

# School District of Manawa

## Board of Education Meeting Agenda

December 19, 2022



Google Meet joining information

Video call link: <https://meet.google.com/kdh-guit-xho>

Or dial: (US) +1 678-696-0925 PIN: 474 784 416#

1. Call to Order – President Reiersen – **7:00 p.m.** – MES Boardroom, 800 Beech Street  
Hybrid Meeting Format (In-person Meeting for Board of Education at MES Board Room,  
800 Beech Street & Virtual Components)
2. Pledge of Allegiance
3. Roll Call
4. Verify Publication of Meeting
5. District Showcase:
  - a. Artsonia Artists of the Week (early November) - Art Teachers Mrs. Zabler and Mrs. Bortle
    - i. Keither Jepson
    - ii. Caiden Penkalski
6. Presentations:
  - a. Crime Stoppers - Nick Traeger
7. Announcements:
  - a. Contributions to the District
  - b. Other Contributions
8. Consent Agenda
  - a. Approve Minutes of October 17, 2022 & November 30, 2022 Board Meetings
  - b. Treasurer’s Report: Approve Expenditures & Receipts
  - c. Donations:
    - i. Waupaca County Farm Bureau Donation: \$210.00 to Manawa FFA for the Dairy Agstravaganza 2022/11/11
    - ii. Manawa Athletic Booster Club Donation: \$2,445.38 to Manawa School District for Fitness Center Plyo Box Set.
    - iii. Appleton Parade Committee: \$200.00 to Little Wolf HS Marching Band.
    - iv. Sacred Heart Catholic Church Donation: \$200.00 to Fund 21
  - d. Endorse an Additional Start College Now Request as Presented
9. Any Item Removed from Consent Agenda
  - a.
  - b.
10. Public Comments (Register to Speak Prior to Start of Meeting / Guidelines Listed Below Agenda)
11. Correspondence:

- a. Premier Correspondence
- 12. District Administrator's Report:
  - a. Student Council Representative -
  - b. Legislative Update
  - c. Monthly Enrollment Update
  - d. WIAA Competitive Balance (Proposed procedure for establishing divisions for tournament play)
  - e. Curriculum Director
  - f. District Vacancy Update
  - g. Policy Technical Changes as Presented
    - i. Policies
    - ii. Administrative Guidelines
- 13. School Operations Reports:
  - a. ES Principal / Special Education Director: Highlights - Included in Board Packet
  - b. MS / HS Principal: Highlights - Included in Board Packet
- 14. Business Related Reports:
  - a. Highlights - Included in Board Packet
  - b. Kobussen Transportation Report
- 15. Director's Reports:
  - a. District Reading Specialist: Highlights - Included in Board Packet
  - b. Technology Director: Highlights - Included in Board Packet
- 16. Board Comments:
  - a.
  - b.
- 17. Committee Reports:
  - a. Curriculum Committee (Hollman)
    - i. Consider Endorsement of the LWHS 2023-24 Course of Study Guide
    - ii. Consider Endorsement of the Evaluation and Recommendation Report Format for Club and Organizations as Presented Found at: [Co-Curricular Club Evaluation Plan](#)
    - iii. Consider Endorsing K-5 Math Curriculum as Presented
    - iv. Discuss and Recommend Applicable 2022-23 School Year Key Performance Indicators
  - b. Finance Committee (Jepson)
    - i. Budget Development, Communication, and Tracking
    - ii. Fund 46 CD Investment
    - iii. Salary Comparisons for Administrators, Educators, and Support Staff
    - iv. Top 6 Projects as Discussed at Recent Buildings & Grounds Meeting
    - v. Monthly Financial Summary
  - c. Buildings & Grounds (Griffin)
    - i. Review Project Options

1. Discuss Available Finances
2. Set Criteria for Prioritizing Projects
3. Apply Criteria
4. Establish Prioritization Ranking
5. Other
- ii. MES Playground Structure Proposal as Presented
  1. Removal of damaged/unsafe equipment
  2. Excavation pricing
  3. Wood chip price
  4. Other
- iii. Review MacNeil Environmental Report
- iv. Review Won Door Inspection Report
- v. Update on Hoffman Projects
  1. Site Lighting for MS/HS West Parking Lot (Northland Electric) - Completed
  2. Auto Operator on Atrium Door - Completed
  3. Ag Animal Room Exhaust (Push button on/off versus HVAC Programming - Trane)
- vi. Discuss School Security Improvement or Enhancement
- vii. Covering over rubberized track where athletes walk or the lawnmower drives - Completed
- d. Policy and Human Resources (Reierson) November 25, 2022 Meeting and December 8, 2022 Meeting
  - i. Update on Possible Roles and Responsibilities of a Potential School Resource Officer
    1. School Perceptions Survey - Bill Foster (virtual)
    2. Visit with St. Paul Personnel
    3. Policy
    4. Job Description
    5. Other
  - ii. Consider Endorsement of Adding a Third Section of Grade 5 Under a Limited Term Contract for a Grade 5 Teacher Position for Second Semester of the 2022-23 School Year as Presented
  - iii. Consider Endorsement of Ad Hoc Districtwide Safety Committee Advisory Recommendations
  - iv. Consider Endorsement of a Reconfiguration Proposal of the Activities Director and Athletic Director for the 2022-23 School Year as Presented
    1. Job Descriptions
    2. Policy
    3. AD Full-time Year Round Position to Include Super Sub. and Maintenance Duties
    4. Other
  - v. Consider Endorsement of Revised Policy 5460 - Graduation Requirements
  - vi. Discuss Development of an Employment Orientation Process

- vii. Create a Donations Policy
- viii. Discuss Alternative Policy-Administrative Guideline Development Options
- ix. Confirmation of Required Website Information is Complete
- x. Confirmation of Required Posting and Notices are Complete
- xi. Kelly Marinoff, MacNeil Environmental was contacted to provide Paving the Way asbestos, lead, and water quality documentation on her next SDM visit as per PO8431.01.
- xii. Discuss and Recommend Applicable 2022-23 School Year Key Performance Indicators
  
- xiii. Update on School Resource Officer
  - a. Visit with St. Paul Principal
  - b. Next Steps
- xiv. Consider Endorsement of a Reconfiguration Proposal of the Activities Director and Athletic Director for the 2022-23 School Year as Presented
  - 1. Job Descriptions
  - 2. Policy
  - 3. AD Full-time Year Round Position to Include Super Sub. and Maintenance Duties
  - 4. Other
- xv. Support Staff concerns (10/10/22 meeting) - Special Ed paraprofessional coverage
- xvi. Discuss Development of an Employment Orientation Process
- xvii. Create a Donations Policy
- xviii. Discuss Alternative Policy-Administrative Guideline Development Options
- xix. Confirmation of Required Website Information is Complete
- xx. Confirmation of Required Posting and Notices are Complete
- xxi. Kelly Marinoff, MacNeil Environmental was contacted to provide Paving the Way asbestos, lead, and water quality documentation on her next SDM visit as per PO8431.01.
- xxii. Discuss and Recommend Applicable 2022-23 School Year Key Performance Indicators

18. Unfinished Business:

- a. Consider Approval of the Investment of \$350,000.00 in ADM CD's as Presented.
- b. Review School Counselor Mentor Report for November as Presented
- c. Consider Approval of NEOLA Update Volume 31, No. 2 Updates as Presented
- d. Consider Approval of Revised PO2416 - Student Privacy and Parental Access to Information as Presented
- e. Consider Approval of Revised AG2416 - Procedures for Inspection of Survey, Administered or Distributed to Students as Presented
- f. Consider Approval of Revised PO5136 - Personal Communication Devices as Presented

- g. Consider Approval of Revised PO5830 - Student Fundraising as Presented
19. New Business:
- a. Consider Acceptance of District Administrator - Dr. Melanie J. Oppor Retirement as Presented
  - b. Consider Acceptance of the Business Manager - Carmen O'Brien Resignation as Presented
  - c. Review Status of Board Approved Projects as Presented
  - d. Consider Endorsement of the LWHS 2023-24 Course of Study Guide as Presented
  - e. Consider Endorsing K-5 Math Curriculum as Presented
  - f. Consider Endorsing the NWECS/ERVING Collaborative Distance Learning Initiative Grant as Presented
  - g. Consider Appointment of Ad Hoc Wellness Committee Membership as Presented.
  - h. Consider Approval of Ad Hoc Districtwide Safety Committee Advisory Recommendations
  - i. Consider Approval of Option B Reconfiguration Proposal of the Activities Director and Athletic Director for the 2022-23 School Year as Presented
  - j. Consider Approval of Compensation at the Teacher C2 Rate for the AD Full-time Year Round Position to Include Super Sub. and Athletic Field/Gymnasium Maintenance Duties
  - k. First Reading of or Approval of Revised PO2431 - Interscholastic Athletics as Presented
  - l. First Reading of or Approval of Revised AG2431 - Interscholastic Athletics as Presented
  - m. Consider Approval of Athletic Director/Super Sub. Recommendation as Presented
20. Next Meeting Dates:
- a. December 19, 2022 Board of Education Meeting – 7:00 p.m. – MES Board Room
  - b. January 9, 2023 Finance Committee Meeting - 6:00 p.m. - MES Board Room
  - c. January 10, 2023 Policy & Human Resources Committee Meeting – 5:00 p.m. – MES Board Room
  - d. January 11, 2023 Curriculum Committee Meeting – 5:00 p.m. – MES Board Room
  - e. January 16, 2023 Buildings & Grounds Meeting – 5:00 p.m. - MES Board Room
  - f. January 23, 2023 Board of Education Meeting – 6:00 p.m. – MES Board Room
21. Closed Session – the Board of Education Shall Move into Closed Session Pursuant to the Provisions of 19.85(1)(c) and (f), Wis. Statutes, for the Purposes of: Discussing the Employment Status of Employees Over Which the Board Has Jurisdiction or Exercises Responsibility 1) Administrator Contracts 2) Investigation of Student Report
22. Board May Act on Items Discussed in Closed Session
23. Adjourn

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

Upon request to the District Administrator, submitted twenty-four (24) hours in advance, the District shall make reasonable accommodation including the provision of informational material in an alternative format for a disabled person to be able to attend this meeting.

### 0167.3 - **PUBLIC COMMENT AT BOARD MEETINGS**

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

#### **Agenda Item**

Any person or group who would like to have an item put on the agenda shall submit their request to the District Administrator no later than ten (10) days prior to the meeting and include:

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

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

#### **Public Comment Section of the Meeting**

To permit fair and orderly public expression, the Board may provide a period for public comment at any regular or special meeting of the Board and publish rules to govern such comment in Board meetings.

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

The presiding officer shall be guided by the following rules:

- A. Public comment shall be permitted as indicated on the order of business, at the discretion of the presiding officer, and for individuals who live or work within the District and parents/guardians of students enrolled in the District.
- B. Attendees must register their intention to participate in the public portion of the meeting upon their arrival at the meeting.
- C. Participants must be recognized by the presiding officer and will be requested to preface their comments by an announcement of their name; address; and group affiliation, if and when appropriate.
- D. Each statement made by a participant shall be limited to three (3) minutes duration.
- E. No participant may speak more than once on the same topic unless all others who wish to speak on that topic have been heard.
- F. Participants shall direct all comments to the Board and not to staff or other participants.
- G. Participants shall address only topics within the legitimate jurisdiction of the Board.
- H. All statements shall be directed to the presiding officer; no person may address or question Board members individually.
- I. The presiding officer may:
  - 1. interrupt, warn, or terminate a participant's statement when the statement is too lengthy, personally directed, abusive, obscene, or irrelevant;

2. request any individual to leave the meeting when that person does not observe reasonable decorum;
  3. request the assistance of law enforcement officers in the removal of a disorderly person when that person's conduct interferes with the orderly progress of the meeting;
  4. call for a recess or an adjournment to another time when the lack of public decorum so interferes with the orderly conduct of the meeting as to warrant such action.
  5. waive these rules with the approval of the Board when necessary for the protection of privacy or the administration of the Board's business.
- J. The portion of the meeting during which the comment of the public is invited shall be limited to fifteen (15) minutes unless extended by a vote of the Board.
- K. Recording, filming, or photographing the Board's open meetings is permitted. Recording, filming, or photographing the Board's closed session is only permitted pursuant to Bylaw 0167.2 – Closed Session. The person operating the equipment should contact the District Administrator prior to the Board meeting to review possible placement of the equipment, and must agree to abide by the following conditions:
1. No obstructions are created between the Board and the audience.
  2. No interviews are conducted in the meeting room while the Board is in session.
  3. No commentary, adjustment of equipment, or positioning of operators is made that would distract either the Board or members of the audience or otherwise disrupt the meeting while the Board is in session.

November 30, 2022 Special Board of Education Meeting Minutes

1. Call to Order – President Reiersen – **6:33 p.m.** – MES Board Room, 800 Beech Street
2. Pledge of Allegiance
3. Roll Call - Reiersen, Griffin, Jepson, Hollman, Fietzer, Riske, Krueger present
4. Verify Publication of Meeting - Dr. Oppor verified
5. Public Comment (Register to Speak Prior to Start of Meeting / Guidelines Listed Below Agenda) - None
6. Unfinished Business: None
7. New Business:
  - a. Consider Approval of a 1.0 FTE Grade 5 Teacher on a Limited Term Contract for School Year Semester 2 of 2022-23.  
Motion by: Krueger, Riske  
Motion carried.
  - b. Consider Approval of Secondary School Counselor Candidate as Presented  
Motion by: Jepson, Fietzer  
Motion carried.
  - c. Consider Approval of PO5460 - Graduation Requirements retroactive for the Class of 2023 as Presented  
Motion by: Riske, Fietzer  
Motion carried.
  - d. Consider Approval of CAPP Crime and Punishment in American Society as Presented  
Motion by: Krueger, Riske  
Motion carried.
8. Adjourn  
Motion by: Fietzer, Hollman  
Motion carried at 6:44 pm



CREDIT CARD STATEMENT - November			WUFAR Code						
Date	Vendor	Amount	Fund	E	Location	Object	Function	Project	Description
<b>Melanine Oppor</b>									
11/1/22	Adobe Inc.	\$15.81	10	E	800	360	232100	0	Adobe Acrobat Pro software subscription - monthly
11/07/22	WASB	\$1,084.00	10	E	800	310	231100	0	WASB 2023 State Convention Fee (4)
		<b>TOTAL</b>							
		<b>\$1,099.81</b>							
<b>Dean Marzofka</b>									
10/21/2022	Texthelp, Inc	\$756.00	27	E	400	360	158000	19	Sped request for read write access
11/08/22	Adobe Acropro	\$21.09	10	E	800	360	295000	0	PDF reader editor - monthly
11/11/2022	Adobe	\$253.07	10	E	800	360	295000	0	PDF reader editor one year access
		<b>TOTAL</b>							
		<b>\$777.09</b>							
<b>MMS</b>									
10/27/2022	Menards	\$76.38	10	E	400/200	411	253000	0	Supplies for Maintenance
		<b>TOTAL</b>							
		<b>\$76.38</b>							
<b>LWHS</b>									
11/10/2022	NCS GED Exam	\$6.99	10	E	400	943	179000	0	GED TEST
10/11/2022	NCS GED Exam	\$30.00	10	E	400	943	179000	0	GED TEST
11/11/2022	Menards Appleton	\$333.09	10	E	800	440	253000	0	Snow removing equipment
		<b>TOTAL</b>							
		<b>\$370.08</b>							
<b>District Office</b>									
11/04/22	Holiday Inn Madison	\$90.00	10	E	800	942	251000	0	Wally Zastrow Leadership Academy
11/08/22	USPS	\$41.40	10	E	800	353	260000	0	To send tax levy certifications by certified mail
		<b>TOTAL</b>							
		<b>\$131.40</b>							

Waupaca County Farm Bureau  
PO Box 5550  
Madison, WI 53705

Waupaca County Farm Bureau



Temp-Return Service Requested

001951-000001-000001-001951 2517296 2980CK01 1  
Manawa FFA  
515 E 4th St  
Manawa, WI 54949

Check Number: 0000050092  
Issue Date: 11/18/2022  
Check Amount: \*\*\$210.00



Concur®

Waupaca County Farm Bureau

Wisconsin Farm Bureau Federation Cooperative

Dairy Agstravaganza 2022/11/11 210.00

*for board approval*

649016 Overlay(PC)

SECURITY FEATURES ON THIS DOCUMENT INCLUDE A MICRO-PRINT BORDER AND A VOID PANTOGRAPH ON FACE AND AN ORIGINAL DOCUMENT SECURITY SCREEN ON THE BACK.

Waupaca County Farm Bureau  
PO Box 5550  
Madison, WI 53705

Farm Bureau Bank  
17300 Henderson Pass  
PO Box 33427  
San Antonio, TX 78265  
94-8189/1212

Check No: 0000050092

Issue Date: 11/18/2022

PAY Two Hundred Ten and 00/100 Dollars

\*\*\$210.00

TO Manawa FFA  
THE 515 E 4th St  
ORDER  
OF Manawa, WI 54949

*Stuart Maan*

Authorized Signature

⑈0000050092⑈ ⑆121281892⑆ 1000019461⑈

79-749/759

2386

MANAWA ATHLETIC BOOSTER CLUB, INC.  
MANAWA, WI 54949-8653

DATE 11-29-22

PAY TO THE ORDER OF MANAWA School District \$2445.38  
Two thousand, four hundred, forty-five and 38/100 DOLLARS  
Security Features  
Details on Back.

First State Bank

bankfirststate.com

Fitness Center Plybox Set

Mary Griffin MP

10769071876

3037227452386

SPECIALTY GRAY

Donation.

APPLETON PARADE COMMITTEE  
PO BOX 2272  
APPLETON, WI 54912

2892

79-1185/759  
78000

NOV. 22, 2022

DATE

CHECK ARMOR  
FRAUD PROTECTION

PAY TO THE ORDER OF Little Wolf HS Wolf Pack Brigade \$ 200

Two hundred dollars & 00/100

DOLLARS



Photo Safe Deposit  
Details on back

JOHNSON BANK johnsonbank.com

FOR Xmas parade

W Meghan Wain

⑆0799118522 2001143191 2892

Holland Clerks

Donation

Sacred Heart Catholic Church  
614 S. Bridge St.  
Manawa, WI 54949

School District of Manawa  
800 Beech St.  
Manawa, WI 54949

December 12, 2022

On behalf of Sacred Heart Church, please find enclosed a \$200 donation to the school district. We appreciate the district allowing us to use the school for our annual Holiday Craft & Gift Show each year. This year was a very successful show for us. We look forward to working with you next year.

Gratefully,

A handwritten signature in cursive script that reads "JoAnn Schuelke". The signature is written in dark ink and is positioned above the printed name and title.

JoAnn Schuelke  
Sacred Heart Parish



## School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

December 7<sup>th</sup>, 2022

To: Members of the Board of Education, School District of Manawa

The following is a listing of students that have requested Start College Now classes, for college credit, and Wisconsin Virtual School classes, for high school credit, for the spring semester of 2023. Students have requested the following courses:

### Fox Valley Technical College

1 Student

Italian II

3 Credits

Respectfully Submitted,

Kara Tohm

LWHS Guidance Office Administrative Assistant

#### School District of Manawa

800 Beech Street  
Manawa, WI 54949

Phone: (920) 596-2525  
Fax: (920) 596-5308

#### Little Wolf High School Manawa Middle School

515 E. Fourth St  
Manawa, WI 54949

Phone: (920) 596-2524  
Fax: (920) 596-2655

#### Manawa Elementary

800 Beech Street  
Manawa, WI 54949

Phone: (920) 596-2238  
Fax: (920) 596-5339

#### ManawaSchools.org



/ ManawaSchools



/ ManawaSchools



## School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

**Position:** SPECIAL EDUCATION- CROSS-CATEGORICAL PARAPROFESSIONAL

**School:** LWHS/MMS

**FTE:** 28.75 hours per week

**# of Applicants:** 1

**# Interviewed:** 1

**Verbal Acceptance Date:** December 13, 2022

**Start Date: 2022-2023 School Year:** January 02, 2022

### Justification for Employee Selection:

Mrs. Amanda Kyle- Quaschnick is passionate about education for all students. She believes that every young person deserves a high-quality, engaging, and life-preparing education. For students who have difficulties learning or accessing success, creating engaging opportunities for personal success is paramount. For the past three years, she worked as a science educator at Iola-Scandinavia Middle/High School, teaching multiple levels of science- from 7th grade to Advanced courses. Throughout those years, she created engaging opportunities for all of her students, being commended by support staff - including special education teachers- for creating engaging lessons for all student needs. She created robust, challenging, student-centered, and real-world learning experiences, including assessments. While teaching, Mrs. Kyle- Quaschnick was praised by students, colleagues, and leadership alike for her apparent respect, student-centered approaches, application, creation-based assessments, high standards of excellence, differentiation, and growth mindset.

Mrs. Kyle- Quaschnick was the only candidate that applied and was interviewed. Luckily, she is good with the students and will be an excellent addition to our school. I recommend her for the position.

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Manawa, WI 54949

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Fax: (920) 596-5339

#### ManawaSchools.org



/ ManawaSchools



/ ManawaSchools

Minutes of October 17, 2022 School District of Manawa Board of Education Meeting

1. Meeting called to order at 7:00 pm
2. Pledge of Allegiance
3. Roll Call: Reierson, Griffin, Hollman, Jepson, Fietzer, Riske. Absent: Krueger
4. Publication of meeting - Dr. Oppor Verified
5. District Showcase:
  - a. Justice on Wheels Essay Contest 2nd Place Winner - Remington Cable
    - i. Information obtained from Michelle Johnson: contest conducted annually at different counties with several dozen essay submissions
    - ii. Remington Cable's essay was on "The Rights given by the Constitution".
  - b. National Principals Month Proclamation
    - i. Thanks was given to Mr. El Manssouri and Principal Brauer
6. Presentations:
  - a. Key Performance Indicator Presentation on State Assessment Results - Principals
    - i. Principal Brauer
      1. Science and Social Studies only 4th grade: showed last year's statistics compared to the State statistics.
      2. Michelle Johnson spoke about "Really Great Reading Suite and "Interactive Read Aloud"
      3. Mr Fietzer inquired on if certain classes always do good or is each class different?
        - a. A suggestion to follow classes throughout their testings was made, to see if specific groups of students did better or if there were different patterns that showed up.
7. Announcements:
  - a. Contributions to the District read by the President
  - b. Other Contributions
8. Consent Agenda: all approved
  - a. Approve Minutes of September 19, 2022; September 28, 2022; and October 10, 2022 Board Meetings
  - b. Treasurer's Report: Approve Expenditures & Receipts
  - c. Consider Approval of Special Education Paraprofessional as Presented.
  - d. Donations:
    - i. To Rick Zemple: \$869.76 from Boys Basketball Manawa Athletic Booster Club Donation
  - e. Consider Approval of Special Education Paraprofessional as Presented
  - f. Consider Approval of 2022-23 Boys Basketball Coaches as Presented
  - g. Consider Approval of 2022-23 Wrestling Coaches as Presented



9. Any Item Removed from Consent Agenda: None

10. Public Comments

a. Maria Wright

i. eSports Club - video gaming

1. The environment will be controlled

2. Discussion:

a. Parental consent should be given by each student's parent/guardian

b. Committee discussed the blood content in the video games.

i. Mrs. Wright mentioned that there was no blood. It was a game similar to "Capture the Flag" and when a player was shot in the game, the avatar would disintegrate into thin air.

ii. Robotics

1. Club would compete locally with Waupaca, Green Bay and Menasha

b. Mrs. Jepson - gave a "shout out" to Dr. El Manssouri for his support for the Cross Country team. It was brought to her attention that Dr. El Manssouri wished the Cross Country team "Good luck" while they were on the bus getting ready to leave for their meet.

11. Correspondence: None

12. District Administrator's Report:

a. Student Council Representative - No one available this month.

i. April 22nd is Earth Day

ii. Looking to work with the homeless

b. Legislative Update

i. Election news

c. Monthly Enrollment Update

i. Double check numbers between Sept/Oct due to substantial difference in the count of Seniors.

d. Curriculum Update

i. Mrs. Reiersen mentioned that our last update was Nov2017 - Financial Literacy - we are behind

e. Seclusion and Restraint Report 2021-22

i. Mr. Fietzer asked what this was; report was emailed to the BOE members

f. District and School Report Cards will be done by local data review

g. NEOLA Policy or Administrative Guidelines Technical Changes: None

13. School Operations Reports:

a. Principal Brauer mentioned the Wolf Walk was coming up

14. Business Related Reports:

- a. Kobussen Transportation Report - Kobussen coming tomorrow (October 18th) for debrief of the bus accident.

15. Director's Reports:

- a. District Reading Specialist: Highlights
  - i. Johnson went over Literacy goals
- b. Technology Director: Highlights
  - i. Marzofka updated BOE that the Badger net is causing intermittent internet issues

16. Board Comments: None

17. Committee Reports:

- a. Curriculum Committee (Hollman)
  - i. Consider Endorsing a School-Sponsored Trap Shooting League
    1. \$230.00 fee per student
      - a. Who was going to pay this?
      - b. Is the student going to be responsible for it?
    2. Permission slips are needed

*8:38 Griffin leaves meeting*

- ii. Consider Endorsing a High School Robotics Club as Presented

*8:41 President leaves meeting; President and Griffin return to meeting*

- iii. Consider Endorsing a High School ESports Club as Presented
  1. President asked about how the club would handle students with bad grades. Would the student be able to play/attend club activities?
  2. Suggestions are made that the same requirements as any other sport be applicable within this club.
  3. The wording and the differences between "Sport", "Club", and "Team" needs to be cleared up and what the expectations/requirements for each one is.

18. Unfinished Business: None this month.

19. New Business:

- a. Approval of PO2522 - Library Media Centers - First reading of the PO.
- b. Approval of Library Material Formal Reconsideration Form- Vote at the next meeting.
- c. Motion by Jepson/Riske. Approval to Add a 21.25 Hours per Week Secondary Special Education/Regular Education Instructional Paraprofessional. - Motion Carried.
- d. Motion by Jepson/Griffin Approval to Change October 27, 2022 Flu Clinic to an Immunization Clinic - Motion carried

- e. Motion by Riske/Fietzer Approval of a School-Sponsored Trap Shooting League - Motion carried
    - i. Jepson asked if hunter safety was required and what grades. A: Yes, 6th-12th grade
  - f. Motion by Fietzer/Hollman Approval of a High School Robotics Club - Motion carried
  - g. Motion by Hollman/Fietzer to postpone the Approval of a High School ESports Club
    - i. Jepson asks for the approval to be tabled until the questions they discussed earlier were addressed. Mrs. Wright was in agreement.
  - h. Motion by Riske/Hollman Approval of the Revised Secondary Science Curriculum Maps - Motion carried.
  - i. Motion by Griffin/Fietzer Approval of the Mathematics Curriculum Maps - Motion carried.
  - j. Motion by Jepson/Riske Approval of Fund Raiser Procedure for 2022-23 - Motion carried.
  - k. Motion by Fietzer/Hollman Approval the Purchase of Up to Three (3) MAX ST5000 Vending Machines after Staff Input with at Least One Vending Machine Accessible After Normal School Hours -Motion carried
  - l. Motion by Fietzer/Riske Approval of the Purchase of Up to Six (6) Booth/Table Combos at the Spending Percentage - Motion carried
  - m. Motion by Jepson/Fietzer to amend Approval of the purchase of Up to Six (6) Picnic Tables for Outside the Commons. Tables are to be; Round, Powder Coated (Thermoplastic), with Grated Tops and Seating. There needs to be at least 2 ADA accessible seating areas. Amendment: Red table/Black supports and at the spending percentage presented. - Motion carried
  - n. Motion by Fietzer/Jepson Approval to Purchase up to Six (6) Conversation Tables with 12 Chairs at the Spending Percentage Presented - Motion carried
  - o. Review Updated Revenue Limit Worksheet and Finalize Annual Meeting Preparations.
20. Next Meeting Dates:
- a. October 24, 2022 Annual Meeting - 7:00 p.m. - MS/HS Commons
  - b. October 31, 2022 Policy & Human Resources Committee Meeting – 5:00 p.m. – MES Board Room
  - c. November 14, 2022 Finance Committee Meeting - 6:00 p.m. - MES Board Room
  - d. November 21 , 2022 Regular Board of Education Meeting – 7:00 p.m. – MES Board Room
  - e. November 09, 2022 Curriculum Committee Meeting - 5:00 p.m. - MES Board Room
  - f. November 29, 2022 Buildings & Grounds Meeting - 5:00 p.m. - MES Board Room

- g. Consider setting a Board/Administration work session to prioritize projects/purchases. - Visit on November 21, 2022.
- 21. Motion by Griffin/Fietzer for a Closed Session – The Board of Education Shall Move into Closed Session pursuant to the provisions of Wisconsin Statutes 19.85(1) (c) and (f) to consider the employment and performance evaluation of a District administrator; to consider disciplinary data of the District administrator and the investigation of such District administrator which, if discussed in public, would be likely to have a substantial adverse effect upon such person and approving Minutes of the Special Board of Education Meeting held on October 4, 2022 regarding the expulsion of a student from the District pursuant to Wisconsin Statutes Section 120.13(1)(b)(c). - Motion carried
- 22. Board May Act on Items Discussed in Closed Session
- 23. Motion by Riske/Fietzer to adjourn at 9:59 p.m.

Minutes taken by: TaraLa Jackson



CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
84042	DELTA DENTAL-VISION	JPAP11	11/18/2022	VISION COBRA	GENERAL FUND/SELF FUND-EMPLOYER SHARE PREMI	0	4.78
84042	DELTA DENTAL-VISION	JPAP11	11/18/2022	VISION DECEMBER	GENERAL FUND/SELF FUND-EMPLOYER SHARE PREMI	0	542.82
						Totals for 84042	547.60
84056	UNIFIRST CORPORATION	JPAP11	11/18/2022	MATS & MOPS	GENERAL FUND/CLEANING SERVICES/OPERATION	0	41.66
84056	UNIFIRST CORPORATION	JPAP11	11/18/2022	MATS & MOPS	GENERAL FUND/CLEANING SERVICES/OPERATION	0	31.42
84056	UNIFIRST CORPORATION	JPAP11	11/18/2022	MATS & MOPS	GENERAL FUND/CLEANING SERVICES/OPERATION	0	51.88
						Totals for 84056	124.96
84057	WCA GROUP HEALTH TRU	JPAP11	11/18/2022	DECEMBER HEALTH PREMIUMS	GENERAL FUND/WEA TRUST EFF 090115	0	90,941.56
						Totals for 84057	90,941.56
84060	BADGER SPORTING GOOD	JPAP11	11/29/2022	CROSS OVER TRACK PROTECTORS	GENERAL FUND/EQUIP/VEHICLE ADDITION/NONINSTR EQIP REPAI	0	1,750.00
						Totals for 84060	1,750.00
84062	NASSCO, INC	JPAP11	11/29/2022	CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	959.68
84062	NASSCO, INC	JPAP11	11/29/2022	CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	483.50
84062	NASSCO, INC	JPAP11	11/29/2022	CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	364.75
						Totals for 84062	1,807.93
84063	AMAZON CAPITAL SERVI	JPAP12	12/02/2022	ZABLER - ART SUPPLIES FOR PROJECT (please expedite this request)	GENERAL FUND/GENERAL SUPPLIES/ART	4000230132	280.45
84063	AMAZON CAPITAL SERVI	JPAP12	12/02/2022	11/22/22	GENERAL FUND/NON-CAPITAL TECHNOLOGY/ADMINISTR ATIVE TECHNOLOGY SERV	8002300059	1,298.58
84063	AMAZON CAPITAL SERVI	JPAP12	12/02/2022	11/18/22	GENERAL FUND/ADMINISTRATIVE TECHNOLOGY SERV	8002300058	496.98
84063	AMAZON CAPITAL SERVI	JPAP12	12/02/2022	BJOHNSON - Softball Bat - Louisville Slugger XLT 3323 - 10"	GENERAL FUND/EQUIP/VEHICLE ADDITION/GIRLS SOFTBALL	4000230131	399.95
84063	AMAZON CAPITAL SERVI	JPAP12	12/02/2022	ART SUPPLIES ORGANIZER STORAGE CADDY	GENERAL FUND/NON-CAPITAL EQUIPMENT/UNDIFFEREN TIATED CURRICULUM	1012300071	39.98
84063	AMAZON CAPITAL SERVI	JPAP12	12/02/2022	Humble Math book	SPECIAL EDUCATION FUND/TEXTBOOKS &	272300038	10.97

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					WORKBOOKS/MULTI-CATEGORICAL		
84063	AMAZON CAPITAL SERVI	JPAP12	12/02/2022	11/17/22	GENERAL	8002300056	167.97
					FUND/NON-CAPITAL TECHNOLOGY/ADMINISTRATIVE TECHNOLOGY		
84063	AMAZON CAPITAL SERVI	JPAP12	12/02/2022	BJOHNSON - Bar rack organizers for Fitness Center	GENERAL	4000230120	172.93
					FUND/NON-CAPITAL EQUIPMENT/PHYSICAL CURRICULUM		
84063	AMAZON CAPITAL SERVI	JPAP12	12/02/2022	BJOHNSON - Bar rack organizers for Fitness Center	GENERAL	4000230120	229.22
					FUND/NON-CAPITAL EQUIPMENT/PHYSICAL CURRICULUM		
					Totals for 84063		3,097.03
84064	AMERICAN WELDING & G	JPAP12	12/02/2022	ARGON/CO2 MIX	GENERAL	0	51.82
					FUND/GENERAL SUPPLIES/TECHNOLOGY EDUCATION		
					Totals for 84064		51.82
84065	AUGUST WINTER & SONS	JPAP12	12/02/2022	GENERAL SERVICE REQUEST	GENERAL FUND/REPAIR & MAINTENANCE	0	619.12
					SERVICES/BUILDINGS		
84065	AUGUST WINTER & SONS	JPAP12	12/02/2022	GENERAL SERVICE REQUEST	GENERAL FUND/REPAIR & MAINTENANCE	0	467.06
					SERVICES/BUILDINGS		
					Totals for 84065		1,086.18
84067	CENGAGE LEARNING	JPAP12	12/02/2022	Gale Renewal	GENERAL	1012300072	206.08
					FUND/TECH/SOFTWARE SERVIC/SCHOOL LIBRARY		
					Totals for 84067		206.08
84069	C.E.S.A. #9	JPAP12	12/02/2022	WISCONSIN VIRTUAL SCHOOL SEPTEMBER ENROLLMENTS	GENERAL	0	5,825.75
					FUND/TRANSFER TO CESA/Gen Tuition-Non-Open Enrollmen		
					Totals for 84069		5,825.75
84070	ENGELHARDT DAIRY OF	JPAP12	12/02/2022	MES DAIRY ORDER	FOOD SERVICE	0	376.65
					FUND/FOOD/FOOD SERVICES		
84070	ENGELHARDT DAIRY OF	JPAP12	12/02/2022	LWJSHS DAIRY ORDER	FOOD SERVICE	0	172.28
					FUND/FOOD/FOOD SERVICES		
					Totals for 84070		548.93
84072	INTEGRATED SYSTEMS C	JPAP12	12/02/2022	IS Corp hosting fee	GENERAL	8002300019	388.80
					FUND/TECH/SOFTWARE SERVIC/ADMINISTRATIVE TECHNOLOGY SERV		
					Totals for 84072		388.80
84073	LESSONPIX, INC.	JPAP12	12/02/2022	Individual Subscription for Jessica Handrich	SPECIAL EDUCATION	272300037	36.00
					FUND/TECH/SOFTWARE SERVIC/MULTI-CATEGORICAL		
					Totals for 84073		36.00

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
84074	MANAWA QUALITY FOODS	JPAP12	12/02/2022	Manawa Quality Foods receipt	SPECIAL EDUCATION FUND/FOOD/EARLY CHILDHOOD	272300039	40.29
						Totals for 84074	40.29
84075	MASTER ELECTRICAL SE	JPAP12	12/02/2022	BASKETBALL HOOP ISSUES	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS	0	135.87
84075	MASTER ELECTRICAL SE	JPAP12	12/02/2022	BASKETBALL HOOP ISSUES	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS	0	102.49
84075	MASTER ELECTRICAL SE	JPAP12	12/02/2022	REPLACED CORD ON POSSESSION ARROW SIGN	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/NONINSTR EQIP REPAI	0	110.22
84075	MASTER ELECTRICAL SE	JPAP12	12/02/2022	ACT ON ANNUNCIATOR IN OFFICE	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS	0	81.22
84075	MASTER ELECTRICAL SE	JPAP12	12/02/2022	ACT ON ANNUNCIATOR IN OFFICE	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS	0	61.28
						Totals for 84075	491.08
84077	PAN-O-GOLD BAKING	JPAP12	12/02/2022	BREAD PRODUCT ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	115.80
						Totals for 84077	115.80
84078	PERFORMANCE FOODSERV	JPAP12	12/02/2022	USDA COMMODITY ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	120.00
84078	PERFORMANCE FOODSERV	JPAP12	12/02/2022	FOOD AND NON FOOD SUPPLIES	FOOD SERVICE FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES	0	371.41
84078	PERFORMANCE FOODSERV	JPAP12	12/02/2022	FOOD AND NON FOOD SUPPLIES	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	1,524.03
84078	PERFORMANCE FOODSERV	JPAP12	12/02/2022	SPECIAL DIETARY FOOD SUPPLIES	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	65.63
84078	PERFORMANCE FOODSERV	JPAP12	12/02/2022	CREDIT FOR NON FOOD SUPPLIES	FOOD SERVICE FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES	0	-15.46
84078	PERFORMANCE FOODSERV	JPAP12	12/02/2022	NON FOOD SUPPLIES	FOOD SERVICE FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES	0	52.31
						Totals for 84078	2,117.92
84079	PITNEY BOWES GLOBAL	JPAP12	12/02/2022	LEASE INVOICE - ACCT 0016845095	GENERAL FUND/POSTAGE/CARTAGE /CENTRAL SERVICES	0	176.19
84079	PITNEY BOWES GLOBAL	JPAP12	12/02/2022	LEASE FEE - ACCT 0016845094	GENERAL FUND/POSTAGE/CARTAGE /CENTRAL SERVICES	0	176.19
						Totals for 84079	352.38
84080	ROGUE FITNESS HQ	JPAP12	12/02/2022	BJOHNSON - Plyobox Set for Fitness Center Manawa Booster Club will be reimbursing the school for this purchase.	GENERAL FUND/EQUIP/VEHICLE ADDITION/PHYSICAL CURRICULUM	4000230105	1,051.52
84080	ROGUE FITNESS HQ	JPAP12	12/02/2022	BJOHNSON - Plyobox Set for	GENERAL	4000230105	1,393.86



CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
				Fitness Center Manawa Booster Club will be reimbursing the school for this purchase.	FUND/EQUIP/VEHICLE ADDITION/PHYSICAL CURRICULUM		
						Totals for 84080	2,445.38
84082	SCHOOL SPECIALTY LLC	JPAP12	12/02/2022	JOHNSON - HS/MS Office Supplies - Restock the office supplies	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	4000230125	68.18
84082	SCHOOL SPECIALTY LLC	JPAP12	12/02/2022	JOHNSON - HS/MS Office Supplies - Restock the office supplies	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	4000230125	90.38
84082	SCHOOL SPECIALTY LLC	JPAP12	12/02/2022	CENTRAL SUPPLY ITEMS	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	1012300070	112.65
						Totals for 84082	271.21
84083	SOLARUS	JPAP12	12/02/2022	RESIDENTIAL HIGH SPEED INTERNET	GENERAL FUND/ON-LINE COMMUNICATIONS/OFFICE OF SUPERINTENDENT	0	49.99
84083	SOLARUS	JPAP12	12/02/2022	SOLARUS MONTHLY BILL	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002300013	326.47
84083	SOLARUS	JPAP12	12/02/2022	SOLARUS MONTHLY BILL	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002300013	593.60
84083	SOLARUS	JPAP12	12/02/2022	SOLARUS MONTHLY BILL	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002300013	633.17
84083	SOLARUS	JPAP12	12/02/2022	SOLARUS MONTHLY BILL	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002300013	425.41
84083	SOLARUS	JPAP12	12/02/2022	SOLARUS MONTHLY BILL	SPECIAL EDUCATION FUND/TELEPHONE AND TELEGRAPH/PUBLIC INFORMATION	8002300013	148.35
						Totals for 84083	2,176.99
84084	SOLIANT	JPAP12	12/02/2022	OT Services	SPECIAL EDUCATION FUND/PERSONAL SERVICES/OCCUPATIONAL THERAPY	272300022	835.20
84084	SOLIANT	JPAP12	12/02/2022	OT Services	SPECIAL EDUCATION FUND/PERSONAL SERVICES/OCCUPATIONAL THERAPY	272300022	41.28
84084	SOLIANT	JPAP12	12/02/2022	OT Services	SPECIAL EDUCATION FUND/PERSONAL SERVICES/OCCUPATIONAL THERAPY	272300022	83.52
						Totals for 84084	960.00
84087	AMAZON CAPITAL SERVI	JPAP12	12/09/2022	11/30/22	GENERAL	8002300061	547.83

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					FUND/NON-CAPITAL TECHNOLOGY/ADMINISTRATIVE TECHNOLOGY SERV		
					Totals for 84087		547.83
84088	BAND SHOPPE	JPAP12	12/09/2022	MEN'S POLYESTER TUXEDO TROUSERS (14)	GENERAL FUND/APPAREL (Instructional only)/INSTRUMENTAL MUSIC	0	489.30
					Totals for 84088		489.30
84090	CASH	JPAP12	12/09/2022	MES OFFICE PETTY CASH	GENERAL FUND/GENERAL SUPPLIES/UNDIFFERENTIATED CURRICULUM	0	10.36
84090	CASH	JPAP12	12/09/2022	MES OFFICE PETTY CASH	GENERAL FUND/GENERAL SUPPLIES/OFFICE OF THE PRINCIPAL	0	66.38
84090	CASH	JPAP12	12/09/2022	MES OFFICE PETTY CASH	GENERAL FUND/POSTAGE/CARTAGE /CENTRAL SERVICES	0	15.50
					Totals for 84090		92.24
84091	CENTURY LINK	JPAP12	12/09/2022	CenturyLink - Lumen monthly bill	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002300022	50.73
					Totals for 84091		50.73
84092	DIVERSIFIED BENEFIT	JPAP12	12/09/2022	DECEMBER HRA ADMIN FEES	GENERAL FUND/DISTRICT FEES / BANKING FEE/FISCAL	0	236.31
					Totals for 84092		236.31
84093	E O JOHNSON CO., INC	JPAP12	12/09/2022	Monthly Copy Bill	GENERAL FUND/PRINTING AND BINDING/CENTRAL SERVICES	8002300021	4,130.23
					Totals for 84093		4,130.23
84094	E O JOHNSON COMPANY	JPAP12	12/09/2022	PAPER FOR M WRIGHT'S PRINTERS	GENERAL FUND/GENERAL SUPPLIES/TECHNOLOGY EDUCATION	0	155.84
84094	E O JOHNSON COMPANY	JPAP12	12/09/2022	PAPER FOR M WRIGHT'S PRINTERS	GENERAL FUND/GENERAL SUPPLIES/TECHNOLOGY EDUCATION	0	206.57
					Totals for 84094		362.41
84095	GFL ENVIRONMENTAL	JPAP12	12/09/2022	Garbage/Recycling Service	GENERAL FUND/CLEANING SERVICES/OPERATION	8002300024	1,137.84
					Totals for 84095		1,137.84
84098	HOFFMAN PLANNING, DE	JPAP12	12/09/2022	CURRENT PAYMENT DUE	GENERAL FUND/CONSTRUCTION SERVICES/FACILITY ACQUISITION/REMODELING	0	556.00

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					Totals for 84098		556.00
84100	MARKERS INC	JPAP12	12/09/2022	BJOHNSON - Outfield Fence for Softball	GENERAL FUND/EQUIP/VEHICLE ADDITION/GIRLS SOFTBALL	4000230130	2,100.00
					Totals for 84100		2,100.00
84102	REALLY GOOD STUFF, L	JPAP12	12/09/2022	Book Bins	GENERAL FUND/NON-CAPITAL EQUIPMENT/SCHOOL LIBRARY	1012300073	965.95
					Totals for 84102		965.95
84103	S & S EXCAVATING	JPAP12	12/09/2022	25 TON OF SALT	GENERAL FUND/GENERAL SUPPLIES/SITES	0	3,500.00
					Totals for 84103		3,500.00
84104	SOLIANT	JPAP12	12/09/2022	OT Services	SPECIAL EDUCATION FUND/PERSONAL SERVICES/OCCUPATIONA L THERAPY	272300022	417.60
84104	SOLIANT	JPAP12	12/09/2022	OT Services	SPECIAL EDUCATION FUND/PERSONAL SERVICES/OCCUPATIONA L THERAPY	272300022	20.64
84104	SOLIANT	JPAP12	12/09/2022	OT Services	SPECIAL EDUCATION FUND/PERSONAL SERVICES/OCCUPATIONA L THERAPY	272300022	41.76
84104	SOLIANT	JPAP12	12/09/2022	OT Services	SPECIAL EDUCATION FUND/PERSONAL SERVICES/OCCUPATIONA L THERAPY	272300022	626.40
84104	SOLIANT	JPAP12	12/09/2022	OT Services	SPECIAL EDUCATION FUND/PERSONAL SERVICES/OCCUPATIONA L THERAPY	272300022	30.96
84104	SOLIANT	JPAP12	12/09/2022	OT Services	SPECIAL EDUCATION FUND/PERSONAL SERVICES/OCCUPATIONA L THERAPY	272300022	62.64
					Totals for 84104		1,200.00
84105	STERLING WATER-CHAIN	JPAP12	12/09/2022	SOLAR SALT	GENERAL FUND/CLEANING SERVICES/OPERATION	0	69.75
84105	STERLING WATER-CHAIN	JPAP12	12/09/2022	SOLAR SALT	GENERAL FUND/CLEANING SERVICES/OPERATION	0	81.74
84105	STERLING WATER-CHAIN	JPAP12	12/09/2022	SOLAR SALT	GENERAL FUND/CLEANING SERVICES/OPERATION	0	61.66
					Totals for 84105		213.15
84106	TROEDEL, BRITTNEY	JPAP12	12/09/2022	TRANSPORTATION ( BRANTLEY CANTERBURY) TO SCHOOL DISTRICT OF MANAWA NOVEMBER 2022	SPECIAL EDUCATION FUND/CONTRACTED PUPIL TRANSPORTATIO/CONTRA CTED PARENT CONTRACT	0	249.34

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
						Totals for 84106	249.34
84107	UNIFIRST CORPORATION	JPAP12	12/09/2022	MATS & MOPS	GENERAL	0	41.66
						FUND/CLEANING	
						SERVICES/OPERATION	
84107	UNIFIRST CORPORATION	JPAP12	12/09/2022	MATS & MOPS	GENERAL	0	31.42
						FUND/CLEANING	
						SERVICES/OPERATION	
84107	UNIFIRST CORPORATION	JPAP12	12/09/2022	MATS & MOPS	GENERAL	0	51.88
						FUND/CLEANING	
						SERVICES/OPERATION	
						Totals for 84107	124.96
84108	US CELLULAR	JPAP12	12/09/2022	US Cellular PO	GENERAL	8002300018	313.55
						FUND/TELEPHONE AND	
						TELEGRAPH/CENTRAL	
						SERVICES	
						Totals for 84108	313.55
84109	VONBRIESSEN & ROPER,	JPAP12	12/09/2022	LEGAL FEES	GENERAL	0	3,363.00
						FUND/PERSONAL	
						SERVICES/LEGAL	
84109	VONBRIESSEN & ROPER,	JPAP12	12/09/2022	LEGAL FEES	GENERAL	0	2,261.00
						FUND/PERSONAL	
						SERVICES/LEGAL	
84109	VONBRIESSEN & ROPER,	JPAP12	12/09/2022	LEGAL FEES	GENERAL	0	3,210.25
						FUND/PERSONAL	
						SERVICES/LEGAL	
						Totals for 84109	8,834.25
84110	WEX BANK - GLOBAL FL	JPAP12	12/09/2022	ALL OTHER FUEL	GENERAL	0	139.71
						FUND/FUEL-VEHICLE	
						OPERATION/VEHICLE	
						MAINT/NOT PUPIL	
						TRANS	
						Totals for 84110	139.71
84112	RICE, PASTOR STEVE	JPAP12	12/14/2022	Music Accompaniment for the Holiday Concert 2 - HS Choir & 4 - MS Choir	GENERAL	0	24.75
						FUND/PERSONAL	
						SERVICES/VOCAL	
						MUSIC	
84112	RICE, PASTOR STEVE	JPAP12	12/14/2022	Music Accompaniment for the Holiday Concert 2 - HS Choir & 4 - MS Choir	GENERAL	0	50.25
						FUND/PERSONAL	
						SERVICES/VOCAL	
						MUSIC	
						Totals for 84112	75.00
202200100	WISCONSIN RETIREMENT	WRS OC	11/30/2022	Payroll accrual	GENERAL FUND/WI	0	8,204.64
						RETIREMENT FUND	
202200100	WISCONSIN RETIREMENT	WRS OC	11/30/2022	Payroll accrual	SPECIAL EDUCATION	0	1,358.71
						FUND/WI RETIREMENT	
						FUND	
202200100	WISCONSIN RETIREMENT	WRS OC	11/30/2022	Payroll accrual	FOOD SERVICE	0	339.74
						FUND/WI RETIREMENT	
						FUND	
202200100	WISCONSIN RETIREMENT	WRS OC	11/30/2022	Payroll accrual	GENERAL FUND/WI	0	8,204.64
						RETIREMENT FUND	
202200100	WISCONSIN RETIREMENT	WRS OC	11/30/2022	Payroll accrual	SPECIAL EDUCATION	0	1,358.71
						FUND/WI RETIREMENT	
						FUND	
202200100	WISCONSIN RETIREMENT	WRS OC	11/30/2022	Payroll accrual	FOOD SERVICE	0	339.74
						FUND/WI RETIREMENT	

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					FUND		
					Totals for 202200100		19,806.18
202200114	WISCONSIN RETIREMENT	WRS OC	11/30/2022	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	8,111.31
202200114	WISCONSIN RETIREMENT	WRS OC	11/30/2022	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	1,342.42
202200114	WISCONSIN RETIREMENT	WRS OC	11/30/2022	Payroll accrual	FOOD SERVICE FUND/WI RETIREMENT FUND	0	339.74
202200114	WISCONSIN RETIREMENT	WRS OC	11/30/2022	Payroll accrual	COMMUNITY SERVICE FUND/WI RETIREMENT FUND	0	190.44
202200114	WISCONSIN RETIREMENT	WRS OC	11/30/2022	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	8,111.31
202200114	WISCONSIN RETIREMENT	WRS OC	11/30/2022	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	1,342.42
202200114	WISCONSIN RETIREMENT	WRS OC	11/30/2022	Payroll accrual	FOOD SERVICE FUND/WI RETIREMENT FUND	0	339.74
202200114	WISCONSIN RETIREMENT	WRS OC	11/30/2022	Payroll accrual	COMMUNITY SERVICE FUND/WI RETIREMENT FUND	0	190.44
					Totals for 202200114		19,967.82
202200138	DIVERSIFIED BENEFIT	JPWI11	11/18/2022	HRA CLAIMS	GENERAL FUND/HEALTH INSURANCE	0	419.04
					Totals for 202200138		419.04
202200139	EMPLOYEE BENEFITS CO	JPWI11	11/30/2022	ADMINISTRATIVE FEES	GENERAL FUND/DISTRICT FEES / BANKING FEE/FISCAL	0	134.91
					Totals for 202200139		134.91
202200140	INTERNAL REVENUE SER	P9	11/30/2022	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	8,702.59
202200140	INTERNAL REVENUE SER	P9	11/30/2022	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	1,265.91
202200140	INTERNAL REVENUE SER	P9	11/30/2022	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	351.09
202200140	INTERNAL REVENUE SER	P9	11/30/2022	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	2,035.26
202200140	INTERNAL REVENUE SER	P9	11/30/2022	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	296.10
202200140	INTERNAL REVENUE SER	P9	11/30/2022	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	82.10
202200140	INTERNAL REVENUE SER	P9	11/30/2022	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	497.46
202200140	INTERNAL REVENUE SER	P9	11/30/2022	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	90.78
202200140	INTERNAL REVENUE SER	P9	11/30/2022	Payroll accrual	FOOD SERVICE	0	45.00

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
202200140	INTERNAL REVENUE SER	P9	11/30/2022	Payroll accrual	FUND/FEDERAL INCOME TAX GENERAL	0	9,906.19
202200140	INTERNAL REVENUE SER	P9	11/30/2022	Payroll accrual	FUND/FEDERAL INCOME TAX SPECIAL EDUCATION	0	918.43
202200140	INTERNAL REVENUE SER	P9	11/30/2022	Payroll accrual	FUND/FEDERAL INCOME TAX FOOD SERVICE	0	200.39
202200140	INTERNAL REVENUE SER	P9	11/30/2022	Payroll accrual	FUND/FEDERAL INCOME TAX GENERAL FUND/FICA (SOCIAL SECURITY)	0	2,035.26
202200140	INTERNAL REVENUE SER	P9	11/30/2022	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	296.10
202200140	INTERNAL REVENUE SER	P9	11/30/2022	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	82.10
202200140	INTERNAL REVENUE SER	P9	11/30/2022	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	8,702.59
202200140	INTERNAL REVENUE SER	P9	11/30/2022	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	1,265.91
202200140	INTERNAL REVENUE SER	P9	11/30/2022	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	351.09
					Totals for 202200140		37,124.35
202200141	WEA TAX SHELTERED AN	P9	11/30/2022	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	100.00
202200141	WEA TAX SHELTERED AN	P9	11/30/2022	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	175.00
					Totals for 202200141		275.00
202200142	WISCONSIN DEPT OF RE	P9	11/30/2022	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	115.00
202200142	WISCONSIN DEPT OF RE	P9	11/30/2022	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	5.00
202200142	WISCONSIN DEPT OF RE	P9	11/30/2022	Payroll accrual	FOOD SERVICE FUND/STATE INCOME TAX	0	20.00
202200142	WISCONSIN DEPT OF RE	P9	11/30/2022	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	5,076.21
202200142	WISCONSIN DEPT OF RE	P9	11/30/2022	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	539.83
202200142	WISCONSIN DEPT OF RE	P9	11/30/2022	Payroll accrual	FOOD SERVICE FUND/STATE INCOME TAX	0	110.46
					Totals for 202200142		5,866.50
202200144	WEA MEMBER BENEFIT T	P9	11/30/2022	Payroll accrual	GENERAL FUND/WEA TRUST ADVANTAGE	0	40.00
					Totals for 202200144		40.00
202200145	EMPOWER RETIREMENT	P9	11/30/2022	Payroll accrual	GENERAL FUND/HARTFORD INS - TSA/ROTH	0	50.00

