

SCHOOL DISTRICT OF TOMAHAWK

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Notice of Regular Board Meeting

School District of Tomahawk

SCHOOL DISTRICT OF TOMAHAWK

1049 East King Road

Tomahawk, Wisconsin (WI) 54487

Tuesday, May 12, 2020

6:30 PM

Agenda

- I. Pledge of Allegiance
- II. Roll Call
- III. Declaration of a Quorum
- IV. Adoption of Agenda
- V. Public Comment
- VI. School Board Reorganization: Elect President, Vice-President, Treasurer, Clerk
- VII. Consent Agenda Items
 - A. Approve Minutes from Board Meetings April 14, 28, 2019
 - B. Approve Invoices from April 15 to May 12, 2019
 - C. Employment/Contract Adjustments
 1. Replacement Staff
 2. Retirements
 - D. Start College Now
 - E. Hatchet Pride Project Donations
- VIII. Staff Reports
- IX. Financial Report
- X. Second Reading of 1662 Employee Anti-Harassment Policy
- XI. Approval of Academic and Technical Excellence Scholarship Recommendations and the Alternates
- XII. Approval of 2020 Graduation List
- XIII. Approval of Early Graduation list for January 2021
- XIV. SCHOOL PERCEPTIONS COMMUNITY SURVEY UPDATE
- XV. CLOSED SESSION pursuant to Wisconsin Statute 19.85 (1)(c) "Considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility."
 - A. Personnel Issue
- XVI. RECONVENE into open session and take action where applicable and necessary.
- XVII. Public Comment
- XVIII. Adjourn

May 2020

C.1 Replacement Staff

Name	Position
Chelsea Bubolz	Elementary Special Education Teacher
Sarah Miller	Kindergarten Teacher
Jennifer Kern	First Grade Teacher

C.2 Retirements/Resignations

Name	Position
Ron Wilson	Athletic Director

D. Start College Now

A.B.	Certified Nursing Assistant	Nicolet Technical College

E. Hatchet Pride Donations

Dr. Dewey & Barb Reilly	\$500.00
John & Angela Larson	\$500.00
Jim & Laurie Ferge	\$100.00
David or Karen Bellile	\$50.00
Susan & Gary Hoffman (Class of 1965)	\$5,000.00
Chuck's Sport Shop	\$500.00
Tomahawk Star Foundation	\$10,000.00
Michael & Susan Gerber	\$50.00
Jamie Gerber Foundation	\$1,000.00
Allan & Cathy Peissig	\$10,000.00
High School Football Activity Account	\$2,500.00
Northwoods Community Realty	\$3,500.00
Russ & Tara Messer	\$1,500.00
Mac Winker (Class of 1960)	\$500.00
Jeffrey Olson	\$1,000.00
Jerrod & Elizabeth Hock	\$3,000.00
Johns Radcliffe	\$1,000.00
Albert H. Stahmer Foundation Inc.	\$25,000.00
Paul Sandry Plumbing and Heating Inc.	\$100.00
Ron Zimmerman	\$1,000.00
Hatchet Booster Club	\$10,000.00
Janiece M. Fischer	\$200.00
Industrial Packaging Corporation	\$5,000.00
Shag Timm Family	\$1,500.00

Minutes of Regular Board Meeting School District of Tomahawk

A Regular Board Meeting of the School District of Tomahawk was held Tuesday, April 14, 2020, beginning at 6:30 PM in the Meeting Conducted Remotely * If a member of the public wants to participate in this meeting virtually, please type in the following into your internet browser, <https://zoom.us/j/415041405?pwd=Vk8zNjNKQlUZEEMxNGxBbERQUUFwUT09> or by Phone 1 240-542-9420 (PIN: 173973824).

Present remotely” Wendell Quesinberry, Guy Steckbauer, Ryan Huseby, Stacy Bolder, Wendy Simonis, Thersea Burzynski, Mike DeBels 40 members of the community and a representative from WJJQ.

- I. Pledge of Allegiance
- II. Roll Call: Present remotely were: Hafeman, Huseby, Johnson, Powell, Schmit, Velleux, Kissinger Wolf, Meyer. Rudie joined remotely at approximately 6:45 p.m.
- III. Declaration of a Quorum: President Meyer declared there was a quorum.
- IV. Additional Agenda Items: There was none.
- V. Adoption of Agenda: Moved by Huseby, seconded by Velleux to adopt the agenda as printed. 8 ayes 0 nays
- VI. Public Comment: Powell, Kissinger Wolf, Meyer
- VII. Consent Agenda Items
 - A. Approve Minutes from Board Meeting March 10, 2020
 - B. Approve Invoices from March 11, to April 14, 2020
 - C. Retirements
 - Michele Balda-High School English Teacher
 - Mike DeBels-Building and Grounds Supervisor
 - D. Start College Now
 - S.R.- Certified Nursing Assistant-Nicolet Technical College
 - M.M.- Certified Nursing Assistant-Nicolet Technical College
 - E.L.- Certified Nursing Assistant-Nicolet Technical College
 - S.A.- Certified Nursing Assistant-Nicolet Technical College
 - T.G.- Certified Nursing Assistant-Nicolet Technical College
 - H.H.- Certified Nursing Assistant-Nicolet Technical College
 - C.S. - Certified Nursing Assistant-Nicolet Technical College
 - A.K. - Certified Nursing Assistant-Nicolet Technical College
 - M.M. - Certified Nursing Assistant-Nicolet Technical College
- VIII. Financial Report
 - IX. School Board Election Results: No Action was taken. The Board of Canvas will meet tomorrow.

