of paid holidays as the Annual, Full-time employees.
21	Paid Time Off, Holiday Pay – added clarifying language to define the amount of payment for the holiday. A day is defined as the average number of hours per day based on a regular scheduled week.
22	Holidays Fall on Weekends – removes that the parties will mutually agree on a holiday day to allow the District to determine the actual date of the holiday.
22	School Year employees are granted 6 paid holidays, this change updates the name/definition of these employee groups to match changes made to p. 7.

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2021-22 SDM Support Staff Handbook Revisions (cont.)

Page	Change
22	Vacations, Vacation Accrual: updates the employee group name to match changes made to p. 7. Table – adds a 60-day probation period before being awarded vacation. These changes also define/clarify when vacation will be earned.
23	Gifting of Sick Leave – changes the word “days” to “time” because support staff have differing numbers of hours that constitute a “day.”
CHANGES MADE DURING P & HR MEETING (6/2/21) Blue font color and highlighted in yellow	
11	Eliminate Family and Medical Leave Act (FMLA) language that is duplicated later on p. 25
14	Add language indicating where to find the mileage and reimbursement form on the district website.
25	FMLA section, changes were made to the Policy and AG number to correlate with the Support Staff section of the policy guide (4000).
26	Work Orders section, language was added to clarify where to find both maintenance and repair work order requests as well as technology work order requests.

Rationale:

The Support Staff Handbook committee consisted of Stephanie Flynn, Tori Gast, and me. During meetings, Krystal Draeger, Carrie Koehn, and Kris Thompson attended virtually. All district support staff were invited to be a part of this committee. We met on two different days and agreed to the above changes.

The Support Staff Handbook will be posted to the School District of Manawa website following Board of Education approval of substantive language changes as presented. The Manawa Board of Education will be notified of the date that this handbook is converted to a version considered compatible for use by individuals with visual impairments or limited vision as per the Office of Civil Rights requirements and posted to the School District of Manawa website. This OCR compatible conversion may impact the appearance of the document (i.e. change in fonts, font sizes, paging in the table of contents, etc.) resulting in technical changes but no substantive changes will be made. Should a substantive change be required, the handbook will be brought back to the Board of Education for approval.



Students choosing to excel; realizing their strengths.

Support Staff Handbook

*Approved by the Manawa Board of Education on August 19, 2019
Revised: November 18, 2019, July 27, 2020, June 21, 2021*

**School District of Manawa
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INTRODUCTION

WELCOME

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

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

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

A. DISCLAIMER

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

Violations of the terms of the *Support Staff Handbook*, policies, regulations or guidelines may result in disciplinary action, up to and including, termination of employment. This *Support Staff Handbook* supersedes any and all previous handbooks, statements, policies and administrative guidelines, rules, or regulations given to employees, whether verbal or written.

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

School District of Manawa

Students Choosing to Excel, Realizing their Strengths

Mission Statement:

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

Vision Statement:

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

Guiding Principles Grouped by Core Values:

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

EMPLOYMENT POLICIES

DEFINITION OF SUPPORT STAFF EMPLOYEES

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

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

PT 1	Employee is regularly scheduled to work 30 hours per week or more
PT 2	Employee is regularly scheduled to work between 20 and 29.99 hours per week
PT 3	Employee is regularly scheduled to work less than 20 hours per week

A-PT	Annual, Part-time
SY-PT	School Year, Part-time
EXT-PT	Extended, Part-time

Temporary/Seasonal Employee: A Temporary/Seasonal Employee is hereby defined as an employee hired for a specific time or project.

ANTI-HARASSMENT POLICY

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

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

1. Verbal harassment, including epithets, kidding, derogatory comments, slurs, or ethnic jokes.
2. Physical interference with movement, activities, or work.
3. Visual harassment, including derogatory cartoons, drawings, or posters.
4. Sexual harassment, which is defined as any deliberate, repeated or unwanted verbal or physical sexual contact, sexually explicit derogatory statement, or sexually discriminating remark that is offensive or objectionable to the recipient or which causes the recipient discomfort or humiliation or which interferes with the recipient’s work performance. Sexual harassment can take the form of any unwanted sexual attention ranging from leering, pinching, patting, verbal

comments, display of graphic or written sexual material, and subtle or expressed pressure for sexual activity. In addition to the anxiety caused by sexual demands on the recipient, sexual harassment may include the implicit message from the alleged offender that noncompliance will lead to reprisals. Reprisals may include, but are not limited to, unsatisfactory work evaluations, different treatment, sarcasm, or unwarranted comments to or by peers.

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

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

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

920-596-5800
dwolfgram@manawaschools.org

920-596- 2525
cobrien@manawaschools.org

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

REPORTING PROCEDURE/INTERNAL INVESTIGATION – EMPLOYEES

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

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

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

The School District prohibits retaliatory behavior against any complainant or any participant in the complaint process. The initiation of a complaint of harassment or an appeal will not reflect negatively on the employee or volunteer who initiates the complaint or an appeal, and will not affect any part of the employee's or volunteer's standing rights or privileges.
(Policy 3362, 4362)

Drug-Free Workplace

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

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

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

Tobacco Policy

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

Equal Employment Opportunity

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

Conflict of Interest and Ethical Standards

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

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

Communications and Suggestions

The School District of Manawa welcomes the comments and problem-solving suggestions of its employees. All comments and suggestions should follow the chain of command by bringing the concern or idea forward to his/her immediate supervisor/evaluator.

Outside Employment

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

Personnel Files

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

Personal Data Changes

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

Political Activities of Staff

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

Work Stoppage

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

Acceptable Use

All employees are required to read and adhere to the Acceptable Use Policy.

Health Examination

As a requirement for employment, employees will be required to furnish evidence of a physical examination, drug test, and tuberculin questionnaire.

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

The Wisconsin Tuberculosis (TB) Risk Assessment Questionnaire Screen must be filled out as part of the physical at ThedaCare at Work or under the direction of the District Nurse. If a skin tuberculin test is recommended, the test must be completed during the physical, prior to the first day of work. Subsequent physical examinations will be required at intervals determined by the School Board, consistent with state and federal laws.

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

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

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

Family and Medical Leave Act (FMLA)

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

Military Leave

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

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

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

EMPLOYMENT PRACTICES AND EXPECTATIONS

General Practices

Attendance

Employees are expected to make every effort to be present for work and adhere to their assigned schedule. Employees who are unable to report to work shall follow their building procedures for reporting and recording absences by contacting the substitute caller. **Time off used must be entered into the Skyward system and noted on the time card. Supervisors may pre-authorize the use of Vacation, PTO, Sick Time, or Compensatory Time as noted on timecards. All Leave Without Pay shall be preauthorized by the District Administrator. School-year staff must use allotted PTO/Sick Time before applying for Leave Without Pay.**

~~On days when school is cancelled due to inclement weather, Part time staff does not report and may either use PTO or Sick Time if the day is not to be made up. Sick Time used for inclement weather may not exceed three (3) days based on the employee's regular schedule. PTO is limited based on employee job category. If the day is to be made up, part time staff will not be allowed to use sick time. Time off used must be entered into the Skyward system and noted on the time card. Full time staff does not report unless they notify their supervisor and mutually decide if they will report and/or if adjustments will be made to the regular schedule. Supervisors may pre-authorize the use of Vacation, PTO, Sick Time, or Compensatory Time as noted on timecards. Leave Without Pay for Full time staff shall be authorized by the District Administrator.~~

On days when school is cancelled due to inclement weather,

Annual, Full- & Part-time Staff: will report to work (MOU states: reports daily, per the District Calendar)

Staff may notify their supervisor and mutually decide if they will not report and/or if adjustments will be made to their schedule. PTO or Sick Time may be used for up to three (3) days based on the employee's regular schedule. Vacation may be used at the employee's discretion.

School Year, Part-time Staff: will not report (MOU states: reports with students)

If the day is NOT to be made up – may choose to use PTO or Sick Time. PTO/Sick Time used for inclement weather may not exceed three (3) days based on the employee's regular schedule.

If the day is to be made up – neither PTO nor Sick Time may be used because the day will be paid when worked.

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

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

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

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

Work Days / Hours of Work

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

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

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

Calendar

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

Professional Development/Training Programs (In-service)

As a learning and teaching institution, the District expects all employees to model continuous learning to develop professional skills and personal growth. The District provides periodic paid in-service and training opportunities that are required for staff depending on assignment and role. Paid leave will not be approved on professional development or in-service days designed for Support Staff participation. Extenuating circumstances (i.e. bereavement, once-in-a-lifetime opportunity, etc.) may be approved by administration with appropriate documentation.

Meetings

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

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

Injuries to Employees

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

Injuries to Students

All student injuries should be reported to the health staff. Attention should be given to all injuries, however minor. A Student Incident Report form must be filled out for all injuries and submitted electronically. Forms are located online under the District Forms tab.

Legal Actions Involving Employees

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

Email and Voicemail

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

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

Personal Communications

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

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

Licensure/Certification

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

Determination of Assignments

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

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

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

Reduction in Staff

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

Layoff

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

Operation of District Vehicles

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

Operation of Personal Vehicles

The Board of Education will pay the IRS rate for approved out-of-district travel as well as travel between buildings when employees are required to travel as part of their assignment. Employees must submit a request for travel reimbursement [on the Expense and Mileage Reimbursement form found on the staff](#)

area of the district website, Human Resources, and Expense Mileage Reimbursement. Employee personal insurance shall serve as the first level of coverage.

Transportation of Students

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

Confidentiality

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

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

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

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

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

Professional Appearance

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

Copyright

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

A variety of machines and equipment for reproducing materials to assist employees in carrying out their educational assignments are available to professional educators in both the school and home setting.

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

Community/Co-curricular Involvement

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

Food Service Purchases

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

General Rules of Conduct

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

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

These rules do not supersede or restrict legal rights and activities of employees.

Grievances

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

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

Identification Badge

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

Solicitations

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

Safety Plans

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

Employees are encouraged to monitor hallways and grounds for unescorted/unfamiliar visitors and report them to the building office.

Child Abuse Reporting Requirement

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

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

Payroll Information

Salary/Wage

The Board of Education will comply with state statutes as to employee compensation. Employees will receive individual notice as to their salary/wage for full-time employees prior to July 1st and for part-time employees prior to their start date.

Timecards

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

Residency

The District encourages employees to reside within the school district.

Payroll Payments

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

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

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

Direct Deposit

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

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

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

BENEFITS

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

District Provided Benefits

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

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

Workers' Compensation

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

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

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

Wisconsin Retirement System (WRS)

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

Health, Dental, and Vision Insurance

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

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

Eligibility for Health, Dental, and Vision Insurance

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

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

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

Group Term Life Insurance for Eligible Employees

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

Group Long-Term Disability Insurance for Eligible Employees

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

Liability Insurance

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

Voluntary Benefits for Support Staff Working Over 20 Hours per Week

Short-Term Disability

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

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

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

Section 125/Flexible Spending Account

The Section 125© Plan is a pre-tax, payroll deduction account that allows employees to set aside up to \$5,000 for dependent, child or adult care and the maximum allowable by law for additional medical, dental or vision expenses not covered by insurance. An annual election is made with a July 1 through June 30 benefit period. Claims can be made during the benefit year and up to ninety (90) days after for expenses paid by the individual during the previous calendar year. (*Policy 6520*)

EMPLOYEE SEPARATION

Timeline

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

Support Staff wishing to retire are requested to inform the District Administrator, in writing, no later than March 1st.

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

The District requests a minimum two-week notice when breaking the Memorandum of Understanding.

Job Vacancies

When the District determines to fill a vacant position, it will consider such factors as skill, competence, efficiency, training initiative, leadership qualifications, and ability to work with supervisors. The most qualified applicant shall fill the vacancy.

Overtime

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

Compensatory Regular Time

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

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

Comp Time Example 2: An employee works four days and took either a sick day or vacation day during the week. The employee worked an additional four hours the same week. Because the employee did not actually work their normal scheduled hours for the week, the employee may choose to either a) receive straight pay for the four hours or b) take four hours of comp time.

PLEASE NOTE: Comp time may be accrued up to 5 comp days (maximum 40 hours) before it must be used and shall not be used for more than three (3) consecutive days. Preferably, this time should be used within 30 days from when it was earned. All comp time must be used by June 30 or any accumulated compensation time will be paid out. Compensatory time will not carry over into the next school year.

