

# School District of Manawa

Board of Education Meeting Agenda

July 27, 2020



**REVISED**

**VIRTUAL MEETING**

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(US) +1 630-984-0211 PIN: 453 273 478#

1. Call to Order – President Johnson – **7:00 p.m.** – Virtual Meeting
2. Pledge of Allegiance
3. Roll Call
4. Verify Publication of Meeting
5. Presentations:
  - a. District Reading Specialist’s Annual Literacy Report - Jackie Sernau
  - b. Key Performance Indicators - Principal Conduct Reports
  - c. Hoffman Planning & Design, Inc. - Project Update
  - d. Districtwide Reopening Plan - Slideshow & Handouts
6. Annual Board Appointments:
  - a. Committees:
    - i. Curriculum Committee
7. Announcements:
  - a. Contributions to the District
  - b. Other Contributions
8. Consent Agenda
  - a. Approve Minutes of a June 15, 2020 Regular Board Meeting and a June 24, 2020 Special Board Meeting
  - b. Treasurer’s Report/Approve Expenditures & Receipts
  - c. Donations:
    - i. A. Sturm & Sons Foundation Inc. \$3,000 for Fine Arts Programs
  - d. Consider Acceptance of Thrivent Action Teams Grant of \$250 for MES playground enhancements
  - e. Coach Recommendations by Athletic Director and Endorsed Administratively
    - i. Cross Country
    - ii. Football
    - iii. Volleyball
9. Any Item Removed from Consent Agenda
  - a.
  - b.
10. Public Comments (Register to Speak Prior to Start of Meeting / Guidelines Listed Below Agenda)
11. Correspondence:

- a. Thank you card from Jeanne Frazier
- 12. Board Recognition: None this Month.
- 13. District Administrator's Report:
  - a. Student Council Representative - Reese Poppy
  - b. Legislative Update
  - c. Summer School Update
  - d. Census Report
  - e. Curriculum Director Report
- 14. School Operations Reports:
  - a. ES Principal: Highlights - Included in Board Packet
  - b. HS / MS Principal: Highlights - Included in Board Packet
    - i. 2020-2021 Non-Athletic Co-Curricular Positions
- 15. Business Related Reports:
  - a. Highlights - Included in Board Packet
  - b. Kobussen Transportation Report
- 16. Director's Reports:
  - a. Special Education Director Highlights
  - b. Technology Director Highlights
- 17. Board Comments:
  - a.
  - b.
- 18. Committee Reports:
  - a. Curriculum Committee (Hollman)
    - i. Annual Endorsement of State Standards
    - ii. Endorse Curriculum Maps
      - 1. Geometry
      - 2. Algebra I
      - 3. Advanced Algebra
    - iii. Review DPI 5-Year Timeline for Standards Review
    - iv. Manawa Elementary School Student/Parent Handbook
    - v. Manawa Middle School Student/Parent Handbook
    - vi. Little Wolf High School Student/Parent Handbook
    - vii. Consider Allowing Administration to Amend Handbooks
    - viii. Consider Revised Secondary Bell Schedule for SY20-21
    - ix. Consider Not Accepting Foreign Exchange Students for SY20-21
  - b. Finance Committee (Scheller)
    - i. District and Class Fees
    - ii. Student Insurance
    - iii. 2019-20 Budget Update
      - a. Monthly Finance Reports
        - i. May 2020
        - ii. June 2020
    - iv. Transfer to Fund 46
    - v. Referendum Budget Review
  - c. Buildings & Grounds (R. Johnson)

- i. Review Drainage Repairs to Football Field
      - ii. Site Tour of Little Wolf High School / Manawa Middle School
    - d. Policy & Human Resources Committee (Pethke)
      - i. Handbook Updates
        - 1. Professional Educator
        - 2. Support Staff
        - 3. Special Education
      - ii. Staff Return to Work Survey
      - iii. Consider Endorsement of the Board of Education Modeling Face Covering Protocol
      - iv. Consider Endorsement of the District School Reopening Plan
      - v. Employee Exit Interview Survey and Procedures
      - vi. Review Revised Commencement Protocols
      - vii. Review PO7250 Commemoration of Exceptional Individuals/Groups
    - e. Ad-Hoc Recognition Committee (Pethke)
19. Unfinished Business:
  - a. Consider Approval of PO 8407 - School Resource Officer Program as Presented
20. New Business:
  - a. Consider Board of Education Modeling Face Covering Protocol in Schools and at District-sponsored Events
  - b. Consider Approval of the District School Reopening Plan as Presented
  - c. As per PO0131.1 - Bylaws and Policies, Consider Approval of Synchronous Education Policy (to follow) as a Matter of Unusual Urgency as Presented
  - d. Consider Approval of Synchronous Education - Student Accountability and Conduct Policy as Presented
  - e. Consider Approval of State Standards as Presented
  - f. Consider Approval of Curriculum Maps as Presented
    - i. Geometry
    - ii. Algebra I
    - iii. Advanced Algebra
  - g. Consider Approval of the Manawa Elementary School Student/Parent Handbook as Presented
  - h. Consider Approval of the Manawa Middle School Student/Parent Handbook as Presented
  - i. Consider Approval of the Little Wolf High School Student/Parent Handbook as Presented
  - j. Consider Approval of Allowing Administration to Amend Handbooks in Response to Pandemic Issues as Needs Dictate
  - k. Consider Approval of Revised Secondary Lunch\Bell Schedule for SY20-21 as Presented
  - l. Consider Approval of Not Accepting Foreign Exchange Students for SY20-21
  - m. Consider Approval of District and Class Fees for SY20-21 as Presented
  - n. Consider Approval of Student Insurance as Presented
  - o. Consider Approval of Transfer to Fund 46 as Presented
  - p. Consider Approval of Handbook Updates as Presented
    - i. Professional Educator
    - ii. Support Staff
    - iii. Special Education

- q. Consider Approval of Annual District Reading Specialist's Literacy Report as Per PO2131.01 - Reading Instructional Goals and Assessment
- r. Discuss Prior Approval of Washington D.C. Student Trip and Consider Travel Issues Moving Forward

21. Next Meeting Dates:

- a. August 4, 2020 - Policy & Human Resources Committee Mtg - 5:30 pm - Virtual Mtg
- b. August 5, 2020 - Curriculum Committee Mtg - 6:30 p.m. - Virtual Mtg
- c. August 17, 2020 – Regular BOE Mtg – 7:00 p.m. – Virtual Mtg
- d. August 19, 2020 - Buildings & Grounds Committee Mtg - 5:30 p.m. - Virtual Mtg
- e. August 25, 2020 - Ad Hoc Recognition Comm Mtg - 5:00 p.m. – Virtual Mtg
- f. August 25, 2020 - Finance Committee Mtg - 5:30 p.m. - Virtual Mtg

22. Adjourn

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

**Public Participation at Board Meetings (Bylaws 0167.3)**

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

Agenda Item

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

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

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

Public-Participation Section of the Meeting

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

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

The presiding officer shall be guided by the following rules:

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

19.90, Wis. Stats.



# School District of Manawa

*Students Choosing to Excel, Realizing Their Strengths*

To: Dr. Melanie J. Oppor, BOE  
 From: Danni Brauer  
 Date: 7/22/20  
 Re: 2019-20 MES Behavior Data

### Student Behavior (# of incidents)

Year	Substantiated Incidents of Bullying	Restraints & Seclusions # of Students		Illicit Drug Related	Alcohol-Related	Weapons Possession	Violent Incident (with physical injury)	Violent Incident (without physical injury)	Other (identified using method chosen by school)
2016-17	1	1	0	0	0	0	0	0	1; Sexual Harassment
2017-18	0	1	1	0	0	0	0	0	
2018-19	0	26	9	0	0	0	0	0	2; Sexual Harassment
2019-20	0	2	1	0	0	1	0	0	

### Student Discipline - Expulsion

Year	Expulsion Total	Student Population % Expelled	Expulsion with Services Total	Expulsion without Services Total
2016-17	0	0	0	0
2017-18	0	0	0	0
2018-19	0	0	0	0
2019-20	0	0	0	0

### Student Discipline -Suspension

Year	Suspension Total Students	Student Population % Suspended	Special Education % Suspended	Out of School Suspensions Total (days)	In School Suspensions Total	Removal to an Interim Alt Ed Setting by School Personnel	Removal to an Interim Alt Ed Setting by a Hearing Officer
2016-17	2	.01	0	13	0	0	0
2017-18	0	0	0	0	0	0	0
2018-19	3	.01	.003	9	1	1	0
2019-20	1	.03	0	3	0	0	0

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# School District of Manawa

*Students Choosing to Excel, Realizing Their Strengths*

To: Dr. Melanie Oppor  
Fr: Dan Wolfgram  
Date : 7/16/2020  
Re: Discipline Date Comparison

## Student Behavior (# of incidents)

Year	Substantiated Incidents of Bullying	Restraints & Seclusions# of Students	Illicit Drug Related	Alcohol-Related	Weapons Possession	Violent Incident (with physical injury)	Violent Incident (without physical injury)
2016-17	1	0   0		1			
2017-18		1   0	8				
2018-19		0   0	22				
2019-20		1   3	13	0	1	0	1

## Student Discipline - Expulsion

Year	Expulsion Total	Student Population % Expelled	Expulsion with Services Total	Expulsion without Services Total
2016-17				
2017-18	6		2	4
2018-19	3			3
2019-20	1		0	1

## Student Discipline -Suspension

Year	Suspension Total	Student Population % Suspended	Special Education % Suspended	Out of School Suspensions Total
2016-17	18	.053	.014	17
2017-18	13	.038	0	13
2018-19	19	.056	0	19
2019-20	17	.053	.11 (2)	17

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## School District of Manawa

# School District of Manawa Modes of Instruction

## Overview

Students will experience the classroom in one of three modes. Guardians will choose the option that is best for each student.

- In-person classroom: Face-to-face teaching and learning with safety measures.
- Synchronous classroom: Online instruction in real-time based on the regular school schedule. This mode may entail a range of students dependent upon how many parents elect to use this path. Possibilities include several students who choose to stay at home to the entire school being taught in a synchronous model.
- Blended learning: In special cases, students may learn via a combination of in-person, virtual, synchronous, and asynchronous learning as defined by an individualized, district-approved learning plan.

A student may switch between these modes depending upon how the situation evolves with the COVID-19 pandemic. We would prefer to have all students in the school with our teachers. However, we understand the school building may close with little notice. Teaching and learning will need to continue.

Classroom teachers will have the challenge of supporting students in all three modes of instruction. A lesson may be taught to in-person students while others are learning virtually online. Also, some students may be learning the same content in a blended learning mode.

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## School District of Manawa

**In-person:** Staff and students are in the building and teaching/learning face-to-face with safety measures.

Expectations for Students	Expectations for Staff
Students are attending in-person daily and are practicing elements of virtual learning.	Plan lessons to practice virtual learning elements. Students use devices and use LMS for in-person lessons.
<p>Safety Measures in place:</p> <ul style="list-style-type: none"> <li>● Face coverings required</li> <li>● Modified Traffic Flow in Buildings</li> <li>● Social distancing in the classroom</li> <li>● No Use of Lockers - Students Carry Backpacks</li> <li>● Drinking-Water - Use of Water Bottle Fillers Only</li> <li>● PK-5 Recess in cohorts</li> <li>● Breakfast and lunch will be eaten in classrooms</li> <li>● MS specials will travel to respective classrooms. (Staggered bell schedule)</li> <li>● Closed Campus High School</li> <li>● Hand Hygiene - Teach &amp; Rehearse Proper Handwashing and Use of Hand Sanitizer</li> <li>● Staggered dismissal at the end of the day</li> </ul>	<p>Safety measures in place:</p> <ul style="list-style-type: none"> <li>● Face coverings are required</li> <li>● Social distancing in the classroom</li> <li>● MS Core teachers will travel to classrooms</li> <li>● PreK-5 specials teachers will move to classrooms for lessons. Students will not be traveling</li> <li>● Room Reconfiguration - Removal of Some Furniture; Optimal Use of Floor Space to Create Physical Distancing</li> <li>● Limit Nonessential Visitors</li> <li>● Limited capacity in teacher workrooms</li> <li>● Hand Hygiene - Teach &amp; Rehearse Proper Handwashing and Use of Hand Sanitizer</li> <li>● Disinfecting protocol embedded into classroom routines</li> </ul>
Digital Literacy: Students will have an opportunity to practice necessary technology skills. For example, uploading documents to an assignment in Google Classroom or taking pictures with their Chrome devices.	<p>Digital Content: As appropriate, staff should provide lessons in a digital format using learning management systems (LMS) and other digital platforms.</p> <p>If an assignment cannot be completed digitally, it may be recorded and uploaded digitally.</p> <p>Grades will be updated weekly.</p>
Attendance: Students will be on-time and present during classes.	Attendance: Teachers will take attendance throughout the day.

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## School District of Manawa

**Synchronous:** Instruction and learning are taking place virtually and in real-time based on the regular school schedule.

Expectations for Students	Expectations for Staff
Attendance: Students will be on-time and present online during classes in real-time according to the regular school schedule.	Attendance: Teachers shall take attendance throughout the day.
Classwork: Students will complete the digitally assigned work on time.  Digital Literacy: Students will uphold digital citizenship expectations, the District's Acceptable Use & Safety Agreement, and Synchronous Education – Student Accountability and Conduct.	Digital Content: Staff will provide lessons in a digital format using learning management systems (LMS) and other digital platforms. Staff may send home additional materials, as needed.  If an assignment can not be completed digitally, it may be recorded and uploaded digitally to the LMS.  Grades will be updated weekly in Skyward.
Students will communicate their learning needs with staff in a timely manner.	Teachers will respond to both parent and student concerns within 1 business day.
Students will communicate technology needs by emailing <a href="mailto:support@manawaschools.org">support@manawaschools.org</a>	District devices will be provided and repaired as needed. Loaner devices will be available while devices are repaired.
Students will actively participate in all classes via Google Meet or other virtual meeting platforms for the entire class.	Staff will engage with students in discussions, feedback, or direct instruction throughout each class.

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## School District of Manawa

**Blended:** A combination of in-person, virtual, synchronous, and asynchronous learning as defined by an individualized, district-approved learning plan. Blended learning is an option for families where traditional synchronous learning is not in the best interest of the student. The student has some control over time, place, path, and/or pace. Families should contact their building principal to discuss blended learning opportunities.

Expectations for Students	Expectations for Staff
Student and parent(s) will meet with staff to write a Learning Plan which outlines the modes of learning, attendance, and expectations of the student and staff.	A meeting will be held to write a Learning Plan based on the needs of the individual student which outlines the modes of learning, attendance, and expectations of the student and staff.

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# School District of Manawa

## Glossary

### Asynchronous learning

Asynchronous learning occurs through online channels without real-time interaction. This most commonly occurs when lessons are delivered as prerecorded video lessons or game-based learning tasks that students complete on their own. Asynchronous learning includes a wide variety of learning interactions, including email, online discussion boards, and learning management systems.

### Synchronous learning

Synchronous learning is online or distance education that happens in real-time on a normal school schedule.

### Learning management system (LMS)

A learning management system is a repository to store and track lessons, courses, and quizzes. (Google Classroom MS/HS. Google Classroom and Seesaw for MES)

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# School District of Manawa

## Synchronous Due to School or Cohort Closure

**Synchronous:** Instruction and learning are taking place virtually and in real-time based on the regular school schedule.

Expectations for Students	Expectations for Staff
Attendance: Students will be on-time and present online during classes in real-time according to the regular school schedule.	Attendance: Teachers will continue to report to their assigned school building.  Teachers shall take attendance throughout the day.
Classwork: Students will complete the digitally assigned work on time.  Digital Literacy: Students will uphold digital citizenship expectations, the District’s Acceptable Use & Safety Agreement, and Synchronous Education – Student Accountability and Conduct.	Digital Content: Staff will provide lessons in a digital format using learning management systems (LMS) and other digital platforms. Staff may send home additional materials, as needed.  If an assignment can not be completed digitally, it may be recorded and uploaded digitally to the LMS.  Grades will be updated weekly in Skyward.
Students will communicate their learning needs with staff in a timely manner.	Teachers will respond to both parent and student concerns within 1 business day.
Students will communicate technology needs by emailing <a href="mailto:support@manawaschools.org">support@manawaschools.org</a>	District devices will be provided and repaired as needed. Loaner devices will be available while devices are repaired.
Students will actively participate in all classes via Google Meet or other virtual meeting platforms for the entire class.	Staff will engage with students in discussions, feedback, or direct instruction throughout each class.

The School District of Manawa is exploring the option of providing child care for elementary school-aged children of staff members.

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# School District of Manawa

## Blended Learning Plan

Meeting Date:

Student Name:

D.O.B.:

Grade:

School:

**Describe why the student needs Blended Learning.**

**Background Information-What We Know:**

**What Modes of Learning will the student use?**

**Begin Date:**

**End Date:**

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## School District of Manawa

Class	Teacher	Mode of Learning	Method for Attendance
		<input type="checkbox"/> In-Person <input type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous	
		<input type="checkbox"/> In-Person <input type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous	
		<input type="checkbox"/> In-Person <input type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous	
		<input type="checkbox"/> In-Person <input type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous	
		<input type="checkbox"/> In-Person <input type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous	

**Follow-up Meeting Frequency:**

**Next Meeting Date:**

**Responsibilities:**

Student:

Classroom Teacher:

Parents:

School Administration:

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# School District of Manawa

**Review Date:**

Additional meetings may be held if the need arises.

In Attendance	Signature
Principal	
Teacher	
Teacher	
Counselor	
Student	
Parent/Guardian	
Parent/Guardian	
Other	

**Follow-up Meeting Date:**

**Notes:**

In Attendance	Signature
Principal	
Teacher	
Teacher	
Counselor	
Student	

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## School District of Manawa

Parent/Guardian	
Parent/Guardian	
Other	

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# School District of Manawa

School Year 2020-2021 Reopening Plan



# Districtwide School Reopening Committee Purpose:

Advisory Committee will:

- Review SDM reopening plan and serve as a conduit to the community to share information and gauge community response.
- Listen for parental concerns.
- Ensure all facets of the safest possible reopening are considered and included in the plan.
- Assist with public relations and communication plans.

Special Note - This committee was not charged with reaching consensus or agreeing to all elements of the plan.



# Districtwide Reopening Committee -Thank you!

- Administrative Team
- District Nurse - Jaci Grignon
- Medical Advisor - Dr. Goedderz
- Waupaca Co. DHS - Jed Wohlt
- Parent - Amie Bodart
- Parent - Stacy Claussen
- Parent - MacKenzie Faskell
- Parent/Local Business- Ashlee Hass
- Parent - Stephanie Riske
- Grandparent - Sondra Rierson
- Teacher - Amy Anaya
- Teacher - Jeff Bortle
- Teacher - Tracy Breaker
- Health Para - Julie Peterson
- Counselor - LuAnne Ujazdowski
- Counselor - Janine Connolly
- SS Coordinator - Mary Eck
- Para/Parent - Jessie Ort
- Para/Parent - Renee Behnke
- Kobussen Bus - Jacob Elsner



# Commitment to High-Quality Education

While Mitigating Risk



# Presentation Goals

- Inform students, parents, & the public.
- Reopen schools while minimizing health risks.
- Provide In-Person Instruction as one viable option.
- Offer parental choice in educational options.

**ACTION** - The Districtwide School Reopening Plan will be reviewed by the Board of Education at their regular July Board of Education meeting. The plan offers options depending on local and state health conditions.



# Levels of Risk

<b>Low Risk</b>	<b>Moderate/High Risk</b>	<b>School Closure</b> (day, week or other as ordered)
<p>Traditional Model</p> <p>Students attend school with standard of safety in place</p>	<p>Modified Scheduling may be implemented to limit risk at one or more instructional levels.</p>	<p>Return to Digital and Distance Learning (with added enhancements and structure)</p>
<p>All staff will develop a Google Classroom//SeeSaw for hybrid instruction</p>	<p>Further limit numbers and movement</p>	<p>Increased communication and updates</p>
<p>ALL staff and students will follow increased safety guidelines</p>	<p>Increased building-level safety protocols in place</p>	<p>Buildings closed to students and/or staff based on directives.</p>
<p>Transportation: Busing provided</p>	<p>Transportation: Closely monitored TBD based on guidelines</p>	<p>Student access to learning will be the priority</p>

# Reopening Plan Based on Moderate/High Risk Level

4K-12 In-Person Instruction  
is a Parent Option

Adjustments will be made accordingly as risk levels change.





# Parent Choices - Educational Options

- **In-person Classroom Instruction**

- 4K-8 Classroom Cohorts
- High School Modified Bell Schedule
- 5 Days a Week
- Physical Distancing and/or Face Covering

- **Synchronous Instruction**

- Live, Real-Time Instruction Online
- Daily/Hourly Attendance

- **Blended Instruction**

- In-person, synchronous, recorded lessons (any combination)
- Teacher Consultation
- BCT Learning Plan



# What is a Cohort?

Grouping of students stays consistent throughout the day and teachers come to the cohort.

Students with specialized needs will be addressed through IEPs or written plans.

MES - grouped by homeroom

MMS - grouped by homerooms most of the day with exceptions as follows:

- Band
- Choir
- Physical Ed.
- Robotics/Engineering



# Safe and Orderly Environment - Manawa Middle School

- Students will report directly upon entering the building to the middle school suite and their 1st hour class.
- Students will travel to “Specials” classes if needed separate from HS students to mitigate risk or co-mingling.
- Physical distancing of student desks.
- Science lab classes will incorporate the concept of “Dress like a scientist.” Goggles and masks required.
- Disinfecting protocol embedded into classroom protocols and during passing times.
- Hand sanitizer available in ALL classroom and learning spaces.
- Lockers will not be utilized to minimize congregating.
- Staggered dismissal at the end of the day.
- Lunch will be delivered to students in the classroom.



# Safe and Orderly Environment - Little Wolf High School

- Students will report directly upon entering the building to their 1st hour class.
- Closed Campus Lunch Policy - Based on Waupaca County Risk Scale.
- Students will be supervised during passing times and will not linger in hallways.
- Science lab classes will incorporate the concept of “Dress like a scientist.” Goggles and masks required.
- Disinfecting protocol embedded into classroom procedures and during passing times.
- Hand sanitizer available in ALL classroom and learning spaces.
- Lockers will not be utilized to minimize congregating.
- Staggered dismissal at the end of the day.
- Classes will be dismissed individually to the commons to get lunch and students will return to the classroom to eat.
- Physical Barriers - Plexiglass clear shields may be used for classrooms that utilize tables and where social distancing is not possible.



# Specialized Services (G/T, EL, Spec. Ed., 504, etc.)

- Case managers will meet with students/families with IEPs and Section 504 plans prior to the start of school to discuss any needed changes and will adjust plans as needed.
- Teachers receive copy of specialized plans for students on their roster before school starts.
- Elementary - small groups of students from the same cohort will meet with specialists (Special Education Teachers/Therapists, Interventionists, etc.) in alternate classrooms if disinfection can be done before/after.
- Least Restrictive Environment will be priority as decisions are made/changed.
- Plexiglass barriers will be provided for therapists as needed.



# Key Performance Indicators



# Operation Efficiencies: Physical Spaces

- **Physical Barriers** - *Plexiglass Clear Shields in Offices & Libraries*
- **Floor Decals** - *Denotes Physical Distancing of 6 Feet*
- **Signage** - *Hygiene, Distancing, Symptoms, Screening*
- **Drinking Water** - *Use of Water Bottle Fillers Only*
- **Sanitation Stations** - *Hand Sanitizer or Hand Wash Stations*
- **No Use of Lockers** - *Students Carry Backpacks*
- **Room Reconfiguration** - *Removal of Some Furniture; Optimal Use of Floor Space to Create Physical Distancing of 6 feet to the Degree Possible.*
- **Shared Spaces** - *Stagger with Proper Sanitation Between Groups or Eliminate Use.*
- **Modified Traffic Flow in Buildings**
- **Limit Nonessential Visitors**



# Operation Efficiencies: Food Service

- 4K-8
  - Pre-plated Food
  - Food Delivered to Cohort Classrooms
  - Continue Offer (vs. Serve)
    - 3 required items are pre-plated
    - Students choose up to 2 options that are prepackaged and distributed by an adult.
- High School
  - Closed Campus
  - Classes will be dismissed one-at-a-time to the kitchen to get lunch to bring back to the classroom to eat
  - Ala Carte will be available





# Parent Survey - Transportation

How will your child get to school this fall?

- 35.7% - Bus
- 4.1% - Walk or Ride Bike
- 26.5% - Transported by Family or Friend
- 22.4% - Drive Self
- 7.1% - Unsure
- 4.1% - Other (usually a combination)



# Operation Efficiencies: Transportation (Kobussen)

- Buses Disinfected Between Routes
- Passengers Seated Back to Front
- Staggered Seating
- Passengers from Same Household Sit Together
- Optional City Passengers May Consider Walking or Biking to School
- Buses at Schools Disembark & Load One at a Time - Students Clear Vestibule
- Physical Distancing May Not Be Possible On All Routes - Parents Should Weigh the Risks



# Face Coverings Definition per CDC

- Covers nose
- Covers mouth
- Fits around face with no air gaps



# Parent Survey - Face Coverings/Masks

Should all students wear masks during school day/events when social distancing is not maintained?

- Yes - 24.3%
- No - 75.7%

Should all staff wear masks during school day/events when social distancing is not maintained?

- Yes - 29.4%
- No - 70.6%

If others in the school are not wearing masks, would that prevent you from sending your child to school?

- Yes - 6.4%
- No - 80%
- Unsure - 13.6%



## When would face coverings for students be required in school?

- All the time when physical distancing of about 6 feet cannot be maintained.
- Not when the student is seated at his/her individual work space alone.



# Staff Face Coverings

- Always in the presence of students even when socially distanced.
- When in the corridors because you do not know who you may encounter.
- With adults when six-foot distancing cannot be maintained.



# Safe & Orderly Environment

- Health Visit Protocol
- Isolation Room
- Air Exchange - *Air Handlers are Exchanging Air Per Code & Change Air Filters*
- Cleaning & Disinfecting
- Shared Objects - *Either Put Away or Disinfect Between Users*
- Hand Hygiene - *Teach & Rehearse Proper Handwashing and Use of Hand Sanitizer*



# Health Room Visit

- Medication Administration & Scrapes, Bee Stings, Bruises, etc.-
  - Visit Health Room
  - Procedures as per past protocols

OR

- COVID-19 Type Symptoms
  - Placed in Isolation Room
  - Assessment Protocol
  - Send Home
  - Parent/Emergency Contact Kept Up to Date





# Symptoms of COVID-19

Symptoms may appear 2-14 days after exposure to the virus. People with these symptoms may have COVID-19:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

This list does not include all possible symptoms. CDC will continue to update this list as more is learned about COVID-19.



# When to Seek Emergency Medical Attention (CDC)

Look for emergency warning signs\* for COVID-19. If someone is showing any of these signs, seek emergency medical care immediately:

- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion
- Inability to wake or stay awake
- Bluish lips or face

\*This list is not all possible symptoms. Please call your medical provider for any other symptoms that are severe or concerning to you.

Call 911 or call ahead to your local emergency facility: Notify the operator that you are seeking care for someone who has or may have COVID-19.



# Stay Home & Monitor Your Health - Quarantine

- Stay home for 14 days after your last contact with a person who has COVID-19.
- Watch for fever (100.4°F), cough, shortness of breath, or other symptoms of COVID-19.
- If possible, stay away others, especially people who are at higher risk for getting very sick from COVID-19.



# Protocol for Reentry After Illness

You can be with others after:

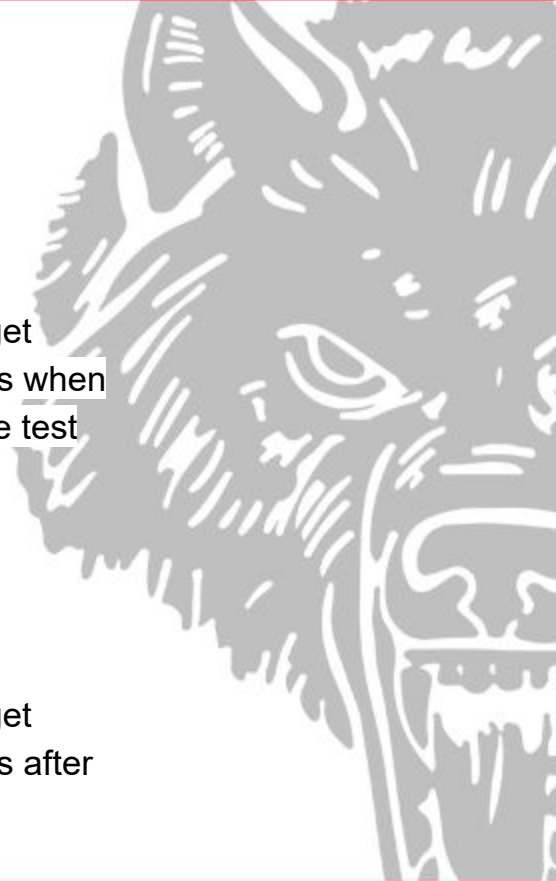
- 24 hours with no fever and
- Respiratory symptoms have improved and
- 10 days since symptoms first appeared

Depending on your healthcare provider's advice and availability of testing, you might get tested to see if you still have COVID-19. If you will be tested, you can be around others when you have no fever, respiratory symptoms have improved, and you receive two negative test results in a row, at least 24 hours apart.

If you tested positive and have no symptoms, you can be with others after:

- 10 days have passed since test as long as you continue to have no symptoms

Depending on your healthcare provider's advice and availability of testing, you might get tested to see if you still have COVID-19. If you will be tested, you can be around others after you receive two negative test results in a row, at least 24 hours apart.



# Parent Survey - Technology

- 82.1% of respondents have reliable internet at home.
- 2.5% of respondents are not using any device at home.
- 59.5% of respondents feel very confident or confident in supporting technology at home.

Who owns the devices for remote learning?

- 30.6% - Personal
- 20.4% - District owned
- 49.0% - Personal and District owned



# Learning - Technology Plan

## Technology access for all students

- Grow 1-to-1 program to cover students 4K - 12
- Expand wireless hotspot access

## Outreach Development

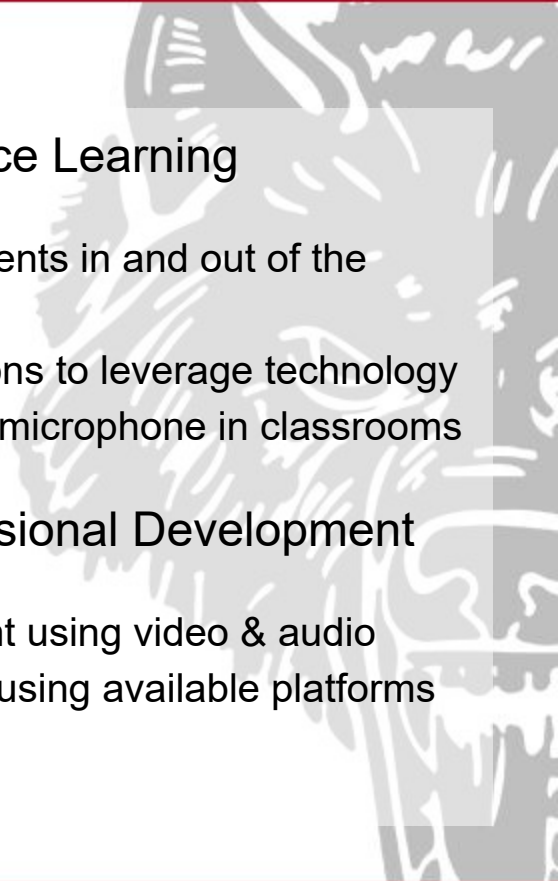
- Support parent/guardians as they help students with technology at home
- Google Classroom, SeeSaw, Skyward, Chromebooks
- Ease of Communication with school

## Support Distance Learning

- Support students in and out of the classroom
- Media solutions to leverage technology
- Camera and microphone in classrooms

## Teacher Professional Development

- Share content using video & audio
- Comfortable using available platforms



# Emergency Drills

- **Intruder Alert** - Introduce modified ALICE protocols.
- **Fire Drill** - Exit the building as quickly and efficiently as possible; practice social distancing after exit for the roster checks.
- **Tornado Drill** - Have cohorts rehearse the drill in their designated location. In the event of an actual tornado, everyone takes shelter even if cohorts mix and social distancing is not possible because the storm danger is a more imminent health risk than COVID-19 in that situation.



# Learning - Manawa Elementary School

- Students in Cohorts - *With Classroom Teacher*
- Specials Come to Classroom
- Physical Distancing of Student Desks
- Live/Synchronous Lessons as Option for Students Not Able to Attend School
  - Lessons Also Recorded
- Lunch in Classroom
- Staggered Recesses and Play Areas
- Disinfection of 4K and EC Classrooms Between Sessions





# Learning - Manawa Middle School

- Students will report directly upon entering the building to the middle school suite and their 1st hour class.
- Students attend class in cohorts for CORE - *With Classroom Teacher*
- Live/Synchronous Lessons as an option for students not able to attend in-person school.  
(Lessons Also Recorded)
- (Rtl) based on student need with a rotation of CORE teachers rotating to classrooms.



# Learning - Little Wolf High School

- Students will report directly upon entering the building to their 1st hour class.
- Live/Synchronous Lessons as an option for students not able to attend in-person school. (Lessons Also Recorded)
- (Rtl) based on student need. Students with 4th quarter “Incompletes” will have required Rtl until the required standards have been met and the grade has been brought to passing.
- Utilization of Flipped Classroom techniques to provide optimal utilization of time for student learning in class and virtually.



# Social Emotional Learning

Working with students to ensure that they have instruction in the following skills:

- Self-awareness
- Self-management
- Social Awareness
- Relationship Skills
- Responsible decision-making

SEL is taught through direct instruction AND embedded across the curriculum.



# Social and Emotional Learning in New Environments

Working with adult staff to:

- Connect and heal.
- Build their own capacity to serve students.

Ultimate goal is to create a safe, supportive, and equitable environment for all students.



# Engagement & Satisfaction - Parent Survey

- 219 responses out of 437 families or 50.1%
- 55.3% of respondents said learning went fair or poor this past spring.
- 69.9% of respondents said someone was available during the day to support their child's learning.
- 37.8% of respondents report being confident or very confident in helping their child with learning at home.

Will your child be attending the SDM for 2020-21?

- 87.1% - Yes
- 1.4% - No
- 11.5% - Unsure

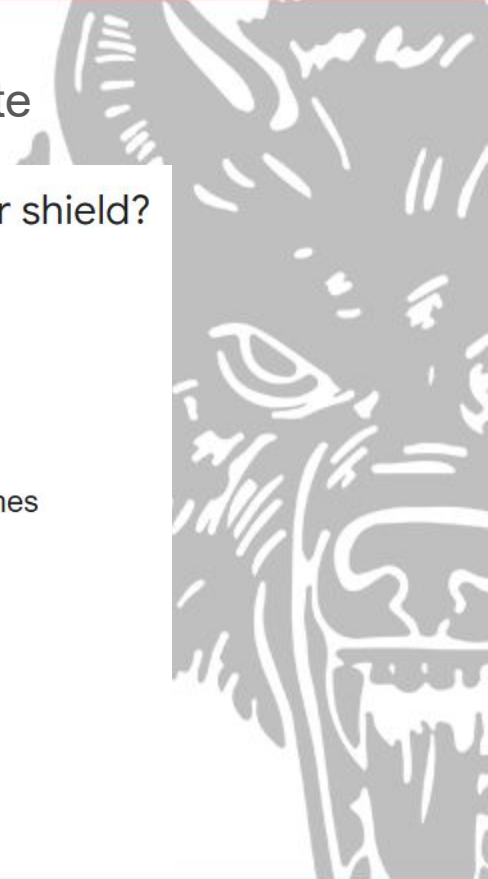
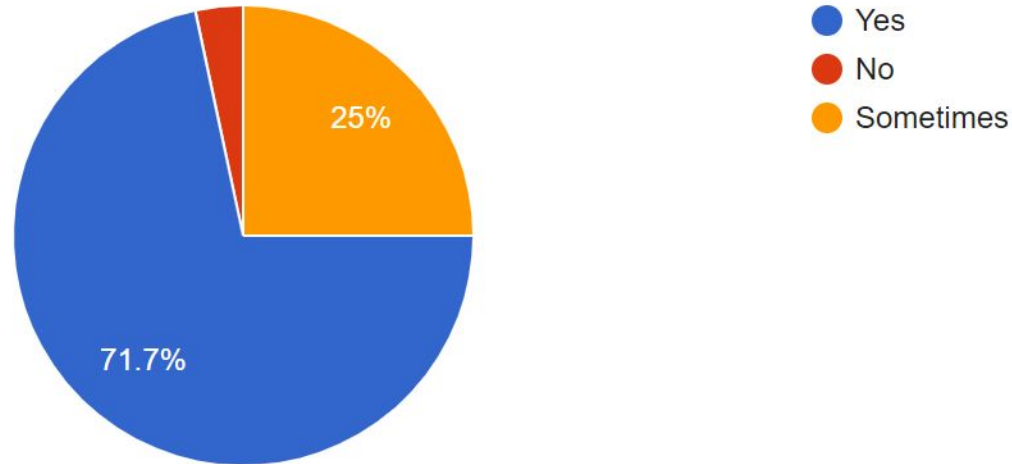


# Engagement & Satisfaction - Staff Survey

- 60 responses out of 84 staff members or 71.4% response rate

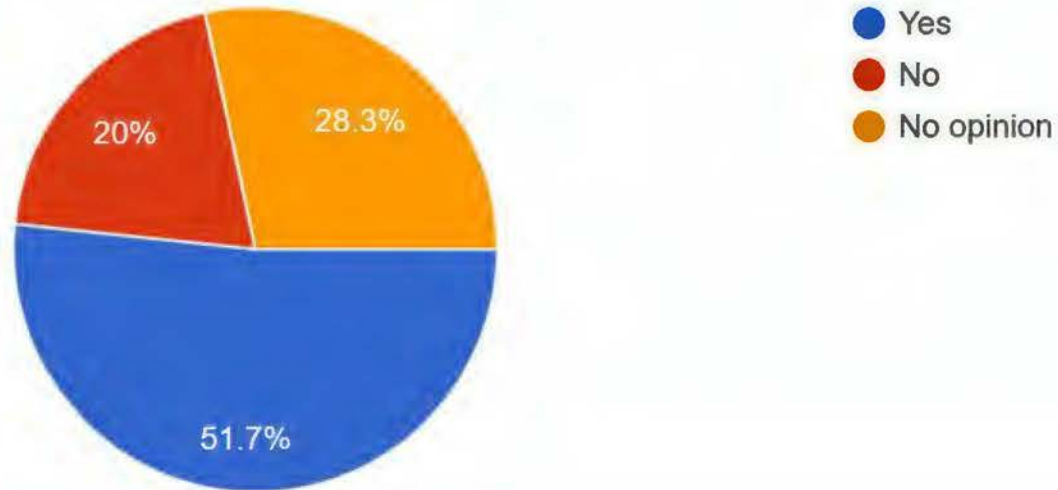
When working at school, would you be willing to wear a face mask and/or shield?

60 responses



When working at school, would your comfort-level increase if fellow staff are wearing a face mask and/or shield?

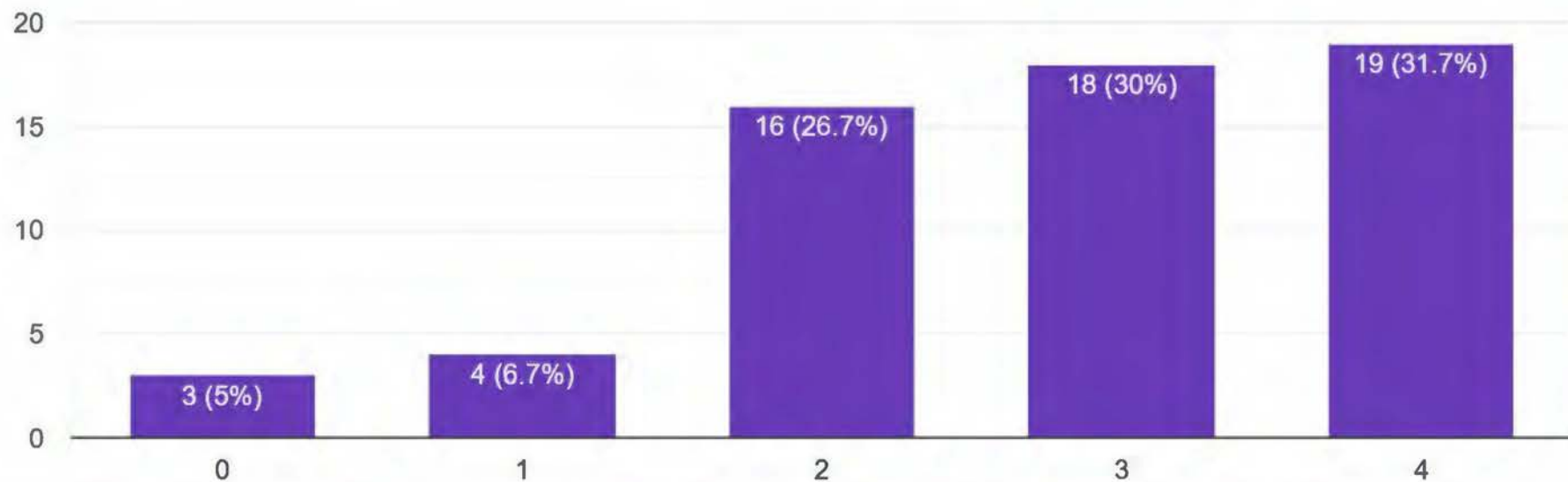
60 responses



Scale: 4 = Completely Comfortable      0 = Not at All Comfortable

If there are no significant changes with the COVID-19 pandemic between now and the start of school on September 8, and keeping in mind the health protocols the District has or will be putting into place, I feel comfortable returning to work for the 2020-2021 school year.

60 responses





# Fall Sports

- Follow WIAA Fall Sport Specific Recommendations (Under Development)
  - Based on Risk Levels
  - Check State Status for Waupaca County & Local Conditions
- Train All Coaches in Best Practices
- Larger Teams Practice in Smaller Cohorts
- CWC Conferring
  - Conference - Cross County Lines; Discuss with District & Determine if Levels Warrant Change



Aspects of the SDM  
Reopening Plan are subject to  
change as health and safety  
factors come to light.



Minutes of the June 15, 2020 School District of Manawa Regular Board of Education Meeting

Call to Order – President Johnson – 6:33 p.m. – Virtual Meeting

Motion by R. Johnson / Pethke to Adjourn to Closed Session – the Board of Education Shall Move into Closed Session Pursuant to Wis. Statutes 19.85(1)(c) and 118.21 and 118.22 discuss the employment of Professional Staff over which the School Board has jurisdiction. Motion carried by roll call vote Forbes aye, Hollman aye, Scheller aye, Pethke aye; R. Johnson aye; J. Johnson aye.

Motion by Scheller/ Hollman to Adjourn Closed Session at 6:36 p.m. Motion carried by roll call vote Forbes aye, Hollman aye, Scheller aye, Pethke aye; R. Johnson aye; J. Johnson aye.

Reconvene in Open Session at 7:00 p.m.

Pledge of Allegiance

Roll Call – Forbes, Hollman, Scheller, Pethke, R.Johnson and J. Johnson

Verify Publication of Meeting - Dr. Oppor verified

Filling Board Vacancy: Zone 4 - V. of Ogdensburg / T. of St. Lawrence. Applications/Interviews to Fill Board Vacancy by Board Appointment

Voting of the Board to Fill Board Vacancy - Zone 4: Village of Ogdensburg/Township of St. Lawrence. Sondra Reiersen and Lucas Seeger; both introduced themselves and answered questions of the board.

Voting of the Board to Fill Board Vacancy - Zone 4: Village of Ogdensburg/Township of St. Lawrence. R. Johnson, Pethke, J. Johnson voted for Seeger. Scheller, Hollman, Forbes voted for Reiersen. Tie vote. According to Bylaw 1.245 – President Johnson appointed Mr. Lucas Seeger. Mr. Seeger will take the oath of office when he is available to come to the district office.

Presentations:

Q12 Survey Strategies - Administrative Team – The staff Trust Action Committee will regroup in the fall.

Hoffman Planning & Design, Inc. - Project Update: Matt MacGregor with Mackenzie Beck, college intern for Hoffman, updated the board on building construction status. Work is taking place around the exterior of the building. The façade on the new entrance to the high school will be taking place in the next few weeks. The stage and commons look very different and they will be starting on the installation of a ramp in the near future and an overhead door in band room. MES demolition is completed. Plumbing is starting at MES. The seeding of the vacant lot will need to be further checked on due to the weather in July.

Announcements:

Contributions to the District – President Johnson thanked the following for their generous contributions to the District. Greater Green Bay Community Foundation, Inc. - \$250.00 on behalf of Tracy Ogle for HS Band.

Approved by Consent: Minutes of May 18, 2020 Board Meetings, Treasurer’s Report - Expenditures (\$400,187.54) & Receipts (16,104.60), Donations: Greater Green Bay Community Foundation, Inc. -

\$250.00 on behalf of Tracy Ogle for HS Band, Approved of 1.0 FTE Social Studies Teacher for SY2021 as Presented, Approved of a \$500 Rally to Fight Hunger Grant as Presented, Approved of the FFA COVID-19 Chapter Assistance Program Application as Presented, Approved of a \$500 gift card from Walgreens on behalf of Sandra Cordes for WE Teachers Award - AG Classroom Supplies, Accepted the Resignation of Darren Carson, High School Special Education Teacher, as Presented, Accepted the Resignation from Susanne Loughrin, Food Service, as Presented.

Any Item Removed from Consent Agenda: there were no items removed.

Public Comments: there were no comments.

Correspondence: Thank You cards received for bus drivers and helpers and for administration and teachers from Dan, Holly and Tyler Thontlin.

Board Recognition: Acknowledgement of Retirees - Mrs. Jeanne Frazier (42 years) and Mrs. Shelley Keller (31 years). An official celebration will be done in September at the Annual Staff Recognition. Mrs. Frazier has been a trusted and valued historian, and the go-to person when a question arises. Shelley Keller has the gift of being firm but with a kind heart of a grandmother; valuable memorable and she could have a best seller memoir. Mrs. Keller will be missed, not be replaced. Thank you for all you do!

District Administrator's Report: Student Council Representative - Colin Moser is wanting to plan a summer planning meeting for the Student Council. He noted that some students wonder if there will be school this fall and Dr. Oppor confirmed there will be. Legislative Update- the last legislative breakfast was June 13. Topics discussed were unemployment insurance not working effectively within the state. Department of Corrections: Covid 19 within the system. Shared top priorities of financial impact, protecting Special Ed funding and support of Fund 27 will be critical; support for mental health and trauma informed care; declining enrollment support; and internet access for rural areas and those in poverty. Other relevant concerns are expediting any changes to budget and statutes so schools can navigate the new parameters; funding for PPE and cleaning; on-site testing, vaccination clinics for students and staff. Monthly Enrollment Update - will address under Open Enrollment; and the annual census is just going out to residents. Districtwide School Reopening Committee & Reopening Plan Development Process – June 22 will have a roadmap to reopening for the state. Will see a preview for July 1 for Skills and Drills and weightlifting held at the MES due to construction. Board perspective on Equity Statement from the District: There will be one drafted for the Special Board Meeting on June 24. Mandy Welch, Waupaca County contacted District Administrator to be on a small group advisory interview committee for the next Director of Department of Health and Human Services for Waupaca County.

School Operations Reports: ES Principal: Highlights and HS Principal: Highlights - Included in Board Packet.

Business Related Reports: Highlights - Kobussen Reports included in Board Packet. Mr. Elsner from Kobussen Transportation reported they did order 25,000 face masks from FEMA. They will be deep cleaning buses and looking at best way to clean daily. The annual bus inspections will be held this week.

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

Board Comments: there were no board comments.

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

Unfinished Business:

Motion by Scheller / Forbes to Approve Policy Updates Vol. 29 No. 1 - Policies 2370, 3122.01, 4122.01, 7540, 7540.02, 7540.04 and 7544 as Presented. Motion carried by roll call vote Forbes aye, Hollman aye, Scheller aye, Pethke aye; R. Johnson aye; J. Johnson aye.

New Business:

Motion by R. Johnson / Hollman to Approve of Section 504 Handbook as Presented. Motion carried by roll call vote Forbes aye, Hollman aye, Scheller aye, Pethke aye; R. Johnson aye; J. Johnson aye.

Motion by Hollman / Pethke to Approve English Language Handbook as Presented. Motion carried by roll call vote Forbes aye, Hollman aye, Scheller aye, Pethke aye; R. Johnson aye; J. Johnson aye.

Motion by R. Johnson / Hollman to Approve Title 1 Schoolwide Program Plan Handbook as Presented. Motion carried by roll call vote Forbes aye, Hollman aye, Scheller aye, Pethke aye; R. Johnson aye; J. Johnson aye.

Motion by Forbes / R. Johnson to Approve the 2020-21 Instructional Technology Purchases as Presented. Motion carried by roll call vote Forbes aye, Hollman aye, Scheller aye, Pethke aye; R. Johnson aye; J. Johnson aye.

Motion by Scheller / Pethke to Approve the 2020-21 Food Service Vendors as Presented. Motion carried by roll call vote Forbes aye, Hollman aye, Scheller aye, Pethke aye; R. Johnson aye; J. Johnson aye.

Motion by Pethke / Hollman to Approve the 2020-21 Food Service Meal & Milk Prices as Presented. Motion carried by roll call vote Forbes aye, Hollman aye, Scheller aye, Pethke aye; R. Johnson aye; J. Johnson aye.

Motion by Pethke / R. Johnson to Approve the 2020-21 Support Staff Wage Increases as Presented. Motion carried by roll call vote Forbes aye, Hollman aye, Scheller aye, Pethke aye; R. Johnson aye; J. Johnson aye.

Motion by Pethke / R. Johnson to Approve Wipfli to Provide Audit Services for SY20-21 as Presented. Motion carried by roll call vote Forbes aye, Hollman aye, Scheller aye, Pethke aye; R. Johnson aye; J. Johnson aye.

Motion by Forbes / Scheller to Approve the Unused Vacation Time COVID-19 Exception as Presented. Motion carried by roll call vote Forbes aye, Hollman aye, Scheller aye, Pethke aye; R. Johnson aye; J. Johnson aye.

Motion by Hollman / Pethke to Approve the Vision Insurance Premium Holiday as Presented. Motion carried by roll call vote Forbes aye, Hollman aye, Scheller aye, Pethke aye; R. Johnson aye; J. Johnson aye.

Motion by R. Johnson / Hollman to Approve the Open Enrollment Applications for SY2021 Using Board Approved Available Seats as Presented. Motion carried by roll call vote Forbes aye, Hollman aye, Scheller aye, Pethke aye; R. Johnson aye; J. Johnson aye.

Motion by Pethke / Hollman to approve the One-Year Waiver of the Timelines Included in AG 5112A - Admission to Kindergarten for Those Families Requesting Early Admission to Kindergarten for the 2020-2021 School Year Due to the Limitations Created by the COVID-19 Pandemic. Motion carried by roll call vote Forbes aye, Hollman aye, Scheller aye, Pethke aye; R. Johnson aye; J. Johnson aye.

Motion by Hollman / R Johnson approve the WIAA Annual Renewal as Presented. Motion carried by roll call vote Forbes aye, Hollman aye, Scheller aye, Pethke aye; R. Johnson aye; J. Johnson aye.

Motion by Scheller / Hollman to approve the Preliminary Endorsement of Summer School Weight Room & Skill/Drill Sport Activities to Begin July 1, 2020 as Presented. Motion carried by roll call vote Forbes aye, Hollman aye, Scheller aye, Pethke aye; R. Johnson aye; J. Johnson aye.

1st Reading of PO 8407 - School Resource Officer Program as Presented; will be up for approval at the July regular board meeting.

Motion by R. Johnson / Pethke the July Board of Education Meeting Format will be held in the MES Library with a Virtual Option. Motion carried by roll call vote Forbes aye, Hollman aye, Scheller aye, Pethke aye; R. Johnson aye; J. Johnson aye.

Next Meeting Dates:

June 24, 2020– Special Board Mtg – 6:30 p.m. – Virtual Meeting; July 7, 2020 - Ad Hoc Recognition Comm Mtg - 5:00 p.m. – MES Library/Virtual Meeting; July 7, 2020 - Policy & Human Resources Comm Mtg - 6:00 p.m. - MES Library/Virtual Meeting; July 8, 2020 - Buildings & Grounds Comm Mtg - 5:00 p.m. - Site Tour & MES Library/Virtual Meeting; July 8, 2020 - Curriculum Comm Mtg - 7:00 p.m. - MES Library/Virtual Meeting; July 9, 2020 - Finance Comm Mtg - 5:30 p.m. - MES Library/Virtual Meeting; July 25, 2020 - Class of 2020 Commencement Ceremony - 11:00 a.m. - Little Wolf High School Athletic Complex; July 27, 2020 - Regular Board Mtg - 7:00 p.m. – MES Library/Virtual Meeting.

Motion by Hollman / Pethke to adjourn the meeting at 8:40 p.m. Motion carried by roll call vote Forbes aye, Hollman aye, Scheller aye, Pethke aye; R. Johnson aye; J. Johnson aye.

Jeanne Frazier, Recorder

Minutes of the June 24 School District of Manawa Special Board of Education Meeting

Call to Order – President Johnson – 6:41 p.m. – Virtual Meeting

Pledge of Allegiance-President Johnson

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

Verify Publication of Meeting-Dr. Oppor verified

New Business:

Consider MS/HS Referendum-related Asphalt Replacement Plan- Mr. McGregor presented information regarding the asphalt replacement plan.

- Section #1. Front loop is an estimated cost of \$176,905 for asphalt replacement including curb and gutter.
- Section #2. Back loop and the new east parking lot is estimated at \$152,000. There had been \$125,000 budgeted for the asphalt. Options are to proceed with patching this year at the cost of \$14,000 or waiting until summer of 2021 to start the replacement asphalt project.

Review and Endorse Portions of the SDM School Reopening Plan: Dr. Oppor spoke of plans of the following:

- Summer Weightlifting and Skill-Drill Activities
- Class of 2020 Commencement
- DPI and WIAA Guidance
- Districtwide Reopening Committee
- Administrative Flexibility to Respond to Evolving Pandemic Situations

Motion by R. Johnson / Pethke to Approve and Endorse the following SDM reopening plans as presented: Asphalt Replacement plan and waiting until the summer of 2021; Endorsing portions of the SDM School Reopening Plan including weightlifting plan, 2020 Commencement; Authorizing Administration to Expend CARES Act Funding; DPI and WIAA Guidance; Districtwide Reopening Committee; and Administrative Flexibility to Respond to Evolving Pandemic Situations. Motion carried with a roll call vote. Hollman absent.

Motion by Scheller / Forbes to Authorize the Administrative team to expend CARES Act Funding. Motion carried with a roll call vote - Hollman absent.

Motion by R. Johnson / Pethke to Approve Administration/Technology Director Revision of FY 20-21 Instructional Technology Purchases to meet the student needs. Motion carried with a roll call vote - Hollman absent.

Motion by Scheller / Forbes to Accept and Publish the District Equity Statement on the District website. Motion carried with a roll call vote - Hollman absent.

Next Meeting Dates:

July 7, 2020 - Ad Hoc Recognition Comm Mtg - 5:00 p.m. – MES Library/Virtual Meeting

July 7, 2020 - Policy & Human Resources Comm Mtg - 6:00 p.m. - MES Library/Virtual Meeting

July 8, 2020 - Buildings & Grounds Comm Mtg - 5:00 p.m. - Site Tour & MES Library/Virtual Mtg

July 8, 2020 - Curriculum Comm Mtg - 7:00 p.m. - MES Library/Virtual Meeting

July 9, 2020 - Finance Comm Mtg - 5:30 p.m. - MES Library/Virtual Meeting

July 25, 2020 - Class of 2020 Commencement Ceremony - 11:00 a.m. - Little Wolf High School Athletic Complex

July 27, 2020 - Regular Board Mtg - 7:00 p.m. – MES Library/Virtual Meeting

Motion by Pethke / Scheller to Adjourn at 8:25 p.m. to Closed Session – the Board of Education Shall Move into Closed Session Pursuant to Wis. Statutes 19.85(1)(c) to Discuss the Employment of Staff over which the School Board has Jurisdiction for 1) Personnel Evaluation and 2) Retention and Promotion of Staff. Motion carried with a roll call vote - Hollman absent.

Motion by Scheller / Forbes to reconvene into open session at 9:11 p.m. and adjourn. Motion carried with a roll call vote - Hollman absent.

Respectfully submitted,

Bobbi Jo Pethke, Clerk



CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
81010	SCHOOL DISTRICT OF I	COAP06	06/12/2020	TRANSIT AID FOR 66.030 AGREEMENT FROM 2018-19	SPECIAL EDUCATION FUND/SPED TRANSIT AID TO OTHERS/REVENUE TRANSITS TO OTHERS	0	6,220.47
						Totals for 81010	6,220.47
81011	SCHOOL DISTRICT OF W	COAP06	06/12/2020	FINAL PAYMENT FOR SHARED 4K STUDENT AGREEMENT	GENERAL FUND/Payment to WI School District/Gen Tuition-Non-Open Enrollment	0	1,414.26
						Totals for 81011	1,414.26
81012	ALLIANT ENERGY	JPAP62	06/22/2020	MES Alliant - GAS (5/7/20 - 6/5/20)	GENERAL FUND/GAS FOR HEAT/OPERATION	1012000069	270.54
81012	ALLIANT ENERGY	JPAP62	06/22/2020	MES Alliant - GAS (5/7/20 - 6/5/20)	GENERAL FUND/ELECTRICITY OTHER THAN HEAT/OPERATION	1012000069	627.91
81012	ALLIANT ENERGY	JPAP62	06/22/2020	Gas and Electric Bill - ELECTRIC	GENERAL FUND/GAS FOR HEAT/OPERATION	4002000149	18.00
81012	ALLIANT ENERGY	JPAP62	06/22/2020	Gas and Electric Bill - ELECTRIC	GENERAL FUND/ELECTRICITY OTHER THAN HEAT/OPERATION	4002000149	450.12
81012	ALLIANT ENERGY	JPAP62	06/22/2020	PAES lab electric and gas bill	SPECIAL EDUCATION FUND/GAS FOR HEAT/BUILDINGS	272000036	18.74
81012	ALLIANT ENERGY	JPAP62	06/22/2020	PAES lab electric and gas bill	SPECIAL EDUCATION FUND/ELECTRICITY OTHER THAN HEAT/BUILDINGS	272000036	30.79
81012	ALLIANT ENERGY	JPAP62	06/22/2020	Gas and Electric Bill	GENERAL FUND/GAS FOR HEAT/OPERATION	4002000149	23.53
81012	ALLIANT ENERGY	JPAP62	06/22/2020	Gas and Electric Bill	GENERAL FUND/ELECTRICITY OTHER THAN HEAT/OPERATION	4002000149	588.12
81012	ALLIANT ENERGY	JPAP62	06/22/2020	BEECH RD STAND ELECTRIC 5/8/20 - 6/8/20	GENERAL FUND/GAS FOR HEAT/OPERATION	4002000149	0.69
81012	ALLIANT ENERGY	JPAP62	06/22/2020	BEECH RD STAND ELECTRIC 5/8/20 - 6/8/20	GENERAL FUND/ELECTRICITY OTHER THAN HEAT/OPERATION	4002000149	17.16
81012	ALLIANT ENERGY	JPAP62	06/22/2020	Gas and Electric Bill	GENERAL FUND/GAS FOR HEAT/OPERATION	4002000149	238.73
81012	ALLIANT ENERGY	JPAP62	06/22/2020	Gas and Electric Bill	GENERAL FUND/ELECTRICITY OTHER THAN HEAT/OPERATION	4002000149	5,968.21
81012	ALLIANT ENERGY	JPAP62	06/22/2020	MES Alliant	GENERAL FUND/GAS FOR HEAT/OPERATION	1012000069	1,286.76
81012	ALLIANT ENERGY	JPAP62	06/22/2020	MES Alliant	GENERAL FUND/ELECTRICITY OTHER THAN HEAT/OPERATION	1012000069	2,986.42
						Totals for 81012	12,525.72

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
81013	AMERICAN WELDING & G	JPAP62	06/22/2020	SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/TECHNOLOGY EDUCATION	0	25.15
						Totals for 81013	25.15
81014	ROBERT W BAIRD & CO	JPAP62	06/22/2020	YEAR END MINI WORKSHOP WEBINAR 19-20	GENERAL FUND/PERSONAL SERVICES/DIRECTION OF BUSINESS	0	400.00
						Totals for 81014	400.00
81015	CENTURY LINK	JPAP62	06/22/2020	Century Link bills	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002000011	46.54
						Totals for 81015	46.54
81016	CESA 6-CONFERENCE RE	JPAP62	06/22/2020	Audiology, Hearing Itinerant, and Orientation and Mobility to CESA #6	SPECIAL EDUCATION FUND/TRANSFER TO CESA/AUDIOLOGY CESA	272000039	227.17
81016	CESA 6-CONFERENCE RE	JPAP62	06/22/2020	Audiology, Hearing Itinerant, and Orientation and Mobility to CESA #6	SPECIAL EDUCATION FUND/TRANSFER TO CESA/HEARING CESA	272000039	160.91
81016	CESA 6-CONFERENCE RE	JPAP62	06/22/2020	Audiology, Hearing Itinerant, and Orientation and Mobility to CESA #6	SPECIAL EDUCATION FUND/TRANSFER TO CESA/O/M CESA	272000039	127.78
						Totals for 81016	515.86
81017	COLLEGE BOARD	JPAP62	06/22/2020	45 AP EXAMINATIONS/AP LATE ORDER FEE SURCHARGE/9 - AP COLLEGE BOARD FEE REDUCTION	GENERAL FUND/PUPIL DUES AND FEES/GUIDANCE-STUDEN T \$	0	3,577.00
						Totals for 81017	3,577.00
81018	DECKER EQUIPMENT	JPAP62	06/22/2020	SWIVEL GLIDES	GENERAL FUND/NON-CAPITAL EQUIPMENT/OPERATION	1012000156	150.92
						Totals for 81018	150.92
81019	GRAICHEN DISPOSAL &	JPAP62	06/22/2020	Graichen - garbage disposal service - MAY 2020	GENERAL FUND/CLEANING SERVICES/OPERATION	8002000009	810.00
						Totals for 81019	810.00
81020	HARDWOOD SPECIALISTS	JPAP62	06/22/2020	CLEAN/BUFF & FINISH MES GYM FLOOR - 2 COATS OF OMU GYM FLOOR FINISH	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS	0	1,909.00
						Totals for 81020	1,909.00
81021	HURCKMAN MECHANICAL	JPAP62	06/22/2020	REPAIR MIXING VALVE FOR DARK ROOM SINK.	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS	0	700.00
						Totals for 81021	700.00
81022	LIQUIDATORS PLUS	JPAP62	06/22/2020	SENIOR T-SHIRTS	GENERAL FUND/GENERAL SUPPLIES/OFFICE OF THE PRINCIPAL	0	498.00
						Totals for 81022	498.00
81023	MULTI MEDIA CHANNELS	JPAP62	06/22/2020	MAY 2020 WOLFPACK JOB & POSTAGE/2020 GRADUATION BROAD SPECIAL SECTION	GENERAL FUND/PRINTING AND BINDING/INFORMATION	0	1,235.19
						Totals for 81023	1,235.19
81024	NORTH EASTERN WISCON	JPAP62	06/22/2020	North Eastern WI	SPECIAL EDUCATION	8002000012	22.28

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
				Rehabilitation Co.	FUND/PERSONAL SERVICES/OCCUPATIONA L THERAPY		
81024	NORTH EASTERN WISCON	JPAP62	06/22/2020	North Eastern WI Rehabilitation Co.	SPECIAL EDUCATION FUND/PERSONAL SERVICES/OCCUPATIONA L THERAPY	8002000012	921.72
					Totals for 81024		944.00
81025	NASSCO, INC	JPAP62	06/22/2020	MES SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	208.56
81025	NASSCO, INC	JPAP62	06/22/2020	MES SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	486.07
					Totals for 81025		694.63
81026	PITNEY BOWES INC	JPAP62	06/22/2020	LEASE CHARGE	GENERAL FUND/POSTAGE/CARTAGE /CENTRAL SERVICES	0	411.54
					Totals for 81026		411.54
81027	REMINGTON'S QUALITY	JPAP62	06/22/2020	SUPPLIES/FOOD	SPECIAL EDUCATION FUND/FOOD/MULTI-CATE GORICAL	272000033	33.12
					Totals for 81027		33.12
81028	SAVVAS LEARNING COMP	JPAP62	06/22/2020	FOCUS MATH GRADE 5 STUDENT WORKBOOK A (6-PACK	GENERAL FUND/INSTRUCTIONAL MEDIA/OTHER SPECIAL NEEDS	1012000139	47.40
					Totals for 81028		47.40
81029	SHELLER, BRUCE	JPAP62	06/22/2020	WIRELESS CONNECTION DURING BUILDING CLOSURE	GENERAL FUND/GENERAL SUPPLIES/REGULAR CURRICULUM	0	55.00
					Totals for 81029		55.00
81030	SCHOOL SPECIALTY INC	JPAP62	06/22/2020	SUPPLIES	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	4002000275	49.33
					Totals for 81030		49.33
81031	SPEC WELDING & FAB	JPAP62	06/22/2020	WRESTLING EQUIPMENT	GENERAL FUND/EQUIPMENT PURCHASE-ADDITION/GE NERAL ATHLETICS	4002000268	1,338.58
81031	SPEC WELDING & FAB	JPAP62	06/22/2020	WRESTLING EQUIPMENT	GENERAL FUND/NON-CAPITAL EQUIPMENT/GENERAL ATHLETICS	4002000268	635.00
					Totals for 81031		1,973.58
81032	STRANG, PATTESON, RE	JPAP62	06/22/2020	LEGAL FEES	GENERAL FUND/PERSONAL SERVICES/LEGAL	0	6,480.00
					Totals for 81032		6,480.00
81033	UNEMPLOYMENT INSURAN	JPAP62	06/22/2020	UNEMPLOYMENT - MAY 2020	GENERAL FUND/UNEMPLOYMENT COMPENSATION/INSURAN CE AND JUDGEMENTS	0	678.74
					Totals for 81033		678.74

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
81034	AED PROFESSIONALS	JPAP63	06/30/2020	COVID 19 MATERIALS	GENERAL FUND/GENERAL SUPPLIES/HEALTH	8002000064	728.45
						Totals for 81034	728.45
81035	CASH	JPAP63	06/30/2020	REIMBURSE LWHS PETTY CASH	GENERAL FUND/GENERAL SUPPLIES/SCIENCE	0	8.88
81035	CASH	JPAP63	06/30/2020	REIMBURSE LWHS PETTY CASH	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	0	99.29
81035	CASH	JPAP63	06/30/2020	REIMBURSE LWHS PETTY CASH	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	19.99
81035	CASH	JPAP63	06/30/2020	REIMBURSE LWHS PETTY CASH	GENERAL FUND/POSTAGE/CARTAGE /CENTRAL SERVICES	0	104.25
						Totals for 81035	232.41
81036	CINTAS CORPORATION L	JPAP63	06/30/2020	CUSTODIAL SUPPLIES	SPECIAL EDUCATION FUND/CLEANING SERVICES/BUILDINGS	0	16.37
81036	CINTAS CORPORATION L	JPAP63	06/30/2020	CUSTODIAL SUPPLIES	GENERAL FUND/CLEANING SERVICES/OPERATION	0	29.06
81036	CINTAS CORPORATION L	JPAP63	06/30/2020	CUSTODIAL SUPPLIES	SPECIAL EDUCATION FUND/CLEANING SERVICES/BUILDINGS	0	10.39
81036	CINTAS CORPORATION L	JPAP63	06/30/2020	CUSTODIAL SUPPLIES	GENERAL FUND/CLEANING SERVICES/OPERATION	0	105.53
81036	CINTAS CORPORATION L	JPAP63	06/30/2020	CUSTODIAL SUPPLIES	GENERAL FUND/CLEANING SERVICES/OPERATION	0	113.39
81036	CINTAS CORPORATION L	JPAP63	06/30/2020	CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	604.94
81036	CINTAS CORPORATION L	JPAP63	06/30/2020	CUSTODIAL SUPPLIES	SPECIAL EDUCATION FUND/CLEANING SERVICES/BUILDINGS	0	16.37
81036	CINTAS CORPORATION L	JPAP63	06/30/2020	CUSTODIAL SUPPLIES	GENERAL FUND/CLEANING SERVICES/OPERATION	0	29.06
81036	CINTAS CORPORATION L	JPAP63	06/30/2020	CUSTODIAL SUPPLIES	SPECIAL EDUCATION FUND/CLEANING SERVICES/BUILDINGS	0	16.37
81036	CINTAS CORPORATION L	JPAP63	06/30/2020	CUSTODIAL SUPPLIES	GENERAL FUND/CLEANING SERVICES/OPERATION	0	84.86
						Totals for 81036	1,026.34
81037	DUFF & PHELPS LLC	JPAP63	06/30/2020	PROPERTY RECORD OUTSOURCING SERVICES FOR FISCAL YEAR ENDING JUNE 30, 2020	GENERAL FUND/PERSONAL SERVICES/FISCAL	0	1,225.00
						Totals for 81037	1,225.00
81038	FIRST STATE BANK OF	JPAP63	06/30/2020	TO TRANSFER \$ FROM GENERAL FUND 10 TO FUND 46 PER 2019-20 BUDGET	GENERAL FUND/Operating Transfers to	0	50,000.00

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					Another		
					Totals for 81038		50,000.00
81039	FOLLETT SCHOOL SOLUT	JPAP63	06/30/2020	February Book Order	GENERAL	4002000248	19.90
					FUND/LIBRARY		
					BOOKS/SCHOOL		
					LIBRARY		
81039	FOLLETT SCHOOL SOLUT	JPAP63	06/30/2020	February Book Order	GENERAL	1012000135	35.76
					FUND/LIBRARY		
					BOOKS/SCHOOL		
					LIBRARY		
					Totals for 81039		55.66
81040	HEALY AWARDS, INC	JPAP63	06/30/2020	WRESTLING DISPLAY BOARD - PAID BY BOOSTER CLUB	GENERAL	4002000276	1,697.92
					FUND/EQUIPMENT		
					PURCHASE		
					REPLACEMENT/GENERAL		
					ATHLETICS		
					Totals for 81040		1,697.92
81041	IRRIGATION SERVICES	JPAP63	06/30/2020	IRRIGATION SYSTEM START-UP	GENERAL FUND/REPAIR	0	379.65
					& MAINTENANCE		
					SERVICES/SITE		
					REPAIRS		
					Totals for 81041		379.65
81042	MANAWA LIONS CLUB	JPAP63	06/30/2020	JULY - DECEMBER 2019 LION'S CLUB DUES FOR MELANIE OPPOR	GENERAL	0	50.00
					FUND/EMPLOYEE DUES		
					AND FEES/OFFICE OF		
					SUPERINTENDENT		
					Totals for 81042		50.00
81043	NASSCO, INC	JPAP63	06/30/2020	PARTS	GENERAL	0	122.13
					FUND/NON-CAPITAL		
					EQUIPMENT/OPERATION		
					Totals for 81043		122.13
81044	NORTHLAND ELECTRICAL	JPAP63	06/30/2020	ELECTRICAL WORK ASSOCIATED WITH WRESTLING SPOTLIGHT AT LWHS	GENERAL	0	1,090.00
					FUND/PERSONAL		
					SERVICES/GENERAL		
					ATHLETICS		
					Totals for 81044		1,090.00
81045	OFFICE DEPOT	JPAP63	06/30/2020	PLANNER	GENERAL	0	26.99
					FUND/CENTRAL SUPPLY		
					ROOM/UNDIFFERENTIATE		
					D CURRICULUM		
81045	OFFICE DEPOT	JPAP63	06/30/2020	ASTRO PAPER - TERRA 2 REAMS	GENERAL	0	34.98
					FUND/CENTRAL SUPPLY		
					ROOM/UNDIFFERENTIATE		
					D CURRICULUM		
81045	OFFICE DEPOT	JPAP63	06/30/2020	ASTRO PAPER BRIGHT 2 REAMS	GENERAL	0	34.98
					FUND/CENTRAL SUPPLY		
					ROOM/UNDIFFERENTIATE		
					D CURRICULUM		
					Totals for 81045		96.95
81046	REYES, RAUL	JPAP63	06/30/2020	REIMBURSE FOOD SERVICE ACCOUNT BALANCE FOR ANDY REYES	FOOD SERVICE	0	7.45
					FUND/OTHER DEFERRED		
					REVENUES		
					Totals for 81046		7.45
81047	RSCHOOLSTODAY(DWC)	JPAP63	06/30/2020	ONLINE RENEWAL SUBSCRIPTION- ATHLETIC SIS	GENERAL	4002000133	250.00
					FUND/TECH/SOFTWARE		
					SERVIC/GENERAL		

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					ATHLETICS		
					Totals for 81047		250.00
81048	THEDACARE AT WORK	JPAP63	06/30/2020	DS RAPID 5 BUNDLED/TB QUESTIONNAIRE REVIEW/PHYSICAL FREE FROM COMM DISEASE (MA PT SPEECH)	GENERAL FUND/PERSONAL SERVICES/HEALTH SERVICES	0	177.00
					Totals for 81048		177.00
81049	WAUPACA COUNTY PTF	JPAP63	06/30/2020	DISPOSAL OF ELECTRONICS	GENERAL FUND/PERSONAL SERVICES/OPERATION	0	7.75
					Totals for 81049		7.75
81050	WOLTER POWER SYSTEMS	JPAP63	06/30/2020	POWER OUT ON Z-GENERAC	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS	0	1,254.00
					Totals for 81050		1,254.00
81051	ANTHEM BLUE CROSS &	JPAP62	07/01/2020	JULY 202 HEALTH INSURANCE PREMIUMS	GENERAL FUND/HRA/WEA ER DED (PMT ABOVE EE'S	0	97,682.52
					Totals for 81051		97,682.52
81052	AWSA	JPAP62	07/01/2020	DR OPPOR MEMBERSHIP RENEWAL through 6/30/21	GENERAL FUND/EMPLOYEE DUES AND FEES/OFFICE OF SUPERINTENDENT	8002100000	750.00
					Totals for 81052		750.00
81053	CPI	JPAP62	07/01/2020	ANNUAL MEMBERSHIP - ANN WARNING 8/22/20 - 8/22/21	SPECIAL EDUCATION FUND/DUES & FEES MEMBRSHIP/FT FEES/INSTRUCTIONAL STAFF TRAINING	272100000	150.00
					Totals for 81053		150.00
81054	DELTA DENTAL-VISION	JPAP62	07/01/2020	VISION INSURANCE - JULY 2020	GENERAL FUND/SELF FUND-EMPLOYER SHARE PREMI	0	619.98
					Totals for 81054		619.98
81055	FORECAST 5 ANALYTICS	JPAP62	07/01/2020	5SIGHT LICENSE AGREEMENT 7/1/20 - 6/30/21 5CAST LICENSE AGREEMENT 7/1/20 - 6/30/21	GENERAL FUND/TECH/SOFTWARE SERVIC/FISCAL	0	6,364.50
					Totals for 81055		6,364.50
81056	ILLUMINATE EDUCATION	JPAP62	07/01/2020	ANNUAL SUBSCRIPTION - FASTBRIDGE SUBSCRIPTION (55 @ \$7.50)	GENERAL FUND/TECH/SOFTWARE SERVIC/UNDIFFERENTIA TED CURRICULUM	1012100001	412.50
					Totals for 81056		412.50
81057	INTEGRATED SYSTEMS C	JPAP62	07/01/2020	JULY 2020 HOSTING SERVICES	GENERAL FUND/TECH/SOFTWARE SERVIC/ADMINISTRATIV E TECHNOLOGY SERV	0	360.00
					Totals for 81057		360.00
81058	SKYWARD, INC	JPAP62	07/01/2020	ANNUA LICENSE FEES FOR 7/1/20 -6/30/21	GENERAL FUND/TECH/SOFTWARE SERVIC/CENTRAL SERVICES	0	35,444.00
					Totals for 81058		35,444.00
81059	STANDARD INSURANCE C	JPAP62	07/01/2020	LIFE/STD & LTD PREMIUMS -JULY 2020	GENERAL FUND/LIFE INSURANCE PAYABLE	0	1,231.34

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
81059	STANDARD INSURANCE C	JPAP62	07/01/2020	LIFE/STD & LTD PREMIUMS -JULY 2020	GENERAL FUND/LTD INS PAYABLE	0	966.35
81059	STANDARD INSURANCE C	JPAP62	07/01/2020	LIFE/STD & LTD PREMIUMS -JULY 2020	GENERAL FUND/STD INS PAYABLE	0	257.44
						Totals for 81059	2,455.13
81060	WISCONSIN ASSOC OF S	JPAP62	07/01/2020	RENEWAL - THE FOCUS FEE	GENERAL FUND/EMPLOYEE DUES AND FEES/OFFICE OF SUPERINTENDENT	8002100002	240.00
						Totals for 81060	240.00
81061	WI COUNCIL OF ADMIN	JPAP62	07/01/2020	MEMBERSHIP RENEWAL - DANNI BRAUER THROUGH 6/30/21	SPECIAL EDUCATION FUND/EMPLOYEE DUES AND FEES/SUPERVISION/COO R OF EXCEP EDUC	272100001	400.00
						Totals for 81061	400.00
81062	WINNECONNE COMMUNITY	JPAP62	07/01/2020	WERMC MEMBERSHIP FEE 2020-2021	GENERAL FUND/OTHER DISTRICT INSURANCE/INSURANCE AND JUDGEMENTS	0	1,207.61
						Totals for 81062	1,207.61
81063	WI DEPT OF JUSTICE	JPAP70	06/30/2020	CRIMINAL BACKGROUND CHECKS WIS DEPT OF JUSTICE - (2 @ 7.00)	GENERAL FUND/PERSONAL SERVICES/OTHER STAFF SERVICES	0	14.00
						Totals for 81063	14.00
81064	WISNET	JPAP70	06/30/2020	WISNET FIREWALL SERVICE - CISCO ASA - WISNET OWNED 1G CAPABLE DEVICE FOR 4/1/19 - 6/30/20	GENERAL FUND/ON-LINE COMMUNICATIONS/ADMIN ISTRATIVE TECHNOLOGY SERV	0	625.00
81064	WISNET	JPAP70	06/30/2020	BALANCE FORWARD	GENERAL FUND/ON-LINE COMMUNICATIONS/ADMIN ISTRATIVE TECHNOLOGY SERV	0	1,250.00
						Totals for 81064	1,875.00
81065	AMERICAN WELDING & G	JPAP71	07/15/2020	CO2 MIX & CYLINDER RENTAL	GENERAL FUND/GENERAL SUPPLIES/TECHNOLOGY EDUCATION	0	24.85
						Totals for 81065	24.85
81066	ASSOCIATED TRUST CO.	JPAP71	07/15/2020	STANDARD FEES - GENERAL OBLIGATION REFUNDING BONDS	GENERAL FUND/PERSONAL SERVICES/FISCAL	0	475.00
						Totals for 81066	475.00
81067	CENTURY LINK	JPAP71	07/15/2020	Century Link bills	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002000011	74.80
						Totals for 81067	74.80
81068	CESA 6-CONFERENCE RE	JPAP71	07/15/2020	VIRTUAL CONFERENCE	GENERAL FUND/TRANSFER TO CESA/ INSTRUCTIONAL STAFF TRAINING	1012000155	1,800.00
81068	CESA 6-CONFERENCE RE	JPAP71	07/15/2020	VISION ITINERANT	SPECIAL EDUCATION	0	1,020.00

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
81068	CESA 6-CONFERENCE RE	JPAP71	07/15/2020	COMMUNICATING & COLLABORATING WITH PRIVATE SCHOOLS - JACKIE SERNAU	FUND/TRANSFER TO CESA/VISION CESA GENERAL	0	60.00
					FUND/TRANSFER TO CESA/INSTRUCTIONAL STAFF TRAINING		
					Totals for 81068		2,880.00
81069	CINTAS CORPORATION L	JPAP71	07/15/2020	CUSTODIAL SUPPLIES	SPECIAL EDUCATION	0	16.37
					FUND/CLEANING SERVICES/BUILDINGS		
81069	CINTAS CORPORATION L	JPAP71	07/15/2020	CUSTODIAL SUPPLIES	GENERAL	0	84.86
					FUND/CLEANING SERVICES/OPERATION		
					Totals for 81069		101.23
81070	CITY OF MANAWA	JPAP71	07/15/2020	WATER & SEWER (3/24/20 - 6/22/20)	GENERAL	0	571.66
					FUND/WATER/OPERATION		
81070	CITY OF MANAWA	JPAP71	07/15/2020	PAES LAB WATER & SEWER (3/24/20 - 6/22/20)	SPECIAL EDUCATION	0	70.78
					FUND/WATER/BUILDINGS		
81070	CITY OF MANAWA	JPAP71	07/15/2020	LWHS SEWER & WATER	GENERAL	0	608.82
					FUND/WATER/OPERATION		
					Totals for 81070		1,251.26
81071	DEPARTMENT OF ADMINI	JPAP71	07/15/2020	TEACH SERVICES 1/01/20 - 6/30/20	GENERAL	0	1,500.00
					FUND/PERSONAL SERVICES/ADMINISTRATIVE TECHNOLOGY SERV		
					Totals for 81071		1,500.00
81072	FOLLETT SCHOOL SOLUT	JPAP71	07/15/2020	FEBRUARY BOOK ORDER	GENERAL	4002000248	725.34
					FUND/LIBRARY BOOKS/SCHOOL LIBRARY		
					Totals for 81072		725.34
81073	FOX VALLEY TECHNICAL	JPAP71	07/15/2020	SUPPLIES FOR TECH ED	GENERAL	0	334.01
					FUND/GENERAL SUPPLIES/TECHNOLOGY EDUCATION		
					Totals for 81073		334.01
81074	GREEN BOYZ INC	JPAP71	07/15/2020	TECHNICAL MAINTENANCE	GENERAL FUND/REPAIR & MAINTENANCE	0	8,550.00
					SERVICES/SITE REPAIRS		
					Totals for 81074		8,550.00
81075	HURCKMAN MECHANICAL	JPAP71	07/15/2020	DOMESTIC HOT WATER ISSUE @ MES	GENERAL FUND/REPAIR & MAINTENANCE	0	509.00
					SERVICES/BUILDINGS		
					Totals for 81075		509.00
81076	MULTI MEDIA CHANNELS	JPAP71	07/15/2020	MARCH/APRIL/MAY BOE MINUTES & JUNE 2020 WOLF PACK JOB & POSTAGE	GENERAL	0	1,887.49
					FUND/PRINTING AND BINDING/INFORMATION		
					Totals for 81076		1,887.49
81077	NASSCO, INC	JPAP71	07/15/2020	CUSTODIAL SUPPLIES & .71 SERVICE CHARGE	GENERAL	0	48.00
					FUND/GENERAL SUPPLIES/OPERATION		
					Totals for 81077		48.00
81078	PREMIER BANK - MANAW	JPAP71	07/15/2020	PAYMENT ERROR	FOOD SERVICE	0	5.00
					FUND/OTHER DEFERRED REVENUES		



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81078	PREMIER BANK - MANAWA	JPAP71	07/15/2020	MOVE MONEY FROM GEN FUND TO STUDENT ACTIVITY ACCTS DUE TO EFUNDS PAYMENTS	FOOD SERVICE FUND/OTHER DEFERRED REVENUES	0	117.50
						Totals for 81078	122.50
81079	SKYWARD, INC	JPAP71	07/15/2020	ESIGN ELECTRONIC SIGNATURE & CALC INTEREST	GENERAL FUND/PERSONAL SERVICES/DIRECTION OF BUSINESS	0	200.20
81079	SKYWARD, INC	JPAP71	07/15/2020	Aruba Switch (Account transfer sent to handle account)	GENERAL FUND/TECHNOLOGY RELATED HARDWARE/ADMINISTRATIVE TECHNOLOGY SERV	8002000057	7,367.62
						Totals for 81079	7,567.82
81080	THEDACARE AT WORK	JPAP71	07/15/2020	DS RAPID 5 BUNDLED/TB QUESTIONNAIRE REVIEW/PHYSICAL FREE FROM COMM DISEASE - KD	GENERAL FUND/PERSONAL SERVICES/HEALTH SERVICES	0	177.00
						Totals for 81080	177.00
81081	TRUGREEN LIMITED PAR	JPAP71	07/15/2020	VEGETATION CONTROL @ MES	GENERAL FUND/CLEANING SERVICES/OPERATION	0	225.00
81081	TRUGREEN LIMITED PAR	JPAP71	07/15/2020	VEGETATION CONTROL @ LW JR/SR HS	GENERAL FUND/CLEANING SERVICES/OPERATION	0	375.00
						Totals for 81081	600.00
81082	US CELLULAR	JPAP71	07/15/2020	CELL PHONES	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	0	365.65
						Totals for 81082	365.65
81083	WEX BANK - GLOBAL FL	JPAP71	07/15/2020	ALL OTHER FUEL	GENERAL FUND/FUEL-VEHICLE OPERATION/VEHICLE MAINT/NOT PUPIL TRANS	0	136.27
						Totals for 81083	136.27
81084	ACUITY	JPAP07	07/15/2020	WRITTEN PREMIUM CHARGE WORKERS COMPENSATION (TERM 7/01/20 - 07/01/2021)	GENERAL FUND/WORKER'S COMPENSATION/INSURANCE AND JUDGEMENTS	0	56,697.00
						Totals for 81084	56,697.00
81085	AEGIS CORPORATION	JPAP07	07/15/2020	CRIME POLICY (7/1/2020 - 7/1/2021)	GENERAL FUND/OTHER DISTRICT INSURANCE/INSURANCE AND JUDGEMENTS	0	1,731.00
						Totals for 81085	1,731.00
81086	AMAZON CAPITAL SERVI	JPAP07	07/15/2020	Caution Tape for Alice Training	GENERAL FUND/GENERAL SUPPLIES/INSTRUCTIONAL STAFF TRAINING	8002100001	52.40
81086	AMAZON CAPITAL SERVI	JPAP07	07/15/2020	SANDY CORDES CLASSROOM SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/AGRICULTURE	4002100002	50.75
81086	AMAZON CAPITAL SERVI	JPAP07	07/15/2020	CARRIE KOEHN GRADUATION SUPPLIES	GENERAL FUND/CENTRAL SUPPLY	4002100032	67.19

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					ROOM/UNDIFFERENTIATE D CURRICULUM		
					Totals for 81086		170.34
81087	AWSA	JPAP07	07/15/2020	AWSA AND NAESP MEMBERSHIP RENEWAL - DANIELLE BRAUER	GENERAL FUND/EMPLOYEE DUES AND FEES/OFFICE OF THE PRINCIPAL	1012100051	750.00
81087	AWSA	JPAP07	07/15/2020	DAN WOLFGAM ASSOCIATION OF WI SCHOOL ADMINISTRATORS MEMBERSHIP FEE	GENERAL FUND/EMPLOYEE DUES AND FEES/OFFICE OF THE PRINCIPAL	4002100006	750.00
					Totals for 81087		1,500.00
81088	CARBON FRECKLE	JPAP07	07/15/2020	CUM FILES	GENERAL FUND/GENERAL SUPPLIES/OFFICE OF THE PRINCIPAL	1012100003	238.88
81088	CARBON FRECKLE	JPAP07	07/15/2020	CARBON FRECKLE ENVELOPES	GENERAL FUND/GENERAL SUPPLIES/OFFICE OF THE PRINCIPAL	4002100017	352.00
81088	CARBON FRECKLE	JPAP07	07/15/2020	CARRIE KOEHN MMS ENVELOPES	GENERAL FUND/GENERAL SUPPLIES/OFFICE OF THE PRINCIPAL	2002100001	352.00
					Totals for 81088		942.88
81089	CINTAS FIRE PROTECTI	JPAP07	07/15/2020	KITCHEN INSPECTION	FOOD SERVICE FUND/CLEANING SERVICES/OPERATION	0	178.90
					Totals for 81089		178.90
81090	COMMUNITY INSURANCE	JPAP07	07/15/2020	PREMIUMS: GENERAL LIABILITY, AUTO LIABILITY, ERRORS & OMISSIONS, COMM AUTO PHYSICAL DAMAGE - SCHOOLS, ADDITIONAL INS ENDORSE. VIOLENT ACTS COVERAGE SD, STOP IT PROGRAM	GENERAL FUND/DISTRICT LIABILITY INSURANCE/INSURANCE AND JUDGEMENTS	0	8,472.00
81090	COMMUNITY INSURANCE	JPAP07	07/15/2020	PREMIUMS: GENERAL LIABILITY, AUTO LIABILITY, ERRORS & OMISSIONS, COMM AUTO PHYSICAL DAMAGE - SCHOOLS, ADDITIONAL INS ENDORSE. VIOLENT ACTS COVERAGE SD, STOP IT PROGRAM	GENERAL FUND/TECH/SOFTWARE SERVIC/OTHER PUPIL SERVICES	0	328.00
					Totals for 81090		8,800.00
81091	E O JOHNSON CO., INC	JPAP07	07/15/2020	E.O. Johnson copier agreement 2020-21(COVERS PERIOD 6/23/20-9/22/20)	GENERAL FUND/COMMUNICATION/A DMINISTRATIVE TECHNOLOGY SERV	8002100005	6,666.81
					Totals for 81091		6,666.81
81092	EDMENTUM, INC	JPAP07	07/15/2020	MARY ECK COURSEWARE FOR HS	GENERAL FUND/TECH/SOFTWARE SERVIC/OTHER SPECIAL NEEDS	4002100033	6,599.66
					Totals for 81092		6,599.66
81093	EXPLORELEARNING	JPAP07	07/15/2020	CAREY CELSKE GIZMOS LICENSE	GENERAL FUND/TECH/SOFTWARE SERVIC/SCIENCE	4002100008	875.00
					Totals for 81093		875.00

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81094	INTEGRATED SYSTEMS C	JPAP07	07/15/2020	IS CORP BILLING FOR 2020-21	GENERAL FUND/TECH/SOFTWARE SERVIC/ADMINISTRATIV E TECHNOLOGY SERV	8002100007	360.00
						Totals for 81094	360.00
81095	KOMPAS CARE	JPAP07	07/15/2020	SOFTWARE & CUSTOMER CARE ANNUAL FEE	GENERAL FUND/PERSONAL SERVICES/FISCAL	0	2,015.00
						Totals for 81095	2,015.00
81096	KS STATEBANK	JPAP07	07/15/2020	GOVERNMENT OBLIGATION CONTRACT DATED AS OF 9/1/19 6 PROMETHEAN BOARDS, 140 DELL CHROMEBOOKS & 12 DELL LATITUDE LAPTOPS	GENERAL FUND/TECHNOLOGY RELATED HARDWARE/ADMINISTRAT IVE TECHNOLOGY SERV	0	19,847.37
81096	KS STATEBANK	JPAP07	07/15/2020	Technology Lease 2018-2020 (TIERNEY BROS) (130) NON-TOUCH CHROMEBOOK 3180 LAPTOPS & (25) DELL LATITUDE LAPTOPS	GENERAL FUND/TECHNOLOGY RELATED HARDWARE/ADMINISTRAT IVE TECHNOLOGY SERV	0	18,010.63
						Totals for 81096	37,858.00
81097	NASSP - NATIONAL HON	JPAP07	07/15/2020	JANINE CONNOLLY NHS INDUCTEE PINS	GENERAL FUND/GENERAL SUPPLIES/CO-CURRICUL AR ACTIVITIES	4002100004	273.00
81097	NASSP - NATIONAL HON	JPAP07	07/15/2020	JANINE CONNOLLY NATIONAL HONOR SOCIETY MEMBERSHIP FEE	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/CO-CURRICULAR ACTIVITIES	4002100003	385.00
						Totals for 81097	658.00
81098	NCS PEARSON INC	JPAP07	07/15/2020	TESTING MATERIALS	SPECIAL EDUCATION FUND/GENERAL SUPPLIES/SPEECH/LANG UAGE	272100004	56.25
						Totals for 81098	56.25
81099	PREMIER BANK - MANAW	JPAP07	07/15/2020	SENIOR STUDENT CLASS FEES - J SCOTT	FOOD SERVICE FUND/OTHER DEFERRED REVENUES	0	25.00
						Totals for 81099	25.00
81100	SCHOOL SPECIALTY INC	JPAP07	07/15/2020	FOLDERS AND BINDERS FOR STUDENTS	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	1012100005	1,026.79
81100	SCHOOL SPECIALTY INC	JPAP07	07/15/2020	CARRIE KOEHN 19-20 GRADUATION SUPPLIES	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	4002100031	52.97
						Totals for 81100	1,079.76
81101	SOLARUS	JPAP07	07/15/2020	DISTRICT OFFICE PHONE SERVICE	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002100004	374.61
81101	SOLARUS	JPAP07	07/15/2020	PAES LAB	SPECIAL EDUCATION FUND/TELEPHONE AND TELEGRAPH/PUBLIC INFORMATION	0	148.28
81101	SOLARUS	JPAP07	07/15/2020	LWHS - PHONE	GENERAL	8002100004	384.15

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81101	SOLARUS	JPAP07	07/15/2020	LWHS - PHONE	FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES GENERAL	8002100004	288.11
81101	SOLARUS	JPAP07	07/15/2020	MES - PHONE	FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES GENERAL	8002100004	749.83
						Totals for 81101	1,944.98
81102	SOLUTION TREE	JPAP07	07/15/2020	VIRTUAL PROFESSIONAL DEVELOPMENT	FUND/PERSONAL SERVICES/INSTRUCTION AL STAFF TRAINING	1012100000	299.00
						Totals for 81102	299.00
81103	SUPER DUPER PUBLICAT	JPAP07	07/15/2020	CLASSROOM MATERIALS	SPECIAL EDUCATION FUND/INSTRUCTIONAL MEDIA/SPEECH/LANGUAG E	272100003	37.35
						Totals for 81103	37.35
81104	THEDACARE PHYSICIANS	JPAP07	07/15/2020	JANINE CONNOLLY SOURCES OF STRENGTH	GENERAL FUND/PERSONAL SERVICES/GUIDANCE	4002100025	1,250.00
						Totals for 81104	1,250.00
81105	TOLEDO PHYSICAL EDUC	JPAP07	07/15/2020	KEVIN MURPHY PHY ED EQUIPMENT	GENERAL FUND/NON-CAPITAL EQUIPMENT/PHYSICAL EDUCATION	4002100009	319.98
81105	TOLEDO PHYSICAL EDUC	JPAP07	07/15/2020	KEVIN MURPHY PHY ED EQUIPMENT	GENERAL FUND/NON-CAPITAL EQUIPMENT/PHYSICAL EDUCATION	4002100009	1,323.93
						Totals for 81105	1,643.91
81106	TRUGREEN LIMITED PAR	JPAP07	07/15/2020	LAWN SERVICE @ LWJR/SRHS	GENERAL FUND/CLEANING SERVICES/OPERATION	0	145.71
81106	TRUGREEN LIMITED PAR	JPAP07	07/15/2020	LAWN SERVICE @ LWJR/SRHS	GENERAL FUND/CLEANING SERVICES/OPERATION	0	109.29
						Totals for 81106	255.00
81107	UNEMPLOYMENT INSURAN	JPAP07	07/15/2020	UNEMPLOYMENT - JUNE 2020	GENERAL FUND/UNEMPLOYMENT COMPENSATION/INSURAN CE AND JUDGEMENTS	0	205.77
						Totals for 81107	205.77
81108	WISCONSIN ASSOC OF S	JPAP07	07/15/2020	RENEW UPDATED WISCONSIN SCHOOL LAWS SUBSCRIPTION	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/BOARD MEMBERS	8002100009	135.00
						Totals for 81108	135.00
81109	WISCONSIN ASSOCIATIO	JPAP07	07/15/2020	SANDY CORDES FFA AFFILIATION FEE - WI FFA CENTER FEE	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/CO-CURRICULAR ACTIVITIES	4002100034	350.00
						Totals for 81109	350.00

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192000267	FRAZIER, JEANNE	JPAP62	06/22/2020	REIMBURSE FOOD SERVICE ACCOUNT BALANCE	FOOD SERVICE FUND/OTHER DEFERRED REVENUES	0	22.35
						Totals for 192000267	22.35
201900276	INTERNAL REVENUE SER	P9	06/15/2020	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	9,203.65
201900276	INTERNAL REVENUE SER	P9	06/15/2020	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	1,240.04
201900276	INTERNAL REVENUE SER	P9	06/15/2020	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	314.71
201900276	INTERNAL REVENUE SER	P9	06/15/2020	Payroll accrual	COMMUNITY SERVICE FUND/FICA (SOCIAL SECURITY)	0	42.32
						Totals for 201900276	10,800.72
201900282	INTERNAL REVENUE SER	P9	06/15/2020	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	64.84
201900282	INTERNAL REVENUE SER	P9	06/15/2020	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	15.16
201900282	INTERNAL REVENUE SER	P9	06/15/2020	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	0.00
201900282	INTERNAL REVENUE SER	P9	06/15/2020	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	15.16
201900282	INTERNAL REVENUE SER	P9	06/15/2020	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	64.84
						Totals for 201900282	160.00
201900283	WISCONSIN DEPT OF RE	P9	06/15/2020	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	0.00
						Totals for 201900283	0.00
201900286	DELTA DENTAL OF WISC	JPWI62	06/10/2020	DENTAL CLAIMS	GENERAL FUND/SELF FUND-EMPLOYER SHARE PREMI	0	1,770.61
						Totals for 201900286	1,770.61
201900287	DELTA DENTAL OF WISC	JPWI62	06/17/2020	DENTAL CLAIMS	GENERAL FUND/SELF FUND-EMPLOYER SHARE PREMI	0	2,767.60
						Totals for 201900287	2,767.60
201900288	EMPLOYEE BENEFITS CO	JPWI62	06/18/2020	HRA & FSA CLAIMS	GENERAL FUND/FLEX PLAN SY19-20	0	737.51
201900288	EMPLOYEE BENEFITS CO	JPWI62	06/18/2020	HRA & FSA CLAIMS	GENERAL FUND/HRA/WEA ER DED (PMT ABOVE EE'S	0	230.44
						Totals for 201900288	967.95
201900289	EMPLOYEE BENEFITS CO	JPWI62	06/11/2020	HRA & FSA CLAIMS	GENERAL FUND/FLEX PLAN SY19-20	0	727.60
201900289	EMPLOYEE BENEFITS CO	JPWI62	06/11/2020	HRA & FSA CLAIMS	GENERAL FUND/HRA/WEA ER DED (PMT ABOVE EE'S	0	1,869.78
						Totals for 201900289	2,597.38
201900290	EMPLOYEE BENEFITS CO	JPWI62	06/30/2020	BESTFLEX & HRA ADMIN FEES	GENERAL FUND/DISTRICT FEES / BANKING FEE/DIRECTION OF BUSINESS	0	303.30

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						Totals for 201900290	303.30
201900291	INTERNAL REVENUE SER	P9	06/30/2020	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	7,706.41
201900291	INTERNAL REVENUE SER	P9	06/30/2020	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	869.28
201900291	INTERNAL REVENUE SER	P9	06/30/2020	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	90.39
201900291	INTERNAL REVENUE SER	P9	06/30/2020	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	1,802.30
201900291	INTERNAL REVENUE SER	P9	06/30/2020	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	203.30
201900291	INTERNAL REVENUE SER	P9	06/30/2020	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	21.14
201900291	INTERNAL REVENUE SER	P9	06/30/2020	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	357.00
201900291	INTERNAL REVENUE SER	P9	06/30/2020	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	41.24
201900291	INTERNAL REVENUE SER	P9	06/30/2020	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	9,738.23
201900291	INTERNAL REVENUE SER	P9	06/30/2020	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	1,005.72
201900291	INTERNAL REVENUE SER	P9	06/30/2020	Payroll accrual	FOOD SERVICE FUND/FEDERAL INCOME TAX	0	67.17
201900291	INTERNAL REVENUE SER	P9	06/30/2020	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	1,802.30
201900291	INTERNAL REVENUE SER	P9	06/30/2020	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	203.30
201900291	INTERNAL REVENUE SER	P9	06/30/2020	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	21.14
201900291	INTERNAL REVENUE SER	P9	06/30/2020	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	7,706.41
201900291	INTERNAL REVENUE SER	P9	06/30/2020	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	869.28
201900291	INTERNAL REVENUE SER	P9	06/30/2020	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	90.39
						Totals for 201900291	32,595.00
201900292	MASSMUTUAL FINANCIAL	P9	06/30/2020	Payroll accrual	GENERAL FUND/HARTFORD INS - TSA/ROTH	0	50.00
						Totals for 201900292	50.00
201900293	WEA TAX SHELTERED AN	P9	06/30/2020	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	100.00
201900293	WEA TAX SHELTERED AN	P9	06/30/2020	Payroll accrual	GENERAL FUND/WEA	0	500.00

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201900293	WEA TAX SHELTERED AN	P9	06/30/2020	Payroll accrual	TRUST - TSA/ROTH SPECIAL EDUCATION FUND/WEA TRUST - TSA/ROTH	0	25.00
						Totals for 201900293	625.00
201900294	WISCONSIN DEPT OF RE	P9	06/30/2020	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	70.00
201900294	WISCONSIN DEPT OF RE	P9	06/30/2020	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	5.00
201900294	WISCONSIN DEPT OF RE	P9	06/30/2020	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	38.84
201900294	WISCONSIN DEPT OF RE	P9	06/30/2020	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	6,044.01
201900294	WISCONSIN DEPT OF RE	P9	06/30/2020	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	635.05
201900294	WISCONSIN DEPT OF RE	P9	06/30/2020	Payroll accrual	FOOD SERVICE FUND/STATE INCOME TAX	0	51.56
						Totals for 201900294	6,844.46
201900296	WEA MEMBER BENEFIT T	P9	06/30/2020	Payroll accrual	GENERAL FUND/WEA TRUST ADVANTAGE	0	140.00
						Totals for 201900296	140.00
201900297	INTERNAL REVENUE SER	P9	06/30/2020	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	500.03
201900297	INTERNAL REVENUE SER	P9	06/30/2020	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	116.94
201900297	INTERNAL REVENUE SER	P9	06/30/2020	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	0.00
201900297	INTERNAL REVENUE SER	P9	06/30/2020	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	116.94
201900297	INTERNAL REVENUE SER	P9	06/30/2020	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	500.03
						Totals for 201900297	1,233.94
201900298	WISCONSIN DEPT OF RE	P9	06/30/2020	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	7.80
						Totals for 201900298	7.80
201900299	DELTA DENTAL OF WISC	JPWI62	06/24/2020	DENTAL CLAIMS & ADMINISTRATION	GENERAL FUND/SELF FUND-EMPLOYER SHARE PREMI	0	2,206.10
						Totals for 201900299	2,206.10
201900300	EMPLOYEE BENEFITS CO	JPWI62	06/25/2020	HRA & FSA CLAIMS	GENERAL FUND/FLEX PLAN SY19-20	0	94.05
201900300	EMPLOYEE BENEFITS CO	JPWI62	06/25/2020	HRA & FSA CLAIMS	GENERAL FUND/HRA/WEA ER DED (PMT ABOVE EE'S	0	1,814.97
						Totals for 201900300	1,909.02
201900301	BMO MASTERCARD	COCCJU	06/20/2020	Credit Card Payment AP Invoice.	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	-15.92
201900301	BMO MASTERCARD	COCCJU	06/20/2020	Credit Card Payment AP Invoice.	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	305.42
201900301	BMO MASTERCARD	COCCJU	06/20/2020	Credit Card Payment AP	GENERAL	0	33.89

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
				Invoice.	FUND/GENERAL SUPPLIES/OPERATION		
201900301	BMO MASTERCARD	COCCJU	06/20/2020	Credit Card Payment AP Invoice.	GENERAL	0	161.05
201900301	BMO MASTERCARD	COCCJU	06/20/2020	Credit Card Payment AP Invoice.	FUND/GENERAL SUPPLIES/OPERATION	0	25.76
201900301	BMO MASTERCARD	COCCJU	06/20/2020	Credit Card Payment AP Invoice.	FUND/NON-CAPITAL EQUIPMENT/OPERATION	0	4.88
201900301	BMO MASTERCARD	COCCJU	06/20/2020	Credit Card Payment AP Invoice.	GENERAL SUPPLIES/OFFICE OF SUPERINTENDENT	0	25.50
201900301	BMO MASTERCARD	COCCJU	06/20/2020	Credit Card Payment AP Invoice.	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/DIRECTION OF BUSINESS	0	-217.75
201900301	BMO MASTERCARD	COCCJU	06/20/2020	Credit Card Payment AP Invoice.	GENERAL FUND/PERSONAL SERVICES/RECRUITMENT AND PLACEMENT	0	75.00
201900301	BMO MASTERCARD	COCCJU	06/20/2020	Credit Card Payment AP Invoice.	GENERAL FUND/PERSONAL SERVICES/ADMINISTRAT IVE TECHNOLOGY SERV	0	49.45
					FUND/GENERAL SUPPLIES/OPERATION		
					Totals for 201900301		447.28
202000001	INTERNAL REVENUE SER	P9	07/15/2020	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	5,481.12
202000001	INTERNAL REVENUE SER	P9	07/15/2020	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	836.04
202000001	INTERNAL REVENUE SER	P9	07/15/2020	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	1,281.88
202000001	INTERNAL REVENUE SER	P9	07/15/2020	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	195.52
202000001	INTERNAL REVENUE SER	P9	07/15/2020	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	75.00
202000001	INTERNAL REVENUE SER	P9	07/15/2020	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	29.24
202000001	INTERNAL REVENUE SER	P9	07/15/2020	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	6,709.61
202000001	INTERNAL REVENUE SER	P9	07/15/2020	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	995.49
202000001	INTERNAL REVENUE SER	P9	07/15/2020	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	1,281.88
202000001	INTERNAL REVENUE SER	P9	07/15/2020	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	195.52
202000001	INTERNAL REVENUE SER	P9	07/15/2020	Payroll accrual	GENERAL FUND/FICA	0	5,481.12



CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
202000001	INTERNAL REVENUE SER	P9	07/15/2020	Payroll accrual	(SOCIAL SECURITY) SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	836.04
					Totals for 202000001		23,398.46
202000002	MASSMUTUAL FINANCIAL	P9	07/15/2020	Payroll accrual	GENERAL FUND/HARTFORD INS - TSA/ROTH	0	50.00
					Totals for 202000002		50.00
202000003	WEA TAX SHELTERED AN	P9	07/15/2020	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	100.00
202000003	WEA TAX SHELTERED AN	P9	07/15/2020	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	250.00
202000003	WEA TAX SHELTERED AN	P9	07/15/2020	Payroll accrual	SPECIAL EDUCATION FUND/WEA TRUST - TSA/ROTH	0	25.00
					Totals for 202000003		375.00
202000004	WISCONSIN DEPT OF RE	P9	07/15/2020	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	5.00
202000004	WISCONSIN DEPT OF RE	P9	07/15/2020	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	4,341.26
202000004	WISCONSIN DEPT OF RE	P9	07/15/2020	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	622.65
					Totals for 202000004		4,968.91
202000006	WEA MEMBER BENEFIT T	P9	07/15/2020	Payroll accrual	GENERAL FUND/WEA TRUST ADVANTAGE	0	140.00
					Totals for 202000006		140.00
202000007	INTERNAL REVENUE SER	P9	07/15/2020	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	1,943.20
202000007	INTERNAL REVENUE SER	P9	07/15/2020	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	142.51
202000007	INTERNAL REVENUE SER	P9	07/15/2020	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	91.26
202000007	INTERNAL REVENUE SER	P9	07/15/2020	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	454.45
202000007	INTERNAL REVENUE SER	P9	07/15/2020	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	33.33
202000007	INTERNAL REVENUE SER	P9	07/15/2020	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	21.34
202000007	INTERNAL REVENUE SER	P9	07/15/2020	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	307.00
202000007	INTERNAL REVENUE SER	P9	07/15/2020	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	12.00
202000007	INTERNAL REVENUE SER	P9	07/15/2020	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	2,713.62
202000007	INTERNAL REVENUE SER	P9	07/15/2020	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME	0	233.19

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
202000007	INTERNAL REVENUE SER	P9	07/15/2020	Payroll accrual	TAX FOOD SERVICE FUND/FEDERAL INCOME	0	68.41
202000007	INTERNAL REVENUE SER	P9	07/15/2020	Payroll accrual	TAX GENERAL FUND/FICA (SOCIAL SECURITY)	0	454.45
202000007	INTERNAL REVENUE SER	P9	07/15/2020	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	33.33
202000007	INTERNAL REVENUE SER	P9	07/15/2020	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	21.34
202000007	INTERNAL REVENUE SER	P9	07/15/2020	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	1,943.20
202000007	INTERNAL REVENUE SER	P9	07/15/2020	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	142.51
202000007	INTERNAL REVENUE SER	P9	07/15/2020	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	91.26
					Totals for 202000007		8,706.40
202000008	WEA TAX SHELTERED AN	P9	07/15/2020	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	250.00
					Totals for 202000008		250.00
202000009	WISCONSIN DEPT OF RE	P9	07/15/2020	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	19.82
202000009	WISCONSIN DEPT OF RE	P9	07/15/2020	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	60.00
202000009	WISCONSIN DEPT OF RE	P9	07/15/2020	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	1,453.78
202000009	WISCONSIN DEPT OF RE	P9	07/15/2020	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	110.70
202000009	WISCONSIN DEPT OF RE	P9	07/15/2020	Payroll accrual	FOOD SERVICE FUND/STATE INCOME TAX	0	52.45
					Totals for 202000009		1,696.75
					Totals for checks		512,470.26

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	GENERAL FUND	194,428.57	0.00	297,373.82	491,802.39
27	SPECIAL EDUCATION FUND	9,545.28	0.00	9,721.51	19,266.79
50	FOOD SERVICE FUND	1,179.86	0.00	178.90	1,358.76
80	COMMUNITY SERVICE FUND	42.32	0.00	0.00	42.32
***	Fund Summary Totals ***	205,196.03	0.00	307,274.23	512,470.26

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

CREDIT CARD STATEMENT - June			WUFAR Code						Description
Date	Vendor	Amount	Fund	E	Location	Object	Function	Project	
<b>Dan Wolfgram</b>									
6/11/2020	FLEET FARM	\$49.45	10	E	101	411	253000	000	MIKE THOMACK - BUILDING & GROUNDS FOR MES
	<b>TOTAL</b>	<b>\$49.45</b>							
<b>Jeanne Frazier</b>									
6/3/2020	Walmart	\$4.88	10	E	500	411	232100	0	Frames for retiree DPI / WASB Certificates
5/27/2020	Indeed	-\$217.75	10	E	800	310	264200	0	Recruitment: Refund
5/28/2020	Wis. Gaming Licensing	\$25.50	10	E	800	940	251000	0	Annual Renewal District Raffle Class B License
	<b>TOTAL</b>	<b>-\$187.37</b>							
<b>Bryant Cobarrubias</b>									
5/22/2020	ISTE	\$75.00	10	E	800	310	295000	000	Registration fee
	<b>TOTAL</b>	<b>\$75.00</b>							
<b>Michelle Pukita</b>									
5/20/2020	Mills Fleet Farm	\$25.76	10	E	101	440	253000		MIKE THOMACK- Buildings and Grounds; Drill Bit and Lag Shields
6/1/2020	Sherwin-Williams	\$161.05	10	E	101	411	253000		Paint for MES classrooms
6/1/2020	Fleet Farm	\$33.89	10	E	101	411	253000		Paint supplies for MES classrooms
6/10/2020	Sherwin-Williams	\$305.42	20	E	101	411	253000		Paint supplies for MES classrooms
6/15/2020	Sherwin-Williams	-\$15.92	20	E	101	411	253000		Credit for tax that was paid
	<b>TOTAL</b>	<b>\$510.20</b>							
<b>MES Department Card</b>									
5/8/2020	Advertising Store	\$114.37	10	E	101	411	241000	683	Magnets for PBIS
	<b>TOTAL</b>	<b>\$114.37</b>							

Name	Reference	Trans Date	Description	Post Date	Amount
		06/01/2020	BREAKFAST AID CLAIM FOR MAY	06/01/2020	17,105.00
			Totals for 14603		17,105.00
		06/01/2020	LUNCH AID CLAIM FOR MAY	06/01/2020	27,283.20
			Totals for 14604		27,283.20
		06/05/2020	REFUND FROM EBC	06/05/2020	1,639.36
			Totals for 14612		1,639.36
		06/08/2020	HS ATHLETICS	06/08/2020	90.00
			Totals for 14581		90.00
		06/08/2020	STUDENT FEE	06/08/2020	40.00
			Totals for 14582		40.00
		06/08/2020	STUDENT FINES	06/08/2020	5.00
			Totals for 14583		5.00
		06/08/2020	HS YEARBOOK	06/08/2020	50.00
			Totals for 14584		50.00
		06/08/2020	CLASS OF 2022 FEE	06/08/2020	5.00
			Totals for 14585		5.00
		06/08/2020	STUDENT COUNCIL DEPOSIT	06/08/2020	128.00
			Totals for 14586		128.00
		06/08/2020	GRADUATION STOLES PURCHASE	06/08/2020	75.00
			Totals for 14587		75.00
		06/08/2020	HS FOOD SERVICE	06/08/2020	586.75
			Totals for 14588		586.75
		06/08/2020	SPED & SCHOOL AGE PARENTS	06/08/2020	43,495.00
			Totals for 14611		43,495.00
		06/10/2020	DEPOSIT FOR YEARBOOKS	06/10/2020	130.00
			Totals for 14540		130.00
		06/10/2020	MES FOOD SERVICE	06/10/2020	63.25
			Totals for 14541		63.25
		06/10/2020	FFA RALLY TO FIGHT HUNGER GRANT	06/10/2020	500.00
			Totals for 14542		500.00
		06/10/2020	GREATER GREEN BAY COMMUNITY FOUNDATION D	06/10/2020	250.00
			Totals for 14543		250.00
		06/10/2020	FOOD SERVICE PURCHASES FROM EMPLOYEES	06/10/2020	297.16
			Totals for 14544		297.16
		06/10/2020	FORWARD HEALTH DHS	06/10/2020	988.61
			Totals for 14545		988.61
		06/10/2020	FORWARD HEALTH DHS	06/10/2020	1,023.85
			Totals for 14546		1,023.85
		06/11/2020	DISTRICT FEES	06/11/2020	75.00
			Totals for 14539		75.00
		06/15/2020	LUNCH AID CLAIM FOR JUNE	06/15/2020	27,589.44
		06/15/2020	LUNCH AID CLAIM FOR JUNE	06/15/2020	-27,589.44
		06/15/2020	LUNCH AID CLAIM FOR JUNE	06/15/2020	27,589.44
			Totals for 14605		27,589.44
		06/15/2020	BREAKFAST AID CLAIM FOR JUNE	06/15/2020	17,274.40
		06/15/2020	BREAKFAST AID CLAIM FOR JUNE	06/15/2020	-17,274.40
		06/15/2020	BREAKFAST AID CLAIM FOR JUNE	06/15/2020	17,274.40
			Totals for 14606		17,274.40
		06/15/2020	SPED TRANSITION INCENTIVE GRANTS	06/15/2020	2,000.00
		06/15/2020	SPED TRANSITION INCENTIVE GRANTS	06/15/2020	-2,000.00
		06/15/2020	SPED TRANSITION INCENTIVE GRANTS	06/15/2020	2,000.00
			Totals for 14607		2,000.00
		06/15/2020	EQUALIZATION AID	06/15/2020	861,107.00

Name	Reference	Trans Date	Description	Post Date	Amount
		06/15/2020	EQUALIZATION AID	06/15/2020	-861,107.00
			Totals for 14608		0.00
		06/15/2020	TRANSPORTATION AID - PUBLIC AND PRIVATE	06/15/2020	1,003.20
		06/15/2020	TRANSPORTATION AID - PUBLIC AND PRIVATE	06/15/2020	-1,003.20
		06/15/2020	TRANSPORTATION AID - PUBLIC AND PRIVATE	06/15/2020	1,003.20
			Totals for 14609		1,003.20
		06/15/2020	HIGH COST TRANSPORTATION AID	06/15/2020	47,830.89
		06/15/2020	HIGH COST TRANSPORTATION AID	06/15/2020	-47,830.89
		06/15/2020	HIGH COST TRANSPORTATION AID	06/15/2020	47,830.89
			Totals for 14610		47,830.89
		06/19/2020	MAT LIGHT DONATION FROM MANAWA YOUTH WRE	06/19/2020	635.00
			Totals for 14530		635.00
		06/19/2020	MAT LIGHT DONATION FROM MANAWA YOUTH WRE	06/19/2020	1,338.58
			Totals for 14531		1,338.58
		06/19/2020	MAT LIGHT DONATION FROM MANAWA YOUTH WRE	06/19/2020	1,090.00
			Totals for 14532		1,090.00
		06/19/2020	WRESTLING BOARDS DONATION FROM MANAWA AT	06/19/2020	1,697.92
			Totals for 14533		1,697.92
		06/19/2020	RESTITUTION	06/19/2020	111.25
			Totals for 14534		111.25
		06/19/2020	IOLA-SCANDINAVIA SHARED STUDENT AGREEMEN	06/19/2020	26,966.08
			Totals for 14535		26,966.08
		06/19/2020	FINAL CLAIM C. PERKINS	06/19/2020	2,308.44
			Totals for 14536		2,308.44
		06/19/2020	NHS STOLE, PURCHASED	06/19/2020	25.00
			Totals for 14537		25.00
		06/19/2020	HS FOOD SERVICE	06/19/2020	96.90
			Totals for 14538		96.90
		06/30/2020	MAGIC WRITER E-FUNDS DEPOSIT	06/30/2020	167.50
			Totals for 12850		167.50
		06/30/2020	MONTHLY INTEREST FROM MONEY MARKET ACCOU	06/30/2020	0.22
			Totals for 13797		0.22
		06/30/2020	TO RECORD MONTHLY INTEREST FOR STUDENT A	06/30/2020	10.16
			Totals for 13798		10.16
		06/30/2020	MONTHLY INTEREST FOR GENERAL FUND CHECKI	06/30/2020	401.14
			Totals for 14032		401.14
		06/30/2020	ATHLETIC FEE	06/30/2020	30.00
			Totals for 14593		30.00
		06/30/2020	DISTRICT FEE	06/30/2020	40.00
			Totals for 14594		40.00
		06/30/2020	INSTRUMENT FEE	06/30/2020	30.00
			Totals for 14595		30.00
		06/30/2020	HS YEARBOOK PURCHASE	06/30/2020	50.00
			Totals for 14596		50.00
		06/30/2020	CHROMEBOOK FEE	06/30/2020	105.00
			Totals for 14597		105.00
		06/30/2020	CLASS OF 2022	06/30/2020	5.00
			Totals for 14598		5.00
		06/30/2020	CLASS OF 2024	06/30/2020	5.00
			Totals for 14599		5.00
		06/30/2020	WASHINGTON DC DEPOSIT	06/30/2020	1,520.00
			Totals for 14600		1,520.00
		06/30/2020	AID TRANSITED FROM CESA #6	06/30/2020	19,385.69

Name	Reference	Trans Date	Description	Post Date	Amount
			Totals for 14601		19,385.69
		06/30/2020	EEN CATEGORICAL AID PAYMENT FROM CESA #5	06/30/2020	1,936.73
			Totals for 14602		1,936.73
			Total for Cash Receipts		247,483.72

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	GENERAL FUND	1,639.36	52,170.14	4,861.50	58,671.00
27	SPECIAL EDUCATION FUND	0.00	95,795.96	0.00	95,795.96
50	FOOD SERVICE FUND	914.40	89,549.20	0.00	90,463.60
60	HS - ACTIVITY ACCOUNT	2,423.16	0.00	0.00	2,423.16
62	ES - ACTIVITY ACCOUNT	130.00	0.00	0.00	130.00
***	Fund Summary Totals ***	5,106.92	237,515.30	4,861.50	247,483.72

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



# A. STURM & SONS FOUNDATION, INC.

P. O. Box 954  
Manawa, Wisconsin 54949

June 26, 2020

Dr. Melanie Oppor  
District Administrator  
Manawa School District  
515 E. Fourth Street  
Manawa, Wisconsin 54949

Dear Melanie:

The A. Sturm & Sons Foundation, Inc. is pleased to be able to donate \$3,000 to the "Fine Arts" programs in the Manawa School District.