- X. Continuity of Learning Update: No Action was taken. The Principals updated the Board on the Continuity of Learning.
- XI. Consider Adoption of COVID-19 Emergency Resolution: Moved by Powell, seconded by Rudie to approve a resolution which provides authority to the District Administrator to continue work assignments and broadened leave usage when necessary. Voting “yes” Powell, Rudie Hafeman, Huseby, Johnson, Schmit, Velleux, Kissinger Wolf. Motion carried. 9 ayes 0 nays
- XII. Discuss Resolution and Application Procedure for DPI Hours/Minutes of Instruction Waiver: No Action was taken. We will hold a Public Hearing concerning Hours/Minutes later in the Month
- XIII. Approval of Hatchet Pride Project Bids: Moved by Powell, seconded by Johnson to approve the bids as presented and to obligate the necessary funds to pay the project management, and design management fees. Voting “yes” Powell, Johnson, Hafeman, Huseby, Rudie, Velleux, Kissinger Wolf, Meyer. Voting “no” Schmit. Motion carried. 8 ayes 1 nay
- XIV. First Reading of 1662 Employee Anti-Harassment Policy: Moved by Powell, seconded by Rudie to approve the First Reading of Policy 1662 Employee Anti-Harassment Policy. Voting “yes” Powell, Rudie, Hafeman, Huseby, Johnson, Schmit, Velleux, Kissinger Wolf, Meyer. Motion carried. 9 ayes 0 nays
- XV. Approval of the following Revised Policies:
 - A. 0121 Authority
 - B. 0142.5 Vacancies
 - C. 0143 Authority of Individual Board Members
 - D. 0167.6 E-mail Public Records
 - E. 1213 Student Supervision and Welfare
 - F. 2210 Curriculum Development
 - G. 2260 Nondiscrimination and Access to Equal Educational Opportunity
 - H. 2271.01 Start College Now Program
 - I. 2700.01 School Performance and Accountability Reports
 - J. 3122.01 Drug-Free Workplace
 - K. 3213 Student Supervision and Welfare
 - L. 5113 Open Enrollment Program (Inter-District)
 - M. 5200 Attendance
 - N. 5200.01 Full-Time Student
 - O. 5330 Administration of Medication/Emergency Care
 - P. 5517 Student Harassment
 - Q. 5630 Corporal Punishment
 - R. 6220 Budget Preparation
 - S. 6605 Crowdfunding

T. 6800 System of Accounting

U. 8310 Public Records

V. 8320 Personnel Records

W. 8330 Student Records

X. 8320.01 Unauthorized Acquisition of Staff Personal Information

Y. 9130 Public Requests, Suggestions, or Complaints

Moved by Powell, seconded by Velleux, to approve the Revised policies XV. A through Y. Voting "yes" Powell, Velleux, Hafeman, Huseby, Johnson, Rudie, Schmit, Kissinger Wolf, Meyer. Motion carried. 9 ayes 0 nays

XVI. CLOSED SESSION pursuant to Wisconsin Statute 19.85 (1)(c) "Considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility.

Moved by Powell, seconded by Rudie to approve to go into closed session pursuant to Wisconsin Statute 19.85 (1) (c). Voting "yes" Powell Rudie, Hafeman, Johnson, Schmit, Velleux, Kissinger Wolf, Meyer. Motion carried. 8 ayes 0 nays (Huseby temporally lost connection)

A. Personnel Issue

XVII. RECONVENE into open session and take action where applicable and necessary.

Moved by Powell, seconded by Johnson to move into open session and take action where applicable and necessary. Voting "yes" Powell, Johnson, Hafeman, Huseby, Rudie, Smith, Velleux, Kissinger Wolf, Meyer. Motion carried. 9 ayes 0 nays

Moved by Powell, seconded by Rudie to support Administration handling of the employee concern. Voting "yes" Powell, Rudie, Hafeman, Huseby, Johnson, Schmit, Velleux, Kissinger Wolf, Meyer. Motion carried. 9 ayes 0 nays

XVIII. Public Comment: There was none.

XIX. Adjourn: Meyer adjourned at approximately 8:00 p.m.

Minutes of Notice of Public Hearing on DPI Waiver Request and Regular School Board Meeting School District of Tomahawk

A Notice of Public Hearing on DPI Waiver Request and Regular School Board Meeting of the School District of Tomahawk was held Tuesday, April 28, 2020, beginning at 6:00 PM in the Meeting Conducted Remotely.

- I. Public Hearing on DPI Waiver Request: No Action was taken. The Board held a public hearing for any questions or concerns on the DPI waiver request.
- II. **Regular School Board Meeting Agenda:** Vice President call the meeting to order at approximately 6:10 p.m.
- III. Pledge of Allegiance
- IV. Roll Call: Present were Hafeman, Johnson, Long, Rudie, Kissinger Wolf, Zimmerman, Schmit. Huseby Velluex joined at approximately 6:20 p.m.
- V. Declaration of a Quorum: Schmit declared there was a quorum.
- VI. Adoption of Agenda: Moved by Kissinger Wolf, seconded by Rudie to adopt the agenda as printed. Voting “yes”, Kissinger Wolf, Rudie, Hafeman, Johnson, Long Rudie, Kissinger Wolf. 7 ayes 0 nays
- VII. Public Comment: Cathy Schmit, Allison Shantz
- VIII. Approval of DPI Waiver Resolution: Moved by Long, seconded by Johnson to approve the DPI Waiver Resolution as presented. Voting “yes”, Long, Johnson, Hafeman, Huseby, Rudie, Velleux, Kissinger Wolf, Zimmerman, Schmit. 9 ayes 0 nays
- IX. Consider changes to the 2019-20 and 2020-21 School Calendars: Moved by Rudie, seconded by Hafeman to approve to allow administration the discretion to set a new High School graduation date for later this summer. Voting “yes”, Rudie, Hafeman, Huseby, Johnson, Long, Kissinger Wolf, Zimmerman, Schmit. 9 ayes 0 nays
- X. 9-12 Pass/Fail Grading: No Action was taken. Ryan Huseby explained the plan to change to Pass/Fail grading for the second semester.
- XI. School Perceptions Community Survey Update: No Action was taken. The Board received information on the community survey that will be sent out to the community this summer and the various timelines for the proposed operational referendum in November
- XII. Adjourn: Schmit adjourned at approximately 6:45 p.m.

Board Update from Curriculum and Instruction:

Celebration Presentation:

Teacher Appreciation Week: During Continuity of Learning 2020 (to be shared at May Board Mtg. 6 min. 30-second PowerPoint presentation)

During the COVID-19 health crisis, teachers have planned for learning with little time for preparations, but have done an excellent. We celebrated these efforts recently as we kicked off our professional development day on May 6th.

May 6th Professional Development. TOPIC: Student Engagement

The PD day was intended to directly support teachers' practices during our Continuity of Learning implementation. The most recent C of L plan was sent to teachers on April 6th. It continues to evolve by building as we are moving into the end of the school year.

AGENDA May 6th PD

Learning Targets:

1. I can reflect on my own teaching practice to identify successes and next steps for engaging students.
2. I can create a plan using a new engagement strategy.
3. I can contribute to building a respectful, active, collaborative, and growth-oriented learning environment.

Set the Stage



1. Please choose **one** of the following articles to read **prior**.
 - a. [Remote Learning - Facilitating Human Connection](#) - Blog
 - b. [Distance Learning Without a Device](#) - Blog
 - c. [Big Ideas to Shift Your Online Learning](#) - adapted article
 - d. [7 Ways to Increase Online Student Engagement](#) - article by Schoology
 - e. [Mashup: Emergency Remote Learning](#) - excerpts from several experts
2. Add your thoughts to our shared Google doc, [Defining Engagement Collaborative Document](#) **prior** to our meeting.
3. Be ready to join the Zoom meeting about 5 minutes prior to our scheduled time.

