

**SCHOOL DISTRICT OF MANAWA
CURRICULUM COMMITTEE MEETING
AGENDA**

Join with Google Meet

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Join by phone

(US) +1 224-372-3980 PIN: 815 057 188#

Date: July 8, 2020

Time: 7:00 p.m.

**MES Library & Virtual
800 Beech Street, Manawa**

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

In Attendance:

Timer: _____

Recorder: _____

1. Annual Endorsement of State Standards (Action)
2. Endorse Curriculum Maps (Action)
 - a. Geometry
 - b. Algebra I
 - c. Advanced Algebra
3. Review DPI 5-Year Timeline for Standards Review (Information)
4. Manawa Elementary School Student/Parent Handbook (Action)
5. Manawa Middle School Student/Parent Handbook (Action)
6. Little Wolf High School Student/Parent Handbook (Action)
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.*
8. Consider Revised Secondary Bell Schedule for SY20-21 (Action)
9. Consider Not Accepting Foreign Exchange Students for SY20-21 (Action)
10. Curriculum Committee Planning Guide (Information / Action)
11. Next Meeting Date _____
12. Next Meeting Items:
 - a.
 - b.
13. Adjourn

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)
English Language Arts (ELA)		
5-year-old Kindergarten - 12	Wisconsin's Vision for Student Success in English Language Arts and Wisconsin Writes https://dpi.wi.gov/ela	NEW - DPI Summer 2020
Mathematics		
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
Science		
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
Social Studies		
5-year-old Kindergarten - 12	National Curriculum Standards for Social Studies	March 23, 2015
Art		
5-year-old Kindergarten - 12	National Core Arts Standards for Visual Arts (2014)	July 2017
Physical Education		
5-year-old Kindergarten - 12	Wisconsin Physical Education and Physical Activity https://dpi.wi.gov/sspw/physical-education	NEW - DPI Summer 2020
Nutrition Education		
Kindergarten - 12	<u>Wisconsin's Model Academic Standards for Nutrition Education</u>	July 2019
Music Education		
5-year-old Kindergarten - 12	<u>Wisconsin's Model Academic Standards for Music (2017)</u>	July 2019
Technology Education		
5-year-old Kindergarten - 8	International Society for Technology in Education (ISTE) Standards for Students (2007)	June 15, 2015
School Counseling		

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
World Languages		
7-12	Wisconsin's Model Academic Standards for Foreign Languages (1997, 2001)	July 2017
Personal Financial Literacy		
NEW (4K-12)	Wisconsin's Model Academic Standards for Personal Financial Literacy (2020)	NEW - DPI Summer 2020
Careers and Technical Education (CTE)		
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

Course:	High School Geometry		
Credits:	1		
Prerequisites:	Algebra		
Description:	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.		
Academic Standards:	Wisconsin State Standards in Mathematics (2011)		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Basics of Geometry	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.
Introduction to Reasoning and Proof	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.
Parallel and Perpendicular Lines	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.

<p>Transformations</p>	<p>12 days</p>	<p>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</p>	<p>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.</p>
<p>Congruent Triangles</p>	<p>13 days</p>	<p>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</p>	<p>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.</p>
<p>Relationships Within Triangles</p>	<p>8 days</p>	<p>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>Students will explore the special segments within a triangle including perpendicular bisectors, angle bisectors, medians, altitudes, and midsegments.</p>
<p>Quadrilaterals and Other Polygons</p>	<p>9 days</p>	<p>HSG-CO..C.11, HSG-SRT.B.5, HSG-MG.A.1, HSG-MG.A.3</p>	<p>In this unit, students will be introduced to quadrilaterals and other polygons. They will also be introduced to the qualities of the basic quadrilaterals.</p>

Unit Name: Basics of Geometry	Length: 13 days
Standard(s): HSG-CO.A.1, HSG-CO.D.12, HSG-GPE.B.7, HSG-MG.A.1	Outcomes: 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.
Essential Questions: 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?	Learning Targets: 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: Points, lines, segments, planes, and their properties	Length: 4 days
Standard(s): HSG-CO.A.1, HSG-CO.D.12	Academic Vocabulary: 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.
Performance Tasks: Using geometry software, students will construct, name, and manipulate segments, rays, angles, and other basic geometric shapes.	Notes:
Topic 2: The Midpoint and Distance formula and its application to area and perimeter of figures in the plane	Length: 4 days
Standards: HSG-CO.D.12, HSG-GPE.B.7, HSG-MG.A.1	Academic Vocabulary: 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.
Performance Tasks: Students will use Geometry software as well as paper and pencil to explore the distance and midpoint formula.	Notes:
Topic 3: Exploring Angles and special pairs of angles	Length: 3 days
Standard(s): HSG-CO.A.1, HSG-CO.D.12	Academic Vocabulary: 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.
Performance Tasks: 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: Introduction to Reasoning and Proof	Length: 12 days
Standards: HSG- CO.C.9, HSG-CO.C.10, HSG-CO.C.11, HSG-SRT.B.4	Outcomes: 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.
Essential Questions: 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?	Learning Targets: 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: Conditional Statements, Inductive and Deductive Reasoning	Length: 4 days
Standard(s): HSG-CO.C.9, HSG-CO.C.10, HSG-CO.C.11, HSG-SRT.B.4	Academic Vocabulary: 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.
Performance Tasks: 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: Postulates and Diagrams	Length: 2 days
Standard(s): HSG-CO.C.9, HSG-CO.C.10, HSG-CO.C.11, HSG-SRT.B.4	Academic Vocabulary: 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>Performance Tasks: 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: Algebraic Reasoning</p>	<p>Length: 2 days</p>
<p>Standard(s): HSG-CO.C.9, HSG-CO.C.10, HSG-CO.C.11, HSG-SRT.B.4</p>	<p>Academic Vocabulary: 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>I will use algebraic properties to prove each step in an algebraic proof.</p>
<p>Performance Tasks: Students will use algebraic properties to successfully prove algebraic equations are true.</p>	<p>Notes:</p>
<p>Topic 4: Proving Geometric Relationships and Statements about Segments and Angles</p>	<p>Length: 4 days</p>
<p>Standard(s): HSG-CO.C.9</p>	<p>Academic Vocabulary: proof, two-column proof, flow-chart proof, paragraph proof, theorem</p>
<p>Lesson Frame:</p>	<p>We will explore writing proofs.</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>I will be able to write a paragraph proof to prove geometric relationships.</p>
<p>Performance Tasks: Students will be able to write well constructed and reasoned proofs of geometric relationships.</p>	<p>Notes:</p>

