

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

Google Meet joining info

Video call link: <https://meet.google.com/tfd-gkze-mvt>

Or dial: (US) +1 252-574-6252 PIN: 313 222 870#

Date: July 7, 2022

Time: 7:00 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), Riske, and Fietzer

In Attendance:

Timer: _____

Recorder: _____

1. Consider NEW District Student-Parent Handbook (Information / Action)
2. Consider Endorsement of Extended StudySync Resource Pilot (Information / Action)
3. Consider Endorsement of Section 504/ADA Prohibition against Discrimination Based on Disability Plan (Information / Action)
4. Consider Endorsement of Title I Schoolwide Plan (Information / Action)
5. Consider Endorsement of District Response to Intervention (RtI) Plan (Information / Action)
6. Consider Annual Endorsement of Student Academic Standards (Action)
7. AD Johnson will work with the new principal and school counselor to further investigate and design an implementation proposal for Teen Intervene for the 2023-24 school year. (Information)
8. Discuss and Recommend Applicable 2022-23 School Year Key Performance Indicators (Information / Action)
9. Curriculum Committee Planning Guide (Information / Action)
10. Next Meeting Date _____
11. Next Meeting Items:
 - a. Gifted and Talented Plan
 - b. Consider Endorsement to Form a Trap Shooting Club
 - c.
12. Adjourn

School District of Manawa

- **Administration/Board of Education**
800 Beech Street
Manawa, WI 54949
920-596-2525
Dr. Melanie J. Oppor - District Administrator; Curriculum Director
Carmen O'Brien - Business Manager; District Assessment Coordinator; Food Service Director
- **Little Wolf High School/Manawa Middle School**
515 East 4th Street
Manawa, WI 54949
920-596-
Dr. Abe El Manssouri - Principal
Jeff Bortle – Dean of Students
Brad Johnson – Athletic/Activities Director
- **Manawa Elementary School**
800 Beech Street
Manawa, WI 54949
920-596-
Danielle Brauer – Principal; Special Education Director
- **Paving the Way**
407 S. Bridge Street
Manawa, WI 54949
920-596-2526
Danielle Brauer - Principal
- **Food Service**
515 East 4th Street
Manawa, WI 54949
920-596-
Brenda Suehs, Food Service Manager

- **Kobussen Buses, Ltd.**
109 N. Bridge Street
Manawa, WI 54949
920-389-1500
Jacob Elsner – Terminal Manager



Find us on Facebook at:
<https://www.manawaschools.org/district/>

School District of Manawa
Student/Parent Handbook
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SECTION ONE

School District of Manawa Board of Education

Mission Statement:

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

Vision Statement:

The School District of Manawa is the place where students are choosing to excel, realizing their strengths and achieving academic excellence.

“Students choosing to excel; realizing their strengths.”

Manawa Board of Education Mission Statement:

The Manawa Board of Education exists to lead and serve to support the education of all students focused on developing policies, retaining highly effective staff, acting on behalf of the community, and ensuring the sustainability of the district through open and clear communication.

Guiding Principles Grouped by Core Values:

1. *Student Success - Public schools focus on putting the needs of all students first by:*
 - *Creating a student-centered learning environment conducive to all learners*
2. *Highly Effective Staff – Public schools demonstrate accountability to the students and community they serve by promoting high standards for:*
 - *Creating academically rigorous curriculum and instruction for ALL*
 - *Closing the achievement gaps between sub-groups of students and their peers*
 - *Engaging in regular professional development on research-based best practices*
 - *Supporting and rewarding innovative and progressive initiatives for the betterment of the district*
 - *Fostering a positive attitude toward change for the betterment of the District*
 - *Expecting the highest degree of professionalism*
 - *Creating a culture of competent and passionate employees*
3. *Innovative Leadership – Public schools demonstrate accountability to the students and community they serve by holding high leadership standards for:*
 - *Developing proactive planning procedures for curriculum, instruction, assessment, and record-keeping*
 - *Budgeting with the needs of all learners as the first priority*
 - *Recruiting and retaining highly effective educators*
 - *Creating balanced programming options for remediation and enrichment*
 - *Setting proper class sizes*
4. *Parent-Community Engagement – Public schools are centers of community life and enhance the quality of life in the community to the extent that they promote and support:*
 - *Collaborating with all stakeholders involved in issues prior to decision-making*
 - *Being transparent in communications*
 - *Maintaining an open door policy*
 - *Creating a culture that develops and sustains school/district pride*
 - *Offering academic and social programs for families and the community*

5. *Learning Environment – Successful teaching and learning are nurtured in an institutional climate characterized by:*
- *Maintaining the facilities to ensure they are safe, clean, welcoming, inspirational, and reliable work spaces for all*
 - *Nurturing a learning community that provides stability and a sense of satisfaction and fulfillment for all students and personnel*
 - *Providing contemporary, research-based resources and materials to support learning*
 - *Supplying and maintaining contemporary technology*

Key Performance Indicators:

- Learning – The SDM will provide instruction that meets local curriculum maps and engages students in experiencing that will prepare them for life after high school.
- Operation Efficiencies – The SDM will efficiently and effectively manage resources (human and financial) to produce long-term infrastructure sustainability and optimal student learning outcomes.
- Safe & Orderly Environment – The SDM will ensure that the school culture reinforces positive behavioral practices and that a comprehensive school safety plan is in place.
- Engagement & Satisfaction – The SDM will systemically build staff capacity through professional development and leadership opportunities in order to enhance student learning and a sense of personal well-being.

Board of Education Meetings/Members

The District is governed by the Board of Education, which is comprised of seven members who are elected for three-year terms. Regular Board of Education meetings are held at 7:00 p.m. on the third Monday of each month (unless otherwise posted) in the Board of Education Room located within Manawa Elementary School at 800 Beech Street, Manawa, Wisconsin 54949. Agendas are posted on the school's website, at each building, the Sturm Memorial Library, and the Manawa City Hall. Community input is encouraged.

- Sondra Reiersen - President
- Pete Griffin - Vice President
- Russ Hollman - Clerk
- Kerri Jepson - Treasurer
- Craig Fietzer - Director
- Jamie Krueger - Director
- Stephanie Riske – Director

Refer to:

Policies 0100 through 0175.2

Policy 0167.3 Public Comment at Board Meetings

SECTION TWO

Administrative Team Mission Statement:

The mission of the executive team is to innovate, establish processes, and collaboratively problem-solve to ensure academic, behavioral, and social-emotional improvement for all students.

Little Wolf High School Mission Statement:

Creating solid foundations for lifelong success.

Manawa Middle School Mission Statement:

Preparing students academically, socially, and emotionally for future success.

Manawa Elementary School Mission Statement:

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.

SECTION THREE

Age of Majority (High School)

Students who have reached 18 years of age (or emancipated) are not exempt from complying with rules and policies enacted by the Board of Education, administration, and faculty. School rules made under state statutes are binding on all pupils, regardless of age. Eighteen-year-old students may petition to have their school records withheld from parents, may establish their own residence, write their own excuses, etc. If 18-year-old students develop poor attendance, tardiness, or a truancy record because of illness, they will be required to submit doctor's excuses. Before receiving this privilege, a parent contact may be required with the Building Principal to fully explain this process.

Attendance

There is strong evidence of a direct correlation between good attendance and student achievement. Wisconsin state law mandates all school age children must attend school unless they are ill or officially withdrawn from school. It is very important that we have the full cooperation of parents/guardians to ensure we verify each child's safe arrival at school and that we accurately record each student's daily attendance. We ask that parents/guardians call the school office before the start of the school day that their child is absent from school. When calling the attendance line, please provide the following information:

- Name of caller and relationship to the child (adults only)
- Student's name and grade level
- Reason for absence

If a child is absent and we have not received a call, we will attempt to reach the parent/guardian by calling home or work. The responsibility for reporting absences remains with the parent/guardian. Students are not penalized for participating in school sponsored co-curricular activities. Field trips, vocational programs, special assemblies, and athletic trips are examples of excused absences. A participant in a co-curricular activity must be in school and attend all scheduled afternoon classes on the day of an event except in cases of family emergency, excused pre-planned absences, or if a written medical release is obtained from a physician.

All excused planned absences require that written verification be provided by parents/guardians in advance of the absence. Requests for Planned Absence forms (Gr. 6-12 only) are available in the office and online, and forms **MUST** be completed and returned to the office at least one week in advance of a planned absence. Parents will be asked to provide verification of medical or dental appointments. Class work and tests will be allowed to be made up, but the responsibility for make-up work rests with the student. In order to provide work in advance of a planned absence, notification of at least one week is required. The school attendance officer or designee is authorized to approve a legal excuse for any student for the following reasons:

1. Evidence that the student is not in proper physical or mental condition to attend school or an educational program. The district may request the parent/guardian to obtain a written statement from a physician or licensed practitioner as proof of the physical or mental condition of the student upon three consecutive days of illness and/or all or part of 10

cumulative days of illness. Such excuse will be in writing and will state the period of time (not to exceed 30 days) for which it is valid.

2. An emergency in the family or other crisis which requires the absence of the student.
3. Observance of a religious holiday.
4. A quarantine imposed by a public health officer.
5. An in-school or out-of-school suspension from school.
6. Approved school activities during class time.
7. Special circumstances that show good cause.

Reference to: Policy 5200 - Attendance

Tardiness

Students are expected to be on time for all classes. In order for students to do their best work in class, it is necessary to be in class for a full period. Moreover, late arrivals in the classroom disrupt the educational environment for other students. A tardy is defined as the late arrival (10 minutes or less) of a student to a class without a pass from another staff member.

Refer to: Policy 5200 – Attendance

Truancy

Truancy means any absence of part or all of one or more days from school during which the school has not been notified of the legal cause. Truancy will also be applied for intermittent attendance carried on for the purpose of defeating the intent of the law. Students who are absent without an acceptable excuse for **part** or **all** of five (5) or more days in one semester are considered to be **habitually truant**. School personnel will contact the parent/guardian if an absenteeism problem is developing and a meeting will be arranged to discuss and remedy the matter. A student who is truant for all or part of a school day may be assigned consequences to include municipal citation and referral to the court system.

Refer to: Policy 5200 - Attendance

Honors Pass (High School)

Little Wolf High School issues an Honors Pass to students who maintain a 3.25 GPA or higher. The privileges associated with the Honors Pass are as follows:

- Gr. 9 – Open campus for lunch
- Gr. 10 & 11 – Open campus for homeroom and lunch unless the student needs to attend a meeting held during homeroom.
- Gr. 12 – Open campus for homeroom, lunch, and study halls.

Leaving School Grounds

Elementary/Middle School – No student is allowed to leave school grounds during school hours without direct communication from a parent or guardian.

High School – Students with an active Honors Pass are permitted to leave school grounds during their scheduled lunch period.

Picking Up and Dropping Off Students

When students arrive at school in the morning, they should be dropped off at the designated student drop off area.

Elementary School - If a child is to be picked up early from school, the parent/guardian is asked to send a note to the teacher or phone/email the school office. In that event, an approved adult must come to the office and sign the student out. The student will then be called from his/her classroom to leave from the office. The office should be called by 2:30 p.m. if there is a change in pick up. When picking up students at the end of the day, parents/guardians are asked to wait in the designated area.

Middle/High School - If a child is to be picked up early from school, the parent/guardian is asked to phone, send a note, or e-mail the attendance office. Students are required to sign out before leaving. Parent/Guardians are asked to wait outside at the front of the school.

Safety and Security

Your child's safety at school is our top priority. School administrators and staff are continually practicing, updating, and evaluating school safety policies and procedures.

Emergency and Crisis Planning - The School District of Manawa and each school building has emergency and crisis plans.

Secure Entrances – Manawa Elementary School and Manawa Middle School/Little Wolf High School have a secure entrance. All guests must request entry and register before being allowed to enter. All doors are locked throughout the school day to prevent any unwelcome guests.

Video Surveillance - All district buildings have video surveillance to assist in providing a safe school environment.

Emergency Communication - The School District of Manawa will provide emergency information through the Skylert (phone/email/text messaging) messaging system.

Emergency Drills - Emergency response drills are practiced with students and staff on a regular basis. Emergency action steps that are practiced include:

- Evacuation
- Shelter in Place
- Lockout
- ALICE – Alert, Lockdown, Inform, Counter, Evacuate

School Closing/Cancellation

If the School District of Manawa has any variation to the regular school day, an announcement is shared via Skylert, the district website, and/or local radio/television stations.

School Hours

School	School Day	Earliest Arrival/Breakfast Program
Manawa Elementary School	8:00 a.m. – 3:00 p.m.	7:30 – 7:55 a.m. Arrival 7:40 a.m. Breakfast Served
Manawa Middle school	7:55 a.m. - 3:15 p.m.	7:30 – 7:55 a.m. 7:30 a.m. Breakfast Served
Little Wolf High School	7:55 a.m. - 3:15 p.m.	7:30 – 7:55 a.m. 7:30 a.m. Breakfast Served

Student supervision is available at the ‘earliest arrival’ time indicated on the chart above. Students should not be in the building before or after school unless there is an appointment with school personnel previously determined by teachers/parents or a school activity under the supervision of a teacher, coach, or advisor. Please contact the school office in advance of the event or extenuating circumstances.

School-to-Work Program (High School)

Students in the School-to-Work Program will keep regular attendance both in school and at the worksite. A student will not report to the worksite on any day he/she is absent from school and misses classes due to illness or truancy. An unexcused absence (1) and/or excessive excused absences (10) from school may result in suspension and/or removal from the School-to-Work Program. Unexcused absences (1), excessive absences (10), tardies, or behavior issues may result in suspension and/or removal from the School-to-Work Program.

Withdrawal and Transfer

Students are required to attend school regularly during the full period and hours that school is in session. Appropriate documentation must be completed in the event of withdrawal or transfer. School property must be returned and fees paid.

SECTION FOUR

Behavior

School District of Manawa staff and students value the dignity of all members of the school community at all times. A positive, consistent approach to discipline focuses on safety, respect, communication, self-discipline, problem solving, and prevention of discipline problems.

Repeated and/or serious rule violations and misbehaviors will result in an office referral to building administration. Parents/guardians will be contacted and will meet with the building administrator and/or Dean of Students in the event of serious or repeated behavior referrals.

Inappropriate and/or unsafe behavior may result in restrictions from play areas and/or participation in classroom activities. A student whose disruptive behavior forces his/her temporary removal from the regular classroom may be assigned to a suspension by an administrator or the Dean of Students. A parent/guardian of a student who is assigned an in-school or out-of-school suspension, will be given verbal and written notice of the suspension. A meeting between the parent/guardian, student, and school personnel will be arranged if deemed necessary by the school and/or parent/ guardian.

The Board of Education may expel a student from school whenever it finds them guilty of repeated refusal or neglect to obey the rules, or finds that they engaged in conduct while at school or while under the supervision of a school authority which endangers the property, health, or safety of others, and is satisfied that the interest of the school demands their expulsion. The District expressly prohibits use, possession, or exchange of alcohol, tobacco, drugs, or possession of related drug paraphernalia in the school building, on school property or school buses, or at school-related activities.

The District Administrator will refer any student who violates this policy to the student's parents and may also make a referral to law enforcement. The student may also be subject to disciplinary action, up to and including expulsion.

Disciplinary Action may be taken as a result of any behavior, which is disruptive or which violates the rights of others. The following acts are unacceptable and subject to disciplinary action in school, on district provided transportation, or at any school-sponsored activity. Minimum and maximum actions do not imply or require that a "step-by-step" progression of increasing severity be employed by an administrator in dealing with a violation. However, there will be a logical relationship between the severity of the offense and administrative action.

It should be understood by parents/guardians, students, and staff that all violations of school rules and regulations of state and federal laws will be vigorously enforced by school officials. Student's rights and responsibilities outlined by the School District of Manawa will be adhered to as the standard administrative practice regarding student discipline and student rights.

Corrective measures include, but are not limited to, a student conference, student dismissal from class, student detention, student suspension, counseling, expulsion, and/or change of placement.

Types of suspensions include, but are not limited to, the following:

- In-School Suspension - Student is assigned to a designated area during the regular school day under direct supervision. The student may not participate in co-curricular activities or any other district activities. The student is not allowed to leave school during the day for any reason. School work is assigned and credit is given for work successfully completed.
- Out-of-School Suspension - Students are placed under supervision of a parent/guardian during the period of suspension. A suspended student may not loiter, appear on school property, or be present at school-sponsored activities during the period of suspension. It is intended that this leave from school will afford the student and parents/guardians the opportunity to reflect, focus, discuss, and evaluate positive alternatives to the problem being addressed. Once a proposed plan of action has been determined, a conference with the concerned individuals will be arranged to rectify the condition for which the suspension was assigned. A student will be re-admitted to school after a satisfactory solution to his/her conduct is agreed upon by parents and administration.
- Suspensions and Disciplinary Leaves are meant to positively modify student behavior. If a student continues to exhibit inappropriate behaviors which warrant further suspension, additional strategies may be implemented in an attempt to improve student behaviors. Parent conferences, counseling, behavior contracts, assessments and referrals to outside agencies are examples of such strategies. Continued violation of rules could eventually lead to expulsion.
- Expulsion is an action by the Board of Education that prohibits an enrolled pupil from further attendance as per Wisconsin State Statute. The Board of Education may expel a student whenever it finds them guilty of repeated refusal or neglect to obey the rules or finds that they engaged in conduct while at school or while under the supervision of a school authority which endangers the property, health, or safety of others, and is satisfied that the interest of the school demands their expulsion.
- Referral to Law Enforcement or Juvenile Authorities - If a student's misbehavior is such that a legal violation is involved, law enforcement officers or juvenile authorities may be contacted by the principal or a designated representative. If the officer indicates that they are arresting the pupil, with or without a warrant, that officer will have complete jurisdiction and responsibility in the matter and the principal will not interfere with the pupil's removal from the building.

It is understood that the rules for student conduct are not all inclusive. The administration will take such action as necessary and not forbidden by law to maintain a positive educational climate. Action may be taken with respect to any offense which interferes with the orderly conduct of the school or which impairs the usefulness and well-being of the school regardless of existence of a rule covering the offense.

The following violations could result in a minimum penalty of a student conference/parent contact and/or a maximum penalty of suspension/expulsion. Some violations require involvement of law enforcement authorities. This listing is not all inclusive.

Violations against persons:

- Fighting, harassment, inappropriate language, abusive language, disorderly conduct, interference, obstruction, possession of a weapon, assault, bullying, cyberbullying, intimidation, and discrimination

Violations against property:

- Unauthorized use of school property, damage/defacing of property, tampering with fire equipment, theft, extortion

Violations against school administrative procedures:

- Cheating, refusal to follow school rules, disruptive behavior, possession of fireworks, defiance of authority, distribution of inappropriate materials, inappropriate student dress, trespassing, throwing ice/snowballs

Violations against technology regulations:

- Using the District Network or Internet for purposes with no clear educational value
- Storing, accessing, creating or displaying obscene, pornographic, profane, threatening, racially offensive or illegal material
- Attempting to gain access to the local drive of a machine or a network drive and/or attempting to modify, destroy, or abuse in any way system components including hardware and software
- Vandalizing, harassing, or inciting insulting attacks on others
- Violating copyright laws
- Using another person's password
- Trespassing or attempting to trespass in another person's folders, work, or files
- Downloading and/or installing of any file not for clear, educational purposes. Absolutely no program files (.exe) games of any sort, or shortcuts should be present in a user's assigned network space
- Posting any contact/personal information
- Personal accounts on school devices
- Vandalizing Chromebooks or other district devices

Violations involving drug and alcohol:

- The unlawful manufacture, distribution, dispensing, possession, or use of a mood-altering substance, look-alike substance, controlled substance, drug paraphernalia, and/or alcohol on school district property, including all district-owned vehicles is prohibited at all times. These same provisions shall be in effect at all school-sponsored events including extracurricular activities while off school premises. Failure to abide by this policy will result in disciplinary action up to and including suspension and/or expulsion, and police involvement.

- All doctor prescribed medication must be stored and distributed within the Health Office. Any prescription medication consumed or stored in the school building outside of the Health Office will be in violation of the drug and alcohol policy.

Violation involving smoking/tobacco/vaping:

- The School District of Manawa is a Tobacco Free Zone
- Tobacco prohibition applies to everyone on school premises inclusive of students, staff and the public. Tobacco includes all electronic smoking devices, vapes, vape products whether or not they contain nicotine, and smokeless tobacco.

Violations involving weapons:

The Board prohibits students from possessing, storing, making, or using a weapon in any setting that is under the control and supervision of the District for the purpose of school activities approved and authorized by the District including, but not limited to, property leased, owned, or contracted for by the District, a school-sponsored event, or in a District vehicle, to the extent permitted by law.

The term "weapon" means any object that, in the manner in which it is used, is intended to be used, or is represented, is capable of inflicting serious bodily harm or property damage, as well as endangering the health and safety of persons. Weapons include, but are not limited to, firearms (including, but not limited to, firearms as defined in 18 U.S.C. 921(a)(3)), guns of any type whatsoever, including air and gas-powered guns (whether loaded or unloaded), knives (subject to the exceptions below) razors with unguarded blades, clubs, electric weapons (as defined in 941.295(1c)(a), Wis. Stats.), metallic knuckles, martial arts weapons, chemical agents, ammunition, and explosives.

Policy exceptions include:

- A. weapons under the control of law enforcement personnel while on duty, or qualified former law enforcement officers, off duty law enforcement officers, or out-of-state law enforcement officers;
- B. items pre-approved by the Board as part of a class or individual presentation under adult supervision, including, but not limited to Hunters' Education and Archery Education courses, if used for the purpose and in the manner approved (working firearms and live ammunition are never approved); and
- C. theatrical props used in appropriate settings with the approval of the building principal.

Refer to:

Policy 7540.03 - Student Technology Acceptable Use and Safety
 Policy 5136.01 - Technology Resources and Other Electronic Equipment
 Policy 7540 – Technology
 Policy 7540.07 - District-Issued Student E-Mail Account
 Policy 7544 - Use of Social Media

Policy 7542 - On-Site Access to District Technology Resources from Personally-Owned Communication Devices

Policy 5500 - Student Code of Classroom Conduct

Policy 5610 - Suspension and Expulsion

Policy 5605 - Suspension/Expulsion of Students with Disabilities

Policy 5772 - Weapons

Bullying

The School District of Manawa strives to provide a safe, secure, and respectful learning environment for all students in school buildings, on school grounds, district provided transportation, and at school-sponsored activities. Bullying has a harmful social, physical, psychological, and academic impact on bullies, victims, and bystanders. The district consistently and vigorously addresses bullying so that there is no disruption to the learning environment and learning process.

Bullying is deliberate or intentional behavior using words or actions, intended to cause fear, intimidation, or harm. Bullying is repeated behavior and involves an imbalance of power. The behavior is 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.

Bullying behavior can be:

- Physical (e.g., assault, hitting or punching, kicking, theft, threatening behavior)
- Verbal (e.g., threatening or intimidating language, teasing, or name-calling, racist remarks)
- Indirect (e.g., spreading cruel rumors, intimidation through gestures, social exclusion, sending insulting messages or pictures electronically)

The School District of Manawa will not tolerate any known act of harassment or bullying occurring on district property or at school-sponsored activities scheduled on or off school grounds.

Refer to:

Policy 5517.01 - Bullying

Policy 5517 - Student Anti-Harassment

Due Process

An administrator may suspend a pupil for not more than five (5) school days or, if a notice of expulsion hearing has been sent for not more than a total of fifteen (15) consecutive school days for non-compliance with such rules, or for conduct by the pupil while at school or under the supervision of a school authority which endangers the property, health or safety of others.

Prior to any suspension, the pupil will be advised of the reason for the proposed suspension. The pupil may be suspended if it is determined that they are guilty of noncompliance with such rule, or of the conduct charged, and that their suspension is reasonably justified. The parent or guardian of a suspended minor pupil will be given prompt notice of the suspension and the reason therefore. The suspended pupil or his/her parent/guardian may, within five (5) school days following the commencement of the suspension, have a conference with the school district administrator, or designee, who will be someone other than an administrator or teacher in the suspended pupil's school. If the school district administrator, or designee, finds that the pupil was suspended unfairly or unjustly, or that the suspension was inappropriate, given the nature of the alleged offense, or that the pupil suffered undue consequences or penalties as a result of the suspension, reference to the suspension on the pupil's school record will be expunged. Such finding will be made within 15 days of said conference. A pupil suspended under this paragraph will not be denied the opportunity to take any quarterly, semester, or grading period examinations missed during the suspension period.

The Board of Education may expel a pupil from school if they are found guilty of repeated refusal or neglect to obey the rules, or finds that they engaged in conduct while at school or while under the supervision of a school authority which endangers the property, health or safety of others, and is satisfied that the interest of the school demands his/her expulsion.

Prior to such expulsion, the Board of Education will hold a hearing. Not less than five days' written notice of the hearing will be sent to the pupil. If the pupil is a minor, the parent/ guardian will also be notified of the hearing and informed of the particulars of the alleged refusal, neglect or conduct, the time and place of the hearing and that the hearing may result in the pupil's expulsion. The pupil and, if the pupil is a minor, his/her parent/guardian may be represented at the hearing by counsel. The Board of Education will keep written minutes of the hearing. Upon the ordering by the Board of Education of the expulsion of a pupil, a copy of the order will be mailed to the pupil and, if the pupil is a minor, to his/her parent/guardian. The expelled pupil or, if the pupil is a minor, his/her parent/ guardian may appeal the expulsion to the state superintendent. An appeal from the decision of the state superintendent may be taken within 30 days to the circuit court of the county in which the school is located.

Refer to:

Policy 5710 - Student Complaints

Policy 2266 – Nondiscrimination on the Basis of Sex in Education Programs or Activities

Policy 5517.01- Bullying

Policy 2260.01- Section 504/ADA Prohibition Against Discrimination Based on Disability

Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity

Policy 5517 - Student Anti-Harassment

Policy 9130 - Public Requests, Suggestions, or Complaints

Policy 5610 – Suspension & Expulsion

Policy 5610.01 – In-School Suspension

Policy 5611 – Due Process Rights

Student Backpacks/Book Bags/Handbags/ Purses (Middle/High Schools)

Students must store backpacks, book bags, handbags, and purses in their locker during the school day. These items will not be allowed in the library, labs, or classrooms unless there is a principal approved deviation to the rule to address a medically necessary exception per a doctor's orders.

Student Dress

Guidelines are established to promote a standard of appearance which enhances the learning environment while allowing for reasonable comfort and individuality. Students are expected to wear clothing and accessories appropriate to the school setting. When administration or staff deem that the student's dress constitutes physical danger, causes a disruption/disturbance to the learning environment, or does not meet the guidelines listed below, the student will be asked to change clothing and/ or remove accessories. These are guidelines to use before the student leaves the house to come to school.

Dress Code Guidelines:

- Any item of clothing or accessory that is offensive, disrupts the educational process, or creates a hazard to student safety may not be worn.
- Any item of clothing or accessory that depicts or promotes tobacco, alcoholic beverages, alcohol establishments, or controlled substances in the form of pictures and/or words may not be worn.
- Any item of clothing or accessory that depicts or promotes criminal activity that would threaten any person's health, safety or property (including unlawful possession or use of any weapon), criminal gang affiliation/activity, profanity, pornography, or violence that would constitute a violation of law or school rules may not be worn.
- Clothing must cover all private body parts and/or undergarments and must not be transparent.
- Hats, caps, hoods, sunglasses, jackets, and blankets are not allowed to be worn inside any school building. Special permission can be granted for medical or administrator approved reasons.
- Rubber-soled shoes are required for physical education. Flip flops are discouraged for Elementary for outdoor play. Students wearing flip flops may be asked to change into physical education shoes for recess.

Any question regarding appropriateness of clothing or accessories will be determined by the building principal.

Refer to: Policy 5511 - Dress and Grooming

Social Events (Middle/High School)

All Manawa Middle School social events are restricted to School District of Manawa Middle School students only.

A Little Wolf High School student who wishes to bring a guest to a school-sponsored dance must receive written approval by the administration at least two days in advance. Middle School students and/or those over the age of 19 are not permitted attendance at High School dances.

School administrators or their designee reserve the right to restrict student attendance at any event.

Guidelines for social events include, but are not limited to:

- School rules apply to all school-sponsored activities.
- Students on suspension on the day of the event are not allowed to attend.
- A participant must be in school and attend all scheduled afternoon classes on the day of an event except in cases of family emergency, excused pre-planned absences, or if a written medical release is obtained from a physician.
- Doors will be locked after a reasonable time is allowed to get to social event.
- Once a student leaves the building, they are not to be readmitted to the social event.
- Roaming the building or loitering in the restrooms is not permitted.
- Students are to conduct themselves properly and to follow directions of chaperones and/or supervisors.
- Anyone who creates a disturbance may be asked to leave the event and/or restricted from future activities.
- Students removed from social events are not entitled to a refund.

Student Relationships (Middle/High Schools)

Appropriate behavior between students is expected and required at all times at all school activities. School and school activities are not considered appropriate places to show affection. Individuals/couples who fail to abide by this policy may be subject to disciplinary action.

SECTION FIVE

Academics

Class Assignments (Elementary/Middle School)

Class assignments are made with a variety of factors in mind to include, but not limited to, ability levels, peer interaction, and/or a student's learning style.

A parent/guardian may provide information about his/her child to assist in this process, but we ask that a parent/guardian avoid making specific teacher requests. Please share any pertinent information in writing with the building principal by April 30. The principal is responsible for final decisions on all class assignments. Finalized class rosters are made available to students and parents/guardians in August.

Co-Curricular/Academic Conflicts (Middle/High School)

There are numerous benefits to co-curricular involvement, and participation is highly encouraged. Teachers and advisors will work to decrease the likelihood of conflicts in schedules, but avoiding all conflicts may not always be possible.

Students are asked to notify teachers and/or coaches if there are unavoidable conflicts. Each circumstance is unique, so the Athletic/Activities Director will review each situation with the student, teacher, advisor, and/or coach and make a recommendation. Students who miss an academic activity to compete in a co-curricular activity will not be penalized for the decision made. Students will be required to make up any assignments that are missed.

Communication Home/School

Parents/guardians are encouraged to contact the school with any questions or concerns regarding a student's academic and social growth. There are a variety of communication forums available to share pertinent information at the classroom, school, and district level. Contact information must be kept up to date so information between home and school can be readily shared.

Conferences

Student progress is communicated through a combination of written reports, electronic notices, and parent-teacher conferences. The purpose of the scheduled conferences twice annually is to provide an opportunity to discuss the student's progress and needs with the student's teacher. These conferences are a very important part of the school year and an effort should be made to attend. By attending parent-teacher conferences, students see the importance that parents/guardians have placed on education and that it is valuable to obtain a good education.

Parents/guardians are encouraged to contact the classroom teacher, specialist, or principal to schedule additional conferences at any time during the school year.

Graduation Requirements

A Little Wolf High School diploma shall be granted upon successful completion of a total of 24 credits for the Class of 2023 and 25 credits for the Class of 2024 and beyond in grades 9 through 12 to include:

English	4 credits
Social Studies	3 credits
Physical Education	1 ½ credits
Health	½ credit
Math	3 credits
Science	3 credits
Financial Literacy/Employability Skills	1/2 credit
Electives for 2023	8.5 credits
Electives for 2024 and beyond	9.5 credits

In order to earn a high school diploma, a student must successfully complete a civics assessment in accordance with State statute.

The Board may approve a course or courses in career and technical education that it determines may satisfy up to a total of one (1) credit of mathematics and/or science credit. If the Board approves a career and technical education course as qualifying for mathematics and/or science credit, any student may satisfy a total of one (1) credit of required science and/or mathematics credits through the Board-approved career and technical education course.

The Board does permit students to earn credit by demonstrating competency or creating a learning portfolio. A student shall not earn more than half (1/2) of the required credits through this process.

All required courses shall be successfully completed, and any failure shall be made up before a diploma will be issued.

Refer to: Policy 5460 Graduation Requirements

Modifications in Instructional Delivery or Academic Day

Should the need be identified to adjust traditional instructional methods and/or the traditional instructional day, students and parents/guardians will be expected to actively engage in the educational learning expectations set forth.

SECTION SIX

Transportation

Bus Transportation (Kobussen Buses, Ltd. - Contracted Service Provider)

The Board of Education will provide transportation for those students, of any age, whose distance from their school makes this service necessary. The district shall contract for transportation services in accordance with Policy 8680 for the transportation of resident students between their home areas and the schools of the district to which they are assigned.