Content



1. [Engaging Lessons for Remote Learning presentation](#) is for all grades and positions. Feel free to make your own copy and take notes as needed.
2. [Blended Learning Design](#)
 - a. [Example of a completed lesson - 1st grade](#)
 - b. [Folder of Tech and Non-tech examples](#)
 - c. [Remote Learning Resources for Organic EdTech Lesson Design](#)
 - d. [PreK-2 Lesson Examples](#)
3. [The "Hyerdoc" Hyperdoc](#)
 - a. [Link to Teacher-created HyperDocs](#)
 - b. [Link to Planning Templates](#)
4. Specific grade-band engagement resources can be found at the following links:
 - a. [4K-2](#)
 - b. [3-5](#)

- c. [6-8](#)
- d. [9-12](#)

Synthesize Learning



1. Look through the resource(s) that are of greatest interest or most timely for you.
2. Make copies for your Drive, bookmark key websites, send an email to a colleague about an idea, etc.
3. Be prepared to share a commitment you are willing to make in the coming week - What are you committed to trying?

Share



1. In Breakout rooms, be prepared to share.
2. Add your commitment to our [Padlet](#).
3. When we return to large group, we will wrap up our conversation.

FALL Planning: Considerations going into fall are currently underway as we continue to be apprised of what conditions we will be working under this fall. Particular consideration will be worked on around more streamlined use of an LMS (Learning Management Systems) and streamlining communication for parents. Virtual access for students also continues to be an issue and we are seeking to better understand solutions.

Math Grants Awarded to Build Math Game Library

The Tomahawk Elementary School math department - Karen Jarvensivu, Mike Loretz and math specialist, Laurie Tracey - wanted to build a game library to help families connect through games. They have received over \$1400 in grant money this year. This fall they received over \$900 from the STAR foundation through their Beyond Crayons and Chromebooks grant and almost \$500 this winter from the Wisconsin Mathematics Education Foundation. The grants have allowed them to purchase over 100 games to begin their library. Classroom teachers will have access to the games for indoor recess or as an incentive/reward for their students. Students will be able to check games out the way one would check out a library book. This is just the beginning, as they are hoping future funds will keep the fun growing.

These games are being used to support students learning math and during building closure, many of these games, dice, and cards have been sent home to our students for the continued practice of basic mathematics skills. The math department wrote in their

grant that games are to math like books are to reading. Too often families feel they cannot help with math at home and often hold negative views of math from their own experiences in school. We wanted families to realize that there is something they can do at home to help their children in math.

- Playing games encourages strategic mathematical thinking as students find different strategies for solving problems and deepen their understanding of numbers.
- When played repeatedly, games support students' development of computational fluency.
- Games present opportunities for practice, often without the need for teachers to provide the problems. Teachers can then observe or assess students and work with individuals or small groups of students.
- Games have the potential to allow students to develop familiarity with the number system and with "benchmark numbers" (such as 10s, 100s, and 1000s) and engage in computation practice, building a deeper understanding of operations.
- Games support a school-to-home connection. Parents can learn about their children's mathematical thinking by playing games with them at home. (NCTM, *Why Play Math Games?* 2015)

Elementary School Board Report May 12

The below letter was sent home at the end of April. The letter below that will be sent home in place of a third trimester report card at the end of the school year. When I thought about how to update you, I feel these two letters clearly show where the elementary is currently at. We continue to stress communication with our students and families. I would say though we have experienced a slight shift since the April 14th board meeting. April 14th we were concerned equally with the student's academic growth and with the student's physical/emotional health. We are still concerned with the elementary student's academic growth but we are far more concerned right now with our students and family's physical and emotional health.

I continue to be impressed with the work of my staff and if there is any positive that comes out of this situation I would say the pulling together of the district's staff for our students and district families will be something that we can be very proud of.

Parents/Guardians:

We will be having a work/materials drop off for any finished work or materials that you wish to return to the school for your child's teachers.

On Monday, April 27th 8-10 a.m. and Wednesday, April 29th 4-6 p.m. will be curbside work/materials drop off times. We will have three instructional assistants present to help on those two days. Please remain in your cars and have your work/materials labeled with your child's name and their teacher's name. Instructional assistants will come to your vehicle.

I understand that there have been questions about additional work packets being given out by teachers. Some grade level teachers provided work packets that will take children to the end of the school year and some grade level teachers provided one to two weeks of work with the packets they have provided. If your child is finished with the packets that have been provided we won't be sending home additional work packets but we are recommending the following:

30 minutes of reading activities/day

30 minutes of math activities /day

60 minutes of creative play/day

60 minutes of active play/day

We aren't trying to create more stress or anxiety for you, so these are just recommendations not requirements. If you would like some suggestions or some fun ideas to try at home communicate with your child's teachers. I'm encouraging all teachers to continue to communicate with you so if you have questions please let us know. If I can be of any assistance, call the school I do get those messages or send me an email.

Speaking for the staff, we miss our students. This goes beyond work packets or the above recommended minutes. If work packets or minutes are causing you stress let us know. We want to see learning and growth continue for your students but more important than that right now is your families physical and emotional health.

Guy Steckbauer

Date

Dear Parent(s) and Guardians,

Due to the Covid-19 Pandemic and Continuity of Learning, we are sending this letter home in lieu of our traditional report cards, for this last trimester. Your child has had the opportunity to be exposed to learning and the standards in various ways: take-home packets, Google Classrooms/Hangouts, Zoom Meetings, phone calls, emails, etc. Individual teachers and grade levels presented the work in ways which they felt were most beneficial to the needs of their students and families.

Although your child is not receiving the typical grading mark on their work, the effort of students and parents has been noted and places much value toward their education. Your child's learning is a true reflection of the work that was put into it.

As we are aware, this process has been very challenging and, at times, frustrating for everyone involved. However, you need to be reminded that there has been much evidence of learning that has taken place, such as being patient, learning to be creative, communicating in writing, advocating for yourself, self motivating, organizing your time, improving technology skills, persevering through challenges and taking responsibility for your learning. These are all valuable skills that are essential in life. For this we should all be very proud.

This may not have been the perfect process of learning, nevertheless, learning *has* taken place, and we have all done it together. As the saying goes, "It takes a village to raise a child," and here is a prime example. Thank you parents and guardians for all of your hard work in making Continuity of Learning a success. We couldn't have done it without you.

Continue to stay safe and healthy, and enjoy your summer. You have all earned it!