Unit Name: Parallel and Perpendicular Lines	Length: 10 days
Standards: HSG-CO.A.1, HSG-CO.C.9, HSG-CO.D.12, HSG-GPE.B.5, HSG-GPE.B.6	Outcomes: 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.
Essential Questions: 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?	Learning Targets: 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: Pairs of parallel lines and the angles formed	Length: 4 days
Standard(s): HSG-CO.A.1, HSG-CO.C.9, HSG-CO.D.12	Academic Vocabulary: 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.
Performance Tasks: 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: Proving lines parallel and perpendicular	Length: 3 days
Standard(s): HSG-CO.C.9, HSG-CO.D.12	Academic Vocabulary: 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. I will be able to prove theorems about perpendicular lines.
Performance Tasks: 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.	Notes:
Topic 3: Equations of parallel and perpendicular lines	Length: 3 days
Standard(s): HSG-GPE.B.5, HSG-GPE.B.6	Academic Vocabulary: 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.
Performance Tasks: 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: Transformations	Length: 12 days
Standards: 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	Outcomes: 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.
Essential Questions: 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?	Learning Targets: 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: Translations	Length: 2 days
Standard(s): HSG-CO.A.2, HSG-CO.A.4, HSG-CO.A.5, HSG-CO.B.6	Academic Vocabulary: 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.
Performance Tasks: Students will be able to perform translations using different methods.	Notes:
Topic 2: Reflections	Length: 2 days
Standard (s): HSG-CO.A.2, HSG-CO.A.3, HSG-CO.A.4, HSG-CO.A.5, HSG-CO.B.6, HSG-MG.A.3	Academic Vocabulary: 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.
Performance Tasks: Students will successfully perform reflections and be able to identify lines of symmetry and glide reflections.	Notes:
Topic 3: Rotations	Length: 2 days
Standard(s): HSG-CO.A.2, HSG-CO.A.3, HSG-CO.A.4, HSG-CO.A.5, HSG-CO.B.6	Academic Vocabulary: 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.
Performance Tasks: 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:
Topic 4: Congruent figures	Length: 2 days
Standard(s): HSG-CO.A.5, HSG-CO.B.6	Academic Vocabulary: 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.
Performance Tasks: Students will be able to identify and describe the congruence transformations that map one figure onto another.	Notes:
Topic 5: Dilations	Length: 2 days

<p>Standard(s): HSG-CO.A.2, HSG-SRT.A.1a, HSG-SRT.A.1b</p>	<p>Academic Vocabulary: 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>Performance Tasks: 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: Similarity and Transformations</p>	<p>Length: 2 days</p>
<p>Standard(s): HSG-CO.A.5, HSG-SRT.A.2</p>	<p>Academic Vocabulary: 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>Performance Tasks: Students will be able to identify the similarity transformation (s) performed to map one similar figure to another.</p>	<p>Notes:</p>

Unit Name: Congruent Triangles	Length: 13 days
Standard(s): 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	Outcomes: 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.
Essential Questions: 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?	Learning Targets: 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: Angles of triangles and polygons	Length: 3 days
Standard(s): HSG-CO.B.7, HSG-CO.C.10, HSG-MG.A.1	Academic Vocabulary: 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.
Performance Tasks: 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: Proving triangles congruent using SAS	Length: 2 days

Standard(s): HSG-CO.B.8, HSG-MG.A.1	Academic Vocabulary: 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.
Performance Tasks: Students will apply knowledge of two column proofs to prove two triangles congruent using the Side-Angle-Side Theorem.	Notes:
Topic 3: Isosceles and Equilateral Triangles	Length: 2 days
Standard(s): HSG-CO.C.10, HSG-CO.D.13, HSG-MG.A.1	Academic Vocabulary: 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.
Performance Tasks: 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:
Topic 4: Proving Triangles Congruent using SSS, ASA, and AAS	Length: 4 days
Standard(s): HSG-CO.B.8, HSG-MG.A.1, HSG-MG.A.3	Academic Vocabulary: 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. I will be able to prove triangles congruent using ASA.
Lesson Frame:	We will explore AAS Theorem. I will be able to prove triangles congruent using AAS.
<p>Performance Tasks: 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.</p>	Notes:
Topic 5: Applying Knowledge about Congruent Triangles	Length: 2 days
<p>Standard(s): HSG-SRT.B.5</p>	<p>Academic Vocabulary: congruent figures</p>
Lesson Frame:	We will use congruent triangles to solve problems. I will be able to solve a variety of problems using congruent triangles.
<p>Performance Tasks: Students will use prior knowledge and experience to demonstrate a clear understanding of the applications of congruent triangles to practical problems.</p>	Notes:

Unit Name: Relationships Within Triangles	Length: 8 days
Standards: HSG-CO.C.9, HSG-MG.A.1, HSG-CO.D.12, HSG-C.A.3, HSG-MG.A.3, HSG-CO.C.10	Outcomes: Students will explore the special segments within a triangle including perpendicular bisectors, angle bisectors, medians, altitudes, and midsegments.
Essential Questions: 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?	Learning Targets: 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.
Topic 1: Special Segments in Triangles	Length: 4 days
Standards: HSG-CO.C.9, HSG-MG.A.1, HSG-CO.D.12, HSG-C.A.3, HSG-MG.A.3, HSG-CO.C.10	Academic Vocabulary: equidistant, concurrent, point of concurrency, circumcenter, incenter, median, centroid, altitude, orthocenter
Lesson Frame:	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.
Lesson Frame:	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.
Lesson Frame:	We will explore the medians and altitudes of triangles. I will use my geometric tools to find the medians and altitudes of triangles..
Lesson Frame:	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.
Performance Tasks: 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.	Notes:

Topic 2: Triangle Midsegment Theorem	Length: 2 days
Standard(s): HSG-Co.C.10, HSG-MG.A.1	Academic Vocabulary: 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.
Performance Tasks: 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:
Topic 3: Indirect Proofs	Length: 2 days
Standard(s): HSG-CO.C.10	Academic Vocabulary: 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.
Performance Tasks: 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:

Unit Name: Quadrilaterals and Other Polygons	Length: 9 days
Standards: HSG-CO.C.11, HSG-SRT.B.5, HSG-MG.A.1, HSG-MG.A.3	Outcomes: In this unit, students will be introduced to quadrilaterals and other polygons. They will also be introduced to the qualities of the basic quadrilaterals.
Essential Questions: 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?	Learning Targets: 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.
Topic 1: Angles of Polygons	Length: 1 day
Standard(s): HSG-CO.C.11	Academic Vocabulary: diagonal, equilateral polygon, equiangular polygon, regular polygon
Lesson Frame:	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.
Performance Tasks: Students will use their prior knowledge and their use of the Theorems to find exterior/interior angles as well as the sides of polygons.	Notes:
Topic 2: Parallelograms	Length: 4 days
Standard(s): HSG-CO.C.11, HSG-SRT.B.5, HSG-MG.A.1	Academic Vocabulary: parallelogram
Lesson Frame:	We will explore the properties of parallelograms.
	I will determine if a quadrilateral is a parallelogram and find the side lengths of a parallelogram.
Lesson Frame:	We will explore parallelograms in the coordinate plane.
	I will use slopes and other properties to find the coordinates of a parallelogram.
Lesson Frame:	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>Performance Tasks: 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: Special Parallelograms and Quadrilaterals</p>	<p>Length: 4 days</p>
<p>Standard(s): HSG-CO.C.11, HSG-SRT.B.5, HSG-MG.A.1, HSG-MG.A.3</p>	<p>Academic Vocabulary: 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>Performance Tasks: 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: Similarity	Length: 7 days
Standards: 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	Outcomes: This unit explores similarity in polygons and especially triangles. There is also applications of the properties of triangle proportionality.
Essential Questions: 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?	Learning Targets: 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: Similar Polygons	Length: 2 days
Standard(s): HSG-SRT.A.2, HSG-MG.A.3	Academic Vocabulary: 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.
Performance Tasks: Students will use geometric software to draw similar polygons.	Notes:
Topic 2: Proving Triangles Similar	Length: 3 days
Standard(s): HSG-SRT.A.3, HSG-SRT.B.5, HSG-SRT.B4, HSG-GPE.B.5, HSG-MG.A.1	Academic Vocabulary:
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.
Performance Tasks: Students will use prior knowledge of logic rules to prove triangles similar, will also recognize similar triangles in practical situations.	Notes:
Topic 3 : Proportionality Theorems	Length: 2 days
Standard(s): HSG-SRT.B.4, HSG-SRT.B.5, HSG-GPE.B.6	Academic Vocabulary: 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:
Performance Tasks: Students will use software programs to draw angle bisectors and lines parallel in a triangle in order to explore the proportionality theorems.	Notes:

