

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

Join with Google Meet

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Join by phone

(US) +1 985-401-1269 PIN: 767 911 322#

Date: October 13, 2021

Time: 6:00 p.m.

Hybrid Meeting Format (In-person Meeting for Board of Education at MES Board Room, 800 Beech Street & Virtual Components)

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

In Attendance:

Timer: _____

Recorder: _____

1. Consider Approval of MES Virtual Learning Plan (Information / Action)
2. Consider Approval of LWHS Science Course Resequencing (Information / Action)
3. Consider Endorsement of Virtual Soliant Occupational Therapy as Presented (Information / Action)
4. Consider Endorsement of Library Plan (Information / Action)
5. Continue Review of “Learning” Key Performance Indicators (Information / Action)
6. Curriculum Committee Planning Guide (Information / Action)
7. Next Meeting Date _____
8. Next Meeting Items:
 - a. Manawa Elementary School 2022-23 Internal Schedule Change Proposal (Information / Action)
 - b. Consider Endorsement of LWHS 2022-23 Course Selection Guide (Information / Action)
 - c. Consider Endorsement of LWHS Science Course Curriculum Revisions (Information / Action)
 - d. Consider Approval of New Articulated Wildlife/Ecology Agriculture Science Course (Information / Action)
 - e. Formation of Wellness Committee as Per New Policy Being Considered by P and HR Committee
9. Adjourn

MES Virtual Learning

K, 1, 2 Grade

Learning Need	Student Situation	Teacher's Role
Synchronous	If an entire class needs to be out	Teacher teaches from the classroom and any student who can be online shall be
Students absent from school due to illness, vacation, etc.	Individual student is away from school	Teacher communicates with parents to establish work that can be completed at home and/or work that will be completed with the teacher when the student returns.
Art	Choice board posted monthly on Seesaw; Include a reminder of the days their classes have Art.	Attendance counts as completed activity that is documented on Seesaw or to bring back when returned.
Physical Education	Share At Home Workout options with the student and assign Weekly Activity Logs for student to fill out on SeeSaw; Include a reminder of the days their classes have PE	Complete 30 minutes of physical activity on the days their classes have PE (they can use the At Home Workouts provided or choose their own physical activity) and then fill out the shared Weekly Activity Log. Logs need to be submitted by Friday after school. Each day the log is filled out will be the students daily participation/attendance for the day.
Library	Join the classroom Google Meet to share the read-aloud/lesson with the students during their Library class.	Join the classroom Google Meet to listen to the read-aloud/lesson during their Library class. If students need books to read, they can place a hold on Destiny Discover or email Mrs. Krueger with their requests.
Music K - 1	Choice board posted monthly on Seesaw; Include a reminder of the days their classes have Music.	Complete 30 minutes of music activity on the days their classes have music and then fill out the shared Weekly Activity Log. Logs need to be submitted by Friday after school. Each day the log is filled out will be the students daily participation/attendance for the day.

3rd Grade

Subject	Teacher	Student/Family
Physical Education	Share At Home Workout options with the student and assign Weekly Activity Logs for student to fill out on SeeSaw; Include a reminder of the days their classes have PE	Complete 30 minutes of physical activity on the days their classes have PE (they can use the At Home Workouts provided or choose their own physical activity) and then fill out the shared Weekly Activity Log. Logs need to be submitted by Friday after school. Each day the log is filled out will be the students daily participation/attendance for the day.
Art	Choice board posted monthly on Seesaw; Include a reminder of the days their classes have Art.	Attendance counts as completed activity that is documented on Seesaw or to bring back when returned.
Library	Join the classroom Google Meet to share the read-aloud/lesson with the students during their Library class.	Join the classroom Google Meet to listen to the read-aloud/lesson during their Library class. If students need books to read, they can place a hold on Destiny Discover or email Mrs. Krueger with their requests.
Synchronous	If an entire class needs to be out, teacher teaches from the classroom	Teacher teaches from the classroom and any students who can be online shall be, work needing to be completed will be done and turned in via SeeSaw learning platform daily unless other arrangements are made by the teacher. Follow along on the google meet at the class times per classroom teacher schedule at the correct time, with camera on, no extra tabs open/minimum distractions, appropriately dressed, in an area appropriate for learning Students should have camera on at the beginning of each subject, especially during the mini lesson and also during assessments given.
Students absent from school due to illness, vacation, or appointment	Gather materials for student to complete upon return (illness, appointment), or prior to as much as possible (vacation), and work with student as time allows to teach missed material if necessary.	Complete all missed online (Seesaw) and paper work by a date determined by the teacher.
Asynchronous	Special situations deemed appropriate and in	Student is not online,

	cases a student qualifies for (quarantine)	<p>Teacher will prepare Monday and Tuesday's work for pick up Friday after school, or post on Seesaw.</p> <p>Teacher will prepare Wed, Thurs, Friday work for pick up Tuesday after school, or post on Seesaw.</p> <p>All work is expected to be completed and handed in no later than 1 week after assigned.</p> <p>Teacher is available for questions and help if requested afterschool within reason.</p> <p>Students may be asked to complete assessments in person at times throughout the year.</p>
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4th Grade

Subject	Teacher	Student/Family
Physical Education	Share At Home Workout options with the student and assign Weekly Activity Logs for student to fill out on Google Classroom; Include a reminder of the days their classes have PE	Complete 30 minutes of physical activity on the days their classes have PE (they can use the At Home Workouts provided or choose their own physical activity) and then fill out the shared Weekly Activity Log. Logs need to be submitted by Friday after school. Each day the log is filled out will be the students daily participation/attendance for the day.
Art	Share Choice Board via Google Classroom. Include a reminder of the days their classes have Art.	Attendance counts as completed activity from the choice board that is documented via photograph on Google Classroom or to bring back when returned.
Library	Join the classroom Google Meet to share the read-aloud/lesson with the students during their Library class.	Join the classroom Google Meet to listen to the read-aloud/lesson during their Library class. If students need books to read, they can place a hold on Destiny Discover or email Mrs. Krueger with their requests.
Synchronous	If an entire class needs to be out Facilitate learning through a google meet. Materials will be prepared either in packet form for pick up or digitally online. Teacher will communicate the work pick up/drop off time.	Follow along on the google meet at the class times per classroom teacher schedule at the correct time, with camera on, no extra tabs open/minimum distractions, appropriately dressed, in an area appropriate for learning. Pick up and drop off work at specified times by the teacher.

Students absent from school due to illness, vacation, or appointment	Gather materials for student to complete upon return and work with student as time allows to teach missed material	Complete all missed online and paper work by a date determined by the teacher.
Pre-Arranged Absence	Prepare as much work as possible prior to the absence and work with student as time allows before and after the absence	Complete all missed online and paper work by a date determined by the teacher.

5th Grade

Subject	Teacher	Student/Family
Pre-Arranged Absence	Prepare as much work as possible prior to the absence and work with student as time allows before and after the absence	Complete all missed online and paper work by a date determined by the teacher.
Absence due to illness or appointment	Gather materials for student to complete. Upon return, work with students as time allows to teach missed material.	Complete all missed online and paper work by a date determined by the teacher.
Synchronous Instruction	Facilitate learning through a google meet. Materials will be prepared either in packet form for pick up or digitally online. Teacher will communicate the work pick up/drop off time.	Follow along on the google meet at the class times per classroom teacher schedule at the correct time, with camera on, no extra tabs open/minimum distractions, appropriately dressed, in an area appropriate for learning. Pick up and drop off work at specified times by the teacher.
Physical Education	Share At Home Workout options with the student and assign Weekly Activity Logs for student to fill out on Google Classroom; Include a reminder of the days their classes have PE	Complete 30 minutes of physical activity on the days their classes have PE (they can use the At Home Workouts provided or choose their own physical activity) and then fill out the shared Weekly Activity Log. Logs need to be submitted by Friday after school. Each day the log is filled out will be the students daily participation/attendance for the day.
Library	Join the classroom Google Meet to share the read-aloud/lesson with the students during their Library class.	Join the classroom Google Meet to listen to the read-aloud/lesson during their Library class. If students need books to read, they can place a hold on Destiny Discover or

		email Mrs. Krueger with their requests.
Art	Share Choice Board via Google Classroom. Include a reminder of the days their classes have Art.	Attendance counts as completed activity from the choice board that is documented via photograph on Google Classroom or to bring back when returned.
5th Grade Band	Share At Home Lesson Book 1 Assignments and assign Weekly Activity Logs for students to fill out on SeeSaw; Include a reminder of the days they have Band.	Complete 30 minutes of practice from their lesson book and or assigned music pieces on the days they have Band and then fill out the shared Weekly Activity Log. Logs need to be submitted by Friday after school. Each day the log is filled out will be the students daily participation/attendance for the day.

Virtual Instruction Reflections

Kindergarten-Hayley Harvey & Michelle Poppy

Being virtual at the Kindergarten level is very difficult. They do not have enough computer skills to succeed virtually on their own. It requires parent supervision and assistance. They also do not focus and stay on task like they need to in order to learn and complete work.

Attendance wasn't a big issue for us. Internet issues did make it hard for students to stay logged on at times and rejoin, especially when kids did not have parental supervision.

Doing a combination of virtual and sending home packets worked best for us.

Upon returning from virtual learning, some things we noticed were that many students did not bring back the work that was assigned, and that students were very happy to be back in the classroom.

2nd Grade - Kathy Field

At the beginning of the pandemic the method of teaching was so uncertain.