Please use this gift to enhance the Fine Arts areas of band, chorus, drama, forensics, arts, or libraries in any of the district's schools.

It is the *sincerest* intent of the Foundation that our gift should *not* be considered by the administration, or the board of education of the school district, to *reduce or replace* annual budgetary items in the foregoing areas of Fine Arts.

Sincerely,  
A. Sturm & Sons Foundation, Inc..



Paul J. Sturm

PJS:ps  
Enclosure

# Thrivent Action Teams



## Application Summary

**Project date:** 07/13/2020

**Project name:** Manawa Elementary Playground Revitalization

**Project type:** Service Activity

**Project causes:** Children/Youth, Education

**Project description:** The Manawa Elementary playground is in dire need of an update. Most of the equipment is two decades old. The district is in the process of raising funds to replace the playground equipment in order to have a safe and updated playground. With COVID-19 school closures it will be more important than ever to get the kids outside and active in the upcoming years along with creating a school community that all can be proud of and hopefully a place the community can use. The summer between the 2019-20 and 2020-21 school years will be the first phase of the revitalization with painting games on the blacktop by the playground. A new bus turnaround was created next to the playground during the summer of 2019. This created a large blacktop area that children can use during recess. The staff of the School District specifically the staff at Manawa Elementary School will come together and volunteer to paint games on the blacktop when we get a stretch of good weather in July 2020. The game stencils and 2 cans of paint are already purchased. We are still in need of more paint and additives for the paint so it will be less slippery when wet.

**Leader Involvement:** Organizing and Planning, Participating

**Leader Involvement Other  
Text:**

**Church:**

**Organization:**

**Amount selected:** \$250

**Seed money usage:** Promotions, Supplies

Paint, additives for the paint so it will be less slippery when wet, paint brushes, containers to pour paint into, tap, etc.

**# of team members:** 25

**T-Shirts:**

Adult Size   Small   Medium   Large   XL   2XL   3XL

Quantity		5	9	10	0	1
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Youth Size   Small   Medium   Large

Quantity			
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**Total t-shirts:** 14

**Additional kit items:**

Leader Guide Book   Volunteer Pocketbooks   Thank you cards   Name tags   Packing stickers   Pennant

Quantity	1	15	50	50	50	Yes
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**Promo Code:** No

**Email:** [kim.hopkins@Thrivent.com](mailto:kim.hopkins@Thrivent.com)

**Phone:** 920-628-4741

**Address:**

Kim Hopkins  
[332 Sally St](#)  
 Seymour, WI 54165

**Heard about from:** Employee



# School District of Manawa

*“Students Choosing to Excel, Realizing Their Strengths”*

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

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

[www.manawaschools.org](http://www.manawaschools.org)

To: Dr. Melanie J. Oppor  
Fr: Dawn Millard  
Date: 7/13/2020  
Re: 2020-2021 Cross Country Coaches

I am recommending Teri Scherneckner for the Head Cross Country Coach position and Bruce Scheller for the Assistant Cross Country Coach position.

Name	Position	Information
Teri Scherneckner	Head Cross Country	Ms. Scherneckner has coached middle school cross country in Manawa since 2012. She has great knowledge and understanding of running which comes partly from the fact that she is an avid runner herself. She has proven herself a great role model for our athletes, builds a great rapport with them, and would be a great asset to the SDM as the head Cross Country Coach.
Bruce Scheller	Assistant Cross Country - Volunteer	Mr. Scheller has been involved with the Manawa Cross Country track program as a volunteer coach for many years. Mr. Scheller brings a wealth of running knowledge with him to the program. He is an avid runner and a well-respected member of our school board and would be a great asset to our cross country program as the assistant coach.

**Dr. Melanie J. Oppor**

District Administrator

[moppor@manawaschools.org](mailto:moppor@manawaschools.org)

(920) 596-2525

**Daniel J. Wolfgram**

Jr./Sr. High School Principal

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

(920) 596-5800

**Michelle Pukita**

Elementary Principal

[mpukita@manawaschools.org](mailto:mpukita@manawaschools.org)

(920) 596-5700

**Carmen O'Brien**

Business Manager

[cobrien@manawaschools.org](mailto:cobrien@manawaschools.org)

(920) 596-5332

**Danielle Brauer**

Curriculum/Special Ed. Dir.

[dbrauer@manawaschools.org](mailto:dbrauer@manawaschools.org)

(920) 596-5301



# School District of Manawa

*“Students Choosing to Excel, Realizing Their Strengths”*

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

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

www.manawaschools.org

To: Dr. Melanie J. Oppor  
Fr: Dawn Millard  
Date: 7/15/2020  
Re: 2020-2021 Football Coaches

I am recommending the following coaches remain in the positions they were in last season.

Name	Position	Information
Brad Johnson	Head High School Football Coach	Mr. Johnson is a returning coach. He has done a great job in the past with our football program. He is organized and dedicated to the program and athletes.
Jeff Bortle	Assistant High School Football Coach	Mr. Bortle is a returning coach to the program. He is dedicated to the program and works well with the other coaches. Mr. Bortle is a respected teacher and also the Dean of Students at the high school. He has a good relationship with athletes and students.
Nate Ziemer	Assistant High School Football Coach	Mr. Ziemer is a returning coach to the program. He is a great asset to the program. Mr. Ziemer is a respected teacher in the district and has a good rapport with athletes.
Casey Johnson	Assistant High School Football Coach	Mr. Casey is a returning coach to the program. Mr. Casey brings a lot to the coaching team as he is a newer teacher in the district and recently played college football.
Tony Decker	8th Grade Coach	Mr. Decker is a returning coach to the program. Mr Decker is well liked by his players and has a great understanding of the game of football. He is well suited for coaching middle school athletes.

**Dr. Melanie J. Oppor**

District Administrator

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**Michelle Pukita**

Elementary Principal

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**Carmen O'Brien**

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**Danielle Brauer**

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(920) 596-5301



# School District of Manawa

*“Students Choosing to Excel, Realizing Their Strengths”*

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

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

[www.manawaschools.org](http://www.manawaschools.org)

Brian Elmhorst	7th Grade Coach	Mr. Elmhorst is a returning coach to the program. He is a respected principal and teacher at St. Paul’s Lutheran school. He is organized and dependable and has a lot of knowledge about football. He has a good relationship with his students and athletes.
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To: Dr. Melanie J. Oppor  
Fr: Dawn Millard  
Date: 7/13/2020  
Re: 2020-2021 Volleyball Coaches

I am recommending Aubrie Millard for the JV Volleyball coaching position and Chloe Johnson for the 8th-grade position for the 2020-2021 school year. Returning coaches include Stephanie Steiger as the JV2 coach and Dana Dean as the 7th grade coach.

Name	Position	Information
Aubrie Millard	JV Volleyball Coach	Ms. Millard is a 2015 graduate of LWHS. She played volleyball for 6 years throughout her middle school and high school years in Manawa. She also played club volleyball in Waupaca for three years. Ms. Millard’s coaching experience includes one year as the JV2 coach in Clintonville, one year as the 8th-grade coach in Manawa, and two years coaching for Waupaca Fire Club Volleyball. She has a great knowledge of the game of volleyball and has exhibited patience and professionalism while building a great rapport with her players..
Chloe Johnson	8th Grade Volleyball Coach	Ms. Johnson is a 2019 graduate of LWHS. She played volleyball for 6 years throughout her middle school and high school years in Manawa. Ms. Johnson previously attended UW Madison and has recently transferred to Northcentral Technical College in Wausau. She has a great understanding of the game of volleyball and will be a good fit for our 8th-grade program. Ms. Johnson hopes to build on her knowledge of the game and continue to coach in Manawa for many years.
Stephanie Steiger	JV2 returning coach	Ms. Steiger is returning for her second year of coaching JV2 Volleyball in Manawa. She did a great job last year coaching the team. She has good communication skills and was always very quick to respond to emails sent to her. Ms. Steiger has a

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		great understanding of the game of volleyball and works well with her players to find a successful rotation.
Dana Bonikowske	7th-grade returning coach	Dana has coached 7th grade for many years. She is very organized and works well with her team to make sure they are all getting playing time and learning the important basic skills of volleyball. She is a respected member of the School District of Manawa Staff and has a great rapport with her players both in school and on the court.

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Thank  
you

Dear Board of Education —  
Thank you for the beautiful  
flowers on my last day  
before retirement. It was  
very thoughtful of you & I  
really appreciate it.  
Thank you for thinking of me;  
it meant a lot to me.

Jeanne  
Frazier



# School District of Manawa

*Students Choosing to Excel, Realizing Their Strengths*

To: Dr. Melanie J. Oppor, BOE  
From: Stephanie Flynn  
Date: 7/24/2020  
Re: 2020 Census Totals

The 2020 census has been completed. Out of eleven (11) townships/cities counted, we are reporting 1253 children reside in the School District of Manawa from Birth to 20 years of age.

--- REPORT TOTALS ---																								
	UNDER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	TOT	
GENDER	1 YR	YRS	YRS	YRS	YRS	YRS	YRS	YRS	YRS	YRS	YRS	YRS	YRS	YRS	YRS	YRS	YRS	YRS	YRS	YRS	YRS	YRS	YRS	TOT
MALE	24	24	34	18	27	31	28	23	37	24	30	40	38	27	37	37	34	41	38	37	29	0	658	
FEMALE	23	29	24	22	22	26	30	30	32	22	27	36	21	33	31	30	40	29	21	33	34	0	595	
TOTAL	47	53	58	40	49	57	58	53	69	46	57	76	59	60	68	67	74	70	59	70	63	0	1253	

TOTAL TOWNSHIPS: 11

## School District of Manawa

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## Little Wolf High School

### Manawa Middle School

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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



## School District of Manawa

*Students Choosing to Excel, Realizing Their Strengths*

To: Dr. Melanie J. Oppor, BOE  
From: Danni Brauer  
Date: 7/21/20  
Re: July Update

---

### Elementary School

- Playground Revitalization Project - The project is in its infancy but we have begun planning. During August, blacktop games will be painted and 2 basketball hoops will be installed. I have the blacktop paint and stencils waiting for Hoffman to give us the greenlight. We want to make sure there won't be any trucks coming and going in the back of the building while we are painting. I am working with Rainbow Play Systems to get the basketball hoops. Mrs. Krueger helped me get a grant for \$500 from Thedacare to help fund the basketball hoops.
- I held a voluntary staff meeting for all teaching and support staff in July where we went over the building specific plans for the fall that we had at that time.
- I held a Building Leadership Team meeting this month to go over some planning documents and to get feedback from them. We also talked about forming work groups to discuss topics that are building specific such as bathroom use concerns, intervention time, creating a sense of community in the COVID world, and preparing students for synchronous learning.
- Work on special education and 4K classrooms is moving along. Teachers are anxious to get in their new rooms.

### Special Ed

- Teachers are preparing for how cohorts through 8th grade will affect some students' schedules and access to general education. They are also preparing to contact families to decide whether or not services will need to change or if there are any concerns with face coverings.

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**Students choosing to excel; realizing their strengths.**

To: Dr. Melanie Oppor, Manawa Board of Education  
Fr: Dan Wolfgram  
Date: 7/20/2020  
Re: Staff and Program Highlights – June 2020

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**Athletic Updates:**

A.D. Dawn Millard hosted the Parent Athlete Virtual Meeting on Monday, July 20<sup>th</sup>. A.D. Millard and I reviewed the material before the presentation and emphasized at the time of the meeting that all of the information/procedures and assumptions are subject to change based on current COVID Pandemic conditions, legal council, Waupaca County DHS, insurance liability carrier, and BOE approval.

A.D. Millard is in the process of lining up potential candidates and an interview team to address Varsity Boy's Basketball Coach candidates. A Varsity Cross County Coach has been preliminarily screened and a recommendation will be forthcoming to the BOE.

The fall athletic sports season is being debated and is actively in development.

**Staff Meeting:**

A volunteer staff meeting was held for all Manawa Middle School and Little Wolf High School staff on Wednesday, July 15. The staff was updated on current COVID-19 situations and briefed on a variety of topics. An emphasis was put on the current state of the reopening plan and that plans are being developed to try to mitigate risk and minimize exposure whenever it is reasonably possible.

With still so much uncertainty about where the future leads, the conversation of needing to focus on "What can we control?" bubbles to the top. The answer to this is we can control the quality of instruction we provide. Additionally, staff will provide additional clarity in the syllabi this year stating the essential standards that they will be covering this year.

Virtual learning will no doubt be a major component of teacher's instruction for 2020-2021. The administrative team has been hard at work looking at professional development opportunities that will help support the many tasks that teachers will be asked to accomplish this year. Support for technology training and synchronous learning is at the top of the list.

**MS/HS Custodial Cleaning:**

Approval was given to the administration that MS/HS custodial will be given permission to enter the building to begin to address cleaning areas that are not under construction. Plans are in development and coordination will take place with Hoffman to target areas that are available and those that continue to have restricted access.



**Students choosing to excel; realizing their strengths.**

To: Dr. Melanie Oppor

Fr: Dan Wolfgram

Date: 6/01/2020

Re: 2020-2021 Non-Athletic Co-Curricular Positions

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Please find below a list of personnel for the Non-Athletic Co-Curricular positions for 2020-2021.

<b><u>Position</u></b>	<b><u>Name</u></b>
Art Club / Team	Nancy Zabler
Marching Band / Pep Band	Austin Rohan
Class Advisor H.S. / Senior	*Kevin Murphy & Sandra Cordes
Class Advisor H.S. / Junior	Austin Rohan
Class Advisor H.S. / Sophomore	Janine Connolly
Class Advisor H.S. / Freshman	**Michele Koshollek & Ann Warning
*Class Advisors Jr. High	***Nate Ziemer, Dawn Millard, Tracy Breaker, Brad Johnson, Meria Wright
Prom Advisor	Austin Rohan
Prom Advisor	Mary Eck
Prom Advisor	Tom Polkki
FBLA	Renee Berg
Forensics Director / H.S. Head Coach	Tracy Konkol
Forensic / Asst. Coach H.S.	Jackie Sernau
Debate Coach H.S.	Tom Polkki
N.H.S. Director	Janine Conolly

Play Director / Drama	Ellen Christensen
Student Council H.S. - includes oversight of homecoming related events	Mary Eck
Yearbook H.S.	Rita Gipp
Yearbook Jr. High	Rita Gipp
Quiz Bowl	Pat Collins

\*The position of Senior Class Advisor will be split between two staff members. The stipend of \$300 will be equally divided.

\*\*The position of Freshman Class Advisor will be split between two staff members. The stipend of \$300 will be equally divided.

\*\*\*The position of Jr. High Class Advisors will be split between five staff members. The stipend of \$300 will be equally divided amongst the five staff members.



**Students choosing to excel; realizing their strengths.**

**To:** Board of Education  
**From:** Carmen O'Brien  
**cc:** Dr. Melanie Oppor  
**Date:** 7/24/2020  
**Re:** Business Office Monthly Update

---

Summer is a busy time in the business office. The District officially switched group health insurance carriers effective July 1, 2020. From my prospective, the transition has gone smoothly.

My main work this past month has been in closing out the 2019-20 school year finances. All accounts have been reconciled. I continue to work at making final claims to the federal grants. Invoices come in for services rendered in 2019-20 that need to be paid on that school year. Yet the checks are dated in the 2020-21 school year. This requires additional steps that adds to the chaos of preparing for the audit.

I have met with Brenda Suehs about preparing for Food Service in the age of COVID-19. We are preparing to deliver meals to classrooms at the Elementary and Middle Schools. The current plan is to have students in grades 9-12 dismissed by individual class to go to the commons and purchase hot lunch.

I have also talked to Jacob Elsner at Kobussen. He has outlined a transportation plan for the 2020-21 school year. We are meeting on July 30, 2020 to go over details. It is difficult to make definite plans before we know who will be riding the buses this school year.



# KOBUSSEN BUSES LTD.

*Family Pride in Every Ride*

July 6, 2020

June Transportation Report

Prepared For: School District of Manawa

To Whom it May Concern,

In the month of June, we had our annual bus inspections done by the State Inspector and it went very well! We continue to have a mechanic from Oshkosh coming every other week right now to change oil, grease, and preform some other preventative maintenance on the buses.

Operations remain to be very little at the terminal. The routes are still being looked over and I am working on the 4K students' bussing schedules. I have received some bus registration forms from parents as well that I am entering into our system.

We continue to look for drivers, so if you know of someone that would enjoy driving school bus, send them our way! Our number is (920) 389-1500. We will get them trained and ready to go for the Fall!

If you have any questions, please give me a call: (920) 427-1408 or email me: [Jacob.elsner@kobussen.com](mailto:Jacob.elsner@kobussen.com)

Thank you and enjoy the warm weather!

Jacob Elsner  
Terminal Manager  
Kobussen Buses LTD

Office: 920-389-1500  
Cell: 920-427-1408  
Email: [Jacob.elsner@kobussen.com](mailto:Jacob.elsner@kobussen.com)

# Technology Board Report

July 23, 2020



## Expanding 1-to-1 Program

We are expanding our 1-to-1 program as part of our plan to safely reopen schools. The shared Chromebook carts are difficult for teachers and students to use safely. To use a device from the shared carts, students would need to co-mingle with students from other cohorts. Also, cleaning devices would create an additional burden for teachers.

Also, if the school building is closed we will need to ensure ALL students have access to a quality device. Expanding the 1-to-1 program will allow us to ensure equitable access for all students.

## SeeSaw Learning Management System

Elementary staff, students, and families will have access to the SeeSaw learning management system. SeeSaw allows teachers to share educational content to students and creates visibility to parents. Students will create a digital portfolio of their learning and practice using technology in earlier grades.

## Chromebook Tab

The COVID school building shutdown highlighted a need to have more technology available to younger grades. Our initial plan was to purchase 50 devices for the building. We have expanded the plan to ensure all students 4K-2 have a chromebook tab.



## Technology Professional Development

Teachers will have access to online professional development over the summer to help prepare them for the fall. For all teachers we are focusing on Google Certification, Level 1. Secondary teachers are being asked to also learn to use a tool called Edpuzzle. Edpuzzle allows teachers to embed questions and notes into videos. Elementary teachers will have professional development to prepare for the SeeSaw rollout.

Minutes of the July 8, 2020 School District of Manawa Curriculum Committee Meeting

The virtual meeting was called to order at 7:00 p.m. by Scheller.

Board Committee Members: Hollman (C), Scheller, L. Seeger (to be appointed July 27, 2020)

In Attendance: Hollman, Scheller, Dr. Oppor

Recorder: Scheller

1. Annual Endorsement of State Standards. Motion by Scheller / Hollman to recommend the Annual Endorsement of State Standards to the full board as presented. Motion carried.
2. Endorse Curriculum Maps
  - a. Geometry
  - b. Algebra I
  - c. Advanced AlgebraMotion by Scheller / Hollman to approve Endorsing the Curriculum Maps - Geometry, Algebra I and Advanced Algebra to the full board as presented. Motion carried.
3. Review DPI 5-Year Timeline for Standards Review (Information)
4. Manawa Elementary School Student/Parent Handbook. Motion by Scheller / Hollman to recommend the Manawa Elementary School Student/Parent Handbook to the full board as presented. Motion carried.
5. Manawa Middle School Student/Parent Handbook. Motion by Scheller / Hollman to recommend the Manawa Middle School Student/Parent Handbook to the full board as presented. Motion carried.
6. Little Wolf High School Student/Parent Handbook. Motion by Scheller / Hollman to recommend the Little Wolf High School Student/Parent Handbook to the full board as presented. Motion carried.
7. Consider Allowing Administration to Amend Handbooks on short notice to adjust practices and protocols in response to health and safety issues related to the pandemic. In this event, the Board of Education will be informed and the handbook(s) will be reviewed at the next BOE meeting. In this event, the Board of Education will be informed and the handbooks will be reviewed at the next Board of Education Meeting. Motion by Scheller / Hollman to recommend approval that allows administration to amend handbooks on short notice to adjust practices and protocols in response to health and safety issues related to the pandemic to the full board as presented. Motion carried.
8. Consider Revised Secondary Bell Schedule for SY20-21. Motion by Scheller / Hollman to recommend the Revised Secondary Bell Schedule for SY20-21 to the full board as presented. Motion carried.
9. Consider Not Accepting Foreign Exchange Students for SY20-21. Motion by Scheller / Hollman to recommend not accepting Foreign Exchange Students for SY20-21 to the full board as presented. Motion carried.

10. Curriculum Committee Planning Guide (Information / Action)

11. Next Meeting Date: August 5, 2020 6:30 p.m. Virtual Mtg

12. Next Meeting Items:

a.

b.

13. Motion by Scheller / Hollman to adjourn the meeting at 7:35 p.m. Motion carried.

Minutes of a July 21, 2020 School District of Manawa Finance Committee Meeting

The virtual meeting was called to order at 5:35 p.m.

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

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

Recorder: Pethke

1. District and Class Fees. Motion by Johnson / Pethke to recommend amended District and Class Fees to the full board. Motion carried.
2. Student Insurance. Motion by Johnson / Pethke to recommend Student Assurance as the student insurance carrier for 2020/2021 school year to the full board as presented. Motion carried.
3. 2019-20 Budget Update (Informational)
  - a. Monthly Finance Reports-provided by Carmen O'Brien
    - i. May 2020
    - ii. June 2020
4. Transfer to Fund 46. Motion by Johnson / Pethke to recommend Transfer \$150,000.00 to Fund 46 Long-term Capital Improvement Trust Fund from Fund 10 to the full board as presented. Motion carried.
5. Referendum Budget Review (Informational)
6. Finance Committee Planning Guide (Information / Action)
7. Next Finance Committee Meeting Date: August 25, 2020 at 5:30 p.m. - Virtual Mtg
8. Next Finance Committee Items:
  - 1.
  - 2.
7. Motion by Johnson / Pethke to adjourn the meeting at 6:38 p.m. Motion carried.

Minutes recorded by Bobbi Jo Pethke, Clerk

## BUILDINGS & GROUNDS COMMITTEE MEETING (7/8/2020)

Timer: Stan Forbes

Recorder: Stan Forbes

Start of Meeting: 5:00 P.M.

Board Members in Attendance: Russ Johnson, Bruce Scheller, Stan Forbes, Joanne Johnson, Luke Seeger

Administration: Dr. Melanie Oppor, Dan Wolfgram

Tour Guides: Mr. McGregor and Mackenzie Beck

1. Reviewed the drainage repair to the football field. Was all in line with the reviews from members attending. (Informational)
2. All in attendance toured the high school & middle school on the referendum progress that Hoffman is in charge of. All were impressed on progress. (Informational)
3. Informational
4. Next meeting date was set for: 8/19/2020 @ 5:30 P.M.
5. Football field to be reviewed for the next meeting.
6. Meeting was adjourned at: 7:15 P.M. by Bruce Scheller – 2<sup>nd</sup> by Stan Forbes

Recorder: Stan Forbes

Minutes of the July 16, 2020 School District of Manawa Policy & Human Resource Committee Meeting

Meeting Called to Order at 6:03 p.m.

VIRTUAL MEETING

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

In Attendance: Forbes, J. Johnson, Scheller, Dr. Oppor - Pethke absent

Timer: J. Johnson

Recorder: J. Johnson

1. Handbook Updates (Action)
  - a. Professional Educator: Motion by J. Johnson/Forbes to recommend Professional Educator Handbook Updates to the full Board as presented. Motion carried.
  - b. Support Staff: Motion by J. Johnson/Forbes to recommend Support Staff Handbook Updates to the full Board as presented. Motion carried.
  - c. Special Education: Motion by J. Johnson/Forbes to recommend Special Education Handbook to full Board as presented. Motion carried.
2. Staff Return to Work Survey: Informational
3. Consider Endorsement of the Board of Education Modeling Face Covering Protocol. Motion by J. Johnson/Forbes to recommend discussion of Board Of Education Modeling Face Covering Protocol at District Functions to full Board for Discussion. Motion carried.
4. Consider Endorsement of the District School Reopening Plan. Motion by J. Johnson/Forbes to recommend Endorsement of the District School Reopening Plan to the full Board as presented. Motion carried.
5. Employee Exit Interview Survey and Procedures. Dr. Oppor will revise to add action steps for received feedback and review next month.
6. Review Revised Commencement Protocols - Informational.
7. Review PO7250 Commemoration of Exceptional Individuals/Groups - Will come back to committee for further discussion.
8. Policy & Human Resources Committee Planning Guide (Information): Informational.
9. Set Next Meeting Date August 4, 2020 at 5:30 pm
10. Next Meeting Items:
  - a. District Safety Plan - Need to incorporate relevant pandemic protocols
  - b.
11. Adjourn: Motion by J. Johnson/Forbes to adjourn. Motion carried at 8:27 p.m.

## Minutes of the July 7, 2019 Ad-Hoc Recognition Committee Meeting

Time: 5:00 p.m. - Virtual Meeting

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

In Attendance: Pethke, J. Johnson, Ms. Konkol, Ms. Lobianco, Ms. Wright, Mrs. O'Brien, Dr. Oppor

Timer: Pethke

Recorder: J. Johnson

1. Planning for Annual Heart of Gold Program: need to bear in mind the rising COVID rates as well as potential restrictions.
  - a. Sending out "Save the Date": Carmen will take care of. September 16, 2020 at 2:30 pm. Carmen will send an electronic version.
  - b. Review Nomination Forms
  - c. Set Date to Scrub the Information
    - i. Group Scrubbing: Meria will take care of this week
    - ii. Scrubbing by Dr. Oppor will take care of this week
  - d. Set Date to Review Nominees for the Friend of Education Award: Nominee picked by group
  - e. Compile List of Accomplishments for the Program - Stephanie's Google Form about 50% complete
  - f. Program - Stephanie
  - g. Program Script - Melanie as Author with Joanne as Emcee
  - h. Food & Beverages: TDB depending on COVID restrictions
  - i. Invitations: Carmen will do paper first week of school
  - j. Letters to Dignitaries: skip this year due to uncertainty of event and potential COVID restrictions
  - k. Prepping Pins, Gifts, & Plaques - Stephanie
  - l. Other Details
2. Set Next Meeting Date: August 25, 2020 at 5 p.m.
3. Next Meeting Items:
  - a. Consider a Distinguished Alumni Award (Wall of Fame)
4. Adjourn at 5:42 pm

Joanne Johnson, Recorder





Book	Policy Manual
Section	School Resource Officer Policy for Review
Title	SCHOOL RESOURCE OFFICER PROGRAM
Code	po8407
Status	First Reading

#### 8407 - **SCHOOL RESOURCE OFFICER PROGRAM**

To promote a safe, secure, and supportive school environment, the Board believes it appropriate for the District to have a collaborative relationship with the law enforcement agency(ies) with jurisdiction in the District through a School Resource Officer (SRO) Program.

The SRO Program shall provide appropriate and relevant information, instruction, and resource services to students, teachers, and parents. These services along with ~~and~~ the District's and the law enforcement agency's(ies)' duties and obligations regarding the SRO Program, shall be set forth in an agreement between the District and the law enforcement agency(ies), including:

- A.  placement of a designated School Resource Officer in specific schools on specific days and times;
- B.  development of positive law enforcement officer/student relationships;
- C.  investigation of alleged violations of law, consistent with the authority and duties of law enforcement officers, that involve student or staff conduct on or off of school property;
- D.  educational presentations/discussions;
- E.  preventative and/or informational discussions with students/parents;
- F.  patrol and supervision of various school functions;
- G.  creation and implementation of crime prevention and safety programs; and
- H.  performance of duties of regular patrol officers that pertain to school resource matters;
- I.  a requirement the law enforcement agency(ies) to provide the ~~( ) District Administrator~~  Board **{END-OF-OPTIONS}** with an annual report regarding the SRO Program.

This report shall summarize activities conducted throughout the previous school year and shall include recommendations for the upcoming school year. **{END-OF-OPTION}**  The Board may request additional updates or reports. **{END-OF-OPTION}**

The building principal(s) shall serve as the designated liaisons between the District and the law enforcement agency(ies) and shall oversee the SRO Program as it pertains to the specific building(s). The District and the law enforcement agency(ies) shall collaborate in determining various responsibilities and requirements under the SRO Program, including programming services and development of the school safety plan (See Policy 8420 - School Safety). Any services or activities provided or performed by the law enforcement agency(ies) via the SRO Program shall not serve as a substitute for any responsibilities assigned to District personnel.

Sharing of confidential information and/or student record information with the law enforcement agency(ies) by the District shall fully comply with all relevant statutory provisions and District policies. Use of any devices by any member of the law enforcement agency(ies) to gather or store information in the course of an investigation (e.g., body camera footage) shall be

done in full compliance with all law enforcement agency(ies) policies, as well as State and Federal law regarding the use of any such devices.

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Legal

- Wis. Stat. §§ 968.07(1)(d), (2)
- Wis. Stat. § 165.85(2)(c)
- Wis. Stat. § 121.02(1)(i)
- Wis. Stat. § 120.44 (unified school districts)
- Wis. Stat. § 120.13
- Wis. Stat. § 118.257
- Wis. Stat. § 118.127
- Wis. Stat. § 118.125
- Wis. Stat. § 118.001
- Wis. Stat. § 66.0301

Last Modified by Melanie Oppor on June 3, 2020

## **Synchronous Education – Student Accountability and Conduct**

The School District of Manawa expects students participating in remote learning to follow school rules during synchronous instruction and when interacting with staff and students in a virtual setting. Students may be disciplined for violating school rules during virtual instruction even though the student is not present on District property.

### Synchronous Instruction Accountability and Internet Safety

Synchronous instruction requires students to access their educational program online. There are certain risks inherent in all online activities. Students must comply with the following standards and expectations to protect themselves and others.

- The District's Acceptable Use policy applies to all students participating in the District's virtual educational programs and online class activities.
- Use only one (1) username and password.
- Use an appropriate profile picture for any virtual accounts.
- Do not share your username or password with anyone. Each student is responsible for all activities associated with his or her username and password.
- Do not interfere with other student's ability to access virtual instruction or disclose anyone's password to others.
- Do not publicly post personal contact information, including the personal contact information for others.
- Do not use the District's virtual instruction resources for any illegal activities.
- Do not use District virtual instruction resources to send unsolicited electronic-mail messages not pertaining to class (e.g., SPAM).
- Do not use the District's virtual instruction resources to access inappropriate programs, applications, or websites.
- Do not share classroom/small group video or classroom/small group recorded video with third parties (parent(s)/guardian(s) and siblings, excluded) – This includes private messages from staff or others.
- Do not agree to meet in-person with anyone met exclusively on the Internet.

### Conduct During Synchronous Instruction

Synchronous instruction is similar to in-person instruction, but presents unique opportunities and challenges. Students are expected to be engaged and courteous to others during synchronous instruction and other class activities as they would during in-person instruction in a classroom. The District's Student Code of Conduct applies to all students participating in the District's synchronous instruction and online class activities. Students are expected to obey the following standards and expectations, as well:

- Sign-in for virtual instruction and activities using the appropriate, designated username and password.

- Do not allow siblings or other members of the household to participate in virtual instruction unless authorized by the virtual class teacher (they may observe but notice should be provided they are doing so).
- Review typed messages before sending them to remove easily misinterpreted language and proofread for typos.
- Private messages during virtual instruction should be kept to a minimum.
- Engage in virtual instruction discussions in a respectful manner that abides by the following standards:
  - Avoid sarcasm, jargon, and slang;
  - Vulgarity is not acceptable;
  - Do not use images, “GIFs,” or “Memes” in place of written responses or comments, unless specifically directed to do so by a staff member;
  - Focus responses on the questions or issues being discussed, not on the individuals involved.
- Do not make inappropriate comments verbally or via direct messages. Inappropriate messages include, but are not limited to, those that contain:
  - threatening messages or images;
  - insults or attacks of any kind against a person;
  - obscene, degrading or profane language or images;
  - repeatedly sent unwelcome messages or images that harass the recipient; and
  - material that is defamatory or intended to annoy, intimidate, or bully others.

If a student or his/her parent(s)/guardian(s) has any questions about the rules, standards, and expectations applicable to students participating in the District’s synchronous educational programs and online class activities, the student should contact the Principal immediately.

# School District of Manawa

## Academic Standards Listing

Discipline/Grade	Standards	School District of Manawa Adoption Date
		July 2020
Early Childhood and 4-year-old Kindergarten - 5th Edition	Wisconsin Model Early Learning Standards (2003, 2008, 2011, 2013, 2017)	5th Edition (Updates to 2013 Edition)
<b>English Language Arts (ELA)</b>		
5-year-old Kindergarten - 12	Wisconsin's Vision for Student Success in English Language Arts and Wisconsin Writes <a href="https://dpi.wi.gov/ela">https://dpi.wi.gov/ela</a>	NEW - DPI Summer 2020
<b>Mathematics</b>		
5-year-old Kindergarten - 12	Wisconsin State Standards in Mathematics (2011) (Common Core State Standards for Mathematics)	Ref. Sept. 20, 2010, and May 17, 2011 board minutes
<b>Science</b>		
5-year-old Kindergarten - 12	Wisconsin Standards for Science (Adopted Nov. 2017) (Next Generation Science Standards (2013))	DPI Adopted the NGSS which Manawa had been using
<b>Social Studies</b>		
5-year-old Kindergarten - 12	National Curriculum Standards for Social Studies	March 23, 2015
<b>Art</b>		
5-year-old Kindergarten - 12	National Core Arts Standards for Visual Arts (2014)	July 2017
<b>Physical Education</b>		
5-year-old Kindergarten - 12	Wisconsin Physical Education and Physical Activity <a href="https://dpi.wi.gov/sspw/physical-education">https://dpi.wi.gov/sspw/physical-education</a>	NEW - DPI Summer 2020
<b>Nutrition Education</b>		
Kindergarten - 12	<u>Wisconsin's Model Academic Standards for Nutrition Education</u>	July 2019
<b>Music Education</b>		
5-year-old Kindergarten - 12	<u>Wisconsin's Model Academic Standards for Music (2017)</u>	July 2019
<b>Technology Education</b>		
5-year-old Kindergarten - 8	International Society for Technology in Education (ISTE) Standards for Students (2007)	June 15, 2015
<b>School Counseling</b>		

5-year-old Kindergarten - 12	Wisconsin's Model Academic Standards for School Counseling (2007) New, updated standards to be released soon (2015-16)	July 2017
<b>World Languages</b>		
7-12	Wisconsin's Model Academic Standards for Foreign Languages (1997, 2001)	July 2017
<b>Personal Financial Literacy</b>		
NEW (4K-12)	Wisconsin's Model Academic Standards for Personal Financial Literacy (2020)	NEW - DPI Summer 2020
<b>Careers and Technical Education (CTE)</b>		
9-12	Wisconsin Standards for Agriculture, Food, and Natural Resources (2013)  Wisconsin Standards for Business and Information Technology (2013)  Wisconsin Standards for Family and Consumer Sciences (2013)  Wisconsin Standards for Health Science (2013)  Wisconsin Standards for Marketing, Management, and Entrepreneurship (2013)  Wisconsin Standards for Technology and Engineering (2013)	July 2017

<b>Course:</b>	High School Geometry		
<b>Credits:</b>	1		
<b>Prerequisites:</b>	Algebra		
<b>Description:</b>	A logical approach to the study of real objects and shapes: i.e. parallel lines, triangles, circles, solids, etc. Emphasis is placed on algebraic applications.		
<b>Academic Standards:</b>	Wisconsin State Standards in Mathematics (2011)		
<b>Units:</b>	<b>Unit Length:</b>	<b>Unit Standards:</b>	<b>Unit Outcomes:</b>
<b>Basics of Geometry</b>	13 days	HSG-CO.A.1, HSG-CO.D.12, HSG-GPE.B.7, HSG-MG.A.1	In this unit, students will be introduced to the basic topics of geometry. They will apply the knowledge of the basics to the midpoint, distance, area, and perimeter formulas.
<b>Introduction to Reasoning and Proof</b>	12 days	HSG- CO.C.9, HSG-CO.C.10, HSG-CO.C.11, and HSG-SRT.B.4	In this unit, students will be exploring logical reasoning. They will be working on proofs in many forms including algebraic proofs, two column, and paragraph.
<b>Parallel and Perpendicular Lines</b>	10 days	HSG-CO.A.1, HSG-CO.C.9, HSG-CO.D.12, HSG-GPE.B.5, HSG-GPE.B.6	Students will be exploring parallel and perpendicular lines and the relationships of angles formed by transversals. They will also be demonstrating understanding of those relationships by using proofs.

<b>Transformations</b>	12 days	HSG-CO.A.2, HSG-CO.A.4, HSG-CO.A.5, HSG-CO.B.6, HSG-CO.A.3, HSG-MG.A.3, HSG-SRT.A.1a, HSG-SRT.1A.b, HSG-SRT.A.2	Students will explore the four transformations of plane figures. They will be able to discern the differences between them. They will also be able to identify composites of the transformations. Students will also be able to describe the differences between similarity and congruence as it relates to transformations.
<b>Congruent Triangles</b>	13 days	HSG-CO.C.10, HSG-MG.A.1, HSG-CO.B.7, HSG-C).B.8, HSG-CO.D.13, HSG-MG.A.3, HSG-SRT.B. 5	Students will work with a variety of proof formats as they investigate triangle congruence. They will see the connection between the ways of proving triangles congruent with the rigid motions learned in the previous unit.
<b>Relationships Within Triangles</b>	8 days	HSG-CO.C.9, HSG-MG.A.1, HSG-CO.D.12, HSG-C.A.3, HSG-MG.A.3, HSG-CO.C.10	Students will explore the special segments within a triangle including perpendicular bisectors, angle bisectors, medians, altitudes, and midsegments.
<b>Quadrilaterals and Other Polygons</b>	9 days	HSG-CO..C.11, HSG-SRT.B.5, HSG-MG.A.1, HSG-MG.A.3	In this unit, students will be introduced to quadrilaterals and other polygons. They will also be introduced to the qualities of the basic quadrilaterals.



Unit Name: <b>Basics of Geometry</b>	Length: <b>13 days</b>
<b>Standard(s):</b> HSG-CO.A.1, HSG-CO.D.12, HSG-GPE.B.7, HSG-MG.A.1	<b>Outcomes:</b> In this unit, students will be introduced to the basic topics of geometry. They will apply the knowledge of the basics to the midpoint, distance, area, and perimeter formulas.
<b>Essential Questions:</b> How can you find the midpoint and distance between two points in the plane? How can one construct and measure a line segment? An angle? How are a point, line, and plane named? What is the difference between a defined and undefined term? What does it mean for an angle to be a part of a linear pair? A complementary pair? A supplementary pair?	<b>Learning Targets:</b> The students will use vocabulary to identify and correctly name the basics of geometry. Students will apply the distance and midpoint formulas to find perimeter and area of plane figures. Students will construct, measure, and identify angles. Students will synthesize their knowledge of angles and the pairs they form.
Topic 1: <b>Points, lines, segments, planes, and their properties</b>	Length: <b>4 days</b>
<b>Standard(s):</b> HSG-CO.A.1, HSG-CO.D.12	<b>Academic Vocabulary:</b> undefined terms, point, line, plane, collinear points, coplanar points, defined terms, line segment, endpoints, ray, opposite rays, intersection, postulate, axiom, coordinate, distance, construction, congruent segment, between
Lesson Frame:	We will explore the basics of geometry. I will name points, lines, and planes.
Lesson Frame:	We will explore constructions of segments and angles. I will construct segments and apply the segment addition postulate.
Lesson Frame:	We will explore the idea of betweenness. I will demonstrate the concept of betweenness with points, segments, and angles.
<b>Performance Tasks:</b> Using geometry software, students will construct, name, and manipulate segments, rays, angles, and other basic geometric shapes.	Notes:
Topic 2: <b>The Midpoint and Distance formula and its application to area and perimeter of figures in the plane</b>	Length: <b>4 days</b>
<b>Standards:</b> HSG-CO.D.12, HSG-GPE.B.7, HSG-MG.A.1	<b>Academic Vocabulary:</b> midpoint and segment bisector
Lesson Frame:	We will explore the midpoint formula. I will find the midpoint of a segment as well as other applications of the midpoint formula.
Lesson Frame:	We will explore the distance formula.

	I will find the distance between any two points on the coordinate plane.
Lesson Frame:	We will explore the origins of the distance formula.
	I will be able to describe the connections between the distance formula and the Pythagorean Theorem.
<b>Performance Tasks:</b> Students will use Geometry software as well as paper and pencil to explore the distance and midpoint formula.	Notes:
Topic 3: <b>Exploring Angles and special pairs of angles</b>	Length: <b>3 days</b>
<b>Standard(s):</b> HSG-CO.A.1, HSG-CO.D.12	<b>Academic Vocabulary:</b> angle, vertex, sides of an angle, interior of an angle, exterior of an angle, measure of an angle, acute angle, right angle, obtuse angle, straight angle, congruent angles, angle bisector, complementary angles, supplementary angles, adjacent angles, linear pair, and vertical angles.
Lesson Frame:	We will explore construction of angles and their pairs.
	I will construct an angle and be able to accurately measure it.
Lesson Frame:	We will discuss the angle bisector theorem and its application.
	I will be able to bisect a given angle and find the measures of angles even if they are bisected.
Lesson Frame:	We will explore the differences between complementary and supplementary angles.
	I will find the complements and supplements of given angles.
<b>Performance Tasks:</b> Students will be asked to construct an angle as well as a linear pair containing an angle. They will also be asked to construct the angle bisector of a given angle.	Notes:

Unit Name: <b>Introduction to Reasoning and Proof</b>	Length: <b>12 days</b>
<b>Standards:</b> HSG- CO.C.9, HSG-CO.C.10, HSG-CO.C.11, HSG-SRT.B.4	<b>Outcomes:</b> In this unit, students will be exploring logical reasoning. They will be working on proofs in many forms including algebraic proofs, two column, and paragraph.
<b>Essential Questions:</b> When is a conditional statement true or false? How can reasoning be used to solve problems? What is the difference between deductive and inductive reasoning? What can be assumed from a geometric diagram? How can algebraic properties be applied to solving a problems? How can a proof be constructed?	<b>Learning Targets:</b> Students will be able to write conditional and biconditional statements. Students will be able to use inductive and deductive reasoning. Students will be able to accurately sketch diagrams of geometric situations. Students will be able to use the properties of equality to justify the steps in an algebraic proof. Students will be able to construct their own proofs with little prompting.
Topic 1: <b>Conditional Statements, Inductive and Deductive Reasoning</b>	Length: <b>4 days</b>
<b>Standard(s):</b> HSG-CO.C.9, HSG-CO.C.10, HSG-CO.C.11, HSG-SRT.B.4	<b>Academic Vocabulary:</b> conditional statement, if-then form, hypothesis, conclusion, negation, converse, inverse, contrapositive, equivalent statements, perpendicular lines, biconditional statement, truth value, truth table, conjecture, inductive reasoning, counterexample, deductive reasoning
Lesson Frame:	We will write conditional statements and assess their truth values. I will be able to assess the truth value of various conditional statements.
Lesson Frame:	We will explore deductive and inductive reasoning and their applications. I will be able to discern the differences between deductive and inductive reasoning as well as their best applications.
<b>Performance Tasks:</b> Students will be able to construct a group of conditional statements and determine the truth values for each. Students will also be able to apply deductive and inductive reasoning to real world situations and determine which approach would work best.	Notes:
Topic 2: <b>Postulates and Diagrams</b>	Length: <b>2 days</b>
<b>Standard(s):</b> HSG-CO.C.9, HSG-CO.C.10, HSG-CO.C.11, HSG-SRT.B.4	<b>Academic Vocabulary:</b> postulate, point, line, plane, and perpendicular
Lesson Frame:	We will be exploring postulates and the diagrams that demonstrate them. I will be able to identify a postulate using a diagram.
Lesson Frame:	We will practice sketching diagrams from descriptions. I will be able to sketch a diagram using a postulate description.

<p><b>Performance Tasks:</b> Students will be able to critically read a description of a postulate and/or a geometric situation and sketch it accurately.</p>	<p>Notes:</p>
<p>Topic 3: <b>Algebraic Reasoning</b></p>	<p>Length: <b>2 days</b></p>
<p><b>Standard(s):</b> HSG-CO.C.9, HSG-CO.C.10, HSG-CO.C.11, HSG-SRT.B.4</p>	<p><b>Academic Vocabulary:</b> equation, solving an equation, formula</p>
<p>Lesson Frame:</p>	<p>We will review algebraic properties of equality and apply them to proofs.</p>
<p></p>	<p>I will use algebraic properties to prove each step in an algebraic proof.</p>
<p><b>Performance Tasks:</b> Students will use algebraic properties to successfully prove algebraic equations are true.</p>	<p>Notes:</p>
<p>Topic 4: <b>Proving Geometric Relationships and Statements about Segments and Angles</b></p>	<p>Length: <b>4 days</b></p>
<p><b>Standard(s):</b> HSG-CO.C.9</p>	<p><b>Academic Vocabulary:</b> proof, two-column proof, flow-chart proof, paragraph proof, theorem</p>
<p>Lesson Frame:</p>	<p>We will explore writing proofs.</p>
<p></p>	<p>I will be able to write two-column proofs to prove geometric relationships.</p>
<p>Lesson Frame:</p>	<p>We will explore writing different kinds of proofs.</p>
<p></p>	<p>I will be able to write a paragraph proof to prove geometric relationships.</p>
<p><b>Performance Tasks:</b> Students will be able to write well constructed and reasoned proofs of geometric relationships.</p>	<p>Notes:</p>

Unit Name: <b>Parallel and Perpendicular Lines</b>	Length: <b>10 days</b>
<b>Standards:</b> HSG-CO.A.1, HSG-CO.C.9, HSG-CO.D.12, HSG-GPE.B.5, HSG-GPE.B.6	<b>Outcomes:</b> Students will be exploring parallel and perpendicular lines and the relationships of angles formed by transversals. They will also be demonstrating understanding of those relationships by using proofs.
<b>Essential Questions:</b> What are parallel and perpendicular lines? How are they related to each other? What are the properties of lines that are parallel and perpendicular? What does it mean to find the distance between a point and a line?	<b>Learning Targets:</b> Students will be able to identify lines, planes, parallel, perpendicular lines, and pairs of angles formed by transversals. Students will also successfully prove lines parallel and perpendicular. Students will be able to write equations of parallel and perpendicular lines. Students will also be able to find the distance between a line and a point.
Topic 1: <b>Pairs of parallel lines and the angles formed</b>	Length: <b>4 days</b>
<b>Standard(s):</b> HSG-CO.A.1, HSG-CO.C.9, HSG-CO.D.12	<b>Academic Vocabulary:</b> parallel lines, skew lines, parallel planes, transversal, corresponding angles, alternate interior angles, alternate exterior angles, consecutive angles
Lesson Frame:	We will explore pairs of lines and the angles formed by transversals. I will be able to identify the pairs of lines formed by a transversal.
Lesson Frame:	We will explore parallel, perpendicular, and skew lines. I will be able to discern the differences between parallel, perpendicular, and skew lines by examining a diagram.
Lesson Frame:	We will examine properties of parallel lines. I will be able to apply the properties of parallel lines.
<b>Performance Tasks:</b> Students will be able to successfully identify parallel, perpendicular, and skew lines. They will also be able to apply the properties of parallel lines to the angles formed by a transversal.	Notes:
Topic 2: <b>Proving lines parallel and perpendicular</b>	Length: <b>3 days</b>
<b>Standard(s):</b> HSG-CO.C.9, HSG-CO.D.12	<b>Academic Vocabulary:</b> converse, perpendicular bisector
Lesson Frame:	We will explore theorems about parallel lines. I will be able to prove theorems about parallel lines.

Lesson Frame:	We will explore theorems about perpendicular lines.
<b>Performance Tasks:</b> Students will be able to prove lines parallel or perpendicular. Students will be able to apply the previously examined properties and how they apply to parallel and perpendicular lines.	I will be able to prove theorems about perpendicular lines.  Notes:
Topic 3: <b>Equations of parallel and perpendicular lines</b>	Length: <b>3 days</b>
<b>Standard(s):</b> HSG-GPE.B.5, HSG-GPE.B.6	<b>Academic Vocabulary:</b> slope
Lesson Frame:	We will explore the slopes of parallel and perpendicular lines. I will be able to successfully make a conjecture about the relationship between two or more lines based solely on their slopes and y- intercepts.
Lesson Frame:	We will examine the best way to find the distance between a line and a point. I will be able to successfully find the distance between a point and a line.
Lesson Frame:	We will practice finding the equations of parallel and perpendicular lines. I will be able to find the equations of parallel and perpendicular lines given different conditions.
<b>Performance Tasks:</b> Students will be able to find the equations of parallel and perpendicular lines given different conditions. Students will be able to successfully identify parallel and perpendicular lines based on limited information. Students will also be able to find the distance between a point and a line.	Notes:

Unit Name: <b>Transformations</b>	Length: <b>12 days</b>
<b>Standards:</b> HSG-CO.A.2, HSG-CO.A.4, <u>HSG-CO.A.5</u> , HSG-CO.B.6, HSG-CO.A.3, HSG-MG.A.3, HSG-SRT.A.1a, HSG-SRT.1A.b, HSG-SRT.A.2	<b>Outcomes:</b> Students will explore the four transformations of plane figures. They will be able to discern the differences between them. They will also be able to identify composites of the transformations. Students will also be able to describe the differences between similarity and congruence as it relates to transformations.
<b>Essential Questions:</b> What are the four rigid transformations and how can they be represented both in a geometric diagram and algebraically? How are similar figures related to dilations? What is the difference between a congruent and a similar transformation?	<b>Learning Targets:</b> Students will be able to perform each of the four transformations: translation, rotation, reflection, and dilation. Students will also be able to perform compositions of each of the transformations. They will also be able to discuss the differences between congruence and similarity and the transformations that are used to create congruence and similarity.
Topic 1: <b>Translations</b>	Length: <b>2 days</b>
<b>Standard(s):</b> HSG-CO.A.2, HSG-CO.A.4, HSG-CO.A.5, HSG-CO.B.6	<b>Academic Vocabulary:</b> vector, initial point, terminal point, horizontal component, vertical component, component form, transformation, image, preimage, translation, rigid motion, composition of transformations
Lesson Frame:	We will explore translations.
	I will be able to perform a translation of a figure using vector form.
Lesson Frame:	We will explore translations.
	I will be able to perform a translation using a translation rule.
<b>Performance Tasks:</b> Students will be able to perform translations using different methods.	Notes:
Topic 2: <b>Reflections</b>	Length: <b>2 days</b>
<b>Standard (s):</b> HSG-CO.A.2, HSG-CO.A.3, HSG-CO.A.4, HSG-CO.A.5, HSG-CO.B.6, HSG-MG.A.3	<b>Academic Vocabulary:</b> reflection, line of reflection, glide reflection, line symmetry, line of symmetry
Lesson Frame:	We will explore reflections.
	I will be able to perform reflections.
Lesson Frame:	We will explore reflections.

	I will be able to identify line symmetry and the lines of symmetry in relation to reflections.
<b>Performance Tasks:</b> Students will successfully perform reflections and be able to identify lines of symmetry and glide reflections.	Notes:
<b>Topic 3: Rotations</b>	Length: <b>2 days</b>
<b>Standard(s):</b> HSG-CO.A.2, HSG-CO.A.3, HSG-CO.A.4, HSG-CO.A.5, HSG-CO.B.6	<b>Academic Vocabulary:</b> rotation, center of rotation, angle of rotation, rotational symmetry, center of symmetry
Lesson Frame:	We will explore rotations. I will perform rotations using both the algebraic rules and other methods.
Lesson Frame:	We will explore rotational symmetry. I will be able to describe the rotational symmetry of a figure including its angle and center of rotation.
<b>Performance Tasks:</b> Students will be able to perform rotations of plane figures by any method of their choosing. They will also be able to describe the rotational symmetry of different figures.	Notes:
<b>Topic 4: Congruent figures</b>	Length: <b>2 days</b>
<b>Standard(s):</b> HSG-CO.A.5, HSG-CO.B.6	<b>Academic Vocabulary:</b> congruent figures, congruence transformations
Lesson Frame:	We will explore congruent figures. I will be able to identify congruent figures.
Lesson Frame:	We will explore congruence transformations. I will be able to describe the congruence transformations that map one congruent figure onto another.
<b>Performance Tasks:</b> Students will be able to identify and describe the congruence transformations that map one figure onto another.	Notes:
<b>Topic 5: Dilations</b>	Length: <b>2 days</b>



<p><b>Standard(s):</b> HSG-CO.A.2, HSG-SRT.A.1a, HSG-SRT.A.1b</p>	<p><b>Academic Vocabulary:</b> dilations, center of dilation, scale factor, enlargement, reduction</p>
<p>Lesson Frame:</p>	<p>We will perform dilations. I will be able to perform dilations of figures in the coordinate plane.</p>
<p>Lesson Frame:</p>	<p>We will explore scale factor. I will be able to find the scale factor of a dilation and be able to describe it based on that scale factor.</p>
<p><b>Performance Tasks:</b> Students will be able to perform dilations in the coordinate plane, find the scale factors of such dilations, and describe them as either enlargements or reductions based on the scale factors.</p>	<p>Notes:</p>
<p>Topic 6: <b>Similarity and Transformations</b></p>	<p>Length: <b>2 days</b></p>
<p><b>Standard(s):</b> HSG-CO.A.5, HSG-SRT.A.2</p>	<p><b>Academic Vocabulary:</b> similarity transformation, similar figures</p>
<p>Lesson Frame:</p>	<p>We will explore similar figures. I will be able to identify the transformations performed to map one figure onto a similar figure.</p>
<p><b>Performance Tasks:</b> Students will be able to identify the similarity transformation (s) performed to map one similar figure to another.</p>	<p>Notes:</p>

Unit Name: <b>Congruent Triangles</b>	Length: <b>13 days</b>
<b>Standard(s):</b> HSG-CO.C.10, HSG-MG.A.1, HSG-CO.B.7, HSG-C).B.8, HSG-CO.D.13, HSG-MG.A.3, HSG-SRT.B. 5	<b>Outcomes:</b> Students will work with a variety of proof formats as they investigate triangle congruence. They will see the connection between the ways of proving triangles congruent with the rigid motions learned in the previous unit.
<b>Essential Questions:</b> How are the angles in a triangle related? How can rigid motions be used to map one triangle onto another congruent one? How can you use two sides and the included angle to prove two triangles congruent? What conjectures can be made about the side lengths and angles of equilateral and isosceles triangles? How can two triangles with the same side lengths be proven congruent? What information is sufficient to prove two triangles are congruent? How can congruent triangles be used to solve real-world problems?	<b>Learning Targets:</b> Students will classify triangles, find the interior and exterior angles of triangles, prove triangles and other polygons congruent using different methods, explore equilateral and isosceles triangles, and also explore applications of congruent triangles.
Topic 1: <b>Angles of triangles and polygons</b>	Length: <b>3 days</b>
<b>Standard(s):</b> HSG-CO.B.7, HSG-CO.C.10, HSG-MG.A.1	<b>Academic Vocabulary:</b> interior angles, exterior angles, corollary to a theorem, corresponding parts
Lesson Frame:	We will classify triangles by sides and angles. I will be able to describe the differences between the different types of triangles and their side lengths and angles.
Lesson Frame:	We will explore the interior and exterior angles of triangles. I will be able to find the exterior and interior angles of triangles.
Lesson Frame:	We will apply the concept of corresponding parts. I will be able to find the missing parts of polygons using properties of corresponding parts.
<b>Performance Tasks:</b> Students will be asked to find the missing parts of triangles and other congruent polygons. They will also be asked to classify different triangles by angles and side lengths.	Notes:
Topic 2: <b>Proving triangles congruent using SAS</b>	Length: <b>2 days</b>

<b>Standard(s):</b> HSG-CO.B.8, HSG-MG.A.1	<b>Academic Vocabulary:</b> congruent figures, rigid motion
Lesson Frame:	We will use the Side-Angle-Side Theorem. I will prove two triangles congruent using the Side-Angle-Side Theorem.
Lesson Frame:	We will explore applications of the S-A-S Theorem. I will be able to solve application problems using the S-A-S Theorem.
<b>Performance Tasks:</b> Students will apply knowledge of two column proofs to prove two triangles congruent using the Side-Angle-Side Theorem.	Notes:
<b>Topic 3: Isosceles and Equilateral Triangles</b>	<b>Length: 2 days</b>
<b>Standard(s):</b> HSG-CO.C.10, HSG-CO.D.13, HSG-MG.A.1	<b>Academic Vocabulary:</b> leg, vertex angle, base, base angles
Lesson Frame:	We will explore equilateral and isosceles triangles. I will be able to apply the base angles theorem to find missing parts of triangles.
Lesson Frame:	We will apply knowledge of equilateral and isosceles triangles. I will be able to find missing parts of triangles using the theorems related to equilateral and isosceles triangles.
<b>Performance Tasks:</b> Students will use prior knowledge of triangles and their angle measures and apply that to the special types of triangles known as isosceles and equilateral. They will also recognize these special triangles in the world around them.	Notes:
<b>Topic 4: Proving Triangles Congruent using SSS, ASA, and AAS</b>	<b>Length: 4 days</b>
<b>Standard(s):</b> HSG-CO.B.8, HSG-MG.A.1, HSG-MG.A.3	<b>Academic Vocabulary:</b> legs, hypotenuse
Lesson Frame:	We will prove triangles congruent using SSS. I will be able to prove two triangles congruent using SSS.
Lesson Frame:	We will explore HL congruence. I will be able to prove two right triangles congruent using HL theorem.

Lesson Frame:	We will explore ASA Theorem.
Lesson Frame:	I will be able to prove triangles congruent using ASA.
<b>Performance Tasks:</b> Students will be presented with two triangles and must decide the best method to use to prove them congruent. They will also have to list the information that must be included to successfully prove the triangles congruent.	Notes:
Topic 5: <b>Applying Knowledge about Congruent Triangles</b>	Length: <b>2 days</b>
<b>Standard(s):</b> HSG-SRT.B.5	<b>Academic Vocabulary:</b> congruent figures
Lesson Frame:	We will use congruent triangles to solve problems.
<b>Performance Tasks:</b> Students will use prior knowledge and experience to demonstrate a clear understanding of the applications of congruent triangles to practical problems.	I will be able to solve a variety of problems using congruent triangles.  Notes:

<p><b>Unit Name: Relationships Within Triangles</b></p>	<p><b>Length: 8 days</b></p>
<p><b>Standards:</b> HSG-CO.C.9, HSG-MG.A.1, HSG-CO.D.12, HSG-C.A.3, HSG-MG.A.3, HSG-CO.C.10</p>	<p><b>Outcomes:</b> Students will explore the special segments within a triangle including perpendicular bisectors, angle bisectors, medians, altitudes, and midsegments.</p>
<p><b>Essential Questions:</b> What are the special segments in triangles? How does one find the incenter, centroid, and circumcenter of a triangle? What special characteristics do medians and altitudes have? How is the midsegment theorem apply to triangles in the coordinate plane? How can students use indirect proofs?</p>	<p><b>Learning Targets:</b> Students will be introduced the different segments within a triangle and be able to apply theorems about those segments to solving problems. They will also be able to find the circumcenter, centroid, and the incenter of a triangle. They will also apply previous knowledge to the indirect proof method both in one triangle and between two triangles.</p>
<p><b>Topic 1: Special Segments in Triangles</b></p>	<p><b>Length: 4 days</b></p>
<p><b>Standards:</b> HSG-CO.C.9, HSG-MG.A.1, HSG-CO.D.12, HSG-C.A.3, HSG-MG.A.3, HSG-CO.C.10</p>	<p><b>Academic Vocabulary:</b> equidistant, concurrent, point of concurrency, circumcenter, incenter, median, centroid, altitude, orthocenter</p>
<p>Lesson Frame:</p>	<p>We will explore the circumcenter and incenter of triangles. I will be able to apply my knowledge of perpendicular bisectors to find the circumcenter of a triangle and apply my knowledge of angle bisectors to find the incenter of a triangle.</p>
<p>Lesson Frame:</p>	<p>We will find the angle bisectors and perpendicular bisectors of a triangle. I will use my geometric tools to find the angle bisectors and perpendicular bisectors of a triangle.</p>
<p>Lesson Frame:</p>	<p>We will explore the medians and altitudes of triangles. I will use my geometric tools to find the medians and altitudes of triangles..</p>
<p>Lesson Frame:</p>	<p>We will discuss the characteristics of the incenter and the centroid of triangles. I will use my geometric tools to find the incenter and centroid of triangles.</p>
<p><b>Performance Tasks:</b> Students will use geometric software and other tools to find the medians, perpendicular bisectors, and altitudes of triangles. They will also use the locations of those segments to find the incenter, orthocenter, centroid, and circumcenter of the triangles.</p>	<p>Notes:</p>

<b>Topic 2: Triangle Midsegment Theorem</b>	<b>Length: 2 days</b>
<b>Standard(s):</b> HSG-Co.C.10, HSG-MG.A.1	<b>Academic Vocabulary:</b> midsegment of a triangle
Lesson Frame:	We will use the midsegments of a triangle in the coordinate plane.
	I will use algebraic skills to solve problems involving the midsegments of triangles.
Lesson Frame:	We will use the midsegment theorem to find distances.
	I will use algebraic skills and the midsegment theorem to solve practical problems.
<b>Performance Tasks:</b> Students will be able to use algebra and geometry software to solve problems involving midsegments of triangles. They will also apply their skills to practical problems.	Notes:
<b>Topic 3: Indirect Proofs</b>	<b>Length: 2 days</b>
<b>Standard(s):</b> HSG-CO.C.10	<b>Academic Vocabulary:</b> indirect proof
Lesson Frame:	We will use indirect proofs to find lengths of sides in a triangle.
	I will apply knowledge of the Triangle Inequality Theorem to find possible lengths in a triangle.
Lesson Frame:	We will solve practical problems using the Hinge Theorem.
	I will apply my knowledge of the Hinge Theorem and indirect proofs to solve practical problems.
<b>Performance Tasks:</b> Students will be able to apply the methods used in indirect proofs to find the lengths of sides in triangles. They may use geometry software and geometric tools to support their proofs.	Notes:

<b>Unit Name: Quadrilaterals and Other Polygons</b>	<b>Length: 9 days</b>
<b>Standards:</b> HSG-CO.C.11, HSG-SRT.B.5, HSG-MG.A.1, HSG-MG.A.3	<b>Outcomes:</b> In this unit, students will be introduced to quadrilaterals and other polygons. They will also be introduced to the qualities of the basic quadrilaterals.
<b>Essential Questions:</b> What makes a quadrilateral a parallelogram? What are the qualities of a special parallelogram? What differences are there between the different types of quadrilaterals? In what ways can one prove that a quadrilateral is a parallelogram? What are the properties of kites and trapezoids?	<b>Learning Targets:</b> Students will be able to find and use the interior and exterior angle measures of polygons. Students will be able to use properties of parallelograms and special parallelograms. Students will also be able to prove a quadrilateral is a parallelogram. They will also identify and use the properties of trapezoids and kites.
<b>Topic 1: Angles of Polygons</b>	<b>Length: 1 day</b>
<b>Standard(s):</b> HSG-CO.C.11	<b>Academic Vocabulary:</b> diagonal, equilateral polygon, equiangular polygon, regular polygon
<b>Lesson Frame:</b>	We will use the interior and exterior angles of polygons.
	I will be able to find the interior and exterior angles of polygons using the polygon interior and exterior angles theorems.
<b>Performance Tasks:</b> Students will use their prior knowledge and their use of the Theorems to find exterior/interior angles as well as the sides of polygons.	<b>Notes:</b>
<b>Topic 2: Parallelograms</b>	<b>Length: 4 days</b>
<b>Standard(s):</b> HSG-CO.C.11, HSG-SRT.B.5, HSG-MG.A.1	<b>Academic Vocabulary:</b> parallelogram
<b>Lesson Frame:</b>	We will explore the properties of parallelograms.
	I will determine if a quadrilateral is a parallelogram and find the side lengths of a parallelogram.
<b>Lesson Frame:</b>	We will explore parallelograms in the coordinate plane.
	I will use slopes and other properties to find the coordinates of a parallelogram.
<b>Lesson Frame:</b>	We will use properties of parallelograms to prove a quadrilateral is a parallelogram.
	I will be able to prove that a quadrilateral is a parallelogram.

<p><b>Performance Tasks:</b> Students will be able to apply the laws of logic introduced earlier and prove quadrilaterals are parallelograms. Students will use geometry software to graph parallelograms in the coordinate plane.</p>	<p>Notes:</p>
<p>Topic 3: <b>Special Parallelograms and Quadrilaterals</b></p>	<p>Length: <b>4 days</b></p>
<p><b>Standard(s):</b> HSG-CO.C.11, HSG-SRT.B.5, HSG-MG.A.1, HSG-MG.A.3</p>	<p><b>Academic Vocabulary:</b> rhombus, rectangle, square, trapezoid, kite, bases, base angles, legs, isosceles trapezoid, midsegment of a trapezoid</p>
<p>Lesson Frame:</p>	<p>We will use properties of special quadrilaterals. I will determine which special quadrilateral is presented based on the properties of each.</p>
<p>Lesson Frame:</p>	<p>We will apply the properties of diagonals of special quadrilaterals. I will be able to use diagonals to determine what quadrilateral is presented.</p>
<p>Lesson Frame:</p>	<p>We will explore the properties of kites and trapezoids. I will be able to determine whether a quadrilateral is a trapezoid or a kite.</p>
<p><b>Performance Tasks:</b> Students will use geometric software to draw and explore the properties of quadrilaterals. They will be able to discern the similarities and differences between quadrilaterals and apply logical processes to prove which quadrilateral is presented.</p>	<p>Notes:</p>



Unit Name: <b>Similarity</b>	Length: <b>7 days</b>
<b>Standards:</b> HSG-SRT.A.2, HSG-MG.A.3, HSG-SRT.A.3, HSG-SRT.B.4, HSG-SRT.B.5, HSG-GEP.B.5, HSG-MG.A.1, HSG-GPE.B.6	<b>Outcomes:</b> This unit explores similarity in polygons and especially triangles. There is also applications of the properties of triangle proportionality.
<b>Essential Questions:</b> How are similar polygons related? How can triangles be proven similar? How can polygons be proven similar? How can the proportionality theorem be used to prove lines parallel? What proportionality theorems exist in a triangle intersected by an angle bisector or by a line parallel to one side of the triangle?	<b>Learning Targets:</b> Students will be able to apply the AA, SSS, and SAS Similarity Theorems to prove that triangles are similar. They will also be able to determine if two polygons are similar. They will also use similarity criteria to solve problems involving lengths, perimeter, and area.
Topic 1: <b>Similar Polygons</b>	Length: <b>2 days</b>
<b>Standard(s):</b> HSG-SRT.A.2, HSG-MG.A.3	<b>Academic Vocabulary:</b> similar figures, similarity transformation, corresponding parts
Lesson Frame:	We will explore similar figures. I will be able to find the corresponding parts of similar polygons including side lengths, perimeters, and areas.
Lesson Frame:	We will explore similar figures. I will be able to write effective similarity statements.
<b>Performance Tasks:</b> Students will use geometric software to draw similar polygons.	Notes:
Topic 2: <b>Proving Triangles Similar</b>	Length: <b>3 days</b>
<b>Standard(s):</b> HSG-SRT.A.3, HSG-SRT.B.5, HSG-SRT.B4, HSG-GPE.B.5, HSG-MG.A.1	<b>Academic Vocabulary:</b>
Lesson Frame:	We will use the Angle Angle Similarity Theorem. I will be able to prove two triangles similar using the A-A Theorem.
Lesson Frame:	We will use SSS and SAS Similarity Theorem. I will be able to prove two triangles similar using either the SSS or SAS Theorem.
Lesson Frame:	We will apply similarity theorems to practical problems.

	I will be able to apply similarity to real-world problems.
<b>Performance Tasks:</b> Students will use prior knowledge of logic rules to prove triangles similar, will also recognize similar triangles in practical situations.	Notes:
<b>Topic 3 : Proportionality Theorems</b>	Length: <b>2 days</b>
<b>Standard(s):</b> HSG-SRT.B.4, HSG-SRT.B.5, HSG-GPE.B.6	<b>Academic Vocabulary:</b> triangle proportionality theorems
Lesson Frame:	We will explore triangle proportionality theorems.
	I will be able to find the proportion of the sides of a triangle that has a line parallel to one side.
Lesson Frame:	We will explore the triangle angle bisector theorem.
	I will be able to find the side lengths based on the triangle angle bisector theorem.
Lesson Frame:	We will:
	I will:
<b>Performance Tasks:</b> Students will use software programs to draw angle bisectors and lines parallel in a triangle in order to explore the proportionality theorems.	Notes:

Unit Name: <b>Right Triangles and Trigonometry</b>	Length: <b>12 days</b>
<b>Standards:</b> HSG-SRT.B.4, HSG-SRT.C.8, HSG-MG.A.1, HSG-SRT.B.5, HSG-SRT.C.6, HSG-SRT.C.8, HSG-MG.A.3, HSG-SRT.D.9, HSG-SRT.D.10, HSG-SRT.D.11	<b>Outcomes:</b> In this unit, students will be able to solve problems using right triangle trigonometry, special right triangles, inverse relationships, and the Pythagorean Theorem.
<b>Essential Questions:</b> What is the Pythagorean Theorem? What are the relationships of the side lengths of special right triangles? What is the geometric mean of a right triangle? What are the basic trigonometric ratios and how are they related to one another? How can you use the trigonometric ratios to solve right triangles? How can the laws of sines and cosines be used to solve right triangles?	<b>Learning Targets:</b> Students will use their knowledge of triangles and the Pythagorean Theorem to solve problems. They will also be able to apply right triangle trigonometry and the laws of sines and cosines to solve right triangles.
Topic 1: <b>Pythagorean Theorem and its Converse</b>	Length: <b>2 days</b>
<b>Standard(s):</b> HSG-SRT.B.4, HSG-SRT.C.8	<b>Academic Vocabulary:</b> Pythagorean Theorem, Pythagorean Triple
Lesson Frame:	We will explore the Pythagorean Theorem and its converse. I will show that a triangle is a right triangle based on the Pythagorean Theorem and its converse.
Lesson Frame:	We will use Pythagorean triples. I will find missing parts of triangles using Pythagorean triples.
<b>Performance Tasks:</b> Students will be able to find the lengths of the sides of right triangles. Students will also be able to classify triangles based on the side lengths.	Notes:
Topic 2: <b>Special and Similar Right Triangles</b>	Length: <b>3 days</b>
<b>Standard(s):</b> HSG-SRT.C.8, HSG-MG.A.1, HSG-SRT.B.5	<b>Academic Vocabulary:</b> isosceles triangle, geometric mean
Lesson Frame:	We will explore special right triangles. I will be able to find side lengths of right triangles based on the special right triangles' relationships.

Lesson Frame:	We will explore similar right triangles. I will be able to use geometric means to find missing side lengths in right triangles.
Lesson Frame:	We will explore special and similar right triangles. I will use special right triangles and geometric means to solve practical problems.
<b>Performance Tasks:</b> Students will be able to find missing side lengths of similar and special right triangles. They will use geometric software to draw triangles and solve practical problems.	Notes:
Topic 3: <b>Tangent, Sine, and Cosine Ratios</b>	Length: <b>3 days</b>
<b>Standard(s):</b> HSG-SRT-C.6, HSG-SRT-C.8, HSG-SRT.C.7	<b>Academic Vocabulary:</b> trigonometric ratio, tangent, angle of elevation, sine, cosine, angle of depression
Lesson Frame:	We will explore the trigonometric ratios I will be able to solve problems using the tangent ratio.
Lesson Frame:	We will explore the trigonometric ratios. I will be able to solve problems using the sine and cosine ratio.
Lesson Frame:	We will apply knowledge to real-life problems. I will be able to solve real-life problems using the sine, cosine, and tangent ratios.
<b>Performance Tasks:</b> Students will be able to solve problems using knowledge of sine, cosine, and tangent ratios,	Notes:
Topic 4: <b>Solving Right Triangles</b>	Length: <b>2 days</b>
<b>Standard(s):</b> HSG-SRT.C.8, HSG-MG.A.1, HSG-MG.A.3	<b>Academic Vocabulary:</b> inverse tangent, inverse sine, inverse cosine, solve a right triangle
Lesson Frame:	We will explore solving right triangles. I will find all the missing parts of right triangles given limited information.
<b>Performance Tasks:</b> Students, given limited information, will be able to solve right triangles. They will also be able to use.	Notes:
Topic 5: <b>Law of Sines and Cosines</b>	Length: <b>2 days</b>

<p><b>Standard(s):</b> HSG-SRT.D.9, HSG-SRT.D.10, HSG-SRT.D.11, HSG-MA.A.3</p>	<p><b>Academic Vocabulary:</b> law of sines, law of cosines</p>
<p>Lesson Frame:</p>	<p>We will apply the law of sines and law of cosines. I will be able to solve many different types of problems using the law of sines and law of cosines.</p>
<p>Lesson Frame:</p>	<p>We will use constructions to draw conclusions about the law of sines and cosines. I will be able to see the patterns related to the law of sines and law of cosines.</p>
<p><b>Performance Tasks:</b> Students will be able to problem solve using the law of sines and the law of cosines including real life application problems.</p>	<p>Notes:</p>

Unit Name: <b>Circles</b>	Length: <b>11 days</b>
<b>Standards:</b> HSG-CO.A.1, HSG-C.A.2, HSG-C.A.4, HSG-C.A.1, HSG-MG.A.3, HSG-CO.D.13, HSG-C.A.3, HSG-MG.A.1, HSG-GPE.A.1, HSG-GPE.B.4	<b>Outcomes:</b> This unit is all about circles. Students will spend some time working on vocabulary and the symbols used in communicating about circles. Students will investigate the relationships between the angles and segments in circles. They will also be investigating the equations of circles in the coordinate plane.
<b>Essential Questions:</b> What are the definitions of the lines and segments that intersect a circle? How are central angles measured? What are two ways to determine if a chord is a diameter of a circle? How are inscribed angles related to the intercepted arcs? What are the relationships between the angles formed in a circle and the intercepted arcs? What are the relationships are formed by the segments on intersecting chords in a circle? What is the equation of a circle in the coordinate plane?	<b>Learning Targets:</b> Students will be able to use the correct mathematical vocabulary to describe the parts of circles. They will also be able to find the measures of arcs and the angles they subtend based on the central angles. Students will also be able to find the missing parts of segments formed by chords, secants, and tangents. They will also be able to accurately use the equation of a circle in the coordinate plane.
Topic 1: <b>Lines and Segments that Intersect Circles</b>	Length: <b>2 days</b>
<b>Standard(s):</b> HSG-CO.A.1, HSG-C.A.2, HSG-C.A.4	<b>Academic Vocabulary:</b> circle, center, radius, chord, diameter, secant, tangent, point of tangency, tangent circles, concentric circles, common tangent
Lesson Frame:	We will identify the segments in a circle. I will be able to identify the special segments in a circle.
Lesson Frame:	We will explore the properties of tangents of circles. I will be able to find missing parts using the properties of tangents.
<b>Performance Tasks:</b> Using geometry software, students will be able to draw circles, tangents, secants, and parts of the circles.	Notes:
Topic 2: <b>Finding Arc Measures</b>	Length: <b>1 day</b>
<b>Standard(s):</b> HSG-C.A.1, HSG-C.A.2	<b>Academic Vocabulary:</b> central angle, minor arc, major arc, semicircle, measure of a minor arc, measure of a major arc, adjacent arcs, congruent circles, congruent arcs, similar arcs
Lesson Frame:	We will explore arc measures in circles.

	I will be able to find the measures of arcs in a circle as well as identifying the type of arc formed.
<b>Performance Tasks:</b> Students will use graphing software to draw circles and arcs. They will also be able to successfully find the measures of different parts of the arcs and the angles formed.	Notes:
<b>Topic 3: Using Chords</b>	Length: <b>2 days</b>
<b>Standard(s):</b> HSG-C.A.2, HSG-MG.A.3	<b>Academic Vocabulary:</b> chord, arc, diameter
Lesson Frame:	We will explore the theorems about chords in a circle.
	I will apply the theorems about chords in a circle to find the missing parts of the chords or circles.
<b>Performance Tasks:</b> When examining circles, students will be able to find the missing parts of chords, arcs, and circles applying the theorems about chords in a circle.	Notes:
<b>Topic 4: Inscribed Angles, Polygons, and Angle Relationships in Circles</b>	Length: <b>3 days</b>
<b>Standard(s):</b> HSG-CO.D.13, HSG-C.A.2, HSG-C.A.3	<b>Academic Vocabulary:</b> inscribed angle, intercepted arc, subtend, inscribed polygon, circumscribed circle, circumscribed angle
Lesson Frame:	We will explore inscribed angles.
	I will be able to find the measures of inscribed angles.
Lesson Frame:	We will explore inscribed polygons.
	I will be able to find the missing angles of inscribed polygons.
Lesson Frame:	We will find angles and arc measures of circumscribed angles.
	I will be able to find the measures of circumscribed angles.

<p><b>Performance Tasks:</b> Given a circle and either an inscribed angle, polygon, or and circumscribed angle, students will find the missing parts. They will have to apply their previous knowledge of basic parts of circles, and also the theorems related to angles and arcs.</p>	<p>Notes:</p>
<p>Topic 5: <b>Segment Relationships in Circles</b></p>	<p>Length: <b>1 day</b></p>
<p><b>Standard(s):</b> HSG-C.A.2, HSG-MG.A.1</p>	<p><b>Academic Vocabulary:</b> segments of a chord, tangent segment, secant segment, external segment</p>
<p>Lesson Frame:</p>	<p>We will explore the relationships between the lengths of segments. I will find the missing measurements by applying the relationships between the secant and tangent segments of a circle.</p>
<p><b>Performance Tasks:</b> Students will use geometric software to examine the different lengths that are possible when looking at secant and tangent segments.</p>	<p>Notes:</p>
<p>Topic 6: <b>Circles in the Coordinate Plane</b></p>	<p>Length: <b>2 days</b></p>
<p><b>Standard(s):</b> HSG-GPE.A.1, HSG-GPE.A.4</p>	<p><b>Academic Vocabulary:</b> standard equation of a circle</p>
<p>Lesson Frame:</p>	<p>We will explore the standard equation of a circle. I will be able to find the equation of a circle given limited information.</p>
<p>Lesson Frame:</p>	<p>We will solve problems involving circles. I will be able to solve real world problems involving the equations of circles.</p>
<p><b>Performance Tasks:</b> Students will use geometric software to draw circles in the coordinate plane and be able to discern what the center and radius of the circles are.</p>	<p>Notes:</p>



Unit Name: <b>Circumference, Area, and Volume</b>	Length: <b>11 days</b>
<b>Standards:</b> HSG-GMD.A.1, HSG-C.B.5, HSG-CO.A.1, HSG-MG.A.2, HSG-GMD.A.3, HSG-GMS.B.4, HSG-GMD.A.2, HSG-MG.A.3	<b>Outcomes:</b> In this unit, students will work on geometric solids and their measurements.
<b>Essential Questions:</b> How does one find the arc length and area of a sector of a circle? How is the area of a regular polygon found? How can the cross section of a solid be found and described? What is a strategy for finding a solid of revolution? What are the formulas for finding the volumes and surface areas of different solids?	<b>Learning Targets:</b> Students will be able to measure angles using radians, find arc lengths and sectors of circles, find areas of regular polygons, find and use the volumes and surface areas of various three-dimensional solids.
Topic 1: <b>Circumference and Area of Circles</b>	Length: <b>3 days</b>
<b>Standard(s):</b> HSG-GMD.A.1, HSG-C.B.5, HSG-CO.A.1, HSG-MG.A.2	<b>Academic Vocabulary:</b> circumference, arc length, radian, sector of a circle
Lesson Frame:	We will find circumference and arc length of circles. I will successfully apply the circumference and arc length formulas.
Lesson Frame:	We will explore areas of circles and sectors. I will develop and apply the formulas for areas of sectors.
<b>Performance Tasks:</b> Students will find circumference, arc length, and areas of circles and sectors.	Notes:
Topic 2: <b>Areas of Polygons</b>	Length: <b>1 day</b>
<b>Standard(s):</b> HSG-GMD.A.3	<b>Academic Vocabulary:</b> center of a regular polygon, radius of a regular polygon, apothem of a regular polygon, central angle of a regular polygon
Lesson Frame:	We will find areas of rhombuses and kites. I will apply the formulas for areas of rhombuses and kites.
Lesson Frame:	We will find areas of regular polygons. I will solve problems involving areas of regular polygons.

<p><b>Performance Tasks:</b> Students will use geometric software to draw and find the areas of rhombuses, kites, and regular polygons.</p>	<p>Notes:</p>
<p>Topic 3: <b>Three-Dimensional Figures</b></p>	<p>Length: <b>1 day</b></p>
<p><b>Standard(s):</b> HSG-GMD.B.4</p>	<p><b>Academic Vocabulary:</b> polyhedron, face, edge, vertex, cross section, solid of revolution, axis of revolution</p>
<p>Lesson Frame:</p>	<p>We will explore different three-dimensional solids. I will be able to classify solids, describe cross-sections, and describe solids of revolution.</p>
<p><b>Performance Tasks:</b> Students will be able to sketch solids and their cross sections using graph paper or geometric software.</p>	<p>Notes:</p>
<p>Topic 4: <b>Volumes of Prisms, Cylinders, and Pyramids</b></p>	<p>Length: <b>3 days</b></p>
<p><b>Standard(s):</b> HSG-GMD.A.1, HSG-GMD.A.2, HSG-GMD.A.3, HSG-MG.A.1, HSG-MG.A.2, HSG-MG.A.3</p>	<p><b>Academic Vocabulary:</b> volume, Cavalieri's Principle, density, similar solids</p>
<p>Lesson Frame:</p>	<p>We will explore the volumes of Prisms. I will be able to find the volumes of prisms, especially in real-life scenarios.</p>
<p>Lesson Frame:</p>	<p>We will explore the volumes of cylinders. I will be able to find the volumes of cylinders, especially in real-life scenarios.</p>
<p>Lesson Frame:</p>	<p>We will explore the volumes of pyramids. I will be able to find the volumes of pyramids, especially in real-life scenarios.</p>
<p><b>Performance Tasks:</b> Students will find volumes of many different shapes including combinations of two or more solids.</p>	<p>Notes:</p>
<p>Topic 5: <b>Surface Area and Volume of Cones and Spheres</b></p>	<p>Length: <b>3 days</b></p>
<p><b>Standard(s):</b> HSG-GMD.A.1, HSG-GMD.A.2, HSG-GMD.A.3, HSG-MG.A.1</p>	<p><b>Academic Vocabulary:</b> lateral surface of a cone, chord of a sphere, great circle</p>

Lesson Frame:	We will explore the surface areas of cones and spheres.
Lesson Frame:	I will successfully apply the formulas for surface areas of cones and spheres.
<b>Performance Tasks:</b> Students will explore different cones and spheres and the formulas to find surface area and volumes.	We will explore the volumes of cones and spheres. I will successfully apply the formulas for volumes of cones and spheres. Notes:

Unit Name: <b>Probability</b>	Length: <b>11 days</b>
<b>Standards:</b> HSS-CP.A.1, HSS-CP.A.2, HSS-CP.A.3, HSS-CP.A.4, HSS-CP.A.5, HSS-CP.B.6, HSS-CP.B.7, HSS-CP.B.8, HSS-CP.B.9	<b>Outcomes:</b> In this unit, students will be exploring probability, sample spaces, dependent and independent events, permutations and combinations, and binomial distributions. They will finish the unit with a clear understanding of the basics of probability and its application to real-world events.
<b>Essential Questions:</b> How can one find the sample space of an experiment? What is one way to determine whether two events are dependent or independent? How can you construct and interpret a two-way table? How can you find the probabilities of disjoint and overlapping events? How can a tree diagram help you visualize permutations? How can you determine the frequency of each outcome of an event?	<b>Learning Targets:</b> Students will be able to find the sample space for an experiment and use it to determine probability. They will also find probabilities related to independent, dependent, overlapping, and disjoint events. Students will use permutations and combinations and clearly be able to discern the difference between them. Students will use binomial distributions to determine the frequency of events.
Topic 1: <b>Sample Space and Probability</b>	Length: <b>2 days</b>
<b>Standard(s):</b> HSS-CP.A.1	<b>Academic Vocabulary:</b> probability experiment, outcome, event, sample space, probability of an event, theoretical probability, geometric probability, experimental probability
Lesson Frame:	We will explore sample space. I will find the sample spaces of events.
Lesson Frame:	We will relate sample spaces to probabilities. I will find probabilities of events based on sample spaces.
<b>Performance Tasks:</b> Students will use different tools to create and explore different sample spaces for probability.	Notes:
Topic 2: <b>Independent, Dependent Events, and Two-Way Tables</b>	Length: <b>3 days</b>
<b>Standard(s):</b> HSS-CP.A.1, HSS-CP.A.2, HSS-CP.A.3, HSS-CP.A.5, HSS-CP.B.6, HSS-CP.B.8, HSS-CP.A.4	<b>Academic Vocabulary:</b> independent events, dependent events, conditional probability, two-way table, joint frequency, marginal frequency, joint relative frequency, marginal relative frequency, conditional relative frequency
Lesson Frame:	We will explore dependent and independent events.

	I will be able to find the probabilities of dependent and independent events.
Lesson Frame:	We will explore conditional probabilities.
	I will be able to find the conditional probabilities of events.
Lesson Frame:	We will construct two-way tables.
	I will use two-way tables to find relative and conditional relative frequencies and use them to find probabilities.
<b>Performance Tasks:</b> Students will be able to construct frequency tables and interpret the results.	Notes:
<b>Topic 3: Probability of Disjoint and Overlapping Events</b>	Length: <b>2 days</b>
<b>Standard(s):</b> HSS-CP.A.1, HSS-CP.B.7	<b>Academic Vocabulary:</b> compound event, overlapping events, disjoint or mutually exclusive events
Lesson Frame:	We will explore compound events.
	I will find the probabilities of compound events.
Lesson Frame:	We will explore compound events and their probabilities.
	I will use multiple strategies to find probabilities of compound events.
<b>Performance Tasks:</b> Students will use software to model probabilities.	Notes:
<b>Topic 4: Permutations and Combinations</b>	Length: <b>2 days</b>
<b>Standard(s):</b> HSS-CP.B.9	<b>Academic Vocabulary:</b> permutation, n factorial, combination
Lesson Frame:	We will explore combinations and permutations.
	I will use formulas to find the combinations and permutations.
Lesson Frame:	We will explore combinations and permutations.
	I will find real-world applications of permutations and combinations.
<b>Performance Tasks:</b> Students will be able to use creative ways to visually represent combinations and permutations.	Notes:

<p>Topic 5: <b>Binomial Distributions</b></p>	<p>Length: <b>2 days</b></p>
<p><b>Standard(s):</b> HSS-CP.B.9</p>	<p><b>Academic Vocabulary:</b> random variable, probability distribution, binomial distribution, binomial experiment</p>
<p>Lesson Frame:</p>	<p>We will explore probability and binomial distributions.</p>
	<p>I will build probability and binomial distributions.</p>
<p>Lesson Frame:</p>	<p>We will explore probability and binomial distributions.</p>
	<p>I will interpret probability and binomial distributions.</p>
<p><b>Performance Tasks:</b> Students will use various methods to build and interpret binomial and probability distributions.</p>	<p>Notes:</p>

Course Name:	Algebra 1		
Credits:	1		
Prerequisites:	N/A		
Description:	This course is designed to introduce the student to the topics needed to go into the upper level Algebra courses. It stresses rational expressions and problem solving with variables, number sets and real numbers, solving linear equations, graphing linear equations, writing linear equations, solving and graphing linear inequalities, systems of linear equations and inequalities, exponential functions, polynomials and factoring, rational expressions and equations, matrices, and radicals.		
Academic Standards:	Wisconsin State Standards in Mathematics (2011)		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Solving Linear Equations	12 Days	HSA-CED.A.1, HSA-REI.A.1, HSA-REI.B.3, HSA-Q.A.1, HSA-CED.A.4	Students will be able to solve various equations; including one, two, and multi-step equations, equations with variables on both sides, as well as absolute value equations. Students will also practice manipulating equations to solve for different variables.
Solving Linear Inequalities	12 Days	HSA-CED.A.1, HSA-REI.B.3	Students will apply the knowledge acquired solving equations to the solving of linear inequalities.
Graphing Linear Functions	14 Days	HSF-IF.A.1, HSA-CED.A.2, HSA-REI.D.10, HSA-IF.B.5, HSF-IF.C.7a, HSF-LE.A.1b, HSA-IF.A.1, HSF-IF.A.2, HSF-IF.C.9, HSF-IF.B.4, HSF-BF.B.3, HSF-IF.C.7b, HSA-LE.B.5	Applying the knowledge from the previous two chapters, students will be exploring the linear functions in standard form as well as the absolute value equations.
Writing Linear Functions	13 Days	HSA-CED.A.2, HSF-BF.A.1a, HSF-LE.A.1b, HSF-LE.A.2, HSF-IF.A.3, HSF-BF.A.2, HSA-REI.D.10, HSF-IF.C.7b	Students will be able to write equations in different forms given different situations. The situations will include scatter plots, given two points, given the slope and a point, given a scatter plot, and an arithmetic sequence.
Solving Systems of Linear Equations	11 Days	HSA-CED.A.3, HSA-REI.C.6, HSA-REI.C.5, HSA-REI.D.12	After this unit, students will be able to solve systems of linear equations using different methods. They will be able to also solve systems of linear inequalities.
Exponential Functions	12 Days	HSN-RN.A.2, HSN-RN.A.1, HSA-CED.A.2, HSF-IF.B.4, HSF-IF.C.7e, HSF-IF.C.9, HSF-BF.A.1a, HSF-BF.B.3, HSF-LE.A.1a, HSF-LE.A.2, HSA-SSE.B.3c, HSF-IF.C.8b, HSF-LE.A.1c, HSA-REI.A.1, HSA-REI.D.11, HSF-IF.A.3, HSF-BF.A.2, HSF-LE.A.2, HSF-IF.A.3	Students will become familiar with exponential functions and their properties. There will many opportunities for students to see the real world applications of exponential functions especially growth and decay functions.
Polynomial Equations and Factoring	14 Days	HSA-APR.A.1, HSA-APR.B.3, HSA-REI.B.4b, HSA-SSE.A.2, HSA-SSE.B.3a	In this unit, students will take a deep dive into factoring and all of its components. At the conclusion of this unit, students will be well prepared to tackle the problems presented in more advanced algebra courses in the area of factoring and solving polynomials.

Graphing Quadratic Functions	11 Days	HSA-CED.A.2, HSF-IF.C.7a, HSF-BF.B.3, HSF-IF.C.9, HSF-IF.B.4, HSF-BF.A.1a, HSA-SSE.B.3a, HSA-APR.B.3, HSF-IF.C.8a, HSG-IF.B.6, HSF-LE.A.3	At the end of this unit students will be more comfortable with the graphs of quadratic equations and also be able to apply knowledge of the shifts to the graphs created by changes to the form. They will also be adept at comparing the graphs of the different types of equations studied in the previous units (linear, exponential, and quadratic).
Solving Quadratic Equations	12 Days	HSN-RN.A.2, HSN-RN.B.3, HSF-IF.C.7a, HSA-CED.A.1, HSA-CED.A.4, HSA-REI.B.4b, HSA-SSE.B.3b, HSA-REI.B.4a, HSF-IF.C.8a, HSA-REI.C.7, HSA-REI.D.11	Students will be able to solve quadratic equations in different forms. They will also be able to manipulate the equations to get them into a manageable form.
Radical Functions and Equations	7 Days	HSA-CED.A.2, HSF-IF.B.4, HSF-IF.B.6, HSF-IF.C.7b, HSF-IF.C.9, HSA-CED.A.1, HSF-BF.B.4a	Students will evaluate, compare, and graph square root and cube root functions. They will solve radical equations and identify extraneous solutions. Students will also relate the functions to real-world situations. They will also find inverses of relations, linear, and nonlinear functions.



<b>Unit Name: Solving Linear Equations</b>	<b>Length:</b> 12 days
<b>Standards:</b> HSA-CED.A.1, HSA-REI.A.1, HSA-REI.B.3, HSA-Q.A.1, HSA-CED.A.4	<b>Outcomes:</b> Students will be able to solve various equations; including one, two, and multi-step equations, equations with variables on both sides, as well as absolute value equations. Students will also practice manipulating equations to solve for different variables.
<b>Essential Questions:</b> How do you use simple equations to solve real-life problems? How can you solve an absolute value equation? How can you use a formula for one measurement to write a formula for a different measurement?	<b>Learning Targets:</b> Students will be successful at taking the simple one-step equations and applying the techniques to solve more complicated equations as well as manipulating equations to solve for different variables.
<b>Topic 1: Solving Simple/Multi-Step Equations</b>	<b>Length:</b> 6 days
<b>Standard(s):</b> HSA-CED.A.1, HSA-REI.A.1, HSA-REI.B.3, HSA-Q.A.1	<b>Academic Vocabulary:</b> equation, linear equation in one variable, solution, inverse operations, equivalent equations
Lesson Frame:	We will explore linear equations using addition and subtraction. I will successfully solve linear equations using addition and subtraction.
Lesson Frame:	We will explore linear equations using multiplication and division. I will successfully solve linear equations using multiplication and division.
Lesson Frame:	We will explore real world applications of linear equations. I will successfully solve linear equations with real world applications.
Lesson Frame:	We will explore multi-step equations. I will successfully solve multi-step equations.
<b>Performance Tasks:</b> Students will be able to solve various linear equations.	Notes:
<b>Topic 2: Solving Absolute Value Equations</b>	<b>Length:</b> 2 days
<b>Standard(s):</b> HSA-CED.A.1, HSA-REI.B.3	<b>Academic Vocabulary:</b> absolute value equation, extraneous solutions
Lesson Frame:	We will explore absolute value equations and their applications. I will successfully solve absolute value equations.
<b>Performance Tasks:</b> Students will explore different applications of absolute value equations, including industrial and practical situations.	Notes:

Topic 3: <b>Rewriting Equations and Formulas</b>	<b>Length:</b> 2 days
<b>Standard(s):</b> HSA-CED.A.4	<b>Academic Vocabulary:</b> literal equation, formula
Lesson Frame:	We will explore literal equations and their applications.
	I will be able to manipulate literal equations to solve for different variables.
<b>Performance Tasks:</b> Students will use manipulatives and other tools to solve equations for different variables.	Notes:

Unit Name: <b>Solving Linear Inequalities</b>	<b>Length:</b> 12 days
<b>Standards:</b> HSA-CED.A.1, HSA-REI.B.3	<b>Outcomes:</b> Students will apply the knowledge acquired solving equations to the solving of linear inequalities.
<b>Essential Questions:</b> How can you use an inequality to describe a real-life statement? How can you use operations to solve an inequality? How can you use inequalities to describe intervals on the real number line?	<b>Learning Targets:</b> Students will use many of the same techniques used previously to solve inequalities. They will also practice using a number line to display the solutions to inequalities. Students will be adept at discussing the difference between the special cases of no solution and all real solutions for inequalities.
Topic 1: <b>Basics of Inequalities</b>	<b>Length:</b> 2 days
<b>Standard(s):</b> HSA-CED.A.1	<b>Academic Vocabulary:</b> inequality, solution of an inequality, solution set, graph of an inequality
Lesson Frame:	We will practice writing and solving linear inequalities. I will be able to solve and display the solutions to linear inequalities.
<b>Performance Tasks:</b> Students will practice solving and displaying the solutions to linear inequalities in various ways.	Notes:
Topic 2: <b>Solving Linear Inequalities</b>	<b>Length:</b> 4 days
<b>Standard(s):</b> HSA-CED.A.1, HSA-REI.B.3	<b>Academic Vocabulary:</b> equivalent inequalities
Lesson Frame:	We will apply the knowledge of multi-step equations to that of inequalities. I will solve multi-step inequalities.
Lesson Frame:	We will explore the meaning of the all real solutions and no real solutions for inequalities. I will be able to discern the difference between no solution and all real solutions for inequalities.
<b>Performance Tasks:</b> Students will use many different methods to solve both single and multi-step inequalities.	Notes:
Topic 3: <b>Solving Compound Inequalities</b>	<b>Length:</b> 2 days
<b>Standard(s):</b> HSA-CED.A.1, HSA-REI.B.3	<b>Academic Vocabulary:</b> compound inequality
Lesson Frame:	We will explore the writing and solving of compound inequalities. I will be able to write and solve compound inequalities.
Lesson Frame:	We will use compound inequalities in real-world situations. I will apply knowledge around compound inequalities to real world problems.