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					Totals for	202200145	50.00
202200146	EMPLOYEE BENEFITS CO	JPWI11	11/21/2022	POST EMPLOYMENT	EMPLOYEE BENIFIT	0	184.84
					TRUST FUND/OTHER		
					ADJUSTMENTS/ADJUSTME		
					NTS & REFUNDS		
					Totals for	202200146	184.84
202200147	DIVERSIFIED BENEFIT	JPWI11	11/25/2022	HRA REIMBURSEMENTS	GENERAL FUND/HEALTH	0	1,258.76
					INSURANCE		
					Totals for	202200147	1,258.76
202200148	DELTA DENTAL OF WISC	JPWI11	11/23/2022	DENTAL CLAIMS	GENERAL FUND/SELF	0	2,465.80
					FUND-EMPLOYER SHARE		
					PREMI		
					Totals for	202200148	2,465.80
202200149	DIVERSIFIED BENEFIT	JPWI12	11/29/2022	HRA CLAIMS	GENERAL FUND/HEALTH	0	141.42
					INSURANCE		
					Totals for	202200149	141.42
202200150	DELTA DENTAL OF WISC	JPWI12	11/30/2022	DENTAL CLAIMS & ADMINISTRATION	GENERAL FUND/SELF	0	1,022.53
					FUND-EMPLOYER SHARE		
					PREMI		
					Totals for	202200150	1,022.53
202200151	EMPLOYEE BENEFITS CO	JPWI 1	12/01/2022	FSA CLAIMS	GENERAL FUND/FLEX	0	454.61
					PLAN SY20-21		
					Totals for	202200151	454.61
202200152	EMPLOYEE BENEFITS CO	JPWI12	12/08/2022	FSA CLAIMS & UNCOVERED MEDICAL	GENERAL FUND/FLEX	0	402.42
					PLAN SY20-21		
202200152	EMPLOYEE BENEFITS CO	JPWI12	12/08/2022	FSA CLAIMS & UNCOVERED MEDICAL	EMPLOYEE BENIFIT	0	500.00
					TRUST FUND/OTHER		
					ADJUSTMENTS/ADJUSTME		
					NTS & REFUNDS		
					Totals for	202200152	902.42
202200153	DIVERSIFIED BENEFIT	JPWI12	12/09/2022	HRA CLAIMS	GENERAL FUND/HEALTH	0	131.72
					INSURANCE		
					Totals for	202200153	131.72
202200154	DELTA DENTAL OF WISC	JPWI12	12/07/2022	DENTAL CLAIMS	GENERAL FUND/SELF	0	256.00
					FUND-EMPLOYER SHARE		
					PREMI		
					Totals for	202200154	256.00
202200155	INTERNAL REVENUE SER	P9	12/15/2022	Payroll accrual	GENERAL FUND/FICA	0	7,953.81
					(SOCIAL SECURITY)		
202200155	INTERNAL REVENUE SER	P9	12/15/2022	Payroll accrual	SPECIAL EDUCATION	0	1,328.03
					FUND/FICA (SOCIAL		
					SECURITY)		
202200155	INTERNAL REVENUE SER	P9	12/15/2022	Payroll accrual	FOOD SERVICE	0	382.46
					FUND/FICA (SOCIAL		
					SECURITY)		
202200155	INTERNAL REVENUE SER	P9	12/15/2022	Payroll accrual	GENERAL FUND/FICA	0	1,860.16
					(SOCIAL SECURITY)		
202200155	INTERNAL REVENUE SER	P9	12/15/2022	Payroll accrual	SPECIAL EDUCATION	0	310.58
					FUND/FICA (SOCIAL		
					SECURITY)		
202200155	INTERNAL REVENUE SER	P9	12/15/2022	Payroll accrual	FOOD SERVICE	0	89.44
					FUND/FICA (SOCIAL		
					SECURITY)		
202200155	INTERNAL REVENUE SER	P9	12/15/2022	Payroll accrual	GENERAL	0	497.46
					FUND/FEDERAL INCOME		
					TAX		

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
202200155	INTERNAL REVENUE SER	P9	12/15/2022	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	90.78
202200155	INTERNAL REVENUE SER	P9	12/15/2022	Payroll accrual	FOOD SERVICE FUND/FEDERAL INCOME TAX	0	45.00
202200155	INTERNAL REVENUE SER	P9	12/15/2022	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	9,260.12
202200155	INTERNAL REVENUE SER	P9	12/15/2022	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	940.05
202200155	INTERNAL REVENUE SER	P9	12/15/2022	Payroll accrual	FOOD SERVICE FUND/FEDERAL INCOME TAX	0	235.25
202200155	INTERNAL REVENUE SER	P9	12/15/2022	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	1,860.16
202200155	INTERNAL REVENUE SER	P9	12/15/2022	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	310.58
202200155	INTERNAL REVENUE SER	P9	12/15/2022	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	89.44
202200155	INTERNAL REVENUE SER	P9	12/15/2022	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	7,953.81
202200155	INTERNAL REVENUE SER	P9	12/15/2022	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	1,328.03
202200155	INTERNAL REVENUE SER	P9	12/15/2022	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	382.46
					Totals for 202200155		34,917.62
202200156	WEA TAX SHELTERED AN	P9	12/15/2022	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	100.00
202200156	WEA TAX SHELTERED AN	P9	12/15/2022	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	175.00
					Totals for 202200156		275.00
202200157	WISCONSIN DEPT OF RE	P9	12/15/2022	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	115.00
202200157	WISCONSIN DEPT OF RE	P9	12/15/2022	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	5.00
202200157	WISCONSIN DEPT OF RE	P9	12/15/2022	Payroll accrual	FOOD SERVICE FUND/STATE INCOME TAX	0	20.00
202200157	WISCONSIN DEPT OF RE	P9	12/15/2022	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	4,842.79
202200157	WISCONSIN DEPT OF RE	P9	12/15/2022	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	564.92
202200157	WISCONSIN DEPT OF RE	P9	12/15/2022	Payroll accrual	FOOD SERVICE FUND/STATE INCOME TAX	0	128.16
					Totals for 202200157		5,675.87
202200159	WEA MEMBER BENEFIT T	P9	12/15/2022	Payroll accrual	GENERAL FUND/WEA TRUST ADVANTAGE	0	40.00



CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
						Totals for 202200159	40.00
202200160	EMPOWER RETIREMENT	P9	12/15/2022	Payroll accrual	GENERAL	0	50.00
						FUND/HARTFORD INS - TSA/ROTH	
						Totals for 202200160	50.00
222300092	GERVAIS, PETER	JPAP11	11/18/2022	GIRLSJV BASKETBALL OFFICIAL ON 11/17/22 VS WILD ROSE	GENERAL	0	50.00
						FUND/PERSONAL SERVICES/GIRLS BASKETBALL	
222300092	GERVAIS, PETER	JPAP11	11/18/2022	GIRLS VARSITY BASKETBALL OFFICIAL ON 11/17/22 VS WILD ROSE	GENERAL	0	90.00
						FUND/PERSONAL SERVICES/GIRLS BASKETBALL	
						Totals for 222300092	140.00
222300093	MOEN, GREG	JPAP11	11/18/2022	GIRLS JV BASKETBALL OFFICIAL ON 11/17/22 VS WILD ROSE	GENERAL	0	50.00
						FUND/PERSONAL SERVICES/GIRLS BASKETBALL	
						Totals for 222300093	50.00
222300094	TODRYK, RONALD	JPAP11	11/18/2022	GIRLS VARSITY BASKETBALL OFFICIAL ON 11/17/22 VS WILD ROSE	GENERAL	0	90.00
						FUND/PERSONAL SERVICES/GIRLS BASKETBALL	
						Totals for 222300094	90.00
222300095	SIMONIS, JEROME	JPAP11	11/29/2022	BOYS MS BASKETBALL OFFICIAL ON 11/28/22 VS WITTENBERG-BIRNAMWOOD	COMMUNITY SERVICE	0	60.00
						FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	
222300095	SIMONIS, JEROME	JPAP11	11/29/2022	BOYS MS BASKETBALL OFFICIAL ON 11/21/22 VS AMHERST	COMMUNITY SERVICE	0	60.00
						FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	
						Totals for 222300095	120.00
222300096	TOMLINSON, JACK	JPAP11	11/29/2022	BOYS MS BASKETBALL OFFICIAL ON 11/28/22 VS WITTENBERG-BIRNAMWOOD	COMMUNITY SERVICE	0	60.00
						FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	
222300096	TOMLINSON, JACK	JPAP11	11/29/2022	BOYS MS BASKETBALL OFFICIAL ON 11/21/22 VS AMHERST	COMMUNITY SERVICE	0	60.00
						FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	
						Totals for 222300096	120.00
222300097	WAZNY, CHRISTOPHER	JPAP11	11/29/2022	VARSITY GIRLS BASKETBALL OFFICIAL ON 11/17/22 VS WILD ROSE	GENERAL	0	90.00
						FUND/PERSONAL SERVICES/GIRLS BASKETBALL	
						Totals for 222300097	90.00
222300098	RETZKI, DANIEL	JPAP11	11/30/2022	GIRLS JV BASKETBALL OFFICIAL ON 11/29/22 VS ASSUMPTION	GENERAL	0	50.00
						FUND/PERSONAL SERVICES/GIRLS BASKETBALL	
222300098	RETZKI, DANIEL	JPAP11	11/30/2022	GIRLS VARSITY BASKETBALL OFFICIAL ON 11/29/22 VS ASSUMPTION	GENERAL	0	90.00
						FUND/PERSONAL SERVICES/GIRLS BASKETBALL	
						Totals for 222300098	140.00

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
222300099	SIMONIS, JEROME	JPAP11	11/30/2022	GIRLS JV BASKETBALL OFFICIAL ON 11/29/22 VS ASSUMPTION	GENERAL FUND/PERSONAL SERVICES/GIRLS BASKETBALL	0	50.00
222300099	SIMONIS, JEROME	JPAP11	11/30/2022	GIRLS VARSITY BASKETBALL OFFICIAL ON 11/29/22 VS ASSUMPTION	GENERAL FUND/PERSONAL SERVICES/GIRLS BASKETBALL	0	90.00
						Totals for 222300099	140.00
222300101	SLEEPER, MICHAEL	JPAP12	12/02/2022	Varsity BOYS BASKETBALL OFFICIAL ON 12/1/22 VS CRIVITZ	GENERAL FUND/PERSONAL SERVICES/BOYS BASKETBALL	0	90.00
222300101	SLEEPER, MICHAEL	JPAP12	12/02/2022	JV BOYS BASKETBALL OFFICIAL ON 12/1/22 VS CRIVITZ	GENERAL FUND/PERSONAL SERVICES/BOYS BASKETBALL	0	50.00
						Totals for 222300101	140.00
222300102	TERPSTRA, KRAIG	JPAP12	12/02/2022	Varsity BOYS BASKETBALL OFFICIAL ON 12/1/22 VS CRIVITZ	GENERAL FUND/PERSONAL SERVICES/BOYS BASKETBALL	0	90.00
						Totals for 222300102	90.00
222300103	WAZNY, CHRISTOPHER	JPAP12	12/02/2022	JV BOYS BASKETBALL OFFICIAL ON 12/1/22 VS CRIVITZ	GENERAL FUND/PERSONAL SERVICES/BOYS BASKETBALL	0	50.00
222300103	WAZNY, CHRISTOPHER	JPAP12	12/02/2022	Varsity BOYS BASKETBALL OFFICIAL ON 12/1/22 VS CRIVITZ	GENERAL FUND/PERSONAL SERVICES/BOYS BASKETBALL	0	90.00
						Totals for 222300103	140.00
222300104	HERALD, MICHAEL	JPAP12	12/12/2022	GIRLS VARSITY BASKETBALL OFFICIAL ON 12/8/22 VS WEYAUWEGA-FREMONT	GENERAL FUND/PERSONAL SERVICES/GIRLS BASKETBALL	0	90.00
						Totals for 222300104	90.00
222300105	HERALD, RYAN	JPAP12	12/12/2022	GIRLS VARSITY BASKETBALL OFFICIAL ON 12/8/22 VS WEYAUWEGA-FREMONT	GENERAL FUND/PERSONAL SERVICES/GIRLS BASKETBALL	0	90.00
						Totals for 222300105	90.00
222300106	SLEEPER, MICHAEL	JPAP12	12/12/2022	GIRLS JV BASKETBALL OFFICIAL ON 12/8/22 VS WEYAUWEGA-FREMONT	GENERAL FUND/PERSONAL SERVICES/GIRLS BASKETBALL	0	50.00
						Totals for 222300106	50.00
222300107	THOMAS, JEASON SR	JPAP12	12/12/2022	GIRLS VARSITY BASKETBALL OFFICIAL ON 12/8/22 VS WEYAUWEGA-FREMONT	GENERAL FUND/PERSONAL SERVICES/GIRLS BASKETBALL	0	90.00
						Totals for 222300107	90.00
222300108	TOMLINSON, JACK	JPAP12	12/12/2022	GIRLS JV BASKETBALL OFFICIAL ON 12/8/22 VS WEYAUWEGA-FREMONT	GENERAL FUND/PERSONAL SERVICES/GIRLS BASKETBALL	0	50.00

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
						Totals for 222300108	50.00
222300109	PHILLIPS, AUSTIN	JPAP12	12/13/2022	VARSITY GIRLS BASKETBALL OFFICIAL ON 11/17/22 VS WILD ROSE	GENERAL FUND/PERSONAL SERVICES/GIRLS BASKETBALL	0	90.00
						Totals for 222300109	90.00
222300110	SIMONIS, JEROME	JPAP12	12/13/2022	MS BOYS BASKETBALL OFFICIAL ON 12/12/22 VS WEYAUWEGA-FREMONT	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0	60.00
						Totals for 222300110	60.00
222300111	TOMLINSON, JACK	JPAP12	12/13/2022	MS BOYS BASKETBALL OFFICIAL ON 12/12/22 VS WEYAUWEGA-FREMONT	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0	60.00
						Totals for 222300111	60.00
222300112	BEYER, ALAN	JPAP12	12/14/2022	GIRLS VARSITY BASKETBALL OFFICIAL VS MENOMINEE INDIAN ON 12/13/22	GENERAL FUND/PERSONAL SERVICES/GIRLS BASKETBALL	0	90.00
						Totals for 222300112	90.00
222300113	DYB, AUSTIN	JPAP12	12/14/2022	GIRLS VARSITY BASKETBALL OFFICIAL VS MENOMINEE INDIAN ON 12/13/22	GENERAL FUND/PERSONAL SERVICES/GIRLS BASKETBALL	0	90.00
222300113	DYB, AUSTIN	JPAP12	12/14/2022	GIRLS JV BASKETBALL OFFICIAL VS MENOMINEE INDIAN ON 12/13/22	GENERAL FUND/PERSONAL SERVICES/GIRLS BASKETBALL	0	50.00
						Totals for 222300113	140.00
222300114	SIMONIS, JEROME	JPAP12	12/14/2022	GIRLS JV BASKETBALL OFFICIAL VS MENOMINEE INDIAN ON 12/13/22	GENERAL FUND/PERSONAL SERVICES/GIRLS BASKETBALL	0	50.00
						Totals for 222300114	50.00
222300115	STONEBURNER, TY	JPAP12	12/14/2022	GIRLS VARSITY BASKETBALL OFFICIAL VS MENOMINEE INDIAN ON 12/13/22	GENERAL FUND/PERSONAL SERVICES/GIRLS BASKETBALL	0	90.00
						Totals for 222300115	90.00
						Totals for checks	274,372.88

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	GENERAL FUND	202,817.23	0.00	45,770.64	248,587.87
27	SPECIAL EDUCATION FUND	14,958.29	0.00	2,644.95	17,603.24
50	FOOD SERVICE FUND	3,973.40	0.00	2,782.65	6,756.05
73	EMPLOYEE BENIFIT TRUST FUND	0.00	0.00	684.84	684.84
80	COMMUNITY SERVICE FUND	380.88	0.00	360.00	740.88
***	Fund Summary Totals ***	222,129.80	0.00	52,243.08	274,372.88

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

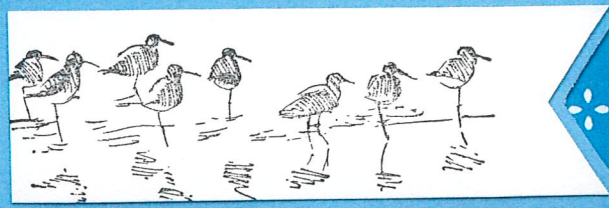
Name	Reference	Trans Date	Description	Post Date	Amount
		11/07/2022	BREAKFAST AID	11/07/2022	4,277.50
			Totals for 14256		4,277.50
		11/07/2022	NATIONAL SCHOOL LUNCH AID	11/07/2022	16,181.13
			Totals for 14257		16,181.13
		11/07/2022	COMMODITY CHARGES	11/07/2022	-4,293.76
			Totals for 14258		-4,293.76
		11/08/2022	FFA	11/08/2022	20.00
			Totals for 16258		20.00
		11/08/2022	FOOD SERVICE DEPOSIT FROM 10/28 TO 11/4	11/08/2022	1,516.50
			Totals for 16264		1,516.50
		11/08/2022	ATHLETIC PASS	11/08/2022	30.00
			Totals for 16265		30.00
		11/08/2022	DISTRICT FEE	11/08/2022	20.00
			Totals for 16266		20.00
		11/08/2022	STUDENT PARKING	11/08/2022	25.00
			Totals for 16267		25.00
		11/08/2022	FFA	11/08/2022	40.00
			Totals for 16272		40.00
		11/08/2022	MS ATHLETIC FEE	11/08/2022	75.00
			Totals for 16273		75.00
		11/08/2022	HS ATHLETIC FEE	11/08/2022	525.00
			Totals for 16274		525.00
		11/08/2022	MS YEARBOOK FEE	11/08/2022	42.00
			Totals for 16275		42.00
		11/08/2022	HS YEARBOOK FEE	11/08/2022	328.00
			Totals for 16276		328.00
		11/08/2022	ATHLETIC PASS FEE	11/08/2022	135.00
			Totals for 16277		135.00
		11/08/2022	DISTRICT FEE	11/08/2022	320.00
			Totals for 16278		320.00
		11/08/2022	CLASS OF FEES PUT INTO WRONG BANK	11/08/2022	65.00
			Totals for 16279		65.00
		11/08/2022	INSTRUMENT RENTAL FEE	11/08/2022	30.00
			Totals for 16280		30.00
		11/08/2022	STUDENT FINE FEE	11/08/2022	5.00
			Totals for 16281		5.00
		11/08/2022	STUDENT PARKING FEE	11/08/2022	230.00
			Totals for 16282		230.00
		11/09/2022	FFA	11/09/2022	495.00
		11/09/2022	FFA	11/09/2022	116.25
			Totals for 16271		611.25
		11/10/2022	FOOD SERVICE FOR MES WEEK OF 10/28-11/4	11/10/2022	1,208.50
			Totals for 16261		1,208.50
		11/10/2022	ERVING NETWORK PAYMENT FOR CLASS TAUGHT	11/10/2022	200.00
			Totals for 16262		200.00
		11/10/2022	FITNESS CENTER MEMBERSHIP	11/10/2022	120.00
			Totals for 16263		120.00
		11/10/2022	LIBRARY CLUB	11/10/2022	340.38
			Totals for 16268		340.38
		11/10/2022	FSB DONATION FOR URGENT NEEDS	11/10/2022	360.00
			Totals for 16269		360.00
		11/10/2022	INTEREST ACCOUNT FOR WORK PERMITS	11/08/2022	40.00
			Totals for 16270		40.00

Name	Reference	Trans Date	Description	Post Date	Amount
		11/15/2022	AP EXAM PAYMENTS	11/15/2022	3,776.00
			Totals for 16259		3,776.00
		11/15/2022	FOOD SERVICE FOR MES WEEK OF 11/7-11	11/15/2022	666.35
			Totals for 16260		666.35
		11/15/2022	MIDDLE SCHOOL DANCE	11/15/2022	365.00
			Totals for 16283		365.00
		11/15/2022	WEEK OF 11/5 THRU 11/11	11/15/2022	2,333.34
			Totals for 16284		2,333.34
		11/15/2022	MS ATHLETICS	11/15/2022	25.00
			Totals for 16285		25.00
		11/18/2022	CLASS OF 2024 FEE	11/18/2022	20.00
			Totals for 16286		20.00
		11/18/2022	CLASS OF 2025 FEE	11/18/2022	15.00
			Totals for 16287		15.00
		11/18/2022	CLASS OF 2026 FEE	11/18/2022	10.00
			Totals for 16288		10.00
		11/18/2022	CLASS OF 2027 FEE	11/18/2022	15.00
			Totals for 16289		15.00
		11/18/2022	CLASS OF 2028 FEE	11/18/2022	5.00
			Totals for 16290		5.00
		11/18/2022	CLASS OF 2031 FEE	11/18/2022	10.00
			Totals for 16291		10.00
		11/18/2022	RESTITUTION CASE NO. 2022CM000020	11/18/2022	655.90
			Totals for 16292		655.90
		11/18/2022	DEPOSITS MADE TO WRONG BANK ON 8/30, 8/3	11/18/2022	1,383.00
			Totals for 16293		1,383.00
		11/18/2022	REPAYMENT FOR BILLING FROM CESA #6. COO	11/18/2022	450.00
			Totals for 16294		450.00
		11/18/2022	MES FOOD SERVICE FOR WEEK OF 11/14 THRU	11/18/2022	806.30
			Totals for 16295		806.30
		11/21/2022	BREAKFAST AID	11/21/2022	4,621.53
			Totals for 14256		4,621.53
		11/21/2022	NATIONAL SCHOOL LUNCH AID	11/21/2022	15,675.11
			Totals for 14257		15,675.11
		11/21/2022	SPECIAL ED AID	11/21/2022	28,305.00
			Totals for 14258		28,305.00
			Total for Cash Receipts		81,589.03

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	GENERAL FUND	0.00	7,889.90	450.00	8,339.90
21	Special Revenue Trust Fund	0.00	1,851.63	0.00	1,851.63
27	SPECIAL EDUCATION FUND	0.00	28,305.00	0.00	28,305.00
50	FOOD SERVICE FUND	6,530.99	40,755.27	-4,293.76	42,992.50
80	COMMUNITY SERVICE FUND	0.00	100.00	0.00	100.00
***	Fund Summary Totals ***	6,530.99	78,901.80	-3,843.76	81,589.03

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



Thank You



  
**PREMIER**  
Recognizing Your Value

The staff of Premier Community Bank would like to thank you for your support of the bank, insurance and investment services.

To benefit the wonderful communities in which we live and work, Premier Community Bank has made a donation in honor of you to its community's local food pantry.

We appreciate your relationship and look forward to partnering with you for all of your financial needs.

*Jessie*  
*Rhonda*  
*Renee BROOK*  
*Chris Clara Connie*



**Monthly Enrollment Count for SY2022-2023**

Grade	1-May-22	3rd Fri SEPT	OCT	NOV	DEC	JAN	2nd Fri JAN
EC / Speech .5	6	4	4	5	5		
4K .6	31	24	24	22	23		
Kdg	26	32	33	33	33		
1	32	25	25	25	25		
2	34	33	33	34	34		
3	25	37	37	37	37		
4	58	26	26	25	26		
5	32	62	62	61	62		
6	33	32	32	32	32		
7	32	32	33	34	32		
8	51	51	54	53	51		
9	50	43	42	42	42		
10	55	53	53	53	53		
11	57	58	60	60	60		
12	55	61	61	60	60		
<b>Students Enrolled</b>	<b>577</b>	<b>573</b>	<b>579</b>	<b>576</b>	<b>575</b>	<b>0</b>	<b>0</b>
<b>Less OE IN (non-resident)</b>	<b>-28</b>	<b>-31</b>	<b>-31</b>	<b>-29</b>	<b>-31</b>		
<b>Plus OE OUT (resident)</b>	<b>94</b>	<b>106</b>	<b>107</b>	<b>93</b>	<b>93</b>		
<b>Less Tuition Sharing</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>		
<b>Students in CESA Program</b>	<b>-1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>		
<b>Total Resident Count</b>	<b>643</b>	<b>648</b>	<b>655</b>	<b>640</b>	<b>637</b>	<b>0</b>	<b>0</b>



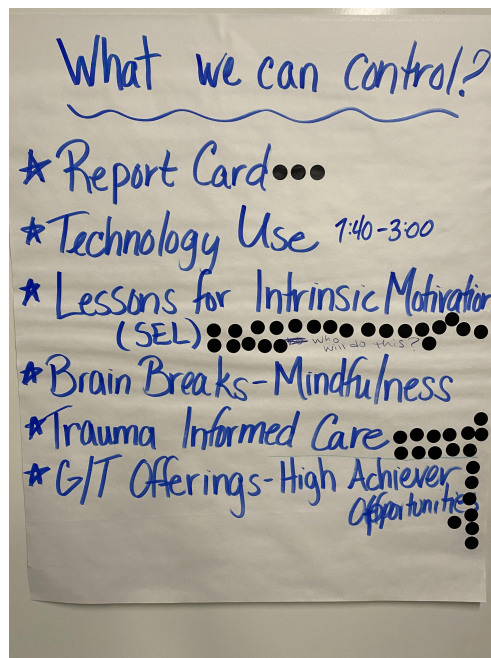


## Students choosing to excel; realizing their strengths.

To: Board of Education  
From: Danni Brauer  
Date: 12/13/22  
Re: December Update

---

- Mr. EK and friends (Mrs. Ziemer, Mrs. Bortle, and Mrs. Krueger) did a great job with the Winter Concerts. The kiddos did amazing. Mrs. Ziemer choreographed a dance for each grade, Mrs. Bortle decorated the cafeteria, and Mrs. Krueger created programs and streamed the concert on Facebook. Having 2 concerts made attendance more manageable than last year when we had a K-5 concert.
- Teachers had 2 days full of work on the Monday and Tuesday before Thanksgiving. Classroom and supporting teachers had a small group training on Monday when shared staff were at the MS/HS for meetings. On Tuesday the entire teaching staff got together to make decisions. Classroom teachers began to review new materials starting with materials that passed screening on EdReports.
- On Tuesday of our training the teaching staff also discussed student engagement. We noticed that many of our students are compliant but not necessarily engaged. Then we made a list of things that we can control and change while students are with us from 7:40-3:00. We voted on what we'd like to learn more about from that list. A picture of the list is below. The 2 areas that had the most votes were Lessons for Intrinsic Motivation and Trauma Informed Care.





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

- On December 7th we met to discuss the direction and agreed to start with Rural Poverty training. Most of the staff did not grow up in home situations like our students are growing up in. It's hard for us to relate to the students and parents so this will be our first staff in finding ways to support and ensure high achievement.
- Kindergarten teachers, student teachers, Mrs. Johnson and I are brainstorming ways we can make phonemic awareness and phonics the centerpiece of reading instruction. This will align instruction with the Science of Reading rather than Balanced Literacy. We will move up the grade levels as the year moves on simultaneously looking at new materials.



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

**To:** Board of Education  
**From:** Carmen O'Brien  
**cc:** Dr. Melanie Oppor  
**Date:** 12/15/2022  
**Re:** Business Office Monthly Update - December

---

My last day with the School District of Manawa will be June 30, 2023. Keeping this end-date in mind, I will develop a plan with Dr. Oppor that will wrap up projects to make for a smooth transition to the next business manager.

One of those projects is to develop a hiring process for the SDM. Currently, the hiring process is more difficult than it needs to be. I have met with two different people in the HR field to gain some ideas about how to do this. My next steps will be to meet with the other administrators to put together a process that makes sense for the SDM. The most difficult part of this is to find a time when everyone can meet to be a part of the discussion! I hope to find some time in the near future. This will be brought to the Policy and HR Committee for vetting in the Spring.

Another project I feel is important is to create a bank of “How To” folders for my successor. For example, it is important to reconcile the bank accounts every month. I want to make sure that I leave step-by-step instructions on how I do this. If the SDM is lucky enough to hire a person with experience, they will still be able to use the information as a place to start and can put their own spin on things as they grow accustomed to Manawa.

Last, I intend to ensure that the preliminary budget for the 2023-24 school year is entered into Skyward before leaving. Adjustments will need to be made, but the structure of the budget will be set for the next person.

I started in the business manager position in January 2017. It is my sincere hope to leave the business office with better structures than I found it.



# School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

Mrs. Michelle Johnson  
District Reading Specialist

Dec 19, 2022

To: Dr. Melanie Oppor, Manawa Board of Education

Fr: Michelle Johnson

Date: 12/6/2022

Re: District Literacy Highlights

**Purpose:**

**Instructional coaches partner with educators to analyze current reality, set goals, identify and explain teaching strategies to hit the goals, and provide support until the goals are met. Together, we provide opportunities to educate all students at the highest level.**

**KPI Literacy Data Update**

“The ultimate measure of [humanity] is not where they stand in moments of comfort and convenience, but where they stand at times of challenge and [adversity].” Martin Luther King Jr.

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iReady Learning Pathways  
**MES Progress:**

Current Week 

Year-to-Date

**92%**

Average % Lessons Passed

Average Lessons Completed: 2



- 80% of Students 70 - 100% Passed
- 12% of Students 50 - 69% Passed
- 8% of Students 0 - 49% Passed

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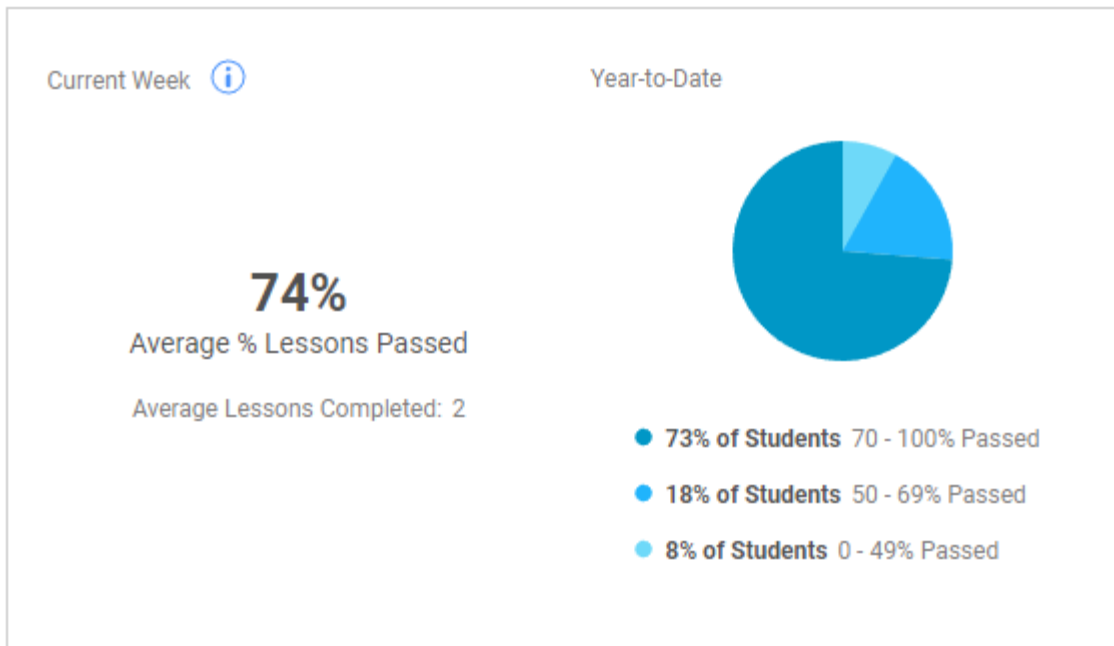


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## Manawa Middle/Little Wolf High Progress: iReady

### Lessons Passed



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## Shifting to Align with Science of Reading Research

Reading. The word itself does not incorporate all the neurological processes and pathways it all encompasses. It has transformed into the complex world of literacy, rather than reading alone. This life skill has transformed into the many elements of reading from decoding, encoding, vocabulary, writing, comprehension, speaking, listening, and the very root of learning. Maya Angelou had eloquently spoke it best when she said, “When you know better, you do better.” As educators, leaders, and pioneers, we stand in a pivotal position to transform the way literacy instruction fuses the science of reading with the curiosity and joy of learning when able to confidently read, write, speak, explore, and listen.

Early in reading instruction, it was viewed as a simple process moving from decoding with language comprehension equals reading comprehension.

## THE SIMPLE VIEW OF READING



(Gough & Tunmer, 1986; Hoover & Gough, 1990)

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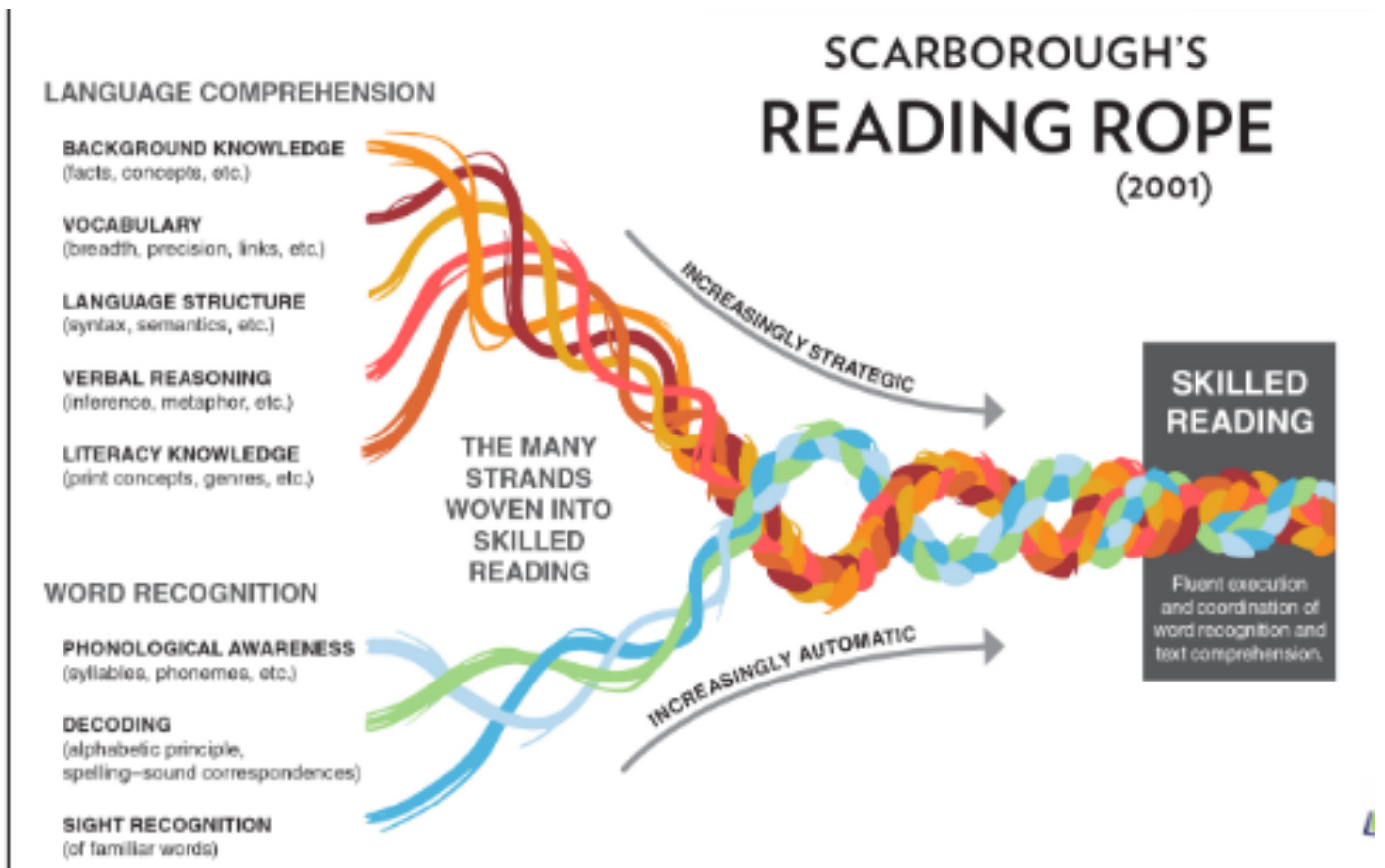


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With further advancements into how the mind works when learning to read, the process evolved into an intricate and complicated journey where many elements intertwined together to create the complete story.

### Evolved Scarborough's Reading Rope



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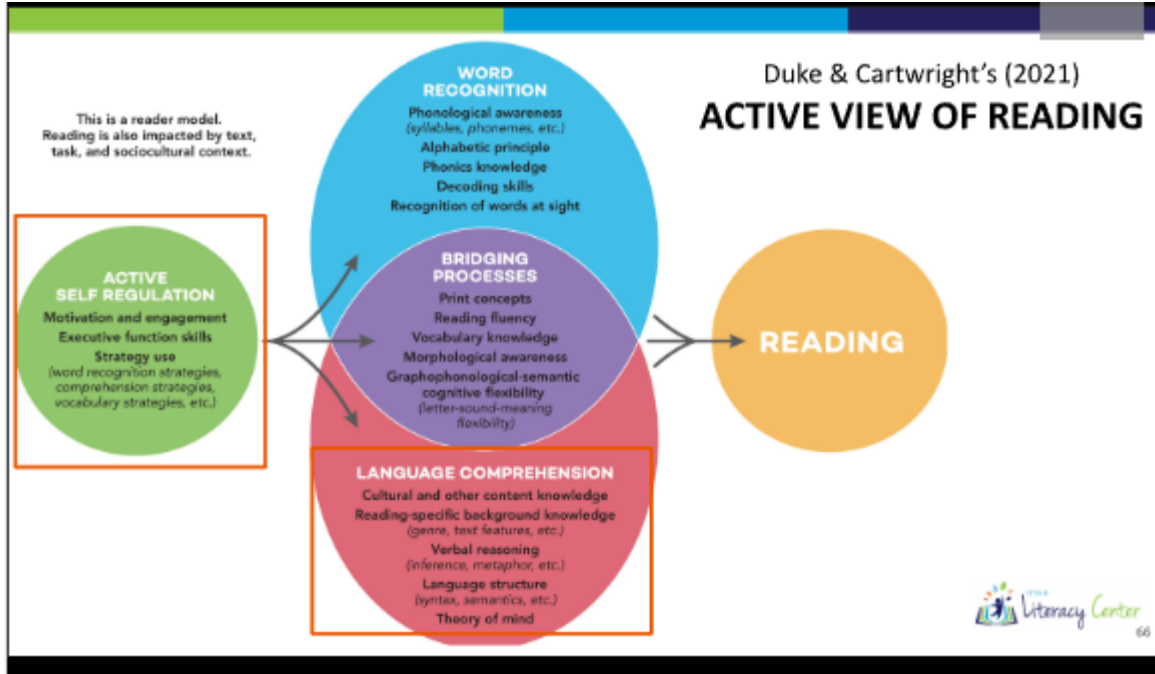
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To the most recent Active View of Reading:



When revamping the instruction and the resources utilize to best support our students, the literacy team is taking the following action steps to assure our students are receiving the best instruction. The School District of Manawa is committed to forging ahead and pioneering better practices by already doing the following action steps:

Goal:	Crucial Action Step:
*Evolving the way literacy instruction is implemented and researched -Learning Together	<ul style="list-style-type: none"> <li>• The Story We are Sold- Podcast shared with staff members</li> <li>• <i>Shifting the Balance</i> by Burking/Yates-Instructional practices and</li> </ul>

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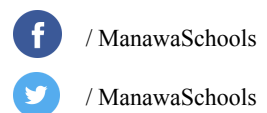
	<p>strategies embedded within instructional coaching and PD</p> <ul style="list-style-type: none"> <li>● Shared articles and practices</li> <li>● Self-Paced instructional models</li> </ul>
*Internal Audit	<ul style="list-style-type: none"> <li>● Reviewing data and practices from iReady, Forward, and internal classroom observation to identify student need and target with explicit instruction</li> <li>● As a team, identifying new resources through EdReport and through a rubric aligned to the Science of Reading. Through the decision process, select top resources to pilot and further explore.</li> <li>● Develop and refine the structure of small group instruction to encompass decoding and foundational skill practice, interventions, and support.</li> </ul>
*Early Literacy	<ul style="list-style-type: none"> <li>● Intense small group intervention beginning in PK. Special Assignment teachers as well as the literacy specialist are working with small groups, progress monitoring regularly, and meeting with teams on a monthly basis to celebrate and adjust interventions.</li> <li>● Refine and adjust schedule to provide structured and expanded instructional minutes for Really Great Reading foundational skills, linking directly into reading practice.</li> </ul>
*Secondary Literacy	<ul style="list-style-type: none"> <li>● Refine, evolve the literacy and math resource courses by reviewing entrance/exit criteria,</li> </ul>

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instruction and goal setting.

- All hands on deck approach with literacy commitments content/building wide becoming experts in each pillar of literacy.

When researching new instructional methods and resources, it is recommended to reflect upon the following statements aligned with everything that encompasses Science of Reading:

Science of Reading:

1. Reading is not natural; it can and must be taught.
2. Background knowledge is as critical to comprehension as decoding skills.
3. Foundational skills instruction must be systematic and explicit, beginning with sounds.
4. Instruction must be engaging, through multiple modes and senses.
5. Science-based reading instruction reduces the need for intervention, and allows children to move forward as capable, confident learners.
6. Science-based reading instruction is a matter of equity.
7. Science-based reading instruction is urgent, and the most crucial work of the elementary teacher.

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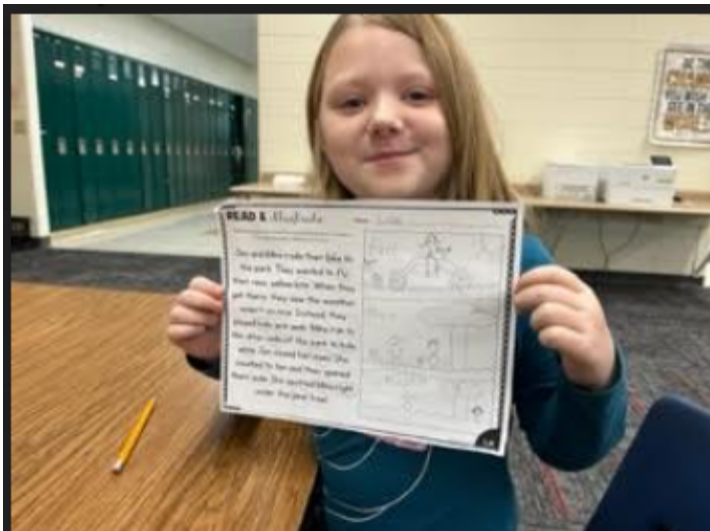
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### Manawa Elementary Literacy Highlights and Updates:



Fifth grade students practice identifying the main idea with supportive text evidence with a partner after their teacher explicitly modeled this process.



Second grade student shows off her reading skills by first decoding and self checking for errors. Then, she used transitional words, “first, next, and last” to draw pictures aligned to the events in the passage. To extend even deeper, she underlined key events as text evidence to support her drawing interpretation.

### Secondary Literacy at Little Wolf High and Manawa Middle

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Special assignment teacher, Mrs. McCoy, supports students with targeted explicit instruction based on student goals.

### **StudySync Pilot Update:**

In preparation for the advancement of expanding the StudySync instruction through 8th grade, (depending on the summative end of semester assessment) an invoice has been developed based on a 3-year adaptation. This will be shared during the January curriculum meeting along with the Winter iReady Assessment data and in class observations/assessment data for the committee to review. In the case that adoption of StudySync 6-8 is approved, our team will be ready to order and expand for all 6-8th grade students.

### **Secondary PLC Teams:**

Nothing says teamwork like a little Turkey Bowling. As a way to build morale and unite secondary team members, Professional Development on Nov. 21st opened with competitive, a bit ridiculous team bowling for the first 30 minutes prior to pulling up our sleeves for deep diving in our literacy commitments.

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**English**- All literacy pillars. Will share their expertise, ideas, rubrics, and student exemplars to support disciplinary teams.

**Art/Music**: Incorporate writing and vocabulary (specific to our specialities) into our programs such as performance/art critiques and reflections.

**Math**: Throughout the 2022- 2023 school year the math department will focus on vocabulary use within the math curriculum by including mastery of three new vocab words per unit.

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**P.E:** Incorporate writing through the utilization of the Grammar Absolutes provided by the ELA team through our monthly character trait of the month (first day of the Month) self reflection applied to real lief journal entry via Google Classroom.

**Science:** The 2022-23 science team will focus on the interpretation of graphs, charts, and formulas.

**Social Studies Team:** Throughout the 2022-23 School Year, the Social Studies Department will focus on the literacy component of listening by being able to contradict or support other's claims in combination with their own opinion.

**Kohler/CTE:** Students will coherently communicate their thoughts, observations, and analysis of in-process and completed projects through writing.

Following Turkey Bowling, the PLC teams completed learning modules aligned to literacy commitments by reading articles, exploring blogs, reviewing instructional videos, and worked together to develop pre and post assessments aligned to their literacy commitments. Additionally, this work is documented and reviewed in Google Shared folders for accountability.

### **Upcoming Dates:**

Dec.-ACCESS testing for our EL students

Dec.-Jan.- iReady Winter Benchmark Assessment

Jan.-Proposal of StudySync Adoption

February 20th- Family Winter Literacy and Math night featuring community readers by the fire, games, a bake off and much more- more information to come

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# Technology Board Report

Dec 19, 2022

## Network and Server Infrastructure

Completed the disaster recovery from cloud servers and working toward the completion of the test to recovery process. Continuing to collaborate with insurance company concerning Incident Response policies and procedures. Continued work with vendor to test immutable backup products to minimize the impact of a cyber attack. Working with Wiscnet concerning our Badgernet there a number of issues that have been addressed and several more have come to light. There were recent firmware upgrades to the firewall requiring an evening outage from 9:00 p.m. to 6:00 a.m. The firewall patching was completed and the system is in good working order..

## Insurance Guidelines

Server migration to 2019/2022 will be covered in the month of January. The servers are patched and ready for migration. Continuing to work with Knowbe4 to focus on a Professional Development curriculum around cyber security.

## Hardware Updates

Continue to wait for access points. Delayed due to chip shortage and shipping issues. Working with vendors to address shipping delays. Working with Vendors to determine a suitable substitute for our projector boards which are end of life. Working on getting all door systems up to date. Met with vendor to get quotes for additional cameras.

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

**Date: December 14, 2022**

**Time: 5:00 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:** Dr.Oppor, J.Krueger, R.Hollman, S.Riske, C.Fietzer

Timer: Meeting called to order at 5:01 pm Recorder: S.Riske

1. Consider Endorsement of the LWHS 2023-24 Course of Study Guide with a possible grade level change of the Financial Literature class from 12th grade to 10th grade. This motion was made with the understanding that it may not be possible to achieve this during this year but would like the change to start progressing.  
Motion by Riske/Fietzer Motion carries
2. Consider Endorsement of the Evaluation and Recommendation Report Format for Club and Organizations as Presented (Action) Found at: [Co-Curricular Club Evaluation Plan](#)  
Motion to table by Fietzer/Hollman Motion carries
3. Consider Endorsing K-5 Math Curriculum as Presented (Action)  
Motion by Riske/Hollman Motion carries
4. Discuss and Recommend Applicable 2022-23 School Year Key Performance Indicators (Information / Action)  
Informational
5. Curriculum Committee Planning Guide (Information / Action)
6. Next Meeting Date January 11th @ 5 pm
7. Next Meeting Items:
  - a.
  - b.
8. Adjourn  
Motion by Riske/Fietzer Motion carries

**SCHOOL DISTRICT OF MANAWA  
FINANCE COMMITTEE MEETING  
MINUTES**

**December 12, 2022**

**5:00 p.m.**

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

**Board Committee Members: Jepson (C), Reiersen, Fietzer**

**In Attendance:** Jepson, Fietzer, Reiersen, Dr. Oppor, O'Brien, Riske

**Timer/Recorder: Reiersen**

1. Budget Development, Communication, and Tracking (Information / Action)  
Mrs. O'Brien explained the process of developing the District budget.  
Budget information/status is given weekly to Budget 'owners' ie; Principals, AD, Technology, etc.
2. Fund 46 CD Investment (Information / Action) - additional breakdown of interest and early withdrawal penalties provided.  
Motion to endorse the investment of \$350,000.00 in ADM CD's as presented.  
Motioned by: Reiersen, Fietzer  
Motion Carried.
3. Salary Comparisons for Administrators, Educators, and Support Staff (Information/Action)  
An information request to surrounding Districts was sent out by Mrs. O'Brien. Only 2 schools had responded at the time of the meeting. Additional wage review will be done over the next couple of months.
4. Top 6 Projects as Discussed at Recent Buildings & Grounds Meeting (Information / Action)  
Projects were discussed.
5. Monthly Financial Summary (Information)  
Mr. Fietzer noted some irregularities in the Cash Receipts print-out. Mrs. O'Brien to review the information to ensure that the report is accurate.
6. Finance Committee Planning Guide (Information / Action)
7. Next Finance Committee Meeting Date: Monday, January 9, 2023 at 6:00 pm

8. Next Finance Committee Items:

1.

2.

9. Adjourn

Motion by: Fietzer, Reiersen

Motion carried at 6:11 pm

**SCHOOL DISTRICT OF MANAWA  
BUILDINGS & GROUNDS COMMITTEE MEETING  
AGENDA**

**Google Meet joining information**

**Video call link: <https://meet.google.com/ztw-tpao-tca>**

**Or dial: (US) +1 470-485-9887 PIN: 240 331 070#**

**Date: November 30, 2022**

**Time: 5:00 p.m.**

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

**Board Committee Members: Griffin (C), Hollman, and Jepson**

**In Attendance: Griffin, Hollman, Jepson, Riske, Fietzer, Brauer, El Manssouri, Oppor, OBrien,  
M. Griffin**

**Timer: Meeting Called to Order @ 5pm Recorder: Hollman/Riske**

1. Review Project Options (Information / Action)
  - a. Discuss Available Finances-\$750,000 of Fund 10 to spend down
  - b. Set Criteria for Prioritizing Projects-Bring back the top 5 projects with timelines and quotes
  - c. Apply Criteria
  - d. Establish Prioritization Ranking
  - e. Other  
Motioned Hollman/Jepson Motion passes
  
2. MES Playground Structure Proposal to spend up to \$161,000 as Presented (Information / Action)
  - a. Removal of damaged/unsafe equipment
  - b. Excavation pricing
  - c. Wood chip price
  - d. Other  
Motioned by Jepson/Hollman Motion passed
  
3. Review MacNeil Environmental Report (Information)-weekly updates
4. Review Won Door Inspection Report (Information)

5. Update on Hoffman Projects (Information)
    - a. Site Lighting for MS/HS West Parking Lot (Northland Electric) - Completed
    - b. Auto Operator on Atrium Door - Completed
    - c. Ag Animal Room Exhaust (Push button on/off versus HVAC Programming - Trane)
  6. Discuss School Security Improvement or Enhancement (Information / Action)
  7. Covering over rubberized track where athletes walk or the lawnmower drives - Completed (Information)
  8. Finalize Review of Key Performance Indicators (Information / Action)
  9. Buildings & Grounds Committee Planning Guide (Information)
  10. Set Next Meeting Date: January 16th
  11. Next Meeting Items:
    - a. Review, Update, and Prioritize 1 to 5 Year Section of the Maintenance Plan
    - b. Long-term Maintenance Plan - Pfefferle as Presented [Operation Efficiencies]
    - c. Custodial/Maintenance Plan - Pfefferle as Presented (Information / Action)
    - d. School Forest New Management Plan (Information / Action)
    - e. Other
  12. Adjourn
- Motion to adjourn by Hollman/Jepson Motion passes





**SCHOOL DISTRICT OF MANAWA  
POLICY & HUMAN RESOURCES COMMITTEE MEETING  
MINUTES**

**Date: November 28, 2022**

**Time: 5:00 p.m.**

**Board Committee Members: Reierson (C), Riske, and Krueger**

**In Attendance: J.Krueger, S.Rierson, S.Riske, M.Griffin, A. Witman, K.Riehl, S.Bortle, J.Bortle, D.Bauer, C.Fietzer, B.Foter, G.Gunderson, K.Tohm, Dr.Oppor, Dr. El Manssouri, M.Schuelke**

**Timer/Recorder: S.Riske, Meeting called to order @ 5:00**

1. Update on Possible Roles and Responsibilities of a Potential School Resource Officer (Information)
  - a. School Perceptions Survey - Bill Foster (virtual)
  - b. Visit with St. Paul Personnel
  - c. Policy
  - d. Job Description
  - e. OtherInformational only
  
2. Consider Endorsement of Adding a Third Section of Grade 5 Under a Limited Term Contract for a Grade 5 Teacher Position for Second Semester of the 2022-23 School Year as Presented (Action)  
Motion by:Riske/Krueger - Motion Carried
  
3. Consider Endorsement of Ad Hoc Districtwide Safety Committee Advisory Recommendations (Action)  
Motion by:Rierson/Krueger - Motion Carried
  
4. Consider Endorsement of a Reconfiguration Proposal of the Activities Director and Athletic Director for the 2022-23 School Year as Presented (Information / Action)
  - a. Job Descriptions
  - b. Policy
  - c. AD Full-time Year Round Position to Include Super Sub. and Maintenance Duties
  - d. OtherMotion by:Tabled for more information on a full time position
  
5. Consider Endorsement of Revised Policy 5460 - Graduation Requirements retroactive through class of 2023 (Information / Action)  
Motion by:Riske/Krueger - Motion Carried
  
15. Adjourn by Reierson/Krueger - Motion carried

**SCHOOL DISTRICT OF MANAWA  
POLICY & HUMAN RESOURCES COMMITTEE MEETING  
MINUTES**

**Date: December 8, 2022**

**Time: 5:00 p.m.**

**Board Committee Members: Reierson (C), Riske, and Krueger**

**In Attendance: Reierson, Riske, Krueger, Dr. Oppor, Fietzer, Jepson, Dr. El Manssouri, Tohm, Benke, Phelan**

**Timer/Recorder: Reierson**

**Meeting called to order @ 5:00**

1. Update on School Resource Officer (Information)
  - a. Visit with St. Paul Principal - St. Paul Principal will discuss with their school Board.
  - b. Next Steps - Survey the staff for their input on having an SRO. Board needs to define what role a potential SRO position will play in the District's Safety Plan.