Last year it seemed that students that were online did not have the stamina and self-control to be able to learn effectively being at home and not face to face with teachers.

In the past 30 years, students that have gone on vacation or have been ill for a few days or even a week or more, have been able to work on missed material either at home or with the classroom teacher upon return. That is how I would like to continue the education of students in my classroom. If I help them with missed work I know what they understand and what they need more practice with. Our curriculums are differentiated enough that students will work at the pace that is appropriate for their learning.

If a child is sick they should be at home resting and when they are feeling well they will be back in the classroom giving it their best.

2nd Grade - Ali Burkhart

- Although it is possible to do both virtual learning and in-person it is VERY difficult, time-consuming, and burns you out.
- While trying to juggle both virtual learning at the same time as in-person I find that I am not giving 100%.
- Things I find difficult...
 - Posting assignments to Seesaw and having students go back and forth between the meet and their assignment
 - Keeping students focused online (always moving around their house, doing flips, not paying attention, bringing their pets into the video, taking themselves off mute, not having adult supervision at home) AND keeping students focused in

the classroom (watching virtuals mess around, having virtuals blurt out while trying to explain in the classroom.)

- Unable to physically help the students who are virtual. They submit assignments that are not complete or not done right
- Students log in late or do not log in at all
- Students in the classroom have a tiny screen to look at because I have to do everything under the document camera for the virtual students
- I cannot switch things up without it affecting the virtual students.
- Virtual students fall behind...
- It would be easier for me to send review work home for students to do and then catch them up on work when they return.

3rd Grade - Mrs. Stormoen

As I reflect upon the last two years of my teaching career I think of both how far we have come and also how hard it has been. I am proud of myself and educators everywhere for learning so much technology in so little time and making an impossible situation possible, when whole classrooms could not safely be in school. We have been doing the very best we can for a very long while now. As an elementary staff member especially, it seems that virtual learning does not best suit our students. No matter how hard I try, things online are not the same as in person. A few things that come to mind are best practices like small group reading instruction and hands-on science lessons. How can I listen to a single or small group of students read and tailor my teaching to help them with the skills they need, or investigate magnets push and pull or build cars that move in predictable patterns when students are not in my room. When it is for a limited amount of time and we know students will be back with us we can plan how to help them with what was missed or get items in their hands to investigate upon their return, but when it is for longer periods of time I worry about how to give the same experience to a student not physically in my room. Also, how do we assess accurately what one student does at home and others do in class. When one or two students are home, how do I make sure I am doing everything under a camera, or being inclusive to a distanced student at home without the students physically in my room suffering with less of my attention. Placing myself so a distracted student attends or a struggling student can quietly get help while being tethered to my technology at all times is not an easy task. I am working hard, will continue to work hard, and want what is best for all of the learners.

4th Grade - Ms. Tassone

When reflecting on virtual learning, I have observed the following:

Whole class synchronous learning (everyone is learning from home) works much better than having some students at home and the rest in person, but is still not ideal. The students are being taught in the same method, all virtually, but the instruction would not be the same as it would be in the classroom. The class discussions are not as plentiful, checking on their progress during a lesson is extremely difficult, and making sure they are

paying attention is hard, as well. Also, I question what they are truly learning because of the extra help some are getting at home.

When individual students are at home and the rest are in-person synchronous instruction has even more difficulties and is not beneficial to anyone in the situation. The information mentioned for whole class synchronous learning is true here, as well, but now you add a whole other level of difficulty. Now, I am trying to teach a class sitting in my room and also teach to students that are at home. Instead of being able to present my lessons the way they should be, I am altering everything so it can be seen in two places. I can't divide myself between the two sets of students to make sure each is on task, so then each group feels like they are being left out. Also, the students at home seem to think that they are truly not in school, so they don't put forth the effort they would in the classroom. There are constant reminders of turning on their cameras, contributing to the conversation, and completing the assignments.

4th Grade - Mrs. McCoy

Synchronous Instruction - When it is the whole class, while not ideal, is better than having a few students online and the rest in the classroom. Difficulties that occur when the whole class is online include: attendance, punctuality, participation, internet problems, household distractions, and (student) organization and completion of assignments. It is also hard to monitor 28 little rectangles on one screen! Classroom instruction is changed and modified when all students are online. Our new math curriculum encourages students to discuss in small groups. While break out rooms can be created for this, it is not ideal for students to jump back and forth into a break out room and then back to whole class instruction. Getting accurate assessment information is difficult when students are online. Some students may receive help from a parent or other person in the room. When just a few students are online and the rest are in the classroom, many of the same difficulties exist. There are, however, added problems. Splitting your attention between the students at home and the students in the classroom is not ideal. Being able to walk around the room and check student progress can not occur as efficiently if some students are online. Instruction modifications have to be made so information can be shared effectively.

5th Grade - Andrea Whitman

Yay:

- Breakout room option in google meet to connect virtual students to in-class students
- Older students (like 5th graders) can navigate technology fairly well, so it is easier to ask them to complete work online in our google classroom platform

- Opportunity to use other technology to connect students to each other and use programs they will likely use in the MS/HS

Nay:

- It takes time to teach the students to properly and appropriately use the technology we are asking them to use, therefore slowing down actual instruction on core, academic subjects
- Often times, students do not have their cameras on, so we do not know if they are really there, even after asking
- Students are often late coming on in the morning or back after a break, even though schedules have been provided and teachers say what time to be back
- Students often do not have the materials they need in front of them, even though they have been thoroughly packed and laid out by the teacher
- Kids are abusing the technology agreement, often having other tabs open and on unapproved sites while they are supposed to be in the google meet
- From the teacher perspective, I am tied to my technology at the front of the classroom, not allowing me to help the students actually in my classroom and/or being able to take care of the countless behavior issues that arise in my classroom. I do not sit as a teacher and teaching virtually makes me sit at my computer.
- Students are not in spaces conducive to learning, often lying in bed or on a couch, and are not often dressed appropriately for school (no shirts, tight fitting clothing, etc.)
- There are too many distractions on the student end such as loud siblings, TVs on loudly, pets in and around their space
- Students are just not doing what they are asked to do of virtual work, even when the teacher takes hours to prepare and give detailed directions
- Some students are not supervised at home
- Students do not keep materials organized, so when they come back their materials, binders, etc are a mess or things are lost
- Kids feel the need to come and go throughout the day, when virtual. They should not be running to the store with mom or taking the dog for a walk during math.
- Students are very unfocused during instruction and come back and are not able to focus well in the classroom.
- Students return to the classroom and are out of our routine, so it takes time to review and reteach the routines and structures
- Teaching virtually goes slow...the pace of everything slows down and we often have to wait for the online student to be where they need to be.

Specials

Music - Carrie T. Gruman-Trinkner, Music Educator grades 2-12

The very nature of an elementary school music class is movement along with music and singing. Very seldom, if ever, is there a document or worksheet type of activity. When teaching my classes, there is little to no participation from the students at home. I cannot have them turn

their microphones on due to varied lag times so we cannot sing together. The students at home do not stand and move with the class unless continually prompted.

In order for me to teach to the online students, I have to turn my back on my in class students and vice versa. In addition, because I am teaching movement or spot checking, I am frequently moving outside of the stationary camera range.

What I did the first year of covid with my Brooklyn, NY, students was to make up a separate activity sheet called "Music Bingo." The students could work on one square of the Bingo sheet either during my in class time instruction or on their own. I asked for one completed square per week. They could then document what they did and what they thought of the activity (what they learned) by a written explanation or a video that they sent to me.

Trying to teach students at home while doing music movement and rhythm with in school students is a herculean task. It diminishes the learning opportunities of both the in person and online students.

While having separate tasks (live movement/performance vs. bingo) may not be ideal, it is the best plan for the current situation. It saves literally hours of extra work on the part of the teacher and saves both groups of students from becoming frustrated while the teacher struggles to teach two very different types of teaching strategies at the exact same time.

Music - Kevin Plekan Band 5-12/General Music K-1

Teaching in two modes simultaneously in general music and band is very difficult and not very productive in my opinion.

The very nature of an elementary general music class is movement along with music and singing and playing. I have found that there is little to no participation from the students at home. I cannot have them turn their microphones on due to varied lag times so we cannot sing together. The students at home do not stand and move with the class unless continually prompted which takes time away from the in person students. Trying to teach students at home while doing music movement and rhythm with in school students is very difficult. It diminishes the learning opportunities of both the in person and online students.

Trying to teach band 5-12 in person and online is near impossible. The best I can do is ask the student at home to try to play along with the band rehearsal that is going on at school. Band students at home have to have their microphones off as well. If they have their cameras on at home, it becomes a huge distraction in the classroom because students at school seem more concerned about what their peers are doing at home than following my directing as we play. If the student at home has their microphone and camera turned off, I have no way of confirming they are even attempting to play along with the band students at school. Having to continually check on the online students with prompts and then waiting for typed message responses further bogs down the learning process for those students in the classroom.

Once again, I feel that teaching in two modes simultaneously in general music and band is very difficult and not very productive for at home or in person students.

PE - Corrie Ziemer

To be completely honest, not much worked with virtual learning for Physical Education.