Call Time/Call-in Pay

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

PAID TIME OFF

Days are defined as the average number of hours per day the employee is regularly scheduled to work in a week. For example, an employee scheduled to work 28.75 hours per week, a day is equal to 5.75 hours. When submitting time off requests, the employee must request the time off scheduled for that particular day. In the above example, if the employee is scheduled to work 5 hours on Monday and they wish to take Monday off, only 5 hours is subtracted from Sick or Paid-Time-Off leave.

Holidays

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

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

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

Holiday Pay: ~~Holiday pay shall be computed on the straight time hourly rate received by the employee on the day immediately following the holiday.~~ **Holidays will be paid at the average number of hours per day the employee is regularly scheduled to work in a week. For example, an employee scheduled to work 28.75 hours per week will earn holiday pay for 5.75 hours regardless of the actual time scheduled to work on the scheduled holiday. If the employee is scheduled to work 5 hours on Monday and a holiday falls on a Monday, the employee will be paid for 5.75 hours.**

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

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

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

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

Vacations

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

AFTER Continuous Years of Service 60-calendar day probation period	Number of Vacation Days
In year One (1) year	Five (5) days prorated to June 30th after probation period
In year Two (2) years (starting July 1st)	Ten (10) days
In year Ten (10) years (starting July 1st)	Fifteen (15) days
In year Fifteen (15) years or more and beyond (starting July 1st)	Twenty (20) days

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

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

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

Sick Leave

After a 60-day probation period, Support staff employees will earn sick/personal leave as follows:

- **Annual, full-time and annual, part-time** Employees will have 13 new days annually – ~~three (3) seven (7)~~ for personal business and ~~ten (10) six (6)~~ for sick leave use.

- ~~Part time 1~~ **School Year, Part-time** employees **regularly working over 30 hours per week** will have 10 new days annually – ~~three (3)~~ **five (5)** for personal business and ~~seven (7)~~ **five (5)** for sick leave use.
- ~~Part time 2~~ **School Year, Part-time** Employees **regularly working under 30 hours per week** will have 10 new days annually - ~~two (2)~~ **five (5)** for personal business and ~~eight (8)~~ **five (5)** for sick leave use.
- ~~Part time 3~~ Employees regularly **working under 20 hours per week** will not earn paid sick/personal leave.
- All unused PTO will roll to Sick Leave at the end of the school year (June 30).

In the first year, sick/personal leave days/hours will be prorated starting after the 60-day probation period.

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

Gifting of Sick Leave

An employee may choose to gift sick leave **days time** to another employee who has exhausted existing sick leave and who is personally experiencing a catastrophic illness or accident. A catastrophic illness or accident is a severe illness/accident requiring prolonged hospitalization or recovery. Examples would include coma, cancer, leukemia, heart attack or stroke. These illnesses or accidents usually involve high costs for hospitals, doctors and medicines and may incapacitate the person from working, creating a financial hardship. An employee with ten (10) or fewer sick days remaining in his/her own sick leave bank shall not be permitted to gift sick leave **days time**. An employee may gift up to **the equivalent time of three (3) sick days**. **Days Time** will be gifted in the order in which ~~they are~~ **it is** donated in the Skyward system. Any unused **days time** will be returned to the donor on or before June 30th.

Bereavement Leave

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

Emergency Leave

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

Jury Duty and Witness Duty

Any employee who is not able to report for work because of jury duty or acting as a witness in a matter in which the employee is not a party, will be paid for the time missed. The employee shall provide the

District with any payment received from serving on the jury. Employees must notify their immediate supervisor as soon as notice of jury duty is received and as soon as jury duty terminates.

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

National Guard Duty

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

Military Leave for Active Duty

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

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

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

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

Administratively-Approved Leave

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

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

Administratively-Approved Leave, either paid or unpaid, shall not be granted for participating in job

actions such as picketing or demonstrating, or to participate in activities designed to disparage, embarrass, or discredit the District.

Family and Medical Leave Act (FMLA)

Support Staff have access to absences covered by the federal Family Medical Leave Act (FMLA) and the Wisconsin Family Medical Leave Act (WFMLA) in accordance with provisions and procedures specified in *Policy 4430.01* and *AG 4430.01B*. Questions regarding FMLA leave should be directed to the District's Business Office.

LEAVES OF ABSENCE

Unpaid Leave of Absence

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

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

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

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

Employees with a minimum of three years of continuous local experience may apply for unpaid Child-Rearing/Adoption Leave. Such leave is subject to Board approval and may be taken for no longer than two semesters. The Board reserves the right to limit approved leaves to no more than two employees per school year and is subject to hiring a qualified replacement for the leave period. This leave provision is not available to employees who have used this leave provision within the previous three years.

Application should be made in writing at least three months prior to the requested start of the leave. If conditions are such that three months' advance notice is not reasonable, then application should be made as soon as practicable with an explanation as to the cause of the reduced advance notice.

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

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

Evaluations

Support Staff will be evaluated annually by their immediate supervisor. Evaluations will be a key determining factor in whether the employee will be considered for continued employment. In addition, the employee's salary advancement will also be dependent on the recommendation of the supervisor based on the evaluation report.

Fobs and Keys

Employee identification badges, parking permit, keys and the key fob for building entry will be issued to employees after initial hire.

Work Orders

Employees are asked to submit [Maintenance and Repair](#) Work Orders within 24 hours of becoming aware that something is not in good working order. The [directions and link to submit either technology or maintenance/repair](#) work orders form can be found ~~online under the District Forms tab~~ [on the staff home area of the district website, Buildings & Grounds, and Submit Help Desk Tickets & Work Order.](#)

Unpaid Debt to the District

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

**SCHOOL DISTRICT OF MANAWA
ACKNOWLEDGEMENT OF RECEIPT OF
EMPLOYEE POLICIES AND HANDBOOK**

I acknowledge that I have received and reviewed a copy of the School District of Manawa Policies and Support Staff Handbook (Handbook). I understand that it is my responsibility to read it thoroughly. If there are any policies or provisions provided to me that I do not understand, I will seek clarification from my immediate supervisor. I understand that this Handbook states the School District of Manawa’s policies and procedures are in effect on the date of publication. I also understand that these policies and procedures are continually evaluated and may be amended, modified or terminated at any time, with or without prior notice.

I further understand that nothing contained in the Handbook may be construed as creating a guarantee of future employment, future benefits or a binding contract with the School District of Manawa for employment or benefits or for any other purpose. I understand that nothing contained in the Handbook may be construed as changing my employment status. I understand

that except as may be provided by the School Board, or a policy contained herein, my employment is at will and my employment may be terminated at any time for any reason, with or without cause and with or without notice, at the option of the District or at my option.

I understand that I must sign and date a copy of this receipt and return it to the District Office and failure to do so may result in my immediate termination.

Employee Signature: _____

Print Employee Name: _____

Date: _____



Students choosing to excel; realizing their strengths.

Support Staff Handbook

*Approved by the Manawa Board of Education on August 19, 2019
Revised: November 18, 2019, July 27, 2020, June 21, 2021*

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

Phone: 920-596-2525

www.manawaschools.org

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INTRODUCTION

WELCOME

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

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

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

A. DISCLAIMER

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

Violations of the terms of the *Support Staff Handbook*, policies, regulations or guidelines may result in disciplinary action, up to and including, termination of employment. This *Support Staff Handbook* supersedes any and all previous handbooks, statements, policies and administrative guidelines, rules, or regulations given to employees, whether verbal or written.

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

School District of Manawa

Students Choosing to Excel, Realizing their Strengths

Mission Statement:

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

Vision Statement:

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

Guiding Principles Grouped by Core Values:

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

EMPLOYMENT POLICIES

DEFINITION OF SUPPORT STAFF EMPLOYEES

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

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

A-PT	Annual, Part-time
SY-PT	School Year, Part-time
EXT-PT	Extended, Part-time

Temporary/Seasonal Employee: A Temporary/Seasonal Employee is hereby defined as an employee hired for a specific time or project.

ANTI-HARASSMENT POLICY

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

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

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

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

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

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

920-596-5800
dwolfgram@manawaschools.org

920-596- 2525
cobrien@manawaschools.org

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

REPORTING PROCEDURE/INTERNAL INVESTIGATION – EMPLOYEES

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

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

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

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

(Policy 3362, 4362)

Drug-Free Workplace

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

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

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

Tobacco Policy

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

Equal Employment Opportunity

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

Conflict of Interest and Ethical Standards

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

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

Communications and Suggestions

The School District of Manawa welcomes the comments and problem-solving suggestions of its employees. All comments and suggestions should follow the chain of command by bringing the concern or idea forward to his/her immediate supervisor/evaluator.

OUTSIDE EMPLOYMENT

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

PERSONNEL FILES

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

Personal Data Changes

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

Political Activities of Staff

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

Work Stoppage

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

Acceptable Use

All employees are required to read and adhere to the Acceptable Use Policy.

Health Examination

As a requirement for employment, employees will be required to furnish evidence of a physical examination, drug test, and tuberculin questionnaire.

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

The Wisconsin Tuberculosis (TB) Risk Assessment Questionnaire Screen must be filled out as part of the physical at ThedaCare at Work or under the direction of the District Nurse. If a skin tuberculin test is recommended, the test must be completed during the physical, prior to the first day of work. Subsequent physical examinations will be required at intervals determined by the School Board, consistent with state and federal laws.

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

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

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

Military Leave

Pursuant to federal and state law, the District shall provide eligible employees with leaves of absence with or without pay for purposes of federal service in the uniformed services or active state service. Eligible employees should notify the District of the need for a leave of absence as far in advance as possible and

should notify the District of the commencement date of the military leave and its expected duration. Eligible employees should also provide the District with a copy of any relevant military orders.

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

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

EMPLOYMENT GENERAL PRACTICES AND EXPECTATIONS

Attendance

Employees are expected to make every effort to be present for work and adhere to their assigned schedule. Employees who are unable to report to work shall follow their building procedures for reporting and recording absences by contacting the substitute caller. Time off used must be entered into the Skyward system and noted on the time card. Supervisors may pre-authorize the use of Vacation, PTO, Sick Time, or Compensatory Time as noted on timecards. All Leave Without Pay shall be preauthorized by the District Administrator. School-year staff must use allotted PTO/Sick Time before applying for Leave Without Pay.

On days when school is cancelled due to inclement weather,

Annual, Full- & Part-time Staff: will report to work (MOU states: reports daily, per the District Calendar)

Staff may notify their supervisor and mutually decide if they will not report and/or if adjustments will be made to their schedule. PTO or Sick Time may be used for up to three (3) days based on the employee's regular schedule. Vacation may be used at the employee's discretion.

School Year, Part-time Staff: will not report (MOU states: reports with students)

If the day is NOT to be made up – may choose to use PTO or Sick Time. PTO/Sick Time used for inclement weather may not exceed three (3) days based on the employee's regular schedule.

If the day is to be made up – neither PTO nor Sick Time may be used because the day will be paid when worked.

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

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

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

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

Work Days / Hours of Work

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

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

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

Calendar

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

Professional Development/Training Programs (In-service)

As a learning and teaching institution, the District expects all employees to model continuous learning to develop professional skills and personal growth. The District provides periodic paid in-service and training opportunities that are required for staff depending on assignment and role. Paid leave will not be approved on professional development or in-service days designed for Support Staff participation. Extenuating circumstances (i.e. bereavement, once-in-a-lifetime opportunity, etc.) may be approved by administration with appropriate documentation.

Meetings

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

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

Injuries to Employees

Employees who are injured at work must complete an Employee Incident Report form within twenty-four (24) hours of the injury whenever feasible. This form is located online under the District Forms tab.

Completed forms should be electronically submitted. Additionally, all incidents must be verbally reported immediately to building administration or immediate supervisor.

Injuries to Students

All student injuries should be reported to the health staff. Attention should be given to all injuries, however minor. A Student Incident Report form must be filled out for all injuries and submitted electronically. Forms are located online under the District Forms tab.

Legal Actions Involving Employees

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

Email and Voicemail

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

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

Personal Communications

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

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

Licensure/Certification

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

Determination of Assignments

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

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

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

Reduction in Staff

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

Layoff

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

Operation of District Vehicles

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

Operation of Personal Vehicles

The Board of Education will pay the IRS rate for approved out-of-district travel as well as travel between buildings when employees are required to travel as part of their assignment. Employees must submit a request for travel reimbursement on the Expense and Mileage Reimbursement form found on the staff area of the district website, Human Resources, and Expense Mileage Reimbursement. Employee personal insurance shall serve as the first level of coverage.