Dr. Oppor to pursue educational and interactive opportunities that are available from the Waupaca County Sheriff's department.
2. Consider Endorsement of a Reconfiguration Proposal of the Activities Director and Athletic Director for the 2022-23 School Year as Presented (Information / Action)
  - a. Job Descriptions
  - b. Policy
  - c. AD Full-time Year Round Position to Include Super Sub. and Maintenance Duties
  - d. Other

Motion to endorse option B.

Motion by: Riske, Krueger

Motion carried.

Motion to endorse utilize the C2 rate in Salary & Stipend Guide

Motion by: Riske, Krueger

Motion carried.

Job descriptions need to have more specific details so there is no confusion for what may appear to be overlapping responsibilities.

3. Support Staff concerns (10/10/22 meeting) - Special Ed paraprofessional coverage (Information / Action)

No formal motions made on this agenda item.

Special Ed Paraprofessional staff is still short handed and working over scheduled hours on a regular basis. The approved additional position from Oct. 2022 regular Board meeting has not yet been filled.

Committee requests that the Special Ed Director, Principal, Special Ed MMS/LWHS teachers and Paraprofessionals meet to discuss priorities and additional options for meeting the student needs.

4. Discuss Development of an Employment Orientation Process (Information / Action)  
No formal motions made on this agenda item. Mrs. Krueger and Mrs. O'Brien met to discuss orientation and on-boarding practices. Mrs. Krueger has developed a project charter for this and will update the committee and Board on progress.

5. Create a Donations Policy (Information / Action)

Dr. Oppor to look at adding additional detail for Donations such as American Heart Assoc. into PO 7230 and adding questions to the new Fundraising Forms recently established.

No further agenda items were covered during the meeting.

6. Discuss Alternative Policy-Administrative Guideline Development Options (Information / Action)

Motion by:

7. Confirmation of Required Website Information is Complete (Information)

8. Confirmation of Required Posting and Notices are Complete (Information)

9. Kelly Marinoff, MacNeil Environmental was contacted to provide Paving the Way asbestos, lead, and water quality documentation on her next SDM visit as per PO8431.01. (Information)

10. Discuss and Recommend Applicable 2022-23 School Year Key Performance Indicators (Information / Action)

11. Set Next Meeting Dates: Tuesday, January 10, 2023 at 5:00 pm

12. Next Meeting Items:

a. School Nurse References - Nurse/Paramedical (Information / Action)

b.

13. Adjourn

Motion by: Krueger, Riske

Motion carried at 6:46 pm



**School District of Manawa**  
Students Choosing to Excel, Realizing Their Strengths

**To:** Board of Education  
**From:** Carmen O'Brien  
**cc:** Dr. Melanie Oppor  
**Date:** 12/7/2022  
**Re:** Fund 46 Investment

**Recommendation:**

I recommend investing \$350,000 of Fund 46 money in a 12-month CD at the American Deposit Management Company (ADM).

**Rationale:**

Currently, there is \$350,269.87 in Fund 46, the long-term capital improvement trust fund. This account earns 0.02% interest. These funds were accessible starting in October 2022 for long-term capital improvement projects. I do not foresee needing to use these funds this year because of a significant fund balance in Fund 10 and no long-term capital improvement projects planned. If an emergency arose, the Fund 10 fund balance would adequately cover any expenses and Fund 46 could "pay back" Fund 10 upon BOE approval. A comparison of CD and Money Market rates for this amount of money are as follows:

Bank	12-month CD interest rate	Amount of Interest on \$350,000	Early Withdrawal Penalties
ADM	4.75-5.00%	\$16,625	Varies bank to bank. If the District would need to close a CD, the bank partner will try to find a buyer for the remainder of the term. Depending on the market at that time, principal may or may not be lost.
First State Bank	1.21%	\$4,235	3 months interest on the amount withdrawn
Premier Community Bank	2.25%	\$7,875	Amount equal to 12 months of interest on the amount withdrawn

Bank	Money Market interest rate (variable)
ADM	2.40%
First State Bank	0.50%
Premier Community Bank	0.90%





Book	Policy Manual
Section	For Board Review - Vol. 31, No. 2
Title	Copy of DEFINITIONS
Code	po0100
Status	Second Reading
Adopted	April 25, 2016
Last Revised	April 25, 2022

## 0100 - **DEFINITIONS**

The bylaws of the Board of Education of this District incorporate quotations from the laws and administrative code of the State of Wisconsin. Such quotations may be substantively altered only by appropriate legislative, judicial, or administrative action.

Whenever the following items are used in these bylaws, policies, and administrative guidelines, they shall have the meaning set forth below:

### **Administrative Guideline**

A statement, based on policy, usually written, which outlines and/or describes the means by which a policy should be implemented and which provides for the management cycle of planning, action, and assessment or evaluation. The District previously referred to administrative guidelines as rules.

### **Administrator**

An employee who holds a position of leadership over a defined function or department of the District, **is employed with an administrative contract, and/or** who reports directly to the District Administrator.

In policy and administrative guidelines, capitalization of the term Administrator may imply delegation of responsibilities, as appropriate, to staff members.

### **Agreement**

A collectively negotiated contract with a recognized bargaining unit.

### **Apps and Services**

Apps and services are software (i.e., computer programs) that support the interaction of personal communication devices (as defined in Bylaw 0100, above) over a network, or client-server applications in which the user interface runs in a web browser. Apps and services are used to communicate/transfer information/data that allow students to perform actions/tasks that assist them in attaining educational achievement goals/objectives, enable staff to monitor and assess their students' progress, and allow staff to perform other tasks related to their employment. Apps and services also are used to facilitate communication to, from and among and between, staff, students, and parents, Board members, and/or other stakeholders and members of the community.

### **Board**

The School Board also commonly referred to as the Board of Education shall take action that is within the comprehensive meaning of the terms "duties and powers" provided that such action is not prohibited by State or Federal law. (Chapter 118, Wis. Stats. and Chapter 120, Wis. Stats.).

Within these bylaws and policies, the terms Board and District may be used interchangeably, depending on the context of the policy.

**Bylaw**

Rule of the Board for its own governance.

**Clerk**

The chief clerk of the Board. (See Bylaw 0171.3)

**District**

The School District. Within these bylaws and policies, the terms Board and District may be used interchangeably, depending on the context of the policy.

**District Administrator**

The administrative head of the School District of Manawa.

In policy and administrative guidelines, capitalization of the term District Administrator may imply delegation of responsibilities, as appropriate, to staff members.

**Due Process**

Procedural due process requires prior knowledge (a posted discipline code), notice of offense (accusation), and the opportunity to respond. Specific due process requirements are dependent upon the circumstances and may vary depending on such circumstances.

**Full Board**

Authorized number of voting members entitled by law to govern the District. The full Board is the total number of Board members authorized by law regardless of the number of current sitting members.

**Information Resources**

The Board defines information resources to include any data/information in electronic, audio-visual or physical form, or any hardware or software that makes possible the storage and use of data/information. This definition includes but is not limited to electronic mail, voice mail, social media, text messages, databases, CD-ROMs/DVDs, web sites, motion picture film, recorded magnetic media, photographs, digitized information, or microfilm. This also includes any equipment, computer facilities, or online services used in accessing, storing, transmitting or retrieving electronic communications.

**Law Enforcement Officer(s) or Agencies**

These terms include any local, State, or Federal law enforcement agency of competent jurisdiction and its officers acting within their legal authority.

**Legal Custodian of Records**

The School District will designate one (1) District Records Custodian (DRC) to be the legal custodian of records for the District. The DRC shall keep and preserve the public records of the District and is granted authority to render a decision and carry out duties related to those public records. The DRC is designated in Policy 8310 - Public Records.

**May**

This word is used when an action by the Board or its designee is permitted but not required.

**Medical Advisor**

The School District is required to appoint a medical advisor. The medical advisor shall be a licensed physician and will participate in the annual review of the District emergency nursing services plan. The School District may also have the medical advisor fulfill other roles. (PI 8.01(g)(3))

**Meeting**

Any gathering which is attended by or open to all of the members of the Board, held with the intent on the part of the members of the body present to discuss or act as a unit upon the specific public business of that body. **Wis. Stat. 19.82(2), Wis. Stats.**

**Parent**

The natural, adoptive, or surrogate parents or the party designated by the courts as the legal guardian or custodian of a student. Both parents will be considered to have equal rights unless a court of law decrees otherwise.

**Personal Communication Devices**

Personal communication devices ("PCDs") include computers, laptops, tablets, e-readers, cellular/mobile phones, smartphones, and/or other web-enabled devices of any type.

**Policy**

A general, written statement by the governing Board which defines its expectations or position on a particular matter and authorizes appropriate action that must or may be taken to establish and/or maintain those expectations.

**President**

The chief executive officer of the Board of Education. (See Bylaw 0171.1)

**Principal**

The educational leader and head administrator of one (1) or more District schools.

In policy and administrative guidelines, capitalization of the term Principal may imply delegation of responsibilities, as appropriate, to staff members.

**Professional Staff Member**

District employees who are either certified teachers employed in a position for which certification is a requirement of employment or administrative employees who are responsible for oversight or supervision of a component or components of the District's operation, or serve as assistants to such persons, regardless of whether they hold an administrative contract or are required to have administrator certification, but excluding the District Administrator/Superintendent.

**Relative**

The mother, father, sister, brother, spouse, domestic partner, parent of spouse/domestic partner, child or step-child, grandparents, grandchild, dependent or member of the immediate household.

**School Nurse**

A school nurse is a registered nurse who meets the requirements of **Wis. Stat. Sec. 115.001(11), Wis. Stats.** A school nurse has the authority to exclude students for signs of illness.

**School Official**

Except if otherwise defined in policy, a school official is a person employed by the Board as an administrator, supervisor, teacher/instructor (including substitutes), or support staff member (including health or medical staff and law enforcement unit personnel); or a person serving on the Board.

The term school official is inclusive of other parties, such as attorney, contractor, consultant, volunteer, or other party to whom the Board has outsourced a service otherwise performed by Board employees (e.g., a therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks (including volunteers) pursuant to the Family Educational Rights and Privacy (FERPA) definition - See Policy 8330 - Student Records.

**Shall**

This word is used when an action by the Board or its designee is required. (The word "will" or "must" also signifies a required action.)

**Social Media**



Social media are online platforms where users engage with another and/or share information and ideas through text, video, or pictures. Social media consists of any form of online publication or presence that allows interactive communication, including, but not limited to, text messaging, instant messaging, websites, web logs ("blogs"), wikis, online forums (e.g., chat rooms), virtual worlds, and social networks. Examples of social media include, but are not limited to, Facebook, Facebook Messenger, Google Hangouts, Twitter, LinkedIn, YouTube, Flickr, Instagram, Pinterest, Skype, and Facetime. Social media does not include sending or receiving e-mail through the use of District-issued e-mail accounts. Apps and web services shall not be considered social media unless they are listed on the District's website as District-approved social media platforms/sites.

**Student**

A person who is officially enrolled in a school or program of the District.

**Superintendent**

Sometimes the administrative head of the School District is referred to as Superintendent but has the authority of the District Administrator by law.

In policy and administrative guidelines, capitalization of the term Superintendent may imply delegation of responsibilities, as appropriate, to staff members.

**Support Staff**

Any employee who provides support to the District's program and whose position does not require a professional certificate. This category includes special education paraprofessionals, even though it is a requirement to hold a special education program aide license issued by the Wisconsin Department of Public Instruction (DPI) or another valid and current DPI license or permit.

**Technology Resources**

The Board defines technology resources to include computers, laptops, tablets, e-readers, cellular/mobile telephones, smartphones, web-enabled devices, video and/or audio recording equipment, SLR and DSLR cameras, projectors, software and operating systems that work on any device, copy machines, printers and scanners, information storage devices (including mobile/portable storage devices such as external hard drives, CDs/DVDs, USB thumb drives and memory chips), the computer network, Internet connection, and online educational services and apps.

**Treasurer**

The chief financial officer of the Board (See Bylaw 0171.4)

**Vice-President**

The Vice-President of the Board. (See Bylaw 0171.2)

**Voting**

A vote at a meeting of the Board. The law requires that Board members must be present in order to have their vote officially recorded in the Board minutes and to be available for a roll call vote. A Board member's presence at a meeting includes his/her presence if attending by telephone or other manner of remote access, so long as such remote access is compliant with State law. No voting by Proxy may be recorded or counted in an official vote of the Board. Remote access during quasi-judicial functions (e.g. termination hearings, expulsions) may be permitted after consultation with legal counsel.

Citations to Wisconsin statutes are shown by the Section Number (e.g., 120.11, Wis. Stats.). Citations to the Wisconsin Administrative Code are prefaced P.I. (e.g., P.I. 11). Citations to the United States Code are noted as U.S.C., Federal Register are noted as F.R., and the Code of Federal Regulations as C.F.R.

Revised 8/22/16  
Revised 7/17/17  
Revised 12/18/17  
Revised 4/27/20  
Revised 3/15/21  
Revised 1/17/22

**Last Modified by Melanie J Oppor on December 16, 2022**



Book	Policy Manual
Section	For Board Review - Vol. 31, No. 2
Title	Copy of STUDENT SUPERVISION AND WELFARE
Code	po1213
Status	Second Reading
Adopted	October 17, 2016
Last Revised	March 15, 2021

### 1213 - STUDENT SUPERVISION AND WELFARE

Administrators are frequently confronted with situations which, if handled incorrectly, could result in liability to the District and personal liability to the administrator. It is the intent of the Board to direct the preparation of guidelines that would minimize that possibility.

An administrator who is found to have had sexual contact with any student shall be referred to the proper authorities and be subject to discipline up to and including discharge.

This section should not be construed as affecting any obligations on the part of staff to report suspected child abuse under [Wis. Stats. 48.981](#), [Wis. Stats.](#) and Policy 8462.

Each administrator shall maintain a standard of care for the supervision, control, and protection of students commensurate with [the administrator's](#) [their](#) his/her assigned duties and responsibilities which include, but are not limited to, the following:

- A. An administrator shall report immediately any accident or safety hazard about which [they are](#) [s/he is](#) [s/he is](#) informed, or [detect](#) [detects](#), to [their](#) his/her supervisor as well as to other authorities or District staff members as may be required by established policies and procedures.
- B. An administrator shall report unsafe, potentially harmful, dangerous, violent, or criminal activities, or threat of these activities, by students to the District Administrator and local public safety agencies and/or school officials in accordance with Policy 8420 - School Safety.
- C. An administrator should not volunteer to assume responsibility for duties [that they](#) [he](#) [s/he](#) cannot reasonably perform. Such assumption carries the same responsibilities as assigned duties.
- D. An administrator shall not send students on any personal errands.
- E. An administrator shall not associate with students at any time in a manner which gives the appearance of impropriety including, but not limited to, the creation or participation in any situation or activity which could be considered abusive or sexually suggestive or involve illegal substances such as tobacco, alcohol, or drugs. Any sexual or other inappropriate conduct with a student by any administrator will subject the offender to potential criminal liability and District discipline, up to and including termination of employment.  
  
This provision should not be construed as precluding an administrator from associating with students in private for legitimate or proper reasons or to interfere with familial relationships that may exist between staff and students.
- F. An administrator shall not disclose personally identifiable information about a student to third parties unless specifically authorized by law or the student's parent(s) to do so.
- G. An administrator, other than the District Administrator, shall not transport students for school-related activities in a private vehicle without the approval of his/her immediate supervisor and consistent with the provisions of Policy 8660. This does not apply to any student who is an administrator's family member.
- H. A student shall not be required to perform work or services that may be detrimental to [their](#) [his/her](#) [his/her](#) [h](#) health.





Book	Policy Manual
Section	For Board Review - Vol. 31, No. 2
Title	Copy of CRIMINAL HISTORY RECORD CHECK AND EMPLOYEE SELF-REPORTING REQUIREMENT
Code	po1421
Status	Second Reading
Adopted	April 25, 2022

**1421 - CRIMINAL HISTORY RECORD CHECK AND EMPLOYEE SELF-REPORTING REQUIREMENTS**

**Criminal History Record Check**

To more adequately safeguard students and staff members, the Board requires an inquiry into the background of each applicant the District Administrator recommends for employment on the District's administrative staff. Any contracts with outsourced services, employment agencies, or temporary services must require such providers to conduct and retain a criminal history record check of individuals providing service to the District.

Such an inquiry shall also be made for substitutes who may be employed by the District and for volunteers assisting District staff.

The District Administrator shall establish the necessary procedures for obtaining any criminal history on the applicant.

Should it be necessary to employ a person in order to maintain continuity of the program prior to receipt of the report, the District Administrator may employ the person on a provisional basis until the report is received.

All information and records obtained from such inquiries are to be considered confidential and shall not be released or disseminated to those not directly involved in evaluating the applicant's qualifications.

**Employee Self-Reporting Requirement**

All District employees shall notify the District Administrator as soon as possible, but no more than three (3) calendar days, after any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of the employee for any criminal or municipal offense.

The District Administrator, as soon as possible, but no more than three (3) calendar days, after any arrest, indictment, conviction, no contest or guilty plea, or other adjudication shall notify the Board President for any criminal or municipal offense.

The requirement to report a conviction or deferred adjudication shall not apply to minor traffic offenses (e.g. non-moving violations, failure to yield, failure to obey a traffic signal, unattended vehicle, illegal parking). However, an offense of operating under the influence, revocation or suspension of license, and driving after revocation or suspension or any moving violation must be reported if the employee drives or operates a District vehicle or piece of mobile equipment or transports students or staff in any vehicle. Failure to report under this section may result in disciplinary action, up to and including termination. All employment decisions by the District based on such information must comply with Wisconsin's arrest and conviction discrimination law.

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Legal 111.335, Wis. Stats.

**Last Modified by Melanie J Oppor on December 16, 2022**





Book	Policy Manual
Section	For Board Review - Vol. 31, No. 2
Title	Copy of ENGLISH LANGUAGE PROFICIENCY
Code	po2260.02
Status	Second Reading
Adopted	October 17, 2016
Last Revised	January 17, 2022

2260.02 - **SERVICES FOR BILINGUAL STUDENTS/ENGLISH LEARNERS ENGLISH LANGUAGE PROFICIENCY**

The Board recognizes that there may be students who speak languages other than whose primary language is not English residing within the District. With that in mind, the Board shall provide appropriate identification and transition services for District students who are identified as English learners. possess limited English language proficiency. The purpose of these services is to develop English language skills that will enable the students to function successfully in an all English classroom and complete the District's required curriculum.

These services shall include the identification of students who are English Learners (ELs), the implementation of curricular and instructional modifications, the assessment of the EL student's academic progress, identification of English Learner (EL) students that achieve English Language Proficiency (ELP), and continued monitoring of ELP students. The degree of modification, the duration, and the type of services shall be determined individually and shall be based on the needs of each student.

If a sufficient number of the students identified with limited English proficiency are of the same language group to meet statutory requirements, the Board shall establish and implement a bilingual-bicultural education program as required by the law.

The District Administrator or designee shall be responsible for taking a count of limited-English proficient students in the District that shall be completed on or before March 1st of each school year. The District will also assess the language proficiency of such students and classify them by language group, grade level, age, and English language proficiency. The annual assessment will measure a student's oral language, reading, and writing skills in English.

The District shall submit the report of EL students to the Department of Public Instruction as required by law.

**Assessing English Proficiency**

Every family who registers to attend the District for the first time will be asked to identify the primary language spoken in their home by the parents and by the child.

Identification of students requiring additional services as ELs will be identified by the District using the following process:

- A. Every family who registers to attend the District for the first time will be asked to identify the primary language spoken in their home by the parents and by the child by completing a Home Language Survey.
- B. The student's prior academic records in or outside the United States will be reviewed to identify areas of concern where poor performance may be attributable to language barriers.
- C. If deemed appropriate, the student may undergo an academic assessment to confirm identification.

Students not initially identified as in need of EL services who are observed through classroom performance as exhibiting language barriers to educational achievement should be re-evaluated.

Students identified above must be given the formal evaluation screening test. Students that score less than English language proficiency ELP 5 on the test must be identified as EL and entered into the Wisconsin Information System for Educators (WISEdata) system.

The District will provide programs for ELs/Limited-English Proficient (LEP) students so they may become proficient in English while achieving academically.

### Parental Notification and Consent

If a student is identified and assessed as EL and determined to be eligible for services, the District will send written notice to the student's parent within thirty (30) days of the start of the school year or within two (2) weeks of assessment (if the student is not identified prior to the beginning of the school year). Every effort will be made to obtain permission from the student's parent(s) to place the student in language instructional programming prior to the start of the school year or as soon as practicable after identification. The notice will include the information required by law.

No student will be placed in the EL Program without having received written permission from the student's parent(s). The notice to the parent(s) shall be in **English and in the non-English language of the EL student, their native language**. Additionally, the student's parent(s) will be given the opportunity to participate and provide input into the student's program and will be regularly informed of the student's progress. Finally, the student's parent(s) shall be given the opportunity to participate in the determination that their student has the language skills necessary to **be socially and academically successful, compete with mainstream English language speakers**, as identified below, and the student may exit the program.

The EL student's English proficiency assessment records shall be maintained by the District in accordance with State and Federal laws and District student records policies and procedures.

### Assessing Academic Achievement and English Language Proficiency

An EL student may not be exempted from academic assessments based on their EL status. **However, an EL student, who has been enrolled in a U.S. school for less than twelve (12) cumulative months, may be exempted during the first test administration.** The District shall administer State-required tests to EL students unless a determination has been made that an individual student's results on the test, with allowable accommodations made for the student as needed, will not be a valid and reliable indicator of the student's academic knowledge and skills. **If an EL student is exempted from taking a State-required test, the student shall be administered a DPI-approved alternative assessment.**

All EL students' assessment results, as well as a student's alternative assessment results, shall be communicated to the student's parent(s) and to the DPI as required by law.

EL students must annually be administered assessment testing for English proficiency determination. The District will update WISEdata if appropriate.

### Exit Procedures

Once a student has been placed in the EL Program, the student will be provided with programs and services and will be evaluated on an annual basis until it is determined that the student has the language skills necessary to **be socially and academically successful, compete with mainstream English speakers** in age and grade-appropriate settings in all areas of language development without the use of adapted or modified English materials.

ELL students with the language skills necessary to compete will:

- A. understand and speak English in relation to the full range of demands of the classroom and the academic language needed to succeed;
- B. read, comprehend and write English as evidenced by successful classroom performance and average District score on standardized achievement tests; and
- C. meet or exceed District guidelines in their academic subjects.

Students may be identified as reaching these English proficiency standards by either:

- A. receiving an ELP 5 or higher on an annual assessment, in which case the student is automatically classified as English Language Proficient in WISEdata; or
- B. **receiving an overall composite of 4.5-4.9 and re-evaluate with the Multiple Indicator Protocol ("MIP") to determine whether the student demonstrates full English proficiency. If choosing to use the MIP the District must implement it as described in the Department of Public Instruction's English Language Policy Handbook. [DRAFTING NOTE: The Multiple Indicator**



**Protocol is a standardized tool for collecting evidence of a student's English language use within the classroom setting as supporting evidence of English proficiency.]** The District Administrator or designee may also consider reclassification of an EL student in grade four or above as fully English proficient if the District has sufficient evidence on file establishing:

1. the student has attained at least an ELP 4.5 on an annual assessment; and
2. the student can demonstrate his/her understanding of the English language; and
3. the file contains at least two (2) pieces of evidence establishing academic English language proficiency; and
4. the parents and educators agree that the student has reached full English proficiency.

Parents must be notified and consulted prior to the formal reclassification of a student. Parents who disagree with an ELP assessment shall be given the opportunity to review the ELP assessment with the building principal.

The building principal may

- A. recommend additional assessment.
- B. permit the student to remain in the EL program for up to 9 additional weeks.
- C. provide the student with tutorial support for 9 weeks.
- D. confirm the formal reclassification of the student.

Upon exit from the EL Program, the reclassification/exit decisions will be monitored and reviewed, and documentation maintained, for two (2) years. **The MIP may be used as one (1) of the multiple monitoring indicators during those two (2) years.** The documentation will include, at a minimum, : grade level, **ELP composite score**, and two (2) or more pieces of evidence.

### **Re-entry**

During the two (2) year monitoring period, if the student is unable to compete with mainstream English speakers in age and grade-appropriate settings in all areas of language development, the student will be allowed to re-enter a bilingual or ESL program.

The Director of Pupil Services will be responsible for assuring that parents are involved in each entry, exit, and re-entry decision, that these guidelines are followed and that ELL reclassification/exit and the re-entry decisions abide by the Department of Public Instruction standards.

### **Counseling Services for Students Who Are Limited English Proficient Students and/or Sensory Impaired**

The District believes that all students should have an opportunity to have the guidance of a counselor in course selection and career planning. A student who has limited English proficiency **and/or is sensory impaired** should be able to communicate **their/his/her his/her** ambitions with a counselor so that there is no discrimination or bias in class placement or career planning. A counselor should not make any predictions of success or failure based on a student's classification as limited English proficient **and/or sensory impaired**.

If any materials, interpreters, or resource people are used to recruit students to a particular career path or vocational choice, the counselors and teachers must be sure that such materials and/or presentations can be made accessible to a student, as well as a parent, who is limited English proficient **and/or sensory impaired**.

If a counselor knows that a parent has limited English proficiency, and communication with a parent is necessary based upon concerns about their child, the counselor should attempt to utilize an interpreter to assist in a discussion regarding the matters being discussed.

To contact someone regarding limited English proficient **and/or sensory impairment services**, please contact:

Michelle Johnson  
District Reading Specialist  
920-596-5738  
800 Beech Street  
Manawa, WI 54949  
Jacquelyn Sernau  
District Reading Specialist  
920-596-5829  
800 Beech Street  
Manawa, WI 54949

## Testing

The parent(s) of EL students shall be notified of student testing arrangements and of educational programs and services available to help their children improve their English language skills and academic achievement. The notifications shall be consistent with legal requirements and presented in such manner as to ensure that the student's parent(s) understands them.

The District shall assess the English proficiency and academic progress of EL students in accordance with legal requirements. Decisions regarding the administration of State-required tests to EL students shall be made on a case-by-case basis. Testing accommodations may be made based on student needs, provided the validity of the test is maintained. The District shall administer State-required tests to an EL student unless a determination has been made that the results of the test, with allowable accommodations made for the student as needed, will not be a valid and reliable indicator of the student's academic knowledge and skills. Any EL student exempted from taking a State-required test shall be administered an alternative assessment approved by the Department of Public Instruction.

The results of both State-required tests and alternate assessments shall be consistent with District policies in making instructional, promotion, and graduation decisions. Test results may not be used as the sole criterion in re-classifying an EL student from a bilingual-bicultural education program or in determining grade promotion, eligibility for courses or programs, eligibility for graduation, or eligibility for post-secondary education opportunities.

Revised 11/18/19

Revised 11/16/20

T.C. 3/15/21

T.C. 1/17/22

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Legal

- 20 U.S.C. § 6311 (b) (3)
- 20 U.S.C. 1703(f)
- P.I. 13 Wis. Admin Code
- 115, 115.96, Wis. Stats. Wis. Stats.
- 118.13, Wis. Stats.
- 118.30(2), Wis. Stats.

**Last Modified by Melanie J Oppor on December 16, 2022**



Book	Policy Manual
Section	For Board Review - Vol. 31, No. 2
Title	Copy of INDEPENDENT EDUCATIONAL EVALUATION (IEE)
Code	po2460.03
Status	Second Reading
Adopted	July 17, 2017
Last Revised	March 15, 2021

#### 2460.03 - **INDEPENDENT EDUCATIONAL EVALUATION (IEE)**

An independent educational evaluation (IEE) is an evaluation conducted by a qualified examiner who is not an employee of this District. A parent has the right to an IEE at public expense if the parent disagrees with an evaluation that the District conducted. For purposes of this policy, "evaluation" means the procedures used to determine whether a child has a disability and the nature and extent of the special education and related services the child needs. In the event the District receives a parent request for an IEE, the District must either provide the IEE at District expense pursuant to this policy or request a due process hearing to show that its evaluation is appropriate. The IEE must meet District criteria for IEEs, which is the same criteria that the District uses when it conducts its own evaluations. If the District requests a due process hearing and the hearing officer determines that the District's evaluation is appropriate, the parent still has the right to an IEE, but not at public expense. Parents may only request one publicly funded IEE for each evaluation completed by the District.

#### **Procedures to Obtain an IEE at Public Expense**

- A. The parent should submit to the District a written request for an IEE, and should include in such request an explanation of their reasons for objecting to the evaluation obtained by the District. However, the District will not deny parents a publicly funded IEE because they fail to provide the District with such a written request or fail to provide reasons for requesting an IEE.
- B. If a parent requests an IEE, the District will provide the following information:
  1. A list of the names and addresses of IEE examiners located in the area. The list will consist of IEE examiners who, in the District's judgment, are qualified to perform the evaluation requested by the parents. If a qualified examiner is not located in the area, the District will identify a qualified examiner elsewhere in the State of Wisconsin.
  2. A description of the District's criteria for selection of IEE examiners.
- C. Minimum qualifications for IEE examiners. The District will not pay for an IEE unless the IEE complies with the following criteria or the parents can show unique circumstances that justify a publicly funded IEE that does not meet the criteria.
  1. The prospective IEE examiner (the "examiner") must hold a valid license from the State of Wisconsin in the field related to the known or suspected disability. The examiner must have extensive training in the evaluation of the area(s) of concern and be able to interpret instructional implications of the evaluation results. In instances where no "applicable license" exists, the evaluator must provide documentation of extensive and recent training and experience related to the known or suspected disability.
  2. The examiner must be located within 150 miles of the District and must conduct the evaluation within District boundaries.
  3. The examiner may only charge fees for educational evaluation services that, in the sole judgment of the District, are reasonable.

4. The examiner must be permitted to directly communicate and share information with members of the IEP Team. The examiner must also agree to release the assessment and results, including parent and teacher surveys, prior to receipt of payment for services.
  5. If the District evaluation included an observation of the child in one (1) or more educational settings, the IEE shall include at least one (1) observation in that setting. Evaluators shall make at least one (1) contact with the child's general education teacher for the purpose of determining how the student is progressing in the general curriculum. In addition, evaluators are encouraged to make additional contacts with other involved general or special education teachers. If the purpose of the evaluation is to address a learning disability, an observation of the child is a required evaluation component.
  6. The same criteria apply to both public and independent examiners.
- D. The maximum allowable cost for an examiner will be the average cost per day or per hour for a similarly qualified staff member employed by the District during the current school year, as determined by the Director of Student Services (not to exceed \$400.00). In the unusual event the examiner is one (1) not typically employed by the District, such as a medical doctor, psychiatrist, clinical psychologist, or other similar professional, reimbursement of costs will be limited to reasonable and customary charges as determined by the District and its insurance carrier. The District shall not be responsible for reimbursement of travel costs or other related costs incurred by the parents in connection with their arrangement of, or their attendance at the IEE, unless the parent can demonstrate that necessary services are not available in the community.
- E. If unique circumstances justify an IEE that exceeds the maximum allowable cost; the District must ensure the IEE is publicly funded. The District will review these circumstances on a case-by-case basis. If the total cost for an IEE exceeds the District's cost criteria and it is determined through appropriate procedures that there is no justification for excess cost, the cost of the IEE will be publicly funded up to the District's maximum allowable cost. [DRAFTING NOTE: If a District determined the cost exceeds the cost criteria, then the District must without unnecessary delay, initiate a due process hearing to demonstrate the evaluation obtained by the parent did not meet appropriate agency criteria.] If the parents show that unique circumstances justify an IEE that exceeds the maximum allowable cost, the Board may approve additional expenditures. If the total cost of the IEE exceeds the maximum allowable costs and if, in the District's sole judgment, there is no justification for the excess cost, the cost of the IEE will be funded up to the District's maximum allowable cost and no further. The parents shall be responsible for any remaining cost.

For more information, parents may request a copy of Bulletin 99.02 "Independent Educational Evaluations (IEEs)" from the District or from the Department of Public Instruction, Division of Learning Support: Equity and Advocacy.

Revised 11/16/20  
T.C. 3/15/21

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Legal § 300.502.

**Last Modified by Melanie J Oppor on December 16, 2022**



Book	Policy Manual
Section	For Board Review - Vol. 31, No. 2
Title	Copy of LIBRARY MEDIA CENTERS
Code	po2522 - Manawa Specific Revisions
Status	Second Reading
Adopted	March 15, 2021

### 2522 - LIBRARY MEDIA CENTERS

The Board believes that school library media centers are a fundamental part of the educational process by providing a place to foster independent and collaborative learning and information-seeking skills in students and staff. This is accomplished through timely access to services and resources that both reflect the student body, the cultural diversity and pluralistic nature of American society, and represent perspectives held in the world more broadly. Therefore, the Board shall provide sufficient materials and staff for a library media center in each school in the District.

The District Administrator shall designate a licensed library media professional to direct or coordinate the District's library media program. **The selection of materials by the licensed library media professional shall follow the Board's adopted selection criteria and procedures.** The Board shall adopt a long-range plan for library media services developed by teachers and library and audiovisual personnel and administrators. The plan shall be reviewed periodically. The plan and any materials selection or review process shall be in accordance with Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity. **The use of the District's allocation from the Common School Fund for acquisitions, in accordance with the Department of Public Instruction regulations, shall be a component of the foregoing procedures.**

The school libraries of this district are guided by the principles set forth in the Library Bill of Rights and its interpretive statements, including "Access to Resources and Services in the School Library Program" and The Students' Right to Read statement of the National Council of Teachers of English.

The major **objectivesgoals** of the District's school library media centers are:

- A. **To provide faculty and students with materials that enrich and support the curriculum taking into consideration the varied interests, abilities, learning styles, and maturity levels of the students served.**
- B. **To provide students with a wide range of educational materials on all levels of difficulty and in a variety of formats, with a diversity of appeal, allowing for the presentation of many different points of view.**
- C. **To select materials that present various sides of controversial issues, giving students an opportunity to develop analytical skills resulting in informed decisions.**
- D. **To select materials in all formats, including up-to-date, high-quality, varied literature to develop and strengthen a love of reading.**
- E. **To support and enrich the District's standards and benchmarks;**
- F. **To provide for personal interests, professional, educational, and recreational reading while promoting an appreciation of good literature;**
- G. **To provide a comprehensive and coordinated collection of current resources so that students and staff will conveniently and effectively use a wide variety of materials, including print and non-print media;**
- H. **To promote and support the appropriate use of technology for interpreting and communicating intellectual content;**
- I. **To provide instruction that advances student and staff literacy of print, digital, and other emerging information resources;**

J. To provide equitable and timely access to resources that support students' personal, academic, and life-long learning;

K. To foster a love of reading, curiosity, and investigation by providing a space that is well-maintained, up-to-date, welcoming, and safe for all users.

The District Administrator shall establish procedures consistent with the District's long-range plan for library services development related to the selection of materials, removal (weeding) of materials, inventory, and repair and/or replacement of materials. The use of the District's allocation from the Common School Fund for acquisitions, in accordance with DPI regulations, shall be a component of the foregoing procedures.

### **Selection Criteria**

The School District of Manawa does not discriminate in the selection and evaluation of library materials on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability.

Initial purchase suggestions for library materials may come from all personnel--teachers, coordinators, and administrators. Students will also be encouraged to make suggestions. The final decision to purchase library materials will be made by a licensed library media specialist.

The following criteria will be used in the selection of library materials as they apply:

- Support and enrich the curriculum and/or students' personal interests and learning
- Meet high standards in literacy, artistic, and aesthetic quality; technical aspects; and physical format
- Be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social, emotional, and intellectual development of the students for whom the materials are selected.
- Incorporate accurate and authentic factual content from authoritative sources
- Earn favorable reviews in standard reviewing sources such as, but not limited to:
  - Association for Library Service to Children (ALSC) Notable Children's Books
  - Booklist
  - Cooperative Children's Book Center of Wisconsin
  - School Library Journal
  - Young Adult Library Services Association (YALSA) Best Books for Young Adults
- Exhibit a high degree of potential user appeal and interest
- Represent differing viewpoints on controversial issues
- Provide a global perspective and promote diversity by including materials by authors and illustrators of all cultures
- Include a variety of resources in physical and virtual formats including print and non-print such as electronic and multimedia (i.e. online databases, e-books, educational games, and other forms of emerging technologies) in accordance with technology software selection as per PO7540.03 - Student Technology Acceptable Use and Safety
- Demonstrate physical format, appearance, and durability suitable for their intended use
- Balance cost with need

Selection is an ongoing process that should include removing materials that are no longer used or needed (weeding), adding materials, and replacing lost and worn materials that still have educational value.

### **Gifts and Donations**

Gifts and donations shall be handled in accordance with Policy 7230 - Gifts, Grants, and Bequests. Gift materials shall be judged by the same selection criteria and shall be accepted or rejected by those criteria. All materials should support the curriculum and needs of library users. Gifts and donations, like purchased resources, will be removed from the collection at the end of their useful life.

### **Collection Maintenance and Weeding**

Annually, the school library media specialist will conduct an inventory of the school library collections. The inventory can be used to determine losses and remove damaged or worn materials which can then be considered for replacement. The inventory can also be used to deselect and remove materials that are no longer relevant to the curriculum or interests of students.

Additionally, a collection maintenance schedule will be implemented by the library media specialist to include systemic inspection of materials that would result in weeding outdated, damaged, or irrelevant materials from the collection.

### **Requests, Suggestions, or Complaints**

Challenges to instructional materials shall be handled in accordance with Policy 9130 - Public Requests Suggestions, or Complaints.

### Reconsideration of Library Materials

Any resident or employee of the School District of Manawa may formally or informally request the reconsideration of library materials on the basis of appropriateness.

#### Informal Reconsideration Procedure of Library Materials

The Board recognizes that some materials are controversial and that any given item may offend some patrons. Selection of materials will not be made on the basis of anticipated approval or disapproval but solely on the basis of the principles set forth in this policy. Individuals or groups may initiate complaints about specific titles or types of materials in the Library's collection by talking to or writing to the District's Library Media Specialist. At this point, such communications are considered informal complaints. The District Library Media Specialist will respond to informal complaints by offering a rationale for the book in the collection, discussing the desired action based on the complaint, and, if appropriate, offering the complainant a Request for Reconsideration Form.

#### Formal Reconsideration Procedure of Library Materials

Persons who are concerned about the appropriateness of library materials and are unsatisfied with the response from an informal discussion about the title may choose to make a formal request for reconsideration of the title in question.

The following procedures should be followed if, after discussing the questioned resource, no resolution is made:

1. The complainant should be referred to the Principal.
2. A concerned citizen who is dissatisfied with earlier informal discussions will be offered a packet of materials which includes the library's mission statement, selection criteria policy, and Request for Reconsideration Form, and the Library Bill of Rights.
3. The complainant is required to complete and submit the Request for Reconsideration Form to the Principal within ten (10) business days.
4. If a completed Request for Reconsideration Form is not submitted within ten (10) business days, the matter is considered closed.
5. Upon receipt of the Request for Reconsideration Form, the Principal should notify and provide a copy of the Request for Reconsideration Form to the following individuals:
  - a. District Administrator
  - b. District Library Media Specialist
6. The work in question will remain on library shelves and in circulation until a formal decision is made.
7. The Reconsideration Committee will be appointed by the District Administrator and consist of:
  - a. Committee Chair - District Reading Specialist
  - b. District Library Media Specialist
  - c. Teacher - grade-level appropriate and/or language arts
  - d. Library Professional - not employed by the district
  - e. Community Leader - mayor, town or village chairperson, etc. per a rotational list
  - f. Faith Leader - per a rotational list
  - g. Two Three Members of the Community - a communication will be sent out widely using various media requesting volunteers to serve on a Reconsideration Committee with an application deadline. All received volunteer names will be placed into a random drawing to determine the two three who will serve on the committee.
  - h. Two Current Parents - communication will be sent out widely using various media requesting volunteers to serve on a Reconsideration Committee with an application deadline. All received volunteer names will be placed into a random drawing to determine the two who will serve on the committee.
8. Through interlibrary loans or other means, the school librarian will obtain copies of the material in question for review by the Reconsideration Committee.
9. The Reconsideration Committee will schedule two formal reconsideration meetings: an initial meeting & a discussion/decision meeting. The Reconsideration Committee should follow the procedures listed below:
  - a. At the initial meeting:
    - i. , ts, the completed Reconsideration Form, reviews of the resource being reconsidered, and a list of awards or honors, if any. The presentation may not exceed fifteen (15) minutes.
    - ii. The Committee reserves the right to use outside expertise if necessary to help in its decision-making process.
    - iii. The Committee Chair directs the committee members to fully review/read the complaint and challenged resource and be prepared to vote on the complaint at the next meeting.

- b. During the second discussion/decision meeting:
  - i. The complainant may not participate in the Committee's deliberations.
  - ii. The Committee will discuss the material in question based upon the selection criteria.
  - iii. The committee members must have reviewed/read the challenged material in its entirety to be eligible to vote.
  - iv. The Committee will make its decision determined by the simple majority to retain, move the resources to a different level(if appropriate), or remove the resource. The decision will be made via a secret written ballot vote.
  - v. The Committee's written decision (including a minority report if needed) shall be presented to the District Administrator within five school days after the decision is made. The District Administrator will inform the complainant, in writing, of the Reconsideration Committee's decision.
  - vi. If the complainant is not satisfied with the decision of the Reconsideration Committee, a written appeal can be made within 10 school days of receiving the decision to the Board of Education President. The written appeal and all written material relating to the reconsideration shall be referred to the Board of Education for review.
10. The procedures for an appeal to the Board of Education will be as follows:
  - a. An appeal of the decision made by the Reconsideration Committee must be made in writing to the Board of Education President within 10 days of the Reconsideration Committee's decision being communicated to the complainant.
  - b. A decision on the appeal will be made at the next regular meeting or special meeting within 30 days of the written request to the Board of Education President.
  - c. The Board of Education reserves the right to use outside expertise if necessary to help in its decision-making.
  - d. The Chairperson for the Reconsideration Committee will present the committee's decision to the board.
  - e. The complainant or designee will present the petitioner's position.
  - f. The Board of Education board decision will be final, and the District Administrator will implement the decision.
11. Decisions on reconsidered materials will stand for five years before new requests for reconsideration of those items will be entertained.

### **Parental/Police Access to Library Information**

The Board respects the privacy rights of parents and their children. The Board is also committed to ensuring that parents are permitted to obtain information about the instructional material, resources, and services students choose to use at the District's libraries.

Parents of a student under the age of sixteen (16) have the right to review, upon request library records relating to the use of the library's documents or other materials, resources, or services by the student.

Upon request from a law enforcement officer investigating criminal conduct alleged to have occurred at a school library, the library shall disclose to the officer records produced by a surveillance device under the control of the library that is pertinent to the alleged criminal conduct.

Other than the exceptions noted above, records indicating the identity of any individual who borrows or uses the library's documents or other materials, resources, or services may not be disclosed except by court order or to persons acting within the scope of their duties in the administration of the library, or to persons authorized by the individual to inspect such records.

### **Inter-Library Loans**

The Board authorizes District participation in interlibrary loan programs. The District will loan school library books and other instructional materials that are not in immediate or constant demand by staff or students to another participating school district for use in the libraries of that district.

### **Fines**

Students may be assessed fines for the late return of borrowed materials or damage or loss of materials in accordance with Policy 6152 - Student Fees, Fines, and Charges.

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Legal 43.30, 43.72, 121.02(1)(h) Wis. Stats.  
PI 6, 8.01(2)(h).3 Library Media Services

**Last Modified by Melanie J Oppor on December 16, 2022**







Book	Policy Manual
Section	For Board Review - Vol. 31, No. 2
Title	Copy of SCHOOL PERFORMANCE AND STATE ACCOUNTABILITY REPORT CARDS
Code	po2700.01
Status	Second Reading
Adopted	October 1, 2015
Last Revised	March 21, 2022

#### 2700.01 - **SCHOOL PERFORMANCE AND STATE ACCOUNTABILITY REPORT CARDS**

The Board believes that a vital component of the District's educational programs is ensuring that parents and other individuals are informed of the performance of the schools and the School District. To this end, the Board has adopted this policy.

##### **School Performance Report (SPR)**

The Board will publish an annual school and school district performance report including all information prescribed by statute. By January 1st of each year, the Board shall notify the parents of each student enrolled in the District of the right to request a school and school district performance report. Parents shall be notified that the performance report will be provided to the parent electronically unless the parent requests a written copy of the report. By May 1st, the Board shall distribute copies of the report to those who have requested the report.

Per the Wisconsin Department of Public Instruction, the District shall use links to the [WIS Edash Public Portal](#) to meet the electronic State School Performance Report requirements.

The annual school and School District report shall be made available on the District's internet for public viewing.

The report shall generally include the following information, as required or modified by the State Superintendent:

- A. indicators of academic achievement, including the performance of students on Statewide assessment examinations by subject area
- B. dropout, attendance, retention in grade, and graduation rates
- C. number of suspensions and expulsions, the reasons for, and duration of, the suspensions and expulsions, and the length of time students are expelled
- D. staffing and financial data information
- E. number and percentage of resident students attending a course in a nonresident district and the number and percentage of nonresident students attending a course in the district, and
- F. method of reading instruction used in the District

##### **Title I Provisions of the School/District Accountability Report Card**

In any year that the District receives Title I funding, its school/District accountability report card(s) must also include the information regarding the delivery of Title I services as described in Policy 2261.03.

##### **State Accountability Report Card**

A copy of each school's accountability report card, as prepared by the Wisconsin Department of Public Instruction, shall be provided by the District to the parent of each student enrolled in or attending the school on an annual basis. The report shall be sent simultaneously with the notice required in Policy 8146 - Notification of Educational Options.

Revised 6/19/17

Revised 7/22/19

Revised 4/27/20

Revised 11/16/20

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Legal                      115.38, Wis. Stats.  
                                  115.385, Wis. Stats.  
                                  20 U.S.C. 6311

**Last Modified by Melanie J Oppor on December 16, 2022**



Book	Policy Manual
Section	For Board Review - Vol. 31, No. 2
Title	Copy of EMPLOYMENT OF SUBSTITUTES
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Last Revised	November 16, 2020

**3120.04 - EMPLOYMENT OF SUBSTITUTES**

The Board recognizes the need to procure the services of substitutes in order to continue the operation of the schools as a result of the absence of regular personnel. **This policy does not apply to regular contracted teachers hired to serve as permanent substitute teachers and whose employment is governed by Policy 3120 - Employment of Professional Staff.**

The District Administrator shall make appropriate arrangements to assure the availability of substitutes for assignment as services are required to replace temporarily-absent regular staff members and temporarily fill new positions. Such assignment of substitutes may be terminated, including permanent removal from the substitute teaching roster, when their services are no longer required or for other reasons as determined by the District Administrator that are not arbitrary, capricious, or discriminatory.

Substitutes must possess appropriate certification to teach as a substitute. The District Administrator may determine what licensure is required and make allowances for the use of alternative forms of certification, emergency certification, and other such options as permitted by law. There must also be verification that a satisfactory background check has been conducted by the Department of Public Instruction or appropriate State agency.

In order to retain well-qualified substitutes for service in this District, the Board will offer competitive compensation at a rate set by the Board.

A substitute employed for more than ten (10) consecutive days in the same professional position shall be paid a salary not less than the current beginning teacher base wage.

A substitute shall be paid a minimum of a half-day (1/2) pay once the substitute is called.

**Prior to the end of the school year, District employed**Employed **substitutes, who the District intends to employ for the ensuing school year, will**may **receive in June a letter of reasonable assurance of continued employment**eligibility for **assignment during the ensuing school year.**

Revised 11/19/18

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Legal	118.19, Wis. Stats. P.I. 34.109, Wis. Adm. Code
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**Last Modified by Melanie J Oppor on December 16, 2022**



Book	Policy Manual
Section	For Board Review - Vol. 31, No. 2
Title	Copy of CRIMINAL HISTORY RECORD CHECK AND EMPLOYEE SELF-REPORTING REQUIREMENTS
Code	po3121
Status	Second Reading
Adopted	May 16, 2016
Last Revised	April 25, 2022

**3121 - CRIMINAL HISTORY RECORD CHECK AND EMPLOYEE SELF-REPORTING REQUIREMENTS**

**Criminal History Record Check**

To more adequately safeguard students and staff members, the Board requires an inquiry into the background of each applicant the District Administrator recommends for employment on the District's professional staff. Any contracts with outsourced services, employment agencies or temporary services must require such providers to conduct and retain a criminal history record check of individuals providing service to the District.

Such an inquiry shall also be made for substitutes who may be employed by the District and for volunteers assisting District staff.

The District Administrator shall establish the necessary procedures for obtaining any criminal history on the applicant.

Should it be necessary to employ a person in order to maintain continuity of the program prior to receipt of the report, the District Administrator may employ the person on a provisional basis until the report is received.

All information and records obtained from such inquiries are to be considered confidential and shall not be released or disseminated to those not directly involved in evaluating the applicant's qualifications.

**Employee Self-Reporting Requirement**

All District employees shall notify the District Administrator as soon as possible, but no more than three (3) calendar days, after any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of the employee for any criminal or municipal offense.

The requirement to report a conviction or deferred adjudication shall not apply to minor traffic offenses (e.g. non-moving violations, failure to yield, failure to obey a traffic signal, unattended vehicle, illegal parking). However, an offense of operating under the influence, revocation or suspension of license, and driving after revocation or suspension or any moving violation must be reported if the employee drives or operates a District vehicle or piece of mobile equipment or transports students or staff in any vehicle. Failure to report under this section may result in disciplinary action, up to and including termination. All employment decisions by the District based on such information must comply with Wisconsin's arrest and conviction discrimination law.

T.C. 11/16/20

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Legal 111.335, Wis. Stats.

**Last Modified by Melanie J Oppor on December 16, 2022**



Book	Policy Manual
Section	For Board Review - Vol. 31, No. 2
Title	Copy of STUDENT SUPERVISION AND WELFARE
Code	po3213
Status	Second Reading
Adopted	May 16, 2016
Last Revised	March 15, 2021

### 3213 - STUDENT SUPERVISION AND WELFARE

Professional staff members are frequently confronted with situations which, if handled incorrectly, could result in liability to the District, personal liability to the professional staff member, and/or harm to the welfare of the student(s). It is the intent of the Board to direct the preparation of guidelines that would minimize that possibility.

This policy should not be construed as affecting any obligations on the part of staff to report suspected child abuse under 48.981, Wis. Stats. and Policy 8462.

Each District employee shall maintain a standard of care for the supervision, control, and protection of students commensurate with ~~their~~his/her-assigned duties and responsibilities which include, but are not limited to the following standards:

- A. A professional staff member shall report immediately any accident or safety hazard about which ~~they~~ares/he is s/he is informed or ~~detects~~detects to ~~their~~-his/her supervisor as well as to other authorities or District staff members as may be required by established policies and procedures.
  - B. A professional staff member shall report unsafe, potentially harmful, dangerous, violent, or criminal activities, or threat of these activities, by students to the District Administrator and local public safety agencies and/or school officials in accordance with Policy 8420 - School Safety.
  - C. A professional staff member should not volunteer to assume responsibility for duties ~~that they~~s/he cannot reasonably perform. Such assumption carries the same responsibilities as assigned duties.
  - D. A professional staff member shall provide proper instruction in the safety matters presented in assigned course guides.
  - E. A professional staff member shall not send students on any personal errands.
  - F. A professional staff member shall not associate with students at any time in a manner which gives the appearance of impropriety including, but not limited to, the creation or participation in any situation or activity which could be considered abusive or sexually suggestive or involve illegal substances such as tobacco, alcohol, or drugs. Any sexual or other inappropriate conduct with a student by any staff member will subject the offender to potential criminal liability and District discipline, up to and including termination of employment.
- This provision should not be construed as precluding a professional staff member from associating with students in private for legitimate or proper reasons or to interfere with familial relationships that may exist between staff and students.
- G. A professional staff member shall not disclose personally identifiable information about a student to third parties unless specifically authorized by law or the student's parent(s) to do so.
  - H. A professional staff member shall not transport students for school-related activities in a private vehicle without the approval of ~~their~~ his/her immediate supervisor and consistent with the provisions of Policy 8660. This does not apply to any student who is a professional staff member's family member.

- I. A student shall not be required to perform work or services that may be detrimental to ~~their~~ his/her health.

- J. Staff members are discouraged from engaging students in social media and online networking media (see also Policy 7544), except for appropriate academic, extra-curricular, and/or professional uses only.
- K. Staff members are expressly prohibited from posting any picture, video, meme, or other visual depiction, or comment pertaining to any student on personal or unauthorized social networking media or similar forums. This provision of the policy does not apply to pictures and/or videos taken of public events that may involve or incidentally include depictions of students participating in or observing such events where the purpose of the photo or video is to depict the event, not a particular student. This section does not apply to depictions of a professional staff member's own child **or other relative**.

Since most information concerning a child in school, other than directory information described in Policy 8330 - Student Records, is a confidential student record under Federal and State laws, any staff member who shares confidential information with another person not authorized to receive the information may be subject to discipline and/or civil liability. This includes, but is not limited to, information concerning assessments, grades, behavior, family background, and alleged child abuse.

Pursuant to the laws of the State and Board Policy 8462, each professional staff member shall report to the proper legal authorities immediately, any sign of suspected child abuse, abandonment, or neglect.

Revised 11/19/18

Revised 7/22/19

Revised 4/27/20

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Legal 48.981, 948, 948.095 Wis. Stats.

**Last Modified by Melanie J Oppor on December 16, 2022**





Book	Policy Manual
Section	For Board Review - Vol. 31, No. 2
Title	Copy of BENEFITS
Code	po3425
Status	Second Reading
Adopted	May 16, 2016

### 3425 - **BENEFITS**

It is the Board of Education's policy to provide a competitive and comprehensive package of employee benefits to its employees to effectively attract and retain high- quality employees.

The Board retains final authority to establish, modify, rescind, add, or in any way affect employee benefits.

Covered employees shall be provided continuation rights to the extent required under applicable provisions of the Consolidated Omnibus Budget Reconciliation Act (COBRA).

The Board shall determine annually, in conjunction with the budget process, the anticipated shared cost of all employee benefits, specifying both employee and employer share of applicable premiums through Board action.