Transportation privileges may be revoked if the student's conduct is in violation of the district administrator's administrative guidelines or the Code of Conduct pertaining to student transportation. Such revocation shall be in accord with statutory-required procedures.

Transportation of eligible students with exceptional educational needs or attending a technical education program shall be arranged through the use of district-owned vehicles, through cooperation with other district, through commercial carriers, and/or by other means in the most efficient and economical manner.

The bus schedules/routes are available by contacting Kobussen Buses, LTD 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 building principal. A change in a student's regular assigned bus or bus stop may be granted by the building 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.

Bus Conduct

Students who are riding to and from school on transportation provided by the district are required to follow 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.

Parents are responsible for:

- the safety of their child while going to or from the bus stop and while waiting for the school bus;
- their child being at the bus stop at least five (5) minutes prior to scheduled pick-up time;
- damage by their child to school buses, personal property, or public property;
- informing their child of the rules of conduct and behavior for riding on the buses;
- informing the bus company when their child will not be boarding the bus.

Students shall:

Previous to loading:

- wait until the bus has come to a complete stop before moving forward to enter;

- cross the road, when necessary, at least ten (10) feet from the front of the bus only after the driver signal it is safe;
- go immediately to a seat and be seated;

During the trip

- 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 throw anything from the bus;
- keep objects out of the aisle;
- be courteous;
- not eat;
- not tamper with the bus or any of its equipment;

Leaving the bus

- remain seated until the bus has come to a complete stop;
- cross the road, when necessary, at least ten (10) feet from the front of the bus only after the driver signal it is safe;
- be alert to a possible danger signal from the driver.

Bus Surveillance

In accord with Board policy, the transportation contractor may install the appropriate equipment for video recording the interior of the buses while transporting students.

Any disciplinary action resulting from the use of the video recording device shall be determined by the appropriate building principal who shall ensure that due process is provided to the students involved, in accordance with board policy and administrative guidelines related to discipline. Any use of photographs obtained through the use of the video recording devices shall be in accordance with Federal and State law.

Self-Transportation to School

Students who are provided the opportunity to ride school transportation are encouraged to do so. Students and their parent(s)/guardian(s) assume full responsibility for any transportation to and from school not provided by the school.

Bicycles, Scooters, Skateboards, Rollerblades: Bike racks are located in the front area of school buildings. Riding bicycles on school property during school hours is not permitted except during events or special occasions that involve bicycles. The district is not responsible for lost or stolen bicycles. Bicycles, scooters, skateboards, and rollerblades must be parked or stored at the areas designated at each building.

Reference to: Policy 5514 - Student Use of Bicycles

High School - A new car/truck student parking permit is required every year. Permits cost \$10 and must be displayed behind the rear-view mirror. Students failing to display their parking permit will be fined and may result in the suspension of the permit.

- A new snowmobile permit is required every year. Permits cost \$5 and must be displayed visibly on the side of the snowmobile. Students failing to display their parking permit will be fined and may result in the suspension of the permit.
- If a student's permit is suspended, no fees will be refunded.
- When the school provides transportation to school-sponsored activities, students shall not drive their own vehicles, unless written permission is granted by their parent/guardian and approved by the principal in advance.
- No other students can be driven to a school-sponsored activity by the approved student driver without a note from a parent/guardian of passenger students granting permission and approved by the principal in advance.

Policy – 8600 Transportation

SECTION SEVEN

Free and Reduced Meal Applications

Free and reduced price breakfasts and lunches are available to all students whose family eligibility follows guidelines published each fall. Free and reduced meal applications can be obtained online at <https://www.manawaschools.org/programs/free-reduced.cfm> or from any school building at any time during the school year. A free/reduced application must be completed each year as guidelines change. If financial circumstances change at any time of the year, families are encouraged to complete an application. All information is kept confidential.

It is important that families complete the free and reduced lunch applications because funding for programs such as Title I reading are provided funding based on the percentage of students who qualify for this service. The School District of Manawa benefits from this application process. During periods of free food service there is a limit of one free breakfast and lunch per student each school day. All other meals and ala carte items must be purchased.

Food Service

Breakfast/Lunch account balances can be accessed through Family Access. If you are not signed up for Family Access contact the school building office. Parents are encouraged to keep a positive balance in the student's lunch account at all times. The system will be set up using family accounts, not individual accounts. One family deposit can be made if there is more than one child in the school system. This is a prepaid system with a variety of payment methods (weekly, monthly, semester, etc.).

Breakfast

School breakfast program is available to all students and meets or exceeds the USDA guidelines for nutritional standards. Milk is served daily with breakfast and is included in the breakfast price.

Elementary	\$1.30
Middle School	\$1.50
High School	\$1.50
Milk	\$0.40

Lunch

School lunch program is available to all students and meets or exceeds the USDA guidelines for nutritional standards. Milk is served daily at lunch and is included in the lunch price. Students eating a cold lunch may purchase milk.

Elementary	\$2.80
Middle School	\$3.00
High School	\$3.00
Milk	\$0.40

Milk Break (Elementary School)

Elementary school classrooms participate in a daily milk break. Students who qualify for free/reduced lunch will receive free milk for milk break.

Milk \$0.40

SECTION EIGHT

Emergency Contact Information

It is very important that the school is provided with updated student emergency information to enable contact in the event of emergency or illness.

Illness/Injury/Accidents

Please follow these guidelines when your child is ill:

- Your child must stay home for 24 hours after a fever of 100 degrees or greater has subsided without the use of fever reducing products. This may mean that the child may need to be home for 48 hours or more.
- Any ill children with sore throat, cough, diarrhea, vomiting should also stay home for 24 hours after their symptoms have subsided.
- If the child is seen by the doctor and returns before the 24 hours, they must have a note from the doctor stating that they may be in school.
- Rash may be the first sign of poison ivy or sumac, or a childhood illness such as chickenpox. A child with a rash should not be sent to school until a doctor examines them and provides a note stating that they may be in school.

The school will attempt to contact the home immediately in the event of an emergency such as illness or accident involving your child. If a parent cannot be reached, the parents' designee as indicated on the school emergency information will be contacted. The school will call emergency services if it is impossible to reach either parents or the parent designee in a reasonable length of time. Please notify your school each day that your child is home ill or out of school.

It is important that all injuries are immediately reported to the staff member in charge. If a faculty member is not present, the injury should be reported to the school office. The school will contact parents in case of serious injury.

Immunization Requirements

Vaccination requirements are determined by the Wisconsin Department of Health and Human Services (website: www.dhs.wisconsin.gov/immunization/index.htm). State law requires all public and private school students to present written evidence of immunizations within 30 days of admission.

Refer to:

Policy 5320 - Immunization

Administrative Guideline 5320 - Immunization of Students in School

Medication

If you wish to have the school office personnel administer medications to your son/daughter, you must bring it in the original pharmacy labeled container, properly marked with name of student,

name of medication, dosage, and time to be given. The parent/guardian is responsible for personally delivering controlled substances to the school office personnel or school health paraprofessional.

An “Administration of Medication Consent” Form must accompany both prescription and non-prescription medication. Both parent/guardian and physician must sign the medication consent for administration of any prescription medication during the school day. For non-prescription medication to be administered during the school day, over-the-counter medication must be in the original, sealed manufacturer’s package and a parent/guardian signature is required. Only a limited supply of medication should be brought to school at any one time. No medications will be given without the properly signed consent form.

It is the parent’s/guardian’s responsibility to notify school personnel/school health paraprofessional of any change in medication or health condition. Emergency medications are required at school, extra-curricular events, co-curricular events, and field trips. If emergency medications are not provided, 911 will be called.

Refer to:

Policy 5330 - Administration of Medication/Emergency Care

Administrative Guideline 5330 - Administration of Medications

Administrative Guideline 5330A - Drugs Administered On an Emergency Basis

Release of Information

In compliance with federal regulations, the District requires a signature of informed consent to obtain or release school information regarding a student. This includes information for medical professionals and outside agencies to include rating scales and checklists regarding behavior or attention. A signed release allows for two-way communication between outside parties and the school health paraprofessional or school psychologist. Other school staff may receive summary information when there is legitimate educational interest.

School Counselors

School counselors are available to all students in an effort to personalize the educational process. This process involves a cooperative effort on the part of all school personnel to assist students in their personal and social development, educational needs and career planning. Students in kindergarten through grade 5 take part in a weekly developmental guidance program. Individual and group counseling is available to students demonstrating need. Counselors play a key role in linking student needs with available programs and services.

School Nursing Services – Health Paraprofessional

Families are reminded to report promptly any communicable diseases to your child’s school office or the health paraprofessional. Health problems in school situations need close monitoring by parents as well as the health paraprofessional who works under the direction of the District’s Medical Advisor.

Refer to:

Policy 5310.01 - Emergency Nursing Services

Policy 8453 - Direct Contact Communicable Diseases

Policy 8450 - Control of Casual-Contact Communicable Diseases

School Psychologist

A school psychologist is available as needed to provide services to students between the ages of 3 and 21. School psychologists provide consultation, diagnostic assessment, and direct intervention with respect to the educational and behavioral development of students. School psychologists are specially trained to administer individual tests and assessments, as well as interpret behavioral data to parents, teachers, and others. They coordinate educational management efforts with other staff regarding special programming for individuals or groups of students.

Special Education Programs and Services

The district provides special education services for students identified with the following disabilities recognized by the State of Wisconsin: Autism, Intellectual Disability, Emotional Behavioral Disability, Hearing Impairment, Other Health Impairment, Orthopedic Impairment, Significant Developmental Delay, Specific Learning Disability, Speech or Language Impairment, Traumatic Brain Injury, and Visual Impairment. Specialists trained in instruction for children with handicapping conditions provide services to students who are eligible.

Each school has the support of a school counselor and access to a part-time school psychologist. The health paraprofessional services the needs of students at all schools. These individuals have extensive training and serve as consultants to students, their parents, and staff to provide health, educational, behavioral, and social supports where appropriate.

Student Welfare

In accordance with Wisconsin Statute, all School District of Manawa employees are required by law to report any suspected cases of child abuse and neglect.

Refer to:

Policy 8462 - Child Abuse and Neglect

SECTION NINE

Agendas (Grades 1-5)

Student agendas are utilized as an organizational and goal achievement tool for students. The agenda may also function as a pass system for students. Lost agendas or agendas with missing pages will be replaced at a cost to the student of \$5.00.

Animals in School Buildings

Prior approval shall be received from the classroom teacher and principal before any animals are brought into the school with the consultation of a veterinarian, if necessary, to ensure compliance for proper inoculation. The teacher must have a clear understanding of the responsible care of living animals before making any decision to use live animals for educational study. Service, emotional support, and therapy animals may be allowed contingent on meeting requirements.

Refer to:

Policy 8390 - Animals On District Property

Birthday Parties, Treats, Snacks (Elementary School)

Elementary classrooms offer a time during the day for students to eat a snack. It is requested that snacks be healthy and nutritious. Please do not allow your child to distribute birthday or other party invitations to individual students unless all students in the class are included. A request for the names of students in a class can be made to the school office or your child's teacher.

Change of Personal Information

Please inform the school office if there is a change in address, telephone number, or emergency medical information at any time during the year. Your call may be forwarded to the appropriate person for confidentiality purposes.

Fees

Class and District Fees include, but are not limited to:

Manawa Elementary School

- District Fee \$15.00
- Class of 2030-2035 \$10.00

Manawa Middle School

- District Fee \$20.00
- Class of 2027-2029 \$5.00

Little Wolf High School

- District Fee \$20.00
- Class of 2024 Fee \$10.00

- Class of 2025 Fee \$5.00
- Class of 2026 Fee \$5.00

A textbook/workbook (including electronic instructional resources) use fee is charged for each child enrolled in the district. Students who enter after the start of school will be charged a prorated fee. Families that qualify for free or reduced lunch can make arrangements with the Business Office for an adjustment in the usage fee.

The District also has an Urgent Needs Fund that is supported by the generosity of donations from the public. This fund can provide students/families with assistance in times of urgent need (as determined by school personnel) with food, school supplies, footwear, clothing, gas cards, or eye glasses to name a few examples. The school counselors and health paraprofessional oversee the Urgent Needs Fund.

Reference to: Policy 6152 - Student Fees, Fines, And Charges

Field Trips

Field trips are an important part of learning for students. They help students apply what they have been taught in the classroom and learn more about the community in which they live. All students attending field trips throughout the year must have a completed Field Trip Permission Slip on record which can be completed during the on-line registration process. Parents/guardians are notified when field trips are scheduled. It is especially important for students to dress appropriately for field trips.

Field trips are designed to extend classroom learning. We expect the same behavior out of school as we do in school. Students who present discipline problems may be asked to remain at school or be accompanied by their parent/guardian on future field trips.

Refer to:
Policy 2340 - District-Sponsored Trips

Locker Room Privacy (Middle/High Schools)

The School District of Manawa enforces measures intended to protect the privacy rights of individuals using school locker rooms. Locker rooms are provided for the use of physical education students, athletes, and other activity groups and individuals authorized by the building principal or by District policy. No one is permitted to enter into the locker room or remain in the locker room to interview. No cameras, video recorders, cell phones, or other devices that can be used to record or transfer images may be used in the locker room at any time. Students and staff violating this policy will be subject to school disciplinary action and possible legal referral.

Refer to: Policy 9151 - Use of Cameras and Other Recording Devices in Locker Rooms

Lockers/Cubbies/Desks

A student locker/cubby is assigned for student convenience for storage of outer garments and school materials. Money or other valuables should not be kept in lockers or desks. Lockers and desks are the property of the school and not the student's private property. They may be opened and searched by school authorities at any time. Police dogs may be utilized in the process of conducting locker school-wide searches. Any unauthorized items found in a locker or desk may be removed.

According to 1997 Wisconsin Act 329, a school or school district official, employee, or agent may search a student's locker as determined necessary or appropriate without the consent of the student, without notifying the student and without obtaining a search warrant because the school board retains ownership and possessory control of all student lockers. The principal, Dean of Students, administrative team members, or teachers may be assigned that responsibility. High school student lockers should always be locked. Students should not share lockers with friends, nor should they let others know their locker combinations. The School District of Manawa is not responsible for items that are lost or stolen.

Signs, pictures, or other items which are not considered to be in good taste will be removed at the request of a staff member. Nothing should ever be glued to a locker. Magnets are encouraged to be used to hold pictures, posters, etc. Students may be charged for repairs resulting from defaced or damaged lockers. Any damaged locks will result in a replacement/repair fee.

Refer to:
Policy 5771 - Search and Seizure

Lost and Found

All items sent to school for students should be marked with the student's name. Articles of clothing that have been found are kept in a central location. Properly labeled apparel will be returned to the original owner. Students are encouraged to check the Lost and Found area if they lose anything. Any unclaimed clothing or other articles will be donated to a community shelter at the end of each quarter. Some items may be turned over to Police Department on a periodic basis.

Money (Elementary/Middle Schools)

Money that is sent to school with students should be put in a sealed envelope marked with the student's name, the teacher's name, and the purpose for which the money is to be used. Checks are to be made payable to the School District of Manawa. Checks are to be made out for the exact amount for a given transaction.

Outdoor Play (Elementary School)

Physical activity is an important part of the school day. Recess takes place outdoors, weather permitting. Please make sure students are dressed appropriately for outdoor play. At the elementary level, snow pants, boots, and mittens are needed for children to play in the snow. If temperatures fall below zero, including the wind chill factor, recess will be held indoors.

Permission is needed from the teacher, principal, or a written medical excuse from a parent/guardian or health care provider for children to stay indoors during recess. Students needing to stay indoors for more than two consecutive days may be required to provide a written medical excuse from their health care provider.

Parent Involvement

Students achieve better academically when parents are involved as partners with educators in the learning process on a regular basis. Your interest and involvement demonstrate to your child that you value knowledge and education. There are many ways to become involved in your child's life—attending school events, visiting school for a day, participating in field trips, volunteering in the classroom.

Participate in parent/teacher conferences on a regular basis, and communicate with teachers as often as needed. Read and take note of all information that comes home from school, and promptly return requested information. Upon request, copies of information can be sent to “second parent” households. At home, encourage the continuation of the educational process by checking agendas, Skyward and/or Google Classroom/SeeSaw, as well as assisting with homework assignments and reading with your child. Expand concepts taught in school by going to plays, museums, zoos, or other educational venues. Help your child to organize time so they can accomplish what is expected, both at home and school.

Parent Teacher Organization (Elementary School) - Manawa Elementary School has a Parent Teacher Organization made up of a group of volunteer parents. Please see the individual school calendar for dates and times of meetings. For more information on becoming involved in the Parent Teacher Organization, please contact the school office.

Booster Clubs (Middle/High Schools) - There is a Manawa Athletic Booster Club and a Music Booster Club that are open to parents and all members of the community who wish to support fundraising and other support efforts for the athletic and/or music departments. For more information, contact the school office.

Refer to:

Policy 9250 - Relations with Parents

Policy 2261.01- Parent and Family Engagement in Title I Programs

Parking Regulations (High School)

Authorized school personnel may conduct a search of student possessions/belongings or automobile. A student who requests parking privileges gives implied consent for a search.

- All student vehicles must be parked in the west high school parking lot. Any vehicle not parked in this designated area may lose parking privileges.
- All vehicles must have permits to park in any the high school parking lot. This includes students, and staff. Permits are available at the school office.
- Permits stay with the vehicle of which it is registered.
- Permits and permit number must be seen from the outside of vehicle. Permits should be displayed on rearview mirror.

- Parking lots are monitored daily.
- Snowmobiles, ATVs, UTVs, or other motorized vehicles are allowed on properties in designated areas where principal permission has been granted.

Refer to:

Policy 5515 - Student Use of Motor Vehicles

Policy 5514.01 - Student Use of Motor Vehicles

Personal Belongings

Students are asked not to bring valuable possessions to school unless approved by the teacher. No trading cards of any kind are allowed on the bus or school grounds. The school will not be responsible for students' personal items that are lost or stolen. If it is necessary to bring large and valuable items, students are encouraged to check them into the main office.

Posters

All posters placed on bulletin boards or walls must be approved by an administrator before being put on display. Procedure and forms to obtain approval for distributing flyers are found on the district's website.

Student Activities and Organizations

Any student group which expects to enjoy the privilege of a school-sanctioned group must be an approved school organization. In order to become an approved school organization, a student group must:

- Include a teacher to act as advisor to the group.
- Apply for approval as a school organization to the Board of Education. Copies of the application are to be given to the principal and District Administrator. The application should include the organization's purpose.

Club meetings must be scheduled with the approval of the advisor. The advisor is to be in attendance at meetings. Club funds are deposited in the Student Activity Account. Funds will be disbursed only with the advisor's approval. (See Addendum A for complete listing of approved clubs and organizations.)

Student Pictures

Arrangements are made with a commercial photographer to provide individual student pictures. All students must have their photo taken for school records. Parents will be notified of order information prior to picture day, and payment must be made on picture day. Retakes will be scheduled for students who are new to the district, absent or wish to have their pictures retaken.

Technology

Students will have access to technology throughout the school building. The district has established acceptable use guidelines in accordance with the Children's Internet Protection Act, and students will be held accountable to these guidelines. Internet access is monitored and should

be used only for educational purposes. The District has established policies, guidelines, and strict Internet filtering safeguards in an attempt to prevent access to information that may be illegal, defamatory, inaccurate, obscene, or potentially objectionable.

The District supports and respects each family's right to decide whether or not to allow for independent student access to the Internet. If a parent/guardian decides that the student is not to have Internet access, they must inform the building principal. Personal technology, other than cell phones, should not be brought to school.

Refer to:

Policy 7540.03 - Student Technology Acceptable Use and Safety

Technology Devices

Technology devices may only be used for educational purposes during the instructional day. All use of District technology must be in support of the mission and objectives of the District. Any use which does not fall into this definition may result in loss of District technology use privileges, school disciplinary action, legal action, and/or compensation for damages to school property. Students violating this policy will be disciplined according to established procedures and may include temporary or permanent confiscation of the device. Building administration may involve law enforcement if the device is used for illegal purposes or for a purpose that causes harm to others.

The District wishes to prevent the technology usage for cheating, invasion of privacy, malicious activity, violations of copyright, equipment and/or hardware vandalism, hacking, disruption of instruction, and other inappropriate use (i.e., bullying/sexting). Administration reserves the right to restrict individuals from having any type of electronic device in the building. The School District of Manawa does not accept responsibility for lost or stolen personal devices. With the 1:1 Chromebook initiative, students are not allowed to bring personal devices to school (laptops, personal computers, etc.)

Refer to:

Policy 7540.03 - Student Technology Acceptable Use and Safety

Telephone Use (Elementary School)

Parents/guardians are encouraged to contact the teacher whenever necessary. For calls received during class time, messages may be taken for teachers to return calls as soon as possible or the call may be forwarded to the teacher's phone messaging system.

Messages concerning changes in after-school procedures will be taken for students before 2:30 p.m. These messages will then be relayed to the student before dismissal. Whenever possible, make arrangements and send a note with the student about their after-school plans. Unless there is an emergency, students will not be called to the phone without permission of the building principal. Student calls for forgotten items will also need staff approval.

Visitors

Immediately upon entering the building, visitors are required to register in the office and pick up a visitor's tag. This will assure the safety and well-being of everyone in our building and will allow visitors to receive necessary information for visiting. Parent/guardian visitors are welcome at any time, however, preplanned visits may be necessary to access various classrooms or activities.

If a conference is desired with a teacher, counselor, or administrator, it is best to make an appointment.

Student visitations are discouraged, but under certain circumstances can be allowed with the permission of the building principal and classroom teacher.

Refer to:
Policy 9150 - School Visitors

Volunteers

Anyone volunteering at school is required to sign in at the school office. It is important that administration is aware of all people in the building at all times. The record also helps us to keep track of the number of volunteer hours. Background checks are required for all volunteers before work begins.

Refer to:
Policy 8120 - Volunteers

STEP Volunteers - The School District of Manawa is pleased to offer a property tax rebate program for eligible senior volunteers who serve in programs at Manawa Elementary School, Manawa Middle School, Little Wolf High School, and St. Paul Lutheran School. Qualifying senior citizens will receive a credit to be used to help reduce their property tax bill. The program is focused on volunteers in roles that primarily provide a direct connection with students with an emphasis on academic tutoring.

Eligibility:

1. Age 62 or older.
2. Eligible to receive Social Security.
3. Live in the home for which the person pays property taxes in the School District of Manawa.
4. Confirm annually or enroll in the STEP program with the school district through Mrs. Ruth Lord, STEP Coordinator. The program provides screening, orientation, and background checks.

Property Tax Credit:

1. Credit of \$6.50 per hour.
2. Volunteers may be credited up to maximum of 66 hours in a calendar year (December 1 – November 30) for a total of \$429.00.

3. Credit will be a check, payable to the municipality and is to be applied to property tax payments.

SECTION TEN

Equal Educational Opportunities/Nondiscrimination

It is the policy of the School District of Manawa that no person may be denied admission to any public school in this district or be denied participation, be denied the benefits of, or be discriminated against in any curricular, extracurricular, co-curricular, public service, recreational, or other program or activity because of the person's sex, race, religion, national origin, ancestry, color, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability as required by section 118.13 of the State Statutes. This policy also prohibits discrimination as defined by Title IX of the Education Amendments of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race, color, national origin), Section 504 Rehabilitation Act (handicap), and Americans with Disabilities Act of 1990 (disability). The district shall provide appropriate educational services or programs for students who have been identified as having a handicap or disability, regardless of the nature or severity of the handicap or disability. The District shall also provide for the reasonable accommodation of a student's sincerely held religious beliefs with regard to examinations and other academic requirements. The District encourages informal resolution of complaints under this policy. A formal complaint procedure is available, however, to address allegations of policy violations in the district.

Any questions concerning policy or curriculum should be directed to:

Dr. Melanie J. Oppor
District Administrator/Curriculum Director
School District of Manawa
800 Beech Street
Manawa, WI 54949
(920) 596-5300

Any questions concerning Section 504/ADA should be directed to:

Secondary Counselor (TBD)
Manawa Middle School/Little Wolf High School
515 E. 4th Street
Manawa, WI 54949
(920) 596-5802

Any questions concerning Title IX should be directed to:

Carmen O'Brien
Business Manager
School District of Manawa
800 Beech Street
Manawa, WI 54949
(920) 596-5332

Dr. Abe El Manssouri
Secondary Principal
Manawa Middle School/Little Wolf High School
515 E. 4th Street
Manawa, WI 54949
(920) 596-5310

Any questions concerning Special Education/IDEA should be directed to:

Danielle Brauer
Manawa Elementary Principal/Special Education Director
800 Beech Street
Manawa, WI 54949
920-596-2559

Any questions concerning Titles I, II, III, and IV should be directed to:

Michelle Johnson
District Reading Specialist
800 Beech Street
Manawa, WI 54949
920-596-5738

Refer to:

Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity
Policy 5710 - Student Complaints
Policy 5517 - Student Anti-Harassment
Policy 5516 - Student Hazing
Policy 5517.01 - Bullying

Complaint Procedures

Any person or group having a legitimate interest in the operations of this District will have the right to present a request, suggestion, or complaint concerning District personnel, the program, or the operations of the District in accordance with district policy/ procedure. At the same time, the Board of Education has a duty to protect its staff from unnecessary harassment. Any formal requests, suggestions, or complaints must be submitted in writing and signed by the person making the request, suggestion, or complaint. Assistance in drafting the written complaint will be made available if requested. Anonymous complaints, unless criminal in nature, will not be investigated.

Refer to:

Policy 9130 - Public Requests, Suggestions, or Complaints

Directory Information

Pursuant to the U.S. General Educational Provisions Act, the School District of Manawa declares the following as “Directory Information” as provided in the said act and that information related to students may be public information in any of the following categories:

- A student’s name;
- Photograph;
- Participation in officially-recognized activities and sports;
- Height and/or weight, if a member of an athletic team;
- Date of graduation;
- Degrees and awards received.

All students in the School District of Manawa grant permission for the School District of Manawa to use team and/or individual photos and names on its web site or press releases for the sole purpose of communicating contest results, event news, school activities, or promoting the specific curricular or co-curricular activities in a positive manner. Any parent/guardian of any student in this District may notify the District by notifying the principal of the school in which said student attends if the parents/guardians desire that none of the above information be released without the parent’s/guardian’s consent provided that such notification is given within fourteen (14) days of the publication of this notice to the district.

Refer to:

Policy 8330 - Student Records

Parent/Legal Guardian Rights and Responsibilities

Both natural parents and/or legal guardians have the right:

- To view the child’s school records.
- To receive school progress reports and receive school mailings.
- To visit the child briefly at school on a reasonable basis and approved by the building administrator. The parents cannot disrupt the educational process.
- To participate in parent/teacher conferences.

Only a legal document (e.g., final divorce decree which includes specific denial of visitation rights or a restraining order denying visiting rights) can prevent an individual from participating in the activities as noted above. In cases where parents are separated or divorced and one parent has legal custody, the school must have written proof in the form of a copy of the court order that explains both custody and visitation rights. Schools must have the appropriate legal documentation in order to assure compliance with any limiting court order. This would include restraining orders. Request for additional copies of report cards, newsletters, etc., should be made in writing to the building principal including name and a current mailing address. It is the responsibility of the parent and/or legal custodian to inform the school office of his/her name, address, and telephone number if they wish to be consulted regarding the child or wish to be placed on the school’s mailing list.

Only a parent and/or legal guardian has the right to remove the child from school or to visit the child in school. If another individual asks to remove a child or visit a child, the principal will contact the parent/guardian and inform them of the request.

Refer to:

Policy 5780 - Adult Student/Parent Rights

Policy 8330 - Student Records

Parent Right to Know

It is the parent's/guardian's right to know the qualifications of a child's teacher and/or support staff. Requests can be made by contacting the District Office at (920) 596-2525. Requests will be addressed in a timely manner. The following information is available:

- Does the teacher have a Wisconsin Department of Public Instruction license or appropriate qualifications to teach the grades and subjects he/she teaches?
- Can the teacher teach in a classroom without being licensed or qualified under state regulations because of special circumstances?
- The teacher's college major, whether the teacher has advanced degrees, and if so, in what subjects?
- Do any teacher's assistants or similar paraprofessionals provide services to your child and what are their qualifications?

Parents/guardians will also be notified of the results of academic achievements related to required ESSA assessments.

Place of Residence/Open Enrollment

A student's residence is with their parents or legal guardian. If for any reason a family moves out of the district boundaries during the school year, students are allowed to complete the current school year but a tuition waiver form must be completed within ten (10) days of the move. To continue attending a school outside of the resident district beyond the current school year, open enrollment forms will need to be completed. The state has established specific timelines and procedures in order to continue to attend a school outside the resident district. When moving out of the school district boundaries, contact the District Office for specific information.

Refer to:

Policy 5113 - Open Enrollment Program (Inter-District)

Policies

Any policies referred to in this handbook are available on the District Website at:

<https://www.manawaschools.org/district/policies.cfm> or upon request from your child's school office. This handbook does not cover all existing policies of the Board of Education. Additional policies and regulations will be presented and addressed with the student body as they become pertinent in terms of timing. Should questions arise on any topic not covered in this booklet, students, parents, and guardians are encouraged to converse with school personnel. Please note

that the administration reserves the right to deviate from the included information in the interest of the safety and welfare of the students and staff.

Student Records

Student records are maintained in the interest of the student to assist the school in providing appropriate educational experiences. The School District of Manawa maintains student records for each student attending school in the District. State and federal laws require the control and maintenance of such records assure confidentiality. Accordingly, only those individuals or agencies specifically authorized by state and federal law are granted access to a student's records. Exceptions will only be made when the student's parent, guardian, or the adult student grants permission.

Refer to:
Policy 8330 - Student Records

Adapted with permission from the School District of New London – June 2022

**2022-23 School District of Manawa
District-Sponsored Organizations, Clubs, and Activities**

The following is a listing of the many clubs and organizations available in the School District of Manawa. All club and organization participation is voluntary. Students are encouraged to discuss their interest in clubs or organizations with their parents or guardians before joining.

Refer to: Policy 2430 - District Sponsored Clubs and Activities

Competitive Extracurricular Clubs and Activities:

HS Forensics

Advisors: Mrs. Konkol

Meeting Location, Date, & Time: Planning and introductory meetings begin in December and January when participants meet with coaches individually and as a team to practice for competitions occurring February through mid-April. Meetings occur in Mrs. Konkol's classroom and practices occur in Mrs. Konkol's/Ms. Gruman's classrooms. Practices are held before school, during prep time, during lunch, or after school by appointment. Participants must attend team meetings and practices with coaches, as well as all meets to try to earn passing scores that allow them to advance to the next level of competition. Manawa occasionally hosts a competition, but most are held at neighboring schools; the state competition is held at UW-Madison.

Mission and Purpose: The mission of the LWHS forensics program is to help students improve their public speaking skills, build their confidence, and share their talents in a supportive atmosphere. The program is open to all high school students. Participants choose their own categories and deliver speeches, readings from pieces of literature, or small group dramas in front of peers and for evaluation from a judge. The LWHS forensics program belongs to the WHSFA (Wisconsin High School Forensic Association), follows its rules, and attends sub-district, district, and state competitions through this organization. There is no student fee associated with this program.

MS Forensics

Advisors: Mrs. Konkol

Meeting Location, Date, & Time: Locations include the choir room and the stage area. Planning and introductory meetings begin in December and participants meet with coaches individually and as a team to practice for two competitions occurring in February/early March. Participants must practice with coaches (during and after school) and attend both meets to earn ribbons/medals based on their performances.

Mission and Purpose: The mission of the Manawa Middle School forensics program is to help students improve their public speaking skills, build their confidence, and share their talents in a supportive atmosphere. The program is open to 6th-8th grade students. Participants choose from 14 categories and deliver speeches, readings from pieces of literature, or small group dramas in front of peers and for evaluation from a judge. The MMS forensics program belongs to the middle level of the WHSFA (Wisconsin High School Forensic Association), follows its rules,

and attends meets through this organization. Manawa occasionally hosts a meet, but most are held at neighboring schools. There is no student fee associated with this program.

HS Art Team

Advisor: Mrs. Zabler

Meeting Location, Date, & Time: 1-2 times per week during RtI or after school in the fall. Additional meetings occur leading up to the spring competitions. The location is in the HS Art Room.