Transportation of Students

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

Confidentiality

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

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

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

Professional Appearance

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

Copyright

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

Community/Co-curricular Involvement

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

Food Service Purchases

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

General Rules of Conduct

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

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

These rules do not supersede or restrict legal rights and activities of employees.

Grievances

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

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

Identification Badge

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

Solicitations

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

Safety Plans

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

Employees are encouraged to monitor hallways and grounds for unescorted/unfamiliar visitors and report them to the building office.

CHILD ABUSE REPORTING REQUIREMENT

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

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

PAYROLL INFORMATION

Salary/Wage

The Board of Education will comply with state statutes as to employee compensation. Employees will receive individual notice as to their salary/wage for full-time employees prior to July 1st and for part-time employees prior to their start date.

Timecards

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

Residency

The District encourages employees to reside within the school district.

Payroll Payments

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

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

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

Direct Deposit

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

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

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

BENEFITS

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

District Provided Benefits

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

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

have their health, dental, life, and long-term disability insurance coverage continued and paid at the same District rate through the last day of the last month of their employment.

Workers' Compensation

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

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

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

Wisconsin Retirement System (WRS)

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

FRINGE BENEFITS

Health, Dental, and Vision Insurance

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

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

Eligibility for Health, Dental, and Vision Insurance

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

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

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

coverage(s) will be selected and determined by the Board.

Group Term Life Insurance for Eligible Employees

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

Group Long-Term Disability Insurance for Eligible Employees

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

Liability Insurance

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

VOLUNTARY BENEFITS FOR SUPPORT STAFF WORKING OVER 20 HOURS PER WEEK

Short-Term Disability

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

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

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

Section 125/Flexible Spending Account

The Section 125© Plan is a pre-tax, payroll deduction account that allows employees to set aside up to \$5,000 for dependent, child or adult care and the maximum allowable by law for additional medical, dental or vision expenses not covered by insurance. An annual election is made with a July 1 through June 30 benefit period. Claims can be made during the benefit year and up to ninety (90) days after for expenses paid by the individual during the previous calendar year. (*Policy 6520*)

EMPLOYEE SEPARATION

Timeline

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

Support Staff wishing to retire are requested to inform the District Administrator, in writing, no later than March 1st.

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

The District requests a minimum two-week notice when breaking the Memorandum of Understanding.

JOB VACANCIES

When the District determines to fill a vacant position, it will consider such factors as skill, competence, efficiency, training initiative, leadership qualifications, and ability to work with supervisors. The most qualified applicant shall fill the vacancy.

PAY FOR TIME WORKED

Overtime

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

Compensatory Regular Time

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

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

Comp Time Example 2: An employee works four days and took either a sick day or vacation day during the week. The employee worked an additional four hours the same week. Because the employee did not actually work their normal scheduled hours for the week, the employee may choose to either a) receive straight pay for the four hours or b) take four hours of comp time.

PLEASE NOTE: Comp time may be accrued up to 5 comp days (maximum 40 hours) before it must be used and shall not be used for more than three (3) consecutive days. Preferably, this time should be used within 30 days from when it was earned. All comp time must be used by June 30 or any accumulated compensation time will be paid out. Compensatory time will not carry over into the next school year.

Call Time/Call-In Pay

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

TIME OFF

Days are defined as the average number of hours per day the employee is regularly scheduled to work in a week. For example, an employee scheduled to work 28.75 hours per week, a day is equal to 5.75 hours. When submitting time off requests, the employee must request the time off scheduled for that particular day. In the above example, if the employee is scheduled to work 5 hours on Monday and they wish to take Monday off, only 5 hours is subtracted from Sick or Paid-Time-Off leave.

Holidays

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

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

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

Holiday Pay: Holidays will be paid at the average number of hours per day the employee is regularly scheduled to work in a week. For example, an employee scheduled to work 28.75 hours per week will earn holiday pay for 5.75 hours regardless of the actual time scheduled to work on the scheduled holiday. If the employee is scheduled to work 5 hours on Monday and a holiday falls on a Monday, the employee will be paid for 5.75 hours.

Holidays Fall on Weekends: When a holiday falls on Saturday, the preceding Friday shall be observed as the holiday. When a holiday falls on Sunday, the following Monday shall be observed as the holiday. In the event Christmas Eve or New Year's Eve fall on Saturday or Sunday, the preceding Friday shall be observed as the holiday. In the event Christmas Day or New Year's Day fall on Saturday or Sunday, the following Monday shall be observed as the holiday. In the event the day to be observed as a holiday falls on a school day, the actual date of the holiday will be determined by the District.

School Year, Part-time and Extended, Part-time Employees shall be granted six (6) paid holidays per year as follows:

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

Vacations

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

AFTER a 60-calendar day probation period	Number of Vacation Days
In year One (1)	Five (5) days prorated to June 30 th after a 60-day probation period
In year Two (2) (starting July 1 st)	Ten (10) days
In year Five (5) (starting July 1 st)	Fifteen (15) days
In year Ten (10) and beyond (starting July 1 st)	Twenty (20) days

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

Selection of Vacation Time: Employees shall normally be granted their vacation requests provided the work schedule permits and the request is made at least two (2) weeks prior to the beginning of the requested

vacation. Should a conflict arise between two or more employees' vacation request, such requests shall be granted on an alternating basis, provided at least a two (2) week notice has been given. Vacations for an employee shall not be cumulative from year to year, but no vacation shall be forfeited if vacation could not be taken in a given year because of the Employer's non-approval of a vacation request.

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

Sick Leave and Paid Time Off (PTO) for Personal Business

After a 60-day probation period, Support staff employees will earn sick/personal leave as follows:

- Annual, full-time and annual, part-time Employees will have 13 new days annually – seven (7) for personal business and six (6) for sick leave use.
- School Year, Part-time employees will have 10 new days annually – five (5) for personal business and five (5) for sick leave use.
- Employees regularly working under 20 hours per week will not earn paid sick/personal leave.
- All unused PTO will roll to Sick Leave at the end of the school year (June 30).

In the first year, sick/personal leave days/hours will be prorated starting after the 60-day probation period.

PTO for Personal Business Stipulations for Use:

- PTO for personal business must be taken in full day increments.
- A maximum of five (5) staff district wide may use PTO for personal business on the same day.
- No more than three (3) PTO for personal business days may be used consecutively.
- PTO for personal business may not be taken on Monday or Fridays in the month of May or December.
- PTO for personal business may not be taken to extend paid holidays, vacation time (per the handbook), or school recess days (i.e. winter or spring break).

Incentive to Sick Leave

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

Gifting of Sick Leave

An employee may choose to gift sick leave time to another employee who has exhausted existing sick leave and who is personally experiencing a catastrophic illness or accident. A catastrophic illness or accident is a severe illness/accident requiring prolonged hospitalization or recovery. Examples would include coma, cancer, leukemia, heart attack or stroke. These illnesses or accidents usually involve high costs for hospitals, doctors and medicines and may incapacitate the person from working, creating a financial hardship. An employee with ten (10) or fewer sick days remaining in his/her own sick leave bank shall not be permitted to gift sick leave time. An employee may gift up to the equivalent time of three (3) sick days. Time will be gifted in the order in which it is donated in the Skyward system. Any unused time will be returned to the donor on or before June 30th.

Bereavement Leave

Support Staff shall be granted up to (4) days of Bereavement Leave in the event of a death in the family or close relationship. It is the employee's responsibility to submit the appropriate time-off information in Skyward and email his/her principal and/or supervisor in advance of taking such leave. Support Staff who access Bereavement Leave consisting of multiple days for the same death shall confer with his/her supervisor in advance for the purpose of maintaining smooth school operations in his/her absence. The

District may require proof of the death, the relationship, travel itineraries, or other documentation from the employee whenever the District deems such verification appropriate.

Emergency Leave

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

Jury Duty and Witness Duty

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

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

National Guard Duty

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

Military Leave for Active Duty

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

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

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

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

Administratively-Approved Leave

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

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

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

Family and Medical Leave Act (FMLA)

Support Staff have access to absences covered by the federal Family Medical Leave Act (FMLA) and the Wisconsin Family Medical Leave Act (WFMLA) in accordance with provisions and procedures specified in *Policy 4430.01* and *AG 4430.01B*. Questions regarding FMLA leave should be directed to the District’s Business Office.

Leaves of Absence

Unpaid Leave of Absence

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

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

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

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

Employees with a minimum of three years of continuous local experience may apply for unpaid Child-Rearing/Adoption Leave. Such leave is subject to Board approval and may be taken for no longer than two semesters. The Board reserves the right to limit approved leaves to no more than two employees per school year and is subject to hiring a qualified replacement for the leave period. This leave provision is not available to employees who have used this leave provision within the previous three years.

Application should be made in writing at least three months prior to the requested start of the leave. If conditions are such that three months’ advance notice is not reasonable, then application should be made as soon as practicable with an explanation as to the cause of the reduced advance notice.

Failure to Return after Expiration of Leave: In the event the employee does not return to work following the expiration of the leave, and subject to applicable legal restrictions, he/she will be deemed to have

resigned his/her position with the District and waived any and all rights to further employment by the District.

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

EVALUATIONS

Support Staff will be evaluated annually by their immediate supervisor. Evaluations will be a key determining factor in whether the employee will be considered for continued employment. In addition, the employee's salary advancement will also be dependent on the recommendation of the supervisor based on the evaluation report.

FOBS & KEYS

Employee identification badges, parking permit, keys and the key fob for building entry will be issued to employees after initial hire.

WORK ORDERS

Employees are asked to submit Maintenance and Repair Work Orders within 24 hours of becoming aware that something is not in good working order. The directions and link to submit either technology or maintenance/repair work orders form can be found on the staff home area of the district website, Buildings & Grounds, and Submit Help Desk Tickets & Work Order.

UNPAID DEBT TO THE DISTRICT

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

SCHOOL DISTRICT OF MANAWA
ACKNOWLEDGEMENT OF RECEIPT OF
EMPLOYEE POLICIES AND HANDBOOK

I acknowledge that I have received and reviewed a copy of the School District of Manawa Policies and Support Staff Handbook (Handbook). I understand that it is my responsibility to read it thoroughly. If there are any policies or provisions provided to me that I do not understand, I will seek clarification from my immediate supervisor. I understand that this Handbook states the School District of Manawa's policies and procedures are in effect on the date of publication. I also understand that these policies and procedures are continually evaluated and may be amended, modified or terminated at any time, with or without prior notice.

I further understand that nothing contained in the Handbook may be construed as creating a guarantee of future employment, future benefits or a binding contract with the School District of Manawa for employment or benefits or for any other purpose. I understand that nothing contained in the Handbook may be construed as changing my employment status. I understand that except as may be provided by the School Board, or a policy contained herein, my employment is at will and my employment may be terminated at any time for any reason, with or without cause and with or without notice, at the option of the District or at my option.

I understand that I must sign and date a copy of this receipt and return it to the District Office and failure to do so may result in my immediate termination.

Employee Signature: _____

Print Employee Name: _____

Date: _____



School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

To: Board of Education
From: Carmen O'Brien
cc: Dr. Melanie Oppor
Date: 5/21/2021
Re: Sick Leave Revision – Support Staff Handbook

Recommendation:

Currently, the Support Staff Handbook states (p. 22-23):

Sick Leave

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

- Full-time employees will have 13 new days annually - 3 for personal business and 10 for sick leave use.
- Part time 1 employees will have 10 new days annually - 3 for personal business and 7 for sick leave use.
- Part-time 2 employees will have 10 new days annually - 2 for personal business and 8 for sick leave use.
- Part time 3 employees will not earn paid sick/personal leave
- All unused PTO rolls into sick leave at the end of the fiscal year (June 30th).