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Legal Consolidated Omnibus Budget Reconciliation Act of 1985 Pub. L. 99-272

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Book	Policy Manual
Section	For Board Review - Vol. 31, No. 2
Title	Copy of EMPLOYMENT OF SUBSTITUTES
Code	po4120.04
Status	Second Reading
Adopted	May 16, 2016
Last Revised	January 17, 2022

#### 4120.04 - **EMPLOYMENT OF SUBSTITUTES**

The Board recognizes its responsibility to procure the services of substitute support staff in order to prevent the interruption of the operation of the schools.

The names of potential substitute personnel and the positions in which they may substitute shall be maintained by the District Office.

Relatives of Board Members may be employed by the Board, provided a member of the Board does not participate in any way in the discussion or vote on the employment when conflict of interest is involved.

Relatives of staff members may be employed by the Board, provided the staff member being employed is not placed in a position in which **they are relatives/he is s/he is** supervised directly by the **relative** staff member **who is related** **their relative**.

The employment of substitute support staff prior to approval by the Board is authorized when their employment is required to maintain continuity of services in the District.

Retroactive employment shall be recommended to the Board at the next meeting.

**Prior to the end of the school year, District-employed substitutes** **Substitutes**, **who the District intends to employ for the ensuing school year**, will receive **in June** a letter of reasonable assurance of continued employment.

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Legal	118.19, Wis. Stats. P.I. 34.109, Wis. Adm. Code
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**Last Modified by Melanie J Oppor on December 16, 2022**



Book	Policy Manual
Section	For Board Review - Vol. 31, No. 2
Title	Copy of CRIMINAL HISTORY RECORD CHECK AND EMPLOYEE SELF-REPORTING REQUIREMENTS
Code	po4121
Status	Second Reading
Adopted	May 16, 2016
Last Revised	April 25, 2022

#### 4121 - **CRIMINAL HISTORY RECORD CHECK AND EMPLOYEE SELF-REPORTING REQUIREMENTS**

##### **Criminal History Record Check**

To more adequately safeguard students and staff members, the Board requires an inquiry into the background of each applicant the District Administrator recommends for employment on the District's professional staff. Any contracts with outsourced services, employment agencies or temporary services must require such providers to conduct and retain a criminal history record check of individuals providing service to the District.

Such an inquiry shall also be made for substitutes who may be employed by the District and for volunteers assisting District staff.

The criminal history screening that is completed on potential staff members and for volunteers assisting District staff, in compliance with

The District Administrator shall establish the necessary procedures for obtaining any criminal history on the applicant.

Should it be necessary to employ a person in order to maintain continuity of the program prior to receipt of the report, the District Administrator may employ the person on a provisional basis until the report is received.

All information and records obtained from such inquiries are to be considered confidential and shall not be released or disseminated to those not directly involved in evaluating the applicant's qualifications.

##### **Employee Self-Reporting Requirement**

All District employees shall notify the District Administrator as soon as possible, but no more than three (3) calendar days, after any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of the employee for any criminal or municipal offense.

The requirement to report a conviction or deferred adjudication shall not apply to minor traffic offenses (e.g. **non-moving violations, failure to yield, failure to obey a traffic signal, unattended vehicle, illegal parking**). However, an offense of operating under the influence, revocation or suspension of license, and driving after revocation or suspension **or any moving violation** must be reported if the employee drives or operates a District vehicle or piece of mobile equipment or transports students or staff in any vehicle. Failure to report under this section may result in disciplinary action, up to and including termination. All employment decisions by the District based on such information must comply with Wisconsin's arrest and conviction discrimination law.

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Book	Policy Manual
Section	For Board Review - Vol. 31, No. 2
Title	Copy of STUDENT SUPERVISION AND WELFARE
Code	po4213
Status	Second Reading
Adopted	May 16, 2016
Last Revised	March 15, 2021

#### 4213 - STUDENT SUPERVISION AND WELFARE

Support staff members may be confronted with situations which, if handled incorrectly, could result in liability to the District, personal liability to the staff member, and/or harm to the welfare of the student(s). It is the intent of the Board to direct the preparation of guidelines that would minimize that possibility.

This policy should not be construed as affecting any obligation on the part of staff to report suspected child abuse under 48.981, Wis. Stats. and Policy 8462.

Each District support staff member shall maintain a standard of care for the supervision, control, and protection of students commensurate with their/his/her assigned duties and responsibilities which include, but are not limited to, the following standards:

- A. A support staff member shall report immediately any accident or safety hazard about which they ares/he is s/he is informed or detects to his/her supervisor as well as to other authorities or District staff members as may be required by established policies and procedures. ( ) Further, each support staff member shall also promptly report to the Principal any accident or safety hazard s/he detects.
- B. A support staff member shall report unsafe, potentially harmful, dangerous, violent, or criminal activities, or threat of these activities, by students to the District Administrator and local public safety agencies and/or school officials in accordance with Policy 8420 - School Safety. (X) Additionally, each support staff member shall also promptly report to the Principal any knowledge of threats of violence by students.
- C. A support staff member shall not send students on any personal errands.
- D. A support staff member shall not associate with students at any time in a manner which gives the appearance of impropriety, including, but not limited to, the creation or participation in any situation or activity which could be considered abusive or sexually suggestive or involve illegal substances such as tobacco, alcohol, or drugs. Any sexual or other inappropriate conduct with a student by any staff member will subject the offender to potential criminal liability and District discipline, up to and including termination of employment.  
  
This provision should not be construed as precluding a support staff member from associating with students in private for legitimate or proper reasons or to interfere with familial relationships that may exist between staff and students.
- E. A support staff member shall not disclose personally identifiable information about a student to third parties unless specifically authorized by law or the student's parent(s) to do so.
- F. A support staff member shall not transport students for school-related activities in a private vehicle without the approval of his/her immediate supervisor and consistent with the provisions of Policy 8660. This does not apply to any student who is a support staff member's family member.
- G. A student shall not be required to perform work or services that may be detrimental to his/her health.
- H. Staff members are discouraged from engaging students in social media and online networking media (see also Policy 7544), except for appropriate academic, extra-curricular, and/or professional uses only.

- I. Staff members are expressly prohibited from posting any picture, video, meme, or other visual depiction, or comment pertaining to any student on personal or unauthorized social networking media or similar forums. This provision of the policy does not apply to pictures and/or videos taken of public events that may involve, or incidentally include, depictions of students participating in or observing such events where the purpose of the photo or video is to depict the event, not a particular student. This section does not apply to depictions of a support staff member's own child **or other relative**.

Since most information concerning a child in school, other than directory information described in Policy 8330 - Student Records, is a confidential student record under Federal and State laws, any staff member who shares confidential information with another person not authorized to receive the information may be subject to discipline and/or civil liability. This includes, but is not limited to, information concerning assessments, grades, behavior, family background, and alleged child abuse.

Pursuant to the laws of the State and Board Policy 8462, each support staff member shall report to the proper legal authorities immediately, any sign of suspected child abuse, abandonment, or neglect.

Revised 7/22/19

Revised 4/27/20

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Legal 48.981, 948, 948.095 Wis. Stats.

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Last Revised	March 15, 2021

#### 4213 - STUDENT SUPERVISION AND WELFARE

Support staff members may be confronted with situations which, if handled incorrectly, could result in liability to the District, personal liability to the staff member, and/or harm to the welfare of the student(s). It is the intent of the Board to direct the preparation of guidelines that would minimize that possibility.

This policy should not be construed as affecting any obligation on the part of staff to report suspected child abuse under 48.981, Wis. Stats. and Policy 8462.

Each District support staff member shall maintain a standard of care for the supervision, control, and protection of students commensurate with their/his/her assigned duties and responsibilities which include, but are not limited to, the following standards:

- A. A support staff member shall report immediately any accident or safety hazard about which they ares/he is s/he is informed or detects to his/her supervisor as well as to other authorities or District staff members as may be required by established policies and procedures. ( ) Further, each support staff member shall also promptly report to the Principal any accident or safety hazard s/he detects.
- B. A support staff member shall report unsafe, potentially harmful, dangerous, violent, or criminal activities, or threat of these activities, by students to the District Administrator and local public safety agencies and/or school officials in accordance with Policy 8420 - School Safety. (X) Additionally, each support staff member shall also promptly report to the Principal any knowledge of threats of violence by students.
- C. A support staff member shall not send students on any personal errands.
- D. A support staff member shall not associate with students at any time in a manner which gives the appearance of impropriety, including, but not limited to, the creation or participation in any situation or activity which could be considered abusive or sexually suggestive or involve illegal substances such as tobacco, alcohol, or drugs. Any sexual or other inappropriate conduct with a student by any staff member will subject the offender to potential criminal liability and District discipline, up to and including termination of employment.

This provision should not be construed as precluding a support staff member from associating with students in private for legitimate or proper reasons or to interfere with familial relationships that may exist between staff and students.

- E. A support staff member shall not disclose personally identifiable information about a student to third parties unless specifically authorized by law or the student's parent(s) to do so.
- F. A support staff member shall not transport students for school-related activities in a private vehicle without the approval of his/her immediate supervisor and consistent with the provisions of Policy 8660. This does not apply to any student who is a support staff member's family member.
- G. A student shall not be required to perform work or services that may be detrimental to his/her health.
- H. Staff members are discouraged from engaging students in social media and online networking media (see also Policy 7544), except for appropriate academic, extra-curricular, and/or professional uses only.

- I. Staff members are expressly prohibited from posting any picture, video, meme, or other visual depiction, or comment pertaining to any student on personal or unauthorized social networking media or similar forums. This provision of the policy does not apply to pictures and/or videos taken of public events that may involve, or incidentally include, depictions of students participating in or observing such events where the purpose of the photo or video is to depict the event, not a particular student. This section does not apply to depictions of a support staff member's own child **or other relative**.

Since most information concerning a child in school, other than directory information described in Policy 8330 - Student Records, is a confidential student record under Federal and State laws, any staff member who shares confidential information with another person not authorized to receive the information may be subject to discipline and/or civil liability. This includes, but is not limited to, information concerning assessments, grades, behavior, family background, and alleged child abuse.

Pursuant to the laws of the State and Board Policy 8462, each support staff member shall report to the proper legal authorities immediately, any sign of suspected child abuse, abandonment, or neglect.

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Title	Copy of BENEFITS
Code	po4425
Status	Second Reading
Adopted	May 16, 2016

#### 4425 - **BENEFITS**

It is the Board of Education's policy to provide a competitive and comprehensive package of employee benefits to its employees to effectively attract and retain high quality employees.

The Board retains final authority to establish, modify, rescind, add, or in any way affect employee benefits.

Covered employees shall be provided continuation rights to the extent required under applicable provisions of the Consolidated Omnibus Budget Reconciliation Act (COBRA).

The Board shall determine annually, in conjunction with the budget process, the anticipated shared cost of all employee benefits, specifying both employee and employer share of applicable premiums through Board action.

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Book	Policy Manual
Section	For Board Review - Vol. 31, No. 2
Title	Copy of OPEN ENROLLMENT PROGRAM (Inter-District)
Code	po5113
Status	Second Reading
Adopted	June 20, 2016
Last Revised	April 25, 2022

### 5113 - **OPEN ENROLLMENT PROGRAM (Inter-District)**

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

#### **DEFINITIONS**

The following definitions will apply to the District's Open Enrollment Program.

##### **A. Non-Resident District**

A school district located in Wisconsin that is not a student's district of residence.

##### **B. Non-Resident Student**

A student who is a legal resident or otherwise legally entitled to attend school in another school district in Wisconsin and who seeks admission to this District under the Open Enrollment Program.

##### **C. Tuition Student**

A non-resident student who is a resident of the State of Wisconsin and who pays tuition in accordance with State law.

##### **D. Full-Time Enrollment**

A student is enrolled for the entire school day and receives all of required education in this District.

##### **E. Class Size**

The District's determination of the maximum number of students who can be accommodated properly in a particular classroom without jeopardizing the quality of the instructional program. Circumstances such as enrollment projections for a particular school, class, or program may influence optimum class size.

##### **F. Program Size**

The enrollment or size restrictions in a specific program within a class or building. The District reserves the exclusive right to establish program size and to limit enrollment based upon the capability to properly allocate available resources, create and maintain a proper learning environment, and comply with contracts, grants, and applicable laws and regulations.

##### **G. Resident Student**

A student who is a legal resident of this District and is consequently entitled to attend school in this District in accordance with Policy 5111 - Eligibility of Resident/Non-resident Students.

## FULL-TIME OPEN ENROLLMENT

### A. Annual Space Determinations

During a January meeting, the Board shall establish the availability of space by determining the number of regular education and special education spaces in the schools, programs, classes, or grades. In setting space availability, the Board may choose to set no limitations or may set limits on availability using the following criteria:

1. District practices, policies, procedures, or other factors regarding class size ranges for particular programs or classes.
2. District practices, policies, procedures, or other factors regarding faculty-student ratio ranges for particular programs, classes, or buildings.
3. Enrollment projections, which account for factors that include but are not necessarily limited to, likely short and long term economic development in the community, housing starts, current and future needs for special programs, laboratories, or other initiatives.

### B. Procedures for Processing of Open Enrollment Applications

A parent of a nonresident student may submit an application to attend school in the District during the applicable regular open enrollment period or through the alternative open enrollment process. The application must be submitted using the form designated by the Wisconsin Department of Public Instruction.

Upon receipt of an application, the District Administrator shall confirm that the application is complete or request that it be completed before being further considered.

Parents shall be notified of the determination on their applications on or before the first Friday following the first Monday in June following receipt of the application, or within the timeframe otherwise established by law. If approved, the parent shall be notified of the approval and the specific assignment within the District. If, upon enrollment, the student is appropriately placed in a different grade level, the student shall be so assigned unless applications for that grade level have been denied or there is no longer space available at that grade level.

Any notice of a decision to deny shall include the following:

If there are more applications than spaces, the Board will fill the available spaces by random selection, provided that first priority will be given to non-resident students already attending District schools and their siblings. If the District determines that space is not otherwise available for open enrollment students in the grade or program to which an individual has applied, the District may nevertheless accept a student or the sibling of a student who is already attending in the District. The District will establish a numbered waiting list of all applicants. When all available slots have been filled by randomly selecting names from all applicants, the remaining names will be drawn randomly and placed on the waiting list in order of selection. After the date specified in s. 118.51(3)(a)3., Wis. Stats., the nonresident school board may approve applications it had initially denied if any of the following cause spaces to become available:

1. Specific reason(s) for denial. A parent notifies the nonresident school board that the student will not attend the nonresident school district
2. Notice of the parents' right to appeal, the address to send the appeal, and information on where to locate the form required for appeal. A parent fails to provide the notification required in s. 118.51(3)(a)6., Wis. Stats.
3. The Board determines that additional spaces have become available since its determination at the January Board meeting.

In accordance with 118.51(3)(a)3, Wis. Stats., except as provided under sub. (5)(d)1., on or before the first Friday following the first Monday in June following receipt of the application, the nonresident school board shall notify the applicant, in writing, whether it has accepted the application.

#### Application of Space Determinations and Random Selection Process

If there are more applications than spaces, the Board will fill the available spaces by random selection. Random selection shall be conducted among the student applications for each grade level. The order of grade level selection shall also be randomly determined. The following considerations will be included in the random selection process:

### 1. Preferences

- a. If the Board has not guaranteed approval in its determination of space availability to currently attending students, it shall grant preference to such students in the random selection process.
- b. If the Board has not guaranteed approval in its determination of space availability to the siblings of currently attending students, it shall grant preference to such students in the random selection process.

If in any selection process there are more students eligible for preferred treatment than there are spaces available, the Board shall conduct random selection from among the students granted preference. Both currently attending students and siblings of currently attending students who are not guaranteed approval shall be granted equal preference.

2. The sibling of a student selected in the random selection process shall be granted preference to any spaces available that the sibling has applied for, but the sibling may not be approved if there are no remaining spaces for the sibling.
3. After the date specified in 118.51(3)(a)3., Wis. Stats., the nonresident school board may approve applications it had initially denied if any of the following cause spaces to become available:
  - a. A parent notifies the nonresident school board that the student will not attend the nonresident school district.
  - b. A parent fails to provide the notification accepting open enrollment as required in 118.51(3)(a)6., Wis. Stats.
  - c. The Board determines that additional spaces have become available since its determination at the January Board meeting.

The District shall notify the parent of a student accepted from the waiting list of that student's eligibility to attend the District, unless the student has already enrolled in a different non-resident school district or has since become a resident of the District. The notice shall state the following:

- a. the school or program the student has been assigned to;
- b. a date, at least ten (10) calendar days from the date of the notice, by which the parent must accept the open enrollment approval. Failure to timely accept shall be considered rejection and the approval shall be considered rescinded.

### C. Decisional Criteria for Non-Resident Applications

Decisions on non-resident open enrollment applications will be based only on the following criteria:

1. **Space availability as defined in this policy.** Whether the Board has determined there is space in the schools, programs, classes, or grades within the District for non-resident students. The Board shall determine during a regular meeting each January the number of regular education and special education spaces available at each level, each building, and in each program, or shall determine that it will not set space limitations for open enrollment at any building, level, or program. In determining the amount of space available, the District will count resident students, tuition waiver students under 121.84 Wis. Stats., and may include in its counted occupied spaces students and siblings of students who have applied under Section 118.51(3)(a) and are already attending public school in the District. Other factors the District Administrator shall consider include, but shall not be limited to the following:
  - a. District practices, policies, procedures or other factors regarding class size ranges for particular programs or classes.
  - b. District practices, policies, procedures or other factors regarding faculty-student ratio ranges for particular programs, classes or buildings.
  - c. Enrollment projections for the schools of the District that include, but are not limited to, the following factors: the likely short-and long-term economic development in the community, projected student transfers in and out of the District, preference requirements for siblings of non-resident open enrollment students, the required length of K-12 attendance opportunities for open enrollment students, and current and future space needs for special programs, laboratories (e.g. in technology or foreign languages) or similar District educational initiatives.
  - d. The number of non-resident students currently attending the schools of the District for whom tuition is paid by another district under Section 121.78(1)(a), Wis. Stats.
  - e. The number of resident home schooled or private school students likely to attend the schools of the District in accordance with Section 118.415, Wis. Stats.
2. Whether an applicant for a pre-kindergarten, four (4) year old kindergarten, early childhood or school operated day care program resides in a district which offers the program for which application is made. Whether an applicant for a pre-kindergarten, early childhood resides in a district that offers the program for which application is made.
3. Whether the non-resident student has been expelled from any school district within the current school year or the two (2) preceding school years, or is pending any disciplinary proceeding, based on any of the following activities:

- a. Conveying or causing to be conveyed any threat or false information concerning an attempt or alleged attempt being made or to be made, to destroy school property by means of explosives.
- b. Engaging in conduct while at school or under school supervision that endangered the health, safety or property of others.
- c. Engaging in conduct while not at school or while not under the supervision of a school authority that endangered the health, safety, or property of others at school or under the supervision of a school authority or of any school employee or Board member.
- d. Possessing a dangerous weapon (as defined in [Section 939.22\(10\)](#), Wis. Stats.) while on school property or under school supervision.

Notwithstanding the Board's acceptance of a non-resident student's application, the Board may withdraw acceptance if, prior to the beginning of the first school year in which the non-resident student will attend a school in the District, the student is determined to fall under paragraph B. 3.

The Board may request a copy of a non-resident student's disciplinary records from the resident School Board.

4. Whether the special education program or related services described in the non-resident student's Individualized Education Program ("IEP") are available in the District. Whether a service is available depends on whether existing staff in the District are qualified to provide the service or whether the district has facilities and/or equipment required for the service. A service is not available in the District if that service is currently provided to resident students through contract with a third party. Whether a service is available is not a function of whether there is space available in any program or service. A service may be unavailable even if no space limitations have been established.
5. Whether there is space available in the District to provide the special education or related services identified in the non-resident student's IEP, after consideration of class size limits, student-teacher ratios, and enrollment projections.
6. Whether the non-resident student has been referred to the non-resident student's resident board under [Wis. Stat. 115.777\(1\)](#), [Wis. Stats.](#) or identified by the non-resident student's resident school board under [Wis. Stat. 115.77\(1m\)\(a\)](#), [Wis. Stats.](#), but not yet evaluated by an individualized education program team.

If a non-resident student's IEP is developed or changed after starting in the District, and it is then discovered that the District does not have necessary programs available or does not have space in the special education program, the District may notify the student's parent and the student's resident board. If such notice is provided, the non-resident may be transferred to their resident school district.

7. If the Board has made a determination that a non-resident student attending the District under the Open Enrollment Program is habitually truant from the District during either semester of the current school year, the Board may prohibit the student from attending in the succeeding semester or school year, after complying with the requirements of [PI 36.09\(2\)](#).

The truancy determination shall be made on the sole basis of enrollment in the non-resident district. Open enrollment may not be denied based on the student's truancy from any other district.

#### D. Reapplication Procedures

The Board will not require accepted non-resident students to reapply under the open enrollment policy as long as the student is continuously enrolled in the District.

#### E. Transportation

The parents of a student attending a non-resident school district will be solely responsible for providing transportation to and from the school site. The District will permit a non-resident student to ride District transportation if space is available on a regularly-scheduled bus route. The District will provide transportation for a non-resident student with an identified disability for whom transportation is required by their IEP.

The Board will not permit a neighboring District to bus resident students from within its boundaries for attendance at the non-resident neighboring District.

### ALTERNATIVE APPLICATION PROCEDURES

The parent of a non-resident student who wishes to attend a school in the District may apply at any time throughout the year by submitting an application under the alternative application procedure if the student satisfies at least one of the statutory criteria and

has not applied to more than three non-resident school districts. (See AG 5113 – Admission of Students Participating Under Open Enrollment)

Applications from a non-resident student under the alternative application procedures received after the Board's January meeting, at which it sets open enrollment space availability numbers for the subsequent year, may be approved for the current year if the Board has not imposed a space limitation for the student's current year grade level and also has not imposed a space limitation for the subsequent school year in the student's subsequent grade level. Alternative applications received prior to the 3rd Friday in September may be approved if the Board has approved all applications for that grade level which were received during the regular period, including the offer of enrollment to applicants placed on the waiting list, if any. **Following the 3rd Friday in September certified count until the time of the Board of Education's January regular meeting, alternative enrollment students may be approved based on actual current enrollment numbers rather than the predicted available space numbers.**

### **DELEGATION TO DISTRICT ADMINISTRATOR**

The Board delegates to the District Administrator the authority to approve or deny open enrollment applications including under the alternative procedures consistent with the criteria in this policy and based on the Board's space determinations approved in January of each year.

### **ANNUAL REVIEW**

The Board shall review its Open Enrollment Program annually.

### **General Provisions**

- A. A student, who has been accepted under this program, who has not met the academic prerequisites for participation in a particular program in which the student wishes to enroll shall not be placed in that program.
- B. The District's Policy 2260 – Nondiscrimination and Access to Equal Educational Opportunity shall apply to all applicants under this program. In addition, the District will not discriminate on the basis of an applicant's intellectual, academic, artistic, athletic, or other ability, talent, or accomplishment, or based on a mental or physical disability, except as provided for in the statute authorizing this program.

### **Application of Emergency Orders**

All timelines or other procedures described in this policy and in any implementing administrative guidelines are subject to modification in the event that the State or Federal government issues emergency or other temporary orders affecting any of the subject matter of this policy. The policy automatically incorporates the contents of any such order or proclamation, including any discretionary authority provided, and delegates by policy the authority to exercise that discretion to the District Administrator.

Revised 7/22/19

Revised 11/18/19

Revised 4/27/20

Revised 3/15/21

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To – District Administrators and Open Enrollment Coordinators

From – Jen Demrow, Open Enrollment Consultant

Subject – Reminder – Guarantee Approval of Open Enrollment Applications

As a reminder, effective on Thursday, June 1, 2022, Wisconsin Administrative Code PI 36 was updated and a clarification was made to the provision that impacts open enrollment procedures of guarantees of currently-attending applicants and siblings of currently-attending students.

If a nonresident school board's open enrollment policy guarantees approval of currently-attending students and siblings of currently-attending students, it means that all applications for these students must be approved. If a student with a disability is a currently-attending student or a sibling of a currently-attending student and your board guarantees approval of either or both of those groups of students, the board must approve their open

enrollment application, even if the board has determined that there are no special education seats available. The nonresident school board may only deny the application for the student if the student's special education or related services required in their IEP are not available in the district. [PI 36.04\(3\)\(d\) and \(e\)](#).

If a nonresident district that offers a guarantee has erroneously denied an application that falls into these categories, you have until June 10<sup>th</sup> to reverse your decision. If you choose not to reverse your decision, you may be vulnerable on appeal.

You can find the changes in the complete open enrollment administrative rule in Wis. Admin. Code § [PI 36](#).

If you have any questions, please contact us at [openenrollment@dpi.wi.gov](mailto:openenrollment@dpi.wi.gov) or 888-245-2732, option 2.

Legal  
118.51, Wis. Stats.  
Wis. Adm. Code Ch. P.I. 36

**Last Modified by Melanie J Oppor on December 16, 2022**



Book	Policy Manual
Section	For Board Review - Vol. 31, No. 2
Title	Copy of STUDENT ACCIDENTS/ILLNESS/CONCUSSION & SUDDEN CARDIAC ARREST
Code	po5340
Status	Second Reading
Adopted	June 20, 2016
Last Revised	November 18, 2019

#### 5340 - **STUDENT ACCIDENTS/ILLNESS/CONCUSSION & SUDDEN CARDIAC ARREST**

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

#### **Accidents**

Employees should administer first aid within the limits of their knowledge of recommended practices. All employees should make an effort to increase their understanding of the proper steps to be taken in the event of an accident. However, any staff member or volunteer who, in good faith, renders emergency care to a student is immune from civil liability for theirhis/her his/her acts or omissions in rendering such emergency care.

The District Administrator may provide for an in-service program on first aid and CPR procedures.

The administrator in charge must submit an accident report to the District Administrator and business office on all accidents.

#### **Illness**

School personnel shall not diagnose illness or administer medication of any kind except in accordance with Policy 5330 and AG 5330.

#### **Concussion**

A concussion is a type of traumatic brain injury. Concussions occur when there is a forceful blow to the head or body that results in rapid movement of the head and causes any change in behavior, thinking, or physical functioning. Concussions are not limited to situations involving loss of consciousness. Some symptoms of a concussion include headache, nausea, confusion, memory difficulties, dizziness, blurred vision, anxiety, difficulty concentrating, and difficulty sleeping.

At the beginning of a season of any athletic sport, the Athletic Director shall distribute a concussion and head injury information sheet to each coach and to each student participant. No student will be permitted to participate in any athletic activity unless that student, or if the student is under age nineteen (19) his/her parent, has returned a signed concussion and head injury information sheet. A student is only required to return one (1) signed sheet per school year in order to participate in athletics.

A coach shall remove from competition or practice any student that the coach determines is exhibiting signs, symptoms, or behavior consistent with a concussion or head injury or who the coach suspects has sustained a concussion or head injury. Any student removed from participation under this section may not return to participation until a written release to participate from a health care professional is provided.

Parents who inform coaches and teachers that their child is being treated by a healthcare professional for a concussion must provide written clearance from that healthcare professional for full or limited participation in class, practice, activity, or competition. Prior to



receiving written clearance from a healthcare professional, students who have sustained a concussion may not participate in any school-related physical activities.

### Sudden Cardiac Arrest

Sudden cardiac arrest is a medical event that involves a sudden increase in the heart's ventricular beat that prevents the heart from distributing blood to the brain, lungs, and other organs. It occurs without warning and in youth athletics participants who appear healthy and have passed pre-participation physical examinations. Severe damage and death can occur very quickly without immediate treatment.

In an effort to educate parents, students, and coaches regarding this condition, information regarding sudden cardiac arrest shall be included along with distribution of the required information concerning concussions and shall be distributed to all participants age 12 and older and to coaches prior to participation on youth athletic activity. The information shall contain the following information as provided by the Wisconsin Department of Public Instruction:

- information about the risks associated continuing to participate in a youth activity after experiencing one (1) or more symptoms of sudden cardiac arrest, including fainting, difficulty breathing, chest pains, dizziness, and abnormal racing heart rate;
- information about electrocardiogram testing, including the potential risks, benefits, and evidentiary basis behind electrocardiogram testing;
- information how to request, from a student's health care provider, the administration of an electrocardiogram in addition to a comprehensive physical examination.

The District shall provide the information regarding sudden cardiac arrest developed by the Department of Public Instruction and the Wisconsin Interscholastic Athletic Association.

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Legal 118.29, 118.293, 118.2935, Wis. Stats.

**Last Modified by Melanie J Oppor on December 16, 2022**



Book	Policy Manual
Section	For Board Review - Vol. 31, No. 2
Title	Copy of BULLYING
Code	po5517.01
Status	Second Reading
Adopted	June 20, 2016
Last Revised	April 25, 2022

#### 5517.01 - **BULLYING**

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

#### **Definitions**

##### **"Bullying"**

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

Some examples of bullying are:

- A. Physical – hitting, kicking, spitting, pushing, pulling, taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact.
- B. Verbal – taunting, malicious teasing, insulting, name-calling, making threats.
- C. Psychological – spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation.
- D. "Cyberbullying" – the use of information and communication technologies such as e-mail, cell phone and pager text messages, instant messaging (IM), defamatory personal websites, and defamatory online personal polling websites, to support deliberate, repeated, and hostile behavior by an individual or group, that is intended to harm others."

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

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

Cyberbullying includes, but is not limited to the following:

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

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

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

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

For a definition of hazing and instances that could possibly be construed as hazing, consult Policy 5516.

### **Complaint Procedures**

Any student who believes they have been or **are** the victim of bullying should immediately report the situation to the building principal or designee, or the District Administrator. The student may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate administrator or Board official. Complaints against the building principal should be filed with the District Administrator. Complaints against the District Administrator should be filed with the Board President.

Complaints against a Board member shall be filed with the Board President unless the complaint is against the President in which case the complaint shall be filed with the Board Vice President, who is authorized to contact District legal counsel for assistance in handling the complaint.

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

All school staff members and school officials who observe or become aware of acts of bullying are required to report these acts to the building principal or designee, or the District Administrator.

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

All complaints about behavior that may violate this Policy shall be investigated promptly by the building principal. The staff member who is investigating the report of bullying shall interview the victim(s) of the alleged bullying and collect whatever other information

is necessary to determine the facts and the seriousness of the report.

If, during an investigation of a reported act of bullying in accordance with this Policy, the principal determines that the reported misconduct may have created a hostile learning environment, discrimination, and/or may have constituted harassment based on sex (transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or state civil rights laws, the principal will report the act of bullying to one of the Compliance Officers who shall assume responsibility to investigate the allegation in accordance with Policy 5517 – Student Anti- Harassment or Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity. Additionally, complaints alleging sexual harassment on the basis of sex are also covered by and subject to the investigation procedures in Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities. If the investigation under Policy 5517 - Student Anti-harassment, Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity or Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities does not substantiate harassment based on one or more of the Protected Classes, the complaint of bullying shall still be investigated under this Policy.

If the matter or complaint involves the District Administrator or a member of the Board, it is appropriate to engage outside legal counsel to conduct the investigation consistent with this policy. Legal counsel shall conduct a prompt investigation. The Board attorney is authorized to designate an outside third party to conduct the investigation. The Board attorney or designee will arrange such meetings as may be necessary with all concerned parties within five (5) business days after receipt of the information or complaint. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the complaint will be reduced to writing. The Board attorney or designee conducting the investigation shall notify the complainant and parents as appropriate, (in writing,) when the investigation is concluded and the findings made.

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

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

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

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

### **Retaliation/False Reports**

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

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

### **Privacy/Confidentiality**

The School District will respect the privacy of the complainant, the individual(s) against who the complaint is filed, and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to inform parents, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under this policy and its related administrative guidelines shall be maintained as confidential to the extent permitted by law.

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

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

### **Records and Reports**

Records of investigations will be maintained on the number and types of reports made and sanctions imposed for incidents found to be in violation of the bullying policy in accordance with Policy 8330 - Student Records and State law.

[DRAFTING NOTE: An annual summary report is not required by statute, however, this provision was included in the initial model bullying policy that the Department of Public Instruction (DPI) was required to develop by law. If your District does not provide this report annually to the Board, do not include this language.]

An annual summary report shall be prepared and presented to the Board, which includes trends in bullying behavior and recommendations on how to further reduce bullying behavior. The annual report will be available to the public. [END OF OPTION]

### **Education and Training**

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

Revised 3/15/21

T.C. 9/22/21

Revised 12/20/21

T.C. 4/25/22

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Legal

118.46, Wis. Stats.

**Last Modified by Melanie J Oppor on December 16, 2022**



Book	Policy Manual
Section	For Board Review - Vol. 31, No. 2
Title	Copy of VIDEO SURVEILLANCE AND ELECTRONIC MONITORING
Code	po7440.01
Status	Second Reading
Adopted	November 21, 2016
Last Revised	January 17, 2022

**7440.01 - VIDEO SURVEILLANCE AND ELECTRONIC MONITORING**

The Board authorizes the use of video surveillance and electronic monitoring equipment at various facilities and school sites throughout the District and on school buses.

Wherever **the terms** video surveillance or electronic monitoring are used, such **notification shall reference includes identify thatboth** video or **electronic (X)** and audio **[END OF OPTIONS]** surveillance **as**

**( ) is possible technology**

**(X) are possible technologies**

**[END OF OPTIONS]** being employed.

**DRAFTING NOTE: If opting to employ audio surveillance, this should be done with legal consultation. Whether notice of audio surveillance in a school facility is sufficient to establish consent is not a clearly settled legal concept in Wisconsin].**

The District Administrator is responsible for determining where to install and operate fixed-location video surveillance/electronic monitoring equipment in the District. The determination of where and when to use video surveillance/electronic monitoring equipment will be made in a nondiscriminatory manner. Video surveillance/electronic monitoring equipment may be placed in common areas in school buildings (e.g. school hallways, entryways, the front office where students, employees and visitors are permitted to freely come and go, gymnasiums, cafeterias, libraries), the school parking lots and other outside areas, and in school buses. Except in extraordinary circumstances and with the written authorization of the District Administrator, video surveillance/electronic monitoring equipment shall not be used in areas where persons have a reasonable expectation of privacy (e.g. restrooms, locker rooms, changing areas, private offices (unless there is express consent given by the office occupant), or conference/meeting rooms), or in individual classrooms during instructional times. Administrators are authorized to carry and use portable video cameras when responding to incidents. The Board authorizes security personnel to use body-worn video cameras while on duty, but prohibits them from being operated while the individual is routinely patrolling restrooms and locker rooms, unless the staff member is responding to a specific incident.

Any person who takes action to block, move, or alter the location and/or viewing angle of a video camera shall be subject to disciplinary action.

Legible and visible signs shall be placed at the main entrance to buildings and in the areas where video surveillance/electronic monitoring equipment is in use to notify people that their actions/behavior are subject to being monitored/recorded, which may include video footage, audio recording, or both. Additionally, the District Administrator is directed to annually notify parents and students via the Student Handbook, and staff via the Staff Handbook(s), of the use of video surveillance/electronic monitoring systems in their schools, which may include video footage, audio recording, or both. In cases approved by the District Administrator, camera surveillance may be used for investigatory purposes without staff, student, or public notice if the usage is calculated to further investigation into misconduct believed to have occurred or believed to be ongoing.

Any information obtained from video surveillance/electronic monitoring systems may only be used to support the orderly operation of the School District's schools and facilities, and for law enforcement purposes, and not for any other purposes. As such, recordings obtained through the use of video surveillance/electronic monitoring equipment may be used as evidence in any disciplinary proceedings, administrative proceeding or criminal proceeding, subject to Board policy and regulations. Further, such recordings may become a part of a student's education record or staff member's personnel file.

Ordinarily, video surveillance/electronic monitoring equipment will not be used to make an audio recording of conversation occurring on school grounds or property.

The Board will not place video surveillance/electronic monitoring equipment for the purpose of obtaining information routine staff appraisal/evaluation or monitoring; however, video footage captured in the normal course of surveillance which shows information pertinent to staff performance or conduct may be used for that purpose.

Additionally, prerecorded lessons or observations of online or virtual learning sessions may be included as part of an employee's evaluation.

Further, if an employee is assigned to work remotely (i.e., telework), the administration is authorized to conduct observations that consist of the supervisor reviewing video-recordings of the employee working and/or watching the employee perform **theirthe employee'shis/her** job responsibilities through means of a live-stream that includes both video and audio.

Additionally, nothing herein shall prevent the administration from using information gathered through electronic means (i.e., viewing a video-recording or live-stream of an employee working) for employment purposes, including but not limited to completing components of an evaluation.

Recordings that capture students may be student records and as such will be treated as confidential, subject to the Board's public records and student records policies.

### **Retention, Secure Storage, Access to and Disposal of Video Recordings**

The Board shall maintain video surveillance/electronic monitoring recordings for a limited period. Any request to view a recording under this policy must be made within seven (7) calendar days of the event/incident in order to assure its availability. Inquiries after that time period may be available depending on current retention capabilities. Unless a recording is separated and maintained for some reason by the District, any recording may be destroyed after thirty (30) calendar days. If, however, action is taken by the Board/administration, as a result of a formal complaint or incident, recordings shall be kept consistent with the Board's record retention policy depending on the nature of the video record retained, but for a minimum of one (1) year from the date of the action taken. Recordings may also be kept beyond the normal retention period if they are going to be utilized for training purposes.

Video recordings, if stored on a removable/portable device or on a locally hosted server, when not in use, shall be stored in a locked cabinet or room in an area to which students and the public do not normally have access. Any video data stored on a cloud-based server system must be stored pursuant to a vendor agreement that assures the confidentiality of data accessible only to school officials.

Access to and viewing of video recordings is limited to authorized personnel. The technology director is responsible for maintaining a proper audit trail for all video recordings (i.e., logs must be maintained of all instances of access to, and use of, recorded material – the log must document the person accessing the recording, the date and time of access, and the purpose). The technology director shall approve requests for access to recorded and stored video images.

The technology director may authorize the viewing of recorded images in the event of an ongoing law enforcement investigation, an incident involving property damage or loss, or for other reasons deemed appropriate.

**Video footage should not be removed from school officials' custody except as required by law or upon a request from law enforcement.** Video files should not be transmitted electronically to sources outside the District except as required or permitted by law.

All video surveillance/electronic monitoring recording media shall be considered legal evidence and treated as confidential or as directed by Board counsel. The release of original video recordings to individuals or outside agencies may only occur pursuant to subpoena or court order after the same has been reviewed by Board counsel.

Original video recordings shall never be edited or manipulated in any manner. When video recordings are requested by any law enforcement agency as part of an ongoing investigation, a duplicate may be provided for that purpose. The original media shall be protected from accidental overwrite or erasure during the duplicating process. Nothing in this paragraph prohibits the redaction of personally identifiable information from duplicated media when mandated by FERPA.

Video recordings may never be sold publicly, viewed or distributed in any other fashion except as provided for by Board policy and this guideline, and consistent with State and Federal law.

Revised 3/15/21

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Legal  
19.31 – 19.39, 118.125 Wis. Stats.  
FERPA 20 U.S.C. 1232g  
34 C.F.R. 99.1-99.67  
Title I of the Electronic Communication Privacy Act of 1986  
18 U.S.C. 2510-2521

**Last Modified by Melanie J Oppor on December 16, 2022**





Book	Policy Manual
Section	For Board Review - Vol. 31, No. 2
Title	Copy of NOTIFICATION OF EDUCATIONAL OPTIONS
Code	po8146
Status	Second Reading
Adopted	October 17, 2016
Last Revised	April 27, 2020

#### 8146 - **NOTIFICATION OF EDUCATIONAL OPTIONS**

The Board recognizes the need to provide alternative means by which students achieve the goals of the District.

Annually, by January 31 On an annual basis, a list of all educational options available to children who reside in the District will be provided to parents as a class 1 notice and on the District's website. These options include, including public schools school, private schools participating in a parental choice program, charter schools, virtual schools, full-time open enrollment, Early College Credit Program, Start College Now Program, part-time open enrollment in a nonresident school district, youth apprenticeship programs offered under 106.13, Wis. Stats. and options for students enrolled in a home-based private education program, will be provided to parents. (See Policy 2370 - Educational Options Provided by the District)

In the class 1 notice, as well as the notice on the District website, the Board shall identify the most recent report card accountability rating that has been assigned to each school within the District boundaries, including charter schools and private schools participating in a parental choice program. This notice shall also inform parents of the availability of the full school and School District accountability reports. (See also Policy 2700.01 - School Performance and State Accountability Report Cards)

Revised 7/17/17

Revised 12/18/17

Revised 11/19/18

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Legal	115.385(4), Wis. Stats.
	118.15, Wis. Stats.
	118.55, Wis. Stats.
	118.57 Wis. Stats.

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Book Policy Manual  
 Section For Board Review - Vol. 31, No. 2  
 Title PROTECTION OF DISTRICT FUNDS  
 Code po8740 - Review by Business Manager  
 Status Second Reading  
 Adopted November 21, 2016

8740 - PROTECTION OF DISTRICT FUNDS **BONDING**

The Board of Education recognizes that prudent trusteeship of the resources of this District dictates that employees responsible for the safekeeping of District monies (X) and property [END OF OPTION] be bonded or alternatively be covered by an insurance policy issued by a Board-approved and accredited insurance carrier or joint self-insurance pool.

An insurance policy must cover the Board from losses caused by the fraudulent or dishonest actions of, and the failure to perform a duty prescribed by law of, the employee. Coverage must be equal to or greater than the amount required by the Board for a surety bond.

The District shall be indemnified against loss of money (X) and property [END OF OPTION] by bonding of employees holding the positions and in the amounts determined by the Board and in accordance with State law or by providing adequate coverage through the issuance of an insurance policy.

(X) All other employees handling money shall be covered under a blanket bond or insurance policy to an amount determined by the Board. [END OF OPTION]

The Board shall bear the cost of insuring or bonding each employee required to be covered bonded by this policy.

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Legal 120.13(23), Wis. Stats.

Last Modified by Melanie J Oppor on December 16, 2022



Book	Administrative Guideline Manual
Section	For Board Review - AG - Vol. 31, No. 2
Title	Copy of SUBSTANCE ABUSE
Code	ag3170
Status	Second Reading
Adopted	May 21, 2018

#### 3170A - **SUBSTANCE ABUSE**

Any professional staff member whose physical characteristics, appearance, behavior, or breath odor suggest to a supervisor that s/he may be under the influence of alcohol shall be requested to take a breathalyzer test administered by law enforcement.

Should the professional staff member refuse to take such a test or should the results of the test be positive, s/he shall be disciplined by the District Administrator.

Should a supervisor determine from the physical aspects, appearance, or behavior of a professional staff member that s/he might be under the influence of other drugs, the District will contact law enforcement for assistance. Should the professional staff member refuse or be found to be under the influence of drugs, s/he shall be disciplined by the District Administrator.

**Last Modified by Melanie J Oppor on December 16, 2022**



Book	Administrative Guideline Manual
Section	For Board Review - AG - Vol. 31, No. 2
Title	Copy of FEDERAL GROUP HEALTH CONTINUATION (COBRA)
Code	ag3421
Status	Second Reading
Adopted	May 21, 2018

### 3421 - FEDERAL GROUP HEALTH CONTINUATION (COBRA)

#### Qualifying Event

- A. Employees covered under the Board of Education's Group Health Coverages shall be offered the opportunity to continue the Group Health Coverages upon occurrence of one of the following "qualifying events":
  1. voluntary or involuntary termination of employment for reasons other than "gross misconduct"
  2. reduction in the number of hours of employment
- B. Spouses may continue the Group Health Coverages upon occurrence of one of the following "qualifying events":
  1. termination of the covered employee's employment for any other reason other than "gross misconduct"
  2. reduction in the hours worked by the covered employee
  3. covered employee's becoming entitled to Medicare
  4. divorce or legal separation of the covered employee
  5. death of the covered employee
- C. Dependent children may continue the Group Health Coverages upon the occurrence of one of the following "qualifying events":
  1. termination of covered employee's employment for any reason other than "gross misconduct"
  2. reduction in the hours worked by the covered employee
  3. loss of "dependent child" status under the plan rules
  4. covered employee's becoming entitled to Medicare
  5. divorce or legal separation of the covered employee
  6. death of the covered employee

#### Election

Qualified beneficiaries have a sixty (60) day period from the later of the coverage loss date or the date the notice to elect COBRA coverage is sent to elect whether to continue coverage. Once COBRA coverage is chosen, the beneficiary is required to pay for the coverage. COBRA coverage is retroactive if elected and paid for by the qualified beneficiary.

#### Benefits Available to Qualified Beneficiaries

Qualified beneficiaries have the right to elect to continue coverage that is identical to the coverage provided under the plan. A covered employee or the covered employee's spouse may elect COBRA coverage on behalf of any other qualified beneficiary. Each qualified beneficiary, however, may independently elect COBRA coverage. A parent or legal guardian may elect on behalf of a minor child.

#### Termination of COBRA Coverage

Coverage for the employee and eligible dependent(s), if any, can end when:

- A. the last day of maximum coverage is reached;
- B. premiums are not paid on a timely basis;
- C. the employee ceases to maintain any group health plan;
- D. coverage is obtained with another employee group health plan that does not contain any exclusion or limitation with respect to any pre-existing condition of such beneficiary;
- E. a beneficiary is entitled to Medicare benefits.

Special rules for disabled individuals may extend the maximum periods of coverage. If a qualified beneficiary is determined under Title II or XVI of the Social Security Act to have been disabled at the time of a termination of employment or reduction in hours of employment and the qualified beneficiary properly notifies the plan administrator of the disability determination, the eighteen (18) month period is expanded to twenty-nine (29) months.

#### Regular Conversion Option

After the continuation coverage under COBRA expires, the beneficiary may be eligible for coverage under any conversion option provided under the plan.

- A. The Board will notify a qualified COBRA beneficiary of the option to enroll in a conversion plan **within 180 days** before the expiration date of COBRA continuation coverage.
- B. The benefits and costs of coverage available under a conversion option may differ from those offered through the group health plan.

#### **Notification Requirements**

- A. The Board shall:
  1. notify all covered employees and spouses of their coverage continuation rights on the date the COBRA requirements took effect;  
Thereafter, each employee shall be notified of this policy at the time they begin coverage under the Board's Group Health Coverages and each spouse shall be notified of this policy at the time family or spouse coverage begins under the Board's Group Health Coverages.  
Notification to the employee's spouse shall be deemed to serve as notice on dependent children.
  2. include information on the continuation rights in the Summary Plan Description;
  3. notify the plan administrator within thirty (30) days of the following qualifying events:
    - a. death of the covered employee
    - b. termination of employment or reduction in hours of the covered employee
    - c. eligibility of covered employee for Medicare
    - d. bankruptcy of covered employee
- B. The Plan Administrator shall:
  1. notify the employee of their COBRA provisions when the employee begins under the group health coverages;
  2. notify the eligible beneficiaries **within fourteen (14) days** of receiving the specified notification of the qualifying event of his/her right to continuation of coverage. Notifying a spouse or former spouse of an employee is considered sufficient notice to all other eligible beneficiaries living with that person.

The employee, retiree, or family member should notify the plan administrator within sixty (60) days of events consisting of divorce or legal separation or a child's ceasing to be covered as a dependent under plan rules.

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Legal

P.L. 99-272

Consolidated Omnibus Budget Reconciliation Act of 1984

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Book	Administrative Guideline Manual
Section	For Board Review - AG - Vol. 31, No. 2
Title	Copy of SUBSTANCE ABUSE
Code	ag4170
Status	Second Reading
Adopted	June 18, 2018

#### 4170A - **SUBSTANCE ABUSE**

Any professional staff member whose physical characteristics, appearance, behavior, or breath order suggests to a supervisor that s/he may be under the influence of alcohol shall be requested to take a breathalyzer test administered by law enforcement.

Should the professional staff member refuse to take such a test or should the results of the test be positive, s/he shall be disciplined by the District Administrator.

Should a supervisor determine from the physical aspects, appearance, or behavior of a professional staff member that s/he might be under the influence of other drugs, the District will contact law enforcement for assistance. Should the professional staff member refuse or be found to be under the influence of drugs, s/he shall be disciplined by the District Administrator.

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Book	Administrative Guideline Manual
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Title	Copy of FEDERAL GROUP HEALTH CONTINUATION (COBRA)
Code	ag4421
Status	Second Reading
Adopted	June 18, 2018

#### 4421 - FEDERAL GROUP HEALTH CONTINUATION (COBRA)

##### Qualifying Event

- A. Employees covered under the Board of Education's Group Health Coverages shall be offered the opportunity to continue the Group Health Coverages upon occurrence of one (1) of the following "qualifying events":
  1. voluntary or involuntary termination of employment for reasons other than "gross misconduct"
  2. reduction in the number of hours of employment
- B. Spouses may continue the Group Health Coverages upon occurrence of one (1) of the following "qualifying events":
  1. termination of the covered employee's employment for any other reason other than "gross misconduct"
  2. reduction in the hours worked by the covered employee
  3. covered employee's becoming entitled to Medicare
  4. divorce or legal separation of the covered employee
  5. death of the covered employee
- C. Dependent children may continue the Group Health Coverages upon the occurrence of one (1) of the following "qualifying events":
  1. termination of covered employee's employment for any reason other than "gross misconduct"
  2. reduction in the hours worked by the covered employee
  3. loss of "dependent child" status under the plan rules
  4. covered employee's becoming entitled to Medicare
  5. divorce or legal separation of the covered employee
  6. death of the covered employee

##### Election

Qualified beneficiaries have a sixty (60) day period from the later of the coverage loss date or the date the notice to elect COBRA coverage is sent to elect whether to continue coverage. Once COBRA coverage is chosen, the beneficiary is required to pay for the coverage. COBRA coverage is retroactive if elected and paid for by the qualified beneficiary.

##### Benefits Available to Qualified Beneficiaries

Qualified beneficiaries have the right to elect to continue coverage that is identical to the coverage provided under the plan. A covered employee or the covered employee's spouse may elect COBRA coverage on behalf of any other qualified beneficiary. Each qualified beneficiary, however, may independently elect COBRA coverage. A parent or legal guardian may elect on behalf of a minor child.

##### Termination of COBRA Coverage

Coverage for the employee and eligible dependent(s), if any, can end when:

- A. the last day of maximum coverage is reached;
- B. premiums are not paid on a timely basis;
- C. the employee ceases to maintain any group health plan;
- D. coverage is obtained with another employee group health plan that does not contain any exclusion or limitation with respect to any pre-existing condition of such beneficiary;
- E. a beneficiary is entitled to Medicare benefits.

Special rules for disabled individuals may extend the maximum periods of coverage. If a qualified beneficiary is determined under Title II or XVI of the Social Security Act to have been disabled at the time of a termination of employment or reduction in hours of employment and the qualified beneficiary properly notifies the plan administrator of the disability determination, the eighteen (18) month period is expanded to twenty-nine (29) months.

##### Regular Conversion Option

After the continuation coverage under COBRA expires, the beneficiary may be eligible for coverage under any conversion option provided under the plan.

- A. The Board will notify a qualified COBRA beneficiary of the option to enroll in a conversion plan within 180 days before the expiration date of COBRA continuation coverage.
- B. The benefits and costs of coverage available under a conversion option may differ from those offered through the group health plan.

#### **Notification Requirements**

A. The Board shall:

1. notify all covered employees and spouses of their coverage continuation rights on the date the COBRA requirements took effect;

Thereafter, each employee shall be notified of this policy at the time they begin coverage under the Board's Group Health Coverages and each spouse shall be notified of this policy at the time family or spouse coverage begins under the Board's Group Health Coverages.

Notification to the employee's spouse shall be deemed to serve as notice on dependent children.

2. include information on the continuation rights in the Summary Plan Description;
3. notify the plan administrator within thirty (30) days of the following qualifying events:
  - a. death of the covered employee
  - b. termination of employment or reduction in hours of the covered employee
  - c. eligibility of covered employee for Medicare
  - d. bankruptcy of covered employee

B. The Plan Administrator shall:

1. notify the employee of their COBRA provisions when the employee begins under the group health coverages;
2. notify the eligible beneficiaries within fourteen (14) days of receiving the specified notification of the qualifying event of his/her right to continuation of coverage. Notifying a spouse or former spouse of an employee is considered sufficient notice to all other eligible beneficiaries living with that person.

The employee, retiree, or family member should notify the plan administrator within sixty (60) days of events consisting of divorce or legal separation or a child's ceasing to be covered as a dependent under plan rules.

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Book	Administrative Guideline Manual
Section	For Board Review - AG - Vol. 31, No. 2
Title	Copy of ADMISSION OF STUDENTS PARTICIPATING UNDER OPEN ENROLLMENT
Code	ag5113
Status	Second Reading
Adopted	August 20, 2018
Last Revised	February 28, 2022

### 5113 - **ADMISSION OF STUDENTS PARTICIPATING UNDER OPEN ENROLLMENT**

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

- A. harmonize to the extent possible Sections 118.145(4), 118.51, 118.52;
- B. give priority to its resident students regarding intra-District open enrollment opportunities;
- C. take account, as appropriate, of individual rights under the Wisconsin and United States Constitution.

#### **Full-Time Open Enrollment**

##### **A. Application Procedures for Nonresident Students**

Applications from nonresidents for full-time open enrollment into a District school must:

1. be submitted on the form provided by the Department of Public Instruction ("DPI"); **and**
2. be received between the first Monday in February and the last weekday in April, unless otherwise provided by **lawthe DPI** or as described in Section **JK**, below - Alternative Application Procedures.

If a student submits applications to more than three (3) nonresident school districts, all applications submitted are invalid.

Untimely applications will not be processed nor will the review process be delayed by failure to submit supporting documentation. Copies of all nonresident student applications will be sent to the resident school district of each nonresident student and the DPI no later than the first weekday after the last weekday in April unless otherwise provided by the DPI.

The District shall provide to any nonresident district to which a resident student with a disability has applied for open enrollment a copy of the student's Individualized Education Program no later than the first Friday following the first Monday in May.

##### **B. Timetable for Decisions on Applications**

District decisions on full-time open enrollment applications will be made after April 30th and no later than the Friday following the first Monday in June, unless otherwise provided by the DPI and/or (waiting list provisions of this guideline).

##### **C. Procedure for Processing of Open Enrollment Applications**

If there are more applications than spaces, the Board will fill the available spaces by random selection, provided that first

priority will be given to nonresident students already attending District schools and their siblings.