- **Continuity of Learning:** Teachers are continuing to work with, and provide instruction to students as we move into the end of the 2019-20 school year. Many accommodations have been made to assist families with little or no access to the internet. I am very pleased with the level of effort and work our staff has done thus far! I recently sent a letter out to all of our families outlining the remaining portion of this school year and the rationale behind our decision to maintain our current (normal) method of grading for 4th quarter. I'm pleased to report that a vast majority of our students have been in contact with their teachers and completing lessons. In an effort to encourage a response from those families with whom we have had little or no contact, additional letters will go out providing information on the resources we have available.
- Mrs. Hall and Mrs. McKenzie have been continuing contact with our Student Council Members and they have been busy writing letters thanking staff members during Teacher Appreciation Week.

High School Board Report 5-12-20

Overview

- THS continues to work with students and families through the Continuity of Learning Plan. Staff are focusing on essential standards and learning targets while being mindful of the rigor and quantity of work to be completed. Instructional methods continue to evolve in this environment to meet students needs.
- Staff participated in a professional development session arranged by Mrs. Burzynski on May 6th. Mia Chimel of CESA 9 provided a variety of instructional frameworks and tools that are beneficial to students in multiple learning environments including distance/virtual environments. Staff discussed these tools in small groups and planned to implement some of the strategies with students the following day.
- Students and parents received the Semester 2 Pass/No Pass grading information. The response from families has been positive.
- We continue to thank our parents for their partnership and support when working with students. They have been great to work with and have been committed to assisting teaching and supporting learning for their children. We could not do it without them.

April 2020 - Students of the Month

Joseph Jones	9
Brynnen Stefan	9
Decoma Austin	10
Amalie Kurth	10
Trey Baalke	11
Dellana Graeber	11
Caleb Lund	12
Katrina Kapellusch	12

SCHOOL DISTRICT OF TOMAHAWK
CHECKING, SAVINGS AND INVESTMENTS

April 30, 2020

<u>CHECKING ACCOUNT - Tomahawk Community Bank</u>		\$201,027.51
<hr/>		
<u>SAVINGS ACCOUNTS TOTAL - Community Bank</u>		\$312,256.05
10 Fund Savings	\$8,116.95	
46 Fund 46	\$200.38	
72 Scholarship Savings	\$182,455.80	
21 Satellite Account	\$121,482.92	
<hr/>		
<u>LOCAL GOVERNMENT POOLED INVESTMENT TOTAL - ALL FUNDS</u>		\$11,871,773.63
10 Fund	\$11,657,204.62	
10 School Forest	\$110,006.90	
72 Scholarship	\$104,562.11	
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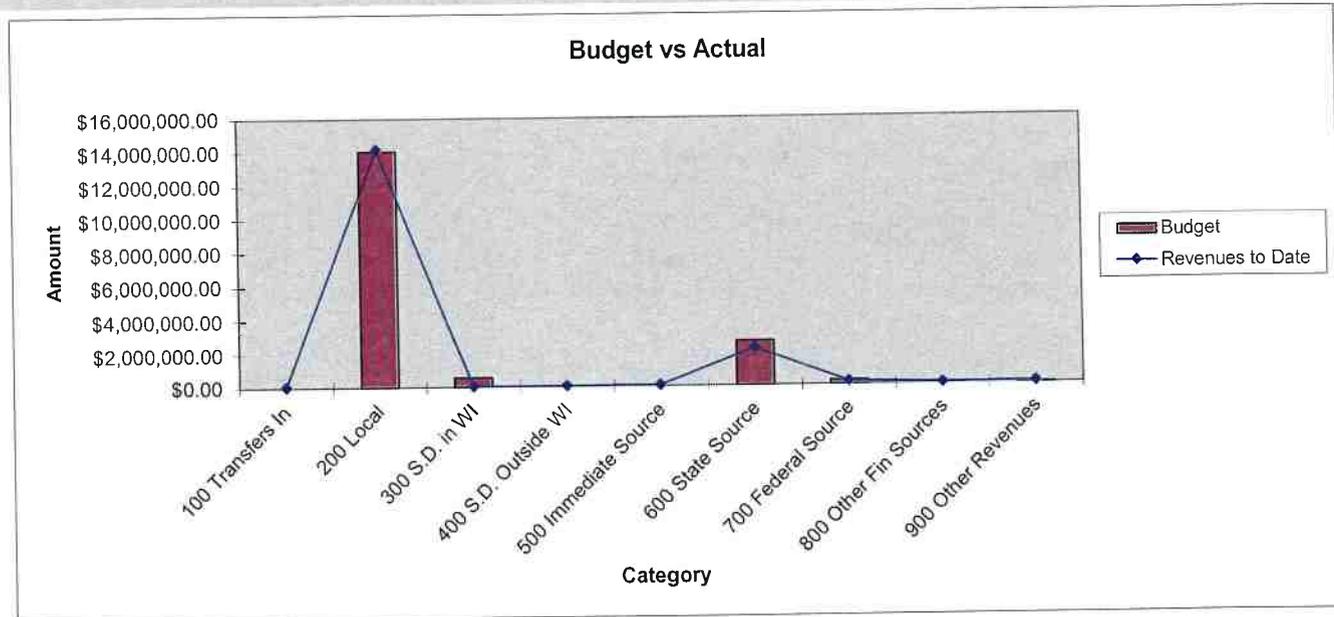
MARCH 2020 - REVENUE

<u>SOURCE</u>	<u>10 FUND</u>	<u>20 FUND</u>	<u>30 FUND</u>	<u>40 FUND</u>	<u>50 FUND</u>	<u>80 FUND</u>	<u>TOTAL ALL FUNDS</u>
100 Transfers In	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
200 Local	\$4,602,063.80	\$0.00	\$0.00	\$47,800.00	\$804.78	\$0.00	\$4,650,668.58
300 S.D. in WI	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
400 S.D. Outside WI	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
500 Immediate Source	\$3,385.23	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,385.23
600 State Source	\$47,458.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$47,458.00
700 Federal Source	\$37,945.36	\$257,179.98	\$0.00	\$0.00	\$25,831.26	\$0.00	\$320,956.60
800 Other Fin Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
900 Other Revenues	\$2,184.80	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,184.80
APRIL 2020 TOTAL	\$4,693,037.19	\$257,179.98	\$0.00	\$47,800.00	\$26,636.04	\$0.00	\$5,024,653.21
RECEIVED YTD 19-20	\$16,512,423.31	\$769,680.94	\$0.00	\$284,075.08	\$475,583.06	\$151,183.88	\$18,192,946.27
% of Budget YTD 19-20	94.28%	29.79%	0.00%	0.00%	71.09%	97.54%	86.95%

PRIOR YEARS REVENUE - FOR COMPARISON

APRIL 2019 REVENUE	\$4,686,532.21	\$17,582.58	\$0.00	\$0.00	\$63,622.36	\$455.00	\$4,768,192.15
RECEIVED YTD 18-19	\$16,324,160.27	\$395,009.99	\$0.00	\$0.08	\$477,547.42	\$96,973.50	\$17,293,691.26
	92.67%	15.85%	0.00%	0.00%	73.75%	94.81%	82.92%