I recommend changing the handbook language to:

Sick Leave

After a 60-day probation period, Support staff employees will earn sick/personal leave as follows:

- **Annual, full-time and annual, part-time** employees will have 13 new days annually – ~~three (3)~~ **seven (7)** for personal business and ~~ten (10)~~ **six (6)** for sick leave use.
- ~~Part time 1~~ **School Year, Part-time** employees **regularly working over 30 hours per week** will have 10 new days annually – ~~three (3)~~ **five (5)** for personal business and ~~seven (7)~~ **five (5)** for sick leave use.
- ~~Part time 2~~ **School Year, Part-time** Employees **regularly working under 30 hours per week** will have 10 new days annually - ~~two (2)~~ **five (5)** for personal business and ~~eight (8)~~ **five (5)** for sick leave use.
- ~~Part time 3~~ Employees regularly **working under 20 hours per week** will not earn paid sick/personal leave.
- All unused PTO will roll to Sick Leave at the end of the school year (June 30).

In the first year, sick/personal leave days/hours will be prorated starting after the 60-day probation period.

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

Rationale:

Support staff have brought to the Support Staff Handbook committee that they would like to have more days for personal business allocated to them. In the recent past and for only about 3 years, all time off was considered personal time off and there was no delineation between sick and personal time. Time off was time off and no questions were asked about the reason.

Perceived problems with additional time off for personal business:

- In the past, staff used this time to take vacations or do errands or shopping. This was not received well by the community as many of the support staff work 175-185 days and have over 80 days “off” during the summer months as well as student recess days throughout the school year (i.e. winter and spring break).
- Annual, Full-time and Annual, Part-time staff earn vacation per the Support Staff Handbook and additional PTO may be perceived as additional vacation time.
- It is difficult to find substitutes to fill in for support staff positions.

Perceived benefits with additional time off for personal business:

- It has become increasingly difficult to keep good employees. As a public school, there is little that can be done to significantly increase wages while keeping a balanced budget. Allocating more time off for personal business is an incentive with little overall cost increase to the District.
- The district substitute caller endorses this change so that staff might be more likely to arrange for future absences further in advance. Finding a substitute at the last minute is far more difficult than making those arrangements even a few days in advance.
- Increasing the number of PTO days might also increase the truthfulness in using time off.



School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

To: Board of Education
From: Carmen O'Brien
cc: Dr. Melanie Oppor
Date: 5/25/2021
Re: Paid Time Off for Personal Business Stipulations – Support Staff Handbook

Recommendation:

The Board of Education may wish to add stipulations to Paid Time Off for personal business to the 2021-22 Support Staff Handbook. These may include:

1. PTO for personal business must be taken in full day increments.
2. A maximum of 5 staff district wide may use PTO for personal business on the same day.
3. No more than 3 PTO for personal business days may be used consecutively.
4. PTO for personal business may not be taken on Mondays or Fridays in May.
5. PTO for personal business may not be taken on Mondays or Fridays in December.
6. PTO for personal business may not be taken to extend paid holidays, vacation time (per the handbook), or school recess days (i.e. winter or spring break).

Rationale:

Any or all of these stipulations may be adopted in an effort to avoid perceived problems with increasing the number of PTO for personal business for all support staff.

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ManawaSchools.org



/ ManawaSchools



/ ManawaSchools



School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

To: Board of Education
From: Carmen O'Brien
cc: Dr. Melanie Oppor
Date: 5/25/2021
Re: Earned Vacation Time – Support Staff Handbook

Recommendation

Currently, if the initial changes to the Support Staff Handbook 2021-22 are approved, vacation is earned by Annual Full-time and Annual Part-time staff as follows:

- In year 1, 5 days (prorated after a 60-day probation period)
- In year 2, 10 days
- In year 10, 15 days
- In year 15 and beyond, 20 days

Any vacation not used by June 30th is forfeited.

The Board of Education may wish to consider increasing the rate at which vacation time is earned.

Option A

In year 1, 5 days (prorated after a 60-day probation period)

In year 2, 10 days

In year 5, 15 days

In year 10 and beyond, 20 days

Any vacation not used by June 30th is forfeited.

Option B

In year 1, 5 days (prorated after a 60-day probation period)

In year 2, 10 days

In year 7, 15 days

In year 12 and beyond, 20 days

Any vacation not used by June 30th is forfeited.

Rationale

Currently an employee must wait 8 years between years 2-10 of employment to earn another week of vacation.

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School District of Manawa
Students Choosing to Excel, Realizing Their Strengths

TO: SDM Board of Education
CC: Dr. Oppor
FROM: Bryant Cobarrubias
DATE: May 27, 2021
SUBJECT: SDM Technology Plan Revisions

The list below describes the changes to the SDM Technology Plan.

Page #	Current Language	Proposed Change or Addition
1		Updated table of contents
3		Note: This handbook includes several links to other resources. It is recommended that this document is read electronically instead of printed.
4	Technology Infrastructure Lifecycle This included a long-term plan for replacement of essential infrastructure equipment. This plan should estimate the cost and suggest a potential source for funding. Network switches Virtual environment Storage devices UPS equipment Windows servers Security cameras	Technology Infrastructure Lifecycle This included a long-term plan for replacement of essential infrastructure equipment. This plan should estimate the cost and suggest a potential source for funding. Storage devices UPS equipment Security cameras





6

From:

Technology Goals

Short Term

Task	Description	Target Date
Continue Technology Committee	Re-assemble a team of educators to work on teaching and learning elements of this plan.	Winter of 2019-20 school year.
Technology Rotation Plan	Rotation plan for all district technology valued over \$300.	End of SY 2019-20
Technology PD Planning	Continue to develop initial technology PD plan	End of SY 2019-2022
Improve Disaster Recovery Plan	Improve DR plan to address ransomware threats.	End of SY 2019-2021-22
District-wide adoption of digital citizenship ISTE framework	Research and adopt a digital citizenship framework implementation of ISTE standards.	End of SY 2020-21

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Long Term

Task	Description	Target Date
Digital Citizenship Plan / Curriculum	Implement digital citizenship framework.	1-2 years
Digital Literacy Plan / Curriculum		2-3 years
Instructional Delivery Modes	Document how the SDM technology department supports various teaching styles.	1-2 years
Support Technology PD Plan		Ongoing

To:

Technology Goals

Task	Description	Target Date
Technology PD Planning	Continue to develop technology PD plan	End of SY 2021-22
Improve Disaster Recovery Plan	Improve DR plan to address ransomware threats.	End of SY 2021-22
District-wide adoption of ISTE framework	SDM implementation of ISTE standards.	End of SY 2021-22

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6

District Technology Committee

A well-implemented technology plan requires feedback and commitment from our educators. During the 2018-19 school year we formed a committee to plan and document how technology is integrated in our classrooms.

The team is a diverse group of teachers from both schools across all grades and academic disciplines. This is our roster for the 2018-19 school year.

- Bryant Cobarrubias - Administration
- Jennifer Krueger - District-wide, Support
- Katharine McArthur - High School, Social Studies
- Amy Anaya - High School, Foreign Language
- Jeff Bortle - High School, Mathematics
- Nate Ziemer - Junior High School, Science
- Jill Seka - Special Education
- Cortney Stilen - Elementary Level, Grade PK-2
- Meria Wright - Elementary Level, Grade 3-6
- Sarah Bortle - Elementary Level, Specials

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	<p>The team will be reassembled for the 2019-20 school year late fall and early spring.</p>	
6	<p>Instructional Delivery Modes</p> <p>Blended learning is a mixture of learning methods that incorporate multiple teaching modes. Often this includes a combination of face-to-face and online learning. This section describes our plan to encourage and support technology use to provide a differentiated learning experience for our students.</p> <p>SDM Technology: Instructional Delivery Modes</p>	
7		<p>Chromebook 1-to-1 Program</p> <p>Technology is a key component of the modern school environment. The School District of Manawa provides each student with a Chromebook device for school use. The following documents describe the SDM Chromebook program in greater depth.</p> <ul style="list-style-type: none">• SDM Chromebook Program: Program Handbook (See Separate Handbook)• Chromebook Rotation• Technology Acceptable Use and Safety Form (See Appendix A)• Software Security, Privacy, and Safety Rubric (See Appendix B)





7

Student Data Privacy

School districts are trusted with a tremendous amount of sensitive student data. As good stewards of this data the SDM established a process for reviewing third-party software applications to ensure data is used only for educational purposes.

This [Software Security, Privacy, and Safety Rubric](#) (Appendix B) grades the software across seven key metrics. Reviewed online services are described in the [SDM Online Reviewed Services](#) (Appendix C) document. Any software product must be reviewed before student accounts are created or student data is shared.

8-9

Removed:

Elementary Chromebox Lab Software

Software	Notes	License Cost
Default Homepage	<p>Students have the following links available when logging into a public session.</p> <ul style="list-style-type: none"> ● ABCYA.com ● Raz Kids ● Renaissance Star ● Academy ● Typing Pal ● Follett Destiny - Manawa Elementary ● StarFall ● Hour of Code 	

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- ThinkCentral MegaMath
- Teach Your Monster to Read

Elementary Makerspace Software

Software	Notes	License Cost

Woodshop & Metalshop Software

Software	Notes	License Cost

10

From:

Software Subscriptions

TBD: Detailed list of available software subscriptions available to staff & students.

To:

Software Subscriptions

This is a list of software subscriptions available to staff & students.

Product	Description
Kami	Allows students to edit PDF files as part of assignments.

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Pear Deck	Allows teachers to host interactive slideshow sessions with students.
Typing Tastic	Interactive typing lesson targeted to elementary students.
Edpuzzle	Innovative service allows teachers to wrap lessons around YouTube videos. Tracks if students watch video and prompts them for questions during video.
SeeSaw	Learning management system for elementary students.
Read&Write	Text to speech and speech to text tool for Chromebooks. Purchased for students with special needs. Available for all staff and students.
Buncee	Online content creation tool for teacher or student. Allows them to create interactive presentations
Other subscriptions may be available through the media center using library funds.	

11	<p>Staff Communication</p> <p>For school years 2018-19 and 2019-20, a Google document titled “Technology Updates” is created for each school year with a log of informational updates. As information is added to this document, staff are sent an email describing the new information.</p> <ul style="list-style-type: none"> ● Tech Updates: SY2018-19 ● Tech Updates: SY2019-20 	<p>Staff Communication</p> <p>Starting in SY2019-20, the technology information is posted to the Manawa Tech Info Google classroom. All staff technology documentation is organized on this site. News and announcements will be shared to this page.</p>
----	--	--



11

Incident & Problem Management

When a device or service does not work properly the end user contacts the help desk for assistance in resolving the issue. This issue is referred to as an incident and is tracked as a help desk ticket. A collection of related incidents is called a problem. The technology director shall document problems, determine the scope in the schools, create and implement a plan to fix with the least amount of disruption.

- Instructions for submitting an incident may be found in this document: [Help Desk Tickets](#)

Incident & Problem Management

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- Instructions for submitting an incident may be found in this document: [Help Desk Tickets](#) (Appendix D)

12

Technology Lifecycle Management

Staff Laptop Lifecycle

We target staff laptop updates every three to four years. [A schedule is organized in this Google sheet](#). Every year we order extra devices to ensure replacement devices are available. Device that have completed their standard duty cycle may be reused in other areas in the district.

Technology Lifecycle Management

Staff Laptop Lifecycle

We target staff laptop updates every three to four years. [A schedule is organized in this Google sheet](#). Staff scheduled to receive an updated laptop for the summer of 2021 is included in Appendix E. Every year we order extra devices to ensure replacement devices are available. Devices that have completed their standard duty cycle may be reused in other areas in the district.

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Staff Desktop & Presentation Station Lifecycle

A presentation station is the technology used by a teacher to share information during class. This typically includes a computer, projector or display screen, and other peripherals such as a document camera.

Office desktop and classroom presentation stations computers should be updated every four to five years. This sheet describes the desktop and classroom presentation stations in our buildings.

Display screens and projectors should be replaced every five to seven years.

Student Device Lifecycle

Staff Desktop & Presentation Station Lifecycle

A presentation station is the technology used by a teacher to share information during class. This typically includes a computer, projector or display screen, and other peripherals such as a document camera.

- Office desktop and classroom presentation stations computers should be updated every four to five years. This sheet describes the desktop and classroom presentation stations in our buildings.
- Display screens and projectors should be replaced every five to seven years.

Student Device Lifecycle

Devices are assigned to each student. [This google sheet describes the rotation cycle for devices in the district.](#) Students are assigned a device in grade K, 3, 6, and 9.