<b>Performance Tasks:</b> Students will explore and explain to others the real world applications of compound inequalities.	Notes:
Topic 4: <b>Solving Absolute Value Inequalities</b>	<b>Length:</b> 2 days
<b>Standard(s):</b> HSA-CED.A.1, HSA-REI.B.3	<b>Academic Vocabulary:</b> absolute value inequality, absolute deviation
Lesson Frame:	We will explore absolute value inequalities. I will solve absolute value inequalities especially those problems with real world application.
<b>Performance Tasks:</b> Students will use technology to explore the application of absolute deviation to many real world problems.	Notes:

Unit Name: <b>Graphing Linear Functions</b>	<b>Length:</b> 14 days
<b>Standards:</b> HSF-IF.A.1, HSA-CED.A.2, HSA-REI.D.10, HSA-IF.B.5, HSF-IF.C.7a, HSF-LE.A.1b, HSA-IF.A.1, HSF-IF.A.2, HSF-IF.C.9, HSF-IF.B.4, HSF-BF.B.3, HSF-IF.C.7b, HSA-LE.B.5	<b>Outcomes:</b> Applying the knowledge from the previous two units, students will be exploring the linear functions in standard form as well as the absolute value equations.
<b>Essential Questions:</b> What is a function? How can you use function notation to represent a function? How can you describe the graph of the equation $y = mx + b$ ? How can you transform a parent function?	<b>Learning Targets:</b> Students will be able to recognize a function using various methods. They will also be able write a function using function notation. Students will be able to describe the graph of a linear function and any transformations of it. They will also be able to graph absolute value functions.
Topic 1: <b>Functions/Linear Functions</b>	<b>Length:</b> 6 days
<b>Standard(s):</b> HSF-IF.A.1, HSA-CED.A.2, HSA-REI.D.10, HSA-IF.B.5, HSF-IF.C.7a, HSF-LE.A.1b, HSA-IF.A.1, HSF-IF.A.2, HSF-IF.C.9	<b>Academic Vocabulary:</b> relation, function, domain, range, independent variable, dependent variable, linear equation in two variables, linear function, nonlinear function, solution of a linear equation in two variables, discrete domain, continuous domain, function notation
Lesson Frame:	We will explore the idea of functions. I will be able to determine if a relation is a function by looking at its graph, its ordered pairs, or its input/output table.
Lesson Frame:	We will explore linear functions. I will be able to describe a linear function using academic vocabulary.
Lesson Frame:	We will apply function notation to solving equations. I will be able to solve and graph functions using function notation.
<b>Performance Tasks:</b> Using graphing software, students will be able to graph and solve linear functions.	Notes:
Topic 2: <b>Graphing Linear Equations</b>	<b>Length:</b> 3 days
<b>Standard(s):</b> HSA-CED.A.2, HSF-IF.C.7a, HSF-IF.B.4, HSA-LE.B.5	<b>Academic Vocabulary:</b> standard form, x-intercept, y-intercept, slope, rise, run, slope-intercept form, constant function
Lesson Frame:	We will explore standard form and the intercepts of linear functions. I will be able to graph linear functions in standard form.
<b>Performance Tasks:</b> Using graphing software, students will explore the changes made to a linear function by changing the x and y intercepts.	Notes:

Topic 3: Transformations of Graphs/Absolute Value Graphs	<b>Length:</b> 3 days
<b>Standard(s):</b> HSA-CED.A.2, HSA-REI.D.10, HSF-IF.C.7a, HSF-BF.B.3, HSF-IF.C.7b	<b>Academic Vocabulary:</b> family of functions, parent function, transformation, translation, reflection, horizontal shrink/stretch, vertical shrink/stretch, absolute value function, vertex, vertex form
<b>Performance Tasks:</b>	Notes:

Unit Name: <b>Writing Linear Functions</b>	<b>Length:</b> 13 days
<b>Standards:</b> HSA-CED.A.2, HSF-BF.A.1a, HSF-LE.A.1b, HSF-LE.A.2, HSF-IF.A.3, HSF-BF.A.2, HSA-REI.D.10, HSF-IF.C.7b	<b>Outcomes:</b> Students will be able to write equations in different forms given different situations. The situations will include scatter plots, given two points, given the slope and a point, given a scatter plot, and an arithmetic sequence.
<b>Essential Questions:</b> Given the graph of a linear function, how can you write an equation of a line? How can you write an equation of a line when you are given the slope and a point on the line? How can you recognize lines that are parallel and perpendicular? How can you use an arithmetic sequence to describe a pattern? How can you describe a function that is represented by more than one equation?	<b>Learning Targets:</b> Students will be able to evaluate different situations and choose the appropriate model for the linear equation. Students will also be able to analyze scatter plots to recognize patterns. Students will also be able to write equations of parallel and perpendicular lines.
Topic 1: <b>Writing Equations in Slope-Intercept and Point-Slope Form</b>	<b>Length:</b> 4 days
<b>Standard(s):</b> HSA-CED.A.2, HSF-BF.A.1a, HSF-LE.A.1b, HSF-LE.A.2	<b>Academic Vocabulary:</b> linear model, point-slope form, slope-intercept form,
Lesson Frame:	We will explore linear models for real world situations. I will be able to write a linear model for a situation.
Lesson Frame:	We will write equations in slope-intercept form. I will be able to write equations in slope-intercept form.
Lesson Frame:	We will write equations in point-slope form. I will be able to write equations in point-slope form given different situations.
<b>Performance Tasks:</b> Students will use graphing software to analyze linear models.	Notes:
Topic 2: <b>Parallel and Perpendicular Lines</b>	<b>Length:</b> 2 days
<b>Standard(s):</b> HSA-CED.A.2, HSF-LE.A.2	<b>Academic Vocabulary:</b> parallel lines, perpendicular lines
Lesson Frame:	We will explore equations of parallel and perpendicular lines. I will be able to write the equations of parallel and perpendicular lines.
<b>Performance Tasks:</b> Analyze the slopes and graphs of parallel and perpendicular lines.	Notes:
Topic 3: <b>Arithmetic Sequences</b>	<b>Length:</b> 2 days

Standard(s): HSF-IF.A.3, HSF-BF.A.2, HSF-BF.A.1a, HSF-LE.A.2,	<b>Academic Vocabulary:</b> sequence, term, arithmetic sequence, common difference
Lesson Frame:	We will write arithmetic sequences and analyze patterns. I will be able to discern if a graph or set of ordered pairs is an arithmetic sequence.
<b>Performance Tasks:</b> Analyzing graphs of arithmetic and non-arithmetic sequences.	Notes:
Topic 4: <b>Piecewise Functions</b>	<b>Length:</b> 3 days
<b>Standard(s):</b> HSA-CED.A.2, HSA-REI.D.10, HSF-IF.C.7b	<b>Academic Vocabulary:</b> piecewise function, step function
Lesson Frame:	We will explore piecewise functions. I will be able to evaluate and graph piecewise functions.
Lesson Frame:	We will explore piecewise functions. I will be able to write piecewise and step functions.
<b>Performance Tasks:</b> Using graphing software, students will be able to graph and analyze piecewise and step functions.	Notes:



<b>Unit Name: Solving Systems of Linear Equations</b>	<b>Length:</b> 11 days
<b>Standards:</b> HSA-CED.A.3, HSA-REI.C.6, HSA-REI.C.5, HSA-REI.D.12	<b>Outcomes:</b> After this unit, students will be able to solve systems of linear equations using different methods. They will be able to also solve systems of linear inequalities.
<b>Essential Questions:</b> How can you solve a system of linear equations? How can a system of linear equations have no solution or infinitely many solutions? How can you graph a system of linear inequalities?	<b>Learning Targets:</b> Students will be able to solve systems of linear equations using substitution, elimination, and graphing. Students will also be able to solve systems of linear inequalities. Students will analyze situations where there are no clear solutions to systems of equations and inequalities.
<b>Topic 1: Solving Systems of Linear Equations by Substitution</b>	<b>Length:</b> 3 days
<b>Standard(s):</b> HSA-CED.A.3, HSA-REI.C.6	<b>Academic Vocabulary:</b> system of linear equations, solution of a system of linear equations
Lesson Frame:	We will explore systems of equations. I will be able to find solutions of systems of equations by using graphing.
Lesson Frame:	We will explore systems of equations. I will be able to find solutions of systems of equations by using substitution.
<b>Performance Tasks:</b> Students will use graphing software to explore systems of equations.	Notes:
<b>Topic 2: Solving Systems of Linear Equations by Elimination</b>	<b>Length:</b> 3 days
<b>Standard(s):</b> HSA-CED.A.3, HSA-REI.C.6, HSA-REI.C.5	<b>Academic Vocabulary:</b> coefficient
Lesson Frame:	We will explore systems of equations. I will find the solutions to systems of equations by elimination.
Lesson Frame:	We will explore special cases of systems of equations. I will be able to discern the differences between a system of equations with no solution and one with all real numbers as a solution.

<b>Performance Tasks:</b> Students will use graphing software to explore the special cases of systems of equations.	Notes:
Topic 3: Systems of Linear Inequalities	<b>Length:</b> 3 days
<b>Standard(s):</b> HSA-CED.A.3, HSA-REI.D.12	<b>Academic Vocabulary:</b> linear inequality in two variables, solution of a linear inequality in two variables, graph of a linear inequality, half-planes, system of linear inequalities
Lesson Frame:	We will explore linear inequalities.
	I will be able to find and graph the solution set of a linear inequality.
Lesson Frame:	We will explore a system of linear inequalities.
	I will be able to find and graph the solution set of a system of linear inequalities
<b>Performance Tasks:</b> Students will use graphing software to explore systems of linear inequalities.	Notes:

<b>Unit Name: Exponential Functions</b>	<b>Length:</b> 12 days
<b>Standards:</b> HSN-RN.A.2, HSN-RN.A.1, HSA-CED.A.2, HSF-IF.B.4, HSF-IF.C.7e, HSF-IF.C.9, HSF-BF.A.1a, HSF-BF.B.3, HSF-LE.A.1a, HSF-LE.A.2, HSA-SSE.B.3c, HSF-IF.C.8b, HSF-LE.A.1c, HSA-REI.A.1, HSA-REI.D.11, HSF-IF.A.3, HSF-BF.A.2, HSF-LE.A.2, HSF-IF.A.3	<b>Outcomes:</b> Students will become familiar with exponential functions and their properties. There will be many opportunities for students to see the real world applications of exponential functions especially growth and decay functions.
<b>Essential Questions:</b> How can you write general rules involving properties of exponent? How can you write and evaluate an nth root of a number? What are some of the characteristics of the graph of an exponential function? What are some of the characteristics of exponential growth and decay functions? How can you solve an exponential equation graphically? How can you use a geometric sequence to describe a pattern? How can you define a sequence recursively?	<b>Learning Targets:</b> Students will be able to simplify expressions using the properties of exponents. Students will be able to simplify and evaluate nth roots and radicals. Students will be able to graph exponential functions and identify significant parts of the graphs. Students will also be able to identify exponential growth and decay functions as well as discerning the differences between them. They will also become adept at solving exponential equations. Students will be able to find and describe recursive and explicit rules for sequences and well as connect the geometric sequences to exponential functions.
<b>Topic 1: Properties of Exponents</b>	<b>Length:</b> 3 days
<b>Standard(s):</b> HSN-RN.A.2	<b>Academic Vocabulary:</b> power, exponent, base
Lesson Frame:	We will explore properties of exponents. I will be able to simplify expressions using the properties of exponents.
<b>Performance Tasks:</b>	Notes:
<b>Topic 2: Radicals and Rational Exponents</b>	<b>Length:</b> 2 days
<b>Standard(s):</b> HSN-RN.A.1, HSN-RN.A.2	<b>Academic Vocabulary:</b> nth root of a, radical, index of a radical
Lesson Frame:	We will explore nth roots and radicals. I will be able to simplify and evaluate roots and radical expressions.
<b>Performance Tasks:</b> Students will use graphing software to explore roots and radicals.	Notes:
<b>Topic 3: Exponential Functions</b>	<b>Length:</b> 4 days

<b>Standard(s):</b> HSA-CED.A.2, HSF-IF.B.4, HSF-IF.C.7e, HSF-IF.C.9, HSF-BF.A.1a, HSF-BF.B.3, HSF-LE.A.1a, HSF-LE.A.2, HSA-SSE.B.3c, HSF-IF.C.8b, HSF-LE.A.1c, HSA-REI.A.1, HSA-CED.A.1, HSA-REI.D.11	<b>Academic Vocabulary:</b> exponential function, exponential growth, exponential decay, exponential growth function, exponential decay function, compound interest, exponential equation
Lesson Frame:	We will explore exponential functions. I will be able to identify and graph exponential functions.
Lesson Frame:	We will explore exponential growth and decay functions. I will be able to identify and graph exponential growth and decay functions.
Lesson Frame:	We will practice solving exponential equations. I will be able to solve exponential equations.
<b>Performance Tasks:</b> Using graphing software, students will be able to identify the vital parts of exponential functions and equations.	Notes:
Topic 4: Geometric Sequences & Recursive Rules	<b>Length:</b> 2 days.
<b>Standard(s):</b> HSF-IF.A.3, HSF-BF.A.2, HSF-LE.A.2, HSF-BF.A.1a	<b>Academic Vocabulary:</b> geometric sequences, common ratio, explicit rule, recursive rule
Lesson Frame:	We will explore geometric sequences and their relationship to exponential equations. I will be able to find the common ratio and discuss the characteristics of geometric sequences.
Lesson Frame:	We will explore explicit and recursive rules for sequences. I will be able to find the recursive rule for a sequence given the explicit rule and vice versa.
<b>Performance Tasks:</b> Using geometric software, students will explore the relationship between geometric sequences and exponential functions.	Notes:

<b>Unit Name: Polynomial Equations and Factoring</b>	<b>Length:</b> 14 days
<b>Standard(s):</b> HSA-APR.A.1, HSA-APR.B.3, HSA-REI.B.4b, HSA-SSE.A.2, HSA-SSE.B.3a	<b>Outcomes:</b> In this unit, students will take a deep dive into factoring and all of its components. At the conclusion of this unit, students will be well prepared to tackle the problems presented in more advanced algebra courses in the area of factoring and solving polynomials.
<b>Essential Questions:</b> How can you add and subtract polynomials? How can you multiply two polynomials? What are the patterns of special products $(a + b)(a - b)$ , $(a - b)^2$ , and $(a + b)^2$ ? How can you solve a polynomial equation? How can you use different methods to factor a trinomial in standard form into a product of two binomials? How can you recognize and factor special products? How can you factor a polynomial completely?	<b>Learning Targets:</b> Students will be able to multiply, add, and subtract polynomials whether or not they are in standard form. Students will be able to simplify using the special products rules. Students will be able to apply knowledge of the zero product property to solving polynomials. Students will be able to factor quadratic equations with $a = 1$ using different methods. They will also be able to factor when $a$ is not equal to 1. Students will be able to factor special products and also factor polynomials completely by using grouping and other methods.
<b>Topic 1: Adding, Subtracting, and Multiplying Polynomials</b>	<b>Length:</b> 3 days
<b>Standard(s):</b> HSA-APR.A.1	<b>Academic Vocabulary:</b> monomial, binomial, trinomial, polynomial, degree of a monomial, degree of a polynomial, standard form, leading coefficient, closed, FOIL method
Lesson Frame:	We will explore adding and subtracting polynomials. I will be able to add and subtract polynomials.
Lesson Frame:	We will explore multiplying polynomials. I will be able to multiply polynomials.
Lesson Frame:	We will discuss the FOIL method. I will be able to apply different methods to the problems involving multiplying polynomials.
<b>Performance Tasks:</b>	Notes:
<b>Topic 2: Special Products of Polynomials</b>	<b>Length:</b> 1 day
<b>Standard(s):</b> HSA-APR.A.1	<b>Academic Vocabulary:</b>
Lesson Frame:	We will explore the special products.

	I will be able to simplify the products using the shortcuts presented.
<b>Performance Tasks:</b>	Notes:
Topic 3: <b>Solving Polynomial Equations in Factored Form</b>	<b>Length:</b> 2 days
<b>Standard(s):</b> HSA-APR.B.3, HSA-REI.B.4b	<b>Academic Vocabulary:</b> factored form, zero-product property, roots, repeated roots
Lesson Frame:	We will explore the zero product property and its implications.
	I will be able to solve polynomials in factored form.
Lesson Frame:	We will explore the zero product property and its implications.
	I will be able to recognize the roots of a polynomial by inspecting its graph.
<b>Performance Tasks:</b> Using graphing software, students will find and discuss roots of polynomial functions.	Notes:
Topic 4: <b>Factoring <math>x^2 + bx + c</math></b>	<b>Length:</b> 3 days
<b>Standard(s):</b> HSA-SSE.A.2, HSA-SSE.B.3a	<b>Academic Vocabulary:</b>
Lesson Frame:	We will explore factoring quadratic equations.
	I will be able to factor quadratic equations using different methods.
<b>Performance Tasks:</b>	Notes:
Topic 5: <b>Factoring <math>ax^2 + bx + c</math></b>	<b>Length:</b> 2 days
<b>Standard(s):</b> HSA-SSE.A.2, HSA-SSE.B.3a	<b>Academic Vocabulary:</b>
Lesson Frame:	We will explore factoring quadratic equations.
	I will be able to factor quadratic equations using different methods.
<b>Performance Tasks:</b>	Notes:
Topic 6: <b>Factoring Special Products and Factoring Polynomials Completely</b>	<b>Length:</b> 3 days

<b>Standard(s):</b> HSA-SSE.A.2, HSA-SSE.B.3a	<b>Academic Vocabulary:</b> factoring by grouping, factored completely
Lesson Frame:	We will explore factoring special products.
	I will be able to apply the knowledge of special products to factoring.
Lesson Frame:	We will explore factoring by grouping.
	I will be able to factor polynomials completely by using grouping and other methods.
<b>Performance Tasks:</b>	Notes:

Unit Name: <b>Graphing Quadratic Functions</b>	<b>Length:</b> 11 days
<b>Standards:</b> HSA-CED.A.2, HSF-IF.C.7a, HSF-BF.B.3, HSF-IF.C.9, HSF-IF.B.4, HSF-BF.A.1a, HSA-SSE.B.3a, HSA-APR.B.3, HSF-IF.C.8a, HSG-IF.B.6, HSF-LE.A.3	<b>Outcomes:</b> At the end of this unit students will be more comfortable with the graphs of quadratic equations and also be able to apply knowledge of the shifts to the graphs created by changes to the form. They will also be adept at comparing the graphs of the different types of equations studied in the previous units (linear, exponential, and quadratic).
<b>Essential Questions:</b> What are some of the characteristics of a graph of a quadratic equation of the form $f(x) = ax^2$ ? How does the value of $c$ affect the graph of $f(x) = ax^2 + c$ ? How can you find the vertex of the graph of $f(x) = ax^2 + bx + c$ ? How can you describe the graph of $f(x) = a(x-h)^2$ ? What are some of the characteristics of the graph of $f(x) = a(x-p)(x-q)$ ? How can you compare the growth rates of linear, exponential, and quadratic functions?	<b>Learning Targets:</b> Students will be able to identify the characteristics of quadratic functions of the form $f(x) = ax^2$ and $f(x) = ax^2 + c$ . They will also be able to graph functions of the form $f(x) = ax^2 + bx + c$ and describe the changes to the graph made by different values of $a$ , $b$ and $c$ . Students will also be able to graph quadratic functions in vertex form and use that information to find the zeros of the functions. They will be able to decide what type of function is represented by a particular data set and will use prior knowledge to solve problems involving those functions.
Topic 1: <b>Graphing <math>f(x) = ax^2</math> and <math>f(x) = ax^2 + c</math></b>	<b>Length:</b> 4 days
<b>Standard(s):</b> HSA-CED.A.2, HSF-IF.C.7a, HSF-BF.B.3	<b>Academic Vocabulary:</b> quadratic function, parabola, vertex, axis of symmetry, zero of a function
Lesson Frame:	We will explore quadratic functions of the form $f(x) = ax^2$ . I will be able to graph functions of the form $f(x) = ax^2$ .
Lesson Frame:	We will explore quadratic functions of the form $f(x) = ax^2 + c$ . I will be able to describe the changes $c$ makes to the graph of $f(x) = ax^2 + c$ .
Lesson Frame:	We will use graphing software to help with the lesson. I will be able to use graphing software to help graph the parabolas.
<b>Performance Tasks:</b> Students will use graphing software to help make connections.	Notes:
Topic 2: <b>Graphing <math>f(x) = ax^2 + bx + c</math> and <math>f(x) = a(x-h)^2 + k</math> and Intercept form</b>	<b>Length:</b> 5 days



<b>Standard(s):</b> HSA-CED.A.2, HSF-IF.C.7a, HSF-IF.C.9, HSF-IF, B.4, HSF-BF.A.1a, HSF-BF.B.3, HS-IF.C.8a, HSA-APR.B.3, HSA.SSE.B.3a	<b>Academic Vocabulary:</b> maximum value, minimum value, even function, odd function, vertex form of a quadratic function
Lesson Frame:	We will explore the graphs of $f(x) = ax^2 + bx + c$ . I will be able to graph functions of this form and discuss their characteristics.
Lesson Frame:	We will explore the graphs of quadratic functions in vertex form. I will be able to graph functions of this form and discuss their characteristics.
Lesson Frame:	We will explore the different characteristics of quadratic functions. I will use prior knowledge to find roots of quadratic functions using the graphs.
<b>Performance Tasks:</b>	Notes:
Topic 3: <b>Comparing Linear, Exponential, and Quadratic Functions</b>	<b>Length:</b> 2 days
<b>Standard(s):</b> HSF-IF.B.6, HSF-BF.A.1a, HSF-LE.A.3	<b>Academic Vocabulary:</b> average rates of change
Lesson Frame:	We will compare functions using average rates of change. I will be able to appropriately choose a type of function to model a set of data.
Lesson Frame:	We will explore real life problems involving different functions. I will be able to solve real life problems using prior knowledge of the different types of functions.
<b>Performance Tasks:</b>	Notes:

<b>Unit Name: Solving Quadratic Equations</b>	<b>Length:</b> 12 days
<b>Standards:</b> HSN-RN.A.2, HSN-RN.B.3, HSF-IF.C.7a, HSA-CED.A.1, HSA-CED.A.4, HSA-REI.B.4b, HSA-SSE.B.3b, HSA-REI.B.4a, HSF-IF.C.8a, HSA-REI.C.7, HSA-REI.D.11	<b>Outcomes:</b> Students will be able to solve quadratic equations in different forms. They will also be able to manipulate the equations to get them into a manageable form.
<b>Essential Questions:</b> How can you multiply and divide square roots? How can you use a graph to solve a quadratic equation in one variable? How can you determine the number of solutions of a quadratic equation of the form $x^2 + c = 0$ ? How can you use the method of completing the square to solve a quadratic equation? How can you derive a formula that can be used to write the solution of any quadratic equation in standard form? How can you solve a system of nonlinear equations?	<b>Learning Targets:</b> Applying knowledge of square roots, students will be able to solve quadratic equations. Students will also be able to manipulate equations in order to more easily solve them. Including completing the square and writing the equations in standard form.
<b>Topic 1: Properties of Radicals and Solving Quadratics by Graphing</b>	<b>Length:</b> 3 days
<b>Standard(s):</b> HSN-RN.A.2, HSA-RN.B.3, HSA-REI.D.11, HSF-IF.C.7a	<b>Academic Vocabulary:</b> counterexample, radical expression, simplest form, rationalizing the denominator, conjugates, like radicals, quadratic equation
Lesson Frame:	We will apply previous knowledge of order of operations and properties to radicals. I will be able to simplify radicals using previous knowledge.
Lesson Frame:	We will explore radicals. I will be able to simplify radicals in many different forms.
Lesson Frame:	We will explore solving by graphing. I will be able to find solutions to quadratic equations by graphing.
<b>Performance Tasks:</b> Students will use graphing software to graph quadratic equations.	Notes:
<b>Topic 2: Solving Quadratic Equations Using Square Roots and Completing the Square</b>	<b>Length:</b> 4 days
<b>Standard(s):</b> HSA-CED.A.1, HSA-CED.A.4, HSA-REI.B.4b, HSA-SSE.B.3b, HSA-REI.B.4a, HSF-IF.C.8a	<b>Academic Vocabulary:</b> completing the square
Lesson Frame:	We will solve quadratic equations of the form $ax^2 + c = 0$ . I will be able to apply the work of radical simplification to solving quadratics.
Lesson Frame:	We will approximate solutions of equations. I will be able to approximate the solutions of quadratic equations.

Lesson Frame:	We will explore completing the square as a method to solve quadratic equations. I will be able to solve quadratic equations by completing the square.
<b>Performance Tasks:</b>	Notes:
Topic 3: <b>Solving Quadratic Equations by Using the Quadratic Formula</b>	<b>Length:</b> 3 days
<b>Standard(s):</b> HSA-CED.A.1, HSA-REI.B.4a, HSA-REI.B.4b	<b>Academic Vocabulary:</b> quadratic formula, discriminant
Lesson Frame:	We will explore the quadratic formula. I will be able to apply the quadratic formula to solving quadratic equations.
Lesson Frame:	We will explore the discriminant. I will be able to describe the differences between the values of the discriminant and interpret the meaning of those differences.
<b>Performance Tasks:</b> Students will use graphing software to graph different values of discriminant.	Notes:
Topic 4: <b>Solving Nonlinear Systems of Equations</b>	<b>Length:</b> 2 days
<b>Standard(s):</b> HSA-REI.C.7, HSA-REI.D.11	<b>Academic Vocabulary:</b> system of nonlinear functions
Lesson Frame:	We will explore systems of nonlinear functions. I will be able to solve both graphically and algebraically systems of nonlinear functions.
<b>Performance Tasks:</b> Using graphing software, students will solve systems of nonlinear equations.	Notes:

<b>Unit Name: Radical Functions and Equations</b>	<b>Length: 7 days</b>
<b>Standards:</b> HSA-CED.A.2, HSF-IF.B.4, HSF-IF.B.6, HSF-IF.C.7b, HSF-IF.C.9, HSA-CED.A.1, HSF-BF.B.4a	<b>Outcomes:</b> Students will evaluate, compare, and graph square root and cube root functions. They will solve radical equations and identify extraneous solutions. Students will also relate the functions to real-world situations. They will also find inverses of relations, linear, and nonlinear functions.
<b>Essential Questions:</b> What are some of the characteristics of the graph of a square root function? What are some of the characteristics of a cube root function? How can you solve an equation that contains square roots? How are a function and its inverse related?	<b>Learning Targets:</b> Students will be able to discern the differences and similarities between square root and cube root functions. Students will become adept at finding solutions of radical equations as well as explaining the nature of extraneous solutions.
<b>Topic 1: Graphing Square Root and Cube Root Functions</b>	<b>Length: 3 days</b>
<b>Standard(s):</b> HSA-CED.A.2, HSF-IF.B.4, HSF-IF.B.6, HSF-IF.C.7b, HSF-IF.C.9	<b>Academic Vocabulary:</b> square root function, radical function, cube root function
Lesson Frame:	We will explore the graphs of square root functions. I will describe the characteristics of square root functions using appropriate vocabulary.
Lesson Frame:	We will explore the graphs of cube root functions. I will describe the characteristics of cube root functions using appropriate vocabulary.
Lesson Frame:	We will connect root functions to rates of change. I will compare root functions using average rates of change.
<b>Performance Tasks:</b> Using graphing software students will be able to analyze square root and cube root functions.	Notes:
<b>Topic 2: Solving Radical Equations</b>	<b>Length: 2 days</b>
<b>Standard(s):</b> HSA-CED.A.1	<b>Academic Vocabulary:</b> radical equations
Lesson Frame:	We will explore radical equations. I will be able to solve radical equations using prior knowledge regarding solving of equations.

Lesson Frame:	We will explore radical equations.
	I will be able to identify extraneous solutions and the situations that create them.
<b>Performance Tasks:</b> Students will be using graphing software to explore the nature of the graphs of radical equations- especially the end behavior.	Notes:
Topic 3: <b>Inverse of a Function</b>	<b>Length:</b> 2 days
<b>Standard(s):</b> HSF-BF.4a	<b>Academic Vocabulary:</b> inverse relation, inverse function
Lesson Frame:	We will find the inverses of relations and functions.
	I will be able to recognize the unique relationship between a function (or relation) and its inverse.
<b>Performance Tasks:</b> Students will use graphing software to describe the graphs of functions (or relations) and their inverses.	Notes:

September	October	November	December	January	February	March	April	May	June
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<b>Course Name:</b>	Advanced Algebra		
<b>Credits:</b>	1		
<b>Prerequisites:</b>	Algebra and Geometry		
<b>Description:</b>	Extends the student's knowledge of the real number systems and operations with complex numbers. It will develop the students knowledge of conic sections, polynomial functions, rational expressions, exponential and logarithmic functions, sequences and series, discrete mathematics and trigonometric functions. It gives students a degree of understanding that helps them become more proficient in many lines of work. NOTE: This course is required for college and university admission.		
<b>Academic Standards:</b>	Wisconsin State Standards in Mathematics (2011)		
<b>Units:</b>	<b>Unit Length:</b>	<b>Unit Standards:</b>	<b>Unit Outcomes:</b>
<b>Linear Functions</b>	10 Days	HSF-BF.B.3, HSACEDA2, HSFIFC9, HSFBFA1A, HSFLEA2, HSSIDB6A, HSACEDA3, HSAREIC6	Students will be able to identify families of functions, describe transformations of parent functions, and write functions representing combinations of transformations. They will be able to write equations of linear functions using points and slopes, find lines of fit and lines of best fit, and solve systems of linear equations in three variables algebraically.
<b>Quadratic Functions</b>	10 days	HSFIFC7C, HSFBF3, HSFIFB4, HSFIFC9, HSAAPRB3, HSGGPEA2, HSACEDA2, HSFIFB6, HSFBFA1A, HSSIDB6A	In this unit the students will describe and write transformations of quadratic functions, graph quadratic functions using x-intercepts, write equations of parabolas, and write quadratic equations to model data sets.
<b>Quadratic Equations and Complex Numbers</b>	14 days	HSN-CN.A.1, HSN-CN.A.2, HSN-CN.C.7, HSA-CED.A.1, HSA-CED.A.3, HSA-SSE.A.2, HSA-REI.B.4b, HSA-REI.C.7, HSA-REI.D.11, HSF-IF.C.8a	In this unit students will solve quadratic equations for real and complex solutions, add, subtract, and multiply complex numbers, solve systems of nonlinear equations, and solve and graph quadratic inequalities in two variables.
<b>Polynomial Functions</b>	20 days	HSN-CN.C.8, HSN-CN.C.9, HSA-SSE.A.2, HSA-APR.A.1, HSA-APR.B.2, HSA-APR.B.3, HSA-APR.C.4, HSA-APR.C.5, HSA-APR.D.6, HSA-CED.A.2, HSF-IF.B.4, HSF-IF.C.7c, HSF-BF.A.1a, HSF-BF.B.3	In this unit students will graph and analyze the graphs of polynomial functions, including transformations, add, subtract, multiply, divide, and factor polynomials, including cubic polynomials, find solutions of polynomial equations and zeros of polynomial functions use the Fundamental Theorem of Algebra, and write polynomial functions.

<b>Rational Exponents and Radical Functions</b>	14 days	HSN-RN.A.1, HSN-RN.A.2, HSF-IF.C.7b, HSF-BF.A.1b, HSF-BF.B.3, HSF-BF.B.4a, HSA-REI.A.1, HSA-REI.A.2 HSA-CED.A.4	In this unit students will evaluate expressions using properties of rational exponents, graph radical functions, solve equations containing radicals and rational exponents, solve radical inequalities, and explore inverses of functions
<b>Exponential and Logarithmic Functions</b>	16 days	HSA-SSE.A.2, HSA-SSE.B.3c, HSA-REI.A.1, HSA-CED.A.2, HSF-IF.C.7e, HSF-IF.C.8b, HSF-BF.A.1a, HSF-BF.B.3, HSF-BF.B.4a, HSF-LE.A.2, HSF-LE.A.4, HSF-LE.B.5	In this unit students will define and evaluate logarithms, using the properties of logarithms and the change-of-base formula, graph logarithmic functions, transform graphs of logarithmic functions, solve logarithmic equations, and write logarithmic models for data sets.
<b>Rational Functions</b>	12 days	HSA-CED.A.1, HSA-CED.A.2, HSA-CED.A.3, HSA-CED.A.4, HSA-APR.D.6, HSA-APR.D.7, HSA-REI.A.1, HSA-REI.A.2, HSF-BF.B.3	In this unit students will classify and write direct and inverse variations, graph rational functions, add, subtract, multiply, and divide rational expressions, and solve rational equations.
<b>Sequences and Series</b>	12 days	HSA-SSE.B.4, HSF-IF.A.3, HSF-BF.A.1a, HSF-BF.A.2, HSF-LE.A.2	In this unit students will use sequence notation to write terms of sequences, write a rule for the nth term of a sequence, find the sums of finite arithmetic and finite geometric series, and find partial sums of infinite geometric series, evaluate recursive rules for sequences and translate between recursive and explicit rules for sequences.



<b>Unit Name: Linear Functions</b>	<b>Length: 10 Days</b>
<b>Standard(s):</b> HSF-BF.B.3, HSACEDA2, HSFIFC9, HSFBFA1A, HSFLEA2, HSSIDB6A, HSACEDA3, HSAREIC6	<b>Outcomes:</b> Students will be able to identify families of functions, describe transformations of parent functions, and write functions representing combinations of transformations. They will be able to write equations of linear functions using points and slopes, find lines of fit and lines of best fit, and solve systems of linear equations in three variables algebraically.
<b>Essential Questions:</b> What are the characteristics of some of the basic parent functions? How do the graphs of $y = f(x) + k$ , $y = f(x - h)$ , and $y = -f(x)$ compare to the graph of the parent function $f$ ? How can you use a linear function to model and analyze a real-life situation? How can you determine the number of solutions of a linear system?	<b>Learning Targets:</b> The students will be able to identify transformations. The students will be able to write equations of best fit. The students will be able to solve systems of linear equations and real life problems.
<b>Topic 1: Parent Functions and Transformations</b>	<b>Length: 2 days</b>
<b>Standard(s):</b> HSFBFB3	<b>Academic Vocabulary:</b> reflection, translation
Lesson Frame:	We will be able to identify transformations. I will be able to identify transformations through visual demonstrations.
Lesson Frame:	We will write equations of best fit. I will write equations of lines of best fit given a specific situation.
Lesson Frame:	We will solve systems of linear equations. I will solve systems of linear equations.
<b>Performance Tasks:</b> Exit Tickets	Notes:
<b>Topic 2: Absolute Value Transformations</b>	<b>Length: 2 days</b>
<b>Standard(s):</b> HSFBFB3	<b>Academic Vocabulary:</b> Parent function, transformation, reflection
Lesson Frame:	We will be able to identify absolute value transformations. I will be able to identify transformations through visual demonstrations.
<b>Performance Tasks:</b> Exit Tickets, Entrance Challenge Problems	Notes:

Topic 3: <b>Modeling with Linear Functions</b>	<b>Length:</b> 2 days
<b>Standard(s):</b> HSACEDA2, HSFIFC9, HSFBA1A, HSFLEA2, HSSIDB6A	<b>Academic Vocabulary:</b> Line of fit, correlation coefficient
Lesson Frame:	We will be able to identify a linear equation that represents a real life situation. I will be able to match linear equations with given situations.
<b>Performance Tasks:</b> Exit Tickets, Entrance Challenge Problems	Notes:
Topic 4: <b>Solving Linear Systems</b>	<b>Length:</b> 2 days
<b>Standard(s):</b> HSACEDA3, HSAREIC6	<b>Academic Vocabulary:</b> Linear equation in three variables, ordered triple
Lesson Frame:	We will solve systems of linear equations. I will solve systems of linear equations by writing models within a group setting.
<b>Performance Tasks:</b> Exit Tickets, Entrance Challenge Problems	Notes:

Unit Name: <b>Quadratic Functions</b>	<b>Length:</b> 10 days
<b>Standards:</b> HSFIFC7C, HSFBFB3, HSFIFB4, HSFIFC9, HSAAPRB3, HSGGPEA2, HSACEDA2, HSFIFB6, HSFBA1A, HSSIDB6A	<b>Outcomes:</b> In this unit the students will describe and write transformations of quadratic functions, graph quadratic functions using x-intercepts, write equations of parabolas, and write quadratic equations to model data sets.
<b>Essential Questions:</b> How do the constants a, h, and k affect the graph of the quadratic function $g(x) = a(x - h)^2 + k$ ? What type of symmetry does the graph of $f(x) = a(x - h)^2 + k$ have and how can you describe this symmetry? What is the focus of a parabola? How can you use a quadratic function to model a real-life situation?	<b>Learning Targets:</b> The students will be able to write transformations of quadratic functions. The students will be able to explore properties of quadratic functions. The students will be able to solve real life problems. The students will be able to write equations of parabolas.
Topic 1: <b>Transformations of quadratic functions</b>	<b>Length:</b> 2 days
<b>Standard(s):</b> HSFIFC7C, HSFBFB3	<b>Academic Vocabulary:</b> Quadratic Function, Parabola, Vertex Form,
Lesson Frame:	We will write transformations of quadratic equations. I will write transformations of quadratic equations by reflecting across the x and y axis.
Lesson Frame:	We will write transformations of quadratic equations. I will write transformations of quadratic equations by stretching and shrinking a parent function.
<b>Performance Tasks:</b> Exit Tickets, Entrance Challenge Problems	Notes:
Topic 2: <b>Characteristics of quadratic functions</b>	<b>Length:</b> 2 days
<b>Standard(s):</b> HSFIFC7C, HSFBFB3, HSFIFB4, HSFIFC9, HSAAPRB3	<b>Academic Vocabulary:</b> Axis of symmetry, standard form, minimum value, maximum value, intercept form
Lesson Frame:	We will identify axis of symmetry on parabolas. I will identify axis of symmetry on parabolas from given equations or graphs.
Lesson Frame:	We will write equations in standard form when the equation is given to us not in standard form. I will change the form that equations are written in from standard to intercept form and vice versa.
<b>Performance Tasks:</b> Exit Tickets, Entrance Challenge Problems	Notes:
Topic 3: <b>Focus of a Parabola</b>	<b>Length:</b> 3 days

<b>Standard(s):</b> HSFIFC7C, HSFIFB4, HSGGPEA2	<b>Academic Vocabulary:</b> Focus, directrix
Lesson Frame:	We will write an equation of a parabola using the distance formula. I will write an equation of a parabola given its focus and directrix.
<b>Performance Tasks:</b> Exit Tickets, Entrance Challenge Problems	Notes:
Topic 4: <b>Modeling with Quadratic Functions</b>	<b>Length:</b> 3 days
<b>Standard(s):</b> HSA CEDA2, HSFIFB6, HSFBA1A, HSSIDB6A	<b>Academic Vocabulary:</b> Average rate of change, systems of three linear equations
Lesson Frame:	We will write equations of quadratic functions. I will write equations of quadratic functions using vertices, points, and x intercepts.
Lesson Frame:	We will write quadratic equations. I will write quadratic equations to model data sets.
<b>Performance Tasks:</b> Exit Tickets, Entrance Challenge Problems	Notes:

Unit Name: <b>Quadratic Equations and Complex Numbers</b>	<b>Length:</b> 14 days
<b>Standards:</b> HSN-CN.A.1, HSN-CN.A.2, HSN-CN.C.7, HSA-CED.A.1, HSA-CED.A.3, HSA-SSE.A.2, HSA-REI.B.4b, HSA-REI.C.7, HSA-REI.D.11, HSF-IF.C.8a	<b>Outcomes:</b> In this unit students will solve quadratic equations for real and complex solutions, add, subtract, and multiply complex numbers, solve systems of nonlinear equations, and solve and graph quadratic inequalities in two variables.
<b>Essential Questions:</b> How can you use the graph of a quadratic equation to determine the number of real solutions of the equation? What are the subsets of the set of complex numbers? How can you complete the square for a quadratic expression? How can you derive a general formula for solving a quadratic equation? How can you solve a nonlinear system of equations? How can you solve a quadratic inequality?	<b>Learning Targets:</b> The students will be able to: Solve quadratic equations by graphing. Solve quadratic equations algebraically. Define and use the imaginary unit $i$ . Add, subtract, and multiply complex numbers. Find complex solutions and zeros. Solve quadratic equations using square roots. Solve quadratic equations by completing the square. Write quadratic functions in vertex form. Solve quadratic equations using the Quadratic Formula. Analyze the discriminant to determine the number and type of solutions. Solve real-life problems. Solve systems of nonlinear equations. Graph quadratic inequalities in two variables. Solve quadratic inequalities in one variable.
Topic 1: <b>Solving Quadratic Equations</b>	<b>Length:</b> 2 days
<b>Standard(s):</b> HSASSEA2, HSAREIB4B, HSFIFC8A	<b>Academic Vocabulary:</b> Quadratic equations, roof of an equation, zero of a function
Lesson Frame:	We will solve quadratic equations.
	I will solve quadratic equations by graphing.
Lesson Frame:	We will solve quadratic equations.
	I will solve quadratic equations algebraically.
Lesson Frame:	We will solve real life problems.
	I will solve real life problems by modeling.
<b>Performance Tasks:</b> Exit Tickets, Entrance Challenge Problems	Notes:

<b>Topic 2: Complex Numbers</b>	<b>Length:</b> 2 days
<b>Standard(s):</b> HSNCNA1, HSNCNA2, HSNCNC7, HSAREIB4B	<b>Academic Vocabulary:</b> Imaginary unit, complex number, imaginary number, pure imaginary number
Lesson Frame:	We will define the imaginary unit $i$ . I will define the imaginary unit $i$ by using it.
Lesson Frame:	We will add, subtract, and multiply complex numbers. I will add, subtract and multiply complex numbers by doing practice problems.
Lesson Frame:	We will find complex solutions. I will find complex solutions by finding zeros.
<b>Performance Tasks:</b> Exit Tickets, Entrance Challenge Problems	Notes:
<b>Topic 3: Completing the Square</b>	<b>Length:</b> 2 days
<b>Standard(s):</b> HSNCNC7, HSAREIB4B, HSFIFC8A	<b>Academic Vocabulary:</b> completing the square
Lesson Frame:	We will solve quadratic equations. I will solve quadratic equations by using square roots.
Lesson Frame:	We will solve quadratic equations. I will solve quadratic equations by completing the square.
Lesson Frame:	We will write quadratic equations. I will write quadratic equations by putting them in vertex form.
<b>Performance Tasks:</b> Exit Tickets, Entrance Challenge Problems	Notes:
<b>Topic 4: Using the Quadratic Formula</b>	<b>Length:</b> 2 days
<b>Standard(s):</b> HSNCEDA3, HSAREIC7	<b>Academic Vocabulary:</b> quadratic formula, discriminant
Lesson Frame:	We will solve quadratic equations. I will solve quadratic equations using the Quadratic Formula.

Lesson Frame:	We will analyze the discriminant.
	I will analyze the discriminant to determine the number and types of solutions.
Lesson Frame:	We will solve real life problems.
	I will apply the quadratic formula to real life problems.
<b>Performance Tasks:</b>	Notes:
<b>Topic 5: Solving Nonlinear Systems</b>	<b>Length:</b> 2 days
<b>Standard(s):</b> HSACEDA3, HSAREIC7, HASREID11	<b>Academic Vocabulary:</b> system of nonlinear equations
Lesson Frame:	We will solve nonlinear equations.
	I will solve nonlinear equations by doing systems.
Lesson Frame:	We will solve quadratic equations.
	I will solve quadratic equations by graphing.
<b>Performance Tasks:</b> Exit Tickets, Entrance Challenge Problems	Notes:
<b>Topic 6: Quadratic Inequalities</b>	<b>Length:</b> 2 days
<b>Standard(s):</b> HSACEDA1, HSACEDA3	<b>Academic Vocabulary:</b> quadratic inequality
Lesson Frame:	We will graph inequalities.
	I will graph inequalities by using two variables.
Lesson Frame:	We will solve one variable inequalities.
	I will solve one variable inequalities given a word problem.
<b>Performance Tasks:</b> Exit Tickets, Entrance Challenge Problems	Notes:

Unit Name: <b>Polynomial Functions</b>	<b>Length:</b> 20 days
<b>Standards:</b> HSN-CN.C.8, HSN-CN.C.9, HSA-SSE.A.2, HSA-APR.A.1, HSA-APR.B.2, HSA-APR.B.3, HSA-APR.C.4, HSA-APR.C.5, HSA-APR.D.6, HSA-CED.A.2, HSF-IF.B.4, HSF-IF.C.7c, HSF-BF.A.1a, HSF-BF.B.3	<b>Outcomes:</b> In this unit students will graph and analyze the graphs of polynomial functions, including transformations, add, subtract, multiply, divide, and factor polynomials, including cubic polynomials, find solutions of polynomial equations and zeros of polynomial functions use the Fundamental Theorem of Algebra, and write polynomial functions.
<b>Essential Questions:</b> How can you determine whether a polynomial equation has a repeated solution? How can you determine whether a polynomial equation has imaginary solutions? How can you transform the graph of a polynomial function? How many turning points can the graph of a polynomial function have? How can you find a polynomial model for real-life data? What are some common characteristics of the graphs of cubic and quartic polynomial functions? How can you cube a binomial? How can you use the factors of a cubic polynomial to solve a division problem involving the polynomial? How can you factor a polynomial?	<b>Learning Targets:</b> The students will be able to: Identify polynomial functions. Graph polynomial functions using tables and end behavior. Add and subtract polynomials. Multiply polynomials. Use Pascal's Triangle to expand binomials. Use long division to divide polynomials by another polynomials. Use synthetic division to divide polynomials by binomials of the form $x - k$ . Use the Remainder Theorem. Factor polynomials. Use the Factor Theorem. Find solutions of polynomial equations and zeros of polynomial functions. Use the Rational Root Theorem. Use the Irrational Conjugates Theorem.
Topic 1: <b>Graphing Polynomial Functions</b>	<b>Length:</b> 2 days
<b>Standard(s):</b> HSFIFB4, HSFC7C	<b>Academic Vocabulary:</b> Polynomial, polynomial function, end behavior
Lesson Frame:	We will identify polynomial functions.
	I will identify polynomial functions given a list of functions.
Lesson Frame:	We will graph polynomial functions.
	I will graph polynomial functions using tables and end behaviors.
<b>Performance Tasks:</b> Exit Tickets, Entrance Challenge Problems	Notes:
Topic 2: <b>Adding, Subtracting, and Multiplying Polynomials</b>	<b>Length:</b> 2 days



<b>Standard(s):</b> HSAAPRA1, HSAAPRC4, HSAAPRC5	<b>Academic Vocabulary:</b> Pascal's Triangle
Lesson Frame:	We will add or subtract polynomials I will add or subtract polynomials given a set situation.
Lesson Frame:	We will expand binomials. I will expand binomials using Pascal's Triangle.
<b>Performance Tasks:</b> Exit Tickets, Entrance Challenge Problems	Notes:
<b>Topic 3: Dividing Polynomials</b>	<b>Length:</b> 2 days
<b>Standard(s):</b> HSAAPRB2, HSAAPRD6	<b>Academic Vocabulary:</b> Polynomial long division, Synthetic division
Lesson Frame:	We will divide polynomials. I will divide polynomials using synthetic division.
Lesson Frame:	We will divide polynomials. I will divide polynomials using the Remainder Theorem.
<b>Performance Tasks:</b> Exit Tickets, Entrance Challenge Problems	Notes:
<b>Topic 4: Factoring Polynomials</b>	<b>Length:</b> 2 days
<b>Standard(s):</b> HSASSEA2, HSAAPRB2, HSAAPRB3	<b>Academic Vocabulary:</b> Factored completely, factor by grouping, quadratic form
Lesson Frame:	We will factor polynomials. I will factor polynomials given a variety of polynomials.
Lesson Frame:	We will factor polynomials. I will factor polynomials using the Factor Theorem.
<b>Performance Tasks:</b> Exit Tickets, Entrance Challenge Problems	Notes:
<b>Topic 5: Solving Polynomial Equations</b>	<b>Length:</b> 2 days

<b>Standard(s):</b> HSAAPRB3	<b>Academic Vocabulary:</b> repeated solution
Lesson Frame:	We will find solutions to polynomial equations. I will find solutions to polynomial equations by finding the zeros of the equations.
Lesson Frame:	We will use the Rational Root Theorem. I will use the Rational Root Theorem to find the solutions to the polynomial equations.
<b>Performance Tasks:</b> Exit Tickets, Entrance Challenge Problems	Notes:
Topic 6: <b>The Fundamental Theorem of Algebra</b>	<b>Length:</b> 2 days
<b>Standard(s):</b> HSNCNC8, HSNCNC9, HSAAPRB3	<b>Academic Vocabulary:</b> Complex Conjugates
Lesson Frame:	We will use the Fundamental Theorem of Algebra. I will use the Fundamental Theorem of Algebra to solve polynomial equations.
Lesson Frame:	We will find conjugate pairs of complex zeros. I will find conjugate pairs of complex zeros using Descartes Rule of Signs.
<b>Performance Tasks:</b> Exit Tickets, Entrance Challenge Problems	Notes:
Topic 7: <b>Transformations of Polynomial Functions</b>	<b>Length:</b> 2 days
<b>Standard(s):</b> HSFIFC7C, HSFBFB3	<b>Academic Vocabulary:</b> None
Lesson Frame:	We will describe transformations of polynomial functions. I will describe transformations of polynomial functions by identifying key parts of a function.
<b>Performance Tasks:</b> Exit Tickets, Entrance Challenge Problems	Notes:
Topic 8: <b>Analyzing Graphs of Polynomial Functions</b>	<b>Length:</b> 2 days

<b>Standard(s):</b> HSAAPRB3, HSFIFB4, HSFIFC7C, HSFBFB3	<b>Academic Vocabulary:</b> Local max, Local Minimum, Even function, Odd Function
Lesson Frame:	We will graph polynomial functions.
	I will graph polynomial functions using the x intercepts.
Lesson Frame:	We will identify zeros of polynomial functions.
	I will identify zeros of polynomial functions using the location principle.
<b>Performance Tasks:</b> Exit Tickets, Entrance Challenge Problems	Notes:
<b>Topic 9: Modeling with Polynomial Functions</b>	<b>Length:</b> 2 days
<b>Standard(s):</b> HSACEDA2, HSFBFA1A	<b>Academic Vocabulary:</b> Finite Differences
Lesson Frame:	We will write polynomial functions.
	I will write polynomial functions given set points.
Lesson Frame:	We will write polynomial functions.
	I will write polynomial functions using finite differences.
Lesson Frame:	We will find models for data sets.
	I will find models for data sets using technology.
<b>Performance Tasks:</b> Exit Tickets, Entrance Challenge Problems	Notes:

Unit Name: <b>Rational Exponents and Radical Functions</b>	<b>Length:</b> 14 days
<b>Standards:</b> HSN-RN.A.1, HSN-RN.A.2, HSF-IF.C.7b, HSF-BF.A.1b, HSF-BF.B.3, HSF-BF.B.4a, HSA-REI.A.1, HSA-REI.A.2 HSA-CED.A.4	<b>Outcomes:</b> In this unit students will evaluate expressions using properties of rational exponents, graph radical functions, solve equations containing radicals and rational exponents, solve radical inequalities, and explore inverses of functions.
<b>Essential Questions:</b> How can you use a rational exponent to represent a power involving a radical? How can you use properties of exponents to simplify products and quotients of radicals? How can you identify the domain and range of a radical function? How can you solve a radical equation? How can you use the graphs of two functions to sketch the graph of an arithmetic combination of the two functions? How can you sketch the graph of the inverse of a function?	<b>Learning Targets:</b> The students will be able to: Find nth roots of numbers. Evaluate expressions with rational exponents. Solve equations using nth roots. Use properties of rational exponents to simplify expressions with rational exponents. Use properties of radicals to simplify and write radical expressions in simplest form. Graph radical functions. Write transformations of radical functions. Graph parabolas and circles. Solve equations containing radicals and rational exponents. Solve radical inequalities. Add, subtract, multiply, and divide functions. Explore inverses of functions. Find and verify inverses of nonlinear functions. Solve real-life problems using inverse functions.
Topic 1: <b>Nth Roots and Rational Exponents</b>	<b>Length:</b> 2 days
<b>Standard(s):</b> HSNRNA1, HSNRNA2	<b>Academic Vocabulary:</b> Nth root, Index of a radical
Lesson Frame:	We will identify nth roots of numbers. I will identify nth roots of numbers by using our knowledge of exponents.
Lesson Frame:	We will evaluate expressions with rational exponents. I will evaluate expressions with rational exponents by solving exit tickets.
<b>Performance Tasks:</b> Exit Tickets, Entrance Challenge Problems	Notes:
Topic 2: <b>Properties of Rational Exponents and Radicals</b>	<b>Length:</b> 2 days
<b>Standard(s):</b> HSNRNA2	<b>Academic Vocabulary:</b> Simplest form of a radical, like radicals, Conjugate
Lesson Frame:	We will use properties of rational exponents. I will use properties of rational exponents to simplify expressions with rational exponents.
Lesson Frame:	We will use properties of radicals.

	I will use properties of radicals to simplify radical expressions.
<b>Performance Tasks:</b> Exit Tickets, Entrance Challenge Problems	Notes:
<b>Topic 3: Graphing Radical Functions</b>	<b>Length:</b> 2 days
<b>Standard(s):</b> HSFIFC7B, HSFBFB3	<b>Academic Vocabulary:</b> Radical function
Lesson Frame:	We will graph radical functions.
	I will graph radical functions using a graphing calculator.
Lesson Frame:	We will write transformations of radical functions.
	I will write transformations of radical functions by identifying key part of equations.
Lesson Frame:	We will graph parabolas and circles.
	I will graph parabolas and circles using technology.
<b>Performance Tasks:</b> Exit Tickets, Entrance Challenge Problems	Notes:
<b>Topic 4: Solving Radical Equations and Inequalities</b>	<b>Length:</b> 2 days
<b>Standard(s):</b> HSAREIA1, HSAREIA2	<b>Academic Vocabulary:</b> Radical equation, extraneous solutions
Lesson Frame:	We will solve equations.
	I will solve equations with radicals and rational exponents.
Lesson Frame:	We will solve radical inequalities.
	I will solve radical inequalities by identifying similarities between equalities and inequalities.
<b>Performance Tasks:</b> Exit Tickets, Entrance Challenge Problems	Notes:
<b>Topic 5: Performing Function Operations</b>	<b>Length:</b> 2 days
<b>Standard(s):</b> HSFBFA1B	<b>Academic Vocabulary:</b> None
Lesson Frame:	We will add, subtract, multiply, and divide functions.
	I will add subtract, multiply, and divide functions by applying rules of combining functions.
<b>Performance Tasks:</b> Exit Tickets, Entrance Challenge Problems	Notes:

<b>Topic 6: Inverse of a Function</b>	<b>Length:</b> 2 days
<b>Standard(s):</b> HSACEDA4, HSFBFB4A	<b>Academic Vocabulary:</b> Inverse functions
Lesson Frame:	We will explore inverses of functions.
	I will explore inverses of functions by comparing the original and inverse functions.
Lesson Frame:	We will solve real life problems.
	I will solve real life problems by using inverse functions.
<b>Performance Tasks:</b> Exit Tickets, Entrance Challenge Problems	Notes:

Unit Name: <b>Exponential and Logarithmic Functions</b>	<b>Length:</b> 16 days
<b>Standards:</b> HSA-SSE.A.2, HSA-SSE.B.3c, HSA-REI.A.1, HSA-CED.A.2, HSF-IF.C.7e, HSF-IF.C.8b, HSF-BF.A.1a, HSF-BF.B.3, HSF-BF.B.4a, HSF-LE.A.2, HSF-LE.A.4, HSF-LE.B.5	<b>Outcomes:</b> In this unit students will define and evaluate logarithms, using the properties of logarithms and the change-of-base formula, graph logarithmic functions, transform graphs of logarithmic functions, solve logarithmic equations, and write logarithmic models for data sets.
<b>Essential Questions:</b> What are some of the characteristics of the graph of an exponential function? What is the natural base $e$ ? What are some of the characteristics of the graph of a logarithmic function? How can you transform the graphs of exponential and logarithmic functions? How can you use properties of exponents to derive properties of logarithms? How can you solve exponential and logarithmic equations? How can you recognize polynomial, exponential, and logarithmic models?	<b>Learning Targets:</b> The students will be able to: Graph exponential growth and decay functions. Use exponential models to solve real-life problems. Define and use the natural base $e$ . Graph natural base functions. Solve real-life problems. Define and evaluate logarithms. Use inverse properties of logarithmic and exponential functions. Graph logarithmic functions. Transform graphs of exponential functions. Transform graphs of logarithmic functions.
Topic 1: <b>Exponential Growth and Decay Functions</b>	<b>Length:</b> 2 days
<b>Standard(s):</b> HSASSEB3C, HSFIFC7E, HSFIFC8B, HSFLEA2, HSFLEB5	<b>Academic Vocabulary:</b> Exponential function, exponential growth, exponential decay, growth factor, decay factor
Lesson Frame:	We will explore growth and decay functions.
	I will explore growth and decay functions by graphing.
Lesson Frame:	We will solve real life problems.
	I will solve real life problems using exponential models.
<b>Performance Tasks:</b> Exit Tickets, Entrance Challenge Problems	Notes:
Topic 2: <b>The Natural Base <math>e</math></b>	<b>Length:</b> 2 days
<b>Standard(s):</b> HSFIFC7E, HSFLEB5	<b>Academic Vocabulary:</b> Natural base $e$
Lesson Frame:	We will use natural base $e$ .

	I will use natural base e by defining it.
Lesson Frame:	We will graph natural base functions.
	I will graph natural base functions using technology.
Lesson Frame:	We will solve real life problems.
	I will solve real life problems by applying natural bases.
<b>Performance Tasks:</b> Exit Tickets, Entrance Challenge Problems	Notes:
<b>Topic 3: Logarithms and Logarithmic Functions</b>	<b>Length:</b> 2 days
<b>Standard(s):</b> HSFIFC7E, HSFBFB4A, HSFLEA4	<b>Academic Vocabulary:</b> Natural logarithm, common logarithm
Lesson Frame:	We will define logarithms.
	I will define logarithms by evaluating them.
Lesson Frame:	We will use inverse properties of logarithmic and exponential functions.
	I will use inverse properties of logarithmic and exponential functions to solve problems.
Lesson Frame:	We will solve logarithmic functions.
	I will solve logarithmic functions by graphing.
<b>Performance Tasks:</b> Exit Tickets, Entrance Challenge Problems	Notes:
<b>Topic 4: Transformations of Exponential and Logarithmic Functions</b>	<b>Length:</b> 2 days
<b>Standard(s):</b> HSFIFC7E, HSFBFB3	<b>Academic Vocabulary:</b> None
Lesson Frame:	We will transform graphs of exponential functions.
	I will transform graphs of exponential functions by applying key rules to functions.
Lesson Frame:	We will transform graphs of logarithmic functions.
	I will transform graphs of logarithmic functions by applying key rules of transformations.
Lesson Frame:	We will solve real life problems.
	I will solve real life problems by writing transformations of graphs of exponential and logarithmic functions.



<b>Performance Tasks:</b> Exit Tickets, Entrance Challenge Problems	Notes:
<b>Topic 5: Properties of Logarithms</b>	<b>Length:</b> 2 days
<b>Standard(s):</b> HSASSE2, HSFLEA4	<b>Academic Vocabulary:</b> None
Lesson Frame:	We will evaluate logarithms. I will evaluate logarithms by applying their properties.
Lesson Frame:	We will expand or condense logarithmic expressions. I will expand or condense logarithmic expressions by applying their characteristics.
Lesson Frame:	We will evaluate logarithms. I will evaluate logarithms by using the change of base formula.
<b>Performance Tasks:</b> Exit Tickets, Entrance Challenge Problems	Notes:
<b>Topic 6: Solving Exponential and Logarithmic Equations</b>	<b>Length:</b> 2 days
<b>Standard(s):</b> HSAREIA1, HSFLEA4	<b>Academic Vocabulary:</b> Logarithmic equations, exponential equations
Lesson Frame:	We will solve exponential equations. I will solve exponential equations by doing practice problems.
Lesson Frame:	We will solve logarithmic equations by using inverses. I will solve logarithmic equations by using inverses practice problems.
<b>Performance Tasks:</b> Exit Tickets, Entrance Challenge Problems	Notes:
<b>Topic 7: Modeling with Exponential and Logarithmic Functions</b>	<b>Length:</b> 2 days
<b>Standard(s):</b> HSACEDA2, HSFBA1A, HSFLEA2	<b>Academic Vocabulary:</b> None
Lesson Frame:	We will classify data sets. I will classify data sets by analyzing charts.
Lesson Frame:	We will write exponential functions. I will write exponential functions use a chart.

<b>Performance Tasks:</b> Exit Tickets, Entrance Challenge Problems	Notes:

<b>Unit Name: Rational Functions</b>	<b>Length:</b> 12 days
<b>Standards:</b> HSA-CED.A.1, HSA-CED.A.2, HSA-CED.A.3, HSA-CED.A.4, HSA-APR.D.6, HSA-APR.D.7, HSA-REI.A.1, HSA-REI.A.2, HSF-BF.B.3	<b>Outcomes:</b> In this unit students will classify and write direct and inverse variations, graph rational functions, add, subtract, multiply, and divide rational expressions, and solve rational equations.
<b>Essential Questions:</b> How can you recognize when two quantities vary directly or inversely? What are some of the characteristics of the graph of a rational function? How can you determine the excluded values in a product or quotient of two rational expressions? How can you determine the domain of the sum or difference of two rational expressions? How can you solve a rational equation?	<b>Learning Targets:</b> The students will be able to: Classify direct and inverse variation. Write inverse variation equations. Graph simple rational functions. Translate simple rational functions. Graph other rational functions. Simplify rational expressions. Multiply rational expressions. Divide rational expressions. Add or subtract rational expressions. Rewrite rational expressions and graph the related function. Simplify complex fractions. Solve rational equations by cross multiplying. Solve rational equations by using the least common denominator. Use inverses of functions.
<b>Topic 1: Inverse Variation</b>	<b>Length:</b> 2 days
<b>Standard(s):</b> HSACEDA1, HSACEDA2, HSACEDA3	<b>Academic Vocabulary:</b> Inverse variation, constant of variation
Lesson Frame:	We will classify variations. I will classify variations by using direct and inverse variation.
Lesson Frame:	We will write inverse variation equations. I will write inverse variation equations by identifying key components to the equations.
<b>Performance Tasks:</b> Exit Tickets, Entrance Challenge Problems	Notes:
<b>Topic 2: Graphing Rational Expressions</b>	<b>Length:</b> 2 days

<b>Standard(s):</b> HSAAPRD6, HSAAPRD7	<b>Academic Vocabulary:</b> Rational function
Lesson Frame:	We will graph rational functions. I will graph rational functions using technology.
Lesson Frame:	We will translate simple rational functions. I will translate simple rational functions by comparing them to the parent function.
<b>Performance Tasks:</b> Exit Tickets, Entrance Challenge Problems	Notes:
<b>Topic 3: Multiplying and Dividing Rational Expressions</b>	<b>Length:</b> 2 days
<b>Standard(s):</b> HSAAPRD6, HSAAPRD7	<b>Academic Vocabulary:</b> Rational expression, simplified form of a rational expression
Lesson Frame:	We will simplify rational expressions. I will simplify rational expressions by applying simplification rules.
Lesson Frame:	We will multiply and divide rational expressions. I will multiply and divide rational expressions to solve real life problems.
<b>Performance Tasks:</b> Exit Tickets, Entrance Challenge Problems	Notes:
<b>Topic 4: Adding and Subtracting Rational Expressions</b>	<b>Length:</b> 2 days
<b>Standard(s):</b> HSAAPRD6, HSAAPRD7	<b>Academic Vocabulary:</b> Complex Fraction
Lesson Frame:	We will add and subtract rational expressions. I will add and subtract rational expressions by finding common denominators.
Lesson Frame:	We will simplify complex fractions. I will simplify complex fractions by factoring.
<b>Performance Tasks:</b> Exit Tickets, Entrance Challenge Problems	Notes:

<b>Topic 5: Solving Rational Equations</b>	<b>Length:</b> 2 days
<b>Standard(s):</b> HSACEDA4, HSAREIA1, HSAREIA2	<b>Academic Vocabulary:</b> Cross multiplying
Lesson Frame:	We will solving rational equations.
	I will solving rational equations using cross multiplying.
Lesson Frame:	We will solving rational equations.
	I will solving rational equations using the least common denominator.
Lesson Frame:	We will solving equations.
	I will solving equations using inverses.
<b>Performance Tasks:</b> Exit Tickets, Entrance Challenge Problems	Notes:

Unit Name: <b>Sequences and Series</b>	<b>Length:</b> 12 days
<b>Standards:</b> HSA-SSE.B.4, HSF-IF.A.3, HSF-BF.A.1a, HSF-BF.A.2, HSF-LE.A.2	<b>Outcomes:</b> In this unit students will use sequence notation to write terms of sequences, write a rule for the $n$ th term of a sequence, find the sums of finite arithmetic and finite geometric series, and find partial sums of infinite geometric series, evaluate recursive rules for sequences and translate between recursive and explicit rules for sequences.
<b>Essential Questions:</b> How can you write a rule for the $n$ th term of a sequence? How can you recognize an arithmetic sequence from its graph? How can you recognize a geometric sequence from its graph? How can you find the sum of an infinite geometric series? How can you define a sequence recursively?	<b>Learning Targets:</b> The students will be able to: Use sequence notation to write terms of sequence. Write a rule for the $n$ th term of a sequence. Sum the terms of a sequence to obtain a series and use summation notation. Identify arithmetic sequences. Write rules for arithmetic sequences. Find sums of finite arithmetic series. Identify geometric sequences. Write rules for geometric sequences. Find sums of finite geometric series. Find partial sums of infinite geometric series. Find sums of infinite geometric series. Evaluate recursive rules for sequences. Write recursive rules for sequences Translate between recursive and explicit rules for sequences. Use recursive rules to solve real-life problems.
Topic 1: <b>Defining and Using Sequences and Series</b>	<b>Length:</b> 2 days
<b>Standard(s):</b> HSFIFA3	<b>Academic Vocabulary:</b> Sequence, terms of a sequence, series, summation notation, sigma notation
Lesson Frame:	We will write terms of sequences.
	I will write terms of sequences using sequence notation.
Lesson Frame:	We will write a rule for the $n$ th term in a sequence.
	I will write a rule for the $n$ th term in a sequence by using previous terms in a sequence.
<b>Performance Tasks:</b> Exit Tickets, Entrance Challenge Problems	Notes:
Topic 2: <b>Analyzing Arithmetic Sequences and Series</b>	<b>Length:</b> 2 days
<b>Standard(s):</b> HSFIFA3, HSFBA2, HSFLEA2	<b>Academic Vocabulary:</b> Arithmetic sequence, common difference, arithmetic series

Lesson Frame:	We will identify arithmetic sequences. I will identify arithmetic sequences by finding the common difference.
Lesson Frame:	We will write rules for arithmetic sequences. I will write rules for arithmetic sequences using a term and a common difference.
<b>Performance Tasks:</b> Exit Tickets, Entrance Challenge Problems	Notes:
<b>Topic 3: Analyzing Geometric Sequences and Series</b>	<b>Length:</b> 2 days
<b>Standard(s):</b> HSASSEB4, HSFIFA3, HSFBA2, HSFLEA2	<b>Academic Vocabulary:</b> Geometric sequence, geometric series, common ratio
Lesson Frame:	We will identify geometric sequences. I will identify geometric sequences by finding the common ratio.
Lesson Frame:	We will write rules for geometric sequences. I will write rules for geometric sequences using a term and a common ratio.
<b>Performance Tasks:</b> Exit Tickets, Entrance Challenge Problems	Notes:
<b>Topic 4: Finding Sums of Infinite Geometric Series</b>	<b>Length:</b> 2 days
<b>Standard(s):</b> HSASSEB4	<b>Academic Vocabulary:</b> Partial sum
Lesson Frame:	We will find partial sums. I will find partial sums given infinite geometric series.
Lesson Frame:	We will find total sums. I will find total sums using infinite geometric series.
Performance Tasks: Exit Tickets, Entrance Challenge Problems	Notes:
<b>Topic 5: Using Recursive Rules with Sequences</b>	<b>Length:</b> 2 days
<b>Standard(s):</b> HSFIFA3, HSFBA1A, HSFBA2	<b>Academic Vocabulary:</b> Explicit rule, recursive rule
Lesson Frame:	We will evaluate recursive rules. I will evaluate recursive rules given a sequence.
Lesson Frame:	We will write recursive rules.

	I will write recursive rules when given a sequence.
Lesson Frame:	We will solve real life problems.
	I will solve real life problems using recursive rules.
<b>Performance Tasks:</b> Exit Tickets, Entrance Challenge Problems	Notes:





To: Dr. Melanie J. Oppor  
 From: Danni Brauer  
 Date: 6/5/20  
 Re: MES Student Handbook

The purpose of this memo is to highlight the changes in the Course of Study Guide as follows:

<b>Page #</b>	<b>Section</b>	<b>Proposed Change or Addition</b>
Cover	Cover	Updated school year
2		Updated year and letter
3		Updated district calendar
4-6	Staff	Updated staff names and email
7-8	Table of Contents	Updated page numbers
9	FOREWARD	Changed Michelle Pukita to Danielle Brauer Changed 2019 to 2020
9	Nondiscrimination and Access to Equal Education Opportunity	Updated the policy to current BOE policy
9-16	Harassment Bullying Sexual Harassment	Harassment, Bullying, and Sexual Harassment sections were completely updated to be in line with SDM Neola policies.
17	Bell Schedule	Changed Grades K through 6 to Grades K through 5 Changed <i>Wednesday Early Dismissal will be 1:50 p.m., except on August 28<sup>th</sup> and May 27<sup>th</sup> dismissal will be 2:50 p.m. to Wednesday Early Dismissal will be 1:50 p.m., except on September 9<sup>th</sup> and June 2<sup>nd</sup> dismissal will be 2:50 p.m.</i>
20	Immunizations	Removed the name Trishia Taber
24	Individuals with Disabilities and Limited English Proficiency	Changed Dr. Melanie Oppor to Ms. Danielle Brauer at 920-596-2238 Changed Carmen O'Brien at 920-596-5840 to Jackie Sernau at 920-596-5738
25	Student Records	Changed Jeanne Frazier to Stephanie Flynn.
26	Student Fees, Fines, and Charges	Changed Kindergarten through Grade 6 to Kindergarten through Grade 5 for the district fee. Changed 4K through Grade 6 to 4K through Grade 5 for field trip fee.
29-30	Personal Communication Devices	Use of Cell Phones or Electronic Communication Devices section was updated to Personal Communication Devices

		and was completely updated to be in line with SDM Neola policies.
33	Promotion, Placement, and Retention	Changed Grades 5K-6 Level to Grades 5K-5 Level
34	Remediation Opportunities	3rd bullet: removed struck through text - Tier 2 (small group instruction <del>provided outside the classroom setting</del> ) will be put in place. 4th bullet: struck through text changed to “Tier 2 instruction is discontinued” - If the intervention was successful, <del>the student returns to universal instruction</del> and the teacher continues to monitor progress for... 5th bullet: Tier 3 (individualized intervention) changed to Tier 3 (intensive intervention)
35-37	Student Technology Acceptable Use and Safety	Student Network and Internet Acceptable Use and Safety section was updated to Student Technology Acceptable Use and Safety. Section was completely updated to be in line with SDM polices.
37-39	Synchronous Education	Added this section to reflect the new mode of instruction we will be offering.
47	Tobacco	Added “AND NICOTINE” to title.
54-55	Bus Conduct	Added <ul style="list-style-type: none"> <li>● Listen to the bus driver;</li> <li>● Keep aisle clear;</li> <li>● Keep hands to self;</li> <li>● Use respectful voices/volume.</li> </ul>
55	Videotapes on School Buses	Revised to indicate that there are video cameras on buses and the tapes may be used if a student is reported to have misbehaved.

# Student Handbook

2020-21



*Students choosing to excel; realizing their strengths.*

Manawa Elementary School  
School District of Manawa  
800 Beech Street  
Manawa, WI 54949

Telephone: (920) 596-2238 – Fax: (920) 596-5339

[www.manawaschools.org](http://www.manawaschools.org)

# **Manawa Elementary Handbook**

## **2020-21**



Dear Students and Parents:

Welcome to the 2020-21 school year. I am excited to work with you and your child this year. Please read and keep this handbook as a reference for any questions that may come up throughout the year. The handbook contains all of the necessary information about the day to day operation of our school. Once you have completed reading through the handbook, it is mandatory that you sign the last page and return it to the school office.

Should you have any questions or concerns, please do not hesitate to contact me.

Sincerely,

Ms. Danielle Brauer

- Ms. Danielle Brauer, Principal/Director of Special Education, (920) 596-
- Ms. LuAnne Ujazdowski, School Counselor, (920) 596-5703
- Mrs. Kris Thompson, Administrative Assistant, (920) 596-2238

Board of Education Approval:  
Student Handbook adopted July 2020

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CONNIE SELL	PARA-PROFESSIONAL
TAMARA JOHNSON	PARA-PROFESSIONAL
TORI GAST	LIBRARY PARA-
MELISSA LOBIANCO	PARA-PROFESSIONAL
PAT SPIEGELBERG	PARA-PROFESSIONAL
LAURA O'BRIEN	PARA-PROFESSIONAL

To reach any staff member by phone, please call the office at 596-2238 and our school secretary will re-direct your call. We ask that all non-emergency calls during teaching periods be directed to voice-mail.

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This Student/Parent Handbook is based in significant part on policies adopted by the Board of Education and Administrative Guidelines developed by the District Administrator. The Policies and Guidelines are periodically updated in response to changes in the law and other circumstances. Therefore, there may have been changes to the documents reviewed in this handbook since it was printed. If you have questions or would like more information about a specific issue, contact your school principal. A current version of this handbook can be found on the District webpage at: [www.manawaschools.org](http://www.manawaschools.org)

## **FOREWORD**

This student handbook was developed to answer many of the commonly asked questions that you and your parents may have during the course of a school year. This handbook summarizes many of the official policies and administrative guidelines of the Board of Education and the District. To the extent that the handbook is ambiguous or conflicts with these policies and guidelines, the policies and guidelines shall control. This handbook is effective immediately and supersedes any prior student handbook.

Because the handbook also contains information about student rights and responsibilities, each student is responsible for knowing its contents. Please take time to become familiar with the following information and keep the handbook available for future use. It can be a valuable reference during the school year and a means to avoid confusion and misunderstanding when questions arise. Should you have any questions that are not addressed in this handbook, contact LuAnne Ujazdowski, Guidance Counselor or Principal Danielle Brauer. You will find their phone numbers/e-mail addresses listed in the Staff Directory section of the handbook.

This handbook summarizes many of the official policies and administrative guidelines of the Board of Education and the District. If any of the policies or administrative guidelines referenced herein are revised after June 30, 2020 the language in the most current policy or administrative guideline prevails. The current policies and guidelines are available on the District's website.

## **MISSION OF THE SCHOOL**

*MES is a supportive and encouraging environment where students and staff can learn and grow through a collaborative and positive approach. Staff and students will respect and listen to each other while sharing the responsibility of learning.*

## **NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATION OPPORTUNITY**

The Board is committed to providing an equal educational opportunity for all students in the District.

The Board does not discriminate on the basis of race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex, (including transgender status, change of sex or gender identity), or physical, mental, emotional, or learning disability ("Protected Classes") in any of its student program and activities.

This policy is intended to support and promote nondiscriminatory practices in all District and school activities, particularly in the following areas:

- A. use of objective bases for admission to any school, class, program, or activity;
- B. prohibition of harassment towards students and procedures for the investigation of claims (see Policy 5517);
- C. use of disciplinary authority, including suspension and expulsion authority;
- D. administration of gifts, bequests, scholarships and other aids, benefits, or services to students from private agencies, organizations, or persons;
- E. selection of instructional and library media materials in a nondiscriminatory manner and that reflect the cultural diversity and pluralistic nature of American society;

- F. design and implementation of student evaluation practices, materials, and tools, but not at the exclusion of implementing techniques to meet students' individual needs;
- G. design and configuration of facilities;
- H. opportunity for participation in extra-curricular and co-curricular activities, provided that separate programs for male and female students may be available provided comparable activities are made available to all in terms of type, scope, and District support; and
- I. the school lunch program and other school-sponsored food service programs.

The Board is also committed to equal employment opportunity in its employment policies and practices as they relate to students. The Board's policies pertaining to employment practices can be found in Policy 1422, Policy 3122, and Policy 4122 - Nondiscrimination and Equal Employment Opportunity.

Any person who believes that the Manawa Elementary School or any staff member has discriminated against them in violation of this policy may file a complaint. A formal complaint can be made in writing to a School Compliance Officer/Title IX Coordinator listed below:

Dan Wolfgram  
Principal (920) 596-5310  
[dwolfgram@manawaschools.org](mailto:dwolfgram@manawaschools.org)

Carmen O'Brien  
Business Manager (920) 596-5332  
[cobrien@manawaschools.org](mailto:cobrien@manawaschools.org)

If at any time during the investigation process the investigator determines that the complaint is properly defined as bullying because the conduct at issue is not based on a student's protected characteristics, the investigator shall transfer the investigation to the appropriate building principal.

Under no circumstances will the District threaten or retaliate against anyone who raises or files a complaint.

Manawa Elementary School is committed to an educational environment that is free of harassment of any form. The school will not tolerate any form of harassment and will take all necessary and appropriate action to eliminate it, including suspension or expulsion of students and disciplinary action against any other individual in the school district community. Additionally, appropriate action will be taken to stop and otherwise deal with any third party who engages in harassment against our students.

**Harassment Policy\***

*\*Parents/guardians and students are encouraged to read the full text of the Board of Education policy governing Anti-Harassment and Bullying available on the District web site or by contacting the school main office.*

**Summary of Board of Education Policy**

It is the policy of the Board of Education to maintain an educational environment that is free from all forms of harassment, including sexual harassment. This commitment applies to all District operations, programs, and activities. All students, administrators, teachers, staff, and all other school personnel share responsibility for avoiding, discouraging and reporting any form of unlawful harassment. This policy applies to conduct occurring on school property or at another location if such conduct occurs during an activity sponsored by the Board.

The Board will not tolerate any form of harassment and will take all necessary and appropriate

action to eliminate it, including suspension or expulsion of students and disciplinary action against any other individual in the School District community. Additionally, appropriate action will be taken to stop and otherwise deal with any third party who engages in harassment against our students.

### **Definitions**

- Bullying (See the bullying policy immediately following this section)
- Harassment: Any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student that:
  1. Places a student in reasonable fear of harm to his/her person or damage to his/ her property;
  2. Has the effect of substantially interfering with a student's educational performance, opportunities, or benefits; or
  3. Has the effect of substantially disrupting the orderly operation of a school.
- Sexual Harassment: Unwelcome sexual advances, requests of sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature. Important...parent/guardians and students are encouraged to read the entire Board of Education policy with corresponding examples.
- Other forms of harassment such as race/color, religion, national origin, and disability are defined in the full text of the Board of Education policy.

### **Reporting Procedures**

Students and all other members of the School District community, as well as third parties, are encouraged to promptly report incidents of harassing conduct to a school staff member (teacher, counselor, or principal, for example) so the conduct can be addressed before it becomes severe, pervasive, or persistent. The District will investigate as described below. Initiating a complaint will not adversely affect the complaining individual's participation in educational or extra-curricular programs unless the complaining individual makes the complaint maliciously or with knowledge that is false.

The reporting procedures are as follows:

1. Any student, parent/guardian of a student, teacher, school staff member, or school community member is encouraged to report the alleged act(s) to the school principal or district compliance officer.
2. The reporting party shall be encouraged to use a report form (See Addendum A) available in each school main office, but oral reports shall be considered complaints as well.
3. To provide individuals with options for reporting harassment to an individual of the gender with which they feel most comfortable, each school's building principal will designate one male and one female staff person (designated as Complaint Coordinators) to receive reports of harassment prohibited by this policy.

### **Confidentiality**

The District will make all reasonable efforts to protect the rights of the complainant and the respondent. The District will respect the privacy of the complainant, the respondent, and all witnesses in a manner consistent with the District's legal obligation under state and federal law.

### **Sanctions and Monitoring**

The Board shall vigorously enforce its prohibitions against harassment by taking appropriate action reasonable calculated to stop the harassment and prevent further such harassment. A violation of this policy may result in disciplinary action up to and including the discharge of an employee or the suspension /expulsion of a student. All disciplinary action will be taken in accordance with applicable law and the ages and maturity levels of the students.

### **Retaliation**

Any act of retaliation against a person who has made a report or filed a complaint alleging harassment, or who has participated as a witness in a harassment investigation is prohibited.

**SCHOOL DISTRICT OF MANAWA HARASSMENT COMPLAINT FORM** – Addendum A at the end of this handbook.

### **Bullying Policy**

The Board of Education is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. The Board encourages the promotion of positive interpersonal relations between members of the school community. Bullying toward a student, whether by other students, staff, or third parties is strictly prohibited and will not be tolerated. This prohibition includes physical, verbal, and psychological abuse. The Board will not tolerate any gestures, comments, threats, or actions that cause or threaten to cause bodily harm or personal degradation. This policy applies to all activities in the District, including activities on school property, including at any of the school buildings or other property used exclusively or in part, whether leased or owned by the District, for the purpose of school-related functions or events; or while traveling to or from school or to and from school-sponsored functions or events; in transporting vehicles arranged for by School District officials. The policy applies as well during activities that occur off school property if the student or employee is at any school-sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the supervision of school authorities, or where an employee is engaged in school business, or where there is otherwise a connection to the school such that the conduct at issue affects or is intended to affect the student's educational environment.

### **Definitions**

#### **"Bullying"**

Bullying is deliberate or intentional behavior using word or actions, intended to cause fear, intimidation, or harm. Bullying may be a repeated behavior and involves an imbalance of power. Furthermore, it may be serious enough to negatively impact a student's educational, physical, or emotional well-being. The behavior may be motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age; national origin; race; ethnicity; religion; gender; gender identity; sexual orientation; physical attributes; physical or mental ability or disability; and social, economic, or family status; however this type of prohibited bullying behavior need not be based on any of those particular or other particular characteristics. It includes but is not necessarily limited to such behaviors as stalking, cyberbullying, intimidating, menacing, coercing, name-calling, taunting, making threats, and hazing.

Some examples of bullying are:

- A. Physical – hitting, kicking, spitting, pushing, pulling, taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact.
- B. Verbal – taunting, malicious teasing, insulting, name calling, making threats.
- C. Psychological – spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation.
- D. "Cyberbullying" – the use of information and communication technologies such as e-mail, cell phone and pager text messages, instant messaging (IM), defamatory personal web

sites, and defamatory online personal polling web sites, to support deliberate, repeated, and hostile behavior by an individual or group, that is intended to harm others."

The Board recognizes that cyberbullying can be particularly devastating to young people because:

1. Cyberbullies more easily hide behind the anonymity that the Internet provides;
2. Cyberbullies spread their hurtful messages to a very wide audience with remarkable speed;
3. Cyberbullies do not have to own their own actions, or fear punishment for their actions, as it is usually very difficult to identify cyberbullies;
4. Furthermore, the reflection time that once existed between the planning of a prank – or a serious stunt – and its commission has all but been erased with cyberbullying;
5. Cyberbullies can impersonate others with the intent to embarrass or harm them or hacking into, or otherwise gaining access to, another's others' electronic accounts (emails, social media, etc.) and posing as that individual with the intent to embarrass or harm the individual.

Cyberbullying includes, but is not limited to, the following:

1. posting slurs or rumors or other disparaging remarks about a student on a web site or on weblog;
2. sending e-mail or instant messages that are mean or threatening, or so numerous as to drive-up the victim's cell phone bill;
3. using a camera phone to take and send embarrassing photographs of students;
4. posting misleading or fake photographs of students on web sites.

"**Harassment**" includes, but is not limited to, any act which subjects an individual or group to unwanted, abusive behavior of a nonverbal, verbal, written or physical nature on the basis of sex, (including transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or State civil rights laws. Harassment is prohibited by Policy [5517](#) – Student Anti-Harassment.

"**Staff**" includes all school employees and Board members.

"**Third parties**" include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, vendors, or others engaged in District business, and others not directly subject to school control at inter-district or intra-district athletic competitions or other school events.

For a definition of hazing and instances that could possibly be construed as hazing, consult Policy [5516](#).

### **Complaint Procedures**

Any student that believes s/he has been or is the victim of bullying should immediately report the situation to the building principal or assistant principal, or the District Administrator. The student may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate administrator or Board official. Complaints against the building principal should be filed with the District Administrator. Complaints against the District Administrator should be filed with the Board President.

Every student is encouraged to report any situation that they believe to be bullying behavior directed toward a student. Reports may be made to those identified above.

All school staff members and school officials who observe or become aware of acts of bullying are

required to report these acts to the building principal or assistant principal, or the District Administrator.

Reports of bullying may be made verbally or in writing and may be made confidentially. All such reports, whether verbal or in writing, will be taken seriously and a clear account of the incident is to be documented. A written record of the report, including all pertinent details, will be made by the recipient of the report.

All complaints about behavior that may violate this policy shall be investigated promptly by the building principal. The staff member who is investigating the report of bullying shall interview the victim(s) of the alleged bullying and collect whatever other information is necessary to determine the facts and the seriousness of the report. If, during an investigation of a reported act of bullying in accordance with this Policy, the principal determines that the reported misconduct may have created a hostile learning environment and may have constituted harassment based on sex (transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or state civil rights laws, the principal will report the act of bullying to one of the Compliance Officers who shall assume responsibility to investigate the allegation in accordance with Policy 5517 – Student Anti- Harassment.

Parents of each student involved in the bullying report will be notified prior to the conclusion of the investigation. The District shall maintain the confidentiality of the report and any related student records to the extent required by law.

If the investigation finds that bullying has occurred, it will result in prompt and appropriate remedial and/or disciplinary action. This may include student discipline, including, but not limited to, reprimand, suspension, or possible expulsion. Furthermore, the result of an investigation that finds that bullying has occurred may result in discharge for employees, exclusion for parents, guests, volunteers, and contractors, and removal from any official position and/or a request to resign for Board members. Individuals may also be referred to law enforcement officials.

The complainant shall be notified of the findings of the investigation, and as appropriate, of the remedial action has been taken.

This policy shall not be interpreted to infringe upon the First Amendment rights of students (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by State or Federal law).

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of bullying is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of Board policy and independent of whether a complaint is substantiated. Suspected retaliation should be reported in the same manner as bullying incidents. Making intentionally false reports about bullying for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Retaliating and intentionally making a false report may result in disciplinary action.

If a student or other individual believes there has been bullying, regardless of whether it fits a particular definition, s/he should report it and allow the administration to determine the appropriate course of action.

### **Privacy/Confidentiality**

The School District will respect the privacy of the complainant, the individual(s) against who the complaint is filed, and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to inform parents, to take appropriate action, and to conform with any

discovery or disclosure obligations. All records generated under this policy and its related administrative guidelines shall be maintained as confidential to the extent permitted by law.

### **Notification**

Notice of this policy will be annually distributed to all students enrolled in the School District, their parents and/or guardians and employees. The policy will also be distributed to organizations in the community having cooperative agreements with the schools. Additionally, the policy will be posted in conspicuous locations in all school buildings and departments within the District and discussed with students, as well as incorporated into the teacher, student, and parent/guardian handbooks. All new hires will be required to review and sign off on this policy and the related complaint procedure.

The School District will also provide a copy of the policy to any person who requests it.

### **Records and Reports**

Records will be maintained on the number and types of reports made, and sanctions imposed for incidents found to be in violation of the bullying policy.

An annual summary report shall be prepared and presented to the School Board, that includes trends in bullying behavior and recommendations on how to further reduce bullying behavior. The annual report will be available to the public.

### **Education and Training**

In support of this policy, the Board promotes preventative educational measures to create greater awareness of bullying behavior. The District Administrator shall provide appropriate training to all members of the School District community related to the implementation of this policy and its accompanying administrative guidelines. All training regarding the Board's policy and administrative guidelines on bullying will be age and content appropriate.

## **SEXUAL HARASSMENT**

"Sexual harassment" is defined as unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

- A. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of access to educational opportunities or program;
- B. submission or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's education;
- C. that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's education, or creating an intimidating, hostile, or offensive educational environment.

Sexual harassment may involve the behavior of a person of either gender against a person of the same or opposite gender.

Prohibited acts that constitute sexual harassment may take a variety of forms. Examples of the kinds of conduct that may constitute sexual harassment include, but are not limited to:

- A. unwelcome verbal harassment or abuse;
- B. unwelcome pressure for sexual activity;
- C. unwelcome, sexually motivated or inappropriate patting, pinching, or physical contact, other than necessary restraint of students by teachers, administrators, or other school personnel to avoid physical harm to persons or property;



- D. unwelcome sexual behavior or words including demands for sexual favors, accompanied by implied or overt threats concerning an individual's educational status;
- E. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's educational status;
- F. unwelcome behavior or words directed at an individual because of gender;

Examples are:

- 1. repeatedly asking a person for dates or sexual behavior after the person has indicated no interest;
- 2. rating a person's sexuality or attractiveness;
- 3. staring or leering at various parts of another person's body;
- 4. spreading rumors about a person's sexuality;
- 5. letters, notes, telephones calls, or materials of a sexual nature;
- 6. displaying pictures, calendars, cartoons, or other materials with sexual content.

- G. inappropriate boundary invasions by a District employee or other adult member of the District community into a student's personal space and personal life.

Boundary invasions may be appropriate or inappropriate. Appropriate boundary invasions make medical or educational sense. For example, a teacher or aide assisting a kindergartner after a toileting accident or a coach touching a student during wrestling or football can be appropriate. However other behaviors might be going too far, are inappropriate and may be signs of sexual grooming.

Inappropriate boundary invasions may include, but are not limited to the following:

- 1. hugging, kissing, or other physical contacts with a student;
- 2. telling sexual jokes to students;
- 3. engaging in talk containing sexual innuendo or banter with students;
- 4. talking about sexual topics that are not related to the curriculum;
- 5. showing pornography to a student;
- 6. taking an undue interest in a student (i.e. having a "special friend" or a "special relationship");
- 7. initiating or extending contact with students beyond the school day for personal purposes;
- 8. using e-mail, text messaging or websites to discuss personal topics or interests with students;
- 9. giving students rides in the staff member's personal vehicle or taking students on personal outings without administrative approval;
- 10. invading a student's privacy (e.g. walking in on the student in the bathroom, locker-room, asking about bra sizes or previous sexual experiences);
- 11. going to a student's home for non-educational purposes;
- 12. inviting students to the staff member's home without proper chaperones (i.e. another staff member or parent of a student);
- 13. giving gifts or money to a student for no legitimate educational purpose;
- 14. accepting gifts or money from a student for no legitimate educational purpose;
- 15. being overly "touchy" with students;
- 16. favoring certain students by inviting them to come to the classroom at non-class times;
- 17. getting a student out of class to visit with the staff member;
- 18. providing advice to or counseling a student regarding a personal problem (i.e. problems related to sexual behavior, substance abuse, mental or physical health, and/or family relationships, etc.), unless properly licensed and authorized to do so;

19. talking to a student about problems that would normally be discussed with adults (i.e. marital issues);
20. being alone with a student behind closed doors without a legitimate educational purpose;
21. telling a student "secrets" and having "secrets" with a student;
22. other similar activities or behavior:

Inappropriate boundary invasions are prohibited and must be reported promptly to one of the District Compliance Officers/Title IX Coordinators, as designated in this policy, the Building Principal or the District Administrator.

- H. remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history; and
- I. verbal, nonverbal or physical aggression, intimidation, or hostility based on sex or sex-stereotyping that does not involve conduct of a sexual nature.

It is also the policy of the Board that a sexual relationship between staff and students is not permissible in any form or under any circumstances, in or out of the work place, in that it interferes with the educational process and may involve elements of coercion by reason of the relative status of a staff member to a student.

Not all behavior with sexual connotations constitutes sexual harassment. Sex-based or gender-based conduct must be sufficiently severe, pervasive, and persistent such that it adversely affects, limits, or denies an individual's education, or such that it creates a hostile or abusive educational environment, or such that it is intended to, or has the effect of, denying or limiting a student's ability to participate in or benefit from the educational program or activities.

#### **SECTION 504/ADA COMPLAINT**

Any person who believes that the Manawa Elementary School or any staff member has discriminated against them in violation of the District's Section 504/ADA policy may file a complaint. A formal complaint can be made in writing to a School Compliance Officer listed below:

LuAnne Ujazdowski  
School Counselor, (920) 596-5703  
[lujasdowski@manawa.k12.wi.us](mailto:lujasdowski@manawa.k12.wi.us)

The complaint procedure is available in the School office.

**SCHOOL DAY/BELL SCHEDULE**  
**MANAWA ELEMENTARY BELL SCHEDULE**

School begins promptly at **7:50 a.m. for Grades K through 5** and **7:40 a.m. for 4K and Early Childhood**. Students may be dropped off as early as 7:30 a.m. for breakfast. Please do not drop students off before 7:30 a.m. as we cannot guarantee adult supervision prior to this time.

**Daily Schedule**

7:30 a.m.	Breakfast
7:40 a.m.	Students report to classrooms & Morning 4K and Early Childhood begins
7:50 a.m.	Classes begin K through 5
10:50 a.m.	Morning 4K & Early Childhood dismissal
11:40 a.m.	Afternoon 4K and Early Childhood begins
2:50 p.m.	Dismissal for 4K and Early Childhood through Grade 5 students

*\*4K and Early Childhood attend school Monday, Tuesday, Thursday, Friday.*

*\*Wednesday Early Dismissal will be 1:50 p.m., except on September 9<sup>th</sup> and June 2<sup>nd</sup> dismissal will be 2:50 p.m.*

**STUDENT RIGHTS AND RESPONSIBILITIES**

The rules and procedures of Manawa Elementary School are designed to allow each student to obtain a safe, orderly, and appropriate education. Students can expect their rights to freedom of expression and association and to fair treatment as long as they respect those rights for their fellow students and the staff. Students will be expected to follow teachers' directions and obey all school rules. Disciplinary procedures will comply with the requirements of State and Federal law.

Parents/guardians have the right to know how their child is succeeding in school and will be provided information on a regular basis and as needed, when concerns arise. Many times it will be the responsibility of the student to deliver that information. If necessary, mail or hand delivery may be used to ensure contact. Parents/guardians are encouraged to build a two-way link with their child's teachers and support staff by informing the staff of suggestions or concerns that may help their child better accomplish his/her educational goals.

Students must arrive at school on time, prepared to participate in the educational program. If, for some reason, this is not possible, the student should seek help from the principal.

**STUDENT WELL-BEING**

Student safety is a responsibility of the staff. All staff members are familiar with emergency procedures such as fire and tornado drills and accident reporting procedures. Should a student be aware of any dangerous situation or accident, s/he must notify a staff person immediately.

All students must have an emergency medical card completed, signed by a parent/guardian or guardian, and filed in the school office. A student may be excluded from school until this requirement has been fulfilled.

Students with specific health care needs should submit those needs, in writing and with proper documentation by a physician, to the school office.

### **INJURY AND ILLNESS**

All injuries must be reported to a teacher or to the office staff. If the injury is minor, the student will be treated and may return to class. If medical attention is required, the office will follow the School's emergency procedures.

A student who becomes injured or ill during the school day should request permission from the teacher to go to the office. The office staff will determine whether the student should remain in school or go home. No student will be released from school without proper parent/guardian permission.

### **HOMEBOUND INSTRUCTION**

The District may arrange for individual instruction to students of legal school age who are not able to attend classes because of a serious physical or emotional disability.

Parents/guardians should contact the principal regarding procedures for such instruction.

## **SECTION I - GENERAL INFORMATION**

### **ENROLLING IN THE SCHOOL**

Students generally enroll in the district in which they live. However, the Board will release a resident student who is accepted as a student in another school district under that district's open enrollment program.

Students who are new to Manawa Elementary School are required to enroll with their parent or legal guardian. When enrolling, the parent/guardian will need to bring:

- A. A birth certificate or similar document;
- B. Custody papers from a court (if appropriate);
- C. Proof of residency; and
- D. Proof of immunizations and/or an appropriate waiver.

In some cases, a temporary enrollment may be permitted. If that is done, the parent/guardians will be told what records are needed to complete the enrollment process.

Students enrolling from another accredited school will have their courses and grades evaluated by the guidance department. The office staff will assist parents/guardians in obtaining the official records from the other school.

Homeless students who meet the federal definition of homeless may enroll and will be under the direction of the Homeless Liaison with regard to enrollment procedures.

### **SCHEDULING AND ASSIGNMENT**

The principal will assign each student to the appropriate classroom and the program in which the student will be participating. Any questions or concerns about the assignment should be discussed with the principal.

### **EARLY DISMISSAL**

No student will be allowed to leave school prior to dismissal time without a written request signed by the parent/guardian whose signature is on file in the school office or the parent/guardian coming to the school office to request the release. No student will be released to a person other than a custodial parent or guardian without a permission note signed by the custodial parent or guardian.

### **TRANSFER OUT OF THE DISTRICT**

If a student plans to transfer to another school, the parent/guardian must notify the principal. Transfer will be authorized only after the student has completed the arrangements, returned all school materials, and paid any fees or fines that are due.

### **OPEN ENROLLMENT**

The School District of Manawa will participate in the Wisconsin Public School Open Enrollment Program in accordance with applicable law and the relevant policies and rules of the District, all as amended from time-to-time.

## **WITHDRAWAL FROM SCHOOL**

No student under the age of eighteen (18) will be allowed to withdraw from school without the written consent of his/her parent/guardians and completion of any required forms.

## **IMMUNIZATIONS**

Each student must have the immunizations required by the Wisconsin Department of Health and Human Services or must have an authorized waiver. If a student does not have the necessary shots or waivers, s/he may be excluded from school as permitted by law. This is for the safety of all students and staff. Any questions about immunizations or waivers should be directed to the School Nurse.

## **STUDENT ACCIDENTS/ILLNESS/CONCUSSION**

The School District of Manawa believes that school personnel have certain responsibilities in case of accidents, illness or concussions that occur in school. Said responsibilities extend to the administration of first aid by persons trained to do so, summoning of medical assistance, and notification of administration personnel, notification of parents/guardians, and the filing of accident reports.

## **EMERGENCY MEDICAL AUTHORIZATION**

Per Board policy, every student must have an Emergency Medical Authorization Form completed and signed by his/her parent/guardian in order to participate in any activity off school grounds. This includes field trips, spectator trips, athletic and other extra-curricular activities, and co-curricular activities.

The school has made the Emergency Medical Authorization Form available to every parent/guardian at the time of enrollment. A student's failure to return the completed form to school may jeopardize the student's participation in school activities.

## **ADMINISTRATION OF MEDICATIONS**

For purposes of this guideline:

- A. "Practitioner" shall include any physician, dentist, podiatrist, optometrist, physician assistant, and advanced practice nurse prescriber who is licensed in any State.
- B. "Medication" shall include all drugs including those prescribed by a practitioner and any nonprescription drug products.
- C. "Administer" means the direct application of a nonprescription drug product or prescription drug, whether by injection, ingestion, or other means, to the human body.
- D. "Nonprescription drug product" means any non-narcotic drug product which may be sold without a prescription order and which is prepackaged for use by consumers and labeled in accordance with the requirements of State and Federal law.

Nonprescription drug products include cough drops that contain active ingredients. These cough drops must be handled in the same manner as aspirin, Advil and Tylenol. If a cough drop contains only sugar, water, and some menthol, the procedures for handling nonprescription drug products are not required.

## **Prescribed Medications**

In those circumstances where a student must take prescribed medication during the school day, the following guidelines are to be observed:

- A. Parents should determine with their practitioner's counsel whether the medication schedule can be adjusted to avoid administering medication during school hours.
- B. The Medication Request and Authorization Form must be filed with the school nurse before the student will be allowed to begin taking any medication during school hours. This written and signed request form is to be submitted on an annual basis, or more often if changes in dosage occur, and will include:
  1. student's name and date of birth;
  2. medication and dosage or procedure required;
  3. times required;
  4. special instructions including storage and sterility requirements;
  5. date prescribed medication will be started;
  6. date prescribed medication will no longer be needed;
  7. practitioner's name, address, and telephone number;
  8. authorization for school personnel to administer the prescribed medication, if necessary, but only in the presence of an authorized staff member or parent;
  9. agreement to notify the school in writing if the medication, dosage, schedule, or procedure is changed or eliminated. A new request form must be submitted each school year or for each new medication.
- C. For each prescribed medication, the medication shall be in the original pharmacy-labeled package with the following information in a legible format:
  1. student's name
  2. practitioner's name
  3. date
  4. pharmacy name and telephone
  5. name of medication
  6. prescribed dosage and frequency
  7. special handling and storage directions
- D. All medications to be administered during school hours must be registered with the Principal's office. Upon receipt of the medication, the health aide shall verify the amount of medication brought to the school and indicate that amount on the student's medication log sheet.
- E. Medication that is brought to the office will be properly secured. Medication may be conveyed to school directly by the parent. Two to four (2-4) weeks' supply of medication is recommended.

## **ASTHMA INHALERS AND EPI-PENS**

### **Use of Metered Dose or Dry Powder Inhalers**

Asthmatic students may, while in school, at a school-sponsored activity, or under the supervision of a school authority, possess and use a metered dose inhaler or dry powder inhaler when the following three (3) conditions are met.

1. The student is required to carry an inhaler for use prior to physical activity to prevent the onset of asthmatic symptoms or for use to alleviate asthmatic symptoms, and
2. the completed Parent Consent form for a minor student has been submitted to the Principal, and
3. the practitioner's order for medication administration has been submitted to the Principal authorizing the student to possess and use an inhaler.

Asthmatic students who are not required to carry an inhaler shall follow the guidelines which apply to all other prescription medications and their administration.

### **Use of Epi-pen**

Students who may suffer from severe allergic reactions may, while in school, at a school-sponsored activity, or under the supervision of a school authority, possess and use an epi-pen when three (3) conditions are met.

1. The student is required to carry the epi-pen for use to prevent the onset of an allergic reaction, and
2. the completed Parent Consent form for a minor student has been submitted to the Principal, and
3. the practitioner's order for medication administration has been submitted to the Principal authorizing the student to possess and use the epi-pen.

Students who may suffer from severe allergic reactions but are not required to carry an epi-pen shall follow the guidelines which apply to all other prescription medications and their administration.

School personnel are not required to administer a nonprescription drug product or prescription drug by means other than ingestion. However, personnel designated to administer medications may indicate a willingness to provide medications, in an emergency or special situation, by means other than ingestion. This is done only under the direction and delegation of the school nurse. The school nurse shall provide instruction and written protocols, as well as documentation that both were provided.

Dispensing of nonauthorized, nonprescription drug products by District employees to students served by the District is prohibited. Where investigation confirms such conduct, prompt corrective action shall be taken, up to and including dismissal.

To minimize health and safety risks to student-athletes and maintain ethical standards, school personnel, coaches, athletic trainers, and lay coaches should never dispense, supply or recommend the use of any drug, medication, or food supplement for performance-enhancing purposes.

School personnel trained to administer medications shall keep a copy of the Administration of Medication Policy and Guidelines in an accessible spot for quick reference and have the right to refuse to administer medication to students when the required authorization forms and signatures have not been completed.

### **USE OF NONPRESCRIBED (DRUG PRODUCTS)**

In those circumstances where a student must take a Nonprescription Drug Product during the school day, the following guidelines are to be observed:



- A. The Nonprescription Drug Product Request and Authorization Form must be filed with the school nurse before the student will be allowed to begin taking any medication during school hours.
- B. For each nonprescription drug product, the container shall be the original manufacturer's package and the package must list in a legible format the ingredients and recommended therapeutic dose.

The parents request to administer a nonprescription drug product shall contain the following information:

- 1. student's name
- 2. date
- 3. name of medication
- 4. dosage and frequency
- 5. special handling and storage directions

### **HEAD LICE**

If a child in the District is found to have lice, the child's parent/guardian will be contacted to have the child treated and to pick him/her up immediately. After treatment and upon returning to school, the child will be examined by the school health staff or principal. The District practices a policy of "no live lice" and no nits as criteria for return to school.

### **CONTROL OF CASUAL-CONTACT COMMUNICABLE DISEASES**

Because a school has a high concentration of people, it is necessary to take specific measures when the health or safety of the group is at risk. A teacher, nurse, or principal may send home a student who is suspected of having a communicable disease and will notify the parent/guardian of such action and the reason(s) it was taken. School officials may be required to notify local health officials if they suspect a student has a communicable disease as identified by the Wisconsin Department of Health Services. School officials will comply with notification requirements of the Department of Health and Family Services in addition to notifying the student's parent/guardian.

Examples of such diseases include diphtheria, scarlet fever, strep infections, whooping cough, mumps, measles, rubella, and other conditions indicated by the Wisconsin Department of Health and Human Services.

Any student's removal from school will only be for the contagious period as specified in the school's administrative guidelines.

### **DIRECT CONTACT COMMUNICABLE DISEASES**

In the case of non-casual-contact communicable diseases, the school still has the obligation to protect the safety of the staff and students. In these cases, the person in question will have his/her status reviewed by a panel of resource people to ensure that the rights of the person affected and those in contact with that person are respected. The school will seek to keep students and staff in school unless there is definitive evidence to warrant exclusion.

Non-casual-contact communicable diseases include sexually transmitted diseases, AIDS (Acquired Immune Deficiency Syndrome), ARC-AIDS Related Complex, HIV (Human

Immunodeficiency Virus), Hepatitis B, and other diseases that may be specified by the Wisconsin Department of Health and Human Services.

As required by Federal and State law, parent/guardians may be required to have their child's blood checked for HIV and HBV, and other blood-borne pathogens when the child has bled at school and students or staff members have been exposed to the blood. Any testing is subject to laws protecting confidentiality.

### **INDIVIDUALS WITH DISABILITIES AND LIMITED ENGLISH PROFICIENCY**

The American's with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act provide that no individual will be discriminated against on the basis of a disability. This protection applies not just to the student, but to all individuals who have access to the District's programs and facilities.

A student can access special education services through the proper evaluation and placement procedure. Parent/guardian involvement in this procedure is generally required. More important, the school encourages parents/guardians to be active participants. To inquire about special education programs and services, a parent/guardian should contact Ms. Danielle Brauer (920) 596-2238.

The district is committed to identifying, evaluating, and providing a free appropriate public education ("FAPE") to students within its jurisdiction who are disabled within the definition of Section 504, regardless of the nature or severity of their disabilities.

Services are also available to students with limited English proficiency. To inquire about programs and services, a parent/guardian should contact Jackie Sernau at (920) 596-5738.

### **STUDENT RECORDS**

The origination and maintenance of appropriate student records are essential to the effective operation of the District and meeting the educational interests of students. The rights and responsibilities of students, parent/guardians and the District with respect to student records are governed by State and Federal law. Many student records are kept by teachers, counselors and administrative staff. There are two (2) basic kinds of student records -- directory information and confidential records.

Directory information can be given to any person or organization for non-commercial or non-business purposes when requested, unless the parent/guardians of the student object in writing to the disclosure as required under school policy and State and Federal law. Directory information generally includes student records that identify a student's name, photograph, participation in officially recognized activities and sports, weight and height for members of athletic teams, date of graduation, and degrees and awards received. Directory information also includes a student ID number, user ID, or other unique personal identifier used by the student when accessing or communicating in a district's electronic systems, if, standing alone, it cannot be used to access student education records, (i.e. a pin number, password, or other factor is also needed).

- If parents/guardians and eligible students do not submit their written objection to dissemination to the Board, directory information may be utilized by the District Administrator in District-wide publications, on the cable television educational access channel, or on the District's website. The directory information used will be properly verified and approved by the District Administrator.

Student records are generally considered confidential under State and Federal law and may not be released to third parties unless the student's parent/guardians' consent in writing. However,

there are exceptions to confidentiality, and requests for records within these exceptions may be granted without a parent/guardian's written consent. If you have questions about the confidentiality of student records and/or the release of student records to third-parties, please contact Dr. Melanie J. Oppor.

Parents/guardians and students are reminded of: 1) their rights to inspect, review and obtain copies of students records; 2) their rights to request the amendment of the student's school records if they believe the records are inaccurate or misleading; 3) their rights to consent to the disclosure of the student's school records, except to the extent State and Federal law authorizes disclosure without consent; 4) the categories of student record information which have been designated as directory information and their right to deny the release of such information; and 5) their right to file a complaint with the Family Policy Compliance Office of the U.S. Department of Education.

Consistent with the Protection of Pupil Rights Amendment (PPRA), no student shall be required, as a part of the school program or the District's curriculum, without prior written consent of the student (if an adult, or an emancipated minor) or, his/her parent/guardian, to submit to or participate in any survey, analysis, or evaluation that reveals information concerning:

- A. Political affiliations or beliefs of the student or his/her parent/guardians;
- B. Mental or psychological problems of the student or his/her family;
- C. Sex behavior or attitudes;
- D. Illegal, anti-social, self-incriminating or demeaning behavior;
- E. Critical appraisals of other individuals with whom respondents have close family relationships;
- F. Legally recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers;
- G. Religious practices, affiliations, or beliefs of the student or his/her parent/guardians; or
- H. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program).

Consistent with the PPRA and Board policy, parents/guardians may inspect any materials used in conjunction with any such survey, analysis, or evaluation. Please contact Stephanie Flynn, Administrative Assistant, to inspect such materials.

Further, parents/guardians have the right to inspect, upon request, a survey or evaluation created by a third party before the survey/evaluation is administered or distributed by the school to the student. The parent/guardian will have access to the survey/evaluation within a reasonable period of time after the request is received by the building principal.

The District Administrator will provide notice directly to parents/guardians of students enrolled in the District of the substantive content of this policy at least annually at the beginning of the school year, and within a reasonable period of time after any substantive change in this policy. In addition, the District Administrator is directed to notify parents/guardians of students in the District, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when the following activities are scheduled or expected to be scheduled:

- A. The administration of any survey by a third party that contains one or more of sensitive information contained in A through H above.

The Family Policy Compliance Office in the U.S. Department of Education administers both Family Educational Rights and Privacy Act (FERPA) and Protection of Pupil Rights Amendment (PPRA). Parents/guardians and/or eligible students who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW 20202-4605  
Washington, D.C.  
[www.ed.gov/offices/OM/fpco](http://www.ed.gov/offices/OM/fpco)

Informal inquiries may be sent to the Family Policy Compliance Office via the following email addresses: [FERPA@ED.Gov](mailto:FERPA@ED.Gov); and [PPRA@ED.Gov](mailto:PPRA@ED.Gov).

### **STUDENT FEES, FINES, AND CHARGES**

The district fee for Kindergarten through Grade 5 students is \$15.00.

There is no district fee for 4K students.

The field trip fee for 4K through Grade 5 students is \$10.00.

A student athletic pass is available for optional purchase for \$5.00.

### **STUDENT FUND-RAISING**

Students participating in school-sponsored groups and activities will be allowed to solicit funds from other students, staff members, and members of the community in accordance with school guidelines. The following general rules will apply to all fund-raisers.

- Students involved in the fund-raiser are not to interfere with students participating in other activities in order to solicit funds.
- A student will not be allowed to participate in a fund-raising activity for a group in which s/he is not a member without the approval of the student's teacher or counselor.
- No student may participate in fundraising activities off school property without proper supervision by approved staff or other adults.
- House-to-house canvassing by any student is not allowed for any fundraising activity.
- Students under the age of nine (9) must be accompanied by a parent/guardian or person sixteen (16) years of age or older.
- Any fund-raisers that require students to exert themselves physically beyond their normal pattern of activity, such as "runs for .....", will be monitored by a staff member in order to prevent a student from overextending himself/herself to the point of potential harm.
- No student may participate in a fund-raising activity conducted by a parent/guardian group, booster club, or community organization on school property without the approval of the principal.
- Fundraising by students on behalf of school-related organizations whose funds are not managed by the District may be permitted on school grounds by the District Administrator. If the fundraising activity will involve students under age nine (9) or the group holding the fundraiser includes any students under age nine (9), the group shall secure permission from such students' parent/guardians to participate in the fundraising activity and shall assure that any such students are always accompanied by a parent/guardian or a person at least sixteen (16) years of age.

### **STUDENT VALUABLES**

Students are encouraged not to bring items of value to school. Items such as jewelry, expensive clothing, electronic equipment, and the like, are tempting targets for theft and extortion. The school cannot be responsible for their safe-keeping and will not be liable for loss or damage to personal valuables.

## **REVIEW OF INSTRUCTIONAL MATERIALS**

Parents/guardians have the right to review any instructional materials related to the human growth and development curriculum and may also observe instruction in classes dealing with such subject matter. Any parent/guardian who wishes to review instructional materials or observe classroom instruction should contact the Principal to make the appropriate arrangements. Parents'/guardians' rights to review teaching materials and instructional activities are subject to reasonable restrictions and limits.

## **MEAL SERVICE**

The school participates in the National School Lunch Program and makes lunches available to students for a fee. Students may also bring their own lunch to school for consumption in the school's cafeteria.

Applications for the school's Free and Reduced-Priced Meal program are distributed to all students. Extra applications can be obtained in the school office.

## **FIRE AND TORNADO DRILLS**

The school complies with all fire safety laws and will conduct fire drills in accordance with State law. Specific instructions on how to proceed will be provided to students by their teachers, who are responsible for safe, prompt, and orderly evacuation of the building.

Tornado drills will be conducted during the tornado season using the procedures provided by the State.

Lock down drills in which the students are restricted to the interior of the school building and the building secured may occur during the school year.

## **EMERGENCY CLOSINGS AND DELAYS**

If the school must be closed or the opening delayed because of inclement weather or other conditions, the school will notify the following radio and television stations:

WDUX ----Waupaca 92.7  
WFRV-CH 5  
WLUK-CH 11

WBAY-CH 2  
WSAW-CH 7  
NBC 26

If there is no announcement made on the radio and television stations, school will be open and the buses will be running. If the weather should turn severe during the day and buses are sent out early, an announcement to this effect will be made on the above stations. Parents/guardians will also have the option of receiving an alert to their phone or email account. It is the responsibility of the parent/guardian to ensure updated directory information. Parents/guardians and students are responsible for knowing about emergency closings and delays.