The Board will determine the availability of spots for the following school year at its January Board meeting, which will establish which applicants will be guaranteed approval per Policy 5113 - Open Enrollment Program (Inter-District), if any, and how many available spots there are in each program, grade level, and building.

If there are more applications than spaces, the Board will fill the available spaces by random selection. Unless provided guaranteed approval in the Board's space availability determinations,, provided that first priority in the random selection process shall be provided as follows: will be given to nonresident students already attending District schools and their siblings.

1. currently attending students
2. siblings of currently attending students
3. if neither currently attending student nor siblings of currently attending students are guaranteed approval, both groups shall be provided equal preference
4. If the number of students entitled to preference for any grade level exceeds the number of spots available, only those students entitled to preference will be included in the random selection process
5. siblings of any student selected in the random selection process will be granted preference to any remaining spots at the sibling(s) grade level, but is not guaranteed approval if no spots are available in the sibling(s) grade level(s)

[ ] [OPTIONAL WAITING LIST - Note that selection here must be consistent with Board Policy 5113.]

- D. [ ] The District will establish a numbered waiting list of all applicants. When all available slots have been filled by randomly selecting names from all applicants or from those entitled to preference, the remaining names will be drawn randomly and placed on the waiting list in order of selection beginning first with randomly ordered students entitled to preference followed by all other applicants randomly ordered. The District may approve attendance by non-resident students on the waiting list up to the third Thursday in September, provided that the student will be in attendance in the District by the third Friday in September and provided that the student has not already attended a non-resident school district in the current year.

If a student is on the waiting list for both grade level and special education programming, both spots must become available for the student to become eligible for approval.

[END OF OPTION]

#### E. Decisional Criteria for Nonresident Applications

Decisions on nonresident open enrollment applications will be based only on the following criteria:

1. The availability of space in the schools, programs, classes, or grades within the District. as determined by the Board in January. In determining the amount of space available, the District will count resident students, students attending the District for whom tuition is paid under 121.78(1)(a), Wis. Stats. and may include in its counted occupied spaces students and siblings of students who have applied under Section 118.51(3)(a) or (3m)(a) and are already attending public school in the District. Other factors the District Administrator may consider include:
  - a. District practices, policies, procedures or other factors regarding class size ranges for particular programs or classes.
  - b. District practices, policies, procedures or other factors regarding faculty-student ratio ranges for particular programs, classes, or buildings.
  - c. Enrollment projections for the schools of the District which include, but are not limited to, the following factors: the likely short and long-term economic development in the community, projected student transfers in and out of the District, preference requirements for siblings of nonresident open enrollment students, the required length of K-12 attendance opportunities for open enrollment students and current and future space needs for special programs, laboratories (e.g. in technology or foreign languages) or similar District educational initiatives.
2. Whether an applicant for a pre-kindergarten, four (4) year old kindergarten, early childhood or school operated daycare program resides in a district which offers the program for which application is made.
3. Whether the nonresident student has been expelled from any school district within the current school year or the two (2) preceding school years, or has any pending disciplinary proceeding, based on any of the following activities:

- a. Conveying or causing to be conveyed any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy school property by means of explosives.
- b. Engaging in conduct while at school or under school supervision that endangered the health, safety or property of others.
- c. Engaging in conduct while not at school or while not under the supervision of a school authority that endangered the health, safety, or property of others at school or under the supervision of a school authority or of any school employee or Board member.
- d. Possessing a dangerous weapon (as defined in Section 939.22(10), Wis. Stats.) while on school property or under school supervision.

Notwithstanding the Board's acceptance of a nonresident student's application, the Board may withdraw acceptance if, prior to the beginning of the first school year in which the nonresident student will attend a school in the District, **the nonresident students/he** is determined to fall under any of the above.

The **District AdministratorBoard** may request a copy of a nonresident student's disciplinary records from the resident school board.

4. Whether the special education program or related services described in the nonresident student's individualized education program ("IEP") are available in the District.
5. Whether there is space available in the District to provide the special education or related services identified in the nonresident student's IEP, after consideration of class size limits, student-teacher ratios, and enrollment projections.
6. Whether the non-resident student has been referred to his/her resident school board under **Wis. Stat. § 115.777(1)** or identified by **thehis/her** resident school board under **Wis. Stat. 115.77(1m) (a)**, **Wis. Stats.**, but not yet evaluated by an individualized education program team.

If a nonresident student's IEP is developed or changed after starting in the District, and it is then discovered that the District does not have necessary programs available or does not have space in the special education program, the District may notify the student's parent and the student's resident school board. If such notice is provided, the nonresident may be transferred to his/her resident school district.

7. If the Board has made a determination that a non-resident student attending the District under the Open Enrollment Program is habitually truant from the District during either semester of the current school year, the Board may prohibit the student from attending in the succeeding semester or school year.

The **habitual** truancy determination shall be made on the sole basis of enrollment in the nonresident district. Open enrollment may not be denied based on the student's truancy from any other district.

**Determination of habitual truancy for purposes of open enrollment denial or termination shall be made consistent with Board Policy 5200 - Attendance. Habitual truancy will only be used as a basis to reject or terminate open enrollment if the student or a minor student's parent has been notified that habitual truancy may be a basis to terminate open enrollment and all provisions of DPI regulations have been adhered to (PI 36.04(6)).**

**Any student or minor student's parent may appeal a determination to reject or terminate open enrollment based on habitual truancy as described in Board Policy 5113 - Open Enrollment Program (Inter-District).**

## F. Notice of Decisions

Written notice of acceptance or denial of nonresident applications must be sent to all applicants on or before the first Friday following the first Monday in June. Nonresident students whose applications are accepted shall be notified of the specific school or program that the student may attend the following school year.

The District shall notify any resident student and the nonresident school district if the Board denies enrollment in the nonresident district in writing by the second Friday following the first Monday in June.

Notices of denial will include a reason for the determination. Notice of denial for nonresident students will also include notice as to the student's specific place on the waiting list.

### 1. Additional Notices When a Nonresident Student is Accepted

If the Board approves an open enrollment application of a nonresident student it will also send the following notices:

- a. written notice to the applicant no later than the first Friday following the first Monday in June of the specific school or program that the applicant may attend during the following school year; **and**
- b. notice to the resident School Board no later than July 7th stating the name of the student.

The parents or guardians of an accepted nonresident student must notify the Board no later than the last Friday in June of the student's intent to attend school in the District during the following school year.

If an accepted nonresident student has not attended school in the district by the third Friday in September, the open enrollment is terminated.

## 2. **Additional Notice When a Nonresident Student is Not Accepted but Placed on the Established Waiting List**

If space becomes available, the student on the waiting list will be notified in the order in which s/he appears on the list. The student will be sent notice that space is now available and the school to which the student will be placed. The notice will also state that the applicant has ten (10) **calendar** days to accept the offer of open enrollment from the postmarked date on the notice.

When a selected applicant notifies the District that the open enrollment position is being rejected or fails to respond within ten (10) **calendar** days, the offer will be rescinded and the space will be offered to the next applicant on the waiting list. The District will continue to notify students on the waiting list of available spaces up to the third Thursday in September of the school year for which the waiting list applies, provided that the student will begin attendance no later than the third Friday in September. A non-resident student accepted for enrollment once the school year has begun may attend the District even if the student has already attended school in the resident school district, but not if the student has enrolled in the current term in another non-resident school district.

### **Disciplinary Records**

The District shall provide the disciplinary records of any resident student that applies for enrollment in a non-resident school district. Such disciplinary records should include but are not limited to: A copy of any expulsion findings and orders pertaining to the student; a copy of any records of any pending disciplinary proceedings and the length of term of the expulsion; or the possible outcomes of the pending disciplinary proceedings. Such records shall be provided no later than the first Friday following the first Monday in May or within ten (10) days of an application under the Alternative Application Procedures (Section **JK** below).

## **F. Reapplication Procedures**

The Board will not require accepted non-resident students to reapply under the open enrollment policy as long as the student is continuously enrolled in the District.

## **G. Transportation**

The parents or guardians of a student attending a nonresident school district will be solely responsible for providing transportation to and from the school site or if space is available, or to a scheduled in-District bus stop. The District will provide transportation for a non-resident student with an identified disability for whom transportation is required by his/her IEP

## **H. Tuition Waivers**

Students are eligible for tuition waivers as follows:

### **1. Current Year Permissive**

When the student was:

- a. a resident of the School District on July 1st;
- b. enrolled in the School District on July 1st of the current school year; and
- c. after July 1st changes residence by moving to a new school district.

The District may permit the student to complete the school year. The school district of attendance (the nonresident

school district) counts the student in membership.

## 2. **Current Year Mandatory**

When the student:

- a. was a resident of the School District and enrolled on either the third Friday in September or the second Friday in January of the current school year;
- b. was enrolled in the School District for at least twenty (20) school days during the current school year; and
- c. changes residence by moving to a new school district.

The District must permit the student to complete the school year. The school district of attendance (the nonresident school district) counts the student in membership.

## 3. **"Additional Year" Mandatory**

When the student:

- a. was a resident of the School District on the second Friday in January of the previous school year;
- b. was enrolled in the School District continuously from the second Friday in January of the previous school year to the end of the school term of the previous school year;
- c. ceased to be a resident of the School District after the first Monday in February of the previous school year; and
- d. continues to be a resident of Wisconsin.

The District must permit the student to attend the school year following the year in which the criteria are met. The resident district counts the student in membership and DPI transfers the open enrollment amount to the nonresident district.

## I. **Rights and Privileges of Nonresident Students**

Nonresident students attending school in the District on a full-time basis will have all of the rights and privileges of resident students and will be subject to the same rules and regulations as resident students.

## J. **Alternative Application Procedures**

### 1. Basis for Open Enrollment Outside Regular Deadlines:

The parent of a non-resident student who wishes to attend a school in the District may apply at any time throughout the year by submitting an application under this alternative application procedure if the student satisfies at least one of the following criteria and has not applied to more than three (3) non-resident school districts:

- a. The resident school board determines that the non- resident student has been the victim of a violent criminal offense, as defined by the Department of Public Instruction. An application is not valid unless the District receives the application within thirty (30) days after the determination of the resident school board.
- b. The student is or has been a homeless student in the current or immediately preceding school year. In this subdivision, "homeless student" means an individual who is included in the category of homeless children and youths, as defined in Policy 5111.01 – Homeless Students.
- c. The non-resident student has been the victim of repeated bullying or harassment and all of the following apply:
  1. The student's parent has reported the bullying or harassment to the resident school board.
  2. Despite action taken by the parents and/or the resident school district the repeated bullying and harassment continues.
- d. The place of residence of the student's parent or guardian and of the student has changed as a result of military orders. An application is not valid unless the District receives the application no later than thirty (30) days after the date on which the military orders changing the place of residence were issued.





Book	Administrative Guideline Manual
Section	For Board Review - AG - Vol. 31, No. 2
Title	Copy of PROMOTION, TRANSFER, AND RETENTION
Code	ag5410
Status	Second Reading
Adopted	February 22, 2018
Last Revised	July 19, 2021

#### 5410 - **PROMOTION, TRANSFER, AND RETENTION**

Optimal school achievement is obtained when students experience success in their daily activities and build upon successful experiences as they encounter new learning situations. All aspects of the student must be considered as grade placements are made.

#### **DEFINITIONS**

##### **A. Promotion:**

Occurs when a student is doing the caliber of work (grade level) that indicates the student has met the criteria established in Policy 5410 and restated below. Occurs when a student is doing the quality of work that indicates the student has met the criteria established in Policy 5410 and this administrative guideline, and should be moved forward to the next grade.

##### **B. Transfer:**

Occurs when a student is not doing the caliber of work that indicates the student should be promoted to the next grade. However, the Student Intervention Team recommends and the building administrator concurs, that it is in the student's best interest to move to the next grade. Occurs when a student is not doing the quality of work that indicates the student should be promoted to the next grade, but a determination has been made that it is in the student's best interest to move forward to the next grade.  A placement determination is made by the  **[OPTION 1] building administrator [END OF OPTION]**  **[OPTION 2] Building Consultation Student Intervention Team [END OF OPTION]**  **[OPTION 3] ( ) \_\_\_\_\_ with the concurrence of the building administrator [END OF OPTION].**

##### **C. Retention:**

Occurs when a student is not doing the caliber of work that indicates the student should be promoted to the next grade, based on the recommendation of the Student Intervention Team with the concurrence of the building administrator. Occurs when a student is not doing the quality of work that indicates the student should move forward to the next grade, and the student should repeat the current grade.  A retention decision is made by the  **[OPTION 1] building administrator [END OF OPTION];**  **[OPTION 2] Building Consultation Student Intervention Team [END OF OPTION]**  **[OPTION 3] ( ) \_\_\_\_\_ with the concurrence of the building administrator [END OF OPTION].**

##### **D. Building Consultation Team:**

A Building Consultation Team is to be appointed by the principal each year to consider situations in which students may not be promoted to the next grade or may not graduate. Such a team may include:

1. classroom teachers,
2. counselors and other support staff,
3. building principal or assistant principal,
4. parents.

Final decisions on student promotion, transfer, or retention rest with the building principal. To implement Board policy, the following guidelines are to be utilized:

#### **4K**

Criteria:

When the Building Consultation Team is convened, the following criteria shall be considered:

- A. Current level of achievement
- B. Potential for success at the next level
- C. Emotional, physical, social maturity
- D. Attendance

#### **Grades K-8 Level**

Criteria:

To be promoted all students in grades 3-8 must demonstrate adequate progress in reading and mathematics. Literacy and numeracy are the foundation of all core subjects. To that end, adequate progress will be determined by end-of-year report card standard scores for core academic subjects at a score of "3" or higher in grades 3-5 or "D" or better in grades 6-8. If adequate progress is not evident based on the report card scores, multiple measures may be used to compile a complete student learning profile for promotion consideration.

The multiple measures to consider may include, but are not limited to:

- A. Wisconsin School Assessment System Examination scores
- B. Response to Intervention/Instruction documentation
- C. Local assessments
- D. Teacher recommendations
- E. Demonstrate adequate progress toward attainment of annual goals specified in the At-Risk/Intervention Plan, Individualized Education Plan (IEP), Section 504 Plans, or English Development Learning Plan (EDLP) as documented by the staff serving the student

#### **High School Level**

Student placement criteria are as follows:

- A. 1st year of high school attendance or the equivalent are placed in 9th grade
- B. 2nd year of high school attendance or the equivalent are placed in 10th grade
- C. 3rd year of high school attendance or the equivalent are placed in 11th grade
- D. 4th year of high school attendance or the equivalent are placed in 12th grade

#### **Remediation Opportunities**

School personnel shall make a concerted and repeated effort throughout the school year to notify the parents of students who are at-risk of not meeting grade-level expectations and thus, may not be eligible for promotion. Opportunities to support student learning will be suggested and encouraged. In this way, students (with the support of their parents) can take full advantage of



Response to Intervention/Instruction (RtI) time, Summer School, or other remediation learning opportunities for the purpose of meeting the grade-level criteria as described above to be eligible for promotion.

**Appeal Process**

Parents of students recommended for retention may appeal to the District Administrator or designee. Such appeals should be filed in writing no later than five (5) days after receiving the official letter of retention. The appeal petition must include reasons why the parent/guardian believes the student should be promoted. The District Administrator or designee shall respond with a decision in writing fifteen (15) days after receipt of the appeal.

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**Last Modified by Melanie J Oppor on December 16, 2022**



Book	Policy Manual
Section	2000 Program
Title	Copy of STUDENT PRIVACY AND PARENTAL ACCESS TO INFORMATION
Code	po2416
Status	Second Reading
Adopted	October 17, 2016
Last Revised	March 15, 2021

#### 2416 - **STUDENT PRIVACY AND PARENTAL ACCESS TO INFORMATION**

The Board of Education respects the privacy rights of parents and their children.

Parents/guardians may request a change in or exemption to their child's participation in certain District educational programs or activities in accordance with State and Federal laws. These laws also grant parents/guardians the right to inspect certain materials that are part of the District's curriculum or other activities.

A. The parent/guardian of a student may, upon request, opt their child out of participation in:

1. Instruction in human growth and development;
2. Instruction in certain health-related subjects (physiology and hygiene, sanitation, the effects of controlled substances and alcohol upon the human system, symptoms of disease and the proper care of the body);
3. Any State-mandated achievement examinations in grades 4, 8 and 10, and in any other grades authorized by the School Board and allowed by the Wisconsin Department of Public Instruction.

B. The District shall provide to the parent/guardian of each affected student, or to the adult or emancipated student, advance notice of the District's intent to engage any of the following activities (including notice of the scheduled or approximate date of the activity), and the parent/guardian/adult student shall have, at a minimum, the right to opt out of participation in each such activity:

1. Any activity involving the collection, disclosure or use of personal information collected from students for the purpose of marketing or otherwise providing that information to others for that purpose.
2. Any non-emergency, invasive physical examination or screening that is: (a) required as a condition of attendance, (b) administered by the school and scheduled by the school in advance, and (c) not necessary to protect the immediate health and safety of the student, or of other students; except that this paragraph shall not be interpreted to apply to any examination or screening that is required or expressly authorized by State law.
3. Any survey that contains or reveals information concerning any of the following **must be reviewed and approved by the Board at least two months prior to administration**:
  - a. political affiliations or beliefs of the student or the student's parent/guardian;
  - b. mental or psychological problems of the student or the student's family;
  - c. sex behavior or attitudes;
  - d. illegal, anti-social, self-incriminating or demeaning behavior;

- e. critical appraisals of other individuals with whom students have close family relationships;
- f. legally recognized privileged or analogous relationships such as those of lawyers, physicals and ministers;
- g. religious practices, affiliations or beliefs of the student or student's parent/guardian; or
- h. income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program.

If the District intends to require students to participate in any survey, analysis or evaluation that would reveal information concerning any of the eight (8) protected-information categories above, and if the activity in questions is funded in whole or in part by any program of the U.S. Department of Education, then the District shall first obtain the affirmative, written consent of a parent/guardian for the student's participation (or, for an adult student, the advance, affirmative consent of the adult student) **as found in the online registration section of the student information system (Skyward)**.

District staff shall take additional precautions to protect student privacy when engaging in any of the above-mentioned activities in accordance with established procedures.

C. Upon request to the District, the parent/guardian of a student may inspect:

1. Any instrument used in the collection of personal information from students for the purpose of marketing, or otherwise providing that information to others for that purpose.
2. Any survey the District intends to administer or distribute to students that contains or that would reveal information in any of the eight (8) protected-information categories listed within this policy, above.
3. Any survey created by a third party (regardless of content) before the survey is administered or distributed by a school to a student.
4. Any instructional materials (exclusive of tests or assessments) used as part of the educational curriculum for the student, which shall be interpreted to include, for example, a. the curriculum and instructional materials used in any human growth and development instructional program; and b. the instructional materials used in connection with any survey, analysis or evaluation (including any research or experimentation program or project designed to explore new or unproven teaching methods) that is funded in whole or in part by any U.S. Department of Education program.

Parents/guardians shall make any of the above requests regarding inspection of materials or student participation in certain activities in writing to the applicable building principal or designee. Other parent/guardian requests dealing with student participation in other curricular, instructional or programmatic activities that are not expressly identified in this policy may be made in the same manner. All requests will be judged individually and shall be based upon any applicable State or Federal requirements or guidelines. The principal or designee shall respond to such requests in a timely manner.

When whose parents request that their student not take part in the survey, arrangements will be made prior to the time period when the survey will be given, for the student(s) to go to a supervised location where under the supervision of a staff member the student will be provided with an alternate activity.

The Board will not allow the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information (or otherwise providing that information to others for that purpose).

The District Administrator is directed to provide notice of the substantive content of this policy directly to parents of students enrolled in the District at least annually at the beginning of the school year, and within a reasonable period of time after any substantive change in this policy. In addition, the District Administrator is directed to notify parents of students in the District, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when the administration of any survey by a third party that contains one or more of the items described in A through H above is scheduled or expected to be scheduled.

The notice shall provide the following:

- A. Notice of the specific or approximate dates during the school year when the following activities are scheduled or expected to be scheduled:
  1. activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose)

2. the administration of any survey by a third party that contains one or more of the items described in A through H above

B. The opportunity for the parents to opt their child(ren) out of participation in any survey involving any of the items above.

For purposes of this policy, the term "parent" includes a legal guardian or other person standing in loco parentis (such as grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child).

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20 U.S.C. 1232g, 20 U.S.C. 1232h

**Last Modified by Melanie J Oppor on December 16, 2022**



Book	Administrative Guideline Manual
Section	2000 Program
Title	Copy of PROCEDURES FOR INSPECTION OF SURVEYS, ADMINISTERED OR DISTRIBUTED TO STUDENTS
Code	ag2416
Status	Second Reading
Adopted	April 23, 2018

#### 2416 - **PROCEDURES FOR INSPECTION OF SURVEYS, ADMINISTERED OR DISTRIBUTED TO STUDENTS**

This guideline describes the procedure for parents to use when requesting a survey created by a third party or a survey containing any one (1) or more of the following items:

- A. political affiliation(s) or beliefs of the student or his/her parents;
- B. mental or psychological problems of the student or his/her family;
- C. sex behavior or attitudes;
- D. illegal, anti-social, self-incriminating or demeaning behavior;
- E. critical appraisals of other individuals with whom respondents have close family relationships;
- F. legally-recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers;
- G. religious practices, affiliations, or beliefs of the student or his/her parents;
- H. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program).

The parent should provide the following information in writing complete Form 2416 F1 submit it to the principal: parent name, parent address, the name of the school their child attends, and the name of the survey they wish to inspect. Upon receipt of a written request Form 2416 F1, the principal will arrange for the parent to inspect the survey within five (5) days.

Where written consent is not required prior to administering or distributing the survey, the parent shall submit any objections to having their child participate in the survey to the principal within three (3) days of inspecting the survey. The parent may also submit any concerns or complaints about the survey as provided under Policy 9130 and AG 9130A.

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**Last Modified by Melanie J Oppor on December 16, 2022**



Book	Policy Manual
Section	5000 Students
Title	Copy of PERSONAL COMMUNICATION DEVICES
Code	po5136
Status	Second Reading
Adopted	June 20, 2016
Last Revised	April 25, 2022

### 5136 - **PERSONAL COMMUNICATION DEVICES**

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

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

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

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

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

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

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

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

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

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

Students may not use a PCD in any way that might reasonably create in the mind of another person an impression of being threatened, humiliated, harassed, embarrassed, or intimidated. See Policy 5517.01 – Bullying. In particular, students are prohibited from using PCDs to: (1) transmit material that is threatening, obscene, disruptive, or sexually explicit or that can be construed as harassment or disparagement of others based upon their race, color, national origin, sex (including sexual orientation/transgender identity), disability, age, religion, ancestry, or political beliefs; and (2) engage in "sexting" - i.e., sending, receiving, sharing, viewing, or possessing pictures, text messages, e-mails or other materials of a sexual nature in electronic or any other form. Violation of these prohibitions shall result in disciplinary action. Furthermore, such actions will be reported to local law enforcement and child services as required by law.

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

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

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

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

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

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

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

Revised 8/20/18

T.C. 4/25/22

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**Last Modified by Melanie J Oppor on December 16, 2022**



Book	Policy Manual
Section	5000 Students
Title	Copy of STUDENT FUNDRAISING
Code	po5830
Status	Second Reading
Adopted	October 1, 2015
Last Revised	March 15, 2021

### 5830 - **STUDENT FUNDRAISING**

The Board acknowledges that the solicitation of funds from students must be limited since compulsory attendance laws make the student a captive donor and may also disrupt the program of the schools.

For purposes of this policy, "student fundraising" shall include the solicitation and collection of money from students for any purpose and shall include the collection of money in exchange for tickets, papers, or any other goods or services for approved student activities.

#### **Student-Led Fundraising for School-Related Organizations**

All Student-led fundraisers must be approved by the Board. A club or organization must submit the online Fundraising Request Form two (2) months prior to the start of the sale to allow adequate time for approval. The Board will permit student fundraising by students in school, on school property, or at any school-sponsored event only when the profit is to be used for school purposes, **or** for an activity connected with the schools, **or to be donated to a non-profit organization approved by the principal.** The Board requires that fundraisers by student clubs and organizations that involve the sale to students of food and/or beverage items that will be consumed on campus, the food and/or beverages items to be sold comply with the current USDA Dietary Guidelines for Americans and the Smart Snack Rules. Each student organization shall be permitted two (2) fundraising exceptions per school year where foods and beverages not allowable under the Smart Snack Rules can be sold. If approved, fundraisers that involve the sale to students of food items or beverages to be consumed on District property shall not compete directly with the sale of reimbursable meals. Each exempt fund-raiser cannot be longer than two (2) consecutive weeks.

Fundraising by approved school organizations, whose funds are managed by the District, may be permitted in school by the Principal.

Funds raised by any student organization, club or class shall be processed through the appropriate financial accounting system and in accordance with the District's student activity funds management policy and procedures.

Fundraising off school grounds may be permitted by the **Principal District Administrator.**

All crowdfunding activities are subject to AG 6605.

Fundraising by students on behalf of school-related organizations **such as, but not limited to, booster clubs, PTO, or FFA Alumni,** whose funds are not managed by the District may be permitted on school grounds by the District Administrator. If the fundraising activity involves students under age twelve (12) such students' parents must provide written permission for the student to participate in the fundraising activity. Any student under nine (9) years of age, or each group containing one (1) or more students under nine (9) years of age, must be physically accompanied by a parent or a person at least sixteen (16) years of age.

All other fundraising shall be done in accordance with Board Policy 9700.

Revised 6/19/17



12/16/22, 2:02 PM

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Revised 12/18/17

Revised 11/18/19

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Wis. Stat. 103.23

**Last Modified by Melanie J Oppor on December 16, 2022**



## School District of Manawa

*Students Choosing to Excel, Realizing Their Strengths*

December 6, 2022

Dear Manawa Board of Education,

After thoughtful consideration with my family, I am writing to announce my retirement to take effect on June 30, 2023 after nine years of dedicated service to the School District of Manawa as your District Administrator and 39 years in public education. It is time to take a more leisurely approach to life, enjoy spending more time with family and friends, and resume traveling more often to create new memories and adventures.

It has been my humble honor and pleasure to bookend my successful educational career with the School District of Manawa. I began as an elementary teacher at the former Manawa Elementary School for five years. On September 1, 2014, I returned to my alma mater as the District Administrator. For me, education is much more than a career. I have always found education to be a calling and way of life. It has been incredibly rewarding for me to be able to gift back my time and talents to the district that got me off to a wonderful start in life.

I will miss our students and staff the most! The School District of Manawa is blessed to have some of the most talented, devoted, and generous staff I have ever had the pleasure with which to work. Our students make me proud every day as they represent the very best our school community has to offer.

I am happy to make myself available after June 30, 2023 as a paid mentor to provide any additional transitional supports that may be of benefit to the district. It is my strong desire to leave my hometown and alma mater in a positive and healthy place.

Thank you to each of you for your service on the Board of Education and to all the Board Members I have worked with before you. I so appreciate that you have entrusted me with the care of your most precious gift --- our children!

Most Sincerely,

Dr. Melanie J. Oppor  
District Administrator

---

### School District of Manawa

800 Beech Street  
Manawa, WI 54949

Phone: (920) 596-2525  
Fax: (920) 596-5308

### Little Wolf High School Manawa Middle School

515 E. Fourth St  
Manawa, WI 54949

Phone: (920) 596-2524  
Fax: (920) 596-2655

### Manawa Elementary

800 Beech Street  
Manawa, WI 54949

Phone: (920) 596-2238  
Fax: (920) 596-5339

### ManawaSchools.org



/ ManawaSchools



/ ManawaSchools



## School District of Manawa

*Students Choosing to Excel, Realizing Their Strengths*

December 13, 2022

Dear Dr. Oppor and the Manawa Board of Education;

Please accept this letter as formal notification that I am resigning from my position as Business Manager at the end of the 2022-23 school year. My last day of employment with the School District of Manawa will be June 30, 2023.

When I accepted a teaching position in 1997, I did not expect to spend the next 26 years in Manawa. I am extremely grateful to the community, my colleagues, and my students for allowing me the opportunity to learn and grow with them.

I will do everything possible to wrap up ongoing projects in the next months and I am committed to making a smooth transition to the next person hired in the business office.

Sincerely,

Carmen O'Brien

---

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**ManawaSchools.org**

/ ManawaSchools



/ ManawaSchools

# Course of Study Guide

2023-2024

## Little Wolf High School



515 E. Fourth Street  
Manawa, WI 54949  
(920) 596-5800

“Creating solid foundations for lifelong success.”

Approved by the School District of Manawa Board of Education 01/17/2022

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# ***Welcome to Little Wolf High School!***

During high school, students are preparing for more advanced curriculum while continuing to strengthen basic skills. It is our intention that this Course of Study Guide helps you gain a general understanding of the type of learning experiences you may participate in throughout the course of high school.

It is **your responsibility** to ensure that you have enough credits to graduate and that you have satisfied all LWHS requirements. You should check your credits at the beginning of each school year. Students planning on post-secondary education must meet with the School Counselor annually to make certain requirements are being met for acceptance to these institutions.

***Students interested in discussing the option to drop/add a course, should meet with the school counselor and receive parent permission PRIOR to the start of the school year.***

Your involvement in your education plays an important role in your success in school. Please feel free to contact your teachers, school counselor, or school administrators if you need assistance. They look forward to working with you during your high school experience.

## **Non-discrimination Clause**

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

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

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

This policy is intended to support and promote nondiscriminatory practices in all District and school activities.

School District of Manawa, Policy 2260, updated September 2021

# Wolf Pride



“Creating solid foundations for lifelong success.”

## ~Tips for School Success~

- ❖ Arrive to class on time with appropriate materials (pen, pencil, notebook, textbooks, folder, Chromebook, etc.).
- ❖ Participate in classroom activities (be a good listener, respect the views of others).
- ❖ Take notes to assist in studying and test taking. Maintain notes in an orderly manner throughout the course.
- ❖ Attendance is crucial to academic success – set a goal for perfect attendance.
- ❖ Need help? Seek out teachers, counselors, or administrators for assistance. Teachers are available during their prep periods and before and after school.
- ❖ Don't procrastinate! Keep up with your studies. Turn in work on time.
- ❖ Know school procedures and policies contained in the school handbook, as well as the Co-curricular Code of Conduct if an athlete.
- ❖ Be involved in school activities, clubs and organizations.
- ❖ Parents – stay involved with your child. Please attend Parent/Teacher Conferences and student co-curricular activities. Also, provide a quiet study space at home that is free from interruptions.

# 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 4.0 credits
- Social Studies 3.0 credits
- Mathematics 3.0 credits
- Science 3.0 credits
- Physical Education 1.5 credits
- Health Education 0.5 credits
- Financial Literacy/Employability Skills 0.5 credits
- Elective Courses 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.

# Grade Level Requirements

**Students in the 2023-2024 school year** are required to have earned a minimum of:

- 6 credits to be considered a sophomore
- 12.5 credits to be considered a junior
- 19 credits to be considered a senior
- 25 credits to graduate

**High school graduation requirements may be different from the entrance requirements for specific colleges and universities. The requirements listed above are the minimum requirements for students to be eligible for admission to these institutions. Students are encouraged to exceed these minimum requirements and to challenge themselves by taking rigorous courses, including Advanced Placement courses, to be competitive in the collegiate admission process.**



# Laude System

## Our Laude System Policy

This system replaces the class rank system. Class rank will not be routinely provided to colleges for admissions purposes. The transcript will report the student's cumulative GPA with an accompanying Laude point score/distinction. A transcript note will be provided to the colleges explaining our Laude System. This point-based system is combined with the cumulative GPA. It rewards students for completing rigorous courses by enabling students to earn points for certain classes. Students have until September 30 to register for additional AP courses offered through Wisconsin Virtual School in order to have the maximum time allotted to complete these courses. Additionally, the School Counselor will meet with every student who qualifies for the Laude System beginning the fall of their junior year, when most Laude courses are begun, to update students on their Laude Status. The counselor will meet each qualifying student after each semester to continue to update their Laude status. In the event of a tie when the Laude Scores are calculated, the ACT scores will be used to declare the winner. In the event of tied ACT Scores, the Highest Laude Point Score Title will be shared.

## Cum Laude or Higher Placement

Students must meet two criteria to earn Laude Distinction:

- Cumulative GPA of 3.4 or higher
- Laude Score of 4 or higher

**Cum Laude** (With Honor/Distinction: Laude Score of 4-17.49)

**Magna Cum Laude** (With Great Honor/Distinction: Laude Score of 17.5-28.79)

**Summa Cum Laude** (With Highest Honor/Distinction: Laude Score of 28.8+)

## Laude Point Courses

- Start College Now Course(s): 0.5
- AP Courses & CAPP Eng.: 1.5
- American Lit & College Prep Eng.: 1
- Economics: 0.5
- Physics: 1
- Human Biology: 1
- Biology 2: 1
- Chemistry 1
- AP Chemistry: 1.5
- AP Biology: 1.5
- Pre-Calculus/Trigonometry: 1
- Statistics: 1
- Animal Science TC: 1
- Ecology TC: 1
- Spanish 3: 1
- Spanish 4: 1
- Senior Art (3+ Art credits and 2+ years art team): 1
- Music (Band and/or Chorus/Jazz Band 3yrs + 1st on class A Solo/Ens.)
- Robotics/Advanced Robotics: 1
- SMAW/GMAW Welding Courses: 1

## How do I calculate my Laude Score?

Figure out how many Laude points you have using the listing of Laude courses and their point value and then your GPA.

**This table is just a guide. To calculate your actual laude score you should multiply your Cumulative GPA by the laude points earned. (example 3.827 GPA x 8.5 Laude Points = 32.53)**

		G.P.A.						
		4.0	3.9	3.8	3.7	3.6	3.5	3.4
Honors Points	15	60	58.5	57	55.5	54	52.5	51
	14	56	54.6	53.2	51.8	50.4	49	47.6
	13	52	50.7	49.4	48.1	46.8	45.5	44.2
	12	48	46.8	45.6	44.4	43.2	42	40.8
	11	44	42.9	41.8	40.7	39.6	38.5	37.4
	10	40	39	38	37	36	35	34
	9	36	35.1	34.2	33.3	32.4	31.5	30.6
	8	32	31.2	30.4	29.6	28.8	28	27.2
	7	28	27.3	26.6	25.9	25.2	24.5	23.8
	6	24	23.4	22.8	22.2	21.6	21	20.4
	5	20	19.5	19	18.5	18	17.5	17
	4	16	15.6	15.2	14.8	14.4	14	13.6
	3	12	11.7	11.4	11.1	10.8	10.5	10.2
	2	8	7.8	7.6	7.4	7.2	7	6.8
	1	4						

## 4 Yr. Course Planning Worksheet

FRESHMAN		SOPHOMORE	
English 9	1	World Literature 10	1
US History	1	World History	1
Biology	1	Physical Science or Chemistry	1
Math: <b>Choose</b>	1	Math: <b>Choose</b>	1
P.E. I Health	.5 .5	P.E. - <b>Choose</b>	.5
<b>Up to 2 elective credits</b>	1-2	<b>Up to 3 elective credits</b>	2-3
<b>MUST TAKE AT LEAST 6 CREDITS</b>	<b>6</b>	<b>MUST TAKE AT LEAST 6.5 CREDITS</b>	<b>6.5</b>
JUNIOR		SENIOR	
Course Name	Credits	Course Name	Credits
English 11, American Literature 11 or A.P. English-Literature and Comp.	1	English 12, College Prep English or CAPP English.	1
Chemistry, Biology 2, Physics, Earth Science, AP Chemistry, or AP Biology	1		
Math: <b>Choose</b>	1	Employability Skills Financial Literacy	.5
Global Studies Government	.5 .5	<b>Up to 4 Elective Credits</b>	
P.E. - <b>Choose</b>	.5		
<b>Up to 3 Elective Credits</b>	2-3		
<b>MUST TAKE AT LEAST 6 CREDITS</b>	<b>6.5</b>	<b>MUST TAKE AT LEAST 6 CREDITS</b>	<b>6</b>

\*\*\* If you take a Study Hall, this counts as a class and decreases your elective credits by 1

# Post-Secondary Admission Tips

## **University of Wisconsin System**

Now, all UW System schools require you to complete at least 13 credits in the core subjects, plus four credits in subjects you choose (foreign language, art, music, or computer science). Technical and career courses may also be accepted for a portion of your elective credits.

English 4 credits  
Mathematics 3 credits  
Natural Science 3 credits  
Social Science/History 3 credits

In addition to the “core college preparatory” credits identified, students need to complete a minimum of four elective credits as follows:

Electives: An additional 4 credits may be chosen from English, mathematics, natural science, social science/history, foreign language, fine arts, computer science, and other academic areas. (Two years of a single foreign language are required for admission to UW-Madison, and are encouraged at other UW System campuses.) Some UW System campuses may also accept technical and career courses for a portion of these 4 elective credits.

## **Nation’s Top Universities**

Students must meet the following minimum requirements in order to be eligible for admission:

English\* 4 credits  
Mathematics 4 credits  
Science 3-4 credits  
Social Studies\*\* 3 credits  
World Language\*\*\* 3-4 credits

\*Intensive work in writing

\*\*Includes American & European History

\*\*\*At least one world language

Rigorous courses should be taken, including AP level when possible, and SAT or complete ACT achievement tests administered by the College Board.

## **Wisconsin’s Technical Colleges**

The following are recommended high school credits for adequate, comprehensive preparation for success in technical college programs:

English 4 credits  
Mathematics 3 credits  
Science 3 credits  
Social Studies 3 credits  
Technical Courses 3-4 credits

Technical college programs have admission standards, and some programs have waiting lists. Apply early and seek your counselor’s advice regarding your chosen program.

## **Wisconsin’s Private Universities**

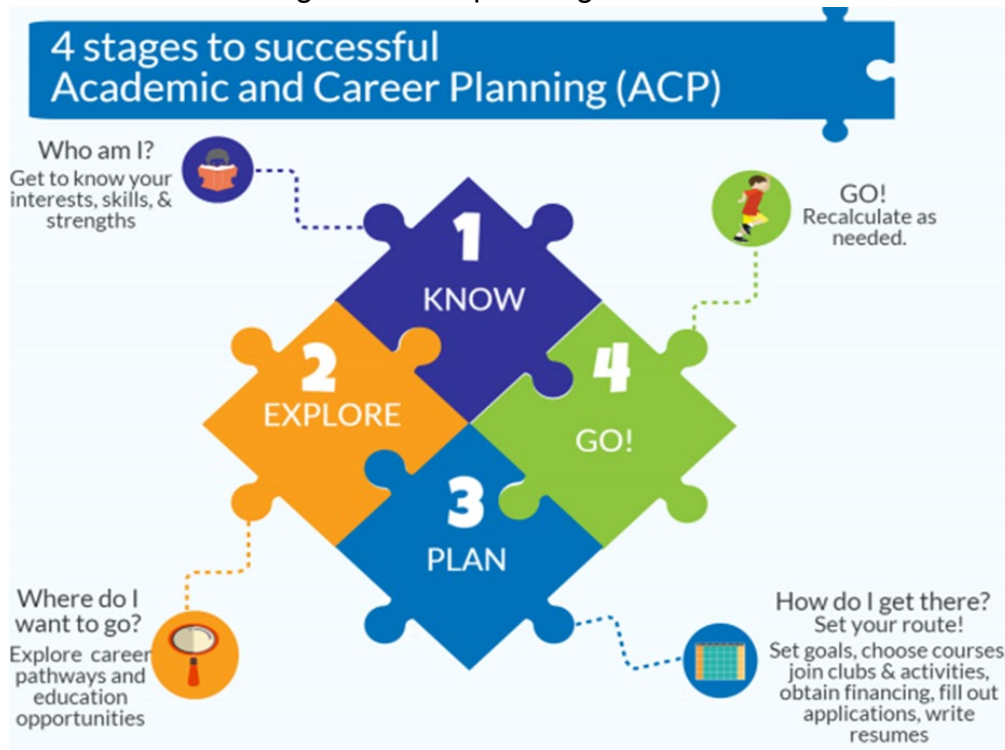
Students must meet the following minimum requirements in order to be eligible for admission:

English 4 credits  
Mathematics 3 credits  
Science 3 credits  
Social Studies 3 credits  
World Language 2 credits

*Considerations for admission include either ACT or SAT scores and grades earned within the context of courses taken, as well as the challenge level of the courses.*

# Academic and Career Planning (ACP)

Academic and Career Planning, or ACP, is a student-driven, adult-supported process in which students create and cultivate their own unique and information-based visions for post-secondary success, obtained through self-exploration, career exploration, and the development of career management and planning skills.



## What is ACP?

An **ongoing process** to actively engage students to:

- \* Develop an understanding of his or her self
- \* Create a vision of his or her future
- \* Develop individual goals
- \* Prepare a personal plan for achieving the vision and goals

A **product** that documents and reflects students':

- \* coursework, learning and assessment results
- \* post-secondary plans aligned to career goals & financial reality
- \* record of college and career readiness skills.

# Transcripted Coursework



## Transcripted Credit (TC)

- Through a memorandum of understanding and a “wash” contract between L.W.H.S. and F.V.T.C., students take a F.V.T.C. course taught by a WTCS certified high school teacher at Little Wolf High School.
- The curriculum is devised by FVTC and the student is registered in both the high school and FVTC course.
- The student receives a grade from the high school as well as from FVTC and is posted on an official FVTC transcript.
- The high school maintains the student record; FVTC also maintains its own student record.

For more information: [www.fvtc.edu/techprep](http://www.fvtc.edu/techprep)

Little Wolf High School courses:

### Transcripted Credit

- Animal Science/Veterinary Medicine **TC**
  - Ecology **TC**
- Shielded Metal Arc Welding (SMAW) Techniques 1 **TC**
- Gas Metal Arc Welding (GMAW) Techniques 1 **TC**

# NCAA Divisions I and II Initial-Eligibility Requirements

## Core Courses

- **NCAA Division I require 16 core courses. NCAA Division II currently requires 16 core courses.**
- **NCAA Division I will require 10 core courses** to be completed **prior to the seventh semester** (seven of the 10 must be a combination of English, math or natural or physical science that meet the distribution requirements below).
  - It is possible for a Division I college-bound student-athlete to receive athletics aid and practice with the team if he or she fails to meet the 10-course requirement but will not be able to compete.

## Test Scores

- Colleges and/or scholarship programs may still require test scores.
- **When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.**

## Grade-Point Average

- Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)). Only courses that appear on your school's List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- The Division I core GPA requirement is a minimum of 2.3000.
- The Division II core GPA requirement is a minimum of 2.2000.
- Remember, the NCAA GPA is calculated using NCAA core courses only.

## DIVISION I

**16 Core Courses**, 4 years English, 3 years of mathematics (Algebra 1 or higher), 2 years of natural/physical science (1 yr of Lab if offered by High School), 1 year of additional English, mathematics or natural/physical science, 2 years of social sciences, 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy)

## DIVISION II

**16 Core Courses**, 3 years English, 2 years of mathematics (Algebra 1 or higher), 2 years of natural/physical science (1 yr of Lab if offered by High School), 3 years of additional English, mathematics or natural/physical science, 2 years of social sciences, 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy)

# English – 4 credits

The English curriculum is designed to stress skills in reading, writing, listening and speaking. Units of study include literature units such as short stories, novels, drama and writing units such as expository writing, personal writing, and research paper.

Recommended Sequence of Available English Courses				
Laude Points	Grade 9	Grade 10	Grade 11	Grade 12
None	English 9	World Literature 10	English 11	English 12
1			American Literature 11	College Prep English 12
1.5			A.P. English Literature & Composition	CAPP English 12

## Course Descriptions

**English 9 – *required*** – This is a one credit course for all freshmen. Students will read, analyze, and discuss a wide variety of literature and nonfiction. Informative, creative, persuasive, and research writing will be expected, and the writing process will be utilized. Vocabulary, speaking, and grammar/editing skills are practiced throughout the semester. Students are heterogeneously grouped and exposed to a broad range of language arts and communication skills.

**1 Credit**

**Grades: 9**

**Prerequisite: None**

**World Literature 10 – *required*** – This one credit course is for all sophomores. Students will engage in the reading of works from a variety of places and perspectives to understand how universal themes span culture and time periods. Informative, persuasive, analytical and research writing will be expected, and the writing process will be utilized. Vocabulary, speaking, and grammar/editing skills are practiced throughout the semester. Students are heterogeneously grouped and exposed to a broad range of language arts and communication skills.

**1 Credit**

**Grades: 10**

**Prerequisite: English 9**

**English 11 - one choice of three for junior students** — This one credit course is designed to meet the needs of those students who do not intend to pursue further education at a four-year university after high school. This course presents an integrated reading and writing curriculum with traditional and modern American literature selections and associated writing assignments and essays. Students read and learn about stories, poems, plays, novels, themes, and authors in a historical context. Communication, language, and vocabulary usage skills will be emphasized. Individual and group projects and ACT test preparation/practice will also occur throughout the year.

**1 Credit**                      **Grades: 11**                      **Prerequisites:**                      **World Literature 10**

**American Literature 11 – one choice of three for junior students — 1 Laude Point--** This one credit course is designed to meet the needs of those students who plan to pursue further schooling but will not be taking AP English coursework. Students will read, analyze, and discuss short stories, essays, poems, and a play from an American Literature anthology, as well as at least two additional novels. Author information, historical connections, literary terms, and vocabulary will also be discussed in context. Writing tasks include literary analysis essay, documented persuasive essay, and a detailed character comparison essay. Individual and group projects and ACT test preparation/practice will also occur throughout the year.

**1 Credit**                      **Grades: 11**                      **Prerequisites:**                      **World Literature 10**

**A.P. English-Literature and Composition --one choice of three for junior students-- 1.5 Laude Points** “The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the way’s writers use language to provide both meaning and pleasure. As they read, students consider a work’s structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works” (College Board AP English Literature and Composition Course Description).

**NOTE:** Students may receive credit/advanced course placement at a 4-year college/university by scoring a 3, 4, or 5 on the A.P. Literature and Composition test. The A.P. test is offered at Little Wolf Jr./Sr. High School. Cost is approximately \$93.00. Students who take A.P. Literature and Composition are encouraged to check with any college or university they plan to attend to verify whether that school will assign credit for AP coursework.

**1 Credit**                      **Grades: 11-12**                      **Prerequisite: World Literature 10 (Grade of A)**



**English 12** – *one choice of three for senior students*. This on credit course is designed to meet the needs of students who will not be taking CAPP or College Prep English Coursework. This course is focused for students who plan to enter the workforce or an apprenticeship program at a technical college. Students will practice basic narrative, informative, and persuasive writing, as well as, strengthen reading skills. Basic vocabulary and grammar/editing skills will be emphasized. Reading will consist of both fiction and informational text throughout the course.

**1 Credit**                      **Grades: 12**                      **Prerequisite: English 11 (or)**  
**American Literature 11 (or)**  
**A.P. English Lit. & Composition**

**College Prep English 12**--*one choice of three for senior students* --**1 Laude Point** --This one credit course is designed to prepare students for post-secondary training at a four-year university or for a two-year technical college. Integrated reading and writing skills will be the focus, as well as higher level speaking, vocabulary, and critical thinking skills. Various study and note-taking skills important for the college-bound student will be introduced and practiced. A research paper covering a future career will be developed practicing both MLA and APA citation format. Reading will focus on informational text and fiction, with an emphasis on annotation and close reading skills. In addition, guidance and support will be offered to assist students with the transition between high school and college.

**1 Credit**                      **Grades: 11-12**                      **Prerequisite: American Literature 11 (or)**  
**A.P. English Lit. & Composition**

**CAPP English 101 (Dual Credit College Course)/ Crime and Punishment in American Society** --*one choice of three for senior students*--**1.5 Laude Points** -CAPP English focuses on rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in fiction and nonfiction texts alike. This course will prepare students for college and will earn them 3 credits equivalent to college English at over 100 Universities nationwide, including all the UW system campuses. \*\*There is a reduced college tuition cost for this course as college credit is awarded. **Student will be enrolled at UW Oshkosh.**

**1 Credit**                      **Grades: 11-12**                      **Prerequisite: American Lit. 11 (Grade of A) (or)**  
**A.P. English Lit. & Composition**  
**(Grade of B or better)**

**English Electives—the following may be taken IN ADDITION TO, not in place of, required English coursework**

**Recreational Literature-** Designed for non-college bound student (not a college preparatory class) To encourage readers to value literature as a leisure activity, students select and read eight-ten books within specified literary genres (both fiction and nonfiction) approved by instructor. In addition to keeping a reading log, each book requires the completion of a final project. **This course is provided through Erving.**

**0.5 Credit                      Grades: 11-12                      Prerequisite: None**

**Oral/Interpersonal Communication:** The communication process, perception, and self-concept, language, listening, nonverbal communication, interpersonal relationships, communication in groups and public communication; prepare and deliver an oral presentation. **This is provided through Erving (NTC & NWTC)**

**0.5 Credit                      Grades 11-12                      Prerequisite: None**

# Mathematics – 3 Credits

The mathematics curriculum expands upon students' previous learning in a continuous sequence of courses focusing on advancing the students' mathematical skills in the areas of problem solving, reasoning and critical thinking.

Recommended Sequence of Available Math Courses				
Laude Points	Grade 9	Grade 10	Grade 11	Grade 12
None	Algebra (or)	Geometry (or)	Geometry (or)	Geometry
None	Geometry	Advanced Algebra (or)	Advanced Algebra (or)	Advanced Algebra
None		Trade Math	Trade Math (or)	Trade Math
None				Senior Math
1			Pre-Calculus & Trigonometry (or)	Pre-Calculus & Trigonometry
1			Statistics	Statistics
1.5			A.P. Calculus AB	A.P. Calculus AB

**NOTE:** All students who qualify to take Algebra in their 8<sup>th</sup> grade year will be granted one credit on their high school transcript. The grade earned for this course is not part of the high school grade point average (GPA) but is counted towards the overall graduation credit requirement. **Failure to earn a grade of a B- or higher for both semesters will require the student to retake Algebra as a freshman. However, this credit does not preclude the student from taking an additional two credits of mathematics while in high school.**

**Freshmen, Sophomores, & Juniors must have a minimum of 1 credit of Math per year.**

## Course Descriptions

**Algebra 1** –This course is designed to introduce the student to the topics needed to go into the upper level Algebra courses. It stresses rational expressions and problem solving with variables, number sets and real numbers, solving linear equations, graphing linear equations, writing linear equations, solving and graphing linear inequalities, systems of linear equations and inequalities, exponential functions, polynomials and factoring, rational expressions and equations, matrices, and radicals.

**1 Credit**

**Grade: 9**

**Prerequisite: None**

**Geometry** – A logical approach to the study of real objects and shapes: i.e. parallel lines, triangles, circles, solids, etc. Emphasis is placed on algebraic applications.

**1 Credit**                      **Grades: 9-11**                      **Prerequisite: Algebra**

**Advanced Algebra** Extends the student's knowledge of the real number systems and operations with complex numbers. It will develop the student's knowledge of conic sections, polynomial functions, rational expressions, exponential and logarithmic functions, sequences and series, discrete mathematics, and trigonometric functions. It gives the students a degree of understanding that helps them become more proficient in many lines of work. **NOTE: This course is required for college and university admission.**

**1 Credit**                      **Grades: 10-12**                      **Prerequisite: Geometry**

**Trade Math** – Intended for students considering attending a technical college or the world of work. Focuses on math skills needed for various trades. Topics include arithmetic fundamentals, percent and proportion applications, the metric system, conversions, practical geometry, measurement applications, signed numbers and formula evaluation. Micrometer, equation solving, and standard rule measurement units are included as needed. Scientific calculator use is introduced as needed. **NOTE: Trade Math as a junior class needs to be approved by a teacher.**

**1 Credit**                      **Grades: 10-12**                      **Prerequisite: Geometry**

**Pre-Calculus & Trigonometry – 1 Laude Point** Prepares students for college mathematics. The basic structure of this course is built around the study of functions, their properties, graphs and applications in society. Functions included in this course: linear, polynomial, rational, trigonometric, exponential and logarithmic. Also included in this course is the study of polar coordinates and complex numbers, sequences and series, and probability. The purchase of a graphing calculator is highly recommended for this course. A TI-83 or TI-84 calculator is required. **A TI-89 is not allowed.**

**1 Credit**                      **Grades: 11-12**                      **Prerequisite: Advanced Algebra**  
**(Recommend grade of C or better)**  
**Or (by teacher approval)**

**Statistics – 1 Laude Point** Students will learn how to collect, organize, display and interpret data and information. Students will also learn basic probability skills and how to apply it to data. This is a college prep course.

**1 Credit**                      **Grades: 11-12**                      **Prerequisite: Advanced Algebra**

**A.P. Calculus AB – 1.5 Laude Points** Equivalent to a first semester college calculus course. The basis of study includes limits and continuity, derivatives, integrals, and the applications. A TI-83 or TI-84 calculator is required. **A TI-89 is not allowed.**

**NOTE:** Students may receive credit/advanced course placement at a 4-year college/university by scoring a 3, 4, or 5 on the A.P. AB Calculus test. The A.P. test is offered at Little Wolf Jr./Sr. High School. Cost is approximately \$93.00.

**1 Credit**                      **Grades: 11-12**                      **Prerequisite: Pre-Calculus & Trigonometry**  
**(Recommend grade of B or better)**  
**Or (by teacher approval)**

**Senior Math** – Practicing math is necessary to keeping skills fresh. Many post-secondary schools do not require more than the 3 credit math graduation requirement. Therefore, some students may choose to not take a math class their senior year. This semester class is designed for students not enrolled in a math class their senior year, but wish to keep up their skills as they prepare to take math placement tests for their post-secondary education. The course topics will be based on the ACT Mathematics College and Career Readiness Standards.

**0.5 Credit**                      **Grades: 12**                      **Prerequisite: Senior standing and 3 credits**  
**earned in mathematics or teacher**  
**recommendation**

## Science – 3 Credits

The science curriculum introduces and explores various concepts in the areas of life, earth & space, and physical science.