Mission and Purpose: The Wisconsin Art Education Association's mission is to promote excellence in visual art and design education for all students, art advocates, and art educators. Students participate in a state-wide high school Art competition, sponsored by the Wisconsin Art Education Association called the "Visual Arts Classic" (thus following the rules and bylaws of the competition). The competition involves various studio media, has a yearly "theme", and students are involved with in-depth research on artists related to that year's theme. 12 members plus up to 6 alternates may participate. Students choose from artistic media and create "long-term" artwork (Oct - Feb).

At the competition, students will create an "on-site" project, as well as participate in a team "artist quiz bowl". Scores are earned both individually and as a team. Projects are judged by volunteers (professional artists, retired art teachers, etc.). The regional competition is in March at U.W.-Stevens Point, State Competition in April at U.W.-Madison. Team T-shirts are paid for through Art Club funds (as most Art Team members are also Art Club members). (Mrs. Zabler is currently the U.W.- Stevens Point Regional Chairperson, and on the Administrative Board of VAC State)

Art Team has a huge positive impact on our creative students and is an outlet for them to go above and beyond the regular HS Art Curriculum. They not only work on individual projects, but they also brainstorm ideas together and work as a team. Students also receive face-to-face critiques of their work from the judges.

HS Debate

Advisor: Mr. Polkki

Meeting Location, Date, & Time: Debate season takes place at tournaments held at participating schools from September through early December. Practices are held in Mr. Polkki's classroom.

Mission and Purpose: The purpose of debate is to offer a wide range of benefits while appealing to many students by providing them chances to improve in areas such as public speaking skills, research skills, teamwork, note-taking and listening skills, knowledge of current event issues, and self-confidence. Debate is open to all High School Students. High School Debate is an organization with a set format to create a fair and challenging debating contest in which participants will often debate both sides of an issue. Debates are centered on a resolution (a controversial statement). Resolutions are about a variety of topics, chosen largely by the students participating in the league. In every debate, the affirmative (Pro) side speaks in favor of the resolution and the negative side (Con) speaks against it. A debate takes about 45 minutes and consists of a series of speeches for and against the resolution. There is also cross-examination, in

which competing teams challenge each other's ideas. Each debate has a judge who listens carefully to the arguments presented and chooses a winner. Debate meets feature 4-5 rounds in a Tournament.

High School Quiz Bowl

Advisor: Mr. Collins

Meeting Location, Date, & Time: Typical meetings take place in the advisor's room during lunch. The season begins in January and ends in March with practices beginning in November.

Mission and Purpose: The purpose of the Quiz Bowl is to provide students with a quiz-based competition that tests players on a wide variety of academic subjects. Quiz Bowl is a club for high school students in which they can participate in a trivia competition against other CWC schools. At a Quiz Bowl meet, two teams of four will be asked various questions about wide-ranging topics from current events, math knowledge, to even Christmas song lyrics. Students compete at either the A or B level and a competition consists of one match at each level. In addition to all the knowledge gained with answering questions and learning trivia, students also work on public speaking, teamwork, and problem-solving skills.

Bowling Club

Advisor/Coach: Mr. Beyer

Meeting Location, Date, & Time: Thursdays after school at Keglers Bowling Center

Mission and Purpose: The mission and purpose of the Bowling Club is to provide students the opportunity to bowl with teammates and reach their full potential as lifelong bowlers. Practice starts October 1st with the first match starting the first week of November. There are 10 matches from November until mid-February. State competition is held the first weekend in March if the team qualifies. All matches are baker format or team bowling. Matches travel to area schools on Sundays. There is a fee of \$50 to help cover entries, practice, uniforms. There are some fundraising opportunities throughout the season. No experience is needed. Coaches will teach/coach to all interested students. Scholarships are available through tournaments. The middle school team is also available.

Non-Competitive Extracurricular Clubs and Activities:

Manawa FFA

Advisor: Mrs. Cordes

Meeting Location, Date, & Time: Before school/homeroom/lunch/evening events and held in Mrs. Cordes' classroom unless otherwise indicated.

Mission and Purpose: (National Mission Statement) FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education. Manawa FFA is a youth organization for students in grades 9 - 12 who wish to develop premier leadership, personal growth, and career success through agricultural education. **Students in 7th and 8th grade may join FFA to complete a specific independent study project, e.g. exhibiting at the county fair or participating in a career development event (CDE) or leadership development event (LDE).

FFA is a co-curricular organization as instruction is delivered through three components: classroom/laboratory instruction (contextual learning), Supervised Agricultural Experience (SAE) programs (work-based learning), and FFA. The cost to join is \$20/year which includes a t-shirt and membership in Manawa FFA, Wisconsin FFA, and National FFA. Additional fees may apply for travel or competitive events.

The FFA Program of Activities follows national FFA standards in order to grow leaders, build communities, and strengthen agriculture. The FFA officer leadership team and advisor coordinate voluntary activities for the members. Information about opportunities is available on Google Classroom, announcements, Manawa Facebook page, in the agriculture room, and at meetings. Major fundraiser: dessert auction at annual member banquet. FFA is a buffet of opportunities!

High School Gay-Straight Alliance (GSA) Club

Advisors: Mrs. Zabler

Meeting Location, Date, & Time: Weekly meetings on Fridays in the choir room during lunch.

Mission and Purpose: The mission of the club is to showcase the similarities between LGBTQ+ students and non LGBTQ+ student allies through group activities, discussion, and community service. The Gay-Straight Alliance (GSA) aims to create a safe, welcoming, and accepting environment for all youth, regardless of sexual orientation or gender identity. This club encourages the acceptance and support of all students.

National Honor Society (NHS)

Advisor: TBD

Meeting Location, Date, & Time: Meetings occur in the LWHS/MMS Commons once per month during homerooms.

Mission and Purpose: The mission of NHS is to honor students who have excelled in scholarship, leadership, service, and character. National Honor Society membership is by invitation only to juniors in their second semester and seniors with a cumulative grade point average of 3.4 or higher. Students must also have staff and community member recommendations to be in this club. The purpose of this club is to give members an opportunity to share their scholarship, leadership, and service within the school community. National Honor Society has a long-standing partnership with the Community Blood Center and hosts 3-4 Blood Drives each year for the students who are 16 years of age and older to donate blood. Students also assist with tutoring as needed and must do other service projects within the community.

HS Student Council

Advisor: Ms. Eck

Meeting Location, Date, & Time: Once per month in Ms. Eck's classroom and TBD in the summer.

Mission and Purpose: The mission and purpose of the Student Council are to promote social activities within the school and the community as well as make Little Wolf High school a better place through leadership development. In addition to planning events that contribute to school spirit and community welfare, the student council is the voice of the student body.

The LWHS Student Council belongs to the Wisconsin Association of School Councils (WASC) and participates in leadership activities through WASC including the Fall Regional and Spring State WASC Conferences. The WASC is dedicated to the continuation and expansion of leadership development and student responsibilities in Wisconsin. Little Wolf High School Student Council is open to all high school students who are interested in its mission provided they continue to be students in good standing. Within the Student Council, there is a leadership team of students who are elected to those positions by their peers on the Student Council. There is no fee for students to participate in the Student Council.

HS Art Club

Advisor: Mrs. Zabler

Meeting Location, Date, & Time: The club meets periodically as needed before or after school, homerooms, and during lunch periods in the HS Art room.

Mission and Purpose: The mission and purpose of the HS Art Club are to provide opportunities for creative growth, and organize High School Art students interested in raising funds to visit an Art Museum/Gallery. The club seeks to provide an opportunity to see famous works of art. Occasionally, Art Club members participate in community service activities, such as face painting, downtown window decoration, etc. Fundraising generally starts in Fall. The trip location is based on the number of funds raised and student interest. Potential destinations include but are not limited to - Milwaukee Art Museum and Horticultural Domes, Madison Chazen Art Museum, Leigh Yawkey Woodson Art Museum, and The Chicago Art Institute.

Ski Club

Advisors: Mr. Bortle and Mrs. Bortle

Meeting Location, Date, & Time: Nordic Mountain, Dates to be determined 4:30 p.m. - 7:00 p.m.

Mission and Purpose: The purpose of this extra-curricular club is to provide the students of Manawa the opportunity to learn and explore activities that help develop a healthy lifestyle beyond their school years. Sixth through twelfth-grade students interested in skiing and snowboarding participate in four dates of skiing at Nordic Mountain near Wild Rose. All students are required to have lessons if they have not skied or snowboarded before. Students can rent their own equipment or bring their own equipment with them. Helmets are mandatory.

HS FOR (Friends of Rachel) Club

Advisors: Ms. Eck and Mrs. Krause

Meeting Location, Date, & Time: One to two times a month during homeroom. Meetings occur in the LWHS/MMS Commons, in order to plan small and large activities to promote kindness.

Mission and Purpose: The mission and purpose of the LWHS FOR club are to spread kindness throughout the school community. It is open to any high school student who is interested in promoting the cause. Although the FOR club is not affiliated with any state or national organization, it is based on the story of Rachel Scott, one of the first victims of the Columbine school shooting. Her writings inspired a movement based on the idea that kindness towards

others could be a spark to improve the lives of young people throughout school communities. There is no student fee associated with this program.

MS FOR (Friends of Rachel) Club

Advisors: Ms. Eck and Mrs. Krause

Meeting Location, Date, & Time: One to two times a month during homeroom. Meetings occur in the LWHS/MMS Commons, in order to plan small and large activities to promote kindness.

Mission and Purpose: The mission and purpose of the FOR club are to spread kindness throughout the school community. It is open to any middle school student who is interested in promoting the cause. Although the FOR Club is not affiliated with any state or national organization, it is based on the story of Rachel Scott, one of the first victims of the Columbine school shooting. Her writings inspired a movement based on the idea that kindness towards others could be a spark to improve the lives of young people throughout school communities. There is no student fee associated with this program.

HS Yearbook

Advisor: TBD

Meeting Location, Date, & Time: TBD

Mission and Purpose: The mission of the LWHS Yearbook Club is to provide students the opportunity to create the Little Wolf yearbook. No artistic talents are needed as students decide on the media that will be included in the yearbook while designing the pages. As a student-led club, students have the final say for all information included. Ms. Wright will facilitate and help keep the students organized while following a timeline for production. Students will use the Jostens website to fully develop the yearbook. There is no student fee associated with this program.

MS Yearbook

Advisor: TBD

Meeting Location, Date, & Time: TBD

Mission and Purpose: The mission of the MMS Yearbook Club is to provide students the opportunity to create the Manawa Middle School yearbook. No artistic talents are needed as students decide on the media that will be included in the yearbook while designing the pages. As a student-led club, students have the final say for all information included. Ms. Wright will facilitate and help keep the students organized while following a timeline for production. Students will use the Jostens website to fully develop the yearbook. There is no student fee associated with this program.

Drama Club

Advisor: TBD

Meeting Location, Date, & Time: TBD

Mission and Purpose: The Mission of the Drama Club is to educate students on theater production both onstage and off stage and to promote the growth of their skills in all aspects of theater while providing performance opportunities. Drama Club is an extracurricular group that

produces musicals, plays, and one-act plays periodically throughout the school year. It is open to students in grades 6-12 enrolled in the School District in Manawa. Students will participate in all aspects of theatrical production from the crew, building, costumes, lighting, sound, acting, etc. The final production will be performed for the public.

MS Class Officers

Advisors: Middle School Core Teachers

Meeting Location, Date, & Time: Meetings are held in the MMS Suite and MMS classrooms and meet at various times throughout the school year to plan activities in the MMS area.

Mission and Purpose: The purpose of middle school class officers is to promote social activities within the middle school, and at times, the community to make our school and community better places. Along with that, this is a way for students to explore their burgeoning leadership skills and an early understanding of civic responsibility and voting. This opportunity is open to all middle schoolers who are interested, which is then narrowed down to the elected class officers. There is no fee for students to be a class officer.

Sources of Strength

Advisors: Ms. Connolly, Mrs. Cordes, Ms. Eck, Ms. Gruman-Trinkner, Mrs. Krause, Ms. Wright, and Mr. Ziemer

Meeting Location, Date, & Time: Meetings occur during school hours minimally once per month during homeroom in the commons.

Mission and Purpose: Our mission is to provide the highest quality evidence-based prevention for suicide, violence, bullying, and substance abuse by training, supporting, and empowering both peer leaders and caring adults to impact their world through the power of connection, hope, help, and strength. Sources of Strength is an evidence-based program geared toward increasing student strengths which helps with student mental health and suicide prevention. This club is open voluntarily to students from grades 6-12. Students plan various campaigns to help students recognize and build on areas of strength including positive friends, mentors, healthy activities, generosity, spirituality, physical health, mental health, and family support. This club initially began with grants from the Department of Public Instruction and ThedaCare and is being piloted during the 2021-22 school year.

Manawa Elementary Student Council

Advisors: Mrs. Ziemer, Mrs. Whitman, and Ms. Ujazdowski

Meeting Location, Date, & Time: Over lunch or Wolf Time in Mrs. Whitman's classroom

Mission and Purpose: The Manawa Elementary School Student Council was established to help students with natural leadership skills work to make MES a fun, inviting learning environment for all students. Each year the Student Council develops and leads a variety of different activities for the entire school. The Student Council does a variety of activities like promoting Red Ribbon Week, organizing and running the October school-wide assembly, promoting World Kindness Day, and planning for the yearly school-wide food drive that collects Thanksgiving meal foods for families in need.

The following SDM Clubs/Activities are currently inactive:

- Powerlifting
- Archery
- Future Business Leaders of America (FBLA)

Additionally, there is a student-led Bible Club that meets in Mr. Patrick Collin's classroom under his supervision about once a week. Mr. Collins does not lead or participate in the activities. This is a community activity that simply makes use of school space for their meetings.

On occasion, the Waupaca County 4-H groups may also use various school spaces.

A variety of community-based youth sports programs use the school facilities.

STUDENT/PARENT HANDBOOK SIGNATURE PAGE

Please review the attached Student/Parent Handbook information, read this page carefully then sign the bottom.

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.

We will read or have previously read and discussed with our child the Student/Parent Handbook and fully understand that these are the rules and regulations of the School District of Manawa. We affirm that we are expected to comply with these rules and regulations.

Student Name (print) _____

Date: _____ Parent/Guardian Signature _____

Print Name _____

Date: _____ High School Student Signature _____

* High School Student Signature is Mandatory



Students choosing to excel; realizing their strengths

To: Dr. Melanie J. Oppor
From: Michelle Johnson
Date: 5/24/2022
Re: StudySync ELA (Grades 6-8) Resource Pilot Proposal

The purpose of this memo is a proposal to pilot an English Language Arts resource from StudySync for grades 6-8 at Manawa Middle School for the first semester of the 2022-2023 school year. While triangulating data from Forward, iReady, and classroom achievement, the highest level of need for our students in literacy is vocabulary, comprehension in literature and comprehension of informational texts. Although the current resource, Lucy Calkins Units of Study for Reading and Writing provides beneficial mentor texts and lessons, components such as explicit grammar instruction and summative/formative assessment development, as well as extended/supportive resources to close the gap, are needed in addition to better support exponential student growth. StudySync provides foundational, thematic units fusing together both the joy and science of reading as well as support for our English Language Learners.

When researching evidence-based best practice at the middle school level, StudySync encompasses these specific areas as well as explicit instruction in grammar. According to EdReports (2021), StudySync “materials meet the (rigorous) expectation of alignment to the Common Core English Language Arts standards. Texts included are engaging and appropriate for the grade level. The materials include instruction, practice, and authentic application of reading, writing, speaking and listening skills, and language work.” To review the full Edreport, visit the following link: <https://www.edreports.org/reports/overview/studysync-ela-2021>.

Throughout the pilot process, it is mapped out to pilot Study Sync in one of the grades while continuing to utilize Lucy Calkins in the other two grades for comparison purposes. Additionally, during the piloting process, research to other districts currently utilizing Study Sync to explore their reviews, data overview, etc. Currently, resources are being reviewed through Cesa 6, Erin Loritz, the District Literacy Specialist, and Dawn Millard. Additionally, a demonstration and presentation of StudySync resources is scheduled for June 6th to further ask questions and explore elements provided aligned to our District Literacy goals.

An element to this proposal is the opportunity to learn more about StudySync and to ask questions during a Zoom meeting presentation on StudySync. Provided below is the presentation link, time and date. It is encouraged to research and learn more about this comprehensive resource as it is considered as a pilot for the first semester of 2022-2023 school year for grades 6-8. Additionally, an estimated quote provided as we collaboratively partner to progress with positive momentum in literacy growth.

Zoom Meeting Invite

Topic: Manawa School District WI StudySync 6-8 Presentation
Time: Jun 8, 2022 09:00 AM Central Time (US and Canada)

Join Zoom Meeting

<https://mcgrawhill.zoom.us/j/83140136879>

Meeting ID: 831 4013 6879

Dial

+1 210 795 0507 US Toll

Conference code: 8793046571

Meeting ID: 831 4013 6879

Weblink to explore StudySync Components:

<https://www.studysync.com/products/ela>

School District of Manawa StudySync Representative Contact Information

Dawn Halbaken

dawn.halbakken@mheducation.com



Students choosing to excel; realizing their strengths

To: Dr. Melanie J. Oppor
 From: Michelle Johnson
 Date: 6/22/2022
 Re: StudySync ELA (Grades 6-8) Resource Pilot Proposal

The purpose of this memo is to outline the proposed pilot timeline for English Language Arts resource from StudySync for grades 6-8 at Manawa Middle School for the first semester of the 2022-2023 school year if approved. This memo is an extension of the additional memo brought forth to the Curriculum Committee in June.

StudySync Resource

Pilot: 6th grade

Cost: All digital access for teacher and student pilot is with no cost for three months. If our team is interested in print copies as well, the pilot cost individual Units for the students-each Unit is \$6.17

Proposed Timeline:

Aug. 2022	Sept. 2022	Oct. 2022	Nov. 2022	Dec. 2022
-Plan, review resources, and design with ELA middle school teachers. -Organize 6th pilot with Mrs. Millard and newly hired teacher	-Reach out to other districts utilizing StudySync -iReady Screener Pre-Assessment -Begin pilot towards end of Sept.	-Continue pilot in 6th grade. -Compare formative and summative assessments with 6th and 7th -Gather progress monitoring from literacy resource course	-Continue pilot in 6th grade. -Compare formative and summative assessments with 6th and 7th -Gather progress monitoring from literacy resource course	-Winter iReady Screener -Gather Data -Survey Students -Compare to 7th and 8th -Present to Curriculum Committee and BOE findings. -Make decision

Weblink to explore StudySync Components:

<https://www.studysync.com/products/ela>

Recorded Presentation

https://mcgrawhill.zoom.us/rec/share/kPEnyzHeeud6AydEQLRmy_65DQMKy4ddX2Zgp32JBiq3JdDvFsSy2f95IQVBCoYP.qWt7VJLcAr3GqDkx

Passcode: zj1^#2pS

School District of Manawa StudySync Representative Contact Information

Dawn Halbaken

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Scope and Sequence



Grade 6 Unit 1	Testing Our Limits: What do we do when life gets hard?																																						
	Reading: Literature										Reading: Informational Text										Language																		
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1A	1B	1C	1D	1E	2A	2B	3A	3B	4A	4B	4C	4D	5A	5B	5C	6		
Academic Vocabulary																																						X	
Genre									X																													O	
Eleven	X			X					X																						X			X	X			O	
The Mighty Miss Malone	O	O	X	O					X																					O		O					O		
Red Scarf Girl	O									O	O	O	O							O									X		O						O		
Hatchet	O	O	X	O					X	O																				X		O						O	
The Magic Marker Mystery	O	O	O	O	X				X																				X		O							O	
Scout's Honor	O		X	O	X				O																				X		O							O	
The Good Samaritan	O	X	O	O					O																			X		O								O	
Jabberwocky	O	O	O	O	O	O			O																				X		O							O	
Gathering Blue	O		O	O	O	O			O																				O		O							O	
A Wrinkle in Time	O		O	X					O	O																			X		O							O	
Self-Selected									O																													O	
Blasts										O																												O	
Extended Writing Project	O									O																				X		X	X						O
Novel Study: Hatchet	O			O					O																													O	
Novel Study: A Wrinkle in Time	O			O					O																													O	

	Writing															Speaking and Listening																							
	1A	1B	1C	1D	1E	2A	2B	2C	2D	2E	2F	3A	3B	3C	3D	3E	4	5	6	7	8	9A	9B	10	1A	1B	1C	1D	2	3	4	5	6						
Academic Vocabulary																																							O
Genre																		O	O	O				O	O	O		O		O		O							
Eleven	O			O													X	X	O				O	O	X	X	X	X	O	O							X		
The Mighty Miss Malone												O	O					O	O	O				O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	
Red Scarf Girl	X	X																O	O	O				X	O	O	O	O	O	O	O	O	O	O	O	O	O	O	
Hatchet	O	O																O	O	O				O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	
The Magic Marker Mystery	O	O																O	O	O				O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	
Scout's Honor	O	O																O	O	O				O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	
The Good Samaritan																		O	O					O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	
Jabberwocky																		O	O	O				O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	
Gathering Blue																		O	O	O				O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	
A Wrinkle in Time	O	O	O															O	O	O				O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	
Self-Selected																		O	O	O				O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	
Blasts																		O	O					O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	
Extended Writing Project												X	X	X	X	X	X	X	X	O					O	O		O	O	O		O						O	
Novel Study: Hatchet																		O	O						O												O		
Novel Study: A Wrinkle in Time																		O	O						O													O	

O = PRACTICE/APPLICATION ONLY

X = INSTRUCTION AND PRACTICE/APPLICATION

Scope and Sequence



Grade 6 Unit 2	You and Me: How do relationships shape us?																																			
	Reading: Literature										Reading: Informational Text										Language															
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1A	1B	1C	1D	1E	2A	2B	3A	3B	4A	4B	4C	4D	5A	5B	5C
Academic Vocabulary										o																									x	
Genre									x																										o	
Walk Two Moons	x		o	x						o	x																			x					o	
Roll of Thunder, Hear My Cry	o	x		x	x					o																			x						o	
Teenagers	o			x						x																			x						o	
Tableau	o			o	x	o				o																			x						o	
The Voice in My Head										o	o	o	o		o														o						o	
We're on the Same Team										o	x		o																x				o		o	
The Treasure of Lemon Brown	o		o	o		x				o																			x			o			o	
The Circuit: Stories from the Life of a Migrant Child	o	o	o	o		o				o																		o				o			o	
That Day	o			o	o					o																		o				o			o	
A Poem for My Librarian, Mrs. Long	o	o		o		o			x	o																		x		o					o	
Self-Selected										o																								o		
Blasts										o																										
Extended Writing Project										o																			x			x	x			
Novel Study: Walk Two Moons	o			o						o																									o	
Novel Study: Roll of Thunder, Hear My Cry	o			o						o																									o	

	Writing										Speaking and Listening																								
	1A	1B	1C	1D	1E	2A	2B	2C	2D	2E	2F	3A	3B	3C	3D	3E	4	5	6	7	8	9A	9B	10	1A	1B	1C	1D	2	3	4	5	6		
Academic Vocabulary																									o										
Genre																	o	o	o					o	o	o	o	o	o	o					
Walk Two Moons												o	o	o			o	o	o				o	o	o	o	o	o	o	o	o	o			o
Roll of Thunder, Hear My Cry																	o	o	o				o	o	o	o	o	o	o	o	o				o
Teenagers	o	o															o	o	o				o	o	o	o	o	o	o	o	o	o			o
Tableau	o	o															o	o	o				o	o	o	o	o	o	o	o	o				x
The Voice in My Head																	o	o	o				o	o	o	o	o	o	o	o	o				o
We're on the Same Team						o	o										o	o	o				o	o	o	o	o	o	o	o	o				o
The Treasure of Lemon Brown	o	o															o	o	o				o	o	o	o	o	o	o	o	o				o
The Circuit: Stories from the Life of a Migrant Child																	o	o	o				o	o	o	o	o	o	o	o	o		o		o
That Day																	o	o	o				o	o	o	o	o	o	o	o					o
A Poem for My Librarian, Mrs. Long	o	o															o	o	o				o	o	o	o	o	o	o	o					o
Self-Selected																	o	o	o				o	o	o	o	o	o	o	o					
Blasts																	o	o					o	o	o	o	o	o	o						
Extended Writing Project	x	x	x	x	x												x	x	x							o	o	o	o	o					
Novel Study: Walk Two Moons																	o	o							o										o
Novel Study: Roll of Thunder, Hear My Cry																	o	o							o										o

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Scope and Sequence

Grade 6 Unit 5	Making Your Mark: What's Your Story?																																				
	Reading: Literature										Reading: Informational Text										Language																
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1A	1B	1C	1D	1E	2A	2B	3A	3B	4A	4B	4C	4D	5A	5B	5C	6
Academic Vocabulary																																					X
Genre									X																												O
Warriors Don't Cry												O			O	X	O												X	O	O	O			X	O	
Damon and Pythias	O		X	O		O																						X	X	O	O					O	
Amigo Brothers	O	O	X	O																							X	O								O	
Listen, Slowly	O			X						X																	X	O				O				O	
Charles	O	O	O	O		X																					X		O							O	
Saying Yes	O	O	O	O																								O			O					O	
The All-American Slurp	O	O	X	O		O																					X		O							O	
Helen Keller	O	O	O	O																								O			O					O	
The Story of My Life (Chapter IV)												O	O	O	O		O											O		O						O	
The Miracle Worker	O	O	O	O	X																						X		O	O						O	
Self-Selected																																					
Blasts												O																									
Extended Oral Project													O									X						X	X								
Novel Study: The Story of My Life (Chapter IV)													O		O																					O	
Novel Study: The Miracle Worker	O			O																																O	

	Writing										Speaking and Listening																									
	1A	1B	1C	1D	1E	2A	2B	2C	2D	2E	2F	3A	3B	3C	3D	3E	4	5	6	7	8	9A	9B	10	1A	1B	1C	1D	2	3	4	5	6			
Academic Vocabulary																												O								
Genre																		O	O	O					O	O	O		O							
Warriors Don't Cry						O	O	O										O	O	O				O	O	O	O	O	O	O						O
Damon and Pythias	O	O																O	O	O			O	O	O	O	O	O	O	O						O
Amigo Brothers	O	O																O	O	O			O	O	O	O	O	O	O	O						O
Listen, Slowly	O	O																O	O	O			O	O	O	O	O	O	O	O						O
Charles	O	O																O	O	O			O	O	O	O	O	O	O	O						O
Saying Yes												O	O				O	O	O	O				O	O	O	O	O	O							O
The All-American Slurp																		O	O				O	O	O	O	O	O	O	O						O
Helen Keller																		O	O	O			O	O	O	O	O	O	O	O						O
The Story of My Life (Chapter IV)																		O	O	O			O	O	O	O	O	O	O							O
The Miracle Worker	O	O																O	O	O			O	O	O	O	O	O	O	O						O
Self-Selected																																				
Blasts																		O	O				O	O	O		O	O								
Extended Oral Project	X	X	O														X	X	X		X			O	O		O		X		X	X	X	X		
Novel Study: The Story of My Life (Chapter IV)																		O	O					O												O
Novel Study: The Miracle Worker																		O	O					O												O

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Scope and Sequence

Grade 7 Unit 1

Conflicts and Clashes: When do differences become conflicts?

	Reading: Literature										Reading: Informational Text										Language																			
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1A	1B	1C	1D	1E	2A	2B	3A	3B	4A	4B	4C	4D	5A	5B	5C	6			
	Academic Vocabulary											○																												X
Genre										X																													○	
Rikki-Tikki Tavi	X	X	X	X		○				X																										X	○	X		○
The Wise Old Woman		○	X	X		○				X																									X		○		○	
Woodsong		○	○	○						X	○	○		○		X																		X		○	○		○	
Nimona	X	○	○	○						○																							X		○	○		○		
Stargirl	X	○	○	○	○	○				○																							○		○			○		
Seventh Grade		○	○	X	○		○			X	○																						X		○	○		○		
The Monsters are Due on Maple Street		○	○	○	○	○	○			○	○																					X			○			○		
The Skin I'm In	X			○		X				○																						X		○				○		
Mad		○		○						○																						○		○				○		
In the Year 1974										○			○																			○		○		○			○	
Thank You, M'am		○	X		○		X			○																						X		○	○			○		
Self-Selected										○	○																							○					○	
Blasts										○																													○	
Extended Writing Project		○								○																						X	X			X				
Novel Study: Rikki-Tikki Tavi																																								
Novel Study: Stargirl																																								

	Writing																				Speaking and Listening																					
	1A	1B	1C	1D	1E	2A	2B	2C	2D	2E	2F	3A	3B	3C	3D	3E	4	5	6	7	8	9A	9B	10	1A	1B	1C	1D	2	3	4	5	6									
Academic Vocabulary																																										○
Genre																		○	○					○	○	○		○		○											○	
Rikki-Tikki Tavi	○	○																○	○	○		X		○	○	X	X	X	X	○	○	○	X		○	○	○	X		○		
The Wise Old Woman	○	○																○	○	○			○	○	○	○	○	○	○	○	○	○	○							○		
Woodsong	○	○																○	○				○	○	○	○	○	○	○	○	○								○			
Nimona																		○	○				○	○	○	○	○	○	○	○										○		
Stargirl																		○	○	○			○	○	○	○	○	○	○	○										○		
Seventh Grade	○	○																○	○	○			○	○	○	○	○	○	○	○	○	○								○		
The Monsters are Due on Maple Street	○	○																○	○	○	○		○	○	○	○	○	○	○	○	○									○		
The Skin I'm In	○	○																○	○	○			○	○	○	○	○	○	○	○										○		
Mad																		○	○	○			○	○	○	○	○	○	○	○										○		
In the Year 1974																		○	○	○			○	○	○	○	○	○	○	○	○						○			○		
Thank You, M'am	○	○																○	○	○			○	○	○	○	○	○	○	○										○		
Self-Selected																		○	○	○			○	○	○	○	○	○	○	○										○		
Blasts																		○	○				○	○	○	○	○	○	○	○										○		
Extended Writing Project																																X	X	X	X	X	X	X	X			
Novel Study: Rikki-Tikki Tavi																																										
Novel Study: Stargirl																																										

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Scope and Sequence

Grade 7 Unit 4	Moment of Truth: How can one event change everything?																																				
	Reading: Literature										Reading: Informational Text										Language																
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1A	1B	1C	1D	1E	2A	2B	3A	3B	4A	4B	4C	4D	5A	5B	5C	6
Academic Vocabulary											o																					x					x
Genre																			x																		o
Casey At the Bat: A Ballad of the Republic Sung in the Year 1888	o			x						x																		x					o			o	
Hitting big league fastball 'clearly impossible'											o	o	x	o	o	x											x	o								o	
The Boy Who Harnessed the Wind: Creating Currents of Electricity and Hope											o	o	x	o	o												x									o	
An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793											o	o	o	o	o												o									o	
Fever 1793	o	o	o	o						x	o																x	o								o	
Harrison Bergeron	x	o	o	o		x					o																x	o							x		o
The Last Human Light (from "What If")											o	x	x	o	x	o	x										x			x	x					o	
The Power of Student Peer Leaders											o			o														o									o
The Three Questions	o			o							o																o									o	
The Tequilla Worm	o	o	x	x						o	o																x	o									o
Barrio Boy											o	x	x	o	o												x	o									o
Self-Selected											o																										o
Blasts											o	o																									o
Extended Writing Project											o																o	o	x	o	o	x	x				
Novel Study: The Boy who Harnessed the Wind																																					
Novel Study: An American Plague																																					

	Writing																				Speaking and Listening																	
	1A	1B	1C	1D	1E	2A	2B	2C	2D	2E	2F	3A	3B	3C	3D	3E	4	5	6	7	8	9A	9B	10	1A	1B	1C	1D	2	3	4	5	6					
Academic Vocabulary																									o													
Genre																				o	o	o			o	o	o	o		o								
Casey At the Bat: A Ballad of the Republic Sung in the Year 1888	o	o																	o	o	o		o	o	o	o	o	o	o	o	o						o	
Hitting big league fastball 'clearly impossible'							o	o											o	o	o		o	o	o	o	o	o	o	x	o					o		
The Boy Who Harnessed the Wind: Creating Currents of Electricity and Hope	o	o																	o	o	o		o	o	o	o	o	o	o	o	o						o	
An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793																			o	o	o		o	o	o	o	o	o	o	o							o	
Fever 1793							o	o											o	o	o		o	o	o	o	o	o	o	o							o	
Harrison Bergeron	o	o																	o	o	o		o	o	o	o	o	o	o	o							o	
The Last Human Light (from "What If")	o					o	o												o	o	o		o	o	o	o	o	o	x	o						o		
The Power of Student Peer Leaders																			o	o	o		o	o	o	o	o	o	o	o							o	
The Three Questions																			o	o	o		o	o	o	o	o	o	o	o							o	
The Tequilla Worm																			o	o			o	o	o	o	o	o	o								o	
Barrio Boy							o	o											o	o	o		o	o	o	o	o	o	o	o							o	
Self-Selected																			o	o	o		o	o	o	o	o	o									o	
Blasts																			o	o			o	o	o	o	o	o									o	
Extended Writing Project	o					x	x	x	x	x	x	o	x	o					x	x	x					o	o	o	o									
Novel Study: The Boy who Harnessed the Wind																																						
Novel Study: An American Plague																																						

Grade 7 Unit 5	Test of Time: Why do we still read myths and folktales?																																						
	Reading: Literature										Reading: Informational Text										Language																		
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1A	1B	1C	1D	1E	2A	2B	3A	3B	4A	4B	4C	4D	5A	5B	5C	6		
Academic Vocabulary																																							X
Genre											X																												O
Aesop's Fables	O	X	O	O		O				X																				X		O						O	
The Hunger Games	O			O						O																			O				O					O	
The Classical Roots of "The Hunger Games"										O			O							O									O					O				O	
The Cruel Tribute (from "Old Greek Stories")	X	O	O	O						O																		X		O								O	
The Invisible One (Algonquin Cinderella)	O	X	X	O		O				X																		X		O								O	
The Other Side of the Sky											X	O	O	O		O												X		O								O	
The Story of Anniko	O			O						O																		O					O					O	
Icarus and Daedalus	O		X	O																								X	X	O								O	
The New Colossus	O	O	O	X	X	O				O																		X				X						O	
The Third Elevator	O	O	X	O		O				O																		X		O								O	
Perseus	O			X	O					O																		X		O								O	
Self-Selected										O																												O	
Blasts										O	O																											O	
Extended Writing Project										O													X	O	O	O	O	O											
Novel Study: The Hunger Games																																							
Novel Study: The Other Side of the Sky																																							

	Writing										Speaking and Listening																											
	1A	1B	1C	1D	1E	2A	2B	2C	2D	2E	2F	3A	3B	3C	3D	3E	4	5	6	7	8	9A	9B	10	1A	1B	1C	1D	2	3	4	5	6					
Academic Vocabulary																																						O
Genre																		O	O	O				O		O		O		O								
Aesop's Fables												O						O	O	O				O		O		O		O		O		O		O		O
The Hunger Games																		O	O	O				O		O		O		O		O		O		O		O
The Classical Roots of "The Hunger Games"																		O	O	O				O		O		O		O		O		O		O		O
The Cruel Tribute (from "Old Greek Stories")	O	O																O	O	O				O		O		O		O		O		O		O		O
The Invisible One (Algonquin Cinderella)												O						O	O	O				O		O		O		O		O		O		O		O
The Other Side of the Sky	O	O																O	O	O				O		O		O		O		O		O		O		O
The Story of Anniko																		O	O	O				O		O		O		O		O		O		O		O
Icarus and Daedalus								O	O									O	O	O				O		O		O		O		O		O		O		O
The New Colossus								O	O									O	O	O				O		O		O		O		O		O		O		O
The Third Elevator								O	O									O	O	O				O		O		O		O		O		O		O		O
Perseus	O	O																O	O	O				O		O		O		O		O		O		O		O
Self-Selected																		O	O	O				O		O		O		O		O		O		O		O
Blasts																		O	O					O		O		O		O		O		O		O		O
Extended Writing Project								X	O	O	O	O	O	O				O	X	X	X	X	X				O	O		O		O						
Novel Study: The Hunger Games																																						
Novel Study: The Other Side of the Sky																																						

Scope and Sequence

Grade 7 Unit 6

The Power of One: How do we stand out from the crowd?