FUND 10 - GENERAL FUND
 FUND 20 - SPECIAL EDUCATION
 FUND 30 - DEBT SERVICE
 FUND 40 - BUILDING PROJECT
 FUND 50 - FOOD SERVICE
 FUND 80 - COMMUNITY SERVICE



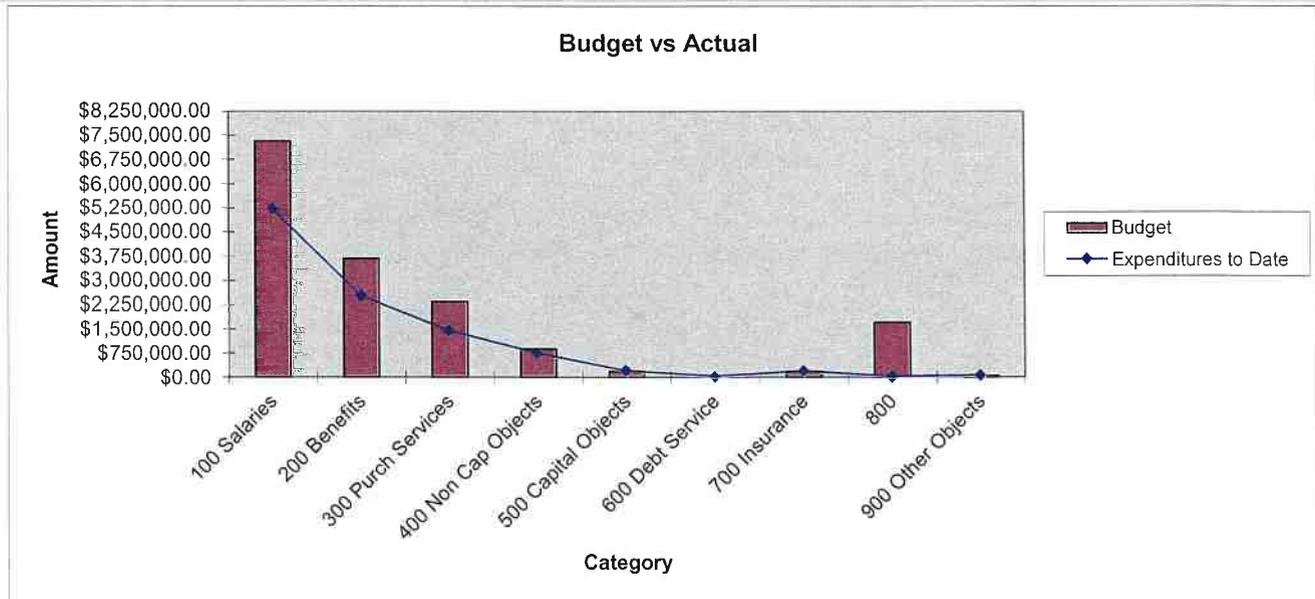
APRIL 2020 - EXPENDITURES

<u>SOURCE</u>	<u>10 FUND</u>	<u>20 FUND</u>	<u>30 FUND</u>	<u>40 FUND</u>	<u>50 FUND</u>	<u>80 FUND</u>	<u>TOTAL ALL FUNDS</u>
100 Salaries	\$578,503.64	\$139,276.13	\$0.00	\$0.00	\$0.00	\$4,323.20	\$722,102.97
200 Benefits	\$274,465.51	\$57,627.87	\$0.00	\$0.00	\$0.00	\$2,199.64	\$334,293.02
300 Purch Services	\$66,620.94	\$6,236.04	\$0.00	\$1,400.00	\$64,468.53	\$47.56	\$138,773.07
400 Non Cap Objects	\$66,794.01	\$3,246.24	\$0.00	\$0.00	\$0.00	\$112.50	\$70,152.75
500 Capital Objects	\$2,371.19	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,371.19
600 Debt Service	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
700 Insurance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
800	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
900 Other Objects	\$95.14	\$0.00	\$0.00	\$0.00	\$0.00	\$76.00	\$171.14
<u>APRIL 2020 EXPENDED</u>	\$988,850.43	\$206,386.28	\$0.00	\$1,400.00	\$64,468.53	\$6,758.90	\$1,267,864.14
<u>SPENT YTD 19-20</u>	\$10,201,972.07	\$2,005,194.27	\$0.00	\$1,400.00	\$429,038.47	\$156,273.88	\$12,793,878.69
<u>% of Budget YTD 19-20</u>	62.54%	77.61%	0.00%	0.00%	64.86%	70.69%	64.69%

PRIOR YEARS EXPENDITURES - FOR COMPARISON

APRIL 2019 EXPENDED	\$4,686,532.21	\$17,582.58	\$0.00	\$0.00	\$63,622.36	\$455.00	\$4,768,192.15
SPENT YTD 18-19	\$16,324,160.27	\$395,009.99	\$0.00	\$0.08	\$477,547.42	\$96,973.50	\$17,293,691.26
	9267.00%	15.85%	0.00%	0.00%	73.75%	94.81%	82.92%

FUND 10 - GENERAL FUND
 FUND 20 - SPECIAL EDUCATION
 FUND 30 - DEBT SERVICE
 FUND 40 - BUILDING PROJECT
 FUND 50 - FOOD SERVICE
 FUND 80 - COMMUNITY SERVICE



Book	Policy Manual
Section	Vol. 28, No. 1
Title	REVISED POLICY - VOL. 28, NO. 1 - EMPLOYEE ANTI-HARASSMENT #mp
Code	po1662
Status	
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1662 - EMPLOYEE ANTI-HARASSMENT

Prohibited Harassment

The Board is committed to a work environment that is free of harassment of any form. The Board will not tolerate any form of harassment and will take all necessary and appropriate action to eliminate it. Any member of the School District community who violates this policy will be subject to disciplinary action, up to and including termination of employment. Additionally, appropriate action will be taken to stop and otherwise deal with any third party who engages in harassment against our employees.

The Board will vigorously enforce its prohibition against harassment based on 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 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 (hereinafter referred to as "Protected Characteristics"), and encourages those within the School District community as well as third parties, who feel aggrieved to seek assistance to rectify such problems. The Board prohibits harassment that affects tangible job benefits, interferes unreasonably with an individual's work performance, or creates an intimidating, hostile, or offensive working environment. Harassment may occur employee-to-employee, employee-to-student, male-to-female, female-to-male, male-to-male, or female-to-female.