## **PREPAREDNESS FOR TOXIC AND ASBESTOS HAZARDS**

The School is concerned for the safety of students and attempts to comply with all Federal and State Laws and Regulations to protect students from hazards that may result from industrial accidents beyond the control of school officials or from the presence of asbestos materials used

in previous construction. A copy of the School District's Toxic Hazard Policy and asbestos management plan will be made available for inspection at the Board offices upon request.

### **VISITORS**

Visitors, particularly parents/guardians, are welcome at the school. In order to properly monitor the safety of students and staff, each visitor must report to the office upon entering the school to obtain a pass. Any visitor found in the building without a pass shall be reported to the principal. If a person wishes to confer with a member of the staff, s/he should call for an appointment prior to coming to the school, in order to prevent any loss of instructional time.

Visitors access to classrooms and instructional activities are subject to reasonable restrictions and limits. Please consult with the principal regarding these restrictions.

Students may not bring visitors to school without first obtaining advanced written permission from the principal.

### **USE OF SCHOOL EQUIPMENT AND FACILITIES**

Students must receive the permission of the teacher before using any equipment or materials in the classroom and the permission of the principal to use any other school equipment or facility. Students will be held responsible for the proper use and safekeeping of any equipment or facility they are allowed to use.

### **LOST AND FOUND**

The lost and found area is in the main office. Students who have lost items should check there and may retrieve their items if they give a proper description. Unclaimed items will be given to charity at the close of the school year.

### **STUDENT SALES**

No student is permitted to sell any item or service in school without the approval of the principal. Violation of this rule may lead to disciplinary action.

### **USE OF SCHOOL TELEPHONES**

Office telephones are not to be used for personal calls. Except in an emergency, students will not be called to the office to receive a telephone call.

- Telephones are available in the school for students to use when they are not in class. Students are not to use telephones to call parents/guardians to receive permission to leave school. Office personnel will initiate all calls on behalf of a student seeking permission to leave school.

**SCHOOL DISTRICT OF MANAWA**  
**PERSONAL COMMUNICATION DEVICES**

Electronic Communication Device Policy

"Personal communication devices" ("PCDs") as used in this policy are defined in Bylaw 0100.

Students may use PCDs before and after school, during their lunch break, in between classes as long as they do not create a distraction, disruption or otherwise interfere with the educational environment, during after-school activities (e.g., extra-curricular activities), or at school-related functions. Use of PCDs, except those approved by a teacher or administrator, at any other time is prohibited and they must be powered completely off (i.e., not just placed into vibrate or silent mode) and stored out of sight.

However, technology including, but not limited to, PCDs intended and actually used for instructional purposes (e.g., taking notes, recording classroom lectures, writing papers) will be permitted, as approved by the classroom teacher or the building principal.

Students may not use PCDs on school property or at a school-sponsored activity to access and/or view Internet web sites that are otherwise blocked to students at school.

Students may use PCDs while riding to and from school on a school bus or other Board-provided vehicles or on a school bus or Board-provided vehicle during school-sponsored activities, at the discretion of the classroom teacher, or sponsor/advisor/coach. Distracting behavior that creates an unsafe environment will not be tolerated.

During after school activities, PCDs shall be powered completely off (not just placed into vibrate or silent mode) and stored out of sight when directed by the administrator or sponsor.

Under certain circumstances, a student may keep his/her PCD "On" with prior approval from the building principal.

Except as authorized by a teacher, administrator or IEP team, students are prohibited from using PCDs during the school day, including while off-campus on a field trip, to capture, record and/or transmit the words or sounds (i.e., audio) and/or images (i.e., pictures/video) of any student, staff member or other person. Using a PCD to capture, record, and/or transmit audio and/or pictures/video of an individual without proper consent by an authorized adult is considered an invasion of privacy and is not permitted. Students who violate this provision and/or use a PCD to violate the privacy rights of another person shall have their PCD confiscated and held until a parent picks it up, and may be directed to delete the audio and/or picture/video file while the parent is present. If the violation involves potentially illegal activity, the confiscated PCD may be turned over to law enforcement.

PCDs, with cameras or any other recording capabilities, may not be activated or utilized at any time in any school situation where a reasonable expectation of personal privacy exists. These locations and circumstances include, but are not limited to, locker rooms, shower facilities, rest/bathrooms, and any other areas where students or others may change clothes or be in any stage or degree of disrobing or changing clothes. The District Administrator and building principals are authorized to determine other specific locations and situations where use of a PCD is absolutely prohibited.

Students shall have no expectation of confidentiality with respect to their use of PCDs on school premises/property.

Students may not use a PCD in any way that might reasonably create, in the mind of another person, an impression of being threatened, humiliated, harassed, embarrassed, or intimidated. See Policy 5517.01 – Bullying and Other Forms of Aggressive Behavior. In particular, students are prohibited from using PCDs to: (1) transmit material that is threatening, obscene, disruptive, or sexually explicit or that can be construed as harassment or disparagement of others based upon their race, color, national origin, sex (including sexual

orientation/transgender identity), disability, age, religion, ancestry, or political beliefs; and (2) engage in "sexting" - i.e., sending, receiving, sharing, viewing, or possessing pictures, text messages, e-mails or other materials of a sexual nature in electronic or any other form. Violation of these prohibitions shall result in disciplinary action. Furthermore, such actions will be reported to local law enforcement and child services as required by law.

Students are also prohibited from using a PCD to capture, record, and/or transmit test information or any other information in a manner constituting fraud, theft, cheating, or academic dishonesty. Likewise, students are prohibited from using PCDs to receive such information.

Possession of a PCD by a student at school during school hours and/or during extra-curricular activities is a privilege that may be forfeited by any student who fails to abide by the terms of this policy, or otherwise abuses this privilege.

Violations of this policy may result in disciplinary action and/or confiscation of the PCD. The building principal will also refer the matter to law enforcement or child services if the violation involves an illegal activity (e.g., child pornography, sexting). Discipline will be imposed on an escalating scale ranging from a warning to an expulsion based on the number of previous violations and/or the nature of or circumstances surrounding a particular violation. If the PCD is confiscated, it will be released/returned to the student's parent after the student complies with any other disciplinary consequences that are imposed, unless the violation involves potentially illegal activity in which case the PCD may be turned over to law enforcement. A confiscated device will be marked in a removable manner with the student's name and held in a secure location in the building's central office until it is retrieved by the parent or turned over to law enforcement. School officials will not search or otherwise tamper with PCDs in District custody unless they reasonably suspect that the search is required to discover evidence of a violation of the law or other school rules. Any search will be conducted in accordance with Policy 5771 - Search and Seizure. If multiple offenses occur, a student may lose his/her privilege to bring a PCD to school for a designated length of time or on a permanent basis.

A person who discovers a student using a PCD in violation of this policy is required to report the violation to the building principal.

Students are personally and solely responsible for the care and security of their PCDs. The Board assumes no responsibility for theft, loss, or damage to, or misuse or unauthorized use of, PCDs brought onto its property.

Parents are advised that the best way to get in touch with their child during the school day is by calling the school office.

Students may use school phones to contact parents during the school day.

LEGAL REF.: Section 118.28 Wisconsin Statutes

Students who violate this policy will face the following disciplinary consequences: (Any electronic device or combination thereof).

**1<sup>st</sup> offense** – Warning – device is requested to be turned off.

**2<sup>nd</sup> offense** – Teacher confiscates for the class period.

**3<sup>rd</sup> offense** – Phone is turned into the main office where a parent/guardian must pick up.

**Students refusing to relinquish their PCD may receive an in-school or out-of-school suspension. If they still refuse the proper authorities will be called.**



## **WEAPONS**

The Board of the School District of Manawa prohibits possession, use or threat to use, or storing of a weapon or look-alike weapon on school premises before, during, or after school, or at any school-sponsored activity. "School premises" includes a school building, school bus or vehicle, or any other school facility (including any school transportation facility, whether owned or contracted by the District). Students may not have live ammunition on the school site.

Determination of whether an item constitutes a weapon under this policy shall be made in accordance with established procedures. Exceptions to this policy include items which otherwise might be classified as weapons which are brought or transported to school premises or activities as part of a recognized activity for which the item is required, unless such is prohibited by law. (Examples might include but are not necessarily limited to guns handled by a staff member in a gun safety class, a look-alike gun which might be used in a dramatic activity, a gun bayonet which might be part of a history lesson, or a starting pistol used by a staff member in a track athletic event.)

Teachers should advise the appropriate building administrator beforehand of any activity or lesson necessitating the bringing to school of materials such as those described in this policy. Anyone found to be in violation of this policy is subject to discipline and/or legal action. If any part of this policy is held to be invalid under operation of the law, it shall not affect other parts of this policy which may be in compliance with the law.

## **ADVERTISING OUTSIDE ACTIVITIES**

No announcements or posting of outside activities will be permitted without the approval of the principal. A minimum of twenty-four (24) hours' notice is required to ensure that the principal has the opportunity to review the announcement or posting.

The school has a central bulletin board located by the main school entrance hallway that may be used for posting notices after receiving permission from the principal.

## **VIDEO SURVEILLANCE**

The Board of Education has authorized the use of video surveillance and electronic monitoring equipment at various school sites throughout the school. Any person who takes action to block, move, or alter the location and/or viewing angle of a video camera shall be subject to disciplinary action.

## **SAFETY AND SECURITY**

- A. All visitors must report to the office when they arrive at school.
- B. All visitors are given and required to wear a building pass while they are in the building.
- C. The staff is expected to question people in the building whom they do not recognize and who are not wearing a building pass, and to question people who are "hanging around" the building after hours.
- D. Students and staff are expected to immediately report to a teacher or administrator any suspicious behavior or situation that makes them uncomfortable. All District employees are to wear photo-identification badges while in District schools and offices or on District property.

**LUNCH PROGRAM**  
**Hot Lunch & Breakfast Prices for 2020-21 School Year:**

<b>Hot Lunch (Per Day)</b>	
Elementary	\$2.80
Adult	\$3.65
<b>Breakfast (Per Day)</b>	
Elementary	\$1.30
Adult	\$1.80
<b>Milk (Per Day)</b>	
	\$.40

Reduced price is **\$.30** for breakfast and **\$.40** for lunch for all qualifying students in the district.

**Free and Reduced Meal applications must be filled out each year. Forms are available in each school office, and the District Office. They can be filled out at ANY time throughout the year.**

## **SECTION II - ACADEMICS**

### **FIELD TRIPS**

Field trips are academic activities that are held off school grounds. There are also other trips that are part of the school's co-curricular and extra-curricular program. No student may participate in any school-sponsored trip without parent/guardian consent.

Attendance rules, the Code of Conduct and the Search and Seizure policy apply to all field trips.

### **GRADES**

The Teachers have a standard-based grading procedure, as well as additional notations that may indicate work in progress or incomplete work. The term standards-based refers to systems of instruction, assessment, grading, and academic reporting that are based on students demonstrating understanding or mastery of the knowledge and skills they are expected to learn as they progress through their education. The purpose of a grade is to indicate the extent to which the student has acquired the necessary learning. If a student is not sure how his/her grade will be determined, s/he should ask the teacher.

### **GRADING PERIODS**

Students shall receive a report card at the end of each 9-week period indicating their grades for each course of study for that portion of the academic term.

When a student appears to be at risk of failure, notification will be provided to the parents so they can talk with the teacher about what actions can be taken to improve the student's performance.

Parent/Guardian / Teacher Conferences: Parent/guardian/teacher conferences will be held for the purpose of evaluation of student progress in school. Parents/guardians are encouraged to communicate with staff members at any time throughout the school year concerning their child's progress. Any time a parent/guardian wishes to see his/her child's records or confer with a teacher s/he should make an appointment through the Elementary School office.

### **PROMOTION, PLACEMENT, AND RETENTION**

#### **Grades 5K-5 Level**

Criteria: To be promoted all students in grades 3-8 must demonstrate adequate progress in core subject areas. 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". 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 Individualized Education Plan (IEP), Section 504 Plans, or English Development Learning Plan (EDLP) as documented by the staff serving the student.

## **Remediation Opportunities**

School personnel shall make a concerted and repeated effort throughout the school year to notify the parents/guardians 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/guardians, can take full advantage of Response to Intervention/Instruction (RtI) time, Summer School, or other remediation learning opportunities for the purpose of meeting the grade-level criteria as described above to be eligible for promotion. Students' progress in meeting grade-level criteria will be monitored using universal screeners. "Universal screening is the systemic assessment of all children within a given class, grade, school building, or school district, on academic and/or social-emotional indicators that the school personnel and community have agreed are important" (Ikeda, Neessen, & Witt, 2009).

Universal screeners are administered in fall, winter, and spring. If:

- A student scores below the cut score, differentiation instruction within the classroom will take place. The Building Consultation Team (BCT) supports the teacher in this process.
- The student continues not meeting the target growth; the BCT reviews additional data (formative, summative, and observational). The team then consults with the relevant staff and the parent/guardian is contacted. The team and parents review STAR data, Fountas and Pinnell Benchmark results, and teacher data.
- A BCT meets to identify appropriate evidence-based practices on the intervention plan. The teacher documents frequency, duration, and method of data collection. The progress monitoring data is brought to the BCT throughout the intervention. Tier 2 (small group instruction) will be put in place.
- If the intervention was successful, Tier 2 instruction is discontinued and the teacher continues to monitor progress for four (4) to six (6) weeks to ensure progress is maintained.
- If the intervention was not successful, then the BCT meets and reviews fidelity and intensity of the intervention. The plan will be modified and Tier 3 (intensive intervention) will be put in place.
- If this is unsuccessful, the BCT will reconvene and review the fidelity and intensity of the intervention. The plan will be modified and the appropriateness of a special education referral will be considered

## **Appeal Process**

Parents/guardians of the student recommended for retention may appeal to the District Administrator or designee. Such appeals shall 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 or designee shall respond with a decision in writing fifteen (15) days after receipt of the appeal.

## **HOMEWORK**

Teachers will clearly convey homework assignments and expectations to the students. Teachers will exercise flexibility in assigning homework with regard to total school curriculum workload.

Students at Manawa Elementary School will be provided with a student agenda or a similar recording/communication tool. Agendas will be used to keep track of assignments and long-term projects as well as a communication tool for both teachers and parents.

Students must accept, as their own responsibility, obtaining homework assignments missed due to absences. Homework completion of high quality is an essential part of the learning process.

### **STUDENT TECHNOLOGY ACCEPTABLE USE AND SAFETY**

Technology has fundamentally altered the ways in which information is accessed, communicated, and transferred in society. As a result, educators are continually adapting their means and methods of instruction, and the way they approach student learning to incorporate the vast, diverse, and unique resources available through the Internet. The Board of Education provides technology resources (as defined in Bylaw 0100) to support the educational and professional needs of its students and staff. With respect to students, District Technology Resources afford them the opportunity to acquire the skills and knowledge to learn effectively and live productively in a digital world. The Board provides students with access to the Internet for limited educational purposes only and utilizes online educational services/apps to enhance the instruction delivered to its students. The District's computer network and Internet system do not serve as a public access service or a public forum, and the Board imposes reasonable restrictions on its use consistent with its limited educational purpose.

The Board regulates the use of District technology resources by principles consistent with applicable local, State, and Federal laws, the District's educational mission, and articulated expectations of student conduct as delineated in the Student Code of Conduct. This policy and its related administrative guidelines and the Student Code of Conduct govern students' use of District Technology Resources and students' personal communication devices when they are connected to the District computer network, Internet connection, and/or online educational services/apps, or when used while the student is on Board-owned property or at a Board-sponsored activity (see Policy 5136).

Users are required to refrain from actions that are illegal (such as libel, slander, vandalism, harassment, theft, plagiarism, inappropriate access, and the like) or unkind (such as personal attacks, invasion of privacy, injurious comment, and the like). Because its Technology Resources are not unlimited, the Board has also instituted restrictions aimed at preserving these resources, such as placing limits on use of bandwidth, storage space, and printers.

Users have no right or expectation to privacy when using District Technology Resources (including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity when using the District's computer network and/or Internet connection).

First, the Board may not be able to technologically limit access to services through its technology resources to only those that have been authorized for the purpose of instruction, study and research related to the curriculum. Unlike in the past when educators and community members had the opportunity to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them), access to the Internet, because it serves as a gateway to any publicly available file server in the world, opens classrooms and students to electronic information resources that may not have been screened by educators for use by students of various ages.

Pursuant to Federal law, the Board has implemented technology protection measures, that protect against (e.g., filter or block) access to visual displays/depictions/materials that are obscene, constitute child pornography, and/or are harmful to minors, as defined by the Children's Internet Protection Act. At the discretion of the Board or the District Administrator, the technology protection measures may be configured to protect against access to other material considered inappropriate for students to access. The technology protection measures may not be disabled at any time that students may be using the District technology resources, if such

disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any student who attempts to disable the technology protection measures will be subject to discipline.

The Board utilizes software and/or hardware to monitor online activity of students and to block/filter access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. "Harmful to minors" is a term defined by the Communications Act of 1934 (47 U.S.C. 254(h)(7)) as any picture, image, graphic image file, or other visual depiction that:

- A. taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
- B. depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals;
- C. taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

At the discretion of the Board or the District Administrator, the technology protection measure may be configured to protect against access to other material considered inappropriate for students to access. The technology protection measure may not be disabled at any time that students may be using the District technology resources, if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any student who attempts to disable the technology protection measures will be subject to discipline.

The Technology Director may temporarily or permanently unblock access to websites or online educational services/apps containing appropriate material if access to such sites has been inappropriately blocked by the technology protection measure. The determination of whether material is appropriate or inappropriate shall be based on the content of the material and the intended use of the material, not on the protection actions of the technology protection measure.

The Technology Director may disable the technology protection measure to enable access for bona fide research or other lawful purposes.

Parents are advised that a determined user may be able to gain access to services and/or resources on the Internet that the Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to information and communications that they and/or their parents may find inappropriate, offensive, objectionable or controversial. Parents of minors are responsible for setting and conveying the standards that their children should follow when using the Internet.

Pursuant to Federal law, students shall receive education about the following:

- A. safety and security while using e-mail, chat rooms, social media, and other forms of direct electronic communications;
- B. the dangers inherent in the online disclosure of personally identifiable information;
- C. the consequences of unauthorized access (e.g., "hacking", "harvesting", digital piracy", "data mining", etc.), cyberbullying, and other unlawful or inappropriate activities by students online;
- D. unauthorized disclosure, use, and dissemination of personally identifiable information regarding minors.

Staff members shall provide instruction for their students regarding the appropriate use of technology and online safety and security as specified above. Furthermore, staff members will monitor the online activities of students while at school.

Monitoring may include, but is not necessarily limited to, visual observations of online activities during class sessions; or use of specific monitoring tools to review browser history and network, server, and computer logs.

Building Principals are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying guidelines. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of District technology resources. Such training shall include, but not be limited to, education concerning appropriate online behavior, including interacting with other individuals on social media, including in chat rooms, and cyberbullying awareness and response. All users of District technology resources (and their parents if they are minors) are required to sign a written agreement or acknowledging during the annual student registration process they will abide by the terms and conditions of this policy and its accompanying guidelines.

Beginning in grade three (3) students will be assigned a school email account that they are required to utilize for all school-related electronic communications, including those to staff members, peers, and individuals and/or organizations outside the District with whom they are communicating for school-related projects and assignments. Further, as directed and authorized by their teachers, they shall use their school-assigned email account when signing-up/registering for access to various online educational services, including mobile applications/apps that will be utilized by the student for educational purposes.

Students may only use District technology resources to access or use social media if it is done for educational purposes in accordance with their teacher's approved plan for such use.

Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users are personally responsible and liable, both civilly and criminally, for uses of District technology resources that are not authorized by this policy and its accompanying guidelines.

The Board designates the District Administrator and Technology Director as the administrators responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to students' use of District technology resources.

## **Synchronous Education – Student Accountability and Conduct**

The School District of Manawa expects students participating in remote learning to follow school rules during synchronous instruction and when interacting with staff and students in a virtual setting. Students may be disciplined for violating school rules during virtual instruction even though the student is not present on District property.

### Synchronous Instruction Accountability and Internet Safety

Synchronous instruction requires students to access their educational program online. There are certain risks inherent in all online activities. Students must comply with the following standards and expectations to protect themselves and others.

- The District's Acceptable Use policy applies to all students participating in the District's virtual educational programs and online class activities.
- Use only one (1) username and password.
- Use an appropriate profile picture for any virtual accounts.

- Do not share your username or password with anyone. Each student is responsible for all activities associated with his or her username and password.
- Do not interfere with other student's ability to access virtual instruction or disclose anyone's password to others.
- Do not publicly post personal contact information, including the personal contact information for others.
- Do not use the District's virtual instruction resources for any illegal activities.
- Do not use District virtual instruction resources to send unsolicited electronic-mail messages not pertaining to class (e.g., SPAM).
- Do not use the District's virtual instruction resources to access inappropriate programs, applications, or websites.
- Do not share classroom/small group video or classroom/small group recorded video with third parties (parent(s)/guardian(s) and siblings, excluded) – This includes private messages from staff or others.
- Do not agree to meet in-person with anyone met exclusively on the Internet.

### Conduct During Synchronous Instruction

Synchronous instruction is similar to in-person instruction but presents unique opportunities and challenges. Students are expected to be engaged and courteous to others during synchronous instruction and other class activities as they would during in-person instruction in a classroom. The District's Student Code of Conduct applies to all students participating in the District's synchronous instruction and online class activities. Students are expected to obey the following standards and expectations, as well:

- Sign-in for virtual instruction and activities using the appropriate, designated username and password.
- Do not allow siblings or other members of the household to participate in virtual instruction unless authorized by the virtual class teacher (they may observe but notice should be provided they are doing so).
- Review typed messages before sending them to remove easily misinterpreted language and proofread for typos.
- Private messages during virtual instruction should be kept to a minimum.
- Engage in virtual instruction discussions in a respectful manner that abides by the following standards:
  - Avoid sarcasm, jargon, and slang;
  - Vulgarity is not acceptable;
  - Do not use images, "GIFs," or "Memes" in place of written responses or comments, unless specifically directed to do so by a staff member;
  - Focus responses on the questions or issues being discussed, not on the individuals involved.
- Do not make inappropriate comments verbally or via direct messages. Inappropriate messages include, but are not limited to, those that contain:
  - threatening messages or images;
  - insults or attacks of any kind against a person;
  - obscene, degrading or profane language or images;
  - repeatedly sent unwelcome messages or images that harass the recipient; and
  - material that is defamatory or intended to annoy, intimidate, or bully others.



If a student or his/her parent(s)/guardian(s) has any questions about the rules, standards, and expectations applicable to students participating in the District's synchronous educational programs and online class activities, the student should contact the Principal immediately.

### **STUDENT ASSESSMENT**

To measure student progress, students will be tested in accordance with State standards and District policy.

Additional group tests are given to students to monitor progress and determine educational mastery levels. These tests are used to help the staff determine instructional needs.

Classroom tests will be used to assess student progress and assign grades. These are selected or prepared by teachers to assess how well the students have achieved specific objectives.

Vocational and interest surveys may be given to identify particular areas of student interest or talent. These are often given by the guidance staff.

- If necessary, intelligence tests, speech and language evaluations, individually administered achievement tests, and other special testing services are available to students needing these services.

Depending on the type of testing, specific information and/or parent/guardian consent may need to be obtained. The assessment program will not violate the rights of consent and privacy of a student participating in any form of evaluation.

## **SECTION III - STUDENT ACTIVITIES**

### **SCHOOL-SPONSORED CLUBS AND ACTIVITIES**

Students have the opportunity to broaden their learning through curricular-related activities.

The school has many student groups that are approved by the Board of Education such as Student Council.

### **CO-CURRICULAR ACTIVITIES**

Co-curricular activities will include, but are not limited to, Club Sports.

Extra-curricular activities do not reflect the school curriculum, but are made available to students to allow them to pursue additional worthwhile activities such as recreational sports, drama, and the like. For further information, contact the Booster Club.

## **SECTION IV - STUDENT CONDUCT**

### **ATTENDANCE**

The school requires all students to attend school regularly in accordance with the laws of Wisconsin. The school's educational program is predicated upon the presence of the student and requires continuity of instruction and classroom participation. The regular contact of students with one another in the classroom and their participation in a well-planned instructional activity under the guidance of a competent teacher are vital to this purpose.

#### **Compulsory Student Attendance**

All children between six (6) and eighteen (18) years of age shall attend school regularly during the full period and hours, religious holidays exempted, that the school is in session. All students must attend until the end of the term, quarter or semester of the school year in which the child becomes eighteen (18) years of age unless they fall under an exception outlined in the District's Administrative Guidelines. A child who is enrolled in five-(5) year-old kindergarten shall attend school regularly, religious holidays exempted, during the full period and hours that kindergarten is in session until the end of the school term.

- Attendance is also defined as participation in the various forms of distance learning including videoconference, satellite, Internet or other electronic information and telecommunications technologies.

#### **Excuse for Absence**

A parent/guardian of a student who is absent shall provide a written, dated, signed statement indicating the reason for and the time period of the absence. This statement must be submitted prior to the absence if the absence is foreseeable. If the absence is not foreseeable, the statement must be provided prior to the student's readmission to school. The statement shall be submitted to the School Principal who serves as the School Attendance Officer and filed in the student's school record. The District reserves the right to verify statements and investigate absences from school.

#### **Excused Absences**

A student shall be excused from school for the following reasons:

##### Physical or Mental Condition

The student is temporarily not in proper physical or mental condition to attend a school program. If the absence exceeds 5 days, the inability of the student to attend school due to a physical or mental condition must be certified in writing by a licensed physician, dentist, chiropractor, optometrist or psychologist or Christian Science practitioner living and residing in Wisconsin, who is listed in the Christian Science Journal. The time period for which the certification is valid may not exceed thirty [30]

days.

#### Obtaining Religious Instruction

Students may wish to obtain religious instruction outside the school during the required school period. The time period or periods of absence shall be determined by the principal. Such absences must be at least 60 minutes but not more than 180 minutes per week. Requests for absence under this paragraph shall be denied if the student fails to attend religious instruction after requesting to be absent from his or her regular school. The supervisor of such religious instruction shall report monthly, to the principal of the school regularly attended, the names of the students who attended such weekly religious instruction.

#### Permission of Parent or Guardian

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

- professional and other necessary appointments (e.g., medical, dental, and legal) that cannot be scheduled outside the school day
- to attend the funeral of a relative
- legal proceedings that require the student's presence
- vacations
- weather related- As parents, you are the final authority as to whether you believe it is safe for your child to get to school. If you believe that it is too cold or the snow is too deep or the weather is too unsettled, your decision may be to keep your child home. You have the right and responsibility to make attendance decisions for your children based on your individual circumstances. Please notify your student's school as you would for any other absence.

Parents/guardians are encouraged not to take their child out of school for vacations. When a family vacation must be scheduled during the school year, the parents/guardians should discuss the matter with the principal and the student's teacher(s) to make necessary arrangements.

#### Religious Holiday

The student wishes to observe a religious holiday consistent with the student's creed or belief.

#### Suspension or Expulsion

The student has been suspended or expelled.

A student may be excused from school, as determined by the School Attendance Officer, for the following reasons:

- Quarantine: Quarantine of the student's home by a public health officer.
- Illness of an Immediate Family Member
- Emergency: An emergency that requires the student to be absent because of family responsibilities or other appropriate reasons.

**Pre-Arranged Absence:** Students absent for reasons other than the above will be considered unexcused with this exception: parents may PRE-EXCUSE their child for any reason for up to ten days per year. This means that any absence for reasons other than the above may be excused providing there is a WRITTEN PRE-ARRANGED FORM. (Forms may be picked up in the office prior to the date of absence.) If it is not PRE-ARRANGED, it will be considered

UNEXCUSED.

### **Truancy**

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

When a student is truant, the School Attendance Officer shall ensure that all applicable provisions of the District’s Truancy Plan are carried out.

### **Unexcused Absences**

Unexcused absences demonstrate a deliberate disregard for the educational program and are considered a serious matter. The principal will determine on a case-by-case basis the appropriate methods to deal with unexcused absences.

Approved Absences: Personal illnesses, a death in the family, religious holidays, or extreme emergencies are acceptable reasons for an absence. A **valid** excuse written by a parent/guardian must be presented to the office upon return to school, or a phone call from a parent/guardian on the day of absence, documenting the reason for the absence must be made to the school office. For a definition of a **“invalid”** excuse, see the following examples:

#### Examples of Unexcused Absences:

- Oversleeping
- Stayed home to finish homework
- Missing the bus/car wouldn’t start
- Shopping/haircut/pictures
- Leaving school without permission

### **Habitual Truancy**

A student is considered a habitual truant if he or she is absent from school without an acceptable excuse for part or all of five (5) or more days on which school is held during a school semester. When a student initially becomes a habitual truant, the School Attendance Officer shall ensure that all applicable provisions of the Districts’ Truancy Plan are carried out.

#### Parent/Guardian Responsibilities

It is the responsibility of the student’s parent/guardian to ensure that their child attends school regularly. Parents/guardians are expected to provide an excuse for all absences.

#### Student Responsibilities.

Students are required to attend all classes and other school activities on their daily schedule, unless they have been excused from school.

**Notification:** When a student’s attendance for the day is unexcused, contact will be made to the parent/guardian. A message may be left on an answering machine. The parent/guardian will then have 2 days to notify the school office, either by phone or written note, stating the reason for the absence. If after 2 days the office has not received notification for the unexcused absence, the student then becomes truant and will be referred to administration for disciplinary action.

## **TARDINESS**

- a. Students who are not in their homeroom or in class when the late bell rings are considered tardy.
- b. Students who attend any part of the class shall be recorded as present.
- c. Elementary School: All students who are tardy to school must report to the office upon arrival and get an admit slip to class.

**Cases of truancy/tardiness will be referred to the school principal to plan options for addressing the truancy concern.**

## **STUDENT ATTENDANCE AT SCHOOL EVENTS**

The school encourages students to attend as many school events held after school as possible, without interfering with their school work and home activities. Enthusiastic spectators help to build school spirit and encourage those students who are participating in the event.

However, in order to ensure that students attending evening events as nonparticipants are safe, it is strongly advised that students be accompanied by a parent/guardian or adult chaperone when they attend the event.

- The school will not be able to supervise unaccompanied students nor will it be responsible for students who arrive without an adult chaperone.
- The school will continue to provide adequate supervision for all students who are participants in a school activity.

## **CODE OF CONDUCT**

Participants/athletes are reminded that they represent the school both at athletic contests and elsewhere. All participants/athletes are expected to follow all school rules and to display high standards of behavior, including good sportsmanship, respect for others, and use of appropriate language and dress at all times. Participants/athletes must refrain from any conduct at any time that would reflect unsatisfactorily on him or her or the school. This code applies to all school activities, both curricular and extracurricular, that occur outside of the normal school day.

Conduct that would reflect unsatisfactory on a participant/athlete or on the school includes, but is not limited to, the following:

- Any crime dealing with, but not limited to, sexual behavior, vandalism or property damage, theft.
- Possession, use, sale or purchase of any controlled substance/intoxicant or drug paraphernalia. Controlled substances/intoxicants include, but are not limited to: anabolic steroids or prescribed medications used in a manner other than that for which they were prescribed.
- Purchase, use, or possession of tobacco products or E-cigarettes or anything that resembles them.
- The possession of any weapon or look-alike weapons.
- Hosting, sponsoring, or organizing a party/gathering at which alcohol or drugs are being used, consumed or offered. Students who knowingly or unknowingly attend a party/gathering where alcohol is being used illegally or drugs are present, are expected to remove themselves immediately from the residence. Students are encouraged to report the scenario to a school administrator immediately.

## Sportsmanship

All students and parents/guardians are required to practice good sportsmanship during all school-related events. Poor sportsmanship may result in removal from sporting events.

### **DRESS AND GROOMING**

While fashions change, the reason for being in school does not. Students are in school to learn. Any fashion (dress, accessory, or hairstyle) that disrupts the educational process or presents a safety risk will not be permitted. Personal expression is permitted within these general guidelines.

We take pride in the appearance of our students. All students are expected to dress and groom themselves neatly in clothing that is seasonably suitable for school activities. Students wearing inappropriate clothing, such as but not limited to: clothing with alcohol/tobacco reference, inappropriate slogans and suggestive in nature may be asked to return home to make necessary changes.

- Clothing must cover all undergarments. Shorts, skirts and dresses must reach fingertip in length.
- There will be no midriff showing, no low cut tops, cut-out/ripped t-shirts underneath the arm exposing the torso, spaghetti straps, or strapless garments worn.
- Straps on tank tops must be at least 2 inches wide.
- Hats, caps, headwear, jackets/coats, bulky outerwear, backpacks, large chains, jewelry with sharp objects, low riding pants, etc., are not allowed to be worn in the school.
  
- It is encouraged to wear shoes with a back strap to keep children safe for playground running and play.

Students should consider the following questions when dressing for school:

1. Does my clothing expose too much? (No)
2. Does my clothing advertise something that is prohibited to minors? (No)
3. Are there obscene, profane, drug-related, gang-related, or inflammatory messages on my clothing? (No)
4. Would I interview for a job in this outfit? (Yes)
5. Am I dressed appropriately for the weather? (Yes)
6. Do I feel comfortable with my appearance? (Yes)

If a student has selected a manner of appearance that is beyond mere freedom of expression and disrupts the educational process or presents risk to themselves or others, s/he may be removed from the educational setting.

#### Reporting Concerns:

Anyone in violation will be sent to the office.

If a dress code violation occurs, the following steps will be taken:

- **First Occurrence:** Student will be asked to correct the problem by changing clothes, turning a shirt inside out, putting on shoes, etc.,
- **Second Occurrence:** Student will be asked to correct the problem by changing clothes, turning a shirt inside out, putting on shoes, etc., and a parent/guardian will be notified by phone.

Students attending after school events need to follow the dress. This includes, but not limited to sporting events, and school concerts.

Students who are representing our school at an official function or public event may be required

to follow specific dress requirements. Usually, this applies to athletic teams, cheerleaders, bands, and other such groups.

### **CARE OF PROPERTY**

Students are responsible for the care of their own personal property. The school will not be responsible for the loss of personal property. Valuables such as jewelry or irreplaceable items should not be brought to school. The school may confiscate such items and return them to the student's parent/guardians.

Damage to or loss of school equipment and facilities wastes taxpayers' money and undermines the school program. Therefore, if a student damages or loses school property, the student or his/her parent/guardian will be required to pay for the replacement or damage. If the damage or loss was intentional, the student will also be subject to discipline according to the Code of Conduct.

### **STUDENT CONDUCT**

School rules apply at school, on school property, at school-sponsored events, and on school transportation.

It is the school staff's responsibility to provide a safe and orderly learning environment. History has shown that certain student actions are not compatible with the words "safe" and "orderly". Disciplinary action will be decided on a case-by-case basis and imposed after review of the facts and/or special circumstances of the situation.

Each of the behaviors described below may subject the student to disciplinary action including, but not limited to, suspension and/or expulsion from school.

1. Possession or use of a weapon or look-alike or other item that might cause bodily harm to persons.
2. Being under the influence of alcohol or controlled substances or otherwise violating the District alcohol and drug policy.
3. Behavior that interferes with a person's work or school performance or creates an intimidating, hostile, harassing, or offensive classroom environment.
4. Arguing, taunting, baiting, bullying, cyber-bullying, inciting or encouraging an argument or disruption or group posturing to provoke altercations or confrontations.
5. Disruption or intimidation caused by gang or group symbols or gestures, or gang or group posturing to provoke altercations or confrontations.
6. Pushing, striking, or other inappropriate physical contact with a student or staff member.
7. Interfering with the orderly operation of the classroom by using, threatening to use or counseling others to use violence, force, coercion, threats, intimidation, fear, or disruptive means.
8. Dressing or grooming in a manner that presents a danger to health or safety, causes interference with work, or creates classroom disorder.
9. Restricting another person's freedom to properly utilize classroom facilities or equipment.
10. Repeated classroom interruptions, confronting staff argumentatively, making loud noises, or refusing to follow directions.
11. Throwing objects in the classroom.
12. Repeated disruptions or violations of classroom rules, or excessive or disruptive talking.
13. Behavior that causes the teacher or other students fear of physical or psychological harm.
14. Willful damage to or theft of school property or the property of others.

15. Repeated use of profanity.
16. Using tobacco.
17. Failure to report knowledge of a weapon, bullying or threat of violence.
18. Purposely setting a fire.
19. Gambling.
20. Plagiarism and falsification of identification or school documents.
21. Issuing a false alarm or false report.
22. Trespassing.
23. Persistent absence or tardiness.
24. Unauthorized use of School or personal property.
25. Assisting another person to violate a School rule.
26. Inappropriate public displays of affection.
27. Violation of specific classroom or activity rules.
28. Violation of bus rules.
29. Refusal to accept discipline.
30. Criminal conduct

### **DRUG ABUSE PREVENTION**

The administration and staff recognize that the misuse/abuse of drugs is a serious problem with legal, physical, and social implications for the entire school community. As educational institutions of this community, the schools should strive to prevent drug abuse and help drug abusers by educational, rather than punitive, means.

- For purposes of this policy, "drugs" shall mean: dangerous controlled substances as so designated and prohibited by Wisconsin statute;
- All chemicals that release toxic vapors;
- All alcoholic beverages;
- Any prescription or patent drug, except those for which permission to use in school has been granted pursuant to Board policy;
- "Look-alikes":
- Anabolic steroids;
- Any other illegal substances so designated and prohibited by law.

The use, possession, concealment, or distribution of any drug, drug look-alike and any drug-paraphernalia at any time on school property or at any school-related event is prohibited. Disciplinary sanctions, up to and including expulsion and referral for prosecution, will be imposed on students who violate the school's drug abuse guidelines.

### **USE OF TOBACCO AND NICOTINE IS PROHIBITED**

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

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



and used to provide education or library services to children, and at all District-sponsored events.

### **STUDENT CODE OF CLASSROOM CONDUCT**

The School District of Manawa is committed to maintaining an orderly and safe academic atmosphere. Teachers are expected to create a positive learning environment and to maintain proper order in the classroom. Students are expected to behave in the classroom in a manner that allows teachers to effectively carry out their lessons and allows students to participate in classroom learning activities. Students are also expected to abide by all rules of behavior established by the School and their classroom teachers.

To ensure adherence to these expectations and principles, the Board of Education has adopted this Code of Classroom Conduct, which applies to all students.

### **GROUNDINGS FOR REMOVAL OF A STUDENT FROM CLASS**

Disturbances that interrupt the learning process cannot be permitted by any teacher. A teacher may temporarily remove a student from the teacher's class if the student violates the Code of Classroom Conduct. Additionally, the student may be removed from the class for a longer period of time within the discretion of the principal. A student removed from class may also be placed in an alternative education setting.

Removal of a student from class for violating the Code of Classroom Conduct or placement of the student in an alternative educational setting does not prohibit the school from further disciplining the student for the conduct that caused removal or placement including, but not limited to, suspending or expelling the student.

It is neither possible nor necessary to specify every type of improper or inappropriate behavior for which a teacher may remove a student from class. Provided below, however, are examples of reasons a student may be removed from class. A teacher may remove a student from class for conduct or behavior that:

- A. Would result in suspension or expulsion under the Board's policies and procedures;
- B. Violates the behavioral rules and expectations of the school;
- C. Is dangerous, disruptive or unruly. Such behavior includes, but is not limited to, the following:
  - 1. Possession or use of a weapon or look-alike or other item that might cause bodily harm to persons in the classroom
  - 2. Being under the influence of alcohol or controlled substances or otherwise violating the District alcohol and drug policy
  - 3. Behavior that interferes with a person's work or school performance or creates an intimidating, hostile, harassing, or offensive classroom environment
  - 4. Arguing, taunting, baiting, inciting or encouraging an argument or disruption or group posturing to provoke altercations or confrontations
  - 5. Disruption or intimidation caused by gang or group symbols or gestures, or gang or group posturing to provoke altercations or confrontations
  - 6. Pushing, striking, or other inappropriate physical contact with a student or staff member
  - 7. Interfering with the orderly operation of the classroom by using, threatening to use or counseling others to use violence, force, coercion, threats, intimidation, fear, or disruptive means
  - 8. Dressing or grooming in a manner that presents a danger to health or safety, causes interference with work, or creates classroom disorder

9. Restricting another person's freedom to properly utilize classroom facilities or equipment
  10. Repeated classroom interruptions, confronting staff argumentatively, making loud noises, or refusing to follow directions
  11. Throwing objects in the classroom
  12. Repeated disruptions or violations of classroom rules, or excessive or disruptive talking
  13. Behavior that causes the teacher or other students fear of physical or psychological harm
  14. Willful damage to or theft of school property or the property of others
  15. Repeated use of profanity
- D. Interferes with the ability of the teacher to teach effectively. Such conduct includes, but is not limited to, the following:
1. Repeated reporting to class without bringing necessary materials to participate in class activities
  2. Possession of personal property by school rules or otherwise disruptive to the teaching and learning of others
- E. Shows disrespect or defiance of the teacher, exhibited in words, gestures or other behavior;
- F. Is inconsistent with class decorum and the ability of other to learn. Such behavior includes, but is not limited to, sleeping in class, blatant inattention, or other overt or passive refusal or inability to engage in class activities.

### **PROCEDURE FOR STUDENT REMOVAL FROM CLASS**

When a student is removed from class, the teacher shall send or escort the student to the principal and inform the principal of the reason for the student's removal from class. The teacher shall provide the principal with a written explanation of the reasons for the removal of the student within twenty-four (24) hours of the student's removal from class.

The principal will generally give the student an opportunity to briefly explain the situation. The principal shall then determine the appropriate educational placement for the student.

### **Student Placement**

The principal shall place the student, who has been removed from a class by a teacher, in one of the following alternative educational settings:

- A. An alternative education program approved by the Board under State law;
- B. Another instructional setting, time-out, in-school suspension or out-of-school suspension; or
- C. The class from which the student was removed if, after weighing the interests of the student, the other students in the class, and the teacher, the principal determines that readmission to the class is the best or only alternative.

### **Parent/Guardian Notification Procedures**

The principal shall provide the parent/guardian of a student removed from class-with written notice of the removal and the reason(s) for the removal. The notification shall be made as soon as practicable, but no later than two (2) school days after the student's removal from class. The notice shall also include the reasons for the student's removal and the placement made by the principal. If the removal from class and change of educational placement involves a student with

a disability, the parent/guardian notification shall be made consistent with State and Federal laws and regulations applicable to disabled students.

If the student removed from a class is subject to disciplinary action, up to and including suspension or expulsion for the particular classroom conduct and/or other disciplinary incidents, the parent/guardian shall also be notified of the disciplinary action in accordance with legal and policy requirements.

### **Students with Disabilities**

A student with a disability under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and Section 115.758, Wis. Stat. may be removed from class and placed in an alternative educational setting only to the extent authorized under the laws.

### **Definitions**

“Student” means any student enrolled in the District, an exchange student, or a student visitor to the District’s schools.

“Teacher” means a person holding a license or permit issued by the State Superintendent whose employment by a school district requires that he or she hold that license or permit.

“Class” or “classroom” means any class, meeting or activity which students attend, or in which they participate while in school under the control or direction of the District. This definition of “class” includes, without limitation, regular classes, special classes, resource room sessions, labs, library time, counseling groups, assemblies, study halls, lunch, or recess. “Class” also includes regularly scheduled District-sponsored extracurricular activities, either during or outside of school hours. Such activities include, by example and without limitation, District sponsored field trips, after-school clubs, and sporting activities.

### **OTHER FORMS OF DISCIPLINE**

It is important to remember that the school's rules apply at school, on school property, at school-sponsored events, and on school transportation. In some cases, a student can be suspended from school transportation for infractions of school bus rules.

Ultimately, it is the principal's responsibility to keep things orderly. In all cases, the school shall attempt to make discipline prompt and equitable and to have the punishment match the severity of the incident.

### **Informal Discipline**

Informal discipline takes place within the school. It includes:

- Writing assignments;
- Change of seating or location;
- Lunch-time detention;
- In-school restriction

### **SUSPENSION AND EXPULSION**

#### **A. Suspension**

##### **1. Duration and Grounds for Suspension**

The principal or a person designated by the principal may suspend a

student for up to five (5) school days or, if a notice of expulsion hearing has been sent, for up to fifteen (15) consecutive school days or ten (10) consecutive school days if the student is eligible for special education services under Chapter 115, Wis. Stats., if the suspension is reasonably justified and based upon any of the following misconduct:

- a. Noncompliance with school or School Board rules;
- b. Knowingly conveying any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives;
- c. Conduct by the student while at school or while under the supervision of a school authority that endangers the property, health or safety of others;
- d. Conduct while not at school or while not under the supervision of a school authority that endangers the property, health or safety of others at school or under the supervision of a school authority;
- e. Conduct while not at school or while not under the supervision of a school authority that endangers the property, health or safety of any employee or School Board member of the school district in which the student is enrolled.
- f. Under paragraphs c, d, and e above, conduct that endangers a person or property includes making a threat to the health or safety of a person or making a threat to damage property.

The District Administrator, or any principal or teacher designated by the District Administrator shall suspend a student if the student possessed a firearm while at school or while under the supervision of a school authority.

The suspension period applies to “school days.” Thus, a suspension period does not include weekend days or vacation days.

## **2. Suspension Procedure**

Prior to being suspended, on the day of the alleged infraction or as soon thereafter as is practicable, the student will be advised orally or in writing of the reason for the proposed suspension and given an opportunity to explain his or her conduct.

The principal, within his or her discretion, may also inform the student’s parent or guardian of the reason for the proposed suspension prior to suspending the student.

## **3. Notice of Suspension**

The parent or guardian of a suspended minor student shall be given prompt written notice of the suspension and the reason for the suspension by mail and by sending a copy of the notice home with the student. Oral notice may also be given to the student’s parent or guardian; however, it will be confirmed in writing.

## **4. Sending a student home on the day of the Suspension**

Generally, the student should remain in school on the day of the suspension until school is dismissed for the day. Except as provided below:

- If the situation requires that the student be removed from the premises before school is dismissed, the principal shall attempt to contact the

student's parent or guardian to request that s/he pick up the student. If the parent/guardian is unable to pick up the student, the student should remain under the school's supervision until school is dismissed, or in the event law enforcement is involved, under law enforcement supervision.

**5. Opportunity to Complete School Work**

A suspended student shall not be denied the opportunity to take any quarterly, semester or grading period examinations or to complete course work missed during the suspension period. Such work shall be completed pursuant to the procedures established by the School Board.

**6. Reference to the Suspension in the Student's Record**

The student's suspension from school shall be entered in the student's record as required by the rules adopted by the School Board concerning the content of student records.

The suspended student or the student's parent or guardian may, within five (5) school days following the commencement of the suspension, have a conference with the District Administrator or his or her designee, who shall be someone other than a principal, administrator or teacher in the suspended student's school, to discuss removing reference to the suspension from the student's records.

Reference to the suspension in the student's school record shall be removed if the District Administrator finds that:

- The student was suspended unfairly or unjustly;
- The suspension was inappropriate, given the nature of the alleged offense; or
- The student suffered undue consequences or penalties as a result of the suspension.

The District Administrator, or the administrator's designee, shall make his or her finding within fifteen (15) days of the conference.

**7. Co-Curricular or Extra-Curricular Participation**

A student's participation in co-curricular or extra-curricular activities during a suspension shall be determined on a case-by-case basis.

**B. Expulsion**

**1. Grounds for Expulsion**

The School Board may expel a student only when it is satisfied that the interest of the school demands the student's expulsion and it finds that the student:

- Repeatedly refused or neglected to obey the rules established by the School District;
- Knowingly conveyed or caused to be conveyed any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives;
- Engaged in conduct while at school or while under the supervision of a school authority that endangered the property, health or safety of

others;

- Engaged in conduct while not at school or while not under the supervision of a school authority that endangered the property, health or safety of others at school or under the supervision of a school authority or endangered the property, health or safety of any employee or School Board member of the School District in which the student is enrolled; or
- Was at least sixteen (16) years old and had repeatedly engaged in conduct while at school or while under the supervision of a school authority that disrupted the ability of school authorities to maintain order or an educational atmosphere at school or at an activity supervised by a school authority and that such conduct did not otherwise constitute grounds for expulsion.

Under this section, conduct that endangers a person or property includes threatening the health or safety of a person or threatening to damage property.

## **2. Expulsion for Bringing a Firearm to School**

The School Board shall expel a student from school for not less than one (1) year whenever it finds that the student brought a firearm to school or, while at school or while under the supervision of a school authority, possessed a firearm, unless the Board finds that the punishment should be reduced based upon the circumstances of the incident. Any such finding by the Board shall be in writing.

## **3. Expulsion Hearing**

Prior to expelling a student, the School Board shall provide the student with a hearing. Prior written notice of the expulsion hearing must be sent separately both to the student and his/her parent/guardian(s) if the student is a minor; otherwise just to the student. The notice will comply with the requirements of State law.

The student, or the student's parent/guardian if the student is a minor, has the right to request a closed hearing or the Board may choose to close the hearing. The student and, if the student is a minor, the student's parent or guardian may be represented at the hearing by counsel.

## **4. Expulsion Order**

The Board shall reduce its decision to writing in the form of a written order. If expulsion is ordered, the order must state the length of time that the student is to be expelled. The order should also state specific findings of fact and conclusions of law in support of the decision.

## **5. Student Records**

The student's expulsion from school shall be entered in the student's record as required by the rules adopted by the School Board concerning the content of student records.

### **Discipline of Disabled Students**

Students with disabilities will be entitled to the rights and procedures afforded by the Individuals with Disabilities Education Act (I.D.E.A.) and the Americans with Disabilities Act (A.D.A.)

## **SEARCH AND SEIZURE**

Search of a student and his/her possessions, including vehicles, may be conducted at any time the student is under the jurisdiction of the Board of Education, if there is a reasonable suspicion that the student is in violation of law or school rules. A search may also be conducted to protect the safety of others or as otherwise permitted by law.

Students are provided lockers, desks, and other equipment in which to store materials. This equipment is the property of the school and may be searched at any time if there is reasonable suspicion that a student has violated the law or school rules.

All computers located in classrooms, labs and offices of the District are the District's property and are to be used by students, for educational purposes. The District retains the right to access and review all electronic, computer files, databases, and any other electronic transmissions contained in or used in conjunction with the District's computer system, and electronic mail. Students should have no expectation that any information contained on such systems is confidential or private.

Review of such information may be done by the District with or without the student's knowledge or permission. The use of passwords does not guarantee confidentiality, and the District retains the right to access information in spite of a password. All passwords or security codes must be registered with the instructor. A student's refusal to permit such access may be grounds for disciplinary action.

No strip searches will be conducted by any employee of the District, but may be conducted by law enforcement officials, if deemed necessary.

Anything that is found in the course of a search that may be evidence of a violation of school rules or the law may be taken and held or turned over to the police. The school reserves the right not to return items which have been confiscated.

## **STUDENT'S RIGHTS OF EXPRESSION**

Manawa Elementary School recognizes the right of students to express themselves. With the right of expression comes the responsibility to do it appropriately. Students may distribute or display, at appropriate times, non-sponsored, noncommercial written material and petitions; buttons, badges, or other insignia; clothing, insignia, and banners; and audio and video materials. All items must meet the following school guidelines:

- A. A material cannot be displayed if it:
  - 1. Is obscene to minors, libelous, indecent, or vulgar,
  - 2. Advertises any product or service not permitted to minors by law,
  - 3. Intends to be insulting or harassing,
  - 4. Intends to incite fighting or presents a likelihood of disrupting school or a school event.
  - 5. Presents a clear and present likelihood that, either because of its content or manner of distribution or display, it causes or is likely to cause a material and substantial disruption of school or school activities, a violation of school regulations, or the commission of an unlawful act.
  
- B. Materials may not be displayed or distributed during class periods, or during passing times between classes. Permission may be granted for display or distribution during lunch periods and after school in designated locations, as long as exits are not blocked and there is proper access and egress to the building.

Students who are unsure whether or not materials they wish to display meet school guidelines may present them to the principal twenty-four (24) hours prior to display.

### **STUDENT SUGGESTIONS AND COMPLAINTS**

The school is here for the benefit of the students. The staff is here to assist a student in becoming a responsible adult. If a student has suggestions that could improve the school, s/he should feel free to offer them. Written suggestions may be presented directly to the principal or to the student council.

When concerns or grievances arise, the best way to resolve the issue is through communication. No student will be harassed by any staff member or need fear reprisal for the proper expression of a legitimate concern. As with suggestions, concerns and grievances may be directed to the principal or to the student council.

## **SECTION V - TRANSPORTATION**

### **BUS TRANSPORTATION TO SCHOOL**

Bus transportation is provided for all eligible students. The bus schedule and route are available by contacting Kobussen Buses at 920-389-1500.

Students will ride only assigned school buses and will board and depart from the bus at assigned bus stops. Students will not be permitted to ride unassigned buses for any reason other than an emergency, except as approved by the principal.

A change in a student's regular assigned bus stop may be granted for a special need, if a written request from a parent/guardian is submitted to the principal stating the reason for the request and the duration of the change and the principal approves.

### **BUS CONDUCT**

Students who are riding to and from school on transportation provided by the school are required all school rules.

The driver is responsible for student safety and may assign seating or direct the student in any reasonable manner to maintain that safety.

The following rules and behaviors are expected of all students:

#### **Previous to loading, during the trip, and leaving the bus**

Each student shall:

- Be on time at the designated loading zone (10 minutes prior to scheduled stop);
- Stay off the road at all times while walking to and waiting for the bus;
- Line up single file off the roadway to enter;
- Wait until the bus is completely stopped before moving forward to enter;
- Refrain from crossing a highway until the bus driver signals it is safe;
- Go immediately to a seat and be seated.
- It is the parent/guardians' responsibility to inform the bus driver when their child will not be boarding the bus. The bus will not wait.



### **During the trip**

Each student shall:

- Listen to the bus driver;
- Remain seated while the bus is in motion;
- Keep head, hands, arms, and legs inside the bus at all times;
- Not litter in the bus or throw anything from the bus;
- Keep books, packages, coats, and all other objects out of the aisle;
- Be courteous to the driver and to other bus riders;
- Not eat, play games or play cards, etc.;
- Not tamper with the bus or any of its equipment;
- Keep aisle clear;
- Keep hands to self;
- Use respectful voices/volume.

### **Leaving the bus**

- Each student shall:
- Remain seated until the bus has stopped;
- Cross the road, when necessary, at least ten (10) feet in front of the bus, but only after the driver signals that it is safe;
- Be alert to a possible danger signal from the driver.

The driver will not discharge students at places other than their regular stop at home or at school unless s/he has proper authorization from school officials.

### **VIDEOTAPES ON SCHOOL BUSES**

All buses are equipped with video and audio recording devices for the purposes of monitoring student behavior.

If a student is reported to have misbehaved on a bus the Principal may request the tape and it may be used as evidence of the misbehavior. Since these tapes are considered part of a student's record, they can be viewed only in accordance with State and Federal law.

### **PENALTIES FOR INFRACTIONS**

A student who engages in misconduct on a bus shall be subject to discipline and may be deprived of the privilege of riding on the bus.

### **SELF-TRANSPORTATION TO SCHOOL**

- Riding a bike to school is a privilege which can be revoked at any time. A bicycle rack is located in the front area of school. Riding bicycles on the school property during school hours is not permitted except during events or special occasions that involve bicycles.
- The school district is not responsible for lost or stolen bicycles. We encourage students in kindergarten and first grade to ride with a buddy or sibling to ensure safety.

**Addendum A**

**SCHOOL DISTRICT OF MANAWA**

**HARASSMENT COMPLAINT FORM**

(Attach additional sheets if necessary)

Date: \_\_\_\_\_

Name: \_\_\_\_\_ Telephone: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Parent/guardian Name: \_\_\_\_\_

Who did the harassment? \_\_\_\_\_

Describe the harassment. Include time, dates, and location for each incident:

\_\_\_\_\_  
\_\_\_\_\_

What was your reaction or what action did you take?

\_\_\_\_\_  
\_\_\_\_\_

List any witnesses or anyone else who has information relevant to this complaint:

\_\_\_\_\_  
\_\_\_\_\_

I understand these incidents will be investigated and that this form will be kept confidential as much as possible.

No person shall provide false information at any time. If a person provides false information to school district officials regarding a complaint, proceeding, employment application, or other matter, appropriate disciplinary action may be taken against the individual who provided the false information.

\_\_\_\_\_  
(Signature)

Received by: \_\_\_\_\_

Date: \_\_\_\_\_

Please review the attached student information, read page carefully then sign at the bottom.



For the protection and safety of your child, you are being asked to carefully review the attached student registration/emergency form. Please do each of the following:

- Line-out and make legible corrections (preferably using a colored pen)
- Provide current insurance information
- Update all contact information

*My signature at the bottom of page indicates that the health information is correct and/or all needed corrections have been noted on the form.*

In the event of a medical emergency, during my absence, I hereby give consent for treatment, administration of anesthesia, and surgical intervention for my (son / daughter) \_\_\_\_\_ as deemed necessary by the attending physician. This consent is extended to the physician, nursing staff, and hospital and will remain in effect until revoked in writing by the undersigned. The parent's recommendation will be respected as far as possible. I understand that in the final disposition of an emergency, the judgment of school authorities and medical staff will prevail. Anytime the above information changes, I will notify the school. Completed information is to be confidentially shared with school staff as medically indicated.

My signature at the bottom of this form gives consent as stated above.

**2020 – 2021 Student/Parent/Guardian Handbook, Co-Curricular Code of Conduct Acknowledgement:**

I have been given the opportunity to view and/or obtain any of the above information for review. My child(ren) and I have read and understand the information contained in each section. By signing below, we agree to follow the rules and guidelines within the Student/Parent/Guardian Handbook, Including Co-Curricular Code of Conduct. I am aware that the Handbook and Code of Conduct are available on the School District of Manawa website, in each student's offline Google Drive folder, and available in paper form at each District building.

Student Name: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Student

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Student Handbook

## 2020-2021



**Preparing students academically, socially, and emotionally  
for future success.**

Manawa Middle School  
School District of Manawa  
515 E. Fourth Street  
Manawa, WI 54949  
Telephone: (920) 596-2524 – Fax: (920) 596-2655  
[www.manawaschools.org](http://www.manawaschools.org)

# **Manawa Middle School Student Handbook 2020-2021**



Dear Students and Parent/guardians:

Welcome to the 2020-2021 school year. We are extremely excited about this school year. What makes this year different? This is our first year as the new MANAWA MIDDLE SCHOOL. As a middle school staff, we believe in focusing on students' academic, social, and emotional needs as they navigate the "Middle" between elementary school and high school. This handbook has been designed to help answer your questions about the procedures used in this district and specifically this building. Once you have completed reading through the handbook, it is mandatory that you sign the last page and return it to the school office. I look forward to a tremendous year working together.

Yours in education,

Dan Wolfgram

- Dan Wolfgram, Principal (920) 596-5310
- Danielle Brauer, Elementary Principal & Director of Special Education, (920) 596-5301
- Athletic Director, Dawn Millard (920) 596-5831
- Janine Connolly, School Counselor (920) 596-5802
- Carrie Koehn, Administrative Assistant, (920) 596-5800
- Krystal Draeger, Health & Attendance Paraprofessional (920) 596-5801
- Jeff Bortle, Dean of Students, 920-596-5806

Board of Education Approval:  
Student Handbook adopted July 2020

**MANAWA MIDDLE SCHOOL  
SOCIAL AND EMOTIONAL LEARNING FOCUS**

**What is social and emotional learning?**

Social and emotional learning focuses on helping students learn and apply skills in the following areas:

- **Understanding and managing emotions**
- **Setting and achieving positive goals**
- **Feeling and showing empathy for others**
- **Establishing and maintaining positive relationships**
- **Making responsible decisions**

**How will middle school students be given this instruction?**

Middle school staff have been trained in providing direct instruction, embedding lessons into content areas, and modeling behaviors to assist students in their learning.

**Why is social and emotional learning important?**

The Wisconsin Department of Public Instruction has implemented Social Emotional Learning practices in order to help all students in Wisconsin become college and career ready by being academically prepared, socially competent, and emotionally competent. Social and Emotional Learning skills are life-long and something that students will use their entire life.

**What is the foundation for Social and Emotional Learning?**

At Manawa Middle School, we believe that RELATIONSHIPS are the key to social and emotional learning. This means positive relationships between students, staff, and families. We strive to build these relationships first and continue to build these throughout middle school and beyond.

**What will students focus on for their Social and Emotional Learning?**

The Wisconsin Department of Public Instruction along with the Collaborative for Academic, Social and Emotional Learning (CASEL) has five domains that students will focus on:

- **Self-Awareness**
- **Self-Management**
- **Social Awareness**
- **Responsible Decision Making**
- **Relationship Skills**

# SEL Core Competencies

## Self-Management

- Regulating one's emotions
- Managing stress
- Self-control
- Self-motivation
- Stress management
- Setting and achieving goals

## Self-Awareness

- Labeling one's feelings
- Relating feelings and thoughts to behavior
- Accurate self-assessment of strengths and challenges
- Self-efficacy
- Optimism

## Social Awareness

- Perspective taking
- Empathy
- Respecting diversity
- Understanding social and ethical norms of behavior
- Recognizing family, school, and community supports

## Relationship Skills

- Building relationships with diverse individuals and groups
- Communicating clearly
- Working cooperatively
- Resolving conflicts
- Seeking help



## Responsible Decision-Making

- Considering the well-being of self and others
- Recognizing one's responsibility to behave ethically
- Basing decisions on safety, social and ethical considerations
- Evaluating realistic consequences of various actions
- Making constructive, safe choices for self, relationships and school

Sources: CASEL, Acknowledge Alliance



X No School  
 O P/T Conferences  
 Early Release / Staff Development  
 ▲ End of Quarter / Semester  
 □ Inservice Day

SCHOOL DISTRICT OF MANAWA  
 2020-2021 SCHOOL CALENDAR  
 Approved 2.24.20

1 Hr Early Release Days  
 Commencement

JULY						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

3 - Independence Day Observed

1 - No School - Holiday Break  
 22 - End of 2nd Qtr (45 days)  
 22 - End of 1st Semester  
 25 - Records / Inservice - No School

19 Student Days - 1 Inservice

JANUARY						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

AUGUST						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

4 - District Registration / Picture Day @ MES 9 a.m. to 7 p.m.  
 18 - New Curriculum Day  
 20 - New Teacher Orientation  
 9-28 All District Staff Floating Work Day-Specialized Training  
 8/3-28 & 9/3-4 Teacher Floating Days  
 31 - Full Day Inservice

4.5 Inservice Days (Includes 3.5 Floating Days)

4 - P/T Conf 3:30-6:30 p.m. Both Schools  
 5 - No School P/T Conf 7:30-11:30 a.m.  
 15 - No School - Inservice Day

18 Student Days - 1 Inservice - 1 PT Conf

FEBRUARY						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

SEPTEMBER						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

1 - Full Day Inservice  
 2 - AM Inservice/PM Work in Classrooms  
 2 - Open House 3:30 to 6:30 p.m. - Both Schools  
 7 - Labor Day - No School  
 8 - 1st Day of School

18 - Picture Retake Day - Both Schools

24 - P/T Conf 3:30 to 7:30 p.m. - Both Schools  
 17 - Student Days / 1 Holiday / 2 Inservice / PT Conf

4-5 Spring Break

21 Student Days

MARCH						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

OCTOBER						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

29 - P/T Conf 3:30 to 7:30 p.m. - Both Schools  
 30 - No School  
 21 - Student Days - 1 P/T Conf

2-5 - Holiday Break - No School  
 16 - End of 3rd Quarter (43 days)  
 20 Student Days

APRIL						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

NOVEMBER						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

6 - End of 1st Quarter (45 days)  
 25 - Early Dismissal  
 26-27 No School - Thanksgiving  
 19 - Student Days

29 - Commencement Ceremony  
 31 - No School - Memorial Day  
 20 Student Days / 1 Holiday

MAY						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

DECEMBER						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

21 - BOE Meeting  
 23-31 No School - Holiday Break  
 16 Student Days

4 - Last Day of School - Full Day  
 4 - Records & Check Out to 7:00 p.m.  
 Snow Make-up Days # 8 and 9  
 4 Student Days / 5 Inservice-Records

JUNE						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

First 6 inclement weather days will not be made up. Day 7 - Make up on April 5th



**OFFICE STAFF**

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**VALUABLE MEMBERS OF MANAWA MIDDLE SCHOOL**

SHARON BALDWIN	FOOD SERVICE
RENEE BEHNKE	PARA-PROFESSIONAL
JENNY BESSETTE	GUIDANCE ADMINISTRATIVE ASSISTANT
DENISE BUSCHKE	FOOD SERVICE
CINDY BUTTLES	CUSTODIAN
DANA BONIKOWSKI	PARA-PROFESSIONAL
	FOOD SERVICE
JESSIE ORT	PARA-PROFESSIONAL
COLEEN PHELAN	PARA-PROFESSIONAL
MIKE THOMACK	MAINTENANCE
DONNA WHEELER	FOOD SERVICE
MARY WILSON	CUSTODIAN
MARIE ZIRBEL	PARA-PROFESSIONAL

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This Student/Parent/guardian Handbook is based in significant part on policies adopted by the Board of Education and Administrative Guidelines developed by the District Administrator. The Policies and Guidelines are periodically updated in response to changes in the law and other circumstances. Therefore, there may have been changes to the documents reviewed in this Handbook since it was printed. If you have questions or would like more information about a specific issue, contact your school principal.

## **FOREWORD**

This student handbook was developed to answer many of the commonly asked questions that you and your parent/guardians may have during a school year. This handbook summarizes many of the official policies and administrative guidelines of the Board of Education and the District. To the extent that the handbook is ambiguous or conflicts with these policies and guidelines, the policies and guidelines shall control. This handbook is effective immediately and supersedes any prior student handbook.

Because the handbook also contains information about student rights and responsibilities, each student is responsible for knowing its contents. Please take time to become familiar with the following information and keep the handbook available for future use. It can be a valuable reference during the school year and a means to avoid confusion and misunderstanding when questions arise. Should you have any questions that are not addressed in this handbook, contact your Principal Dan Wolfgram or the School Counselor. You will find their e-mail addresses listed in the Staff Directory section of the handbook.

This handbook summarizes many of the official policies and administrative guidelines of the Board of Education and the District. If any of the policies or administrative guidelines referenced herein are revised after JULY 2020 the language in the most current policy or administrative guideline prevails. The current policies and guidelines are available on the District's website.

### **MISSION OF THE MANAWA MIDDLE SCHOOL**

***Preparing students academically, socially, and emotionally for future success***

#### **WHAT WE VALUE AS A MIDDLE SCHOOL**

Manawa Middle School recognizes that its students are “in the middle”, not quite high school students, but no longer elementary school students. The middle school staff recognizes the challenges of this age level and also looks to celebrate their uniqueness as individuals. The emphasis in middle school is on social and emotional learning, or learning that takes into account the social, emotional, academic, and physical needs of middle school students. The primary goal of the middle school staff is to BUILD RELATIONSHIPS with students and to then focus on their learning.

The middle school will function on a step-by-step model to increase responsibility. What does this mean? This means that with all expectations, students are first taught the expectation and given ample time to practice their new skills. As the school year progresses, students will take more responsibility for their learning and behaviors. The goal for middle school students is to build new habits that will make them successful socially, emotionally, and academically in high school and beyond.

#### **NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATION OPPORTUNITY**

The Board is committed to providing an equal educational opportunity for all students in the District.

The Board does not discriminate on the basis of race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex, (including transgender status, change of sex or gender identity), or physical, mental, emotional, or learning disability ("Protected Classes") in any of its student program and activities.

This policy is intended to support and promote nondiscriminatory practices in all District and school activities, particularly in the following areas:

- A. use of objective bases for admission to any school, class, program, or activity;
- B. prohibition of harassment towards students and procedures for the investigation of claims (see Policy 5517);
- C. use of disciplinary authority, including suspension and expulsion authority;
- D. administration of gifts, bequests, scholarships and other aids, benefits, or services to students from private agencies, organizations, or persons;
- E. selection of instructional and library media materials in a nondiscriminatory manner and that reflect the cultural diversity and pluralistic nature of American society;
- F. design and implementation of student evaluation practices, materials, and tools, but not at the exclusion of implementing techniques to meet students' individual needs;
- G. design and configuration of facilities;
- H. opportunity for participation in extra-curricular and co-curricular activities, provided that separate programs for male and female students may be available provided comparable activities are made available to all in terms of type, scope, and District support; and
- I. the school lunch program and other school-sponsored food service programs.

The Board is also committed to equal employment opportunity in its employment policies and practices as they relate to students. The Board's policies pertaining to employment practices can be found in Policy 1422, Policy 3122, and Policy 4122 - Nondiscrimination and Equal Employment Opportunity.

Any person who believes that the MANAWA Middle School or any staff person has discriminated against them in violation of this policy may file a complaint. A formal complaint can be made in writing to a School Compliance Officer/Title IX Coordinator listed below:

Dan Wolfgram  
Principal (920) 596-5310  
[dwolfgram@manawaschools.org](mailto:dwolfgram@manawaschools.org)

Carmen O'Brien  
Business Manager (920) 596-5332  
[carmen.obrien@manawaschools.org](mailto:carmen.obrien@manawaschools.org)

If at any time during the investigation process the investigator determines that the complaint is properly defined as bullying because the conduct at issue is not based on a student's protected characteristics, the investigator shall transfer the investigation to the appropriate building principal.

Under no circumstances will the District threaten or retaliate against anyone who raises or files a complaint.

Little Wolf High School is committed to an educational environment that is free of harassment of any form. The school will not tolerate any form of harassment and will take all necessary and appropriate action to eliminate it, including suspension or expulsion of students and disciplinary action against any other individual in the school district community. Additionally, appropriate

action will be taken to stop and otherwise deal with any third party who engages in harassment against our students.

### **Harassment Policy\***

*\*Parent/guardians and students are encouraged to read the full text of the Board of Education policy governing Anti-Harassment and bullying available on the District web site or by contacting the school main office.*

### **Summary of Board of Education Policy**

It is the policy of the Board of Education to maintain an educational environment that is free from all forms of harassment, including sexual harassment. This commitment applies to all District operations, programs, and activities. All students, administrators, teachers, staff, and all other school personnel share responsibility for avoiding, discouraging and reporting any form of unlawful harassment. This policy applies to conduct occurring on school property or at another location if such conduct occurs during an activity sponsored by the Board.

The Board will not tolerate any form of harassment and will take all necessary and appropriate action to eliminate it, including suspension or expulsion of students and disciplinary action against any other individual in the School District community. Additionally, appropriate action will be taken to stop and otherwise deal with any third party who engages in harassment against our students.

### **Definitions**

- Bullying (See the bullying policy immediately following this section)
- Harassment: Any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student that:
  1. Places a student in reasonable fear of harm to his/her person or damage to his/ her property;
  2. Has the effect of substantially interfering with a student's educational performance, opportunities, or benefits; or
  3. Has the effect of substantially disrupting the orderly operation of a school.
- Sexual Harassment: Unwelcome sexual advances, requests of sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature. Important...parent/guardians and students are encouraged to read the entire Board of Education policy with corresponding examples.
- Other forms of harassment such as race/color, religion, national origin, and disability are defined in the full text of the Board of Education policy.

### **Reporting Procedures**

Students and all other members of the School District community, as well as third parties, are encouraged to promptly report incidents of harassing conduct to a school staff member (teacher, counselor, or principal, for example) so the conduct can be addressed before it becomes severe, pervasive, or persistent. The District will investigate as described below. Initiating a complaint will not adversely affect the complaining individual's participation in educational or extra-curricular programs unless the complaining individual makes the complaint maliciously or with knowledge that is false.

The reporting procedures are as follows:



1. Any student, parent/guardian of a student, teacher, school staff member, or school community member is encouraged to report the alleged act(s) to the school principal or district compliance officers/ Title IX Coordinator.
2. The reporting party shall be encouraged to use a report form (See Addendum A) available in each school main office, but oral reports shall be considered complaints as well.
3. To provide individuals with options for reporting harassment to an individual of the gender with which they feel most comfortable, each school's building principal will designate one male and one female staff person (designated as Complaint Coordinators/ Title IX Coordinator) to receive reports of harassment prohibited by this policy.

### **Confidentiality**

The District will make all reasonable efforts to protect the rights of the complainant and the respondent. The District will respect the privacy of the complainant, the respondent, and all witnesses in a manner consistent with the District's legal obligation under state and federal law.

### **Sanctions and Monitoring**

The Board shall vigorously enforce its prohibitions against harassment by taking appropriate action reasonable calculated to stop the harassment and prevent further such harassment. A violation of this policy may result in disciplinary action up to and including the discharge of an employee or the suspension /expulsion of a student. All disciplinary action will be taken in accordance with applicable law and the ages and maturity levels of the students.

### **Retaliation**

Any act of retaliation against a person who has made a report or filed a complaint alleging harassment, or who has participated as a witness in a harassment investigation is prohibited.

**SCHOOL DISTRICT OF MANAWA HARASSMENT COMPLAINT FORM** – Addendum A at the end of this handbook.

### **Bullying Policy**

The Board of Education is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. The Board encourages the promotion of positive interpersonal relations between members of the school community. Bullying toward a student, whether by other students, staff, or third parties is strictly prohibited and will not be tolerated. This prohibition includes physical, verbal, and psychological abuse. The Board will not tolerate any gestures, comments, threats, or actions that cause or threaten to cause bodily harm or personal degradation. This policy applies to all activities in the District, including activities on school property, including at any of the school buildings or other property used exclusively or in part, whether leased or owned by the District, for the purpose of school-related functions or events; or while traveling to or from school or to and from school-sponsored functions or events; in transporting vehicles arranged for by School District officials. The policy applies as well during activities that occur off school property if the student or employee is at any school-sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the supervision of school authorities, or where an employee is engaged in school business, or where there is otherwise a connection to the school such that the conduct at issue affects or is intended to affect the student's educational environment.

### **Definitions**

#### **"Bullying"**

Bullying is deliberate or intentional behavior using word or actions, intended to cause fear, intimidation, or harm. Bullying may be a repeated behavior and involves an imbalance of

power. Furthermore, it may be serious enough to negatively impact a student's educational, physical, or emotional wellbeing. The behavior may be motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age; national origin; race; ethnicity; religion; gender; gender identity; sexual orientation; physical attributes; physical or mental ability or disability; and social, economic, or family status; however this type of prohibited bullying behavior need not be based on any of those particular or other particular characteristics. It includes, but is not necessarily limited to such behaviors as stalking, cyberbullying, intimidating, menacing, coercing, name-calling, taunting, making threats, and hazing.

Some examples of bullying are:

- A. Physical – hitting, kicking, spitting, pushing, pulling, taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact.
- B. Verbal – taunting, malicious teasing, insulting, name calling, making threats.
- C. Psychological – spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation.
- D. "Cyberbullying" – the use of information and communication technologies such as e-mail, cell phone and pager text messages, instant messaging (IM), defamatory personal web sites, and defamatory online personal polling web sites, to support deliberate, repeated, and hostile behavior by an individual or group, that is intended to harm others."

The Board recognizes that cyberbullying can be particularly devastating to young people because:

- 1. Cyberbullies more easily hide behind the anonymity that the Internet provides;
- 2. Cyberbullies spread their hurtful messages to a very wide audience with remarkable speed;
- 3. Cyberbullies do not have to own their own actions, or fear punishment for their actions, as it is usually very difficult to identify cyberbullies;
- 4. Furthermore, the reflection time that once existed between the planning of a prank – or a serious stunt – and its commission has all but been erased with cyberbullying;
- 5. Cyberbullies can impersonate others with the intent to embarrass or harm them or hacking into, or otherwise gaining access to, another's others' electronic accounts (emails, social media, etc.) and posing as that individual with the intent to embarrass or harm the individual.

Cyberbullying includes, but is not limited to the following:

- 1. posting slurs or rumors or other disparaging remarks about a student on a web site or on weblog;
- 2. sending e-mail or instant messages that are mean or threatening, or so numerous as to drive-up the victim's cell phone bill;
- 3. using a camera phone to take and send embarrassing photographs of students;
- 4. posting misleading or fake photographs of students on web sites.

**"Harassment"** includes, but is not limited to, any act which subjects an individual or group to unwanted, abusive behavior of a nonverbal, verbal, written or physical nature on the basis of sex, (including transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical,

mental, emotional or learning disability, or any other characteristic protected by Federal or State civil rights laws. Harassment is prohibited by Policy [5517](#) – Student Anti-Harassment.

**"Staff"** includes all school employees and Board members.

**"Third parties"** include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, vendors, or others engaged in District business, and others not directly subject to school control at inter-district or intra-district athletic competitions or other school events.

For a definition of hazing and instances that could possibly be construed as hazing, consult Policy [5516](#).

### **Complaint Procedures**

Any student that believes s/he has been or is the victim of bullying should immediately report the situation to the building principal or assistant principal, or the District Administrator. The student may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate administrator or Board official. Complaints against the building principal should be filed with the District Administrator. Complaints against the District Administrator should be filed with the Board President.

Every student is encouraged to report any situation that they believe to be bullying behavior directed toward a student. Reports may be made to those identified above.

All school staff members and school officials who observe or become aware of acts of bullying are required to report these acts to the building principal or assistant principal, or the District Administrator.

Reports of bullying may be made verbally or in writing and may be made confidentially. All such reports, whether verbal or in writing, will be taken seriously and a clear account of the incident is to be documented. A written record of the report, including all pertinent details, will be made by the recipient of the report.

All complaints about behavior that may violate this policy shall be investigated promptly by the building principal. The staff member who is investigating the report of bullying shall interview the victim(s) of the alleged bullying and collect whatever other information is necessary to determine the facts and the seriousness of the report. If, during an investigation of a reported act of bullying in accordance with this Policy, the principal determines that the reported misconduct may have created a hostile learning environment and may have constituted harassment based on sex (transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or state civil rights laws, the principal will report the act of bullying to one of the Compliance Officers who shall assume responsibility to investigate the allegation in accordance with Policy 5517 – Student Anti- Harassment.

Parents of each student involved in the bullying report will be notified prior to the conclusion of the investigation. The District shall maintain the confidentiality of the report and any related student records to the extent required by law.

If the investigation finds that bullying has occurred, it will result in prompt and appropriate remedial and/or disciplinary action. This may include student discipline, including, but not limited to, reprimand, suspension, or possible expulsion. Furthermore, the result of an investigation that finds that bullying has occurred may result in discharge for employees,

exclusion for parents, guests, volunteers, and contractors, and removal from any official position and/or a request to resign for Board members. Individuals may also be referred to law enforcement officials.

The complainant shall be notified of the findings of the investigation, and as appropriate, of the remedial action has been taken.

This policy shall not be interpreted to infringe upon the First Amendment rights of students (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by State or Federal law).

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of bullying is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of Board policy and independent of whether a complaint is substantiated. Suspected retaliation should be reported in the same manner as bullying incidents. Making intentionally false reports about bullying for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Retaliating and intentionally making a false report may result in disciplinary action.

If a student or other individual believes there has been bullying, regardless of whether it fits a particular definition, s/he should report it and allow the administration to determine the appropriate course of action.

### **Privacy/Confidentiality**

The School District will respect the privacy of the complainant, the individual(s) against who the complaint is filed, and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to inform parents, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under this policy and its related administrative guidelines shall be maintained as confidential to the extent permitted by law.

### **Notification**

Notice of this policy will be annually distributed to all students enrolled in the School District, their parents and/or guardians and employees. The policy will also be distributed to organizations in the community having cooperative agreements with the schools. Additionally, the policy will be posted in conspicuous locations in all school buildings and departments within the District and discussed with students, as well as incorporated into the teacher, student, and parent/guardian handbooks. All new hires will be required to review and sign off on this policy and the related complaint procedure.

The School District will also provide a copy of the policy to any person who requests it.

### **Records and Reports**

Records will be maintained on the number and types of reports made, and sanctions imposed for incidents found to be in violation of the bullying policy.

An annual summary report shall be prepared and presented to the School Board, that includes trends in bullying behavior and recommendations on how to further reduce bullying behavior. The annual report will be available to the public.

## **Education and Training**

In support of this policy, the Board promotes preventative educational measures to create greater awareness of bullying behavior. The District Administrator shall provide appropriate training to all members of the School District community related to the implementation of this policy and its accompanying administrative guidelines. All training regarding the Board's policy and administrative guidelines on bullying will be age and content appropriate.

## **SEXUAL HARASSMENT**

"Sexual harassment" is defined as unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

- A. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of access to educational opportunities or program;
- B. submission or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's education;
- C. that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's education, or creating an intimidating, hostile, or offensive educational environment.

Sexual harassment may involve the behavior of a person of either gender against a person of the same or opposite gender.

Prohibited acts that constitute sexual harassment may take a variety of forms. Examples of the kinds of conduct that may constitute sexual harassment include, but are not limited to:

- A. unwelcome verbal harassment or abuse;
- B. unwelcome pressure for sexual activity;
- C. unwelcome, sexually motivated or inappropriate patting, pinching, or physical contact, other than necessary restraint of students by teachers, administrators, or other school personnel to avoid physical harm to persons or property;
- D. unwelcome sexual behavior or words including demands for sexual favors, accompanied by implied or overt threats concerning an individual's educational status;
- E. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's educational status;
- F. unwelcome behavior or words directed at an individual because of gender;

Examples are:

- 1. repeatedly asking a person for dates or sexual behavior after the person has indicated no interest;
  - 2. rating a person's sexuality or attractiveness;
  - 3. staring or leering at various parts of another person's body;
  - 4. spreading rumors about a person's sexuality;
  - 5. letters, notes, telephones calls, or materials of a sexual nature;
  - 6. displaying pictures, calendars, cartoons, or other materials with sexual content.
- G. inappropriate boundary invasions by a District employee or other adult member of the District community into a student's personal space and personal life.

Boundary invasions may be appropriate or inappropriate. Appropriate boundary invasions make medical or educational sense. For example, a teacher or aide assisting a kindergartner after a toileting accident or a coach touching a student during wrestling or football can be

appropriate. However other behaviors might be going too far, are inappropriate and may be signs of sexual grooming.

Inappropriate boundary invasions may include, but are not limited to the following:

1. hugging, kissing, or other physical contacts with a student;
2. telling sexual jokes to students;
3. engaging in talk containing sexual innuendo or banter with students;
4. talking about sexual topics that are not related to the curriculum;
5. showing pornography to a student;
6. taking an undue interest in a student (i.e. having a "special friend" or a "special relationship");
7. initiating or extending contact with students beyond the school day for personal purposes;
8. using e-mail, text messaging or websites to discuss personal topics or interests with students;
9. giving students rides in the staff member's personal vehicle or taking students on personal outings without administrative approval;
10. invading a student's privacy (e.g. walking in on the student in the bathroom, locker-room, asking about bra sizes or previous sexual experiences);
11. going to a student's home for non-educational purposes;
12. inviting students to the staff member's home without proper chaperones (i.e. another staff member or parent of a student);
13. giving gifts or money to a student for no legitimate educational purpose;
14. accepting gifts or money from a student for no legitimate educational purpose;
15. being overly "touchy" with students;
16. favoring certain students by inviting them to come to the classroom at non-class times;
17. getting a student out of class to visit with the staff member;
18. providing advice to or counseling a student regarding a personal problem (i.e. problems related to sexual behavior, substance abuse, mental or physical health, and/or family relationships, etc.), unless properly licensed and authorized to do so;
19. talking to a student about problems that would normally be discussed with adults (i.e. marital issues);
20. being alone with a student behind closed doors without a legitimate educational purpose;
21. telling a student "secrets" and having "secrets" with a student;
22. other similar activities or behavior:

Inappropriate boundary invasions are prohibited and must be reported promptly to one of the District Compliance Officers, as designated in this policy, the Building Principal, Title IX Coordinator, or the District Administrator.

- H. remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history; and
- I. verbal, nonverbal or physical aggression, intimidation, or hostility based on sex or sex-stereotyping that does not involve conduct of a sexual nature.

It is also the policy of the Board that a sexual relationship between staff and students is not permissible in any form or under any circumstances, in or out of the work place, in that it interferes with the educational process and may involve elements of coercion by reason of the relative status of a staff member to a student.

Not all behavior with sexual connotations constitutes sexual harassment. Sex-based or gender-based conduct must be sufficiently severe, pervasive, and persistent such that it adversely affects, limits, or denies an individual's education, or such that it creates a hostile or abusive educational environment, or such that it is intended to, or has the effect of, denying or limiting a student's ability to participate in or benefit from the educational program or activities.

#### **SECTION 504/ADA COMPLAINT**

Any person who believes that the Manawa Middle School or any staff person has discriminated against them in violation of the District's Section 504/ADA policy may file a complaint. A formal complaint can be made in writing to a School Compliance Officer listed below:

Janine Connolly  
School Counselor, (920) 596-5802  
[jconnolly@manawaschools.org](mailto:jconnolly@manawaschools.org)

The complaint procedure is available in the school office.

# **SCHOOL DAY/BELL SCHEDULES**

## **MANAWA MIDDLE SCHOOL BELL SCHEDULE**

**Warning Bell: 7:40**

### **Middle School**

**Period 1 7:45 – 8:35**

**Period 2 8:39 – 9:29**

**Period 3 9:33 – 10:23**

**Period 4 10:27 - 11:17**

**Lunch 11:17 – 11:47**

**Period 5 11:51 – 12:41**

**Period 6 12:45 – 1:35**

**Period 7 1:39 – 2:29**

**RtI 2:33 – 3:05**



## **EARLY RELEASE BELL SCHEDULE**

**Warning Bell 7:40**

### **Middle School**

**Period 1 7:45 - 8:26**

**Period 2 8:30 - 9:11**

**Period 3 9:15 - 9:56**

**Period 4 10:00 - 10:41**

**Lunch 10:41 - 11:11**

**Period 5 11:15 - 11:56**

**Period 6 12:00 - 12:41**

**Period 7 12:45 - 1:26**

**RtI 1:30 - 2:05**

*\*Wednesday Early Dismissal will be 2:05 p.m., except on  
September 9<sup>th</sup> and June 2<sup>nd</sup> - dismissal will be at 3:05 p.m.*

## **20 - Minute HOMEROOM SCHEDULE**

**Warning Bell: 7:40 Middle School**

### **Middle School**

**Homeroom 7:45 – 8:05**

**Period 1 8:09 – 8:56**

**Period 2 9:00 – 9:47**

**Period 3 9:51 – 10:37**

**Period 4 10:41 - 11:28**

**Lunch 11:28 – 11:58**

**Period 5 12:02 – 12:49**

**Period 6 12:53 – 1:40**

**Period 7 1:44 – 2:31**

**RtI 2:35 – 3:05**

## **EARLY RELEASE ½ DAY BELL SCHEDULE**

**Warning Bell 7:40 Middle School**

### **Middle School**

**Period 1 7:45 – 8:11**

**Period 2 8:15 – 8:41**

**Period 3 8:45 – 9:11**

**Period 4 9:15 - 9:41**

**Period 5 9:45 – 10:11**

**Period 6 10:15 – 10:41**

**Lunch 10:41 – 11:11**

**Period 7 11:15 – 11:41**

**RtI 11:45 – 12:15**

## **STUDENT RIGHTS AND RESPONSIBILITIES**

The rules and procedures of Manawa Middle School are designed to allow each student to obtain a safe, orderly, and appropriate education. Students can expect their rights to freedom of expression and association and to fair treatment as long as they respect those rights for their fellow students and the staff. Students will be expected to follow teachers' directions and obey all school rules. Disciplinary procedures will comply with the requirements of State and Federal law.

Parents/guardians have the right to know how their child is succeeding in school and will be provided information on a regular basis and as needed, when concerns arise. Many times it will be the responsibility of the student to deliver that information. If necessary, mail or hand delivery may be used to ensure contact. Parents/guardians are encouraged to build a two-way link with their child's teachers and support staff by informing the staff of suggestions or concerns that may help their child better accomplish his/her educational goals.

Students must arrive at school on time, prepared to participate in the educational program. If, for some reason, this is not possible, the student should seek help from the principal.

- Adult students (age eighteen (18) or older) are expected to follow all school rules. If residing at home, adult students should include their parent/guardians in their educational program.

## **STUDENT WELL-BEING**

Student safety is a responsibility of the staff. All staff members are familiar with emergency procedures such as fire and tornado drills and accident reporting procedures. Should a student be aware of any dangerous situation or accident, s/he must notify a staff person immediately.

All students must have an emergency medical card completed, signed by a parent/guardian or guardian, and filed in the school office. A student may be excluded from school until this requirement has been fulfilled.

Students with specific health care needs should submit those needs, in writing and with proper documentation by a physician, to the school office.

## **INJURY AND ILLNESS**

All injuries must be reported to a teacher or to the office staff. If the injury is minor, the student will be treated and may return to class. If medical attention is required, the office will follow the School's emergency procedures.

A student who becomes injured or ill during the school day should request permission from the teacher to go to the office. The office staff will determine whether the student should remain in school or go home. No student will be released from school without proper parent/guardian permission.

## **HOMEBOUND INSTRUCTION**

The District may arrange for individual instruction to students of legal school age who are not able to attend classes because of a serious physical or emotional disability.

Parents/guardians should contact the principal regarding procedures for such instruction.

## **SECTION I - GENERAL INFORMATION**

### **ENROLLING IN THE SCHOOL**

Students generally enroll in the district in which they live. However, the Board will release a resident student who is accepted as a student in another school district under that district's open enrollment program.

Students who are new to Manawa Middle School are required to enroll with their parent or legal guardian unless eighteen (18). When enrolling, the parents/guardians will need to bring:

- A. A birth certificate or similar document;
- B. Custody papers from a court (if appropriate);
- C. Proof of residency; and
- D. Proof of immunizations and/or an appropriate waiver.

In some cases, a temporary enrollment may be permitted. If that is done, the parent/guardian will be told what records are needed to complete the enrollment process.

Students enrolling from another accredited school will have their courses and grades evaluated by the counseling department. The office staff will assist parents/guardians in obtaining the official records from the other school.

Homeless students who meet the federal definition of homeless may enroll and will be under the direction of the Homeless Liaison with regard to enrollment procedures.

Adult students (eighteen (18) years of age or older) may enroll themselves, but if residing with their parent/guardians, are encouraged to include them in the process. Adult students do carry the responsibilities of both the student and parent/guardian and are expected to follow all School rules.

### **SCHEDULING AND ASSIGNMENT**

Schedules are provided to each student at the beginning of the school year or upon enrolling. The schedule is based upon the student's needs and available class space. Any changes in a student's schedule should be handled through the school counselor. Student requests for schedule changes should be made within the first week of class. It is important to note that some courses may be denied because of limited space or the need to complete prerequisites courses. Students are expected to follow their schedules. Any variation must be approved with a pass or schedule change.

### **EARLY DISMISSAL**

No student will be allowed to leave school prior to dismissal time without a written request signed by the parent/guardian whose signature is on file in the school office or the parent/guardian coming to the school office to request the release. No student will be released to a person other than a custodial parent or guardian without a permission note signed by the custodial parent-or guardian.

### **TRANSFER OUT OF THE DISTRICT**

If a student plans to transfer to another school, the parent/guardian must notify the principal. Transfer will be authorized only after the student has completed the arrangements, returned all school materials, and paid any fees or fines that are due. Parents/guardians are encouraged to contact the school counselor for specific details.

## **OPEN ENROLLMENT**

The School District of Manawa will participate in the Wisconsin Public School Open Enrollment Program in accordance with applicable law and the relevant policies and rules of the District, all as amended from time-to-time.

## **WITHDRAWAL FROM SCHOOL**

No student under the age of eighteen (18) will be allowed to withdraw from school without the written consent of his/her parent/guardian and completion of any required forms.

## **IMMUNIZATIONS**

Each student must have the immunizations required by the Wisconsin Department of Health and Human Services or must have an authorized waiver. If a student does not have the necessary shots or waivers, s/he may be excluded from school as permitted by law. This is for the safety of all students and staff. Any questions about immunizations or waivers should be directed to the School Nurse, Terri Brooks.

## **STUDENT ACCIDENTS/ILLNESS/CONCUSSION**

The School District of Manawa believes that school personnel have certain responsibilities in case of accidents, illness or concussions that occur in school. Said responsibilities extend to the administration of first aid by persons trained to do so, summoning of medical assistance, and notification of administration personnel, notification of parent/guardian, and the filing of accident reports.

## **EMERGENCY MEDICAL AUTHORIZATION**

Per Board policy, every student must have an Emergency Medical Authorization Form completed and signed by his/her parent/guardian in order to participate in any activity off school grounds. This includes field trips, spectator trips, athletic and other extra-curricular activities, and co-curricular activities.

The school has made the Emergency Medical Authorization Form available to every parent/guardian at the time of enrollment. A student's failure to return the completed form to school may jeopardize the student's participation in school activities.

## **ADMINISTRATION OF MEDICATIONS**

For purposes of this guideline:

- A. "Practitioner" shall include any physician, dentist, podiatrist, optometrist, physician assistant, and advanced practice nurse prescriber who is licensed in any State.
- B. "Medication" shall include all drugs including those prescribed by a practitioner and any nonprescription drug products.
- C. "Administer" means the direct application of a nonprescription drug product or prescription drug, whether by injection, ingestion, or other means, to the human body.
- D. "Nonprescription drug product" means any non-narcotic drug product which may be sold without a prescription order and which is prepackaged for use by consumers and labeled in accordance with the requirements of State and Federal law.

Nonprescription drug products include cough drops that contain active ingredients.

These cough drops must be handled in the same manner as aspirin, Advil and Tylenol. If a cough drop contains only sugar, water, and some menthol, the procedures for handling nonprescription drug products are not required.

### **Prescribed Medications**

In those circumstances where a student must take prescribed medication during the school day, the following guidelines are to be observed:

- A. Parents should determine with their practitioner's counsel whether the medication schedule can be adjusted to avoid administering medication during school hours.
- B. The Medication Request and Authorization Form must be filed with the school nurse before the student will be allowed to begin taking any medication during school hours. This written and signed request form is to be submitted on an annual basis, or more often if changes in dosage occur, and will include:
  1. student's name and date of birth;
  2. medication and dosage or procedure required;
  3. times required;
  4. special instructions including storage and sterility requirements;
  5. date prescribed medication will be started;
  6. date prescribed medication will no longer be needed;
  7. practitioner's name, address, and telephone number;
  8. authorization for school personnel to administer the prescribed medication, if necessary, but only in the presence of an authorized staff member or parent;
  9. agreement to notify the school in writing if the medication, dosage, schedule, or procedure is changed or eliminated. A new request form must be submitted each school year or for each new medication.
- C. For each prescribed medication, the medication shall be in the original pharmacy-labeled package with the following information in a legible format:
  1. student's name
  2. practitioner's name
  3. date
  4. pharmacy name and telephone
  5. name of medication
  6. prescribed dosage and frequency
  7. special handling and storage directions
- D. All medications to be administered during school hours must be registered with the Principal's office. Upon receipt of the medication, the health aide shall verify the amount of medication brought to the school and indicate that amount on the student's medication log sheet.
- E. Medication that is brought to the office will be properly secured. Medication may be conveyed to school directly by the parent. Two to four (2-4) weeks' supply of medication is recommended.

## **ASTHMA INHALERS AND EPI-PENS**

### **Use of Metered Dose or Dry Powder Inhalers**

Asthmatic students may, while in school, at a school-sponsored activity, or under the supervision of a school authority, possess and use a metered dose inhaler or dry powder inhaler when the following three (3) conditions are met.

1. The student is required to carry an inhaler for use prior to physical activity to prevent the onset of asthmatic symptoms or for use to alleviate asthmatic symptoms, and
2. the completed Parent Consent form for a minor student has been submitted to the Principal, and
3. the practitioner's order for medication administration has been submitted to the Principal authorizing the student to possess and use an inhaler.

Asthmatic students who are not required to carry an inhaler shall follow the guidelines which apply to all other prescription medications and their administration.

### **Use of Epi-pen**

Students who may suffer from severe allergic reactions may, while in school, at a school-sponsored activity, or under the supervision of a school authority, possess and use an epi-pen when three (3) conditions are met.

1. The student is required to carry the epi-pen for use to prevent the onset of an allergic reaction, and
2. the completed Parent Consent form for a minor student has been submitted to the Principal, and
3. the practitioner's order for medication administration has been submitted to the Principal authorizing the student to possess and use the epi-pen.

Students who may suffer from severe allergic reactions but are not required to carry an epi-pen shall follow the guidelines which apply to all other prescription medications and their administration.

School personnel are not required to administer a nonprescription drug product or prescription drug by means other than ingestion. However, personnel designated to administer medications may indicate a willingness to provide medications, in an emergency or special situation, by means other than ingestion. This is done only under the direction and delegation of the school nurse. The school nurse shall provide instruction and written protocols, as well as documentation that both were provided.

Dispensing of nonauthorized, nonprescription drug products by District employees to students served by the District is prohibited. Where investigation confirms such conduct, prompt corrective action shall be taken, up to and including dismissal.

To minimize health and safety risks to student-athletes and maintain ethical standards, school personnel, coaches, athletic trainers, and lay coaches should never dispense, supply or recommend the use of any drug, medication, or food supplement for performance-enhancing purposes.

School personnel trained to administer medications shall keep a copy of the Administration of Medication Policy and Guidelines in an accessible spot for quick reference and have the right to



refuse to administer medication to students when the required authorization forms and signatures have not been completed.

### **USE OF NONPRESCRIBED (DRUG PRODUCTS)**

In those circumstances where a student must take a Nonprescription Drug Product during the school day, the following guidelines are to be observed:

- A. The Nonprescription Drug Product Request and Authorization Form must be filed with the school nurse before the student will be allowed to begin taking any medication during school hours.
- B. For each nonprescription drug product, the container shall be the original manufacturer's package and the package must list in a legible format the ingredients and recommended therapeutic dose.

The parents request to administer a nonprescription drug product shall contain the following information:

1. student's name
2. date
3. name of medication
4. dosage and frequency
5. special handling and storage directions

### **HEAD LICE**

If a child in the District is found to have lice, the child's parent/guardian will be contacted to have the child treated and to pick him/her up immediately. After treatment and upon returning to school, the child will be examined by the school health staff or principal. The District practices a policy of "no live lice" and no nits as criteria for return to school.

### **CONTROL OF CASUAL-CONTACT COMMUNICABLE DISEASES**

Because a school has a high concentration of people, it is necessary to take specific measures when the health or safety of the group is at risk. A teacher, nurse, or principal may send home a student who is suspected of having a communicable disease and will notify the parent/guardian of such action and the reason(s) it was taken. School officials may be required to notify local health officials if they suspect a student has a communicable disease as identified by the Wisconsin Department of Health Services. School officials will comply with notification requirements of the Department of Health and Family Services in addition to notifying the student's parent/guardian.

Examples of such diseases include diphtheria, scarlet fever, strep infections, whooping cough, mumps, measles, rubella, and other conditions indicated by the Wisconsin Department of Health and Human Services.

Any student's removal from school will only be for the contagious period as specified in the school's administrative guidelines.

### **DIRECT CONTACT COMMUNICABLE DISEASES**

In the case of non-casual-contact communicable diseases, the school still has the obligation to protect the safety of the staff and students. In these cases, the person in question will have

his/her status reviewed by a panel of resource people to ensure that the rights of the person affected and those in contact with that person are respected. The school will seek to keep students and staff in school unless there is definitive evidence to warrant exclusion.

Non-casual-contact communicable diseases include sexually transmitted diseases, AIDS (Acquired Immune Deficiency Syndrome), ARC-AIDS Related Complex, HIV (Human Immunodeficiency Virus), Hepatitis B, and other diseases that may be specified by the Wisconsin Department of Health and Human Services.

As required by Federal and State law, parents/guardians may be required to have their child's blood checked for HIV and HBV, and other blood-borne pathogens when the child has bled at school and students or staff members have been exposed to the blood. Any testing is subject to laws protecting confidentiality.

### **INDIVIDUALS WITH DISABILITIES AND LIMITED ENGLISH PROFICIENCY**

The American's with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act provide that no individual will be discriminated against on the basis of a disability. This protection applies not just to the student, but to all individuals who have access to the District's programs and facilities.

A student can access special education services through the proper evaluation and placement procedure. Parent/guardian involvement in this procedure is generally required. More important, the school encourages parents/guardians to be active participants. To inquire about special education programs and services, a parent/guardian should contact Danni Brauer (920) 596-5301.

The district is committed to identifying, evaluating, and providing a free appropriate public education ("FAPE") to students within its jurisdiction who are disabled within the definition of Section 504, regardless of the nature or severity of their disabilities.

Services are also available to students with limited English proficiency. To inquire about programs and services, a parent/guardian should contact Jacki Sernau at (920) 596-5738.

### **STUDENT RECORDS**

The origination and maintenance of appropriate student records are essential to the effective operation of the District and meeting the educational interests of students. The rights and responsibilities of students, parent/guardians and the District with respect to student records are governed by State and Federal law. Many student records are kept by teachers, counselors and administrative staff. There are two (2) basic kinds of student records -- directory information and confidential records.

Directory information can be given to any person or organization for educational purposes or non-business purposes when requested, unless the parent/guardians of the student object in writing to the disclosure as required under school policy and State and Federal law. Directory information generally includes student records that identify a student's name, photograph, participation in officially recognized activities and sports, weight and height for members of athletic teams, date of graduation, and degrees and awards received. Directory information also includes a student ID number, user ID, or other unique personal identifier used by the student when accessing or communicating in a district's electronic systems, if, standing alone, it cannot be used to access student education records, (i.e. a pin number, password, or other factor is also needed).

- If parents/guardians and eligible students do not submit their written objection to dissemination to the Board, directory information may be utilized by the District Administrator in District-wide publications, on the cable television educational access channel, or on the District's website. The directory information used will be properly verified and approved by the District Administrator.

Student records are generally considered confidential under State and Federal law and may not be released to third parties unless the student's parent's/guardian's consent in writing. However, there are exceptions to confidentiality, and requests for records within these exceptions may be granted without a parent's/guardian's written consent. If you have questions about the confidentiality of student records and/or the release of student records to third-parties, please contact Dr. Melanie J. Oppor.

Parents/guardians and students are reminded of: 1) their rights to inspect, review and obtain copies of students records; 2) their rights to request the amendment of the student's school records if they believe the records are inaccurate or misleading; 3) their rights to consent to the disclosure of the student's school records, except to the extent State and Federal law authorizes disclosure without consent; 4) the categories of student record information which have been designated as directory information and their right to deny the release of such information; and 5) their right to file a complaint with the Family Policy Compliance Office of the U.S. Department of Education.

Consistent with the Protection of Pupil Rights Amendment (PPRA), no student shall be required, as a part of the school program or the District's curriculum, without prior written consent of the student (if an adult, or an emancipated minor) or, his/her parents/guardians, to submit to or participate in any survey, analysis, or evaluation that reveals information concerning:

- A. Political affiliations or beliefs of the student or his/her parent/guardians;
- B. Mental or psychological problems of the student or his/her family;
- C. Sex behavior or attitudes;
- D. Illegal, anti-social, self-incriminating or demeaning behavior;
- E. Critical appraisals of other individuals with whom respondents have close family relationships;
- F. Legally recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers;
- G. Religious practices, affiliations, or beliefs of the student or his/her parent/guardians; or
- H. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program).

Consistent with the PPRA and Board policy, parents/guardians may inspect any materials used in conjunction with any such survey, analysis, or evaluation. Please contact the Manawa Business Office to inspect such materials.

Further, parent/guardians have the right to inspect, upon request, a survey or evaluation created by a third party before the survey/evaluation is administered or distributed by the school to the student. The parent/guardian will have access to the survey/evaluation within a reasonable period of time after the request is received by the building principal.

The District Administrator will provide notice directly to parents/guardians of students enrolled in the District of the substantive content of this policy at least annually at the beginning of the school year, and within a reasonable period of time after any substantive change in this policy. In addition, the District Administrator is directed to notify parents/guardians of students in the District, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when the following activities are scheduled or expected to be scheduled:

- The administration of any survey by a third party that contains one or more of sensitive information contained in A through H above.

The Family Policy Compliance Office in the U.S. Department of Education administers both Family Educational Rights and Privacy Act (FERPA) and Protection of Pupil Rights Amendment (PPRA). Parents/guardians and/or eligible students who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office  
 U.S. Department of Education  
 400 Maryland Avenue, SW 20202-4605  
 Washington, D.C.  
[www.ed.gov/offices/OM/fpc](http://www.ed.gov/offices/OM/fpc)

Informal inquiries may be sent to the Family Policy Compliance Office via the following email addresses: [FERPA@ED.Gov](mailto:FERPA@ED.Gov); and [PPRA@ED.Gov](mailto:PPRA@ED.Gov).

### **STUDENT FEES, FINES, AND CHARGES**

Fees will be charged for the following non-curricular activities and programs. Such fees or charges are determined by the cost of materials, freight/handling fees, and add-on fees for loss or damage to school property. The school and staff do not make a profit.

#### **MANAWA MIDDLE SCHOOL FEES**

##### **FEES FOR EVERY STUDENT**

<b>District Fee</b>	<b>\$20.00</b>
<b>6<sup>th</sup> Grade Class</b>	<b>\$ 5.00</b>
<b>7<sup>th</sup> Grade Class</b>	<b>\$ 5.00</b>
<b>8<sup>th</sup> Grade Class</b>	<b>\$ 5.00</b>

<b>Student Snowmobile Parking Permits: New permit required each school year.</b>	<b>Required for all snowmobiles parked on district property (snowmobiles must be registered with the DNR and helmets must be D.O.T. approved).</b>	<b>\$ 5.00</b>
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##### **OPTIONAL FEES**

<b>Student Athletic Pass</b>		<b>\$ 5.00</b>
<b>Yearbook</b>		<b>\$12.00</b>
<b>Sports Fees</b>	<b>Student Max \$60 / Family Max \$150</b>	<b>\$15.00/Sport</b>

Fees may be waived in situations where there is financial hardship.

Students using school property and equipment can be fined for excessive wear and abuse. The fine will be used to pay for the damage, not to make a profit.

Late fines can be avoided when students return borrowed materials promptly. Their use may be needed by others.

Students who fail to pay fines, fees, or charges may be denied participation in graduation ceremonies.

### **STUDENT FUND-RAISING**

Students participating in school-sponsored groups and activities will be allowed to solicit funds from other students, staff members, and members of the community in accordance with school guidelines. The following general rules will apply to all fund-raisers.

- Students involved in the fund-raiser are not to interfere with students participating in other activities in order to solicit funds.
- A student will not be allowed to participate in a fund-raising activity for a group in which s/he is not a member without the approval of the student's teacher or counselor.
- No student may participate in fundraising activities off school property without proper supervision by approved staff or other adults.
- House-to-house canvassing by any student is not allowed for any fundraising activity.
- Students under the age of nine (9) must be accompanied by a parent/guardian or person sixteen (16) years of age or older.
- Any fund-raisers that require students to exert themselves physically beyond their normal pattern of activity, such as "runs for .....", will be monitored by a staff member in order to prevent a student from overextending himself/herself to the point of potential harm.
- No student may participate in a fund-raising activity conducted by a parent/guardian group, booster club, or community organization on school property without the approval of the principal.
- Fundraising by students on behalf of school-related organizations whose funds are not managed by the District may be permitted on school grounds by the District Administrator. If the fundraising activity will involve students under age nine (9) or the group holding the fundraiser includes any students under age nine (9), the group shall secure permission from such students' parents/guardians to participate in the fundraising activity and shall assure that any such students are always accompanied by a parent/guardian or a person at least sixteen (16) years of age.

### **STUDENT VALUABLES**

Students are encouraged not to bring items of value to school. Items such as jewelry, expensive clothing, electronic equipment, and the like, are tempting targets for theft and extortion. The school cannot be responsible for their safe-keeping and will not be liable for loss or damage to personal valuables. Students are expected to use school-issued locks for use during physical education classes.

### **REVIEW OF INSTRUCTIONAL MATERIALS**

Parents/guardians have the right to review any instructional materials related to the human growth and development curriculum and may also observe instruction in classes dealing with such subject matter. Any parent/guardian who wishes to review instructional materials or observe classroom instruction should contact the Principal to make the appropriate arrangements. Parents'/guardians' rights to review teaching materials and instructional activities are subject to reasonable restrictions and limits.

### **MEAL SERVICE**

The school participates in the National School Lunch Program and makes lunches available to students for a fee. Ala carte items are available. Students may also bring their own lunch to school for consumption in the school's cafeteria.

Applications for the school's Free and Reduced-Priced Meal program are distributed to all students. Extra applications can be obtained in the school office.

### **FIRE AND TORNADO DRILLS**

The school complies with all fire safety laws and will conduct fire drills in accordance with State law. Specific instructions on how to proceed will be provided to students by their teachers, who are responsible for safe, prompt, and orderly evacuation of the building.

Tornado drills will be conducted during the tornado season using the procedures provided by the State.

Lock down drills in which the students are restricted to the interior of the school building and the building secured may occur during the school year.

### **EMERGENCY CLOSINGS AND DELAYS**

If the school must be closed or the opening delayed because of inclement weather or other conditions, the school will notify the following radio and television stations:

WDUX ---Waupaca 92.7  
WBAY-CH 2  
WSAW-CH 7  
NBC 26

WFRV-CH 5  
WLUK-CH 11

If there is no announcement made on the radio and television stations, school will be open and the buses will be running. If the weather should turn severe during the day and buses are sent out early, an announcement to this effect will be made on the above stations. Parents/guardians will also have the option of receiving an alert to their phone or email account. It is the responsibility of the parent/guardian to ensure updated directory information. Parents/guardians and students are responsible for knowing about emergency closings and delays.

### **PREPAREDNESS FOR TOXIC AND ASBESTOS HAZARDS**

The School is concerned for the safety of students and attempts to comply with all Federal and State Laws and Regulations to protect students from hazards that may result from industrial accidents beyond the control of school officials or from the presence of asbestos materials used in previous construction. A copy of the School District's Toxic Hazard Policy and asbestos management plan will be made available for inspection at the Board offices upon request.

### **VISITORS**

Visitors, particularly parent/guardians, are welcome at the school. In order to properly monitor the safety of students and staff, each visitor must report to the office upon entering the school to obtain a pass. Any visitor found in the building without a pass shall be reported to the principal. If a person wishes to confer with a member of the staff, s/he should call for an appointment prior to coming to the school, in order to prevent any loss of instructional time.