Recommended Sequence of Available Science Courses				
Laude Points	Grade 9	Grade 10	Grade 11	Grade 12
None	Biology 1	Physical Science (or)	Physical Science (or)	Physical Science
None		Earth & Environmental Science (or)	Earth & Environmental Science (or)	Earth & Environmental Science
1		Animal Science TC (or)	Animal Science TC (or)	Animal Science TC
1		Biology 2	Biology 2 (or)	Biology 2
1			Chemistry (or)	Chemistry
1			Physics (or)	Physics
1			Human Biology	Human Biology
1				AP Biology
1.5				AP Chemistry

**Biology 1 – required** – Biology is the study of life. Lab work will be included to develop critical thinking and organizational skills. Units covered include, but are not limited to: The scientific method, ecology (principles, biomes, population biology, natural resources), cells (biochemistry, structure/function, mitosis), genetics (meiosis, genes, chromosomes, DNA, heredity), and the theory of evolution by natural selection.

**1 Credit**                      **Grades: 9-12**                      **Prerequisite: None**

**AP Biology – 1.5 Laude Point** – AP Biology is a laboratory science class designed to simulate the first semester, introductory Biology class at any college or university. For most students, this course enables them to take the second semester of Biology for any science related major, or fulfill the science requirement for non-science majors. This course is approved by the College Board. As such it is based on the 6 Big Ideas and seven science practices outlined in the curriculum framework. We will study the core scientific principles, theories, and processes that govern living organisms and biological systems. You'll do hands-on laboratory work to investigate natural phenomena.

**1 Credit**                      **Grades 10-12**                      **Prerequisite: Biology 1 (B or better)**

**Earth & Environmental Science** – A laboratory-oriented course designed to introduce the student to the structure and function of Earth processes. The main topics of study will include geology, astronomy, meteorology, oceanography and the science of the environment. The course also provides information on human influence on the environment.

**1 Credit**                      **Grades: 10-12**                      **Prerequisite: Biology 1**

**Physical Science** – Designed to expose students to various scientific concepts. The goal is science literacy. The units covered include but are not limited to: basic chemistry (the nature of matter and the changes in matter) and basic physics (motion and energy). Students will learn problem-solving skills and will be shown how science relates to their lives. Lab work is required.

**1 Credit**                      **Grades: 10-12**                      **Prerequisite: Biology 1**

**Chemistry 1 – 1 Laude Point** A laboratory-oriented course designed to study the working of chemical reactions meant for students intending to attend a college or university. Labs are practical in nature and focus on applying concepts learned in class. An understanding of Algebra is essential to understand chemistry. Units covered include data analysis, matter, atomic structure, periodic table, compounds and chemical bonds, chemical reactions & equations, mole concept and stoichiometry, solution chemistry, and acids & bases.

**1 Credit**                      **Grades: 11-12**                      **Prerequisite: Biology 1, Physical Science, & Beginning Algebra (Recommend grade of c or better)**

**AP Chemistry - 1.5 Laude Point** AP Chemistry is a laboratory science class designed to simulate the first semester, introductory chemistry class at any college or university. For most students, this course enables them to take the second semester of chemistry for any science related major or fulfill the science requirement for non-science majors. This course is approved by the College Board. As such it is based on the 6 Big Ideas and seven science practices outlined in the curriculum framework. AP Chemistry is open to all students that have completed chemistry with a B or better and who wish to take part in a rigorous and academically challenging course.

**1 Credit**                      **Grades: 11-12**                      **Prerequisite: B or better in Chemistry 1**

**Biology 2 – 1 Laude Point** Biology 2 is a continuation of Biology 1. The organization of life and the six-kingdom classification system (Taxonomy) will be explored in depth starting with lower life forms and working up to animals. Labs will have an emphasis on identification and dissection of several species.

**1 Credit**                      **Grades: 10-12**                      **Prerequisite: Biology 1 & Physical Science (or) Chemistry (Recommend grade of C or better)**

**Human Biology- 1 Laude Point** This course presents the structure and function of the human body. Practical use of medical terminology as applied to and identifying organ systems, organs and what they do, pathology, treatments and specialists in medical fields. Students will be required to participate in lab exercises, lab practical, quizzes and exams. This course includes a laboratory component and meets graduation requirements for science.

**NOTE: Students are encouraged to purchase The Language of Medicine: 8th Edition, by Chabner (ISBN: 9781416034926), new or used, for note taking and for future use.**

**1 Credit**                      **Grades: 11-12**                      **Prerequisite: Biology 1 & Chemistry (Recommend grade of B or better)**

**Physics 1 – 1 Laude Point** A laboratory-oriented course designed to investigate the physical aspects of our universe and meant for students intending to attend a college or university. Topics studied first term include science principles, laws of motion, Newtonian mechanics, and non-relativistic gravity. The second term will explore rotational motion, momentum, energy, work, simple machines, and fundamentals of electromagnetism.

**1 Credit**                      **Grades: 11-12**                      **Prerequisite: Algebra 1, Geometry, Physical Science (or) Chemistry. (grade of B or better, recommend Algebra 2)**

**Animal Science TC – 1 Laude Point** – This class is designed for the person interested in animals. Students will learn about livestock, agriculture, and pets. We will learn about giving injections, suturing wounds, and general animal care. Students will develop a basic understanding of animal nutrition, genetics, reproduction, and health. Guest speakers, demonstrations, job shadows, field trips, and lab experiments are designed as part of this course. Students will also have the opportunity to bring in and incorporate their own animals into the class. FFA projects will be incorporated. **This course is articulated with Fox Valley Technical College for Transcribed Credit.**

**1 Credit**                      **Grades: 10-12**                      **Prerequisite: Biology 1 (with C or above)**



**Astronomy-** Astronomy deals with the matter and energy in the universe. We will cover various topics including early astronomy, space exploration, the solar system, search for extraterrestrial life, stars and constellations to name a few. This course allows students to choose from a variety of assignments that are geared toward their interest and ability level to learn the content. The course includes computer simulations, labs, night sky observations and visits to the UWSP planetarium. **This is provided through Erving**

**1 Credit**                      **Grades: 9-12**                      **Prerequisite: None (Algebra 1 with C or better)**

**Anatomy & Physiology-** A concentrated course on the human anatomy and physiology that demands focused study and preparation in anatomy and physiology. Students should be prepared to take quizzes and tests both on MOODLE and Paper Copy. Most Labs are virtual as we are in an ERVING classroom. Topics Include: \*skeletal and muscles \*nervous system \*cardiovascular \*endocrine system. **This is provided through Erving**

**0.5 Credit**                      **Grades 11-12**                      **Prerequisite: A or B in the Biology. Except  
3-6 hours of study for per week.**

**Medical Terminology-** In medical terminology students will learn the component parts of medical terms such as prefixes, suffixes and word roots. Students will learn the rules for building and defining medical terms. Emphasis is placed of the correct spelling of the terms. Students will practice formation, analysis and reconstruction of medical terms. Students will be introduced to diagnostic, therapeutic, symptomatic, and surgical terminology for the body systems. **This is provided through Erving**

**0.5 HS Credit**                      **Grades 11-12**                      **Prerequisite: None**  
**3 FVTC or NTC Credits**

**Body Structure & Function-** A full-year study in the structures and functions of the human body systems. Units studied include basic biochemistry, cytology, histology and twelve systems of the human body. Several animal dissections are part of the lab component, including the dog shark, white rat and domestic cat. Organ dissections of the heart and kidney are also presented. Virtual labs are also used for higher level understanding. This course would be of special interest to students interested in health and animal sciences. It is offered as Dual Credit through the NTC campus in Wausau. All Tests are taken on the CANVAS learning platform. Students must earn a grade of B or higher to receive the dual credit from the technical college. Students earning a passing grade less than a B will only receive the high school credit. **This is provided through Erving**

**1 HS Credit**                      **Grades: 10-12**                      **Prerequisite: Biology with a B or higher**  
**3 NTC Credits**                      **Recommendation from Teacher/Counselor**

**Intro to Environmental Studies-** This course presents an overview of the interrelationships between humans and the environment. The material presented in the first one-third of the course focuses on important ecological concepts. The remainder of the course deals with human influence on the environment. The ecological concepts are used throughout to identify, understand, and provide a basis for proposing possible solutions to contemporary environmental problems. Overall, this course will provide the student with a better understanding of how humans can more positively affect the environment in which they live. Students will need access to internet, email and the University's course management system Canvas. Designed to apply toward the UWRF general education Ethical Citizenship requirement. **This is provided through Erving (UWRF)**

**1 Credits                      Grades: 11-12                      Prerequisite: None**

**Intro to Health Careers-** As a student, you will learn more about professionalism in a hospital or clinic setting along with communication skills it takes to work with a variation of health professionals in a busy workplace. Students will also learn the importance of patient privacy and confidentiality and why it is so important for you to know. This course will allow you to explore the job descriptions of several health careers while learning the personal characteristics needed to be successful in those careers and the career planning necessary when entering the field of medicine. **This is provided through Erving (NTC)**

**1 Credits                      Grades: 11-12                      Prerequisite: None**

**Customer-Focused Caregiving-** Do you want to learn more about customer service? This two credit on-line course will allow you to learn how healthcare workers function professionally in the healthcare setting. Also, this course will allow you to understand how passionate communication fosters healing of the human body. **This is provided through Erving (NTC)**

**0.5 Credits                      Grades: 11-12                      Prerequisite: None**

**Culture of Healthcare-** Prepares learners to work in the healthcare environment as part of a healthcare team. Learners will investigate the healthcare community, patient privacy standards, and the professional behavior that is expected in today's medical community. Learner will examine various aspects of verbal and written communication skills, customer service principles, and problem solving techniques necessary to be a vital member of the healthcare workforce. **This is provided through Erving (NWTC)**

**0.5 Credits                      Grades: 11-12                      Prerequisite: None**

# Social Studies – 3 Credits

The social studies curriculum strives to prepare young people to be humane, rational, participating citizens in an ever-changing world by understanding their historical roots and how past events shape their world today. Reconstructing and interpreting historical events provide needed perspective in addressing the past, the present, and the future.

Recommended Sequence of Available Social Studies Courses				
Laude Points	Grade 9	Grade 10	Grade 11	Grade 12
None	U.S. History	World History	Government	
None			Global Studies	
None			Sociology (or)	Sociology
0.5			Economics (or)	Economics
1.5			A.P. Psychology (or)	A.P. Psychology
1.5			A.P. U.S. History	A.P. U.S. History

## Course Descriptions

**U.S. History**– U.S. History is a survey class of the American experience in all of its dimensions. The American experience is one of the most unique chapters in human history. Democratic republic, internal expansion, race relations, free enterprise economy, rise to superpower status and our role in the post-Cold War world will be discussed during the full year. The class will be taught using a mix of chronological and thematic approaches for a better understanding of our history. We live in a country with a rich history that shapes the American experience we share today and will share in the future.

**1 Credit**                      **Grade: 9**                      **Prerequisite: None**

**World History** – World History is concerned with the development of past civilizations, centering on Mesopotamian, Egyptian, Greek, Roman and the European Middle Ages, with an emphasis on their cultural development and contributions to present civilization. Linking the present to the past is an important aspect of the course as students learn to relate history to present events and developments. The course relies heavily on the study of primary and secondary sources.

**1 Credit**                      **Grade: 10**                      **Prerequisite: US History**

**Sociology** – Sociology is the study of human social behavior, and concentrates on patterns of social relationships, primarily in modern societies. This class will explore the sociological point of view towards culture, socialization, social structure, groups and organizations, deviance and social control, social classes and inequalities. Also discussed will be topics such as high school cliques, family structures, education, political and economic institutions, and social collective behaviors. This class will ask students to take a personal look at the roles they play and what groups they associate with as well as evaluate parts of our society.

**0.5 Credit**                      **Grades: 11-12**                      **Prerequisite: None**

**Economics** – Economics will challenge the way you think and react to everyday events, with or without money. Economics is ultimately the study of scarcity and how people, markets and countries deal with limited resources at the personal and global levels. The first level quarter of study will focus on microeconomics, the study of how people make decisions and how those decisions affect others in the economy. Topics of study will include; tradeoffs, opportunity cost, different types of economies, supply and demand, profit maximizing prices and the role of government. At the end of the quarter, the class will switch to macroeconomics, the study of the economy. Topics of study will include; GDP, economic growth, money, banking, the Federal Reserve and international trade. **Note: 10<sup>th</sup> grade upon teacher approval.**

**0.5 Credit**                      **Grades: 11-12**                      **Prerequisite: None**

**A.P. Psychology – 1.5 Laude Points** AP Psychology is designed to introduce students to the scientific study of human behavior and mental processes. To accomplish this, the course provides instruction in each of the following 14 content areas: history and approaches, research methods, biological bases of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, developmental psychology, personality, testing and individual differences, abnormal psychology, treatment of psychological disorders, and social psychology. The intent of this course is to prepare students for the AP Psychology Test and will incorporate opportunities for performance-based assessments as well as free response question.

**NOTE:** Students may receive credit/advanced course placement at a 4-year college/university by scoring a 3, 4, or 5 on the A.P Psychology test. The A.P. test is offered at Little Wolf Jr./Sr. High School. Cost is approximately \$93.00. **Note: 3.0 GPA.**

**1 Credit**                      **Grades: 11-12**                      **Prerequisite: None**

**A.P. U.S. History - 1.5 Laude Points** - The AP program in US History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with US History events and issues. AP US History prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials, their relevance to a given interpretive problem, their reliability, and their importance and to weigh the evidence and interpretations presented in historical scholarship. An AP US History course should develop the skills necessary to arrive at conclusions based on an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

**NOTE:** Students may receive credit/advanced course placement at a 4-year college/university by scoring a 3, 4, or 5 on the A.P. U.S. History test. The A.P. test is offered at Little Wolf High School. Cost is approximately \$93.00. Note: 10<sup>th</sup> grade upon teacher approval.

**1 Credit**                      **Grades: 11-12**                      **Prerequisite: U.S. History**  
**(Recommend grade of B or better)**

**Global Studies**– Students may take this course their 11<sup>th</sup> or 12<sup>th</sup> grade years. This course will focus on studying the culture of various regions around the world and the global connections of those cultural regions to our own and others around the world. The objectives and learning targets of this course will address two standards of the National Council for Social Studies Curriculum.

**0.5 Credit**                      **Grades: 11-12**                      **Prerequisite: None**

**Government**– This portion of the course provides the student an opportunity to acquire detailed knowledge of the Constitutional Republic form of government practiced in the United States. The overall objective of this course is to prepare students for their place in society, by helping them learn how our government works, how it can be changed and what rights and freedoms our Constitution guarantees us. It will also provide students with a broad overview of modern forms of government, present in today’s global community. Finally, it will allow students to investigate and possibly participate in service-learning opportunities for hands on experience of their civic responsibilities.

**0.5 Credit**                      **Grades: 11-12**                      **Prerequisite: None**

**Military History**- The Military History course is designed to increase students critical thinking abilities by examining a number of famous battles and conflicts throughout history. Students will study the equipment, tactics, and strategies used in various conflicts from multiple perspectives. Students will examine primary source material in an effort to determine what really happened, and to gain a better understanding of the reliability, limitations, and usefulness of a source. **This is provided through Erving**

**0.5 Credit**                      **Grades: 11-12**                      **Prerequisite: None**

**Human Behavior-** Human Behavior is a social psychology course, which explores common factors which stimulate a wide variety of human behaviors. Basically, it's a chance to gain an understanding of why we act the way we do, and why people react to us the way they do. The course is primarily lecture with some project work. **This is provided through Erving**

**0.5 Credit                      Grades: 11-12                      Prerequisite: None**

**Current Events-** This class will deal with the major issues concerning both the United States and the world today. Students will learn about the differing perspectives held by people around the contemporary world. Emphasized in this class will be the relationship that the United States has with the rest of the world and the impact that has on American society. Also covered in this class will be current events focusing on American domestic issues as well as on foreign policy. Many of the topics covered in this class will change from semester to semester to encompass our ever-changing world. **This is provided through Erving**

**0.5 Credit                      Grades: 11-12                      Prerequisite: None**

**World Cultures-** This course will be exploring the world and its cultures. The primary focus of the course will be through the lens of geography, whether we're learning about where different countries are throughout the world, their landscape, their resources, their culture, their food, and their customs. The course will cover each major region of the world and we'll be covering a broad examination of the region as you focus in each unit on a specific country, region, or group of people to research more thoroughly and then you'll share your findings with the class. **This is provided through Erving**

**0.5 Credit                      Grades: 11-12                      Prerequisite: None**

**Intro to American Government-** This course introduces American political processes and institutions: focusing on rights/responsibilities of citizens and the process of participatory democracy. Examines separation of powers and checks/balances & the roles of different groups. **This is through Erving**

**1 Credit                      Grades: 11-12                      Prerequisite: None**  
**3 NWTC Credits**

**Psychology-** This course enables students to gain knowledge of such topics as perception, motivation, emotion, memory and thought, the brain and behavior, conflict, stress, personality, abnormal behavior and experimentation. A psychology course can help students better understand themselves and others. Any student who plans on any type of post high school training should consider this course. **This is through Erving.**

**0.5 Credit                      Grades: 11-12                      Prerequisite: None**

**Intro to Diversity Studies-** Basic American values of justice and equality by teaching vocabulary, history of immigration/conquest, transcultural communication, legal liability, multicultural majority/minority relations, ageism, sexism, gender, sexual orientation, the disabled/ADA. **This is provided through Erving (NWTC)**

**1 Credit**

**Grades: 11-12**

**Prerequisite: None**

**3 NWTC Credits**

**Intro to Diversity Studies-** In this academic setting, patterns of current and historical relationships between different racial, ethnic, religious, disabled, gender, and LGBTQ+ populations are analyzed. Every informed opinion is welcome. Social Scientists have long been studying and discussing the importance of diversity. Come and experience a fun and challenging social science course where students often report, "I can't believe how much I learned!". **This is provided through Erving (NTC)**

**1 Credit**

**Grades: 11-12**

**Prerequisite: None**

**3 NTC Credits**

**Developmental Psychology-** Defines human development; examines theories; heredity and environmental effects; prenatal development and birth; evaluates biosocial, cognitive psychosocial development through the life span; aging, death, and dying. **This is through Erving.**

**1 Credit**

**Grades: 11-12**

**Prerequisite: None**

# World Language

The world language curriculum develops an understanding of the language, culture, history and literature of Spanish-speaking countries. Spanish courses strive to develop student proficiency in reading, writing, and speaking the language.

<b>Recommended Sequence of Available World Language Courses</b>				
<b>Laude Points</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
None	Spanish 1	Spanish 1	Spanish 1	Spanish 1
None		Spanish 2	Spanish 2	Spanish 2
1			Spanish 3	Spanish 3
1				Spanish 4

## Course Descriptions

**Spanish 1** – Students learn the basics of the language: alphabet, vocabulary, sounds and structure. Culture is introduced as a background for the language study. Basic conversation and reading are introduced. **This is provided through Erving**

**1 Credit**                      **Grades: 9-12**                      **Prerequisite: None**

**Spanish 2** – The course is sequential to Spanish 1. Continued vocabulary and verb study follow but focus on past tenses. Writing skills become more complex. Conversation, reading, and writing skills continue to develop. **This is provided through Erving**

**1 Credit**                      **Grades: 10-12**                      **Prerequisite: Spanish 1**  
**(Recommend grade of C or better)**

**Spanish 3 – 1.0 Laude Point** Conversation and writing skills are emphasized. While continuing to learn new vocabulary and advanced grammar, students now put into practical application what they have learned in the previous two years. **This is provided through Erving**

**1 Credit**                      **Grades: 11-12**                      **Prerequisite: Spanish 2**  
**(Recommend grade of C or better)**

**Spanish 4 – 1.0 Laude Point** Continued conversational and writing skills are emphasized. More vocabulary and advanced grammar skills are added to proficiency level. A sampling of native Spanish literature is read. **This is provided through Erving**

**1 Credit**                      **Grade: 12**                      **Prerequisite: Spanish 3**  
**(Recommend grade of C or better)**



**French 1-** It is the goal of this course to not only learn of the French language and culture but to use it! This course will establish basic French oral and written communication skills and knowledge of the French language and culture. This will be accomplished through the use of “hands on” activities including classroom drama, conversational skits, written composition, reading, music, and individual/group projects. Students will need to buy a specific French dictionary. This is a Blue Jeans class. Cost: \$350 per student, per semester for a total of \$700 for the year. **This is through Erving (Full year)**

**1 Credit                      Grades: 9-12                      Prerequisite: None**

**French 2-** This course will establish and improve French oral communication skills and also increase knowledge of the le monde Francophone. While utilizing a cultural framework of actual, everyday French activities and cultural items, the student will also increase grammar and writing skills by speaking every day! The goal of this course is to prepare student to “survive” in a French speaking country by communicating in the target language: French! Students will need to buy a specific French dictionary. This is a Blue Jeans class. Cost: \$350.00 per student per semester for a total of \$700.00 for the year. No textbooks. **This is provided through Erving**

**1 Credit                      Grades: 10-12                      Prerequisite: French 1**

**German 1, 2, 3, 4:** This is through Erving (Full Year)

**1 Credit                      Grades: 9-12                      Prerequisite: None**

**Japanese 101-** Study of language fundamentals with emphasis on development of listening and speaking skills. Practice with reading and writing. Japanese script (hiragana, katakana and kanji) is taught from the beginning of the course. Presumes no previous language study. University Studies Requirement Met: World Language, Culture, & Philosophy Offered: Fall, online and asynchronous. **This is through Erving (UW Superior)**

**1 Credit                      Grades: 9-12                      Prerequisite: None**

**Japanese 102-** Continuation of JAPA 101. Appropriate for someone with up to two years of high school Japanese. **This is through Erving (UW Superior)**

**1 Credit                      Grades: 9-12                      Prerequisite: Japanese 101**

**American Sign Language-** Relating to the deaf culture including non-manual grammatical markers, signing, fingerspelling, classifying and the technology related to deafness. **This is through Erving (NWTC)**

**1 Credits                      Grades: 11-12                      Prerequisite: None**  
**3 NWTC credits**

# Physical Education & Health

(Physical Education 1.5 credit- Health 0.5 credit)

The physical education and health curriculum focus on understanding the human body, enjoying exercise, and maintaining a desirable level of physical fitness. **Note:** In grades 9-12 students must take at least 1.5 credits of physical education incorporating effects of exercise, health-related fitness, and lifetime activities. The credits must be earned over **three separate years**.

Recommended Sequence of Available Physical Education & Health Courses				
Laude Points	Both Required Grade 9	Grade 10	Grade 11	Grade 12
None	Physical Ed 1	Physical Ed Elective (or)	Physical Ed Elective (or)	Physical Ed Elective (or)
None	Health	Personal Fitness	Personal Fitness	Personal Fitness
None			Team Sports	Team Sports

## Course Descriptions

\*Students have to complete at least two or more Physical Education classes between 10th and 12th Grade to earn their remaining PE Credits.

**Physical Education I** – required – Freshman Course. Units covered are geared toward individual and team sports. The units covered are flag football, ultimate frisbee, disc golf, volleyball, basketball, weight training, fitness, badminton, softball (seasonal), OMNIKIN, Tsegball, Eclipse Ball, kickball, and Pickle Ball.

**0.5 Credit**                      **Grade: 9**                      **Prerequisite: None**

**Health** :- required – A Wellness Decision Designed to reinforce positive health attitudes and skills previously developed and to allow young people to assess the lifestyle decisions that contribute to wellness. Units of study within the course include positive ways of handling stress vs. negative ways of handling stress, addictions, your health history, sexuality and responsible behavior, self-care vs. the pill-fairy model, first aid and CPR.

**0.5 Credit**                      **Grade: 9**                      **Prerequisite: None**

**Physical Education Elective** – Units are geared toward lifetime sports. Units covered are snowshoeing, cross-country skiing, archery, badminton, pickleball, and fitness walking/principles. Team sports include flag football, volleyball, basketball, soccer, speedball, Tsegball, Eclipse Ball, and cooperative games. Guest speakers to promote careers in physical education are scheduled. This course may be taken more than one time. This is not a freshman course.

**0.5 – 1 Credit                      Grade: 10-12                      Prerequisite: Physical Education 1**

**Personal Fitness** – Throughout this course, students will achieve a personal level of fitness through goal setting, participation, and knowledge of weight lifting. This course motivates a student to strive for optimal personal fitness, as well as create a self-awareness of lifetime wellness, with a final outcome of creating their own fitness program. Students will benefit from cardiorespiratory endurance activities and wide-ranging weight training exercises. Course includes lectures dealing with proper technique, 5 components of fitness, and the FITT principle, as well as teacher demonstration, weight training, aerobics, yoga, fitness walking, running, and other fitness activities.

**0.5 – 1 Credit                      Grades: 10-12                      Prerequisite: Physical Education 1**

**Team Sports** -Throughout this course, students will participate in a variety of team building activities, sports, and projects dealing with teamwork, problem solving, and strategizing. This course motivates a student to strive for leadership skills and critical thinking skills. Course includes COMPETITIVE play in units such as volleyball, basketball, football, Tsegball, Tchoukball, ultimate Frisbee, eclipse ball, baseball/softball, mat ball, OMNIKIN, soccer, Pickle Ball, speedball, etc.

**0.5 – 1 Credit                      Grades: 11-12                      Prerequisite: 11th or 12th Grade**

**Additional Physical Education Options:**

- A student who participates in a sport is eligible to substitute an English, social studies, mathematics, or science course for one-half (.5) credit in lieu of physical education. The following criteria must be met in order to complete this:
  - A. Student (not a manager) must participate in a H.S. sport for an entire season.
  - B. Student must submit a verification form completed by the coach no later than two (2) weeks after the conclusion of the season.
  - C. The student must be an athlete who is eligible to practice for the entire season.
- A student can take one-half credit of PLATO PE to meet physical education requirement upon the teacher's approval for special circumstances.
- A student who participates in marching band for 3 H.S. years, confirmed by a verification form completed by the band director, will be eligible for one-half (0.5) credit of P.E.
- Waivers are not approved for physical education credit.

# Agriculture/ Financial Literacy

Agriculture courses are for any student who has an interest in animals, plants, food, leadership and/or the environment. Students who take agriculture courses experience many diverse and challenging topics. Twenty percent of all careers are directly related to agriculture. Experience premier leadership, personal growth and career success through courses in the agriculture department.

<b>Recommended Sequence of Available Agriculture Courses</b>				
<b>Laude Points</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
None	Plants, Animals, & You	Plants, Animals, & You	Plants, Animals, & You	Plants, Animals, & You
None	Food Science	Food Science	Food Science	Food Science
None			Leadership	Leadership
None			Independent Study	Independent Study
None			Work Study	Work Study
None			Youth Apprenticeship	Youth Apprenticeship
None				Financial Literacy & Employability Skills (Req.)
1		Animal Science TC	Animal Science TC	Animal Science TC
1			Ecology TC	Ecology TC

## Course Descriptions

**Plants, Animals & You: Exploratory Agriculture** – This introductory class covers a wide range of topics in agriculture, including animals, food, fiber, the outdoors and leadership. This project-based class includes lessons on careers, food science, plants, pets, animals, biotechnology, business, and the outdoors. Emphasis will be on how agriculture relates to your daily life and your future. Field trips may be taken during the year. FFA projects will be incorporated.

**1 Credit**

**Grades: 9-12**

**Prerequisite: None**

**Food Science** – This course focuses on the science of production and processing of food. Learn about how food technology is changing agriculture. You will learn about careers and the science related to food. Create projects and research the history of food. Study everything from apples to zucchini, chocolate and cheese, and other tasty treats. This fast-growing career field is one to take a look at! FFA projects will be incorporated.

**1 Credit                      Grades: 9-12                      Prerequisite: None**

**Animal Science TC – 1 Laude Point** This class is designed for the person interested in animals. Students will learn about livestock, agriculture, & pets. We will learn about giving injections, suturing wounds, and general animal care. Students will develop a basic understanding of animal nutrition, genetics, reproduction and health. Guest speakers, demonstrations, job shadows, field trips and lab experiments are also designed as a part of this course. Students will also have the opportunity to bring in and incorporate their own animals into the class. FFA projects will be incorporated. This course is articulated with Fox Valley Technical College for Transcribed Credit. See class listing for Little Wolf High School Transcribed Courses.

**1 Science Credit                      Grades: 10-12                      Prerequisite: (Recommend Biology 1)**

**Leadership** – Students will learn about leadership as it affects individuals, organizations, and systems in food, fiber, and natural resources enterprises. This class explores the skills and abilities needed to be an influential leader in our school, home, and community. Students will learn how to be confident public speakers, to run a meeting, to effectively work as a team, to be a group leader, and most importantly become involved in the community. Students will explore leadership roles, learning styles and human relations skills for personal growth and career success. Emphasis will be placed on community service, goal setting and individual projects. FFA projects will be incorporated. Students may earn a State Leadership certificate through this course.

**1 Credit                      Grades: 11-12                      Prerequisite: None**

**Independent Study** – Students develop their own projects based on interests.

**1 Credit                      Grades: 11-12                      Prerequisite: FFA Membership & Instructor Approval**

**Ecology TC- 1 Laude Point** - This class examines the relationships and interrelationships of living organisms in their environment. Students study natural selection and speciation, environmental conditions, populations and competition, succession, energy flow and biogeochemical cycles, and the diversity of ecosystems.

**1 Credit**                      **Grades: 11-12**                      **Prerequisite: Biology 1**

### **Other Agricultural Course**

**Work Study** – Students must be employed and work regular hours during the school year. Students must meet credit requirements to be on track for graduation. Qualified students may be granted a maximum of one period daily for work release. Approval by school counselor, principal and employer are necessary. Class will meet 32 minutes each Wednesday for instruction. **NOTE:** This course is offered to juniors and seniors.

**1 Credit**                      **Grades: 11-12**                      **Prerequisite: Employed**

**Youth Apprenticeship** - Youth Apprenticeship is a one or two-year program that combines mentored, and on-the-job learning with academic and technical classroom instruction. It opens doors for students by giving them the chance to “try-out” a career area while experiencing an adult working environment. Students gain paid, hands-on learning with a business mentor, while completing classroom instruction related to the career area. Students apply in the Spring for jobs that will start during the summer of their junior or senior year or can come in with their own business connection. Businesses select the apprentices that are the best fit for their organizations and open positions; there are no forced placements. Once hired, apprentices spend part of their week learning at school and part of the week learning on the job. Students are responsible for their own transportation. Upon completion, students will earn industry certifications and potential of bridging the YA to a Registered Apprentice. Students enrolled in certain programs can also earn credit for UW Admissions.

Youth Apprenticeship Program areas include Agriculture, Construction, Financial Services (Banking/Accounting), Human Resources, Communication, Health Science, Hospitality, Information Technology, Manufacturing, Marketing, STEM and Transportation.

For more information, contact Stacey Kunde, Youth Apprenticeship Coordinator, [smkunde@cesa6.org](mailto:smkunde@cesa6.org) or go to [yawisconsin.org](http://yawisconsin.org).

**1 Credit**                      **Grades: 11-12**                      **Prerequisite: On track to graduate.  
Good attendance record.  
Interest in developing  
employability skills while  
gaining work experience.**

**Financial Literacy/Employability Skills – REQUIRED Employability Skills** - This class provides an opportunity to develop positive attitudes, knowledge, skills and linkages that will empower the successful transition from high school to postsecondary options. Curriculum study units will include assessment, transition, Covey’s 7 Habits of Highly Effective People, core abilities, job writing, college survival, etc. Students may earn a State Employability Skills certificate through this course - **Financial Literacy** –This portion of the course will help prepare students for planning and managing their personal finances. Through instruction and activities students will be introduced to the workings of budgeting, saving, investing, the dangers of credit and debt, taxes, insurance, consumer awareness and charitable contributions.

**0.5 Credit**

**Grades: 10-12**

**Prerequisite: None**

**Veterinary Medical Terminology-** Develop an understanding of acceptable veterinary medical terminology for common clinically recognizable diseases, operations, systems, and procedures. Further, learners will distinguish common medical signs, abbreviations, and colloquial vocabulary. Medical terms and language is covered as it relates to the animal's body as a whole. This is through Erving (NTC)

**1 Credit**

**Grades: 11-12**

**Prerequisite: None**

# Art

## Course Descriptions

**Art 1- 2D**– An introductory course in design, art history, art terminology and related concerns; activities may include (but not limited to) drawing with various media, acrylic painting, printmaking and papermaking.

**0.5 Credit (1 Semester)**

**Prerequisite: None**

**Art 1- 3D**– An introductory course in design, art history, art terminology and related concerns; activities may include (but not limited to) hand built pottery, wheel pottery, sculpture, jewelry (bead weaving), metals and glass (etching).

**0.5 Credit (1 Semester)**

**Prerequisite: None**

**Art 2 2D** – Accelerated level of study in the areas explored in Art I - 2D. The student will have the opportunity to experience the use of more sophisticated art materials, concepts and techniques. Activities may include (but not limited to) drawing and painting with various media (graphite, colored pencil, pen and ink, acrylic, watercolor), relief printmaking, and paper arts (bookbinding).

**0.5 Credit (1 Semester)**

**Prerequisite: Art I – 2D**

**Art 2- 3D** – Accelerated level of study in the areas explored in Art I - 3D. The student will have the opportunity to experience the use of more sophisticated art materials, concepts and techniques. Activities may include (but not limited to) intermediate hand-built pottery, wheel pottery, sculpture, jewelry, metals (lost wax cast silver rings), and glass (mosaics).

**0.5 Credit (1 Semester)**

**Prerequisite: Art I – 3D**

**Art 3 2D** – The activities are a culmination of all previous art experiences in Art I and II, with an emphasis on sophisticated techniques, processes and materials. Activities may include (but not limited to) drawing with various media, oil, watercolor or acrylic painting, printmaking (intaglio), paper arts (quilling, manipulated paper).

**0.5 Credit (1 Semester)**

**Prerequisite: Art II – 2D**



**Art 3 3D** – The activities are a culmination of all previous art experiences in Art I and II, with an emphasis on sophisticated techniques, processes and materials. Activities may include (but not limited to) advanced hand-built pottery, potter’s wheel, art metals (fabrication), stained glass (copper foil technique), advanced jewelry.

**0.5 Credit (1 Semester)**

**Prerequisite: Art II – 3D**

**Art 4- A**– This course is designed for the serious and capable art student. The overall emphasis is to allow self-direction and independent expression through the mediums, techniques, and concepts previously learned, as well as the opportunity to investigate artistic mediums not yet explored. Students will choose the medium(s) suited to their interest and ability through a contractual agreement with the instructor. It should be emphasized that the Art IV student will be working more independently, therefore - Students accepted into this course must have a strong previous background in previous years of art experiences. Students are accepted into Art IV by the Instructors' Permission. Students considering a career in art or design related fields are highly encouraged to continue in the IV class, as they will provide a broad base of artistic knowledge and exploration and prepare a portfolio for future use.

**0.5 Credit (1 Semester)**

**Prerequisite: Teacher’s approval**

**Art 4 - B**– This course is designed for the serious and capable art student. The overall emphasis is to allow self-direction and independent expression through the mediums, techniques, and concepts previously learned, as well as the opportunity to investigate artistic mediums not yet explored. Students will choose the medium(s) suited to their interest and ability through a contractual agreement with the instructor. It should be emphasized that the Art IV student will be working more independently, therefore - Students accepted into this course must have a strong previous background in previous years of art experiences. Students are accepted into Art IV by the Instructors' Permission. Students considering a career in art or design related fields are highly encouraged to continue in the IV class, as they will provide a broad base of artistic knowledge and exploration and prepare a portfolio for future use. Projected cost is \$10 - \$75 depending on materials used (see above). Replaces Senior Art

**0.5 Credit (1 Semester)**

**Prerequisite: Teacher’s approval**

**Photography and Graphic Design**– This class is also an introduction to darkroom photography. Projects include (but not limited to) building a rudimentary “pinhole” camera, use a 35mm “point and shoot” camera, developing film and black and white photos in the darkroom, frame and dry mount the finished photographs. Photographic terminology and art history will also be explored, as well as some photo construction projects. Students will learn graphic design and commercial art techniques through projects created by hand as well as using Photoshop on the computer. Projects may include (but not limited to) printing, enhancing digital images, manipulating/editing images on the computer, package design, calligraphy, text/font design, creation of print media (posters, flyers, ads, business cards, notepads, stationery, etc).

**0.5 Credit (1 Semester)**

**Prerequisite: None**

**Fiber Arts - A**– Students will explore projects and skills that they may use throughout their life as a hobby or a vocation. Students will learn to read instructions and follow patterns, as well as make up their own patterns. Projects may include (but not limited to) knitting, crocheting, needlecrafts, embroidery, latch-hook rugs, basketry, weaving, quilting, fabric painting, basketry, etc. as well as art history of those mediums, and the wellness associated with participating in fiber arts.

**0.5 Credit (1 Semester)**

**Prerequisite: None**

**Fiber Arts - B**– Students will explore skills used in everyday life, such as (but not limited to) hand sewing techniques, hemming, sewing on buttons, snaps, zippers, grommets, use a sewing machine, understanding of different types of fabric, etc. Projects may include the creation of a quilt square and a small garment by following a sewing pattern.

**0.5 Credit (1 Semester)**

**Prerequisite:(Preferred) Fiber Arts A**

**1 Laude Point Earned for Senior Art (3+ credits of art and 2 years on Art Team)**

***\*Please Note: Students may have an “art bill” if the student chooses to do more than one of the specific projects, purchase extra supplies or materials, chooses to make more than one of the required projects, or if the student breaks or loses some art equipment that they are responsible for.***

# Business

**Personal Finance-** Personal Finance contains units on the banking, checking, wages, savings, budgeting, credit buying, insurance, investments, home options and expenses, car expenses, and taxes. Students have the option at the beginning of the course for the option of three elective credits toward graduation at UWO through the CAPP Program. **This is through Erving.**

**0.5 HS Credit                      Grades: 11-12                      Prerequisite: None**  
**3 UWO Credits**

**Intro to Marketing-** This course will give you the foundations and functions of marketing. Students will then be able to create a marketing plan, create and distribute a product, set a price, promote the product, and then learn how to manage the risks and finances. **This is through Erving.**

**0.5 Credit                              Grades: 10-12                              Prerequisite: None**

**Accounting 1 & 2-** This high school course in accounting involves principles and methods of recording business transactions and the preparation of financial statements with emphasis on the records of a sole proprietorship, partnerships, and corporations. **This is through Erving.**

**1 Credit                                      Grades: 10-12                                      Prerequisite: None**

**Personal Brand Development-** Learn how personal branding allows you to differentiate yourself from the competition through appearance, personality, and marketing competency. **This is through Erving (NWTC)**

**0.5 Credits                              Grades: 11-12                              Prerequisite: College 101, 10-890-101**  
**2 NWTC credits**

**Logistics/Supply Chain-** Logistics supply chain, demand management and customer service, procurement and supply management, global logistics, manufacturing, inventory management, warehousing, transportation and third-party logistics. **This is through Erving (NWTC)**

**0.5 Credits                              Grades: 11-12                              Prerequisite: None**  
**3 NWTC credits**

**Social Media Marketing-** Cover the current state of social media and provide perspective on trends moving forward. Learn about the opportunities social media provides, what interactions mean for a business, and how communication has changed. **This is through Erving (NWTC)**

**0.5 Credits                              Grades: 11-12                              Prerequisite: None**  
**3NWTC credits**

# Technology and Engineering

Technology courses are designed to encourage the study of how people apply knowledge, scientific, mathematical and communication skills using various tools and materials to solve problems and meet human needs. The purpose of the curriculum is to prepare all students to function in an ever-changing technological society, develop employability, and provide the transition from school to gainful employment.

## Technology Course Descriptions

<b>Recommended Sequence of Available Technology Courses</b>				
<b>Laude Points</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
None	Intro to Technology	Intro to Technology	Intro to Technology	Intro to Technology
None		Furniture & Cabinet Making	Furniture & Cabinet Making	Furniture & Cabinet Making
None		Metals 1	Metals 1	Metals 1
1			Shielded Metal Arc Welding (SMAW) Techniques	Shielded Metal Arc Welding (SMAW) Techniques
1			Gas Metal Arc Welding (GMAW) Techniques	Gas Metal Arc Welding (GMAW) Techniques

**Intro to Technology** - Designed to introduce students to a broad range of areas in Tech. Ed. Areas of study will contain but will not be limited to construction, manufacturing, transportation, and engineering. The course will provide hands-on experience with processes, materials, tools, machines, management ideas, and the impacts of technology. Students will understand basic measurements, how to read a tape measure, research different possible careers in the areas of study, basic woodworking principles, basic metal manufacturing, automotive knowledge (small engines), and the importance of proper tool usage. The students will work safely and efficiently with both hand and power woodworking tools. Students will learn how to make something out of wood and follow the process from a tree in the forest to a finished product and all steps in between.

**1 Credit**

**Grades: 9-12**

**Prerequisite: None**

**Furniture & Cabinet Making** – Students will use the skills they obtained from Building Trades to plan, develop, and build a series of small projects or one big project for the semester. Students will be able to use all necessary tools to make a finished product.

**1 Credit**                      **Grades: 10-12**                      **Prerequisite: Intro to Tech**  
**(Recommend grade of C or better)**

**Metals 1** - This course will cover the basic manufacturing processes used in the production of goods from metal. It will also allow the student to become familiar with the different types of metals and their properties. The student will learn basic skills in arc welding, cutting, tool usage, welding symbols, and safety.

**1 Credit**                      **Grades: 10-12**                      **Prerequisite: Intro to Technology**

**Shielded Metal Arc Welding (SMAW) Techniques 1 TC – 1 Laude Point** This class is articulated through Fox Valley Technical College (FVTC). It covers the process commonly known as stick welding. Upon completion of this course, the student will be able to weld in all positions, read some basic weld symbols, and have a basic understanding of written welding procedures.

Purpose/Goals

- Identify, terminology, nomenclature, electrode selection, power source equipment requirements, quality standards, limitations and variables.
- Perform fillet and groove welds in all positions on plain carbon steel and stainless-steel fillet welds in the horizontal position using the shielded metal arc welding process.

**1 Credit (2 FVTC)**                      **Grades: 10-12**                      **Prerequisite: Metals 1**

**Gas Metal Arc Welding (GMAW) Techniques 1 TC – 1 Laude Point** This class is articulated through Fox Valley Technical College (FVTC). It demonstrates welding on steel sheet metals and plates. Emphasis is placed on axial spray, pulse spray and short circuit mode of transfer. Upon completion of this course, the student will be able to weld in all positions, read basic weld symbols, and understand written welding procedures.

Purpose/Goals

- Identify terminology, equipment, shielding gas and consumable requirements, limitations and quality standards.
- Perform fillet and groove welds on plain carbon steel in all positions with the short circuit and pulse spray mode of transfer; fillet and groove welds in the flat and horizontal positions with the spray transfer mode; and performance weld test to evaluate welders' abilities.

**1 Credit (2 FVTC)**                      **Grades: 10-12**                      **Prerequisite: Metals 1**

## Engineering Course Descriptions

<b>Recommended Sequence of Available Engineering Courses</b>				
<b>Laude Points</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
None	Intro to Programming	Intro to Programming	Intro to Programming	Intro to Programming
None	Intro to DC Circuits	Intro to DC Circuits	Intro to DC Circuits	Intro to DC Circuits
None		Engineering	Engineering	Engineering
None		Programming 1	Programming 1	Programming 1
1		Robotics 1	Robotics 1	Robotics 1
1			Robotics 2	Robotics 2
1			Programming 2	Programming 2

**Intro to Programming** - This course is designed to introduce the student to the fundamentals of programming. Students will learn the basics of block coding and basic game programming. Students will also be introduced to the basics of robotic programming, website design, JavaScript, and Python.

**0.5 Credit                      Grades: 9-12                      Prerequisite: None**

**Intro to DC Circuits** - This course is designed to introduce the student to the fundamentals of direct current circuits. Students will learn the basics of series and parallel circuits, switches, resistors, circuit diagramming, and wiring. Students will also be introduced to Ohm's Law, multimeters, and soldering.

**0.5 Credit                      Grades: 9-12                      Prerequisite: None**

**Programming 1** - This is an introductory computer science course that takes a wide lens on computer science by covering topics such as problem-solving, programming, physical computing, user-centered design, and data while inspiring students as they build their own websites, apps, animations, games, and physical computing systems.

**1.0 Credit                      Grades: 10-12                      Prerequisite: Intro to Programming**

**Programming 2 - 1 Laude Point** This course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. More than a traditional introduction to programming, it is a rigorous, engaging, and approachable course that explores many of the foundational ideas of computing so all students understand how these concepts are transforming the world we live in.

**1.0 Credit                      Grades: 10-12                      Prerequisite: Programming 1**

**Engineering** - This course is designed to introduce students to the various types of engineering through hands-on activities and challenges. Students will learn about the Engineering Design Process and will apply it to various engineering projects that include 3D printed models, laser-cut products, and automated solutions using Arduino and Raspberri Pi microcontrollers. Students will use higher-level problem-solving skills to devise solutions to real-world problems.

**1.0 Credit**                      **Grades: 10-12**                      **Prerequisite: Intro to Programming & Intro to DC Circuits**

**Robotics 1 - 1 Laude Point** Students will walk through the engineering design process and build a mobile robot to play a sport-like game. During this process, they will learn key STEM principles and robotics concepts. At the culmination of this class, they will compete head-to-head against their peers in the classroom, or on the world stage in the FRC Robotics Competition, the largest and fastest-growing international robotics competition for middle and high school students.

**1.0 Credit**                      **Grades: 10-12**                      **Prerequisite: Robotics 1**

**Robotics 2 - 1 Laude Point** Students will continue to use the engineering design process to build mobile robots that could be used in real-world situations such as manufacturing. They will continue to learn key STEM principles and robotics concepts. Students will also work on troubleshooting electrical, mechanical, and circuitry problems in various computers, robots, and toys.

**1.0 Credit**                      **Grades: 11-12**                      **Prerequisite: Robotics 1**

**AP Computer Science-** College-board approved AP class that focuses on the fundamentals of computer science. Focus is on the many facets of computer science and how it relates to the world: Internet, App Design, Programming, Cybersecurity and Computing Systems. Prepares students who are new to computer science for the AP CS Principles exam. **This is through Erving**

**1 Credit**                      **Grades: 10-12**                      **Prerequisite: Algebra**

**Computer Programing 2 CIDS-** A continuation of fundamental computer concepts and programming. Java will be used to teach the basic concepts of program analysis, design and implementation. Topics include: methods, File IO, Arrays and their applications, Abstract Data Types, Classes, simple Java GUI application, Inheritance and composition. Students will need access to internet, email and the University's course management system Canvas. Designed to meet degree requirements for UWRF Computer Science and Information Systems majors. **This is through Erving (UWRF)**

**1 Credits**                      **Grades: 11-12**                      **Prerequisite: CIDS 1**  
**3 UWRF credits**

**Principles of Information Security-** An introduction to the various technical and administrative aspects of information security and assurance. This course provides the foundation for understanding the key issues associated with protecting information assets, determining the levels of protection and response to security incidents, and designing a consistent, reasonable information security system, with appropriate intrusion detection and reporting features. **This is through Erving (NTC)**

**0.5 Credit**  
**2 NTC credits**

**Grades: 11-12**

**Prerequisite: None**

**IT Development & Design Fundamentals-** Introduces the field of IT software development and design. Learners will explore degree and career paths, IT tools and processes and begin to demonstrate professional communication. Learners will create or modify a simple computer program using an integrated development environment. **This is through Erving (NTC)**

**0.5 Credit**

**Grades: 11-12**

**Prerequisite: None**

**Programming Concepts A.-** Introduces programming concepts and terminology using an object-oriented approach, with a focus on iterative development and testing. This course uses C# .NET, the Unified Modeling Language (UML) and other tools to present concepts from a variety of perspectives. Learners will create UML diagrams and write/debug C# .NET applications that incorporate classes, fields, methods, and variables. Additional topics include: utilization of an Integrated Development Environment (IDE), value and reference types, object instantiation/lifetime/scope and mathematical/conditional/logical expressions. **This is through Erving (NTC)**

**0.5 Credit**  
**1 NTC credit**

**Grades: 11-12**

**Prerequisite: IT Development & Design Fundamentals**

**Programming Concepts B.-** Reinforces programming concepts and standards, building on the object-oriented approach introduced in Programming Concepts A, with a focus on iterative development and testing. This course uses C# .NET, the Unified Modeling Language (UML) and other tools to present concepts from a variety of perspectives. Learners will create UML diagrams and write/debug C# .NET applications, applying the object-oriented basics of abstraction and encapsulation. Additional topics include: the utilization of a debugger, object multiplicity and constructors. **This is through Erving (NTC)**

**0.5 Credit**  
**1 NTC credit**

**Grades: 11-12**

**Prerequisite: Programming Concepts A.**



**Programming Concepts C.-** Emphasizes programming concepts and standards, building on the object-oriented approach of Programming Concepts B, with a focus on iterative development and testing. This course uses C# .NET, the Unified Modeling Language (UML) and other tools to present concepts from a variety of perspectives. Learners will create UML diagrams and write/debug C# .NET applications, applying the object-oriented basics of abstraction and encapsulation, inheritance. **This is through Erving (NTC)**

**0.5 Credit  
1 NTC credit**

**Grades: 11-12**

**Prerequisite: Programming Concepts B.**

**Intro to IT-** This course provides an overview of Information Technology by comparing and contrasting the various fields within the broader IT industry. Students will be exposed to hardware, software, networking, programming, and analyst roles to understand how each plays an integral role in IT. **This is through Erving (NWTC)**

**0.5 Credit  
1 NWTC credit**

**Grades: 11-12**

**Prerequisite: None**

**Intro to Programming: Logic-** Techniques for developing computer programs to solve business problems; includes logic, structure, flowcharting, comparing, looping, variables, arrays, file processing, objects, methods, properties, events, data validation, testing procedures. **This is through Erving (NWTC)**

**0.5 Credit/  
1 NTC credit**

**Grades: 11-12**

**Prerequisite: None**

**WEB: Database Development-** Database uses, database terminology, analyzing information requirements, data models, database design phases, entity relationships, normalization processes, database management systems, database objects, development environments, creating tables, writing queries using SQL, testing. (This course will require students to work outside of class to complete lab work). **This is through Erving (NWTC)**

**1 Credits  
3 NWTC credit**

**Grades: 11-12**

**Prerequisite: None**

**Principles of Civil Engineering-** Provides fundamentals of Civil Engineering from concept to completion. Civil Engineering ethics, resume and portfolio creation, and Microsoft Word and Excel will also be introduced. **This is through Erving (NWTC)**

**1 Credits  
3 NWTC credit**

**Grades: 11-12**

**Prerequisite: None**

**Website Coding-** Write code for functionality and design of web page text, hyperlinks, images, forms, tables, and frames using (X)HTML, XML and CSS. Apply coding standards. Test browser function and user accessibility. (This course will require students to work outside of class to complete lab work). **This is through Erving (NWTC)**

**1 Credits**                      **Grades: 11-12**                      **Prerequisite: None**  
**3 NWTC credit**

**Digital Media Overview-** Media examples in audio, video, history of radio/tv broadcasting, concepts of videography, live video streaming, pre-production, scriptwriting and motion graphics. **This is through Erving (NWTC)**

**0.5 Credits**                      **Grades: 11-12**                      **Prerequisite: None**  
**2 NWTC credit**

**Renewable Energy and Sustainability-** An overview of various renewable energy technologies and sustainable design practices and their current applications. Emphasis will be placed on policies, renewable energy production, green products and jobs. **This is through Erving (NWTC)**

**1 Credits**                      **Grades: 11-12**                      **Prerequisite: None**  
**4 NWTC credit**

# Music Education

LWHS music courses are designed to address a wide range of student skills and interests. Numerous performance opportunities, travel and competition are an integral part of the music program.

Courses Taught in Music Education				
Laude Points	Grade 9	Grade 10	Grade 11	Grade 12
None	High School Band	High School Band	High School Band	High School Band
None	High School Choir	High School Choir	High School Choir	High School Choir

## Course Descriptions

**High School Band**– Performing opportunities include, concert band, solo/ensemble music festival, pep band, marching band, and all-conference band. As a member of the High School band, students will develop their instrumental skills, appreciation for music, and knowledge of music theory, history, and composition. All students will receive a calendar of required and non-required performances at the start of the school year. **NOTE:** Due to the early performance schedule for this course, any drop/adds must be made **PRIOR** to the first day of the school year. Drop/add requests following first rehearsal may or may not be granted according to the instructor's discretion. Parent permission is required for drop/add requests to be considered.

**1 Credit**                      **Grades: 9-12**                      **Prerequisite: Middle School Band (or) Instructor's Approval**

**High School Choir**- This is a performing group for singers. Class work will include singing, writing, note reading, listening exercises, vocal technique and singing tests. Public performance is a mandatory part of the class grade.