The Board will investigate all allegations of harassment and in those cases where harassment is substantiated, the Board will take immediate steps calculated to end the harassment, prevent its reoccurrence, and, if applicable, remedy its effects. Individuals who are found to have engaged in harassment will be subject to appropriate disciplinary action.

For purposes of this policy, "School District community" means individuals subject to the control and supervision of the Board including, but not limited to, students, teachers, staff, volunteers, and Board members, agents, contractors, or other persons.

For purposes of this policy, "third parties" include, but are not limited to, guests and/or visitors on School District property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with, or seeking to do business with the District, and other individuals who come in contact with members of the School District community at school-related events/activities (whether on or off School District property).

Definitions

"Harassment" means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a school employee on the basis of the employee's Protected Characteristics that:

- A. places a school employee in reasonable fear of harm to his/her person or damage to his/her property;
- B. is sufficiently severe, pervasive, and persistent so as to create a hostile working environment which materially alters the employee's working conditions from the perspective of a reasonable person similarly situated;
- C. has the effect of substantially disrupting the orderly operation of a school or any other aspect of the District's operations.

Sexual Harassment

Pursuant to Title VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972, "sexual harassment" is defined as unwelcome sexual advances, requests for sexual favors, and other physical, verbal, or visual conduct based on sex

constitutes sexual harassment when:

- A. a supervisory employee engages in harassing behavior towards a subordinate employee, regardless of whether such conduct creates a hostile work environment;
- B. acquiescence in or submission to such conduct is an explicit or implicit term or condition of employment;
- C. an individual's acquiescence in, submission to, or rejection of such conduct becomes the basis for employment decisions affecting that individual;
- D. such conduct is sufficiently severe, pervasive, and persistent such that it has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment;
- E. consensual sexual relationships where such relationship leads to favoritism of a subordinate employee with whom the superior is sexually involved and where such favoritism results in an adverse employment action for another employee or otherwise creates a hostile work environment;
- F. inappropriate boundary invasions by a District employee or other adult member of the District into a student's personal space and personal life.

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 sexual propositions, invitations, solicitations, and flirtations;
- B. physical and/or sexual assault;
- C. threats or insinuations that a person's employment, wages, promotion, assignments, or other conditions of employment may be adversely affected by not submitting to sexual advances;
- D. unwelcome verbal expressions of a sexual nature, including graphic sexual commentaries about a person's body, dress, appearance, or sexual activities; the unwelcome use of sexually degrading language, jokes or innuendoes; unwelcome suggestive or insulting sounds or whistles; obscene telephone calls, text messages, or social media postings;
- E. sexually suggestive objects, pictures, videotapes, audio recordings, or literature, placed in the work or educational environment, which may embarrass or offend individuals;
- F. unwelcome and inappropriate touching, patting, or pinching; obscene gestures;
- G. a pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliation to another;
- H. remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history;
- I. consensual sexual relationships where such relationship leads to favoritism of a subordinate employee with whom the superior is sexually involved and where such favoritism adversely affects other employees or otherwise creates a hostile work environment; and
- J. verbal, nonverbal or physical aggression, intimidation, or hostility based on sex or sex-stereotyping that does not involve conduct of a sexual nature.

Sexual relationships between staff members, where one staff member has supervisory responsibilities over the other, are discouraged as a matter of Board policy. Such relationships have an inherent possibility of being construed as sexual harassment because the consensual aspect of the relationship may be the result of implicit or explicit duress caused by uncertainty regarding the consequences of non-compliance.

Romantic or sexual relationships between District staff (teachers, aides, administrators, coaches or other school authorities) and a student is expressly prohibited. Any school staff member who engages in sexual conduct with a student may also be guilty of a crime and any information regarding such instances will be reported to law enforcement authorities.

Prohibited religious harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's religion or creed and when the conduct has the purpose or effect of interfering with the individual's work performance; or of creating an intimidating, hostile, or offensive working environment. Such harassment may occur where conduct is directed at the characteristics of a person's religious tradition, clothing, or surnames, and/or involves religious slurs.

National Origin Harassment

Prohibited national origin harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's national origin and when the conduct has the purpose or effect of interfering with the individual's work performance; or of creating an intimidating, hostile, or offensive working environment. Such harassment may occur where conduct is directed at the characteristics of a person's national origin, such as negative comments regarding customs, manner of speaking, language, surnames, or ethnic slurs.

Age Harassment

Prohibited age based harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's age, being over age forty (40), and when the conduct has the purpose or effect of interfering with the individual's work performance; or of creating an intimidating, hostile, or offensive working environment.

Race/Color Harassment

Prohibited race/color based harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's race and/or color and when the conduct has the purpose or effect of interfering with the individual's work performance; or of creating an intimidating, hostile, or offensive working environment.

Disability Harassment

Prohibited disability harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's disability, perceived disability, or record of disability, and when the conduct has the purpose or effect of interfering with the individual's work performance; or of creating an intimidating, hostile, or offensive working environment. Such harassment may occur where conduct is directed at the characteristics of a person's current or past disabling condition or a perceived condition, such as negative comments about speech patterns, movement, physical impairments or defects/appearances, or the like. Such harassment may further occur where conduct is directed at or pertains to a person's genetic information.

Reports and Complaints of Harassing Conduct

Members of the School District community and third parties, which includes all staff, are encouraged to promptly report incidents of harassing conduct to an administrator, supervisor or other District official so that the Board may address the conduct before it becomes severe, pervasive, or persistent. Any administrator, supervisor, or other District official who receives such a complaint shall file it with the District's Compliance Officer at his/her first opportunity.

Members of the School District community or third parties who believe they have been harassed by another member of the School District community or a third party are entitled to utilize the Board's complaint process that is set forth below. Initiating a complaint, whether formally or informally, will not adversely affect the complaining individual's employment unless the complaining individual makes the complaint maliciously or with knowledge that it is false.

Reporting procedures are as follows:

- A. Any employee who believes s/he has been the victim of harassment prohibited under this policy is encouraged to report the alleged harassment to the appropriate school official as identified in D below.
- B. Teachers, administrators, and other District officials who have knowledge of or receive notice that an employee has or may have been the victim of harassment prohibited under this policy shall immediately report the alleged harassment to the appropriate school official as defined in D below.
- C. Any other person with knowledge or belief that an employee has or may have been the victim of harassment prohibited by this policy shall be encouraged to immediately report the alleged acts to an appropriate school official as identified in D below.
- D. Appropriate District officials are as follows:
 1. Any complaint under this policy shall be reported to the District's Compliance Officer unless the complaint is regarding the Compliance Officer. In such cases, the complaints shall be reported to the District Administrator, who shall assume the role of the District Compliance Officer for such complaints.