Visitors access to classrooms and instructional activities are subject to reasonable restrictions and limits. Please consult with the principal regarding these restrictions.

Students may not bring visitors to school without first obtaining advanced written permission from the principal.

### **USE OF THE LIBRARY**

The library is available to students throughout the school day. Passes may be obtained from a student's teacher or from the librarian/library aide. Books and periodicals (*not the most recent issue*) on the shelves may be checked out for a period of three weeks. To check out any other materials, contact the librarian/library aide. To avoid fees, all materials checked out of the library must be returned to the library by the end of each term.

### **USE OF SCHOOL EQUIPMENT AND FACILITIES**

Students must receive the permission of the teacher before using any equipment or materials in the classroom and the permission of the principal to use any other school equipment or facility. Students will be held responsible for the proper use and safekeeping of any equipment or facility they are allowed to use.

### **LOST AND FOUND**

The lost and found area is in the main office. Students who have lost items should check there and may retrieve their items if they give a proper description. Unclaimed items will be given to charity at the close of the school year.

### **STUDENT SALES**

No student is permitted to sell any item or service in school without the approval of the principal. Violation of this rule may lead to disciplinary action.

### **USE OF SCHOOL TELEPHONES**

Office telephones are not to be used for personal calls. Except in an emergency, students will not be called to the office to receive a telephone call.

- Telephones are available in the school for students to use when they are not in class. Students are not to use telephones to call parents/guardians to receive permission to leave school. Office personnel will initiate all calls on behalf of a student seeking permission to leave school.

### **SCHOOL DISTRICT OF MANAWA PERSONAL COMMUNICATION DEVICES**

#### **Electronic Communication Device Policy**

"Personal communication devices" ("PCDs") as used in this policy are defined in Bylaw 0100.

Students may use PCDs before and after school, during their lunch break, in between classes as long as they do not create a distraction, disruption or otherwise interfere with the educational environment, during after-school activities (e.g., extra-curricular activities), or at school-related functions. Use of PCDs, except those approved by a teacher or administrator, at any other time

is prohibited and they must be powered completely off (i.e., not just placed into vibrate or silent mode) and stored out of sight.

However, technology including, but not limited to, PCDs intended and actually used for instructional purposes (e.g., taking notes, recording classroom lectures, writing papers) will be permitted, as approved by the classroom teacher or the building principal.

Students may not use PCDs on school property or at a school-sponsored activity to access and/or view Internet web sites that are otherwise blocked to students at school.

Students may use PCDs while riding to and from school on a school bus or other Board-provided vehicles or on a school bus or Board-provided vehicle during school-sponsored activities, at the discretion of the classroom teacher, or sponsor/advisor/coach. Distracting behavior that creates an unsafe environment will not be tolerated.

During after school activities, PCDs shall be powered completely off (not just placed into vibrate or silent mode) and stored out of sight when directed by the administrator or sponsor.

Under certain circumstances, a student may keep his/her PCD "On" with prior approval from the building principal.

Except as authorized by a teacher, administrator or IEP team, students are prohibited from using PCDs during the school day, including while off-campus on a field trip, to capture, record and/or transmit the words or sounds (i.e., audio) and/or images (i.e., pictures/video) of any student, staff member or other person. Using a PCD to capture, record, and/or transmit audio and/or pictures/video of an individual without proper consent by an authorized adult is considered an invasion of privacy and is not permitted. Students who violate this provision and/or use a PCD to violate the privacy rights of another person shall have their PCD confiscated and held until a parent picks it up, and may be directed to delete the audio and/or picture/video file while the parent is present. If the violation involves potentially illegal activity, the confiscated PCD may be turned over to law enforcement.

PCDs, with cameras or any other recording capabilities, may not be activated or utilized at any time in any school situation where a reasonable expectation of personal privacy exists. These locations and circumstances include, but are not limited to, locker rooms, shower facilities, rest/bathrooms, and any other areas where students or others may change clothes or be in any stage or degree of disrobing or changing clothes. The District Administrator and building principals are authorized to determine other specific locations and situations where use of a PCD is absolutely prohibited.

Students shall have no expectation of confidentiality with respect to their use of PCDs on school premises/property.

Students may not use a PCD in any way that might reasonably create, in the mind of another person, an impression of being threatened, humiliated, harassed, embarrassed, or intimidated. See Policy 5517.01 – Bullying and Other Forms of Aggressive Behavior. In particular, students are prohibited from using PCDs to: (1) transmit material that is threatening, obscene, disruptive, or sexually explicit or that can be construed as harassment or disparagement of others based upon their race, color, national origin, sex (including sexual orientation/transgender identity), disability, age, religion, ancestry, or political beliefs; and (2) engage in "sexting" - i.e., sending, receiving, sharing, viewing, or possessing pictures, text messages, e-mails or other materials of a sexual nature in electronic or any other form. Violation of these prohibitions shall result in disciplinary action. Furthermore, such actions will be reported to local law enforcement and child services as required by law.

Students are also prohibited from using a PCD to capture, record, and/or transmit test information or any other information in a manner constituting fraud, theft, cheating, or academic dishonesty. Likewise, students are prohibited from using PCDs to receive such information.



Possession of a PCD by a student at school during school hours and/or during extra-curricular activities is a privilege that may be forfeited by any student who fails to abide by the terms of this policy, or otherwise abuses this privilege.

Violations of this policy may result in disciplinary action and/or confiscation of the PCD. The building principal will also refer the matter to law enforcement or child services if the violation involves an illegal activity (e.g., child pornography, sexting). Discipline will be imposed on an escalating scale ranging from a warning to an expulsion based on the number of previous violations and/or the nature of or circumstances surrounding a particular violation. If the PCD is confiscated, it will be released/returned to the student's parent after the student complies with any other disciplinary consequences that are imposed, unless the violation involves potentially illegal activity in which case the PCD may be turned over to law enforcement. A confiscated device will be marked in a removable manner with the student's name and held in a secure location in the building's central office until it is retrieved by the parent or turned over to law enforcement. School officials will not search or otherwise tamper with PCDs in District custody unless they reasonably suspect that the search is required to discover evidence of a violation of the law or other school rules. Any search will be conducted in accordance with Policy 5771 - Search and Seizure. If multiple offenses occur, a student may lose his/her privilege to bring a PCD to school for a designated length of time or on a permanent basis.

A person who discovers a student using a PCD in violation of this policy is required to report the violation to the building principal.

Students are personally and solely responsible for the care and security of their PCDs. The Board assumes no responsibility for theft, loss, or damage to, or misuse or unauthorized use of, PCDs brought onto its property.

Parents are advised that the best way to get in touch with their child during the school day is by calling the school office.

Students may use school phones to contact parents during the school day.

LEGAL REF.: Section 118.28 Wisconsin Statutes

Students who violate this policy will face the following disciplinary consequences: (Any electronic device or combination thereof).

**1<sup>st</sup> offense** – Warning – device is requested to be turned off.

**2<sup>nd</sup> offense** – Teacher confiscates for the class period.

**3<sup>rd</sup> offense** – Phone is turned into the main office where a parent/guardian must pick up.

**Students refusing to relinquish their PCD may receive an in-school or out-of-school suspension. If they still refuse the proper authorities will be called.**

## **WEAPONS**

The Board of the School District of Manawa prohibits possession, use or threat to use, or storing of a weapon or look-alike weapon on school premises before, during, or after school, or at any school-sponsored activity. "School premises" includes a school building, school bus or vehicle, or any other school facility (including any school transportation facility, whether owned or contracted by the District). Students may not have live ammunition on the school site.

Determination of whether an item constitutes a weapon under this policy shall be made in accordance with established procedures. Exceptions to this policy include items which otherwise might be classified as weapons which are brought or transported to school premises or activities as part of a recognized activity for which the item is required, unless such is prohibited by law.

(Examples might include but are not necessarily limited to guns handled by a staff member in a gun safety class, a look-alike gun which might be used in a dramatic activity, a gun bayonet which might be part of a history lesson, or a starting pistol used by a staff member in a track athletic event.)

Teachers should advise the appropriate building administrator beforehand of any activity or lesson necessitating the bringing to school of materials such as those described in this policy. Anyone found to be in violation of this policy is subject to discipline and/or legal action. If any part of this policy is held to be invalid under operation of the law, it shall not affect other parts of this policy which may be in compliance with the law.

### ADVERTISING OUTSIDE ACTIVITIES

No announcements or posting of outside activities will be permitted without the approval of the principal. A minimum of twenty-four (24) hours' notice is required to ensure that the principal has the opportunity to review the announcement or posting.

The school has a central bulletin board located across from the main office which may be used for posting notices after receiving permission from the principal.

### VIDEO SURVEILLANCE

The Board of Education has authorized the use of video surveillance and electronic monitoring equipment at various school sites throughout the school. Any person who takes action to block, move, or alter the location and/or viewing angle of a video camera shall be subject to disciplinary action.

### SAFETY AND SECURITY

- A. All visitors must report to the office when they arrive at school.
- B. All visitors are given and required to wear a building pass while they are in the building.
- C. The staff is expected to question people in the building whom they do not recognize and who are not wearing a building pass, and to question people who are "hanging around" the building after hours.
- D. Students and staff are expected to immediately report to a teacher or administrator any suspicious behavior or situation that makes them uncomfortable. All District employees are to wear photo-identification badges while in District schools and offices or on District property.

### LUNCH PROGRAM

#### Hot Lunch & Breakfast Prices for 2020-2021 School Year:

<b>Hot Lunch (Per Day)</b>	
Manawa Middle School	\$3.00
<b>Breakfast (Per Day)</b>	
Manawa Middle School	\$1.50
<b>Milk (Per Day) *</b>	\$.40

Reduced price is **\$.30** for breakfast and **\$.40** for lunch **for all qualifying students in the district.**

**Free and Reduced Breakfast and Lunch forms must be filled out each year. Forms are available in each school office, and the District Office. They can be filled out at ANY time throughout the year.**

## SECTION II - ACADEMICS

### FIELD TRIPS

Field trips are academic activities that are held off school grounds. There are also other trips that are part of the school's co-curricular and extra-curricular program. No student may participate in any school-sponsored trip without parent/guardian consent.

Attendance rules, the Code of Conduct and the Search and Seizure policy apply to all field trips.

### GRADES

The Teachers have a standard grading procedure, as well as additional notations that may indicate work in progress or incomplete work. The purpose of a grade is to indicate the extent to which the student has acquired the necessary learning. In general, students are assigned grades based upon test results, projects, and classroom participation. Each teacher may place a different emphasis on these areas in determining a grade and will so inform the students at the beginning of the course work. If a student is not sure how his/her grade will be determined, s/he should ask the teacher.

The School uses the following grading system:

#### Grading Scale for all students:

A	95-100
A-	92-94
B+	89-91
B	86-88
B-	83-85
C+	80-82
C	77-79
C-	74-76
D+	71-73
D	68-70
D-	65-67
F	0-64

#### Marking System:

(A)	Excellent
(B)	Good
(C)	Average
(D)	Below Average
(F)	Failure

If a student receives an "F" in a required subject, he/she must repeat and pass that subject to fulfill graduation requirements. Ordinarily, a student who receives an "F" in a course, which is part of a sequence, must repeat and pass that course to continue in the sequence.

(I) Incomplete: When a student's work is not completed by the end of the quarter due to the student's absence from school, he/she receives an "I". This work, in most cases, must be made up within two weeks after the end of the quarter. Exceptions to the two-week period must be cleared through the principal. If work is not made up in the allowed time, the "I" becomes an "F".

(W) Withdrew: A student receives this grade when he/she drops a course with administrative approval.

NOTE: A student withdrawing from a course after the fifth week of the semester will do so with an F unless granted administrative exception.

## **GRADING PERIODS**

Report Cards: At the end of each semester, students receive report cards containing their final semester grades in all of their courses. The grades on the semester report card become a part of each student's permanent record.

At the end of the nine-week period a report card indicating quarterly grades is issued. This quarterly grade is a progress report to give students, parent/guardians, and the counselor an idea of the student's work at that point. The quarterly grade is not an official grade. It does not appear on any official record and in no way affects credits, average, or rank in class.

Parent/guardian / Teacher Conferences: Parent/guardian/teacher conferences will be held for the purpose of evaluation of student progress in school. Parents/guardians are encouraged to communicate with staff members at any time throughout the school year concerning their child's progress. Any time a parent/guardian wishes to see his/her child's records or confer with a teacher they should make an appointment through the High School office.

## **PROMOTION, PLACEMENT, AND RETENTION**

### **Grades 5K-8 Level**

Criteria: To be promoted all students in grades 3-8 must demonstrate adequate progress in core subject areas. 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 "S" in grades one and two or a "D" or higher in grades three through eight. 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 Individualized Education Plan (IEP), Section 504 Plans, or English Development Learning Plan (EDLP) as documented by the staff serving the student.

### **Remediation Opportunities**

School personnel shall make a concerted and repeated effort throughout the school year to notify the parents/guardians 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/guardians, can take full advantage of Response to Intervention/Instruction (Rtl) time, Summer School, or other remediation learning opportunities for the purpose of meeting the grade-level criteria as described above to be eligible for promotion. Students' progress in meeting grade-level criteria will be monitored using universal screeners.

Referral shall be based on failing grades at the middle of the first quarter.

- The BCT shall meet to problem-solve the relevant behavior and educational issues regarding the student and implement strategies to help the student improve his/her failing grades or performance. The student's grades or performance shall be monitored throughout the second quarter by the BCT. An educational assessment may be completed upon recommendation of the SAT BCT. The student's parents/guardians shall be notified.
- If, at the end of the first semester, the student continues to receive less than a "D" or less in core area subjects, the BCT will review and revise the previous plan and implement new strategies to help improve the student's failing grades or performance. An educational assessment shall be completed unless this was already done during the second quarter of the school year. The student's parent/guardians/guardians shall be notified.
- The BCT shall monitor student progress bi-weekly during the third quarter. The BCT will make a promotion or retention recommendation to the building principal by the end of third quarter. The student's parent/guardians/guardians will be kept informed of student progress and the preliminary recommendation. The district administrator shall be informed.
- Final determination of a retention, promotion, or promotion conditioned on a remediation plan shall be made by the building principal and reported to the district administrator and be based, in part, on the 4th quarter mid-term grades or performance. The principal shall provide a written notice of the decision to the parents/guardians at least 4 weeks before the end of the school year.

### **Appeal Process**

Parents/guardians of the student recommended for retention may appeal to the District Administrator or designee. Such appeals shall 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 or designee shall respond with a decision in writing fifteen (15) days after receipt of the appeal.

### **RECOGNITION OF STUDENT ACHIEVEMENT**

Students who have displayed significant achievements during the course of the year are recognized for their accomplishments. Areas that may merit recognition include academics, athletics, performing arts, citizenship, and volunteerism. Recognition for such activities is initiated by the staff and coordinated by the Guidance Department.

#### **Honor Roll**

**High Honor** 4.00    **Honor** 3.50 – 3.99    **Honorable Mention** 3.00 – 3.49

## **ATHLETIC AWARDS**

Requirements for athletic awards are developed by each head coach with the approval of the Athletic Director. These requirements will be reviewed with interested students by the appropriate coach.

## **HOMEWORK**

The assignment of homework can be expected. Student grades will reflect the completion of all work, including outside assignments. Homework is also part of the student's preparation for the standardized tests and graduation.

Homework will not generally be used for disciplinary reasons but only to enhance the student's learning.

## **STUDENT TECHNOLOGY ACCEPTABLE USE AND SAFETY**

Technology has fundamentally altered the ways in which information is accessed, communicated, and transferred in society. As a result, educators are continually adapting their means and methods of instruction, and the way they approach student learning to incorporate the vast, diverse, and unique resources available through the Internet. The Board of Education provides technology resources (as defined in Bylaw 0100) to support the educational and professional needs of its students and staff. With respect to students, District Technology Resources afford them the opportunity to acquire the skills and knowledge to learn effectively and live productively in a digital world. The Board provides students with access to the Internet for limited educational purposes only and utilizes online educational services/apps to enhance the instruction delivered to its students. The District's computer network and Internet system do not serve as a public access service or a public forum, and the Board imposes reasonable restrictions on its use consistent with its limited educational purpose.

The Board regulates the use of District technology resources by principles consistent with applicable local, State, and Federal laws, the District's educational mission, and articulated expectations of student conduct as delineated in the Student Code of Conduct. This policy and its related administrative guidelines and the Student Code of Conduct govern students' use of District Technology Resources and students' personal communication devices when they are connected to the District computer network, Internet connection, and/or online educational services/apps, or when used while the student is on Board-owned property or at a Board-sponsored activity (see Policy 5136).

Users are required to refrain from actions that are illegal (such as libel, slander, vandalism, harassment, theft, plagiarism, inappropriate access, and the like) or unkind (such as personal attacks, invasion of privacy, injurious comment, and the like). Because its Technology Resources are not unlimited, the Board has also instituted restrictions aimed at preserving these resources, such as placing limits on use of bandwidth, storage space, and printers.

Users have no right or expectation to privacy when using District Technology Resources (including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity when using the District's computer network and/or Internet connection).

First, the Board may not be able to technologically limit access to services through its technology resources to only those that have been authorized for the purpose of instruction, study and research related to the curriculum. Unlike in the past when educators and community members had the opportunity to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted guidelines

and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them), access to the Internet, because it serves as a gateway to any publicly available file server in the world, opens classrooms and students to electronic information resources that may not have been screened by educators for use by students of various ages.

Pursuant to Federal law, the Board has implemented technology protection measures, that protect against (e.g., filter or block) access to visual displays/depictions/materials that are obscene, constitute child pornography, and/or are harmful to minors, as defined by the Children's Internet Protection Act. At the discretion of the Board or the District Administrator, the technology protection measures may be configured to protect against access to other material considered inappropriate for students to access. The technology protection measures may not be disabled at any time that students may be using the District technology resources, if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any student who attempts to disable the technology protection measures will be subject to discipline.

The Board utilizes software and/or hardware to monitor online activity of students and to block/filter access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. "Harmful to minors" is a term defined by the Communications Act of 1934 (47 U.S.C. 254(h)(7)) as any picture, image, graphic image file, or other visual depiction that:

- A. taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
- B. depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals;
- C. taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

At the discretion of the Board or the District Administrator, the technology protection measure may be configured to protect against access to other material considered inappropriate for students to access. The technology protection measure may not be disabled at any time that students may be using the District technology resources, if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any student who attempts to disable the technology protection measures will be subject to discipline.

The Technology Director may temporarily or permanently unblock access to websites or online educational services/apps containing appropriate material if access to such sites has been inappropriately blocked by the technology protection measure. The determination of whether material is appropriate or inappropriate shall be based on the content of the material and the intended use of the material, not on the protection actions of the technology protection measure.

The Technology Director may disable the technology protection measure to enable access for bona fide research or other lawful purposes.

Parents are advised that a determined user may be able to gain access to services and/or resources on the Internet that the Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to information and communications that they and/or their parents may find inappropriate, offensive, objectionable or controversial. Parents of minors are responsible for setting and conveying the standards that their children should follow when using the Internet.



Pursuant to Federal law, students shall receive education about the following:

- A. safety and security while using e-mail, chat rooms, social media, and other forms of direct electronic communications;
- B. the dangers inherent in the online disclosure of personally identifiable information;
- C. the consequences of unauthorized access (e.g., "hacking", "harvesting", digital piracy", "data mining", etc.), cyberbullying, and other unlawful or inappropriate activities by students online;
- D. unauthorized disclosure, use, and dissemination of personally identifiable information regarding minors.

Staff members shall provide instruction for their students regarding the appropriate use of technology and online safety and security as specified above. Furthermore, staff members will monitor the online activities of students while at school.

Monitoring may include, but is not necessarily limited to, visual observations of online activities during class sessions; or use of specific monitoring tools to review browser history and network, server, and computer logs.

Building Principals are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying guidelines. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of District technology resources. Such training shall include, but not be limited to, education concerning appropriate online behavior, including interacting with other individuals on social media, including in chat rooms, and cyberbullying awareness and response. All users of District technology resources (and their parents if they are minors) are required to sign a written agreement or acknowledging during the annual student registration process they will abide by the terms and conditions of this policy and its accompanying guidelines.

Beginning in grade three (3) students will be assigned a school email account that they are required to utilize for all school-related electronic communications, including those to staff members, peers, and individuals and/or organizations outside the District with whom they are communicating for school-related projects and assignments. Further, as directed and authorized by their teachers, they shall use their school-assigned email account when signing-up/registering for access to various online educational services, including mobile applications/apps that will be utilized by the student for educational purposes.

Students may only use District technology resources to access or use social media if it is done for educational purposes in accordance with their teacher's approved plan for such use.

Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users are personally responsible and liable, both civilly and criminally, for uses of District technology resources that are not authorized by this policy and its accompanying guidelines.

The Board designates the District Administrator and Technology Director as the administrators responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to students' use of District technology resources.

## **SYNCHRONOUS EDUCATION – STUDENT ACCOUNTABILITY AND CONDUCT**

The School District of Manawa expects students participating in remote learning to follow school rules during synchronous instruction and when interacting with staff and students in a virtual setting. Students may be disciplined for violating school rules during virtual instruction even though the student is not present on District property.

### Synchronous Instruction Accountability and Internet Safety

Synchronous instruction requires students to access their educational program online. There are certain risks inherent in all online activities. Students must comply with the following standards and expectations to protect themselves and others.

- The District's Acceptable Use policy applies to all students participating in the District's virtual educational programs and online class activities.
- Use only one (1) username and password.
- Use an appropriate profile picture for any virtual accounts.
- Do not share your username or password with anyone. Each student is responsible for all activities associated with his or her username and password.
- Do not interfere with other student's ability to access virtual instruction or disclose anyone's password to others.
- Do not publicly post personal contact information, including the personal contact information for others.
- Do not use the District's virtual instruction resources for any illegal activities.
- Do not use District virtual instruction resources to send unsolicited electronic-mail messages not pertaining to class (e.g., SPAM).
- Do not use the District's virtual instruction resources to access inappropriate programs, applications, or websites.
- Do not share classroom/small group video or classroom/small group recorded video with third parties (parent(s)/guardian(s) and siblings, excluded) – This includes private messages from staff or others.
- Do not agree to meet in-person with anyone met exclusively on the Internet.

### Conduct During Synchronous Instruction

Synchronous instruction is similar to in-person instruction, but presents unique opportunities and challenges. Students are expected to be engaged and courteous to others during synchronous instruction and other class activities as they would during in-person instruction in a classroom. The District's Student Code of Conduct applies to all students participating in the District's synchronous instruction and online class activities. Students are expected to obey the following standards and expectations, as well:

- Sign-in for virtual instruction and activities using the appropriate, designated username and password.
- Do not allow siblings or other members of the household to participate in virtual instruction unless authorized by the virtual class teacher (they may observe but notice should be provided they are doing so).
- Review typed messages before sending them to remove easily misinterpreted language and proofread for typos.
- Private messages during virtual instruction should be kept to a minimum.
- Engage in virtual instruction discussions in a respectful manner that abides by the following standards:
  - Avoid sarcasm, jargon, and slang;

- Vulgarity is not acceptable;
- Do not use images, “GIFs,” or “Memes” in place of written responses or comments, unless specifically directed to do so by a staff member;
- Focus responses on the questions or issues being discussed, not on the individuals involved.
- Do not make inappropriate comments verbally or via direct messages. Inappropriate messages include, but are not limited to, those that contain:
  - threatening messages or images;
  - insults or attacks of any kind against a person;
  - obscene, degrading or profane language or images;
  - repeatedly sent unwelcome messages or images that harass the recipient; and
  - material that is defamatory or intended to annoy, intimidate, or bully others.

If a student or his/her parent(s)/guardian(s) has any questions about the rules, standards, and expectations applicable to students participating in the District’s synchronous educational programs and online class activities, the student should contact the Principal immediately.

### **STUDENT ASSESSMENT**

To measure student progress, students will be tested in accordance with State standards and District policy.

Additional group tests are given to students to monitor progress and determine educational mastery levels. These tests are used to help the staff determine instructional needs.

Classroom tests will be used to assess student progress and assign grades. These are selected or prepared by teachers to assess how well the students have achieved specific objectives.

Vocational and interest surveys may be given to identify particular areas of student interest or talent. These are often given by the guidance staff.

- If necessary, intelligence tests, speech and language evaluations, individually administered achievement tests, and other special testing services are available to students needing these services.

Depending on the type of testing, specific information and/or parent/guardian consent may need to be obtained. The assessment program will not violate the rights of consent and privacy of a student participating in any form of evaluation.

College entrance testing information can be obtained from the Guidance office.

### **SECTION III - STUDENT ACTIVITIES**

#### **SCHOOL-SPONSORED CLUBS AND ACTIVITIES**

Students have the opportunity to broaden their learning through curricular-related activities. A curricular-related activity may be for credit, required for a particular course, and/or contain school subject matter.

The school has many student groups that are approved by the Board of Education. Authorized groups include:

#### **CO-CURRICULAR ACTIVITIES**

Co-curricular activities will include but are not limited to the following:

FOR Club, Ski Club, Forensics, Solo & Ensemble, Class Officers, Yearbook

Extra-curricular activities do not reflect the school curriculum but are made available to students to allow them to pursue additional worthwhile activities such as recreational sports, drama, and the like.

All students are permitted to participate in the activities of their choosing, as long as they meet the eligibility requirements.

#### **NON-SCHOOL-SPONSORED CLUBS AND ACTIVITIES**

Non-school-sponsored student groups organized for religious, political, or philosophical reasons may meet during non-instructional hours. The application for permission can be obtained from the Principal. The application must verify that the activity is being initiated by students, attendance is voluntary, no school staff person is actively involved in the event, the event will not interfere with school activities, and non-school persons do not play a regular role in the event. School rules will still apply regarding behavior and equal opportunity to participate.

Membership in any fraternity, sorority, or any other secret society as proscribed by law is not permitted. All groups must comply with school rules and must provide equal opportunity to participate.

No non-district-sponsored organization may use the name of the school or the school mascot.

#### **SCHOOL-SPONSORED PUBLICATIONS AND PRODUCTIONS**

The Board of Education sponsors student publications and productions as a means by which students learn, under adult direction/supervision, the rights and responsibilities inherent when engaging in the public expression of ideas and information in our democratic society.

#### **ATHLETICS**

A variety of athletic activities are available in which students may participate providing they meet eligibility requirements that may apply. The following is a list of activities currently being offered. For further information, contact the Athletic Director, at (920) 596-5831.

Basketball	Wrestling	Cross Country	Football
Track and Field	Bowling Club	Volleyball	Archery Club

## **SECTION IV - STUDENT CONDUCT**

### **ATTENDANCE**

The school requires all students to attend school regularly in accordance with the laws of Wisconsin. The school's educational program is predicated upon the presence of the student and requires continuity of instruction and classroom participation. The regular contact of students with one another in the classroom and their participation in a well-planned instructional activity under the guidance of a competent teacher are vital to this purpose.

#### **Compulsory Student Attendance**

All children between six (6) and eighteen (18) years of age shall attend school regularly during the full period and hours, religious holidays exempted, that the school is in session. All students must attend until the end of the term, quarter or semester of the school year in which the child becomes eighteen (18) years of age unless they fall under an exception outlined in the District's Administrative Guidelines.

- Attendance is also defined as participation in the various forms of distance learning including videoconference, satellite, Internet or other electronic information and telecommunications technologies.

#### **Excuse for Absence**

A parent/guardian of a student who is absent shall provide a written, dated, signed statement indicating the reason for and the time period of the absence. This statement must be submitted prior to the absence if the absence is foreseeable. If the absence is not foreseeable, the statement must be provided prior to the student's readmission to school. The statement shall be submitted to the principal, Mr. Wolfgram, who serves as the School Attendance Officer and filed in the student's school record. The District reserves the right to verify statements and investigate absences from school.

#### **Excused Absences**

A student shall be excused from school for the following reasons:

##### Physical or Mental Condition

The student is temporarily not in proper physical or mental condition to attend a school program. If the absence exceeds 5 days, the inability of the student to attend school due to a physical or mental condition must be certified in writing by a licensed physician, dentist, chiropractor, optometrist or psychologist or Christian Science practitioner living and residing in Wisconsin, who is listed in the Christian Science Journal. The time period for which the certification is valid may not exceed thirty [30] days.

##### Obtaining Religious Instruction

Students may wish to obtain religious instruction outside the school during the required school period. The time period or periods of absence shall be determined by the principal. Such absences must be at least 60 minutes but not more than 180 minutes per week. Requests for absence under this paragraph shall be denied if the student fails to attend religious instruction after requesting to be absent from his or her regular school. The supervisor of such religious instruction shall report monthly, to the principal of the school regularly attended, the names of the students who attended such weekly religious instruction.

### Permission of Parent/Guardian

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

- professional and other necessary appointments (e.g., medical, dental, and legal) that cannot be scheduled outside the school day
- to attend the funeral of a relative
- legal proceedings that require the student's presence
- college visits
- job fairs
- vacations
- weather related - As parents, you are the final authority as to whether you believe it is safe for your child to get to school. If you believe that it is too cold or the snow is too deep or the weather is too unsettled, your decision may be to keep your child home. You have the right and responsibility to make attendance decisions for your children based on your individual circumstances. Please notify your student's school as you would for any other absence.

Parents/guardians are encouraged not to take their child out of school for vacations. When a family vacation must be scheduled during the school year, the parents/guardians should discuss the matter with the principal and the student's teacher(s) to make necessary arrangements.

### Religious Holiday

The student wishes to observe a religious holiday consistent with the student's creed or belief.

### Suspension or Expulsion

The student has been suspended or expelled.

### Program or Curriculum Modification

Students may be excused from regular school attendance to participate in a program or curriculum modification leading to high school graduation or a high school equivalency diploma as provided by State law.

### High School Equivalency – Secured Facilities

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

### Child at Risk

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

A student may be excused from school, as determined by the School Attendance Officer, for the following reasons:

- Quarantine: Quarantine of the student's home by a public health officer.
- Illness of an Immediate Family Member

- **Emergency:** An emergency that requires the student to be absent because of family responsibilities or other appropriate reasons.

**Pre-Arranged Absence:** Students absent for reasons other than the above will be considered unexcused with this exception: parents may PRE-EXCUSE their child for any reason for up to ten days per year. This means that any absence for reasons other than the above may be excused providing there is a WRITTEN PRE-ARRANGED FORM. (Forms may be picked up in the office prior to the date of absence.) If it is not PRE-ARRANGED, it will be considered UNEXCUSED.

### **Truancy**

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

When a student is truant, the School Attendance Officer shall ensure that all applicable provisions of the District’s Truancy Plan are carried out.

### **Unexcused Absences**

Unexcused absences demonstrate a deliberate disregard for the educational program and are considered a serious matter. The principal will determine on a case-by-case basis the appropriate methods to deal with unexcused absences. If a student is unexcused or without prior approval of the absence, the student-athlete is not allowed to practice or play in an athletic event that evening.

Approved Absences: Personal illnesses, a death in the family, religious holidays, or extreme emergencies are acceptable reasons for an absence. A **valid** excuse written by a parent must be presented to the office upon return to school, or a phone call from a parent/guardian on the day of absence, documenting the reason for the absence must be made to the school office. For a definition of a **“invalid”** excuse, see the following examples:

#### Examples of Unexcused Absences:

- Oversleeping
- Stayed home to finish homework
- Working
- Missing the bus/car wouldn’t start
- Job hunting
- Shopping/haircut/pictures
- Leaving school without permission

### **Habitual Truancy**

A student is considered a habitual truant if he or she is absent from school without an acceptable excuse for part or all of five (5) or more days on which school is held during a school semester. When a student initially becomes a habitual truant, the School Attendance Officer shall ensure that all applicable provisions of the Districts’ Truancy Plan are carried out.

#### Parent/Guardian Responsibilities

It is the responsibility of the student's parent/guardian to ensure that their child attends school regularly. Parent/guardians are expected to provide an excuse for all absences.

Student Responsibilities.

Students are required to attend all classes and other school activities on their daily schedule, unless they have been excused from school.

### **Students Leaving School During the School Day**

**Closed Campus:** Manawa Middle School operates under a closed campus policy.

#### **Honor Pass**

The Honor Pass is a program that has been designed collaboratively with staff and students that provides student choice and incentivize academics and positive behavior. The staff and students believe that this program helps to support the school's Positive Behavior Interventions and Supports (PBIS) program as well as prepare students for the rigors, responsibilities, and privileges of adult life. The Honor Pass system is designed to utilize school, community, and parental oversight to provide students with choices and rewards while at school.

#### **Qualifications:**

- GPA of 2.75 or higher
- Completed Application Form
- Teacher recommendations
- Parental approval

#### **Privileges:**

- Opportunity to go to the gym, commons, or the student lounge in the library during RtI. (grades 6-12)
- Opportunity to meet with an instructor of their choice for enrichment, remediation, homework assistance.

#### **Honor Pass Revocation**

Honor Passes can be revoked by any School District of Manawa staff member for the following reasons listed below. Parents and the police also have the option of revoking the privilege by contacting the school.

- Failing grades
- Ten tardies
- Three Discipline Referrals
- Parental request

Administrative discretion may be used for honor pass appeals and reapplication procedures.

No staff member shall permit or cause any student to leave school prior to the regular hour of dismissal except with the knowledge and approval of the principal and with the knowledge and approval of the student's parent/guardians.

No student will be released to any government agency without proper warrant or written parent/guardian permission except in the event of an emergency as determined by principal.

**Notification:** When a student's attendance for the day is unexcused, contact will be made to the parent/guardian. A message may be left on an answering machine. The parent/guardian will then have 2 days to notify the school office, either by phone or written note, stating the reason for the absence. If after 2 days the office has not received notification for the unexcused absence, the student then becomes truant and will be referred to administration for disciplinary action.



## **Make-Up Course Work and Examinations**

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

### **Unexcused Absences**

Credit in a course or subject shall not be denied solely because of a student's unexcused absence from school.

A student whose absence from school was unexcused shall be permitted to make-up course work and quarterly, semester or grading period examinations missed during the absence if the student is at risk of receiving no credit in a course or subject if the work is not made up.

Subject to the immediately preceding two paragraphs, credit may, but is not required to be given for the completion of make-up work. Further, credit for make-up work may be given only after the student has satisfied consequences imposed for unexcused absences. The extent to which make-up credit is given shall be determined on a case-by-case basis by the principal and the respective teachers.

If make-up work is allowed, it is the student's responsibility to contact his or her teachers to determine what course work and examinations must be made-up. Teachers shall have the discretion to assign substitute course work and examinations. Teachers shall also have the discretion to specify where and when examinations and course work shall be completed, including outside regular school hours. The time for completing the work shall be commensurate with the length of the absence, unless extended by the principal based upon extenuating circumstances.

### **TARDINESS**

- a. Students who are not in their homeroom or in class when the late bell rings are considered tardy.
- b. Students who attend any part of the class shall be recorded as present.
- c. All students who are tardy to school must report to the attendance office to sign in.
- d. When a teacher detains a student after class, s/he shall issue a late pass for the student's next class.

Teachers are requested to refer cases of chronic tardiness to the principal.

**Cases of truancy/tardiness will be referred to the school principal to plan options for addressing the truancy concern.**

## **STUDENT ATTENDANCE AT SCHOOL EVENTS**

The school encourages students to attend as many school events held after school as possible, without interfering with their school work and home activities. Enthusiastic spectators help to build school spirit and encourage those students who are participating in the event.

On the day of an event, students must attend school or be pre-excused from school by a parent/guardian for admission into an athletic/nonathletic activity. Final decision to be rendered by the administration. (Exception: acceptable absences as they fall under Wisconsin State Statute 118 regarding compulsory education)

However, in order to ensure that students attending evening events as nonparticipants are safe, it is strongly advised that students be accompanied by a parent/guardian or adult chaperone when they attend the event.

- The school will not be able to supervise unaccompanied students nor will it be responsible for students who arrive without an adult chaperone.
- The school will continue to provide adequate supervision for all students who are participants in a school activity.

## **CODE OF CONDUCT**

Participants/athletes are reminded that they represent the school both at athletic contests and elsewhere. All participants/athletes are expected to follow all school rules and to display high standards of behavior, including good sportsmanship, respect for others, and use of appropriate language and dress at all times. Participants/athletes must refrain from any conduct at any time that would reflect unsatisfactorily on him or her or the school. This code applies to all Manawa Middle School students on a year-round basis. This code applies to all school activities, both curricular and extracurricular, that occur outside of the normal school day.

Conduct that would reflect unsatisfactorily on a participant/athlete or on the school includes, but is not limited to, the following:

- Any crime dealing with, but not limited to, sexual behavior, vandalism or property damage, theft.
- Possession, use, sale or purchase of any controlled substance/intoxicant or drug paraphernalia. Controlled substances/intoxicants include but are not limited to: anabolic steroids or prescribed medications used in a manner other than that for which they were prescribed.
- Purchase use or possession of tobacco products or E-cigarettes or anything that resembles them.
- The possession of any weapon or look-alike weapons.
- Hosting, sponsoring, or organizing a party/gathering at which alcohol or drugs are being used, consumed, or offered.
- Being in the presence of others who are illegally possessing or using alcohol or controlled substances. It is the expectation of this code that a student will leave the premises the moment they become aware of others illegally possessing and/or using alcohol or controlled substances, even if the student is not consuming or using the illegal substances.
- If a student records more than 10 tardies in a semester, the student shall serve a code of conduct violation.
- If a student accumulates 5 or more referrals in a semester, the student shall serve a code of conduct violation.

Code violations may be presented, in writing, to the Administration by any staff member, liaison officer and/or credible person who has knowledge of a possible infraction. A confidential complaint will be investigated to the extent possible.

Violations of the school rules/conduct shall also be a violation of the Extra-Curricular Code and the participant/athlete is to be disciplined accordingly as established by the principal, athletic director, and/or advisor.

### **Violation of Training Rules**

#### **Athletic Activities:**

- An athlete who is charged with a violation of training rules or any WIAA regulation shall be suspended until such time as his/her violation is reviewed by his/her coach, the athletic director and the principal. The athlete must participate for the entire season in order for the suspension to be considered served.

#### **Athletic & Non-Athletic Activities:**

- A student/athlete will be determined to have committed a violation of the Co-Curricular Code if any of the following have occurred:
  - a. The student/athlete admits the conduct constituting a violation
  - b. The building administrator or designee obtains information, which in his/her judgment is clear and convincing evidence that the student/athlete engaged in conduct constituting a violation.
- All students/athletes attending the School District of Manawa schools must abide by the rules and regulations of this handbook.
- The Athletic Director will maintain an ongoing record of all co-curricular violations to the rules of this handbook.

### **Penalties for Violation of Co-Curricular Activities Rules**

#### **Athletic Activities**

- First offense: suspension from 25% of the contests in the present season or a minimum of two (2) contests. Percentages of games lost due to code infractions is based on the total number of games in the season, not what may remain in the rest of that season.
- Second Offense: suspension from 50% of the contests in the present season or a minimum of five (5) contests. Percentages of games lost due to code infractions is based on the total number of games in the season, not what may remain in the rest of that season.
- Third and subsequent offenses: suspension from all activities for one (1) calendar year.
- Grade violations will follow the evaluation identified under academics of this handbook.
- The above co-curricular rules/violations will pertain to all athletes in grades seventh through twelve. Code of conduct violations will stay with incoming freshman from the Middle School until the entirety of the suspension is fulfilled. Once a middle school infraction is fulfilled, future infractions as a high school student will be treated as a first offense.
- Students who must serve an In-School Suspension (ISS) are not allowed to leave school for any sport or co-curricular activity during the school day.

Listed below is the number of contests students would have to sit out if they violated the co-curricular activities rules. There will be a twenty-five percent (25%) penalty for the first violation, fifty percent (50%) for second violations, and one-calendar year (1) suspension for third and subsequent violations.

Number of Contests	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Percentage	Number of Contests Penalized																					
*25%	1	1	1	1	1	1	1	2	2	2	2	3	3	3	3	4	4	4	4	5	5	5
*50%	1	1	1	2	3	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10	10

- All fractions of percentages have been rounded down to the next full number. Any enforcement of individual or multi-game/meet date will be considered as individual games scheduled. Other types of tournaments, when not individual or dual tournaments will count as one game or meet scheduled.
- Teams that automatically qualify for Regional competition are counted in the total number of competitions.

#### **Completion of Suspension**

Any remaining percentage of the suspension not served during the initial sports season shall be applied toward the season of the next sport in which the athlete participates (for example, if an athlete is suspended for a percentage of football games with less than the percentage remaining in the season, he/she will be suspended from a percentage of contests of the next sport in which he/she competes) A suspension will need to be repeated if a student who is on suspension for part of the season does not complete the season of his/her sport or activity. Students who join a sport after the first contest, and are fulfilling a current suspension, must have 100% attendance and complete the sport in order for the suspension to be satisfied.

#### **Non-Athletic Activities**

- Other co-curricular students will abide by suspension expectations specific to the activities they're involved with during the school year.
- For those activities with limited scheduled events, a violation could result in exclusion from that activity. Administrative discretion regarding specific penalties may have to be applied to those situations where students are participating in only one event.

#### **Athletic & Non-Athletic Activities**

- Any student, who in good faith, refer themselves or parents/guardians who refer their son or daughter for violations of the co-curricular rules may have their penalty reduced by one (1) event/contest if deemed appropriate by the building administrator or athletic director.

#### **Appeal Procedure**

- The parent of a student/athlete may apply in writing within ten (10) calendar days from the date of student/parent notification to the building principal for an appeal to the Appeal Board. The Appeal Board will consist of the Principal, Athletic Director, and two faculty members and a co-curricular advisor who are not directly involved with the individual student's co-curricular activities. Disciplinary action administered for academic reasons will not be heard in appeal. The Appeal Board will be selected by the building principal. The right to appeal will not serve as a pardon for participation

purposes or suspend the enforcement of the suspension. All decisions rendered by the appeal board are considered final.

### **Sportsmanship**

All students and parents/guardians are required to practice good sportsmanship during all school-related events. Poor sportsmanship may result in removal from sporting events.

### **Membership**

As stated in the WIAA High School Handbook – Article VII – Health and Behavior/Compliance:  
Section 1 – Required Documentation

- A. A student may not practice for or participate in interscholastic athletics until the school has written evidence on file in its office attesting to:
- 1) Yearly parent/guardian permission, including an acknowledgment of receiving the school athletic code.
  - 2) Acknowledgement of receiving the WIAA rules of Eligibility.
  - 3) Current physical exam form to participate in sports or alternate year card
  - 4) Sports fee paid or fee waive turned into school office.
  - 5) Concussion information sheet must be obtained by athletic director.

Section 2 – Physical Examination

- A. A current physical exam card to participate in sports as determined by a licensed physician or advanced practice nurse prescriber (APNP) no less than every other school year with April 1 the earliest date of examination. School policy determines when an athlete may return to competition following an injury, except where rule book or WIAA tournament policies apply.
- B. Physical examinations are good for two years from the date the physical was given.
- **Be an amateur in all sports. You violate your amateur status if you: “Accept any amount of money or merchandise, awards for athletic services, or sign a contract for athletic services.” Example: League Teams, Golf outings – “hole in one win a car”**
  - Student athletes and a parent/guardian must attend the summer parent/athlete meeting. If they are unable to attend other arrangements must be made.

### **Academic Eligibility**

Eligibility requirements will begin with the initial enrollment in the first co-curricular activity. In order to be academically eligible for co-curricular activities, a student must meet all the District and DPI requirements defining a full-time student. Additionally, each student must have passed or be currently passing all classes as stated in the following academic requirements:

- Athletes who earn an “F” at the conclusion of a midterm, will be allowed 5 school days from the date of notification to the student to get the grade to passing. If the athlete is unable to raise the grade to passing, the athlete will be ineligible to participate in 25% of the total games or appearances of that sport’s full season. If the suspension is not completed in the current sport/activity, the remainder of the suspension will be carried over into the next athletic sport or activity in that grade period. The athlete will be placed on academic probation until the next quarter grades are posted or the day the suspension

ends and grades are all passing. The athlete will not be allowed to leave school early for any event in that sport until all grades are passing.

- Athletes who receive one “F” at the conclusion of a nine-week grading period will be ineligible to participate in 25% of the total games or appearances of that sport or activity’s full season. If the suspension is not completed in the current sport/activity, the remainder of the suspension will be carried over into the next athletic sport or activity in that grade period. The athlete will be placed on academic probation until the next quarter grades are posted or the day the suspension ends and grades are all passing. The athlete will not be allowed to leave school early for any event in that sport until all grades are passing.
- Athletes who receive two “F’s” at the conclusion of a nine-week grading period will be ineligible to participate in 50% of the total games or appearances of that sport or activity’s full season. If the suspension is not completed in the current sport/activity, the remainder of the suspension will be carried over into the next athletic sport or activity in that grade period. The athlete will be placed on academic probation until the next quarter grades are posted or the day the suspension ends and grades are all passing. The athlete will not be allowed to leave school early for any event in that sport until all grades are passing.
- Athletes who receive three or more “F’s” during a nine-week grading period will be ineligible to participate in all games or appearances of that sport for the entire 9 week grading period. This does not prohibit an athlete from practicing or assisting with the activity, with the coach’s approval. If the athlete is in mid-season, the consequence will move forward into the next athletic season to fulfill the 9-week rule. The athlete will not be allowed to leave school early for any event in that sport until all grades are passing.
- An athlete who is enrolled in any state-approved Exceptional Educational Needs program, and who receives no usual grades for such courses, may be eligible if he/she is making satisfactory progress in his/her total school program as indicated by his/her IEP.
- Athletes who attend summer school for remediation, must receive the grade of “pass” to be eligible for any failure infraction and penalty. See the rules stated above as they apply.

#### **Attendance: (Athletic & Non-Athletic Activities)**

**Student Athletes must attend a full school day to participate in athletics that evening or provide an excuse from a doctor or have prior administrative approval. School-related absences do not apply. Exceptions to this are excused school-related activities and appointments that are approved in advance by Administration and/or a written doctor’s excuse.**

- **(Exception: acceptable absences as they fall under Wisconsin State Statute 118 regarding compulsory education)**
- If a student is truant from an assigned class period or is displaying a pattern of habitual tardiness to a specific class, he/she will be referred to the principal and will not be allowed to compete until the situation is resolved.

**Students may not compete, perform, practice or attend on days of an out-of-school suspension.**

- Students suspended from co-curricular activities are expected to remain as part of the team or group. Due to the diversity of co-curricular activities, it will be up to the advisor or coach to determine what level of involvement the student will have in the group and whether or not the student will be required to attend all contests and activities. Members of athletic teams are required to attend all practices and be non-participants during the time of their suspension.

### **Travel and Conduct on Trips**

1. Students/athletes who participate in activities outside of the School District of Manawa will conduct themselves as responsible young adults. This includes but is not limited to the following
  - Show appropriate respect for all adults and authority figures.
  - Show courteous and well-mannered behavior.
  - Show appropriate sportsmanship at all times.
2. It is the student/athlete's responsibility to represent our school and community in a positive manner.
3. Non-athletic activities must have a Field Trip form filled out and signed by a parent/guardian and returned to the advisor prior to their field trip.(forms may be picked up from an advisor or in the main office)
4. A student/athlete may ride home from away events with their parent/legal guardian provided they sign the student out with the coach. Student athletes may NOT ride home with emergency contacts, siblings, friends, or other adults.
5. If no prior approval, permission by a parent/guardian/guardian must be given to the coach and/or advisor at the event and abide by provisions of rule five (5).

### **Injuries, Accident Reports and Insurance Coverage**

1. The school has purchased a group insurance policy, but it will not cover any interscholastic sports injuries. If a parent would like to purchase a voluntary interscholastic athletic insurance plan that would be available at the school offices upon request.
2. All injuries must be reported immediately to the coach and/or advisor. Coaches and advisors should be notified prior to any medical treatment on the part of the student/athlete whenever possible or as soon as possible after treatment. The injury must also be reported immediately to the office by the coach or advisor for insurance purposes. The report should be handed into the Manawa Middle School office.
3. It is the policy of WIAA and the School District of Manawa to have a medical release from a medical physician following any severe injury.
4. All head injuries severe enough to have received medical treatment require a medical release from a medical physician before the athlete may return to any practice or competition. (please refer to the W.I.A.A. for further requirements for head injuries/concussions).

### **Care of Equipment**

1. Each student/athlete is responsible for the proper care and safekeeping of equipment issued to him/her. Lockers should be securely locked during and after every practice/game/event.
2. Equipment issued to a student/athlete shall be the responsibility of that individual. These individuals shall pay for any equipment not returned at the current replacement cost.

3. School issued equipment is school property and is used during a particular season/event only. At the conclusion of a season/event equipment must be turned in to the coach/advisor in charge. Parent/guardian assistance in this matter will be greatly appreciated. It is the responsibility of the student/athlete and the parent/guardian to have equipment turned in at the proper time.
4. A student/athlete will not participate in another activity until all equipment is returned and fines have been paid.
5. A student/athlete will not receive any “end of the season” awards until all equipment is returned and fines have been paid.

### **Practice, Competition, Contests (Athletic & Non-Athletic Activities)**

1. All athletes/members are expected to attend all practices and events of that activity unless excused by their coach/advisor, principal or athletic director.
2. Violations such as being late for practices, missing practice and disrespect shall be dealt with at the coach/advisor, principal or athletic director’s discretion.
3. All athletes/members and/or parent/guardians/guardians are asked to give each coach and/or advisor a **24-hour courtesy time limit** prior to discussing an issue or concern following an event.

### **Changing a Sport/Activity**

A student/athlete may not quit one sport/activity and begin another during the same season without the consent of both head coaches/advisors involved in the change and permission from the athletic director, advisor and principal. Any disciplinary actions that are in place will remain in place in the new activity.

### **Multi-Sport Participation**

The Multi-Sport Participation Policy allows students to participate in two (2) sports/organizations during the same season, regardless if the sports are individual or team-oriented. If a student desires to participate in multiple sports during the school year, they must do the following prior to the start of any season:

1. Submit a completed contract to the Athletic Director prior to the first scheduled contest. This form includes:
  - Permission from his/her parent or guardian to compete in multiple sports in the same season.
  - Declaration by the student of the priority sport for tournaments in the event of scheduling conflicts.
  - Approval by the Head Coach(s) of each sport.
  - Signature of student’s agreement to coordinate the practice/contest schedule for the season in coordination with the coaches.
  - Signature of the Athletic Director.
2. The athlete must participate in at least one regular season event in the secondary sport so that they are eligible to participate in the conference tournament in that sport.
3. The Athletic Director will share the list of multi-sport athletes with the Central Wisconsin Conference Commissioner and the other CWC Athletic Directors prior to the start of each season.



It is the goal of the Athletic Department to have continuous communication between student athletes, coaching staff, and the Athletic Department to avoid putting athletes in difficult situations.

If a student quits a primary sport, the student will need consent from both coaches to participate in any of the secondary sports from that point forward that season. If a student quits a secondary sport, the student will only be able to participate in the primary sport from that point forward that season.

The following Multi- Sport Priorities have been established for the benefit of all athletes:

1. Games come before practices.
2. Tournaments come before games.
3. Districts come before games and tournaments.
4. State comes before all else.

### **Athletic Awards (Athletic Activities)**

1. A letter "M" and certificate will be awarded the first time to the athlete who fulfills the varsity requirements set forth by the coach, provided he/she has not been expelled from athletic participation due to training rule violations and finishes the season in good standing.
2. Any athlete who earns additional varsity letters shall be presented with a certificate and bar pin signifying this honor.
3. Participation certificates are awarded to all athletes who successfully complete a season, but who do not earn a varsity letter.
4. All awards will be received and displayed with honor, pride and dignity.
5. Any "M" which becomes too shabby to be worn while an award winner is still in school may be turned in to the athletic director for a new letter.
6. Any student having a code violation will forfeit the privilege of having their name submitted for any special awards (conference, state, etc.) or honors during the season in which the code violation was committed and/or served.

### **Pre-Season Meeting**

Portions of this Student Handbook shall be presented to each student during a mandatory pre-season meeting and/or the first day that he/she reports for a co-curricular activity. A physical card, Emergency Form, Concussion Form and Athletic Fee information shall be distributed at this time as well. The original signed form for the Student Handbook, physical card, Concussion Form, and Emergency Form shall be kept on file in the Manawa Middle School office. The Pre-Season Meeting shall be offered in the fall prior to the beginning of the co-curricular season.

### **Parent/Guardian Involvement**

Parent/guardian attendance at pre-season meetings is required and involvement throughout the season is encouraged. If a parent/guardian cannot attend they are required to check view the presentation either on DVD or online if available.

**ATHLETIC CO-CURRICULAR ACTIVITY FEES  
2020-2021**

Following is the list of Athletic Co-Curricular Activities and their fees for the Middle School:

Basketball (7 <sup>th</sup> and 8 <sup>th</sup> grades)	\$15.00
Cross Country (6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grades)	\$15.00
Football (7 <sup>th</sup> and 8 <sup>th</sup> grades)	\$15.00
Track (6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grades)	\$15.00
Volleyball (7 <sup>th</sup> and 8 <sup>th</sup> grades)	\$15.00
Wrestling Club (6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> grades)	\$15.00

**Maximum per Middle School student** **\$30.00 per year**

Fees are to be made out to Manawa Middle School

**DRESS AND GROOMING**

While fashions change, the reason for being in school does not. Students are in school to learn. Any fashion (dress, accessory, or hairstyle) that disrupts the educational process or presents a safety risk will not be permitted. Personal expression is permitted within these general guidelines.

We take pride in the appearance of our students. All students are expected to dress and groom themselves neatly in clothing that is seasonably suitable for school activities. Students wearing inappropriate clothing, such as but not limited to: clothing with alcohol/tobacco reference, inappropriate slogans and suggestive in nature may be asked to return home to make necessary changes.

- Clothing must cover all undergarments. Shorts, skirts and dresses must reach fingertip in length.
- There will be no midriff showing, no low cut tops, cut-out/ripped t-shirts underneath the arm exposing the torso, spaghetti straps, strapless, or off the shoulder garments worn.
- Hats, caps, headwear, jackets/coats, bulky outerwear, backpacks, large chains, jewelry with sharp objects, low riding pants, hoods, etc., are not allowed to be worn in the school.

Students should consider the following questions when dressing for school:

1. Does my clothing expose too much? (No)
2. Does my clothing advertise something that is prohibited to minors? (No)
3. Are there obscene, profane, drug-related, gang-related, or inflammatory messages on my clothing? (No)
4. Would I interview for a job in this outfit? (Yes)
5. Am I dressed appropriately for the weather? (Yes)
6. Do I feel comfortable with my appearance? (Yes)

If a student has selected a manner of appearance that is beyond mere freedom of expression and disrupts the educational process or presents risk to themselves or others, s/he may be removed from the educational setting.

Reporting Concerns:

Anyone in violation will be sent to the office.

If a dress code violation occurs, the following steps will be taken:

- **First Occurrence:** Student will be asked to correct the problem by changing clothes, turning a shirt inside out, putting on shoes, etc.,

- **Second Occurrence:** Student will be asked to correct the problem by changing clothes, turning a shirt inside out, putting on shoes, etc., and a parent/guardian will be notified by phone.

Students attending after school events need to follow the dress. This includes, but not limited to sporting events, and school concerts.

Students who are representing our school at an official function or public event may be required to follow specific dress requirements. Usually, this applies to athletic teams, cheerleaders, bands, and other such groups.

### **CARE OF PROPERTY**

Students are responsible for the care of their own personal property. The school will not be responsible for the loss of personal property. Valuables such as jewelry or irreplaceable items should not be brought to school. The school may confiscate such items and return them to the student's parent/guardians.

Damage to or loss of school equipment and facilities wastes taxpayers' money and undermines the school program. Therefore, if a student damages or loses school property, the student or his/her parents/guardians will be required to pay for the replacement or damage. If the damage or loss was intentional, the student will also be subject to discipline according to the Code of Conduct.

### **STUDENT CONDUCT**

School rules apply at school, on school property, at school-sponsored events, and on school transportation.

It is the school staff's responsibility to provide a safe and orderly learning environment. History has shown that certain student actions are not compatible with the words "safe" and "orderly". Disciplinary action will be decided on a case-by-case basis and imposed after review of the facts and/or special circumstances of the situation.

Each of the behaviors described below may subject the student to disciplinary action including, but not limited to, suspension and/or expulsion from school.

1. Possession or use of a weapon or look-alike or other item that might cause bodily harm to persons.
2. Being under the influence of alcohol or controlled substances or otherwise violating the District alcohol and drug policy.
3. Behavior that interferes with a person's work or school performance or creates an intimidating, hostile, harassing, or offensive classroom environment.

4. Arguing, taunting, baiting, bullying, cyber-bullying, inciting or encouraging an argument or disruption or group posturing to provoke altercations or confrontations.
5. Disruption or intimidation caused by gang or group symbols or gestures, or gang or group posturing to provoke altercations or confrontations.
6. Pushing, striking, or other inappropriate physical contact with a student or staff member.
7. Interfering with the orderly operation of the classroom by using, threatening to use or counseling others to use violence, force, coercion, threats, intimidation, fear, or disruptive means.
8. Dressing or grooming in a manner that presents a danger to health or safety, causes interference with work, or creates classroom disorder.
9. Restricting another person's freedom to properly utilize classroom facilities or equipment.
10. Repeated classroom interruptions, confronting staff argumentatively, making loud noises, or refusing to follow directions.
11. Throwing objects in the classroom.
12. Repeated disruptions or violations of classroom rules, or excessive or disruptive talking.
13. Behavior that causes the teacher or other students fear of physical or psychological harm.
14. Willful damage to or theft of school property or the property of others.
15. Repeated use of profanity.
16. Using tobacco.
17. Failure to report knowledge of a weapon, bullying or threat of violence.
18. Purposely setting a fire.
19. Gambling.
20. Plagiarism and falsification of identification or school documents.
21. Issuing a false alarm or false report.
22. Trespassing.
23. Persistent absence or tardiness.
24. Unauthorized use of School or personal property.
25. Assisting another person to violate a School rule.
26. Inappropriate public displays of affection.
27. Violation of specific classroom or activity rules.
28. Violation of bus rules.
29. Refusal to accept discipline.
30. Criminal conduct.
31. Academic cheating/plagiarism

### **DRUG ABUSE PREVENTION**

The administration and staff recognize that the misuse/abuse of drugs is a serious problem with legal, physical, and social implications for the entire school community.

- As educational institutions of this community, the schools should strive to prevent drug abuse and help drug abusers by educational, rather than punitive, means.
- For purposes of this policy, "drugs" shall mean:
- All dangerous controlled substances as so designated and prohibited by Wisconsin statute;
- All chemicals that release toxic vapors;
- All alcoholic beverages;
- Any prescription or patent drug, except those for which permission to use in school has been granted pursuant to Board policy;
- "Look-alikes":Anabolic steroids;
- Any other illegal substances so designated and prohibited by law.

The use, possession, concealment, or distribution of any drug, drug look-alike and any drug-paraphernalia at any time on school property or at any school-related event is prohibited.

Disciplinary sanctions, up to and including expulsion and referral for prosecution, will be imposed on students who violate the school's drug abuse guidelines.

### **USE OF TOBACCO IS PROHIBITED**

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

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

### **STUDENT CODE OF CLASSROOM CONDUCT**

The School District of Manawa is committed to maintaining an orderly and safe academic atmosphere. Teachers are expected to create a positive learning environment and to maintain proper order in the classroom. Students are expected to behave in the classroom in a manner that allows teachers to effectively carry out their lessons and allows students to participate in classroom learning activities. Students are also expected to abide by all rules of behavior established by the School and their classroom teachers.

To ensure adherence to these expectations and principles, the Board of Education has adopted this Code of Classroom Conduct, which applies to all students.

### **GROUND FOR REMOVAL OF A STUDENT FROM CLASS**

Disturbances that interrupt the learning process cannot be permitted by any teacher. A teacher may temporarily remove a student from the teacher's class if the student violates the Code of Classroom Conduct. Additionally, the student may be removed from the class for a longer period of time within the discretion of the principal. A student removed from class may also be placed in an alternative education setting.

Removal of a student from class for violating the Code of Classroom Conduct or placement of the student in an alternative educational setting does not prohibit the school from further disciplining the student for the conduct that caused removal or placement including, but not limited to, suspending or expelling the student.

It is neither possible nor necessary to specify every type of improper or inappropriate behavior for which a teacher may remove a student from class. Provided below, however, are examples of reasons a student may be removed from class. A teacher may remove a student from class for conduct or behavior that:

- A. Would result in suspension or expulsion under the Board's policies and procedures;
- B. Violates the behavioral rules and expectations of the school;
- C. Is dangerous, disruptive or unruly. Such behavior includes, but is not limited to, the following:

1. Possession or use of a weapon or look-alike or other item that might cause bodily harm to persons in the classroom
  2. Being under the influence of alcohol or controlled substances or otherwise violating the District alcohol and drug policy
  3. Behavior that interferes with a person's work or school performance or creates an intimidating, hostile, harassing, or offensive classroom environment
  4. Arguing, taunting, baiting, inciting or encouraging an argument or disruption or group posturing to provoke altercations or confrontations
  5. Disruption or intimidation caused by gang or group symbols or gestures, or gang or group posturing to provoke altercations or confrontations
  6. Pushing, striking, or other inappropriate physical contact with a student or staff member
  7. Interfering with the orderly operation of the classroom by using, threatening to use or counseling others to use violence, force, coercion, threats, intimidation, fear, or disruptive means
  8. Dressing or grooming in a manner that presents a danger to health or safety, causes interference with work, or creates classroom disorder
  9. Restricting another person's freedom to properly utilize classroom facilities or equipment
  10. Repeated classroom interruptions, confronting staff argumentatively, making loud noises, or refusing to follow directions
  11. Throwing objects in the classroom
  12. Repeated disruptions or violations of classroom rules, or excessive or disruptive talking
  13. Behavior that causes the teacher or other students fear of physical or psychological harm
  14. Willful damage to or theft of school property or the property of others
  15. Repeated use of profanity
- D. Interferes with the ability of the teacher to teach effectively. Such conduct includes, but is not limited to, the following:
1. Repeated reporting to class without bringing necessary materials to participate in class activities
  2. Possession of personal property by school rules or otherwise disruptive to the teaching and learning of others
- E Shows disrespect or defiance of the teacher, exhibited in words, gestures or other behavior;
- F. Is inconsistent with class decorum and the ability of other to learn. Such behavior includes, but is not limited to, sleeping in class, blatant inattention, or other overt or passive refusal or inability to engage in class activities.

#### **PROCEDURE FOR STUDENT REMOVAL FROM CLASS**

When a student is removed from class, the teacher shall send or escort the student to the principal and inform the principal of the reason for the student's removal from class. The teacher shall provide the principal with a written explanation of the reasons for the removal of the student within twenty-four (24) hours of the student's removal from class. The teacher will also contact the parent/guardian as to the reason for the removal.

The principal will generally give the student an opportunity to briefly explain the situation. The principal shall then determine the appropriate educational placement for the student.

### **Student Placement**

The principal shall place the student, who has been removed from a class by a teacher, in one of the following alternative educational settings:

- A. An alternative education program approved by the Board under State law;
- B. Another instructional setting, time-out, in-school suspension or out-of-school suspension; or
- C. The class from which the student was removed if, after weighing the interests of the student, the other students in the class, and the teacher, the principal determines that readmission to the class is the best or only alternative.

### **Parent/Guardian Notification Procedures**

The principal shall provide the parent or guardian of a student removed from class-with written notice of the removal and the reason(s) for the removal. The notification shall be made as soon as practicable, but no later than two (2) school days after the student's removal from class. The notice shall also include the reasons for the student's removal and the placement made by the principal. If the removal from class and change of educational placement involves a student with a disability, the parent/guardian notification shall be made consistent with State and Federal laws and regulations applicable to disabled students.

If the student removed from a class is subject to disciplinary action up to and including suspension or expulsion for the particular classroom conduct and/or other disciplinary incidents the parent/guardian shall also be notified of the disciplinary action in accordance with legal and policy requirements.

### **Students with Disabilities**

A student with a disability under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and Section 115.758, Wis. Stat. may be removed from class and placed in an alternative educational setting only to the extent authorized under the laws.

### **Definitions**

"Student" means any student enrolled in the District, an exchange student, or a student visitor to the District's schools.

"Teacher" means a person holding a license or permit issued by the State Superintendent whose employment by a school district requires that he or she hold that license or permit.

"Class" or "classroom" means any class, meeting or activity which students attend, or in which they participate while in school under the control or direction of the District. This definition of "class" includes, without limitation, regular classes, special classes, resource room sessions, labs, library time, counseling groups, assemblies, study halls, lunch, or recess. "Class" also includes regularly scheduled District-sponsored extracurricular activities, either during or outside of school hours. Such activities include, by example and without limitation, District sponsored field trips, after-school clubs, and sporting activities.

## **OTHER FORMS OF DISCIPLINE**

It is important to remember that the school's rules apply at school, on school property, at school-sponsored events, and on school transportation. In some cases, a student can be suspended from school transportation for infractions of school bus rules.

Ultimately, it is the principal's responsibility to keep things orderly. In all cases, the school shall attempt to make discipline prompt and equitable and to have the punishment match the severity of the incident.

### **Informal Discipline**

Informal discipline takes place within the school. It includes:

- Change of seating or location;
- Lunch-time & after-school detention;
- In-school restriction
- Possible use of Saturday School – Saturday morning detention

### **Detentions**

A student may be detained after school or asked to come to school early by a teacher, after giving the student and his/her parents/guardians one day's notice. The student or his/her parents/guardians are responsible for transportation.

### **In-School Discipline**

The following rules shall apply to In-School Restriction.

- Students are required to have class assignments with them.
- Students are not to communicate with each other unless given special permission to do so.
- Students are to remain in their designated seats at all times unless permission is granted to do otherwise.
- Students shall not be allowed to put their heads down or sleep.
- No radios, cell phones, personal gaming/music devices, cards, magazines, or other recreational articles shall be allowed in the room.
- No food or beverages shall be consumed.
- Students who must serve an In-School Suspension (ISS) are not allowed to leave school for any sport or co-curricular activity during the school day.

## **SUSPENSION AND EXPULSION**

### **A. Suspension**

#### **1. Duration and Grounds for Suspension**

The principal or a person designated by the principal may suspend a student for up to five (5) school days or, if a notice of expulsion hearing has been sent, for up to fifteen (15) consecutive school days or ten (10) consecutive school days if the student is eligible for special education services under Chapter 115, Wis. Stats., if the suspension is reasonably justified and based upon any of the following misconduct:

- a. Noncompliance with school or School Board rules;



- b. Knowingly conveying any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives;
- c. Conduct by the student while at school or while under the supervision of a school authority that endangers the property, health or safety of others;
- d. Conduct while not at school or while not under the supervision of a school authority that endangers the property, health or safety of others at school or under the supervision of a school authority;
- e. Conduct while not at school or while not under the supervision of a school authority that endangers the property, health or safety of any employee or School Board member of the school district in which the student is enrolled.
- f. Under paragraphs c, d, and e above, conduct that endangers a person or property includes making a threat to the health or safety of a person or making a threat to damage property.

The District Administrator, or any principal or teacher designated by the District Administrator shall suspend a student if the student possessed a firearm while at school or while under the supervision of a school authority.

The suspension period applies to “school days.” Thus, a suspension period does not include weekend days or vacation days.

2. **Suspension Procedure**

Prior to being suspended, on the day of the alleged infraction or as soon thereafter as is practicable, the student will be advised orally or in writing of the reason for the proposed suspension and given an opportunity to explain his or her conduct.

The principal, within his or her discretion, may also inform the student’s parent/guardian of the reason for the proposed suspension prior to suspending the student.

3. **Notice of Suspension**

The parent/guardian of a suspended minor student shall be given prompt written notice of the suspension and the reason for the suspension by mail and by sending a copy of the notice home with the student. Oral notice may also be given to the student’s parent/guardian; however, it will be confirmed in writing.

4. **Sending a Student Home on the day of the Suspension**

Generally, the student should remain in school on the day of the suspension until school is dismissed for the day. Except as provided below:

- If the situation requires that the student be removed from the premises before school is dismissed, the principal shall attempt to contact the student’s parent/guardian to request that s/he pick up the student. If the parent/guardian is unable to pick up the student, the student should remain under the school’s supervision until school is dismissed, or in the event law enforcement is involved, under law enforcement supervision.

5. **Opportunity to Complete School Work**  
A suspended student shall not be denied the opportunity to take any quarterly, semester or grading period examinations or to complete course work missed during the suspension period. Such work shall be completed pursuant to the procedures established by the School Board.

6. **Reference to the Suspension in the Student's Record**  
The student's suspension from school shall be entered in the student's record as required by the rules adopted by the School Board concerning the content of student records.

The suspended student or the student's parent/guardian may, within five (5) school days following the commencement of the suspension, have a conference with the District Administrator or his or her designee, who shall be someone other than a principal, administrator or teacher in the suspended student's school, to discuss removing reference to the suspension from the student's records.

Reference to the suspension in the student's school record shall be removed if the District Administrator finds that:

- The student was suspended unfairly or unjustly;
- The suspension was inappropriate, given the nature of the alleged offense; or
- The student suffered undue consequences or penalties as a result of the suspension.

The District Administrator, or the administrator's designee, shall make his or her finding within fifteen (15) days of the conference.

7. **Co-Curricular or Extra-Curricular Participation**  
A student's participation in co-curricular or extra-curricular activities during a suspension shall be determined on a case-by-case basis.

**B. Expulsion**

1. **Grounds for Expulsion**  
The School Board may expel a student only when it is satisfied that the interest of the school demands the student's expulsion and it finds that the student:

- Repeatedly refused or neglected to obey the rules established by the School District;
- Knowingly conveyed or caused to be conveyed any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives;
- Engaged in conduct while at school or while under the supervision of a school authority that endangered the property, health or safety of others;
- Engaged in conduct while not at school or while not under the supervision of a school authority that endangered the property, health or safety of others at school or under the supervision of a school authority or endangered the property, health or safety of any

employee or School Board member of the School District in which the student is enrolled; or

- Was at least sixteen (16) years old and had repeatedly engaged in conduct while at school or while under the supervision of a school authority that disrupted the ability of school authorities to maintain order or an educational atmosphere at school or at an activity supervised by a school authority and that such conduct did not otherwise constitute grounds for expulsion.

Under this section, conduct that endangers a person or property includes threatening the health or safety of a person or threatening to damage property.

2. **Expulsion for Bringing a Firearm to School**

The School Board shall expel a student from school for not less than one (1) year whenever it finds that the student brought a firearm to school or, while at school or while under the supervision of a school authority, possessed a firearm, unless the Board finds that the punishment should be reduced based upon the circumstances of the incident. Any such finding by the Board shall be in writing.

3. **Expulsion Hearing**

Prior to expelling a student, the School Board shall provide the student with a hearing. Prior written notice of the expulsion hearing must be sent separately both to the student and his/her parent/guardian if the student is a minor; otherwise just to the student. The notice will comply with the requirements of State law.

The student, or the student's parent/guardian if the student is a minor, has the right to request a closed hearing or the Board may choose to close the hearing. The student and, if the student is a minor, the student's parent/guardian may be represented at the hearing by counsel.

4. **Expulsion Order**

The Board shall reduce its decision to writing in the form of a written order. If expulsion is ordered, the order must state the length of time that the student is to be expelled. The order should also state specific findings of fact and conclusions of law in support of the decision.

5. **Student Records**

The student's expulsion from school shall be entered in the student's record as required by the rules adopted by the School Board concerning the content of student records.

### **Discipline of Disabled Students**

Students with disabilities will be entitled to the rights and procedures afforded by the Individuals with Disabilities Education Act (I.D.E.A.) and the Americans with Disabilities Act (A.D.A.).

### **SEARCH AND SEIZURE**

Search of a student and his/her possessions, including vehicles, may be conducted at any time the student is under the jurisdiction of the Board of Education, if there is a reasonable suspicion that the student is in violation of law or school rules. A search may also be conducted to protect the safety of others or as otherwise permitted by law.

Students are provided lockers, desks, and other equipment in which to store materials. This equipment is the property of the school and may be searched at any time if there is reasonable suspicion that a student has violated the law or school rules. Locks are to prevent theft, not to prevent searches.

All computers located in classrooms, labs and offices of the District are the District's property and are to be used by students, for educational purposes. The District retains the right to access and review all electronic, computer files, databases, and any other electronic transmissions contained in or used in conjunction with the District's computer system, and electronic mail. Students should have no expectation that any information contained on such systems is confidential or private.

Review of such information may be done by the District with or without the student's knowledge or permission. The use of passwords does not guarantee confidentiality, and the District retains the right to access information in spite of a password. All passwords or security codes must be registered with the instructor. A student's refusal to permit such access may be grounds for disciplinary action.

No strip searches will be conducted by any employee of the District, but may be conducted by law enforcement officials, if deemed necessary.

Anything that is found in the course of a search that may be evidence of a violation of school rules or the law may be taken and held or turned over to the police. The school reserves the right not to return items which have been confiscated.

### **STUDENT'S RIGHTS OF EXPRESSION**

Manawa Middle School recognizes the right of students to express themselves. With the right of expression comes the responsibility to do it appropriately. Students may distribute or display, at appropriate times, non-sponsored, noncommercial written material and petitions; buttons, badges, or other insignia; clothing, insignia, and banners; and audio and video materials. All items must meet the following school guidelines:

- A. A material cannot be displayed if it:
  - 1. Is obscene to minors, libelous, indecent, or vulgar,
  - 2. Advertises any product or service not permitted to minors by law,
  - 3. Intends to be insulting or harassing,
  - 4. Intends to incite fighting or presents a likelihood of disrupting school or a school event.
  - 5. Presents a clear and present likelihood that, either because of its content or manner of distribution or display, it causes or is likely to cause a material and substantial disruption of school or school activities, a violation of school regulations, or the commission of an unlawful act.
  
- B. Materials may not be displayed or distributed during class periods, or during passing times between classes. Permission may be granted for display or distribution during lunch periods and after school in designated locations, as long as exits are not blocked and there is proper access and egress to the building.

Students who are unsure whether or not materials they wish to display meet school guidelines may present them to the principal twenty-four (24) hours prior to display.

## **STUDENT SUGGESTIONS AND COMPLAINTS**

The school is here for the benefit of the students. The staff is here to assist a student in becoming a responsible adult. If a student has suggestions that could improve the school, s/he should feel free to offer them. Written suggestions may be presented directly to the principal or to the student government.

When concerns or grievances arise, the best way to resolve the issue is through communication. No student will be harassed by any staff member or need fear reprisal for the proper expression of a legitimate concern. As with suggestions, concerns and grievances may be directed to the Principal or to the student council.

## **SECTION V - TRANSPORTATION**

### **BUS TRANSPORTATION TO SCHOOL**

Bus transportation is provided for all eligible students.

Students will ride only assigned school buses and will board and depart from the bus at assigned bus stops. Students will not be permitted to ride unassigned buses for any reason other than an emergency, except as approved by the principal.

A change in a student's regular assigned bus stop may be granted for a special need, if a written request from a parent/guardian is submitted to the principal stating the reason for the request and the duration of the change and the principal approves.

### **BUS CONDUCT**

Students who are riding to and from school on transportation provided by the school are required to follow some basic safety rules. This applies to school-owned buses as well as any contracted transportation that may be provided.

The driver is responsible for student safety and may assign seating or direct the student in any reasonable manner to maintain that safety.

The following behaviors are expected of all students:

#### **Previous to loading (on the road and at school)**

Each student shall:

- Be on time at the designated loading zone (10 minutes prior to scheduled stop);
- Stay off the road at all times while walking to and waiting for the bus;
- Line up single file off the roadway to enter;
- Wait until the bus is completely stopped before moving forward to enter;
- Refrain from crossing a highway until the bus driver signals it is safe;
- Go immediately to a seat and be seated.
- It is the parent/guardians' responsibility to inform the bus driver when their child will not be boarding the bus. The bus will not wait.

#### **During the trip**

Each student shall:

- Remain seated while the bus is in motion;
- Keep head, hands, arms, and legs inside the bus at all times;
- Not litter in the bus or throw anything from the bus;
- Keep books, packages, coats, and all other objects out of the aisle;
- Be courteous to the driver and to other bus riders;
- Not eat, play games or play cards, etc.;
- Not tamper with the bus or any of its equipment.

### **Leaving the bus**

- Each student shall:
- Remain seated until the bus has stopped;
- Cross the road, when necessary, at least ten (10) feet in front of the bus, but only after the driver signals that it is safe;
- Be alert to a possible danger signal from the driver.

The driver will not discharge students at places other than their regular stop at home or at school unless s/he has proper authorization from school officials.

### **VIDEOTAPES ON SCHOOL BUSES**

The Board of Education may authorize the installation of video cameras on school buses for purposes of monitoring student behavior.

If a student is reported to have misbehaved on a bus and his/her actions were recorded on a videotape, the tape will be submitted to the principal and may be used as evidence of the misbehavior. Since these tapes are considered part of a student's record, they can be viewed only in accordance with State and Federal law.

### **PENALTIES FOR INFRACTIONS**

A student who engages in misconduct on a bus shall be subject to discipline and may be deprived of the privilege of riding on the bus.

### **SELF-TRANSPORTATION TO SCHOOL**

- Driving to school is a privilege which can be revoked at any time. Students who are provided the opportunity to ride school transportation are encouraged to do so. Students and their parent/guardians assume full responsibility for any transportation to and from School not officially provided by the school.
- The following rules shall apply.
- Parking lot speed limit is 5 mph.
- **SNOWMOBILE PERMIT \$ 5.00**  
A new snowmobile permit is required every year. It must be displayed on the side of the snowmobile visible for the police to see. There will be a fine for students not displaying the snowmobile permit.
- If a student's permit is suspended, no fees will be refunded. Failure to comply with these rules will result in loss of privileges and/or disciplinary actions for the student.

- When the school provides transportation, students shall not drive to school-sponsored activities, unless written permission is granted by their parent/guardians and approved by the Principal.
- No other students can be driven to a school-sponsored activity by the approved student driver without a note from parent/guardians of passenger students granting permission and approval by the Principal.

**Addendum A**

**SCHOOL DISTRICT OF MANAWA**

HARASSMENT COMPLAINT FORM (Attach additional sheets if necessary)

Date: \_\_\_\_\_

Name: \_\_\_\_\_ Telephone: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Parent/guardian

Name: \_\_\_\_\_

Who did the harassment? \_\_\_\_\_

Describe the harassment. Include time, dates, and location for each incident:

\_\_\_\_\_  
\_\_\_\_\_

What was your reaction or what action did you take?

\_\_\_\_\_  
\_\_\_\_\_

List any witnesses or anyone else who has information relevant to this complaint:

\_\_\_\_\_  
\_\_\_\_\_

I understand these incidents will be investigated and that this form will be kept confidential as much as possible.

No person shall provide false information at any time. If a person provides false information to school district officials regarding a complaint, proceeding, employment application, or other matter, appropriate disciplinary action may be taken against the individual who provided the false information.

\_\_\_\_\_  
(Signature)

Received by: \_\_\_\_\_

Date: \_\_\_\_\_



Please review the attached student information, read this page carefully then sign at the bottom.



For the protection and safety of your child, you are being asked to carefully review the attached student registration/emergency form. Please do each of the following:

- Line-out and make legible corrections (preferably using a colored pen)
- Provide current insurance information
- Update all contact information

*My signature at the bottom of page indicates that the health information is correct and/or all needed corrections have been noted on the form.*

In the event of a medical emergency, during my absence, I hereby give consent for treatment, administration of anesthesia, and surgical intervention for my (son / daughter) \_\_\_\_\_ as deemed necessary by the attending physician. This consent is extended to the physician, nursing staff, and hospital and will remain in effect until revoked in writing by the undersigned. The parent's recommendation will be respected as far as possible. I understand that in the final disposition of an emergency, the judgment of school authorities and medical staff will prevail. Anytime the above information changes, I will notify the school. Completed information is to be confidentially shared with school staff as medically indicated.

My signature at the bottom of this form gives consent as stated above.

**2020 – 2021 Student/Parent/Guardian Handbook, Co-Curricular Code of Conduct Acknowledgement:**

I have been given the opportunity to view and/or obtain any of the above information for review. My child(ren) and I have read and understand the information contained in each section. By signing below, we agree to follow the rules and guidelines within the Student/Parent/Guardian Handbook, Including Co-Curricular Code of Conduct. I am aware that the Handbook and Code of Conduct are available on the School District of Manawa website, in each student's offline Google Drive folder, and available in paper form at each District building.

Student Name: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Student

Signature: \_\_\_\_\_ Date: \_\_\_\_\_



**Students choosing to excel; realizing their strengths.**

To: Dr. Melanie J. Oppor

From: Dan Wolfgram

Date: 6/18/2020

Re: 2020-2021 Little Wolf High School Student Handbook Revisions

All dates associated with 2019-2020 have been updated to 2020-2021 accordingly. All references to Little Wolf Jr./Sr. High School have been revised to reflect Little Wolf High School.

<i>Page #</i>	<i>Current Language (If applicable.)</i>	<i>Proposed Change or Addition</i>
2	<ul style="list-style-type: none"> <li>Shelley Keller, Health &amp; Attendance Paraprofessional (920) 596-5801</li> </ul>	<ul style="list-style-type: none"> <li>Krystal Draeger, Health &amp; Attendance Paraprofessional (920) 596-5801</li> <li>Athletic Director, Dawn Millard (920) 596-5831</li> </ul>
3		Updated 2020-2021 School Calendar
4	<p>SHELLEY KELLER</p> <p>HEALTH / ATTENDANCE PARAPROFESSIONAL</p> <p><a href="mailto:skeller@manawaschools.org">skeller@manawaschools.org</a></p> <p>DANIELLE BRAUER</p> <p>DIRECTOR OF SPECIAL EDUCATION / CURRICULUM DIRTECTOR</p> <p><a href="mailto:dbrauer@manawaschools.org">dbrauer@manawaschools.org</a></p>	<p>KRYSTAL DRAEGER</p> <p>HEALTH / ATTENDANCE PARAPROFESSIONAL</p> <p><a href="mailto:kdraeger@manawaschools.org">kdraeger@manawaschools.org</a></p> <p>DAWN MILLARD</p> <p>ATHLETIC DIRECTOR</p> <p><a href="mailto:dmillard@manawaschools.org">dmillard@manawaschools.org</a></p> <p>DANIELLE BRAUER</p> <p>ELEMNTARY PRINCIPAL / DIRECTOR OF SPECIAL EDUCATION</p> <p><a href="mailto:dbrauer@manawaschools.org">dbrauer@manawaschools.org</a></p>

	<p>BRENDA SUEHS FOOD SERVICE DIRECTOR <a href="mailto:bsuehs@manawaschools.org">bsuehs@manawaschools.org</a></p>	<p>BRENDA SUEHS FOOD SERVICE MANAGER <a href="mailto:bsuehs@manawaschools.org">bsuehs@manawaschools.org</a></p>
5		<p>GEN BRUNNER SCIENCE TEACHER <a href="mailto:gbrunner@manawaschools.org">gbrunner@manawaschools.org</a></p> <p>JACI GRIGNON DISTRICT NURSE <a href="mailto:jgrignon@manawascshools.org">jgrignon@manawascshools.org</a></p> <p>JAKE KAZOROWSKI SOCIAL STUDIES TEACHER <a href="mailto:jkazarowski@manawaschool.org">jkazarowski@manawaschool.org</a></p>
6		<p>MIKE THOMACK MAINTENANCE DONNA WHEELER FOOD SERVICE MARY WILSON CUSTODIAN MARIE ZIRBEL PARA- PROFESSIONAL</p>
9-10	Nondiscrimination and Access to Equal Education Opportunity	Nondiscrimination and Access to Equal Education Opportunity was completely updated to be in line with SDM Neola policies.
7-16	Harassment, Bullying Sexual Harassment	Harassment, Bullying, and Sexual Harassment sections was completely updated to be in line with SDM Neola policies.
18-21	Bell Schedules	Updated to reflect the high school only.  Changed <i>Wednesday Early Dismissal</i> will be 1:50 p.m., except on <u>August 28<sup>th</sup></u> and <u>May 27<sup>th</sup></u> dismissal will be 2:50 p.m. to <i>Wednesday Early Dismissal</i>

		<i>will be 1:50 p.m., except on <u>September 9th and June 2nd</u> dismissal will be 2:50 p.m.</i>
24-27	Administration of Medications	Administration of Medications sections was completely updated to be in line with SDM Neola policies.
29	Individuals with Disabilities and Limited English Proficiency  Dr. Melanie Oppor	Individuals with Disabilities and Limited English Proficiency  Danielle Brauer
34	Personal Communication Devices	Personal Communication Devices section was completely updated to be in line with SDM Neola policies.
46-47	<b>VIRTUAL EDUCATION – STUDENT ACCOUNTABILITY AND CONDUCT</b>	<b>Complete section added per Tony Renning</b>
49	Under Athletics:  Basketball, Softball, Wrestling, Baseball, Cross Country, Football, Track, Bowling Club, Golf, Volleyball, Cheer/Dance Club	Change Lifting to Powerlifting Club Eliminate “Cheer/Dance Club”
56	STUDENT ATTENDANCE AT SCHOOL EVENTS	Two typographical errors - “oweever” at the start of paragraph 3 should be However “not” should be replaced with “nor” in the first bulleted point under the third paragraph.
43	See PI 40, Youth Options	Change to PI 40, Early College Credit
55	Students who knowingly or unknowingly attend a party/gathering where alcohol is being used illegally or drugs are present, are expected to remove themselves immediately from the residence. Students are encouraged to report the scenario to a school administrator immediately.	Being in the presence of others who are illegally possessing or using alcohol or controlled substances. It is the expectation of this code that a student will leave the premises the moment they become aware of others illegally possessing and/or using alcohol or controlled substances, even if the student is not consuming or using the illegal substances.
58	Paragraph missing	Add:  Athletes who receive one “F” at the conclusion of a nine-week grading period will be ineligible to participate in 25% of the total games or appearances of that sport or activity’s full season. If the suspension

		is not completed in the current sport/activity, the remainder of the suspension will be carried over into the next athletic sport or activity in that grade period. The athlete will be placed on academic probation until the next quarter grades are posted or the day the suspension ends and grades are all passing. The athlete will not be allowed to leave school early for any event in that sport until all grades are passing.
67	USE OF TOBACCO IS PROHIBITED	(Added: And Nicotine)
74	Bus Conduct	Added <ul style="list-style-type: none"> <li>• Listen to the bus driver;</li> <li>• Keep aisle clear;</li> <li>• Keep hands to self;</li> <li>• Use respectful voices/volume.</li> </ul>
75	Videotapes on School Buses	Revised to indicate that there are video cameras on buses and the tapes may be used if a student is reported to have misbehaved.

\*Any changes to this handbook after 7/27/2020 will reflect personnel that has been approved by the SDM Board of Education.

# Student Handbook

2020-2021



*Students choosing to excel; realizing their strengths.*

Little Wolf High School  
School District of Manawa  
515 E. Fourth Street  
Manawa, WI 54949

Telephone: (920) 596-2524 – Fax: (920) 596-2655

[www.manawaschools.org](http://www.manawaschools.org)

# **Little Wolf High School Student Handbook 2020-2021**



Dear Students and Parent/guardians:

Welcome to the 2020-2021 school year. We are extremely excited about this school year. This handbook has been designed to help answer your questions about the procedures used in this district and specifically this building. Once you have completed reading through the handbook, it is mandatory that you sign the last page and return it to the school office. I look forward to a tremendous year working together.

Yours in education,

Dan Wolfram

- Dan Wolfram, Principal (920) 596-5310
- Danielle Brauer, Elementary Principal & Director of Special Education, (920) 596-5301
- Athletic Director, Dawn Millard (920) 596-5831
- Janine Connolly, School Counselor (920) 596-5802
- Carrie Koehn, Administrative Assistant, (920) 596-5800
- Krystal Draeger, Health & Attendance Paraprofessional (920) 596-5801
- Jeff Bortle, Dean of Students, 920-596-5806

Board of Education Approval:  
Student Handbook adopted July 2020

- X No School
- O P/T Conferences
- Early Release / Staff Development
- ▲ End of Quarter / Semester
- ☐ Inservice Day

**SCHOOL DISTRICT OF MANAWA**  
**2020-2021 SCHOOL CALENDAR**  
 Approved 2.24.20

1 Hr Early Release Days

  
 Commencement

JULY						
S	M	T	W	T	F	S
					1	2
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

3 - Independence Day Observed

- 1 - No School - Holiday Break
- 22 - End of 2nd Qtr (45 days)
- 22 - End of 1st Semester
- 25 - Records / Inservice - No School

19 Student Days - 1 Inservice

JANUARY						
S	M	T	W	T	F	S
						2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	▲	23
24	☐	26	27	28	29	30
31						

AUGUST						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	☐					

- 4 - District Registration / Picture Day @ MES 9 a.m. to 7 p.m.
- 18 - New Curriculum Day
- 20 - New Teacher Orientation
- 9-28 All District Staff Floating Work Day-Specialized Training
- 8/3-28 & 9/3-4 Teacher Floating Days
- 31 - Full Day Inservice
- 4.5 Inservice Days (Includes 3.5 Floating Days)

- 4 - P/T Conf 3:30-6:30 p.m. Both Schools
- 5 - No School P/T Conf 7:30-11:30 a.m.
- 15 - No School - Inservice Day

18 Student Days - 1 Inservice - 1 PT Conf

FEBRUARY						
S	M	T	W	T	F	S
	1	2	3	O	X	6
7	8	9	10	11	12	13
14	☐	16	17	18	19	20
21	22	23	24	25	26	27
28						

SEPTEMBER						
S	M	T	W	T	F	S
						5
6	X	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	O	25	26
27	28	29	30			

- 1 - Full Day Inservice
- 2 - AM Inservice/PM Work in Classrooms
- 2 - Open House 3:30 to 6:30 p.m. - Both Schools
- 7 - Labor Day - No School
- 8 - 1st Day of School
- 18 - Picture Retake Day - Both Schools

- 24 - P/T Conf 3:30 to 7:30 p.m. - Both Schools
- 17 - Student Days / 1 Holiday / 2 Inservice / PT Conf

4-5 Spring Break

21 Student Days

MARCH						
S	M	T	W	T	F	S
	1	2	3	X	X	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

OCTOBER						
S	M	T	W	T	F	S
					1	2
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	O	X	31

- 29 - P/T Conf 3:30 to 7:30 p.m. - Both Schools
- 30 - No School
- 21 - Student Days - 1 P/T Conf

- 2-5 - Holiday Break - No School
- 16 - End of 3rd Quarter (43 days)
- 20 Student Days

APRIL						
S	M	T	W	T	F	S
					1	X
4	X	6	7	8	9	10
11	12	13	14	15	▲	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

NOVEMBER						
S	M	T	W	T	F	S
1	2	3	4	5	▲	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	X	X	28
29	30					

- 6 - End of 1st Quarter (45 days)
- 25 - Early Dismissal
- 26-27 No School - Thanksgiving
- 19 - Student Days

- 29 - Commencement Ceremony
- 31 - No School - Memorial Day

20 Student Days / 1 Holiday

MAY						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	X					

DECEMBER						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	X	X	X	26
27	X					

- 21 - BOE Meeting
- 23-31 No School - Holiday Break
- 16 Student Days

- 4 - Last Day of School - Full Day
- 4 - Records & Check Out to 7:00 p.m.
- Snow Make-up Days # 8 and 9

4 Student Days / 5 Inservice-Records

JUNE						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

First 6 inclement weather days will not be made up. Day 7 - Make up on April 5th



**OFFICE STAFF**

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JENNY BESSETTE	GUIDANCE ADMINISTRATIVE ASSISTANT
DENISE BUSCHKE	FOOD SERVICE
CINDY BUTTLES	CUSTODIAN
DANA BONIKOWSKI	PARA-PROFESSIONAL
	FOOD SERVICE
JESSIE ORT	PARA-PROFESSIONAL
COLEEN PHELAN	PARA-PROFESSIONAL
MIKE THOMACK	MAINTENANCE
DONNA WHEELER	FOOD SERVICE
MARY WILSON	CUSTODIAN
MARIE ZIRBEL	PARA-PROFESSIONAL

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This Student/Parent/guardian Handbook is based in significant part on policies adopted by the Board of Education and Administrative Guidelines developed by the District Administrator. The Policies and Guidelines are periodically updated in response to changes in the law and other circumstances. Therefore, there may have been changes to the documents reviewed in this Handbook since it was printed. If you have questions or would like more information about a specific issue, contact your school principal.

## **FOREWORD**

This student handbook was developed to answer many of the commonly asked questions that you and your parent/guardians may have during a school year. This handbook summarizes many of the official policies and administrative guidelines of the Board of Education and the District. To the extent that the handbook is ambiguous or conflicts with these policies and guidelines, the policies and guidelines shall control. This handbook is effective immediately and supersedes any prior student handbook.

Because the handbook also contains information about student rights and responsibilities, each student is responsible for knowing its contents. Please take time to become familiar with the following information and keep the handbook available for future use. It can be a valuable reference during the school year and a means to avoid confusion and misunderstanding when questions arise. Should you have any questions that are not addressed in this handbook, contact your Principal Dan Wolfram or the School Counselor. You will find their e-mail addresses listed in the Staff Directory section of the handbook.

This handbook summarizes many of the official policies and administrative guidelines of the Board of Education and the District. If any of the policies or administrative guidelines referenced herein are revised after JULY 2020 the language in the most current policy or administrative guideline prevails. The current policies and guidelines are available on the District's website.

### **MISSION OF THE SCHOOL - *Creating solid foundations for lifelong success***

#### **NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATION OPPORTUNITY**

The Board is committed to providing an equal educational opportunity for all students in the District.

The Board does not discriminate on the basis of race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex, (including transgender status, change of sex or gender identity), or physical, mental, emotional, or learning disability ("Protected Classes") in any of its student program and activities.

This policy is intended to support and promote nondiscriminatory practices in all District and school activities, particularly in the following areas:

- A. use of objective bases for admission to any school, class, program, or activity;
- B. prohibition of harassment towards students and procedures for the investigation of claims (see Policy 5517);
- C. use of disciplinary authority, including suspension and expulsion authority;
- D. administration of gifts, bequests, scholarships and other aids, benefits, or services to students from private agencies, organizations, or persons;
- E. selection of instructional and library media materials in a nondiscriminatory manner and that reflect the cultural diversity and pluralistic nature of American society;
- F. design and implementation of student evaluation practices, materials, and tools, but not at the exclusion of implementing techniques to meet students' individual needs;
- G. design and configuration of facilities;

- H. opportunity for participation in extra-curricular and co-curricular activities, provided that separate programs for male and female students may be available provided comparable activities are made available to all in terms of type, scope, and District support; and
- I. the school lunch program and other school-sponsored food service programs.

The Board is also committed to equal employment opportunity in its employment policies and practices as they relate to students. The Board's policies pertaining to employment practices can be found in Policy 1422, Policy 3122, and Policy 4122 - Nondiscrimination and Equal Employment Opportunity.

Any person who believes that the Little Wolf High School or any staff person has discriminated against them in violation of this policy may file a complaint. A formal complaint can be made in writing to a School Compliance Officer/Title IX Coordinator listed below:

Dan Wolfgram  
Principal (920) 596-5310  
[dwolfgram@manawaschools.org](mailto:dwolfgram@manawaschools.org)

Carmen O'Brien  
Business Manager (920) 596-5332  
[carmen.obrien@manawaschools.org](mailto:carmen.obrien@manawaschools.org)

If at any time during the investigation process the investigator determines that the complaint is properly defined as bullying because the conduct at issue is not based on a student's protected characteristics, the investigator shall transfer the investigation to the appropriate building principal.

Under no circumstances will the District threaten or retaliate against anyone who raises or files a complaint.

Little Wolf High School is committed to an educational environment that is free of harassment of any form. The school will not tolerate any form of harassment and will take all necessary and appropriate action to eliminate it, including suspension or expulsion of students and disciplinary action against any other individual in the school district community. Additionally, appropriate action will be taken to stop and otherwise deal with any third party who engages in harassment against our students.

#### **Harassment Policy\***

*\*Parent/guardians and students are encouraged to read the full text of the Board of Education policy governing Anti-Harassment and bullying available on the District web site or by contacting the school main office.*

#### **Summary of Board of Education Policy**

It is the policy of the Board of Education to maintain an educational environment that is free from all forms of harassment, including sexual harassment. This commitment applies to all District operations, programs, and activities. All students, administrators, teachers, staff, and all other school personnel share responsibility for avoiding, discouraging and reporting any form of unlawful harassment. This policy applies to conduct occurring on school property or at another location if such conduct occurs during an activity sponsored by the Board.

The Board will not tolerate any form of harassment and will take all necessary and appropriate action to eliminate it, including suspension or expulsion of students and disciplinary action against any other individual in the School District community. Additionally, appropriate action will be taken to stop and otherwise deal with any third party who engages in harassment against out students.

## **Definitions**

- Bullying (See the bullying policy immediately following this section)
- Harassment: Any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student that:
  1. Places a student in reasonable fear of harm to his/her person or damage to his/ her property;
  2. Has the effect of substantially interfering with a student's educational performance, opportunities, or benefits; or
  3. Has the effect of substantially disrupting the orderly operation of a school.
- Sexual Harassment: Unwelcome sexual advances, requests of sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature. Important...parent/guardians and students are encouraged to read the entire Board of Education policy with corresponding examples.
- Other forms of harassment such as race/color, religion, national origin, and disability are defined in the full text of the Board of Education policy.

## **Reporting Procedures**

Students and all other members of the School District community, as well as third parties, are encouraged to promptly report incidents of harassing conduct to a school staff member (teacher, counselor, or principal, Title IX Coordinator for example) so the conduct can be addressed before it becomes severe, pervasive, or persistent. The District will investigate as described below. Initiating a complaint will not adversely affect the complaining individual's participation in educational or extra-curricular programs unless the complaining individual makes the complaint maliciously or with knowledge that is false.

The reporting procedures are as follows:

1. Any student, parent/guardian of a student, teacher, school staff member, or school community member is encouraged to report the alleged act(s) to the school principal or district compliance officer.
2. The reporting party shall be encouraged to use a report form (See Addendum A) available in each school main office, but oral reports shall be considered complaints as well.
3. To provide individuals with options for reporting harassment to an individual of the gender with which they feel most comfortable, each school's building principal will designate one male and one female staff person (designated as Complaint Coordinators and Title IX Coordinator ) to receive reports of harassment prohibited by this policy.

## **Confidentiality**

The District will make all reasonable efforts to protect the rights of the complainant and the respondent. The District will respect the privacy of the complainant, the respondent, and all witnesses in a manner consistent with the District's legal obligation under state and federal law.

## **Sanctions and Monitoring**

The Board shall vigorously enforce its prohibitions against harassment by taking appropriate action reasonable calculated to stop the harassment and prevent further such harassment. A violation of this policy may result in disciplinary action up to and including the discharge of an employee or the suspension /expulsion of a student. All disciplinary action will be taken in accordance with applicable law and the ages and maturity levels of the students.

## **Retaliation**

Any act of retaliation against a person who has made a report or filed a complaint alleging harassment, or who has participated as a witness in a harassment investigation is prohibited.



**SCHOOL DISTRICT OF MANAWA HARASSMENT COMPLAINT FORM** – Addendum A at the end of this handbook.

**Bullying Policy**

The Board of Education is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. The Board encourages the promotion of positive interpersonal relations between members of the school community. Bullying toward a student, whether by other students, staff, or third parties is strictly prohibited and will not be tolerated. This prohibition includes physical, verbal, and psychological abuse. The Board will not tolerate any gestures, comments, threats, or actions that cause or threaten to cause bodily harm or personal degradation. This policy applies to all activities in the District, including activities on school property, including at any of the school buildings or other property used exclusively or in part, whether leased or owned by the District, for the purpose of school-related functions or events; or while traveling to or from school or to and from school-sponsored functions or events; in transporting vehicles arranged for by School District officials. The policy applies as well during activities that occur off school property if the student or employee is at any school-sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the supervision of school authorities, or where an employee is engaged in school business, or where there is otherwise a connection to the school such that the conduct at issue affects or is intended to affect the student's educational environment.

**Definitions**

**"Bullying"**

Bullying is deliberate or intentional behavior using word or actions, intended to cause fear, intimidation, or harm. Bullying may be a repeated behavior and involves an imbalance of power. Furthermore, it may be serious enough to negatively impact a student's educational, physical, or emotional well being. The behavior may be motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age; national origin; race; ethnicity; religion; gender; gender identity; sexual orientation; physical attributes; physical or mental ability or disability; and social, economic, or family status; however this type of prohibited bullying behavior need not be based on any of those particular or other particular characteristics. It includes, but is not necessarily limited to such behaviors as stalking, cyberbullying, intimidating, menacing, coercing, name-calling, taunting, making threats, and hazing.

Some examples of bullying are:

- A. Physical – hitting, kicking, spitting, pushing, pulling, taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact.
- B. Verbal – taunting, malicious teasing, insulting, name calling, making threats.
- C. Psychological – spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation.
- D. "'Cyberbullying' – the use of information and communication technologies such as e-mail, cell phone and pager text messages, instant messaging (IM), defamatory personal web sites, and defamatory online personal polling web sites, to support deliberate, repeated, and hostile behavior by an individual or group, that is intended to harm others."

The Board recognizes that cyberbullying can be particularly devastating to young people because:

1. Cyberbullies more easily hide behind the anonymity that the Internet provides;
2. Cyberbullies spread their hurtful messages to a very wide audience with remarkable speed;
3. Cyberbullies do not have to own their own actions, or fear punishment for their actions, as it is usually very difficult to identify cyberbullies;
4. Furthermore, the reflection time that once existed between the planning of a prank – or a serious stunt – and its commission has all but been erased with cyberbullying;
5. Cyberbullies can impersonate others with the intent to embarrass or harm them or hacking into, or otherwise gaining access to, another's others' electronic accounts (emails, social media, etc.) and posing as that individual with the intent to embarrass or harm the individual.

Cyberbullying includes, but is not limited to the following:

1. posting slurs or rumors or other disparaging remarks about a student on a web site or on weblog;
2. sending e-mail or instant messages that are mean or threatening, or so numerous as to drive-up the victim's cell phone bill;
3. using a camera phone to take and send embarrassing photographs of students;
4. posting misleading or fake photographs of students on web sites.

**"Harassment"** includes, but is not limited to, any act which subjects an individual or group to unwanted, abusive behavior of a nonverbal, verbal, written or physical nature on the basis of sex, (including transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or State civil rights laws. Harassment is prohibited by Policy [5517](#) – Student Anti-Harassment.

**"Staff"** includes all school employees and Board members.

**"Third parties"** include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, vendors, or others engaged in District business, and others not directly subject to school control at inter-district or intra-district athletic competitions or other school events.

For a definition of hazing and instances that could possibly be construed as hazing, consult Policy [5516](#).

### **Complaint Procedures**

Any student that believes s/he has been or is the victim of bullying should immediately report the situation to the building principal or assistant principal, or the District Administrator. The student may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate administrator or Board official. Complaints against the building principal should be filed with the District Administrator. Complaints against the District Administrator should be filed with the Board President.

Every student is encouraged to report any situation that they believe to be bullying behavior directed toward a student. Reports may be made to those identified above.

All school staff members and school officials who observe or become aware of acts of bullying are required to report these acts to the building principal or assistant principal, or the District Administrator.

Reports of bullying may be made verbally or in writing and may be made confidentially. All such reports, whether verbal or in writing, will be taken seriously and a clear account of the incident is to be documented. A written record of the report, including all pertinent details, will be made by the recipient of the report.

All complaints about behavior that may violate this policy shall be investigated promptly by the building principal. The staff member who is investigating the report of bullying shall interview the victim(s) of the alleged bullying and collect whatever other information is necessary to determine the facts and the seriousness of the report. If, during an investigation of a reported act of bullying in accordance with this Policy, the principal determines that the reported misconduct may have created a hostile learning environment and may have constituted harassment based on sex (transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or state civil rights laws, the principal will report the act of bullying to one of the Compliance Officers who shall assume responsibility to investigate the allegation in accordance with Policy 5517 – Student Anti- Harassment.

Parents of each student involved in the bullying report will be notified prior to the conclusion of the investigation. The District shall maintain the confidentiality of the report and any related student records to the extent required by law.

If the investigation finds that bullying has occurred, it will result in prompt and appropriate remedial and/or disciplinary action. This may include student discipline, including, but not limited to, reprimand, suspension, or possible expulsion. Furthermore, the result of an investigation that finds that bullying has occurred may result in discharge for employees, exclusion for parents, guests, volunteers, and contractors, and removal from any official position and/or a request to resign for Board members. Individuals may also be referred to law enforcement officials.

The complainant shall be notified of the findings of the investigation, and as appropriate, of the remedial action has been taken.

This policy shall not be interpreted to infringe upon the First Amendment rights of students (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by State or Federal law).

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of bullying is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of Board policy and independent of whether a complaint is substantiated. Suspected retaliation should be reported in the same manner as bullying incidents. Making intentionally false reports about bullying for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Retaliating and intentionally making a false report may result in disciplinary action.

If a student or other individual believes there has been bullying, regardless of whether it fits a particular definition, s/he should report it and allow the administration to determine the appropriate course of action.

### **Privacy/Confidentiality**

The School District will respect the privacy of the complainant, the individual(s) against who the complaint is filed, and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to inform parents, to take appropriate action, and to conform with

any discovery or disclosure obligations. All records generated under this policy and its related administrative guidelines shall be maintained as confidential to the extent permitted by law.

### **Notification**

Notice of this policy will be annually distributed to all students enrolled in the School District, their parents and/or guardians and employees. The policy will also be distributed to organizations in the community having cooperative agreements with the schools. Additionally, the policy will be posted in conspicuous locations in all school buildings and departments within the District and discussed with students, as well as incorporated into the teacher, student, and parent/guardian handbooks. All new hires will be required to review and sign off on this policy and the related complaint procedure.

The School District will also provide a copy of the policy to any person who requests it.

### **Records and Reports**

Records will be maintained on the number and types of reports made, and sanctions imposed for incidents found to be in violation of the bullying policy.

An annual summary report shall be prepared and presented to the School Board, that includes trends in bullying behavior and recommendations on how to further reduce bullying behavior. The annual report will be available to the public.

### **Education and Training**

In support of this policy, the Board promotes preventative educational measures to create greater awareness of bullying behavior. The District Administrator shall provide appropriate training to all members of the School District community related to the implementation of this policy and its accompanying administrative guidelines. All training regarding the Board's policy and administrative guidelines on bullying will be age and content appropriate.

## **SEXUAL HARASSMENT**

"Sexual harassment" is defined as unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

- A. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of access to educational opportunities or program;
- B. submission or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's education;
- C. that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's education, or creating an intimidating, hostile, or offensive educational environment.

Sexual harassment may involve the behavior of a person of either gender against a person of the same or opposite gender.

Prohibited acts that constitute sexual harassment may take a variety of forms. Examples of the kinds of conduct that may constitute sexual harassment include, but are not limited to:

- A. unwelcome verbal harassment or abuse;
- B. unwelcome pressure for sexual activity;
- C. unwelcome, sexually motivated or inappropriate patting, pinching, or physical contact, other than necessary restraint of students by teachers, administrators, or other school personnel to avoid physical harm to persons or property;

- D. unwelcome sexual behavior or words including demands for sexual favors, accompanied by implied or overt threats concerning an individual's educational status;
- E. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's educational status;
- F. unwelcome behavior or words directed at an individual because of gender;

Examples are:

- 1. repeatedly asking a person for dates or sexual behavior after the person has indicated no interest;
- 2. rating a person's sexuality or attractiveness;
- 3. staring or leering at various parts of another person's body;
- 4. spreading rumors about a person's sexuality;
- 5. letters, notes, telephones calls, or materials of a sexual nature;
- 6. displaying pictures, calendars, cartoons, or other materials with sexual content.

- G. inappropriate boundary invasions by a District employee or other adult member of the District community into a student's personal space and personal life.

Boundary invasions may be appropriate or inappropriate. Appropriate boundary invasions make medical or educational sense. For example, a teacher or aide assisting a kindergartner after a toileting accident or a coach touching a student during wrestling or football can be appropriate. However other behaviors might be going too far, are inappropriate and may be signs of sexual grooming.

Inappropriate boundary invasions may include, but are not limited to the following:

- 1. hugging, kissing, or other physical contacts with a student;
- 2. telling sexual jokes to students;
- 3. engaging in talk containing sexual innuendo or banter with students;
- 4. talking about sexual topics that are not related to the curriculum;
- 5. showing pornography to a student;
- 6. taking an undue interest in a student (i.e. having a "special friend" or a "special relationship");
- 7. initiating or extending contact with students beyond the school day for personal purposes;
- 8. using e-mail, text messaging or websites to discuss personal topics or interests with students;
- 9. giving students rides in the staff member's personal vehicle or taking students on personal outings without administrative approval;
- 10. invading a student's privacy (e.g. walking in on the student in the bathroom, locker-room, asking about bra sizes or previous sexual experiences);
- 11. going to a student's home for non-educational purposes;
- 12. inviting students to the staff member's home without proper chaperones (i.e. another staff member or parent of a student);
- 13. giving gifts or money to a student for no legitimate educational purpose;
- 14. accepting gifts or money from a student for no legitimate educational purpose;
- 15. being overly "touchy" with students;
- 16. favoring certain students by inviting them to come to the classroom at non-class times;
- 17. getting a student out of class to visit with the staff member;
- 18. providing advice to or counseling a student regarding a personal problem (i.e. problems related to sexual behavior, substance abuse, mental or physical health, and/or family relationships, etc.), unless properly licensed and authorized to do so;

19. talking to a student about problems that would normally be discussed with adults (i.e. marital issues);
20. being alone with a student behind closed doors without a legitimate educational purpose;
21. telling a student "secrets" and having "secrets" with a student;
22. other similar activities or behavior:

Inappropriate boundary invasions are prohibited and must be reported promptly to one of the District Compliance Officers, as designated in this policy, the Building Principal, Title IX Coordinator, or the District Administrator.

- H. remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history; and
- I. verbal, nonverbal or physical aggression, intimidation, or hostility based on sex or sex-stereotyping that does not involve conduct of a sexual nature.

It is also the policy of the Board that a sexual relationship between staff and students is not permissible in any form or under any circumstances, in or out of the work place, in that it interferes with the educational process and may involve elements of coercion by reason of the relative status of a staff member to a student.