Switch and Virtual Environment Lifecycle

This [google sheet describes the rotation cycle for switches and virtualization equipment.](#) The plan is to refresh a portion of the school network every summer and utilize all the e-rate funding allotted to the district.

Windows Servers

Our windows servers are running Windows Server 2016. The extended end date for this version of Windows Server is January 12, 2027. Based on the Microsoft release schedule, we

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		should plan to upgrade our servers to the latest version around 2025 or 2026.
13	<p>Change Management</p> <p>Technology is constantly changing in schools. We need controls to ensure changes are planned to minimally affect end users. Changes should also be well communicated to stakeholders through the technology updates document.</p> <p>Server Updates</p> <p>Maintaining servers requires periodic updates and scheduled downtime. When possible, updates should be scheduled after Friday after 5:30pm or on weekends. Emergency maintenance may be necessary. Any server updates which require downtime needs to be scheduled with staff to minimize negative effects. When possible, schedule server restarts during off hours.</p> <p>Allowed Google Apps</p> <p>Students are only allowed to install Google apps which have been pre-approved for student use. Staff and students may request apps to be installed by opening a help desk ticket. Application which require students to create accounts or submit information are subject to the student privacy review before approval.</p>	<p>Change Management</p> <p>Technology is constantly changing in schools. We need controls to ensure changes are planned to minimally affect end users. Changes should also be well communicated to stakeholders through the Manawa Tech Info google classroom or district-wide emails.</p> <p>Server Updates</p> <p>Maintaining servers requires periodic updates and scheduled downtime. When possible, updates should be scheduled after Friday after 5:30pm or on weekends. Emergency maintenance may be necessary. Any server updates which require downtime needs to be scheduled with staff to minimize negative effects. When possible, server restarts are scheduled during off hours.</p> <p>Allowed Google Apps</p> <p>Students are only allowed to install Google apps which have been pre-approved for student use. Staff and students may request apps to be installed by opening a help desk ticket. Applications which require students to create accounts or submit information are subject to the student privacy review before approval.</p> <p>Allow or Block Website</p> <p>Our network security infrastructure includes a firewall and web filter. These systems prevent</p>





	<p>Allow or Block Website</p> <p>Our network security infrastructure includes a firewall and web filter. These systems prevent students from accessing websites considered inappropriate or dangerous. Sometimes educational content are incorrectly block. Also, content which should be blocked is allowed. Staff and students are encouraged to contact the director of technology to suggest any website to block or unblock.</p>	<p>students from accessing websites considered inappropriate or dangerous. Sometimes educational content is incorrectly blocked. Also, content which should be blocked is allowed. Staff and students are encouraged to contact the director of technology to suggest any website to block or unblock.</p>
14	<p>Anti-Virus Protection</p> <p>The SDM uses the Microsoft antivirus packages on Windows 7 and Windows 10.</p> <p>Windows 7: Security Essentials Windows 10: Windows Defender</p>	<p>Anti-Virus Protection</p> <p>The SDM uses the Microsoft antivirus packages on Windows 10.</p> <p>Windows 10: Windows Defender</p>
15	<p>Administrative Computing</p> <p>Goals</p> <ul style="list-style-type: none"> • Use district website to better share information with staff and families. • Further automate student account creation where possible based on Skyward data. 	<p>Administrative Computing</p> <p>School Website</p> <p>The district website was updated during the 2017-18 school year. This website is an important tool to share information with staff, students, and the greater community.</p>



Strategy

School Website

The district has entered into an agreement with CMS4Schools to design a custom design ManawaSchools.org. Our plan is to complete the website late October or early November.

Account Automation

Many of our systems allow for student and staff accounts to be automatically created. We will better leverage student data from Skyward to automate where possible.

Account Automation

Students' accounts are automatically created or suspended based on their status in Skyward. This limits the risk of former students abusing Google accounts after leaving the district.

Student Devices

- 6th Grade Chromebooks: 4-5 year replacement cycle. We should stagger the replacement of these devices to spread the cost over multiple years.
- 9th-12th Grade Chromebooks: Student will receive new devices in their 9th grade and use them through their senior year.
- Elementary Carts: 4-5 year replacement cycle. Like the 6th grade chromebooks we should aim to stagger the replacement cost over multiple years.
- Computer Labs:
 - Engineering lab: This lab has been configured to

Student Devices

- The district needs to purchase about 240 devices annually to support the district-wide 1-to-1 Chromebook program.
- Computer Labs:
 - Engineering lab: This lab has been configured to allow for upgrades. So, we should be able to use the equipment for 5-7 years. Due to the cost we may need to stagger device replacement.
 - Mac Lab: These devices need to be on a 6-7 year replacement cycle. Due to the cost we may need to stagger device replacement.

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	<p>allow for upgrades. So, we should be able to use the equipment for 7-8 years. Due to the cost we may need to stagger device replacement.</p> <ul style="list-style-type: none"> ○ Mac Lab: These devices need to be on a 6-7 year replacement cycle. 2 of the devices cannot be updated and are due to be replaced. 	
N/A		Throughout Document: Included external document references as appendices.

OCR Compliance

The SDM Technology Plan will be posted to the School District of Manawa website following Board of Education approval of substantive language changes as presented. The Manawa Board of Education will be notified of the date that this plan is converted to a version considered compatible for use by individuals with visual impairments or limited vision as per the Office of Civil Rights requirements and posted to the School District of Manawa website. This OCR compatible conversion may impact the appearance of the document (i.e. change in fonts, font sizes, paging in the table of contents, etc.) resulting in technical changes but no substantive changes will be made. Should a substantive change be required, the plan will be brought back to the Board of Education for approval.

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School District of Manawa

Technology Plan



SDM Technology Plan

Approved by the School District of Manawa
Board of Education _____, __, 2021

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Successful Technology Plan

What is a Technology Plan

At its most basic level, a technology plan is a high-level strategy that details where your organization is now and where it wants to go in the future with respect to technology and infrastructure. Some plans concentrate on the acquisition of hardware or the development of network infrastructure. This plan includes how classroom technology is used to enhance learning.

These are important components of an effective plan. Barnet (2001) has clearly and succinctly defined 10 essential elements of a successful technology plan.

- Create a vision
- Involve all stakeholders
- Gather data
- Review the research
- Integrate technology into the curriculum
- Commit to professional development
- Ensure a sound infrastructure
- Allocate appropriate funding and budget
- Plan for ongoing assessment and monitoring
- Prepare for tomorrow

Why is a Technology Plan Important

Having a technology plan helps you prioritize and allocate your resources appropriately in order to achieve your goals on time and within budget. It provides transparency with respect to the goals and, by extension, creates greater buy-in from leadership and staff. (Stockert 2017)

Note: This handbook includes several links to other resources. It is recommended that this document is read electronically instead of printed.

Technology Needs Assessment

Technology Infrastructure Lifecycle

This included a long-term plan for replacement of essential infrastructure equipment. This plan should estimate the cost and suggest a potential source for funding.

- Storage devices
- UPS equipment
- Security cameras

Expanded Disaster Recovery Plan

Plan for and implement improvements to our disaster recovery process to limit risk to malware attacks including phishing and ransomware.

Desktop Office and Presentation Station Lifecycle

Desktop computers in all offices and classrooms need a documented life cycle. This will be similar to the staff laptop and student chromebook lifecycles.

Technology Professional Development Plan

Work with the technology committee to build a formal technology professional development plan.

Technology Goals

Task	Description	Target Date
Technology PD Planning	Continue to develop technology PD plan	End of SY 2021-22
Improve Disaster Recovery Plan	Improve DR plan to address ransomware threats.	End of SY 2021-22
District-wide adoption of ISTE framework	SDM implementation of ISTE standards.	End of SY 2021-22

Teaching, Learning, and Technology Integration

TLTI is the plan to support the effective use of technology in the classroom. Technology should allow students to learn more efficiently or in ways not otherwise possible. TLTI is about supporting teachers as they integrate technology into instruction.

Chromebook 1-to-1 Program

Technology is a key component of the modern school environment. The School District of Manawa provides each student with a Chromebook device for school use. The following documents describe the SDM Chromebook program in greater depth.

- [SDM Chromebook Program: Program Handbook](#) (See Separate Handbook)
- [Chromebook Rotation](#))
- [Technology Acceptable Use and Safety Form](#) (See Appendix A)
- [Software Security, Privacy, and Safety Rubric](#) (See Appendix B)

Professional Development

A successful professional development program prepares teachers (and, in turn, students) to use technology effectively in their classroom.

Planning and Implementing Professional Development

- [Standards for Professional Learning, Learning Forward](#)
- [ISTE Standards for Teachers, International Society for Technology in Education](#)
- [Triple E Framework, Liz Kolb](#)

Student Data Privacy

School districts are trusted with a tremendous amount of sensitive student data. As good stewards of this data the SDM established a process for reviewing third-party software applications to ensure data is used only for educational purposes.

This [Software Security, Privacy, and Safety Rubric](#) (Appendix B) grades the software across seven key metrics. Reviewed online services are described in the [SDM Online Reviewed Services](#) (Appendix C) document. Any software product must be reviewed before student accounts are created or student data is shared.

Digital Learning Tools & Resources

Digital learning tools and resources include hardware, software, peripheral devices, and other tools used to create or support learning activities.

Software Basic Load

The basic load is the default software available on teacher devices.

Software	Notes	License Cost
Microsoft Windows 10 Professional	License typically included with new hardware. Windows 7 is phased out during the 2019-20 school year.	N/A Or \$110.00
Google Chrome	Web browser	N/A
Mozilla Firefox	Web browser	N/A
Google Drive File Stream	Cloud file software	N/A
Adobe Acrobat Reader	PDF viewing software	N/A
Promethean	Teachers with Promethean boards only Includes the latest version of Active Driver and Active Inspire. Licenses included with Promethean hardware.	N/A
Sharp Pen	Teachers with Sharp Aquos boards only Includes the latest version of active pen software. License included with device.	N/A
HoverCam Flex	Teachers with HoverCam document cameras only Latest version of HoverCam software.	N/A
IPEVO Presenter	Teachers with IPEVO document Cameras only Latest version of IPEVO presenter software.	N/A
Microsoft Office	Secondary Math Teachers Only Office productivity software for Math teachers. Needed for equation notation features.	\$60.00

Specialized Software

Art Macintosh Lab Software

Software	Notes	License Cost
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Adobe Photoshop Elements	Installed on all lab computers.	\$72.00

Secondary Special Education Software

Software	Notes	License Cost
Bookshare	Online repository of accessible content. Only available to students with print disabilities. Available on Chrome OS and Windows.	N/A
Read2Go	iOS iPad application which integrates with Bookshare.	\$20.00

Software Subscriptions

This is a list of software subscriptions available to staff & students.

Product	Description
Kami	Allows students to edit PDF files as part of assignments.
Pear Deck	Allows teachers to host interactive slideshow sessions with students.
Typing Tastic	Interactive typing lesson targeted to elementary students.
Edpuzzle	Innovative service allows teachers to wrap lessons around YouTube videos. Tracks if students watch video and prompts them for questions during video.
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Buncee	Online content creation tool for teacher or student. Allows them to create interactive presentations
Other subscriptions may be available through the media center using library funds.	

Selecting and Evaluating Hardware, Software, and Devices

Teachers should have a voice in choosing their available tools. A selection committee will be able to provide valuable information about how software features will impact classrooms. An evaluation rubric customized to the specification of the committee should guide the selection process. Large purchases over \$10,000 require a request for proposal (RFP) as part of the purchase process.

Any software used by students shall also meet district standards regarding student data privacy.

Teaching & Learning Support

Staff Communication

Starting in SY2019-20, the technology information is posted to the [Manawa Tech Info](#) Google classroom. All staff technology documentation is organized on this site. News and announcements will be shared to this page.

Incident & Problem Management

When a device or service does not work properly the end user contacts the help desk for assistance in resolving the issue. This issue is referred to as an **incident** and is tracked as a help desk ticket. A collection of related incidents is called a **problem**. The technology director shall document problems, determine the scope in the schools, create and implement a plan to fix with the least amount of disruption.

- Instructions for submitting an incident may be found in this document: [Help Desk Tickets](#) (Appendix D)

Technology Lifecycle Management

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- Office desktop and classroom presentation stations computers should be updated every four to five years. This sheet describes the desktop and classroom presentation stations in our buildings.
- Display screens and projectors should be replaced every five to seven years.