When an entire class was out and I met with them virtually, or the weeks the whole school

was virtual after holidays, the *Google* meets and PE time went very well. I had slideshows prepared to share with the classes that included a variety of different physical activities. The kids seemed to enjoy these and the majority (who actually logged on to the *Google* meets) fully participated. When students were quarantined, I posted weekly activity logs for them to fill out, but very few actually completed them. I think a lot of this was because the younger kids (and, honestly, their parents) were not very good at using *SeeSaw*. As for the kids using *Google Classroom*, I just think they figured they did not have to do it. I also spent A LOT of time making slideshows about what we were doing in class for those who couldn't be there to watch and keep up to date, but I know these were not used either. It felt like I was putting a lot of work in with nothing being given back.

CLIENT SERVICES AGREEMENT

Education Division



Soliant Health, LLC (hereafter referred to as "Soliant"), and

Manawa School District

whose location is

(Client Name)

800 Beech St

(Street Address)

Manawa, WI 54949

(City, State, Zip)

(hereafter referred to as "Client")

enter into this non-exclusive Client Services Agreement for the purpose of referring and placing its employees ("Consultants") with Client. This Agreement shall govern the overall terms of the relationship, while a separate Assignment Confirmation (Addendum A) for each placement will outline specifics as to bill rates, personnel, and assignment lengths.

1. Scope of Services.

Soliant, a licensed staffing agency in the business of providing supplemental staffing to the public and private education sector and not a healthcare provider, will use its commercially reasonable efforts to provide Consultants for assignment with Client. Soliant will be responsible for payment of each Consultant's wages and applicable payroll taxes, deductions, and insurance, including workers' compensation, general liability and professional liability coverage for the benefit of the Consultants. If a Consultant is unable to complete the specified assignment, Soliant will use its commercially reasonable efforts to find a replacement in a timely manner.

2. Independent Contractor.

The parties hereto specify and intend that the relationship of each to the other is that of an independent contractor, that each Consultant shall be an employee of Soliant and that no qualified Consultant shall at any time be an employee of Client, unless the parties shall otherwise agree in writing. Soliant agrees to provide and maintain all payroll services for any qualified Consultant placed with Client, to maintain payroll records and to withhold and remit all payroll taxes and social security payments. Soliant does not ordinarily use subcontractors in providing services. Should the need to use a separate staffing firm or independent contractor arise, Soliant will notify Client in advance of the assignment in order to receive approval of this arrangement.

3. Telepractice Services.

Soliant, at Client's specific request, may provide telepractice services through VocoVision. Should utilization of VocoVision occur, Client shall, at that time, receive in addition to Addendum A – Client Assignment Confirmation, an Addendum B – Teleservices Provisions, Addendum C – Duties and Responsibilities and Addendum D – VocoVision Equipment Policies which, collectively, outline specific terms and conditions regarding VocoVision's telepractice services.

4. Insurance.

Soliant will maintain at least the following minimum amounts of insurance:

General Liability - \$2,000,000 per occurrence and \$4,000,000 aggregate.

Workers Compensation - in accordance with state regulations.

Employers Liability - \$1,000,000.

Excess Liability over General Liability and Employer's Liability - \$5,000,000 per occurrence and \$5,000,000 aggregate.

Professional Liability of \$1,000,000 per occurrence and \$3,000,000 aggregate.

5. Competency and Licensing.

Soliant will conduct comprehensive pre-employment screening to provide licensed Consultants who meet applicable professional standards. Soliant will endeavor to present only Consultants who are qualified for Client's open position(s) on job requirements established by Client either verbally or in writing. While Soliant will make every effort to pre-screen job candidates based on these requirements, Client acknowledges the candidate assignment decision is ultimately the responsibility of the Client. To this end, Soliant will make available to Client all appropriate Consultant records that Soliant may permissibly disclose and will facilitate an interview between Client and Consultant in order to assist Client in the hiring decision. Soliant will do its due diligence to ascertain the professional and applicable Department of Education licensing and certification requirements for the Consultant discipline placed with Client, however, it is ultimately the responsibility of the Client to approve the Consultant's licensure and certifications as acceptable.

6. On-Site Responsibility.

Client is responsible for providing all orientation, support, facilities, training, direction, and means for the Consultant to complete the assignment. Client acknowledges that Soliant is not providing nursing or healthcare services, but rather is providing candidate identification and placement services. As such, Client is responsible for the Consultant's adherence to the applicable standard of practice and acknowledges that Soliant is not responsible for the Consultant's on-site performance given that Soliant does not have the capacity to provide direct, on-site supervision of daily activity. Client

CLIENT SERVICES AGREEMENT

Education Division



acknowledges that any deviation of the Client's policies and procedures as orientated to Soliant's Consultant should be reported in writing and directly to Soliant immediately so that Soliant may be provided an opportunity to offer correction and/or counseling of unacceptable practices by Consultant. Client warrants that its facilities and operations will comply at all times with all federal, state and local safety and health laws, regulations and standards, including OSHA standards, and that Client will be responsible for providing all safety training and equipment, and for each Consultant's compliance with health and safety requirements, including those instituted by Client.

7. Employment of Consultants.

Client agrees that it will not directly or indirectly, personally or through an agent or agency, contract with or employ any Consultant introduced or referred by Soliant for a period of one year after the latest date of introduction, referral, placement, or end of the contract assignment. If Client or its affiliate enters into such a relationship or refers Consultant to a third party for employment, Client agrees to pay an amount equal to \$21,500 or thirty-five (35) percent (whichever is greater) of the Consultant's first year's annual salary, including any signing bonus, as agreed upon at the time of hiring. Payment is due and payable to Soliant upon start date.

8. Equal Opportunity.

It is the policy of Soliant to provide equal opportunity to all Consultants for employment. Soliant and Client will screen based on merit only. All Consultants will be free from discrimination due to race, religion, color, sex, national origin, age, or disability.

9. Payment Terms.

Client will be billed on a weekly basis for all services provided during the previous week. Client will pay Soliant based on the service charges specified in the Consultant Assignment Confirmation included as an addendum to this Agreement. All hours worked over forty (40) hours in a one-week work period will be billed at one and one-half times the regular bill rate. It is Client's responsibility to notify Soliant if pre-approval is required for any or all overtime hours prior to any such hours being worked. **Payment is due within fifteen (15) days of receipt of invoice.**

10. Default Charges.

Invoices shall be considered past due if not paid by the agreed-upon due date. Client agrees to pay all necessary collection costs of amounts past due, including reasonable attorney's fees and costs. Additionally, Soliant reserves the right to approve or to discontinue any extension of credit and the terms governing such credit.

11. Limitation of Liability.

NEITHER PARTY SHALL BE LIABLE TO THE OTHER WHATSOEVER FOR ANY SPECIAL, CONSEQUENTIAL, INDIRECT, EXEMPLARY OR PUNITIVE DAMAGES, INCLUDING ANY DAMAGES ON ACCOUNT OF LOST PROFITS, LOST DATA, LOSS OF USE OF DATA, OR LOST OPPORTUNITY, WHETHER OR NOT PLACED ON NOTICE OF ANY SUCH ALLEGED DAMAGES AND REGARDLESS OF THE FORM OF ACTION IN WHICH SUCH DAMAGES MAY BE SOUGHT. THE FEES AND BILLINGS DUE UNDER THIS AGREEMENT ARE NOT CONSIDERED SPECIAL DAMAGES OR LOST PROFITS AND SHALL NOT BE LIMITED BY THESE PROVISIONS.

12. Administrative Responsibilities.

Client shall be responsible for orienting Consultant to Client's policies and procedures regarding the submission of any requisite paperwork which must be tendered for reimbursement by funding entities such as Medicare, Medicaid, or health insurance. Such paperwork may include, but is not limited to, patient care plans, comprehensive patient histories, individual education plans, or Client specific program plans. During the contracted assignment, should Consultant fail to submit paperwork as required per Client's policies and procedures, Client must notify Soliant in writing within three (3) business days of alleged failure. Failure to notify Soliant before assignment ends shall negate any Client claim to withhold payment due to untimely work and/or paperwork non-compliance by Consultant. Client agrees that all approved time sheets by Client's assigned representative are not subjected to billing dispute if Client fails to notify Soliant of time sheet and work performed discrepancies.

13. Incident and Error Tracking.

Client will report to Soliant any performance issues, incidents, errors and other events related to the care and services provided by Soliant employees. Soliant will document reported incidents in employee's personnel file and track all such events for quality assurance purposes. All supporting documentation is required within seventy-two (72) hours of the occurrence.

14. Reporting of Work-Related Injuries.

Client will maintain a safe working environment and provide all appropriate personal protective equipment as deemed appropriate for unit to which Soliant's Consultant has been assigned. Client ensures compliance with all applicable OSHA or state Department of Labor obligations to include general training on the reporting of work-place injuries, incidents, and occupational exposure to bloodborne pathogens occurring at Client facility. Records of such occurrences must be maintained by the Client and accessible to Soliant within guidelines set forth by governing entities. In the event of work-

CLIENT SERVICES AGREEMENT

Education Division



place injury, incident or exposure, each affected Consultant will contact their immediate Client-appointed supervisor and report to the applicable treating department as per Client protocol. Consultant shall also report work-place injury, incident or exposure to Soliant concurrently with Client for the purpose of reporting such event to Soliant's workers compensation carrier. If Client's reporting requirements change during the term of this Agreement, Client is responsible for written notification of such information to both Soliant and Soliant's Consultant.