	Reading: Literature										Reading: Informational Text										Language																				
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1A	1B	1C	1D	1E	2A	2B	3A	3B	4A	4B	4C	4D	5A	5B	5C	6				
Academic Vocabulary																																								X	
Genre										X																															O
The Giver	O			O						O																					O		O								O
Nothing to Envy: Ordinary Lives in North Korea										O				O							O										O		O							O	
A Thousand Cranes	O	O	X	O	X					O	O																				X		O							O	
Remarks at the UNESCO Education for All Week Luncheon										O	O			X	X	O				X	X										X	O								O	
Hidden Figures										O	X	X	X	O							O										X		O							O	
Miami Dancer Follows Dreams while Planning for the Future										O		X	O					X			X										X									O	
Reality TV and Society										O				O				X	X	O											X	O									O
The Matsuyama Mirror	O	O	O	O			X			O																					X		X	O						O	
New Directions										O				O								O										O		O							O
Choices	O	O	O	O	X					O																					X		O							O	
Cuentos de Josefina (Josephine's Tales)	O	O	O	O	X					O																					X		O							O	
Self-Selected										O											O																				
Blasts										O																															
Extended Writing Project	O									O														X								X									
Novel Study: The Giver																																									
Novel Study: Hidden Figures																																									

	Writing										Speaking and Listening																																
	1A	1B	1C	1D	1E	2A	2B	2C	2D	2E	2F	3A	3B	3C	3D	3E	4	5	6	7	8	9A	9B	10	1A	1B	1C	1D	2	3	4	5	6										
Academic Vocabulary																																											
Genre																		O	O	O				O	O	O		O	O	O		O		O									
The Giver																		O	O	O				O	O	O		O	O	O		O		O		O		O				O	
Nothing to Envy: Ordinary Lives in North Korea																		O	O	O				O	O	O		O	O	O		O		O		O		O				O	
A Thousand Cranes																		O	O					O	O	O		O	O	O		O		O		O		O				O	
Remarks at the UNESCO Education for All Week Luncheon							O	O										O	O	O				O	O	O		O	O	O		O		O		O		X				O	
Hidden Figures	O	O																O	O	O				O	O	O		O	O	O		O		O		O		O				O	
Miami Dancer Follows Dreams while Planning for the Future																		O	O					O	O	O		O	O	O		O		O		O						O	
Reality TV and Society																		O	O					O	O	O		O	O	O		O		O		O		O		O			O
The Matsuyama Mirror													O	O	O	O	O	O	O	O				O	O	O		O	O	O		O		O		O		O		O			O
New Directions																		O	O	O				O	O	O		O	O	O		O		O		O		O				O	
Choices	O	O																O	O	O				O	O	O		O	O	O		O		O		O		O				O	
Cuentos de Josefina (Josephine's Tales)	O	O																O	O	O				O	O	O		O	O	O		O		O		O		O				O	
Self-Selected																		O	O	O				O	O	O		O	O	O		O		O		O		O					
Blasts																		O		O				O	O	O		O	O	O		O		O		O							
Extended Writing Project	X	X	X	X	X													X	X	X										O	O		O		X	X	X	X	X	X	X	X	
Novel Study: The Giver																																											
Novel Study: Hidden Figures																																											

O = PRACTICE/APPLICATION ONLY

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Grade 8 Unit 1

Everyone Loves a Mystery: What attracts us to the mysterious?

	Reading: Literature										Reading: Informational Text										Language																					
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1A	1B	1C	1D	1E	2A	2B	3A	3B	4A	4B	4C	4D	5A	5B	5C	6					
	Academic Vocabulary																																								X	
Genre										X																															O	
The Tell-Tale Heart	X			X						X																					X				X						O	
Monster	O		X	O						O																					X				O						O	
Let'Em Play God										X	O				O		X					O									X	O			O					O		
Sympathy	O			O						O																					O				O							O
Ten Days in a Mad-House (Ch 4)										O				O		X				X	O										X	O									O	
The Lottery	O	X		O					X	X																					O			O							O	
The Graveyard Book	O			O						O																					O			O							O	
The Conjure-Man Dies: A Mystery Tale of Dark Harlem	O	O	O	O		O				O																					O			O							O	
The Monkey's Paw	O		X	O	X					O																					O		O	O							O	
Phineas Gage: A Gruesome but True Story About Brain Science										X	X			O		O						O									X		O							O		
Self-Selected										O												O																				
Blasts										O																																
Extended Writing Project	O									O																	X		X													
Novel Study: Monster	O			O						O																															O	
Novel Study: Ten Days in a Mad House (Ch 4)										O				O							O																				O	
Novel Study: Great Tales and Poems of Edgar Allan Poe																																										

	Writing										Speaking and Listening																													
	1A	1B	1C	1D	1E	2A	2B	2C	2D	2E	2F	3A	3B	3C	3D	3E	4	5	6	7	8	9A	9B	10	1A	1B	1C	1D	2	3	4	5	6							
Academic Vocabulary																									O															
Genre																		O	O	O					O	O		O		O										
The Tell-Tale Heart	O	O																X	X	O					O	X	X	X	X	O	O						O			
Monster													O												O	O	O	O	O	O	O	O	O	O	O	O			O	
Let'Em Play God	O	O																O	O	O					O	O	O	O	O	O	O	O	O	O	O				O	
Sympathy																		O	O	O					O	O	O	O	O	O	O	O	O	O	O				O	
Ten Days in a Mad-House (Ch 4)																		O	O	O					O	O	O	O	O	O	O	O	O	O	O				O	
The Lottery	O	O																O	O	O					O	O	O	O	O	O	O	O	O	O	O				O	
The Graveyard Book																		O	O	O					O	O	O	O	O	O	O	O	O	O	O				O	
The Conjure-Man Dies: A Mystery Tale of Dark Harlem																		O	O	O					O	O	O	O	O	O	O	O	O	O	O				O	
The Monkey's Paw																		O	O	O					O	O	O	O	O	O	O	O	O	O	O				O	
Phineas Gage: A Gruesome but True Story About Brain Science						O	O											O	O	O					O	O	O	O	O	O	O	O	O	O	O				O	
Self-Selected																		O	O	O					O	O		O		O										
Blasts																		O	O						O	O	O		O	O										
Extended Writing Project											X	X	X	X	X			X	X	X					O	O		O		O										
Novel Study: Monster																		O	O						O														O	
Novel Study: Ten Days in a Mad House (Ch 4)																		O	O						O														O	
Novel Study: Great Tales and Poems of Edgar Allan Poe																																								

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Scope and Sequence

Grade 8 Unit 2	Past and Present: What makes you, you?																																				
	Reading: Literature										Reading: Informational Text										Language																
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1A	1B	1C	1D	1E	2A	2B	3A	3B	4A	4B	4C	4D	5A	5B	5C	6
Academic Vocabulary																																					X
Genre									X																												O
I'm Nobody! Who Are You?	O	O	O	O	X				O																			X	O	O						O	
Commencement Address to the Santa Fe Indian School									X	O			O		O			X		O							X	O								O	
Curtain Call										O	O	O	O		O												O			O						O	
So Where Are You From?									X	O	X		O													X										O	
The Outsiders	X		X	O						O																X	O									O	
Slam, Dunk, & Hook	O			O	X				X	O															X	O										O	
Abuela Invents the Zero	O	X	X	O						O															X	O										O	
Inside Out and Back Again	O			O						O															O			O								O	
Theories of Space and Time	O			O						O															O			O								O	
The Road Not Taken	O	O		X	X					O															X	O			X						O		
The House on Mango Street	O	X		X						O															X	O		X							O		
Self-Selected										O																									O		
Blasts										O																											
Extended Writing Project										O														X	X	X											
Novel Study: The Outsiders	O			O						O																										O	
Novel Study: Inside Out and Back Again	O			O						O																										O	

	Writing										Speaking and Listening																										
	1A	1B	1C	1D	1E	2A	2B	2C	2D	2E	2F	3A	3B	3C	3D	3E	4	5	6	7	8	9A	9B	10	1A	1B	1C	1D	2	3	4	5	6				
Academic Vocabulary																																					O
Genre																		O	O	O				O	O	O	O	O		O							
I'm Nobody! Who Are You?																		O	O	O				O	O	O	O	O	O	O						O	
Commencement Address to the Santa Fe Indian School	O	O																O	O	O				O	O	O	O	O	O		X				O		
Curtain Call																		O	O	O				O	O	O	O	O	O							O	
So Where Are You From?								O	O									O	O	O				O	O	O	O	O	O							O	
The Outsiders	O	O																O	O	O				O	O	O	O	O	O						O		
Slam, Dunk, & Hook																		O	O					O	O	O	O	O								O	
Abuela Invents the Zero													O	O				O	O	O				O	O	O	O	O	O							O	
Inside Out and Back Again																		O	O	O				O	O	O	O	O	O		O					O	
Theories of Space and Time																		O	O	O				O	O	O	O	O	O							O	
The Road Not Taken																		O	O	O				O	O	O	O	O								O	
The House on Mango Street	O	O																O	O	O				O	O	O	O	O								O	
Self-Selected																		O	O	O				O	O	O	O	O									
Blasts																		O	O					O	O	O	O	O									
Extended Writing Project	X	X	X	X	X												X	X	X						O	O	O	O									
Novel Study: The Outsiders																		O	O					O												O	
Novel Study: Inside Out and Back Again																		O	O					O												O	

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Grade 8 Unit 3	No Risk, No Reward: Why do we take chances?																																				
	Reading: Literature										Reading: Informational Text										Language																
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1A	1B	1C	1D	1E	2A	2B	3A	3B	4A	4B	4C	4D	5A	5B	5C	6
Academic Vocabulary											o																									x	
Genre																				x																o	
The Vanishing Island											o		o					x		x								x	x	o						o	
A Night to Remember											o	o	o	o														o								o	
Address to the Nation on the Explosion of the Space Shuttle Challenger											o	x		o	x												x	o								o	
A Kenyan Teen's Discovery: Let There Be Lights to Save Lions											o	o		o				x		x							x	o				x				o	
Mother to Son	o	o	o	o							o																o									o	
Learning to Read	o	o	o	o							o																o									o	
Narrative of the Life of Fredrick Doubllass, An American Slave (Ch VII)											o		x	x		o											x		o		x					o	
The Day I Saved a Life											o			x													x					x					o
The Call of the Wild	o	o		x			x				o																x	o									o
Cocoon	o			x							o																x	o	o					x			o
Self-Selected											o																										
Blasts											o																										
Extended Writing Project											o																										
Novel Study: A Night to Remember											o			o																							o
Novel Study: Narrative of the Life of Frederick Doubllass, An American Slave											o			o																							o

	Writing										Speaking and Listening																											
	1A	1B	1C	1D	1E	2A	2B	2C	2D	2E	2F	3A	3B	3C	3D	3E	4	5	6	7	8	9A	9B	10	1A	1B	1C	1D	2	3	4	5	6					
Academic Vocabulary																										o												
Genre																		o	o	o					o	o	o		o		o							
The Vanishing Island							o	o										o	o	o					o	o	o	o	o	o	o	o						o
A Night to Remember																		o	o	o					o	o	o	o	o	o	o	o	o	o				o
Address to the Nation on the Explosion of the Space Shuttle Challenger																		o	o	o					o	o	o	o	o	o	o	o	o					o
A Kenyan Teen's Discovery: Let There Be Lights to Save Lions																		o	o	o					o	o	o	o	o	o	o	x					o	
Mother to Son																		o	o	o					o	o	o	o	o	o	o							x
Learning to Read																		o	o	o					o	o	o	o	o	o	o							o
Narrative of the Life of Fredrick Doubllass, An American Slave (Ch VII)																		o	o	o					o	o	o	o	o	o	o	o	o					o
The Day I Saved a Life	o	o	o															o	o	o					o	o	o	o	o	o	o							o
The Call of the Wild	o	o																o	o	o					o	o	o	o	o	o								o
Cocoon	o	o																o	o	o					o	o	o	o	o	o								o
Self-Selected																		o	o	o					o	o	o		o									
Blasts																		o		o					o	o	o		o									o
Extended Writing Project							x	x	x	x	x	x						x	x	x						o	o		o		o							
Novel Study: A Night to Remember																		o		o						o												o
Novel Study: Narrative of the Life of Frederick Doubllass, An American Slave																		o		o						o												o

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Scope and Sequence

Grade 8 Unit 4	Hear Me Out: How do you choose the right words?																																				
	Reading: Literature										Reading: Informational Text										Language																
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1A	1B	1C	1D	1E	2A	2B	3A	3B	4A	4B	4C	4D	5A	5B	5C	6
Academic Vocabulary																																					X
Genre																					X																O
/HUG		O	X	X	O					X																			X		O						O
Gaming Communities										O			O		O		X	X	O									X		O							O
Denee Benton: Broadway Princess										O	O	O	O															O			O						O
Cover Letter to LucasArts										O		X															X		X	X						O	
Speech to the Ohio Women's Conference: Ain't I a Woman										O		X					X		O							X		O								O	
Across Five Aprils		O			O		X	X		O																	X		O							O	
To America		O	O		O					O																	O			O							O
Letters of a Civil War Nurse										O		O														O		O		O							O
The Gettysburg Address										O		X					X	X							X		O	O				X	O				O
The Adventures of Tom Sawyer (Chapter 2)		O		X		X			X	O																X		O		X						O	
Blind		O		X					O																	X	O		O		X	X				O	
Self-Selected									O																												O
Blasts									O																												O
Extended Writing Project									O															X	X	X											O
Novel Study: Across Five Aprils		O		O					O																												O
Novel Study: The Adventures of Tom Sawyer (Chapter 2)		O		O					O																												O

	Writing																Speaking and Listening																				
	1A	1B	1C	1D	1E	2A	2B	2C	2D	2E	2F	3A	3B	3C	3D	3E	4	5	6	7	8	9A	9B	10	1A	1B	1C	1D	2	3	4	5	6				
Academic Vocabulary																									O												
Genre																		O	O	O				O	O	O	O	O	O								
/HUG		O	O															O	O	O			O	O	O	O	O	O	O	O						O	
Gaming Communities		O	O															O	O	O			O	O	O	O	O	O	O	O						O	
Denee Benton: Broadway Princess																		O	O	O			O	O	O	O	O	O	O	O						O	
Cover Letter to LucasArts																		O	O	O			O	O	O	O	O	O	O	O						O	
Speech to the Ohio Women's Conference: Ain't I a Woman																		O	O	O			O	O	O	O	O	O	O	X					O		
Across Five Aprils		O	O															O	O	O			O	O	O	O	O	O	X	O					O		
To America																		O	O	O			O	O	O	O	O	O	O							O	
Letters of a Civil War Nurse																		O	O	O			O	O	O	O	O	O	O							O	
The Gettysburg Address																		O	O	O			O	O	O	O	O	O	O	X						O	
The Adventures of Tom Sawyer (Chapter 2)		O	O	O														O	O	O			O	O	O	O	O	O	O							O	
Blind																		O	O	O			O	O	O	O	O	O	O							O	
Self-Selected																		O	O	O			O	O	O	O	O	O	O							O	
Blasts																		O	O	O			O	O	O	O	O	O								O	
Extended Writing Project		X	X	X	X	X												X	X	X					O	O	O	O	O								O
Novel Study: Across Five Aprils																		O	O					O												O	
Novel Study: The Adventures of Tom Sawyer (Chapter 2)																		O	O					O												O	

Scope and Sequence

Grade 8 Unit 5		Times That Try Us: Who are you in a crisis?																																				
		Reading: Literature										Reading: Informational Text										Language																
		1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1A	1B	1C	1D	1E	2A	2B	3A	3B	4A	4B	4C	4D	5A	5B	5C	6
Academic Vocabulary											○																											X
Genre										X																												○
Teen Mogul	○		X	○	X					○																				X			○				○	
Anne Frank: The Diary of a Young Girl											○	○	○	○	○	○					○										○		○				○	
The Diary of Anne Frank: A Play	○			○	X					X																			X		X	X				○		
Parallel Journeys											○	X	○	○	○					○									X		○					○		
Blood, Toil, Tears and Sweat											○		○	X					○	○									X	○						○		
Farewell to Manzanar											X	○	○	○	○					○									X	○						○		
Nobel Prize Acceptance Speech											○		○	X					X	○									X	○							○	
Refugee	○		○	X						X																			X		○					○		
America	○	○		○						○																			○		○					○		
Ghandhi the Man: How One Man Changed Himself to Change the World											○		○							○									○		○					○		
Long Walk to Freedom											○	X	○	○	X				○	○									X	○						○		
Self-Selected											○									○																○		
Blasts											○																											
Extended Oral Project											○											X							X									
Novel Study: Anne Frank											○		○							○																	○	
Novel Study: Refugee	○			○						○																											○	

		Writing										Speaking and Listening																											
		1A	1B	1C	1D	1E	2A	2B	2C	2D	2E	2F	3A	3B	3C	3D	3E	4	5	6	7	8	9A	9B	10	1A	1B	1C	1D	2	3	4	5	6					
Academic Vocabulary																													○										
Genre																					○	○	○			○	○	○	○		○								
Teen Mogul																					○	○	○			○	○	○	○	○	○	○	○	○	○	○	○	○	
Anne Frank: The Diary of a Young Girl																					○	○	○			○	○	○	○	○	○	○	○	○	○	○	○	○	
The Diary of Anne Frank: A Play																					○	○	○			○	○	○	○	○	○	○	○	○	○	○	○	○	
Parallel Journeys																					○	○	○			○	○	○	○	○	○	○	○	○	○	○	○	○	
Blood, Toil, Tears and Sweat																					○	○	○			○	○	○	○	○	○	○	○	○	○	○	○	○	
Farewell to Manzanar																					○	○	○			○	○	○	○	○	○	○	○	○	○	○	○	○	
Nobel Prize Acceptance Speech																					○	○				○	○	○	○	○	○	○	○	○	X				
Refugee																					○	○				○	○	○	○	○	○	○	○	○	○	○	○	○	
America																					○	○	○			○	○	○	○	○	○	○	○	○	○	○	○	○	
Ghandhi the Man: How one Man Changed Himself to Change the World																					○	○	○			○	○	○	○	○	○	○	○	○	○	○	○	○	
Long Walk to Freedom																					○	○	○			○	○	○	○	○	○	○	○	○	○	○	○	○	
Self-Selected																					○	○	○			○	○	○	○	○	○	○	○	○	○	○	○	○	
Blasts																					○	○				○	○	○	○	○	○	○	○	○	○	○	○	○	
Extended oral Project		X	X	○	○	○															X	X	X		X		○	○	○	○	X	X	X	X	X	X	X		
Novel Study: Anne Frank																					○	○				○												○	
Novel Study: Refugee																					○	○				○													○

Scope and Sequence



Grade 8 Unit 6	Beyond Reality: What do other worlds teach us about our own?																																					
	Reading: Literature										Reading: Informational Text										Language																	
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1A	1B	1C	1D	1E	2A	2B	3A	3B	4A	4B	4C	4D	5A	5B	5C	6	
Academic Vocabulary											○																											X
Genre									X																													○
Manuel and the Magic Fox	○	X	○	○					X																				X	○								○
The Dark Is Rising	○	○	○	○	○				○																				○		○							○
“There Will Come Soft Rains” (Poem)	○	○		○					○																				○		○						○	
There Will Come Soft Rains (Short Story)	○	X		○	X				○																			X	○	○							○	
The War of the Worlds	○			X		○			○																			X	X								○	
Everybody Out (from “What If”)										○	X		X	○					X									X	○								○	
Spaceships	○	○		X					○																			X	○	X							○	
Universal Declaration of Human Rights										○	X		X						○									X	○	○							○	
How Hare Drank Boiling Water and Married the Beautiful Princess	○	○		○					○																			○		○							○	
Children of Blood and Bone	○			○	X	X			○																			X	○								○	
Self-Selected									○										○																		○	
Blasts									○																													
Extended Writing Project										○											X				X	X	X											
Novel Study: The Dark is Rising	○			○					○																												○	
Novel Study: The War of the Worlds	○			○					○																												○	

Grade 8 Unit 6	Writing																				Speaking and Listening															
	1A	1B	1C	1D	1E	2A	2B	2C	2D	2E	2F	3A	3B	3C	3D	3E	4	5	6	7	8	9A	9B	10	1A	1B	1C	1D	2	3	4	5	6			
	Academic Vocabulary																								○											
Genre																		○	○	○				○	○	○	○	○	○							
Manuel and the Magic Fox	○	○																						○	○	○	○	○	○	○	○	○			○	
The Dark Is Rising																								○	○	○	○	○	○	○	○	○	○			○
“There Will Come Soft Rains” (Poem)																								○	○	○	○	○	○	○	○	○			○	
There Will Come Soft Rains (Short Story)																								○	○	○	○	○	○	○	○			○		
The War of the Worlds	○	○																						○	○	○	○	○	○	○	○	○			○	
Everybody Out (from “What If”)								○	○	○	○													○	○	○	○	○	○	○	○	○			○	
Spaceships																								○	○	○	○	○	○	○	○			○		
Universal Declaration of Human Rights																		○	○					○	○	○	○	○	○						○	
How Hare Drank Boiling Water and Married the Beautiful Princess																								○	○	○	○	○	○	○					○	
Children of Blood and Bone																								○	○	○	○	○	○	○					○	
Self-Selected																								○	○	○	○	○								
Blasts																								○	○	○	○	○	○							
Extended Writing Project							X	X		○	○	○								X	X	X	X	X			○	○	○	○				X		
Novel Study: The Dark is Rising																								○	○										○	
Novel Study: The War of the Worlds																								○	○										○	
Novel Study: Hidden Figures																																				

Scope and Sequence

Grade 9 Unit 1	Divided We Fall: Why do we feel the need to belong?																																									
	Reading: Literature										Reading: Informational Text										Language																					
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1A	1B	1C	1D	1E	2A	2B	3A	3B	4A	4B	4C	4D	5A	5B	5C	6					
Academic Vocabulary																																							X			
Genre										X																																
Marigolds																																										
The Necklace	X		X	X						X																														O		
Metamorphoses (Jupiter, Lycaon)	O			O						O																														O		
Braving the Wilderness: The Quest for True Belonging and the Courage to Stand Alone	O			O						O																														O		
St Lucy's Home For Girls Raised By Wolves	O	X	X	O						X	O																										X	X		O		
Sure You Can Ask Me A Personal Question	O			O						O																														O		
Angela's Ashes: A Memoir											O	X		X																							O		O			
Why I Lied to Everyone about Knowing Karate											O			O																									O	O		
Welcome to America																																										
I Have a Dream												O		O					X	X																X			O			
The Future in My Arms												O		O																										O		
Self-Selected											O																												O	O		
Blasts											O																															
Extended Writing Project	O																																					X	X		O	X

	Writing										Speaking and Listening																															
	1A	1B	1C	1D	1E	2A	2B	2C	2D	2E	2F	3A	3B	3C	3D	3E	4	5	6	7	8	9A	9B	10	1A	1B	1C	1D	2	3	4	5	6									
Academic Vocabulary																																									O	
Genre																																								O	O	O
Marigolds																																										
The Necklace													X								O	O	O			O	X	X	X	X	X	O	O									
Metamorphoses (Jupiter, Lycaon)																					O	O	O			O	O	O	O	O	O	O	O	O	O					O		
Braving the Wilderness: The Quest for True Belonging and the Courage to Stand Alone																					O	O	O			O	O	O	O	O	O	O	O	O	O					O		
St Lucy's Home For Girls Raised By Wolves																					O	O	O			O	X	O	X	X	X	O										
Sure You Can Ask Me A Personal Question																					O	O	O			O	O	O	O	O	O	O	O	O	O					O		
Angela's Ashes: A Memoir																					O	O	O			O	O	X	O	X	O	X	O									
Why I Lied to Everyone about Knowing Karate																					O	O	O			O	O	O	O	O	O	O	O	O	O					O		
Welcome to America																																										
I Have a Dream																					O	O	O			O	O	O	O	O	O	O	O	O	O							
The Future in My Arms																					O	O	O			O	O	O	O	O	O	O	O	O	O					O		
Self-Selected																					O	O	O			O	O	O	O	O	O	O	O	O	O	O						
Blasts																					O	O			O	O	O	O	O	O	O	O	O	O	O	O	O					
Extended Writing Project																					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		

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Scope and Sequence



Grade 9 Unit 2		The Call to Adventure: What will you learn on your journey?																																			
		Reading: Literature										Reading: Informational Text										Language															
		1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1A	1B	1C	1D	1E	2A	2B	3A	3B	4A	4B	4C	4D	5A	5B	5C
Academic Vocabulary										o																								x			
Genre																							x														
Stopping by Woods on a Snowy Evening	o			o						o																									o		
12 (from "Gitanjali")	o			o						o																									o		
The Journey	o	x		o	x	x				o																					x				o		
Leon Bridges on Overcoming Childhood Isolation and Finding His Voice: "You Can't Teach Soul"																																					
Higest Duty: My Search for What Really Matters										o		o		o																						o	
Bessie Coleman: Woman who 'dared to drea,' made aviation hisotry										o		o		o																						o	
Volar	o	x		o						o																						x				o	
Wild: From Lost to Found on the Pacific Crest Trail										o			o	x	x															o							o
The Art of Choosing										o			o																	o							o
Restless Genes										o			x	x																	x					o	
Apollo 13: Mission Highlights																																					
Self-Selected										o																								o			
Blasts										o																											
Extended Writing Project										o													o		x	x		o	x								

Grade 9 Unit 2		Writing																				Speaking and Listening																
		1A	1B	1C	1D	1E	2A	2B	2C	2D	2E	2F	3A	3B	3C	3D	3E	4	5	6	7	8	9A	9B	10	1A	1B	1C	1D	2	3	4	5	6				
		Academic Vocabulary																																				
Genre																																						o
Stopping by Woods on a Snowy Evening																				o	o	o			o	o	o	o	o	o	o	o	o	o	o	o	o	
12 (from "Gitanjali")																				o	o	o			o	o	o	o	o	o	o	o	o	o	o	o		
The Journey																				o	o	o			o	o	x	o	x	o	x	o						
Leon Bridges on Overcoming Childhood Isolation and Finding His Voice: "You Can't Teach Soul"																																						
Higest Duty: My Search for What Really Matters																				o	o	o			o	o	o	o	o	o	o	o	o	o	o	o		
Bessie Coleman: Woman who 'dared to drea,' made aviation hisotry																				o	o	o			o	o	o	o	o	o	o	o	o	o	o	o		
Volar																				o	o	o			o	o	o	o	o	o	o	o	o	o	o	o		
Wild: From Lost to Found on the Pacific Crest Trail																				o	o	o			o	o	o	o	o	o	o	o	o	o	o	o		
The Art of Choosing																				o	o	o			o	o	o	o	o	o	o	o	o	o	o	o		
Restless Genes																				o	o	o			o	o	o	o	o	o	o	o	o	o	o	o		
Apollo 13: Mission Highlights																																						
Self-Selected																				o	o	o			o	o	o	o	o	o	o	o	o	o	o	o		
Blasts																				o	o	o			o	o	o	o	o	o	o	o	o	o	o	o		
Extended Writing Project																			x	x	x	x	x	x														

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Scope and Sequence

Grade 9 Unit 3	Declaring Your Genius: How do you define intelligence?																																					
	Reading: Literature										Reading: Informational Text										Language																	
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1A	1B	1C	1D	1E	2A	2B	3A	3B	4A	4B	4C	4D	5A	5B	5C	6	
Academic Vocabulary																																					X	
Genre																						X																
Señora X No More																																						
from The Lost Letters of Frederick Douglass																																						
An Indian Father's Plea																																						
Georgia O'Keeffe																																						
The Singularity is Near																																						
The Most Dangerous Game																																						
Outliers: The Story of Success																																						
The Origin of Intelligence																																						
Secret to Raising Smart Kids																																						
The Odyssey (A Graphic Novel)																																						
The Odyssey (Book XII - Butler Translation)																																						
Concovation Remarks at Harvard Unuiversity																																						
Self-Selected																																						
Blasts																																						
Extended Writing Project																																						

	Writing										Speaking and Listening																											
	1A	1B	1C	1D	1E	2A	2B	2C	2D	2E	2F	3A	3B	3C	3D	3E	4	5	6	7	8	9A	9B	10	1A	1B	1C	1D	2	3	4	5	6					
Academic Vocabulary																																						
Genre																																						
Señora X No More																																						
from The Lost Letters of Frederick Douglass																																						
An Indian Father's Plea																																						
Georgia O'Keeffe																																						
The Singularity is Near																																						
The Most Dangerous Game																																						
Outliers: The Story of Success																																						
The Origin of Intelligence																																						
Secret to Raising Smart Kids																																						
The Odyssey (A Graphic Novel)																																						
The Odyssey (Book XII - Butler Translation)																																						
Concovation Remarks at Harvard Unuiversity																																						
Self-Selected																																						
Blasts																																						
Extended Writing Project																																						

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Scope and Sequence

Grade 9 Unit 5	The Dance of Romance: When is love worth the fall?																																								
	Reading: Literature										Reading: Informational Text										Language																				
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1A	1B	1C	1D	1E	2A	2B	3A	3B	4A	4B	4C	4D	5A	5B	5C	6				
Academic Vocabulary																																							X		
Genre										X																															
Gift of the Magi																																									
Catch the Moon																																									
Love in a Headscarf																																									
Sonnet 116																																									
Masters of Love																																									
Redbird Love																																									
Dusting																																									
A Song for Changgan																																									
How Do I Love Thee? (Sonnet 43)																																									
The Raven																																									
The Loneliness of Lost Love in Edgar Allan Poe's "The Raven"																																									
Self-Selected																																									
Blasts																																									
Extended Writing Project																																									

	Writing																Speaking and Listening																									
	1A	1B	1C	1D	1E	2A	2B	2C	2D	2E	2F	3A	3B	3C	3D	3E	4	5	6	7	8	9A	9B	10	1A	1B	1C	1D	2	3	4	5	6									
Academic Vocabulary																																										
Genre																																										
Gift of the Magi																																										
Catch the Moon																																										
Love in a Headscarf																																										
Sonnet 116																																										
Masters of Love																																										
Redbird Love																																										
Dusting																																										
A Song for Changgan																																										
How Do I Love Thee? (Sonnet 43)																																										
The Raven																																										
The Loneliness of Lost Love in Edgar Allan Poe's "The Raven"																																										
Self-Selected																																										
Blasts																																										
Extended Writing Project																																										

Grade 9 Unit 6	Human Potential: How can you help others achieve their goals?																																						
	Reading: Literature										Reading: Informational Text										Language																		
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1A	1B	1C	1D	1E	2A	2B	3A	3B	4A	4B	4C	4D	5A	5B	5C	6		
Academic Vocabulary																																					X		
Genre									X																														
Letters to My Younger Self																																							
Letters to a Young Poet																																							
Maus																																							
The Scarlet Ibis					X																																		
To Kill a Mockingbird (from Chapters 3, 15)																																							
The Girl Who Can																																							
I Know Why the Caged Bird Sings								X																															
Advice to Little Girls																																							
Lumberjanes																																							
Pride and Perservance																																							
Ode to the Selfie																																							
Life Every Voice and Sing																																							
Self-Selected																																							
Blasts																																							
Extended Oral Project																																							
										Writing										Speaking and Listening																			
	1A	1B	1C	1D	1E	2A	2B	2C	2D	2E	2F	3A	3B	3C	3D	3E	4	5	6	7	8	9A	9B	10	1A	1B	1C	1D	2	3	4	5	6						
Academic Vocabulary																																							
Genre																																							
Letters to My Younger Self																																							
Letters to a Young Poet																																							
Maus																																							
The Scarlet Ibis																																							
To Kill a Mockingbird (from Chapters 3, 15)																																							
The Girl Who Can																																							
I Know Why the Caged Bird Sings																																							
Advice to Little Girls																																							
Lumberjanes																																							
Pride and Perservance																																							
Ode to the Selfie																																							
Life Every Voice and Sing																																							
Self-Selected																																							
Blasts																																							
Extended Oral Project																																							

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Scope and Sequence

Grade 10 Unit 2

Moving Forward: How does culture influence your goals?