**1 Credit**                      **Grades: 9-12**                      **Prerequisite: None**

**General Music:** This is a class in which students explore various styles of music, musical time periods, music theory, musical instruments, the purposes of music, and music of other cultures through

**1 Credit**                      **Grades: 9-12**                      **Prerequisite: None**

**1 Laude Point Earned for 3+ years participation in Band and/or Choir and a 1<sup>st</sup> on a Class A Solo & Ensemble Piece**

## Other Electives

**Assisted Child Care Teacher-** This course is excellent for students who are interested in a career in which they are working with children (teacher, counseling, childcare, psychology, social work, community services). The course will emphasize the physical, emotional, social and intellectual development of children, birth to adolescent. Students will focus on the application of child development principles to the care of children while in group settings. Students are required to complete 10 hours of observation and/or instruction in a child-centered environment. Upon completion of the course, observation hours, 85% attendance, and a grade of C or better, the student will receive a DPI Skills Certificate which allows them to be employed as an Assistant Child Care Teacher. The DPI and the Wisconsin Technical College System have entered into an agreement whereby three elective credits may be awarded for successful completion of this course upon enrollment in a WTCS Early Childhood Program. **This is through Erving**

**0.5 Credit**

**Grades: 11-12**

**Prerequisite: None**

**Written Communication-** Some topics explored in this course include: good and bad news messages, cover letters and resumes, and APA formatting. Come explore and apply professional workplace communication in this practical writing course. **This is through Erving (NTC)**

**1 Credit**

**Grades: 11-12**

**Prerequisite: None**

**3 NTC credits**

**Intro to Teaching-** Introduction to Teaching is designed for prospective teachers and other education professionals and serves as an introduction to both the field of education and to the Teacher Education program at UW River Falls. The course provides an introduction to interrelated aspects of education across three levels of analysis: Individual (teacher, child), Institution (school as a place to work and learn) System (schooling as reflective and transformative of society) Students learn through readings, class activities and discussions, assignments that utilize inquiry processes, and visits to educational settings. Several written assignments require students to reflect on their experiences and learning. **This is through Erving (UWRF)**

**1 Credit**

**Grades: 11-12**

**Prerequisite: None**

**3 UWRF credits**

**Exceptional Child-** This is a survey course examining the general aspects of students with special needs. Emphasis centers on the historical and legislative issues, definitions, eligibility, criteria and characteristics of exceptional individuals, models of delivery of services, individualized education programs and examples of accommodative techniques in the classroom and home. **This is through Erving**

**1 Credit**                      **Grades: 11-12**                      **Prerequisite: Intro to Teaching**

**Current Events in Criminal Justice-** Students will explore nine current issues related to law enforcement of today. Students will be given scenarios that speak to those issues and will be expected to research, reflect and eventually respond to those scenarios in a manner that effectively addresses the issues being explored. \*Students will need to have a high level of reading and writing skills for this course; research required. **This is through Erving (NTC)**

**1 Credit**                      **Grades: 11-12**                      **Prerequisite: None**  
**3 NTC credits**

**College 101-** Develops tools and strategies that support success in college. Focuses on study skills, college resources, goal setting, time management, and learning styles. Introduces concepts for self-assessing learning and completing an Exit Assessment that provides evidence that learning took place. Students should take this course prior to or during the first semester of their programs. **This is through Erving (NWTC)**

**1 Credit**                      **Grades: 11-12**                      **Prerequisite: None**

**Intro to Ethics and Theory and Application-** Basic understanding of theoretical foundations of ethical thought; analyze/compare relevant issues using diverse ethical perspectives; critically evaluate individual, social/professional standards of behavior--applying a systematic decision making process. **This is through Erving (NWTC)**

**1 Credit**                      **Grades: 11-12**                      **Prerequisite: None**  
**3 NWTC credits**

**Customer Service-** Examine customer service culture, develop communication and listening skills, explore diversity in the workplace, develop skills for handling challenging customers, and explore the impact of technology on customer service and engagement. **This is through Erving (NWTC)**

**1 Credit**                      **Grades: 11-12**                      **Prerequisite: None**  
**3 NWTC credits**

**Intro to Human Services-** Examine the evolution of the human services field. Distinguish the various types of human service agencies and occupations available in the field. Demonstrate the qualities of the field professionals. Complete 10 hours of community service at an agency of

learner's choice outside of class time. Assess boundaries and ethical issues commonly found in the human services profession. Apply reflective practitioner techniques. **This is through Erving (NWTC)**

**1 Credit**                      **Grades: 11-12**                      **Prerequisite: None**  
**3 NWTC credits**

**Intro to Law Enforcement-** In this course, learners will discover the history and evolution of policing and explore thought provoking issues that underscore the challenging and rewarding world of policing. Learners will examine the role of law enforcement in a democratic society, covering concepts such as law enforcement services; crime deterrence; discretion, and the expanded role of today's police officers. This course will also explore evolving law enforcement strategies and attitudes that build effective law enforcement and community relationships including the use of problem-oriented policing. Learners will also consider how professional law enforcement officers work in conjunction with the courts, corrections and other agencies to administer criminal justice in Wisconsin. **This is through Erving (NWTC)**

**1 Credit**                      **Grades: 11-12**                      **Prerequisite: None**  
**3 NWTC credits**

**Private Investigation Tactics-** Private investigators are used by law firms, corporations, insurance companies and other public and private entities. This course covers the basics of locating individuals using open sources of information, ethical considerations for investigators, constitutional law application and current investigative practices as preparation for success as a private investigator, corporate and private security or insurance claim investigator. Includes lessons on developing a business and marketing plan and preparing for the Wisconsin Private Detective license exam. **This is through Erving (NWTC)**

**1 Credit**                      **Grades: 11-12**                      **Prerequisite: None**  
**3 NWTC credits**

**Understanding Substance Abuse-** Explore the bio-psych social dynamics of substance use. Examine treatment approaches, models, and screening criteria. Examine substances of abuse, history of SUDs, and their impact on the individual and society. **This is through Erving (NWTC)**

**1 Credit**                      **Grades: 11-12**                      **Prerequisite: None**  
**3 NWTC credits**

**Career Planning-** Experiential learning introduction. Learn how personal branding allows candidates to differentiate themselves from the competition through appearance, personality, and marketing competency. Career portfolio introduced. **This is through Erving (NWTC)**

**1 Credit**                      **Grades: 11-12**                      **Prerequisite: 10-890-101, College 101**

# Additional Offerings

## Early College Credit Program/Start College Now –

Wisconsin's Start College Now (formerly known as Youth Options) program allows public high school **students** who meet certain requirements to take post-secondary courses at a UW institution, a Wisconsin technical college or one of the state's participating private nonprofit institutions of higher education. Approved courses can count toward high school graduation as well as for college credit.

This program opens the door for greater learning opportunities for motivated students who are considering a technical career, students wishing to start college early, or students who want to prepare themselves to enter the workforce immediately after high school graduation.

Parents/Guardians are responsible for satisfactory student attendance and transportation to and from the postsecondary institution. **Students will be required to reimburse the school district for tuition and fees if the student drops or fails the course.**

Students wishing to participate in this Program should contact the school counseling office. Students must be registered for the program by September 30th if they wish to enroll for the spring semester and March 1st if they wish to enroll for the following fall semester. Information sheets are also available in the Counseling Office. **Students must have a 2.5 GPA to apply. (.5 Laude Points per College Level course)**

**AP Classes**-- LWHS partners with Wisconsin Virtual School to offer additional online AP Courses. Students can take AP Classes and also the AP exam without taking the course itself. If a student earns a passing score of 3 or higher, students will earn college credit. Students will earn 1.5 Laude points for each AP course as well as high school credit. Students have until September 30 to add additional AP courses for the current school year.

Wisconsin Virtual School Classes--LWHS partners with Wisconsin Virtual School for high school courses not offered here. These courses are 20 weeks long and are fully online. Students are given time in their schedule to complete work. Courses must be applied for by Feb 28 for fall courses and September 30 for spring courses. All courses receive one semester high school credit. Up-to-date course offerings may be found at:

<https://www.wisconsinvirtualschool.org/courses/high-school-courses.cfm#d636900>

# Academic & Career Planning

ACP or Academic and Career Planning is intended to equip students and their families with the tools necessary to make more informed choices about postsecondary education, training, and careers for life after high school. It is part of Wisconsin Department of Public Instruction's overall vision for every student to graduate high school academically, socially, emotionally, and life ready. The following are components involved in academic and career planning. For more information, see <https://dpi.wi.gov/acp2>.

## 4 Year Course Plan

Course selections based on academic and career goals including highest education desired, career cluster(s) of interest, and career pathway(s) of interest.

## Career/Work Based Learning Experiences

Students in 9th and 10th grade are encouraged to work with their families and the school counselor to explore job shadow or interview opportunities in their areas of interest. Students in 11th and 12th grade may participate in Work Study, Youth Apprenticeship, or job shadowing.

## Virtual ACP Portfolio in Xello

Xello is a software that helps students in grades 6-12 create their very own unique roadmap for future success. This roadmap will enable students to discover their own personal pathway through self-knowledge, exploration, and planning. Built on a proven model for student success, Xello is aligned to Academic and Career Planning ACP. Students complete interactive lessons each year in their virtual portfolio.

<https://xello.mcoutput.com/1366560/Xello%20Scope%20and%20Sequence.pdf>

## Career Clusters & Pathways

There are 16 career clusters in the National Career Clusters Framework, representing more than 79 career pathways to help students navigate their way to greater success in college and career. They help students discover their interests and their passions, and empowers them to choose the educational pathway that can lead to success in high school, college, and career.

The Little Wolf High School Course Catalog along with the career clusters and pathways are ways for students to group their required and elective courses into a coherent sequence in preparation for college and careers. By connecting education to future goals, students are motivated to work harder and enroll in more rigorous courses and meet their future goals. A list of clusters, pathways, and LWHS offered courses follows this section.

[https://cte.careertech.org/sites/default/files/CareerClustersPathways\\_0.pdf](https://cte.careertech.org/sites/default/files/CareerClustersPathways_0.pdf)



## **Extracurricular Activities**

Students can participate in clubs & athletics

## **Assessment Results**

Students take WI Forward Exams, ACT Aspire, PreACT, ACT Plus Writing, & AP Exams

## **Financial Plan**

Students complete Employability Skills/Financial Literacy course in their senior year.

## **Potential Post-Secondary Options**

Technical School, Associate Degree or Certificate, 4-Year College, Trade School, Apprenticeship, Work, Military

This career cluster prepares learners for careers in the planning, implementation, production, management, processing, and/or marketing of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products. It also includes related professional, technical, and educational services.

### The Seven Pathways

#### Food Products & Processing Systems

Food & Drug Inspector  
 Food & Meat Processor  
 Agricultural Engineer  
 Agricultural Educator  
 Bioengineer  
 Microbiologist  
 Dietician  
 Quality Control Specialist  
 Food Scientist

#### Power, Structural, & Technical Systems

Database Administrator  
 Machine Operator  
 Welder  
 Agricultural Engineer  
 Wastewater Treatment  
 Plant Operator  
 Machinist  
 Farm Equipment  
 Technician

#### Plant Systems

Plant Breeder & Geneticist  
 Soil & Water Specialist  
 Certified Crop Advisor  
 Botanist  
 Horticulturist  
 Education & Extension Specialist  
 Golf Course Superintendent  
 Green House Manager  
 Forest Genetics

#### Natural Resources Systems

Fish & Game Official  
 Geologist  
 Ecologist  
 Logger  
 Park Manager  
 Wildlife Manager  
 Agronomist

#### Animal Systems

Animal Caretaker/Trainer  
 Animal Scientist  
 Equine Manager  
 Dairy Farmer  
 USDA Inspector  
 Veterinarian  
 Veterinary Assistant  
 Animal Nutritionist

#### Environmental Service Systems

Soil Conservationist  
 Chemical Engineer  
 Recycler  
 Hazardous Materials Handler  
 Water Quality Manager  
 Toxicologist  
 Conservation Warden  
 Wildlife Biologist

#### Agribusiness Systems

Dairy Herd Supervisor  
 Farm Manager  
 Bank Loan Office  
 Agricultural Lender  
 Feed Supply Store Manager  
 Agricultural Product Buyer  
 Agricultural Product Distributor

#### LWHS Courses for Supporting Knowledge in Agriculture, Food, & Natural Resource Careers

Agriculture & Science Courses		Technology & Engineering Courses	
Plants, Animals, & You		Intro to Technology	
Food Science		Metals 1	
Leadership		GMAW & SMAW	
Animal Science TC		Furniture & Cabinetry	
Ecology TC		Intro to DC Circuits	
Biology & Biology 2		Engineering	
Chemistry		Robotics	

Additional Courses through WVS, FVTC, & ERVING

## Architecture and Construction

This diverse career cluster prepares learners for careers in designing, planning, managing, building, and maintaining the building environment. People employed in this cluster work on new structures, restorations, additions, alterations, and repairs.

### The Three Pathways

#### Construction

Carpenter  
 Construction Engineer  
 Electrician  
 Mason  
 Contractor  
 Drywall Installer  
 Plumber  
 Roofer  
 Safety Director  
 Tile & Marble Setter

#### Design/Pre-Construction

Architect  
 Civil Engineer  
 Drafter  
 Electrical Engineer  
 Industrial Engineer  
 Safety Director  
 Structural Engineer  
 Landscape Architect  
 Interior Designer  
 Fire Protection & Prevention Engineer  
 Surveying & Mapping Technician

#### Maintenance & Operations

Air Conditioning Technician  
 Construction Inspector  
 Equipment & Material Manager  
 Cost Estimator  
 Subcontractor  
 Wastewater Maintenance Technician  
 Hazardous Material Remover  
 Demolition  
 Service Contractor & Field Supervisor

#### LWHS Courses for Supporting Knowledge in Architecture & Construction

##### Agriculture & Science Courses

Plants, Animals, and You  
 Ecology TC  
 Leadership  
 Art Courses  
 Intro to Art  
 Art 3D courses (II-IV)

##### Technology & Engineering Courses

Intro to Technology  
 Metals 1  
 GMAW & SMAW  
 Furniture & Cabinetry  
 Intro to DC Circuits  
 Engineering  
 Robotics

Additional Courses through WVU, FVTC, & ERVING

## Arts, A/V Technology, and Communications Courses

This career cluster prepares learners for designing, producing, exhibiting, performing, writing, or publishing multimedia content. Students will apply artistic talent to practical problems and learn visual arts principles that prepare students with skills and techniques to work in any number of creative design and entertainment fields.

### The Six Pathways

#### Audio & Video Technology & Film

Audio Systems Technician  
 A/V Designer & Engineer  
 Videographer: Special Effects & Animation  
 Video Systems Technician  
 Technical Computer Support Technician  
 Animator  
 Cinematographer  
 Medical & Scientific Illustrator

#### Visual Arts

Painter  
 Sculptor  
 Print Maker  
 Illustrator  
 Cartoonist  
 Fashion Artist  
 Animator  
 Art Director  
 Graphic Designer  
 Commercial Photographer

#### Journalism & Broadcasting

Editor  
 Journalist  
 Producer  
 Publisher  
 Radio & Television Announcer  
 Writer  
 Reporter  
 Design Director  
 Control Room Technician

#### Telecommunications

Office Installer  
 Network Technician  
 Telecommunication

#### Performing Arts

Actor  
 Composer  
 Director  
 Makeup Artist  
 Lighting Director  
 Musician  
 Choreographer  
 Playwright  
 Scenic Designer

#### Printing Technology

Desktop Publishing  
 Job Printer  
 Platemaker  
 Press Operator

### LWHS Courses for Supporting Knowledge in Arts, A/V Technology, & Communications

	Fine Arts Courses		Technology Courses	
	Intro to Art		Intro to Technology	
	Art II 2D & 3D		Intro to DC Circuits/Intro to Programming	
	Art III 2D & 3D		Engineering	
	Art IV		Programming	
	Photography & Graphic Design		Digital Information Technology (WVS)	
	Band		Fashion Design (WVS)	
	Choir		Interior Design (WVS)	
Additional Courses through WVS, FVTC & ERVING				

## Business Management and Administration

The Business Management & Administration Cluster prepares learners for careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations. Career opportunities are available in every sector of the economy and require specific skills in organization, time management, customer service, and communication.

### The Six Pathways

#### Business Financial Management & Accounting

Accountant  
Adjuster  
Auditor  
Bookkeeper  
Billing Specialist  
Price Analyst  
Treasurer  
Accounts Payable Clerk  
Billing Clerk

#### Human Resources

Human Resources Manager  
Compensation & Benefits Manager  
Training & Development Specialist  
Labor & Personnel Specialist  
OSHA/ADA Convention Planner  
Personnel Recruiter

#### Marketing

Marketing Manager  
Store Manager  
Customer Service Supervisor  
Retail Salesperson  
Wholesale or Retail Buyer  
Public Relations Specialist  
Advertising Agent  
Telemarketer

#### Management

Entrepreneur  
General Manager  
Public Relations Manager  
Risk Manager  
Advertising Account Executive  
Health Care Administrator  
Small Business Owner

#### Business Analysis

Budget Analyst  
Compensation Analyst  
Cost Analyst  
Database Business Analyst  
Investment Analyst  
Marketing Analyst

#### Administration & Information Support

Administrative Assistant  
Executive Assistant  
Office Manager  
Desktop Publisher  
Customer Service Assistant  
Data Entry Specialist  
Receptionist

#### LWHS Courses for Supporting Knowledge in Business Management & Administration

##### Business & Information Technology Classes

Computer Science Principles (WVS)

Digital Information Technology (WVS)

Entrepreneurship (WVS)

Photography & Graphic Design

Web Design (WVS)

Accounting (FVTC)

Additional Courses through WVS, FVTC, & ERVING

## Education and Training

This diverse Career Cluster prepares learners for careers in planning, managing and providing education and training services, and related learning support services. Millions of learners each year train for careers in education and training in a variety of settings that offer academic instruction, career technical instruction, and other education and training services.

### The Three Pathways

#### Teaching & Training

Preschool or Kindergarten Teacher, Aide  
 Elementary Teacher, Aide  
 Secondary Teacher, Aide  
 Special Education Teacher, Aide  
 College/University Lecturer/Professor  
 Management Development Trainer  
 Human Resource Trainer  
 Coach  
 Child Care Director

#### Professional Support Services

Psychologist-Clinical, Developmental, Social  
 Social Worker  
 Parent Educator  
 Counselor  
 Speech-Language Pathologist  
 Audiologist

#### Admin & Admin Support

Superintendent  
 Principal  
 Director of Training  
 Librarian  
 Instructional Coordinator  
 Educational Researcher  
 College President or Dean  
 Curriculum Developer  
 Instructional Media Designer

<b>LWHS Courses for Supporting Knowledge in Education &amp; Training</b>			
	<b>Social Studies Courses</b>		<b>Other Elective Courses</b>
	Sociology		Sports Officiating
	AP Psychology		Intro to Teaching (ERVING & UWRF)
	Teacher Aide		Exception Child (ERVING & UWRF)
	Child Development (WVS)		
	Early Childhood Education (WVS)		
	Real-World Parenting (WVS)		
Additional Courses through WVS, FVTC, & ERVING			

## Finance

The Finance Cluster prepares learners for careers in investment planning, banking, insurance, and business financial management. Career opportunities are available in every sector of the economy and require specific skills in organization, time management, customer service, and good number sense.

### The Four Pathways

#### Financial & Investment Planning

Personal Financial Advisor  
 Tax Preparer  
 Sales Agent for Securities & Commodities  
 Investment Advisors  
 Brokerage Clerk  
 Development Officer

#### Business Financial Management

Accountant  
 Financial Analyst  
 Controller  
 Chief Revenue Agent  
 Auditor  
 Economist  
 Tax Examiner  
 Collector  
 Revenue Agent

#### Banking & Related Services

Loan Officer  
 Bill & Account Collector  
 Teller  
 Loan Processor  
 Real Estate Appraiser  
 Internal Auditor  
 Title Researcher & Examiner  
 Debt Counselor

#### Insurance Services

Claims Agent  
 Examiner  
 Claims Clerk  
 Insurance Appraiser  
 Underwriter  
 Actuary  
 Sales Agent  
 Customer Service Agent  
 Processing Clerk

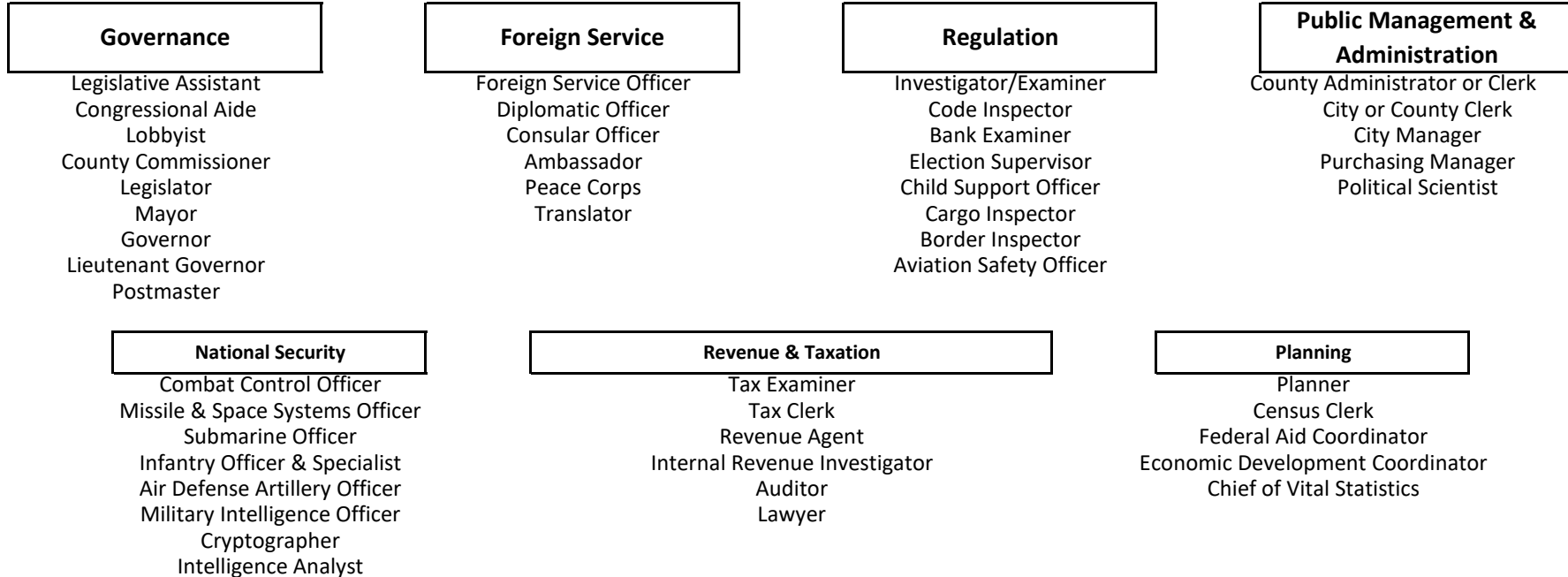
#### LWHS Courses for Supporting Knowledge in Finance

Business & Information Technology Courses	Social Studies Courses
Entrepreneurship (WVS)	Economics
Computer Science Principles (WVS)	AP Psychology
Digital Information Technology (WVS)	
International Business (WVS)	
Finance (WVS)	<b>Math Courses</b>
Accounting (ERVING)	AP Calculus
Personal Finance (ERVING-UWO)	Statistics
Additional Courses through WVS, FVTC. & ERVING	

## Government and Public Administration

Government affects Americans in countless ways. In a democratic society, government is the means of expressing the public will. There are some activities that are unique to government. The federal government defends us from foreign aggression; represents American interests abroad; deliberates, passes, and enforces laws; and administers different programs. State and local governments pass laws or ordinances and provide vital services to constituents. There are many opportunities in government in every career area. This cluster focuses on careers that are unique in government and not contained in another Cluster.

### The Seven Pathways



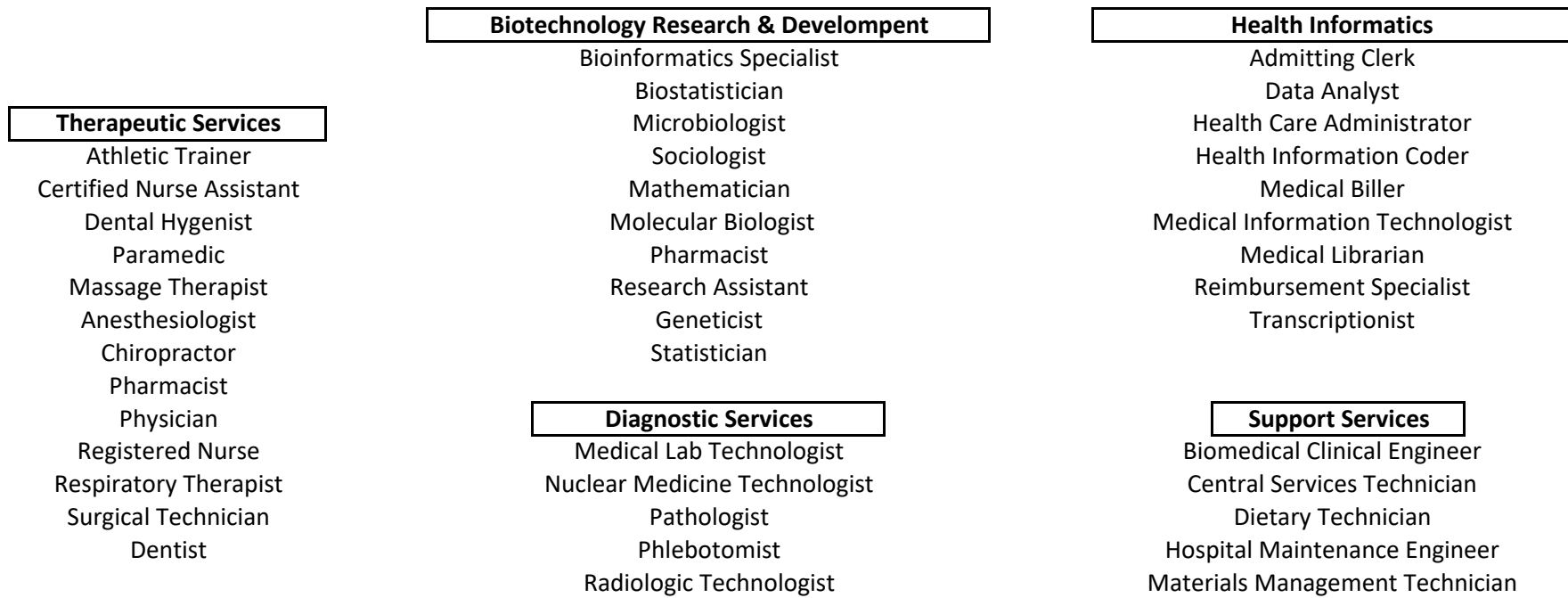
<b>LWHS Courses for Supporting Knowledge in Government &amp; Public Administration</b>	
<b>Social Studies Courses</b>	
	Economics
	Sociology
	US History
	Government
	AP Psychology
	World History
	World Geography (WVS)
Additional Courses through WVS, FVTC, & ERVING	



## Health Science

The Health Science Career Cluster orients students to careers that promote health, wellness, and diagnosis as well as treating injuries and diseases. Some of the careers involve working directly with people, while others involve research into diseases or collecting and formatting data and information. Work locations are varied and may be in hospitals, medical or dental offices or laboratories, sports arenas, space centers, or within the community.

**The Five Pathways**



<b>LWHS Courses for Supporting Knowledge in Health Science</b>	
<b>Science Courses</b>	<b>Social Studies Courses</b>
Biology & Biology II	Economics
Chemistry & AP Chemistry	AP Psychology
Physical Science	Sociology
Physics	<b>Math Courses</b>
Human Biology	AP Calculus
AP Biology (WVS)	Statistics
Additional Courses through WVS, FVTC, & ERVING	

## Hospitality and Tourism

The Hospitality & Tourism Cluster prepares learners for careers in the management, marketing, and operations of restaurants and other food services, lodging, attractions, recreational events and travel-related services. Hospitality operations are located in communities throughout the world.

### The Four Pathways

#### Restaurant & Food/Beverage Services

Food & Beverage Manager  
Catering & Banquets Manager  
Restaurant Owner  
Executive Chef  
Cook  
Bartender & Server  
Banquet Setup Attendant

#### Lodging

Front Office Manager  
Executive Housekeeper  
Director of Sales & Marketing  
Director of Operations  
Front Desk Supervisor  
Sales Professional

#### Travel & Tourism

Event Planner  
Convention Services Manager  
Interpreter  
Heritage Tourism Developer  
Tour Operator/Guide/Agent  
Tourism Marketing Specialist

#### Recreation, Amusements, and Attractions

Club Manager  
Membership Director  
Parks Director  
Resort Instructor  
Promotional Developer  
Park Ranger  
Zookeeper  
Recreation Director

#### LWHS Courses for Supporting Knowledge in Hospitality & Tourism

Business & Information Technology Courses	Agriculture Courses
Entrepreneurship (WVS)	Plants, Animals, and You
Computer Science Principles (TVS)	Food Science
Web Design (WVS)	Leadership
Marketing (WVS)	
Additional Courses through WVS, FVTC, & ERVING	

## Human Services

The Human Services Career Cluster prepares learners for employment in career pathways that relate to serving families and human needs.

### The Five Pathways

#### Consumer Services

Consumer Affairs Officer  
 Financial Counselor  
 Consumer Research Department Representative  
 Investment Advisor  
 Employee Benefits Representative  
 Market Researcher

#### Early Childhood Development & Services

Director, Childcare Facility  
 Childcare Assistant/Worker  
 Parent Educator  
 Nanny  
 Preschool Teacher/Assistant

#### Family & Community Services

Community Service Director  
 Volunteer Coordinator  
 Director, Religious Activities/Education Programs  
 Emergency Relief Worker  
 Grief Counselor  
 Social Services Worker

#### Counseling & Mental Health Services

Career Counselor  
 Clinical/Counseling Psychologist  
 Marriage, Child, & Family Counselor  
 Mental Health Counselor  
 Rehabilitation Counselor  
 School Counselor  
 Substance Abuse Counselor

#### Personal Care Services

Cosmetologist  
 Funeral Attendant/Director  
 Nail Technician  
 Personal Trainer  
 Skin Care Specialist

### LWHS Courses for Supporting Knowledge in Human Services

Agriculture & Science Courses	Social Studies Courses
Leadership	Sociology
Biology	AP Psychology
Biology II	Teacher Assistant
Human Biology	Developmental Psychology (FVTC)
<b>Art Courses</b>	Real-World Parenting (WVS)
Intro to Art	Finance
Art 2D & 3D	
Additional Courses through WVS, FVTC, & ERVING	

## Information Technology

Building Linkages in Information Technology Framework, learners will gain skills in the design, development, support, and management of hardware, software, multimedia and systems integration services.

### The Four Pathways

#### Network Systems

Network Administrator  
 Network Technician  
 Telecommunications Network Technician  
 Data Communications Analyst  
 Security Administrator

#### Information Support Services

Database Administrator  
 Enterprise Systems Engineer  
 Help Desk Specialist  
 Technical Support Engineer  
 Technical Writer  
 Instructional Designer  
 Application Integrator

#### Programming & Software Development

Software Applications Architect  
 Applications Engineer  
 Computer Programmer  
 Game Programmer  
 Operating Systems Design/Engineer

#### Interactive Media

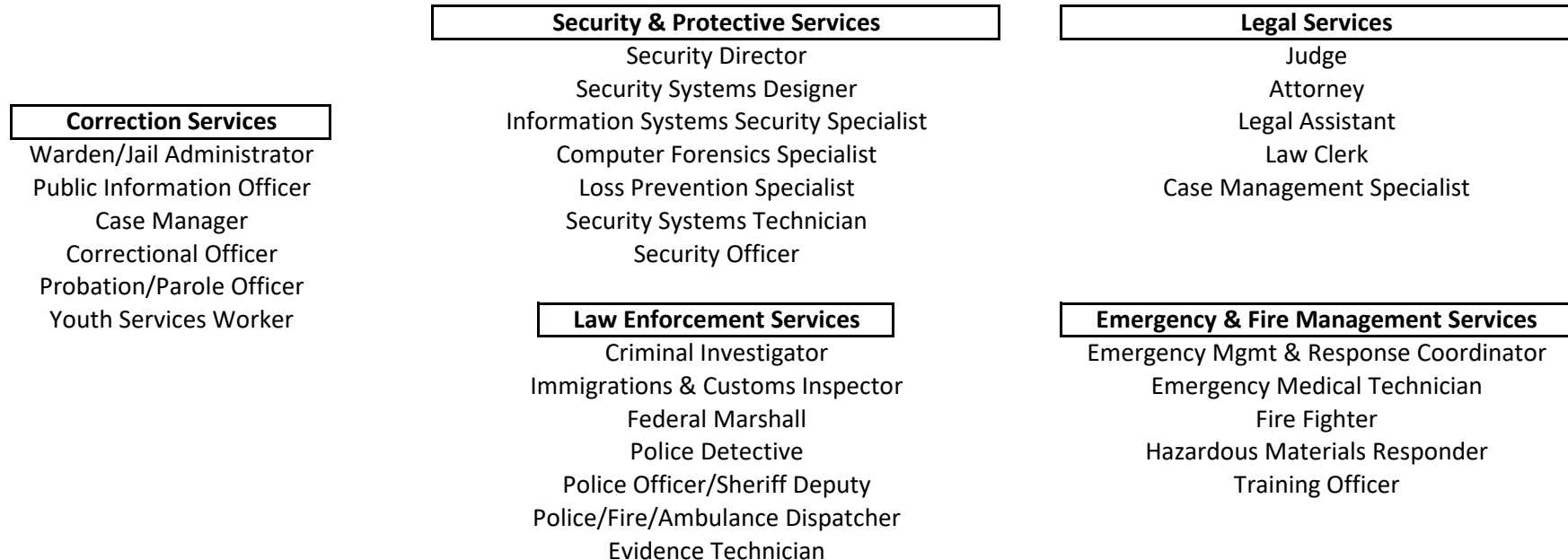
Web Designer  
 Webmaster  
 3D Animator  
 Virtual Reality Specialist  
 Multimedia Producer  
 Graphic Artist

LWHS Courses for Supporting Knowledge in Information Technology	
Technology & Engineering Courses	Social Studies Courses
Intro to DC Circuits/Intro to Programming	Sociology
Engineering	AP Psychology
Programming	
Robotics	Computer/Business Classes
<b>Art Courses</b>	Computer Science Principles (WVS)
Intro to Art	Digital Information Technology (WVS)
Art 2D & 3D	Web Design & Game Design (WVS)
Photography & Graphic Design	AP Computer Science (ERVING)
Additional Courses through WVS, FVTC, & ERVING	

## Law, Public Safety, Corrections, and Security

The Law, Public Safety, Corrections, & Security Career Cluster helps prepare learners for careers in planning, providing, and managing legal, public safety, protective services, and homeland security, including professional and technical support services.

### The Five Pathways



<b>LWHS Courses for Supporting Knowledge in Law, Public Safety, Corrections, &amp; Security</b>	
<b>Science Courses</b>	<b>Social Studies Courses</b>
Biology & Biology II	Sociology
Chemistry	AP Psychology
Human Biology	Developmental Psychology
	Careers in Criminal Justice (WVS)
<b>Agriculture Course</b>	Criminology (WVS)
Leadership	Forensic Science (WVS)
Additional Courses through WVS, FVTC, & ERVING	

# Manufacturing

This diverse Career Cluster prepares learners for careers in planning, managing, and performing the processing of materials into intermediate or final products. Careers also include related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.

## The Six Pathways

### Manufacturing Production Process & Development

Design Engineer  
Industrial Engineer  
Labor Relations Manager  
Manufacturing Engineer  
Precision Inspector, Tester, & Grader  
Process Improvement Technician  
Production Manager

### Production

Assemblers  
Automated Manufacturing Technician  
Calibration Technician  
Electromechanical Equipment Assemblers/Operators  
Tool & Die Maker

### Maintenance, Installation & Repair

Biomedical Equipment Technician  
Communication System Installer/Repair  
Instrument Control Technician  
Laser System Technician  
Security System Installer/Repair

### Quality Assurance

Calibration Technician  
Inspector  
Lab Technician  
Process Control Technician  
Quality Control Technician  
Quality Engineer

### Logistics & Inventory Control

Dispatcher  
Freight, Stock & Material Mover  
Industrial Truck & Tractor Operator  
Logistical Engineer  
Material Handler  
Process Improvement Technician  
Traffic Manager

### Health, Safety, & Environmental Assurance

Environmental Engineer  
Health & Safety Coordinator  
Safety Engineer  
Safety Technician

### LWHS Courses for Supporting Knowledge in Manufacturing

Technology & Engineering Courses	Social Studies Courses
Intro to Technology	Sociology
Metals I	AP Psychology
Furniture & Cabinetry	<b>Business &amp; Information Technology Courses</b>
GMAW/SMAW	Computer Science Principles (WVS)
Intro to DC Circuits/Intro to Programming	Biotechnology (WVS)
Engineering	Manufacturing: Production Design & Innovation
Robotics	
Additional Courses through WVS, FVTC, & ERVING	

## Marketing, Sales, and Service

The Marketing, Sales, & Service Career Cluster prepares learners for careers in planning, managing, and performing marketing activities to reach organizational objectives.

### The Seven Pathways

#### Management & Entrepreneurship

Chief Executive Officer  
 Entrepreneur  
 Independent Distributor  
 Small Business Owner

#### Professional Sales & Marketing

Account Executive  
 Broker  
 Regional Sales Manager  
 Sales Executive  
 Technical Sales Specialist

#### Buying & Merchandising

Clerk  
 Merchandise Buyer  
 Merchandising Manager  
 Operations Manager  
 Retail Marketing Coordinator  
 Sales Associate  
 Store Manager

#### Marketing Communication & Promotion

Advertising Manager  
 Art/Graphics Director  
 Creative Director  
 Interactive Media Specialist  
 Public Relations Manager  
 Sales Representative

#### Marketing Information & Research

Brand Manager  
 Database Manager  
 Director of Market Development  
 Product Planner  
 Research Associate  
 Strategic Planner

#### Distribution & Logistics

Distribution Coordinator  
 Inventory Manager/Analyst  
 Logistics Analyst/Engineer  
 Materials Manager  
 Shipping/Receiving Administrator  
 Shipping/Receiving Clerk  
 Warehouse Manager

#### E-Marketing

Copywriter/Designer  
 Customer Support Specialist  
 E-Commerce Director  
 E-Merchandising Manager  
 Fulfillment Manager  
 Online Market Researcher

LWHS Courses for Supporting Knowledge in Agriculture, Food, & Natural Resource Careers	
Agriculture Courses	Social Studies Courses
Leadership	Sociology
Art Courses	AP Psychology
Intro to Art	Business & Information Technology Courses
Art 2D & 3D	Entrepreneurship (WVS)
Photography & Graphic Design	Advertising & Sales (WVS)
	Media & Communications (WVS)
Additional Courses through WVS, FVTC, & ERVING	

## Science, Technology, Engineering, and Mathematics

A career in Science, Technology, Engineering, or Mathematics is exciting, challenging, and ever-changing. Learners who pursue one of these career fields will be involved in planning, managing, and providing scientific research and professional and technical services including laboratory and testing services, and research and development services.

### The Two Pathways

#### Science & Mathematics

- Biologist
- Chemist
- Geneticist
- Physicist
- Mathematician
- Statistician
- Research Technician
- Science Teacher
- Lab Technician

#### Engineering & Technology

- Aeronautical Engineer
- Architectural Engineer
- Biotechnology Engineer
- Chemical Engineer
- Civil Engineer
- Construction Engineer
- Industrial Engineer
- Mechanical Engineer
- Materials Lab & Supply Technician
- Quality Technician

<b>LWHS Courses for Supporting Knowledge in Science, Technology, Engineering, &amp; Mathematics</b>			
<b>Math Courses</b>		<b>Science Courses</b>	<b>Technology/Engineering Courses</b>
Algebra		Biology & Biology II	Intro to Technology
Geometry		Physical Science	Metals 1
Advanced Algebra		Chemistry	Furniture & Cabinetry
Precalculus		Ecology TC	Intro to DC Circuits/Programing
AP Calculus		Physics	Engineering
Statistics		AP Chemistry	Programming
		AP Biology	Robotics
			AP Computer Science
Additional Courses through WVS, FVTC, ERVING			



## Transportation, Distribution, and Logistics

The Transportation, Distribution, & Logistics Career Cluster exposes learners to careers and businesses involved in the planning, management, and movement of people, materials, and products by road, air, and water. It also includes related professional and technical support services such as infrastructure planning and management, logistic services, and the maintenance of mobile equipment and facilities.

### The Six Pathways

#### Transportation Operations

Transportation Managers  
 Pilots  
 Locomotive Engineers  
 Flight Engineers & Attendants  
 Truck & Bus Drivers  
 Air Traffic Controllers  
 Ship & Boat Captains  
 Aircraft Cargo Handling Supervisors

#### Logistics Planning & Management

Logistician  
 Logistics Manager  
 Logistics Engineer  
 International Logistic Specialist

#### Facility & Mobile Equipment Maintenance

Industrial Equipment Mechanic  
 Electrician & Technician  
 Facility Maintenance Manager/Engineer  
 Mobile Equipment Maintenance Technician  
 Diesel Engine Specialist

#### Warehousing & Distribution Center Operations

Storage & Distribution Manager  
 Warehouse Manager  
 Industrial & Packaging Engineer  
 Shipping & Receiving Supervisor  
 Production, Planning, & Expediting Clerk  
 Freight Material Mover & Supervisor

#### Sales & Service

Reservation & Travel Agent  
 Cargo & Freight Agent  
 Customer Service Manager & Representative  
 Customer Order Supervisor  
 Billing Supervisor

#### Transportation Systems/Infrastructure Planning, Management & Regulation

Traffic Control  
 Urban & Regional Planner  
 Vehicle & System Inspector  
 Federal, State, & Local Transportation Agency  
 Manager

#### LWHS Courses for Supporting Knowledge in Transportation, Distribution & Logistics

Technology & Engineering Courses	Social Studies Courses
Intro to Technology	Economics
Furniture & Cabinetry	AP Psychology
Metals 1	Sociology
GMAW/SMAW	Manufacturing (WVS)
Intro to DC Circuits/Intro to Programming	International Business & Commerce (WVS)
Engineering	Computer Science Principles (WVS)
Robotics	
Additional Courses through WVS, FVTC, ERVING	

	Kindergarten Math		
<b>Credits:</b>	N/A		
<b>Prerequisites:</b>	N/A		
<b>Description:</b>	Topics covered: numbers 0-100, sorting, classifying, adding, subtracting, measurement,		
<b>Academic Standards:</b>	Wisconsin State Standards in Mathematics (2021)	Board Approved Curriculum Resource: Illustrative Mathematics	
<b>Units:</b>	<b>Unit Length:</b>	<b>Unit Standards:</b>	
<b>Numbers</b>	60-65 days	M.K.CC.A.1, M.K.CC.A.2, M.K.CC.A.3, M.K.CC.A.4, M.K.CC.B.5, M.K.CC.B.6, M.K.CC.C.7, M.K.OA.A.1, M.K.CC.C.8	Identify numbers 0-20, compare numbers 1-10, count and explore numbers to 100, and compare sets.
<b>Classification and Sorting</b>	20-25 days	M.K.CC.A.1, M.K.CC.A.2, M.K.CC.A.3, M.K.CC.A.4, M.K.CC.B.5, M.K.CC.B.6, M.K.G.A.1, M.K.G.A.2, M.K.G.A.3, M.K.G.B.4, M.K.G.B.5, M.K.G.B.6	Sort and classify numbers, objects, and shapes, identify 2D shapes, identify 3D shapes
<b>Measurement</b>	10-12 days	M.K.CC.A.1, M.K.CC.A.2, M.K.CC.A.3, M.K.CC.A.4, M.K.CC.B.5, M.K.CC.B.6, M.K.MD.A.1, M.K.MD.A.2, M.K.MD.B.3	Determine which object is the heaviest or lightest, compare objects by height, weight, and length using short, shorter, shortest, heavy, heavier, heaviest, long, longer, and longest.
<b>Addition</b>	20-25 days	M.K.CC.A.1, M.K.CC.A.2, M.K.CC.A.3, M.K.CC.A.4, M.K.CC.B.5, M.K.CC.B.6, M.K.CC.C.7, M.K.CC.C.8, M.K.OA.A.1, M.K.OA.A.2, M.K.OA.A.3, M.K.OA.A.4, M.K.OA.A.5	Identify the addition sign, add numbers from 0 -10, solve addition story problems using manipulatives.
<b>Subtraction to 10</b>	20-25 days	M.K.CC.A.1, M.K.CC.A.2, M.K.CC.A.3, M.K.CC.A.4, M.K.CC.B.5, M.K.CC.B.6, M.K.CC.C.7, M.K.CC.C.8, M.K.OA.A.1, M.K.OA.A.2, M.K.OA.A.3, M.K.OA.A.4, M.K.OA.A.5	Identify the minus sign, subtract numbers from 0 -10, solve subtraction story problems using manipulatives.

<b>Unit Name: Numbers</b>	<b>Length:</b> 60-65 days
<b>Standards:</b> M.K.CC.A.1, M.K.CC.2, M.K.CC.3, M.K.CC.4, M.K.CC.5, M.K.CC.6, M.K.CC.7, M.K.G.1-M.K.G.6, M.K.NBT.1, M.K.OA.1-M.K.OA.4	<b>Outcomes:</b> Identify numbers 0-20, compare numbers 1-10, count and explore numbers to 100, and compare sets.
<b>Essential Questions:</b> What number is this? How do you know a number/set is bigger than another? Smaller (less)? How can you tell if sets are equal?	<b>Learning Targets:</b> Students can identify numbers 0-20, compare numbers 1-10, count to 100, compare different groups and tell which group is greater, less than or equal.
<b>Topic: Numbers 0-10</b>	<b>Length:</b> 20-25 days
<b>Standard(s):</b> M.K.CC.1, M.K.CC.2, M.K.CC.3, M.K.CC.4, M.K.CC.5, M.K.OA.1-M.K.OA.4	<b>Academic Vocabulary:</b> count, one, two, three, four, five, six, seven, eight, nine, ten
Lesson Frame: counting	I can count to 10.
Lesson Frame: number identification	I can recognize and write numbers 1-10.
Lesson Frame: number order	I can order numbers 1-10.
Lesson Frame: quantity	I can state the quantity of a set.
<b>Performance Tasks:</b> Make a number book, games	Notes: Illustrative Math
<b>Topic: Comparing Numbers and Sets</b>	<b>Length:</b> 20-25 days
<b>Standard(s):</b> M.K.CC.A.1, M.K.CC.A.2, M.K.CC.A.3, M.K.CC.A.4, M.K.CC.B.5, M.K.CC.B.6, M.K.CC.C.7, M.K.OA.A.1, M.K.CC.C.8,	<b>Academic Vocabulary:</b> count, quantity, compare, greater, less, same
Lesson Frame: greater/less than	I can tell which number is bigger or smaller.
Lesson Frame: more/less	I can tell which set has more or less.
Lesson Frame: equal to	I can tell if two numbers or sets are equal.
<b>Performance Tasks:</b> Ten frames, games, projects	Notes: Illustrative Math
<b>Topic: Numbers 10-100</b>	<b>Length:</b> 20-25 days
<b>Standard(s):</b> M.K.CC.A.1, M.K.CC.A.2, M.K.CC.A.3, M.K.CC.A.4, M.K.CC.B.5, M.K.CC.B.6, M.K.CC.C.7, M.K.OA.A.1, M.K.CC.C.8,	<b>Academic Vocabulary:</b> count, tens, ones, digits, pairs, twos, fives, tally
Lesson Frame: groups of 10	I can count and understand a group of 10 or more.
Lesson Frame: using 10 frames	I can show numbers on a set of two ten frames.
Lesson Frame: skip counting	I can recognize and use pairs to assist in counting by 2's, 5's, and 10's.
Lesson Frame: compose numbers to 19	I can make number 10-10 by combining two numbers.

Lesson Frame: decompose numbers to 19	I can break apart numbers 10-19 into two groups.
<b>Performance Tasks:</b> ten frames, games, number charts	Notes: Illustrative Math
**KinderMath will be used to supplement teen numbers	

Unit Name: <b>Classification and Sorting</b>	<b>Length:</b> 20-25 days
<b>Standards:</b> M.K.CC.A.1, M.K.CC.A.2, M.K.CC.A.3, M.K.CC.A.4, M.K.CC.B.5, M.K.CC.B.6, M.K.G.A.1, M.K.G.A.2, M.K.G.A.3, M.K.G.B.4, M.K.G.B.5, M.K.G.B.6	<b>Outcomes:</b> Sort and classify numbers, objects, and shapes, identify 2D shapes, identify 3D shapes.
<b>Essential Questions:</b> Which number/group is bigger? smaller? Which number/group has more? less? What would come next in this pattern? How do you know? Is this a 2D or a 3D shape? How do you know?	<b>Learning Targets:</b> Students can sort and classify numbers, objects, and shapes, identify 2D shapes, identify 3D shapes.
Topic: <b>Sort and Classify</b>	<b>Length:</b> 10-12 days
<b>Standard(s):</b> M.K.CC.A.1, M.K.CC.A.2, M.K.CC.A.3, M.K.CC.A.4, M.K.CC.B.5, M.K.CC.B.6, M.K.G.A.1, M.K.G.A.2, M.K.G.A.3, M.K.G.B.4, M.K.G.B.5, M.K.G.B.6	<b>Academic Vocabulary:</b> alike, different, same, sort, pair, more, less, pattern
Lesson Frame: same and different	I can recognize same and different.
Lesson Frame: pairs	I can group into pairs or matches.
Lesson Frame: attributes	I can sort by attributes.
<b>Performance Tasks:</b> Snap cubes, ten frames, games, projects	Notes: Illustrative Math
Topic: <b>2D and 3D Shapes</b>	<b>Length:</b> 10-12 days
<b>Standard(s):</b> KCC.1, KCC.2, KCC.3, KCC.4, KCC.5, KCC.6, K.G.1-K.G.6, K.OA.1-K.OA.4	<b>Academic Vocabulary:</b> cubes, cones, cylinders, spheres, sides, faces, triangle, circle, square, rectangle, hexagon, corners, vertices
Lesson Frame: 2D (flat) shapes	I can identify 2D shapes.
Lesson Frame: 3D (solid) shapes	I can identify 3D shapes.
Lesson Frame: comparing 2D & 3D shapes	I can compare and sort 2D and 3D shapes.
<b>Performance Tasks:</b> Riddle cards, 3D and 2D shapes, games, projects	Notes: Illustrative Math

<b>Unit Name: Measurement</b>	<b>Length:</b> 10-12 days
<b>Standards:</b> M.K.CC.A.1, M.K.CC.A.2, M.K.CC.A.3, M.K.CC.A.4, M.K.CC.B.5, M.K.CC.B.6, M.K.MD.A.1, M.K.MD.A.2, M.K.MD.B.3	<b>Outcomes:</b> Determine which object is the heaviest or lightest, compare objects by height, weight, and length using short, shorter, shortest, heavy, heavier, heaviest, long, longer, and longest.
<b>Essential Questions:</b> Which object is heavier? Which object is lighter?	<b>Learning Targets:</b> Students can compare objects by height, weight, and length.
<b>Topic: Measurement</b>	<b>Length:</b> 10-12 days
<b>Standard(s):</b> M.K.CC.A.1, M.K.CC.A.2, M.K.CC.A.3, M.K.CC.A.4, M.K.CC.B.5, M.K.CC.B.6, M.K.MD.A.1, M.K.MD.A.2, M.K.MD.B.3	<b>Academic Vocabulary:</b> bigger, smaller, mid-sized, same, longer, shorter, longest, shortest, length, taller, height, same as, tallest, weight, heavier, lighter, equal to, heaviest, lightest, capacity, holds more, holds less, holds the same, capacity
Lesson Frame: compare height	I can compare two objects by height.
Lesson Frame: compare length	I can compare two objects by length.
Lesson Frame: compare weight	I can compare two objects by weight.
<b>Performance Tasks:</b> games, projects, weight cards	Notes: Illustrative Math

<b>Unit Name: Addition</b>	<b>Length:</b> 20-25 days
<b>Standards:</b> M.K.CC.A.1, M.K.CC.A.2, M.K.CC.A.3, M.K.CC.A.4, M.K.CC.B.5, M.K.CC.B.6, M.K.CC.C.7, M.K.CC.C.8, M.K.OA.A.1, M.K.OA.A.2, M.K.OA.A.3, M.K.OA.A.4, M.K.OA.A.5	<b>Outcomes:</b> Identify the addition sign, add numbers from 0 -10, solve addition story problems using manipulatives.
<b>Essential Questions:</b> What information do you need to solve that problem? What would happen if? Can you explain that more?	<b>Learning Targets:</b> Students can identify the addition sign, add numbers from 0 -10 and solve addition story problems using manipulatives.
<b>Topic: Addition to 10</b>	<b>Length:</b> 10-12 days
<b>Standard(s):</b> M.K.CC.A.1, M.K.CC.A.2, M.K.CC.A.3, M.K.CC.A.4, M.K.CC.B.5, M.K.CC.B.6, M.K.CC.C.7, M.K.CC.C.8, M.K.OA.A.1, M.K.OA.A.2, M.K.OA.A.3, M.K.OA.A.4, M.K.OA.A.5	<b>Academic Vocabulary:</b> combine, add
Lesson Frame: addition partners	I can combine sets of objects to make a number and understand all the possible sets up to that number.
Lesson Frame: addition	I can understand that addition is combining two sets of objects.
Lesson Frame: addition problems	I can practice and explore solving addition problems.
<b>Performance Tasks:</b> Playing cards, ten frames, number bonds, games, projects	Notes: Illustrative Math
<b>Topic: Addition with Word Problems</b>	<b>Length:</b> 10-12 days
<b>Standard(s):</b> M.K.CC.A.1, M.K.CC.A.2, M.K.CC.A.3, M.K.CC.A.4, M.K.CC.B.5, M.K.CC.B.6, M.K.CC.C.7, M.K.CC.C.8, M.K.OA.A.1, M.K.OA.A.2, M.K.OA.A.3, M.K.OA.A.4, M.K.OA.A.5	<b>Academic Vocabulary:</b> combine, add, equal
Lesson Frame: word problems	I can understand addition is combining 2 sets of objects through word problems.
<b>Performance Tasks:</b> Playing cards, ten frames, number bonds, games, projects.	Notes: Illustrative Math

<b>Unit Name: Subtraction to 10</b>	<b>Length:</b> 10-12 days
<b>Standards:</b> M.K.CC.A.1, M.K.CC.A.2, M.K.CC.A.3, M.K.CC.A.4, M.K.CC.B.5, M.K.CC.B.6, M.K.CC.C.7, M.K.CC.C.8, M.K.OA.A.1, M.K.OA.A.2, M.K.OA.A.3, M.K.OA.A.4, M.K.OA.A.5	<b>Outcomes:</b> Identify the minus sign, subtract numbers from 0 -10, solve subtraction story problems using manipulatives.
<b>Essential Questions:</b> What is a minus sign? What is the difference between numbers? Why does your answer make sense? How could you use this skill in real life? How could you use manipulatives to help you solve this subtraction problem?	<b>Learning Targets:</b> Students can identify the minus sign. Students can subtract up to 10. Students can use pictures and other manipulatives to help them subtract.
<b>Topic 1: Subtraction to 10</b>	<b>Length:</b> 10-12 days
<b>Standard(s):</b> M.K.CC.A.1, M.K.CC.A.2, M.K.CC.A.3, M.K.CC.A.4, M.K.CC.B.5, M.K.CC.B.6, M.K.CC.C.7, M.K.CC.C.8, M.K.OA.A.1, M.K.OA.A.2, M.K.OA.A.3, M.K.OA.A.4, M.K.OA.A.5	<b>Academic Vocabulary:</b> difference, left, minus, subtract
Lesson Frame: subtraction	I can subtract numbers up to 10.
Lesson Frame: minus/subtraction sign	I can understand the name and use of the minus sign.
Lesson Frame: word problems	I can solve subtraction word problems.
<b>Performance Tasks:</b> snap cubes, counters, games, projects, ten frames, five frames	Notes: Illustrative Math



September	October	November	December	January	February	March	April	May	June
Numbers		Classification and Sorting		Measurement	Addition		Subtraction		

Course Name:	1st Grade Mathematics		
Credits:	N/A		
Prerequisites:	N/A		
Description:	The big ideas in grade 1 include: developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; developing understanding of whole-number relationships and place value, including grouping in tens and ones; developing understanding of linear measurement and measuring lengths as iterating length units; and reasoning about attributes of, and composing and decomposing geometric shapes.		
Academic Standards:	Wisconsin Standards for Mathematics (2021)		Board Approved Curriculum Resource: Illustrative Mathematics
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Adding, Subtracting, and Working with Data	14-15 days	1.MD.C.4 1.OA.B.4 1.OA.C.5 1.OA.C.6	Students deepen their understanding of addition and subtraction within 10.
Addition and Subtraction Story Problems		1.MD.C.4 C.4 1.NBT.A.1 1.OA.A.1 1.OA.A.2 1.OA.B.3 1.OA.B.4 1.OA.C.5 1.OA.C.6 1.OA.D.7	Students learn to solve new types of addition and subtraction story problems and relate the quantities in the stories to equations.
Adding and Subtracting within 20	28-29 days	1.NBT.A.1 1.NBT.B.2a 1.NBT.B.2b 1.OA.A.1 1.OA.A.2 1.OA.B.3 1.OA.B.4 1.OA.C.5 1.OA.C.6 1.OA.D.7	Students will develop an understanding of 10 ones as a unit called a "ten" and use the structure of $10 + n$ to add and subtract within 20.
Numbers to 99	22-24 days	1.NBT.A.1 1.NBT.B.2 1.NBT.B.3 1.NBT.C.5 1.NBT.C.6 1.OA.A.1 1.OA.C.5 1.OA.C.6 1.OA.D.7	Students will develop an understanding of the structure of numbers in base ten, allowing them to see that two digits of a two-digit number represent how many tens and ones there are.