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Devices are assigned to each student. [This google sheet describes the rotation cycle for devices in the district](#). Students are assigned a device in grade K, 3, 6, and 9.

Switch and Virtual Environment Lifecycle

This [google sheet describes the rotation cycle for switches and virtualization equipment](#). The plan is to refresh a portion of the school network every summer and utilize all the e-rate funding allotted to the district.

Windows Servers

Our windows servers are running Windows Server 2016. The extended end date for this version of Windows Server is January 12, 2027. Based on the Microsoft release schedule, we should plan to upgrade our servers to the latest version around 2025 or 2026.

Change Management

Technology is constantly changing in schools. We need controls to ensure changes are planned to minimally affect end users. Changes should also be well communicated to stakeholders through the **Manawa Tech Info** google classroom or district-wide emails.

Server Updates

Maintaining servers requires periodic updates and scheduled downtime. When possible, updates should be scheduled after Friday after 5:30pm or on weekends. Emergency maintenance may be necessary. Any server updates which require downtime needs to be scheduled with staff to minimize negative effects. When possible, server restarts are scheduled during off hours.

Allowed Google Apps

Students are only allowed to install Google apps which have been pre-approved for student use. Staff and students may request apps to be installed by opening a help desk ticket. Applications which require students to create accounts or submit information are subject to the student privacy review before approval.

Allow or Block Website

Our network security infrastructure includes a firewall and web filter. These systems prevent students from accessing websites considered inappropriate or dangerous. Sometimes educational content is incorrectly blocked. Also, content which should be blocked is allowed. Staff and students are encouraged to contact the director of technology to suggest any website to block or unblock.

Network Operations

Goals

We have three main goals for network operations. First we need to improve our disaster recovery strategy. Second, key hardware and software systems need a maintenance plan. Finally, our network infrastructure needs to be thoroughly documented.

Strategy

Documentation

Detailed documentation of the network infrastructure is of critical importance. We will need several weeks to explore and document the existing systems. CESA has been invaluable in getting us started. Passwords are secured using a password management tool. CESA has access to this password management tool to ensure essential information is preserved.

Anti-Virus Protection

The SDM uses the Microsoft antivirus packages on Windows 10.

Windows 10: [Windows Defender](#)

Disaster Recovery

During the summer of 2017 we installed a new robust SAN appliance at the High School. This will greatly improve our redundancy. We also installed a NAS device in the Elementary School. The combination of these two devices will allow us to backup important systems at both sites.

Technology Replacement

Network switches require a scheduled replacement plan. Staff laptops are on a 3-4 year replacement cycle.

Administrative Computing

School Website

The district website was updated during the 2017-18 school year. This website is an important tool to share information with staff, students, and the greater community.

Account Automation

Students' accounts are automatically created or suspended based on their status in Skyward. This limits the risk of former students abusing Google accounts after leaving the district.

Planning & Budgeting

Staff Devices

- Teacher Laptops: 3-4 year replacement cycle
- Office Staff Desktops: 4 year replacement cycle

Student Devices

- The district needs to purchase about 240 devices annually to support the district-wide 1-to-1 Chromebook program.
- Computer Labs:
 - Engineering lab: This lab has been configured to allow for upgrades. So, we should be able to use the equipment for 5-7 years. Due to the cost we may need to stagger device replacement.
 - Mac Lab: These devices need to be on a 6-7 year replacement cycle. Due to the cost we may need to stagger device replacement.

Infrastructure

- Switches: Every switch and server needs to have a replacement cycle.
- Server Operating Systems: Key servers have been upgraded to Windows server 2016.
- WiFi Access Points: Access points will be upgraded during the 2020-21 and 2021-22 school years.
- Where possible we need to stagger expensive costs across multiple years.

References

Barnett, H. (2001). Successful K-12 technology planning: Ten essential elements. (ERIC Digest). Syracuse, NY: ERIC Clearinghouse on Information and Technology. (ERIC No. ED457858)

Stockert, Tim (2017). "How to Create a Technology Plan (Yes, You Need One)." Interpretation, 9 June 2017, www.coablog.org/home/2017/6/9/how-to-create-a-technology-plan.

Appendix A: Technology Acceptable Use and Safety Form

[Electronic Version of Document](#)

Technology Acceptable Use and Safety Form

Student Form



General

- I understand technology is a tool to help me learn.
- I understand there is no expectation of privacy while on school property or using school-owned devices.
- Teachers and staff are here to help me learn with technology. I will ask for help from the library staff, technology staff, and teachers.

Student
Initial: _____

Communication

- I will be respectful to staff and students while online. This includes email, social media, Google Classroom, or any other digital messaging platform.
- I will communicate with others when it is appropriate and not a distraction in class.
- I understand cyberbullying, flaming and inflammatory language is not acceptable.

Student
Initial: _____

Digital Health & Security

- Sitting in uncomfortable positions for long times can be unhealthy. I will try to take care of myself while using technology.
- The Internet, including games and social media, has shown to be addictive. I will try to take care of myself while using technology.
- Criminals may attempt to get passwords or other information using "Phishing" email attacks. I will treat suspicious emails with caution.

Student
Initial: _____

Technology Acceptable Use and Safety Form

Student Form



Digital Law

- I understand downloading copyrighted music or software is illegal and is not acceptable.
- Using online resources without citing sources is illegal. I will cite pictures and other content found online. (See any teacher for more info.)
- Trying to bypass GoGuardian, firewalls, or web filters is dangerous and illegal. I will not attempt to get around these protections.
- I understand sending nude or semi-nude photos is not acceptable and illegal.
- I will inform an adult if I learn something illegal has occurred.

Student
Initial: _____

Mobile Phones (Wireless Communication Devices)

- I understand phones are allowed before and after school, during lunch breaks, and between classes.
- I will only use phones during class if the teacher approves it. Otherwise, they may be a distraction and I will have the phone put away.
- I will respect other people while using phones. This includes not recording or photographing people without their permission.
- I will not take pictures where people can expect privacy such as a bathroom or locker room.

Student
Initial: _____

Technology Acceptable Use and Safety Form

Student Form



Chromebooks

- I understand my assigned Chromebook is the property of the School District of Manawa.
- I will only log in to my Chromebook using my @manawaschools.org accounts. I will never share passwords with other students.
- I will be prepared to use technology every day. This includes bringing my Chromebook fully charged to the school. I will have earbuds or headphones. My charger will be available if needed.
- Games, music, and videos are acceptable if my teacher approves it. Otherwise, they are distractions and I will avoid using them in class.
- I will be gentle with my Chromebook. This means I will carry it with both hands by the base of the device. I will not carry Chromebooks by the screen.
- I will not purposefully damage my Chromebook. This includes gouging, removing labels, prying keys off, or otherwise defacing the device.
- I understand Chromebook screens can easily break while stored in my backpack. I will not place heavy objects on the device.
- I will avoid having food and drinks near the Chromebooks.
- I will be careful storing my Chromebook near pets.

Student
Initial: _____

Social Media

- I understand that my activities on social media, inside and outside of school, affect my digital footprint. Activities posted online may lead to disciplinary actions in school.
- I will not share photos of other staff or students on social media without their permission.

Student
Initial: _____

Technology Acceptable Use and Safety Form

Student Form



Chromebook Repair Charges

I will have my Chromebook repaired as soon as I realize it is damaged. Chromebooks are repaired by taking them to the library. Repair charges are described below and are subject to change.

Student
Initial: _____

Damage	Cost
Total Replacement	\$200
Screen	\$30
Keyboard / Touchpad, Power Cord, Screen Bezel, Top or Bottom Case	\$25

Consequences

I am expected to abide by these rules and the student code of conduct described in the student/parent handbook. Failure to follow these rules may result in reduced access to technology.

Student
Initial: _____

Signatures

Student Name: _____	Class of: _____
Student Signature: _____	Date: _____

Sources

- "Center for Internet Addiction - Education and Treatment." NetAddiction, netaddiction.com/.
- Ribble, Mike. Digital Citizenship in Schools. International Society for Technology in Education / ISTE, 2011.

Appendix B: Software Security, Privacy, and Safety Rubric

[Electronic Version of Document](#)

SDM Online Educational Services

Security, Privacy, & Safety Rubric



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Revision History

Date	Change	By
2018-02-19	Submitted initial version for board review.	Bryant Cobarrubias
2019-09-24	Moved review worksheet to front of document.	Bryant Cobarrubias
2020-09-30	Fixed typos	Bryant Cobarrubias

SDM Online Educational Services

Security, Privacy, & Safety Rubric



Online Education Service Review Worksheet

Vendor Name	
Service/Application	
Website	
Link to Privacy Policy	
Requestor	
Educational Purpose	

Scoring Rubric

A score of two or lower in any metric results in the service or application as being unacceptable for use in schools. Any score of three requires analysis to ensure the risk is acceptable. Please include notes for any metric of a score of three or lower.

	Metric	Score	Note
R1	Data Security		
R2	Gathering and Use of Personally-Identifiable Information (PII)		
R3	Privacy Policy Availability and Disclosure		
R4	Data Rights		
R5	COPPA - Under 13 Only		
R6	Social Features		
R7	Ads – Children’s Internet Protection Act Compliance		

SDM Online Educational Services

Security, Privacy, & Safety Rubric



Review Result

- Service or application is approved for all students.
- Service or application is approved with the following restrictions.
 - Only students 13 or older and grade 9 or above may use service.
 - Written permission must be obtained from parent/guardian before using service.
- Service or application is unacceptable for use in schools.

Signature Block

Principal, Curriculum Director, or District
Administrator

Technology Director

Name: _____

Name: _____

Signature: _____

Signature: _____

Date: _____

Date: _____

SDM Online Educational Services

Security, Privacy, & Safety Rubric



About the Rubric

This document serves as a guide for evaluating the risk associated with sharing student data with an online educational services. This document has been adopted from the School District of Philadelphia process for reviewing online educational services.

Process

Teachers should initiate this process to submit an online service for review. Any online service or website must be reviewed before allowing students to create accounts. A review is also required if Personally-Identifiable Information is made available to the online service. (See below for more information about personally-identifiable information.)

1	<p>Submit help desk ticket to request online service to be reviewed. Include the following information:</p> <ul style="list-style-type: none">• Website address• Target audience• Educational purpose• Cost of online service and source of funding
2	<p>The technology director will forward the request to affected building principal(s) and curriculum director. These leaders will ensure the online service provides appropriate educational value.</p> <p>The review will only continue if online service meets the educational standards of the principal(s) and curriculum director.</p>
3	<p>Technology director will apply this rubric to evaluate the security, privacy, and safety of the online service. This will begin with a review the service terms of use and privacy policy. The vendor may need to provide additional information to clarify service features or make updates to their privacy policy to meet our standards.</p>
4	<p>The online service will be assigned a status of Green, Yellow, or Red.</p> <p>Green: Online service is allowed for all students without any restrictions or warning.</p> <p>Yellow: Online service is allowed for some students or with specific restrictions.</p> <p>Red: Online service fails to meet our security, privacy, or safety standards. Students are not permitted to use this website.</p>

SDM Online Educational Services

Security, Privacy, & Safety Rubric



Scoring

Any element with a score below three is unacceptable for school use. Elements with a score of three should be reviewed to ensure risks are properly managed.

Points	Security	Privacy	Safety
5	Exceeds basic requirements for use in schools.	Exceeds basic requirements for use in schools.	Exceeds basic requirements for use in schools.
4	N/A – it is not possible to score 4	Meets requirements	Meets requirements
3	Meets the basic requirements for use in schools.	Meets the basic requirements for use with caution in schools.	Meets the basic requirements for use with caution in schools.
2	N/A – it is not possible to score 2	Unacceptable for use in schools.	Unacceptable for use in schools.
1	Unacceptable for use in schools.	Unacceptable for use in schools.	Unacceptable for use in schools.