15. Termination of Contracted Assignment with Cause.

Immediately upon occurrence, Client has the obligation to report each deviation from the accepted standard of practice, policies and procedures as orientated to Consultant, behavior, and or any incident that would be considered adverse to the overall operation of Client. Client may request that Soliant facilitate the immediate removal of Consultant due to any of the issues preceding with written and/or verbal notice. The Client, however, may not immediately terminate a Consultant unless Soliant has been notified prior to final incident or unless a single incident warrants immediate dismissal prior to Soliant's notification. All supporting documentation specifying the reasons and facts of the termination is required within forty-eight (48) hours of termination. If the Client does not report such deviation(s) and subsequently terminates Consultant or if Client does not provide required documentation following a termination within the required timeframe, Client will be assessed as liquidated damages and not as a penalty, an amount equal to one (1) week of billing. The parties agree that Soliant's Consultant s are an integral part of its operation and a resource that may have been developed over a number of years. Any delay or absence of a written and verbal notice could result in lost revenue or other consequences not foreseen at this time and therefore the liquidated damages are not unreasonable to the probable loss to be suffered by Soliant in the event of your breach of this provision. Client will be responsible for all professional fees (and expenses if applicable) up to the point of termination. Termination with cause must be documented prior to termination in accordance with the Incident and Error Tracking procedures set forth in paragraph 13 of this agreement. Soliant shall have five (5) business days to refill the position in the event of termination with cause. Should Soliant identify a suitable Consultant, Client agrees to original terms or extended terms of the terminated Consultant s assignment.

16. Termination of Contracted Assignment without Cause.

Client may cancel an assignment with thirty (30) days written notice. Client is responsible for all charges and fees prior to cancellation date and through the 30-day period of notice. In the event Client is unable to provide thirty (30) days' notice of termination, Client will be billed for thirty (30) days at the agreed upon regular bill rate and minimum hours. In the event of termination without cause, Client will be responsible for any housing and travel costs actually incurred by Soliant as a result of such cancellation.

17. Guaranteed Minimum Hours.

Client agrees to provide Consultant the guaranteed number of work hours per week specified in the attached Assignment Confirmation Addendum A. Cancellation of prescheduled workdays or reduction in work hours by Client will be billed reflecting the guaranteed minimum work hours. Minimum work hours shall be reduced to reflect scheduled school closings for holidays and planning days.

18. Paid Sick Leave.

For those jurisdictions that have passed or will pass legislation requiring Paid Sick Leave, Paid Sick Time will be billed back to Client at the straight-time bill rate for all hours taken by any Consultant assigned to Client. This section is not applicable until the effective date of such legislation has been reached.

19. Unscheduled Facility Closure Policy.

Soliant will incur fixed expenses over the entire course of a Consultant's contract assignment with Client related to the Consultant's housing and per diem costs. The parties agree that in the event of an unforeseen or unexpected interruption in a Consultant's assignment resulting from an unscheduled closure, complete or partial, of Client's facilities due to natural or manmade disasters, such as, and without limiting the generality of the foregoing, fire, storms, flooding, earthquake, labor unrest, riots, and/or acts of terrorism or war (each an "Unscheduled Closure"), Client will transition to virtual services for all Consultants whose services can be performed in such a setting. Client shall be billed for services performed at the regular contracted hourly bill rate for all hours worked by Consultant. Virtual service hours shall be entered and processed according to the normal time submittal and approval process unless otherwise requested by Client and agreed upon by Soliant. Soliant and Client will mutually determine which contracted disciplines qualify for virtual services. For contracted services not eligible for virtual services, Client will be invoiced and shall pay for each such affected Consultant's services at the reduced rate of \$200 per day for each day that the Consultant(s) is unable to work by virtue of such Unscheduled Closure.

20. Multiple Locations.

If client requires Consultant to travel to and perform services at more than one location, Client will compensate Soliant for travel time between facilities at the regular hourly bill rate and for mileage up to the current acceptable IRS reimbursement rate.



CLIENT SERVICES AGREEMENT

Education Division

21. Issue Resolution.

In the event Client encounters an issue that is not satisfactorily resolved by its Soliant representative, Client should escalate the issue to the appropriate Soliant manager by calling 800-849-5502. Please ask for your account representative's manager.

22. Indemnification.

To the extent permitted by law, each party will indemnify, defend and hold harmless the other against third party claims arising from breaches of the parties' respective obligations under this Agreement.

23. Confidentiality.

Each party acknowledges that as a result of this Agreement, they will learn confidential information of the other party. Confidential information is defined as that information which is private to each party but is shared by one to the other party as required to accomplish this Agreement and **includes bill rates, fees for permanent placements and terms and conditions of this Agreement.** It is agreed that neither party will disclose any confidential information of the other party to any person or entity. Neither will it permit any person nor entity to use said confidential information. The only exceptions will be: (a) Information shared to the appropriate individuals within the respective organizations as necessary to execute this Agreement, (b) disclosures as required by law. Confidential Information of Soliant shall include, but is not limited to, any and all unpublished information owned or controlled by Soliant and/or its employees, that relates to the clinical, technical, marketing, business or financial operations of Soliant and which is not generally disclosed to the public including but not limited to employee information, technical data, policies, financial data and information to include contract terms and provisions, billing rates, permanent placement fees whether disclosed orally, in writing or by inspection. If the receiving party shall attempt to use or dispose of any of the Confidential Information, or any duplication or modification thereof, in any manner contrary to the terms of the foregoing, the disclosing party shall have the right, in addition to such other remedies which may be available to it, to obtain an injunctive relief enjoining such acts or attempts as a court of competent jurisdiction may grant, it being acknowledged that legal remedies are inadequate.

24. Family Education Rights and Privacy Act.

Soliant shall comply with all laws, rules and regulations pursuant to the Family Educational Rights and Privacy Act, 20 USC 1232g ("FERPA") and acknowledges that certain information about the Client's students is contained in records maintained by Soliant and the Consultant and that this information can be confidential by reason of FERPA and related Client policies. Both parties agree to protect these records in accordance with FERPA and Client policy. To the extent permitted by law, nothing contained herein shall be construed as precluding either party from releasing such information to the other so that each can perform its respective responsibilities. As it applies, Consultant s assigned to Client will execute a FERPA Statement of Understanding outlining appropriate guidelines.

25. State Retirement System Notice.

This notice is intended to clarify the manner of payment in contemplation of a Consultant's mandatory or permissive participation in a state teacher retirement system, school employees' retirement system, and/or any similar or successor system applicable to the professionals provided by Soliant. Client acknowledges and agrees that if formal notice is required to be given to any Consultant that participation in any such retirement system/pension is either: 1) permitted by Consultant's election; or 2) is required by law, then Client is solely responsible for providing such notice to Consultant s and fulfilling all associated administrative duties. Client shall immediately notify Soliant if any Consultant is required to, or voluntarily elects to participate in any such system. In such event, Client shall advise Soliant of the withholding obligation percentages (both employer and employee share) so that invoices to Client and payment to the Consultant may be adjusted accordingly. The parties agree that Client shall withhold and pay to the retirement/pension both the employee and employer shares. The parties agree that the applicable employee and employer shares paid to the system by the Client shall be deducted from the amount owed to Soliant by the Client hereunder. The parties agree that the applicable employee share paid to the system by the Client shall be deducted from the amount due the Consultant by Soliant. The Client and Soliant expressly acknowledge and agree that if any Consultant is required to, or elects to participate in a retirement system/pension, the Client shall be solely responsible for: 1) creating an account for Consultant with the appropriate retirement system/pension; 2) all present and/or future obligations to make employee and employer cash payments/ contributions to the retirement system/pension as required by law and/or set by the retirement system/pension; and 3) otherwise administering all employer functions pertaining to the Consultant's interest in retirement system/pension.

26. Conflicts of Interest.

The parties acknowledge their respective obligation to report any conflict of interest and/or apparent conflict of interest that may interfere with their ability to perform their obligations hereunder objectively and effectively. To that end, the Parties hereby certify and represent that their officials, employees and agents do not have any significant financial or other pecuniary interest in the other party's business enterprise, and that no inducements of monetary or other value were offered or given to any officer, employee or agent of the other party. Each party agrees to promptly notify the other in the event it becomes aware of any conflict of interest or apparent conflict of interest.

CLIENT SERVICES AGREEMENT
Education Division



27. Survival.

The parties' obligations under this Agreement which by their nature continue beyond termination, cancellation or expiration of this Agreement, shall survive termination, cancellation or expiration of this Agreement.

28. Governing Law.

This Agreement shall be governed by the laws of the state of Delaware.

29. Modification of Agreement.

This Agreement may not be modified, amended, suspended, or waived, except by the mutual written agreement of the Parties who are authorized to execute the agreement.

30. Entire Agreement.

This Agreement represents the entire agreement between the parties and supersedes any prior understandings or agreements whether written or oral between the parties respecting the subject matter herein. This Agreement may only be amended in a writing specifically referencing this provision and executed by both parties. This Agreement shall inure to the benefit of and shall be binding upon the parties hereto and their respective heirs, personal representatives, successors and assigns, subject to the limitations contained herein. The unenforceability, invalidity or illegality of any provision of this Agreement shall not render any other provision unenforceable, invalid or illegal and shall be subject to reformation to the extent possible to best express the original intent of the parties. This Agreement and attached Assignment Confirmation contain terms that may only be altered when agreed upon in writing by both parties.