<p>Unit Name: Right Triangles and Trigonometry</p>	<p>Length: 12 days</p>
<p>Standards: 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</p>	<p>Outcomes: In this unit, students will be able to solve problems using right triangle trigonometry, special right triangles, inverse relationships, and the Pythagorean Theorem.</p>
<p>Essential Questions: 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?</p>	<p>Learning Targets: 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.</p>
<p>Topic 1: Pythagorean Theorem and its Converse</p>	<p>Length: 2 days</p>
<p>Standard(s): HSG-SRT.B.4, HSG-SRT.C.8</p>	<p>Academic Vocabulary: Pythagorean Theorem, Pythagorean Triple</p>
<p>Lesson Frame:</p>	<p>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.</p>
<p>Lesson Frame:</p>	<p>We will use Pythagorean triples. I will find missing parts of triangles using Pythagorean triples.</p>
<p>Performance Tasks: 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.</p>	<p>Notes:</p>
<p>Topic 2: Special and Similar Right Triangles</p>	<p>Length: 3 days</p>
<p>Standard(s): HSG-SRT.C.8, HSG-MG.A.1, HSG-SRT.B.5</p>	<p>Academic Vocabulary: isosceles triangle, geometric mean</p>
<p>Lesson Frame:</p>	<p>We will explore special right triangles. I will be able to find side lengths of right triangles based on the special right triangles' relationships.</p>

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.
Performance Tasks: 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: Tangent, Sine, and Cosine Ratios	Length: 3 days
Standard(s): HSG-SRT-C.6, HSG-SRT-C.8, HSG-SRT.C.7	Academic Vocabulary: 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.
Performance Tasks: Students will be able to solve problems using knowledge of sine, cosine, and tangent ratios,	Notes:
Topic 4: Solving Right Triangles	Length: 2 days
Standard(s): HSG-SRT.C.8, HSG-MG.A.1, HSG-MG.A.3	Academic Vocabulary: 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.
Performance Tasks: Students, given limited information, will be able to solve right triangles. They will also be able to use.	Notes:
Topic 5: Law of Sines and Cosines	Length: 2 days

<p>Standard(s): HSG-SRT.D.9, HSG-SRT.D.10, HSG-SRT.D.11, HSG-MA.A.3</p>	<p>Academic Vocabulary: 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>Performance Tasks: 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: Circles	Length: 11 days
Standards: 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	Outcomes: 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.
Essential Questions: 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?	Learning Targets: 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: Lines and Segments that Intersect Circles	Length: 2 days
Standard(s): HSG-CO.A.1, HSG-C.A.2, HSG-C.A.4	Academic Vocabulary: 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.
Performance Tasks: Using geometry software, students will be able to draw circles, tangents, secants, and parts of the circles.	Notes:
Topic 2: Finding Arc Measures	Length: 1 day
Standard(s): HSG-C.A.1, HSG-C.A.2	Academic Vocabulary: 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.
Performance Tasks: 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:
Topic 3: Using Chords	Length: 2 days
Standard(s): HSG-C.A.2, HSG-MG.A.3	Academic Vocabulary: 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.
Performance Tasks: 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:
Topic 4: Inscribed Angles, Polygons, and Angle Relationships in Circles	Length: 3 days
Standard(s): HSG-CO.D.13, HSG-C.A.2, HSG-C.A.3	Academic Vocabulary: 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>Performance Tasks: 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: Segment Relationships in Circles</p>	<p>Length: 1 day</p>
<p>Standard(s): HSG-C.A.2, HSG-MG.A.1</p>	<p>Academic Vocabulary: 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>Performance Tasks: 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: Circles in the Coordinate Plane</p>	<p>Length: 2 days</p>
<p>Standard(s): HSG-GPE.A.1, HSG-GPE.A.4</p>	<p>Academic Vocabulary: 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>Performance Tasks: 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: Circumference, Area, and Volume	Length: 11 days
Standards: 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	Outcomes: In this unit, students will work on geometric solids and their measurements.
Essential Questions: 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?	Learning Targets: 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: Circumference and Area of Circles	Length: 3 days
Standard(s): HSG-GMD.A.1, HSG-C.B.5, HSG-CO.A.1, HSG-MG.A.2	Academic Vocabulary: 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.
Performance Tasks: Students will find circumference, arc length, and areas of circles and sectors.	Notes:
Topic 2: Areas of Polygons	Length: 1 day
Standard(s): HSG-GMD.A.3	Academic Vocabulary: 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>Performance Tasks: Students will use geometric software to draw and find the areas of rhombuses, kites, and regular polygons.</p>	<p>Notes:</p>
<p>Topic 3: Three-Dimensional Figures</p>	<p>Length: 1 day</p>
<p>Standard(s): HSG-GMD.B.4</p>	<p>Academic Vocabulary: 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>Performance Tasks: Students will be able to sketch solids and their cross sections using graph paper or geometric software.</p>	<p>Notes:</p>
<p>Topic 4: Volumes of Prisms, Cylinders, and Pyramids</p>	<p>Length: 3 days</p>
<p>Standard(s): 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>Academic Vocabulary: 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>Performance Tasks: Students will find volumes of many different shapes including combinations of two or more solids.</p>	<p>Notes:</p>
<p>Topic 5: Surface Area and Volume of Cones and Spheres</p>	<p>Length: 3 days</p>
<p>Standard(s): HSG-GMD.A.1, HSG-GMD.A.2, HSG-GMD.A.3, HSG-MG.A.1</p>	<p>Academic Vocabulary: 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.
Performance Tasks: 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: Probability	Length: 11 days
Standards: 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	Outcomes: 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.
Essential Questions: 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?	Learning Targets: 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: Sample Space and Probability	Length: 2 days
Standard(s): HSS-CP.A.1	Academic Vocabulary: 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.
Performance Tasks: Students will use different tools to create and explore different sample spaces for probability.	Notes:
Topic 2: Independent, Dependent Events, and Two-Way Tables	Length: 3 days
Standard(s): 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	Academic Vocabulary: 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.
Performance Tasks: Students will be able to construct frequency tables and interpret the results.	Notes:
Topic 3: Probability of Disjoint and Overlapping Events	Length: 2 days
Standard(s): HSS-CP.A.1, HSS-CP.B.7	Academic Vocabulary: 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.
Performance Tasks: Students will use software to model probabilities.	Notes:
Topic 4: Permutations and Combinations	Length: 2 days
Standard(s): HSS-CP.B.9	Academic Vocabulary: 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.
Performance Tasks: Students will be able to use creative ways to visually represent combinations and permutations.	Notes:

<p>Topic 5: Binomial Distributions</p>	<p>Length: 2 days</p>
<p>Standard(s): HSS-CP.B.9</p>	<p>Academic Vocabulary: 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>Performance Tasks: 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.