SDM Online Educational Services

Security, Privacy, & Safety Rubric



Types of Student Data

Personally-Identifiable Information (PII)

PII includes information is information that can be used on its own or with other information to identify, contact, or locate a single person, or to identify an individual in context. Personally-identifiable information is defined by district policy to include, but is not limited to:

- Student's name
- Name of student's parents or other family members including mother's maiden name
- Address of student or student's family
- Any identifier such as a social security number, student number, or other indirect identifiers
- Biometric records
- Student's birthdate, age, location of birth
- Gender
- Other information that, alone or in combination, is linked or linkable to a specific student

Directory Information

Directory data may be released to third parties. The school board designates student directory information to include:

- Student's name
- Photograph
- Participation in officially-recognized activities and sports
- Height and/or weight, if a member of an athletic team
- Date of graduation
- Degrees and awards received

Email Address

Student email address may be shared with service provider provided it is never shared or sold to third-parties. Email address may only be used to facilitate account creation and authentication.

District Policy

You will find the specific board policy regarding student records on our district policy website under [8330 - Student Records](#).

SDM Online Educational Services

Security, Privacy, & Safety Rubric



R1 - Data Security

Security Score

The "Data Security" section refers to the gathering, collection, storing and distribution of ALL data entered by the user and generated by the website, computer application or online service including Personally Identifiable Information (PII), session data, scores, points or any other information generated and/or collected by using the website, computer application or online service. If PII is NOT encrypted, the website, computer application or online service is unacceptable and cannot be used in schools.

Scoring Rubric

Score	Description
5 - Exceeds requirements	Data gathered, collected, stored, and distributed in a secure manner Uses SSL throughout. OR All data is encrypted in transit
4	<i>N/A - Not possible to score a 4 in this metric.</i>
3	The data is mostly gathered, stored, and distributed in a secure manner Some data (but NOT Personally Identifiable Information) is being sent unencrypted
2	<i>N/A - Not possible to score a 2 in this metric.</i>
1 - Unacceptable	Data gathering, storage, or distribution is insecure or not encrypted in transit. Automatically "Unacceptable for use in schools."

SDM Online Educational Services

Security, Privacy, & Safety Rubric



R2 - Gathering and Use of Personally-Identifiable Information (PII)

Privacy Score

This section scores whether or not a website, computer application or online service is collecting personal student information and if it is displayed publicly. See the section titled Types of Student Data above or the district policy [8330 - Student Records](#) for more information regarding publicly-identifiable information and directory data.

It is acceptable for a website, computer application or online service to require or ask for directory information as long as it is NOT sold or shared with third parties, used for non educational purposes or is displayed publicly with an option to disable.

It is NEVER acceptable for a website, computer application or online service to require or collect any information beyond directory information including a student's education record. A website, computer application or online service requiring this information is unacceptable and cannot be used in schools. a website, computer application or online service that sells or shares student information with anyone other than the District (third party) is unacceptable and cannot be used in schools.

SDM Online Educational Services

Security, Privacy, & Safety Rubric



Scoring Rubric

Score	Description
<p>5 - Exceeds requirements</p>	<p>Does not collect personal student information beyond directory information or email address.</p> <ul style="list-style-type: none"> ● ALL Directory Information collected cannot be displayed publicly and is not sold or shared and is only used for educational purposes. ● Email addresses cannot be displayed publicly and are not sold or shared and are only used for educational purposes.
<p>4</p>	<p><i>N/A - Not possible to score a 4 in this metric.</i></p>
<p>3</p>	<p>Does not collect personal student information beyond Directory Information AND Sharing settings default to private</p> <ul style="list-style-type: none"> ● Directory Information can be displayed publicly ● Email addresses cannot be displayed publicly and are not sold or shared and are only used for educational purposes. ● Information collected is used to further the K-12 purpose ● Information collected is not sold or shared to third parties ● Users can opt-in to share Directory Information with third parties
<p>2</p>	<p><i>N/A - Not possible to score a 2 in this metric.</i></p>
<p>1 - Unacceptable</p>	<p>Collects PII and does any one of the following:</p> <ul style="list-style-type: none"> ● Requires to input personal student information beyond directory info (Education Record) as defined by FERPA. (Email address is acceptable to enable authentication.) ● Displays Directory information publicly; no option to disable ● Email addresses are displayed publicly or shared/sold for non-educational purposes. ● Sells or shares student info to third parties (including plug-ins) via cookies, web beacons, or other method ● Uses student info in ways unrelated to contracted service. <p>Automatically "Unacceptable for use in schools!"</p>



R3 - Privacy Policy Availability and Disclosure

Privacy Score

A website, computer application or online service's Privacy Policy must be easily available and easy to read. If you CANNOT find a website, computer application or online service's privacy policy, the website, computer application or online service is unacceptable and cannot be used in schools. The policy must also state what information is collected, why it is collected and how it is shared.

Scoring Rubric

Score	Description
<p>5 - Exceeds requirements</p>	<p>The privacy policy is available in plain English and is easy to find.</p> <p>Apps: Privacy policy is available on app store page or easily found on the developer's website</p> <p>For websites, the privacy policy is available before login and is found in the site's header or footer.</p> <p>In the policy, the developer discloses in plain English what information is collected, why it's collected, and if and how it's shared.</p> <p>The disclosure is up front in the privacy policy and easy to find.</p>
<p>4</p>	<p>The developer discloses what information is collected from users, why it is collected, and if and how it's shared.</p> <p>Disclosure not easy to find or understand.</p>
<p>3</p>	<p>One of the following applies:</p> <ul style="list-style-type: none"> ● The privacy policy is easy to find but difficult to read ● The privacy policy for an app lives on the developer website and is unclear as to where it applies (website where policy is found or the app, itself). ● The developer discloses some, but not all, of the following: <ul style="list-style-type: none"> ○ Information collected ○ Why it's collected ○ How that information is shared

SDM Online Educational Services

Security, Privacy, & Safety Rubric



2	<p>One of the following applies:</p> <ul style="list-style-type: none">• The privacy policy is difficult to find or is only available after login.• Privacy policy contains nested policy links or references. (Users must drill down and/or go to additional sites.)• The developer provides no explanation about the information collected from users or how that information is used. <p>Automatically "Unacceptable for use in schools."</p>
1 - Unacceptable	<p>No privacy policy is available.</p> <p>Policies are NOT Linked on Apps page or prominently linked in header or footer of developer's homepage or app's specific page within developer's site.</p> <p>For Web content Prominently linked in header or footer of site's homepage.</p> <p>Automatically "Unacceptable for use in schools."</p>

SDM Online Educational Services

Security, Privacy, & Safety Rubric



R4 - Data Rights

Privacy Score

This score is based on the ability for users to cancel accounts and have data deleted. It is important that student accounts can be deleted when they are no longer used by the student and the school or if requested by a parent.

If accounts and account data CANNOT be deleted, the website, computer application or online service is unacceptable and cannot be used in schools. After a website, computer application or online service is deleted, it is only acceptable that information be kept for legal and product development purposes.

Scoring Rubric

Score	Description
5 - Exceeds requirements	Users can cancel their accounts and all data will be deleted Users can keep the rights to data
4	Users can cancel their accounts and all data can be deleted Users do not have the option to keep their account data.
3	Users can cancel their accounts yet the app will retain usage information Information is kept for legal or product development purposes.
2	N/A - Not possible to score a 2 in this metric.
1 - Unacceptable	No option to delete accounts or data Developer gives users no right to their account data. Automatically "Unacceptable for use in schools."

SDM Online Educational Services

Security, Privacy, & Safety Rubric



R5 - COPPA - Under 13 Only

Safety Score

A product is not COPPA compliant if you cannot find a privacy policy, teachers and parents do not have access to the student's information in the product for review or deletion and students under 13 do NOT need parental permission to use the services. If any of these are true, the website, computer application or online service is unacceptable and cannot be used in schools.

Scoring Rubric

Score	Description
5 - Exceeds requirements	Product is COPPA compliant if: <ul style="list-style-type: none">• Privacy policy is available• Teacher or Parent can access their child's personal information for review or deletion• Parent must grant permission for students under 13
4	<i>N/A - Not possible to score a 4 in this metric.</i>
3	<i>N/A - Not possible to score a 3 in this metric.</i>
2	<i>N/A - Not possible to score a 2 in this metric.</i>
1 - Unacceptable	Product is not COPPA compliant if: <ul style="list-style-type: none">• No stated privacy policy• Teacher or Parent cannot access their child's personal information for review or deletion• Does NOT require Teacher or Parent permission for students under 13 Automatically "Unacceptable for use in schools."

SDM Online Educational Services

Security, Privacy, & Safety Rubric



R6 - Social Features

Safety Score

This scores the safety of social features on a website, computer application or online service.

For **students under 13**, social features must be moderated* and not allow students to communicate with adults or strangers and cannot require or suggest students share any personal information. If any of these are allowed, the website, computer application or online service is unacceptable and cannot be used in schools.

For **students over the age of 13**, the social features of a website, computer application or online service must be able to be able to be **monitored and not require sharing of Directory Information. If the website, computer application or online service is not able to be monitored and requires the sharing of Directory Information, it is unacceptable and cannot be used in schools.

*A moderated chat room or social feature is one where the administrator or the organization providing the chat room approves or rejects messages before they are made public. This can be done manually or automated using software that scans messages for keywords and phrases that are deemed inappropriate or harassing. Moderated chat may also be logged for future review.

**A monitored chat room or social feature is one where a teacher, parent, administrator or other party is able to see messages that are sent and received between users and intervene when necessary. Monitored chat may also be logged for future review.



Scoring Rubric

Score	Description
<p>5 - Exceeds requirements</p>	<p>Social Features Age Appropriate</p> <p>Ages 13 and up - Actively monitored. Rapid response to abuse reports. No need to reveal PII. Contract vendors log student - teacher interactions and allows audit.</p> <p>Under 13 - Social features are designed with kids in mind. Actively moderated chat. Parents or teachers determine what users kids can connect with. Logged interactions and allows audit.</p>
<p>4</p>	<p>Social features are mostly safe but and has two of the following</p> <p>Ages 13 and up (two of the following):</p> <ul style="list-style-type: none"> ● Actively monitored ● Teens can flag abuse with reasonable response. ● Contract vendors log student - teacher interactions or allow audit. <p>Under 13 (two of the following):</p> <ul style="list-style-type: none"> ● Actively monitored ● Parents or teachers can monitor interactions. ● Contract vendors log interactions or allow audit.
<p>3</p>	<p>Social features fall short but provides at least one of the following</p> <p>Ages 13 and up (one of the following):</p> <ul style="list-style-type: none"> ● Actively monitored ● Teens can flag abuse with reasonable response. ● Contract vendors log student - teacher interactions or allow audit. <p>Under 13 (one of the following):</p> <ul style="list-style-type: none"> ● Actively monitored ● Parents or teachers can monitor interactions. ● Contract vendors log interactions or allow audit.
<p>2</p>	<p>Social features are unsafe for target age</p> <p>Ages 13 and up</p> <ul style="list-style-type: none"> ● Public chat is not actively monitored and interactions are not

SDM Online Educational Services

Security, Privacy, & Safety Rubric



	<p>logged</p> <p>Under 13 (all three of the following)</p> <ul style="list-style-type: none">• Moderated, but not thoroughly or actively. (Inappropriate comments stay up for days before they're removed.)• Parents or teachers can't determine what users kids can connect with.• Parents or teachers can't monitor all social activity. <p>Automatically "Unacceptable for use in schools."</p>
1 - Unacceptable	<p>Social features are unsafe for target age</p> <p>Ages 13 and up</p> <ul style="list-style-type: none">• Public chat CANNOT be monitored <p>Under 13 (any one of the following):</p> <ul style="list-style-type: none">• Public chat with users of all ages -- kids can chat with strangers, including adults and reveal personally sensitive information• Unmoderated chat <p>Automatically "Unacceptable for use in schools."</p>

SDM Online Educational Services

Security, Privacy, & Safety Rubric



R7 - Ads – Children's Internet Protection Act Compliance

Safety Score

This score is based on CIPA compliance and the ads that are shown on the website, computer application or online service. A website, computer application or online service with NO ADS can receive the highest score, but websites, computer applications or online services with clearly identified ads can receive a high score as well. Websites, computer applications or online services with Ads that are inappropriate or target using student directory information or online activity are unacceptable and cannot be used in schools.