This Agreement and attached Assignment Confirmation contain terms that may only be altered when agreed upon in writing by both parties. **(Please return all pages of this Client Services Agreement)**

School District of Manawa

SOLIANT HEALTH, LLC

DocuSigned by:
Carmen O'Brien 9/24/2021
Client Representative Signature Date

DocuSigned by:
Jessica Marlow 9/24/2021
Soliant Representative Signature Date

Carmen O'Brien
Print Name

Jessica Marlow
Print Name

Business Manager
Title

VocoVision, Inc. Division Director
Title

CLIENT REQUIRED DOCUMENTS CHECKLISTClient: Manawa School DistrictCity, State: Manawa, WI 54949

In an effort to provide all necessary documentation for travel healthcare professionals assigned to your facility, we ask that you complete this form to be used as a reference for all personnel placed in your facility.

Standard Credentialing Package

As part of our Standard Credentialing Package, Soliant will provide the following prior to the start of a contracted assignment.

PROFESSIONAL:

Current CV / Resume
Current Skills Checklist, if applicable
References

LICENSURE

Professional License, as applicable
Professional Certification, as applicable
License and/or Certification Verification

EDUCATION:

CDC Guidelines for School Professionals
FERPA Guidelines

BACKGROUND:

Criminal Background Check
GSA Exclusion Search
HHS/OIG Search
Sexual Offender Search

MEDICAL:

Hepatitis B Vaccination / Declination form
MMR Declination
Physical Examination Waiver
10-Panel Drug Screen

Optional Credentialing

If your district requires any additional credentialing items above what is contained in the Standard Credentialing Package, please indicate below. If no additional items are noted, the Standard Credentialing Package will be provided.

Credentialing Documents will be held on file at Soliant and unless specifically requested, will not be forwarded to Client.

Orientation Details

Will the contracted professional be permitted to attend Orientation while license is in process? YES NO

Will the contracted professional be permitted to start their assignment while license is in process? YES NO



CLIENT INFORMATION REQUEST

CLIENT

School, District or Business Name: School District of Manawa

Billing Address: 800 Beech Street

City, State, Zip: Manawa, WI 54949

Contact Name to Receive Invoice: Carmen O'Brien

Invoice Email: cobrien@manawaschools.org

Invoice Email CC, if applicable: jprey@manawaschools.org

Contact Phone: 920-596-5332

In an effort to increase efficiency for our Clients, Soliant Health will email service invoices. Should you wish to opt out of this process, please check here

Invoice Follow-up Contact: Name: _____

same as above Email: _____

Phone: _____

Payment Inquiry Contact: Name: _____

same as above Email: _____

Phone: _____

SOLIANT HEALTH, LLC

Correspondence Address

Correspondence, Contracts, Contract Addendums, Notices, etc.

5550 Peachtree Parkway, Suite 500
Peachtree Corners, GA 30092
 Fax Number: **877-831-8511**

Remittance Address

Only payments should be sent to this address

PO Box 934411
Atlanta, GA 31193-4411

Account Representative

Name: Trey Johnson

Email: trey.johnson@soliant.com

Telephone: 678-837-1257

Billing Disputes, Purchase Orders, W-9 Requests

Email: billing@soliant.com

Fax: 877-831-8511



**ADDENDUM A
Terms of Teleservices Assignment**

This Terms of Teleservices Assignment is subject to the terms and conditions of that certain Client Services Agreement between the parties outlined below.

Assignment Details

Soliant Health, LLC will contract with VocoVision for the provisions of telepractice services to Client. Client will pay Soliant Health, LLC for the hours worked by Telepractitioner under the following terms:

Telepractitioner: Rebecca Lambright
Client: Manawa School District
Assignment Start Date: 10/11/2021 **Assignment End Date:** 06/03/2022
Position: Tele - OT
Hours per Week: 16
Bill Rate per Hour: \$ 80 *Bill Rate is all-inclusive*
Technology Fee: \$ N/A

One VocoVision station per full time position at no cost. Additional stations can be provided with a \$1,000 per unit refundable deposit and \$200 per unit nonrefundable configuration and shipping charge. Deposit will be refunded to the school district upon return of the station(s) in working condition within fifteen (15) days of the assignment being completed.

Miscellaneous: Not Applicable

** Sales tax will be added to professional fees if required by state law and client is not a tax-exempt entity.*

Manawa School District

SOLIANT HEALTH, LLC

DocuSigned by:

 Client Representative Signature 9/24/2021
 Date

DocuSigned by:

 Soliant Health Signature 9/20/2021
 Date

Carmen O'Brien

Print Name

Trey Johnson

Print Name

Business Manager

Title

Account Executive

Title



**ADDENDUM B
Teleservices Provisions**

Client Responsibilities. Client agrees to the following items to facilitate VocoVision's provision of Services:

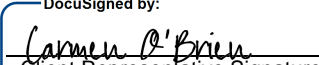
- (a) Client shall be responsible for providing a secure environment for VocoVision hardware and software ("Equipment") installed and operated at Client's designated location(s).
- (b) Client will provide sufficient infrastructure to support the proper operation of the Equipment, including network connectivity equal or superior to DSL access.
- (c) Client warrants that its facilities and operations will comply at all times with all federal, state and local safety and health laws, regulations and standards.
- (d) Client warrants that it will not use the Equipment for any purpose other than as contemplated hereunder, and acknowledges that VocoVision is not responsible for any damages associated with such impermissible use.
- (e) Client agrees to provide appropriate local support to facilitate remote telepractitioner's ability to fulfill the responsibilities outlined in Addendum C: Duties and Responsibilities.

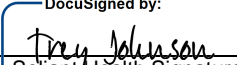
Scheduling. Client agrees to the minimum hours of Services per week as stipulated in Addendum A: Terms of Teleservices Assignment, and will schedule the appropriate number of student speech sessions and other related services each week to meet or exceed the minimum hours requirement. Client and telepractitioner will agree upon a weekly schedule for Services which will be loaded into the VocoVision system. Any revisions to the schedule must be submitted to the VocoVision Operations Department no later than 12:00 PM EST Friday for Services the following week. VocoVision requires a 24-hour notice to cancel scheduled Services. One cancellation without notice is permitted per school year. Additional cancellations with less than 24 hours' notice will be billed at the regular rate. Note that VocoVision telepractitioners are encouraged to complete non-therapy work (e.g., paperwork, planning, file reviews, etc.) during any such cancellation time.

Administrative Responsibilities. Client shall be responsible for orienting telepractitioners to Client's policies and procedures regarding the submission of any requisite paperwork which must be tendered for reimbursement by funding entities such as Medicare, Medicaid, or health insurance. Such paperwork may include, but is not limited to individual education plans or Client-specific program plans. During the contracted assignment, should telepractitioners fail to submit paperwork as required per Client's policies and procedures, Client must notify VocoVision in writing within three (3) business days of alleged failure. Failure to notify VocoVision within the three (3) day period shall negate any Client claim to withhold payment due to paperwork non-compliance by telepractitioners. Within three (3) business days following the conclusion of a contracted assignment, Client shall conduct a final review to determine whether the completion of additional paperwork is needed from the telepractitioners. Failure to notify VocoVision prior to the fourth (4th) day after conclusion of the assignment will negate any Client claim to withhold payment due to paperwork non-compliance by telepractitioner.

Manawa School District

SOLIANT HEALTH, LLC

DocuSigned by:

 Client Representative Signature
 9/24/2021
 Date

DocuSigned by:

 Soliant Health Signature
 9/20/2021
 Date

Carmen O'Brien
 Print Name

Trey Johnson
 Print Name

Business Manager
 Title

Account Executive
 Title



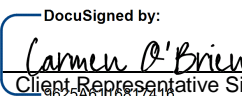
DDENDUM C Duties and Responsibilities

Duties and Responsibilities

The duties and responsibilities of a Telepractitioner include, but are not limited to the following:

- Collaborates with the school district to identify students' communication characteristics, support resources, as well as any physical, sensory, cognitive, behavioral and motivational needs to determine the benefit a student may receive through telepractice.
- Collaborates with the school district to determine assessment resources - including their potential benefits and limitations - in the telepractice setting, and to develop a plan to assess students appropriately.
- Monitors effectiveness of services, and modifies evaluation and treatment plans as needed.
- Maintains appropriate documentation of delivered services in a format consistent with professional standards and client requirements.
- Complies with state and federal regulations to maintain student privacy and security.
- Facilitates behavior management strategies in students as appropriate.
- Provides information and counseling to families and school personnel as needed

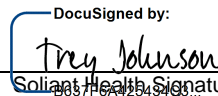
Manawa School District

DocuSigned by:

9/24/2021
 Client Representative Signature Date

Carmen O'Brien
 Print Name

Business Manager
 Title

SOLIANT HEALTH, LLC

DocuSigned by:

9/20/2021
 Soliant Health Signature Date

Trey Johnson
 Print Name

Account Executive
 Title



**ADDENDUM D
VocoVision Equipment Policies**

VocoVision Damaged Equipment Policy

If, during the course of contracted services, VocoVision computer equipment sustains damage or is missing components (keyboard, audio accessories, etc.), it should be reported immediately to the VocoVision Operations Department at 1-866-779-7005. Replacement equipment will be shipped to Client as needed. The costs of repairing or replacing the equipment (including shipping) will be charged to Client, but in no case shall exceed \$1,000 per unit.

At the end of the VocoVision contract period, all equipment must be returned in original packaging within 15 days of completion of services. All returned equipment will be inspected for both physical and internal damage. If equipment is found to be damaged, VocoVision reserves the right to withhold from Client deposit the cost of repairing or replacing the damaged equipment. If no Client deposit exists, VocoVision will bill Client for such charges and will provide supporting documentation of all costs.