2. Any complaint under this policy regarding the District Administrator or Board Member that is received by the District Compliance Officer shall be referred to the Board's legal counsel, who shall assume the role of the District Compliance Officer for such complaints.

E. The reporting party or complainant shall be encouraged to use a report form available from the Principal of each building or available from the District office, but oral reports shall be considered complaints as well. Use of formal reporting forms shall not be mandated. However, all oral complaints shall be reduced to writing. Further, nothing in this policy shall prevent any person from reporting harassment directly to the District Administrator.

F. To provide individuals with options for reporting harassment to an individual of the gender with which they feel most comfortable, the District shall designate both a male and a female District Compliance Officer.

District Compliance Officers

The Board designates the following individuals to serve as the District's "Compliance Officers" (hereinafter referred to as the "COs").

Elementary Principal
(School District Title)

(715) 453-2126
(Telephone Number)

1048 E King Rd.
(Office Address)

High School Principal
(School District Title)

(715) 453-2106
(Telephone Number)

1048 E King Rd.
(Office Address)

The names, titles, and contact information of these individuals will be published annually:

- A. in the parent and staff handbooks.
- B. on the School District's web site.

A CO will be available during regular school/work hours to discuss concerns related to harassment, to assist students, other members of the School District community, and third parties who seek support or advice when informing another individual about "unwelcome" conduct.

The COs are assigned to accept complaints of harassment directly from any member of the School District community or a visitor to the District, or to receive complaints that are initially filed with a school building administrator. Upon receipt of a complaint either directly or through a school building administrator, a CO will begin either an investigation or the CO will designate a specific individual to conduct such a process. The CO will prepare recommendations or will oversee the preparation of such recommendations. All members of the School District community should report incidents of harassment that are reported to them to the CO within two (2) business days of learning of the incident.

Investigation and Complaint Procedure

Any employee or other member of the School District community or visitor to the District who believes that s/he has been subjected to harassment or has witnessed harassment of another may seek resolution of his/her complaint through the procedures as described below. Further, a process for investigating claims of harassment and a process for rendering a decision regarding whether the claim of harassment was substantiated are set forth below.

Once the complaint process begins, the investigation will be complete in a timely manner (ordinarily, within fifteen (15) business days of the complaint being received).

Complaint Procedure

An individual who believes s/he has been subjected to harassment hereinafter referred to as the "complainant," may file a complaint, either orally or in writing with a teacher, Principal, CO, District Administrator, or other supervisory employee. As noted above, any complaint received regarding the District Administrator or a Board member shall be referred to the Board's legal counsel, who shall assume the role of the CO for such complaints. Additionally, if the complaint is regarding a CO, the complaint shall be reported to the District Administrator, who shall assume the role of the CO for such complaints.

Due to the sensitivity surrounding complaints of harassment, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) calendar days after the conduct occurs while the facts are

known and potential witnesses are available. If a Complainant informs a Principal, District Administrator, or other supervisory employee, either orally or in writing, about any complaint of discrimination or retaliation, that employee must report such information to the CO within two (2) business days.

Throughout the course of the process as described herein, the CO should keep the parties informed of the status of the investigation and the decision-making process.

All written complaints must include the following information to the extent it is available: the identity of the individual believed to have engaged in, or be actively engaging in, harassment; a detailed description of the facts upon which the complaint is based; and a list of potential witnesses.

If the complainant is unwilling or unable to provide a written statement including the information set forth above, the CO shall ask for such details in an oral interview. Thereafter the CO will prepare a written summary of the oral interview, and the complainant will be asked to verify the accuracy of the reported charge by signing the document.

Upon receiving a complaint, the CO will consider whether any action should be taken in the investigatory phase to protect the complainant from further harassment or retaliation including but not limited to a change of work assignment or schedule for the complainant and/or the alleged harasser. In making such a determination, the CO should consult the Complainant to assess his/her position to the proposed action. If the Complainant is unwilling to consent to the proposed change, the CO may still take whatever actions s/he deems appropriate in consultation with the District Administrator. No temporary arrangements shall be disciplinary to either the complainant or respondent.

Within two (2) business days of receiving a complaint, the CO will inform the individual alleged to have engaged in the harassing or retaliatory conduct, hereinafter referred to as the "Respondent", that a complaint has been received.

The Respondent is not entitled to receive a copy of any written complaint unless the CO determines it is appropriate to do so; however, the Respondent will be informed about the nature of the allegations. The CO shall inform the Respondent of the requirements of this policy, which may include providing the Respondent with a copy of this policy or information about where to find it. Respondent shall be afforded the opportunity to submit a written response to the complaint. The CO shall inform the Respondent of the Respondent's deadline to provide the CO with the written response to the allegations in the complaint.

Within five (5) business days of receiving the complaint, the CO will initiate a formal investigation to determine whether the complainant has been subject to offensive conduct/harassment.

Although certain cases may require additional time, the CO will attempt to complete an investigation into the allegations of harassment within fifteen (15) calendar days of receiving the formal complaint. The investigation will include:

- A. interviews with the complainant;
- B. interviews with the respondent;
- C. interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations, as determined by the CO;
- D. consideration of any documentation or other evidence presented by the complainant, respondent, or any other witness which is reasonably believed to be relevant to the allegations, as determined by the CO.

At the conclusion of the investigation, the CO shall prepare and deliver a written report to the District Administrator that summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of harassment as provided in this policy and State and Federal law as to whether the complainant has been subjected to harassment. The CO's recommendations must be based upon the totality of the circumstances, including the ages and maturity levels of those involved.

Absent extenuating circumstances, within five (5) business days of receiving the report of the CO, the District Administrator must either issue a final decision regarding whether or not the complaint of harassment has been substantiated or request

further investigation. A copy of the District Administrator's final decision will be delivered to both the complainant and the respondent.

If the District Administrator requests additional investigation, the District Administrator must specify the additional information that is to be gathered, and such additional investigation must be completed within five (5) business days. At the conclusion of the additional investigation, the District Administrator must issue a final written decision as described above.

The decision of the District Administrator shall be final. If the investigation results in disciplinary action, the employee subject to discipline is entitled to file a grievance pursuant to Board Policy 3340. Nothing in this policy shall be construed to prevent an employee from bringing a complaint before the Equal Employment Opportunity Commission or the Wisconsin Equal Rights Division.

The Board reserves the right to investigate and resolve a complaint or report of harassment regardless of whether the member of the School District community or third party alleging the harassment pursues the complaint. The Board also reserves the right to have the formal complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Board.

The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person's pursuit of other remedies. Use of this internal complaint procedure is not a prerequisite to the pursuit of other remedies.

All timelines pertinent to the investigation process are intended to be guidelines to assure that the investigation proceeds with all deliberate efficiency. Failure of the CO to meet any specific timeline does not invalidate the investigation or provide a defense to the allegations.