Unit Name: Solving Linear Equations	Length: 12 days
Standards: HSA-CED.A.1, HSA-REI.A.1, HSA-REI.B.3, HSA-Q.A.1, HSA-CED.A.4	Outcomes: 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.
Essential Questions: 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?	Learning Targets: 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.
Topic 1: Solving Simple/Multi-Step Equations	Length: 6 days
Standard(s): HSA-CED.A.1, HSA-REI.A.1, HSA-REI.B.3, HSA-Q.A.1	Academic Vocabulary: 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.
Performance Tasks: Students will be able to solve various linear equations.	Notes:
Topic 2: Solving Absolute Value Equations	Length: 2 days
Standard(s): HSA-CED.A.1, HSA-REI.B.3	Academic Vocabulary: absolute value equation, extraneous solutions
Lesson Frame:	We will explore absolute value equations and their applications. I will successfully solve absolute value equations.
Performance Tasks: Students will explore different applications of absolute value equations, including industrial and practical situations.	Notes:

Topic 3: Rewriting Equations and Formulas	Length: 2 days
Standard(s): HSA-CED.A.4	Academic Vocabulary: 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.
Performance Tasks: Students will use manipulatives and other tools to solve equations for different variables.	Notes:

Unit Name: Solving Linear Inequalities	Length: 12 days
Standards: HSA-CED.A.1, HSA-REI.B.3	Outcomes: Students will apply the knowledge acquired solving equations to the solving of linear inequalities.
Essential Questions: 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?	Learning Targets: 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: Basics of Inequalities	Length: 2 days
Standard(s): HSA-CED.A.1	Academic Vocabulary: 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.
Performance Tasks: Students will practice solving and displaying the solutions to linear inequalities in various ways.	Notes:
Topic 2: Solving Linear Inequalities	Length: 4 days
Standard(s): HSA-CED.A.1, HSA-REI.B.3	Academic Vocabulary: 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.
Performance Tasks: Students will use many different methods to solve both single and multi-step inequalities.	Notes:
Topic 3: Solving Compound Inequalities	Length: 2 days
Standard(s): HSA-CED.A.1, HSA-REI.B.3	Academic Vocabulary: 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.

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

Unit Name: Graphing Linear Functions	Length: 14 days
Standards: 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	Outcomes: 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.
Essential Questions: 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?	Learning Targets: 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: Functions/Linear Functions	Length: 6 days
Standard(s): 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	Academic Vocabulary: 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.
Performance Tasks: Using graphing software, students will be able to graph and solve linear functions.	Notes:
Topic 2: Graphing Linear Equations	Length: 3 days
Standard(s): HSA-CED.A.2, HSF-IF.C.7a, HSF-IF.B.4, HSA-LE.B.5	Academic Vocabulary: 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.
Performance Tasks: 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	Length: 3 days
Standard(s): HSA-CED.A.2, HSA-REI.D.10, HSF-IF.C.7a, HSF-BF.B.3, HSF-IF.C.7b	Academic Vocabulary: family of functions, parent function, transformation, translation, reflection, horizontal shrink/stretch, vertical shrink/stretch, absolute value function, vertex, vertex form
Performance Tasks:	Notes:

Unit Name: Writing Linear Functions	Length: 13 days
Standards: 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	Outcomes: 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.
Essential Questions: 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?	Learning Targets: 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: Writing Equations in Slope-Intercept and Point-Slope Form	Length: 4 days
Standard(s): HSA-CED.A.2, HSF-BF.A.1a, HSF-LE.A.1b, HSF-LE.A.2	Academic Vocabulary: 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.
Performance Tasks: Students will use graphing software to analyze linear models.	Notes:
Topic 2: Parallel and Perpendicular Lines	Length: 2 days
Standard(s): HSA-CED.A.2, HSF-LE.A.2	Academic Vocabulary: 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.
Performance Tasks: Analyze the slopes and graphs of parallel and perpendicular lines.	Notes:
Topic 3: Arithmetic Sequences	Length: 2 days

Standard(s): HSF-IF.A.3, HSF-BF.A.2, HSF-BF.A.1a, HSF-LE.A.2,	Academic Vocabulary: 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.
Performance Tasks: Analyzing graphs of arithmetic and non-arithmetic sequences.	Notes:
Topic 4: Piecewise Functions	Length: 3 days
Standard(s): HSA-CED.A.2, HSA-REI.D.10, HSF-IF.C.7b	Academic Vocabulary: 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.
Performance Tasks: Using graphing software, students will be able to graph and analyze piecewise and step functions.	Notes:

Unit Name: Solving Systems of Linear Equations	Length: 11 days
Standards: HSA-CED.A.3, HSA-REI.C.6, HSA-REI.C.5, HSA-REI.D.12	Outcomes: 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.
Essential Questions: 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?	Learning Targets: 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.
Topic 1: Solving Systems of Linear Equations by Substitution	Length: 3 days
Standard(s): HSA-CED.A.3, HSA-REI.C.6	Academic Vocabulary: 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.
Performance Tasks: Students will use graphing software to explore systems of equations.	Notes:
Topic 2: Solving Systems of Linear Equations by Elimination	Length: 3 days
Standard(s): HSA-CED.A.3, HSA-REI.C.6, HSA-REI.C.5	Academic Vocabulary: 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.

Performance Tasks: Students will use graphing software to explore the special cases of systems of equations.	Notes:
Topic 3: Systems of Linear Inequalities	Length: 3 days
Standard(s): HSA-CED.A.3, HSA-REI.D.12	Academic Vocabulary: 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
Performance Tasks: Students will use graphing software to explore systems of linear inequalities.	Notes:

Unit Name: Exponential Functions	Length: 12 days
Standards: 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	Outcomes: 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.
Essential Questions: 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?	Learning Targets: 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.
Topic 1: Properties of Exponents	Length: 3 days
Standard(s): HSN-RN.A.2	Academic Vocabulary: power, exponent, base
Lesson Frame:	We will explore properties of exponents. I will be able to simplify expressions using the properties of exponents.
Performance Tasks:	Notes:
Topic 2: Radicals and Rational Exponents	Length: 2 days
Standard(s): HSN-RN.A.1, HSN-RN.A.2	Academic Vocabulary: 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.
Performance Tasks: Students will use graphing software to explore roots and radicals.	Notes:
Topic 3: Exponential Functions	Length: 4 days

Standard(s): 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	Academic Vocabulary: 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.
Performance Tasks: Using graphing software, students will be able to identify the vital parts of exponential functions and equations.	Notes:
Topic 4: Geometric Sequences & Recursive Rules	Length: 2 days.
Standard(s): HSF-IF.A.3, HSF-BF.A.2, HSF-LE.A.2, HSF-BF.A.1a	Academic Vocabulary: 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.
Performance Tasks: Using geometric software, students will explore the relationship between geometric sequences and exponential functions.	Notes:

Unit Name: Polynomial Equations and Factoring	Length: 14 days
Standard(s): HSA-APR.A.1, HSA-APR.B.3, HSA-REI.B.4b, HSA-SSE.A.2, HSA-SSE.B.3a	Outcomes: 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.
Essential Questions: 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?	Learning Targets: 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.
Topic 1: Adding, Subtracting, and Multiplying Polynomials	Length: 3 days
Standard(s): HSA-APR.A.1	Academic Vocabulary: 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.
Performance Tasks:	Notes:
Topic 2: Special Products of Polynomials	Length: 1 day
Standard(s): HSA-APR.A.1	Academic Vocabulary:
Lesson Frame:	We will explore the special products.