Not all behavior with sexual connotations constitutes sexual harassment. Sex-based or gender-based conduct must be sufficiently severe, pervasive, and persistent such that it adversely affects, limits, or denies an individual's education, or such that it creates a hostile or abusive educational environment, or such that it is intended to, or has the effect of, denying or limiting a student's ability to participate in or benefit from the educational program or activities.

#### **SECTION 504/ADA COMPLAINT**

Any person who believes that the Little Wolf High School or any staff person has discriminated against them in violation of the District's Section 504/ADA policy may file a complaint. A formal complaint can be made in writing to a School Compliance Officer listed below:

Janine Connolly  
School Counselor, (920) 596-5802  
[jconnolly@manawaschools.org](mailto:jconnolly@manawaschools.org)

The complaint procedure is available in the school office.

# **SCHOOL DAY/BELL SCHEDULES**

## **LITTLE WOLF HIGH SCHOOL BELL SCHEDULE**

**Warning Bell: 7:40**

### **High School**

**Period 1 7:45 – 8:35**

**Period 2 8:39 – 9:29**

**Period 3 9:33 – 10:23**

**Period 4 10:27 - 11:17**

**Period 5 11:21 – 12:11**

**Lunch 12:11 – 12:41**

**Period 6 12:45 – 1:35**

**Period 7 1:39 – 2:29**

**RtI 2:33 – 3:05**

## **EARLY RELEASE BELL SCHEDULE**

**Warning Bell 7:40**

### **High School**

**Period 1 7:45 - 8:26**

**Period 2 8:30 - 9:11**

**Period 3 9:15 - 9:56**

**Period 4 10:00 - 10:41**

**Period 5 10:45 - 11:26**

**Lunch 11:26 - 11:56**

**Period 6 12:00 - 12:41**

**Period 7 12:45 - 1:26**

**RtI 1:30 - 2:05**

*\*Wednesday Early Dismissal will be 2:05 p.m., except on  
September 9<sup>th</sup> and June 2<sup>nd</sup> - dismissal will be at 3:05 p.m.*



## **20 - Minute HOMEROOM SCHEDULE**

**Warning Bell: 7:40 High School**

### **High School**

**Homeroom 7:45 – 8:05**

**Period 1 8:09 – 8:56**

**Period 2 9:00 – 9:47**

**Period 3 9:51 – 10:37**

**Period 4 10:41 - 11:28**

**Period 5 11:32 – 12:19**

**Lunch 12:19 – 12:49**

**Period 6 12:53 – 1:40**

**Period 7 1:44 – 2:31**

**RtI 2:35 – 3:05**

## **EARLY RELEASE ½ DAY BELL SCHEDULE**

**Warning Bell 7:40 High School**

### **High School**

**Period 1 7:45 – 8:11**

**Period 2 8:15 – 8:41**

**Period 3 8:45 – 9:11**

**Period 4 9:15 - 9:41**

**Period 5 9:45 – 10:11**

**Period 6 10:15 – 10:41**

**Period 7 10:45 – 11:11**

**Lunch 11:11 – 11:41**

**RtI 11:45 – 12:15**

## **STUDENT RIGHTS AND RESPONSIBILITIES**

The rules and procedures of Little Wolf High School are designed to allow each student to obtain a safe, orderly, and appropriate education. Students can expect their rights to freedom of expression and association and to fair treatment as long as they respect those rights for their fellow students and the staff. Students will be expected to follow teachers' directions and obey all school rules. Disciplinary procedures will comply with the requirements of State and Federal law.

Parents/guardians have the right to know how their child is succeeding in school and will be provided information on a regular basis and as needed, when concerns arise. Many times it will be the responsibility of the student to deliver that information. If necessary, mail or hand delivery may be used to ensure contact. Parents/guardians are encouraged to build a two-way link with their child's teachers and support staff by informing the staff of suggestions or concerns that may help their child better accomplish his/her educational goals.

Students must arrive at school on time, prepared to participate in the educational program. If, for some reason, this is not possible, the student should seek help from the principal.

- Adult students (age eighteen (18) or older) are expected to follow all school rules. If residing at home, adult students should include their parent/guardians in their educational program.

## **STUDENT WELL-BEING**

Student safety is a responsibility of the staff. All staff members are familiar with emergency procedures such as fire and tornado drills and accident reporting procedures. Should a student be aware of any dangerous situation or accident, s/he must notify a staff person immediately.

All students must have an emergency medical card completed, signed by a parent/guardian or guardian, and filed in the school office. A student may be excluded from school until this requirement has been fulfilled.

Students with specific health care needs should submit those needs, in writing and with proper documentation by a physician, to the school office.

## **INJURY AND ILLNESS**

All injuries must be reported to a teacher or to the office staff. If the injury is minor, the student will be treated and may return to class. If medical attention is required, the office will follow the School's emergency procedures.

A student who becomes injured or ill during the school day should request permission from the teacher to go to the office. The office staff will determine whether the student should remain in school or go home. No student will be released from school without proper parent/guardian permission.

## **HOMEBOUND INSTRUCTION**

The District may arrange for individual instruction to students of legal school age who are not able to attend classes because of a serious physical or emotional disability.

Parents/guardians should contact the principal regarding procedures for such instruction.

## **SECTION I - GENERAL INFORMATION**

### **ENROLLING IN THE SCHOOL**

Students generally enroll in the district in which they live. However, the Board will release a resident student who is accepted as a student in another school district under that district's open enrollment program.

Students who are new to Little Wolf High School are required to enroll with their parent or legal guardian unless eighteen (18). When enrolling, the parents/guardians will need to bring:

- A. A birth certificate or similar document;
- B. Custody papers from a court (if appropriate);
- C. Proof of residency; and
- D. Proof of immunizations and/or an appropriate waiver.

In some cases, a temporary enrollment may be permitted. If that is done, the parent/guardian will be told what records are needed to complete the enrollment process.

Students enrolling from another accredited school will have their courses and grades evaluated by the counseling department. The office staff will assist parents/guardians in obtaining the official records from the other school.

Homeless students who meet the federal definition of homeless may enroll and will be under the direction of the Homeless Liaison with regard to enrollment procedures.

Adult students (eighteen (18) years of age or older) may enroll themselves, but if residing with their parent/guardians, are encouraged to include them in the process. Adult students do carry the responsibilities of both the student and parent/guardian and are expected to follow all School rules.

### **SCHEDULING AND ASSIGNMENT**

Schedules are provided to each student at the beginning of the school year or upon enrolling. The schedule is based upon the student's needs and available class space. Any changes in a student's schedule should be handled through the school counselor. Student requests for schedule changes should be made within the first week of class. It is important to note that some courses may be denied because of limited space or the need to complete prerequisites courses. Students are expected to follow their schedules. Any variation must be approved with a pass or schedule change.

### **EARLY DISMISSAL**

No student will be allowed to leave school prior to dismissal time without a written request signed by the parent/guardian whose signature is on file in the school office or the parent/guardian coming to the school office to request the release. No student will be released to a person other than a custodial parent or guardian without a permission note signed by the custodial parent-or guardian.

### **TRANSFER OUT OF THE DISTRICT**

If a student plans to transfer to another school, the parent/guardian must notify the principal. Transfer will be authorized only after the student has completed the arrangements, returned all school materials, and paid any fees or fines that are due. Parents/guardians are encouraged to contact the school counselor for specific details.

## **OPEN ENROLLMENT**

The School District of Manawa will participate in the Wisconsin Public School Open Enrollment Program in accordance with applicable law and the relevant policies and rules of the District, all as amended from time-to-time.

## **WITHDRAWAL FROM SCHOOL**

No student under the age of eighteen (18) will be allowed to withdraw from school without the written consent of his/her parent/guardian and completion of any required forms.

## **IMMUNIZATIONS**

Each student must have the immunizations required by the Wisconsin Department of Health and Human Services or must have an authorized waiver. If a student does not have the necessary shots or waivers, s/he may be excluded from school as permitted by law. This is for the safety of all students and staff. Any questions about immunizations or waivers should be directed to the School Nurse, Terri Brooks.

## **STUDENT ACCIDENTS/ILLNESS/CONCUSSION**

The School District of Manawa believes that school personnel have certain responsibilities in case of accidents, illness or concussions that occur in school. Said responsibilities extend to the administration of first aid by persons trained to do so, summoning of medical assistance, and notification of administration personnel, notification of parent/guardian, and the filing of accident reports.

## **EMERGENCY MEDICAL AUTHORIZATION**

Per Board policy, every student must have an Emergency Medical Authorization Form completed and signed by his/her parent/guardian in order to participate in any activity off school grounds. This includes field trips, spectator trips, athletic and other extra-curricular activities, and co-curricular activities.

The school has made the Emergency Medical Authorization Form available to every parent/guardian at the time of enrollment. A student's failure to return the completed form to school may jeopardize the student's participation in school activities.

## **ADMINISTRATION OF MEDICATIONS**

For purposes of this guideline:

- A. "Practitioner" shall include any physician, dentist, podiatrist, optometrist, physician assistant, and advanced practice nurse prescriber who is licensed in any State.
- B. "Medication" shall include all drugs including those prescribed by a practitioner and any nonprescription drug products.
- C. "Administer" means the direct application of a nonprescription drug product or prescription drug, whether by injection, ingestion, or other means, to the human body.
- D. "Nonprescription drug product" means any non-narcotic drug product which may be sold without a prescription order and which is prepackaged for use by consumers and labeled in accordance with the requirements of State and Federal law.

Nonprescription drug products include cough drops that contain active ingredients. These cough drops must be handled in the same manner as aspirin, Advil and Tylenol.

If a cough drop contains only sugar, water, and some menthol, the procedures for handling nonprescription drug products are not required.

### **Prescribed Medications**

In those circumstances where a student must take prescribed medication during the school day, the following guidelines are to be observed:

- A. Parents should determine with their practitioner's counsel whether the medication schedule can be adjusted to avoid administering medication during school hours.
- B. The Medication Request and Authorization Form must be filed with the school nurse before the student will be allowed to begin taking any medication during school hours. This written and signed request form is to be submitted on an annual basis, or more often if changes in dosage occur, and will include:
  1. student's name and date of birth;
  2. medication and dosage or procedure required;
  3. times required;
  4. special instructions including storage and sterility requirements;
  5. date prescribed medication will be started;
  6. date prescribed medication will no longer be needed;
  7. practitioner's name, address, and telephone number;
  8. authorization for school personnel to administer the prescribed medication, if necessary, but only in the presence of an authorized staff member or parent;
  9. agreement to notify the school in writing if the medication, dosage, schedule, or procedure is changed or eliminated. A new request form must be submitted each school year or for each new medication.
- C. For each prescribed medication, the medication shall be in the original pharmacy-labeled package with the following information in a legible format:
  1. student's name
  2. practitioner's name
  3. date
  4. pharmacy name and telephone
  5. name of medication
  6. prescribed dosage and frequency
  7. special handling and storage directions
- D. All medications to be administered during school hours must be registered with the Principal's office. Upon receipt of the medication, the health aide shall verify the amount of medication brought to the school and indicate that amount on the student's medication log sheet.
- E. Medication that is brought to the office will be properly secured. Medication may be conveyed to school directly by the parent. Two to four (2-4) weeks' supply of medication is recommended.

### **ASTHMA INHALERS AND EPI-PENS**

#### **Use of Metered Dose or Dry Powder Inhalers**

Asthmatic students may, while in school, at a school-sponsored activity, or under the supervision of a school authority, possess and use a metered dose inhaler or dry powder inhaler when the following three (3) conditions are met.

1. The student is required to carry an inhaler for use prior to physical activity to prevent the onset of asthmatic symptoms or for use to alleviate asthmatic symptoms, and
2. the completed Parent Consent form for a minor student has been submitted to the Principal, and
3. the practitioner's order for medication administration has been submitted to the Principal authorizing the student to possess and use an inhaler.

Asthmatic students who are not required to carry an inhaler shall follow the guidelines which apply to all other prescription medications and their administration.

### **Use of Epi-pen**

Students who may suffer from severe allergic reactions may, while in school, at a school-sponsored activity, or under the supervision of a school authority, possess and use an epi-pen when three (3) conditions are met.

1. The student is required to carry the epi-pen for use to prevent the onset of an allergic reaction, and
2. the completed Parent Consent form for a minor student has been submitted to the Principal, and
3. the practitioner's order for medication administration has been submitted to the Principal authorizing the student to possess and use the epi-pen.

Students who may suffer from severe allergic reactions but are not required to carry an epi-pen shall follow the guidelines which apply to all other prescription medications and their administration.

School personnel are not required to administer a nonprescription drug product or prescription drug by means other than ingestion. However, personnel designated to administer medications may indicate a willingness to provide medications, in an emergency or special situation, by means other than ingestion. This is done only under the direction and delegation of the school nurse. The school nurse shall provide instruction and written protocols, as well as documentation that both were provided.

Dispensing of nonauthorized, nonprescription drug products by District employees to students served by the District is prohibited. Where investigation confirms such conduct, prompt corrective action shall be taken, up to and including dismissal.

To minimize health and safety risks to student-athletes and maintain ethical standards, school personnel, coaches, athletic trainers, and lay coaches should never dispense, supply or recommend the use of any drug, medication, or food supplement for performance-enhancing purposes.

School personnel trained to administer medications shall keep a copy of the Administration of Medication Policy and Guidelines in an accessible spot for quick reference and have the right to refuse to administer medication to students when the required authorization forms and signatures have not been completed.

### **USE OF NONPRESCRIBED (DRUG PRODUCTS)**

In those circumstances where a student must take a Nonprescription Drug Product during the school day, the following guidelines are to be observed:

- A. The Nonprescription Drug Product Request and Authorization Form must be filed with the school nurse before the student will be allowed to begin taking any medication during school hours.
- B. For each nonprescription drug product, the container shall be the original manufacturer's package and the package must list in a legible format the ingredients and recommended therapeutic dose.

The parents request to administer a nonprescription drug product shall contain the following information:

1. student's name
2. date
3. name of medication
4. dosage and frequency
5. special handling and storage directions

### **HEAD LICE**

If a child in the District is found to have lice, the child's parent/guardian will be contacted to have the child treated and to pick him/her up immediately. After treatment and upon returning to school, the child will be examined by the school health staff or principal. The District practices a policy of "no live lice" and no nits as criteria for return to school.

### **CONTROL OF CASUAL-CONTACT COMMUNICABLE DISEASES**

Because a school has a high concentration of people, it is necessary to take specific measures when the health or safety of the group is at risk. A teacher, nurse, or principal may send home a student who is suspected of having a communicable disease and will notify the parent/guardian of such action and the reason(s) it was taken. School officials may be required to notify local health officials if they suspect a student has a communicable disease as identified by the Wisconsin Department of Health Services. School officials will comply with notification requirements of the Department of Health and Family Services in addition to notifying the student's parent/guardian.

Examples of such diseases include diphtheria, scarlet fever, strep infections, whooping cough, mumps, measles, rubella, and other conditions indicated by the Wisconsin Department of Health and Human Services.

Any student's removal from school will only be for the contagious period as specified in the school's administrative guidelines.

### **DIRECT CONTACT COMMUNICABLE DISEASES**

In the case of non-casual-contact communicable diseases, the school still has the obligation to protect the safety of the staff and students. In these cases, the person in question will have his/her status reviewed by a panel of resource people to ensure that the rights of the person affected and those in contact with that person are respected. The school will seek to keep students and staff in school unless there is definitive evidence to warrant exclusion.

Non-casual-contact communicable diseases include sexually transmitted diseases, AIDS (Acquired Immune Deficiency Syndrome), ARC-AIDS Related Complex, HIV (Human Immunodeficiency Virus), Hepatitis B, and other diseases that may be specified by the Wisconsin Department of Health and Human Services.



As required by Federal and State law, parents/guardians may be required to have their child's blood checked for HIV and HBV, and other blood-borne pathogens when the child has bled at school and students or staff members have been exposed to the blood. Any testing is subject to laws protecting confidentiality.

### **INDIVIDUALS WITH DISABILITIES AND LIMITED ENGLISH PROFICIENCY**

The American's with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act provide that no individual will be discriminated against on the basis of a disability. This protection applies not just to the student, but to all individuals who have access to the District's programs and facilities.

A student can access special education services through the proper evaluation and placement procedure. Parent/guardian involvement in this procedure is generally required. More important, the school encourages parents/guardians to be active participants. To inquire about special education programs and services, a parent/guardian should contact Danielle Brauer (920) 596-5700.

The district is committed to identifying, evaluating, and providing a free appropriate public education ("FAPE") to students within its jurisdiction who are disabled within the definition of Section 504, regardless of the nature or severity of their disabilities.

Services are also available to students with limited English proficiency. To inquire about programs and services, a parent/guardian should contact Jackie Sernau at (920) 596-5738.

### **STUDENT RECORDS**

The origination and maintenance of appropriate student records are essential to the effective operation of the District and meeting the educational interests of students. The rights and responsibilities of students, parent/guardians and the District with respect to student records are governed by State and Federal law. Many student records are kept by teachers, counselors and administrative staff. There are two (2) basic kinds of student records -- directory information and confidential records.

Directory information can be given to any person or organization for educational purposes or non-business purposes when requested, unless the parent/guardians of the student object in writing to the disclosure as required under school policy and State and Federal law. Directory information generally includes student records that identify a student's name, photograph, participation in officially recognized activities and sports, weight and height for members of athletic teams, date of graduation, and degrees and awards received. Directory information also includes a student ID number, user ID, or other unique personal identifier used by the student when accessing or communicating in a district's electronic systems, if, standing alone, it cannot be used to access student education records, (i.e. a pin number, password, or other factor is also needed).

- If parents/guardians and eligible students do not submit their written objection to dissemination to the Board, directory information may be utilized by the District Administrator in District-wide publications, on the cable television educational access channel, or on the District's website. The directory information used will be properly verified and approved by the District Administrator.

Student records are generally considered confidential under State and Federal law and may not be released to third parties unless the student's parent's/guardian's consent in writing. However, there are exceptions to confidentiality, and requests for records within these exceptions may be granted without a parent's/guardian's written consent. If you have questions about the

confidentiality of student records and/or the release of student records to third-parties, please contact Dr. Melanie J. Oppor.

Parents/guardians and students are reminded of: 1) their rights to inspect, review and obtain copies of students records; 2) their rights to request the amendment of the student's school records if they believe the records are inaccurate or misleading; 3) their rights to consent to the disclosure of the student's school records, except to the extent State and Federal law authorizes disclosure without consent; 4) the categories of student record information which have been designated as directory information and their right to deny the release of such information; and 5) their right to file a complaint with the Family Policy Compliance Office of the U.S. Department of Education.

Consistent with the Protection of Pupil Rights Amendment (PPRA), no student shall be required, as a part of the school program or the District's curriculum, without prior written consent of the student (if an adult, or an emancipated minor) or, his/her parents/guardians, to submit to or participate in any survey, analysis, or evaluation that reveals information concerning:

- A. Political affiliations or beliefs of the student or his/her parent/guardians;
- B. Mental or psychological problems of the student or his/her family;
- C. Sex behavior or attitudes;
- D. Illegal, anti-social, self-incriminating or demeaning behavior;
- E. Critical appraisals of other individuals with whom respondents have close family relationships;
- F. Legally recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers;
- G. Religious practices, affiliations, or beliefs of the student or his/her parent/guardians; or
- H. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program).

Consistent with the PPRA and Board policy, parents/guardians may inspect any materials used in conjunction with any such survey, analysis, or evaluation. Please contact the Manawa Business Office to inspect such materials.

Further, parent/guardians have the right to inspect, upon request, a survey or evaluation created by a third party before the survey/evaluation is administered or distributed by the school to the student. The parent/guardian will have access to the survey/evaluation within a reasonable period of time after the request is received by the building principal.

The District Administrator will provide notice directly to parents/guardians of students enrolled in the District of the substantive content of this policy at least annually at the beginning of the school year, and within a reasonable period of time after any substantive change in this policy. In addition, the District Administrator is directed to notify parents/guardians of students in the District, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when the following activities are scheduled or expected to be scheduled:

- The administration of any survey by a third party that contains one or more of sensitive information contained in A through H above.

The Family Policy Compliance Office in the U.S. Department of Education administers both Family Educational Rights and Privacy Act (FERPA) and Protection of Pupil Rights Amendment (PPRA). Parents/guardians and/or eligible students who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW 20202-4605  
Washington, D.C.  
[www.ed.gov/offices/OM/fpco](http://www.ed.gov/offices/OM/fpco)

Informal inquiries may be sent to the Family Policy Compliance Office via the following email addresses: [FERPA@ED.Gov](mailto:FERPA@ED.Gov); and [PPRA@ED.Gov](mailto:PPRA@ED.Gov).

### **ARMED FORCES RECRUITING**

The School must provide equal access to the high school campus and to student directory information to all entities offering educational or employment opportunities to students. “Armed forces” means the armed forces of the United States and their reserve components and the United States Coast Guard.

Parents can decline release of student directory data to the Armed Forces using the consent verification form available at the time of registration. The Board shall ensure that students and parents/guardians are notified of the provisions of the opportunity to deny release of Directory information. Public notice shall be given regarding right to refuse disclosure to any or all “directory information” including in the armed forces of the United States and the service academies of the armed forces of the United States.

If parents/guardians and eligible students do not submit such written notification to the Board, directory information may be utilized by the District Administrator in District-wide publications, on the cable television educational access channel, or on the District’s website. The directory information used will be properly verified and approved by the District Administrator.

Annually the Board will notify male students age eighteen (18) or older that they are required to register for the selective service.

## STUDENT FEES, FINES, AND CHARGES

Fees will be charged for the following non-curricular activities and programs. Such fees or charges are determined by the cost of materials, freight/handling fees, and add-on fees for loss or damage to school property. The school and staff do not make a profit.

### HIGH SCHOOL FEES

<b>FEES FOR EVERY STUDENT</b>	
<b>District Fee</b>	<b>\$20.00</b>
<b>Junior Class</b>	<b>\$10.00</b>
<b>Sophomore Class</b>	<b>\$ 5.00</b>
<b>Freshman Class</b>	<b>\$ 5.00</b>

<b>Student Parking Permits: New permit required each school year.</b>	<b>Required for all vehicles parked in the student parking lot</b>	<b>\$10.00</b>
<b>Snowmobile Parking Permits: New permit required each school year.</b>	<b>Required for all snowmobiles parked on school property (snowmobiles must be registered with the DNR and helmets must be D.O.T. approved).</b>	<b>\$ 5.00</b>

<b>OPTIONAL FEES</b>		
	<b>Student Athletic Pass</b>	<b>\$ 5.00</b>
	<b>Yearbook</b>	<b>\$50.00 - \$60.00</b>
<b>Sports Fees</b>	<b>Student Max \$75 / Family Max \$150</b>	<b>\$30/sport</b>

Fees may be waived in situations where there is financial hardship.

Students using school property and equipment can be fined for excessive wear and abuse. The fine will be used to pay for the damage, not to make a profit.

Late fines can be avoided when students return borrowed materials promptly. Their use may be needed by others.

Students who fail to pay fines, fees, or charges may be denied participation in graduation ceremonies.

### STUDENT FUND-RAISING

Students participating in school-sponsored groups and activities will be allowed to solicit funds from other students, staff members, and members of the community in accordance with school guidelines. The following general rules will apply to all fund-raisers.

- Students involved in the fund-raiser are not to interfere with students participating in other activities in order to solicit funds.
- A student will not be allowed to participate in a fund-raising activity for a group in which s/he is not a member without the approval of the student's teacher or counselor.
- No student may participate in fundraising activities off school property without proper supervision by approved staff or other adults.
- House-to-house canvassing by any student is not allowed for any fundraising activity.
- Students under the age of nine (9) must be accompanied by a parent/guardian or person sixteen (16) years of age or older.
- Any fund-raisers that require students to exert themselves physically beyond their normal pattern of activity, such as "runs for ....", will be monitored by a staff member in order to prevent a student from overextending himself/herself to the point of potential harm.
- No student may participate in a fund-raising activity conducted by a parent/guardian group, booster club, or community organization on school property without the approval of the principal.
- Fundraising by students on behalf of school-related organizations whose funds are not managed by the District may be permitted on school grounds by the District Administrator. If the fundraising activity will involve students under age nine (9) or the group holding the fundraiser includes any students under age nine (9), the group shall secure permission from such students' parents/guardians to participate in the fundraising activity and shall assure that any such students are always accompanied by a parent/guardian or a person at least sixteen (16) years of age.

### **STUDENT VALUABLES**

Students are encouraged not to bring items of value to school. Items such as jewelry, expensive clothing, electronic equipment, and the like, are tempting targets for theft and extortion. The school cannot be responsible for their safe-keeping and will not be liable for loss or damage to personal valuables. Students are expected to use school-issued locks for use during physical education classes.

### **REVIEW OF INSTRUCTIONAL MATERIALS**

Parents/guardians have the right to review any instructional materials related to the human growth and development curriculum and may also observe instruction in classes dealing with such subject matter. Any parent/guardian who wishes to review instructional materials or observe classroom instruction should contact the Principal to make the appropriate arrangements. Parents'/guardians' rights to review teaching materials and instructional activities are subject to reasonable restrictions and limits.

### **MEAL SERVICE**

The school participates in the National School Lunch Program and makes lunches available to students for a fee. Ala carte items are available. Students may also bring their own lunch to school for consumption in the school's cafeteria.

**ONLY students in grades 9-12 who have met the criteria for an Honor Pass will be allowed to leave campus for lunch.**

Applications for the school's Free and Reduced-Priced Meal program are distributed to all students. Extra applications can be obtained in the school office.

## **FIRE AND TORNADO DRILLS**

The school complies with all fire safety laws and will conduct fire drills in accordance with State law. Specific instructions on how to proceed will be provided to students by their teachers, who are responsible for safe, prompt, and orderly evacuation of the building.

Tornado drills will be conducted during the tornado season using the procedures provided by the State.

Lock down drills in which the students are restricted to the interior of the school building and the building secured may occur during the school year.

### **EMERGENCY CLOSINGS AND DELAYS**

If the school must be closed or the opening delayed because of inclement weather or other conditions, the school will notify the following radio and television stations:

WDUX ----Waupaca 92.7  
WBAY-CH 2  
WSAW-CH 7  
NBC 26

WFRV-CH 5  
WLUK-CH 11

If there is no announcement made on the radio and television stations, school will be open and the buses will be running. If the weather should turn severe during the day and buses are sent out early, an announcement to this effect will be made on the above stations. Parents/guardians will also have the option of receiving an alert to their phone or email account. It is the responsibility of the parent/guardian to ensure updated directory information. Parents/guardians and students are responsible for knowing about emergency closings and delays.

### **PREPAREDNESS FOR TOXIC AND ASBESTOS HAZARDS**

The School is concerned for the safety of students and attempts to comply with all Federal and State Laws and Regulations to protect students from hazards that may result from industrial accidents beyond the control of school officials or from the presence of asbestos materials used in previous construction. A copy of the School District's Toxic Hazard Policy and asbestos management plan will be made available for inspection at the Board offices upon request.

### **VISITORS**

Visitors, particularly parent/guardians, are welcome at the school. In order to properly monitor the safety of students and staff, each visitor must report to the office upon entering the school to obtain a pass. Any visitor found in the building without a pass shall be reported to the principal. If a person wishes to confer with a member of the staff, s/he should call for an appointment prior to coming to the school, in order to prevent any loss of instructional time.

Visitors access to classrooms and instructional activities are subject to reasonable restrictions and limits. Please consult with the principal regarding these restrictions.

Students may not bring visitors to school without first obtaining advanced written permission from the principal.

### **USE OF THE LIBRARY**

The library is available to students throughout the school day. Passes may be obtained from a student's teacher or from the librarian/library aide. Books and periodicals (*not the most recent*

*issue*) on the shelves may be checked out for a period of three weeks. To check out any other materials, contact the librarian/library aide. To avoid fees, all materials checked out of the library must be returned to the library by the end of each term.

### **USE OF SCHOOL EQUIPMENT AND FACILITIES**

Students must receive the permission of the teacher before using any equipment or materials in the classroom and the permission of the principal to use any other school equipment or facility. Students will be held responsible for the proper use and safekeeping of any equipment or facility they are allowed to use.

### **LOST AND FOUND**

The lost and found area is in the main office. Students who have lost items should check there and may retrieve their items if they give a proper description. Unclaimed items will be given to charity at the close of the school year.

### **STUDENT SALES**

No student is permitted to sell any item or service in school without the approval of the principal. Violation of this rule may lead to disciplinary action.

### **USE OF SCHOOL TELEPHONES**

Office telephones are not to be used for personal calls. Except in an emergency, students will not be called to the office to receive a telephone call.

- Telephones are available in the school for students to use when they are not in class. Students are not to use telephones to call parents/guardians to receive permission to leave school. Office personnel will initiate all calls on behalf of a student seeking permission to leave school.

## **SCHOOL DISTRICT OF MANAWA PERSONAL COMMUNICATION DEVICES**

### **Electronic Communication Device Policy**

"Personal communication devices" ("PCDs") as used in this policy are defined in Bylaw 0100.

Students may use PCDs before and after school, during their lunch break, in between classes as long as they do not create a distraction, disruption or otherwise interfere with the educational environment, during after-school activities (e.g., extra-curricular activities), or at school-related functions. Use of PCDs, except those approved by a teacher or administrator, at any other time is prohibited and they must be powered completely off (i.e., not just placed into vibrate or silent mode) and stored out of sight.

However, technology including, but not limited to, PCDs intended and actually used for instructional purposes (e.g., taking notes, recording classroom lectures, writing papers) will be permitted, as approved by the classroom teacher or the building principal.

Students may not use PCDs on school property or at a school-sponsored activity to access and/or view Internet web sites that are otherwise blocked to students at school.

Students may use PCDs while riding to and from school on a school bus or other Board-provided vehicles or on a school bus or Board-provided vehicle during school-sponsored activities, at the discretion of the classroom teacher, or sponsor/advisor/coach. Distracting behavior that creates an unsafe environment will not be tolerated.

During after school activities, PCDs shall be powered completely off (not just placed into vibrate or silent mode) and stored out of sight when directed by the administrator or sponsor.

Under certain circumstances, a student may keep his/her PCD "On" with prior approval from the building principal.

Except as authorized by a teacher, administrator or IEP team, students are prohibited from using PCDs during the school day, including while off-campus on a field trip, to capture, record and/or transmit the words or sounds (i.e., audio) and/or images (i.e., pictures/video) of any student, staff member or other person. Using a PCD to capture, record, and/or transmit audio and/or pictures/video of an individual without proper consent by an authorized adult is considered an invasion of privacy and is not permitted. Students who violate this provision and/or use a PCD to violate the privacy rights of another person shall have their PCD confiscated and held until a parent picks it up, and may be directed to delete the audio and/or picture/video file while the parent is present. If the violation involves potentially illegal activity, the confiscated PCD may be turned over to law enforcement.

PCDs, with cameras or any other recording capabilities, may not be activated or utilized at any time in any school situation where a reasonable expectation of personal privacy exists. These locations and circumstances include, but are not limited to, locker rooms, shower facilities, rest/bathrooms, and any other areas where students or others may change clothes or be in any stage or degree of disrobing or changing clothes. The District Administrator and building principals are authorized to determine other specific locations and situations where use of a PCD is absolutely prohibited.

Students shall have no expectation of confidentiality with respect to their use of PCDs on school premises/property.

Students may not use a PCD in any way that might reasonably create, in the mind of another person, an impression of being threatened, humiliated, harassed, embarrassed, or intimidated. See Policy 5517.01 – Bullying and Other Forms of Aggressive Behavior. In particular, students are prohibited from using PCDs to: (1) transmit material that is threatening, obscene, disruptive, or sexually explicit or that can be construed as harassment or disparagement of others based upon their race, color, national origin, sex (including sexual orientation/transgender identity), disability, age, religion, ancestry, or political beliefs; and (2) engage in "sexting" - i.e., sending, receiving, sharing, viewing, or possessing pictures, text messages, e-mails or other materials of a sexual nature in electronic or any other form. Violation of these prohibitions shall result in disciplinary action. Furthermore, such actions will be reported to local law enforcement and child services as required by law.

Students are also prohibited from using a PCD to capture, record, and/or transmit test information or any other information in a manner constituting fraud, theft, cheating, or academic dishonesty. Likewise, students are prohibited from using PCDs to receive such information.

Possession of a PCD by a student at school during school hours and/or during extra-curricular activities is a privilege that may be forfeited by any student who fails to abide by the terms of this policy, or otherwise abuses this privilege.

Violations of this policy may result in disciplinary action and/or confiscation of the PCD. The building principal will also refer the matter to law enforcement or child services if the violation involves an illegal activity (e.g., child pornography, sexting). Discipline will be imposed on an escalating scale ranging from a warning to an expulsion based on the number of previous violations and/or the nature of or circumstances surrounding a particular violation. If the PCD is confiscated, it will be released/returned to the student's parent after the student complies with any other disciplinary consequences that are imposed, unless the violation involves potentially illegal activity in which case the PCD may be turned over to law enforcement. A confiscated device will be marked in a removable manner with the student's name and held in a secure location in the building's central office until it is retrieved by the parent or turned over to law enforcement. School officials will not search or otherwise tamper with PCDs in District



custody unless they reasonably suspect that the search is required to discover evidence of a violation of the law or other school rules. Any search will be conducted in accordance with Policy 5771 - Search and Seizure. If multiple offenses occur, a student may lose his/her privilege to bring a PCD to school for a designated length of time or on a permanent basis.

A person who discovers a student using a PCD in violation of this policy is required to report the violation to the building principal.

Students are personally and solely responsible for the care and security of their PCDs. The Board assumes no responsibility for theft, loss, or damage to, or misuse or unauthorized use of, PCDs brought onto its property.

Parents are advised that the best way to get in touch with their child during the school day is by calling the school office.

Students may use school phones to contact parents during the school day.

LEGAL REF.: Section 118.28 Wisconsin Statutes

Students who violate this policy will face the following disciplinary consequences: (Any electronic device or combination thereof).

**1<sup>st</sup> offense** – Warning – device is requested to be turned off.

**2<sup>nd</sup> offense** – Teacher confiscates for the class period.

**3<sup>rd</sup> offense** – Phone is turned into the main office where a parent/guardian must pick up.

**Students refusing to relinquish their PCD may receive an in-school or out-of-school suspension. If they still refuse the proper authorities will be called.**

## **WEAPONS**

The Board of the School District of Manawa prohibits possession, use or threat to use, or storing of a weapon or look-alike weapon on school premises before, during, or after school, or at any school-sponsored activity. "School premises" includes a school building, school bus or vehicle, or any other school facility (including any school transportation facility, whether owned or contracted by the District). Students may not have live ammunition on the school site.

Determination of whether an item constitutes a weapon under this policy shall be made in accordance with established procedures. Exceptions to this policy include items which otherwise might be classified as weapons which are brought or transported to school premises or activities as part of a recognized activity for which the item is required, unless such is prohibited by law. (Examples might include but are not necessarily limited to guns handled by a staff member in a gun safety class, a look-alike gun which might be used in a dramatic activity, a gun bayonet which might be part of a history lesson, or a starting pistol used by a staff member in a track athletic event.)

Teachers should advise the appropriate building administrator beforehand of any activity or lesson necessitating the bringing to school of materials such as those described in this policy. Anyone found to be in violation of this policy is subject to discipline and/or legal action. If any part of this policy is held to be invalid under operation of the law, it shall not affect other parts of this policy which may be in compliance with the law.

### ADVERTISING OUTSIDE ACTIVITIES

No announcements or posting of outside activities will be permitted without the approval of the principal. A minimum of twenty-four (24) hours' notice is required to ensure that the principal has the opportunity to review the announcement or posting.

The school has a central bulletin board located across from the main office which may be used for posting notices after receiving permission from the principal.

### VIDEO SURVEILLANCE

The Board of Education has authorized the use of video surveillance and electronic monitoring equipment at various school sites throughout the school. Any person who takes action to block, move, or alter the location and/or viewing angle of a video camera shall be subject to disciplinary action.

### SAFETY AND SECURITY

- A. All visitors must report to the office when they arrive at school.
- B. All visitors are given and required to wear a building pass while they are in the building.
- C. The staff is expected to question people in the building whom they do not recognize and who are not wearing a building pass, and to question people who are "hanging around" the building after hours.
- D. Students and staff are expected to immediately report to a teacher or administrator any suspicious behavior or situation that makes them uncomfortable. All District employees are to wear photo-identification badges while in District schools and offices or on District property.

### LUNCH PROGRAM

#### Hot Lunch & Breakfast Prices for 2020-2021 School Year:

<b>Hot Lunch (Per Day)</b>	
High School	\$3.00
<b>Breakfast (Per Day)</b>	
High School	\$1.50
<b>Milk (Per Day) *</b>	\$.40

Reduced price is **\$.30** for breakfast and **\$.40** for lunch **for all qualifying students in the district.**

**Free and Reduced Breakfast and Lunch forms must be filled out each year. Forms are available in each school office, and the District Office. They can be filled out at ANY time throughout the year.**

## SECTION II - ACADEMICS

### FIELD TRIPS

Field trips are academic activities that are held off school grounds. There are also other trips that are part of the school's co-curricular and extra-curricular program. No student may participate in any school-sponsored trip without parent/guardian consent.

Attendance rules, the Code of Conduct and the Search and Seizure policy apply to all field trips.

### GRADES

The Teachers have a standard grading procedure, as well as additional notations that may indicate work in progress or incomplete work. The purpose of a grade is to indicate the extent to which the student has acquired the necessary learning. In general, students are assigned grades based upon test results, projects, and classroom participation. Each teacher may place a different emphasis on these areas in determining a grade and will so inform the students at the beginning of the course work. If a student is not sure how his/her grade will be determined, s/he should ask the teacher.

The School uses the following grading system:

#### Grading Scale for all students:

A	95-100
A-	92-94
B+	89-91
B	86-88
B-	83-85
C+	80-82
C	77-79
C-	74-76
D+	71-73
D	68-70
D-	65-67
F	0-64

#### Marking System:

(A)	Excellent
(B)	Good
(C)	Average
(D)	Below Average
(F)	Failure

If a student receives an "F" in a required subject, he/she must repeat and pass that subject to fulfill graduation requirements. Ordinarily, a student who receives an "F" in a course, which is part of a sequence, must repeat and pass that course to continue in the sequence.

(I) Incomplete: When a student's work is not completed by the end of the quarter due to the student's absence from school, he/she receives an "I". This work, in most cases, must be made up within two weeks after the end of the quarter. Exceptions to the two-week period must be cleared through the principal. If work is not made up in the allowed time, the "I" becomes an "F".

(W) Withdrew: A student receives this grade when he/she drops a course with administrative approval.

NOTE: A student withdrawing from a course after the fifth week of the semester will do so with an F unless granted administrative exception.

## GRADE POINT AVERAGE

To calculate a grade point average (G.P.A.), assign a point value to each course grade and divide by the total number of credits. For partial-credit courses use the fractional value of the grade. For example, a half credit course with an earned grade of C would be  $.5 \times 2=1$ . Then add this to the other grades earned for total points earned. This total is then divided by the total credits earned for the G.P.A. This can be done by grading period, semester, year, or for a series of school years.

## LAUDE SYSTEM

The Laude System replaces the class rank system. It allows us to recognize and encourage students to take appropriate courses that will better prepare them for the future. This system is a point-based system that gets combined with a student's GPA, under our normal grading scale. This system rewards a student for **completing** designated rigorous courses and will earn the student honor points.

To qualify for Cum Laude or Higher: The student must minimally have a 3.4 cumulative grade point average and have earned a minimum of 4 Laude points. Once students meet these requirements they will earn one of the following distinctions:

**Cum Laude** (With honor/distinction), 4 – 17.49 honor points

**Magna Cum Laude** (With great honor/distinction), 17.5 – 28.79 honor points

**Summa Cum Laude** (With highest honor/distinction), 28.8 honor points or more

*\*Academic Excellence Scholarship: Refer to language spelled out in Board Policy 5451.02*

## GRADING PERIODS

Report Cards: At the end of each semester, students receive report cards containing their final semester grades in all of their courses. The grades on the semester report card become a part of each student's permanent record.

At the end of the nine-week period a report card indicating quarterly grades is issued. This quarterly grade is a progress report to give students, parent/guardians, and the counselor an idea of the student's work at that point. The quarterly grade is not an official grade. It does not appear on any official record and in no way affects credits, average, or rank in class.

Parent/guardian / Teacher Conferences: Parent/guardian/teacher conferences will be held for the purpose of evaluation of student progress in school. Parents/guardians are encouraged to communicate with staff members at any time throughout the school year concerning their child's progress. Any time a parent/guardian wishes to see his/her child's records or confer with a teacher they should make an appointment through the High School office.

## PROMOTION, PLACEMENT, AND RETENTION

### Grades 5K-8 Level

Criteria: To be promoted all students in grades 3-8 must demonstrate adequate progress in core subject areas. 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 "S" in grades one and two or a "D" or higher in grades three through eight. 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 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 credit equivalent are placed in 9th grade.
- B. 2nd year of high school attendance or the credit equivalent are placed in 10th grade.
- C. 3rd year of high school attendance or the credit equivalent are placed in 11th grade.
- D. 4th year of high school attendance or the credit 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/guardians 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/guardians, can take full advantage of Response to Intervention/Instruction (Rtl) time, Summer School, or other remediation learning opportunities for the purpose of meeting the grade-level criteria as described above to be eligible for promotion. Students' progress in meeting grade-level criteria will be monitored using universal screeners.

Referral shall be based on failing grades at the middle of the first quarter.

- The BCT shall meet to problem-solve the relevant behavior and educational issues regarding the student and implement strategies to help the student improve his/her failing grades or performance. The student's grades or performance shall be monitored throughout the second quarter by the BCT. An educational assessment may be completed upon recommendation of the SAT BCT. The student's parents/guardians shall be notified.
- If, at the end of the first semester, the student continues to receive less than a "D" or less in core area subjects, the BCT will review and revise the previous plan and implement new strategies to help improve the student's failing grades or performance. An educational assessment shall be completed unless this was already done during the second quarter of the school year. The student's parent/guardians/guardians shall be notified.
- The BCT shall monitor student progress bi-weekly during the third quarter. The BCT will make a promotion or retention recommendation to the building principal by the end of third quarter. The student's parent/guardians/guardians will be kept informed of student progress and the preliminary recommendation. The district administrator shall be informed.
- Final determination of a retention, promotion, or promotion conditioned on a remediation plan shall be made by the building principal and reported to the district administrator and be based, in part, on the 4th quarter mid-term grades or performance. The principal shall provide a written notice of the decision to the parents/guardians at least 4 weeks before the end of the school year.

## **Appeal Process**

Parents/guardians of the student recommended for retention may appeal to the District Administrator or designee. Such appeals shall 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 or designee shall respond with a decision in writing fifteen (15) days after receipt of the appeal.

The following number of earned credits designates the grade in which the student will be registered:

Freshman 0 to 5 Credits  
Sophomore 6 Credits to 11 Credits  
Junior 12 Credits to 17 Credits  
Senior 18 Credits or more

## **GRADUATION REQUIREMENTS**

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

1. Student must attend high school for eight (8) semesters.
2. A student must be enrolled in a class or participating in a Board-approved activity during each class period of each school day while attending high school. Students may be eligible for early graduation in accordance with established policy and procedures. Students may have the eight-semester requirement waived if the early graduation procedures established in the rules are followed.
3. Credits - A Little Wolf High School diploma shall be granted upon successful completion of a total of at least 24 credits in grades 9 through 12 to include:
  - English 4 credits
  - Social Studies 3 credits
  - Employability Skills 1/2 Credit
  - Physical Education 1 ½ credits
  - Health ½ credit
  - Math 3 credits
  - Science – 3 credits
  - Electives 8 1/2 credits
4. All required courses shall be successfully completed, and any failure shall be made up before a diploma will be issued.
5. Students with disabilities who properly complete the programs specified in their I.E.P. and have received the recommendation of the I.E.P. team may participate in graduation activities and may be awarded a diploma (provided the student satisfied the District's high school graduation requirements).
6. Alternative Provisions for Earning a Manawa Little Wolf High School Diploma A post-high school candidate is a student who is less than twenty-two (22) years of age at the time of his/her requested re-enrollment and whose class has previously graduated. District Administrator's approval is required for all students who are twenty-two (22) years of age or older. Post-high school candidates must meet the graduation requirements as established at the time of their re-enrollment and not when the student first exited school.
7. Post-Secondary Course Work Post-secondary course work to be applied toward a high school diploma must be taken through a(n):

- A. correspondence/online school Such courses must be evaluated and approved by the high school principal in order to apply toward the high school diploma.
- B. accredited college/technical College. Course work taken at a college/technical college will be approved and credits earned apply toward a high school diploma if:
  - 1. The college/technical college course is not a duplicate of a high school course.
  - 2. If the course is a logical next step course in subject sequence and is not offered in any form by the high school.
  - 3. If the desired course is not offered by the high school but is determined, by the principal, to meet the educational goals and interests of the student.

The costs for the above described course work will be based upon and follow the policies established PI 40, Early College Credit.

- 8. Attendance – Graduation Requirements: Current seniors must attend ninety percent (90%) of their scheduled graded classes during the last semester of their senior year to participate in the commencement ceremony. Confining illnesses verified by a doctor’s statement and school-sponsored absences such as field trips and athletic competitions constitute exceptions to this requirement. All other absences including illnesses, appointments, vacations, etc., will not constitute exceptions. Administrative discretion will constitute the final decision.
- 9. School Program Obligations: All fee, fine, detention, and similar obligations arising from student participation in school programs must be fulfilled before the student can participate in the commencement ceremony.

Only those students who have met all District graduation requirements as set forth in this policy and are wearing the prescribed cap and gown and complying with administrative behavioral expectations shall be permitted to participate in the commencement ceremony. The principal shall determine whether a student has satisfied the criteria in this policy. A student may be denied participation in graduation activities for disciplinary reasons

**EARLY COLLEGE CREDIT PROGRAM**

The 2017 Wisconsin Act 59 eliminated the Course Options and Youth Options programs. The Youth Options statute (118.55) was renamed the Early College Credit Program. The statute allows Wisconsin public and private high school students to take one or more courses at an institution of higher education for high school and/or college credit. Under this section, “institution of higher education” means an institution within the University of Wisconsin System, a tribally controlled college, or a private, nonprofit institution of higher education located in the state. Courses may be denied by the school if a comparable course at the school already exists.

**START COLLEGE NOW PROGRAM**

“Start College Now” will allow high school students the opportunity to take college courses at Wisconsin Technical Colleges. Students looking to take courses in the fall semester must turn in the application by March 1. For spring semester courses the same application is used, however the due date is October 1.

The Board of Education will provide students enrolled in the District with the ability to take up to two (2) courses at any given time through one or more other educational institutions as outlined in the information above. Please contact the high school counseling office at (920) 596-5802.

## **RECOGNITION OF STUDENT ACHIEVEMENT**

Students who have displayed significant achievements during the course of the year are recognized for their accomplishments. Areas that may merit recognition include academics, athletics, performing arts, citizenship, and volunteerism. Recognition for such activities is initiated by the staff and coordinated by the Guidance Department.

### **Honor Roll**

**High Honor** 4.00    **Honor** 3.50 – 3.99    **Honorable Mention** 3.00 – 3.49

## **ATHLETIC AWARDS**

Requirements for athletic awards are developed by each head coach with the approval of the Athletic Director. These requirements will be reviewed with interested students by the appropriate coach.

## **DIPLOMA DEFERRAL**

Social graduation is an opportunity for students with individual education programs (“IEPs”) to participate in high school graduation ceremonies without obtaining an official diploma. Students with IEPs who have completed all academic requirements for high school graduation, but who have not yet completed their transition-related IEP goals may be eligible for social graduation.

## **HOMEWORK**

The assignment of homework can be expected. Student grades will reflect the completion of all work, including outside assignments. Homework is also part of the student's preparation for the standardized tests and graduation.

Homework will not generally be used for disciplinary reasons but only to enhance the student's learning.

## **CREDIT RECOVERY**

Little Wolf High School does offer credit recovery through the alternative education program (Phoenix program.) This program utilizes Plato Courseware. This standards-based online learning program assists students achieve their **GED Option #2 (GEDO #2)**. Wisconsin law states that a school board may grant a high school diploma to a pupil who has not satisfied the credit requirements if:

1. The student was enrolled in an alternative education program
2. The school board determines that the pupil has demonstrated a level of proficiency in the subjects for which credits are required equivalent to that which they would have attained if they had satisfied the credit requirements

## **STUDENT TECHNOLOGY ACCEPTABLE USE AND SAFETY**

Technology has fundamentally altered the ways in which information is accessed, communicated, and transferred in society. As a result, educators are continually adapting their means and methods of instruction, and the way they approach student learning to incorporate the vast, diverse, and unique resources available through the Internet. The Board of Education provides technology resources (as defined in Bylaw 0100) to support the educational and professional needs of its students and staff. With respect to students, District Technology Resources afford them the opportunity to acquire the skills and knowledge to learn effectively and live productively in a digital world. The Board provides students with access to the Internet



for limited educational purposes only and utilizes online educational services/apps to enhance the instruction delivered to its students. The District's computer network and Internet system do not serve as a public access service or a public forum, and the Board imposes reasonable restrictions on its use consistent with its limited educational purpose.

The Board regulates the use of District technology resources by principles consistent with applicable local, State, and Federal laws, the District's educational mission, and articulated expectations of student conduct as delineated in the Student Code of Conduct. This policy and its related administrative guidelines and the Student Code of Conduct govern students' use of District Technology Resources and students' personal communication devices when they are connected to the District computer network, Internet connection, and/or online educational services/apps, or when used while the student is on Board-owned property or at a Board-sponsored activity (see Policy 5136).

Users are required to refrain from actions that are illegal (such as libel, slander, vandalism, harassment, theft, plagiarism, inappropriate access, and the like) or unkind (such as personal attacks, invasion of privacy, injurious comment, and the like). Because its Technology Resources are not unlimited, the Board has also instituted restrictions aimed at preserving these resources, such as placing limits on use of bandwidth, storage space, and printers.

Users have no right or expectation to privacy when using District Technology Resources (including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity when using the District's computer network and/or Internet connection).

First, the Board may not be able to technologically limit access to services through its technology resources to only those that have been authorized for the purpose of instruction, study and research related to the curriculum. Unlike in the past when educators and community members had the opportunity to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them), access to the Internet, because it serves as a gateway to any publicly available file server in the world, opens classrooms and students to electronic information resources that may not have been screened by educators for use by students of various ages.

Pursuant to Federal law, the Board has implemented technology protection measures, that protect against (e.g., filter or block) access to visual displays/depictions/materials that are obscene, constitute child pornography, and/or are harmful to minors, as defined by the Children's Internet Protection Act. At the discretion of the Board or the District Administrator, the technology protection measures may be configured to protect against access to other material considered inappropriate for students to access. The technology protection measures may not be disabled at any time that students may be using the District technology resources, if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any student who attempts to disable the technology protection measures will be subject to discipline.

The Board utilizes software and/or hardware to monitor online activity of students and to block/filter access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. "Harmful to minors" is a term defined by the Communications Act of 1934 (47 U.S.C. 254(h)(7)) as any picture, image, graphic image file, or other visual depiction that:

- A. taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;

- B. depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals;
- C. taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

At the discretion of the Board or the District Administrator, the technology protection measure may be configured to protect against access to other material considered inappropriate for students to access. The technology protection measure may not be disabled at any time that students may be using the District technology resources, if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any student who attempts to disable the technology protection measures will be subject to discipline.

The Technology Director may temporarily or permanently unblock access to websites or online educational services/apps containing appropriate material if access to such sites has been inappropriately blocked by the technology protection measure. The determination of whether material is appropriate or inappropriate shall be based on the content of the material and the intended use of the material, not on the protection actions of the technology protection measure.

The Technology Director may disable the technology protection measure to enable access for bona fide research or other lawful purposes.

Parents are advised that a determined user may be able to gain access to services and/or resources on the Internet that the Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to information and communications that they and/or their parents may find inappropriate, offensive, objectionable or controversial. Parents of minors are responsible for setting and conveying the standards that their children should follow when using the Internet.

Pursuant to Federal law, students shall receive education about the following:

- A. safety and security while using e-mail, chat rooms, social media, and other forms of direct electronic communications;
- B. the dangers inherent in the online disclosure of personally identifiable information;
- C. the consequences of unauthorized access (e.g., "hacking", "harvesting", digital piracy", "data mining", etc.), cyberbullying, and other unlawful or inappropriate activities by students online;
- D. unauthorized disclosure, use, and dissemination of personally identifiable information regarding minors.

Staff members shall provide instruction for their students regarding the appropriate use of technology and online safety and security as specified above. Furthermore, staff members will monitor the online activities of students while at school.

Monitoring may include, but is not necessarily limited to, visual observations of online activities during class sessions; or use of specific monitoring tools to review browser history and network, server, and computer logs.

Building Principals are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying guidelines. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of District technology resources. Such training shall include, but not be limited to, education concerning appropriate online behavior, including interacting with other individuals on social media, including in chat rooms, and cyberbullying awareness and response. All users

of District technology resources (and their parents if they are minors) are required to sign a written agreement or acknowledging during the annual student registration process they will abide by the terms and conditions of this policy and its accompanying guidelines.

Beginning in grade three (3) students will be assigned a school email account that they are required to utilize for all school-related electronic communications, including those to staff members, peers, and individuals and/or organizations outside the District with whom they are communicating for school-related projects and assignments. Further, as directed and authorized by their teachers, they shall use their school-assigned email account when signing-up/registering for access to various online educational services, including mobile applications/apps that will be utilized by the student for educational purposes.

Students may only use District technology resources to access or use social media if it is done for educational purposes in accordance with their teacher's approved plan for such use.

Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users are personally responsible and liable, both civilly and criminally, for uses of District technology resources that are not authorized by this policy and its accompanying guidelines.

The Board designates the District Administrator and Technology Director as the administrators responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to students' use of District technology resources.

### **SYNCHRONOUS EDUCATION – STUDENT ACCOUNTABILITY AND CONDUCT**

The School District of Manawa expects students participating in remote learning to follow school rules during synchronous instruction and when interacting with staff and students in a virtual setting. Students may be disciplined for violating school rules during virtual instruction even though the student is not present on District property.

#### Synchronous Instruction Accountability and Internet Safety

Synchronous instruction requires students to access their educational program online. There are certain risks inherent in all online activities. Students must comply with the following standards and expectations to protect themselves and others.

- The District's Acceptable Use policy applies to all students participating in the District's virtual educational programs and online class activities.
- Use only one (1) username and password.
- Use an appropriate profile picture for any virtual accounts.
- Do not share your username or password with anyone. Each student is responsible for all activities associated with his or her username and password.
- Do not interfere with other student's ability to access virtual instruction or disclose anyone's password to others.
- Do not publicly post personal contact information, including the personal contact information for others.
- Do not use the District's virtual instruction resources for any illegal activities.
- Do not use District virtual instruction resources to send unsolicited electronic-mail messages not pertaining to class (e.g., SPAM).
- Do not use the District's virtual instruction resources to access inappropriate programs, applications, or websites.
- Do not share classroom/small group video or classroom/small group recorded video with third parties (parent(s)/guardian(s) and siblings, excluded) – This includes private messages from staff or others.

- Do not agree to meet in-person with anyone met exclusively on the Internet.

### Conduct During Synchronous Instruction

Synchronous instruction is similar to in-person instruction, but presents unique opportunities and challenges. Students are expected to be engaged and courteous to others during synchronous instruction and other class activities as they would during in-person instruction in a classroom. The District’s Student Code of Conduct applies to all students participating in the District’s synchronous instruction and online class activities. Students are expected to obey the following standards and expectations, as well:

- Sign-in for virtual instruction and activities using the appropriate, designated username and password.
- Do not allow siblings or other members of the household to participate in virtual instruction unless authorized by the virtual class teacher (they may observe but notice should be provided they are doing so).
- Review typed messages before sending them to remove easily misinterpreted language and proofread for typos.
- Private messages during virtual instruction should be kept to a minimum.
- Engage in virtual instruction discussions in a respectful manner that abides by the following standards:
  - Avoid sarcasm, jargon, and slang;
  - Vulgarity is not acceptable;
  - Do not use images, “GIFs,” or “Memes” in place of written responses or comments, unless specifically directed to do so by a staff member;
  - Focus responses on the questions or issues being discussed, not on the individuals involved.
- Do not make inappropriate comments verbally or via direct messages. Inappropriate messages include, but are not limited to, those that contain:
  - threatening messages or images;
  - insults or attacks of any kind against a person;
  - obscene, degrading or profane language or images;
  - repeatedly sent unwelcome messages or images that harass the recipient; and
  - material that is defamatory or intended to annoy, intimidate, or bully others.

If a student or his/her parent(s)/guardian(s) has any questions about the rules, standards, and expectations applicable to students participating in the District’s synchronous educational programs and online class activities, the student should contact the Principal immediately.

### **STUDENT ASSESSMENT**

To measure student progress, students will be tested in accordance with State standards and District policy.

Additional group tests are given to students to monitor progress and determine educational mastery levels. These tests are used to help the staff determine instructional needs.

Classroom tests will be used to assess student progress and assign grades. These are selected or prepared by teachers to assess how well the students have achieved specific objectives.

Vocational and interest surveys may be given to identify particular areas of student interest or talent. These are often given by the guidance staff.

- If necessary, intelligence tests, speech and language evaluations, individually administered achievement tests, and other special testing services are available to students needing these services.

Depending on the type of testing, specific information and/or parent/guardian consent may need to be obtained. The assessment program will not violate the rights of consent and privacy of a student participating in any form of evaluation.

College entrance testing information can be obtained from the Guidance office.

### **SECTION III - STUDENT ACTIVITIES**

#### **SCHOOL-SPONSORED CLUBS AND ACTIVITIES**

Students have the opportunity to broaden their learning through curricular-related activities. A curricular-related activity may be for credit, required for a particular course, and/or contain school subject matter.

The school has many student groups that are approved by the Board of Education. Authorized groups include:

#### **CO-CURRICULAR ACTIVITIES**

Co-curricular activities will include but are not limited to the following:

Art Club	FBLA	FOR Club
Art Team	Ski Club	Quiz Bowl
FFA	Forensics	Solo & Ensemble
Student Council	Pep Band	National Honor Society

Extra-curricular activities do not reflect the school curriculum but are made available to students to allow them to pursue additional worthwhile activities such as recreational sports, drama, and the like.

All students are permitted to participate in the activities of their choosing, as long as they meet the eligibility requirements.

#### **NON-SCHOOL-SPONSORED CLUBS AND ACTIVITIES**

Non-school-sponsored student groups organized for religious, political, or philosophical reasons may meet during non-instructional hours. The application for permission can be obtained from the Principal. The application must verify that the activity is being initiated by students, attendance is voluntary, no school staff person is actively involved in the event, the event will not interfere with school activities, and non-school persons do not play a regular role in the event. School rules will still apply regarding behavior and equal opportunity to participate.

Membership in any fraternity, sorority, or any other secret society as proscribed by law is not permitted. All groups must comply with school rules and must provide equal opportunity to participate.

No non-district-sponsored organization may use the name of the school or the school mascot.

## **SCHOOL-SPONSORED PUBLICATIONS AND PRODUCTIONS**

The Board of Education sponsors student publications and productions as a means by which students learn, under adult direction/supervision, the rights and responsibilities inherent when engaging in the public expression of ideas and information in our democratic society.

### **ATHLETICS**

A variety of athletic activities are available in which students may participate providing they meet eligibility requirements that may apply. The following is a list of activities currently being offered. For further information, contact the Athletic Director, at (920) 596-5831.

Basketball	Softball	Wrestling	Baseball
Cross Country	Football	Track	Bowling Club
Golf	Volleyball	Powerlifting Club	Archery Club

### **STUDENT EMPLOYMENT**

The school district of Manawa recognizes the importance and promotes jobs that further a student's educational goals. If a student believes that s/he must maintain a job in addition to going to school s/he must first make contact with his/her counselor to discuss any legal requirements and obtain any needed documents i.e. work permits. In addition, students are encouraged to work through the work study program to receive certification and recognition for their efforts. Only students that are enrolled in this program will be allowed to leave school for work.

## **SECTION IV - STUDENT CONDUCT**

### **ATTENDANCE**

The school requires all students to attend school regularly in accordance with the laws of Wisconsin. The school's educational program is predicated upon the presence of the student and requires continuity of instruction and classroom participation. The regular contact of students with one another in the classroom and their participation in a well-planned instructional activity under the guidance of a competent teacher are vital to this purpose.

#### **Compulsory Student Attendance**

All children between six (6) and eighteen (18) years of age shall attend school regularly during the full period and hours, religious holidays exempted, that the school is in session. All students must attend until the end of the term, quarter or semester of the school year in which the child becomes eighteen (18) years of age unless they fall under an exception outlined in the District's Administrative Guidelines.

- Attendance is also defined as participation in the various forms of distance learning including videoconference, satellite, Internet or other electronic information and telecommunications technologies.

#### **Excuse for Absence**

A parent/guardian of a student who is absent shall provide a written, dated, signed statement indicating the reason for and the time period of the absence. This statement must be submitted prior to the absence if the absence is foreseeable. If the absence is not foreseeable, the statement must be provided prior to the student's readmission to school. The statement shall be submitted to the principal, Mr. Wolfgram, who serves as the School Attendance Officer and filed in the student's school record. The District reserves the right to verify statements and investigate absences from school.

#### **Excused Absences**

A student shall be excused from school for the following reasons:

##### Physical or Mental Condition

The student is temporarily not in proper physical or mental condition to attend a school program. If the absence exceeds 5 days, the inability of the student to attend school due to a physical or mental condition must be certified in writing by a licensed physician, dentist, chiropractor, optometrist or psychologist or Christian Science practitioner living and residing in Wisconsin, who is listed in the Christian Science Journal. The time period for which the certification is valid may not exceed thirty [30] days.

##### Obtaining Religious Instruction

Students may wish to obtain religious instruction outside the school during the required school period. The time period or periods of absence shall be determined by the principal. Such absences must be at least 60 minutes but not more than 180 minutes per week. Requests for absence under this paragraph shall be denied if the student fails to attend religious instruction after requesting to be absent from his or her regular school. The supervisor of such religious instruction shall report monthly, to the principal of the school regularly attended, the names of the students who attended such weekly religious instruction.

#### Permission of Parent/Guardian

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

- professional and other necessary appointments (e.g., medical, dental, and legal) that cannot be scheduled outside the school day
- to attend the funeral of a relative
- legal proceedings that require the student's presence
- college visits
- job fairs
- vacations
- weather related - As parents, you are the final authority as to whether you believe it is safe for your child to get to school. If you believe that it is too cold or the snow is too deep or the weather is too unsettled, your decision may be to keep your child home. You have the right and responsibility to make attendance decisions for your children based on your individual circumstances. Please notify your student's school as you would for any other absence.

Parents/guardians are encouraged not to take their child out of school for vacations. When a family vacation must be scheduled during the school year, the parents/guardians should discuss the matter with the principal and the student's teacher(s) to make necessary arrangements.

#### Religious Holiday

The student wishes to observe a religious holiday consistent with the student's creed or belief.

#### Suspension or Expulsion

The student has been suspended or expelled.

#### Program or Curriculum Modification

Students may be excused from regular school attendance to participate in a program or curriculum modification leading to high school graduation or a high school equivalency diploma as provided by State law.

#### High School Equivalency – Secured Facilities

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

#### Child at Risk

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

A student may be excused from school, as determined by the School Attendance Officer, for the following reasons:

- Quarantine: Quarantine of the student's home by a public health officer.
- Illness of an Immediate Family Member



- **Emergency:** An emergency that requires the student to be absent because of family responsibilities or other appropriate reasons.

**Pre-Arranged Absence:** Students absent for reasons other than the above will be considered unexcused with this exception: parents may PRE-EXCUSE their child for any reason for up to ten days per year. This means that any absence for reasons other than the above may be excused providing there is a WRITTEN PRE-ARRANGED FORM. (Forms may be picked up in the office prior to the date of absence.) If it is not PRE-ARRANGED, it will be considered UNEXCUSED.

### **Truancy**

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

When a student is truant, the School Attendance Officer shall ensure that all applicable provisions of the District’s Truancy Plan are carried out.

### **Unexcused Absences**

Unexcused absences demonstrate a deliberate disregard for the educational program and are considered a serious matter. The principal will determine on a case-by-case basis the appropriate methods to deal with unexcused absences. If a student is unexcused or without prior approval of the absence, the student-athlete is not allowed to practice or play in an athletic event that evening.

**Approved Absences:** Personal illnesses, a death in the family, religious holidays, or extreme emergencies are acceptable reasons for an absence. A **valid** excuse written by a parent must be presented to the office upon return to school, or a phone call from a parent/guardian on the day of absence, documenting the reason for the absence must be made to the school office. For a definition of a **“invalid”** excuse, see the following examples:

Examples of Unexcused Absences:

- Oversleeping
- Stayed home to finish homework
- Working
- Missing the bus/car wouldn’t start
- Job hunting
- Shopping/haircut/pictures
- Leaving school without permission

### **Habitual Truancy**

A student is considered a habitual truant if he or she is absent from school without an acceptable excuse for part or all of five (5) or more days on which school is held during a school semester. When a student initially becomes a habitual truant, the School Attendance Officer shall ensure that all applicable provisions of the Districts’ Truancy Plan are carried out.

Parent/Guardian Responsibilities

It is the responsibility of the student’s parent/guardian to ensure that their child attends school regularly. Parent/guardians are expected to provide an excuse for all absences.

### Student Responsibilities.

Students are required to attend all classes and other school activities on their daily schedule, unless they have been excused from school.

### **Students Leaving School During the School Day**

**Closed Campus:** Little Wolf H.S operates under a closed campus policy. Students who meet the criteria for the Honor Pass, may leave at lunch (grades 9-12) and RtI (grades 11-12).

#### **Honor Pass**

The Honor Pass is a program that has been designed collaboratively with staff and students that provides student choice and incentivize academics and positive behavior. The staff and students believe that this program helps to support the school's Positive Behavior Interventions and Supports (PBIS) program as well as prepare students for the rigors, responsibilities, and privileges of adult life. The Honor Pass system is designed to utilize school, community, and parental oversight to provide students with choices and rewards while at school.

#### **Qualifications:**

- GPA of 2.75 or higher
- Completed Application Form
- Teacher recommendations
- Parental approval

#### **Privileges:**

- Open campus lunch for students (9-12).
- Opportunity to leave campus during RtI (grades 11-12) – provided the student is not claimed by a teacher for an academic purpose, currently in a structured (RtI) program, or club meeting time.
- Opportunity to go to the gym, commons, or the student lounge in the library during RtI. (grades 7-12)
- Opportunity to meet with an instructor of their choice for enrichment, remediation, homework assistance or Advanced Placement (AP) classes.

#### **Honor Pass Revocation**

Honor Passes can be revoked by any School District of Manawa staff member for the following reasons listed below. Parents and the police also have the option of revoking the privilege by contacting the school.

- Failing grades
- Ten tardies
- Three Discipline Referrals
- Parental request

Administrative discretion may be used for honor pass appeals and reapplication procedures.

No staff member shall permit or cause any student to leave school prior to the regular hour of dismissal except with the knowledge and approval of the principal and with the knowledge and approval of the student's parent/guardians.

No student will be released to any government agency without proper warrant or written parent/guardian permission except in the event of an emergency as determined by principal.

**Notification:** When a student's attendance for the day is unexcused, contact will be made to the parent/guardian A message may be left on an answering machine. The parent/guardian will then have 2 days to notify the school office, either by phone or written note, stating the reason

for the absence. If after 2 days the office has not received notification for the unexcused absence, the student then becomes truant and will be referred to administration for disciplinary action.

### **Make-Up Course Work and Examinations**

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

### **Unexcused Absences**

Credit in a course or subject shall not be denied solely because of a student's unexcused absence from school.

A student whose absence from school was unexcused shall be permitted to make-up course work and quarterly, semester or grading period examinations missed during the absence if the student is at risk of receiving no credit in a course or subject if the work is not made up.

Subject to the immediately preceding two paragraphs, credit may, but is not required to be given for the completion of make-up work. Further, credit for make-up work may be given only after the student has satisfied consequences imposed for unexcused absences. The extent to which make-up credit is given shall be determined on a case-by-case basis by the principal and the respective teachers.

If make-up work is allowed, it is the student's responsibility to contact his or her teachers to determine what course work and examinations must be made-up. Teachers shall have the discretion to assign substitute course work and examinations. Teachers shall also have the discretion to specify where and when examinations and course work shall be completed, including outside regular school hours. The time for completing the work shall be commensurate with the length of the absence, unless extended by the principal based upon extenuating circumstances.

### **TARDINESS**

- a. Students who are not in their homeroom or in class when the late bell rings are considered tardy.
- b. Students who attend any part of the class shall be recorded as present.
- c. High School/Middle School. All students who are tardy to school must report to the principal's office to sign in.
- d. When a teacher detains a student after class, s/he shall issue a late pass for the student's next class.

Teachers are requested to refer cases of chronic tardiness to the principal.

**Cases of truancy/tardiness will be referred to the school principal to plan options for addressing the truancy concern.**

## **STUDENT ATTENDANCE AT SCHOOL EVENTS**

The school encourages students to attend as many school events held after school as possible, without interfering with their school work and home activities. Enthusiastic spectators help to build school spirit and encourage those students who are participating in the event.

On the day of an event, students must attend school or be pre-excused from school by a parent/guardian for admission into an athletic/nonathletic activity. Final decision to be rendered by the administration. (Exception: acceptable absences as they fall under Wisconsin State Statute 118 regarding compulsory education)

However, in order to ensure that students attending evening events as nonparticipants are safe, it is strongly advised that students be accompanied by a parent/guardian or adult chaperone when they attend the event.

- The school will not be able to supervise unaccompanied students nor will it be responsible for students who arrive without an adult chaperone.
- The school will continue to provide adequate supervision for all students who are participants in a school activity.

## **CODE OF CONDUCT**

Participants/athletes are reminded that they represent the school both at athletic contests and elsewhere. All participants/athletes are expected to follow all school rules and to display high standards of behavior, including good sportsmanship, respect for others, and use of appropriate language and dress at all times. Participants/athletes must refrain from any conduct at any time that would reflect unfavorably on him or her or the school. This code applies to all Little Wolf High School students on a year-round basis. This code applies to all school activities, both curricular and extracurricular, that occur outside of the normal school day.

Conduct that would reflect unfavorably on a participant/athlete or on the school includes, but is not limited to, the following:

- Any crime dealing with, but not limited to, sexual behavior, vandalism or property damage, theft.
- Possession, use, sale or purchase of any controlled substance/intoxicant or drug paraphernalia. Controlled substances/intoxicants include but are not limited to: anabolic steroids or prescribed medications used in a manner other than that for which they were prescribed.
- Purchase use or possession of tobacco products or E-cigarettes or anything that resembles them.
- The possession of any weapon or look-alike weapons.
- Hosting, sponsoring, or organizing a party/gathering at which alcohol or drugs are being used, consumed, or offered.
- Being in the presence of others who are illegally possessing or using alcohol or controlled substances. It is the expectation of this code that a student will leave the premises the moment they become aware of others illegally possessing and/or using alcohol or controlled substances, even if the student is not consuming or using the illegal substances.
- If a student records more than 10 tardies in a semester, the student shall serve a code of conduct violation.
- If a student accumulates 5 or more referrals in a semester, the student shall serve a code of conduct violation.

Code violations may be presented, in writing, to the Administration by any staff member, liaison officer and/or credible person who has knowledge of a possible infraction. A confidential complaint will be investigated to the extent possible.

Violations of the school rules/conduct shall also be a violation of the Extra-Curricular Code and the participant/athlete is to be disciplined accordingly as established by the principal, athletic director, and/or advisor.

### **Violation of Training Rules**

#### **Athletic Activities:**

- An athlete who is charged with a violation of training rules or any W.I.A.A. regulation shall be suspended until such time as his/her violation is reviewed by his/her coach, the athletic director and the principal. The athlete must participate for the entire season in order for the suspension to be considered served.

#### **Athletic & Non-Athletic Activities:**

- A student/athlete will be determined to have committed a violation of the Co-Curricular Code if any of the following have occurred:
  - a. The student/athlete admits the conduct constituting a violation
  - b. The building administrator or designee obtains information, which in his/her judgment is clear and convincing evidence that the student/athlete engaged in conduct constituting a violation.
- All students/athletes attending the School District of Manawa schools must abide by the rules and regulations of this handbook.
- The Athletic Director will maintain an ongoing record of all co-curricular violations to the rules of this handbook.

### **Penalties for Violation of Co-Curricular Activities Rules**

#### **Athletic Activities**

- First offense: suspension from 25% of the contests in the present season or a minimum of two (2) contests. Percentages of games lost due to code infractions is based on the total number of games in the season, not what may remain in the rest of that season.
- Second Offense: suspension from 50% of the contests in the present season or a minimum of five (5) contests. Percentages of games lost due to code infractions is based on the total number of games in the season, not what may remain in the rest of that season.
- Third and subsequent offenses: suspension from all activities for one (1) calendar year.
- Grade violations will follow the evaluation identified under academics of this handbook.
- The above co-curricular rules/violations will pertain to all athletes in grades seventh through twelve. Code of conduct violations will stay with incoming freshman from the Middle School until the entirety of the suspension is fulfilled. Once a middle school infraction is fulfilled, future infractions as a high school student will be treated as a first offense.
- Students who must serve an In-School Suspension (ISS) are not allowed to leave school for any sport or co-curricular activity during the school day.

Listed below is the number of contests students would have to sit out if they violated the co-curricular activities rules. There will be a twenty-five percent (25%) penalty for the first violation,

fifty percent (50%) for second violations, and one-calendar year (1) suspension for third and subsequent violations.

Number of Contests	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Percentage	Number of Contests Penalized																					
*25%	1	1	1	1	1	1	1	2	2	2	2	3	3	3	3	4	4	4	4	5	5	5
*50%	1	1	1	2	3	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10	10

- All fractions of percentages have been rounded down to the next full number. Any enforcement of individual or multi-game/meet date will be considered as individual games scheduled. Other types of tournaments, when not individual or dual tournaments will count as one game or meet scheduled.
- Teams that automatically qualify for Regional competition are counted in the total number of competitions.

### Completion of Suspension

Any remaining percentage of the suspension not served during the initial sports season shall be applied toward the season of the next sport in which the athlete participates (for example, if an athlete is suspended for a percentage of football games with less than the percentage remaining in the season, he/she will be suspended from a percentage of contests of the next sport in which he/she competes) A suspension will need to be repeated if a student who is on suspension for part of the season does not complete the season of his/her sport or activity. Students who join a sport after the first contest, and are fulfilling a current suspension, must have 100% attendance and complete the sport in order for the suspension to be satisfied.

### Non-Athletic Activities

- Other co-curricular students will abide by suspension expectations specific to the activities they're involved with during the school year.
- For those activities with limited scheduled events, a violation could result in exclusion from that activity. Administrative discretion regarding specific penalties may have to be applied to those situations where students are participating in only one event.

### Athletic & Non-Athletic Activities

- Any student, who in good faith, refer themselves or parents/guardians who refer their son or daughter for violations of the co-curricular rules may have their penalty reduced by one (1) event/contest if deemed appropriate by the building administrator or athletic director.

### Appeal Procedure

- The parent of a student/athlete may apply in writing within ten (10) calendar days from the date of student/parent notification to the building principal for an appeal to the Appeal Board. The Appeal Board will consist of the Principal, Athletic Director, and two faculty members and a co-curricular advisor who are not directly involved with the individual student's co-curricular activities. Disciplinary action administered for academic reasons will not be heard in appeal. The Appeal Board will be selected by the building principal. The right to appeal will not serve as a pardon for participation

purposes or suspend the enforcement of the suspension. All decisions rendered by the appeal board are considered final.

### **Sportsmanship**

All students and parents/guardians are required to practice good sportsmanship during all school-related events. Poor sportsmanship may result in removal from sporting events.

### **Membership**

As stated in the WIAA High School Handbook – Article VII – Health and Behavior/Compliance:  
Section 1 – Required Documentation

- A. A student may not practice for or participate in interscholastic athletics until the school has written evidence on file in its office attesting to:
- 1) Yearly parent/guardian permission, including an acknowledgment of receiving the school athletic code.
  - 2) Acknowledgement of receiving the WIAA rules of Eligibility.
  - 3) Current physical exam form to participate in sports or alternate year card
  - 4) Sports fee paid or fee waive turned into school office.
  - 5) Concussion information sheet must be obtained by athletic director.

Section 2 – Physical Examination

- A. A current physical exam card to participate in sports as determined by a licensed physician or advanced practice nurse prescriber (APNP) no less than every other school year with April 1 the earliest date of examination. School policy determines when an athlete may return to competition following an injury, except where rule book or WIAA tournament policies apply.
- B. Physical examinations are good for two years from the date the physical was given.
- **Be an amateur in all sports. You violate your amateur status if you: “Accept any amount of money or merchandise, awards for athletic services, or sign a contract for athletic services.” Example: League Teams, Golf outings – “hole in one win a car”**
  - Student athletes and a parent/guardian must attend the summer parent/athlete meeting. If they are unable to attend other arrangements must be made.

### **Academic Eligibility**

Eligibility requirements will begin with the initial enrollment in the first co-curricular activity. In order to be academically eligible for co-curricular activities, a student must meet all the District and DPI requirements defining a full-time student. Additionally, each student must have passed or be currently passing all classes as stated in the following academic requirements:

- Athletes who earn an “F” at the conclusion of a midterm, will be allowed 5 school days from the date of notification to the student to get the grade to passing. If the athlete is unable to raise the grade to passing, the athlete will be ineligible to participate in 25% of the total games or appearances of that sport’s full season. If the suspension is not completed in the current sport/activity, the remainder of the suspension will be carried over into the next athletic sport or activity in that grade period. The athlete will be placed

on academic probation until the next quarter grades are posted or the day the suspension ends and grades are all passing. The athlete will not be allowed to leave school early for any event in that sport until all grades are passing.

- Athletes who receive one “F” at the conclusion of a nine-week grading period will be ineligible to participate in 25% of the total games or appearances of that sport or activity’s full season. If the suspension is not completed in the current sport/activity, the remainder of the suspension will be carried over into the next athletic sport or activity in that grade period. The athlete will be placed on academic probation until the next quarter grades are posted or the day the suspension ends and grades are all passing. The athlete will not be allowed to leave school early for any event in that sport until all grades are passing.
- Athletes who receive two “F’s” at the conclusion of a nine-week grading period will be ineligible to participate in 50% of the total games or appearances of that sport or activity’s full season. If the suspension is not completed in the current sport/activity, the remainder of the suspension will be carried over into the next athletic sport or activity in that grade period. The athlete will be placed on academic probation until the next quarter grades are posted or the day the suspension ends and grades are all passing. The athlete will not be allowed to leave school early for any event in that sport until all grades are passing.
- Athletes who receive three or more “F’s” during a nine-week grading period will be ineligible to participate in all games or appearances of that sport for the entire 9 week grading period. This does not prohibit an athlete from practicing or assisting with the activity, with the coach’s approval. If the athlete is in mid-season, the consequence will move forward into the next athletic season to fulfill the 9-week rule. The athlete will not be allowed to leave school early for any event in that sport until all grades are passing.
- An athlete who is enrolled in any state-approved Exceptional Educational Needs program, and who receives no usual grades for such courses, may be eligible if he/she is making satisfactory progress in his/her total school program as indicated by his/her IEP.
- Athletes who attend summer school for remediation, must receive the grade of “pass” to be eligible for any failure infraction and penalty. See the rules stated above as they apply.

**Attendance: (Athletic & Non-Athletic Activities)**

**Student Athletes must attend a full school day to participate in athletics that evening or provide an excuse from a doctor or have prior administrative approval. School-related absences do not apply. Exceptions to this are excused school-related activities and appointments that are approved in advance by Administration and/or a written doctor’s excuse.**

- **(Exception: acceptable absences as they fall under Wisconsin State Statute 118 regarding compulsory education)**
- If a student is truant from an assigned class period or is displaying a pattern of habitual tardiness to a specific class, he/she will be referred to the principal and will not be allowed to compete until the situation is resolved.

**Students may not compete, perform, practice or attend on days of an out-of-school suspension.**

- Students suspended from co-curricular activities are expected to remain as part of the team or group. Due to the diversity of co-curricular activities, it will be up to the advisor or coach to determine what level of involvement the student will have in the group and whether or not the student will be required to attend all contests and



activities. Members of athletic teams are required to attend all practices and be non-participants during the time of their suspension.

### **Travel and Conduct on Trips**

1. Students/athletes who participate in activities outside of the School District of Manawa will conduct themselves as responsible young adults. This includes but is not limited to the following
  - Show appropriate respect for all adults and authority figures.
  - Show courteous and well-mannered behavior.
  - Show appropriate sportsmanship at all times.
2. It is the student/athlete's responsibility to represent our school and community in a positive manner.
3. Non-athletic activities must have a Field Trip form filled out and signed by a parent/guardian and returned to the advisor prior to their field trip.(forms may be picked up from an advisor or in the main office)
4. A student/athlete may ride home from away events with their parent/legal guardian provided they sign the student out with the coach. Student athletes may NOT ride home with emergency contacts, siblings, friends, or other adults.
5. If no prior approval, permission by a parent/guardian/guardian must be given to the coach and/or advisor at the event and abide by provisions of rule five (5).

### **Injuries, Accident Reports and Insurance Coverage**

1. The school has purchased a group insurance policy, but it will not cover any interscholastic sports injuries. If a parent would like to purchase a voluntary interscholastic athletic insurance plan that would be available at the school offices upon request.
2. All injuries must be reported immediately to the coach and/or advisor. Coaches and advisors should be notified prior to any medical treatment on the part of the student/athlete whenever possible or as soon as possible after treatment. The injury must also be reported immediately to the office by the coach or advisor for insurance purposes. The report should be handed into the high school office.
3. It is the policy of W.I.A.A. and the School District of Manawa to have a medical release from a medical physician following any severe injury.
4. All head injuries severe enough to have received medical treatment require a medical release from a medical physician before the athlete may return to any practice or competition. (please refer to the W.I.A.A. for further requirements for head injuries/concussions).

### **Care of Equipment**

1. Each student/athlete is responsible for the proper care and safekeeping of equipment issued to him/her. Lockers should be securely locked during and after every practice/game/event.

2. Equipment issued to a student/athlete shall be the responsibility of that individual. These individuals shall pay for any equipment not returned at the current replacement cost.
3. School issued equipment is school property and is used during a particular season/event only. At the conclusion of a season/event equipment must be turned in to the coach/advisor in charge. Parent/guardian assistance in this matter will be greatly appreciated. It is the responsibility of the student/athlete and the parent/guardian to have equipment turned in at the proper time.
4. A student/athlete will not participate in another activity until all equipment is returned and fines have been paid.
5. A student/athlete will not receive any "end of the season" awards until all equipment is returned and fines have been paid.

### **Practice, Competition, Contests (Athletic & Non-Athletic Activities)**

1. All athletes/members are expected to attend all practices and events of that activity unless excused by their coach/advisor, principal or athletic director.
2. Violations such as being late for practices, missing practice and disrespect shall be dealt with at the coach/advisor, principal or athletic director's discretion.
3. All athletes/members and/or parent/guardians/guardians are asked to give each coach and/or advisor a **24-hour courtesy time limit** prior to discussing an issue or concern following an event.

### **Changing a Sport/Activity**

A student/athlete may not quit one sport/activity and begin another during the same season without the consent of both head coaches/advisors involved in the change and permission from the athletic director, advisor and principal. Any disciplinary actions that are in place will remain in place in the new activity.

### **Multi-Sport Participation**

The Multi-Sport Participation Policy allows students to participate in two (2) sports/organizations during the same season, regardless if the sports are individual or team-oriented. If a student desires to participate in multiple sports during the school year, they must do the following prior to the start of any season:

1. Submit a completed contract to the Athletic Director prior to the first scheduled contest. This form includes:
  - Permission from his/her parent or guardian to compete in multiple sports in the same season.
  - Declaration by the student of the priority sport for tournaments in the event of scheduling conflicts.
  - Approval by the Head Coach(s) of each sport.
  - Signature of student's agreement to coordinate the practice/contest schedule for the season in coordination with the coaches.
  - Signature of the Athletic Director.
2. The athlete must participate in at least one regular season event in the secondary sport so that they are eligible to participate in the conference tournament in that sport.

3. The Athletic Director will share the list of multi-sport athletes with the Central Wisconsin Conference Commissioner and the other CWC Athletic Directors prior to the start of each season.

It is the goal of the Athletic Department to have continuous communication between student athletes, coaching staff, and the Athletic Department to avoid putting athletes in difficult situations.

If a student quits a primary sport, the student will need consent from both coaches to participate in any of the secondary sports from that point forward that season. If a student quits a secondary sport, the student will only be able to participate in the primary sport from that point forward that season.

The following Multi- Sport Priorities have been established for the benefit of all athletes:

1. Games come before practices.
2. Tournaments come before games.
3. Districts come before games and tournaments.
4. State comes before all else.

#### **Athletic Awards (Athletic Activities)**

1. A letter "M" and certificate will be awarded the first time to the athlete who fulfills the varsity requirements set forth by the coach, provided he/she has not been expelled from athletic participation due to training rule violations and finishes the season in good standing.
2. Any athlete who earns additional varsity letters shall be presented with a certificate and bar pin signifying this honor.
3. Participation certificates are awarded to all athletes who successfully complete a season, but who do not earn a varsity letter.
4. All awards will be received and displayed with honor, pride and dignity.
5. Any "M" which becomes too shabby to be worn while an award winner is still in school may be turned in to the athletic director for a new letter.
6. Any student having a code violation will forfeit the privilege of having their name submitted for any special awards (conference, state, etc.) or honors during the season in which the code violation was committed and/or served.

#### **Pre-Season Meeting**

Portions of this Student Handbook shall be presented to each student during a mandatory pre-season meeting and/or the first day that he/she reports for a co-curricular activity. A physical card, Emergency Form, Concussion Form and Athletic Fee information shall be distributed at this time as well. The original signed form for the Student Handbook, physical card, Concussion Form, and Emergency Form shall be kept on file in the High School office. The Pre-Season Meeting shall be offered in the fall prior to the beginning of the co-curricular season.

### Parent/Guardian Involvement

Parent/guardian attendance at pre-season meetings is required and involvement throughout the season is encouraged. If a parent/guardian cannot attend they are required to check view the presentation either on DVD or online if available.

### **ATHLETIC CO-CURRICULAR ACTIVITY FEES 2020-2021**

Following is the list of Athletic Co-Curricular Activities and their fees for the High School:

Baseball	\$30.00
Basketball (Girls & Boys)	\$30.00
Cross Country (Girls & Boys)	\$30.00
Football	\$30.00
Golf (Girls & Boys)	\$30.00
Softball	\$30.00
Track (Girls & Boys)	\$30.00
Volleyball	\$30.00
Wrestling	\$30.00
<b>Maximum per High School student</b>	<b>\$75.00 per year</b>
<b>Maximum per family (Middle School and High School)</b>	<b>\$150.00 per year</b>

Fees are to be made payable to Little Wolf High School.

### **DRESS AND GROOMING**

While fashions change, the reason for being in school does not. Students are in school to learn. Any fashion (dress, accessory, or hairstyle) that disrupts the educational process or presents a safety risk will not be permitted. Personal expression is permitted within these general guidelines.

We take pride in the appearance of our students. All students are expected to dress and groom themselves neatly in clothing that is seasonably suitable for school activities. Students wearing inappropriate clothing, such as but not limited to: clothing with alcohol/tobacco reference, inappropriate slogans and suggestive in nature may be asked to return home to make necessary changes.

- Clothing must cover all undergarments. Shorts, skirts and dresses must reach fingertip in length.
- There will be no midriff showing, no low cut tops, cut-out/ripped t-shirts underneath the arm exposing the torso, spaghetti straps, strapless, or off the shoulder garments worn.
- Hats, caps, headwear, jackets/coats, bulky outerwear, backpacks, large chains, jewelry with sharp objects, low riding pants, hoods, etc., are not allowed to be worn in the school.

Students should consider the following questions when dressing for school:

1. Does my clothing expose too much? (No)
2. Does my clothing advertise something that is prohibited to minors? (No)
3. Are there obscene, profane, drug-related, gang-related, or inflammatory messages on my clothing? (No)
4. Would I interview for a job in this outfit? (Yes)
5. Am I dressed appropriately for the weather? (Yes)
6. Do I feel comfortable with my appearance? (Yes)

If a student has selected a manner of appearance that is beyond mere freedom of expression and disrupts the educational process or presents risk to themselves or others, s/he may be removed from the educational setting.

Reporting Concerns:

Anyone in violation will be sent to the office.

If a dress code violation occurs, the following steps will be taken:

- **First Occurrence:** Student will be asked to correct the problem by changing clothes, turning a shirt inside out, putting on shoes, etc.,
- **Second Occurrence:** Student will be asked to correct the problem by changing clothes, turning a shirt inside out, putting on shoes, etc., and a parent/guardian will be notified by phone.

Students attending after school events need to follow the dress. This includes, but not limited to sporting events, and school concerts.

Students who are representing our school at an official function or public event may be required to follow specific dress requirements. Usually, this applies to athletic teams, cheerleaders, bands, and other such groups.

### **CARE OF PROPERTY**

Students are responsible for the care of their own personal property. The school will not be responsible for the loss of personal property. Valuables such as jewelry or irreplaceable items should not be brought to school. The school may confiscate such items and return them to the student's parent/guardians.

Damage to or loss of school equipment and facilities wastes taxpayers' money and undermines the school program. Therefore, if a student damages or loses school property, the student or his/her parents/guardians will be required to pay for the replacement or damage. If the damage or loss was intentional, the student will also be subject to discipline according to the Code of Conduct.

### **STUDENT CONDUCT**

School rules apply at school, on school property, at school-sponsored events, and on school transportation.

It is the school staff's responsibility to provide a safe and orderly learning environment. History has shown that certain student actions are not compatible with the words "safe" and "orderly". Disciplinary action will be decided on a case-by-case basis and imposed after review of the facts and/or special circumstances of the situation.

Each of the behaviors described below may subject the student to disciplinary action including, but not limited to, suspension and/or expulsion from school.

1. Possession or use of a weapon or look-alike or other item that might cause bodily harm to persons.
2. Being under the influence of alcohol or controlled substances or otherwise violating the District alcohol and drug policy.
3. Behavior that interferes with a person's work or school performance or creates an intimidating, hostile, harassing, or offensive classroom environment.

4. Arguing, taunting, baiting, bullying, cyber-bullying, inciting or encouraging an argument or disruption or group posturing to provoke altercations or confrontations.
5. Disruption or intimidation caused by gang or group symbols or gestures, or gang or group posturing to provoke altercations or confrontations.
6. Pushing, striking, or other inappropriate physical contact with a student or staff member.
7. Interfering with the orderly operation of the classroom by using, threatening to use or counseling others to use violence, force, coercion, threats, intimidation, fear, or disruptive means.
8. Dressing or grooming in a manner that presents a danger to health or safety, causes interference with work, or creates classroom disorder.
9. Restricting another person's freedom to properly utilize classroom facilities or equipment.
10. Repeated classroom interruptions, confronting staff argumentatively, making loud noises, or refusing to follow directions.
11. Throwing objects in the classroom.
12. Repeated disruptions or violations of classroom rules, or excessive or disruptive talking.
13. Behavior that causes the teacher or other students fear of physical or psychological harm.
14. Willful damage to or theft of school property or the property of others.
15. Repeated use of profanity.
16. Using tobacco.
17. Failure to report knowledge of a weapon, bullying or threat of violence.
18. Purposely setting a fire.
19. Gambling.
20. Plagiarism and falsification of identification or school documents.
21. Issuing a false alarm or false report.
22. Trespassing.
23. Persistent absence or tardiness.
24. Unauthorized use of School or personal property.
25. Assisting another person to violate a School rule.
26. Inappropriate public displays of affection.
27. Violation of specific classroom or activity rules.
28. Violation of bus rules.
29. Refusal to accept discipline.
30. Criminal conduct.
31. Academic cheating/plagiarism

### **DRUG ABUSE PREVENTION**

The administration and staff recognize that the misuse/abuse of drugs is a serious problem with legal, physical, and social implications for the entire school community.

- As educational institutions of this community, the schools should strive to prevent drug abuse and help drug abusers by educational, rather than punitive, means.
- For purposes of this policy, "drugs" shall mean:
- All dangerous controlled substances as so designated and prohibited by Wisconsin statute;
- All chemicals that release toxic vapors;
- All alcoholic beverages;
- Any prescription or patent drug, except those for which permission to use in school has been granted pursuant to Board policy;
- "Look-alikes": Anabolic steroids;
- Any other illegal substances so designated and prohibited by law.

The use, possession, concealment, or distribution of any drug, drug look-alike and any drug-paraphernalia at any time on school property or at any school-related event is prohibited.

Disciplinary sanctions, up to and including expulsion and referral for prosecution, will be imposed on students who violate the school's drug abuse guidelines.

### **USE OF TOBACCO AND NICOTENE IS PROHIBITED**

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

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

### **STUDENT CODE OF CLASSROOM CONDUCT**

The School District of Manawa is committed to maintaining an orderly and safe academic atmosphere. Teachers are expected to create a positive learning environment and to maintain proper order in the classroom. Students are expected to behave in the classroom in a manner that allows teachers to effectively carry out their lessons and allows students to participate in classroom learning activities. Students are also expected to abide by all rules of behavior established by the School and their classroom teachers.

To ensure adherence to these expectations and principles, the Board of Education has adopted this Code of Classroom Conduct, which applies to all students.

### **GROUND FOR REMOVAL OF A STUDENT FROM CLASS**

Disturbances that interrupt the learning process cannot be permitted by any teacher. A teacher may temporarily remove a student from the teacher's class if the student violates the Code of Classroom Conduct. Additionally, the student may be removed from the class for a longer period of time within the discretion of the principal. A student removed from class may also be placed in an alternative education setting.

Removal of a student from class for violating the Code of Classroom Conduct or placement of the student in an alternative educational setting does not prohibit the school from further disciplining the student for the conduct that caused removal or placement including, but not limited to, suspending or expelling the student.

It is neither possible nor necessary to specify every type of improper or inappropriate behavior for which a teacher may remove a student from class. Provided below, however, are examples of reasons a student may be removed from class. A teacher may remove a student from class for conduct or behavior that:

- A. Would result in suspension or expulsion under the Board's policies and procedures;
- B. Violates the behavioral rules and expectations of the school;
- C. Is dangerous, disruptive or unruly. Such behavior includes, but is not limited to, the following:

1. Possession or use of a weapon or look-alike or other item that might cause bodily harm to persons in the classroom
  2. Being under the influence of alcohol or controlled substances or otherwise violating the District alcohol and drug policy
  3. Behavior that interferes with a person's work or school performance or creates an intimidating, hostile, harassing, or offensive classroom environment
  4. Arguing, taunting, baiting, inciting or encouraging an argument or disruption or group posturing to provoke altercations or confrontations
  5. Disruption or intimidation caused by gang or group symbols or gestures, or gang or group posturing to provoke altercations or confrontations
  6. Pushing, striking, or other inappropriate physical contact with a student or staff member
  7. Interfering with the orderly operation of the classroom by using, threatening to use or counseling others to use violence, force, coercion, threats, intimidation, fear, or disruptive means
  8. Dressing or grooming in a manner that presents a danger to health or safety, causes interference with work, or creates classroom disorder
  9. Restricting another person's freedom to properly utilize classroom facilities or equipment
  10. Repeated classroom interruptions, confronting staff argumentatively, making loud noises, or refusing to follow directions
  11. Throwing objects in the classroom
  12. Repeated disruptions or violations of classroom rules, or excessive or disruptive talking
  13. Behavior that causes the teacher or other students fear of physical or psychological harm
  14. Willful damage to or theft of school property or the property of others
  15. Repeated use of profanity
- D. Interferes with the ability of the teacher to teach effectively. Such conduct includes, but is not limited to, the following:
1. Repeated reporting to class without bringing necessary materials to participate in class activities
  2. Possession of personal property by school rules or otherwise disruptive to the teaching and learning of others
- E Shows disrespect or defiance of the teacher, exhibited in words, gestures or other behavior;
- F. Is inconsistent with class decorum and the ability of other to learn. Such behavior includes, but is not limited to, sleeping in class, blatant inattention, or other overt or passive refusal or inability to engage in class activities.

#### **PROCEDURE FOR STUDENT REMOVAL FROM CLASS**

When a student is removed from class, the teacher shall send or escort the student to the principal and inform the principal of the reason for the student's removal from class. The teacher shall provide the principal with a written explanation of the reasons for the removal of the student within twenty-four (24) hours of the student's removal from class. The teacher will also contact the parent/guardian as to the reason for the removal.

The principal will generally give the student an opportunity to briefly explain the situation. The principal shall then determine the appropriate educational placement for the student.



### **Student Placement**

The principal shall place the student, who has been removed from a class by a teacher, in one of the following alternative educational settings:

- A. An alternative education program approved by the Board under State law;
- B. Another instructional setting, time-out, in-school suspension or out-of-school suspension; or
- C. The class from which the student was removed if, after weighing the interests of the student, the other students in the class, and the teacher, the principal determines that readmission to the class is the best or only alternative.

### **Parent/Guardian Notification Procedures**

The principal shall provide the parent or guardian of a student removed from class-with written notice of the removal and the reason(s) for the removal. The notification shall be made as soon as practicable, but no later than two (2) school days after the student's removal from class. The notice shall also include the reasons for the student's removal and the placement made by the principal. If the removal from class and change of educational placement involves a student with a disability, the parent/guardian notification shall be made consistent with State and Federal laws and regulations applicable to disabled students.

If the student removed from a class is subject to disciplinary action up to and including suspension or expulsion for the particular classroom conduct and/or other disciplinary incidents the parent/guardian shall also be notified of the disciplinary action in accordance with legal and policy requirements.

### **Students with Disabilities**

A student with a disability under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and Section 115.758, Wis. Stat. may be removed from class and placed in an alternative educational setting only to the extent authorized under the laws.

### **Definitions**

"Student" means any student enrolled in the District, an exchange student, or a student visitor to the District's schools.

"Teacher" means a person holding a license or permit issued by the State Superintendent whose employment by a school district requires that he or she hold that license or permit.

"Class" or "classroom" means any class, meeting or activity which students attend, or in which they participate while in school under the control or direction of the District. This definition of "class" includes, without limitation, regular classes, special classes, resource room sessions, labs, library time, counseling groups, assemblies, study halls, lunch, or recess. "Class" also includes regularly scheduled District-sponsored extracurricular activities, either during or outside of school hours. Such activities include, by example and without limitation, District sponsored field trips, after-school clubs, and sporting activities.

## **OTHER FORMS OF DISCIPLINE**

It is important to remember that the school's rules apply at school, on school property, at school-sponsored events, and on school transportation. In some cases, a student can be suspended from school transportation for infractions of school bus rules.

Ultimately, it is the principal's responsibility to keep things orderly. In all cases, the school shall attempt to make discipline prompt and equitable and to have the punishment match the severity of the incident.

### **Informal Discipline**

Informal discipline takes place within the school. It includes:

- Change of seating or location;
- Lunch-time & after-school detention;
- In-school restriction
- Possible use of Saturday School – Saturday morning detention

### **Detentions**

A student may be detained after school or asked to come to school early by a teacher, after giving the student and his/her parents/guardians one day's notice. The student or his/her parents/guardians are responsible for transportation.

### **In-School Discipline**

The following rules shall apply to In-School Restriction.

- Students are required to have class assignments with them.
- Students are not to communicate with each other unless given special permission to do so.
- Students are to remain in their designated seats at all times unless permission is granted to do otherwise.
- Students shall not be allowed to put their heads down or sleep.
- No radios, cell phones, personal gaming/music devices, cards, magazines, or other recreational articles shall be allowed in the room.
- No food or beverages shall be consumed.
- Students who must serve an In-School Suspension (ISS) are not allowed to leave school for any sport or co-curricular activity during the school day.

## **SUSPENSION AND EXPULSION**

### **A. Suspension**

#### **1. Duration and Grounds for Suspension**

The principal or a person designated by the principal may suspend a student for up to five (5) school days or, if a notice of expulsion hearing has been sent, for up to fifteen (15) consecutive school days or ten (10) consecutive school days if the student is eligible for special education services under Chapter 115, Wis. Stats., if the suspension is reasonably justified and based upon any of the following misconduct:

- a. Noncompliance with school or School Board rules;

- b. Knowingly conveying any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives;
- c. Conduct by the student while at school or while under the supervision of a school authority that endangers the property, health or safety of others;
- d. Conduct while not at school or while not under the supervision of a school authority that endangers the property, health or safety of others at school or under the supervision of a school authority;
- e. Conduct while not at school or while not under the supervision of a school authority that endangers the property, health or safety of any employee or School Board member of the school district in which the student is enrolled.
- f. Under paragraphs c, d, and e above, conduct that endangers a person or property includes making a threat to the health or safety of a person or making a threat to damage property.

The District Administrator, or any principal or teacher designated by the District Administrator shall suspend a student if the student possessed a firearm while at school or while under the supervision of a school authority.

The suspension period applies to “school days.” Thus, a suspension period does not include weekend days or vacation days.

2. **Suspension Procedure**

Prior to being suspended, on the day of the alleged infraction or as soon thereafter as is practicable, the student will be advised orally or in writing of the reason for the proposed suspension and given an opportunity to explain his or her conduct.

The principal, within his or her discretion, may also inform the student’s parent/guardian of the reason for the proposed suspension prior to suspending the student.

3. **Notice of Suspension**

The parent/guardian of a suspended minor student shall be given prompt written notice of the suspension and the reason for the suspension by mail and by sending a copy of the notice home with the student. Oral notice may also be given to the student’s parent/guardian; however, it will be confirmed in writing.

4. **Sending a Student Home on the day of the Suspension**

Generally, the student should remain in school on the day of the suspension until school is dismissed for the day. Except as provided below:

- If the situation requires that the student be removed from the premises before school is dismissed, the principal shall attempt to contact the student’s parent/guardian to request that s/he pick up the student. If the parent/guardian is unable to pick up the student, the student should remain under the school’s supervision until school is dismissed, or in the event law enforcement is involved, under law enforcement supervision.

5. **Opportunity to Complete School Work**

A suspended student shall not be denied the opportunity to take any quarterly, semester or grading period examinations or to complete course work missed during the suspension period. Such work shall be completed pursuant to the procedures established by the School Board.

6. **Reference to the Suspension in the Student's Record**

The student's suspension from school shall be entered in the student's record as required by the rules adopted by the School Board concerning the content of student records.

The suspended student or the student's parent/guardian may, within five (5) school days following the commencement of the suspension, have a conference with the District Administrator or his or her designee, who shall be someone other than a principal, administrator or teacher in the suspended student's school, to discuss removing reference to the suspension from the student's records.

Reference to the suspension in the student's school record shall be removed if the District Administrator finds that:

- The student was suspended unfairly or unjustly;
- The suspension was inappropriate, given the nature of the alleged offense; or
- The student suffered undue consequences or penalties as a result of the suspension.

The District Administrator, or the administrator's designee, shall make his or her finding within fifteen (15) days of the conference.

7. **Co-Curricular or Extra-Curricular Participation**

A student's participation in co-curricular or extra-curricular activities during a suspension shall be determined on a case-by-case basis.

B. **Expulsion**

1. **Grounds for Expulsion**

The School Board may expel a student only when it is satisfied that the interest of the school demands the student's expulsion and it finds that the student:

- Repeatedly refused or neglected to obey the rules established by the School District;
- Knowingly conveyed or caused to be conveyed any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives;
- Engaged in conduct while at school or while under the supervision of a school authority that endangered the property, health or safety of others;
- Engaged in conduct while not at school or while not under the supervision of a school authority that endangered the property, health or safety of others at school or under the supervision of a school authority or endangered the property, health or safety of any employee or School Board member of the School District in which the student is enrolled; or

- Was at least sixteen (16) years old and had repeatedly engaged in conduct while at school or while under the supervision of a school authority that disrupted the ability of school authorities to maintain order or an educational atmosphere at school or at an activity supervised by a school authority and that such conduct did not otherwise constitute grounds for expulsion.

Under this section, conduct that endangers a person or property includes threatening the health or safety of a person or threatening to damage property.

2. **Expulsion for Bringing a Firearm to School**

The School Board shall expel a student from school for not less than one (1) year whenever it finds that the student brought a firearm to school or, while at school or while under the supervision of a school authority, possessed a firearm, unless the Board finds that the punishment should be reduced based upon the circumstances of the incident. Any such finding by the Board shall be in writing.

3. **Expulsion Hearing**

Prior to expelling a student, the School Board shall provide the student with a hearing. Prior written notice of the expulsion hearing must be sent separately both to the student and his/her parent/guardian if the student is a minor; otherwise just to the student. The notice will comply with the requirements of State law.

The student, or the student's parent/guardian if the student is a minor, has the right to request a closed hearing or the Board may choose to close the hearing. The student and, if the student is a minor, the student's parent/guardian may be represented at the hearing by counsel.

4. **Expulsion Order**

The Board shall reduce its decision to writing in the form of a written order. If expulsion is ordered, the order must state the length of time that the student is to be expelled. The order should also state specific findings of fact and conclusions of law in support of the decision.

5. **Student Records**

The student's expulsion from school shall be entered in the student's record as required by the rules adopted by the School Board concerning the content of student records.

**Discipline of Disabled Students**

Students with disabilities will be entitled to the rights and procedures afforded by the Individuals with Disabilities Education Act (I.D.E.A.) and the Americans with Disabilities Act (A.D.A.).

**SEARCH AND SEIZURE**

Search of a student and his/her possessions, including vehicles, may be conducted at any time the student is under the jurisdiction of the Board of Education, if there is a reasonable suspicion that the student is in violation of law or school rules. A search may also be conducted to protect the safety of others or as otherwise permitted by law.

Students are provided lockers, desks, and other equipment in which to store materials. This equipment is the property of the school and may be searched at any time if there is reasonable

suspicion that a student has violated the law or school rules. Locks are to prevent theft, not to prevent searches.

All computers located in classrooms, labs and offices of the District are the District's property and are to be used by students, for educational purposes. The District retains the right to access and review all electronic, computer files, databases, and any other electronic transmissions contained in or used in conjunction with the District's computer system, and electronic mail. Students should have no expectation that any information contained on such systems is confidential or private.

Review of such information may be done by the District with or without the student's knowledge or permission. The use of passwords does not guarantee confidentiality, and the District retains the right to access information in spite of a password. All passwords or security codes must be registered with the instructor. A student's refusal to permit such access may be grounds for disciplinary action.

No strip searches will be conducted by any employee of the District, but may be conducted by law enforcement officials, if deemed necessary.

Anything that is found in the course of a search that may be evidence of a violation of school rules or the law may be taken and held or turned over to the police. The school reserves the right not to return items which have been confiscated.

### **STUDENT'S RIGHTS OF EXPRESSION**

Little Wolf High School recognizes the right of students to express themselves. With the right of expression comes the responsibility to do it appropriately. Students may distribute or display, at appropriate times, non-sponsored, noncommercial written material and petitions; buttons, badges, or other insignia; clothing, insignia, and banners; and audio and video materials. All items must meet the following school guidelines:

- A. A material cannot be displayed if it:
  - 1. Is obscene to minors, libelous, indecent, or vulgar,
  - 2. Advertises any product or service not permitted to minors by law,
  - 3. Intends to be insulting or harassing,
  - 4. Intends to incite fighting or presents a likelihood of disrupting school or a school event.
  - 5. Presents a clear and present likelihood that, either because of its content or manner of distribution or display, it causes or is likely to cause a material and substantial disruption of school or school activities, a violation of school regulations, or the commission of an unlawful act.
  
- B. Materials may not be displayed or distributed during class periods, or during passing times between classes. Permission may be granted for display or distribution during lunch periods and after school in designated locations, if exits are not blocked and there is proper access and egress to the building.

Students who are unsure whether or not materials they wish to display meet school guidelines may present them to the principal twenty-four (24) hours prior to display.

### **STUDENT SUGGESTIONS AND COMPLAINTS**

The school is here for the benefit of the students. The staff is here to assist a student in becoming a responsible adult. If a student has suggestions that could improve the school, s/he should

feel free to offer them. Written suggestions may be presented directly to the principal or to the student government.

When concerns or grievances arise, the best way to resolve the issue is through communication. No student will be harassed by any staff member or need fear reprisal for the proper expression of a legitimate concern. As with suggestions, concerns and grievances may be directed to the Principal or to the student council.

## **SECTION V - TRANSPORTATION**

### **BUS TRANSPORTATION TO SCHOOL**

Bus transportation is provided for all eligible students. The bus schedule and route are available by contacting Kobussen Buses at 920-389-1500.

Students will ride only assigned school buses and will board and depart from the bus at assigned bus stops. Students will not be permitted to ride unassigned buses for any reason other than an emergency, except as approved by the principal.

A change in a student's regular assigned bus stop may be granted for a special need, if a written request from a parent/guardian is submitted to the principal stating the reason for the request and the duration of the change and the principal approves.

### **BUS CONDUCT**

Students who are riding to and from school on transportation provided by the school are required all school rules.

The driver is responsible for student safety and may assign seating or direct the student in any reasonable manner to maintain that safety.

The following rules and behaviors are expected of all students:

#### **Previous to loading, during the trip, and leaving the bus**

Each student shall:

- Be on time at the designated loading zone (10 minutes prior to scheduled stop);
- Stay off the road at all times while walking to and waiting for the bus;
- Line up single file off the roadway to enter;
- Wait until the bus is completely stopped before moving forward to enter;
- Refrain from crossing a highway until the bus driver signals it is safe;
- Go immediately to a seat and be seated.
- It is the parent/guardians' responsibility to inform the bus driver when their child will not be boarding the bus. The bus will not wait.

#### **During the trip**

Each student shall:

- Listen to the bus driver;
- Remain seated while the bus is in motion;
- Keep head, hands, arms, and legs inside the bus at all times;
- Not litter in the bus or throw anything from the bus;
- Keep books, packages, coats, and all other objects out of the aisle;

- Be courteous to the driver and to other bus riders;
- Not eat, play games or play cards, etc.;
- Not tamper with the bus or any of its equipment;
- Keep aisle clear;
- Keep hands to self;
- Use respectful voices/volume.