Please initial  ^{DS}

Packaging

All packaging, boxes and containers used to ship VocoVision equipment are considered property of VocoVision and must not be discarded. Packaging should be stored and kept in good condition during the course of the contract and must be used for return shipping at the conclusion of services. If VocoVision packaging is lost or damaged, Client is solely responsible for obtaining replacement packaging to ensure undamaged return of equipment to VocoVision. In such cases, we strongly recommend the use of a professional packaging and shipping service, such as the UPS Store or a FedEx retail location.

Please initial  ^{DS}

Library Plan

School District of Manawa
2021 - 2022



Library Mission:

The School District of Manawa Libraries are committed to building healthy relationships while facilitating personal learning through the consumption and creation of knowledge in a safe environment of respect and responsibility.



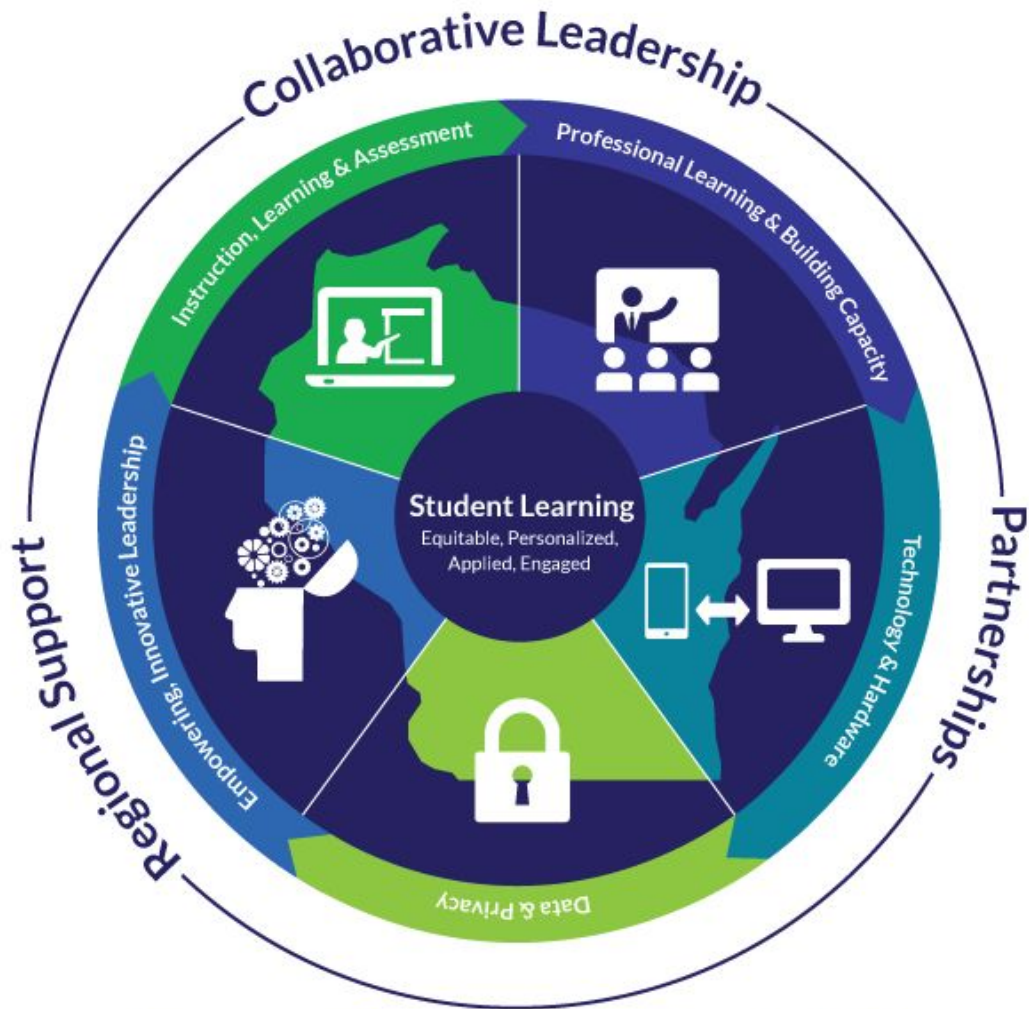
Library Vision:

Students within the School District of Manawa will attain knowledge and skills to become accomplished readers, independent learners, critical thinkers, creative problem solvers, and informed citizens through the resources and services provided by school library staff and its programs.





Planning With Future Ready Tools



Wisconsin Digital Learning Plan released December 6, 2016

Planning With Future Ready Tools

Current Status: Literacy

	2019-20**	2020-21***
MES	14,153	10,143
MMS/LWHS	3,895	3,657



- Circulation Statistics
- #ClassroomBookADay at Manawa Elementary
- Diversity of Collections* - Providing Mirrors & Windows
 - MES: 13.6% diverse population* with 18.17% diverse fiction books
 - MMS/LWHS: 5.9% diverse population* with 39.8% diverse books
- Literacy Levels (based on Fountas & Pinnell level assessment)
 - 3rd - 56% below benchmark
 - 4th - 39% below benchmark
 - 5K & 1st - 50% below benchmark
 - 5th - 24% below benchmark
 - 2nd - 7% below benchmark

* based on WISEDASH enrollment data

**buildings closed after March 13, 2020 due to COVID-19

***MES library classes were in classrooms for first semester with limited book checkout

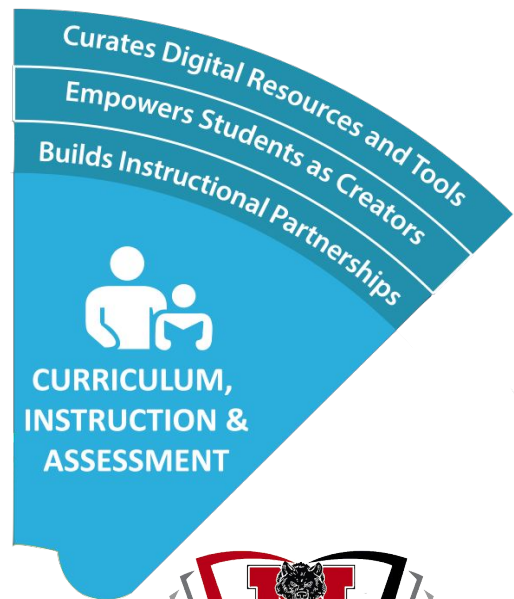


Library Media Center

Current Status: Curriculum, Instruction & Assessment

Digital Resources Provided on [Library Media Center Website - Research Center Page](#):

- District
 - BadgerLink
 - CultureGrams
 - Gale Research in Context
 - Pear Deck
- Manawa Elementary School
 - BrainPop Jr.
 - BrainPop
 - Gale Kids Infobits
 - NewsELA Pro
 - PebbleGo
 - SeeSaw
 - Buncee
- Manawa Middle/Little Wolf High School
 - Gale Biography in Context
 - Gale Global Issues in Context
 - Gale Health & Wellness Resource Center
 - Gale LitFinder
 - Gale Opposing Viewpoints in Context
 - Kami



Library Media Center

Current Status: Curriculum, Instruction & Assessment

Empower Student Creators:

- Manawa Makers Makerspace
 - Coding - Hour of Code
 - Monthly Virtual Makerspace
- Class Projects
 - Kindergarten - Animals that Hibernate
 - 1st Grade - Animal Habitats
 - 2nd Grade - Three Sentence Stories
 - 5th Grade - Author Study & Women's History Month Scrapbook
 - 6th Grade - African American History Quilt



Current Status:

Curriculum, Instruction & Assessment

Instructional Partnerships:

- Member of District Technology Committee
- Member of MES Building Leadership Team
- Collaborate with numerous teachers to provide resources, instruction, and technology support.
 - [Library Website - Knowledge Building Center](#)
- Utilize [Common Sense Media Digital Citizenship Curriculum](#) in grades K to 5.



Current Status: Personalized Professional Learning

Staff:

- SDM Technology Standards & Skills PD Sessions
- LMC Team Drive
- Inservice Trainings

Students & Staff:

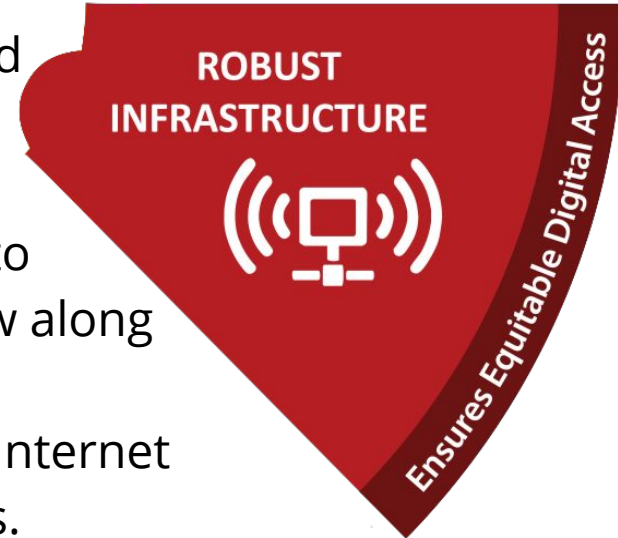
- Continually updated Library Media Center website with numerous resources on one of nine center pages.