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

Standard(s): HSA-SSE.A.2, HSA-SSE.B.3a	Academic Vocabulary: 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.
Performance Tasks:	Notes:

Unit Name: Graphing Quadratic Functions	Length: 11 days
Standards: 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	Outcomes: 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).
Essential Questions: 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?	Learning Targets: 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: Graphing $f(x) = ax^2$ and $f(x) = ax^2 + c$	Length: 4 days
Standard(s): HSA-CED.A.2, HSF-IF.C.7a, HSF-BF.B.3	Academic Vocabulary: 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.
Performance Tasks: Students will use graphing software to help make connections.	Notes:
Topic 2: Graphing $f(x) = ax^2 + bx + c$ and $f(x) = a(x-h)^2 + k$ and Intercept form	Length: 5 days

Standard(s): 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	Academic Vocabulary: 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.
Performance Tasks:	Notes:
Topic 3: Comparing Linear, Exponential, and Quadratic Functions	Length: 2 days
Standard(s): HSF-IF.B.6, HSF-BF.A.1a, HSF-LE.A.3	Academic Vocabulary: 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.
Performance Tasks:	Notes:

Unit Name: Solving Quadratic Equations	Length: 12 days
Standards: 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	Outcomes: 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.
Essential Questions: 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?	Learning Targets: 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.
Topic 1: Properties of Radicals and Solving Quadratics by Graphing	Length: 3 days
Standard(s): HSN-RN.A.2, HSA-RN.B.3, HSA-REI.D.11, HSF-IF.C.7a	Academic Vocabulary: 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.
Performance Tasks: Students will use graphing software to graph quadratic equations.	Notes:
Topic 2: Solving Quadratic Equations Using Square Roots and Completing the Square	Length: 4 days
Standard(s): HSA-CED.A.1, HSA-CED.A.4, HSA-REI.B.4b, HSA-SSE.B.3b, HSA-REI.B.4a, HSF-IF.C.8a	Academic Vocabulary: 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.
Performance Tasks:	Notes:
Topic 3: Solving Quadratic Equations by Using the Quadratic Formula	Length: 3 days
Standard(s): HSA-CED.A.1, HSA-REI.B.4a, HSA-REI.B.4b	Academic Vocabulary: 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.
Performance Tasks: Students will use graphing software to graph different values of discriminant.	Notes:
Topic 4: Solving Nonlinear Systems of Equations	Length: 2 days
Standard(s): HSA-REI.C.7, HSA-REI.D.11	Academic Vocabulary: 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.
Performance Tasks: Using graphing software, students will solve systems of nonlinear equations.	Notes:

Unit Name: Radical Functions and Equations	Length: 7 days
Standards: 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	Outcomes: 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.
Essential Questions: 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?	Learning Targets: 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.
Topic 1: Graphing Square Root and Cube Root Functions	Length: 3 days
Standard(s): HSA-CED.A.2, HSF-IF.B.4, HSF-IF.B.6, HSF-IF.C.7b, HSF-IF.C.9	Academic Vocabulary: 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.
Performance Tasks: Using graphing software students will be able to analyze square root and cube root functions.	Notes:
Topic 2: Solving Radical Equations	Length: 2 days
Standard(s): HSA-CED.A.1	Academic Vocabulary: 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.
Performance Tasks: Students will be using graphing software to explore the nature of the graphs of radical equations- especially the end behavior.	Notes:
Topic 3: Inverse of a Function	Length: 2 days
Standard(s): HSF-BF.4a	Academic Vocabulary: 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.
Performance Tasks: 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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Course Name:	Advanced Algebra		
Credits:	1		
Prerequisites:	Algebra and Geometry		
Description:	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.		
Academic Standards:	Wisconsin State Standards in Mathematics (2011)		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Linear Functions	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.
Quadratic Functions	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.
Quadratic Equations and Complex Numbers	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.
Polynomial Functions	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.

Rational Exponents and Radical Functions	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
Exponential and Logarithmic Functions	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.
Rational Functions	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.
Sequences and Series	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.

Unit Name: Linear Functions	Length: 10 Days
Standard(s): HSF-BF.B.3, HSACEDA2, HSFIFC9, HSFBFA1A, HSFLEA2, HSSIDB6A, HSACEDA3, HSAREIC6	Outcomes: 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.
Essential Questions: 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?	Learning Targets: 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.
Topic 1: Parent Functions and Transformations	Length: 2 days
Standard(s): HSFBFB3	Academic Vocabulary: 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.
Performance Tasks: Exit Tickets	Notes:
Topic 2: Absolute Value Transformations	Length: 2 days
Standard(s): HSFBFB3	Academic Vocabulary: 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.
Performance Tasks: Exit Tickets, Entrance Challenge Problems	Notes:

Topic 3: Modeling with Linear Functions	Length: 2 days
Standard(s): HSACEDA2, HSFIFC9, HSBFA1A, HSFLEA2, HSSIDB6A	Academic Vocabulary: 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.
Performance Tasks: Exit Tickets, Entrance Challenge Problems	Notes:
Topic 4: Solving Linear Systems	Length: 2 days
Standard(s): HSACEDA3, HSAREIC6	Academic Vocabulary: 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.
Performance Tasks: Exit Tickets, Entrance Challenge Problems	Notes:

Unit Name: Quadratic Functions	Length: 10 days
Standards: HSFIFC7C, HSFBFB3, HSFIFB4, HSFIFC9, HSAAPRB3, HSGGPEA2, HSACEDA2, HSFIFB6, HSFBFA1A, HSSIDB6A	Outcomes: 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.
Essential Questions: 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?	Learning Targets: 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: Transformations of quadratic functions	Length: 2 days
Standard(s): HSFIFC7C, HSFBFB3	Academic Vocabulary: 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.
Performance Tasks: Exit Tickets, Entrance Challenge Problems	Notes:
Topic 2: Characteristics of quadratic functions	Length: 2 days
Standard(s): HSFIFC7C, HSFBFB3, HSFIFB4, HSFIFC9, HSAAPRB3	Academic Vocabulary: 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.
Performance Tasks: Exit Tickets, Entrance Challenge Problems	Notes:
Topic 3: Focus of a Parabola	Length: 3 days

Standard(s): HSFIFC7C, HSFIFB4, HSGGPEA2	Academic Vocabulary: 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.
Performance Tasks: Exit Tickets, Entrance Challenge Problems	Notes:
Topic 4: Modeling with Quadratic Functions	Length: 3 days
Standard(s): HSA CEDA2, HSFIFB6, HSFBA1A, HSSIDB6A	Academic Vocabulary: 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.
Performance Tasks: Exit Tickets, Entrance Challenge Problems	Notes:

Unit Name: Quadratic Equations and Complex Numbers	Length: 14 days
Standards: 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	Outcomes: 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.
Essential Questions: 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?	Learning Targets: 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: Solving Quadratic Equations	Length: 2 days
Standard(s): HSASSEA2, HSAREIB4B, HSFIFC8A	Academic Vocabulary: 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.
Performance Tasks: Exit Tickets, Entrance Challenge Problems	Notes:

Topic 2: Complex Numbers	Length: 2 days
Standard(s): HSNCNA1, HSNCNA2, HSNCNC7, HSAREIB4B	Academic Vocabulary: 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.
Performance Tasks: Exit Tickets, Entrance Challenge Problems	Notes:
Topic 3: Completing the Square	Length: 2 days
Standard(s): HSNCNC7, HSAREIB4B, HSFIFC8A	Academic Vocabulary: 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.
Performance Tasks: Exit Tickets, Entrance Challenge Problems	Notes:
Topic 4: Using the Quadratic Formula	Length: 2 days
Standard(s): HSNCEDA3, HSAREIC7	Academic Vocabulary: 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.
Performance Tasks:	Notes:
Topic 5: Solving Nonlinear Systems	Length: 2 days
Standard(s): HSACEDA3, HSAREIC7, HASREID11	Academic Vocabulary: 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.
Performance Tasks: Exit Tickets, Entrance Challenge Problems	Notes:
Topic 6: Quadratic Inequalities	Length: 2 days
Standard(s): HSACEDA1, HSACEDA3	Academic Vocabulary: 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.
Performance Tasks: Exit Tickets, Entrance Challenge Problems	Notes:

Unit Name: Polynomial Functions	Length: 20 days
Standards: 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	Outcomes: 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.
Essential Questions: 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?	Learning Targets: 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: Graphing Polynomial Functions	Length: 2 days
Standard(s): HSFIFB4, HSFC7C	Academic Vocabulary: 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.
Performance Tasks: Exit Tickets, Entrance Challenge Problems	Notes:
Topic 2: Adding, Subtracting, and Multiplying Polynomials	Length: 2 days

Standard(s): HSAAPRA1, HSAAPRC4, HSAAPRC5	Academic Vocabulary: 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.
Performance Tasks: Exit Tickets, Entrance Challenge Problems	Notes:
Topic 3: Dividing Polynomials	Length: 2 days
Standard(s): HSAAPRB2, HSAAPRD6	Academic Vocabulary: 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.
Performance Tasks: Exit Tickets, Entrance Challenge Problems	Notes:
Topic 4: Factoring Polynomials	Length: 2 days
Standard(s): HSASSEA2, HSAAPRB2, HSAAPRB3	Academic Vocabulary: 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.
Performance Tasks: Exit Tickets, Entrance Challenge Problems	Notes:
Topic 5: Solving Polynomial Equations	Length: 2 days

Standard(s): HSAAPRB3	Academic Vocabulary: 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.
Performance Tasks: Exit Tickets, Entrance Challenge Problems	Notes:
Topic 6: The Fundamental Theorem of Algebra	Length: 2 days
Standard(s): HSNCNC8, HSNCNC9, HSAAPRB3	Academic Vocabulary: 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.
Performance Tasks: Exit Tickets, Entrance Challenge Problems	Notes:
Topic 7: Transformations of Polynomial Functions	Length: 2 days
Standard(s): HSFIFC7C, HSFBFB3	Academic Vocabulary: None
Lesson Frame:	We will describe transformations of polynomial functions. I will describe transformations of polynomial functions by identifying key parts of a function.
Performance Tasks: Exit Tickets, Entrance Challenge Problems	Notes:
Topic 8: Analyzing Graphs of Polynomial Functions	Length: 2 days

Standard(s): HSAAPRB3, HSFIFB4, HSFIFC7C, HSFBFB3	Academic Vocabulary: 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.
Performance Tasks: Exit Tickets, Entrance Challenge Problems	Notes:
Topic 9: Modeling with Polynomial Functions	Length: 2 days
Standard(s): HSACEDA2, HSFBFA1A	Academic Vocabulary: 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.
Performance Tasks: Exit Tickets, Entrance Challenge Problems	Notes:

Unit Name: Rational Exponents and Radical Functions	Length: 14 days
Standards: 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	Outcomes: 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.
Essential Questions: 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?	Learning Targets: 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: Nth Roots and Rational Exponents	Length: 2 days
Standard(s): HSNRNA1, HSNRNA2	Academic Vocabulary: 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.
Performance Tasks: Exit Tickets, Entrance Challenge Problems	Notes:
Topic 2: Properties of Rational Exponents and Radicals	Length: 2 days
Standard(s): HSNRNA2	Academic Vocabulary: 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.
Performance Tasks: Exit Tickets, Entrance Challenge Problems	Notes:
Topic 3: Graphing Radical Functions	Length: 2 days
Standard(s): HSFIFC7B, HSFBFB3	Academic Vocabulary: 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.
Performance Tasks: Exit Tickets, Entrance Challenge Problems	Notes:
Topic 4: Solving Radical Equations and Inequalities	Length: 2 days
Standard(s): HSAREIA1, HSAREIA2	Academic Vocabulary: 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.
Performance Tasks: Exit Tickets, Entrance Challenge Problems	Notes:
Topic 5: Performing Function Operations	Length: 2 days
Standard(s): HSFBFA1B	Academic Vocabulary: 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.
Performance Tasks: Exit Tickets, Entrance Challenge Problems	Notes:

Topic 6: Inverse of a Function	Length: 2 days
Standard(s): HSACEDA4, HSFBFB4A	Academic Vocabulary: 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.
Performance Tasks: Exit Tickets, Entrance Challenge Problems	Notes:

Unit Name: Exponential and Logarithmic Functions	Length: 16 days
Standards: 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	Outcomes: 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.
Essential Questions: 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?	Learning Targets: 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: Exponential Growth and Decay Functions	Length: 2 days
Standard(s): HSASSEB3C, HSFIFC7E, HSFIFC8B, HSFLEA2, HSFLEB5	Academic Vocabulary: 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.
Performance Tasks: Exit Tickets, Entrance Challenge Problems	Notes:
Topic 2: The Natural Base e	Length: 2 days
Standard(s): HSFIFC7E, HSFLEB5	Academic Vocabulary: 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.
Performance Tasks: Exit Tickets, Entrance Challenge Problems	Notes:
Topic 3: Logarithms and Logarithmic Functions	Length: 2 days
Standard(s): HSFIFC7E, HSFBFB4A, HSFLEA4	Academic Vocabulary: 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.
Performance Tasks: Exit Tickets, Entrance Challenge Problems	Notes:
Topic 4: Transformations of Exponential and Logarithmic Functions	Length: 2 days
Standard(s): HSFIFC7E, HSFBFB3	Academic Vocabulary: 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.

Performance Tasks: Exit Tickets, Entrance Challenge Problems	Notes:
Topic 5: Properties of Logarithms	Length: 2 days
Standard(s): HSASSE2, HSFLEA4	Academic Vocabulary: 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.
Performance Tasks: Exit Tickets, Entrance Challenge Problems	Notes:
Topic 6: Solving Exponential and Logarithmic Equations	Length: 2 days
Standard(s): HSAREIA1, HSFLEA4	Academic Vocabulary: 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.
Performance Tasks: Exit Tickets, Entrance Challenge Problems	Notes:
Topic 7: Modeling with Exponential and Logarithmic Functions	Length: 2 days
Standard(s): HSACEDA2, HSFBA1A, HSFLEA2	Academic Vocabulary: 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.