SDM Online Educational Services

Security, Privacy, & Safety Rubric



Scoring Rubric

Score	Description
5 - Exceeds requirements	Does not display ads
4	Ads are clearly identifiable as ads They are used sparingly, and are appropriate for education market and age of the audience
3	Ads do not appear to be targeted and do not display adult content However, ads are prevalent and could be distracting for learners (easy to click on or tap and take kids out of the learning content).
2	Ads do not appear to be targeted but are prevalent and distracting Content of ads isn't alcohol-related, violent, or sexual, but is clearly for adults (adult TV shows, products only adults would use).
1 - Unacceptable	Ads are obviously inappropriate (alcohol, violent or sexual content) and are misleading -- so many ads, it's difficult to determine where the learning content is. OR Product is clearly using targeted advertising based on students' personal information or online activity. Automatically "Unacceptable for use in schools."

Appendix C: SDM Online Reviewed Services

[Electronic Version of Document](#)

SDM Online Services

Reviewed Services



Overview

The services described in this document have been evaluated to ensure they meet our privacy standards for student data. This process requires us to analyze the service terms of use and privacy policy and understand how student data is captured, stored, and used.

Parking Lot

These online services are in the queue to be reviewed. Please do not use these services until they have finished the review.

Service	Sources	Notes
Khan Academy Kids iOS App	Privacy Policy	
Items listed in this google sheet	https://docs.google.com/spreadsheets/d/1xxJ8hLRYaDiS337aTHYit_gGaaewElHylGuPMpIrsNY/edit#gid=0	
Items listed in this google sheet.	https://docs.google.com/spreadsheets/d/1RfpTdUqk5w5L23JN5Yc_mO-uJk5HNjRbtOMTcLlAN6s/edit#gid=0 https://www.commonsense.org/education/to-p-picks/digital-tools-for-school-libraries-and-media-centers?utm_source=04092019%2BEdu&utm_medium=email	
Learning Farm	http://www.learningfarm.com/privacy.htm	

SDM Online Services

Reviewed Services



Green Light

These services have been reviewed and you are encouraged to use these tools for your classroom.

Service	Sources	Notes
Big Ideas Math	SDM Service Review Big Ideas Math: Privacy Policy	
Buncee	SDM Service Review Buncee Terms of Use and Privacy Policy	
Flip Grid	SDM Service Review Flipgrid Terms of Use Flipgrid Privacy Policy	
Pear Deck	SDM Service Review Pear Deck Privacy Policy	
Prodigy Math Game	SDM Service Review Prodigy Math: Privacy Policy	
Reading IQ	SDM Service Review Reading IQ Privacy Policy Reading IQ Terms	
Kahoot - Student Participate Quiz	SDM Service Review	Students are able to use the Kahoot website to participate in quizzes created by their teacher. They may not create accounts on the Kahoot website.
Jostens ReplayIt Website	Jostens SPSR	Website was blocked in the past because it allowed students to login without SSL encryption. They have since fixed that issue.
Quizizz	Quizizz SPSR	Students are approved to use

SDM Online Services

Reviewed Services



		this site to both participate and create quizzes.
Gimkit	Gimkit SPSR	Students are approved to use this site to both participate and create quizzes.
Legends of Learning	Legends of Learning SPSR	Allowed for all students with specific restrictions. Only the paid version is acceptable.
Canva	Canva SPSR	Approved for all students using the free education edition.
Kami	Kami SPSR	Approved for all students
Quizizz	Quizizz SPSR Terms of Use Privacy Policy	Approved for all students
Flipgrid	Flipgrid SPSR	Approved for all students
Everfi	Ever SPSR	Approved for all students
Blooket	Blooket SPSR	The service is acceptable for all students to join a teacher hosted session. Any student over the age of 13 may create an account on Blooket. Students under the age of 13 may not create their own accounts. (This is a restriction of Blooket terms of use.)
FlexClip	FlexClip SPSR	Service is acceptable for all students. Students should create accounts using the school district Google account to ensure COPPA compliance.
Amplify	Amplify SPSR	

SDM Online Services

Reviewed Services




SDM Online Services

Reviewed Services



Yellow Light

Students may use these services with specific limitations. Please take note of these limitations and follow these restrictions.

Service	Sources	Notes
 http://www.plt4m.com/	SDM Service Review Privacy Policy	Online service is only usable for students above the age of 13.
CS2N	SDM Service Review	Allowed for all students grade 9 and above. Students 13 or younger or grade 8 and below require parent approval. The website manages the approval process via parent email. NOTE: Carnegie Mellon Robotics Academy retains rights to any user content uploaded to their systems.

SDM Online Services

Reviewed Services



Red Light

These services have failed to meet our standards. Students are not allowed to use these online services.

Service	Sources	Notes
Kahoot - Student Login / Create Quiz	SDM Service Review	Students are able to use the Kahoot website to participate in quizzes created by their teacher. They may not create accounts on the Kahoot website.

Appendix D: Help Desk Tickets & Work Orders

[Electronic Version of Document](#)

Help Desk & Work Orders

Staff Instructions



What is Ticket Tracking?

Help desk ticket tracking leads to greater customer satisfaction and worker productivity. A well-organized help desk system streamlines operations and may help lower overall costs.

How to Open a Ticket or Work Order

You can request help by sending an email to the appropriate email address.

Information Technology (IT)

You can open a help desk ticket by sending an email to support@manawaschools.org.

Manawa Elementary Work Orders

You can open a work order by sending an email to esworkorder@manawaschools.org.

Little Wolf High School Work Orders

You can open a work order by sending an email to hsworkorder@manawaschools.org.

Ticket Received Acknowledgement

You will receive an email acknowledging your ticket has been received. The email includes a link to view the status of the ticket. You will need to create a help desk account to view ticket status.

Example "Ticket Received" Email

Ticket Received - Chromebook Screen Broken Inbox x

School District of Manawa <support@manawaschools.freshdesk.com>
to me ▾

Dear Hermonie Granger,

We would like to acknowledge that we have received your request and a ticket has been created.
A support representative will be reviewing your request and will send you a personal response.(usually within 24 hours).

To view the status of the ticket or add comments, please visit
<https://manawaschools.freshdesk.com/helpdesk/tickets/32>

Thank you for your patience.

Sincerely,
Your Friendly Neighborhood Tech Person Support Team

Help Desk & Work Orders

Staff Instructions



Ticket Closed Acknowledgement

You will receive an email letting you know the ticket has been closed. You can reopen the ticket by responding to the email.

Example "Ticket Closed" Email

Ticket Closed - Chromebook Screen Broken Inbox x

School District of Manawa <support@manawaschools.freshdesk.com>
to me ▾

Dear Hermonie Granger,

Your ticket - Chromebook Screen Broken - has been closed.

We hope that the ticket was resolved to your satisfaction. If you feel that the ticket sl

Sincerely,
Your Friendly Neighborhood Tech Person Support Team
<https://manawaschools.freshdesk.com/helpdesk/tickets/32>

Help Desk & Work Orders

Staff Instructions

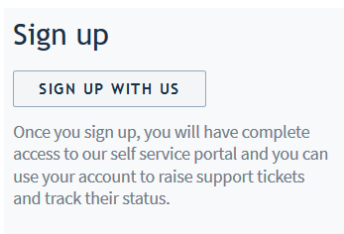
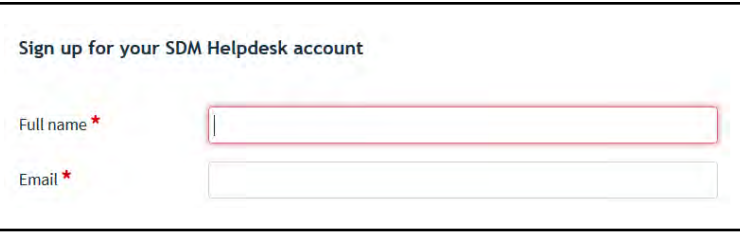
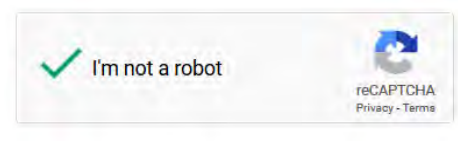
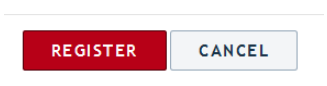
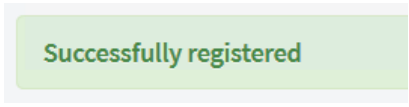


Help Desk Portal

Our help desk portal is located online here: <https://manawaschools.freshdesk.com/>. **Using the online portal is optional.** You can submit tickets via email without using the portal.

Create a Help Desk Account

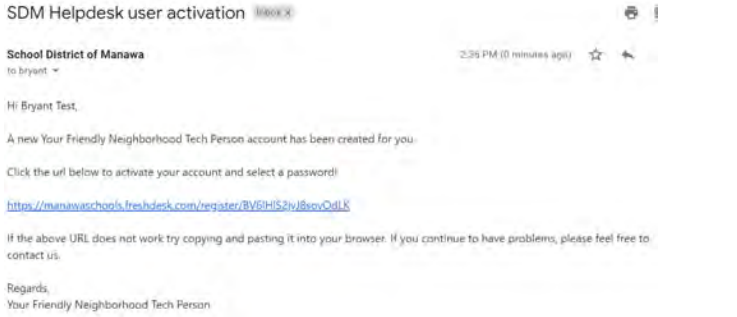
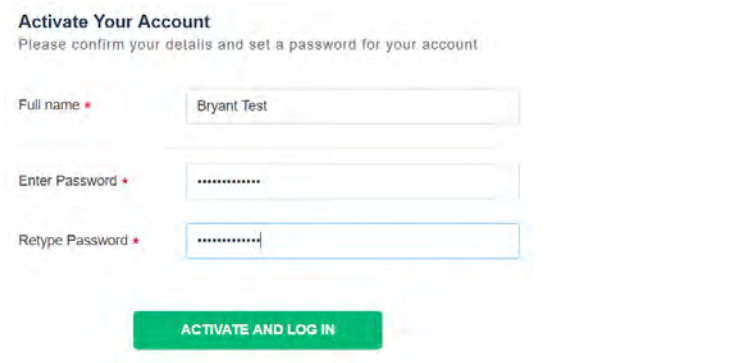
Remember, this is an optional step. You can submit help desk tickets without creating a help desk account. Creating a help desk account allows you to view ticket status.

1	Visit the help desk portal website.	https://manawaschools.freshdesk.com/support/login
2	Click the Sign Up With Us button.	
3	Enter your full name and email address .	
4	Prove you are not a robot.	
5	Click Register to continue.	
6	The site will display a message indicating you are registered.	

Help Desk & Work Orders

Staff Instructions



7	<p>Check your email to find your activation email.</p> <p>Click the link in the email to set your account password.</p>	
8	<p>Enter your full name and password.</p> <p>Click the Activate and Login button.</p>	

Appendix E: Staff Scheduled for Laptop Updates Summer 2021

Refresh Year	Building	Main User	Position
2021-22	School District of Manawa	Krueger, Jennifer	District Library Media Specialist
2021-22	Little Wolf	Eck, Mary	At-risk teacher
2021-22	Little Wolf	Trice, Beth	Special Education Teacher
2021-22	Manawa Elementary School	Bortle, Sarah	Art Teacher
2021-22	Manawa Elementary School	Wortz, Carol	Special Education Teacher
2021-22	Manawa Elementary School	Harvey, Haley	5K Teacher
2021-22	Manawa Elementary School	Johnson, Casey	Grade 1
2021-22	Manawa Elementary School	Stormoen, Becky	Grade 2
2021-22	Manawa Elementary School	Rosin, Jennifer	Grade 1
2021-22	Manawa Elementary School	Romberg, Ann	Speech Therapist
2021-22	Manawa Elementary School	Field, Kathy	Grade 2
2021-22	Manawa Elementary School	Poppy, Michelle	5K Teacher
2021-22	Manawa Elementary School	Hansen, Chris	Grade 5
2021-22	Little Wolf	Wright, Meria	CTE Teacher
2021-22	Manawa Elementary School	Meier, Jeanne	Grade 3
2021-22	Little Wolf	Millard, Dawn	MMS Teacher
2021-22	Little Wolf	Collins, Patrick	HS Math Teacher
2021-22	Manawa Elementary School	Sitter, Katie	Special Education
2021-22	Little Wolf	Ziemer, Nate	MMS Teacher
2021-22	Little Wolf	Polkki, Tom	HS Social Studies Teacher
2021-22	Manawa Elementary School	Pari, Val	Math Specialist
2021-22	SPARE		
2021-22	SPARE		
2021-22	SPARE		
2021-22	SPARE		
2021-22	SPARE		