Current Status:

Robust Infrastructure

- Usernames & passwords for databases subscribed to by the district available to students/staff at any time via website and protected Google Doc.
- Bookshare used with Special Education students to provide access to audio books that they can follow along with.
- Kajeet Wifi Hotspot program available to provide Internet access for students who do not have home access.



Current Status:

Budget & Resources

- Utilize Common School Funds to strategically improve our library collections and resources available.
- Analyze online database usage reports to determine value of renewing subscriptions.
- Run Titlewave Collection Analysis twice a year to support weeding and purchasing decisions.
- Survey staff regarding wants and needs to support weeding and purchasing decisions.
- Seek out alternative funding through grant opportunities and DonorsChoose.



Current Status: Community Partnerships

- Maintain a terrific partnership with Sturm Memorial Library and its staff to support the needs of our students and staff.
 - Working with Sturm Memorial Library to develop a permanent StoryWalk along the Pat Wade Memorial Trail.
- Maintain a presence on social media through Facebook, Twitter and Instagram.
- Joined the WSDLC (Wisconsin Schools Digital Library Consortium) to provide our students with access to ebooks and audiobooks.



Current Status: Data & Privacy

- Utilize FollowMe printing to ensure privacy with library records printed.
- Software evaluation rubric.
- Teach Common Sense Digital Citizenship curriculum to grades K to 5.



Current Status: Collaborative Leadership

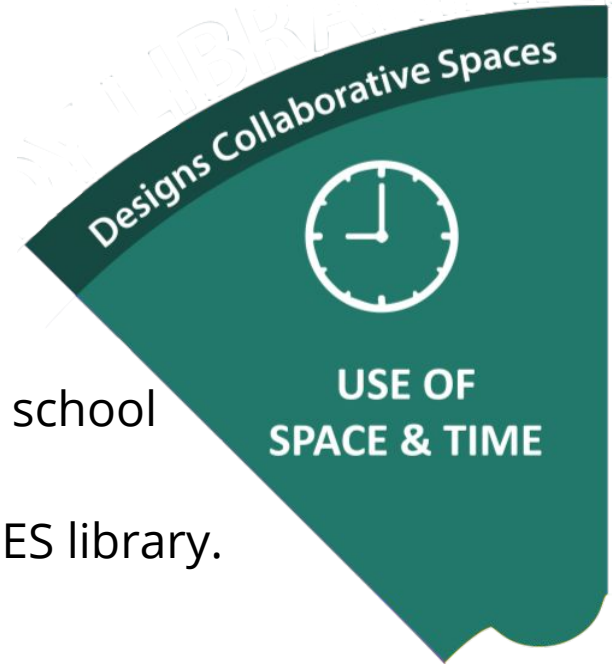
- Member of the following committees within the district:
 - LWHS PBIS Committee
 - Technology Committee
 - Trust Action Team Committee
 - MES Building Leadership Team
- Member of Technology Goal Team at MES.
- Collaborate with numerous teachers to provide resources, instruction, and technology support.
 - [Library Website - Knowledge Building Center](#)



Current Status:

Use of Space & Time

- Maintain a Google Calendar showing use and availability of both MES & MMS/LWHS library spaces for school and community meetings.
- Monitor study halls at MMS/LWHS library for high school students during all periods.
- Post MES library schedule on both doors to the MES library.





Review

2020-2021

Action

Plan

What were the 2020-2021 goals?

Goal 1 - By the end of the 2020-2021 school year, complete a Library Curriculum Map for grades 4K - 5 that is aligned with the AASL Standards Framework for Learners and the ISTE Standards for Students.

Goal 2 - By the end of the 2020-2021 school year, the School District of Manawa will increase the number of online resources provided (including e-books & audiobooks) at all levels.

Goal 3 - By the end of the 2020-2021 school year, work with the Technology Committee to map out the Wisconsin Information and Technology Literacy (WITL) standards for our district.



Library Media Center

How Did We Do?

Goal 1



By the end of the 2020-2021 school year, complete a Library Curriculum Map for grades 4K - 5 that is aligned with the AASL Standards Framework for Learners and the ISTE Standards for Students.

What was done...

- A [Scope & Sequence Planning Document](#) was created, which includes:
 - Enduring understandings were developed along with goals and essential questions.
 - A list of major topics/units by grade level was created.
- Examples of curriculums and scope & sequences were collected from other school libraries and placed in a [Drive Folder](#).

Year-end results...

- Progress was made, however, goal was not met.



Library Media Center

How Did We Do?

Goal 2

By the end of the 2020-2021 school year, the School District of Manawa will increase the number of online resources provided (including e-books & audiobooks) at all levels.



What was done...

- [Surveyed](#) teachers in the district about their interest in using some possible tech tools.
- Purchased the following:
 - WSDLC subscription for ebook and audiobook access.
 - PearDeck for the district.
 - Kami for MMS/LWHS use.
 - Buncee for MES use.

Year-end results...

- Students and staff utilized a wide array of new online resources during the 2020-2021 school year.
- [Year-end survey](#) shows usage at all levels.



How Did We Do?

Goal 3



By the end of the 2020-2021 school year, work with the Technology Committee to map out the Wisconsin Information and Technology Literacy (WITL) standards for our district.

What was done...

- In mid February, Bryant, Jackie and I met with Naomi Harm to begin discussion on updating our technology standards.
- March - May, Bryant, Jackie and I worked on determining what our technology standards document should include.
- May - June, I developed the SDM Technology Standards and Skills document that was approved by the School Board in June.

Year-end results...

- The SDM Technology Standards & Skills have been adopted by the School Board and are aligned with the ISTE and WITL standards.
- Summer PD will be offered to staff to learn about their responsibilities in implementing the standards within their classrooms.



Library Media Center



2021 - 2022

**Action
Plan**

2021 - 2022 Action Plan



Goal 1 - By the end of the 2021-2022 school year, complete a Library Curriculum Map for grades 4K - 5 that is aligned with the AASL Standards Framework for Learners and the ISTE Standards for Students.

Goal 2 - By the end of the 2021-2022 school year, establish MES library programming that supports reading literacy in an effort to reduce the number of students who are below benchmark in reading F&P levels.

Goal 3 - By the end of the 2021-2022 school year, improve utilization of library resources and the Library Media Specialist at the middle/high school level.



Goal 1 - By the end of the 2021-2022 school year, complete a Library Curriculum Map for grades 4K - 5 that is aligned with the AASL Standards Framework for Learners and the ISTE Standards for Students.

Supports district learning goal of preparing students for their future.



Objectives:

- The Library Media Specialist will develop a published library curriculum that:
 - Identifies enduring understandings, goals & essential questions.
 - Provides units of study in grade level scope & sequence.
 - Aligns with AASL, ISTE & Future Ready Framework.

Activities:

- Unpack the AASL Standards Framework for Learners & ISTE Standards for Students.
- Examine crosswalk between AASL, ISTE and Future Ready Framework.
- Develop units of study for grade level scope & sequence.

Progress Monitoring:

- Quarterly completion of units of study for scope & sequence reviewed by member(s) of the Administration Team.



Goal 2 - By the end of the 2020-2021 school year, establish MES library programming that supports reading literacy in an effort to reduce the number of students who are below benchmark in reading F&P levels.

Supports district learning goal of preparing students for their future.



Objectives:

- The Library Media Specialist will create library programming for the MES that:
 - Supports district reading literacy goals.
 - Involves collaboration with the district Reading Specialist.
 - Emphasizes family literacy.
 - Engages the school community in reading.

Activities:

- Create and distribute a monthly media center newsletter containing, news, tips, and challenges.
- Establish a "One school, One book" book club.
- Create and run family reading challenges.
- Invite guest/secret readers to read to/with students.
- Plan family literacy events collaboratively with the district Reading Specialist.

Progress Monitoring:

- Checklist of activities completed.
- End of semester evaluation of data wall records to determine progress.



Goal 3 - By the end of the 2020-2021 school year, improve utilization of library resources and the Library Media Specialist at the middle/high school level.

Supports district learning goal of preparing students for their future.



Objectives:

- The Library Media Specialist will maintain the MMS/LWHS library so that:
 - Awareness of available resources is increased throughout the school.
 - Access to resources is available to all students and staff.
 - Students and staff receive the support that they need throughout the school year.

Activities:

- During the first month of school, work with staff to get into classrooms to share resources available.
- Reorganize the fiction section by genre.
- Promote and publicize resources through social media.
- Quarterly book talk visits to ELA classes.

Progress Monitoring:

- Documentation of collaborations/utilization of Library Media Specialist throughout the year.
- After genrefication of the fiction, compare circulation statistics from previous years.



Long Range Action Plan

Goal 1 - Establish a One School, One Book community reading program at each level: elementary, middle, and high school.

Goal 2 - Develop a plan to bring an author to each school for author visit each school year.

Goal 3 - Create a library space that is accessible, flexible and comfortable for student and staff use at all levels.

Goal 4 - Establish a makerspace at the elementary school that is easily accessible, usable, and productive.



Library Media Center

Timeline

- **Implementation** - Beginning in August 2021
- **Review** - January 2022
- **Revision** - May 2022



Supporting Documents

- [School District of Manawa Technology Plan](#)
- [2020 - 2021 Library Media Center Budget](#)
- [District Library Policies](#) - use the search feature to search the word "Library"
- [AASL Standards Framework for Learners](#)
- [ISTE Standards for Students](#)
- [Wisconsin ITL Standards](#)
- [SDM Technology Standard and Skills](#)



Library Media Center



Plan-On-A-Page

School District of Manawa - Library Media Center

Vision

Students within the School District of Manawa will attain knowledge and skills to become accomplished readers, independent learners, critical thinkers, creative problem solvers, and informed citizens through the resources and services provided by school library staff and its programs.