	Reading: Literature										Reading: Informational Text										Language																
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1A	1B	1C	1D	1E	2A	2B	3A	3B	4A	4B	4C	4D	5A	5B	5C	6
Academic Vocabulary											○																								X		
Genre																																				○	
Literary Focus	○									X	○	○	○	○	○												○	○									
The Power of the Hero's Journey											○	X	○	X	X											X	○	○	○					○			
The Gathering Place	○	○		○						○	○															○		○	○						○		
Ramayana	○	○		○	X		X																			○		○	○						○		
The Republic											X	X	○	X	○	○										X		○	○						○		
Valedictorian Address to Anacostia High School											○	○		○		○										○		○	○						○		
Methods of Motivation											○	○		○		○			X							○		○	○						○		
Remarks at the UN General Assembly											○	○		○		○										○		○	○							○	
A Plea for Global Education											○	○		○	○											○		○	○							○	
The Perils of Indifference											○	○		○	X	○										○		X	X						○		
Night											○	○	○	○	○	○										○		○	○							○	
A Civil Peace	○	○	○	○	○						○															○		○	○							○	
Self-Selected											○																									○	
Timed Writing																																					
Blasts											○																									○	
Extended Writing Project											○	○																									○

	Writing										Speaking and Listening																												
	1A	1B	1C	1D	1E	2A	2B	2C	2D	2E	2F	3A	3B	3C	3D	3E	4	5	6	7	8	9A	9B	10	1A	1B	1C	1D	2	3	4	5	6						
Academic Vocabulary																																							
Genre																												○	○								○		
Literary Focus																			○	○						○	○		○	○									
The Power of the Hero's Journey																			○	○	○				○	○	○	○	○	○	○	○	○				○		
The Gathering Place																			○	○	○				○	○	○	○	○	○	○	○	○	○	○			○	
Ramayana																			○	○	○				○	○	○	○	○	○	○	○	○				○		
The Republic																			○	○	○				○	○	○	○	○	○	○	○	○	○				○	
Valedictorian Address to Anacostia High School																			○	○	○				○	○	○	○	○	○	○	○	○	○				○	
Methods of Motivation																			○	○	○				○	○	○		○	○	○	○	○		X			○	
Remarks at the UN General Assembly																			○	○	○				○	○	○	○	○	○	○	○	○	○				○	
A Plea for Global Education																			○	○	○				○	○	○	○	○	○	○	○	○	○				○	
The Perils of Indifference																			○	○	○				○	○	○	○	○	○	○	○	○					○	
Night																			○	○	○				○	○											○		
A Civil Peace																			○	○	○				○	○	○	○	○	○	○	○	○					○	
Self-Selected																			○	○					○	○		○	○									○	
Timed Writing																			○	○					○														
Blasts																			○	○					○	○	○		○	○							○		
Extended Writing Project																			X	X	X																X	X	

○ = PRACTICE/APPLICATION ONLY

X = INSTRUCTION AND PRACTICE/APPLICATION

Grade 10 Unit 3	The Persistence of Memories: How does the past impact the future?																																						
	Reading: Literature										Reading: Informational Text										Language																		
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1A	1B	1C	1D	1E	2A	2B	3A	3B	4A	4B	4C	4D	5A	5B	5C	6		
Academic Vocabulary																																							X
Genre																																						X	
Literary Focus																																							O
By any Other Name																																							
Rituals of Memory																																						O	
Seeing at the Speed of Sound																																							O
From Behind a Covered Window																																							O
Love is Not All																																							O
Facial Expression--including fear--may not be as universal as we thought																																							O
Dream Psychology: Psychoanalysis for Beginners																																							
The Secret Life of Salvador Dali																																							O
Rock, Ghost, Willow, Deer: A Story of Survival																																							O
The God of Small Things																																							O
Persepolis																																							
<i>The Immortal Life of Henrietta Lacks</i>																																							
Self-Selected																																							O
Timed Writing																																							
Blasts																																							O
Extended Writing Project																																							O X

	Writing										Speaking and Listening																												
	1A	1B	1C	1D	1E	2A	2B	2C	2D	2E	2F	3A	3B	3C	3D	3E	4	5	6	7	8	9A	9B	10	1A	1B	1C	1D	2	3	4	5	6						
Academic Vocabulary																																							O
Genre																																							O
Literary Focus																																							O
By any Other Name																																							
Rituals of Memory																																							O
Seeing at the Speed of Sound																																						O	
From Behind a Covered Window																																							
Love is Not All																																							
Facial Expression--including fear--may not be as universal as we thought																																						O	
Dream Psychology: Psychoanalysis for Beginners																																						O	
The Secret Life of Salvador Dali																																						O	
Rock, Ghost, Willow, Deer: A Story of Survival																																							
The God of Small Things																																						O	
Persepolis																																						O	
<i>The Immortal Life of Henrietta Lacks</i>																																						O	
Self-Selected																																						O	
Timed Writing																																						O	
Blasts																																						O	
Extended Writing Project	X	X	X	X	X																																X X X		

O = PRACTICE/APPLICATION ONLY

X = INSTRUCTION AND PRACTICE/APPLICATION

Scope and Sequence



Grade 10 Unit 4

The Ties That Bind: What brings us back to one another?

	Reading: Literature										Reading: Informational Text										Language																			
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1A	1B	1C	1D	1E	2A	2B	3A	3B	4A	4B	4C	4D	5A	5B	5C	6			
Academic Vocabulary																																								X
Genre										X																														O
Literary Focus										X	O	O	O	O														O	O											O
As You Like It, Act II, Scene vii	O	O		O	O	O				O																		O		O	O									O
Macbeth, Act I, Scene iii	O	X	X	O	O	O	X			O																		O		O	O	O								O
Antigone	O	O	O	X	X	X				O																		O		O	O	X								O
Claudette Colvin Explains Her Role in the Civil Rights Movement											O	O	X	O	O	X	X				O							O	O	O										O
Hotel Rwanda	O	O	O	O	X	O				O																		O		O	O									O
Cherokee Family Reunion	O		O	O						O																		O		O	O									O
Funny in Farsi: A Memoir of Growing Up Iranian in America											O	O	X	X	O	O					O							O	X	O	O			X					O	
On the Painting of the Sistene Chapel	O	O		O		O				O																		O		O	O									O
People Should Not Die in June in South Texas	O	O	O	O		O				O																														O
Sabado Gigante	O	O	O	O						O																		O	O	O	O									O
La Juanita	O	O	O	O	X	O				O																		O		X	X								O	
Kindness	O	O		O						O																		O		O	O									O
Self-Selected										O											O																		O	
Timed Writing											O																													
Blasts											O																													O
Extended Oral Project											O													X			O											X		

	Writing										Speaking and Listening																														
	1A	1B	1C	1D	1E	2A	2B	2C	2D	2E	2F	3A	3B	3C	3D	3E	4	5	6	7	8	9A	9B	10	1A	1B	1C	1D	2	3	4	5	6								
Academic Vocabulary																																									
Genre																										X	O		O		O										
Literary Focus																											O		O	O	O	O									
As You Like It, Act II, Scene vii																		O	O	O					O	O	O	O	O	O	O	O	O							O	
Macbeth, Act I, Scene iii																		O	O	O					O	O	O	O	O	O	O	O	O								O
Antigone																		O	O	O					O	O	O	O	O	O	O	O	O								O
Claudette Colvin Explains Her Role in the Civil Rights Movement																		O	O	O					O	O	O	O	O	O	O	O	O								O
Hotel Rwanda																		O	O	O					O															O	
Cherokee Family Reunion																		O	O	O					O	O	O	O	O	O	O	O	O								O
Funny in Farsi: A Memoir of Growing Up Iranian in America																		O	O	O					O	O	O	O	O	O	O	O	O								O
On the Painting of the Sistene Chapel																		O	O	O					O	O	O	O	O	O	O	O	O								O
People Should Not Die in June in South Texas																										O		O												O	
Sabado Gigante																		O	O	O					O	O	O	O	O	O	O	O	O								O
La Juanita																		O	O	O					O	O	O	O	O	O	O	O	O								O
Kindness																		O	O	O					O	O	O	O	O	O	O	O	O								O
Self-Selected																		O	O								O		O	O										O	
Timed Writing																		X	O						X	O		O		O		O									
Blasts																		O	O								O	O	O		O	O									
Extended Oral Project	X	X	X	X	X													X	X	X					X	X		X	X					X	X	X	X	X	X	X	

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Scope and Sequence

Grade 10 Unit 5	Chopped, Stirred, and Blended: What are the ingredients of culture?																																						
	Reading: Literature										Reading: Informational Text										Language																		
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1A	1B	1C	1D	1E	2A	2B	3A	3B	4A	4B	4C	4D	5A	5B	5C	6		
Academic Vocabulary																																					X		
Genre									X																												O		
Literary Focus									X	O	O		O	O													O	O											
Matsuo Bashō: Melons	O		O	O						O																	O		O	O							O		
Parsley	X		O	X		O				O																	O		O					X					
The Latin Deli: An Ars Poetica	O	O	O	X	O	O				O																	O		O	O	X					O			
Curry: A Tale of Cooks and Conquerors										O	O		O		O					O							O										O		
Chinese Cooking										O	O		O							O																		O	
The New Food Fights: U.S. Public Divides Over Food Science										O	O	X	X	O	O					O							O											O	
Lines Written in Early Spring	O	O		O	O	O														O							O		O	O								O	
B. Wordsworth	O		O	O	X	O			X	O										O							O		O									O	
Florida's Edible Wild Plants: A Guide to Collecting and Cooking														O		O				O																		O	
Maple Sugaring (In Aunt Alberta's Backyard)	O	O		X	O					O										O							O		O	O								O	
Ethiopia	O	O		O		O				O										O																		O	
Self-Selected										O										O																		O	
Timed Writing																																							
Blasts										O																													O
Extended Writing Project										O											O	X	O	O	O	O													

	Writing										Speaking and Listening																												
	1A	1B	1C	1D	1E	2A	2B	2C	2D	2E	2F	3A	3B	3C	3D	3E	4	5	6	7	8	9A	9B	10	1A	1B	1C	1D	2	3	4	5	6						
Academic Vocabulary																																							
Genre																											O		O		O								
Literary Focus																											O		O	O	O								
Matsuo Bashō: Melons																	O	O	O			O	O	O	O		O	O	O	O	O	O	O	O			O		
Parsley																	O	O	O			O	O	O	O		O	O	O	O	O	O	O	O	O			O	
The Latin Deli: An Ars Poetica																	O	O	O			O	O	O	O		O	O	O	O	O	O	O	O	O			O	
Curry: A Tale of Cooks and Conquerors																	O	O	O			O	O	O	O		O	O	O	O	O	O	O	O	O			O	
Chinese Cooking																	O	O	O			O	O	O	O		O	O	O	O	O	O	O	O	O			O	
The New Food Fights: U.S. Public Divides Over Food Science																	O	O	O			O	O	O	O		O	O	O	O	O	O	O	O	O			O	
Lines Written in Early Spring																	O	O	O			O	O	O	O		O	O	O	O	O	O	O	O	O			O	
B. Wordsworth																	O	O	O			O	O	O	O		O	O	O	O	O	O	O	O	O			O	
Florida's Edible Wild Plants: A Guide to Collecting and Cooking																	O	O	O			O	O	O	O		O	O	O	O	O	O	O	O				O	
Maple Sugaring (In Aunt Alberta's Backyard)																	O	O	O			O	O	O														O	
Ethiopia																	O	O	O			O	O	O	O		O	O	O	O	O	O	O	O	O			O	
Self-Selected																	O	O									O		O	O									
Timed Writing																	O	O									O												
Blasts																	O	O									O	O	O		O	O							
Extended Writing Project	X	X	X	X	X																		X	X	X		X	X	O	O									

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Scope and Sequence



Grade 11 Unit 1	Breaking Away: How does independence define the American Spirit																																			
	Reading: Literature										Reading: Informational Text										Language															
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1A	1B	1C	1D	1E	2A	2B	3A	3B	4A	4B	4C	4D	5A	5B	5C
The Story of an Hour	X	X	X	O					X																					X		X				O
Academic Vocabulary										O																										X
Genre									X																											O
Literary Focus								X	X	O			O													O										
On Being Brought from Africa to America	O			O	O				O	O																								O		O
An Address to Miss Phyllis Wheatley	O			O					X	O																					O		O			O
Life After High School										O		O			X														O							O
Constitution of the Iroquois Nations										O	O		O	O	O																					O
Declaration of Independence										O		O		X				X	O										O	O		O				O
The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African										O	O		O	O	O																					O
Verses Upon the Burning of Our House	O	O	O	O						O	O																									O
The Scarlet Letter (Chapter 2)	O	O	O	O	O					O	O																									O
Indian Boarding School: The Runaways	O	O		O	O					O																										O
Bartleby, the Scrivener: A Story of Wall Street	O	X		X	X					O																				O			X			O
The Namesake	O		O	O	O					O																										O
Self-Selected										O																										O
Timed Writing										O																										
Blasts										O																										
Extended Writing Project	O									O																										O

	Writing										Speaking and Listening																									
	1A	1B	1C	1D	1E	2A	2B	2C	2D	2E	2F	3A	3B	3C	3D	3E	4	5	6	7	8	9A	9B	10	1A	1B	1C	1D	2	3	4	5	6			
The Story of an Hour	O	O															X	X	O				O		X	X	X	X	X		O	X				
Academic Vocabulary																										O		O								
Genre																									O		O			O						
Literary Focus													O	O										O		O		O	O							
On Being Brought from Africa to America																	O	O	O				O		O		O	O	O	O	O	O			O	
An Address to Miss Phyllis Wheatley	O	O															O	O	O				O		O		O	O	O	O					O	
Life After High School	O	O															O	O	O				O		O		O	O	O						O	
Constitution of the Iroquois Nations																	O	O	O				O		O		O	O	O						O	
Declaration of Independence	O	O															O	O	O				O		O		O	O	O						O	
The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African																	O	O	O				O		O		O	O	O						O	
Verses Upon the Burning of Our House																	O	O	O				O		O		O	O	O						O	
The Scarlet Letter (Chapter 2)	O	O															O	O	O				O		O		O	O	O	O					O	
Indian Boarding School: The Runaways																	O	O	O				O		O		O	O	O						O	
Bartleby, the Scrivener: A Story of Wall Street	O	O															O	O	O				O		O		O	O	O							
The Namesake																	O	O	O				O		O		O	O	O	O	O					O
Self-Selected																	O	O	O				O		O		O	O								
Timed Writing																	X	O						X		O		O							O	
Blasts																	O	O					O		O		O	O								
Extended Writing Project													X	X	X	X	X	X	X						O	O		O	O							

Scope and Sequence

Grade 11 Unit 5	The Wars We Wage: What does it mean to win?																																					
	Reading: Literature										Reading: Informational Text										Language																	
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1A	1B	1C	1D	1E	2A	2B	3A	3B	4A	4B	4C	4D	5A	5B	5C	6	
Academic Vocabulary																																					X	
Genre																																						O
Literary Focus									X	X					O																						O	
These Wild Young People' by One of Them															O	O				O	O	O															O	
A Rose for Emily	O	O	O	O	O	O									O	O																					O	
The Great Gatsby	O		X	O																																	O	
Death of a Salesman	O	O	O												O																						O	
The Marshall Plan Speech															O				O	X	X															O		
40-0															O	O				O	O															O		
The Moor's Account	O			O	O	O																															O	
Othello	O			O	X		X																												O	O		
Hunger: A Memoir of (My) Body															O			X																O	O	X		
A Plea for the Oppressed															O	O					O	O														O		
Brown v. Board of Education															O			X																O	X	X		
The Immortal Horizon															O	O					O															O		
You Gotta Beat the Best to Be the Best															O	O					O	O														O		
Self-Selected																																				O		
Timed Writing																																						
Blasts																																					O	
Extended Writing Project																																					X	

	Writing															Speaking and Listening																							
	1A	1B	1C	1D	1E	2A	2B	2C	2D	2E	2F	3A	3B	3C	3D	3E	4	5	6	7	8	9A	9B	10	1A	1B	1C	1D	2	3	4	5	6						
Academic Vocabulary																																							O
Genre																																						O	
Literary Focus																																						O	
These Wild Young People' by One of Them	O	O																																				O	
A Rose for Emily																																						O	
The Great Gatsby	O	O																																				O	
Death of a Salesman																																						O	
The Marshall Plan Speech	O	O																																				O	
40-0																																						O	
The Moor's Account																																						O	
Othello	O	O																																				O	
Hunger: A Memoir of (My) Body	O	O																																				O	
A Plea for the Oppressed																																						O	
Brown v. Board of Education	O	O																																				O	
The Immortal Horizon																																						O	
You Gotta Beat the Best to Be the Best																																						O	
Self-Selected																																						O	
Timed Writing																																						O	
Blasts																																						O	
Extended Writing Project	X	X	X	X	X																																	O	

Scope and Sequence

Grade 11 Unit 6	With Malice Toward None: How can we attain justice for all?																																				
	Reading: Literature										Reading: Informational Text										Language																
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1A	1B	1C	1D	1E	2A	2B	3A	3B	4A	4B	4C	4D	5A	5B	5C	6
Academic Vocabulary										o																											x
Genre									x																												o
Literary Focus								x	x	o		o																o									
Invisible Man	o	o	o	o	o	o			o	o																											o
American Horse	o			o	x	x			o	o																		o									o
On Listening to Your Teacher Take Attendance	o	o		o	o					o																											o
Civil Rights Act of 1964										o	o		o																								o
Second Inaugural Address										o		x	o					x	x										o								o
I've Been to the Mountaintop										o	x		x		x												x			o	o	o					o
The Night Before Christmas	o		x	o	o					o																			o								o
The Last Ride of Cowboy Bob										o	o	o	o	o																							o
The Four Foods	o	o	o	o	o	o				o																											o
Gaman	o		o	o						o																											o
Demeter's Prayer to Hades	o			o	x					o																		o			o						o
The Color of an Awkward Conversation										o	o		o	o	o																						o
Self-Selected										o																											o
Timed Writing																																					
Blasts										o																											
Extended Oral Project										o																	x	x									

	Writing																				Speaking and Listening																
	1A	1B	1C	1D	1E	2A	2B	2C	2D	2E	2F	3A	3B	3C	3D	3E	4	5	6	7	8	9A	9B	10	1A	1B	1C	1D	2	3	4	5	6				
Academic Vocabulary																											o										
Genre																											o	o		o							
Literary Focus																	o	o								o	o	o	o	o							
Invisible Man																	o	o	o				o	o	o	o	o	o	o	o							o
American Horse	o	o															o	o	o				o	o	o	o	o	o	o	o							
On Listening to Your Teacher Take Attendance																	o	o	o				o	o	o	o	o	o	o								o
Civil Rights Act of 1964								o									o	o	o				o	o	o	o	o	o	o								o
Second Inaugural Address	o	o															o	o	o				o	o	o	o	o	o	o	o							x
I've Been to the Mountaintop	o	o															o	o	o				o	o	o	o	o	o	o								x
The Night Before Christmas	o	o															o	o	o				o	o	o	o	o	o	o								
The Last Ride of Cowboy Bob													o	o			o	o	o				o	o	o	o	o	o	o								o
The Four Foods																	o	o	o				o	o	o	o	o	o	o								o
Gaman	o	o															o	o	o				o	o	o	o	o	o	o								o
Demeter's Prayer to Hades	o	o															o	o	o				o	o	o	o	o	o	o								
The Color of an Awkward Conversation																	o	o	o				o	o	o	o	o	o	o								o
Self-Selected																	o	o	o				o	o	o	o	o										
Timed Writing																	o	o					o														
Blasts																	o	o					o	o	o	o	o	o									
Extended Oral Project	o	x	x														x	x	x				x			o	o			x	x	x	x	x	x	x	x

o = PRACTICE/APPLICATION ONLY

x = INSTRUCTION AND PRACTICE/APPLICATION

Scope and Sequence



Grade 12 Unit 3	Against the Wind: How do leaders fight for their ideas?																																				
	Reading: Literature										Reading: Informational Text										Language																
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1A	1B	1C	1D	1E	2A	2B	3A	3B	4A	4B	4C	4D	5A	5B	5C	6
Academic Vocabulary											o																										x
Genre																																				o	
Literary Focus										x	x	o		o														o			o						
Gulliver's Travels	o	o		o		x	x		o																			o		x	x					o	
Liberty Tree	o		o	o		o			o	o																										o	
To His Excellency, General Washington	o	x		o					x	o																		o								o	
Preamble to the Constitution and the Bill of Rights											o		o								o	o														o	
United States vs. Amistad											o		o						x	x	o							o		o						o	
After Being Convicted of Voting in the 1872 Presidential Election											o		o								o	o														o	
Hawaii's Story by Hawaii's Queen											o	o	o	o		o																				o	
The Federalist Papers: No 10											o		x					x	x	o							o	o	o							o	
Self-Made Men											o		o																							o	
I Am Prepared to Die											o	o	o															o								o	
Leadership During a Crisis											o	o	x	x	o	x												o		o						o	
A Warrior's Daughter	o			o							o																									o	
Self-Selected											o																									o	
Timed Writing																																					
Blasts											o																										
Extended Writing Project											o																									x	
	Writing										Speaking and Listening																										
	1A	1B	1C	1D	1E	2A	2B	2C	2D	2E	2F	3A	3B	3C	3D	3E	4	5	6	7	8	9A	9B	10	1A	1B	1C	1D	2	3	4	5	6				
Academic Vocabulary																												o									
Genre																											o		o		o						
Literary Focus																	o	o								o		o	o	o							
Gulliver's Travels																o	o	o	o	o			o	o	o	o	o	o	o	o	o	x	o			o	
Liberty Tree	o	o															o	o	o				o	o	o	o	o	o	o	o	o	o				o	
To His Excellency, General Washington	o	o															o	o	o				o	o	o	o	o	o	o	o	o					o	
Preamble to the Constitution and the Bill of Rights	o	o															o	o					o	o	o	o	o	o	o							o	
United States vs. Amistad	o	o															o	o	o				o	o	o	o	o	o	o	o	o	o				o	
After Being Convicted of Voting in the 1872 Presidential Election	o	o															o	o	o				o	o	o	o	o	o	o	o	o					o	
Hawaii's Story by Hawaii's Queen	o	o															o	o	o				o	o	o	o	o	o	o	o	o					o	
The Federalist Papers: No 10	o	o															o	o	o				o	o	o	o	o	o	o	o	o					o	
Self-Made Men																	o	o	o				o	o	o	o	o	o	o	o	o					o	
I Am Prepared to Die	o	o															o	o	o				o	o	o	o	o	o	o	o	o					o	
Leadership During a Crisis																	o	o			o	o	o	o	o	o	o	o	x						o		
A Warrior's Daughter																	o	o	o				o	o	o	o	o	o	o	o	o					o	
Self-Selected																	o		o					o	o	o	o	o	o								
Timed Writing																	o		o					o													
Blasts																	o		o				o	o	o	o	o	o	o	o							
Extended Writing Project	x	x	x	x	x												x	x	x					o	o	o	o	o									

o = PRACTICE/APPLICATION ONLY

x = INSTRUCTION AND PRACTICE/APPLICATION



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QUOTE PREPARED FOR:

Manawa School District
800 BEECH ST
MANAWA, WI 54949-8664
ACCOUNT NUMBER: 465709

SUBSCRIPTION/DIGITAL CONTACT:

Michelle Johnson
mjohnson@manawaschools.org
(920) 596-2525

CONTACT:

Michelle Johnson
mjohnson@manawaschools.org
(920) 596-2525

SALES REP INFORMATION:

Judy Fitzpatrick
judy.fitzpatrick@mheducation.com
614-849-2688

Section Summary	Value of All Materials	Free Materials	Product Subtotal
Grade 6	\$2,292.93	(\$756.93)	\$1,536.00
Grade 7	\$3,204.93	(\$756.93)	\$2,448.00
Grade 8	\$2,340.93	(\$756.93)	\$1,584.00
PRODUCT TOTAL*	\$7,838.79	(\$2,270.79)	\$5,568.00
ESTIMATED S&H**			\$478.08
ESTIMATED TAX**			\$0.00
GRAND TOTAL*			\$6,046.08

* Price firm for 45 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. If applicable, actual tax charges will be applied at time of order.