Privacy/Confidentiality

The School District will employ reasonable efforts to protect the rights of the Complainant, the Respondent(s), and all the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligation in an investigation of harassment. The School District will respect the privacy of the complainant, the respondent, and all witnesses in a manner consistent with the School District's legal obligations under State and Federal law. Confidentiality, however, cannot be guaranteed. All complainants proceeding through the formal investigation process should be advised that their identities may be disclosed to the respondent.

During the course of an investigation, the CO will determine whether confidentiality during the investigation process is necessary to protect the interests and reputations of those involved and/or to protect the integrity of the investigation, and if so, shall instruct all members of the School District community and third parties who are interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of a harassment investigation is expected not to disclose any information that s/he learns or that s/he provides during the course of the investigation.

Directives During Investigation

The CO may recommend to the District Administrator placing any employee involved in an investigation under this Policy on administrative leave pending resolution of the matter. If the District Administrator is the Respondent, the CO shall make such recommendation to the Board. Administrative leave may be appropriate in situations in which protecting the safety of any individual or the integrity of the investigation necessitates such action.

The CO shall determine whether any witnesses in the course of an investigation should be provided a Garrity warning apprising the person of his/her obligations to answer questions truthfully and honestly while preserving the right against self-incrimination in the context of any resulting criminal investigation or prosecution.

Every employee interviewed in the course of an investigation is required to provide truthful responses to all questions. Failure to do so may result in disciplinary action.

Sanctions and Monitoring

The Board shall vigorously enforce its prohibitions against harassment by taking appropriate action reasonably calculated to stop the harassment and prevent further such harassment. While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee. All disciplinary action will be taken in accordance with applicable law. When imposing discipline, the District Administrator shall consider the totality of the circumstances. In those cases where harassment is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies.

All sanctions imposed by the Board and/or District Administrator shall be reasonably calculated to end such conduct, prevent its reoccurrence, and remedy its effects.

Allegations Constituting Criminal Conduct

If the CO has reason to believe that the complainant has been the victim of criminal conduct, such knowledge should be reported to local law enforcement. After such report has been made, the District Administrator shall be advised that local law enforcement was notified.

If the complainant has been the victim of criminal conduct and the accused is the District Administrator, such knowledge should be reported by the CO to local law enforcement. After such report has been made the Board President shall be advised that local law enforcement was notified.

Any reports made to local law enforcement shall not terminate the COs obligation and responsibility to continue to investigate a complaint of harassment. While the COs may work cooperatively with outside agencies to conduct concurrent investigations, the harassment investigation shall not be stopped due to the involvement of outside agencies without good cause after consultation with the District Administrator.

Reprisal

Submission of a good faith complaint or report of harassment will not affect the complainant's or reporter's work status or work environment. However, the Board also recognizes that false or fraudulent claims of harassment or false or fraudulent information about such claims may be filed. The Board reserves the right to discipline any person filing a false or fraudulent claim of harassment or false or fraudulent information about such a claim.

The District will discipline or take appropriate action against any member of the School District community who retaliates against any person who reports an incident of harassment prohibited by this policy or participates in a proceeding, investigation, or hearing relating to such harassment. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

Miscellaneous

The District shall conspicuously post a notice including this policy against harassment in each school in a place accessible to the School District community and members of the public. This notice shall also include the name, mailing address, and telephone number of the COs, the name, mailing address, and telephone number of the State agency responsible for investigating allegations of discrimination in educational employment, and the mailing address and telephone number of the United States Equal Opportunity Employment Commission.

A link to this policy and any related administrative guidelines shall appear in the employee handbook and a copy shall be made available upon request of employees and other interested parties.

Education and Training

In support of this policy, the Board promotes preventative educational measures to create greater awareness of harassment. The District Administrator shall provide appropriate information to all members of the School District community related to the implementation of this policy and shall provide training for District staff at such times as the Board in consultation with the District Administrator determines is necessary or appropriate.

The Board will respect the privacy of the complainant, the individuals against whom the complaint is filed, and the witnesses as much as practicable, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery, disclosure, or other legal obligations.

Retention of Investigatory Records and Materials

All individuals charged with conducting investigations under this policy shall retain all information, documents, electronically stored information ("ESI"), and electronic media (as defined in Policy 8315) created and received as part of an investigation, including, but not limited to:

- A. all written reports/allegations/complaints/statements;
- B. narratives of all verbal reports, allegations, complaints, and statements collected;
- C. a narrative of all actions taken by District personnel;
- D. any written documentation of actions taken by District personnel;
- E. narratives of, notes from, or audio, video, or digital recordings of witness statements;

- F. all documentary evidence;
- G. e-mails, texts, or social media posts pertaining to the investigation;
- H. contemporaneous notes in whatever form made (e.g., handwritten, keyed into a computer or tablet, etc.) pertaining to the investigation;
- I. written disciplinary sanctions issued to students or employees and a narrative of verbal disciplinary sanctions issued to students or employees for violations of the policies and procedures prohibiting discrimination or harassment;
- J. dated written determinations to the parties;
- K. dated written descriptions of verbal notifications to the parties;
- L. written documentation of any interim measures offered and/or provided to complainants, including no contact orders issued to both parties, the dates issued, and the dates the parties acknowledged receipt; and
- M. documentation of all actions taken, both individual and systemic, to stop the discrimination or harassment, prevent its recurrence, eliminate any hostile environment, and remedy its discriminatory effects.

The information, documents, ESI, and electronic media (as defined in Policy 8315) retained may include public records and records exempt from disclosure under Federal and/or State law (e.g., student records).

The information, documents, ESI, and electronic media (as defined in Policy 8315) created or received as part of an investigation shall be retained in accordance with Policy 8310, Policy 8315, Policy 8320, and Policy 8330 for not less than three (3) years, but longer if required by the District's records retention schedule.

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Legal

Wis. Stats. 111.31, 118.195, 118.20
 20 U.S.C. 1400 et seq., The Individuals with Disabilities Improvement Act of 2004, as amended (commonly known as The Individuals with Disabilities Act)
 20 U.S.C. 1681 et seq.
 20 U.S.C. 1681 et seq., Title IX
 29 U.S.C. 621 et seq., Age Discrimination in Employment Act of 1967
 29 U.S.C. 794, Rehabilitation Act of 1973
 29 C.F.R. Part 1635
 29 U.S.C. 6101, The Age Discrimination Act of 1975
 42 U.S.C. 2000d et seq.
 42 U.S.C. 2000e et seq.
 42 U.S.C. 1983
 42 U.S.C. 12101 et seq., Americans with Disabilities Act of 1990, as amended
 42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act

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