Performance Tasks: Exit Tickets, Entrance Challenge Problems	Notes:

Unit Name: Rational Functions	Length: 12 days
Standards: 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	Outcomes: 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.
Essential Questions: 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?	Learning Targets: 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.
Topic 1: Inverse Variation	Length: 2 days
Standard(s): HSACEDA1, HSACEDA2, HSACEDA3	Academic Vocabulary: 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.
Performance Tasks: Exit Tickets, Entrance Challenge Problems	Notes:
Topic 2: Graphing Rational Expressions	Length: 2 days

Standard(s): HSAAPRD6, HSAAPRD7	Academic Vocabulary: 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.
Performance Tasks: Exit Tickets, Entrance Challenge Problems	Notes:
Topic 3: Multiplying and Dividing Rational Expressions	Length: 2 days
Standard(s): HSAAPRD6, HSAAPRD7	Academic Vocabulary: 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.
Performance Tasks: Exit Tickets, Entrance Challenge Problems	Notes:
Topic 4: Adding and Subtracting Rational Expressions	Length: 2 days
Standard(s): HSAAPRD6, HSAAPRD7	Academic Vocabulary: 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.
Performance Tasks: Exit Tickets, Entrance Challenge Problems	Notes:

Topic 5: Solving Rational Equations	Length: 2 days
Standard(s): HSACEDA4, HSAREIA1, HSAREIA2	Academic Vocabulary: 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.
Performance Tasks: Exit Tickets, Entrance Challenge Problems	Notes:

Unit Name: Sequences and Series	Length: 12 days
Standards: HSA-SSE.B.4, HSF-IF.A.3, HSF-BF.A.1a, HSF-BF.A.2, HSF-LE.A.2	Outcomes: 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.
Essential Questions: 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?	Learning Targets: 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: Defining and Using Sequences and Series	Length: 2 days
Standard(s): HSFIFA3	Academic Vocabulary: Sequence, terms of a sequence, series, summation notation, sigma notation
Lesson Frame:	We will write terms of sequences.
Lesson Frame:	I will write terms of sequences using sequence notation.
Lesson Frame:	We will write a rule for the n th term in a sequence.
Lesson Frame:	I will write a rule for the n th term in a sequence by using previous terms in a sequence.
Performance Tasks: Exit Tickets, Entrance Challenge Problems	Notes:
Topic 2: Analyzing Arithmetic Sequences and Series	Length: 2 days
Standard(s): HSFIFA3, HSFBA2, HSFLEA2	Academic Vocabulary: 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.
Performance Tasks: Exit Tickets, Entrance Challenge Problems	Notes:
Topic 3: Analyzing Geometric Sequences and Series	Length: 2 days
Standard(s): HSASSEB4, HSFIFA3, HSFBA2, HSFLEA2	Academic Vocabulary: 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.
Performance Tasks: Exit Tickets, Entrance Challenge Problems	Notes:
Topic 4: Finding Sums of Infinite Geometric Series	Length: 2 days
Standard(s): HSASSEB4	Academic Vocabulary: 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:
Topic 5: Using Recursive Rules with Sequences	Length: 2 days
Standard(s): HSFIFA3, HSFBA1A, HSFBA2	Academic Vocabulary: 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.
Performance Tasks: Exit Tickets, Entrance Challenge Problems	Notes:

Timeline for Review of Wisconsin Academic Standards

(Approved by the State Superintendent on the recommendation of the State Superintendent's Standards Review Council in October 2017, updated March 2020 - N.B. this is a tentative timeline)

2020

Cohort (notice of intent to review: January 2020, Updated Public Review, February 2021)

- English Language Development (2012)
- Mathematics (2010)
- Wisconsin Alternate Social Studies (new)

2021

First Cohort (notice of intent to review: January 2021):

- Early Learning Standards (WMELS) (2014)
- Wisconsin Essential Elements: ELA (2014)

Second Cohort (notice of intent to review: July 2021)

- Health Education (2011)
- Nutrition Education (2009)
- Essential Elements: Mathematics (2014)
- Literacy in All Subjects (2010)

2022

CTE Cohort (notice of intent to review: January 2022):

- Agriculture, Food and Natural Resources (2013)
- Technology and Engineering (2013)
- Family and Consumer Sciences (2013)
- Health Science (2013)
- Business and Information Technology (2013)
- Marketing, Management, and Entrepreneurship (2013)

2023

First Cohort (notice of intent to review: January 2023):

- Computer Science (2017)
- Information and Technology Literacy (2017)

Second Cohort (notice of intent to review: July 2023)

- Science (2017)
- Music (2017)

2024

First Cohort (notice of intent to review: January 2024):

- Environmental Education (2018)
- Social Studies (2018)

Second Cohort (notice of intent to review: July 2024)

- Theatre Education (2018)

2025

First Cohort (notice of intent to review: January 2025):

- World Languages (2019)
- Dance (2019)

Second Cohort (notice of intent to review: July 2025)

- Personal Financial Literacy (2019)
- Art & Design Education (2019)

2026

First Cohort (notice of intent to review: January 2026):

- English Language Arts/Reading (2020)
- Physical Education (2020)

Second Cohort (notice of intent to review: July 2026)

- English Language Development (2021)
- Mathematics (2021)
- Wisconsin Alternate Social Studies (2021)



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:

Page #	Section	Proposed Change or Addition
Cover	Cover	Updated school year
2		Updated year and letter
3		Updated district calendar
4-5	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
10-17	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 28th and May 27th dismissal will be 2:50 p.m. to Wednesday Early Dismissal will be 1:50 p.m., except on September 9th and June 2nd 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
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 provided outside the classroom setting) will be put in place. 4th bullet: struck through text changed to “Tier 2 instruction is discontinued” - If the intervention was successful, the student returns to universal instruction 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.
46	Tobacco	Added “AND NICOTINE” to title.
55	Bus Conduct	Added <ul style="list-style-type: none"> ● Listen to the bus driver; ● Keep aisle clear; ● Keep hands to self; ● Use respectful voices/volume.
56	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

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 book 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

OFFICE STAFF

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MANAWA ELEMENTARY SCHOOL TEACHING STAFF

NAME	GRADE LEVEL/POSITION	EMAIL
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JENNIE BEYER	FOOD SERVICE
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DIANE TEUSCHER	CUSTODIAN
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

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 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 listed below:

Dan Wolfgram
Principal (920) 596-5310
dwolfgram@manawaschools.org

Carmen O’Brien
Business Manager (920) 596-5332
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, 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 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:

LuAnne Ujazdowski
School Counselor, (920) 596-5703
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 9th and June 2nd 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 Jeanne Frazier, 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

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

1st offense – Warning – device is requested to be turned off.

2nd offense – Teacher confiscates for the class period.

3rd 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:

Hot Lunch (Per Day)	
Elementary	\$2.80
Adult	\$3.65
Breakfast (Per Day)	
Elementary	\$1.30
Adult	\$1.80
Milk (Per Day)	
	\$.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.

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 unfavorably 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 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. 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

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 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

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

- 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

- Relationship Skills**
- Building relationships with diverse individuals and groups
 - Communicating clearly
 - Working cooperatively
 - Resolving conflicts
 - Seeking help

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
- 3-28 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

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					

- 24 - P/T Conf 3:30 to 7:30 p.m. - Both Schools
- 17 - Student Days / 1 Holiday / 2 Inservice / PT 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 - BDE 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

NAME	CONTENT AREA	EMAIL
DANIELLE BRAUER	ELEMNTARY PRINCIPAL / DIRECTOR OF SPECIAL EDUCATION	dbrauer@manawaschools.org
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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 listed below:

Dan Wolfgram
Principal (920) 596-5310
dwolfgram@manawaschools.org

Carmen O'Brien
Business Manager (920) 596-5332
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 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 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 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

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 9th and June 2nd - 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 Dr. Melanie J. Oppor (920) 596-2525.