Comments:

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO:

McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605
Email: orders_mhe@mheducation.com | Phone: 1-800-338-3987 | Fax: 1-800-953-8691

QUOTE DATE: 06/01/2022
QUOTE NUMBER: JFITZ-06012022-006

ACCOUNT NAME: Manawa School District
ACCOUNT #: 465709

EXPIRATION DATE: 07/16/2022
PAGE #: 1



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Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
Grade 6					
STUDYSYNC CORE ELA GRADE 6 STD UNITIZED (PRINT AND DIGITAL) STUDENT 1YEAR BUNDLE	978-0-07-703570-9	32	\$48.00	\$0.00	\$1,536.00
STUDYSYNC GRADE 6 TEACHER ONLINE 1 YEAR SUBSCRIPTION	978-0-07-700855-0	3	\$51.49	\$154.47	*Free Materials
STUDYSYNC CORE ELA GRADE 6 TEACHER EDITION VOLUME 1	978-1-94-973923-7	3	\$87.54	\$262.62	*Free Materials
STUDYSYNC CORE ELA GRADE 6 TEACHER EDITION VOLUME 2	978-1-94-973930-5	3	\$87.54	\$262.62	*Free Materials
STUDYSYNC CORE ELA GRADE 6 UNIT POSTER SET	978-1-97-012663-1	3	\$25.74	\$77.22	*Free Materials
Grade 6 Subtotal:				\$756.93	\$1,536.00

Grade 7					
STUDYSYNC CORE ELA GRADE 7 STD UNITIZED (PRINT AND DIGITAL) STUDENT 1YEAR BUNDLE	978-0-07-703640-9	51	\$48.00	\$0.00	\$2,448.00
STUDYSYNC GRADE 7 TEACHER ONLINE 1 YEAR SUBSCRIPTION	978-0-07-700859-8	3	\$51.49	\$154.47	*Free Materials
STUDYSYNC CORE ELA GRADE 7 TEACHER EDITION VOLUME 1	978-1-94-973924-4	3	\$87.54	\$262.62	*Free Materials
STUDYSYNC CORE ELA GRADE 7 TEACHER EDITION VOLUME 2	978-1-94-973931-2	3	\$87.54	\$262.62	*Free Materials
STUDYSYNC CORE ELA GRADE 7 UNIT POSTER SET	978-1-97-012664-8	3	\$25.74	\$77.22	*Free Materials
Grade 7 Subtotal:				\$756.93	\$2,448.00

Grade 8					
STUDYSYNC CORE ELA GRADE 8 STD UNITIZED (PRINT AND DIGITAL) STUDENT 1YEAR BUNDLE	978-0-07-703644-7	33	\$48.00	\$0.00	\$1,584.00
STUDYSYNC GRADE 8 TEACHER ONLINE 1 YEAR SUBSCRIPTION	978-0-07-700861-1	3	\$51.49	\$154.47	*Free Materials
STUDYSYNC CORE ELA GRADE 8 TEACHER EDITION VOLUME 1	978-1-94-973925-1	3	\$87.54	\$262.62	*Free Materials
STUDYSYNC CORE ELA GRADE 8 TEACHER EDITION VOLUME 2	978-1-94-973932-9	3	\$87.54	\$262.62	*Free Materials
STUDYSYNC CORE ELA GRADE 8 UNIT POSTER SET	978-1-97-012665-5	3	\$25.74	\$77.22	*Free Materials
Grade 8 Subtotal:				\$756.93	\$1,584.00

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QUOTE DATE: 06/01/2022
QUOTE NUMBER: JFITZ-06012022-006

ACCOUNT NAME: Manawa School District
ACCOUNT #: 465709

EXPIRATION DATE: 07/16/2022
PAGE #: 2



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QUOTE PREPARED FOR:

Manawa School District
800 BEECH ST
MANAWA, WI 54949-8664
ACCOUNT NUMBER: 465709

CONTACT:

Michelle Johnson
mjohnson@manawaschools.org
(920) 596-2525

VALUE OF ALL MATERIALS	\$7,838.79
FREE MATERIALS	(\$2,270.79)
PRODUCT TOTAL*	\$5,568.00
ESTIMATED SHIPPING & HANDLING**	\$478.08
ESTIMATED TAX**	\$0.00
GRAND TOTAL	\$6,046.08

SUBSCRIPTION/DIGITAL CONTACT:

Michelle Johnson
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(920) 596-2525

Comments:

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School Purchase Order Number: _____

Name of School Official (Please Print)

Signature of School Official

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ACCOUNT NAME: Manawa School District

EXPIRATION DATE: 07/16/2022

QUOTE NUMBER: JFITZ-06012022-006

ACCOUNT #: 465709

PAGE #: 3



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QUOTE PREPARED FOR:

Manawa School District
800 BEECH ST
MANAWA, WI 54949-8664
ACCOUNT NUMBER: 465709

SUBSCRIPTION/DIGITAL CONTACT:

Michelle Johnson
mjohanson@manawaschools.org
(920) 596-2525

CONTACT:

Michelle Johnson
mjohanson@manawaschools.org
(920) 596-2525

SALES REP INFORMATION:

Judy Fitzpatrick
judy.fitzpatrick@mheducation.com
614-849-2688

Section Summary	Value of All Materials	Free Materials	Product Subtotal
Grade 6	\$5,846.84	(\$1,062.84)	\$4,784.00
Grade 7	\$8,687.34	(\$1,062.84)	\$7,624.50
Grade 8	\$5,996.34	(\$1,062.84)	\$4,933.50
PRODUCT TOTAL*	\$20,530.52	(\$3,188.52)	\$17,342.00
ESTIMATED S&H**			\$2,006.49
ESTIMATED TAX**			\$0.00
GRAND TOTAL*			\$19,348.49

* Price firm for 45 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

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QUOTE DATE: 06/01/2022
QUOTE NUMBER: JFITZ-06012022-005

ACCOUNT NAME: Manawa School District
ACCOUNT #: 465709

EXPIRATION DATE: 07/16/2022
PAGE #: 1



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Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
Grade 6					
STUDYSYNC CORE ELA GRADE 6 STANDARD UNITIZED (PRINT AND DIGITAL) STUDENT 6Y BDL	978-0-07-703560-0	32	\$149.50	\$0.00	\$4,784.00
STUDYSYNC GRADE 6 TEACHER ONLINE 6 YEAR SUBSCRIPTION	978-0-07-686775-2	3	\$153.46	\$460.38	*Free Materials
STUDYSYNC CORE ELA GRADE 6 TEACHER EDITION VOLUME 1	978-1-94-973923-7	3	\$87.54	\$262.62	*Free Materials
STUDYSYNC CORE ELA GRADE 6 TEACHER EDITION VOLUME 2	978-1-94-973930-5	3	\$87.54	\$262.62	*Free Materials
STUDYSYNC CORE ELA GRADE 6 UNIT POSTER SET	978-1-97-012663-1	3	\$25.74	\$77.22	*Free Materials
Grade 6 Subtotal:				\$1,062.84	\$4,784.00

Grade 7					
STUDYSYNC CORE ELA GRADE 7 STANDARD UNITIZED (PRINT AND DIGITAL) STUDENT 6Y BDL	978-0-07-703561-7	51	\$149.50	\$0.00	\$7,624.50
STUDYSYNC GRADE 7 TEACHER ONLINE 6 YEAR SUBSCRIPTION	978-0-07-700848-2	3	\$153.46	\$460.38	*Free Materials
STUDYSYNC CORE ELA GRADE 7 TEACHER EDITION VOLUME 1	978-1-94-973924-4	3	\$87.54	\$262.62	*Free Materials
STUDYSYNC CORE ELA GRADE 7 TEACHER EDITION VOLUME 2	978-1-94-973931-2	3	\$87.54	\$262.62	*Free Materials
STUDYSYNC CORE ELA GRADE 7 UNIT POSTER SET	978-1-97-012664-8	3	\$25.74	\$77.22	*Free Materials
Grade 7 Subtotal:				\$1,062.84	\$7,624.50

Grade 8					
STUDYSYNC CORE ELA GRADE 8 STANDARD UNITIZED (PRINT AND DIGITAL) STUDENT 6Y BDL	978-0-07-703562-4	33	\$149.50	\$0.00	\$4,933.50
STUDYSYNC GRADE 8 TEACHER ONLINE 6 YEAR SUBSCRIPTION	978-0-07-700851-2	3	\$153.46	\$460.38	*Free Materials
STUDYSYNC CORE ELA GRADE 8 TEACHER EDITION VOLUME 1	978-1-94-973925-1	3	\$87.54	\$262.62	*Free Materials
STUDYSYNC CORE ELA GRADE 8 TEACHER EDITION VOLUME 2	978-1-94-973932-9	3	\$87.54	\$262.62	*Free Materials
STUDYSYNC CORE ELA GRADE 8 UNIT POSTER SET	978-1-97-012665-5	3	\$25.74	\$77.22	*Free Materials
Grade 8 Subtotal:				\$1,062.84	\$4,933.50

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QUOTE DATE: 06/01/2022
 QUOTE NUMBER: JFITZ-06012022-005

ACCOUNT NAME: Manawa School District
 ACCOUNT #: 465709

EXPIRATION DATE: 07/16/2022
 PAGE #: 2



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QUOTE PREPARED FOR:

Manawa School District
800 BEECH ST
MANAWA, WI 54949-8664
ACCOUNT NUMBER: 465709

CONTACT:

Michelle Johnson
mjohnson@manawaschools.org
(920) 596-2525

VALUE OF ALL MATERIALS	\$20,530.52
FREE MATERIALS	(\$3,188.52)
PRODUCT TOTAL*	\$17,342.00
ESTIMATED SHIPPING & HANDLING**	\$2,006.49
ESTIMATED TAX**	\$0.00
GRAND TOTAL	\$19,348.49

SUBSCRIPTION/DIGITAL CONTACT:

Michelle Johnson
mjohnson@manawaschools.org
(920) 596-2525

Comments:

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School Purchase Order Number: _____

Name of School Official (Please Print)

Signature of School Official

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO:

McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605
Email: orders_mhe@mheducation.com | Phone: 1-800-338-3987 | Fax: 1-800-953-8691

QUOTE DATE: 06/01/2022

ACCOUNT NAME: Manawa School District

EXPIRATION DATE: 07/16/2022

QUOTE NUMBER: JFITZ-06012022-005

ACCOUNT #: 465709

PAGE #: 3



School District of Manawa

Section 504/ADA

Prohibition against

Discrimination Based on

Disability Plan

Approved by the Manawa Board of Education

July 2022

School District of Manawa

Section 504/ADA Prohibition against Discrimination Based on Disability

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Nondiscrimination on the Basis of Handicap/Disability

The District will not discriminate against otherwise qualified students with disabilities (i.e., students who otherwise meet eligibility criteria – e.g., age – for participation in the educational program and/or activities) in the provision of its educational programs and activities. The District further will provide a free appropriate public education to qualified students with disabilities. Said education shall entail the provision of regular or special education and related aids and services that are designed to meet the individual educational needs of students with disabilities as adequately as the needs of non-disabled students are met. This includes providing academic and non-academic services to students with disabilities in the same setting as their non-disabled peers to the maximum extent appropriate. In addition to its provision of educational services, the Board will not discriminate against otherwise qualified students with disabilities in its provision of non-educational academic and extra-curricular services and activities such as counseling services, physical recreational athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the District, referrals to agencies that provide assistance to persons with disabilities, and employment of students, and will provide students with disabilities with equal opportunity to participate in such services and activities. Qualified students with disabilities will be afforded accommodations/modifications/ interventions to the District’s non-academic and extra-curricular services and activities, unless such accommodations/modifications/interventions, service, or activity would impose an undue financial burden. A determination that a particular accommodations/modification/ intervention would constitute an undue burden must be made by the **District Administrator** or his/her designee after considering all resources available for use in the funding and operation of the service or activity, and must be accompanied by written statement of the reasons for reaching that conclusion. In the event the **District Administrator** or his/her designee determines that an undue burden would result, the District will take any other action that would not result in such burden that would still allow, to the maximum extent possible, individuals with disabilities to receive the benefits of the District’s non-academic and extra-curricular services and activities on an equal basis as individuals without disabilities.

Procedures Applicable to Section 504

Annually the District will undertake to identify and locate every qualified person with a disability residing in the District who is not receiving a public education, and notify the person and their parents or guardians of the District's duties and responsibilities under Section 504.

Referral

Any student who needs to be believed to need special accommodations, related services or programs under Section 504 of the Rehabilitation Act of 1973, may be referred to the Building Consultation Team for evaluation. Referrals may be made by anyone (e.g., parents, teachers, or other knowledgeable professionals). Referrals shall be made on the Suspected Disability Referral Form and submitted to the building principal. Referrals may be made at any time. Parents may request a referral form by contacting the building principal, guidance counselor, or District 504 Coordinator (Secondary School Counselor).

Evaluations

Upon receipt of a Suspected Disability Referral Form, the building principal will notify the appropriate 504 Case Manager who will collect all relevant information on the student to assist in documenting whether the student has a physical and/or mental impairment that substantially limits one or more major life activities.

The 504 Case Manager should contact school staff who perform assessments and have them review existing pertinent information and determine whether additional assessments are needed. If an evaluation is needed, parent/guardian written consent will be obtained and a copy of the Notice of Section 504/ADA Procedural Information and Rights will be sent to the parents.

The Building Consultation Team (BCT) will consider all relevant information on the student to determine whether he/she is disabled under Section 504. The assessment information may include, but will not be limited to, medical reports that document a physical and/or mental impairment, aptitude and achievement test scores, teacher observations, recommendations, and other data, including information on social or cultural background and adaptive behavior. Parents will be afforded the opportunity to meaningfully participate and provide input in the evaluation process. The student's parents will be sent a letter inviting them to attend and participate in the BCT conference at least seven calendar days prior to the conference.

Plan

If the student is identified as disabled pursuant to Section 504, and the BCT determines the student requires specialized services and/or accommodations/modifications/interventions in order to receive FAPE (Free and Appropriate Public Education) and to access the District's programs and activities on an equal basis to students without disabilities, the BCT will develop and complete the Section 504 Plan. The Plan will specify the accommodations/modifications/interventions necessary so that the student's needs are met as adequately as the needs of nondisabled students. The purpose of the Section 504 Plan is to provide the student with equal access to school activities, to remove barriers to educational opportunity, and provide, to the

degree possible, a level playing field. The building principal will request written permission from parents to implement the Section 504 Plan.

Review of the Student's Evaluation

Re-evaluations are not required at specific intervals; however, assessments will be updated to that eligibility and accommodation planning is based on information that accurately defines the student's disability and reflects the student's current strengths and needs. At least every three years, appropriate school staff should determine whether updated evaluations are needed. A re-evaluation will be completed prior to a significant change in placement. When a re-evaluation is needed, parents will be sent prior notice. Consistent with initial evaluation, parents will be afforded the opportunity to meaningfully participate and provide input in the re-evaluation process.

Procedural Safeguards: Due Process

The parents may challenge the actions of the BCT regarding identification, evaluation or placement of their child by filing a request for an impartial due process hearing. Alternatively, the parents may file an internal complaint. If the parents elect the former, the Board must provide a due process hearing before an impartial hearing officer ("IHO") that is not employed by the District. A parent does not need to first exhaust the internal complaint process in order to file a request for a due process hearing. In fact, a due process hearing may be requested at any time and parents do not waive that right if they first opt to try to resolve their dispute through the internal complaint process. If a parent is not satisfied with the IHO's decision, he or she may appeal it to a Federal Court of competent jurisdiction.

The parents may also file a complaint with the Office for Civil Rights. The Office for Civil Rights, however, is not part of the District's internal complaint process or the system of procedural safeguards, and, absent extraordinary circumstances, will not review the results of individual placement and other education decisions so long as the District complied with the "process" requirements of Section 504 (concerning identification and locations, evaluation, and due process procedures).

504 Process
School District of Manawa

1. A concern is raised about a student by parent or school staff member.
2. The student is referred to the Building Consultation Team (BCT).
3. The BCT reviews all documentation and decides if there is enough information to make a Section 504 Referral. The 504 Referral Form is given to the referring staff member or parent.
4. Upon receipt of the completed referral form, the Principal will notify the 504 Case Manager who will collect all relevant information.
5. A copy of the completed Referral Form, Procedural Information and Rights, and Letter/Notice Section 504 Initial Evaluation are sent to the parent. Consent is to be obtained within 30 days of receipt of referral.
6. Following the receipt of consent from parents, Release of Information form is filled out and sent to parents if the District doesn't already have permission to talk to the student's physician. The Physician Questionnaire is then sent after the Release of Information form is returned.
7. Within 60 days, the Principal will convene the BCT to determine eligibility under 504. Meeting Notice is sent to parents at least 7 days prior to the conference.
8. Summary of Evaluation Report is filled out at the meeting.

If found ineligible:

9. Summary of Evaluation Report and Procedural Information and Rights are sent to parents.
10. BCT decides if the student needs a Response to Intervention (RtI) Plan, student can be served appropriately without written interventions, or more information is needed, before making a determination

If found eligible:

9. 504 Plan is developed by BCT. Parents are given Procedural Information and Rights and Section 9 of the 504 Plan is filled out by parents giving consent to implement the plan if parents attended the meeting.
10. If parents didn't attend the meeting, 504 Plan along with Procedural Information and Rights are sent to parents and consent to implement plan is obtained prior to finalizing the plan.
11. Copy of the finalized plan is sent to District 504 Coordinator (Secondary School Counselor) and filed in student's cumulative file.
12. Copies of plan are distributed to the student's parents.
13. Before school starts each year, teachers of the student receive a copy of the 504 Plan.
14. Within the first two months of a new school year, BCT will meet to review the 504 Plan, decide whether to continue the existing plan, discontinue current plan, or develop new plan.

15. A copy of active 504 Plan is forwarded to the District 504 Coordinator (Secondary School Counselor), put in cumulative file and distributed to teachers by October 15.
16. Copy of active 504 Plan is sent to parents and Procedural Information and Rights is offered.
17. At least every three years, appropriate school staff should determine whether an updated evaluation is needed.
18. When re-evaluation is needed parents will be sent prior notice and a copy of Procedural Information and Rights.

NOTICE OF SECTION 504/ADA PROCEDURAL INFORMATION AND RIGHTS

WHAT IS SECTION 504?

Section 504 of the Rehabilitation Act of 1973, as amended by that ADA Amendments Act of 2008 (hereinafter "Section 504"), is Congress' directive to schools receiving any Federal funding to eliminate discrimination based on disability from all aspects of their school operations. It states: "No otherwise qualified individual with a disability shall solely by reason of his/her disability, be excluded from the participate in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Since the School District is a recipient of Federal dollars, its administrators and staff are required to provide eligible disabled students with equal access (both physical and academic) to services, programs, and activities offered by its schools. Section 504 is a civil rights statute and not a special education statute.

HOW CAN I REFER MY CHILD TO DETERMINE 504 ELIGIBILITY?

If you suspect that your child is "disabled" under Section 504/ADA, contact your child's teacher, school counselor, or building principal. You will be asked to complete a referral form and grant consent for a 504 evaluation. After the evaluation is complete, a meeting will be scheduled to determine if your child has a "disability." You have the right to the opportunity to meaningful participation in the process and provide input, even if you cannot attend the meeting in person.

WHAT CRITERIA ARE USED TO DETERMINE 504 ELIGIBILITY?

A student qualifies for Section 504 protection if he or she is determined to be an individual with a disability as defined by the statute. Specifically, the student must have a physical or mental impairment that substantially limits one or more major life activities, or have a record of such an impairment, or be regarded as having such an impairment. Only those students with an actual impairment, however, are entitled to accommodations/modifications/ interventions pursuant to Section 504. Those students with a record of an impairment or who re regarded as having an impairment are entitled to protection from discrimination based upon disability.

Major life activities include, but are not limited to, (a) functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, working, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, communicating, learning, and (b) the operation of major bodily functions including the functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

WHAT IS THE DIFFERENCE BETWEEN SECTION 504 AND IDEIA?

Section 504 prohibits discrimination against students with disabilities and requires the school district to provide students with disabilities regular or special education and related aids and services that are designed to meet the individual educational needs of students with disabilities as adequately as the needs of nondisabled students are met. Any necessary accommodations/modifications/interventions must be delineated in the Section 504 Plan.

IDEIA requires district to provide disabled students (ages 3-21) with special education and related services and supplementary aids and services designed to meet their unique needs and prepare them for further education, employment, and independent living. The special education and related services must be delineated in an Individualized Education Program (IEP).

PROCEDURAL INFORMATION AND RIGHTS

Below is a description of the rights granted by Federal law to individuals with disabilities, It is the intent of the District, pursuant to Section 504, to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions.

You have the right to:

- A. have your child take part in, and receive benefits from public education programs without discrimination because of his/her disability;
- B. have the School District advise you of your rights under Federal law;
- C. receive written notice of any decision regarding the identification, evaluation, or educational placement of your child;
- D. have your child receive a free appropriate public education (FAPE); This includes the right to be educated with students who are not disabled to the maximum extent appropriate (i.e., the student's education will be provided in the regular education classroom unless it is demonstrated that education in the regular environment with the use of supplemental aids and services cannot be achieved satisfactorily) and to receive regular or special education and related aids and services that are designed to meet the individual educational needs of students with disabilities as adequately as the needs of nondisabled students are met.
- E. have your child educated in facilities and receive services comparable to those provided students without disabilities;
- F. have evaluation and educational placement decisions made based upon a variety of information sources, and by persons who know your child and are knowledgeable about the evaluation data and placement options;
- G. have your child transported in a non-discriminatory manner; If the District refers a student for services outside the District, adequate transportation will be provided at no greater cost to you than if the services were provided within the District.
- H. place your child in a private school or alternative educational program; However, if the District makes FAPE available to your child and nevertheless you choose to place your child elsewhere, the District is not required to pay for your child's education at the private school or alternative educational program, including any costs associated with related transportation.
- I. have your child be given an equal opportunity to participate in nonacademic and extra-curricular activities offered by the District;
- J. examine all relevant educational records, including, but not limited to, those documents related to decisions regarding your child's identification, evaluation, educational program, and placement;
- K. obtain, at your own expense, an independent educational evaluation of your child;

- L. obtain copies of education records at a reasonable cost unless the fee would effectively deny you access to the records;
- M. a response from the School District to reasonable requests for explanations and interpretations of your child's education records;
- N. periodic re-evaluations and an evaluation before any significant change in program/service modifications;
- O. request amendment for your child's education records if there is reasonable cause to believe that information contained in the record(s) is inaccurate, misleading, or otherwise in violation of the privacy rights of your child; If the School District refuses to amend the record(s), you have the right to request a hearing and/or to attach to the record(s) a statement of why to disagree with the information it contains.
- P. request mediation or an impartial due-process hearing related to decisions or actions concerning your child's identification, evaluation, and/or educational program or placement, and obtain any relief that is authorized by law; You and your child may take part in the hearing and have an attorney represent you. Hearing requests must be made to the District Compliance Officer (Business Manager).
- Q. receive all information in your native language and mode of communication;
- R. file an internal complaint;
- S. file a complaint with the U.S. Department of Education's Office for Civil Rights;
- T. be represented at any point in the process by an attorney;
- U. be notified of your section 504 rights (1) when evaluations are conducted, (2) when consent for an evaluation is withheld, (3) when eligibility is determined, (4) when a Section 504 Plan is developed, and (5) before there is significant change in the Plan.

Complaints, including complaints of disability-based harassment and requests for due process hearings, must be put in writing and must identify the specific circumstances or areas of dispute that have given rise to the complaint or requests for a hearing, and offer possible solutions to the dispute. Complaints must be filed with the District Section 504/ADA Compliance Officer. The Board of Education has designated Carmen O'Brien as the District Section 504/ADA Compliance Officer. The District Compliance Officer can be reached at the following address/phone number/email:

800 Beech St.
 Manawa, WI 54949
 Phone: (920) 596-5332
 Fax: (920) 596-5308
cobrien@manawaschools.org

The Office for Civil Rights of the United States Department of Education enforces the requirements of Section 504 of the Rehabilitation Act of 1973. The address of the Midwest Regional offices:

Office for Civil Rights
 U.S. Department of Health and Human Services
 233 N. Michigan Ave., Suite 240
 Chicago, IL 60601
 Customer Response Center: (800) 368-1019
 Fax: (202) 619-3818

TDD: (800) 537-7697
Email: ocrmail@hhs.gov

SUSPECTED DISABILITY REFERRAL FORM

Student Name _____ DOB _____
School _____ Grade _____
Parent Name(s) _____ Phone _____
Address _____

Please complete this form if you suspect that this student may have a physical or mental impairment that substantially limits one or more major life activities. (See below)

A. Statement of Suspected Section 504 Disability.

B. Nature of the Concern (attach additional sheets, if necessary).

1. Check the suspected physical or mental impairment.

- | | | |
|--|---|---|
| <input type="radio"/> Asthma | <input type="radio"/> Dyslexia | <input type="radio"/> Multiple Sclerosis |
| <input type="radio"/> Attention Deficit Disorder | <input type="radio"/> Emergent Allergy | <input type="radio"/> Muscular Dystrophy |
| <input type="radio"/> Brain Injury | <input type="radio"/> Emotional Illness | <input type="radio"/> Orthopedic Impairment |
| <input type="radio"/> Cancer | <input type="radio"/> Epilepsy | <input type="radio"/> Recovering Chemical Dependent |
| <input type="radio"/> Cerebral palsy | <input type="radio"/> Hearing Impairment | <input type="radio"/> Seizures |
| <input type="radio"/> Developmental Aphasia | <input type="radio"/> Heart Disease | <input type="radio"/> Speech Impairment |
| <input type="radio"/> Diabetes | <input type="radio"/> Minimal Brain Dysfunction | <input type="radio"/> Visual Impairment |
| <input type="radio"/> Other _____ | | |

2. Describe (and attach) any evaluative/data source supporting diagnosis.

3. Check any **functions** that is/are limited.

- | | | |
|---|---|------------------------------------|
| <input type="radio"/> Bending | <input type="radio"/> Hearing | <input type="radio"/> Speaking |
| <input type="radio"/> Breathing | <input type="radio"/> Learning | <input type="radio"/> Standing |
| <input type="radio"/> Caring for one's self | <input type="radio"/> Lifting | <input type="radio"/> Thinking |
| <input type="radio"/> Communicating | <input type="radio"/> Performing manual tasks | <input type="radio"/> Walking |
| <input type="radio"/> Concentrating | <input type="radio"/> Seeing | <input type="radio"/> Working |
| <input type="radio"/> Eating | <input type="radio"/> Sleeping | <input type="radio"/> Other: _____ |

4. Describe (attach relevant data) how the indicated functions is/are substantially limited.

5. Check any major bodily functions that is/are limited.

- | | |
|---|---|
| <input type="radio"/> Bladder | <input type="radio"/> Immune System |
| <input type="radio"/> Bowel | <input type="radio"/> Neurological System |
| <input type="radio"/> Brain | <input type="radio"/> Normal Cell Growth |
| <input type="radio"/> Circulatory/Cardiovascular System | <input type="radio"/> Reproduction |
| <input type="radio"/> Digestive System | <input type="radio"/> Respiratory System |
| <input type="radio"/> Endocrine System | <input type="radio"/> Other: _____ |

6. Describe (and attach relevant data) how any major bodily function(s) is/are substantially limited.

C. To date, what accommodations/modifications/interventions or special provisions have been made to assist the student?

Signature of Person Making Referral

Relationship to Student

Date

The signature of the principal receiving this Referral, documents that a copy of this form and the Notice of Sectional 504/ADA Procedural Information and Rights have been given or sent to the parent or guardian.

Principal's Signature

Date Received

For Office Use Only

Copies to: _____ District 504 Coordinator _____ Building Principal _____ Teacher(s)
_____ Parent(s) _____ Student File _____ District Health Coordinator _____ School Counselor

Letter/Notice: Section 504 Parental Notice for Initial Evaluation

(504 C)

Date: _____

To the Parent/Guardian of: _____

As part of our efforts to help improve your child’s classroom performance, I have asked members of our Building Consultation Team to collect and review information on your child’s learning and behavior. The teacher(s), school counselor, principal, and other staff members may be involved in observation, interviews, administration of behavior checklists, and other data collection activities. (Your child is not suspected of being an exceptional student at this time.)

Once the information has been reviewed, we will meet with you to discuss plans to meet your child’s needs. If you have any questions, please contact _____ (Section 504 Coordinator) at the School District of Manawa.

You are provided specific rights concerning this request, which are designed to keep you fully informed concerning decisions about your child. These Section 504 rights are attached.

Please provide your consent for us to accomplish this screening/evaluation by indicating your decision and providing your signature (below) and returning the bottom half of this form to:

_____.

Parent Consent

Student’s Name

_____ Yes, I consent to the proposed screening/evaluation, if deemed necessary.

_____ No, I do not consent to the proposed screening/evaluation.

Comments: _____

Parent Signature

Date

Copies to : [] Student File [] 504 Case Manager

SECTION 504 EXCHANGE/RELEASE OF INFORMATION AND RECORDS

In order to ensure your child is provided with equal access (both physical and academic) to services, programs, and activities offered by our school, a mutual exchange of information and records is required for your child.

Name of Student: _____ DOB: _____

School: _____ Grade: _____

The request to exchange is between the School District of Manawa and the following:

(hospital, clinic, physician, institution, association, or school)

Address: _____

Name of Contact Person: _____

Records that may be exchanged include the following (check all that apply):

- Exchange/Release all information
- Exchange/Release the checked information:
 - General identifying data (name, address, birth date, grade level completed, grades, class standing, attendance record)
 - Standardized achievement and aptitude test scores
 - Personality and interest scores
 - Teacher ratings
 - Record of extra-curricular activities
 - Individualized Education Programs
 - Psychological reports
 - Medical records
 - Psychiatric reports
 - Other: _____

Consent of Parent/Guardian for Exchange/Release of Information

I authorize the School District of Manawa and the above-named individual/organization/agency to exchange information and records as indicated. Except as limited above, this authorization encompasses all information pertaining to the minor, including protected health information (PHI) as defined in the Health Insurance Portability and Accountability Act (HIPAA) and its implementing regulations, and education records as defined in the Family Educational Rights and Privacy act (FERPA).

We expressly waive all provisions of law (including, but not limited to, the privacy provisions of HIPAA, PERPA, and R.C. 3319.321), forbidding any physician or other person who has or may hereafter treat, attend, or examine the minor, or any educational agency, from disclosing any knowledge or information, including PHI, which they may have there by acquired.

Pursuant to HIPAA, the following are specified as part of this authorization:

- A. The purpose of disclosure is for assisting the School District in offering the student a free appropriate public education pursuant to Section 504 of the Rehabilitation Act of 1973.
- B. This authorization expires one (1) year after the date it is signed.
- C. The parents signing this permission form understand that they may revoke this authorization at any time by providing written notification to the District Compliance Officer, the building principal/Building Compliance Officer, or the individual/agency/organization listed above, except to the extent that this authorization has already been relied upon.
- D. The parents signing this form have been informed that the individual/agency/organization listed above may not condition treatment, payment, enrollment, or eligibility for benefits on whether the parents sign this authorization.
- E. The parents signing this form have been informed of the potential for information disclosed pursuant to this authorization to be subject to re-disclosure by the recipient and to be no longer protected by HIPAA. The parent signing this form are also aware that any information disclosed to the School District is subject to other state and Federal privacy laws.

Parent's Signature	Relationship to Student	Date Signed
--------------------	-------------------------	-------------

Please send released information/records to: _____

Copies to: [] Parent/Guardian [] Student File [] Physician

SECTION 504 PHYSICIAN QUESTIONNAIRE

Name of Student: _____ DOB: _____

Address: _____

School: _____ Grade: _____ Phone: _____

A referral has been initiated for the above-named student under Section 504 of the Rehabilitation Act of 1973, as amended. In order for a student qualify for protection under Section 504, s/he must have a physical or mental impairment that substantially limits one or more major life activities (e.g., caring for one’s self, performing manual tasks, walking, seeing, hearing, eating, sleeping, standing, lifting, bending, speaking, breathing, learning, reading, thinking, concentrating, communicating, working, and the operation of major bodily functions such as the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions, etc.). Because the referral is related to medical concerns, we are requesting information from you. The parent/guardian assigned the attached Section 504 Exchange/Release of Information and Records.

Please complete this form and attach any reports pertinent to the medical and/or educational needs of this child. We are NOT requesting evaluation, testing, or services be performed, but reports of diagnostic work performed in the past.

1. What physical and/or mental impairments have been identified that may qualify this student under Section 504?

2. What major life activity(ies) may be substantially limited as a result of the impairment?

3. Detail available medical background, including a written diagnostic statement and copies of any/all reports.

4. What treatments or medications are recommended for this impairment?

5. What precautions or accommodations are recommended for consideration by the school?

Physician's Signature

Date

Please return this questionnaire to:

Copies to:

Parent/Guardian

Student File

NOTICE OF SECTION 504 MEETING

Date: _____

To: _____

From: _____

Student: _____

Initial Conference Review Conference Causal Relationship Conference

We are planning a Section 504 Meeting. The meeting will include a discussion of your child’s evaluation results, classroom performance, and eligibility for protection under Section 504. If your child is identified as disabled pursuant to Section 504, the 504 Team will determine whether s/he requires regular or special education and related aids and services in order to receive a free appropriate public education. If services, including but not limited to, accommodations/modifications/interventions, are needed, a Section 504 Plan will be prepared. We request that you attend this meeting to assist us with the discussion and program recommendations. Enclosed is a copy of the Parent Rights under Section 504. The meeting is scheduled as follows:

Date: _____ Time: _____ Location: _____

We expect the following persons to attend the meeting. You have the right to bring others to the meeting. If there are other school personnel you wish to have present, please let us know so arrangements can be made.

Participants

(Building Compliance Officer/Principal/Designee)

(General Education Teacher)

(Parent/Guardian)

(Parent/Guardian)

(School Counselor)

(School Psychologist)

(Student)

(Other)

The evaluation data and other information to be discussed are available for your review prior to this conference. **Please keep one copy of this notice and return the other so we will know your intent.**

Enclosed is a copy of the Notice of Section 504/ADA Procedural Information and Rights

PARENT REPLY TO REQUEST TO ATTEND 504 CONFERENCE

I received the Notice of Section 504 Conference and Notice of Section 504/ADA Procedural Information and Rights sent to me by school personnel.

I will attend the meeting at the time stated.

I would prefer to participate by telephone call. At the time of the conference, I can be reached at the following number: _____

I request that the meeting being held without my being present.

I would like the meeting to be held at the following time and location: _____

Signature of Parent/Guardian

Date

Copies to: 504 Case Manager

Student File

SECTION 504 SUMMARY EVALUATION REPORT

Personal Information

Student Name: _____ DOB: _____

Sex: M F Grade: _____ School: _____

Student Address: _____ City: _____ Zip Code: _____

Parent Name(s): _____ Phone: (home) _____
(work) _____
(cell) _____

The Building Consultation Team met on _____ (date).

Conference Type: Initial Case Review Re-evaluation

Conference Date: _____

Sources of Information Considered in determining Eligibility:

- | | |
|--|--|
| <input type="checkbox"/> Parent Recommendation | <input type="checkbox"/> Physician Diagnosis |
| <input type="checkbox"/> Educational Evaluation/Performance | <input type="checkbox"/> Major Health Problem |
| <input type="checkbox"/> Teacher Observation/Recommendation | <input type="checkbox"/> Behavioral Evaluation/Performance |
| <input type="checkbox"/> Ineligibility for Services under IDEA | <input type="checkbox"/> Other _____ |

Summary of data and evaluation information that was presented:

Committee Determinations

1. The student has a physical or mental impairment.

Yes No *See attached documentation of medical condition.

- | | | |
|--|---|---|
| <input type="radio"/> Asthma | <input type="radio"/> Dyslexia | <input type="radio"/> Multiple Sclerosis |
| <input type="radio"/> Attention Deficit Disorder | <input type="radio"/> Emergent Allergy | <input type="radio"/> Muscular Dystrophy |
| <input type="radio"/> Brain Injury | <input type="radio"/> Emotional Illness | <input type="radio"/> Orthopedic Impairment |
| <input type="radio"/> Cancer | <input type="radio"/> Epilepsy | <input type="radio"/> Recovering Chemical Dependent |
| <input type="radio"/> Cerebral palsy | <input type="radio"/> Hearing Impairment | <input type="radio"/> Seizures |
| <input type="radio"/> Developmental Aphasia | <input type="radio"/> Heart Disease | <input type="radio"/> Speech Impairment |
| <input type="radio"/> Diabetes | <input type="radio"/> Minimal Brain Dysfunction | <input type="radio"/> Visual Impairment |
| <input type="radio"/> Other _____ | | |

List the attached sources of documentation.