Core District Values

Student Success	Highly Effective Staff	Innovative Leadership	Parent-Community Engagement	Learning Environment
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Strategic Priorities

Core Focus	Goal	Objectives	Activities
Student Success	By the end of the 2021-2022 school year, complete a Library Curriculum Map for grades 4K - 5 that is aligned with the AASL Standards Framework for Learners and the ISTE Standards for Students.	<ul style="list-style-type: none"> ● The Library Media Specialist will develop a published library curriculum that: <ul style="list-style-type: none"> ○ Identifies enduring understandings, goals & essential questions. ○ Provides units of study in grade level scope & sequence. ○ Aligns with AASL, ISTE & Future Ready Framework. 	<ul style="list-style-type: none"> ● Unpack the AASL Standards Framework for Learners & ISTE Standards for Students. ● Examine crosswalk between AASL, ISTE and Future Ready Framework. ● Develop units of study for grade level scope & sequence.
	Progress Monitoring: <ul style="list-style-type: none"> ● Quarterly completion of units of study for scope & sequence reviewed by member(s) of the Administration Team. 		
Student Success	By the end of the 2020-2021 school year, establish MES library programming that supports reading literacy in an effort to reduce the number of students who are below benchmark in reading F&P levels.	<ul style="list-style-type: none"> ● The Library Media Specialist will create library programming for the MES that: <ul style="list-style-type: none"> ○ Supports district reading literacy goals. ○ Involves collaboration with the district Reading Specialist. ○ Emphasizes family literacy. ○ Engages the school community in reading. 	<ul style="list-style-type: none"> ● Create and distribute a monthly media center newsletter containing news, tips, and challenges. ● Establish a "One school, One book" book club. ● Create and run family reading challenges. ● Invite guest/secret readers to read to/with students. ● Plan family literacy

			events collaboratively with the district Reading Specialist.
Progress Monitoring: <ul style="list-style-type: none"> • Checklist of activities completed. • End of semester evaluation of data wall records to determine progress. 			
Student Success	<i>By the end of the 2020-2021 school year, improve utilization of library resources and the Library Media Specialist at the middle/high school level.</i>	<ul style="list-style-type: none"> • The Library Media Specialist will maintain the MMS/LWHS library so that: <ul style="list-style-type: none"> ○ Awareness of available resources is increased throughout the school. ○ Access to resources is available to all students and staff. ○ Students and staff receive the support that they need throughout the school year. 	<ul style="list-style-type: none"> • During the first month of school, work with staff to get into classrooms to share resources available. • Reorganize the fiction section by genre. • Promote and publicize resources through social media. • Quarterly book talk visits to ELA classes.
Progress Monitoring: <ul style="list-style-type: none"> • Documentation of collaborations/utilization of Library Media Specialist throughout the year. • After genrefication of the fiction, compare circulation statistics from previous years. 			

Guiding Principle
Continuous Improvement

Long Range Action Plan
<p>Goal 1 - Establish a One School, One Book community reading program at each level: elementary, middle, and high school.</p> <p>Goal 2 - Develop a plan to bring an author to each school for an author visit each school year.</p> <p>Goal 3 - Create a library space that is accessible, flexible and comfortable for students and staff use at all levels.</p> <p>Goal 4 - Establish a makerspace at the elementary school that is easily accessible, usable, and productive.</p>

SCHOOL DISTRICT OF MANAWA KEY PERFORMANCE INDICATORS

<i>Key Performance Indicators</i>	<i>Notes</i>
<p>I. Learning</p> <p>A. Students will be proficient or better on internal predictive tests. (See bar graph slides.)</p> <ol style="list-style-type: none"> 1. Early Math (gr. 4K-K) & Literacy Screeners (gr. 4K-1) 2. STAR Reading & Math (gr. 1-8) 3. Aspire Periodic/PreACT/Mosaic (gr. 9-10) <p>B. 90% of K-12 students engaged in doing school-sponsored service projects annually. (Split goal by school.)</p> <ol style="list-style-type: none"> 1. 2019-20 MES 100% of students (Pre-COVID-19 data) 2. 2019-20 MMS baseline not established at that time 3. 2020-2021 MMS 100% participation 4. 2019-20 LWHS 69% of students participated in some form of volunteerism 5. 2020-2021 LWHS 86% of students participated in some form of volunteerism <p>C. ISTE Standards will be 100% implemented by the end of the 2023-24 school year.</p> <p>D. Assess effectiveness of new secondary social studies resources using student proficiency of the course standards.</p> <p>E. 25% of students received post-secondary credits or certification(s) by the conclusion of the 2023-24 school year; 35% in 5 years.</p> <ol style="list-style-type: none"> 1. 2019-20 LWHS 19% of students received post-secondary credits or certifications 	<p><i>Internal predictive tests-universal screeners as defined by building/grade that predict how students will do on mandated assessments. (STAR, Fountas and Pinnell Running Records, Lucy Calkins)</i></p> <p><i>Proficiency for each predictive test is based on the state proficiency level except early literacy and math that are locally created.</i></p> <p><i>Volunteerism will be based on school sponsored or school-based groups/organizations who provide a service to the community.</i></p> <p><i>ISTE stands for the International Society for Technology and Education and is a global institution on research-based best practices in technology education and innovation.</i></p> <p><i>There are 6 AP classes; 1 CAAP class; and 3 articulated with Fox Valley Technical College.</i></p>

SCHOOL DISTRICT OF MANAWA KEY PERFORMANCE INDICATORS

<p>II. Operation Efficiencies</p> <ul style="list-style-type: none"> A. Maintain an annual balanced budget. B. Levy to the allowable authority. C. Workers Compensation Experience Rate (a.k.a. MOD rate) will be kept under 1.0 <ul style="list-style-type: none"> 1. 2020 rate is 1.04 2. Cannot go lower than 0.70 statistically D. Bond Rating - A+ (2019) E. Update and implement 20-year Facilities Plan. F. Update and implement a 5-year Technology Plan. 	<p><i>To levy a tax means to collect a tax by legal authority</i></p> <p><i>MOD rate is a premium multiplier that measures the difference in the past workers compensation claims to the expected claims. This either increases or decreases the workers compensation insurance premium.</i></p> <p><i>A bond rating is a credit score obtained when borrowing. The District used Standard & Poor's (AAA-D) for our last referendum debt. This bond rating was established based on a stable local economy, a strong available fund balance, a moderate overall debt burden, and good district management practices. This is offset by declining enrollment.</i></p>
<p>III. Safe & Orderly Environment</p> <ul style="list-style-type: none"> A. 95% of students have no major offense. <ul style="list-style-type: none"> 1. High School (2020-2021): 86.4% of high school students didn't have a major offence 2. Middle School (2020-2021): 87.1% of middle school students didn't have a major 3. Elementary (2020-2021): 72% didn't have a major offense B. Maintain an annually approved School Safety Plan. C. No Out-of-School Suspensions/Expulsions <ul style="list-style-type: none"> 1. Elementary = 0 in 20-21 2. Secondary = 0 expulsions in 20-21 and 7 High School suspension and 7 Middle School suspensions D. 100% compliance with drills (evacuation, lockdown, lock out, shelter in place, etc.). 	<p><i>Major Offense - Behavior that rises to the level of administrative referral and/or police intervention.</i></p>

SCHOOL DISTRICT OF MANAWA KEY PERFORMANCE INDICATORS

IV. Engagement & Satisfaction

- A. Staff retention rate at 92% or higher.
 - 1. 2019-20 Retention Rate: 96.3%
 - 2. 2020-21 Retention Rate: 84.1%
 - a) 2020-21 resignation due to retirement:
5/85 = 5.9%
 - b) 2020-21 resignation (not retirement):
9/85 = 9.6%
- B. Less than 5% of K-12 students are chronically absent per WISEdash state expectations by the conclusion of the 2023-24 school year.
 - 1. 2020-21 MES 3.4% of students chronically absent
 - 2. 2020-21 MMS 6.5% of students chronically absent
 - 3. 2020-21 LWHS 6.9% of students chronically absent
- C. Secondary student engagement based on participation in co-curriculars (unduplicated count)
 - 1. MS: 63% of students engaged in at least one or more offering
 - 2. HS: 74% of students engaged in at least one or more offering
- D. Decrease open enrollment out/Increase open enrollment in.
 - 1. Establish Baseline
- E. Establish New Staff Survey - School Perceptions
- F. Establish Parent Survey - School Perceptions
- G. Establish Student Survey - School Perceptions

Retention Rate: the number of employees that left during the school year divided by the number of employees total at the end of the school year

Exit Survey: Currently only BOE members receive this data, it is suggested that the BOE creates a summary of recommendations to be shared with the administrative team.

Definition of Chronically Absent: Students are considered to be chronically absent if they miss 16% of school days per the DPI.

Open enrollment percent is based on all available possible resident students in the district (includes: St. Paul, all parochial/private school, homeschool, open enrollment out, current SDM enrollment but exclude Amish)

2020-21 Data - Co-Curriculars:

MS Offerings:

- 5 Academic Offerings*
- 9 Athletic/Club Offerings*
- 2 Musical Offerings*

HS Offerings:

- 13 Academic Offerings*
- 13 Athletic/Club Offerings*
- 5 Musical Offerings*