### **Leaving the bus**

- Each student shall:
- Remain seated until the bus has stopped;
- Cross the road, when necessary, at least ten (10) feet in front of the bus, but only after the driver signals that it is safe;
- Be alert to a possible danger signal from the driver.

The driver will not discharge students at places other than their regular stop at home or at school unless s/he has proper authorization from school officials.

### **VIDEOTAPES ON SCHOOL BUSES**

All buses are equipped with video and audio recording devices for the purposes of monitoring student behavior.

If a student is reported to have misbehaved on a bus the Principal may request the tape and it may be used as evidence of the misbehavior. Since these tapes are considered part of a student's record, they can be viewed only in accordance with State and Federal law.

### **PENALTIES FOR INFRACTIONS**

A student who engages in misconduct on a bus shall be subject to discipline and may be deprived of the privilege of riding on the bus.

### **SELF-TRANSPORTATION TO SCHOOL**

- Driving to school is a privilege which can be revoked at any time. Students who are provided the opportunity to ride school transportation are encouraged to do so. Students and their parent/guardians assume full responsibility for any transportation to and from School not officially provided by the school.
- The following rules shall apply.
- Parking lot speed limit is 5 mph.
- **STUDENT PARKING LOT PERMIT: \$10.00**  
A new car/truck permit is required every year. It must be displayed behind the rear-view mirror. Police patrol the parking lot. Students failing to display their parking permit will be fined.
- **SNOWMOBILE PERMIT \$ 5.00**  
A new snowmobile permit is required every year. It must be displayed on the side of the snowmobile visible for the police to see. There will be a fine for students not displaying the snowmobile permit.
- If a student's permit is suspended, no fees will be refunded. Failure to comply with these rules will result in loss of privileges and/or disciplinary actions for the student.



- When the school provides transportation, students shall not drive to school-sponsored activities, unless written permission is granted by their parent/guardians and approved by the Principal.
- No other students can be driven to a school-sponsored activity by the approved student driver without a note from parent/guardians of passenger students granting permission and approval by the Principal.

**Addendum A**

**SCHOOL DISTRICT OF MANAWA**

HARASSMENT COMPLAINT FORM (Attach additional sheets if necessary)

Date: \_\_\_\_\_

Name: \_\_\_\_\_ Telephone: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Parent/guardian

Name: \_\_\_\_\_

Who did the harassment? \_\_\_\_\_

Describe the harassment. Include time, dates, and location for each incident:

\_\_\_\_\_  
\_\_\_\_\_

What was your reaction or what action did you take?

\_\_\_\_\_  
\_\_\_\_\_

List any witnesses or anyone else who has information relevant to this complaint:

\_\_\_\_\_  
\_\_\_\_\_

I understand these incidents will be investigated and that this form will be kept confidential as much as possible.

No person shall provide false information at any time. If a person provides false information to school district officials regarding a complaint, proceeding, employment application, or other matter, appropriate disciplinary action may be taken against the individual who provided the false information.

\_\_\_\_\_  
(Signature)

Received by: \_\_\_\_\_

Date: \_\_\_\_\_

Please review the attached student information, read this page carefully then sign at the bottom.



For the protection and safety of your child, you are being asked to carefully review the attached student registration/emergency form. Please do each of the following:

- Line-out and make legible corrections (preferably using a colored pen)
- Provide current insurance information
- Update all contact information

*My signature at the bottom of page indicates that the health information is correct and/or all needed corrections have been noted on the form.*

In the event of a medical emergency, during my absence, I hereby give consent for treatment, administration of anesthesia, and surgical intervention for my (son / daughter) \_\_\_\_\_ as deemed necessary by the attending physician. This consent is extended to the physician, nursing staff, and hospital and will remain in effect until revoked in writing by the undersigned. The parent's recommendation will be respected as far as possible. I understand that in the final disposition of an emergency, the judgment of school authorities and medical staff will prevail. Anytime the above information changes, I will notify the school. Completed information is to be confidentially shared with school staff as medically indicated.

My signature at the bottom of this form gives consent as stated above.

**2020 – 2021 Student/Parent/Guardian Handbook, Co-Curricular Code of Conduct Acknowledgement:**

I have been given the opportunity to view and/or obtain any of the above information for review. My child(ren) and I have read and understand the information contained in each section. By signing below, we agree to follow the rules and guidelines within the Student/Parent/Guardian Handbook, Including Co-Curricular Code of Conduct. I am aware that the Handbook and Code of Conduct are available on the School District of Manawa website, in each student's offline Google Drive folder, and available in paper form at each District building.

Student Name: \_\_\_\_\_

Parent and/or Guardian Signature: \_\_\_\_\_

Student Signature: \_\_\_\_\_



## School District of Manawa

*Students Choosing to Excel, Realizing Their Strengths*

To: Dr. Melanie Oppor, Manawa Board of Education  
Fr: Dan Wolfgram  
Date: 7/23/2020  
Re: Revised Bell Schedule for 2020-2121 School Year

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The purpose of this memo is to provide details as to the Manawa Middle School and Little Wolf High School Bell Schedule for 2020-2021. The reason for the change in bell schedule was to create a period for students to be able to have lunch in the classrooms with supervision and provide for a 30-minute duty-free lunch for the staff. 4 minutes were trimmed from each instructional period.

### **Bell Schedule:**

Period 1	7:45-8:31
Period 2	8:35-9:21
Period 3	9:25-10:11
Period 4	10:15-11:01
HS Period 5	11:05-11:51
11:01-12:01	MS Lunch
11:51-12:51	HS Lunch
Period 6	12:55-1:41
Period 7	1:45-2:31
RtI	2:35-3:05

- Manawa Middle School students will be released from class if they need to travel outside of the Middle School Suite area once the halls have cleared.
- Freshman and Sophomore students will be released two minutes before the bell and have a total of 4 minutes to get to class.
- Junior and Senior students will be released into the hall two minutes after the bell has rung and will be given 4 minutes to get to their next class.

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#### 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



**Students choosing to excel; realizing their strengths.**

**To:** Board of Education  
**From:** Carmen O'Brien  
**cc:** Dr. Melanie Oppor  
**Date:** 7/20/2020  
**Re:** Class and District Fees

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### **Recommendation**

I recommend no change to the 2020-21 school year class and district fees.

<b>Manawa Elementary School Fees</b>	
District Fee	\$15.00
Class Fee	\$10.00

<b>Manawa Middle School Fees</b>	
District Fee	\$20.00
Class of 2025, 2026, 2027 Fee	\$5.00

<b>Little Wolf High School Fees</b>	
District Fee	\$20.00
Junior Class of 2022	\$10.00
Sophomore Class of 2023	\$5.00
Freshman Class of 2024	\$5.00

Attached is a copy of fees for both the Manawa Middle School and Little Wolf High School, both required and optional. If a family qualifies for Free or Reduced priced breakfast/lunch, the district fee is waived.



STUDENT NAME: \_\_\_\_\_

GRADE \_\_\_\_\_

- **August 4 - 9:00 am 7:00 pm** – Registration & Picture Day, 9-12 grade students at Manawa Elementary School Commons, pictures in the gym  
(All students must register prior to the first day of school)
- **September 2 – 3:30 pm – 6:30 pm** - Open House (This is not registration, please register on August 4)
- **September 8** - First day of school
- **September 18** - Picture Retake Day
- **June 4, 2021** - Last Day of School

\*\*\*IF PAYING BY CHECK, WE WILL REQUIRE SEPARATE CHECKS FOR LUNCH & STUDENT FEES

\*\*\*ATHLETIC PASSES FOR ADULTS AND STUDENTS WHO ATTEND MES AND ST. PAUL WILL REQUIRE A SEPARATE CHECK

\*\*\*PLEASE MAKE CHECKS PAYABLE TO LITTLE WOLF HIGH SCHOOL OR LWHS

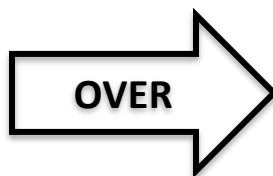
**HIGH SCHOOL FEES**

<b>Fees for Every Student:</b>			
	<b>District Fee</b>	<b>\$20.00</b>	
	<b>Junior Class Of 2022</b>	<b>\$10.00</b>	
	<b>Sophomore Class Of 2023</b>	<b>\$ 5.00</b>	
	<b>Freshman Class Of 2024</b>	<b>\$ 5.00</b>	
<b>Student Parking Permits:</b> New permit required each school year.	<b>Required for all vehicles parked in the student parking lot</b>	<b>\$10.00</b>	
<b>Snowmobile Parking Permits:</b> New permit required each school year.	<b>Required to park on school premises</b>	<b>\$ 5.00</b>	

<b>Optional Fees:</b>			
	Student Athletic Pass	\$ 5.00	
	Yearbook (personalization is extra) This price reflects yearbooks purchased prior to 10/31/20	\$50.00	
Sports Fees:	Student Max \$75 / Family Max \$150	\$30 Per Sport	
<b>PLEASE LIST THE SPORTS BEING PAID FOR:</b>	<b>FALL SPORT</b> _____ <b>WINTER SPORT</b> _____ <b>SPRING SPORT</b> _____		

**FOOD SERVICE PRICES**

Lunch Fee	Day - \$3.00	Week - \$15.00	
Milk	Day - \$0.40	Week - \$ 2.00	
Reduced Lunch Fee	Day - \$0.40	Week - \$ 2.00	
Breakfast Fee	Day - \$1.50	Week - \$ 7.50	
Reduced Breakfast Fee	Day - \$0.30	Week - \$ 1.50	
		TOTAL:	\$



**ADDITIONAL FEES STUDENTS MAY HAVE THROUGHOUT THE YEAR DEPENDING ON ACTIVITIES/PROJECTS.**  
 (THESE FEES WILL BE CHARGED FOR AS ACTIVITIES/PROJECTS PRESENT, PLEASE DO NOT INCLUDE WITH YOUR REGISTRATION FEES)

Band	Instrument Rental	\$30.00
Wildlife	Taxidermy – Optional Project	\$10.00 - \$30.00
Plants, Animals & You	White T-shirt (student purchases)	Varies
Animal Science	Supply List Available in July	Varies
Senior Art	Price Based on Chosen Project	Varies
CAPP English	\$100/credit	\$300
<b>If student qualifies for free/reduced lunch</b>	\$50/credit	\$150

All forms and the student handbook are available on the LW Jr./Sr. HS home page. Forms will also be available at registration. At **registration on August 4**, students will get their pictures taken, we will be collecting fees and lunch money, selling student athletic passes, and yearbooks.

At **Open House on September 2**, students will be able to put supplies in their lockers and walk around the building. Reminder, this is not registration.

***We look forward to seeing you at the Little Wolf High School Registration and Open House!***



STUDENT NAME: \_\_\_\_\_

GRADE \_\_\_\_\_

- **August 4 - 9:00 am 7:00 pm** – Registration & Picture Day, 6-8 grade students at Manawa Elementary School Commons, pictures in the gym  
(All students must register prior to the first day of school)
- **September 2 – 3:30 pm – 6:30 pm** - Open House (This is not registration, please register on August 4)
- **September 8** - First day of school
- **September 18** - Picture Retake Day
- **June 4, 2021** - Last Day of School

\*\*\*IF PAYING BY CHECK, WE WILL REQUIRE SEPARATE CHECKS FOR LUNCH & STUDENT FEES

\*\*\*ATHLETIC PASSES FOR ADULTS AND STUDENTS WHO ATTEND MES AND ST. PAUL WILL REQUIRE A SEPARATE CHECK

\*\*\*PLEASE MAKE CHECKS PAYABLE TO MANAWA MIDDLE SCHOOL

**MIDDLE SCHOOL FEES**

<b>Fees for Every Student:</b>			
	<b>District Fee</b>	<b>\$20.00</b>	
	<b>Class of 2025</b>	<b>\$ 5.00</b>	
	<b>Class of 2026</b>	<b>\$ 5.00</b>	
	<b>Class of 2027</b>	<b>\$ 5.00</b>	
<b>Snowmobile Parking Permits:</b> New permit required each school year.	<b>Required to park on school premises</b>	<b>\$ 5.00</b>	

<b>Optional Fees:</b>			
	Student Athletic Pass	\$ 5.00	
	Yearbook	\$12.00	
Sports Fees:	Student Max \$30 / Family Max \$150	\$15 Per Sport	
<b>PLEASE LIST THE SPORTS BEING PAID FOR:</b>	<b>FALL SPORT</b> _____ <b>WINTER SPORT</b> _____ <b>SPRING SPORT</b> _____		

**FOOD SERVICE PRICES**

Lunch Fee	Day - \$3.00	Week - \$15.00	
Milk	Day - \$0.40	Week - \$ 2.00	
Reduced Lunch Fee	Day - \$0.40	Week - \$ 2.00	
Breakfast Fee	Day - \$1.50	Week - \$ 7.50	
Reduced Breakfast Fee	Day - \$0.30	Week - \$ 1.50	
		TOTAL:	\$

**ADDITIONAL FEES STUDENTS MAY HAVE THROUGHOUT THE YEAR DEPENDING ON ACTIVITIES/PROJECTS.**





**THESE FEES WILL BE CHARGED AS ACTIVITIES PRESENT,  
PLEASE DO NOT INCLUDE WITH YOUR REGISTRATION FEES**

<b>PBIS Reward Trips</b>	<b>Costs vary depending on the trip</b>	<b>\$5.00 - \$30.00</b>
<b>Washington D.C.</b>	<b>Price is <b>approximate</b></b>	<b>\$1,100.00</b>

All forms and the student handbook are available on the LW Jr./Sr. HS home page. Forms will also be available at registration. At **registration on August 4**, students will get their pictures taken, we will be collecting fees and lunch money, selling student athletic passes, and yearbooks.

At **Open House on September 2**, students will be able to put supplies in their lockers and walk around the building. Reminder, this is not registration.

***We look forward to seeing you at the Manawa Middle School Registration and Open House!***





**Students choosing to excel; realizing their strengths.**

**To:** Board of Education  
**From:** Carmen O'Brien  
**cc:** Dr. Melanie Oppor  
**Date:** 7/20/2020  
**Re:** 2020-21 Student Accident Insurance

---

June memo

**Recommendation:**

*I recommend purchasing student accident insurance from Berkley Accident and Health through the First Agency.*

**Rationale:**

*I was contacted by First Agency in February 2020 about receiving a quote for student accident insurance by John Griesbach, the area vice president. The quote was an annual fee of \$1,950. First Agency is a Gallagher Company and is in Kalamazoo, MI.*

*Our current provider is Student Assurance Services, Inc. in Stillwater, MN. The quote remains the same as it has been for multiple years, \$3.75 per student. Currently, we have 634 students putting the fee at \$2,377.50. Due to the shortened 2019-20 school year, Student Assurance is offering a \$243.75 rate credit putting the total for 2020-21 at \$2,133.75.*

*Families that have tried to make claims from Student Assurance have indicated that this is not an easy company to work with. Due to this and the lesser cost, I believe that changing to Berkley is in the best interest of the School District of Manawa.*

**Update July 7, 2020:**

**Recommendation:**

I change my recommendation to Student Assurance. In the table below, I believe Student Assurance offers our families better coverage benefits and ultimately costs the District less.

**Rationale:**

Student Assurance Services lowered their cost by \$0.50 per student after discovering that the District was looking at another provider, a cost savings of \$317. They also include a rate credit and will remove the \$250 deductible for the all-pupil coverage. The First Agency covers higher costs for hospital room and board and physician visits. Student Assurance covers higher costs for ambulance services and durable medical equipment. Student Assurance has dropped the \$250 deductible and is \$133.25 less for the annual premium. See below for a comparison.

	<b>First Agency</b>	<b>Student Assurance</b>
Annual Premium	\$1,950	\$3.25 per student (634 students) \$2,060.50 Less \$243.75 credit \$1,816.75
Accident Medical Expense	\$25,000	\$25,000
Dental Sub-limit	\$5,000	\$5,000
Deductible	\$250	\$0
Loss Period	60 days after the date of the accident	60 days after the date of the accident
Ambulance	\$250	\$500
Physician Non-surgical Visits	\$50	\$40
Hospital Room & Board	\$500 per day	\$300 per day
Durable Medical Equipment	\$200	\$300

All non-listed services are equitable.

I contacted the Rosholt School District and Tri-County Area School District as reference checks for First Agency. Neither school had a complaint about First Agency nor did they have much contact with the company.



Carmen O'Brien &lt;cobrien@manawaschools.org&gt;

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**RE: Reminder: Student Accident Insurance Renewal for 2020-2021**

1 message

---

**Sonny Heinrich** <sonnyh@sas-mn.com>  
To: Carmen O'Brien <cobrien@manawaschools.org>

Tue, Jul 7, 2020 at 1:08 PM

Hi Carmen!!

Shoot, I wish I would have known you were looking elsewhere. Not sure if it's too late but I talked to my director who said we can take .50 per student and still include the rate credit. Your 2020-2021 total premium would be \$1,868.75. We would also be willing to remove the \$250 Deductible and change to No Deductible for your All-Pupil Coverage.

Please let me know if this could still be considered. I would like to continue doing business with your school district!!

Sincerely,

*Sonny Heinrich, Regional Representative*

*Student Assurance Services, Inc.*

*P.O. Box 196*

*Stillwater, MN 55082*

*Phone: (800) 328-2739*

*Email: [sonnyh@sas-mn.com](mailto:sonnyh@sas-mn.com)*

---

**From:** Carmen O'Brien <cobrien@manawaschools.org>  
**Sent:** Tuesday, July 7, 2020 11:29 AM  
**To:** Sonny Heinrich <sonnyh@sas-mn.com>  
**Subject:** Re: Reminder: Student Accident Insurance Renewal for 2020-2021

Hi, Sonny!

I am recommending to the BOE that we purchase Student Accident Insurance from a different vendor simply for cost reasons. Please feel free to send me a bid for the 2021-22 school year.

Thank you, Carmen

On Thu, Jun 25, 2020 at 10:29 AM Sonny Heinrich <[sonnyh@sas-mn.com](mailto:sonnyh@sas-mn.com)> wrote:

Good Morning Carmen,

I just wanted to send you a friendly reminder about sending in Manawa's Student Accident Insurance renewal application for the 2020-2021 school year.

**Again, If there are any cancellations or changes to the 2020-2021 school year due to COVID-19, Student Assurance Services does have a plan in place regarding your policy and will address those changes when they are determined.**

Please feel free to email me your renewal application. This helps me with administering policy forms and binding your plan without any gaps in coverage.

If you have any questions/concerns or need another renewal packet, please contact me immediately.

Sincerely,

*Sonny Heinrich, Regional Representative*

*Student Assurance Services, Inc.*

*P.O. Box 196*

*Stillwater, MN 55082*

*Phone: (800) 328-2739*

*Email: [sonnyh@sas-mn.com](mailto:sonnyh@sas-mn.com)*


--

Carmen O'Brien  
Business Manager  
School District of Manawa  
Manawa, WI  
[cobrien@manawaschools.org](mailto:cobrien@manawaschools.org)

(920) 596-5332

"All things are difficult before they are easy." - Thomas Fuller

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 **Manawa (Revised).pdf**  
116K



Book	Policy Manual
Section	0000 Bylaws
Title	BYLAWS AND POLICIES
Code	po0131.1
Status	Active
Adopted	April 25, 2016
Last Revised	December 18, 2017

#### 0131.1 - **BYLAWS AND POLICIES**

The Board of Education shall adopt bylaws and policies for the organization and operation of this Board. Such policies are to include those needed to meet the education standards established by Wisconsin Statute.

Bylaws and policies not dictated by the statutes or rules of the Department of Public Instruction or ordered by the State Superintendent of Public Instruction or a court of competent authority may be adopted, amended, and repealed at any meeting of the Board.

Adoption of new or revised policies, as well as the deletion of policies, is solely the responsibility of the Board. Recommendations for new or revised policies shall be brought to the Board for consideration at two (2) scheduled Board meetings. At the first meeting, the Board shall discuss the proposed policy and offer any suggested changes. At a subsequent meeting the Board may vote on the adoption of the policy, including any amendments approved by the Board.

On matters of unusual urgency, and following a Board vote to waive the two (2) meeting process, a new proposed policy may be introduced and acted upon at the same meeting. Policy revisions that include only stylistic or minor content changes may be adopted at the same meeting initially presented.

Bylaws and policies shall be adopted, amended, repealed, or suspended by a majority vote of the Board.

The Board may adopt, amend, or repeal rules of order for its own operation by simple resolution of the Board passed by a majority of those present and voting.

The adoption, modification, repeal, or suspension of a Board bylaw or policy shall be recorded in the minutes of the Board. All bylaws and policies shall be included in the Board policy manual.

The District Administrator is authorized to review and make technical corrections to policies that have already been adopted through normal rulemaking procedures. Technical corrections are those corrections to policy language or construction that do not reflect a policy decision or substantive consideration by the Board, such as correction of a typographical or grammatical error, inclusion or correction of a statutory citation, renumbering of sections, combining of policies, or similar actions. The District Administrator shall inform the Board of any such changes at the next regular Board meeting.

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Last Modified by Kayla Reichley on September 6, 2019



## School District of Manawa

To: Board of Education  
From: Dr. Melanie J. Oppor  
Date: July 16, 2020  
Re: Professional Educator Handbook Updates

Page	Change
Cover	Correction of district website to: <a href="http://www.manawaschools">www.manawaschools</a>
13	<b>6. District Safety Plan</b> The District has standardized <del>lockdown-emergency</del> procedures for use when the situation requires emergency safety measures. Each professional educator should know exactly what the <del>lockdown-emergency</del> procedures are and where the <del>lockdown-emergency</del> procedures are located for the assigned classroom or work location. Employees must follow the prescribed procedures during any emergency drill or situation.
16	A Wisconsin tuberculosis (TB) risk assessment questionnaire screening form (if not already reviewed by the District Nurse) and drug test must also be performed by ThedaCare at Work. The results of the testing must be submitted to the District Administrator before the effective date of employment.
19	School Closing
23	b. The evaluating administrator will review the Educator Effectiveness Project evaluation data and professional file as maintained in the district office for each teacher in the elementary divisional level (4K-5) and at the secondary (gr. 6-12) by department. The principal shall make recommendations with supporting documentation to the District Administrator as to effectiveness of the teaching staff. The decision will be based on the preponderance of the evidence. (See TPES Guidebook.)

### 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

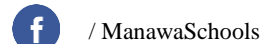
Phone: (920) 596-2524  
Fax: (920) 596-2655

### Manawa Elementary

800 Beech Street  
Manawa, WI 54949

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

### ManawaSchools.org







## School District of Manawa

27	<del>An annual election for the 2018-19 school year is made with an October 1 through June 30 benefit period. Beginning in the 2019-20 school year, An annual election is made with a July 1 through June 30 benefit period.</del>
28	Paid leave may be taken in one <b>quarter</b> hour increments.
30	<b><u>Giftng of Sick Leave</u></b> An employee may choose to gift sick leave days to another employee who has exhausted existing sick leave and who is personally experiencing a catastrophic illness or accident. A catastrophic illness or accident is a severe illness/accident requiring prolonged hospitalization or recovery. Examples would include coma, cancer, leukemia, heart attack or stroke. These illnesses or accidents usually involve high costs for hospitals, doctors and medicines and may incapacitate the person from working, creating a financial hardship. An employee with ten (10) or fewer sick days remaining in his/her own sick leave bank shall not be permitted to gift sick leave days. <b>An employee may gift up to three sick days. Days will be gifted in the order in which they are donated in the Skyward system. Any unused days will be returned to the donor on or before June 30<sup>th</sup>.</b>

---

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/ ManawaSchools



/ ManawaSchools



**Students choosing to excel; realizing their strengths.**

# Professional Educator Handbook

*Approved by the Manawa Board of Education on August 19, 2019*

*Revised on Aug. 17, 2015*

*Revised on March 14, 2016*

*Revised on February 20, 2017*

*Revised on May 21, 2018*

*Revised on August 5, 2019*

*Revised on July 16, 2020*

**School District of Manawa  
800 Beech Street  
Manawa, WI 54949**

**920-596-2525**

**[www.manawaschools](http://www.manawaschools)**

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# School District of Manawa

## Students Choosing to Excel, Realizing their Strengths

### **Mission Statement:**

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

### **Vision Statement:**

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

### **Guiding Principles Grouped by Core Values:**

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

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# I. INTRODUCTION

## A. WELCOME

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

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

This *Professional Educator Handbook* has been written to provide information and guidance to faculty members. Given the reality of a complex, ever-evolving organization, the information in this handbook is not all-inclusive. We recognize that employees are bound to have many questions relating to their specific position or responsibilities. You are encouraged to direct any specific inquiries you may have to the District Administrator or your immediate supervisor.

## B. DISCLAIMER

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

Violations of the terms of the *Professional Educator Handbook*, policies, regulations, or guidelines may result in disciplinary action, up to and including, termination of employment.

This *Professional Educator Handbook* supersedes any and all previous handbooks, statements, policies and administrative guidelines, rules, or regulations given to employees, whether verbal or written.

This Handbook is not all-inclusive of the information for which faculty members are responsible for knowing and following. Additional publications that faculty members should follow include, but are not limited to, Board policies and guidelines, the *Teacher Performance Evaluation* (TPE) document, building bulletins and handbooks, the Mentoring Handbook, administrative announcements, and curriculum guides.

## II. EMPLOYMENT POLICIES

### A. ANTI-HARASSMENT POLICY

The School District of Manawa is committed to maintaining and ensuring a working environment that is free of harassment or intimidation. The District will not tolerate any form of harassment, including sexual harassment, and will take all necessary and appropriate action to eliminate it. *(See Policy 3362.)*

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

920-596-2524

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

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

920-596-2524

[cobrien@manawaschools.org](mailto:cobrien@manawaschools.org)

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

### B. COMMUNICATIONS AND SUGGESTIONS

The District values the comments and suggestions of its employees concerning work methods and operations. Employees should follow the chain of command by bringing the concern or idea forward to his/her immediate supervisor/evaluator.

## **C. CONFLICT OF INTEREST AND ETHICAL STANDARDS**

Professional educators are expected to maintain high standards of honesty, integrity, impartiality, and professional conduct. Further, professional staff members are expected to perform their duties in a manner free from conflict of interest pursuant to §19.59 and § 946.13 Wisconsin Stats.

## **D. DRUG-FREE WORKPLACE**

The District seeks to provide a safe, drug and tobacco-free workplace for all of its employees. The manufacture, distribution, dispensation, possession, or use of tobacco, alcohol, inhalants, controlled substances, substances represented to be such (i.e. fake or look-alike substances), or unauthorized prescription medication, is prohibited on school premises, in school vehicles, or at school activities. In addition, the District will not condone the involvement of any employee with illicit drugs, even where the employee is not on District premises. Employees of the school system shall not possess, use, be under the influence of, or distribute any illegal drug, unauthorized prescription medication or alcoholic beverage as defined in Wisconsin Statutes while on school premises, during working hours or while responsible for chaperoning students on school-sponsored trips. Any employee who possesses, uses, or distributes any illegal drug, unauthorized prescription medication or alcoholic beverage on school premises, during working hours or while responsible for chaperoning students on a school-sponsored trip may be disciplined, up to and including termination of employment. All school employees shall cooperate with law enforcement agencies in investigations concerning any violation of this provision.

As a further condition of employment, an employee who is engaged in the performance of a federal grant shall notify the District Administrator of any criminal drug statute conviction for a violation occurring in the workplace no later than three days after such conviction. Within ten days of receiving such notice – from the employee or any other source – the District shall notify the federal granting agency of the conviction. 41 U.S.C. 702(a)(1)(D).

After receiving notice from an employee of a conviction for any drug statute violation occurring in the workplace, the District shall either (1) take appropriate personnel action against the employee, up to and including termination of employment, or (2) require the employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health agency, law enforcement agency, or other appropriate agency. 41 U.S.C. 703 [This notice complies with notice requirements imposed by the federal Drug-Free Workplace Act (41 U.S.C. 702)].

## **E. EQUAL EMPLOYMENT OPPORTUNITY**

The 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*)

## **F. IMMIGRATION LAW COMPLIANCE**

The District is committed to employing only United States citizens and aliens who are authorized to work in the United States. Therefore, in accordance with the Immigration Reform and Control Act of 1986, employees must complete an I-9 form before commencing work and at other times prescribed by applicable law or District policy.

## **G. OUTSIDE ACTIVITIES OF STAFF**

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

## **H. PERSONNEL FILES**

It is critical to effective human resource management and necessary for satisfaction of legal obligations that the Board maintains accurate personnel records. If an employee has a change in any of the following information, the employee is expected to contact the Payroll Office as soon as possible:

1. Legal name
2. Home address
3. Primary telephone number
4. Emergency contact
5. Marital status
6. Change of beneficiary
7. Exemptions (W-4 Tax Form)

Any access granted for review and inspection of a personnel file must be completed in accordance with state law. The District shall maintain personnel records of employees and grant access to inspect or review those records as provided for in §103.13 Wis. Stats.

If there is any disagreement with the content or information contained in an employee's personnel record, the employee will follow the process established to either have a correction made to the information in question or to have the content in question removed from the file.

## **I. POLITICAL ACTIVITIES OF STAFF**

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

## **J. CIVIC ACTIVITIES OF STAFF**

Developing a sense of civic engagement and promoting a democratic society is at the heart of public education. Staff is encouraged to promote civic education.

# **III. EMPLOYMENT CONDITIONS**

## **A. EMPLOYEE EXPECTATIONS**

### **1. Attendance**

The District expects employees to make every effort to be present for work. Employees are expected to adhere to their assigned schedule. In order for the District to operate effectively, employees are expected to perform all assigned duties. Teachers are professionals with a unique set of skills and competencies. They shall be present for the students they teach or supervise and shall organize their schedules to satisfy the demands of their profession. When leaving the school premises, they shall sign out in the school office.

Employees who are unable to report to work shall follow the procedures for reporting his/her absence and obtaining a substitute. Any time spent not working during an employee's scheduled day must be accounted for in the substitute assignment system. The District monitors attendance and absence patterns. Theft of time and/or improper modification of time worked records will be investigated and will result in disciplinary action up to and including termination. Failure to notify the District of an absence and failure to report to work on such day could result in disciplinary action up to and including termination. Failure to return to work the day following the expiration of an authorized leave of absence may result in termination of employment.

## **2. Background Checks for Employment**

Anyone applying for a position in the District is required to file in writing, in advance of employment on forms provided by the District, a statement identifying whether the applicant:

- a. Has been convicted of a misdemeanor or felony in this state or any other state or country; and
- b. Has been dismissed or non-renewed, or has resigned from employment in-lieu-of a potential dismissal or non-renewal, for any of the following causes: failure to meet a district's performance expectations, incompetence, inefficiency, neglect of duty, potentially illegal conduct, unprofessional conduct, or insubordination.

Knowingly falsifying or omitting information shall be sufficient grounds for termination of employment.

Additionally, anyone applying for any position shall be required to agree to the release of all records to the Board for examination for the purpose of verifying the accuracy of background and criminal violation information. Employment will be offered pending the return and disposition of such background checks. All offers of employment are contingent upon the results of such checks.

## **3. Child Abuse Reporting Requirement**

Wisconsin Statutes 48.981 requires all school district employees to report cases of suspected child abuse or neglect. Each professional educator employed by the District who has reasonable cause to suspect child abuse or neglect shall be responsible for reporting immediately every case, whether ascertained or suspected, of abuse or neglect resulting in physical or mental injury to a student by other than accidental means. The professional educator shall immediately notify the appropriate administrator according to the District's Reporting Procedure for Student Abuse or Neglect and be responsible for contacting the appropriate authorities (Manawa Police Department, 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.

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

## **4. Confidentiality**

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

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

### **5. Copyright**

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

### **6. District Safety Plan**

The District has standardized emergency procedures for use when the situation requires emergency safety measures. Each professional educator should know exactly what the emergency procedures are and where the emergency procedures are located for the assigned classroom or work location. Employees must follow the prescribed procedures during any emergency drill or situation.

### **7. Identification Badge**

In order to maintain a safe, secure environment, all employees are required to have their photographs taken and to wear the District-issued identification badge during the work day and at District functions when serving in a rework-related role.

### **8. District Property**

The District may supply an employee with equipment or supplies to assist the professional educator in performing his/her job duties. All employees are expected to show reasonable care for any equipment issued and to take precautions for theft.

Employees may not utilize District property for personal use or gain. Limited use of telecommunications equipment, computer equipment, software, and minimal duplication-for-a-fee copy machine use are exceptions when used appropriately and do not interfere with the work responsibilities of the professional educator.

Any equipment, unused supplies, or keys issued must be returned prior to the professional educator’s last day of employment, including, but not limited to employee identification badges, parking permit, keys, and the key fob for building entry.

### **9. Emergency Drills**

Every school conducts emergency drills in accordance with state law. All employees present in a building at the time of an emergency drill are required to participate in the drill.

### **10. Equipment Disposal or Relocation**

All District-owned equipment intended to be moved to another building site or declared surplus for disposal purposes must first be approved by the principal for such change in use. An “Equipment Disposal/Relocation Request Form” must be submitted to and approved by the principal before any change is made. Classroom or building inventories should be adjusted accordingly.

### **11. False Reports**

Employees may be disciplined for filing false reports or statements including, but not limited to, the following: accident reports, attendance reports, insurance reports, investigatory interviews, physician’s

statements, pre-employment statements, paid leave requests, student records, tax withholding forms, and work reports.

## **12. Homework**

Professional educators must be familiar with and abide by the District's policy and administrative guidelines regarding the assignment of homework to students. (*Policy 2330*)

## **13. Information Technology**

The Manawa Board of Education has established policies that specify the rules for employee use of District-owned technology as well as personally-owned technology. Professional educators are expected to know and abide by the District's policies and administrative guidelines related to use of technology.

Users of the District's information technology should have no expectation of privacy in the content of their personal files and records of their online activity while on the District's network.

## **14. Injuries to Employees**

Professional educators are covered under Workers Compensation Insurance (Section 102.31, Wis. Stats.). In accordance with District policy, any work-related injury must be reported to the school office immediately so that proper reports may be filed for medical/hospital bills as well as claims for time off from work due to the injury. Failure to report an injury may jeopardize an employee's claim for payment of medical bills, disability claims, and/or back wages. Injuries sustained while on the job may not be covered under an employee's personal health insurance. It is the employee's responsibility to file injury reports with the school office within 24 hours of the event; the District assumes no responsibility for filing such reports.

## **15. Injuries to Students**

Professional educators are responsible for reporting any student injury to the school office immediately. Each school's procedures for first aid, medical assistance, emergency assistance, parental contact, and appropriate written reports will be followed within 24 hours of the event.

## **16. Legal Actions Involving Employees**

Every professional educator shall notify his/her principal as soon as possible, but no more than three calendar days after any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of the employee for any felony or misdemeanor, or any offense involving moral turpitude.

The requirement to report an arrest, indictment, conviction, no contest or guilty plea, or other adjudication shall not apply to minor traffic offenses. However, an offense of operating under the influence, revocation or suspension of license, and driving after revocation or suspension must be reported if the employee drives or operates a District vehicle or piece of mobile equipment or transports students or staff in any vehicle. Failure to report under this section may result in disciplinary action, up to and including termination of employment. Such report shall be made as soon as possible, but in no circumstance more than three calendar days after the event giving rise to the duty to report. The District may conduct criminal history and background checks on its employees. An arrest, indictment, conviction, no contest or guilty plea, or other adjudication shall not be an automatic basis for termination of employment. The District shall consider the following factors in determining what action, if any, should be taken against an employee who is convicted of a crime during employment with the District:

- a. the nature of the offense;
- b. the date of the offense;
- c. the relationship between the offense and the position to which the employee is assigned.

Nothing herein shall prohibit the District from placing an employee on administrative leave based upon an arrest, indictment, or conviction.

### **17. Licensure/Certification**

The term “teacher” means any person who is required to hold a certificate issued by the Department of Public Instruction (e.g., classroom teachers, librarians, counselors, etc.).

Evidence of such legal authority to teach must be filed with the District Administrator prior to the effective date of any teaching appointment.

All matters related to obtaining and renewing a teaching license or certification is the professional educator’s personal responsibility. Each professional educator who is required to be licensed or certified by law must provide the District with a copy of his/her current license or certificate to be maintained in his/her personnel file. Professional educators are expected to know the expiration date of their license/certification and meet the requirements for re-licensure or certification in a timely manner. A teaching contract with any person not legally authorized to teach the named subject shall be void. All teaching contracts shall terminate if, and when, the employee’s authority to teach terminates, and no person shall be employed with an expired license. Employees shall maintain the licenses that are in effect upon hire. If a teacher changes his/her certification with the Department of Public Instruction, he/she must immediately notify the District Administrator in writing.

### **18. Operation of District Vehicles**

All professional educators who drive a District vehicle must provide proof of a valid driver’s license. Continued use of District vehicles is contingent on following the rules and procedures for using District vehicles. Professional employees who drive District vehicles must notify his/her principal immediately of any driving citation or conviction of a traffic violation. Principals receiving such notice will immediately notify the District Administrator. Payment for any citations received while driving a District vehicle is the responsibility of the driver. The reporting provision applies to citations or convictions as a result of operating either a District or personal vehicle.

The District completes background checks on all employees that includes 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.

### **19. Operation of Personal Vehicle**

Professional educators who are required to drive their personal vehicle for District business or activities will be reimbursed at the IRS rate. The employee’s personal insurance shall serve as the first level of coverage. If a professional educator is transporting students in a personal vehicle, the person is required to have the Department of Transportation vehicle inspection form completed and submitted to the District Office prior to transporting students. In addition, a copy of the professional educator’s valid driver’s license and copy of proof of insurance must also be submitted to the District Office. (*Administrative Guideline 8660*)

### **20. Outside Employment**

Outside employment is regarded as employment for compensation that is not within the duties and responsibilities of the professional educator’s regular position with the District. Professional educators shall not be prohibited from holding employment outside the District as long as such employment does not interfere with assigned school duties as determined by the District. The Board expects professional educators to devote maximum effort to the position in which employed. A professional educator will not perform any duties related to an outside job during the additional time that the responsibilities of the District’s position requires; nor will a professional educator use any District facilities, equipment, or materials in performing outside work. When the periods of work are such that certain evenings, days, or vacation periods are duty free, the professional educator may use such off-duty time for the purposes of non-school employment.

### **21. Physical Examination, Drug Test, and Tuberculosis Risk Assessment**

As a requirement for employment and in accordance with section 118.25 of the Wisconsin Statutes, employees will be required to furnish evidence of a physical examination and a Wisconsin tuberculosis (TB)



risk assessment questionnaire screening form. When hired, a professional educator will be given a conditional offer of employment, contingent on evidence that the employee is of sound health and able to perform the essential functions of their job.

The physical examination will be performed by ThedaCare at Work.

A Wisconsin tuberculosis (TB) risk assessment questionnaire screening form (if not already reviewed by the District Nurse) and drug test must also be performed by ThedaCare at Work. The results of the testing must be submitted to the District Administrator before the effective date of employment.

Fitness for Duty: The District may require a physical and/or mental examination at the expense of the District where reasonable doubt arises concerning the professional educator's ability to perform the essential functions of his/her job, and consistent with the limitations imposed by applicable State and Federal law. Failure to comply with this request or failure to provide a doctor's certification of fitness for duties assigned may result in discipline, up to and including, termination of employment.

## **22. Professional Appearance**

Professional educators are expected to be neat and professional in their dress and grooming. When on duty for the District, professional educators are role models for students and are expected to dress in a manner that is consistent with District expectations. Business casual is most appropriate. Casual dress is appropriate for field trips, shop experience, lab experiment, or clean-up which would possibly soil clothing. Employees must get approval from their principal if they feel business casual would not be appropriate for their level or certain activity. Administration will determine when personal protective equipment must be worn. On occasion, there are theme-based school/district sponsored days (ex. Homecoming, Think Pink, Red Ribbon Week, or sports-related days) where exceptions are made to the usual business casual dress.

## **23. Professional Development**

All professional educators are expected to pursue independent and active efforts to maintain high standards of individual excellence. Such efforts shall include keeping current in each specific and applicable area of instruction, Board established curriculum, as well as continuing study of the art of pedagogy. In addition to maintaining high standards of excellence for the students and school, each professional educator will make him/herself available during the contractual year and day to his/her colleagues for assistance, to the District for services beyond those specifically required as part of his/her individual contractual duties, and to the community as a valuable resource.

## **24. Residency**

The District encourages employees to reside within the school district.

## **25. Safety Training**

Professional educators for whom training in the following areas is deemed necessary and appropriate shall be trained as part of the District's safety program:

- a. the control of blood-borne pathogens
- b. the information regarding hazardous chemicals
- c. the use of automated external defibrillators
- d. the control of casual-contact communicable diseases
- e. the control of direct-contact communicable diseases
- f. the use of Cardio-Pulmonary Resuscitation (CPR)
- g. the use of Basic First Aid

Administrators may designate any safety training a condition of continued employment when provided at the District's expense.

## **26. 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.

## **27. Student Supervision**

The District requires each professional educator to maintain a standard of care for supervision, control, and protection of students commensurate with the employee's assigned duties and responsibilities.

## **28. Student Teachers**

The District recognizes its responsibility to assist in the training of future teachers by providing classroom placements for student teachers. Professional educators of the District will comply with the District's rules and procedures for the placement and supervision of student teachers.

## **29. Substitute Teachers**

Professional educators must use the District's procedures whenever a substitute teacher is needed. Student teachers shall not be used as substitutes. Only the sub caller may make arrangements for substitutes, except when a principal must utilize internal substitutes due to an emergency situation or when a professional educator intends to be absent for non-school business for less than a half-day for which the professional educator must make arrangements with a colleague for coverage and notify the principal of the arrangements in advance of the absence. Substitute teachers are directly responsible to the building principal during the time they are assigned to that principal's building. Professional educators are responsible for providing current seating charts, lesson plans, classroom rules, and other information necessary for the orderly and effective operation of the class by the substitute.

Teachers who are asked to substitute for another teacher will receive \$18.00 per class period.

## **30. 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 the June 15<sup>th</sup> payroll.

## **31. Volunteers**

The District encourages community interest and participation in its schools in many ways, one of which is provision for volunteer service by qualified adults in assisting students and teachers in a variety of school and classroom-related activities. Proper utilization of volunteers not only affords personal satisfaction to adults interested in volunteer service, but it also affords increased learning opportunities to students who can benefit from a variety of learning experiences provided by the volunteer under the direction of the professional educator. All volunteers who work directly with students are required to have the District-prescribed annual background check. Special rules apply for teen volunteers.

Designated volunteer programs such as the Senior Tax Exchange Program (STEP) are of particular value to the students of the District. Because of the value of these designated volunteer programs and of volunteers in general, professional educators are expected to support the use of volunteers in their schools, their classrooms, and during school activities. Volunteers are to complete tasks of educational benefit set for them by the professional educators they are assisting. A volunteer is not empowered to independently diagnose student learning needs or prescribe student activities or formally evaluate student work. The latter tasks are reserved for the professional educator responsible for the students.

## **32. Work Spaces**

Professional educators are expected to maintain professional and appropriate work spaces that are consistent with the professional educator's assignment and the District's educational program. Personal items should be kept to a minimum and should never violate District policies or directives. Personal appliances (e.g., coffee makers, refrigerators, microwaves) are not permitted in classroom settings unless there is an educational

rationale and written approval of the principal.

Employees have no expectation of privacy with respect to any item or document stored in or on District-owned property, which includes, but is not limited to, desks, filing cabinets, mailboxes, lockers, tables, shelves, District vehicles, and other storage spaces in or out of the classroom. Accordingly, the District may at any time and in its sole discretion conduct a search of such property, regardless of whether the searched areas or items of furniture are locked or unlocked.

### **33. Work Stoppage**

Professional educators may not engage in, condone, assist, or support any work stoppage strike, slowdown, or sanction, or withhold in full or in part any services to the District. Professional educators who fail to perform their normal duties when so required as part of any action which disrupts the orderly operation of the District will be subject to whatever disciplinary action the District deems appropriate up to and including termination of employment as per State Statute 111.62 Strikes, work stoppages, slowdowns, lockouts, unlawful; penalty.

## **B. EMPLOYEE WORK DAY/HOURS OF WORK**

### **1. Normal Hours of Work**

Certified staff are professional employees as defined by the federal Fair Labor Standards Act and the Wisconsin Municipal Employee Relations Act, § 111.70(1)(L), Wis. Stats.

The typical work day is defined as 7:30 a.m. until 3:30 p.m. (less 30 minutes for lunch).

During the school day professional educators are not to absent themselves from a class while that class is in session (except for legitimate student teacher training purposes), nor should professional educators leave the building earlier than the designated time at the end of the teaching day. Professional educators wishing to deviate from the above regulation must request and receive permission to do so from their building principal before taking leave. Requests should be limited to emergency situations or such instances where the task cannot be completed except during school hours.

### **2. Meetings**

Faculty Meetings: Professional educators are required to attend all mandatory administratively scheduled meetings of the faculty, staff, department/grade level, or other sub-group of employee. Administratively scheduled meetings may begin before the normal workday begins or extend beyond the end of the normal workday. The administration shall attempt to provide reasonable notice of all such meetings. Professional educators who are required to attend administratively scheduled meetings will receive no additional remuneration beyond their regularly paid salary for attending such meetings.

Student Progress Meetings: Professional educators are required to attend individual educational plans (IEP) team meetings, Response to Intervention team (RtI) meetings, parental conferencing meeting or other meetings of similar nature, which are normally conducted at irregular times and are required to attend such events regardless of the date, time, or duration of said meetings. Professional educators who are required to attend such student progress meetings will receive no additional remuneration beyond their regularly paid salary for attending such meetings. Professional educators attending student progress meetings during the work day, including during time designated for planning or preparation, will receive no compensation or additional remuneration beyond their regularly paid salary for attending such meetings.

### **3. Consultation with Parents**

Each teacher shall consult with parents so that parents recognize the important role they play in shaping the attitudes of their children and assume greater responsibility for the performance of their children and for the

excellence of our schools. Such consultation may be in the form of phone contacts, home visitations, progress reports, in-person appointments, etc., in addition to scheduled parent/teacher conferences and open houses at which attendance is mandatory except for professional educators who have received permission from their principal due to being engaged in other school activities scheduled at the same time.

#### **4. Emergency School Closing**

When inclement weather, other emergencies, or special situations require a delayed start or the closing of school for the day, professional educators are responsible for obtaining the revised work day information from the District website or District-designated media. Professional educators shall not report to work, nor shall their compensation be affected for such times, when school is closed unless otherwise directed by the administration in unique situations for which time compensation shall be provided.

In the event it is necessary to provide an unscheduled early release, professional employees will be informed of the situation by the administration. Professional educators shall leave during such emergencies and shall not have their compensation affected. When school is closed early due to inclement weather, teachers shall be excused to leave as soon as the busses have departed.

The District Administrator shall make the decision regarding emergency closings. Make-up time for emergency closures shall be in keeping with state statute and shall be at the discretion of the Board. Professional educators shall not receive additional compensation in the event the District requires missed day(s)/time to be made up with or without students.

#### **5. School Calendar**

The Board will publish a calendar which reflects One Hundred Eighty-Eight (188) work days.

### **C. EMPLOYEE RESPONSIBILITIES**

#### **1. Access to Students**

Professional educators are responsible for making themselves available in their classrooms or work areas to students in the morning prior to the start of classes and after classes end at the conclusion of the student day. This access is intended to provide time for students who need remedial, make-up, or enrichment assistance to work with their teachers or other education professionals and is within the normal work day of salaried professional educators.

#### **2. Attendance at School Events**

Professional educators are required to attend all mandatory, administratively-required school events. These events, though not limited by enumeration, may be an open house, music program, art show, and/or other school or district events that occur after the normal work day. Professional educators who have a co-curricular conflict or other professional conflict may be excused at the discretion of their principal as long as such arrangements are made at least 24 hours in advance. The missed time may be required to be made up.

#### **3. Curriculum Development**

In addition to each professional educator's individual responsibility for developing the scope, sequence, and lessons for his/her teaching assignment in accordance with the Board-approved curriculum, every professional educator has the responsibility to participate in curriculum development for the District as part of a curriculum committee, grade level/departmental team, work group, or individual task. Each professional educator has the obligation to participate in ongoing curriculum committee work and is expected to contribute professionally to curriculum committee activity and to attend meetings as scheduled.

The District will maintain and publish a curriculum development schedule that may include, but is not limited to, an ongoing cycle that includes an outside audit, a curriculum rewrite process, and a textbook/resources process, or any other components deemed appropriate by the District for each curriculum area, grade-level, department, program, or other grouping determined by the District.

Each professional educator is assigned to a particular curriculum committee and is obligated to participate in the curriculum development and rewrite process as deemed appropriate by the District. Teachers perform designated curriculum projects under the direction of the Curriculum Director and shall be paid the Board approved stipend. Teachers shall be paid upon approval of the entire scope of work by the Board.

Individual curriculum work outside of the regular cycle of curriculum development and rewrite, above and beyond the normal scope and sequence and lesson planning for which each professional educator is personally responsible for his/her teaching assignment, may be authorized by the District at the sole discretion of the District. The District may invite curriculum projects to be proposed by individuals, groups, committees, departments of the faculty, or administrators. The District will announce the criteria for approval and determine, in its sole discretion, the projects that are approved and conditions for such approval. Compensation for professional educators of approved non-cycle curriculum development and rewrite work, often referred to as R & D summer curriculum projects, shall be paid the Board approved stipend upon Board approval of the curriculum documents.

Every professional educator also carries the professional responsibility to update and improve semester outlines and units of study for courses and classes personally taught as part of their regular salaried position. Each professional educator is expected to develop written materials within an approved format and to submit copies of these materials as directed by his/her principal.

#### **4. Professional Duties**

The District recognizes that each professional educator performs many duties not directly related with the regular classroom teaching assignment or other professional assignment nor specifically itemized in the position assignment. Professional duties are those considered to be part of the professional educators traditional workday and include, but are not limited to the following enumerated duties. The District, at its sole discretion, may add to or change this list.

- a. The assignment itself;
- b. Faculty meeting attendance and participation;
- c. District-level committee attendance and participation;
- d. School-level committee attendance and participation;
- e. Varied ad hoc committees on which professional educators have traditionally served;
- f. Open house(s) as scheduled;
- g. Parent conferences as scheduled;
- h. Implementation of discipline plans, IEPs, 504 plans, RtI plans, ELL plans, G/T plans or other student assistance/accommodation plans as determined appropriate by the District;
- i. Supervision of students assigned during the workday (i.e., hallway, detention, to lunch or midday recess);
- j. Letters of recommendation for students except in cases where the student's performance would result in a negative response;
- k. Daily check of mailbox, minimally before school and in the afternoon;
- l. Daily monitoring of and response to email and voicemail;
- m. Summer monitoring of and response to email;
- n. Adherence to deadlines for submission of information and data to administration;
- o. Written/electronic lesson plans developed in advance in accordance with District format and expectations;
- p. Professional sharing of information obtained from workshop/conference attendance, site visit,

school meeting, or District meeting.

## **5. Professional Growth**

All professional educators shall engage in independent and active efforts to maintain high standards of individual excellence. Such efforts shall include keeping current in each specific and applicable area of instruction, Board established curriculum, as well as continuing study of the art of pedagogy. In addition to maintaining high standards of excellence for the students and school, each professional educator will make him/herself available during the contractual year and day to his/her colleagues for assistance, to the District for services beyond those specifically required as part of his/her individual contractual duties, and to the community as a valuable resource.

## **D. EMPLOYEE PERFORMANCE AND EVALUATION**

**Staff have the privilege to bring representation of choice when meeting with an administrator.**

### **1. Employee Evaluation**

The District views employee evaluation as an ongoing process for the purpose of improving organizational performance and assessing individual performance of employees. The process for employee evaluation is specified in the *Teacher Performance Evaluation Guide* which is shared annually with all professional educators. The District, at its sole discretion, may revise the *Teacher Performance Evaluation Guide* at any time. Any evaluation process must comply with all applicable state and federal laws and regulations. During an employee's first three (3) years in the District he/she shall be evaluated a minimum of two (2) times annually.

### **2. Employee Discipline**

The Board of Education reserves the right to and the responsibility to manage the District's employees. The District Administrator or his/her designee may issue discipline or recommend termination of employment to the Board of Education, if necessary, consistent with the requirements of any applicable policy, procedure, rule or regulation as well as state and federal law. Staff has the privilege to bring representation of choice when job performance with supervisor is to be discussed. A professional educator may be disciplined for violations of Board policy or for other failure to meet the expectations and obligations of their position. No employee may be subject to arbitrary or capricious disciplinary action.

Disciplinary action will normally follow a progressive discipline model that is designed to correct inappropriate conduct on the part of employees. Progressive discipline will generally progress as follows with documentation placed in the employee file:

- a. Oral reprimand,
- b. Written warning;
- c. Suspension, the length of which is determined by the administration to effect the corrective goal of discipline;
- d. Termination.

As long as it is not arbitrary and capricious, the District Administrator may skip one or all steps in the progressive discipline model whenever the District Administrator deems that the severity of the offense merits it. Any professional educator who is suspended without pay or termination of employment shall be given written notice of the reasons for such action. A copy of such notice shall be made a part of the professional educator's personnel record. Instances of discipline are subject to the employee grievance procedure.

## **E. EMPLOYEE STATUS**

### **1. Employee Definitions**

Regular Employees: Regular Employees are defined as professional educators whom the District considers continuously employed, working either a fiscal or school year, until the District, at its discretion, changes the status of the employee.

Regular Full-time School Year Employee: A regular full-time school year employee is defined as a professional educator who is scheduled to work at least 7 hours per day on a regular basis for at least a 180-day school year.

Regular Part-time School Year Employee: A regular part-time school year employee is defined as a professional educator who is scheduled to work less than 7 hours per day on a regular basis for at least a 180-day school year or works less than the 180-day school year.

Exclusions: A regular full-time or regular part-time employee does not include student, substitute, temporary, or summer school employees.

Summer School Employees: A summer school employee is defined as a professional educator who is hired to work for the District during the summer school session. Summer school session is defined as the supplemental educational program offered for District students pursuant to Department of Public Instruction rules and regulations.

The District will employ professional educators by issuing Individual Teaching Contracts to each professional educator. The Individual Teaching Contracts must be signed and returned to the District Office no later than the stated deadline in order to become a valid contract for the succeeding year.

The non-renewal of Individual Teaching Contracts shall be governed by § 118.22, Wis. Stats.

### **2. Determination of Assignments**

The Board will employ teachers by issuing Individual Teaching Appointments to each teacher on or before March 15 each year. The Individual Teaching Appointments must be signed and returned to the District Office by law on or before June 15 of the same calendar year in order to become a valid appointment for the succeeding year.

The District Administrator is responsible for the assignment of all professional educators in conformance with any legal requirements or certification requirements. Employees may express in writing to the District Administrator or his/her designee their preference of school, grade level or subject. After assignments are issued changes may have to be made due to late staff changes, grade level or school population changes, the final development of class schedules, enrollment changes in specific classes, budgetary/financial adjustments, computer failure, or other factors uncertain when the initial assignment was made. In all cases the decision of the District Administrator and approved by the Board of Education shall be final as to the assignment of professional educators.

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

### **3. Transfers**

Professional educators interested in transferring from one position to another will apply in writing to the District Administrator according to procedures provided in the vacancy announcement. Consideration will be given to such applications, and all transfer applicants shall receive a written response when the position is filled.

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

Prior to an involuntary transfer to another grade level, department, program, or school, the professional educator shall be consulted by the District Administrator or his/her designee at which time the reason for consideration of the change in assignment will be explained. If an involuntary transfer of assignment is made, written notification will be made to the professional educator when the administrative decision is finalized.

Assignments shall be made in accordance with Policy 3130 – Assignment and Transfer. In all cases the decision of the District Administrator and approved by the Board of Education shall be final as to the assignment of professional educators.

#### **4. Reduction in Staff**

The Board of Education reserves the right to reduce the number of positions (full layoff, or the number of hours in any particular position (partial layoff), as it determines is necessary for the continued operation of the District's educational program in an efficient and effective manner. Such staff reductions will be made in compliance with policy. In deciding which position(s) to reduce or eliminate, as well as the individuals affected, the Board shall act in what it determines is in the best interest of the students and the District.

The non-renewal procedures (for teachers) of Section 118.22, Wis. Stats., do not apply to layoffs.

No professional educator whose position has been eliminated or reduced and whose employment has been terminated or modified shall have any right to be contacted by the District in the event that a vacancy opens in the future. Likewise, no professional educator whose employment has been terminated or reduced is entitled to a future position or will receive any preference over other applicants. Professional educators whose employment ended or was reduced with the District due to a reduction in force shall not be prevented from applying for future positions with the District.

For teachers:

- a. Where appropriate, attrition may be used to achieve the necessary number of position reductions.
- b. The evaluating administrator will review the Educator Effectiveness Project evaluation data and professional file as maintained in the district office for each teacher in the elementary divisional level (4K-5) and at the secondary (gr. 6-12) by department. The principal shall make recommendations with supporting documentation to the District Administrator as to effectiveness of the teaching staff. The decision will be based on the preponderance of the evidence. (See TPES Guidebook.)
- c. An independent, outside evaluator may be secured with the authorization of the District Administrator to provide an objective assessment of the teacher's performance and will be used in conjunction with the data collected by the evaluating administrator. The request to use an outside evaluator would come from the evaluating administrator or the District Administrator. A teacher may not request an outside evaluator.
- d. Principals will examine all teaching assignments and make recommendations to the District Administrator about the best fit for each position based on each teacher's skills and dispositions.
- e. All other evaluation records being equal, the most recently hired individuals offered the position within the divisional level or department would be the first to be terminated.

#### **5. Termination, Non-Renewal, and Resignation**

Individual employment contracts of a professional educator may be terminated or non-renewed upon a majority vote of the full membership of the Board subject to any applicable law. Employees may be terminated or non-renewed for any reason, provided that the decision is not arbitrary or capricious, or in



violation of any applicable law. In the event the District Administrator intends to recommend the non-renewal of a teacher's contract, he/she shall comply with all applicable statutory non-renewal procedures.

The non-renewal of Individual Teaching Appointments shall be governed by Section 118.22, Wis. Stats.

Any decision to terminate or non-renew a professional educator's employment contract shall be subject to review consistent with the grievance procedure in policy and corresponding Professional Educator Handbook references.

A resignation, once submitted and accepted by the Board or its designee, is final and may not be rescinded without approval by the Board. The Board may defer acceptance of a late (i.e. 30 days prior to the start of the school year or school calendar year) resignation until such time as the position from which the professional educator has resigned is filled by the District. Resignations shall be processed in accordance with policy.

## **F. GRIEVANCE PROCEDURE**

The District encourages collaborative problem solving. Employees are encouraged to share any employment-related problem with their immediate supervisor informally.

The District has adopted a grievance policy (*Policy 3340, 4340*) that is available online, via the District website. The process for filing a grievance is outlined in detail in the Policy. Policy specifies the exclusive internal method for resolving grievances concerning discipline, termination, and workplace safety. A determined effort shall be made to settle any grievance at the lowest possible level in the grievance procedure. The Board maintains the right to modify the Grievance Procedure, in accordance with state statute, at any time at its sole discretion.

## **IV. COMPENSATION**

### **A. PAYROLL INFORMATION**

All teachers will be paid on the 15<sup>th</sup> and final business day of each month. Teachers will be provided the option of either 20 or 24 payments. Teachers electing to be paid out over 20 or 24 payments shall provide written notice to the District by their preference on their signed contract.

All employees will have their pay checks (after all appropriately authorized amounts have been deducted) directly deposited into one designated bank account. Any changes to direct deposit information may be made by notifying the Business Office.

If a payday falls on a bank holiday or a weekend, the pay date will be the last work day preceding the bank holiday or weekend.

Pay is subject to all deductions required by law, federal tax, Social Security payment, Medicare, and state and local income taxes, as applicable. The amount of the deductions will depend on earnings and information furnished on individual W-4 forms regarding the number of exemptions claimed. If an employee wishes to modify the number of exemptions, he/she must request a new W-4 form from the Payroll Office. Only an employee may modify his/her own W-4 form. Verbal or written instructions are not sufficient to modify withholding allowances. Professional educators are encouraged to regularly check their pay-related information on the online Employee Portal.

The annual W-2 form reflects how much of an employee's earnings were deducted for these purposes. Any other mandatory deductions to be made from paychecks, such as court ordered garnishments, will be explained whenever the District is ordered to make such deductions. Questions about pay and deductions should be discussed with the Payroll Office.

Should there be an underpayment of any kind, the District will make every effort to repay the amount as quickly as possible. In the event that there is an overpayment of any kind that the District has not noticed, it is the employee's responsibility to bring this to the attention of the Payroll Office.

## **B. SALARY AND RELATED COMPENSATION**

### **1. Salary**

The Board will comply with state statutes as to employee compensation. Employees will receive individual notice as to their salary on the upcoming year's contract. This is subject to change for those professional educators working on the salary advancement model as defined in the Salary and Stipend Guide.

### **2. Extended Contracts**

The Board may determine extended contracts are necessary to complete the work of the District.

### **3. Extra-Curricular Stipends**

Teachers may be assigned extra-curricular activities. The principal will offer a period in which teachers may volunteer for extra-curricular assignments. Assignments will be offered to the individual who, in the sole discretion of the District, is the most qualified applicant. The District will publish a schedule outlining the compensation for extra-curricular assignments.

### **4. Supervisory Duties**

Supervisory duty assignments, including but not limited to lunch, bus, and recess duties, will be assigned to professional educators or support staff at the sole discretion of the District. The assignment of a duty shall not be deemed a contract, and individuals assigned supervisory duties may be reassigned by the District at any time. The stipends and payments for supervisory duties shall be made in accordance with the *Salary and Stipend Guide*.

### **5. Substitute Assignment**

Teachers who are asked to substitute for another teacher will receive \$18.00 per class.

### **6. Required Training**

The District may occasionally require a professional educator to attend a workshop or training necessary for employment that occurs outside scheduled work days. The professional educator may be eligible for compensation for this required training and will be paid at \$20 per hour compensation. Teachers completing required CPR/First Aid Training will be compensated with a \$25 stipend for annual certification.

### **7. Summer School**

If summer school session employment is available, the District may offer summer school employment to qualified professional educators of the District's choosing. The District is free to use outside providers to perform such work. The terms and conditions of employment for summer school session shall be established by the District at the time of hire. Unless specifically set forth by the District at the time of hire, work performed by a regular employee during a summer school session shall not be used to determine eligibility or contribution for any benefits, length of service, or wage/salary levels.

## **8. External Honorarium**

Professional educators who are offered a payment or honorarium for work performed during time when the employee is being paid by the District shall promptly report the monetary offer to the District Administrator. The District Administrator, at his/her sole discretion, shall determine after conferring with the professional educator whether the payment or honorarium shall be received and by whom.

# **V. BENEFITS**

## **A. DISTRICT PROVIDED BENEFITS**

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

Insurance coverage will commence on the professional educator's first day of employment. Except for cases of misconduct, professional educators whose employment is terminated at the conclusion of a school year shall have their health, dental, life, and long-term disability insurance coverage continued and paid at the same District rate through August of the same year in which the employment was terminated. Professional educators whose employment terminates during the school year shall have their health, dental, life, and long-term disability insurance coverage continued and paid at the same District rate through the last day of the last month of their employment.

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

### **1. Wisconsin Retirement System (WRS)**

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

### **2. Health, Dental, and Vision Insurance**

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

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

### **3. Eligibility for Health, Dental, and Vision Insurance**

A teacher teaching less than full-time (1.0 FTE) will have the District's percentage of contribution pro-rated as a percentage of full-time employment for purposes of group health and dental insurance, long-term disability benefits and life insurance (e.g., a teacher teaching 0.5 FTE will receive half of the District's contribution for a full-time (1.0 FTE) teacher). Teachers working less than 0.5 FTE are not eligible for the District's health, vision, and dental insurance.

Hours worked beyond those set forth in the individual contract shall not be used to determine insurance eligibility or insurance contributions as per Affordable Care Act regulations. Such hours excluded may

include, but not be limited to the following: extended contracts, summer classes, co-curricular assignments, substitute assignments, etc.

#### **4. Premium Contributions for Health Insurance**

The District will pay a portion of the premium for group health insurance (employee, employee plus one, and family) depending on the employee election. 86% of the monthly premium rate is paid by the District and 14 % is paid by the employee. The insurance carrier(s), program(s), and coverage(s) will be selected and determined by the Board.

#### **5. Premium Contributions for Dental and Vision Insurance**

The District will pay eighty-six percent (86%) of the premium for group dental and vision insurance (family or single).

#### **6. Group Term Life Insurance**

The District will pay the full amount of the premium for life insurance at two times the professional educator's total salary.

#### **7. Group Long-Term Disability Insurance**

The District will pay the full amount of the premium for long-term disability insurance. The insurance carrier(s), program(s), and coverage(s) will be selected and determined by the Board.

#### **8. Liability Insurance**

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

#### **9. Travel Expenses/Mileage**

The District may provide for reimbursement of actual and necessary expenses, including travel expenses, of professional educators that are incurred in the course of performing services for the District, whether within or outside the District, under the direction of the Board and in accordance with advance authorization by an administrator.

Professional educators should use District-owned vehicles or bus transportation whenever possible and practical when transporting students. When personal vehicles are used during the course of performing duties for the District, the District will pay the IRS rate for approved out-of-District travel as well as for travel between buildings where employees are required to travel as part of their assignment. Employees must submit a request for travel reimbursement.

### **B. VOLUNTARY BENEFITS**

#### **1. Short-Term Disability**

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

#### **2. Tax-Sheltered Annuity (TSA)/403(b) Retirement Plan**

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

#### **3. Section 125/Flexible Spending Account**

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

by the individual during the previous calendar year.

### **C. VOLUNTARY RETIREMENT**

The District may provide, at its sole discretion, a post-retirement benefit for eligible professional educators, and reserves the right to modify or terminate this benefit at any time.

A teacher reaching eligible retirement age during the school year must complete that school year before exercising the option to retire early.

All teachers who elect to retire early must provide written notice of their intent to do so on or before February 1 of the school year prior to retirement.

#### For teachers actively employed before June 30, 2011:

Teachers working .75 FTE or more will be eligible for early retirement benefits in accordance with the following criteria:

- Age 55
- Fifteen (15) years of full-time experience in the District

### **D. WORKERS' COMPENSATION**

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

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

- a. Injuries because of a self-inflicted wound;
- b. Injuries sustained because of an employee's horseplay;
- c. Injuries sustained while an employee does an activity of a strictly private nature.

## **VI. TIME OFF AND LEAVES**

### **A. PAID LEAVE DAYS**

Each professional educator will have access to his or her paid leave balances through the Employee Portal. Paid leave may be taken in one quarter hour increments. The responsibility for applying for and claiming leave rests with the professional educator.

#### **1. Sick Leave/Personal Leave = Paid Time Off (PTO)**

Paid Time Off (PTO) credit of ten days (3 personal / 7 sick) shall be granted to the professional educator on the first day the professional educator reports to work for the contract year. PTO will accumulate to a maximum of ninety (90) days. Eligible employees at the maximum of 90 days with unused PTO on 6/30 (annually) will receive 50% of the substitute teacher pay (\$50) for every day of unused PTO. This is in lieu of losing unused sick days.

Professional educators beginning work after the first day of the contract year shall receive a pro-rated

amount of PTO. Professional educators who leave the District's employment prior to the completion of his/her contract year shall have a pro-rated amount of PTO removed from his/her account; if the professional educator has exceeded his/her account total, then the amount exceeded shall be deducted from the final amount of salary due to the professional educator.

Personal days (3 days) shall be allowed for any purpose. The number of persons using personal days on any given instructional day will be limited to five staff members district-wide. The date and time of the notification will be documented so that once five people on personal leave is reached, no further personal days will be permitted. Personal leave shall not be used to attend Association membership meetings or for participating in activities on behalf of the Association, to attend legislative rallies, to engage in job actions such as picketing or demonstrating, or to participate in activities designed to disparage, embarrass, or discredit the District. Personal days shall not be taken on in-service days.

It is expected that whenever possible medical or dental appointments for the employee or family member be scheduled outside of regularly scheduled work hours. When appointments cannot be scheduled outside of the regularly scheduled work hours, professional educators are expected to return to work after the appointment if the timeframe permits them to do so. When a professional educator intends to be absent for a medical/dental appointment or other non-school business for less than a half-day, the professional educator may avoid use of sick leave if the professional educator makes arrangements with a colleague for coverage and notifies the principal of the arrangements in advance of the absence. If the principal, school office, or substitute caller is used to provide a substitute, then the professional educator will be charged with a half-day of sick leave if the absence is limited to either before lunch or after lunch, and a full-day of sick leave if the absence includes time both before and after lunch.

Professional educators employed on separate summer contracts, including summer school, shall be eligible for two days of non-accumulative sick leave, or two days of emergency leave, or a combination of one day each of sick leave and emergency leave, with the day being defined as a full-day. To be eligible for these two days, a professional educator must be employed for a minimum period of the full number of days for the scheduled summer session. Professional educators employed on separate summer contracts are not eligible to use more than the two paid days of sick/emergency leave during their summer assignments.

In the event an employee becomes eligible for benefits under the District's long-term disability insurance program, the employee will no longer be allowed to use sick leave or accumulated sick leave for the duration of the disability.

Whenever the District deems such verification appropriate, the professional educator may be required to furnish the District with a certificate of illness signed by a medical provider verifying the reason for the absence. Such certificate should include a statement releasing the professional educator to return to work and a statement as to whether any limitations or restrictions are placed upon the work which may be performed. Nothing in this section shall be interpreted as limiting the District's ability to discipline or terminate employment of an employee for excessive absenteeism.

When applicable under either Wisconsin or Federal Family and Medical Leave, an employee may elect or the District may require sick leave to run concurrently with the approved Wisconsin and/or Federal leave.

Advance requests for PTO must be made in the Employee Portal as early as possible but not less than two days prior to the day requested. If the event which gives rise to the request is unknown at that time, such request must be made as soon as the employee becomes aware of the necessity for this leave and can reasonably communicate with the administrator or supervisor.

No more than two professional educators in a building or five professional educators in the District may exercise PTO on the same day for purposes other than illness or District-approved professional development unless

substitute availability would allow additional PTO days. The substitute teacher log shall be the determination of this calculation.

If a school principal and a school counselor (9-month contract) mutually agree, in advance and in writing, that smooth school operations necessitate that a school counselor work on a day other than the contracted days as specified on the official school calendar, the school counselor shall be provided with an amount of paid time off equal to the amount of mutually agreed time worked. No more than the equivalent of five such special work days may be scheduled and no more than the equivalent of five such compensatory paid days off may be scheduled within a school year. This compensatory time off excludes paid extended contract days for school counselors who perform summer work under the direction of their principal.

## **2. Gifting of Sick Leave**

An employee may choose to gift sick leave days to another employee who has exhausted existing sick leave and who is personally experiencing a catastrophic illness or accident. A catastrophic illness or accident is a severe illness/accident requiring prolonged hospitalization or recovery. Examples would include coma, cancer, leukemia, heart attack or stroke. These illnesses or accidents usually involve high costs for hospitals, doctors and medicines and may incapacitate the person from working, creating a financial hardship. An employee with ten (10) or fewer sick days remaining in his/her own sick leave bank shall not be permitted to gift sick leave days. An employee may gift up to three (3) sick days. Days will be gifted in the order in which they are donated in the Skyward system. Any unused days will be returned to the donor on or before June 30<sup>th</sup>.

## **3. Bereavement Leave**

Professional educators shall be granted up to (4) days of Bereavement Leave in the event of a death in the family or close relationship. It is the professional educator's responsibility to submit the appropriate Employee Portal information and email notice to his/her principal in advance of taking such leave. Professional educators who access Bereavement Leave consisting of multiple days for the same death shall confer with his/her principal in advance for the purpose of maintaining smooth school operations in his/her absence. The District may require proof of the death, the relationship, travel itineraries, or other documentation from the professional educator whenever the District deems such verification appropriate.

## **4. Emergency Leave**

In the event of an emergency not covered by illness in the family as indicated in the Paid Time Off section or death as indicated in the Bereavement Leave section, the professional educator may apply for Emergency Leave to be granted by the District Administrator. Emergency Leave shall be deducted from Sick Leave and will be granted only if sufficient evidence is submitted to satisfy there is a compelling reason for absence. Usually this leave will be granted only under extraordinary and uncontrollable circumstances. These circumstances will usually fall under the classification of "an act of God" and will be of such a nature that they could not possibly be foreseen by the employee, such as damages to the professional educator's residence or vehicle caused by fire, flood, tornado, or other unforeseen emergency.

## **5. Jury Duty and Witness Duty**

An employee who is not able to report for work because of jury duty or acting as a witness in a matter in which the employee is not a party, will be paid for the time missed. The employee shall provide the District with any payment received from serving on the jury. Employees must notify their immediate supervisor as soon as notice of jury duty is received and as soon as jury duty terminates.

Professional educators shall report to work if released from jury duty or the witness stand when at least a half-day remains in the scheduled work day. Professional educators are required to submit proof to verify the amount of the payment and/or their requirement/request to appear.

## **6. National Guard Duty**

Where a professional educator is absent due to required service in the National Guard or Reserve, the professional educator will be paid his/her full salary for a period of up to five days for such absence, barring any overriding provision by the state or federal government. This leave will be granted without any deduction from the employee's PTO account, provided that the professional educator must endorse to the District all payments by the military for the days covered by paid leave from the District.

## **7. Military Leave for Active Duty**

Professional educators will be granted a military leave of absence for absences from work due to serving in the U.S. uniformed services in accordance with the Uniformed Services Employment and Reemployment Rights Act (USERRA). Professional educators must give their principal advance notice of upcoming military service, unless military necessity prevents advance notice, or it is otherwise impossible or unreasonable.

Professional educators will not be paid for military leave. However, professional educators may use any available accrued paid time off to help pay for the leave. Continuation of health insurance benefits is available as required by USERRA based on the length of the leave and subject to the terms, conditions and limitations of the applicable places for which the professional educator is otherwise eligible.

A professional educator who is on military leave for up to 30 days must return to work on the first regularly scheduled work period after the service ends (allowing for reasonable travel time). A professional educator who is on military leave for more than 30 days must apply for reinstatement in accordance with USERRA and applicable state laws.

Professional educators who return from military leave (depending on the length of military service in accordance with USERRA) will be placed either in the position the professional educator would have attained if he/she had stayed continuously employed or in a comparable position. For the purpose of determining benefits that are based on length of service, the professional educator will be treated as if he/she had been continuously employed.

## **8. Administratively-Approved Leave**

A professional educator may request Administratively-Approved Leave (with or without pay) for absences not covered under PTO, Bereavement Leave, or Emergency Leave provisions. Typically, such leave is for "once-in-a-lifetime" events over which the professional educator has no control of the date. Paid Administratively-Approved Leave shall access the professional educator's PTO Leave account. Unpaid Administratively-Approved Leave shall result in a pro-rated daily deduction of the teacher's contract. This leave and the conditions thereof, including compensation, shall be at the discretion of the District Administrator whose decision shall be final and without appeal.

Requests for Administratively-Approved Leave shall be made with the appropriate form at least three days prior to the absence if advance notice is available. In the event that three days' advance notice is not available, the professional educator shall be responsible for submitting the appropriate form as soon as the information is available.

Administratively-Approved Leave, either paid or unpaid, shall not be granted for participating in Association business or to engage in job actions such as picketing or demonstrating, or to participate in activities designed to disparage, embarrass, or discredit the District.

## **B. FAMILY AND MEDICAL LEAVE ACT**

Professional educators have access to absences covered by the federal Family Medical Leave Act (FMLA) and the Wisconsin Family Medical Leave Act (WFMLA) in accordance with provisions and procedures specified in Policy 3430.01, AG 3430.01A, and AG 3430.01B. Questions regarding FMLA leave should be directed to the District's Business Office.



## C. LEAVES OF ABSENCE

### 1. Unpaid Leave of Absence

Employees must submit a written request for an unpaid leave of absence to the Board. The Board may grant the request for a leave of absence at its discretion. The leave of absence will begin and end on the dates approved by the Board. A leave of absence may not exceed twelve (12) calendar months.

Employee participation in fringe benefits will be discontinued during a leave of absence. The employee may remain a member of the District's group insurance plans (to the extent permitted by the carrier); however, he/she must pay the premiums to the District during the leave of absence.

Sick leave will not accrue during a leave of absence; however, any accumulated sick leave at the time of the leave of absence will be reinstated upon return.

A teacher must work a minimum of one hundred twenty (120) paid work days in a school year to be eligible for a year of service for early retirement purposes. A teacher teaching less than full-time (1.0 FTE) will have their percentage of teaching pro-rated as a percentage of full-time employment for early retirement purposes (e.g., a teacher teaching 0.5 FTE will receive a half year experience for retirement purposes).

### 2. Professional Leave

Professional educators may apply for an unpaid professional leave for study, research, or special teaching assignment for a period up to one year. This leave will be without pay or benefits and is subject to Board approval. Requests for professional leave must be made by February 1 for the following school year.

### 3. Child-Rearing and Adoption Leave (Extended Beyond FMLA/WFMLA)

Professional educators with a minimum of three years of continuous local experience may apply for unpaid Child-Rearing/Adoption Leave. Such leave is subject to Board approval and may be taken for no longer than two semesters. The Board reserves the right to limit approved leaves to no more than two professional educators per school year and is subject to hiring a qualified replacement for the leave period. This leave provision is not available to professional educators who have used this leave provision within the previous three years. Application should be made in writing at least three months prior to the requested start of the leave. If conditions are such that three months' advance notice is not reasonable, then application should be made as soon as practicable with an explanation as to the cause of the reduced advance notice.

**4. Failure to Return after Expiration of Leave:** In the event the professional educator does not return to work following the expiration of the leave, and subject to applicable legal restrictions, he/she will be deemed to have resigned his/her position with the District and waived any and all rights to further employment by the District.

**5. Interaction with Family and Medical Leave Provisions:** Unpaid medical leave, the term of such leave, and participation in insurance programs under this section as provided for above shall run concurrent with any leave(s) provided for under the Wisconsin Family and Medical Leave Act and/or under the federal Family and Medical Leave Act.

## VII. EXTRA-CURRICULAR ACTIVITY ASSIGNMENTS

### A. LETTER OF ASSIGNMENT

Professional educators shall assume responsibility for the supervision of the extra-curricular activities that are included in their letters of assignment. The principal will offer a period in which teachers may volunteer for extra-curricular assignments. Activity assignments will be offered to the individual who, in the sole discretion of

the District, is the most qualified applicant. The stipend for extra-curricular activities shall be specified in the letter of assignment. The letter of assignment shall not be deemed a contract, and individuals holding extra-curricular positions are employed on an at-will basis for these positions.

#### **B. EVALUATION**

Individuals holding extra-curricular assignments shall be evaluated in the manner and frequency that their principal deems appropriate. When determining the manner and frequency of evaluations, the principal or his/her designee may take into account such factors as (1) the individual's experience with the particular activity; (2) input received from participants, parents, and other stakeholders; (3) the extent to which an individual needs additional guidance or oversight; and (4) any other consideration that a supervisor, in his/or reasonable discretion, deems appropriate.

#### **C. VOLUNTEERS**

The Board, upon recommendation from the head coach/advisor and the athletic director or principal, may authorize an individual to serve as a volunteer coach/advisor for an extra-curricular activity. Volunteers are subject to a background check prior to working with children. Volunteers are not employees and are not eligible for salary/wages, stipend, or benefits. Volunteers are covered by the District's general liability insurance policy while acting as a volunteer coach/advisor for the District. Volunteers must follow all District activity and athletic policies and procedures as well as other District policies as applicable. Head coaches/advisors are responsible for directing the activities of volunteers approved for their extra-curricular activity.

## EMPLOYEE ACKNOWLEDGEMENT FORM

**This is a duplicate copy of the form.  
Please retain this copy with your handbook for reference.**

*An original signed and dated copy of this form must be submitted to the School Office  
by the announced deadline as a condition of continued employment.*

The *Professional Educator Handbook* describes important information about the School District of Manawa. I acknowledge that I have received a copy of the District's *Professional Educator Handbook*. I understand that I should consult my principal if I have any questions that are not answered in the handbook.

I understand and acknowledge that there may be future changes to the information, policies, and benefits in this handbook. I also understand that the School District of Manawa may add new policies to the *Professional Educator Handbook* as well as replace, change, or cancel existing policies. I further understand that no one can make verbal/oral modifications to this handbook, nor can it be modified by practice. I understand that handbook changes can only be authorized in writing by the District Administrator or by the Manawa Board of Education.

I understand and acknowledge that the district handbook is not a contract of employment or legal document. I understand and acknowledge that the *Professional Educator Handbook* does not alter my employment status or guarantee employment for any definite period of time. I have received the district handbook and I understand that it is my responsibility to read and follow the policies contained in this handbook and any changes made to it.

EMPLOYEE'S NAME (printed): \_\_\_\_\_

EMPLOYEE'S SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_

## 2020-21 SDM Support Staff Handbook Revisions

Page	Change
7	<p><u>Full-time Employees:</u> A Full-time Employee (FT) is hereby defined as a person who <b>is regularly scheduled to work</b> <del>works</del> forty (40) <del>or more</del> hours per week and two hundred-sixty (260) or more workdays per year, including paid leaves.</p>
7	<p><u>Part-time Employees:</u> A Part-time Employee (PT) is hereby defined as a person who <b>is regularly scheduled to work</b> <del>works</del> less than forty (40) hours per week and/or less than two-hundred-sixty (260) workdays per year.</p>
19	<p><del>Beginning July 1, 2019,</del> <b>A</b>an annual election is made with a July1 through June 30 benefit period.</p>
20	<p><b>Comp Time Example 1:</b> 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).</p> <p><b>Comp Time Example 2:</b> 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.</p>
20	<p>Comp time may be accrued up to 5 comp days (<b>maximum 40 hours</b>) before it must be used and shall not be used for more than three (3) consecutive days.</p>
20	<p>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 <b>or as approved by their supervisor.</b></p>
22	<p><b><u>Gifting of Sick Leave</u></b></p> <p>An employee may choose to gift sick leave days to another employee who has exhausted existing sick leave and who is personally experiencing a catastrophic illness or accident. A catastrophic illness or accident is a severe illness/accident requiring prolonged hospitalization or recovery. Examples would include coma, cancer, leukemia, heart attack or stroke. These illnesses or accidents usually involve high costs for hospitals, doctors and medicines and may incapacitate the person from working, creating a financial hardship. An employee with ten (10) or fewer sick days remaining in his/her own sick leave bank shall not be permitted to gift sick leave days. <b>Days will be gifted in the order in which they are donated in the Skyward system. Any unused days will be returned to the donor on or before June 30<sup>th</sup>.</b></p>
22	<p>It is the employee’s responsibility to submit the appropriate time-off information in Skyward and email his/her principal <b>and/or supervisor</b> in advance of taking such leave.</p>



**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*

**School District of Manawa  
800 Beech Street, Manawa, WI 54949**

**Phone: 920-596-2525**

**[www.manawaschools.org](http://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 works 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 works 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

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](mailto:dwolfgram@manawaschools.org)

920-596- 2525  
[cobrien@manawaschools.org](mailto: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.

### **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.

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.

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 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. 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.

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.

### **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 1<sup>st</sup> 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 15<sup>th</sup> 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 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. Beginning July 1, 2019, 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 1<sup>st</sup>.

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: 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).

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 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**

#### **Holidays**

Full-Time Employees shall be granted ten (10) paid holidays per year as follows:

1. Independence Day
2. Labor Day
3. Thanksgiving Day
4. Day After Thanksgiving Day
5. Christmas Eve
6. Christmas Day
7. New Year's Eve
8. New Year's Day
9. Good Friday
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.

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 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 parties shall mutually agree upon a non-school day to be observed as the holiday.



Part-time 1 & 2 Employees shall be granted six (6) paid holidays per year as follows:

1. Labor Day
2. Thanksgiving Day
3. Day after Thanksgiving Day
4. Christmas Day
5. Good Friday
6. Memorial Day

Part-time 3 Employees will not receive any paid holidays.

### **Vacations**

Vacation Accrual: Vacations shall be granted to all full-time employees, based on their total length of service using the following as a guide:

AFTER Continuous Years of Service	Number of Vacation Days
One (1) year	Five (5) days
Two (2) years	Ten (10) days
Ten (10) years	Fifteen (15) days
Fifteen (15) years or more	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**

Support staff employees will earn sick/personal leave as follows:

- Full-time Employees will have 13 new days annually – three (3) for personal business and ten (10) for sick leave use.
- Part-time 1 Employees will have 10 new days annually – three (3) for personal business and seven (7) for sick leave use.
- Part-time 2 Employees will have 10 new days annually - two (2) for personal business and eight (8) for sick leave use.
- Part-time 3 Employees will not earn paid sick/personal leave.
- All unused PTO will roll to Sick Leave at the end of the school year (June 30).

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 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.

### **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 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 3430.01, AG 3430.01A, and AG 3430.01B*. 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 Work Orders within 24 hours of becoming aware that something is not in good working order. The Work Order form can be found online under the District Forms tab.

**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 15<sup>th</sup> 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  
Special Education  
Policies and Procedures

*Approved by the Manawa Board of Education on*

*, 2020*

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# School District of Manawa Special Education Policies and Procedures

## Preface

As a condition of funding under the Individuals with Disabilities Education Act (IDEA), local educational agencies are required to establish written policies and procedures for implementing federal special education laws. In addition, Wisconsin law requires local educational agencies to establish written policies and procedures for implementing state and federal special education requirements. *Model Local Educational Agency Special Education Policies and Procedures* has been developed to help local educational agencies meet their obligation to establish and implement special education requirements. A local educational agency may establish special education requirements by adopting the model policies and procedures. The document may also be used as a reference tool and for staff development activities to promote understanding of and compliance with special education requirements.

The state special education statutes, subchapter V, chapter 115, Wis. Stats., incorporate the statutory provisions of Part B of the IDEA. Local educational agencies in Wisconsin must also comply with IDEA's regulations. Therefore, the model policies and procedures are derived primarily from Wisconsin special education statutes and IDEA regulations. A small number of policies and procedures are derived from Wisconsin special education rules, chapter PI 11, Wis. Admin. Code. The underlying law can be found by using the following tools:

1. the table of contents to the IDEA Regulations found at 34 CFR Part 300, Vol. 71 Federal Register, No. 156 (August 14, 2006);
2. the table of contents of the state special education statute, Subchapter V, Chapter 115, Wis. Stats.; and
3. the table of contents for the state special education rules, Chapter PI 11, Wis. Admin. Code.

## Definitions

For the purpose of these policies, the following definitions apply:

- "Assistive technology device" means any item, piece of equipment or product system that is used to increase, maintain or improve the functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted, or the replacement of that device.

34 CFR § 300.5.

- "Assistive technology service" means any service that directly assists a child with a disability in the selection, acquisition or use of an assistive technology device, including all of the following:
  - evaluating the needs of the child, including a functional evaluation of the child in the child's customary environment;
  - purchasing, leasing or otherwise providing for the acquisition of assistive technology devices by children with disabilities;
  - 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, such as those associated with existing education and rehabilitative plans and programs;
  - training or technical assistance for a child with a disability or, if appropriate, the child's family; and
  - training or technical assistance for professionals, including individuals providing education and rehabilitation services, employers or other individuals who provide services to, employ or are otherwise substantially involved in the major life functions of that child.

34 CFR § 300.6

- "Business day" means Monday through Friday, except for federal and state holidays unless holidays are specifically included in the designation of business day.

34 CFR § 300.11

- "Charter school" means a school under contract with a school board under Wis. Stat. § 118.40, or with one of the entities under Wis. Stat. § 118.40(2)(2r)(b), or a school established and operated by one of the entities under Wis. Stat. §§ 118.40(2r)(b), 115.001(1).

- "Child" means any person who is at least three years old but not yet 21 years old and who has not graduated from high school and, for the duration of a school term, any person who becomes 21 years old during that school term and who has not graduated from high school, and includes a child who is homeless, a child who is a ward of the state, county, or child welfare agency, and a child who is attending a private school.

Wis. Stat. § 115.76(3)

- "Child with a disability" means a child who, by reason of any of the following, needs special education and related services:
  - intellectual disabilities;
  - hearing impairments;
  - speech or language impairments;
  - visual impairments;
  - emotional behavioral disability;
  - orthopedic impairments;
  - autism;
  - traumatic brain injury;
  - other health impairments; and/or
  - specific learning disabilities.

If the School District of Manawa determines through an appropriate evaluation that a child has one of the impairments listed above but only needs a related service and not special education, the child is not a child with a disability. "Child with a disability" may, at the discretion of the School District of Manawa and consistent with Department of Public Instruction rules, include a child who, by reason of his or her significant developmental delay, needs special education and related services.

34 CFR § 300.8; Wis. Stat. § 115.76(5)

- "Consent" means:
  - the parent has been fully informed of all information relevant to the activity for which consent is sought, in his or her native language, or other mode of communication;
  - the parent understands and agrees in writing to the carrying out of the activity for which his or her consent is sought, and the consent describes that activity and lists the records (if any) that will be released and to whom; and
  - the parent also understands the granting of consent is voluntary on the part of the parent and may be revoked at any time. If a parent revokes consent, that revocation is not retroactive (i.e. it does not negate an action that has occurred after the consent was given and before the consent was revoked).

34 CFR § 300.9

- "Controlled substance" means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substance Act [21 U.S.C. 812(c)].

34 CFR § 300.530(i)(1)

- "Core academic subjects" means English, reading or language arts, mathematics, science, foreign languages, civic and government, economics, arts, history, and geography.

34 CFR § 300.10

- "Day" means calendar day unless otherwise indicated as business day or school day.

34 CFR § 300.11

- "Destruction," as used in the section on confidentiality in these policies, means physical destruction or removal of personal identifiers from information so the information is no longer personally identifiable.

34 CFR § 300.611(a)

- "Division" means the Division for Learning Support: Equity and Advocacy in the Department of Public Instruction.

Wis. Stat. § 115.76(6)

- "Education records" means the type of records covered under the definition of "education records" set forth in the regulations implementing the Family Educational Rights and Privacy Act of 1974. See Appendix.

34 CFR § 300.611(b)

- "Elementary school" means a nonprofit institutional day or residential school, including a public elementary charter school that provides elementary education, as determined under State law. State law defines elementary grades as including K4-8<sup>th</sup> grade.

34 CFR § 300.13; Wis. Stat. § 115.01(2)

- "Equipment" means machinery, utilities, and built-in equipment, and any necessary enclosures or structures to house the machinery, utilities, or equipment; and all

other items necessary for the functioning of a particular facility as a facility for the provision of educational services, including items such as instructional equipment and necessary furniture; printed, published and audio-visual instructional materials; telecommunications, sensory, and other technological aids and devices; and books, periodicals, documents; and other related materials.

34 CFR § 300.14

- "Evaluation" means procedures used to determine whether a child has a disability and the nature and extent of the special education and related services the child needs.

34 CFR § 300.15

- "Extended school year services" means special education and related services that are provided to a child with a disability and meet the standards of the State of Wisconsin. These services are provided beyond the normal school year of the School District of Manawa, in accordance with the individualized education program (IEP), and at no cost to the parents of the child.

30 CFR § 300.106(b)

- "Free appropriate public education" means special education and related services that are provided at public expense and under public supervision and direction, and without charge, meet the standards of the Department of Public Instruction, include an appropriate preschool, elementary or secondary school education; and are provided in conformity with an IEP.

30 CFR § 300.17; Wis. Stat. § 115.76(7)

- "General curriculum" means the same curriculum as for nondisabled children.

34 CFR § 300.320(a)(1)(i)

- "Hearing officer" means an independent examiner appointed to conduct due process hearings under Wis. Stat. § 115.80.

Wis. Stat. § 115.76(8).

- "Highly Qualified Teacher" means that a person has met the Department of Public Instruction's approved or recognized certification, licensing, registration in which he/she is providing special education or related services, consistent with provision 34 CFR § 300.18.

- “Homeless children” has the meaning given the term *homeless children and youths* in section 725 (42 U.S.C. 11434(a)) of the McKinney-Vento Homeless Assistance Act, as amended, 42 U.S.C. 11431 *et seq.* See Appendix.

34 CFR § 300.19

- "Illegal drug" means a controlled substance but does not include such a substance that is legally possessed or used under the supervision of a licensed healthcare professional or that is legally possessed or used under any other authority under federal law.

34 CFR § 300.530(i)(2)

- "Include" means that the items named are not all of the possible items that are covered whether like or unlike the ones named.

34 CFR § 300.20

- "Independent educational evaluation" means an evaluation conducted by a qualified examiner who is not employed by the public agency responsible for the education of the child in question.

34 CFR § 300.502

- "Individualized education program" (IEP) means a written statement for a child with a disability that is developed, reviewed and revised in accordance with Wis. Stat. § 115.787, and 34 CFR §§ 330.320 through 300.324.

34 CFR § 300.22; Wis. Stat. § 115.76(9)

- “IEP Team” means a group of individuals described in Wis. Stat. § 115.78 that is responsible for evaluating the child to determine the child’s eligibility or continued eligibility for special education and related services and the educational needs of the child; developing, reviewing, or revising an IEP for the child; and determining the special education placement for the child.

34 CFR § 300.23; Wis. Stat. § 115.78

- “Limited English Proficiency” has the meaning given the term in section 9101 (25) of the Elementary and Secondary Education Act (ESEA).
- "Local educational agency," except as otherwise provided, means
  - the school district in which the child with a disability resides,

- when the child attends a nonresident school district under Wis. Stat. § 118.51 (open enrollment) or § 121.84(1)(a) or (4) (tuition waiver), the district of attendance;
- the Department of Health and Family Services if the child with a disability resides in an institution or facility operated by the Department of Health and Family Services; or
- the Department of Corrections if the child with a disability resides in a Type 1 secured correctional facility, as defined in Wis. Stat. § 938.02(19), or a Type 1 prison, as defined in Wis. Stat. § 301.01(5).

Wis. Stat. § 115.76(10)

- "Native language," for individuals with limited English proficiency, means the language normally used by that individual. For children with limited English proficiency, the term means the language normally used by the parents of the child, except that in all direct contact with a child (including evaluation of the child), the term means the language normally used by the child in the home or learning environment. For an individual with deafness or blindness, or for an individual with no written language, the mode of communication is that normally used by the individual (such as sign language, Braille, or oral communication).

34 CFR § 300.29; Wis. Stat. §. 115.76(11)

- "Nonacademic and extracurricular services and activities" may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the public agency, referrals to agencies that provide assistance to individuals with disabilities and employment by the public agency and assistance in making outside employment available.

34 CFR § 300.107

- "Parent" means any of the following:
  - a biological parent;
  - a husband who has consented to the artificial insemination of his wife under Wis. Stat. § 891.40;
  - a male who is presumed to be the child's father under Wis. Stat. § 891.41;
  - a male who has been adjudicated the child's father under subch. VIII of ch. 48, under subch. IIX of ch. 767, by final order or judgment of an Indian tribal court of competent jurisdiction or by final order or judgment of a court of competent jurisdiction in another state;
  - an adoptive parent;
  - a legal guardian;
  - a person acting as a parent of a child with whom the child lives;
  - a person appointed as a sustaining parent under Wis. Stat. § 48.428;



- a person assigned as a surrogate parent under Wis. Stat. § 115.792(1)(a)2; and
- a foster parent, if the right and responsibility of all of the aforementioned individuals to make educational decisions concerning the child has been extinguished by termination of parental rights, by transfer of guardianship or legal custody or by other court order; the foster parent has an ongoing, long-term parental relationship with the child; the foster parent is willing to make educational decisions required of parents under special education law; and the foster parent has no interests that would conflict with the interests of the child.

The biological or adoptive parent, when attempting to act as a parent of the child, must be presumed to be the parent unless that person does not have legal authority to make educational decisions for the child.

#### 34 CFR § 300.30(b)

"Parent" does not include any person whose parental rights have been terminated; the state, county, or a child welfare agency if a child was made a ward of the state, county, or child welfare agency under ch. 54 or 880 or if a child has been placed in the legal custody or guardianship of the state, county, or a child welfare agency under ch. 48 or ch. 767; or an American Indian tribal agency if the child was made a ward of the agency or placed in the legal custody or guardianship of the agency.

#### 34 CFR § 300.30; Wis. Stat. § 115.76(12)

"Person acting as a parent of a child" means a relative of the child or a private individual allowed to act as a parent of a child by the child's biological or adoptive parents or guardian, and includes the child's grandparent, neighbor, friend or private individual caring for the child with the explicit or tacit approval of the child's biological or adoptive parents or guardian. "Person acting as a parent of a child" does not include any person that receives public funds to care for the child if such funds exceed the cost of such care.

#### 34 CFR § 300.30(a)(4); Wis. Stat. § 115.76(13)

- "Participating agency," as used in the section on *Confidentiality of Information* in these policies, means any agency or institution that collects, maintains or uses personally-identifiable information, or from which information is obtained, under the Individuals with Disabilities Education Act.

#### 34 CFR § 300.611(c)

- "Personally identifiable" means information that includes the name of the child, the child's parent or other family member; the address of the child; a personal identifier such as the child's social security number or student number; or a list of personal characteristics or other information that would make it possible to identify the child with reasonable certainty.

34 CFR § 300.32

- "Parentally-placed private school children with disabilities" are children with disabilities enrolled by their parents in private schools or facilities, including religious schools or facilities that meet the definition of elementary school or secondary school, other than children with disabilities placed or referred to private schools by public agencies.

34 CFR § 300.130

- "Public Agency" includes the State Educational Agency, Local Educational Agency, Cooperative Educational Service Agency (CESA), charter schools operating under Wis. Stat. § 118.40(2r), county children with disabilities education board, and any other political subdivisions of the State that are responsible for providing education to children with disabilities.

34 CFR § 300.33

- "Pupil Records" means all records relating to individual pupils maintained by a school but does not include:
  - notes or records maintained for personal use by a teacher or other person to be licensed if such records or notes are not available to others;
  - records necessary for, and available only to persons involved in, the psychological treatment of a pupil; and
  - law enforcement unit records.

Wis. Stat. § 118.125(1)(d)

- "Record" means any material on which written, drawn, printed, spoken, visual, or electromagnetic information is recorded or preserved, regardless of physical form or characteristics.

Wis. Stat. § 118.125(1)(e)

- "Related services" means transportation and such developmental, corrective and other supportive services (including speech-language pathology and audiology services; interpreting services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation; social work services; school health services; school nursing services designed to enable a child with a disability to receive a free appropriate public education as described in the child's IEP; parent counseling and training; counseling services, including rehabilitation counseling; orientation and mobility services; medical services for diagnostic or evaluative purposes only; and the early identification and assessment of disabilities in children) as may be required to assist a child with a disability to

benefit from special education. "Related services" does not include a medical device that is surgically implanted, the optimization of device functioning, maintenance of the device, or the replacement of such a device. Nothing in this definition limits the rights of a child with a surgically implanted device to receive related services as determined by the IEP Team to be necessary, limits the responsibility of a public agency to appropriately monitor and maintain medical devices that are needed to maintain the health and safety of the child, while the child is transported to and from school or is at school; or prevents the routine checking of an external component of a surgically implanted device to make sure it is functioning properly.

34 CFR § 300.34; Wis. Stat. § 115.76(14)

In this definition:

- "Audiology" includes:
  - identification of children with hearing loss;
  - determination of the range, nature, and degree of hearing loss including referral for medical or other professional attention for the habilitation of hearing;
  - provision of habilitative activities such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation and speech conservation;
  - creation and administration of programs for prevention of hearing loss;
  - counseling and guidance of pupils, parents and teachers regarding hearing loss; and
  - determination of the child's need for group and individual amplification, selecting and fitting an appropriate aid and evaluating the effectiveness of amplification.
- "Counseling services" means services provided by qualified social workers, psychologists, guidance counselors or other qualified personnel.
- "Early identification and assessment of disabilities in children" means the implementation of a formal plan for identifying a disability as early as possible in a child's life.
- "Interpreting services," as used with respect to children who are deaf or hard of hearing, includes oral transliteration services, cued language transliteration services, sign language transliteration and interpreting services, and transcription services, and special interpreting services for children who are deaf-blind.

- "Medical services" means services provided by a licensed physician to determine a child's medically-related disability that results in the child's need for special education and related services.
- "Occupational therapy" means services provided by a qualified occupational therapist, and includes:
  - improving, developing or restoring functions impaired or lost through illness, injury, or deprivation;
  - improving ability to perform tasks for independent functioning if functions are impaired or lost; and
  - preventing, through early intervention, initial or further impairment or loss of function.
- "Orientation and mobility services" means services provided to blind or visually impaired students by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community, and includes teaching students the following as appropriate:
  - spatial and environmental concepts and use of information received by the senses (such as sound, temperature and vibrations) to establish, maintain, or regain orientation and line of travel (for example, using sound at a traffic light to cross the street);
  - to use the long cane or a service animal to supplement visual travel skills or as a tool for safely negotiating the environment for students with no available travel vision;
  - to understand and use remaining vision and distance low vision aids, as appropriate; and
  - other concepts, techniques, and tools.
- "Parent counseling and training" means assisting parents in understanding the special needs of their child and providing parents with information about child development, and helping parents to acquire the necessary skills that will allow them to support the implementation of their child's IEP.
- "Physical therapy" means services provided by a qualified physical therapist.
- "Psychological services" includes:
  - administering psychological and educational tests, and other assessment procedures;
  - interpreting assessment results;
  - obtaining, integrating, and interpreting information about child behavior and conditions relating to learning;

- consulting with other staff members in planning school programs to meet the special educational needs of children as indicated by psychological tests, interviews, direct observations, and behavioral evaluations;
  - planning and managing a program of psychological services, including psychological counseling for children and parents; and
  - assisting in developing positive behavioral intervention strategies.
- "Recreation" includes:
    - assessment of leisure function;
    - therapeutic recreation services;
    - recreation programs in schools and community agencies; and
    - leisure education.
  - "Rehabilitation counseling services" means services provided by qualified personnel in individual or group sessions that focus specifically on career development, employment preparation, achieving independence, and integration in the workplace and community of a student with a disability. The term also includes vocational rehabilitation services provided to a student with disabilities by vocational rehabilitation programs funded under the Rehabilitation Act of 1973, as amended.
  - "School health services" means health services provided by a qualified school nurse or other qualified person that are designed to enable a child with a disability to receive FAPE as described in the child's IEP.
  - "School nurse services" mean health services provided by a qualified school nurse, designed to enable a child with a disability to receive FAPE as described in the child's IEP.
  - "Social work services in schools" includes:
    - preparing a social or developmental history on a child with a disability;
    - group and individual counseling with the child and family;
    - working in partnership with parents and others on those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school;
    - mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program; and
    - assisting in developing positive behavioral intervention strategies.
  - "Speech-language pathology services" include:
    - identification of children with speech or language impairments;
    - diagnosis and appraisal of specific speech or language impairments;

- referral for medical or other professional attention necessary for the habilitation of speech or language impairments;
- provision of speech and language services for the habilitation or prevention of communicative impairments; and
- counseling and guidance of parents, children, and teachers regarding speech and language impairments.

➤ "Transportation" includes:

- travel to and from school and between schools;
- travel in and around school buildings; and
- specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a child with a disability.

34 CFR § 300.34

- "Residential care center for children and youth" means a facility operated by a child welfare agency licensed under Wis. Stat. § 48.60 for the care and maintenance of children residing in that facility.

Wis. Stat. § 115.76(14g)

- "Responsible Local Educational Agency:" as used in the section on children in residential care centers means the local educational agency that was responsible for providing a free, appropriate public education to the child before the placement of the child in a residential care center for children and youth.

Except "responsible local educational agency" means the school district in which the residential care center for children and youth is located if before the placement of the child in a residential care center for children and youth, the children resided in an: institute or facility operated by the department of health and family services; a Type 1 juvenile correctional facility; or a Type 1 prison.

Wis. Stat. § 115.81

- "School day" means any day, including a partial day, that children are in attendance at school for instructional purposes. The term "school day" has the same meaning for all children in school, including children with and without disabilities.

34 CFR § 300.11

- "Scientifically-based research" has the meaning given the term in section 9101(37) of the ESEA. See Appendix.

34 CFR § 300.35

- "Secondary school" means a nonprofit institutional day or residential school including a public secondary charter school that provides secondary education for grades 9-12.

34 CFR § 300.36

- "Serious bodily injury" has the meaning given the term "serious bodily injury" under paragraph (3) of subsection (h) of section 1365 of title 18, United States Code.

34 CFR § 300.530(i)(3). See Appendix.

- "Services plan" means a written statement that describes the special education and related services the school district will provide to a parentally-placed child with a disability enrolled in a private school located in the district, including the location of the services and any transportation necessary, consistent with 34 CFR §§ 300.132, 300.137-139.

34 CFR § 300.37

- "Special education" means specially-designed instruction, regardless of where the instruction is conducted, that is provided at no cost to the child or the child's parents, to meet the unique needs of a child with a disability, including:
  - instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings;
  - instruction in physical education;
  - speech-language pathology services, or any other related service, if the service consists of specially-designed instruction and is considered special education rather than a related service under Wisconsin standards;
  - travel training; and
  - vocational education.

The terms in the definition of special education are defined as follows:

- "At no cost" means that all specially-designed instruction is provided without charge, but does not preclude incidental fees that are normally charged to nondisabled students or their parents as a part of the regular education program.
- "Physical education" means the development of:
  - physical and motor fitness;
  - fundamental motor skills and patterns; and

- skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports).

The term includes special physical education, adaptive physical education, movement education, and motor development.

- "Specially-designed instruction" means adapting content, methodology or delivery of instruction:
  - to address the unique needs of an eligible child that result from the child's disability; and
  - to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the School District of Manawa that apply to all children.
- "Travel training" means providing instruction, as appropriate, to children with significant intellectual disabilities and any other children with disabilities who require this instruction to enable them to develop an awareness of the environment in which they live and learn the skills necessary to move effectively and safely from place to place within that environment (e.g., in school, in the home, at work, and in the community).
- "Vocational education" means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

34 CFR § 300.39; Wis. Stat. § 115.76(15)

- "Supplementary aids and services" mean aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings to enable a child with a disability to be educated with nondisabled children to the maximum extent appropriate.

34 CFR § 300.42, 115.76(16)

- A "transfer pupil with a disability" means a child with a disability under the Individuals with Disabilities Education Act whose residence has changed from a local educational agency in this state to another local educational agency in this state or from a public agency in another state to a local educational agency in this state.

Wis. Admin. Code § PI 11.07

- "Transition services" means a coordinated set of activities for a child with a disability that:



- is designed to be within a results-oriented process that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including:
  - postsecondary education,
  - vocational education,
  - integrated employment (including supported employment)
  - continuing and adult education
  - adult services
  - independent living, or
  - community participation
  
- is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes:
  - instruction;
  - related services;
  - community experiences;
  - the development of employment and other post-school adult living objectives; and
  - if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

34 CFR § 300.43

- "Universal Design" has the meaning given the term in section 3 of the Assistive Technology Act of 1998, as amended, 29 U.S.C. 3002.

34 CFR § 300.44 See Appendix.

- "Weapon" has the meaning given the term "dangerous weapon" under paragraph (2) of the first subsection (g) of section 930 of title 18, United States Code.

34 CFR § 300.530(i)(4) See Appendix.

## **Full Educational Opportunity Goal**

It is the goal of the School District of Manawa to provide full educational opportunity to all children with disabilities in the area served by the School District of Manawa. The School District of Manawa has available to all of its children with disabilities the variety of educational programs and services available to nondisabled children in the School District of Manawa, including: art, music, industrial arts, consumer and homemaking education, and vocational education or any program or activity in which nondisabled children participate. The School District of Manawa provides supplementary aids and services determined appropriate and necessary by the child's IEP Team, to ensure that

children with disabilities have an equal opportunity to participate in nonacademic and extracurricular services and activities.

34 CFR §§ 300.107, 300.109; 300.110; 300.201

## **Free Appropriate Public Education**

**GENERAL.** All children with disabilities for whom the School District of Manawa is responsible are provided a free appropriate public education. Special education and related services are provided to these children with disabilities, including, as required by 34 CFR § 300.530(d), children with disabilities who have been suspended or expelled from school. Children with disabilities entitled to a free appropriate public education are children age three, but not yet 21 who have not graduated from high school with a regular high school diploma and, for the duration of a school term, persons who become 21 years old during that school term and who have not graduated from high school with a regular diploma. A regular high school diploma does not include an alternative degree that is not fully aligned with the State's academic standards, such as a certificate or a general educational development credential (GED). The special education and related services provided to children addresses all of their special education and related services needs and are provided by personnel qualified as required by 34 CFR § 300.156.

34 CFR § 300.101(a); 34 CFR § 300.102(a)(3)(iv); 34 CFR § 300.156; Wis. Stat. § 115.76(3)

The School District of Manawa provides prior written notice of a change in placement consistent with the requirements in the law when a child with a disability graduates from high school with a regular diploma. Additionally for those students who graduate from high school with a regular diploma as well as students who exceed the age of eligibility, the School District of Manawa provides a summary of their academic achievement and functional performance, including recommendations on how to assist the child in meeting the child's postsecondary goals.

34 CFR § 300.102(a)(3)(iii); 300.305(e)(3)

The School District of Manawa ensures that an IEP is in effect for each eligible child no later than the child's third birthday. If the child's third birthday occurs during the summer, the child's IEP team determines when the IEP services will begin.

34 CFR § 300.101(b)

If a placement in a public or private residential program is necessary to provide special education and related services to a child with a disability, the program, including non-medical care and room and board, is provided at no cost to the parents of the child.

34 CFR § 300.104

The School District of Manawa admits a nonresident child if the program is appropriate for the child's disability. When a resident child is refused admittance to another local educational agency, the resident local educational agency ensures that a free appropriate public education is provided to the child. When board and lodging are not furnished to a nonresident child with a disability, the resident local educational agency provides transportation, except as provided in Wis. Stat. § 115.82(2)(a) and (b).

Wis. Stat. § 115.82

After a child with a disability has been removed from his or her current placement for ten school days in the same school year, for any subsequent removal, the School District of Manawa provides services, although in another setting, so as to enable the child to continue to participate in the general education curriculum and to progress toward meeting the goals set out in the child's IEP. In such a case, school personnel, in consultation with at least one of the child's teachers, determine the extent of the services. When there is a change of placement, the IEP team determines the appropriate services.