2. If student has a physical or mental impairment in #1 above, does the impairment result in a substantial limitation of one or more major life activity(ies)?

Yes No

List attached sources of documentation related to extent of limitation or lack of limitation for each condition identified in #1:

Summarize the impairment for each condition identified in #1 in relation to the average student:

3. Identify any major life activities to major bodily functions that are substantially limited.

a. Check any major life activities that are substantially limited:

- | | | |
|--|--|---------------------------------------|
| <input type="checkbox"/> Bending | <input type="checkbox"/> Hearing | <input type="checkbox"/> Speaking |
| <input type="checkbox"/> Breathing | <input type="checkbox"/> Learning | <input type="checkbox"/> Standing |
| <input type="checkbox"/> Caring for one's self | <input type="checkbox"/> Lifting | <input type="checkbox"/> Thinking |
| <input type="checkbox"/> Communicating | <input type="checkbox"/> Performing manual tasks | <input type="checkbox"/> Walking |
| <input type="checkbox"/> Concentrating | <input type="checkbox"/> Seeing | <input type="checkbox"/> Working |
| <input type="checkbox"/> Eating | <input type="checkbox"/> Sleeping | <input type="checkbox"/> Other: _____ |

b. Check any major bodily functions that are substantially limited:

- | | |
|--|--|
| <input type="checkbox"/> Bladder | <input type="checkbox"/> Immune System |
| <input type="checkbox"/> Bowel | <input type="checkbox"/> Neurological System |
| <input type="checkbox"/> Brain | <input type="checkbox"/> Normal Cell Growth |
| <input type="checkbox"/> Circulatory/Cardiovascular System | <input type="checkbox"/> Reproduction |
| <input type="checkbox"/> Digestive System | <input type="checkbox"/> Respiratory System |
| <input type="checkbox"/> Endocrine System | <input type="checkbox"/> Other: _____ |

Determination

- The student is eligible under Section 504/ADA as a person with a disability for the following conditions.

Does this student need regular or special education and related aids and series, including but not limited to, accommodations/modifications/interventions?

No Explain:

Yes Indicate the type of plan to be written: _____
Note: if specially designed/special education is required, follow IDEA procedures.

The student is not eligible under Section 504/ADA as a person with a disability.

Does the student nevertheless need accommodations?

No Explain:

Yes Indicate the type of plan to be written: _____

Recommendations

A Section 504 Plan is recommended and attached.

The student does not have a physical or mental impairment that substantially limits a major life activity and is not eligible for a Section 504 plan.

The student has an impairment that substantially limits a major life activity, but does not require a Section 504 Plan.

Other _____

Review Date: _____

504 Team

Principal _____ Parent(s)/Guardian(s) _____

Teacher _____ Nurse _____

Teacher _____ Counselor _____

Other _____ Other _____

Acknowledgement

I receive a copy of the Notice of Section 504/ADA Procedural Information and Rights for the current year.

I agree with the **Team's** recommendations as stated above.

I disagree with the **Team's** recommendations as stated above. (Please attach a sheet outlining those areas of the recommendations with which you disagree.)

Parent/Guardian Signature _____ **Date** _____

For Office Use Only

Copies to: District 504 Coordinator Parent(s) Student File
 504 Case Manager Building Administrator

SECTION 504 PLAN

Confidential

Case Manager: [] School Counselor [] District Health Coordinator

Plan Type: [] Initial 504 Plan [] Continuing 504 Plan

The student covered under this Plan is a student with a disability. The accommodations/modifications/interventions listed on this Plan comply with the ADA Amendments Act of 2008 and the Rehabilitation Act of 1973 (Section 504).

Date _____

Section 1

Student Name _____ DOB _____

Address _____

City _____ State _____ Zip _____ Phone _____

Parent(s)/Guardian(s) _____

School _____ Grade _____

Section 2

What physical or mental impairment has the team identified?

- | | | |
|--|---|---|
| <input type="radio"/> Asthma | <input type="radio"/> Dyslexia | <input type="radio"/> Multiple Sclerosis |
| <input type="radio"/> Attention Deficit Disorder | <input type="radio"/> Emergent Allergy | <input type="radio"/> Muscular Dystrophy |
| <input type="radio"/> Brain Injury | <input type="radio"/> Emotional Illness | <input type="radio"/> Orthopedic Impairment |
| <input type="radio"/> Cancer | <input type="radio"/> Epilepsy | <input type="radio"/> Recovering Chemical Dependent |
| <input type="radio"/> Cerebral palsy | <input type="radio"/> Hearing Impairment | <input type="radio"/> Seizures |
| <input type="radio"/> Developmental Aphasia | <input type="radio"/> Heart Disease | <input type="radio"/> Speech Impairment |
| <input type="radio"/> Diabetes | <input type="radio"/> Minimal Brain Dysfunction | <input type="radio"/> Visual Impairment |
| <input type="radio"/> Other _____ | | |

Diagnosis _____

Date of Diagnosis _____ Physician _____ Medication _____

Section 3

Background Information (Pertinent educational and additional medical information)

Section 4

Eligible Disability Under: Check major life activities and/or bodily functions that are substantially or extremely limited as a result of the physical or mental impairment.

- | | |
|---|---|
| <input type="radio"/> Bending | <input type="radio"/> Performing manual tasks |
| <input type="radio"/> Breathing | <input type="radio"/> Seeing |
| <input type="radio"/> Caring for one's self | <input type="radio"/> Sleeping |
| <input type="radio"/> Communicating | <input type="radio"/> Speaking |
| <input type="radio"/> Concentrating | <input type="radio"/> Standing |
| <input type="radio"/> Eating | <input type="radio"/> Thinking |
| <input type="radio"/> Hearing | <input type="radio"/> Walking |
| <input type="radio"/> Learning | <input type="radio"/> Working |
| <input type="radio"/> Lifting | <input type="radio"/> Other _____ |
| <input type="radio"/> Bladder | <input type="radio"/> Immune System |
| <input type="radio"/> Bowel | <input type="radio"/> Neurological System |
| <input type="radio"/> Brain | <input type="radio"/> Normal Cell Growth |
| <input type="radio"/> Circulatory/Cardiovascular System | <input type="radio"/> Reproduction |
| <input type="radio"/> Digestive System | <input type="radio"/> Respiratory System |
| <input type="radio"/> Endocrine System | <input type="radio"/> Other: _____ |

Section 5

Substantial Limitation (i.e., concern or problem to be addressed)	Intervention/Strategy (i.e., accommodation, modification, or intervention)	Person(s) Responsible	Date to Begin	Evaluation Procedure
Testing Accommodations (if needed)				

Comments

Location of the Implementation of this Plan _____

How will teachers and staff be made aware of this Plan _____

How will this Plan be monitored _____

Person responsible for monitoring Plan _____ Anticipated Review Date _____

Section 6

Invitation Date _____ Duration of Plan _____ Review Date _____

Section 7

Attachments [] Yes [] No

If yes, list documents attached _____

Section 8

Participants (Name, Title, Date)

Case Manager _____

**Plans that require expenditure of funds beyond the school's budget must be approved in advance by the District Administrator of Central Office designee.

District Administrator or Designee

Date

Section 9

I received a copy of the Notice of Section 504/ADA Procedural Information and Rights for the current year.

Parent Signature

Date

I give permission for this Section 504 Plan to be implemented for my child. The information contained in this plan will be distributed to the appropriate individuals in the building. Your signature indicates consent to share this plan with the necessary staff.

I do not give permission for this Section 504 Plan to be implemented for my child.

Parent Signature

Date

For Office Use Only

Copies to: District 504 Coordinator Building Administrator
 Parent(s) Student File
 Teacher(s) 504 Case Manager

PARENTS' PROCEDURAL RIGHTS AND SAFEGUARDS, INCLUDING DUE PROCESS

Below is a description of the rights granted by Federal law to individuals with disabilities. It is the intent of the District, pursuant to Section 504, to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of those decisions.

- A. Student with disabilities have the right to take part in, and receive the benefits from, public education programs without discrimination because of their disabilities;
- B. parents have the right to be advised of their rights under Section 504;
- C. parents have the right to receive written notice of any decision regarding the identification, evaluation, or educational placement of their child;
- D. parents have the right to have their child receive a free appropriate public education ("FAPE") if the child has a physical or mental impairment that substantially limits one or more major life activities; This includes the right to be educated with students who are not disabled to the maximum extent appropriate (i.e., the student's education will be provided in the regular education classroom unless it is demonstrated that education in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily) and to receive regular or special education and related aids/services that are designed to meet the individual educational needs of students with disabilities as adequately as the needs of nondisabled students are met.
- E. parents have the right to have their child educated in facilities and receive services comparable to those provided to students without disabilities;
- F. parents have a right to have evaluation and educational placement decisions made based upon a variety of informational sources, and by persons who know the student, and are knowledgeable about the evaluation data and placement options;
- G. parents have the right to have their child transported in a non-discriminatory manner; If the District refers a student for aids, benefits, or services outside the District, the District will ensure that adequate transportation is provided at no greater cost to the parents than if the aids, benefits, or services were provided within the District.
- H. parents have the right to place their child in a private school or alternative educational program; However, if the District makes a FAPE available to the student that conforms to the requirements of Section 504 and nevertheless the parents choose to place the student elsewhere, the District is not required to pay for the student's education at the private school or alternative program, including costs associated with transportation.
- I. parents have the right to have their child given an equal opportunity to participate in nonacademic and extracurricular activities offered by the District;
- J. parents have the right to examine all relevant education records, including, but not limited to, those documents related to decisions regarding their child's identification, evaluation, educational program and placement;
- K. parents have the right to obtain, at their own expense, an independent educational evaluation of their child;

- L. parents have the right to obtain copies of education records at a reasonable cost unless the fee would effectively deny the parents access to records;
- M. parents have the right to a response from the District to reasonable requests for explanations and interpretations of their child's education records;
- N. parents have the right to receive all information in the parents' native language and mode of communication;
- O. parents have the right to periodic re-evaluations and an evaluation before any significant change in program/service modifications;
- P. parents have the right to request amendments of their child's education record(s) if there is reasonable cause to believe that information contained in the record(s) is inaccurate, misleading or otherwise in violation of the privacy rights of their child; If the District refuses to amend the record(s), the parents have the right to request a hearing and/or attach to the record(s) a statement of why they disagree with the information it contains.
- Q. parents have the right to request mediation or an impartial due process hearing related to decisions or actions concerning their child's identification, evaluation, educational program or placement;
- R. parents have the right to file an internal complaint;
- S. parents have the right to be represented at any time in the process by an attorney;
- T. parents have the right to recover reasonable attorney fees as authorized by law (i.e., if the parents are successful in their due process claim);
- U. parents have the right to be notified of their Section 504 rights:
 - 1. when evaluations are conducted;
 - 2. when consent for an evaluation is withheld;
 - 3. when eligibility is determined;
 - 4. when a Section 504 Plan is developed; and
 - 5. before there is significant change in the Section 504 Plan.

Procedural Rights Pertaining to Section 504 Due Process Hearings

When a request for a due process hearing is received, the aggrieved party will have the opportunity to receive a hearing conducted by an impartial hearing officer (“IHO”) (i.e., by a person not employed by the Board of Education, not involved in the education or care of the child, and not having a personal professional interest that would conflict with his/her objectivity in the hearing).

The District will maintain a list of trained IHO’s that may include IDEIA hearing officers, attorneys, and Directors of Special Education outside the District. The District Compliance Officer will appoint an IHO from the list, and the costs of the hearing shall be borne by the District. The appointment of an IHO will be made within fifteen (15) days after the request for a due process hearing is received.

A party to such a due process hearing shall have:

- A. the right, at his/her/their own cost, to be accompanied and advised by legal counsel and by individuals with special knowledge or training with respect to the problems of children with disabilities;
- B. the right to present evidence, and confront, cross-examine and compel the attendance of witnesses;
- C. the right to a written or electronic verbatim record of such hearing; and
- D. the right to written findings of fact and the reasons for the decision.

The IHO shall conduct the due process hearing within a reasonable period of time (i.e., not to exceed ninety (90) calendar days from the request for such a hearing, unless this time-frame is mutually waived by the parties or is determined by the IHO to be impossible to comply with due to extenuating circumstances).

The IHO will give the parent and/or student written notice of the date, time, and place of the hearing. Notice will be given no less than twenty-one (21) calendar days prior to the date of the hearing, unless otherwise agreed to by the parent and/or student. The notice will include:

- A. a statement of time, place, and nature of the hearing;
- B. a statement of the legal authority and jurisdiction under which the hearing is being held;
- C. a reference to the particular section of the statutes and rules involved;
- D. a statement of the availability of relevant records for examination;
- E. a short and plain statement of matters asserted; and
- F. a statement of the right to be represented by counsel.

The IHO shall conduct the hearing in a manner that will afford all parties a full and fair opportunity to present evidence and to otherwise be heard. The parent and/or student may be represented by another person of his/her choice, including an attorney.

The IHO shall make a full and complete record of the proceedings.

The IHO shall render a decision in writing to the parties within thirty (30) days following the conclusion of the hearing. The decision will be based solely on the testimony and

demonstrative evidence presented at the hearing and include a summary of the evidence (i.e., findings of fact) and the reason for the decision.

The notification shall include a statement that either party may appeal the decision.

Appeal of the IHO's decision may be made to a Federal court of competent jurisdiction.

SECTION 504/ADA – COMPLAINT PROCEDURES RELATED TO ACCESSIBILITY OF DISTRICT FACILITIES

If a person believes that s/he has been discriminated against on the basis of his/her disability, the person may utilize the following complaint procedures as a means of reaching, at the lowest possible administrative level, a prompt and equitable resolution of the matter.

The following person is/are designated as the District’s Section 504/ADA Compliance Officer (“District’s Compliance Officer”):

Carmen O’Brien, Business Manager

800 Beech St.

Manawa, WI 54949

Phone: (920) 596-5332

Fax: (920) 596-5308

cobrien@manawaschools.org

Building principals shall serve as Building Section 504/ADA Compliance Officer(s) (“Building Compliance Officer”).

Internal complains must be submitted in writing and must identify the specific circumstances or areas of dispute that have given rise to the complaint, and offer possible solutions to the dispute. The complaint must be filed in a timely manner with either the District Compliance Officer or the Building Compliance officer. The District’s Compliance Officer is available to assist individuals in filing a complaint.

Internal Complaint Procedure

A person who has a complaint about District facilities or services may register such complaint with the Building Compliance Officer and/or District Compliance Officer. Such complaints should be filed in writing within thirty (30) calendar days of the circumstances or event giving rise to the complaint. Use of the internal complaint procedure is not a prerequisite to the pursuit of other remedies, including the filing of a complaint with the U.S. Department of Education’s Office for Civil Rights.

- A. The written complaint must contain the following information:
 1. Name(s) of person(s) filing the complaint.
 2. Whether the person(s) represents an individual or group.
 3. Whether the person(s) making the complaint has discussed the problem with the Building Compliance Officer and/or District Compliance Officer.
 4. A written summary of the complaint and a proposed solution.
- B. The Building Compliance Officer or District Compliance Officer will conduct an impartial investigation and will respond to the complaint within five (5) business days. This complaint procedure contemplates informal, but thorough investigations, affording all interested persons and their representatives, if any an opportunity to present witnesses and other evidence relevant to the complaint.

- C. If a satisfactory response is not received within five (5) business days, the person should forward a copy of the complaint to the District Administrator, who will respond within ten (10) business days.
- D. If satisfactory response is not received within ten (10) business days, the person may forward a copy of the complaint to the Board of Education. The Board will consider the complaint and respond within forty (40) calendar days.

OCR Complaint

At any time, if a member of the public believes that s/he has been subjected to discrimination based upon his/her disability in violation of Section 504 or the Americans with Disabilities Act, as amended (“ADA”), the individual may file a complaint with the U.S. Department of Education’s Office for Civil Rights (“OCR”). The OCR can be reached at:

Office for Civil Rights
U.S. Department of Education

John C. Kluczynski Federal Building
230 S. Dearborn Street, 37th Floor
Chicago, IL 60604

Telephone: 312-730-1560
Fax: 312-730-1576; TDD: 800-877-8339
Email: OCR.Chicago@ed.gov
Web: www.ed.gov/ocr

Prohibition Against Retaliation

The Board will not discriminate against, coerce, intimidate, threaten, or interfere with any individual because the person opposed any act or practice made unlawful by Section 504 or the ADA, or because that individual made a charge, testified, assisted or participated in any manner in an investigation, proceeding, or hearing under section 504 or the ADA, or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by Section 504 or the ADA.

SECTION 504/ADA INTERNAL COMPLAINT – STUDENT/PARENT

Name of Complainant _____ Phone Number _____

Address _____

Relationship to the School District

Student _____ (School of Attendance)

Receiving Special Education

Receiving Regular Education

Parent _____ (Child's Name)

Description of Disability

Statement/Nature of Complaint (including date of alleged discrimination, if applicable)

What Action are You Requesting? (i.e., relief statement)

Student/Parent Signature

Date

For Office Use Only:

Date Received by Building Principal/Building Compliance Officer

RECORD OF CONFERENCE WITH SCHOOL DISTRICT OF MANAWA 504 COORDINATOR

A conference was held on _____ at _____ and matters pertaining to the following alleged complaint were discussed.

Brief Description of Alleged Complaint:

Disposition of Alleged Complaint:

504 Coordinator Signature

Date

If you wish to appeal this decision, enclosed is the complaint procedure and appeal timeline.

Student/Parent Signature

Date

For Office Use Only:

_____ Date Received by Building Principal/Building Compliance Officer

MANIFESTATION DETERMINATION REVIEW 504 PLANS

In carrying out a manifestation determination review, the local educational agency, the parent, and relevant members of the Building Consultation Team (BCT) (as determined by the parent and the local educational agency) shall review all relevant information in the student’s file, including the student’s 504 Plan, any teacher observations, and nay relevant information provided by the parents of the student.

Student’s Full Name _____ DOB _____

Nature of the student’s disability

Nature of the behavior subject to disciplinary action

The Notice of Section 504/ADA Procedural Information and Rights as presented with an explanation by _____ (Name and Title)

1. Is new or additional evaluation/data needed? Yes No
If yes, refer the student for evaluation.
2. Does the student have or require a Section 504 Plan? Yes No
If yes, is the Section 504 Plan appropriate?
If no, revise the Plan and attach a copy of the modified plan.
3. Was the student capable of understanding that the behaviors exhibited were in violation of school rules and/or were unacceptable? Yes No
4. Did the student have previous suspensions/expulsion? Yes No
If yes, attach record.
Aggregate number of suspension days _____
5. In relationship to the behavior subject to disciplinary action:
 - a. Did the BCT review relevant information in the student’s file and the student’s 504 Plan? Yes No
 - b. Did the BCT review relevant information presented by the parents and teacher observations? Yes No

- c. Did the BCT determine that the conduct in question was caused by or had a direct and substantial relationship to the child's disability?
 Yes No

Explain:

- d. Was the child's conduct a direct result of the District's failure to implement the 504 Plan?
 Yes No



Students choosing to excel; realizing their strengths

To: Dr. Melanie J. Oppor
 From: Michelle Johnson
 Date: 6/15/2022
 Re: Title I District Plan Revisions 2022

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

Page #	Section	Proposed Change or Addition
Cover	Cover	Change updated date to June, 2022
Page 2		Updated year and date, if approved
Footer	Footer	Updating year and date of approval
Page 2		Planning year updated and revised
Page 3		Years of Implementation changed to 2022-2023
Page 3		Change writing workshops to professional workshops to incorporate all facets of literacy rather than just writing
Page 5	Data/conclusions	Updated Fast Facts for 2021-2022 school year
Page 5	Data/conclusions	Change STAR data to iReady data
Page 5	Data/conclusions	Due to a schedule change to best incorporate required curriculum calendar minutes, "Teachers also have an hour and a half early release time for data review and discussion each week." This was revised to match the monthly PLC rather than weekly.
Page 6-9	Data/conclusions	Update data from Forward, STAR, iReady
Page 9-10	Data/conclusions	Update data interpretation and overview for sources of data
Page 11	School-wide Reform Strategies	Revised and rewritten action steps in relation to data analysis
Page 12	School-wide Reform Strategies	Addition of Targeted Goals Based on Current Data sub-section
Page 12	School-wide Reform Strategies	Delete "1. All grades at the elementary school will also incorporate an Interactive Read Aloud time five days a week. This piece of instruction will provide more opportunities for students to hear quality literature as well as work on responding through writing and deeper level thinking. Classroom libraries

		are also getting some new resources with fresh and updated titles. “ and revise to align with current goals.
Page 14	High Quality and Ongoing Professional Development	Change STAR to iReady professional development
Page 14	High Quality and Ongoing Professional Development	Revise and rewrite line “math coach serve as instructional coaches and offer both literacy and numeracy support for teachers” to incorporate both math and literacy instructional coaches
Page 15	Hiring process	Addition: <ul style="list-style-type: none"> ● Or, in unique circumstances, round 1 and 2 for teachers are combined to streamline the interview/hiring process
Page 18	Parent Involvement Strategies	Removal of *Covid 19 and the forced school closure did not allow for any in-person gatherings. Parents’ Nights and Family Engagement Opportunities will resume in the fall of 2021.
Page 17-18	Parent Involvement Strategies	Removal of: Typically there is a list of parent engagement opportunities listed below.
Page 18	Parent Involvement Strategies/Opportunities	Addition of: Parent Involvement Opportunities: <ul style="list-style-type: none"> ● Open house ● Parent-Teacher Conferences ● Title I Literacy and Math Family Nights ● EL family home visits ● Team meetings for Gifted and Talented, EL, struggling, and students who have IEP’s ● Art and music family nights ● Parent volunteer opportunities within classrooms, field trips, etc ● Student celebration phone calls, emails and positive communication ● STEP community volunteers of extended family members and friends ● End of the year celebration volunteer/organization ● Parent Teacher Association organized activities with the school ● Open Board of Education meetings

Page 18	Transitioning Students	Revision of “makes” to “assures”
Page 18	Transitioning Students	Removal of: “These activities could not take place this spring (2021) due to Covid 19 restrictions and not having parents in the building.”
Page 19	Teacher Participation in Assessment Decisions	Removal of: Beginning in the 2017-2018 school year, teachers are given an hour and a half each Wednesday for PLC time.
Page 19	Teacher Participation in Assessment Decisions	Addition of: Monthly, the school calendar provides PLC time for partnering teachers to have built-in planning time.
Page 19	Timely and Additional Assistance to Students Having Difficulty Mastering the Standards	Grammatical revision of “that” to “who”
Page 19	Timely and Additional Assistance to Students Having Difficulty Mastering the Standards	Addition of “intervention aligned” to the third full paragraph before progress monitoring.
Page 20	Coordination and Integration of Federal, State, and Local Resources	Removal of: <ul style="list-style-type: none"> • After School Care on Early Release Days
Page 20	Coordination and Integration of Federal, State, and Local Resources	Addition of: <ul style="list-style-type: none"> • Two additional special assignment teachers to lead small group, intervention, progress monitoring and co-teach where needed • Implementation of student-led instructional coaching cycles based on data

Title I Schoolwide Program Plan for

Manawa Elementary School

Created during the 2017-2018 School Year

Updated June 2022



School Information

School Name:	Manawa Elementary School
School Address:	800 Beech Street
Building Principal:	Ms. Danni Brauer
Email Address:	dbrauer@manawaschools.org
Phone:	(920) 596-2559
FAX:	(920) 596-5308
Title IA Coordinator:	Melanie Oppor/Michelle Johnson
Phone:	(920)851-5508
Email Address:	moppor@manawaschools.org/ mjohnson@manawaschools.org/

Planning Year:	2021-2022 revised annually	Local School Board approval date:	July 20, 2022
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District Information

School District Name:	School District of Manawa
District Administrator:	Dr. Melanie J. Oppor
Phone:	(920) 596-5308
Email address:	moppor@manawaschools.org

Schoolwide Planning Team

Date when plan will be implemented: 2022-2023 school year

Parents:	Jen Rosin, Katie Sitter
School Staff: <i>(include position)</i>	Valerie Pari- Math Specialist/Interventionist Luanne Ujazdowski- Counselor
Administrator(s): <i>(include position)</i>	Danni Brauer- Elementary Principal Michelle Johnson- District Reading Specialist
Community Members:	Jen Rosin, Katie Sitter
Others (Optional):	

Planning Process

This schoolwide plan is designed around the “Ten Comprehensive Components of a Schoolwide Plan.”

Manawa Elementary School is considered a Schoolwide Title I school. Schoolwide programs serve **all** children in a school. **All** staff, resources, and classes are part of the overall Schoolwide program. The purpose is to generate high levels of academic achievement in core subject areas for **all** students, especially those students most in need.

Communication Plan

Processes and opportunities to develop the SW plan:

The School District of Manawa will establish a Title I team to work on our schoolwide plan. It is essential that we have representation from administration, teachers, and community members. The reading specialist will coordinate the meetings that will take place to review data and discuss the plan. The reading specialist will attend CESA 6 Title I Schoolwide Program professional workshops throughout the year to keep abreast of new information and receive guidance and support. This plan will be reviewed annually.

Processes and opportunities to inform, solicit and receive input from stakeholders:

Once the initial meetings have taken place, the reading specialist will contact the community members that are part of the team. We will meet to discuss the progress of the plan and review and make changes based on stakeholder input.



School Profile

Manawa Elementary School

400 Beech Street
Manawa, WI 54949
(920)596-5700

Manawa Elementary School is a 4K-5 grade school proudly serving approximately 238 young learners in central Wisconsin. The following profile is a brief summary of our school's mission statement and annual goals based on our assessment data. Our entire staff is committed to working in partnership with our families and community to make this the best school possible for our kids. We want all to feel welcomed and valued.

MES Mission Statement:

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.

Our Strengths:

In addition to our amazing students, our dedicated staff, families, and community are what make Manawa Elementary a great place to be. As a school that serves young learners from 4K-5th grade, we understand and value the uniqueness and talents of all learners. Through our continual work with student achievement data, we as a school work hard to meet the needs of ALL students.

Manawa Elementary School Principal:

Danni Brauer

State Report Card:

Please use the following Department of Public Instruction site to access our school report card: <https://apps2.dpi.wi.gov/reportcards/home>

Fast Facts: 2021-2022 *Please note this is the most recent data available

Grades	K4-5
School Type	Elementary
Enrollment	242
Percent Open Enrollment	3.9%
Race/Ethnicity	
American Indian/Alaska Native	0%
Asian	0%
Black or African American	.8%
Hispanic/Latino	5.0%
Multiple Race	8.7%
White	85.5%
Students with Disabilities	21.9%
Economically Disadvantaged	56.1%
English Learners	2.5%

Ten Components of the Schoolwide Plan

I. Data/Conclusions (Needs Assessment)

Analyzing data is a daily practice at Manawa Elementary School. Not only do the interventionists review their students' data often, but a building consultation team (BCT) discusses students' progress weekly. The 2022-2023 Manawa School Calendar provides scheduled monthly Professional Learning Community planning time to collaborate, review data, and student achievement results.

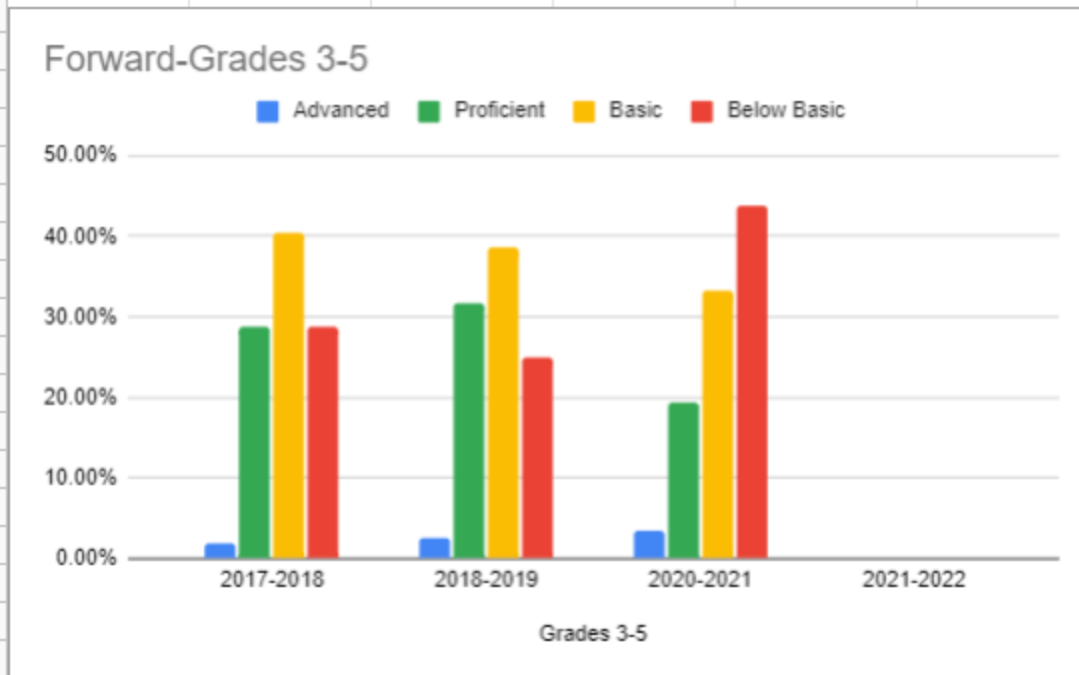
This Comprehensive Needs Assessment will review our Standardized State Test data (the Forward Exam) along with iReady data (our universal screener), our Fountas and Pinnell Running Record Assessment data, attendance, and classroom assessment.

Forward Data

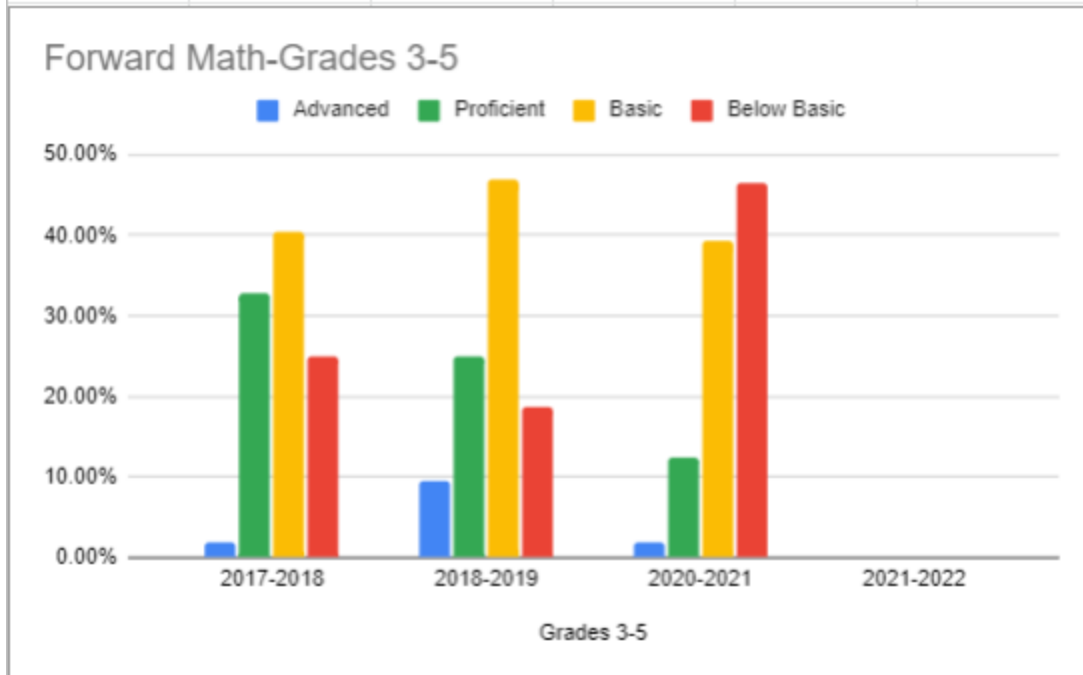
Overall Snapshot 2021- *Most Recent Data* 2022 data will not be in until mid summer of 2022.