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 Jeanne Frazier, Administrative Assistant 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

Informal inquiries may be sent to the Family Policy Compliance Office via the following email addresses: FERPA@ED.Gov; and 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

District Fee	\$20.00
6th Grade Class	\$ 5.00
7th Grade Class	\$ 5.00
8th Grade Class	\$ 5.00

Student Snowmobile Parking Permits: New permit required each school year.	Required for all snowmobiles parked on district property (snowmobiles must be registered with the DNR and helmets must be D.O.T. approved).	\$ 5.00
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OPTIONAL FEES

Student Athletic Pass		\$ 5.00
Yearbook		\$12.00
Sports Fees	Student Max \$60 / Family Max \$150	\$15.00/Sport

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).

1st offense – Warning – device is requested to be turned off.

2nd offense – Teacher confiscates for the class period.

3rd 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:

Hot Lunch (Per Day)	
Manawa Middle School	\$3.00
Breakfast (Per Day)	
Manawa Middle School	\$1.50
Milk (Per Day) *	\$.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.

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
Track and Field

Wrestling
Bowling Club

Cross Country
Volleyball

Football
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 th and 8 th grades)	\$15.00
Cross Country (6 th , 7 th , and 8 th grades)	\$15.00
Football (7 th and 8 th grades)	\$15.00
Track (6 th , 7 th , and 8 th grades)	\$15.00
Volleyball (7 th and 8 th grades)	\$15.00
Wrestling Club (6 th , 7 th and 8 th 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"> Shelley Keller, Health & Attendance Paraprofessional (920) 596-5801 	<ul style="list-style-type: none"> Krystal Draeger, Health & Attendance Paraprofessional (920) 596-5801 Athletic Director, Dawn Millard (920) 596-5831
3		Updated 2020-2021 School Calendar
4	<p>SHELLEY KELLER</p> <p>HEALTH / ATTENDANCE PARAPROFESSIONAL</p> <p>skeller@manawaschools.org</p> <p>DANIELLE BRAUER</p> <p>DIRECTOR OF SPECIAL EDUCATION / CURRICULUM DIRTECTOR</p> <p>dbrauer@manawaschools.org</p>	<p>KRYSTAL DRAEGER</p> <p>HEALTH / ATTENDANCE PARAPROFESSIONAL</p> <p>kdraeger@manawaschools.org</p> <p>DAWN MILLARD</p> <p>ATHLETIC DIRECTOR</p> <p>dmillard@manawaschools.org</p> <p>DANIELLE BRAUER</p> <p>ELEMNTARY PRINCIPAL / DIRECTOR OF SPECIAL EDUCATION</p> <p>dbrauer@manawaschools.org</p>

	<p>BRENDA SUEHS FOOD SERVICE DIRECTOR bsuehs@manawaschools.org</p>	<p>BRENDA SUEHS FOOD SERVICE MANAGER bsuehs@manawaschools.org</p>
5		<p>GEN BRUNNER SCIENCE TEACHER gbrunner@manawaschools.org</p> <p>JACI GRIGNON DISTRICT NURSE jgrignon@manawascshools.org</p> <p>JAKE KAZOROWSKI SOCIAL STUDIES TEACHER jkazarowski@manawaschool.org</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 28th</u> and <u>May 27th</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.
47	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”
54	STUDENT ATTENDANCE AT SCHOOL EVENTS	Two typographical errors - “owever” at the start of paragraph 3 should be However “not” should be replaced with “nor” in the first bulleted point under the third paragraph.
42	See PI 40, Youth Options	Change to PI 40, Early College Credit
54	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.
57	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.
65	USE OF TOBACCO IS PROHIBITED	(Added: And Nicotene)
73	Bus Conduct	Added <ul style="list-style-type: none"> • Listen to the bus driver; • Keep aisle clear; • Keep hands to self; • Use respectful voices/volume.
74	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

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
- 3-28 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

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	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	O	X	31

- 24 - P/T Conf 3:30 to 7:30 p.m. - Both Schools
- 17 - Student Days / 1 Holiday / 2 Inservice / PT 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	☒	☒	☒	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	☒					

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	☒	☒	☒	26
27	☒					

- 21 - BDE 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

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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 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 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 listed below:

Dan Wolfgram
Principal (920) 596-5310
dwolfgram@manawaschools.org

Carmen O'Brien
Business Manager (920) 596-5332
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, 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, 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 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

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 9th and June 2nd - 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 Jeanne Frazier, Administrative Assistant 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

Informal inquiries may be sent to the Family Policy Compliance Office via the following email addresses: FERPA@ED.Gov; and 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

FEES FOR EVERY STUDENT	
District Fee	\$20.00
Junior Class	\$10.00
Sophomore Class	\$ 5.00
Freshman Class	\$ 5.00

Student Parking Permits: New permit required each school year.	Required for all vehicles parked in the student parking lot	\$10.00
Snowmobile Parking Permits: New permit required each school year.	Required for all snowmobiles parked on school property (snowmobiles must be registered with the DNR and helmets must be D.O.T. approved).	\$ 5.00

OPTIONAL FEES		
	Student Athletic Pass	\$ 5.00
	Yearbook	\$50.00 - \$60.00
Sports Fees	Student Max \$75 / Family Max \$150	\$30/sport

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).

1st offense – Warning – device is requested to be turned off.

2nd offense – Teacher confiscates for the class period.

3rd 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:

Hot Lunch (Per Day)	
High School	\$3.00
Breakfast (Per Day)	
High School	\$1.50
Milk (Per Day) *	\$.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.

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
Maximum per High School student	\$75.00 per year
Maximum per family (Middle School and High School)	\$150.00 per year

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: _____

Addendum B

SCHOOL DISTRICT OF MANAWA – LITTLE WOLF HIGH SCHOOL

COVID-19 Closed Campus Policy 2020-2021

The Wisconsin Department of Education recommends school specific recommendations for physical distancing. These include:

- Develop a continuum of strategies for implementation of physical distancing (keeping 6 feet distance between individuals).
- Identify all locations and times where students are in close contact with each other and create strategies to restructure those locations and activities.
- Create plans to limit symptomatic and asymptomatic spread.

The School District of Manawa is committed to providing a safe orderly environment. Due to the COVID-19 Pandemic, Little Wolf High School will be instituting a temporary closed campus policy during the 2020-2021 school year. Students will be prohibited from leaving the campus for lunch for the purposes of assisting students to maintain social distancing measures, and preventing unnecessary gatherings during the school day.

This policy is intended to be temporary and flexible for the duration of time that the school is in the Moderate/High Risk Level based on the risk levels table seen below:

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

When the Waupaca County risk level is in the High Risk category, students will be prohibited from leaving the building for lunch without administrative approval. If a student is approved for any extenuating circumstance the following procedure will be applied:

1. Parent or legal guardian must provide written permission to leave the school during the lunch period.
2. The student must return within the allocated time of the lunch period.
3. Upon return to the school the student must enter through the main entrance, and receive a temperature scan, and answer the COVID-19 screening questions.
4. Any student with a temperature or showing indications of COVID-19 per the screener will be sent home. The parent will be contacted.