34 CFR § 300.530(d)

**HEARING AIDS AND EXTERNAL COMPONENTS OF SURGICALLY IMPLANTED MEDICAL DEVICES.**

The School District of Manawa ensures that hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly. The School District of Manawa ensures that the external components of surgically implanted medical devices are functioning properly, but is not responsible for the post-surgical maintenance, programming, or replacement of the medical devices that has been surgically implanted, or of an external component of the surgically implanted medical device.

34 CFR § 300.113

**PHYSICAL EDUCATION.** Physical education services, specially designed if necessary, are made available to every child with a disability unless the LEA does not provide physical education to children without disabilities in the same grades. Each child with a disability is afforded the opportunity to participate in regular physical education programs available to nondisabled children unless the child is enrolled full time in a separate facility, or the child needs specially-designed physical education as prescribed in the child's IEP.

If specially-designed physical education is prescribed in a child's IEP, the School District of Manawa provides the services directly or makes arrangements for those services to be provided through other public or private programs. The School District of Manawa ensures that a child with a disability who is enrolled in a separate facility receives appropriate physical education services in compliance with the law.

34 CFR § 300.108

**ASSISTIVE TECHNOLOGY.** The School District of Manawa makes available assistive technology devices or assistive technology services, or both, to a child with a disability if

required as part of the child's special education, related services, or supplementary aids and services. If a child's IEP team determines that access to school-purchased assistive technology devices or services in the child's home or in other settings is necessary for the child to receive a free appropriate public education, the devices or services are provided.

34 CFR § 300.105

**EXTENDED SCHOOL YEAR.** The School District of Manawa ensures that extended school year services are available to each child with a disability as necessary to provide a free appropriate public education. Extended school year services are provided when a child's IEP team determines, on an individual basis, that the services are necessary for the provision of a free appropriate public education to the child. The School District of Manawa does not limit extended school year services to particular categories of disability, or unilaterally limit the type, amount, or duration of those services.

34 CFR § 300.106

**PARTICIPATION IN ASSESSMENTS.** Children with disabilities attending the School District of Manawa are included in all state-wide and district-wide assessment programs with appropriate accommodations. Those children who cannot participate in state-wide or district-wide assessments participate in alternate assessments. Needed accommodations or alternate assessments are identified by the IEP team and are specified in the child's IEP.

20 U.S.C 1412(a)(16); Wis. Stat. § 115.77(1m)(bg)

**METHODS OF ENSURING A FREE APPROPRIATE PUBLIC EDUCATION.** If a public agency, other than an educational agency, fails to meet its obligation under federal or state law or under state policy or interagency agreement to provide or pay for any services that are also considered special education and related services that are necessary for ensuring a free appropriate public education to a child, the School District of Manawa provides or pays for these services to the child in a timely manner.

34 CFR § 300.154(b)(2)

When the School District of Manawa uses Medicaid or other public insurance benefits programs in which a child participates to provide or pay for special education and related services necessary for the child to receive a free appropriate public education as permitted under the public insurance program, the School District of Manawa obtains parent consent each time access to public benefits or insurance is sought.

Furthermore, the School District of Manawa does not:

- require parents to sign up for or enroll in public insurance programs in order for their child to receive a free appropriate public education under Part B of the Act;

- require parents to incur an out-of-pocket expense such as the payment of a deductible or co-pay amount incurred in filing a claim for special education and related services; or
- use a child's benefits under a public insurance program if that use would:
  - decrease available lifetime coverage or any other insured benefit,
  - result in the family paying for services that would otherwise be covered by the public benefits or insurance program and that are required for the child outside of the time the child is in school,
  - increase premiums or lead to the discontinuation of benefits or insurance or
  - risk loss of eligibility for home and community-based waivers based on aggregate health-related expenditures.

Each time the School District of Manawa proposes to access the proceeds of a parents' private insurance to provide services necessary for the child to receive a free appropriate public education, the School District of Manawa:

- obtains informed parent consent; and
- informs the parents that their refusal to permit the School District of Manawa to access their private insurance does not relieve the public agency of its responsibility to ensure that all required services are provided at no cost to the parents.

#### 34 CFR § 300.154

The School District of Manawa timely provides instructional materials in accessible formats to children who are blind, children with print disabilities, or other children with disabilities as required in the child's IEP.

#### 34 CFR § 300.210

Except for the circumstances provided for in Wis. Stat. § 118.51(12)(a)&(b)2 of the Full-Time Open Enrollment law, if a non-resident child with a disability is attending the School District of Manawa under the Full-Time Open Enrollment law, the School District of Manawa provides an educational placement for the child. If tuition charges are required by the placement, the School District of Manawa pays tuition charges instead of the resident school district.

#### Wis. Stat. § 115.79(1)(b)

### **Public Information**

The School District of Manawa regularly publicizes information about its special education procedures and services. Further, the School District of Manawa makes

available to any person, upon request, all documents relating to the School District of Manawa's eligibility for state and federal special education funds.

34 CFR § 300.212; Wis. Stat. § 115.77(1m)(g) and (h)

If the School District of Manawa receives a notice from the Department of Public Instruction that it is in noncompliance with respect to state or federal special education law and the Department of Public Instruction is proposing to reduce or withhold any further payments to the School District of Manawa until the Department of Public Instruction is satisfied that the School District of Manawa is complying with that requirement, the School District of Manawa gives public notice of the pending state actions.

34 CFR § 300.222(b)

## **Child Find**

**GENERAL.** The School District of Manawa identifies, locates, and evaluates all children with disabilities, regardless of the severity of their disability, who are in need of special education and related services, including children attending private schools, children who are made a ward of the state, county, or child welfare agency under chapter 54 or 880, children who are not yet three years of age, highly mobile children such as migrant and homeless children, and children who are suspected of being a child with a disability even though they are advancing from grade to grade.

34 CFR § 300.111; Wis. Stat. § 115.77(1m)(a)

**REFERRAL.** The School District of Manawa accepts and processes referrals of children suspected to have a disability. The School District of Manawa has written procedures for accepting and processing referrals. Licensed school personnel who reasonably believe a child has a disability are required to make a referral.

Prior to submitting a referral, the people required to make referrals inform the parents of their intent to make a referral. If the School District of Manawa receives a referral for a child who is attending the School District of Manawa under the Full-Time Open Enrollment law or a tuition waiver under Wis. Stat. § 121.84(1)(a) or (4), the School District of Manawa provides the name of the child and related information to the local educational agency of residence. Whenever the School District of Manawa receives a referral for a resident child attending school in another local educational agency under the Full-Time Open Enrollment law or a tuition waiver under Wis. Stat. § 121.84(1)(a) or (4), the School District of Manawa provides the name of the child and related information to the local educational agency of attendance.

The School District of Manawa accepts written referrals. Each referral includes the name of the child and reasons why the person making the referral believes that the child is a

child with a disability. The School District of Manawa documents and dates the receipt of each referral.

At least annually, the School District of Manawa informs parents and persons required by law to make referrals about the School District of Manawa's referral and evaluation procedures.

The School District of Manawa provides information and inservice opportunities for its licensed staff to familiarize them with the School District of Manawa's referral procedures.

Wis. Stat. § 115.777

## **IEP Team**

The School District of Manawa establishes an IEP team for each child referred to the School District of Manawa.

**PARTICIPANTS.** The IEP team for each child consists of all of the following:

- the parents of the child;
- at least one regular education teacher of the child if the child is, or may be, participating in a regular education environment;
- at least one special education teacher who has recent training or experience related to the child's known or suspected area of special education needs or, where appropriate, at least one special education provider of the child;
- a representative of the School District of Manawa:
  - who is qualified to provide or supervise the provision of special education,
  - who is knowledgeable about the general education curriculum, and
  - who is knowledgeable about and authorized to commit the available resources of the School District of Manawa (who may be another member of the IEP team if the criteria are met);
- an individual who can interpret the instructional implications of evaluation results, who may otherwise be a team member;
- an appropriate therapist if the child is suspected to need occupational therapy or physical therapy or both.

Wis. Admin. Code § PI 11.24

- a department-licensed speech or language pathologist when documenting a speech or language impairment and the need for speech or language services.

Wis. Admin. Code § PI 11.36(5)(e)

- at the discretion of the parent or School District of Manawa, other individuals who have knowledge or special expertise about the child, including related services personnel as appropriate. The determination of the individual's knowledge or special expertise is made by the party (parents or public local educational agency) who invited the individual to be a member of the IEP team;
- whenever appropriate, the child;
- at least one person designated by the school board of the child's school district of residence who has knowledge or special expertise about the child when the student is attending a public school in a nonresident school district under Full-Time Open Enrollment Law, or a tuition waiver under Wis. Stat. § 121.84(1)(a) or (4),

In addition to the above members, the School District of Manawa invites the following:

- To the extent appropriate, a representative of any participating agency that is likely to be responsible for providing or paying for transition services, if the parents or the child who has reached the age of majority provides consent; and
- The student, when the purpose of the meeting will be consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals. If the student does not attend the IEP Team meeting, the School District of Manawa takes other steps to ensure consideration of the student's preferences and interests.
- If requested by the parent, at the initial IEP Team meeting for a child previously served under Part C, the Part C service coordinator or other representatives of the Part C System will be invited.

34 CFR § 300.321; Wis. Stat. § 115.78; PI 11.24(2)

### **IEP TEAM ATTENDANCE**

An IEP Team member is not required to attend an IEP Team meeting, in whole, or in part, if the parent of a child with a disability and the School District of Manawa agree, in writing, the attendance is not necessary because the member's area of curriculum or related services is not being modified or discussed.

An IEP Team member may be excused from attending an IEP Team meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of curriculum or related services, if the parent, in writing, and the School District of Manawa consent to the excusal, and the member submits, in writing to the parent and the IEP Team, input into the development of the IEP prior the meeting.



34 CFR § 300.321(e); Wis. Stat. § 115.78(5)

**PARENT PARTICIPATION IN IEP TEAM MEETINGS.** The School District of Manawa takes steps to ensure that one or both of the parents of a child with a disability are present at each IEP Team meeting or are afforded the opportunity to participate, including:

- notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
- scheduling the meeting at a mutually agreed on time and place.

The notice required in this policy:

- indicates the purpose, time, and location of the meeting and who will be in attendance; informs the parents of the provisions in these policies relating to the participation of other individuals on the IEP team who have knowledge or special expertise about the child; and
- informs the parents that they can request the Part C coordinator or other representatives of the Part C system be at the initial IEP Team meeting for a child previously served under Part C of IDEA.

Beginning no later than in the first IEP that will be in effect when the child is 14, the notice also:

- indicates that a purpose of the meeting is the consideration of the postsecondary goals and transition services for the child;
- indicates that the School District of Manawa will invite the student; and
- identifies any other agency that will be invited to send a representative.

If neither parent can attend, the School District of Manawa uses other methods to ensure parent participation, including individual or conference calls.

The School District of Manawa may conduct meetings without a parent in attendance if the School District of Manawa is unable to convince the parents that they should attend. In this case the School District of Manawa has a record of its attempts to arrange a mutually agreed on time and place, such as:

- detailed records of telephone calls made or attempted and the results of those calls;
- copies of correspondence sent to the parents and any responses received; and
- detailed records of visits made to the parent's home or place of employment and the results of those visits.

The School District of Manawa takes whatever action is necessary to ensure that the parent understands the proceedings at the IEP Team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.

Subject to the timeline requirements contained in this policy, if the parents of the child or the School District of Manawa staff determine at any meeting during the process of the evaluation, development of the IEP or placement of the child that additional time is needed to permit meaningful parental participation, the School District of Manawa provides it. Upon request, the School District of Manawa provides a copy of the most recent evaluation report to the child's parents at any meeting of the IEP team.

The School District of Manawa gives the parent a copy of the child's IEP at no cost to the parent.

34 CFR § 300.322; Wis. Stat. §§ 115.787(2)(g) and 115.78(3)(d)

**IEP TEAM DUTIES.** The IEP team does all of the following:

- evaluates the child to determine the child's eligibility or continued eligibility for special education and related services, and the educational needs of the child;
- develops an IEP for the child; and
- determines the special education placement for the child.

34 CFR § 300.324(a); Wis. Stat. § 115.78

**TIMELINE.** Within 15 business days of receiving a referral, the School District of Manawa sends to the child's parents a request for consent to evaluate the child except that if the School District of Manawa determines that no additional data are necessary, the School District of Manawa notifies the child's parent of that determination within 15 business days of receiving the referral. The School District of Manawa determines if a child is a child with a disability within 60 days after receiving parental consent for the evaluation or provides notice that no additional data are needed. The 60-day period does not apply:

- if the child transfers into the School District of Manawa before the previous local educational agency has made an eligibility determination, sufficient progress is being made to ensure a prompt completion of the evaluation, and the child's parents agree to a specific time when the evaluation will be completed;
- if the child's parent repeatedly fails or refuses to produce the child for the evaluation; or
- if a child is being evaluated for a specific learning disability and the timeline is extended by mutual written agreement of the child's parents and IEP team.

The School District of Manawa conducts a meeting to develop an IEP and determine placement within 30 days of a determination that a child is a child with a disability.

If the parents of the child or School District of Manawa staff determine at any meeting during the process of evaluation, development of the IEP, or determination of placement,

that additional time is needed to permit meaningful parent participation, the School District of Manawa provides it.

34 CFR §§ 300.301, 300.323, 300.309(c); Wis. Stat. §§ 115.777(3)(e), 115.78

## Evaluation

**GENERAL.** As part of an initial evaluation of a child and as part of any reevaluation of a child, the IEP team and other qualified professionals, as determined by the School District of Manawa:

- reviews existing evaluation data on the child, including evaluations and information provided by the child's parents, previous interventions and the effects of those interventions, current classroom-based, local, or state assessments, classroom-based observations, and observations by teachers and related services providers; and
- on the basis of that review and information provided by the child's parents, identifies the additional data, if any, that are needed, to determine:
  - whether the child has a particular category of disability and the educational needs of the child or, in case of a reevaluation of a child, whether the child continues to have such a disability and the educational needs of the child;
  - the present levels of academic achievement and related developmental needs of the child;
  - whether the child needs special education and related services, or in the case of a reevaluation of a child, whether the child continues to need special education and related services; and
  - whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable, annual goals specified in the child's IEP and to participate, as appropriate, in the general education curriculum.
- The School District of Manawa administers such assessment and other evaluations as may be needed to produce the additional data.
- The review of existing evaluation data on the child may occur without conducting a meeting.

34 CFR § 300.305; Wis. Stat. § 115.782(2)(b)

The School District of Manawa does not require parental consent before reviewing existing data as part of an evaluation or reevaluation or administering a test or other

evaluation that is administered to all children unless, before administration of that test or evaluation, the School District of Manawa requires consent for all children.

34 CFR § 300.300(d)(1)

Screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation is not considered to be an evaluation for eligibility for special education and related services.

34 CFR § 300.302

The School District of Manawa provides the parents of the child with proper written notice, of any evaluation procedures the agency proposes to conduct, and the names of the individuals who will conduct the evaluation, if known.

34 CFR § 300.304(a); Wis. Stat. § 115.782(1)(a)

### **INITIAL EVALUATIONS**

The School District of Manawa obtains informed consent from the child's parent before administering assessments or other evaluation materials to the child. Parental consent for the evaluation does not constitute consent for placement for receipt of special education and related services.

34 CFR § 300.300(a); Wis. Stat. § 115.782(1)(b)

If the child is a ward of the state and is not residing with the child's parent, the School District of Manawa is not required to obtain informed consent from the parent for an initial evaluation if: the School District of Manawa cannot, after reasonable efforts, locate the parent of the child; the rights of the parents of the child have been terminated in accordance with state law; or, the rights of the parent to make educational decisions have been subrogated by a judge in accordance with state law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child.

34 CFR § 300.300(a)(2)

If the parent of a child enrolled in public school or seeking to be enrolled in public school does not provide consent for an initial evaluation or fails to respond to a request to provide consent, the School District of Manawa may, but is not required to, pursue the initial evaluation by utilizing mediation or due process.

34 CFR § 300.300(a)(3)

If a parent of a child who is home schooled or parentally placed in a private school does not provide consent, or the parent fails to respond to a request to provide consent, the

School District of Manawa cannot use mediation or due process and is not required to consider the child as eligible for services.

34 CFR § 300.300(d)(4)

The School District of Manawa does not use a parent's refusal to consent to activities relating to conducting an initial evaluation to deny the parent or child any other service, benefit, or activity of the School District of Manawa.

34 CFR § 300.300(d)(3)

**IEP TEAM DETERMINATION OF ELIGIBILITY OR CONTINUING ELIGIBILITY (INITIAL AND REEVALUATION).** Following a review of existing data and administration of assessments and other evaluation materials (if any), the IEP team determines whether the child is or continues to be a child with a disability. For a child who does not otherwise meet the eligibility criteria under state law, the IEP team does not determine that the child is a child with a disability solely because the child has received inappropriate instruction in reading or math or because the child has limited proficiency in English. In interpreting evaluation data for the purpose of determining if a child is a child with a disability, and the educational needs of the child, the School District of Manawa draws upon information from a variety of sources, including aptitude and achievement tests, parent input, teacher recommendations, physical condition, social or cultural background, and adaptive behavior. The School District of Manawa ensures that information obtained from all of these sources is documented and carefully considered.

34 CFR § 300.306

**REEVALUATION.** In conducting reevaluations, the IEP team:

- evaluates a child with a disability in accordance with the law before determining that the child is no longer a child with a disability, and
- reevaluates a child with a disability in accordance with the law if the School District of Manawa determines that the educational or related services needs of the child, including the child's academic and functional performance, warrant a reevaluation or if the child's parent or teacher requests a reevaluation. The IEP team shall reevaluate a child no more than once a year unless the child's parents and the School District of Manawa agree otherwise, and at least once every 3 years unless the child's parent and School District of Manawa agree that a reevaluation is unnecessary.

34 CFR §§ 300.303, 300.305(e)(1); Wis. Stat. § 115.782(4)

An evaluation is not required before the termination of a child's eligibility for special education and related services because he or she graduated from secondary school with a regular diploma or because he or she reached the age of 21. Under these

circumstances, the School District of Manawa provides the child with a summary of the child's academic achievement and functional performance, including recommendations on how to assist the child in meeting his or her postsecondary goals.

34 CFR § 300.305(e)(2) and (3); Wis. Stat. § 115.782(4)

In conducting a reevaluation, the School District of Manawa obtains informed consent from the child's parent before administering new assessments and other evaluation materials. The School District of Manawa proceeds without consent only if the School District of Manawa has taken reasonable measures to obtain the consent and the child's parents have failed to respond. Reasonable measures are the measures required for conducting an IEP meeting without a parent in attendance. If the parent of a child enrolled in public school or seeking to be enrolled in public school refuses to provide consent, the School District of Manawa is not required to pursue the reevaluation, but may pursue the reevaluation by utilizing mediation or due process.

If a parent of a child who is home schooled or parentally placed in a private school refuses or fails to respond to a request for consent for a reevaluation, the School District of Manawa cannot use mediation or due process, and is not required to consider the child as eligible for services.

34 CFR § 300.300(c) and (d); Wis. Stat. § 115.782(4)(b)

If the IEP team and other qualified professionals, as appropriate, finds no additional information is needed to determine whether a child continues to be a child with a disability, and to determine the child's educational needs, the School District of Manawa notifies the child's parents of that finding and the reasons for it, and that the parent has a right to request an assessment to determine whether the child continues to have a disability, and to determine the child's educational needs. The School District of Manawa conducts such an assessment if the parent requests it.

34 CFR § 300.305(d); Wis. Stat. § 115.782(4)(c)

**EVALUATION REPORT.** When the IEP team determines a child's eligibility, the team prepares an evaluation report that includes documentation of the determination of eligibility. The School District of Manawa gives a copy of the evaluation report and the documentation of determination of eligibility at no cost to the child's parents.

34 CFR § 300.306(a); Wis. Stat. § 115.782(3)(b)

**EVALUATION SAFEGUARDS.** When the School District of Manawa evaluates a child with a disability, the IEP team:

- does not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child;

- uses a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information, including information provided by the child's parent, that may assist in determining whether the child is a child with a disability and the content of the child's IEP, including information related to enabling the child to be involved in and progress in the general education curriculum or, for preschool children, to participate in appropriate activities;
- uses technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors; and
- ensures all of the following:
  - assessments and other evaluation materials used to assess a child are selected and administered so as not to be racially or culturally discriminatory and are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do, academically, developmentally, and functionally, unless it is clearly not feasible to do so;
  - any assessments given to the child have been validated for the specific purpose for which they are used, are administered by trained and knowledgeable personnel and are administered in accordance with any instructions provided by the producer of such assessments or evaluation materials;
  - the child is assessed in all areas of suspected disability; including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities; and
  - assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child are used.

34 CFR § 300.304; Wis. Stat. §§ 115.782(2) and 3(b),

- The evaluation report includes documentation of determination of eligibility for special education. A copy of the evaluation report, including the documentation of eligibility is given to the child's parents.

In evaluating each child with a disability, the evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs whether or not commonly linked to the disability category in which the child has been classified.

34 CFR § 300.304 (c)(6)-(7)

The School District of Manawa ensures assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those designed to provide a single general intelligence quotient.

34 CFR § 300.304(c)(2)

The School District of Manawa ensures assessments are selected and administered so as best to ensure that if an assessment is administered to a child with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual or speaking skills (unless those skills are the skills the test purports to measure).

34 CFR § 300.304(c)(3)

**ADDITIONAL REQUIREMENTS FOR SPECIFIC LEARNING DISABILITIES.**

When a school begins to use data from a multi-level system of support to consider if the student meets the Insufficient Progress criterion, the IEP team shall include the following additional members:

- at least one licensed person who is qualified to assess data on individual rate of progress using a psychometrically valid and reliable methodology;
- at least one licensed person who has implemented scientific, research-based or evidence-based, intensive interventions with the referred pupil
- at least one licensed person who is qualified to conduct individual diagnostic evaluations of children; and
- if the child does not have a licensed general education teacher, a general education classroom teacher licensed to teach a child of the same age, or for a child of less than school age, an individual qualified by the Department of Public Instruction to teach a child of his or her age.

PI 11.36(6)

For a child suspected of having a specific learning disability, the documentation of the determination of eligibility shall include:

- whether the child has a specific learning disability;
- the basis for making that determination, including an assurance that the eligibility determination was based on a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the child's physical condition, social or cultural background, and adaptive behavior; and that the information obtained from all of these sources is documented and carefully considered;



- the relevant behavior, if any, noted during observation of the child and the relationship of that behavior to the child's academic functioning in the area of potential specific learning disability;
- documentation that the intensive intervention was applied in a manner highly consistent with its design, was closely aligned to pupil need, and was culturally appropriate;
- the educationally relevant medical findings, if any;
- whether the child does not achieve adequately for the child's age or to meet state approved grade-level standards and the child does not make sufficient progress to meet age or State-approved grade-level standards; or until November 30, 2013, the child exhibits a significant discrepancy between the child's academic achievement in any of the eight areas of potential specific learning disabilities and intellectual ability.
- the determination of the team concerning the effects of a visual, hearing, or motor disability; mental retardation; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency on the child's achievement level; and
- if the child has participated in a process that assesses the child's response to scientific, research-based intervention, documentation that the child's parents were notified about the following:
  - the progress monitoring data collected;
  - strategies for increasing the child's rate of learning including the intensive interventions used, and
  - the parents' right to request an evaluation.

Each IEP team member certifies in writing whether the report reflects his or her conclusion. If the evaluation report does not reflect the IEP team member's conclusions, the member submits a separate statement presenting his or her conclusions.

PI 11.36(6)

## Determination of Eligibility

An evaluation conducted by an IEP team under Wis. Stat. § 115.782, shall focus on the consideration of information and activities that assist the IEP team in determining the educational needs of the child. Specifically, the IEP team shall meet the evaluation criteria specified under Wis. Stat. § 115.782(2)(a), when conducting tests and using other evaluation materials in determining a child's disability.

Wis. Admin. Code § PI 11.35(1)

A child shall be identified as having a disability if the IEP team has determined from an evaluation conducted under Wis. Stat. § 115.782, that the child has an impairment under Wis. Admin. Code § PI 11.36 that adversely affects the child's educational performance, and the child, as a result thereof, needs special education and related services. As part of an evaluation or reevaluation under Wis. Stat. § 115.782, conducted by the IEP team in determining whether a child is or continues to be a child with a disability, the IEP team shall identify all of the following:

- The child's needs that cannot be met through the regular education program as structured at the time the evaluation was conducted.
- Modifications, if any, that can be made in the regular education program, such as adaptation of content, methodology or delivery of instruction to meet the child's needs identified by the IEP team that will allow the child to access the general education curriculum and meet the educational standards that apply to all children.
- Additions or modifications, if any, the child needs which are not provided through the general education curriculum, including replacement content, expanded core curriculum and other supports.

Wis. Admin. Code § PI 11.35

A child will not be determined to be a child with a disability if:

- The determinant factor for that determination is
  - Lack of appropriate instruction in reading, including the essential components of reading instruction as defined in 20 USC 6368(3); or
  - Lack of appropriate instruction in math; or
  - Limited English proficiency; and,
- The child does not otherwise meet the eligibility criteria.

34 CFR § 300.306(b); Wis. Stat. § 115.782(3)(a)

## Areas of Impairment

All provisions in these policies shall be construed consistent with 20 USC 1400 et. Seq. and the regulations promulgated thereunder.

Wis. Admin. Code § PI 11.36

### **AUTISM.** Wis. Admin. Code § PI 11.36(8)

Autism means a developmental disability significantly affecting a child's social interaction and verbal and nonverbal communication, generally evident before age 3 that adversely affects learning and educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has an emotional behavioral disability as defined in Wis. Admin. Code § PI 11.36(7).

The results of standardized or norm-referenced instruments used to evaluate and identify a child under this paragraph may not be reliable or valid. Therefore, alternative means of evaluation, such as criterion-referenced assessments, achievement assessments, observation and work samples shall be considered to identify a child under this paragraph. Augmentative communication strategies, such as facilitated communication, picture boards or signing shall be considered when evaluating a child under this paragraph. To identify a child as a child with autism, the criteria under 1. and 2. and one or more criteria under 3. through 6. shall be met.

1. The child displays difficulties or differences or both in interacting with people and events. The child may be unable to establish and maintain reciprocal relationships with people. The child may seek consistency in environmental events to the point of exhibiting rigidity in routines.
2. The child displays problems which extend beyond speech and language to other aspects of social communication, both receptively and expressively. The child's verbal language may be absent or, if present, lacks the usual communicative form which may involve deviance or delay or both. The child may have a speech or language disorder or both in addition to communication difficulties associated with autism.
3. The child exhibits delays, arrests, or regressions in motor, sensory, social or learning skills. The child may exhibit precocious or advanced skill development, while other skills may develop at normal or extremely depressed rates. The child may not follow normal developmental patterns in the acquisition of skills.
4. The child exhibits abnormalities in the thinking process and in generalizing. The child exhibits strengths in concrete thinking while difficulties are demonstrated in

abstract thinking, awareness and judgment. Perseverant thinking and impaired ability to process symbolic information may be present.

5. The child exhibits unusual, inconsistent, repetitive or unconventional responses to sounds, sights, smells, tastes, touch or movement. The child may have a visual or hearing impairment or both in addition to sensory processing difficulties associated with autism.
6. The child displays marked distress over changes, insistence on following routines and a persistent preoccupation with or attachment to objects. The child's capacity to use objects in an age-appropriate or functional manner may be absent, arrested or delayed. The child may have difficulty displaying a range of interests or imaginative activities or both. The child may exhibit stereotyped body movements.

**INTELLECTUAL DISABILITY.** Wis. Admin. Code § PI 11.36(1)

Intellectual disability means significant limitations both in intellectual functioning and in adaptive behavior as expressed in conceptual, social, and practical adaptive skills and manifested during the developmental period that adversely affects the child's educational performance. The IEP team may identify a child as having an intellectual disability if the child meets the following criteria:

1. The child has a standard score of 2 or more standard deviations below the mean on an individually administered intelligence test which takes into account the child's mode of communication and is developed to assess intellectual functioning using this mode. More than one intelligence test may be used to produce a comprehensive result.
2. The child has significant limitations in adaptive behavior that are demonstrated by a standards score of 2 or more standard deviations below the mean on standardized or nationally-normed measures, as measured by comprehensive, individual assessments that include interviews of the parents, tests, and observations of the child in adaptive behavior which are relevant to the child's age, including at least one of the following:
  - a. Conceptual skills;
  - b. Social adaptive skills;
  - c. Practical adaptive skills; or
  - d. An overall composite score on a standardized measure of conceptual, social, and practical skills.
- 3.a. The child is age 3 through 5 and has a standard score of 2 or more standard deviations below the mean on standardized or nationally-normed measures, as measured by comprehensive, individual assessments, in the following areas: language development and communication, cognition, and general knowledge.

- b. The child is age 6 through 21 and has a standard score of 2 or more standard deviations below the mean on standardized or nationally-normed measures, as measured by comprehensive, individual assessments, in general information and at least 2 of the following areas: written language, reading, and mathematics.

When it is determined that reliable and valid assessment results are not possible due to the child's functioning level or age, a standardized developmental scale or a body of evidence including informal measures shall be used to assess the child.

Upon re-evaluation, a child who met identification criteria for cognitive disability prior to September 1, 2015, and continues to demonstrate a need for special education under s. PI 11.35 (2), including specially designed instruction, is a child with a disability under this section.

***NOTE: Intellectual disabilities typically manifest before age 18. An etiology should be determined when possible, so the IEP team can use this information for program planning.***

**EMOTIONAL BEHAVIORAL DISABILITY.** Wis. Admin. Code § PI 11.36(7)

Emotional behavioral disability, pursuant to Wis. Stat. § 115.76(5)(a)5, means social, emotional or behavioral functioning that so departs from the generally accepted, age appropriate ethnic or cultural norms that it adversely affects a child's academic progress, social relationships, personal adjustment, classroom adjustment, self-care or vocational skills. The IEP team may identify a child as having an emotional behavioral disability if the child meets the preceding definition and meets all of the following:

- The child demonstrates severe, chronic and frequent behavior that is not the result of situational anxiety, stress or conflict.
- The child's behavior described under par.(a) occurs in school and in at least one other setting.
- The child displays any of the following:
  - Inability to develop or maintain satisfactory interpersonal relationships.
  - Inappropriate affective or behavioral response to a normal situation.
  - Pervasive unhappiness, depression, or anxiety.
  - Physical symptoms, pains or fears associated with personal or school problems.
  - Inability to learn that cannot be explained by intellectual, sensory, or health factors.
  - Extreme withdrawal from social interactions.
  - Extreme aggressiveness for long period of time.
  - Other inappropriate behaviors that are so different from children of similar age, ability, educational experiences and opportunities that the child or other children in a regular or special education program are negatively affected.

The IEP team shall rely on a variety of sources of information, including systematic observations of the child in a variety of educational settings and shall have reviewed prior, documented interventions. If the IEP team knows the cause of the disability under this paragraph, the cause may be, but is not required to be, included in the IEP team's written evaluation summary.

The IEP team may not identify or refuse to identify a child as a child with an emotional behavioral disability solely on the basis that the child has another disability, or is socially maladjusted, adjudged delinquent, a dropout, chemically dependent, or a child whose behavior is primarily due to cultural deprivation, familial instability, suspected child abuse or socio-economic circumstances, or when medical or psychiatric diagnostic statements have been used to describe the child's behavior.

**HEARING IMPAIRMENT.** Wis. Admin. Code § PI 11.36(4)

Hearing impairment, including deafness, means a significant impairment in hearing, with or without amplification, whether permanent or chronically fluctuating, that significantly adversely affects a child's educational performance including academic performance, speech perception and production, or language and communication skills. A current evaluation by an audiologist licensed under Wis. Stat. ch. 459 shall be one of the components for an initial evaluation of a child with a suspected hearing impairment.

**SPECIFIC LEARNING DISABILITY.** Wis. Admin. Code § PI 11.36(6)

Specific learning disability, means a disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or perform mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing, motor disabilities, intellectual disabilities, emotional disturbance, cultural factors, environmental, or economic disadvantage.

The IEP team may identify a child as having a specific learning disability if both of the following apply:

**1. Inadequate Classroom Achievement**

Upon initial identification, the child does not achieve adequately for his or her age, or meet state-approved grade-level standards in one or more of the following eight areas of potential specific learning disabilities when provided with learning experiences and instruction appropriate for the child's age: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem solving.

A child's achievement is inadequate when the child's score, after intensive intervention, on one or more assessments of achievement is equal to or more than 1.25 standard deviations below the mean in one or more of the eight areas of potential specific learning disabilities. Assessments shall be individually

administered, norm-referenced, valid, reliable, and diagnostic of impairment in the area of potential specific learning disabilities.

The 1.25 standard deviation requirement may not be used if the IEP team determines that the child cannot attain valid and reliable standard scores for academic achievement because of the child's test behavior, the child's language proficiency, an impairment of the child that interferes with the attainment of valid and reliable scores, or the absence of individually administered, norm-referenced, standardized, valid, and reliable diagnostic assessments of achievement appropriate for the child's age. If the IEP team makes such a determination, it shall document the reasons why it was not appropriate to consider standardized achievement testing, and shall document that inadequate classroom achievement exists in at least one of the eight areas of potential specific learning disabilities using other empirical evidence.

The IEP team may consider scores within 1 standard error of the measurement of the 1.25 standard deviation criterion above to meet the inadequate classroom achievement criteria if the IEP team determines the child meets all other criteria.

- 2. Insufficient Progress.** Upon evaluation, the child has made insufficient progress in one of the following areas:
  - a. *Insufficient response to intensive, scientific, research-based or evidence-based intervention.* The child does not make sufficient progress to meet age or state-approved grade-level standards in one or more of the eight areas of potential specific learning disabilities when using a process based on the child's response to intensive, scientific, research-based or evidence-based interventions.

Intensive interventions may be implemented prior to referral, or as part of an evaluation, for specific learning disability. The IEP team shall consider progress monitoring data from at least two intensive, scientific, research-based or evidence-based interventions, implemented with adequate fidelity and closely aligned to individual student learning needs. The median score of three probes is required to establish a stable baseline data point for progress monitoring. IEP teams shall use weekly or more frequent progress monitoring to evaluate rate of progress during intensive, scientific, research-based or evidence-based interventions.

Rate of progress during intensive interventions is insufficient when any of the following areas are true: the rate of progress of the referred child is the same or less than that of his or her same-age peers; the referred child's rate of progress is greater than that of his or her same-age peers but will not result in the referred child reaching the average range of his or her same-age peers' achievement for that area of potential disability in a reasonable period of time; or the referred child's rate of progress is greater than that of his or her same-

age peers, but the intensity of the resources necessary to obtain this rate of progress cannot be maintained in general education.

If the LEA decides to use insufficient response to intensive, scientific, research-based or evidence-based intervention for any child being evaluated for specific learning disabilities enrolled in a school, the LEA shall use insufficient response to intensive, scientific, research-based or evidence-based interventions for all such evaluations of children enrolled in that school. At least ten days in advance of beginning to use insufficient response to intensive, scientific, research-based or evidence-based intervention in a school, the LEA will notify parents of all children enrolled in that school of the intent to use insufficient response to intensive, scientific, research-based or evidence-based intervention.

- b. *Significant discrepancy or insufficient progress in achievement as compared to measured ability.* LEAs are permitted to use this option until November 30, 2013.

Upon initial evaluation, the child exhibits a significant discrepancy between the child's academic achievement in any of the eight areas of potential specific learning disabilities and intellectual ability as documented by the child's composite score on a multiple score instrument or the child's score on a single score instrument.

The IEP team may base a determination of significant discrepancy only upon the results of individually administered, norm-referenced, valid, and reliable diagnostic assessment of achievement. A significant discrepancy means a difference between standard scores for ability and achievement equal to or greater than 1.75 standard errors of the estimate below expected achievement, using a standard regression procedure that accounts for the correlation between ability and achievement measures.

This regression procedure shall be used except when the IEP team determines that the child cannot attain valid and reliable standard scores for intellectual ability or achievement because of the child's test behavior, the child's language, another impairment of the child that interferes with the attainment of valid and reliable scores, or the absence of valid and reliable standardized, diagnostic tests appropriate for the child's age. If the IEP team makes such a determination, it shall document the reasons why it was not appropriate to use the regression procedure and shall document that a significant discrepancy exists, including documentation of a variable pattern of achievement or ability, in at least one of the eight areas of potential specific learning disabilities using other empirical evidence.

If the discrepancy between the child's ability and achievement approaches but does not reach the 1.75 standard error of the estimate cut-off for this



subdivision paragraph, the child's performance in any of the eight areas of potential specific learning disabilities is variable, and the IEP team determines that the child meets all other criteria, the IEP team may consider that a significant discrepancy exists.

The IEP team may not identify a child as having a specific learning disability if the team's findings of inadequate classroom achievement or insufficient progress are primarily due to one of the following exclusionary factors:

- environmental, economic disadvantage or cultural factors;
- lack of appropriate instruction in reading, including in the essential components of reading instruction;
- lack of instruction in math;
- limited proficiency in English;
- any of the other impairments; and
- lack of appropriate instruction in the area(s) of potential specific learning disability under consideration.

The child must be systematically observed in the child's learning environment, including the general classroom setting when possible, to document the child's academic performance and behavior in any of the eight areas of potential specific learning disabilities.

The systematic observation of routine classroom instruction and monitoring of the child's performance in at least one of the eight areas of potential specific learning disabilities may be conducted before the child was referred for evaluation, or the systematic observation of the child's academic performance in at least one of the eight areas of potential specific learning disabilities shall be conducted after the child has been referred for an evaluation and parental consent is obtained. If the child is less than school age or out of school, at least one member of the IEP team will conduct a systematic observation of the child in an environment appropriate for a child of that age.

If the child has participated in a process that assesses the child's response to intensive, scientific, research-based or evidence-based interventions, the IEP team will use information from a systematic observation of pupil behavior and performance in the area or areas of potential specific learning disability during intensive intervention for that area, conducted by an individual who is not responsible for implementing the interventions with the referred pupil.

In addition to all other determinations, the IEP team shall base its decision of whether a child has a specific learning disability on a comprehensive evaluation using formal and informal assessment data regarding academic achievement and learning behavior from sources such as standardized tests, error analysis, criterion referenced measures, curriculum-based assessments, pupil work samples, interviews, systematic observations, analysis of the child's response to previous interventions, and analysis of classroom expectations and curriculum.

Upon reevaluation, a child who met initial identification criteria and continues to demonstrate a need for special education, including specially designed instruction, is a child with a disability under this section, unless the exclusionary factors now apply. If a child with a specific learning disability performs to generally accepted expectations in the general education classroom without specially designed instruction, the IEP team shall determine whether the child is no longer a child with a disability.

**ORTHOPEDIC IMPAIRMENT.** Wis. Admin. Code § PI 11.36(2)

Orthopedic impairment means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes but is not limited to impairments caused by congenital anomaly such as clubfoot or absence of some member; impairments caused by disease such as poliomyelitis or bone tuberculosis; and impairments from other causes such as cerebral palsy, amputations, and fractures or burns that cause contractures.

**OTHER HEALTH IMPAIRMENT.** 34 CFR § 300.8; Wis. Admin. Code § PI 11.36(10)

Other health impairment means having limited strength, vitality or alertness due to chronic or acute health problems. The term includes but is not limited to a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, attention deficit disorder or attention deficit hyperactivity disorder, sickle cell anemia, Tourette syndrome, hemophilia, epilepsy, lead poisoning, leukemia, diabetes or acquired injuries to the brain caused by internal occurrences or degenerative conditions, which adversely affects a child's educational performance.

**SIGNIFICANT DEVELOPMENTAL DELAY.** Wis. Admin. Code § PI 11.36(11)

Significant developmental delay means children, age 3 through 9 years of age, who are experiencing significant delays in the areas of physical, cognition, communication, social-emotional or adaptive development.

All other suspected impairments are considered before identifying a child's primary impairment as significant developmental delay.

A child may be identified as having significant developmental delay when delays in development significantly challenge the child in two or more of the following five major life activities:

- Physical activity in gross motor skills such as the ability to move around and interact with the environment with appropriate coordination, balance and strength; or fine motor skills, such as manually controlling and manipulating objects such as toys, drawing utensils and other useful objects in the environment.
- Intellectual activity such as the ability to acquire, use and retrieve information as demonstrated by the level of imitation, discrimination, representation, classification, sequencing and problem-solving skills often observed in a child's play.

- Communication activity in expressive language such as the production of age-appropriate content, form and use of language; or receptive language, such as listening, receiving and understanding language.
- Emotional activity such as the ability to feel and express emotions and develop a positive sense of oneself; or social activity, such as interacting with people, developing friendships with peers and sustaining bonds with family members and other significant adults.
- Adaptive activity, such as caring for his or her own needs and acquiring independence in age-appropriate eating, toileting, dressing and hygiene tasks.

Documentation of significant developmental delays and their detrimental effect upon the child's daily life shall be based upon qualitative and quantitative measures including all of the following:

- A developmental and basic health history including results from vision and hearing screenings and other pertinent information from parents and, if applicable, other caregivers or service providers.
- Observation of the child in his or her daily living environment such as the child's home with a parent or caregiver or an early education or care setting which includes peers who are typically developing. If observation in these settings is not possible, observation in an alternative setting is permitted.
- Results from norm-referenced instruments are used to document significant delays of at least one and one-half standard deviations below the mean in two or more of the developmental areas which correspond to the major life activities. If it is clearly not appropriate to use norm-referenced instruments, other instruments such as criterion-referenced measures are used to document the significant delays.

**SPEECH AND LANGUAGE IMPAIRMENT.** Wis. Admin. Code § PI 11.36(5)

Speech or language impairment means an impairment of speech or sound production, voice, fluency, or language that significantly affects educational performance or social, emotional or vocational development. The IEP team may identify a child as having a speech or language impairment if the child meets the preceding definition and meets any of the following criteria:

- The child's conversational intelligibility is significantly affected and the child displays at least one of the following:
  - The child performs on a norm referenced test of articulation or phonology at least 1.75 standard deviations below the mean for his or her chronological age.
  - Demonstrates consistent errors in speech sound production beyond the time when 90% of typically developing children have acquired the sound.

- One or more of the child's phonological patterns of sound are at least 40% disordered or the child scores in the moderate to profound range of phonological process use in formal testing and the child's conversational intelligibility is significantly affected.
- The child's voice is impaired in the absence of an acute, respiratory virus or infection and not due to temporary physical factors such as allergies, short term vocal abuse or puberty. The child exhibits atypical loudness, pitch, quality or resonance for his or her age and gender.
- The child exhibits behaviors characteristic of a fluency disorder.
- The child's oral communication or, for a child who cannot communicate orally, his or her primary mode of communication, is inadequate, as documented by all of the following:
  - Performance on norm referenced measures that is at least 1.75 standard deviations below the mean for chronological age.
  - Performance in activities is impaired as documented by informal assessment such as language sampling, observations in structured and unstructured settings, interviews, or checklists.
  - The child's receptive or expressive language interferes with oral communication or his or her primary mode of communication. When technically adequate norm referenced language measures are not appropriate as determined by the IEP team to provide evidence of a deficit of 1.75 standard deviations below the mean in the area of oral communication, then two measurement procedures shall be used to document a significant difference from what would be expected given consideration to chronological age, developmental level, and method of communication such as oral, manual, and augmentative. These procedures may include additional language samples, criterion referenced instruments, observations in natural environments and parent reports.

The IEP team may not identify a child who exhibits any of the following as having a speech or language impairment:

- Mild, transitory or developmentally appropriate speech or language difficulties that children experience at various times and to various degrees.
- Speech or language performance that is consistent with developmental levels as documented by formal and informal assessment data unless the child requires speech or language services in order to benefit from his or her educational programs in school, home, and community environments.
- Speech or language difficulties resulting from dialectical differences or from learning English as a second language, unless the child has a language impairment in his or her native language.

- Difficulties with auditory processing without a concomitant documented oral speech or language impairment.
- A tongue thrust which exists in the absence of a concomitant impairment in speech sound production.
- Elective or selective mutism or school phobia without a documented oral speech or language impairment.

The IEP team shall substantiate a speech or language impairment by considering all of the following:

- Formal measures using normative data or informal measures using criterion referenced data.
- Some form of speech or language measures such as developmental checklists, intelligibility ratio, language sample analysis, minimal core competency.
- Information about the child's oral communication in natural environments.
- Information about the child's augmentative or assistive communication needs.

An IEP team shall include a department-licensed speech or language pathologist and information from the most recent assessment to document a speech or language impairment and the need for speech or language services.

**TRAUMATIC BRAIN INJURY.** Wis. Admin. Code § PI 11.36(9)

Traumatic brain injury means an acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas such as cognition; speech and language; memory; attention; reasoning; abstract thinking; communication; judgment; problem-solving; sensory, perceptual and motor abilities; psychosocial behavior; physical functions; information processing; and executive functions, such as organizing, evaluating and carrying out goal-directed activities. The term does not apply to brain injuries that are congenital or degenerative or brain injuries induced by birth trauma.

Children whose educational performance is adversely affected as a result of acquired injuries to the brain caused by internal occurrences, such as vascular accidents, infections, anoxia, tumors, metabolic disorders and the effects of toxic substances or degenerative conditions may meet the criteria of one of the other impairments.

The results of standardized and norm-referenced instruments used to evaluate and identify a child as traumatic brain injured may not be reliable or valid. Therefore, alternative means of evaluation, such as criterion-referenced assessment, achievement assessment, observation, work samples, and neuropsychological assessment data are

considered to identify a child who exhibits total or partial functional disability or psychosocial impairment in one or more areas listed above. Before a child may be identified as traumatic brain injured, available medical information from a licensed physician is considered.

**VISUAL IMPAIRMENT.** Wis. Admin. Code § PI 11.36(3)

Visual impairment means even after correction a child's visual functioning significantly adversely affects his or her educational performance. The IEP team may identify a child as having a visual impairment after all of the following events occur:

- A certified teacher of the visually impaired conducts a functional vision evaluation which includes a review of medical information, formal and informal tests of visual functioning and the determination of the implications of the visual impairment on the educational and curricular needs of the child.
- An ophthalmologist or optometrist finds at least one of the following:
  - Central visual acuity of 20/70 or less in the better eye after conventional correction.
  - Reduced visual field to 50° or less in the better eye.
  - Other ocular pathologies that are permanent and irremediable.
  - Cortical visual impairment.
  - A degenerative condition that is likely to result in a significant loss of vision in the future.

An orientation and mobility specialist, or teacher of the visually impaired in conjunction with an orientation and mobility specialist, evaluates the child to determine if there are related mobility needs in home, school, or community environments.

## **Developing, Reviewing and Revising IEPs**

**IEP IN EFFECT.** At the beginning of each school year the School District of Manawa has in effect an IEP for each child with a disability within its jurisdiction. The School District of Manawa ensures that a meeting to develop an IEP and determine placement is conducted within 30 days of determination that the child is a child with a disability. The School District of Manawa ensures an IEP is in effect before special education and related services are provided to children with disabilities and is implemented as soon as possible following the meetings at which the IEP is developed. The School District of Manawa develops and implements an IEP for each child with a disability served by that agency including children placed in or referred to a private school or facility by the School District of Manawa.

The School District of Manawa ensures each child's IEP is accessible to each regular education teacher, special education teacher, related service provider and any other service provider who is responsible for its implementation. The School District of Manawa ensures each teacher and provider responsible for implementing a child's IEP is

informed of his or her specific responsibilities related to implementing the child's IEP and the specific accommodations, modifications and supports that must be provided for the child in accordance with the IEP. The School District of Manawa provides special education and related services to a child with a disability in accordance with the child's IEP and makes a good faith effort to assist the child to achieve the goals and objectives or benchmarks listed in the IEP.

34 CFR 300.323(a),(c)-(d); Wis. Stat. §§ 115.787(1), 115.78(3)(c)

## **IEP Development**

In developing each child's IEP, the IEP team considers the strengths of the child, the concerns of the child's parents for enhancing the education of their child, and the results of the initial or most recent evaluation of the child, and the academic, developmental, and functional needs of the child.

The IEP team considers the following special factors:

- the use of positive behavioral interventions and supports, and other strategies, to address that behavior in the case of a child whose behavior impedes the child's learning or that of others;
- the language needs of the child as such needs relate to the child's IEP in the case of a child with limited English proficiency;
- instruction in Braille and the use of Braille in the case of a child who is visually impaired unless the IEP team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media, including an evaluation of the child's future needs for instruction in Braille or the use of Braille, that instruction in Braille or the use of Braille is not appropriate for the child;
- the communication needs of the child and, in the case of a child who is hearing impaired, the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level and full range of needs including opportunities for direct instruction in the child's language and communication mode; and
- whether the child requires assistive technology devices and services.

If when considering these special factors, the IEP team determines a child needs a particular device or service in order to receive a free appropriate public education, the IEP team includes a statement to that effect in the IEP.

The child's regular education teacher, as a member on the IEP team, participates in the development of the IEP of the child to the extent appropriate. The teacher participates in the determination of appropriate positive behavioral interventions and supports and other strategies, supplementary aids and services, program modifications and supports for school personnel.

The School District of Manawa gives a copy of the IEP to the child's parents with the notice of placement.

34 CFR § 300.324(a); Wis. Stat. § 115.787(3)

## **IEP Review and Revision**

The IEP team reviews the child's IEP periodically, but at least once a year, to determine whether the annual goals for the child are being achieved and revises 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 child provided to or by the parents;
- the child's anticipated needs; or
- other matters.

In conducting a review of the child's IEP, the IEP team considers the special factors listed above under the development of the IEP section.

To the extent appropriate, the regular education teacher of the child, as a member on the IEP team, participates in the review and revision of the IEP of the child.

If a participating agency, other than the School District of Manawa, fails to provide transition services described in the IEP, the School District of Manawa reconvenes the IEP team to identify alternative strategies to meet the transition objectives for the child set out in the IEP.

34 CFR § 300.324(b) and (c); Wis. Stat. § 115.787(4)

## **Amendments to the IEP**

In making changes to a child's IEP after the annual IEP team meeting for a school year, the parent of a child with a disability and the School District of Manawa may agree not to convene an IEP team meeting for the purposes of making those changes, and instead develop a written document to amend or modify the child's current IEP. If changes are made without a meeting, the School District of Manawa informs the child's IEP team of those changes.



Changes to the IEP may be made by either the entire IEP Team at an IEP team meeting or as described above by amending the IEP rather than redrafting the entire IEP. The School District of Manawa gives the child's parent a copy of the revised IEP with the amendments incorporated.

34 CFR § 300.324(a)(4)-(6); Wis. Stat. § 115.787(4)(c)

## **IEP Content**

The IEP for each child with a disability includes:

- a statement of the child's present levels of academic achievement and functional performance including how the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children) or, for a preschool child, as appropriate, how the disability affects the child's participation in appropriate activities;
- a statement of measurable annual goals for the child, including academic and functional goals, designed to meet the child's needs that result from the child's disability to enable the child to be involved in and progress in the general education curriculum and to meet each of the child's other educational needs that result from the child's disability;
- for children with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives;
- a statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child or on behalf of the child and a statement of the program modifications or supports for school personnel that will be provided to enable the child to:
  - advance appropriately toward attaining the annual goals;
  - be involved in and make progress in the general education curriculum and to participate in extracurricular and other non academic activities; and
  - be educated and participate with other children with disabilities and nondisabled children in the activities described above;
- an explanation of the extent to which the child will not participate with nondisabled children in regular classes in the general education curriculum and in extracurricular and other nonacademic activities;
- a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance on state or district-wide assessments;

- if the IEP team determines a child must take an alternate assessment instead of participating in a particular regular state-wide or district-wide assessment of student achievement, a statement indicating why the child cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the child;
- the projected date for the beginning of the services and modifications described in the IEP and the anticipated frequency, duration and location of those services and modifications;
- beginning not later than in the first IEP that will be in effect when the child is 14 and updated annually thereafter until the child is no longer eligible for special education and related services, a statement of appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and a description of the transition services, including courses of study, needed to assist the child in reaching those goals;
- a statement that the student has been informed of the parental rights that will transfer to the pupil under special education law on reaching the age of 18, beginning at least one year before the child attains the age of 18, and annually thereafter until the pupil is no longer eligible for special education and related services;
- a description of how the child's progress toward attaining the annual goals will be measured; and
- a description of when periodic reports, such as quarterly reports or other periodic reports issued concurrent with report cards, on the child's progress toward attaining the annual goals will be provided to the parents.

34 CFR § 300.320; Wis. Stat. § 115.787

## **Placement**

The School District of Manawa ensures an evaluation is conducted before special education and related services are provided to a child with a disability and an educational placement is provided to implement each child's IEP. The IEP team makes placement decisions. The placement is based upon and implements the child's IEP, is determined at least annually, and in uniformity with the least restrictive environment provisions described below.

34 CFR §§ 300.301(a), 300.116(b); Wis. Stat. §§ 115.78(2), 115.79(1)(a) and (b)

**LEAST RESTRICTIVE ENVIRONMENT.** The School District of Manawa ensures the following:

- Unless the IEP requires a different arrangement, the child is educated in the school he or she would attend if not disabled.
- The placement is provided as close as possible to the child's home.
- In selecting the least restrictive environment consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs.
- A child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.
- To the maximum extent appropriate, a child with a disability, including a child receiving publicly funded special education in a public or private institution or other care facility, is educated with children who are not disabled.
- Special classes, separate schooling or any other removal of a child from the regular educational environment occurs only when the nature or severity of a child's disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
- The School District of Manawa ensures a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services.
- The School District of Manawa ensures a continuum of alternative placements is available and will be used that includes instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions.
- The continuum makes provision for supplementary services (such as resource room or itinerant instruction) that are provided in conjunction with regular class placement.
- The School District of Manawa provides or arranges for nonacademic and extracurricular services and activities including meals and recess periods so each child with a disability participates with nondisabled children in the extracurricular services and activities to the maximum extent appropriate to the needs of that child. The School District of Manawa ensures that each child with a disability has the supplementary aids and services determined by the child's IEP Team to be appropriate and necessary for the child to participate in nonacademic settings.

34 CFR § 300.114-117

**NOTICE OF PLACEMENT.** Following the development of the IEP, a notice of placement and a copy of the child's IEP is given to the child's parent(s).

34 CFR § 300.503(b)(4); Wis. Stat. §§ 115.787(3)(e)

**CONSENT FOR PLACEMENT.** The School District of Manawa obtains informed and written parental consent prior to the initial provision of special education and related services to a child with a disability in a program providing special education and related services.

The School District of Manawa makes reasonable efforts to obtain informed consent from the parent for the initial provision of special education and related services to the child. If the parent of a child fails to respond or refuses to consent to services, the School District of Manawa can not provide special education or related services and cannot use mediation or due process procedures in order to obtain agreement or a ruling that the services may be provided to the child.

If the parent of the child refuses to consent to the initial provision of special education and related services, or the parent fails to respond to a request to provide consent for the initial provision of special education and related services, the School District of Manawa will not be considered to be in violation of the requirement to make available FAPE to the child for the failure to provide the child with the special education and related services for which the School District of Manawa requests consent; and is not required to convene an IEP Team meeting or develop an IEP for the child for the special education and related services for which the School District of Manawa requests such consent.

34 CFR § 300.300(b); Wis. Stat. § 115.79(2)

### **Parent Revocation of Consent:**

If, at any time subsequent to the initial provision of special education and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the school district:

- Will stop providing special education and related services to the child, but before doing so, will provide prior written notice in accordance with 34 CFR § 300.503;
- Will not use special education dispute resolution procedures, including mediation and due process, in order to obtain agreement or a ruling that the services may be provided to the child;
- Is not considered to be in violation of the requirement to make FAPE available to the child because of the failure to provide the child with further special education and related services; and
- Is not required to convene an IEP Team meeting or develop an IEP for the child for further provision of special education and related services;
- Is not required to amend the child's education records to remove any reference to the child's receipt of special education and related services because of the revocation of consent.

34 CFR § 300.300

## **Related Services: Physical and Occupational Therapy**

If a child is suspected to need occupational therapy or physical therapy or both, the IEP team includes an appropriate therapist.

Wis. Admin. Code § PI 11.24(2)

**PHYSICAL THERAPISTS' LICENSURE AND SERVICE REQUIREMENTS.** The School District of Manawa ensures the following:

- Physical therapists are licensed by the Department of Public Instruction as school physical therapists.
- Caseloads for full-time physical therapists employed for a full day, 5 days a week, is a minimum of 15 children and a maximum of 30 children, or maximum of 45 children with one or more school physical therapist assistants. A caseload may be varied subject to DPI's approval. The caseload for a part-time school physical therapist may be pro-rated.
- The school physical therapist has medical information from a licensed physician regarding a child before the child receives physical therapy.
- The school physical therapist delegates to a school physical therapist assistant only those portions of a child's physical therapy which are consistent with the school physical therapist assistant's education, training and experience.
- The school physical therapist supervises the physical therapy provided by a school physical therapist assistant. The school physical therapist develops a written policy and procedure for written and oral communication to the physical therapist assistant. The policy and procedure includes a specific description of the supervisory activities undertaken for the school physical therapist assistant which includes either of the following levels of supervision:
  - the school physical therapist has daily, direct contact on the premises with the school physical therapist assistant; or
  - the school physical therapist has direct, face-to-face contact with the school physical therapist assistant at least once every 14 calendar days. Between direct contacts the physical therapist is available by telecommunication. The school physical therapist providing general supervision provides an onsite reevaluation of each child's physical therapy a minimum of one time per calendar month or every tenth day of physical therapy, whichever is sooner, and adjusts the physical therapy as appropriate.

- A full-time school physical therapist supervises no more than two full-time equivalent physical therapist assistant positions which may include no more than three physical therapist assistants.
- Acts undertaken by a school physical therapist assistant are considered acts of the supervising physical therapist who has delegated the act.
- A school physical therapist conducts all physical therapy evaluations and reevaluations of a child, participates in the development of the child's IEP, and develops physical therapy treatment plans for the child. A school physical therapist is not represented by a school physical therapist assistant on an IEP team.

Wis. Admin. Code § PI 11.24(7)

**SCHOOL PHYSICAL THERAPIST ASSISTANTS' QUALIFICATIONS AND SUPERVISION OF PHYSICAL THERAPY.** The School District of Manawa ensures the following:

- Physical therapist assistants are licensed by the Department of Public Instruction as school physical therapists.
- The school physical therapist assistant providing physical therapy to a child is supervised by a school physical therapist as specified in these policies.

Wis. Admin. Code § PI 11.24(8)

**OCCUPATIONAL THERAPISTS' LICENSURE AND SERVICE REQUIREMENTS.** The School District of Manawa ensures the following:

- Occupational therapists are licensed by the Department of Public Instruction as school occupational therapists.
- Caseloads for full-time school occupational therapists employed for a full day, 5 days a week, is a minimum of 15 children and a maximum of 30 children, or maximum of 45 children with one or more school occupational therapist assistants. A caseload may be varied subject to DPI's approval. The caseload for a part-time school physical therapist may be pro-rated.
- The school occupational therapist has medical information before a child is evaluated for occupational therapy.

Wis. Admin. Code § PI 11.24(9)

**DELEGATION AND SUPERVISION OF OCCUPATIONAL THERAPY.** The School District of Manawa ensures the following:

- The school occupational therapist may delegate to a school occupational therapy assistant only those portions of a child’s occupational therapy which are consistent with the school occupational therapy assistant’s education, training and experience.
- The school occupational therapist supervises the occupational therapy provided by a school occupational therapy assistant. The school occupational therapist develops a written policy and procedure for written and oral communication to the occupational therapist assistant. The policy and procedure includes a specific description of the supervisory activities undertaken for the school occupational therapist assistant which includes either of the following levels of supervision:
  - the school occupational therapist has daily, direct contact on the premises with the school occupational therapy assistant or
  - the school occupational therapist has direct, face-to-face contact with the school occupational therapy assistant at least once every 14 calendar days. Between direct contacts the occupational therapist is available by telecommunication. The school occupational therapist providing general supervision provides an onsite reevaluation of each child’s occupational therapy a minimum of every two weeks, and adjusts the occupational therapy as appropriate.
- A full-time school occupational therapist supervises no more than two full-time equivalent occupational therapy assistant positions which includes no more than three occupational therapy assistants;
- An act undertaken by a school occupational therapy assistant is considered the act of the supervising occupational therapist who has delegated the act.

Wis. Admin. Code § PI 11.24(9)

**RESPONSIBILITY OF A SCHOOL OCCUPATIONAL THERAPIST.** The School District of Manawa ensures the following:

- A school occupational therapist conducts all occupational therapy evaluations and reevaluations of a child, participates in the development of the child’s IEP and develops occupational therapy treatment plans for the child.
- A school occupational therapist may not be represented by a school occupational therapy assistant on an IEP team.

Wis. Admin. Code § PI 11.24(9)

**SCHOOL OCCUPATIONAL THERAPY ASSISTANTS’ QUALIFICATIONS AND SUPERVISION.** The School District of Manawa ensures the following:

- Occupational therapy assistants are licensed by the Department of Public Instruction as school occupational therapy assistants.
- The school occupational therapy assistant providing occupational therapy to a child is supervised by a school occupational therapist as specified in these policies.

Wis. Admin. Code § PI 11.24(10)

## **Transition from Birth to Three Programs**

The School District of Manawa participates with birth to three programs to ensure a smooth and effective transition of children with disabilities from the birth to three program for infants and toddlers with disabilities to preschool programs in the School District of Manawa. The School District of Manawa participates in transition planning conferences arranged by birth to three programs.

For children participating in birth to three programs who will participate in special education preschool programs in the School District of Manawa, the School District of Manawa has an IEP in effect by the child's third birthday.

If a child's third birthday occurs during the summer, the child's IEP Team shall determine the date when services under the IEP will begin.

34 CFR §§ 300.124, 300.101(b)

## **Transfer Pupils**

### **In-State-Transfer Students**

When a child with a disability (who had an IEP that was in effect in a previous Wisconsin local educational agency) transfers to the School District of Manawa and enrolls in a new school within the same school year, the School District of Manawa (in consultation with the parents) provides FAPE to the child, including services comparable to those described in the child's IEP from the previous agency, until the School District of Manawa either:

- Adopts the child's IEP from the previous public agency; or
- Develops, adopts, and implements a new IEP.

The School District of Manawa adopts the evaluation and the eligibility determination of the sending local educational agency or conducts an evaluation and eligibility determination of the transfer pupil. The School District of Manawa does not adopt the evaluation and eligibility determination or the IEP of the sending local educational agency



if the evaluation and eligibility determination or the IEP do not meet state and federal requirements.

34 CFR § 300.323(e)

### **Out-of-State Transfer Students**

When a child with a disability (who had an IEP that was in effect in a previous agency in another State) transfers to the School District of Manawa, and enrolls in a new school within the same school year, the School District of Manawa, in consultation with the parents, provides the child with FAPE, including services comparable to those described in the child's IEP from the out-of-state agency, until the School District of Manawa:

- Conducts an evaluation and determines eligibility if determined to be necessary by the School District of Manawa; and
- Develops, adopts and implements a new IEP, if appropriate.

34 CFR § 300.323(f)

### **Transmittal of Records**

When the School District of Manawa receives a transfer pupil with a disability and does not receive the pupil's records from the sending local educational agency, the School District of Manawa takes reasonable steps, including a written request, to promptly obtain the child's records, including the IEP and supporting documents and any other records relating to the provision of special education or related services to the child from the previous public agency in which the child was enrolled. When the School District of Manawa receives such a written request for a transfer pupil, the School District of Manawa transfers the pupil's records to the requesting local educational agency within five working days of receipt of the written notice as required under Wis. Stat. § 118.125(4).

34 CFR § 300.323(g); Wis. Stat. § 118.125(4)

### **Charter Schools**

Children with disabilities who attend the School District of Manawa's charter schools and their parents retain all rights under federal special education laws. The School District of Manawa ensures that the requirements of federal special education law are met.

Children with disabilities who attend Charter Schools under contract with the School District of Manawa, are served in the same manner as other children with disabilities in the School District of Manawa. This includes providing supplementary and related services on site at the charter school to the same extent to which the School District of Manawa provides such services on the site to its other public schools. Funds received under part B of the Individuals with Disabilities Education Act are provided to charter

schools in the same manner as they are provided to other schools in the School District of Manawa, including proportional distribution based on relative enrollment of children with disabilities and at the same time as the School District of Manawa distributes other Federal funds to the School District of Manawa's other public schools.

34 CFR § 300.209(a) and (b); Wis. Stat. § 115.77(8).

## **Due Process Procedures**

**OPPORTUNITY TO EXAMINE RECORDS AND PARENT PARTICIPATION IN MEETINGS.** The parents of a child with a disability are afforded, in accordance with the policies in the "Confidentiality" section of this document, an opportunity to:

- inspect and review all education records with respect to the identification, evaluation, and educational placement of the child and the provision of a free appropriate public education to the child; and
- participate in meetings with respect to the identification, evaluation and educational placement of the child and the provision of a free appropriate public education to the child.

The School District of Manawa notifies parents consistent with the policies in the "Parent Participation in IEP Team Meetings" section of these policies to ensure that parents of children with disabilities have the opportunity to participate in meetings described above. The term "meeting" in this policy does not include informal or unscheduled conversations involving public agency personnel and conversations on issues such as teaching methodology, lesson plans, or coordination of service provision. A meeting also does not include preparatory activities that School District of Manawa personnel engage in to develop a proposal or response to a parent proposal that will be discussed at a later meeting.

The IEP team, which includes the parent, makes decisions on the educational placement of the child. In implementing this policy, the School District of Manawa uses procedures consistent with the policies described above. If neither parent can participate in a meeting in which a decision is to be made relating to the educational placement of their child, the School District of Manawa uses other methods to ensure their participation including individual or conference telephone calls, or video conferencing. A placement decision may be made by the IEP team without the involvement of the parent if the School District of Manawa is unable to obtain the parent's participation in the decision. In this case, the School District of Manawa must have a record of its attempt to ensure parent involvement.

34 CFR §§ 300.501, 300.322(e)

**NOTICE.** The School District of Manawa ensures a child's parents are provided prior written notice a reasonable time before the School District of Manawa proposes to initiate

or change or refuses to initiate or change the identification, evaluation or educational placement of the child or the provision of a free appropriate public education to the child. The notice contains:

- a description of the action proposed or refused;
- an explanation of why the School District of Manawa proposed or refused to take action;
- a statement that the parents of a child with a disability have protection under the procedural safeguards and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained;
- a description of any other options considered and the reason(s) they were rejected;
- a description of each evaluation procedure, assessment, record or report used as a basis for the proposed or refused action;
- the names of the evaluators, if known, if the notices propose to evaluate or reevaluate the child;
- a description of any other factors relevant to the proposal or refusal; and
- sources for parents to contact to obtain assistance in understanding special education law.

Each prior written notice is written in language understandable to the general public, in the parent's native language or other means of communication unless it is clearly not feasible to do so. If the native language or other mode of communication of the parent is not a written language, the School District of Manawa takes steps to ensure the notice is translated orally or by other means to the parent in his or her native language or other mode of communication; the parent understands the content of the notice; and there is written evidence that these requirements have been met.

34 CFR § 300.503; Wis. Stat. § 115.792(2)

**PROCEDURAL SAFEGUARDS NOTICE.** A copy of the procedural safeguards available to the parents of a child with a disability is given to the parents one time a school year, except that a copy is given to the parents:

- upon initial referral or parent request for evaluation;
- upon receipt of the first IDEA State complaint and the first due process complaint;
- on the date on which the decision is made to make a disciplinary removal that constitutes a change of placement;

- upon request by a parent.

The procedural safeguards notice includes a full explanation of the procedural safeguards available under special education law written so as to be easily understood by the general public and in the native language of the child's parents unless it is clearly not feasible to do so, relating to:

- independent educational evaluation;
- prior written notice;
- parental consent;
- access to educational records;
- opportunity to present and resolve complaints through the due process complaint and State IDEA complaint procedures, including:
  - the time period in which to file a complaint;
  - the opportunity for the agency to resolve the complaint; and
  - the difference between the due process complaint and the State complaint procedures, including the jurisdiction of each procedure, what issues may be raised, filing and decisional timelines, and relevant procedures.
- the child's placement during pendency of due process proceedings;
- procedures for pupils who are subject to placement in interim alternative educational settings under 20 USC § 1415(k);
- requirements for the unilateral placement by parents of pupils in private schools at public expense;
- availability of mediation;
- due process hearings including requirements for disclosure of evaluation results and recommendations;
- civil actions, including the time period in which to file those actions; and
- attorney fees.

34 CFR § 300.504

**INDEPENDENT EDUCATIONAL EVALUATIONS.** A parent may obtain an independent educational evaluation of his or her child. If a parent requests information from the School District of Manawa about an independent evaluation, the School District of Manawa provides the parent with information about where an independent evaluation may be obtained and the agency criteria applicable for independent educational evaluations. A parent has the right to an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by the School District of Manawa. "Public expense" means the School District of Manawa either pays for the full cost of the evaluation or ensures the evaluation is otherwise provided at no cost to the parent.

If a parent requests an independent educational evaluation at public expense, the School District of Manawa, without unnecessary delay, either initiates a due process hearing to

show its evaluation is appropriate or ensures an independent educational evaluation is provided at public expense unless the School District of Manawa demonstrates in a due process hearing that the evaluation obtained by the parent did not meet School District of Manawa criteria.

If a parent requests an independent educational evaluation, the School District of Manawa may ask for the parent's reason why he or she objects to the public evaluation. However, the School District of Manawa does not require the explanation and the School District of Manawa does not unreasonably delay either providing the independent educational evaluation at public expense or initiating a due process hearing to defend the public evaluation. A parent is entitled to only one independent educational evaluation at public expense each time the School District of Manawa conducts an evaluation with which the parent disagrees.

If the School District of Manawa initiates a hearing and the final decision is that the School District of Manawa's evaluation is appropriate, the parent still has the right to an independent educational evaluation but not at public expense. If the parent obtains an independent educational evaluation at public expense or shares with the School District of Manawa an evaluation obtained at private expense, the results of the evaluation must be considered by the School District of Manawa, if it meets agency criteria, in any decision made with respect to the provision of FAPE to the child.

If a hearing officer requests an independent educational evaluation as part of a hearing, the cost of the evaluation must be at public expense. When an independent educational evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, is the same as the criteria that the School District of Manawa uses when it initiates an evaluation to the extent that those criteria are consistent with the parent's right to an independent educational evaluation. Except for the criteria described above, the School District of Manawa does not impose conditions or timelines related to obtaining and independent educational evaluation at public expense.

34 CFR § 300.502

**SURROGATE PARENTS.** The School District of Manawa ensures the rights of a child are protected if no parent can be identified; the School District of Manawa, after reasonable efforts, cannot locate a parent; the child is a ward of the state; or the child is an unaccompanied homeless youth as defined in the McKinney-Vento Homeless Assistance Act. In such instances, the School District of Manawa assigns an individual to act as a surrogate for the parents. The School District of Manawa has a method for determining whether a child needs a surrogate parent and for assigning a surrogate parent to the child. In the case of a child who is a ward of the State, the surrogate parent may be appointed by the judge overseeing the child's case.

The School District of Manawa ensures that a person selected as a surrogate parent is not an employee of the Department of Public Instruction, the School District of Manawa,

or any other agency that is involved in the education or care of the child; has no personal or professional interest that conflicts with the interest of the child he or she represents; and has knowledge and skills that ensure adequate representation of the child. A person who otherwise qualifies to be a surrogate parent is not an employee of the School District of Manawa solely because he or she is paid by the School District of Manawa to serve as a surrogate parent.

For an unaccompanied homeless youth, appropriate staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs may be appointed as temporary surrogate parents until a surrogate parent can be appointed that meets all of the requirements for selection of surrogate parents.

The surrogate parent may represent the child in all matters relating to the identification, evaluation, and educational placement of the child and the provision of FAPE to the child.

The School District of Manawa makes reasonable efforts to ensure the assignment of a surrogate parent not more than 30 days after it determines that one is needed.

34 CFR § 300.519; Wis. Stat. § 115.792(1)(a)2

**MEDIATION.** When a School District of Manawa participates in a mediation under Wis. Stat. § 115, the School District of Manawa:

- keeps discussion that occurs during mediation confidential;
- does not use discussion that occurs during mediation as evidence in any subsequent hearing or civil proceeding;
- does not record a mediation session unless both parties and the mediator agree;
- may be represented by two individuals, unless the parties agree to additional representatives;
- may withdraw from mediation at any time;
- may recess a mediation session to consult advisors, whether or not present, or to consult privately with the mediator;
- assumes responsibility with the parents for additional compensation if the parties agree that the amount of the mediator's compensation should be greater than the Wisconsin Special Education Mediation System schedule allows; and
- assumes responsibility with the parents for the compensation of a mediator who is not on the mediation system roster.

If the parties resolve the dispute or a portion of the dispute through the mediation process, the parties must execute a legally binding agreement. The agreement is reduced to writing, signed by the parties and a copy is given to each party. The agreement states that all discussions that occurred during mediation are confidential and may not be used as evidence in any hearing or civil proceeding. The agreement is legally binding upon the parties and is enforceable in circuit court. The agreement is signed by a representative of the School District of Manawa who has the authority to bind the School District of Manawa.

The Wisconsin Mediation System is voluntary on the part of the parties and the School District of Manawa does not use it to deny or delay a parent's right to a hearing on the parent's due process complaint, or to deny any other rights afforded under special education law.

34 CFR § 300.506; Wis. Stat. § 115.797

**DUE PROCESS HEARINGS.** When the School District of Manawa files a request for a due process hearing, it will provide a copy of the hearing request to the other party, a copy to the DPI and will keep the hearing request confidential.

If the parent or the child's attorney files a written request for a due process hearing, the School District of Manawa will:

- inform the parent of any free or low cost legal and other relevant services available in the area;
- (unless it has previously sent a written notice to the parent regarding the item in dispute) within 10 days of receiving the hearing request, provide a written response that includes an explanation of why the agency proposed or refused to take the action raised in the hearing request; a description of other options that the IEP team considered and the reasons why those options were rejected; a description of each evaluation procedure, assessment, record, or report the agency used as the basis for the proposed or refused action; and, a description of the other factors that are relevant to the agency's proposed or refused action;
- within 10 days of receiving the request, send a written response that addresses the issues raised in the hearing request; and
- (except when the parents and School District of Manawa agree in writing to waive a meeting or use mediation) within 15 days of receiving the request and before the hearing is conducted, convene a meeting with the child's parents, a representative of the School District of Manawa who is authorized to make decisions on behalf of the agency, and the relevant members of the IEP team who have specific knowledge of the facts identified in the hearing request. If the meeting resolves any subject matter of the hearing request, the parents and the School District of Manawa will execute and sign a legally binding agreement.

When the School District of Manawa is a party to a due process hearing under Wis. Stat. § 115.80, the School District of Manawa:

- pays for the cost of the hearing;
- pays for the cost of an independent educational evaluation ordered by the hearing officer;

- discloses to all other parties, at least five business days before a hearing is conducted (other than an expedited hearing under the provisions of the Individuals with Disabilities Education Act), all evaluations completed by that date and recommendations based upon the School District of Manawa's evaluations that the School District of Manawa intends to use at the hearing; and
- except as provided in the "discipline" section of the School District of Manawa's policies, the School District of Manawa does not change the educational placement of a child during the pendency of a hearing or judicial proceedings unless the child's parents agree to the change. If the child is applying for initial admission to a public school, the child, with the consent of the parents, is placed in the public school program until all due process proceedings have been completed.

Before filing a civil action under any federal law seeking relief that is also available under state special education law, the School District of Manawa exhausts the due process hearing procedures to the same extent as would be required had the action been brought under special education law.

34 CFR §§ 300.507, 300.508, 300.510; Wis. Stat. § 115.80

**TRANSFER OF RIGHTS AT AGE OF MAJORITY.** When a child with a disability reaches the age of 18, unless he or she has been determined to be incompetent as defined by state law, the School District of Manawa transfers the rights of parents under the Individuals with Disabilities Education Act and Chapter 115, Wis. Stats., to the individual pupil. The School District of Manawa provides any required notices to both the parents and the adult pupil. The School District of Manawa notifies both the parents and the individual pupil of the transfer of rights.

34 CFR § 300.520; Wis. Stat. § 115.807

## **Discipline Procedures**

**AUTHORITY OF SCHOOL PERSONNEL.** School personnel consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the discipline procedures of Individuals with Disabilities Education Act, is appropriate for a child with a disability who violates a code of school conduct.

School personnel are authorized to remove a child with a disability who violates a code of student conduct from the child's current placement to an appropriate interim alternative educational setting (IEAS), another setting, or suspension for not more than ten consecutive school days (to the extent those alternatives are applied to children without disabilities) consistent with state requirements relating to the suspension of pupils.

State law permits suspensions from school for up to five consecutive school days and for up to 15 consecutive school days when a notice of expulsion hearing has been sent. A



child with a disability may be suspended for more than ten consecutive school days only if the conduct is not a manifestation of the child's disability and the requirements provided below are followed.

School personnel are authorized to remove a child with a disability for additional removals of not more than ten consecutive school days, consistent with state requirements, in that same school year for separate incidents of misconduct (as long as those removals do not constitute a change of placement).

If a child with a disability has been removed from his or her placement for 10 school days or less, the School District of Manawa provides services to the child if the School District of Manawa also provides services to children without disabilities who have been similarly removed.

For purposes of removals of a child with a disability from the child's current educational placement, a change of placement occurs if the removal is for more than ten consecutive school days or the child is subjected to a series of removals that constitute a pattern because

- the series of removals total more than ten school days in a school year;
- the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and
- such additional factors as the length of each removal, the total amount of time the child is removed and the proximity of the removals to one another.

The School District of Manawa determines on a case-by-case basis whether a pattern of removals constitutes a change of placement.

After a child with a disability has been removed from the current placement for ten school days in the same school year during any subsequent days of removal the School District of Manawa must provide services so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

If the current removal is for not more than 10 consecutive school days and is not a change of placement, school personnel, in consultation with at least one of the child's teachers, determine the appropriate services.

The School District of Manawa applies the relevant disciplinary procedures for children without disabilities to the child only if, as a result of the manifestation determination review, the School District of Manawa determines the behavior of the child with a disability was not a manifestation of the child's disability. The School District of Manawa applies the relevant disciplinary procedures in the same manner in which they would be applied to children without disabilities.

A child with a disability whose behavior is determined not to be a manifestation of the child's disability continues to be provided education services so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

34 CFR § 300.530; 300.536

**PLACEMENT IN INTERIM ALTERNATIVE EDUCATIONAL SETTINGS.** School personnel are authorized to remove a child with a disability to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability if:

- the child carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of the state or a School District of Manawa;
- the child knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the state or a School District of Manawa; or
- the child has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the state or a School District of Manawa.

34 CFR § 300.530(g)

The IEP team determines the interim alternative educational setting and the appropriate services to be provided. A child placed in an interim alternative educational setting:

- continues to receive educational services to enable the child to continue to participate in the general curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and
- if the behavior is not a manifestation of the child's disability, receives, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur;
- if the behavior is a manifestation of the child's disability, receives either:
  - a functional behavior assessment, unless the School District of Manawa had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implemented a behavioral intervention plan, or
  - if a behavioral intervention plan already has been developed, a review of the behavioral intervention plan, and modifications to it, as necessary, to address the behavior.

34 CFR §§ 300.530, 300.531

On the date on which the decision is made to place the child in an interim alternative educational setting or to make a removal that constitutes a change of placement for violating a code of conduct, the School District of Manawa notifies the parents of that decision and provides the parents a procedural safeguards notice.

34 CFR § 300.530(h)

When the School District of Manawa determines that maintaining the current placement of a child with a disability is substantially likely to result in injury to the child or others, the agency may request an expedited due process hearing to change the child's placement to an appropriate interim alternative educational setting for not more than 45 school days. The request for a due process hearing may be repeated if the School District of Manawa believes that returning the child to the original placement is substantially likely to result in injury to the child or others.

34 CFR § 300.532

#### **MANIFESTATION DETERMINATION REVIEWS.**

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the School District of Manawa, the parent, and relevant members of the child's IEP team (as determined by the parent and the School District of Manawa):

- review all relevant information in the student's file, including the child's IEP;
- any teacher observations; and
- any relevant information provided by the parents.

The conduct is determined to be a manifestation of the child's disability if the School District of Manawa, the parent, and relevant members of the child's IEP team determine that either:

- the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- the conduct in question was the direct result of the School District of Manawa's failure to implement the IEP.

If the School District of Manawa, the parent, and relevant members of the child's IEP team determine the conduct in question was the direct result of the School District of Manawa's failure to implement the IEP, the School District of Manawa takes immediate steps to remedy those deficiencies.

If the conduct was a manifestation of the child's disability, the IEP team returns the child to the placement from which the child was removed, unless the child has been placed in

an interim alternative educational setting or the parent and School District of Manawa agree to a change of placement as part of the modification of the behavioral intervention plan, and either:

- conducts a functional behavioral assessment, unless the School District of Manawa had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implements a behavioral intervention plan for the child; or
- if a behavioral intervention plan already has been developed, the IEP team reviews the behavioral intervention plan, and modifies it, as necessary, to address the behavior.

If the conduct was not a manifestation of the child's disability, the child receives, as appropriate:

- a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur; and
- educational services so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

34 CFR § 300.530(d)(e) and (f)

#### **PLACEMENT DURING APPEALS.**

The parent of a child with a disability who disagrees with any decision regarding a disciplinary change in placement or a manifestation determination, or the School District of Manawa believes that maintaining the current placement is substantially likely to result in injury to the child or others may appeal the decision by requesting a hearing. During such appeal, the child will remain in the placement to which the child was removed pending the decision of the hearing officer or until the expiration of the disciplinary placement, whichever occurs first. The parent and the School District of Manawa may agree to a different placement during the appeal.

Unless the School District of Manawa and the parents agree in writing to waive the resolution meeting or agree to use the mediation process, the School District of Manawa conducts a resolution meeting within seven days of receiving notice of the parent's due process complaint.

34 CFR § 300.532; 300.533

**PROTECTIONS FOR CHILDREN NOT YET ELIGIBLE FOR SPECIAL EDUCATION AND RELATED SERVICES.** The School District of Manawa provides the protections asserted for a child under the Individuals with Disabilities Education Act-Part B to a child who has not been

determined to be eligible for special education and related services and who has engaged in behavior that violated a code of conduct of the School District of Manawa if the School District of Manawa had knowledge (as determined in accordance with the provisions below) that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred.

The School District of Manawa has knowledge that a child is a child with a disability if before the behavior that precipitated the disciplinary action occurred:

- the parent of the child expressed concern in writing to supervisory or administrative personnel of the appropriate educational agency, or a teacher of the child, that the child is in need of special education and related services;
- the parent of the child requested an IEP team evaluation of the child; or
- the teacher of the child, or other personnel of the School District of Manawa, expressed specific concerns about a pattern of behavior demonstrated by the child directly to the director of special education of the agency or to other supervisory personnel of the agency.

The School District of Manawa does not have knowledge that a child is a child with a disability if:

- the parent of the child has not allowed an IEP team evaluation of the child or has refused special education services; or
- the School District of Manawa conducted an IEP team evaluation and determined that the child was not a child with a disability.

If the School District of Manawa does not have knowledge that a child is a child with a disability prior to taking disciplinary measures against the child, the School District of Manawa may subject the child to the same disciplinary measures as measures applied to children without disabilities who engaged in comparable behaviors.

#### 34 CFR § 300.534

If a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures, the evaluation is conducted in an expedited manner. Until the evaluation is completed, the School District of Manawa maintains the child in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.

If the child is determined to be a child with a disability, taking into consideration information from the School District of Manawa's evaluation and information provided by the parents, the School District of Manawa provides special education and related services in accordance with the Individuals with Disabilities Education Act-Part B and

state law, including legal requirements relating to discipline and the provision of a free appropriate public education to children with disabilities.

34 CFR § 300.534

When the School District of Manawa reports a crime committed by a child with a disability, it ensures copies of the child's special education and disciplinary records are transmitted for consideration by the appropriate authorities to whom it reports the crime. The School District of Manawa transmits copies of the child's special education and disciplinary records only to the extent that the Family Educational Rights and Privacy Act permits transmission.

34 CFR § 300.535

## **Confidentiality of Information**

**NOTICE TO PARENTS.** The School District of Manawa notifies parents before any major child identification, location or evaluation activity. The notice is published or announced in newspapers or other media, or both, with circulation adequate to notify parents of children attending the School District of Manawa of the activity.

34 CFR § 300.612(b)

The School District of Manawa gives notice that is adequate to fully inform parents about the confidentiality of personally-identifiable information requirements in the law, including:

- a description of the extent that the notice is given in the native languages of the various population groups in the School District of Manawa;
- a description of the children on whom personally-identifiable information is maintained, the types of information sought, the methods the School District of Manawa intends to use in gathering the information (including the sources from whom information is gathered), and the uses to be made of the information;
- a summary of the policies and procedures that participating agencies must follow regarding storage, disclosure to third parties, retention, and destruction of personally-identifiable information; and
- a description of all of the rights of parents and children regarding this information, including the rights under the Family Educational Rights and Privacy Act of 1974 and the implementing regulations.

34 CFR § 300.612

**ACCESS RIGHTS.** The School District of Manawa permits parents to inspect and review any education records relating to their children that are collected, maintained or used by

the agency under the Individuals with Disabilities Education Act-Part B. The agency complies with a request without unnecessary delay and before any meeting regarding an IEP, or any due process hearing or resolution session, and in no case more than 45 days after the request has been made.

The right to inspect and review education records includes:

- the right to a response from the participating agency to reasonable requests for explanations and interpretations of the records;
- the right to have copies of the records upon request; and
- the right to have a representative of the parent inspect and review the records.

The School District of Manawa presumes that the parent has authority to inspect and review records relating to his or her child unless the School District of Manawa has been advised that the parent does not have authority under state law.

#### 34 CFR § 300.613

The School District of Manawa keeps a record of parties obtaining access to education records collected, maintained or used under the Individuals with Disabilities Education Act (except access by parents and authorized employees of the School District of Manawa), including the name of the party, the date access was given and the purpose for which the party is authorized to use the records.

#### 34 CFR § 300.614

The School District of Manawa provides parents on request a list of the types and locations of education records collected, maintained or used by the agency. If any education record includes information on more than one child, the parents of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information.

#### 34 CFR §§ 300.615, 300.616

The School District of Manawa does not charge a fee for copies of records that are made for parents if the fee effectively prevents the parents from exercising their right to inspect and review those records. The School District of Manawa does not charge a fee to search for or to retrieve information in educational records.

#### 34 CFR § 300.617

**AMENDMENT OF RECORDS AT PARENT'S REQUEST.** A parent who believes information in the education records collected, maintained or used under the Individuals with Disabilities Education Act is inaccurate or misleading or violates the privacy or other rights of the child may request the School District of Manawa to amend the information. The School District of Manawa decides whether to amend the information in accordance with the

request within a reasonable period of time of receipt of the request. If the School District of Manawa decides to refuse to amend the information in accordance with the request, it informs the parent of the refusal and advises the parent of the right to an educational records hearing pursuant to the School District of Manawa's policies.

#### 34 CFR § 300.618

The School District of Manawa, on request, provides an opportunity for a hearing to challenge information in education records to ensure it is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the child.

#### 34 CFR § 300.619

The hearing is conducted according to the procedures described in the Family Educational Rights and Privacy Act implementing regulations. If, as a result of the hearing, the School District of Manawa decides the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the child, it amends the information accordingly and so informs the parent in writing. If, as a result of the hearing, the School District of Manawa decides the information is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the child, it informs the parent of the right to place in the records it maintains on the child a statement commenting on the information or setting forth any reasons for disagreeing with the decision of the School District of Manawa.

#### 34 CFR § 300.619-621

Any explanation placed in the records of the child under this section is maintained as part of the records of the child as long as the record or contested portion is maintained. If the records of the child or the contested portion are disclosed to any party, the explanation is also disclosed to the party.

#### 34 CFR § 300.620(c)(2)

**CONSENT.** Parental consent is obtained before personally-identifiable information is disclosed, unless the disclosure is authorized without parental consent under the Family Educational Rights and Privacy Act and Wis. Stat. § 118.125. Parental consent is not required before personally-identifiable information is released to officials of participating agencies for purposes of meeting a requirement of the Individuals with Disabilities Education Act with the following exceptions:

- Parental consent or the consent of an eligible child who has reached the age of majority under state law, is obtained before personally-identifiable information is released to officials of participating agencies providing or paying for transition services.



- If a child is enrolled or is going to enroll in a private school that is not located in the local educational agency of the parent's residence, parental consent is obtained before any personally-identifiable information about the child is released between school officials in the local educational agency where the private school is located and officials in the local educational agency of the parent's residence.

#### 34 CFR § 300.622

**SAFEGUARDS.** The School District of Manawa protects the confidentiality of personally-identifiable information at collection, storage, disclosure and destruction stages. One official at the School District of Manawa assumes responsibility for ensuring the confidentiality of any personally-identifiable information. All persons collecting or using personally-identifiable information receive training or instruction regarding the state's policies and procedures described in the regulations implementing the Individuals with Disabilities Education Act and the Family Educational Rights and Privacy Act. The School District of Manawa maintains, for public inspection, a current listing of the names and positions of those employees within the agency who may have access to personally-identifiable information.

#### 34 CFR § 300.623

**DESTRUCTION OF INFORMATION.** The School District of Manawa informs parents when personally-identifiable information collected, maintained or used under the Individuals with Disabilities Education Act is no longer needed to provide educational services to the child. The information is destroyed at the request of the parents. However, a permanent record of the student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

#### 34 CFR § 300.624

**TRANSFER OF CONFIDENTIALITY RIGHTS AT AGE OF MAJORITY.** Under the regulations for the Family Educational Rights and Privacy Act, the rights of parents regarding education records are transferred to the student at age 18. When the rights accorded to parents under the Individuals with Disabilities Education Act are transferred to a student who reaches the age of majority, the rights regarding educational records in the Individuals with Disabilities Education Act also transfer to the student. However, the School District of Manawa provides any notice required under the Individuals with Disabilities Education Act to the student and the parents.

#### 34 CFR § 300.625(b) and (c)

### **Children With Disabilities Enrolled in Private Schools by Their Parents**

**CHILD FIND.** This school district locates, identifies, and evaluates all children with disabilities who are enrolled by their parents in private, including religious, elementary

schools and secondary schools located in the school district. The child find process is designed to ensure the equitable participation of parentally-placed private school children and an accurate count of those children. This school district undertakes child find activities similar to the activities undertaken for the agency's public school children. The child find process is completed in a time period comparable to that for students attending public schools in this school district. In carrying out the child find requirements for parentally-placed private school students, this school district includes parentally-placed private school children who reside in another state.

#### 34 CFR § 300.131

Any due process complaint regarding child find requirements must be filed with the school district in which the private school is located and a copy must be forwarded to the Department of Public Instruction.

#### 34 CFR § 300.140(b)(2)

**PROVISION OF SERVICES.** To the extent consistent with the number and location of children with disabilities who are enrolled by their parents in private, including religious, elementary and secondary schools located in this school district, this school district provides for the participation of those children by providing them with special education and related services, including direct services determined in accordance with the provision under the “Equitable Services Determined” section of this policy.

A services plan is developed and implemented for each private school child with a disability designated by this school district to receive special education and related services under the Individuals with Disabilities Education Act. This school district maintains in its records, and provides to the Wisconsin Department of Public Instruction, the following information related to parentally-placed private school children: (1) the number of children evaluated; (2) the number of children determined to be children with disabilities; and (3) the number of children served.

#### 34 CFR § 300.132

**EXPENDITURES.** In providing special education and related services, including direct services, to children with disabilities enrolled by their parents in private schools, this school district spends, for children aged 3 through 21, an amount that is the same proportion of the school district's total Individuals with Disabilities Education Act flow-through grant as is the number of private school children with disabilities aged 3 through 21 who are enrolled by their parents in private, including religious, elementary schools and secondary schools located in this school district, is to the total number of children with disabilities in its jurisdiction aged 3 through 21.

For parentally placed private school children aged 3 through 5, this school district spends an amount that is the same proportion of this school district's total preschool entitlement funds as the number of parentally placed private school children with disabilities aged 3

through 5 is to the total number of children with disabilities in its jurisdiction aged 3 through 5. This school district may provide services to private school children in excess of those required, consistent with the law and School District of Manawa policy.

In calculating the proportionate amount of Federal funds to be provided for parentally-placed private school children with disabilities, this school district, after timely and meaningful consultation with representatives of private schools, conducts a thorough and complete child find process to determine the number of parentally-placed children with disabilities attending private schools located in this school district.

After timely and meaningful consultation with representatives of parentally-placed private school children with disabilities, this school district determines the number of parentally-placed private school children with disabilities attending private schools located in this school district; and ensures the count is conducted on October 1 of each year. The child count is used to determine the amount this school district must spend on providing special education and related services to parentally-placed private school children with disabilities in the next subsequent fiscal year.

#### 34 CFR § 300.133(c)(2)

State and local funds may supplement and in no case supplant the proportionate amount of Federal funds required to be expended for parentally-placed private school children with disabilities under the Individuals with Disabilities Education Act.

#### 34 CFR § 300.133(d)

The cost of carrying out child find requirements, including individual evaluations, is not considered in determining if this school district has met its obligation to expend a proportionate amount of Individuals with Disabilities Education Act funds to provide equitable services.

#### 34 CFR § 300.131(d)

If this school district has not expended for equitable services all of the funds required by the end of the fiscal year for which Congress appropriated the funds, the district obligates the remaining funds for special education and related services (including direct services) to parentally-placed private school children with disabilities during a carry-over period of one additional year.

#### 34 CFR § 300.133(a)(3)

**CONSULTATION.** To ensure timely and meaningful consultation, this school district consults with private school representatives and representatives of parents of parentally-placed private school children with disabilities during the design and development of special education and related services for the children regarding the following:

- the child find process, including how parentally-placed private school children suspected of having a disability can participate equitably, and how parents, teachers, and private school officials will be informed of the process;
- the determination of the proportionate share of Federal funds available to serve parentally-placed private school children with disabilities including the determination of how the proportionate share of those funds was calculated;
- the consultation process among this school district, private school officials, and representatives of parents of parentally-placed private school children with disabilities, including how the process will operate throughout the school year to ensure that parentally-placed children with disabilities identified through the child find process can meaningfully participate in special education and related services;
- how, where, and by whom special education and related services will be provided for parentally-placed private school children with disabilities, including a discussion of the types of services, including direct services and alternate service delivery mechanisms, and how special education and related services will be apportioned if funds are insufficient to serve all parentally-placed private school children, and how and when those decisions will be made; and,
- how, if this school district disagrees with the views of the private school officials on the provision of services or the types of services (whether provided directly or through a contract), the district will provide to the private school officials a written explanation of the reasons why the district chose not to provide services directly or through a contract.

When timely and meaningful consultation has occurred, this school district must obtain a written affirmation signed by the representatives of participating schools. If the representatives do not provide the affirmation within a reasonable period of time, this school district forwards the documentation of the consultation process to the Wisconsin Department of Public Instruction.

If a private school representative files a complaint under 34 CFR § 300.136 to the Wisconsin Department of Public Instruction, this school district will forward appropriate documentation to the department.

34 CFR §§ 300.134, 300.135, and 300.136.

**EQUITABLE SERVICES DETERMINED.** No parentally-placed private school child with a disability has an individual right to receive some or all of the special education and related services the child would receive if enrolled in the public school. Decisions about the services that will be provided to parentally-placed private school children with disabilities are made in accordance with services plans and consultation processes contained in these policies.

The final decisions regarding services to be provided to eligible private school children are made by this school district.

### 34 CFR § 300.137

If a child with a disability is enrolled in a religious or other private school by the child's parents and will receive special education or related services from this school district, the district initiates and conducts meetings to develop, review and revise a services plan for the child in accordance with the law. This school district ensures a representative of the religious or other private school attends each meeting. If the representative cannot attend, this school district uses other methods to ensure participation by the private school, including individual or conference telephone calls.

### 34 CFR § 300.137(c)(2)

**EQUITABLE SERVICES PROVIDED.** The services provided to parentally-placed private school children with disabilities by this school district are provided by personnel meeting the same standards as personnel providing services in this school district, except that private elementary school and secondary school teachers who are providing equitable services to parentally-placed private school children with disabilities do not have to meet the highly qualified special education teacher requirements. Parentally-placed private school children with disabilities may receive a different amount of services than children with disabilities in public schools.

### 34 CFR § 300.138(a)(2)

Each private school child with a disability who has been designated to receive services from this school district has a services plan that describes the specific special education and related services this school district will provide to the child in light of the services the district has determined (after consultation with representatives of private school children with disabilities) it will make available to parentally-placed private school children with disabilities. The services plan, to the extent appropriate, meets the IEP requirements with respect to the services provided. The services plan is developed, reviewed and revised consistent with the provisions in the law concerning IEP teams, when IEPs must be in effect, parent participation in IEP team meetings, and development, review and revision of IEPs.

### 34 CFR § 300.138(b)(2)

Services to parentally-placed private school children with disabilities are provided by employees of this school district or through contract by the district with an individual, association, agency, organization, or other entity. The services, including materials and equipment, are secular, neutral, and non-ideological.

### 34 CFR § 300.138(c)

**LOCATION OF SERVICES AND TRANSPORTATION.** If this school district provides services to private school children with disabilities at the child's private school, including a religiously affiliated private school, it will do so to the extent consistent with state and federal law. If

necessary for the child to benefit from or participate in the services provided, this school district transports private school children with disabilities from the child's school or home to a site other than the child's private school and from the service site to the private school or the child's home, depending on the timing of the services. This school district may include the cost of such transportation in calculating whether it has met the requirement to expend a proportionate amount of Individuals with Disabilities Education Act funds on services to parentally-placed private school children with disabilities.

34 CFR § 300.139(b)(2)

**REQUIREMENT THAT FUNDS NOT BENEFIT A PRIVATE SCHOOL.** This school district does not use Individuals with Disabilities Education Act funds to finance the existing level of instruction in a private school or to otherwise benefit the private school. The funds are used to meet the special education and related services needs of parentally-placed private school children with disabilities, but not for meeting the needs of a private school or the general needs of the students enrolled in the private school.

34 CFR § 300.141

**USE OF PERSONNEL.** Individuals with Disabilities Education Act funds are used to make public school personnel available in other than public facilities to the extent necessary to provide equitable services for parentally-placed private school children with disabilities and if those services are not normally provided by the private school. If this school district pays for the services of an employee of a private school employee, the employee performs the services outside of his or her regular hours of duty and under public supervision and control.

34 CFR § 300.142

**SEPARATE CLASSES PROHIBITED.** This school district does not use Individuals with Disabilities Education Act funds for classes that are organized separately on the basis of school enrollment or religion of the students if the classes are at the same site and include both students enrolled in public schools and students enrolled in private schools.

34 CFR § 300.143

**PROPERTY, EQUIPMENT, AND SUPPLIES.** This school district controls and administers Individuals with Disabilities Education Act funds used to provide special education and related services to parentally-placed private school children with disabilities and holds title to and administer materials, equipment, and property purchased with those funds. Equipment and supplies are placed in a private school for the period of time needed for the Individuals with Disabilities Education Act program. Equipment and supplies placed in a private school are used only for Individuals with Disabilities Education Act purposes and can be removed from the private school without remodeling the private school facility. Equipment and supplies are removed from a private school if the equipment and supplies are no longer needed for Individuals with Disabilities Education Act purposes; or removal is necessary to avoid unauthorized use of the equipment and supplies for other

than Individuals with Disabilities Education Act purposes. Individuals with Disabilities Education Act funds are not used for repairs, minor remodeling, or construction of private school facilities.

34 CFR § 300.144

**PARENTALLY PLACED CHILDREN IN PRIVATE SCHOOLS WHEN FAPE IS AT ISSUE.** The School District of Manawa is not required to pay for the cost of education, including special education and related services, of a child with a disability at a private school or facility if the School District of Manawa made FAPE available to the child and the parents elected to place the child in a private school or facility. The child is considered a parentally placed private school child with a disability.

34 CFR § 300.148

### **Children With Disabilities in Private Schools Placed or Referred by the School District of Manawa**

When, pursuant to an IEP, a child with a disability is or has been placed in or referred to a private school or facility by the School District of Manawa as a means of providing special education and related services, the School District of Manawa ensures that the child:

- is provided special education and related services in conformance with an IEP that meets the requirements of the law and at no cost to the parents;
- is provided an education that meets the standards that apply to education provided by the Department of Public Instruction and local educational agencies including the requirements of Individuals with Disabilities Education Act, except that staff are not required to meet the highly qualified teacher requirements; and
- has all of the rights of a child with a disability who is served by a public agency.

34 CFR § 300.146

**DEVELOPMENT, REVIEW, AND REVISION OF THE IEP.** Before the School District of Manawa places a child with a disability in, or refers a child to, a private school or facility, the School District of Manawa initiates and conducts a meeting to develop an IEP for the child in accordance with the law. The School District of Manawa ensures a representative of the private school or facility attends the meeting. If the representative cannot attend, the School District of Manawa uses other methods to ensure participation by the private school or facility, including individual or conference telephone calls.

After a child with a disability enters a private school or facility, any meetings to review and revise the child's IEP may be initiated and conducted by the private school or facility at the discretion of the School District of Manawa. If the School District of Manawa permits a private school or facility to initiate and conduct meetings to review and revise

IEPs, the School District of Manawa ensures the parents and a School District of Manawa representative are involved in any decisions about the IEP and agree to any proposed changes in the IEP before those changes are implemented. Even if a private school or facility implements a child's IEP, the School District of Manawa retains responsibility for compliance with the requirements of special education law.

34 CFR § 300.325

When the School District of Manawa places a child, in a private school as a means of providing special education and related services, the School District of Manawa ensures an IEP is developed and implemented for each child with a disability and the special education and related services are provided in conformance with an IEP and at no cost to the parents.

Wis. Stat. § 115.77(1m)(d)

### **Children in Residential Care Centers**

When the responsible School District of Manawa receives a notice from a county or a state agency that a child will be placed in a residential care center, the School District of Manawa does all of the following:

- if the child is a child with a disability, as soon as reasonably possible and after consulting with the county or state agency, as appropriate, the School District of Manawa appoints an IEP team to review and revise, if necessary, the child's IEP and develop an educational placement offer;
- if the child has not been identified as a child with a disability, the School District of Manawa:
  - appoints staff to review the child's education records and develop a status report;
  - sends a copy of the status report to the county or state agency within 30 days after receiving the notice that the child will be placed in a residential care center;
  - appoints an IEP team to conduct an evaluation of the child if the School District of Manawa has reasonable cause to believe the child is a child with a disability;
  - ensures the IEP team conducts the evaluation; and
  - ensures the IEP team develops an IEP and an educational placement offer, in consultation with the county or state agency if the IEP team determines the child is a child with a disability.

Wis. Stat. § 115.81(3)(b)

When the responsible local educational agency offers an educational placement in a residential care center, the responsible local educational agency:



- ensures the child receives a free appropriate public education;
- ensures the child’s treatment and security needs are considered when determining the least restrictive environment for the child;
- appoints an IEP team to reevaluate the child, as required by state law, while the child resides at the child caring institution;
- while the child resides at the residential care center, the School District of Manawa refers the child to another local educational agency after consulting the residential care center and a county department or state agency, if the responsible local educational agency determines that the child’s special education needs may be appropriately served in a less restrictive setting in the other local educational agency; and
- assigns staff or an IEP team to develop a reintegration plan for a child leaving the residential care center, in cooperation with county and residential care center staff.

Wis. Stat. § 115.81(4)(a)

When this school district receives a referral from the responsible local educational agency because the referring responsible local educational agency believes the child’s special education needs could be met in a less restrictive setting, this school district assigns staff to determine whether the child can appropriately receive special education and related services in the school district. If the assigned staff determine the child can appropriately receive special education and related services in this school district, it provides such services and may apply for state tuition payments under Wis. Stat. § 121.79(1)(a), for the child’s educational expenses. If the assigned staff determines the child cannot appropriately receive special education and related services in this school district, the school district keeps a written record of the reasons for that determination.

Wis. Stat. § 115.81(4)(c)

### **Placement Disputes; School Board Referrals; Interagency Cooperation**

When a dispute arises between the School District of Manawa and the Wisconsin Department of Health and Family Services, the Wisconsin Department of Corrections or a county, or between local educational agencies over the placement of a child, the School District of Manawa seeks resolution of the dispute from the State Superintendent. This provision applies only to a placement in a nonresidential educational program made under Wis. Stat. § 48.57 (1)(c) or to a placement in a residential care center made under Wis. Stat. § 115.81.

Annually, on or before August 15, the School District of Manawa reports to the county departments under Wis. Stat. §§ 51.42 & 51.437 the names of resident children who are

at least 16, are not expected to be enrolled in an educational program two years from the date of the report and may require services from the county department.

If a public agency, as defined by Wis. Stat. § 166.20(1)(i), except that it does not include a local educational agency, is required by federal or state law or by an interagency agreement to provide or pay for the location, identification or evaluation of a child with a disability, including a child with a disability who is not yet 3 years of age, or for assistive technology devices or services, supplementary aids or services, transition services or special education or related services for a child with a disability, and fails to do so, the School District of Manawa provides or pays for the services. The School District of Manawa seeks reimbursement for the cost of providing the services from the public agency.

Wis. Stat. § 115.812

### **School District of Manawa Reporting to State**

The School District of Manawa, in providing for the education of children with disabilities within its jurisdiction, has established and implemented policies, procedures and programs that are consistent with state and federal special education requirements, policies and procedures. The School District of Manawa will modify them to the extent necessary to ensure compliance with the law if the provisions of federal or state laws or regulations are amended, if there is a new interpretation of Individuals with Disabilities Education Act by federal or state courts or if there is an official finding of noncompliance with federal or state law or regulations.

34 CFR § 300.201; Wis. Stat. § 115.77(1m)(f)

The School District of Manawa files with the Department of Public Instruction information to demonstrate all personnel necessary to carry out the requirements of state and federal special education law are appropriately and adequately prepared, subject to the requirements of the personnel requirements of the Individuals with Disabilities Education Act and the Elementary and Secondary Education Act.

34 CFR § 300.207

The School District of Manawa provides to the Department of Public Instruction information needed for the Department to meet its responsibilities under state and federal special education laws, including information related to the performance of children with disabilities participating in School District of Manawa special education programs.

34 CFR § 300.211; Wis. Stat. § 115.77(2)

The School District of Manawa reports its plan for providing special education and related services to children with disabilities to the Department of Public Instruction on a schedule

and using instructions provided by the Department of Public Instruction. The plan includes:

- statements of assurance as required by applicable federal law;
- information relating to access of private school pupils to the School District of Manawa's special education and related services;
- assurances that the School District of Manawa, in providing for the children with disabilities within its jurisdiction, has in effect policies, procedures, and programs that are consistent with this subchapter and applicable federal law;
- the School District of Manawa's plan for ensuring that all personnel necessary to carry out the requirements of this subchapter are appropriately and adequately prepared according to applicable state and federal law;
- the data regarding children with disabilities and nondisabled children in the School District of Manawa that the division is required to collect or report to be in compliance with 20 USC 1400 to 1482; and
- any other information the division requires to permit its review of the plan.

34 CFR § 300.200; Wis. Stat. § 115.77(4)

When the School District of Manawa participates in a county children with disabilities education board program, annually by October 1, the School District of Manawa and the county children with disabilities education board submit a report to the state superintendent. The report includes the portion of each school day that each pupil enrolled in the county program, who is also enrolled in the School District of Manawa, spent in county program classes in the previous school year, and the portion of the school day that the pupil spent in the School District of Manawa classes in the previous school year.

Wis. Stat. § 115.817(5)(d)

**Appendix of federal law and regulations  
referenced in the Model Policies and Procedures**

**34 CFR 99.3 - Family Educational Rights and Privacy Act of 1974 – Definition of Education Records**

- (a) The term means those records that are:
- (1) Directly related to a student; and
  - (2) Maintained by an educational agency or institution or by a party acting for the agency or institution.
- (b) The term does not include:
- (1) Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record.
  - (2) Records of the law enforcement unit of an educational agency or institution, subject to the provisions of Sec. 99.8.
  - (3) (i) Records relating to an individual who is employed by an educational agency or institution, that:
    - (A) Are made and maintained in the normal course of business;
    - (B) Relate exclusively to the individual in that individual's capacity as an employee; and
    - (C) Are not available for use for any other purpose.
  - (ii) Records relating to an individual in attendance at the agency or institution who is employed as a result of his or her status as a student are education records and not excepted under paragraph (b)(3)(i) of this definition.
  - (4) Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are:
    - (i) Made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity;
    - (ii) Made, maintained, or used only in connection with treatment of the student; and
    - (iii) Disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the agency or institution; and
  - (5) Records that only contain information about an individual after he or she is no longer a student at that agency or institution.

## **42 USC 11434a – McKinney-Vento Homeless Assistance Act, Definition of Homeless Children**

- (2) The term “homeless children and youths”—
- (A) means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 11302 (a)(1) of this title); and
  - (B) includes—
    - (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
    - (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 11302 (a)(2)(C) of this title);
    - (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
    - (iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this part because the children are living in circumstances described in clauses (i) through (iii).

## **18 USC 1365(h) – Definition of Serious Bodily Injury**

- (3) the term “serious bodily injury” means bodily injury which involves—
- (A) a substantial risk of death;
  - (B) extreme physical pain;
  - (C) protracted and obvious disfigurement; or
  - (D) protracted loss or impairment of the function of a bodily member, organ, or mental faculty; and
- (4) the term “bodily injury” means—
- (A) a cut, abrasion, bruise, burn, or disfigurement;
  - (B) physical pain;
  - (C) illness;
  - (D) impairment of the function of a bodily member, organ, or mental faculty; or
  - (E) any other injury to the body, no matter how temporary.

### **29 USC 3002(19) - Definition of Universal Design**

The term “universal design” means a concept or philosophy for designing and delivering products and services that are usable by people with the widest possible range of functional capabilities, which include products and services that are directly accessible (without requiring assistive technologies) and products and services that are interoperable with assistive technologies.

### **18 USC 930(g)(2) - Definition of Weapon**

The term “dangerous weapon” means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 1/2 inches in length.

### **20 USC 7801(37) – Definition of Scientifically Based Research**

The term "scientifically based research"--

(A) means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and

(B) includes research that--

(i) employs systematic, empirical methods that draw on observation or experiment;

(ii) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;

(iii) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;

(iv) is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;

(v) ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and

(vi) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.