Longitudinal Forward (Grades 3-5):

Grades 3-5	ELA			
	Advanced	Proficient	Basic	Below Basic
2017-2018	1.90%	28.80%	40.40%	28.80%
2018-2019	2.60%	31.60%	38.70%	25%
2020-2021	3.50%	19.30%	33.30%	43.90%
2021-2022				



Grades 3-5	Math			
	Advanced	Proficient	Basic	Below Basic
2017-2018	1.90%	32.70%	40.40%	25.00%
2018-2019	9.40%	25.00%	46.90%	19%
2020-2021	1.80%	12.50%	39.30%	46.40%
2021-2022				



Early Literacy Screener Kindergarten

Kindergarten Early Literacy Screener

Fall						Winter					Spring		
Functional Vocab. /10	Phonological/Phonemic Awareness /14	Letter Knowledge /16	Decoding /5	HF Words /5	Total /50	Phonological/Phonemic Awareness /16	Letter Knowledge /8	Decoding /16	High Frequency Words /10	Total /50	Phonemic Awareness /15	Decoding /25	High Frequency Words /10
10	14	16	4	4	48	16	8	14	5	43	13	23	9
7	12	14	0	0	33	16	7	4	3	30	13	17	4
6	11	16	0	0	33	15	7	3	3	28	10	11	5
						16	8	16	9	49	15	23	9
9	11	13	0	1	34	16	8	10	5	39	15	16	5
10	12	16	0	2	40	16	8	10	7	41	15	20	10
6	7	2	0	0	15	6	8	0	0	14	14	7	2
10	14	16	4	3	47	16	8	15	6	45	15	16	8
10	10	15	0	1	36	16	8	7	4	35	15	18	6
10	14	15	3	5	47	15	8	15	9	47	15	20	10
10	8	9	0	0	27	15	5	2	1	23	14	3	2
7	5	0	0	0	12	10	2	1	0	13	7	0	1
10	12	14	0	1	37	11	6	4	2	23	15	6	4
5	14	13	0	1	33	15	7	10	4	36	14	25	7
2	4	1	0	0	7						0	0	0
10	11	16	2	1	40	16	8	11	5	40	15	25	7
10	14	16	0	1	41	16	8	14	6	44	15	25	10
10	14	16	0	4	44	16	8	13	6	43	15	24	8
10	11	16	0	5	42	16	8	12	5	41	13	24	5
7	9	3	0	0	19	10	2	1	1	14	0	0	0
10	6	1	0	0	17	8	3	0	0	11	6	0	0
7	9	14	0	0	30	15	6	3	0	24	13	13	3
10	11	16	0	1	38	15	6	1	2	24	11	17	5
6	13	11	0	0	30	14	4	2	2	22	11	9	3
10	7	6	0	0	23	15	8	10	3	36	14	17	4
Low= 1	Low= 1	Low= 5	Low= 0	0		Low= 1	Low= 4	Low= 11	Low= 12		Low= 3	Low= 9	Low= 8
Emerging= 8	Emerging= 8	Emerging= 2	Emerging= 21	19		Emerging= 4	Emerging= 4	Emerging= 6	Emerging= 10		Emerging= 4	Emerging= 7	Emerging= 10
On Track= 15	On Track= 15	On Track= 17	On Track= 3	5		On Track= 19	On Track= 16	On Track= 7	On Track= 2		On Track= 18	On Track= 9	On Track= 7

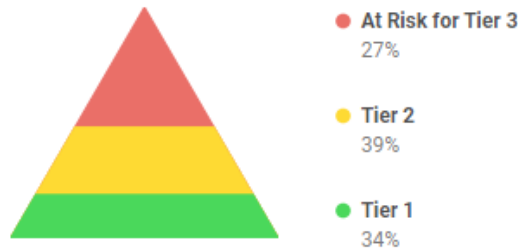
Fountas and Pinnell Running Records (Fall/Spring) 2021-2022

Grade	Percentage of Students at/above benchmark	Percentage of Students at/above benchmark
Grade K		13%
Grade 1	52%	87%
Grade 2	44%	69%
Grade 3	64%	77%
Grade 4	34%	60%
Grade 5	48%	63%

iReady (Piloted 2022) Grades 1-5
Literacy

Students Assessed/Total: 134/208

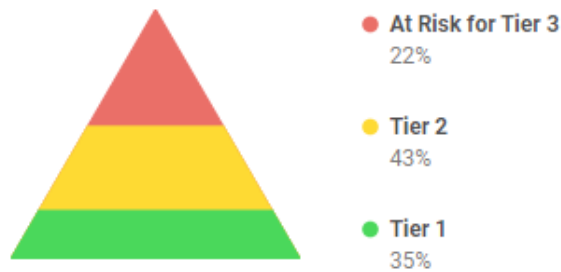
Overall Placement



Math

Students Assessed/Total: 162/208

Overall Placement



The data from our statewide assessment (The Forward) from the 2020-2021 year presents a substantial increase in students scoring below basic in both ELA and Math. Dropping trends of those scoring at or above grade level brought an awareness of the need to greatly improve rigorous and relevant instruction at the universal level. An extensive action step is to engage staff in a data dig prior to the beginning of the 2022-2023 school year to identify strengths and areas of improvement. From various

sources of data, building wide goals with associated action steps will be developed and a plan of action set in place.

Review of current data collected from our iReady pilot, presented that our students struggled the most with comprehending informational text and vocabulary; however, 94% of our students scored at/or above grade level in phonological awareness, and 90% of our students scored at/or above grade level in the use of high-frequency words. Targeted skills to increase both comprehension of informational and vocabulary text include (but are not limited to):

Informational/nonfiction comprehension:

- Determine the main idea of a text; recount the key details and explain how they support the main idea
- Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Vocabulary:

- Learn new words in the context of a story, practice using them, and explain their meanings through discussion, illustration, and acting.
- Sort words into categories based on their meaning to build an understanding of how words are related to each other.

When reviewing the math iReady data, measurement and data as well as geometry are specific targeted needs of our students; whereas they were strongest in number/operations as well as algebra and algebraic thinking.

Measurement and data:

- Draw and interpret bar graphs and picture graphs
- Find the difference between two objects
- Understand that figures with different areas can have the same perimeter and figures with the same area can have different perimeters.

Geometry:

- Identify quadrilaterals using more than one category
- Categorize shapes by their attributes

II. School-Wide Reform Strategies

This data, as reviewed prior to the beginning of the 2021-2022 current year, perpetuated the following action steps to address these concerns:

- Implementation of Fountas and Pinnell Interactive Read Alouds as an educational model strategically and explicitly modeling comprehension questions about the texts, within the text, and going beyond the text. Student comprehension skills were practiced and guided towards mastery through partner/whole class discussion, vocabulary, synthesis of thematic lessons, and experience with both literary and informational texts. (Grades PK-5)
- To address students' learning gap of phonemic awareness and expand foundational decoding skills, Really Great Reading was implemented in grades PK-2.
- Incorporation of modeling expectations and literacy behavioral practices through Fountas and Pinnell Mini-Lesson resources and instructional organization.
- ELA curriculum mapping (PK-5) through identification of essential standards, vertical and horizontal alignment, clearly articulated student outcomes, and resources for each thematic unit planned.
- Collaborative team planning, data interpretation, and action step development based on student need on a regular basis.
- Student-centered instructional coaching cycles incorporating classroom demonstration of research-proven best practices, collaborative team planning, data analysis, and student-centered goal setting based on "Look-For" tools
- Addition of a special assignment teacher to co-teach and work with small groups on strategically aligned intervention/student need

Parallel to the addition of the new special assignment teacher, daily intervention time (Wolf Time) continuously is refined through our Rtl process. Intervention aligned progress monitoring data is reviewed weekly through grade level and BCT teams. Discussion of progress/celebration, or if not enough progress gained, then determination of intervention action steps to follow. For example, if a student shows they need math intervention in the beginning of the year based on their previous data, but over the course of the first quarter they are making large gains, they may be moved out of the intervention and receive basic math fact work time or math enrichment. The same goes for reading. Our teachers work with students on comprehension and fluency in reading if their scores indicate they need that support. If they do not, they are assigned a group for Project Based Learning opportunities. Understanding that we need to make sure the system is "fluid" and able to change according to data and

student needs shows that we are cognizant and vigilant in making sure all students' needs are being met.

One last reform strategy to mention is the fact that our school offers a summer school remediation program for our struggling readers and math students. Programming is designed to be as individualized as possible to meet the specific needs of our struggling students. It is offered to anyone who signs up and wants to work on their skill deficits. We do not require students to attend; however, if a student is falling below benchmark, it is strongly encouraged that they participate.

2022-2023 Targeted Goals Based on Current Data:

1. Foster and build small group/guided instructional practices through expertise professional development, administrative Look-For tools and feedback, and continuous student goal alignment to small group instruction.
 - a. Resource: Literacy Footprints lessons and corresponding text titles
2. Strategic instructional coaching cycles focusing on grades 3-5 to develop vocabulary, literary and nonfiction comprehension.
3. Building decoding skills and identifying needs of students in grades 3-5.
4. Implementation of an expanding Early Literacy Screener at the 4K to determine our earliest learners' needs.
5. An expansion and continued improvement of our WOLF intervention time through the addition of a second special assignment teacher, regular progress monitoring, and fidelity of intervention reviewed.
6. Continue the process of developing formative and summative assessments for math and literacy.

During the 2020-2021 school year, the SDM decided it was time to write and begin implementing a District-wide literacy plan. This plan will span five years, and it is a combination of a glimpse at our current state, and goals and steps that outline our desired state. The elementary school continues to focus on the areas of Phonics instruction using new materials (Really Great Reading) 4K-2, and continue both Interactive Read Aloud/Mini Lesson implementation on a daily basis.

III. Instruction by Highly-Qualified Teachers

All staff in the School District of Manawa are highly qualified. Not only do we ensure that staff have the correct license each time we hire for a position, but all our support staff have either had classroom experience or have completed the Master Teacher requirements.

Most recently, the pupil services committee has worked hard at identifying the qualities for effective instruction. This will be shared with current staff for personal reflection as well as for newly hired staff to ensure they fit our expectations. Please find the complete document below that identifies these qualities.

Effective Instruction

- **Instructional Delivery**
 - Teaching occurs in the middle of the learners
 - 80% student talk, 20% teacher talk
 - Technology is used in a purposeful and innovative manner
 - Lesson objective is written, verbalized, and reinforced throughout the lesson
 - Real-world application and high order questioning; includes open-ended questions
 - Differentiation of materials and lesson delivery
 - Student goal setting and student reflection
- **Instructional Planning**
 - Backward planning - start with the end in mind
 - Intentionally planning questions, transitions, content, differentiation, and assessments linked to the standards
 - Collaborate with colleagues (interdisciplinary, specialists, guidance, etc.) to ensure all student needs are met
- **Professional Knowledge**
 - Demonstrates accurate knowledge of the subject matter
 - Knowledgeable of research/evidence-based practices
- **Assessment for and of Learning**
 - Formative assessment results are used to differentiate, inform, and guide instruction
 - Summative assessments are written before the unit/lesson is taught
 - Timely feedback of assessment results to all stakeholders

- Common assessments are used to measure learning
- Learning Environment
 - Builds relationships with students, parents, and colleagues
 - Creates an environment that is conducive to engaging all learners
 - Effective routines and procedures
 - Promotes digital citizenship
- Professionalism
 - Collaborates with colleagues to share responsibility for all learners
 - Networks with professionals in and outside the district
 - Reflects on instructional practices
 - Demonstrates appropriate communication with students, colleagues, administration, parents, and community
 - Willingness to seek out professional development opportunities to grow as a teacher

IV. High Quality and Ongoing Professional Development (may be included in implementation activities)

The administrative team has taken up the task of writing a five-year professional development plan for the school district. After looking at student achievement data along with teacher perception surveys, the following has been determined as our focus area and goals in which to measure our progress as shown on the following [Plan on a Page](#). Along with forward planning for professional development, the district also provides some current PD for our staff. The elementary teachers receive iReady data training to learn how to more specifically understand and use their student data. The staff also participates in ongoing book studies on various topics. The reading specialist and math coach serve as instructional coaches and offer both literacy and numeracy support for teachers.

V. Strategies to attract highly-qualified teachers

The School District of Manawa takes great pride in its staff and wants the very best instructors. The district's SAM (Salary Advancement Model) is a salary program that allows us to remain competitive with surrounding school districts and provides incentives for teachers to pursue professional development opportunities.

Below is the Hiring Process and Timeline for Hiring Effective/Quality Instructors for our school district.

Hiring Process and Timeline for School District of Manawa

Posting Process

- Review position description
- Establish timeline for posting, interviews and approval of candidate
- Post internally via email by District Office Secretary simultaneously with external posting; internal candidate requests transfer to a different position
- Post externally to WECAN and District Webpage to include qualifications and job description (or local newspapers, radio, local t.v., etc.) by District Office Secretary and send to Board of Education Members via email
- Develop interview questions
- Determine interview team(s)

Searching Timeline

- Post for at least two weeks or until filled
- Develop interview questions (drafted by District Administration with Admin. Team for administrative and teaching positions; drafted by principals for support staff)
- Determine interview teams
 - 1st Round for teachers is conducted by a combination of stakeholders to include the principal, teachers, parents, and students (if age appropriate).
 - 2nd Round for teachers is conducted by the Admin. Team.
 - **Or**, in unique circumstances, round 1 and 2 for teachers are combined to streamline the interview/hiring process
 - 1st Round for administrators is conducted by a combination of stakeholders to include the superintendent, teachers, parents, and students (if age appropriate).
 - 2nd Round for administrators is conducted by the Board of Education.
- Review applications
- Conduct initial reference checks
- Call candidates for 1st round of interviews
- 1st round interviews
- Call candidates for 2nd round of interviews
- Conduct final reference and background checks
- 2nd round of interviews
- Confirming interview with District Administrator (financial and district expectations)
- Recommend candidate to Board of Education

Transition Process

- Candidate to be introduced
- Transition plan developed and shared with candidate for a smooth entry into the position
- Transition days to occur
- Position start day

Staff and Program Change Proposals

- November - Written proposal is submitted to District Administrator by principals and directors for the following school year
- December – District Administrator compiles list of staff and program change proposals
- December – Business Manager assigns dollar value to each change proposal
- January - Finance Committee meets with Administrative Team to balance additions and reductions based on presenting a total balanced budget to the full Board
- January/February – Full Board of Education approval of staff and program changes as part of the balanced budget; apprise personnel affected by changes prior to the Board meeting
- February/March – Create job descriptions, post new positions, and begin timeline beginning at the beginning of this procedure
- March – Issue contracts
- April 15 – Contracts due

VI. Parent Involvement Strategies

The following is our school district's policy for parent involvement:

9250 - RELATIONS WITH PARENTS

The Board of Education believes that the education of children is a joint responsibility, one it shares with the parents of the school community. To ensure that the best interests of the child are served in this process, a strong program of communication between home and school must be maintained.

The Board believes that it is the parents who have the ultimate responsibility for their children's in-school behavior, including the behavior of students who have reached the

legal age of majority, but are still, for all practical purposes, under parental authority. During school hours, the Board, through its designated administrators, acts *in loco parentis* or in place of the parents.

The Board recommends that the following activities be implemented to encourage parent-school cooperation:

- A. parent-teacher conferences to permit two-way communication between home and school
- B. meetings of staff members and groups of parents of those students having special abilities, disabilities, needs, or problems
- C. special events of a cultural, ethnic, or topical nature which are initiated by parent groups, involve the cooperative effort of students and parents, and are of general interest to the schools or community
- D. open houses in District schools to provide parents with the opportunity to see the school facilities, meet the faculty, and sample the program on a first-hand basis

Each school in the District shall hold an open house at least annually.

For the benefit of children, the Board believes that parents have a responsibility to encourage their child's career in school by:

- A. supporting the schools in requiring that the children observe all school rules and regulations, and by accepting their own responsibility for children's intentional in-school behavior;
- B. sending children to school with proper attention to their health, personal cleanliness, and dress;
- C. maintaining an active interest in the student's daily work and making it possible for the student to complete assigned homework by providing a quiet place and suitable conditions for study;
- D. reading all communications from the school, signing, and returning them promptly when required;
- E. cooperating with the school in attending conferences, meetings, and workshops set up for the exchange of information of the child's progress in school.

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Manawa Elementary School recognizes the importance of the home and school connection. Student success is enhanced when students, parents, and teachers all work together. We strive to create a welcoming environment where families feel comfortable and are confident that we focus on their child's safety and success.

Parent Involvement Opportunities:

- Open house
- Parent-Teacher Conferences
- Title I Literacy and Math Family Nights
- EL family home visits
- Team meetings for Gifted and Talented, EL, struggling, and students who have IEP's
- Art and music family nights
- Parent volunteer opportunities within classrooms, field trips, etc
- Student celebration phone calls, emails and positive communication
- STEP community volunteers of extended family members and friends
- End of the year celebration volunteer/organization
- Parent Teacher Association organized activities with the school
- Open Board of Education meetings

VII. Transitioning Students

Manawa Elementary School offers an Early Childhood Program as well as a 4K program. The Early Childhood teacher assures her students not only receive the individual skills practice they need, but they are included in many of the 4K learning opportunities as well.

In the past, in coordination with our Title I program, the 4K team invited all parents of incoming preschool students to participate in a family fun and information night. Families had the opportunity to explore many different stations with hands-on activities they could complete with their child. They also got a tour of the school, an opportunity to meet the 4K teacher and principal, and ask any questions regarding their child and their transition into school. There is also a summer school program offered for our students both those going into 4K and those that are transitioning into kindergarten.

Manawa Elementary School continues to work hard at helping the transition of our students from fifth grade to the new Middle School, which is grades 6-8. Students and teachers take a day to tour the middle school and meet the teachers. This is often a time for many apprehensive students to get their questions answered and get a feel for what to expect. As a district, we also offer a Summer School Transitions class for our students where they learn how to use their locker, stay organized, test-taking skills, and other useful strategies to make their transition to junior high successful. In addition, all teachers in each grade fill out transition forms for students so that their next teacher is

aware of their strengths, needs, and any additional support they will need to provide to ensure the students start the new year set up for success.

VIII. Teacher Participation in Assessment Decisions

Monthly, the school calendar provides PLC time for partnering teachers to have built-in planning time. During this time, teachers can work with their grade level team on reviewing student achievement data, goal-setting, and developing common assessments. Teachers have also been given training on how to use our STAR assessments to provide skill intervention or enrichment to our students. Having a key role in analyzing and using data makes it more relevant for teachers so there is a strong connection between data and the curriculum.

IX. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

MES prides itself on our continually-improving Rtl model. A Building Consultation Team meets weekly to discuss students “who” are not making gains or having difficulty mastering the standards. Teachers sign up to be part of the meetings and bring useful data, so the team can implement skill aligned intervention and support. The following link will take you to the [District Rtl Plan](#).

We feel it is critical to find our students strengths and weaknesses and create ways to either help enhance their skills or improve their skills. Because of this, thirty minutes a day are set aside for Wolf Time. Wolf Time is an opportunity to work on skill deficits with a teacher that re-teaches and uses programs to close gaps, or it is an enrichment time to work on Project-Based Learning opportunities to enhance our above-benchmark students. Students that do need remediation for their skills are put into a Tier 2 intervention. They are given small group support from either a teacher, a math or reading interventionist. We monitor these students using intervention aligned progress monitoring tools to see if they are making improvements.

The most important part of our Rtl process is that we realize that our groups of students are always changing. Grade level teams meet quarterly or sometimes sooner if there is new data, and they determine their new groupings of students. This constant monitoring and willingness to provide useful, tailored support for students makes our Wolf-Time an imperative part of the school day.

X. Coordination and Integration of Federal, State, and Local Resources

Manawa Elementary School utilizes its Title I resources to provide teachers who specialize in reading and math instruction. These staff members work with all children in the school, but they are the main resource people for students needing additional support. In addition to these federal funds, MES uses other state and local resources to best meet the needs of our students and our school's mission. Utilization of all these resources follows federal requirements.

The following is a list of programs that have been made possible through state and local resources:

- Free and Reduced meals for qualifying families (Free breakfast and lunch for 2020-2021)
- School Counselor, Nurse, Speech Therapist and Part-Time Psychologist
- Special Education Services
- Physical and Occupational Therapy
- Seal-A-Smile Dental Assistance
- Routine screenings for hearing, vision, or academic concerns
- Growth and Human Development Classes
- Red Ribbon Week
- Project Backpack (food for families in need)
- Project Back-to-School Backpack (school supplies for students in need)
- Clothing Drive
- Summer School Program for extended learning opportunities
- Intervention materials and support programming for both gifted and at-risk students
- PD opportunities for all staff
- PBIS incentive program
- Student Council
- Two additional special assignment teachers to lead small group, intervention, progress monitoring and co-teach where needed
- Implementation of student-led instructional coaching cycles based on data

Dissemination, Review and Revision

This schoolwide plan will be shared at a staff meeting so that all elementary staff can take part and ask any questions they may have. The plan also gets addressed during the Curriculum Committee meeting as well as at the school board meeting. It will also get linked to the district's website under the Title I tab once it has been reviewed and approved. Review and revision of this plan will take place annually. Once the initial assessment data is gathered during the next school year, the committee will begin to meet and analyze the findings and begin the Needs Assessment to determine focus areas. There will be meetings throughout the school year to reassess and add data and new programming. The plan will continue to be shared with all stakeholders on the district website.



Students choosing to excel; realizing their strengths.

To: Dr. Melanie J. Oppor
 From: Danni Brauer
 Date: 6/22/2022
 Re: 2022-23 SDM Special Education Handbook Revisions

Page #	Current Language (If applicable.)	Proposed Change or Addition
4	Academic data will be analyzed by the referring teacher BCT following the screening windows.	Academic data will be analyzed by grade level/content teams following the administration of universal screeners and refer students to BCT for intervention.
4	BCT structure: Building Principal School Counselor - facilitator and note-taker Classroom/Course Teacher(s) - bring classroom and testing data Content Expert Parent - as appropriate, invited by the classroom/course teacher(s)	BCT structure: Building Principal School Counselor - facilitator and note-taker Referring Classroom/Course Teacher(s) - bring classroom and testing data Content Expert Interventionist - as appropriate Parent - as appropriate, invited by the classroom/course teacher(s)



**School District of Manawa
Response to Intervention
(RtI) Plan**

Meeting the Needs of ALL Students

Approved by the Manawa Board of Education
July, 2022

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Mission and Vision

Mission Statement:

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

Vision Statement:

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

What is RtI?

Response to Intervention (RtI) is based on the premise that all students can learn and achieve academic success when provided high quality, differentiated instruction built around a standards-based curriculum. A comprehensive system of tiered research/evidence-based interventions is critical for reaching all students' academic and behavioral needs. It is imperative that collaboration among administrators, educators and families be the foundation to responsive education. Thus, RtI is a process for achieving greater levels of academic and behavioral success for all students through high quality instruction, balanced assessment and collaboration.

The School District of Manawa's RtI process is based on the Wisconsin RtI Model. This process includes universal screening, building consultation team (BCT) meetings, three tiers of instruction, and progress monitoring.

Decision Process

Referrals:

Universal academic screeners will be administered in English and Math classes in 4-year-old kindergarten through tenth grade. For academic purposes, the classroom/course teacher identifies students who score below benchmarks on those screeners after each screening assessment window. Teachers gather additional historical and classroom data (ex. grades, work samples, formative and summative test scores) for identified students. Academic data will be analyzed following the administration of universal screeners.

Behavioral data will be analyzed monthly by the BCT to identify students needing additional behavioral supports based on identified criteria. Classroom teachers can refer students to BCT for behavior concerns at any time.

BCT structure:

Building Principal

School Counselor - facilitator and note-taker

Classroom/Course Teacher(s) - bring classroom and testing data

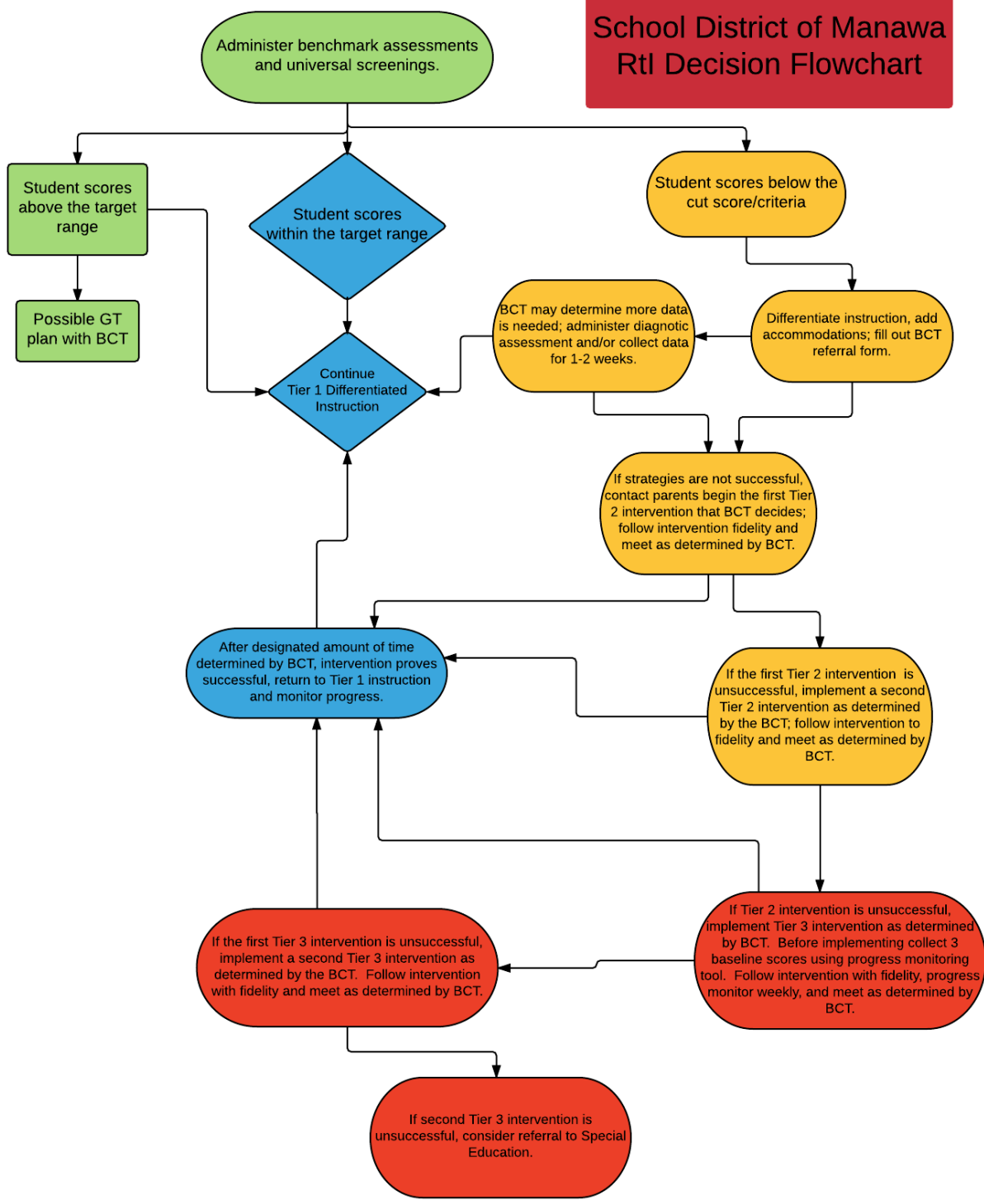
Content Expert

Parent - as appropriate, invited by the classroom/course teacher(s)

The BCT will meet using the BCT meeting format to determine the Intervention Plan. Principals will designate a person to contact parents to inform them their child will be receiving an intervention. All records related to the intervention plan will be maintained in the student's intervention file.

Based on the intervention plan, the team will evaluate the effectiveness of current interventions through progress monitoring at regular intervals. Follow-up with parents will be communicated as necessary. This decision process is repeated until the student no longer needs additional supports.

School District of Manawa Rtl Decision Flowchart



BCT Meeting Format

1. Summary of Concern

- Problem identification - State concern in observable, measurable terms (progress monitor chart as available)
- Determine what data is needed and assign data collecting/recording responsibilities
- When appropriate data exists, calculate discrepancy between the student's current performance and the desired outcome
- Problem analysis; data-based hypothesis

2. Create Goal

- State in observable, measurable terms
- Identify the replacement behavior/performance for the identified discrepancy

3. Determine Intervention/Instructional Strategy

- What skill(s) will be taught based on the hypothesis?
- If it is a performance concern, what strategies will be used?
- How will the skill be taught or the strategies be implemented?
- Who will teach the skill and/or implement the strategies?
- When will the skill be taught and the strategies be implemented?
- How long will instruction occur (20 min. per day/3 times per week)?
- Where will instruction occur (whole group, small group, 1:1)?

4. Set Progress Monitoring System

- What progress monitoring tool will be used?
- Can it be graphed? If not, try something that can be graphed.
- Who will monitor progress?
- How often will progress monitoring be done?

5. Assign Responsibilities

- Who will support the intervention or instructional strategy? How?
- Fidelity check and treatment integrity - Who will observe the intervention or strategy in action to ensure fidelity and integrity?

6. Determine Follow-up BCT Meeting Date

- Is follow-up in one week, 2 weeks, 4 weeks, etc. needed? (Do Not exceed six weeks if follow-up is needed.)
- Schedule data review in 4-6 weeks

Glossary of Terms

Building Consultation Team (BCT) - Multi-disciplinary team meetings where student issues are addressed through a defined process in four stages: 1.) identify concern, 2.) concern analysis, 3.) plan implementation, and 4.) plan evaluation.

Differentiated Instruction - Process of designing lesson plans that meet the needs of the range of learners; such planning includes learning objectives, grouping practices, teaching methods, varied assignments, and varied materials chosen based on student skill levels, interest levels, and learning preferences.

Evidence-based Practice - Educational practices whose effectiveness has been demonstrated through rigorous research methods that use objective and systematic procedures, such as experimental or quasi-experimental research.

Fidelity of Implementation - Implementation of an intervention, strategy, program, or curriculum according to research findings and/or developer' specifications.

Formative Assessment/Evaluation - Assessment for learning; classroom/curriculum measures of student progress; monitors progress made towards achieving learning outcomes; informs instructional decision-making.

Functional Assessment - *Behaviors*: Process to identify the problem; determine the function or purpose of the behavior, and to develop interventions to teach acceptable alternatives to the behavior.

Academics: Process to identify the skill gap, strategies that have and have not been effective, and to develop interventions to teach the necessary skill(s).

Positive Behavior Supports - Evidence-based practices embedded in the school curriculum, culture, expectations, etc. that have a prevention focus; teaching, practicing, and demonstrating prosocial behaviors.

Progress Monitoring - Scientifically-based practice used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class. Also, the process is used to monitor implementation of specific interventions.

Scientific, Research-based Instruction - Curriculum and educational interventions that have been proven to be effective for most students based on scientific study.

Summative Assessment - Assessment of learning; comprehensive in nature and provides accountability; is used to check the level of learning at the end of a unit of study.

Universal Screening - Administration of a common assessment to all students in the classroom or grade level.

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 Standards for English Language Arts	May 2020
Mathematics		
5-year-old Kindergarten - 12	Wisconsin State Standards in Mathematics	May 2021
Science		
5-year-old Kindergarten - 12	Wisconsin Standards for Science	November 2017
Social Studies		
5-year-old Kindergarten - 12	Wisconsin Standards for Social Studies	May 2018
Art		
5-year-old Kindergarten - 12	National Core Arts Standards for Visual Arts (2014) –Need to move to Wisconsin Standards for Art & Design Education (November 2019)	July 2017
Physical Education		
5-year-old Kindergarten - 12	Wisconsin Standards for Physical Education	May 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 2015

School Counseling		
5-year-old Kindergarten - 12	Wisconsin's Model Academic Standards for School Counseling	July 2017
World Languages		
6-12	Wisconsin Standards for World Languages	July 2022
Personal Financial Literacy		
4K-12	Wisconsin Standards for Personal Financial Literacy (2020)	July 2020
Careers and Technical Education (CTE)		
9-12	<p>Wisconsin Standards for Agriculture, Food, and Natural Resources (2013)</p> <p>Wisconsin Standards for Business and Information Technology (2013)</p> <p>Wisconsin Standards for Family and Consumer Sciences (2013)</p> <p>Wisconsin Standards for Health Science (2013)</p> <p>Wisconsin Standards for Marketing, Management, and Entrepreneurship (2013)</p> <p>Wisconsin Standards for Technology and Engineering (2013)</p>	July 2017