Adding within 100	14-15 days	1.NBT.A.1 1.NBT.B.3 1.NBT.C.4 1.NBT.C.5 1.NBT.C.6 1.OA.A.1 1.OA.C.5 1.OA.C.6 1.OA.D.7	Students will add within 100, using place value and properties of operations in their reasoning.
Length Measurements within 120 Units	17-18 days	1.MD.A.1 1.MD.A.2 1.NBT.A.1 1.NBT.B.3 1.NBT.C.4 1.NBT.C.5 1.OA.A.1 1.OA.A.2 1.OA.B.4 1.OA.C.5 1.OA.C.6	Students will extend their knowledge of linear measurement while continuing to develop their understanding of operations, algebraic thinking, and place value.
Geometry and Time	18 days	A. Reason with shapes and their attributes. 1.G.A.1 1.G.A.2 1.G.A.3 1.MD.B.3 1.NBT.A.1 1.NBT.C.4 1.NBT.C.5 1.OA.C.6 1.OA.D.7	Students will focus on geometry and time. They expand their knowledge of two- and three-dimensional shapes, partition shapes into halves and fourths, and tell time to the hour and half of an hour.
Putting It All Together	11 days	1.MD.A.1 1.MD.A.2 1.NBT.A.1 1.NBT.B.2 1.NBT.B.3 1.NBT.C.5 1.NBT.C.6 1.OA.A.1 1.OA.A.2 1.OA.B.3 1.OA.B.4 1.OA.C.5 1.OA.D.7	Students will revisit major work and fluency goals of the grade, applying their learning from the year.

Unit Name: <b>Adding and Subtracting within 20</b>	<b>Length:</b> 28-29 days
<b>Standards:</b> 1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. 1.NBT.B.2a. 10 can be thought of as a bundle of ten ones -- called a "ten". 1.NBT.B.2b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. 1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. 1.OA.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. 1.OA.B.3 Apply properties of operations as strategies to add and subtract. 1.OA.B.4 Understand subtraction as an unknown-addend problem 1.OA.C.5 Use counting and subitizing strategies to explain addition and subtraction 1.OA.C.6 Use multiple strategies to add and subtract within 20. 1.OA.D.7 Understand the meaning of the equal sign as "has the same value/amount as" and determine if equations involving addition and subtraction are true or false.	<b>Outcomes:</b> Students will develop an understanding of 10 ones as a unit called a "ten" and use the structure of 10 + n to add and subtract within 20.
<b>Essential Questions:</b> Can students understand and apply counting on and the commutative property in order to find the sum? Can students identify expressions that are equal? Can students solve Add To, Start Unknown problems? Can students add and subtract within 10 and 20? Can students understand that 10 ones make a ten? Can students understand that teen numbers are composed of a ten and some ones? Can students solve Take From, Result or Change Unknown problems? Can students solve story problems with three addends? Can students solve addition and subtraction story problems with the unknowns in all positions?	<b>Vocabulary:</b> data, difference, sum, survey, teen number, commutative property, associative property, addends
<b>Topic 1: Develop Fluency with Addition and Subtraction within 10</b>	
Lesson Frame: Sect. A: Lesson 1	I can identify which sums within 10 I know and which ones I am still working on.
Lesson Frame: Sect. A: Lesson 2	I can understand and apply counting on and the commutative property in order to find the sum.
Lesson Frame: Sect. A: Lesson 3	I can identify expressions that are equal.
Lesson Frame: Sect. A: Lesson 4	I can build toward fluency within 10 by looking for patterns in sums that have a value of 10.
Lesson Frame: Sect. A: Lesson 5	I can develop fluency with subtraction within 10.
Lesson Frame: Sect. A: Lesson 6	I can do Add To, Start Unknown problems.
Lesson Frame: Sect. A: Lesson 7 Center Day 1	I can add within 10.
<b>Topic 2: Add and Subtract using Ten as a Unit</b>	
Lesson Frame: Sect. B: Lesson 8	I can understand that 10 ones make a unit called a ten.
Lesson Frame: Sect. B: Lesson 9	I can understand that teen numbers are composed of a ten and some ones.
Lesson Frame: Sect. B: Lesson 10	I can find the value that makes an equation true when one value is a ten number and one is a ten.
Lesson Frame: Sect. B: Lesson 11	I can add within 20 when one addend is a teen number.

Lesson Frame: Sect. B: Lesson 12	I can add and subtract within 20 without composing or decomposing a ten.
Lesson Frame: Sect. B: Lesson 13	I can solve Take From, Result or Change Unknown story problems.
Lesson Frame: Sect. B: Lesson 14 Center Day 2	I can add and subtract within 20.
<b>Topic 3: Add within 20</b>	
Lesson Frame: Sect. C: Lesson 15	I can solve story problems with three addends, two of which make a ten, in a way that makes sense.
Lesson Frame: Sect. C: Lesson 16	I can apply the commutative and associative properties in order to make a ten when adding three numbers within 20.
Lesson Frame: Sect. C: Lesson 17	I can use patterns to add within 20.
Lesson Frame: Sect. C: Lesson 18	I can find expressions equivalent to $10+n$ expressions.
Lesson Frame: Sect. C: Lesson 19	I can analyze addition methods for adding within 20, then use those methods to find sums.
Lesson Frame: Sect. C: Lesson 20	I can solve story problems with three addends.
Lesson Frame: Sect. C: Lesson 21 Center Day 3	I can add within 20.
<b>Topic 4: Subtract within 20</b>	
Lesson Frame: Sect. D: Lesson 22	I can subtract from a teen number.
Lesson Frame: Sect. D: Lesson 23	I can notice how the unit of ten can be used to find differences within 20.
Lesson Frame: Sect. D: Lesson 24	I can analyze and use counting on and taking away methods to subtract within 20.
Lesson Frame: Sect. D: Lesson 25	I can use subtraction methods flexibly to find differences.
Lesson Frame: Sect. D: Lesson 26	I can solve addition and subtraction story problems with the unknowns in all positions.
Lesson Frame: Sect. D: Lesson 27 Center Day 4	I can add and subtract within 20.
Lesson Frame: Sect. D: Lesson 28	I can write and solve my own story problems involving addition and subtraction.
<b>Performance Tasks:</b> *Observation (small group, whole group, individual) * Illustrative Math Cool Down * Illustrative Math Section Checkpoint *Illustrative Math End-of-Unit Assessment"	Notes: *Individual student workbooks *Learn Zillion *Unit 3 Illustrative Math Teacher Guide *Illustrative Math Centers

Unit Name: <b>Adding within 100</b>	<b>Length:</b> 14-15 days
<p><b>Standards:</b></p> <p>1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. B. Understand place value.</p> <p>1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones -- called a "ten". b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).</p> <p>1.NBT.B.3 Compare two two-digit numbers based on meanings of the tens and ones digits and describe the result of the comparison using words and symbols (<math>&gt;</math>, <math>=</math>, and <math>&lt;</math>). M.1.NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</p> <p>1.NBT.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p> <p>1.NBT.C.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p> <p>1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>1.OA.C.5 Use counting and subitizing strategies to explain addition and subtraction. a. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). b. Use conceptual subitizing in unstructured arrangements with totals up to 10 and structured arrangements anchored to 5 or 10 (e.g., 10 frames, double ten frames, math rack) with totals up to 20 to relate the compositions and decompositions to addition and subtraction.</p> <p>1.OA.C.6 Use multiple strategies to add and subtract within 20. a. Flexibly and efficiently add and subtract within 10 using strategies that may include mental images and composing/decomposing up to 10. b. Add and subtract within 20 using objects, drawings or equations. Use multiple strategies that may include counting on; making a ten (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>); decomposing a number leading to a ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>); using the relationship between addition and subtraction (e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>); and creating equivalent but easier or known sums (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 12 + 1 = 13</math>). D. Work with addition and subtraction equations.</p> <p>1.OA.D.7 Understand the meaning of the equal sign as "has the same value/amount as" and determine if equations involving addition and subtraction are true or false.</p>	<p><b>Outcomes:</b></p> <p>Students will add within 100, using place value and properties of operations in their reasoning.</p>
<p><b>Essential Questions:</b></p> <p>Can students add tens or ones to two-digit numbers without composing a ten?</p> <p>Can students add 2 two-digit numbers without composing a ten? Can students add within 100 without composing a ten?</p> <p>Can students add a two-digit number and a one-digit number within 100 with composing a ten?</p> <p>Can students add one-digit and two-digit numbers with composing a ten?</p> <p>Can students add 2 two-digit numbers within 100?</p>	<p><b>Vocabulary:</b></p> <p>data, difference, estimate, greater than, less than, sum, survey, teen number.</p>
Topic 1: <b>Add Without Making a Ten</b>	
Lesson Frame: Sect. A: Lesson 1	I can add tens or ones to two-digit numbers, without composing a ten.
Lesson Frame: Sect. A: Lesson 2	I can add 2 two-digit numbers, without composing a ten, using methods based on place value and make sense of equations that represent addition methods.
Lesson Frame: Sect. A: Lesson 3	I can add 2 two-digit numbers, without composing a ten, using methods based on place value to write equations to represent addition methods.
Lesson Frame: Sect. A: Lesson 4 Center Day 1	I can add within 100 without composing a ten.
Topic 2: <b>Make a Ten: Add One- and Two-digit Numbers</b>	
Lesson Frame: Sect. B: Lesson 5	I can add a two-digit number and a one-digit number within 100, with composing a ten.
Lesson Frame: Sect. B: Lesson 6	I can add one-digit and two-digit numbers, with composing a ten, using place value understanding and the properties of operations.

Lesson Frame: Sect. B: Lesson 7	I can add one-digit numbers and two-digit numbers, and recognize when a new ten will be composed.
Lesson Frame: Sect. B: Lesson 8 Center Day 2	I can add within 100.
<b>Topic 3: Make a Ten: Add Within 100</b>	
Lesson Frame: Sect. C: Lesson 9	I can add 2 two-digit numbers within 100 in any way that makes sense, including composing a ten.
Lesson Frame: Sect. C: Lesson 10	I can add 2 two-digit numbers using methods based on place value.
Lesson Frame: Sect. C: Lesson 11	I can add 2 two-digit numbers, with composing a ten, using methods based on place value and properties of operations.
Lesson Frame: Sect. C: Lesson 12	I can add 2 two-digit numbers, with composing a ten, using methods based on place value and properties of operations.
Lesson Frame: Sect. C: Lesson 13	I can add 2 two-digit numbers with composing a ten.
Lesson Frame: Sect. C: Lesson 14 (optional)	I can apply my understanding of adding two-digit numbers to a real-world context.
<b>Performance Tasks:</b> *Observation (small group, whole group, individual) * Illustrative Math Cool Down * Illustrative Math Section Checkpoint *Illustrative Math End-of-Unit Assessment	Notes: *Individual student workbooks *Learn Zillion *Unit 5 Illustrative Math Teacher Guide *Illustrative Math Centers

<b>Unit Name:</b> Adding, Subtracting, and Working with Data	<b>Length:</b> 14-15 days
<b>Standards:</b> 1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another 1.OA.B.4 Understand subtraction as an unknown-addend problem 1.OA.C.5 Use counting and subitizing strategies to explain addition and subtraction 1.OA.C.6 Use multiple strategies to add and subtract within 20.	<b>Outcomes:</b> Students deepen their understanding of addition and subtraction within 10.
<b>Essential Questions:</b> Are students able to count objects and relate counting to addition? Are students able to add within 10 when one addend is 1 or 2? Are students able to subtract 1 or 2 within 10? Are students able to sort objects? Are students able to sort shapes? Are students able to ask and answer questions about data?	<b>Vocabulary:</b> count, add, sums, expressions, subtraction, categories, sort, objects, representations, data, survey.
<b>Topic 1: Add and subtract within 10.</b>	
Lesson Frame: Sect. A Lesson 1	I can count objects and relate counting to addition.
Lesson Frame: Sect. A Lesson 2	I can write addition expressions within 10 and find the sums.
Lesson Frame: Sect. A Lesson 3	I can add within 10 when one addend is 1 or 2.
Lesson Frame: Sect. A Lesson 4	I can subtract 1 or 2 within 10.
Lesson Frame: Sect. A Lesson 5	I can add and subtract within 10.
Lesson Frame: Sect. A Lesson 6 Center Day	I can practice adding and subtracting within 10.
<b>Topic 2: Show Us Your Data</b>	
Lesson Frame: Sect. B Lesson 7	I can sort objects into categories and tell how many objects are in each category.
Lesson Frame: Sect. B Lesson 8	I can sort shapes and create a representation that shows the number of shapes in each category.
Lesson Frame: Sect. B Lesson 9	I can collect categorical data about the class, organize it, and represent it in a way others can understand.
Lesson Frame: Sect. B Lesson 10 Center Day	I can add and subtract within 10.
<b>Topic 3: What Does the Data Tell Us?</b>	
Lesson Frame: Sect. C Lesson 11	I can write and evaluate statements based on data in a visual representation.
Lesson Frame: Sect. C Lesson 12	I can answer "how many in each category" and "how many in all" questions about data and explain.
Lesson Frame: Sect. C Lesson 13	I can ask questions about data that can be answered by a given data representation.
Lesson Frame: Sect. C Lesson 14 Center Day	I can practice working with data and adding and subtracting within 10.
Lesson Frame: Sect. C Lesson 15 (optional)	I can create a survey, collect and represent data, and ask and answer questions related to the data.
<b>Performance Tasks:</b> *Observation (small group, whole group, individual) * Illustrative Math Cool Down * Illustrative Math Section Checkpoint *Illustrative Math End-of-Unit Assessment	<b>Notes:</b> *Individual student workbooks *Learnzillion *Unit 1 Illustrative Math Teacher Guide *Illustrative Math Centers



<b>Unit Name:</b> Addition and Subtraction Story Problems	<b>Length:</b>
<p><b>Standards:</b></p> <p>1.MD.C.4 C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p> <p>1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</p> <p>1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>1.OA.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>M.1.OA.B.3 Apply properties of operations as strategies to add and subtract.</p> <p>1.OA.B.4 Understand subtraction as an unknown-addend problem.</p> <p>1.OA.C.5 Use counting and subitizing strategies to explain addition and subtraction.</p> <p>1.OA.C.6 Use multiple strategies to add and subtract within 20.</p> <p>M.1.OA.D.7 Understand the meaning of the equal sign as “has the same value/amount as” and determine if equations involving addition and subtraction are true or false.</p>	<p><b>Outcomes:</b></p> <p>Students learn to solve new types of addition and subtraction story problems and relate the quantities in the stories to equations.</p>
<p><b>Essential Questions:</b></p> <p>Can students represent and solve Add To and Take From, Result or Change Unknown and Take From, Result Unknown, Put Together, Total Unknown story problems in a way that makes sense to them?</p> <p>Can students write an addition or subtraction equation to represent each story problem, and orally explain how the equation represents the story problem?</p> <p>Can students make sense of, represent, and solve Put Together/Take Apart, Both Addends Unknown story problems?</p> <p>Can students represent and solve Compare, Difference Unknown problems?</p>	<p><b>Vocabulary:</b></p> <p>category, data, difference, sum, survey</p>
<b>Topic 1: Add To and Take From Story Problems</b>	
Lesson Frame: Sect. A: Lesson 1	I can represent and solve Add To and Take From, Result Unknown story problems in a way that makes sense to me.
Lesson Frame: Sect. A: Lesson 2	I can solve Add To and Take From, Result Unknown story problems, write an addition or subtraction equation to represent each story problem, and orally explain how the equation represents the story problem.
Lesson Frame: Sect. A: Lesson 3	I can solve a new type of problem, Add To, Change Unknown.
Lesson Frame: Sect. A: Lesson 4	I can solve Add To, Result or Change Unknown, and Take From, Result Unknown story problems and write equations to match each problem.
Lesson Frame: Sect. A: Lesson 5 Center Day	I can tell and solve story problems, and add and subtract within 10.
<b>Topic 2: Put Together/Take Apart Story Problems</b>	
Lesson Frame: Sect. B: Lesson 6	I can solve Put Together, Total Unknown problems and write equations to match.
Lesson Frame: Sect. B: Lesson 7	I can make sense of, represent, and solve Put Together/Take Apart, Both Addends Unknown story problems.

Lesson Frame: Sect. B: Lesson 8	I can solve and represent Put Together/Take Apart, Addend Unknown story problems.
Lesson Frame: Sect. B: Lesson 9	I can solve the different Put Together/Take Apart story problems that have been introduced so far.
Lesson Frame: Sect. B: Lesson 10 Center Day	I can practice adding and subtracting within 10.
<b>Topic 3: Compare Story Problems</b>	
Lesson Frame: Sect. C: Lesson 11	I can represent and solve Compare, Difference Unknown problems.
Lesson Frame: Sect. C: Lesson 12	I can solve Compare, Difference Unknown problems.
Lesson Frame: Sect. C: Lesson 13	I can solve Compare, Difference Unknown problems in a data context.
Lesson Frame: Sect. C: Lesson 14	I can solve Compare, Difference Unknown story problems and match addition and subtraction equations to the problems.
Lesson Frame: Sect. C: Lesson 15	I can solve a variety of story problems and write equations that match each problem.
Lesson Frame: Sect. C: Lesson 16 Center Day	I can practice adding and subtracting within 10.
Performance Tasks: *Observation (small group, whole group, individual) * Illustrative Math Cool Down * Illustrative Math Section Checkpoint *Illustrative Math End-of-Unit Assessment	Notes: *Individual student workbooks *Learnzillion *Unit 2 Illustrative Math Teacher Guide *Illustrative Math Centers
<b>Performance Tasks:</b> *Observation (small group, whole group, individual) * Illustrative Math Cool Down * Illustrative Math Section Checkpoint *Illustrative Math End-of-Unit Assessment	Notes: *Individual student workbooks *Learn Zillion *Unit 2 Illustrative Math Teacher Guide *Illustrative Math Centers

Unit Name: <b>Geometry and Time</b>	<b>Length:</b> 18 days
<p><b>Standards:</b></p> <p>A. Reason with shapes and their attributes.</p> <p>1.G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</p> <p>1.G.A.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. Student use of formal names such as "right rectangular prism" is not expected.</p> <p>1.G.A.3 Partition circles and rectangles into two and four equal shares, describe and count the shares using the words halves and fourths, and use the phrases half of and fourth of the whole. Describe the whole as being two of the shares, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares. B. Tell and write time.</p> <p>1.MD.B.3 Tell and write time in hours and half-hours using analog and digital clocks.</p> <p>1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</p> <p>1.NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</p> <p>1.NBT.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p> <p>1.OA.C.6 Use multiple strategies to add and subtract within 20. a. Flexibly and efficiently add and subtract within 10 using strategies that may include mental images and composing/decomposing up to 10. b. Add and subtract within 20 using objects, drawings or equations. Use multiple strategies that may include counting on; making a ten (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>); decomposing a number leading to a ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>); using the relationship between addition and subtraction (e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>); and creating equivalent but easier or known sums (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 12 + 1 = 13</math>). D. Work with addition and subtraction equations. M.1. OA.D.7 Understand the meaning of the equal sign as "has the same value/amount as" and determine if equations involving addition and subtraction are true or false.</p>	<p><b>Outcomes:</b></p> <p>Students will focus on geometry and time. They expand their knowledge of two- and three-dimensional shapes, partition shapes into halves and fourths, and tell time to the hour and half of an hour.</p>
<p><b>Essential Questions:</b></p> <p>Can students sort three-dimensional shapes?</p> <p>Can students use three-dimensional shapes to compose larger shapes?</p> <p>Can students draw and describe two-dimensional shapes?</p>	<p><b>Vocabulary:</b></p> <p>fourth, a half, category, data, difference, estimate, fourths, greater than, half-past, halves, length, less than, o'clock, sum, survey, teen number, two-digit number</p>
<p><b>Topic 1: Flat and Solid Shapes</b></p>	
Lesson Frame: Sect. A Lesson 1	I can sort three-dimensional shapes and describe them.
Lesson Frame: Sect. A Lesson 2	I can use three-dimensional shapes to compose larger shapes.
Lesson Frame: Sect. A Lesson 3	I can describe two-dimensional shapes.
Lesson Frame: Sect. A Lesson 4	I can draw and describe two-dimensional shapes.
Lesson Frame: Sect. A Lesson 5	I can identify defining and non-defining attributes of triangles.
Lesson Frame: Sect. A Lesson 6	I can identify defining and non-defining attributes of squares and rectangles.
Lesson Frame: Sect. A Lesson 7	I can compose larger shapes from pattern blocks and describe the shapes.
Lesson Frame: Sect. A Lesson 8	I can work with two-dimensional and three-dimensional shapes.
<p><b>Topic 2: Halves and Quarters</b></p>	
Lesson Frame: Sect. B Lesson 9	I can partition circles and rectangles into halves and fourths and determine whether a shape is partitioned into equal pieces.
Lesson Frame: Lesson Frame: Sect. B Lesson 10	I can partition circles and rectangles into halves and fourths and use precise language to describe the pieces as a half of or a fourth of the whole shape.
Lesson Frame: Lesson Frame: Sect. B Lesson 11	I can compare the size of halves and fourths of the same shape and understand that partitioning a shape into more equal pieces creates smaller pieces.
Lesson Frame: Lesson Frame: Sect. B Lesson 12	I can work with shapes and numbers.
<p><b>Topic 3: Tell Time in Hours and Half Hours</b></p>	

Lesson Frame: Lesson Frame: Sect. C Lesson 13	I can tell and write time in hours.
Lesson Frame: Sect. C Lesson 14	I can learn about the position of the hands of an analog clock at half past the hour.
Lesson Frame: Sect. C Lesson 15	I can understand that times called half past are represented as __:30. I can write time in hours and half hours to match analog clocks.
Lesson Frame: Sect. C Lesson 16	I can show and write times in hours and half hours.
Lesson Frame: Sect. C Lesson 17	I can work with shapes and addition and subtraction.
<b>Performance Tasks:</b> *Observation (small group, whole group, individual) * Illustrative Math Cool Down * Illustrative Math Section Checkpoint *Illustrative Math End-of-Unit Assessment	Notes: *Individual student workbooks *Learn Zillion *Unit 7 Illustrative Math Teacher Guide *Illustrative Math Centers

Unit Name: <b>Length Measurements within 120 Units</b>	<b>Length:</b> 17-18 days
<b>Standards:</b> 1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object. 1.MD.A.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. 1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. 1.NBT.B.3 Compare two two-digit numbers based on meanings of the tens and ones digits and describe the result of the comparison using words and symbols ( $>$ , $=$ , and $<$ ). M.1.NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. 1.NBT.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. 1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. 1.OA.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. 1.OA.B.4 Understand subtraction as an unknown-addend problem 1.OA.C.5 Use counting and subitizing strategies to explain addition and subtraction. 1.OA.C.6 Use multiple strategies to add and subtract within 20.	<b>Outcomes:</b> Students will extend their knowledge of linear measurement while continuing to develop their understanding of operations, algebraic thinking, and place value.
<b>Essential Questions:</b> Can students compare the length of objects by lining up the endpoints and order objects by length?	<b>Vocabulary:</b> category, data, difference, estimate, greater than, length, less than, sum, survey
Topic 1: <b>From Direct to Indirect Comparisons</b>	
Lesson Frame: Sect. A: Lesson 1	I can compare the length of objects by lining up the endpoints and order objects by length.
Lesson Frame: Sect. A: Lesson 1	I can compare the length of two objects indirectly by comparing each with the length of a third object.
Lesson Frame: Sect. A: Lesson 1	I can compare the length of two objects that cannot be compared directly.
Lesson Frame: Sect. A: Lesson 4 Center Day 1	I can add and subtract within 100.
Topic 2: <b>Measure by Iterating up to 120 Length Units</b>	
Lesson Frame: Sect. B: Lesson 5	I can measure objects in connecting cube side lengths using connecting cube towers.
Lesson Frame: Sect. B: Lesson 6	I can measure length by iterating same-length units with no gaps or overlaps.
Lesson Frame: Sect. B: Lesson 7	I can measure length of objects using different length units and understand that the number associated with a length depends on the chosen unit.
Lesson Frame: Sect. B: Lesson 8	I can measure length and count and read numbers to 110.
Lesson Frame: Sect. B: Lesson 9	I can count, read, and write numbers up to 120 in a measurement context.
Lesson Frame: Sect. B: Lesson 10 Center Day 2	I can measure and add within 100.
Topic 3: <b>All Kinds of Story Problems</b>	
Lesson Frame: Sect. C: Lesson 11	I can use addition and subtraction to solve story problems about measurement.
Lesson Frame: Sect. C: Lesson 12	I can solve Compare story problems about measurement.
Lesson Frame: Sect. C: Lesson 13	I can solve Take From problems, with unknowns in all positions.
Lesson Frame: Sect. C: Lesson 14	I can analyze story problems and match addition and subtraction equations to them.

Lesson Frame: Sect. C: Lesson 15	I can solve story problems with unknowns in all positions using addition and subtraction.
Lesson Frame: Sect. C: Lesson 16	I can work with numbers to 120 and measuring lengths.
Lesson Frame: Sect. C: Lesson 17	I can use addition and subtraction to solve Compare story problems.
<b>Performance Tasks:</b> *Observation (small group, whole group, individual) * Illustrative Math Cool Down * Illustrative Math Section Checkpoint *Illustrative Math End-of-Unit Assessment	Notes: *Individual student workbooks *Learn Zillion *Unit 6 Illustrative Math Teacher Guide *Illustrative Math Centers

Unit Name: <b>Numbers to 99</b>	Length: 22-24 days
<p><b>Standards:</b></p> <p>1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</p> <p>1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones -- called a "ten". b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).</p> <p>1.NBT.B.3 Compare two two-digit numbers based on meanings of the tens and ones digits and describe the result of the comparison using words and symbols (<math>&gt;</math>, <math>=</math>, and <math>&lt;</math>).</p> <p>1.NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</p> <p>1.NBT.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p> <p>1.NBT.C.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p> <p>1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>1.OA.C.5 Use counting and subitizing strategies to explain addition and subtraction. a. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). b. Use conceptual subitizing in unstructured arrangements with totals up to 10 and structured arrangements anchored to 5 or 10 (e.g., 10 frames, double ten frames, math rack/rekenrek) with totals up to 20 to relate the compositions and decompositions to addition and subtraction.</p> <p>1.OA.C.6 Use multiple strategies to add and subtract within 20. a. Flexibly and efficiently add and subtract within 10 using strategies that may include mental images and composing/decomposing up to 10. b. Add and subtract within 20 using objects, drawings or equations. Use multiple strategies that may include counting on; making a ten (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>); decomposing a number leading to a ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>); using the relationship between addition and subtraction (e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>); and creating equivalent but easier or known sums (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 12 + 1 = 13</math>). D. Work with addition and subtraction equations.</p> <p>1.OA.D.7 Understand the meaning of the equal sign as "has the same value/amount as" and determine if equations involving addition and subtraction are true or false.</p>	<p><b>Outcomes:</b></p> <p>Students will develop an understanding of the structure of numbers in base ten, allowing them to see that two digits of a two-digit number represent how many tens and ones there are.</p>
<p><b>Essential Questions:</b></p> <p>Can students count groups of multiples of 10 objects?</p> <p>Can students interpret different base-ten representations of multiples of 10?</p> <p>Can students add and subtract 10 and multiples of 10 from 10 and multiples of 10?</p> <p>Can students add and subtract within 20?</p> <p>Can students use tens and ones?</p> <p>Can students compare numbers to 99?</p> <p>Can students make two-digit numbers and compare two-digit numbers?</p>	<p><b>Vocabulary:</b></p> <p>category, data, difference, estimate, greater than, less than, sum, survey, teen number</p>
Topic 1: <b>Units of Ten</b>	
Lesson Frame: Sect. A: Lesson 1	I can count groups of multiples of 10 objects.
Lesson Frame: Sect. A: Lesson 2	I can interpret different base-ten representations of multiples of 10.
Lesson Frame: Sect. A: Lesson 3	I can add and subtract 10 from multiples of 10.
Lesson Frame: Sect. A: Lesson 4	I can add and subtract multiples of 10 from multiples of 10.
Lesson Frame: Sect. A: Lesson 5 Center Day 1	I can add and subtract multiples of 10 from multiples of 10, and add and subtract within 20.
Topic 2: <b>Tens and Ones</b>	
Lesson Frame: Sect. B: Lesson 6	I can organize, count, and represent a group of objects.
Lesson Frame: Sect. B: Lesson 7	I can understand that two-digit numbers are composed of tens and ones.
Lesson Frame: Sect. B: Lesson 9	I can represent the base-ten structure of two-digit numbers with drawings, words, and addition expressions that show the value of the tens and ones.
Lesson Frame: Sect. B: Lesson 10	I can write numbers to represent different base-ten representations including base-ten diagrams, tens, ones, and expressions that show the value of the tens and ones digits.
Lesson Frame: Sect. B: Lesson 11	I can add a two-digit number and a multiple of 10.
Lesson Frame: Sect. B: Lesson 12	I can use base-ten understanding to mentally determine 10 more or 10 less than a two-digit number.
Lesson Frame: Sect. B: Lesson 13 Center Day 2	I can add and subtract within 20 and work with two-digit numbers.
Topic 3: <b>Compare Numbers to 99</b>	

Lesson Frame: Sect. C: Lesson 14	I can compare two-digit numbers based on the value of the tens and ones digits and use "greater than" and "less than" to describe comparisons.
Lesson Frame: Sect. C: Lesson 15	I can learn the meaning of the symbols $<$ and $>$ and interpret comparison statements that use these symbols and the equal sign.
Lesson Frame: Sect. C: Lesson 16	I can compare numbers based on the value of the tens and ones digits and read and write comparisons using $<$ , $>$ , or $=$ .
Lesson Frame: Sect. C: Lesson 17	I can compare and order numbers based on the value of tens and ones digits.
Lesson Frame: Sect. C: Lesson 18 Center Day 3	I can count, compare, and write two-digit numbers.
<b>Topic 4: Different Ways to Make a Number</b>	
Lesson Frame: Sect. D: Lesson 19	I can represent a two-digit number in more than one way, using tens and ones.
Lesson Frame: Sect. D: Lesson 20	I can represent two-digit numbers in different ways and identify two-digit numbers represented with different amounts of tens and ones.
Lesson Frame: Sect. D: Lesson 21	I can compare two-digit numbers that are represented in different ways.
Lesson Frame: Sect. D: Lesson 22 Center Day 4	I can use place value understanding to compare and write numbers.
Lesson Frame: Sect. D: Lesson 23	I can consider the magnitude of numbers to 99 by estimating and counting.
<b>Performance Tasks:</b> *Observation (small group, whole group, individual) * Illustrative Math Cool Down * Illustrative Math Section Checkpoint *Illustrative Math End-of-Unit Assessment	Notes: *Individual student workbooks *Learn Zillion *Unit 4 Illustrative Math Teacher Guide *Illustrative Math Centers



Unit Name: <b>Putting It All Together</b>	Length: 11 days
<p><b>Standards:</b></p> <p>1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p> <p>1.MD.A.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.</p> <p>1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. B. Understand place value.</p> <p>1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones -- called a "ten". b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, even, eight, or nine tens (and 0 ones).</p> <p>1.NBT.B.3 Compare two two-digit numbers based on meanings of the tens and ones digits and describe the result of the comparison using words and symbols (<math>&gt;</math>, <math>=</math>, and <math>&lt;</math>).M.1.NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</p> <p>1.NBT.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p> <p>1.NBT.C.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p> <p>1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>1.OA.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. B. Understand and apply properties of operations and the relationship between addition and subtraction.</p> <p>1.OA.B.3 Apply properties of operations as strategies to add and subtract. Examples: If <math>8 + 3 = 11</math> is known, then <math>3 + 8 = 11</math> is also known. (Informal use of the commutative property of addition.) To add <math>2 + 6 + 4</math>, the second two numbers can be added to make a ten, so <math>2 + 6 + 4 = 2 + 10 = 12</math> (Informal use of the associative property of addition.)</p> <p>1.OA.B.4 Understand subtraction as an unknown-addend problem. For example, subtract <math>10 - 8</math> by finding the number that makes 10 when added to 8.</p> <p>1.OA.C.5 Use counting and subitizing strategies to explain addition and subtraction. a. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). b. Use conceptual subitizing in unstructured arrangements with totals up to 10 and structured arrangements anchored to 5 or 10 (e.g., 10 frames, double ten frames, math rack/rekenrek) with totals up to 20 to relate the compositions and decompositions to addition and subtraction.</p> <p>1.OA.C.6 Use multiple strategies to add and subtract within 20. a. Flexibly and efficiently add and subtract within 10 using strategies that may include mental images and composing/decomposing up to 10. b. Add and subtract within 20 using objects, drawings or equations. Use multiple strategies that may include counting on; making a ten (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>); decomposing a number leading to a ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>); using the relationship between addition and subtraction (e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>); and creating equivalent but easier or known sums (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 12 + 1 = 13</math>). D. Work with addition and subtraction equations.</p> <p>1.OA.D.7 Understand the meaning of the equal sign as "has the same value/amount as" and determine if equations involving addition and subtraction are true or false.</p>	<p><b>Outcomes:</b></p> <p>Students will revisit major work and fluency goals of the grade, applying their learning from the year.</p>
<p><b>Essential Questions:</b></p> <p>Can students fluently add within 10?</p> <p>Can students add and subtract within 10?</p> <p>Can students solve Add To and Take From, Change Unknown story problems?</p> <p>Can students solve Compare, Difference Unknown story problems?</p> <p>Can students organize, count, and represent a collection of up to 120 objects using place value understanding?</p>	<p><b>Vocabulary:</b></p> <p>fourth, a half, category, data, difference, estimate, fourths, greater than, half-past, halves, length, less than, o'clock, sum, survey, teen number, two-digit number</p>
Topic 1: <b>Add and Subtract Within 20</b>	
Lesson Frame: Sect. A: Lesson 1	I can develop fluency with sums within 10.
Lesson Frame: Sect. A: Lesson 2	I can use the relationship between addition and subtraction to fluently add and subtract within 10.
Lesson Frame: Sect. A: Lesson 3	I can add and subtract within 10.
Topic 1: <b>Story Problems</b>	
Lesson Frame: Sect. B: Lesson 4	I can solve Add To and Take From, Change Unknown story problems.
Lesson Frame: Sect. B: Lesson 5	I can solve Put Together/Take Apart, Addend Unknown story problems.
Lesson Frame: Sect. B: Lesson 6	I can solve Compare, Difference Unknown story problems.
Topic 3: <b>Numbers to 120</b>	
Lesson Frame: Sect. C: Lesson 7	I can organize, count, and represent a collection of up to 120 objects or images using place value understanding.
Lesson Frame: Sect. C: Lesson 8	I can represent two-digit numbers in different ways to demonstrate place value understanding.
Lesson Frame: Sect. C: Lesson 9	I can use my understanding of place value to solve number riddles.
<b>Performance Tasks:</b>	Notes:
*Observation (small group, whole group, individual) * Illustrative Math Cool Down * Illustrative Math Section Checkpoint *Illustrative Math End-of-Unit Assessment	*Individual student workbooks *Learn Zillion *Unit 8 Illustrative Math Teacher Guide *Illustrative Math Centers

<b>Course Name:</b>	Grade 2 Mathematics		
<b>Description:</b>	A comprehensive collection of Mathematics topics including: addition, subtraction, telling time, place value, money, graphing, and fractions.		
<b>Academic Standards:</b>	Wisconsin State Standards in Mathematics (2021 revisions)	Board Approved Curriculum Resource: Illustrative Mathematics	
<b>Units:</b>	<b>Unit Length: 1 school year</b>	<b>Unit Power Standards:</b>	<b>Unit Outcomes:</b>
<b>Operations &amp; Algebraic Thinking</b>	4 Quarters	M.2.OA.B.2 Flexibly and efficiently add and subtract within 20 using various strategies which may include counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums.	Students represent and solve problems with addition and subtraction and work with equal groups of objects to gain foundations for multiplication. Addition and subtraction can be represented on various models. Numbers are composed of other numbers. There are different problem solving structures which can be used to solve problems in multiple ways. Flexible methods of computation involve grouping numbers in strategic ways. Even numbered objects can be modeled using pairs. Compose rectangular arrays up to 5 rows and 5 columns.
<b>Number Base Ten</b>	1 Quarter	M.2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	Students focus on understanding and using place value and the properties of operations to add and subtract. Numbers are composed of other numbers. Place value is based on groups of ten. Place value can be used to understand and model properties of operations. Number patterns repeat predictable and can be generalized and applied.
<b>Measurement &amp; Data</b>	1 Quarter	M.2.MD.C.7 Tell and write time from analog and digital clocks to the nearest 5 minutes, using A.M. and P.M.	Students show time to the nearest 5 minutes using analog and digital clocks. We use measurement and data, telling time, and money in our everyday life.

Unit Name: <b>Measurement &amp; Data</b>	<b>Length:</b> One Quarter
<b>Standards:</b> I can measure the length of an object with the correct tool. I can recognize and draw shapes with specific attributes. I can tell and write time using analog and digital clocks to the nearest 5 minutes. I can draw a picture graph and a bar graph with single unit scale to represent a data set with up to four categories. I can count quarters, dimes, nickels and pennies up to one dollar. I can solve word problems involving dollar bills, quarters, dimes, nickels and pennies using \$ and cent symbols.	<b>Outcomes:</b> We use measurement and data, telling time, and money in our everyday life.
<b>Essential Questions:</b> What is the process for measuring length? How can bar graphs and pictographs be used to show data and answer questions? How can we relate addition and subtraction to compare lengths? How do we tell time to 5 minutes? What strategies can be used to count money?	<b>Learning Targets:</b> 1. Students will measure the length of an object using units of inch, feet, centimeter, and meter. 2. Students will measure to determine how much longer one object is compared to another and using the term of standard length unit. 3. Students will draw and identify shapes with specific attributes. 4. Students will use analog and digital clocks to tell time to the nearest 5 minutes. 5. Students will draw a picture graph to represent a data set with up to four categories. 6. Students will solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using symbols appropriately.
Topic 1: <b>Measuring Length</b>	<b>Length:</b> 2 weeks
<b>Standard(s):</b> I can measure the length of an object with the correct tool.	<b>Academic Vocabulary:</b> length, inch, foot, yard, centimeter, meter, ruler, horizontal, vertical, width, height
Lesson Frame: measure in inches with a ruler	I can measure objects in inches using a ruler accurately.
Lesson Frame: measure in feet with a ruler or yardstick	I can measure objects in feet with a yardstick.
Lesson Frame: measure in centimeters with a ruler	I can measure objects in cm with a ruler.
Lesson Frame: relate addition and subtraction to length	I can add or subtract within 100 to solve word problems involving length that are given with the same unit, by using drawings (such as a number line) and equations with a symbol for the unknown number.
<b>Performance Tasks:</b> checkpoint assessment unit assessment informal and formal assessment Completion of Rubric	<b>Notes:</b> Activities may vary depending on individual needs. Materials needed: Inch and Centimeter rulers

<b>Topic 2: Geometry</b>	<b>Length:</b> 2 weeks
<b>Standard(s):</b> I can recognize and draw shapes with specific attribute.	<b>Academic Vocabulary:</b> square, rectangle, triangle, quadrilateral, pentagon, hexagon, opposite sides
Lesson Frame: Recognize Shapes: triangle, quadrilateral, pentagon, hexagon, cube	I can name shapes having specific attributes
Lesson Frame: Draw shapes with specific attributes; given number of sides, opposite sides, angles, face	I can draw shapes with specific attributes.
<b>Performance Tasks:</b> checkpoint assessment unit assessment informal and formal assessment Completion of Rubric	Notes: Activities may vary depending on individual needs. Materials needed: dry erase boards
<b>Topic 3: Telling Time to Nearest 5 minutes</b>	<b>Length:</b> 2 weeks
<b>Standard(s):</b> I can read and write the time on an analog and digital clock to the nearest five minutes.	<b>Academic Vocabulary:</b> clock, analog, digital, minute hand, hour hand, AM, PM
Lesson Frame: Tell time to the nearest 5 minutes	I can tell time on analog clocks and digital clocks to the nearest five minutes.
Lesson Frame: Determine if a time is AM or PM	I can tell if a time is AM or PM.
<b>Performance Tasks:</b> checkpoint assessment unit assessment informal and formal assessment Completion of Rubric	Notes: Activities may vary depending on individual needs. Materials needed: clock manipulatives, dry erase boards
<b>Topic 4: Money</b>	<b>Length:</b> 2 weeks
<b>Standard(s):</b> I can identify and count quarters, dimes, nickels, and pennies. I can solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using symbols appropriately.	<b>Academic Vocabulary:</b> penny, nickel, dime, quarter, dollar
Lesson Frame: Identify and count quarters, dimes, nickels & pennies	I can identify and count coins within a dollar.
Lesson Frame: Solve word problems using dollars and coins	I can count coins and dollars. I can solve word problems related to counting coins and dollars.

<b>Performance Tasks:</b> checkpoint assessment unit assessment informal and formal assessment Completion of Rubric	<b>Notes:</b> Activities may vary depending on individual needs. Materials needed: coin manipulatives, dry erase boards
<b>Topic 5: Represent and Interpret Data</b>	<b>Length:</b> 2 weeks
<b>Standard(s):</b> I can draw a picture graph and bar graph to represent data from a table. I can solve simple put-together, take-apart, and comparing problems using information presented in a bar graph.	<b>Academic Vocabulary:</b> picture graph, bar graph, data, table, horizontal, vertical, sort, survey, title, more, most, fewest, less, fewer, line segment, line plot
Lesson Frame: Picture Graphs and Bar Graphs	I can draw a picture graph and bar graph to represent data from a table.
Lesson Frame: Answer questions using a Bar Graph	I can put -together, take-apart, and compare numbers from a bar graph so solve simple problems.
Lesson Frame: Line Plots	I can plot points on a line segment to represent data.
<b>Performance Tasks:</b> Formal and informal assessment Completion of rubric	<b>Notes:</b> Activities may vary depending on individual needs. Manipulatives- dry erase boards

<b>Unit Name: Numbers &amp; Operations Base 10</b>	<b>Length:</b> January through May
<b>Standards:</b> I can read numbers to 1,000 using base-ten numerals. I can read numbers to 1,000 using number names. I can read numbers to 1,000 using expanded-form. I can write numbers to 1,000 using base-ten numerals. I can write numbers to 1,000 using number names. I can write numbers to 1,000 using expanded-form. I can flexibly and efficiently add and subtract 2-digit numbers using place value. I can flexibly and efficiently add and subtract 3-digit numbers using place value.	<b>Outcomes:</b> Numbers are composed of other numbers. Place value is based on groups of ten. Place value can be used to understand and model properties of operations. Number patterns repeat predictable and can be generalized and applied.
<b>Essential Questions:</b> How can numbers to 100 be shown and compared? What number patterns are helpful in reading and writing numbers to 1,000? How does the position of a digit in a number affect its value? How do predictable patterns help me understand how number work? In what ways can numbers be composed or decomposed? What are efficient methods for finding sums and differences?	<b>Learning Targets:</b> 1. Students will compare numbers based on the value of the hundreds, tens, and ones digits, using $>$ , $<$ , and $=$ symbols. 2. Students will read and write numbers to 1,000 using base-ten numerals, number names, and expanded form. 3. Students will fluently and efficiently add and subtract within 1,000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
<b>Topic 1: Reading numbers to 1,000</b>	<b>Length:</b> January through May
<b>Standard(s):</b> I can read numbers using base-ten numerals, number names, and expanded-form.	<b>Academic Vocabulary:</b> base-ten numerals, pattern, ones, tens, hundreds, thousands, decade numbers, expanded form, number name, greater than, less than, equal to
Lesson Frame: Base-ten numerals	I can: read numbers to 1,000 using base-ten numerals.
Lesson Frame: Number Names	I can: read numbers to 1,000 using number names.
Lesson Frame: Expanded-Form	I can: read numbers to 1,000 using expanded form.
<b>Performance Tasks:</b> checkpoint assessment unit assessment rubric	<b>Notes:</b> Activities may vary depending on individual needs. Various videos Dry erase math boards, base ten blocks, and other manipulatives
<b>Topic 2: Write Numbers to 1,000</b>	<b>Length:</b> January through May
<b>Standard(s):</b> I can write numbers using base-ten numerals, number names, and expanded-form.	<b>Academic Vocabulary:</b> base-ten numerals, pattern, ones, tens, hundreds, thousands, decade numbers, expanded form, number name, greater than, less than, equal to
Lesson Frame: Base-Ten Numerals	I can write numbers to 1,000 using base-ten numerals.
Lesson Frame: Number Names	I can write numbers to 1,000 using number names.
Lesson Frame: Expanded-Form	I can write numbers to 1,000 using expanded-form.

<p><b>Performance Tasks:</b>          checkpoint assessment          unit assessment          Completion of rubric</p>	<p>Notes: Activities may vary depending on individual needs.          Various videos          Dry erase math boards, base ten blocks, and other manipulatives</p>
<p>Topic 3: <b>Addition and Subtraction using Place Value</b></p>	<p><b>Length:</b> January through May</p>
<p><b>Standards(s):</b>          I can flexibly and efficiently add numbers without regrouping          I can flexibly and efficiently add numbers with regrouping.          I can flexibly and efficiently subtract numbers without decomposing.          I can flexibly and efficiently subtract numbers with decomposing.</p>	<p><b>Academic Vocabulary:</b>          sum, difference, ones, ten, hundreds, thousands, regroup, ungroup</p>
<p>Lesson Frame: Addition without regrouping</p>	<p>I can add numbers efficiently and flexibly without regrouping.</p>
<p>Lesson Frame: Addition with regrouping</p>	<p>I can add numbers efficiently and flexibly with regrouping.</p>
<p>Lesson Frame: Subtraction without decomposing</p>	<p>I can subtract numbers efficiently and flexibly without decomposing.</p>
<p>Lesson Frame: Subtraction with decomposing</p>	<p>I can subtract numbers efficiently and flexibly with decomposing</p>
<p><b>Performance Tasks:</b>          Formal and informal assessment,          checkpoint and unit assessment          completion of rubric</p>	<p>Notes: Activities may vary depending on individual needs          dry erase boards          base ten blocks and other math manipulatives</p>

Unit Name: <b>Operations &amp; Algebraic Thinking</b>	<b>Length:</b> Four Quarters
<b>Standards:</b> I can add & subtract within 20 using multiple strategies.	<b>Outcomes:</b> Addition and subtraction can be represented on various models. Numbers are composed of other numbers. There are different problem solving structures which can be used to solve problems in multiple ways. Flexible methods of computation involve grouping numbers in strategic ways. Even numbered objects can be modeled using pairs or rectangular arrays.
<b>Essential Questions:</b> What are some ways to think about addition and subtraction? What are strategies for finding addition and subtraction facts? Why do we have to know how to add and subtract quickly without mistakes? How can numbers be put together and taken apart to solve problems?	<b>Learning Targets:</b> 1. Students will add and subtract flexibly and efficiently. 2. Students will be able to determine whether a group of objects is odd or even. 3. Students will be able to skip-count by 2s, 5s, 10s, and 100s.
Topic 1: <b>Fluent computation to add and subtract</b>	<b>Length:</b> ongoing
<b>Standard(s):</b> I can add and subtract flexibly and efficiently within 20.	<b>Academic Vocabulary:</b> addend, sum, difference, double
Lesson Frame: Addition & subtractions within 20	I can add and subtract within 20 using flexible methods.
<b>Performance Tasks:</b> checkpoint assessment, unit assessment, formal and informal observation	Notes: activities may vary depending on individual needs
Topic 2: <b>Math Patterns</b>	<b>Length:</b> Ongoing
<b>Standard(s):</b> I can determine if a number is odd or even to gain foundations for multiplication. I can use number patterns.	<b>Academic Vocabulary:</b> odd, even
Lesson Frame: Odd and Even Numbers	I can: determine if a number is odd or even. I can write an equation to express an even number as a sum of two equal addends.
Lesson Frame: Skip Counting	I can count by 2's to 20. I can count by 5's to 100. I can count by 10's to 1000. I can count by 100's to 1000.
<b>Performance Tasks:</b> checkpoint assessment unit assessment Completion of rubric	Notes: Activities may vary depending on individual needs. Various videos Dry erase math boards, base ten blocks and other manipulatives



September	October	November	December	January	February	March	April	May	June
Operations & Algebraic Thinking									
				Numbers Base Ten					
						Measurement & Data			

<b>Course Name:</b>	3rd Grade Math		
<b>Credits:</b>	N/A		
<b>Prerequisites:</b>	N/A		
<b>Description:</b>	The big ideas in grade 3 include: developing understanding of multiplication and division and strategies for multiplication and division within 100; developing understanding of fractions, especially unit fractions (fractions with numerator 1); developing understanding of the structure of rectangular arrays and of area; and describing and analyzing two-dimensional shapes.		
<b>Academic Standards</b>	Wisconsin State Standards in Mathematics (2021)		Board Approved Curriculum Resource: Illustrative Mathematics
<b>Units:</b>	<b>Unit Length:</b>	<b>Unit Standards:</b>	<b>Unit Outcomes:</b>
<b>Introducing Multiplication</b>	22-23 days	3.OA.A.1 3.OA.A.3 3.OA.A.4 3.OA.B.5 3.OA.C.7 3.OA.D.9 3.MD.B.3	Students represent and solve multiplication problems through the context of picture and bar graphs that represent categorical data.
<b>Area and Multiplication</b>	15-17 days (optional lessons 11, 15)	3.OA.A.1 3.OA.B.5 3.OA.D.9 3.NBT.A.2 3.MD.C.5 3.MD.C.6 3.MD.C.7	Students learn about area concepts and relate area to multiplication and to addition.
<b>Wrapping Up Addition and Subtraction within 1,000</b>	22-23 days (optional lesson 21)	3.NBT.A.1 3.NBT.A.2 3.OA.B.5 3.OA.C.7 3.OA.D.8 3.OA.D.9	Students use place value understanding to round whole numbers and add and subtract within 1,000. They also represent and solve two-step word problems using addition, subtraction, and multiplication and assess the reasonableness of answers.

<b>Relating Multiplication to Division</b>	23-24 days (optional lesson 22)	3.NBT.A.2 3.OA.A. 23.OA.A.3 3.MD.C.7.c 3.NBT.A.3 3.OA.B.6 3.OA.C.7 3.OA.D.9 3.OA.B.5 3.OA.D.8 3.MD.C.7 3.OA.A.4	Students learn about and use the relationship between multiplication and division, place value understanding, and the properties of operations to multiply and divide whole numbers within 100. They also represent and solve two-step word problems using the four operations.
<b>Fractions as Number</b>	21 days	3.NF.1 3.NF.2a 3.NF.2b 3.NF.3d 3.G.2 3.NF.3a 3.NF.3b 3.NF.3c 3.NF.3d 3.G.A.2 3.NF.A.1 3.OA.C.7 3.NF.A.2 3.NF.A.2.a 3.NF.A.2.b 3.NF.A.3.c 3.NF.A.3.a 3.NF.A.3.b 3.OA.B.5	Students develop an understanding of fractions as numbers and of fraction equivalence by representing fractions on diagrams and number lines, generating equivalent fractions, and comparing fractions.
<b>Measuring Length, Time, Volume, Weight</b>	18 days	3.MD.B.4 3.NF.A.3.c 3.OA.C.7 3.MD.A.2 3.NF.A 3.MD.A.1 3.NBT.A.2 3.OA.A.3	Students generate and represent length measurement data in halves and fourths of an inch on line plots. They learn about and estimate relative units of measure including weight, liquid volume, and time, and use the four operations to solve problems involving measurement.

<b>Two-dimensional Shapes and Perimeter</b>	18 days	3.G.A.1 3.NBT.A.3 3.OA.C.7 3.MD.D 3.MD.D.8 3.NBT.A.2 3.OA.D.8	Students reason about shapes and their attributes, with a focus on quadrilaterals. They solve problems involving the perimeter and area of shapes.
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Unit Name: <b>Introducing Multiplication</b>	<b>Length:</b> 22-23 days
<b>Standards:</b> 3.OA.A.1 3.OA.A.3 3.OA.A.4 3.OA.B.5 3.OA.C.7 3.OA.D.9 3.MD.B.3	<b>Outcomes:</b> Students will represent and solve multiplication problems through the context of picture and bar graphs that represent categorical data. Students will create multiplication expressions from an array. Students will solve a multiplication expression with an unknown. Students will relate understand the commutative property of multiplication.
<b>Essential Questions:</b> Can you Interpret picture graphs and bar graphs to generate questions (orally and in writing) about the data? How can you represent data using bar graphs and picture graphs? Can you solve one- and two-step problems using addition and subtraction within 20? How can you choose an appropriate scale for a bar graph that represents a given data set? How can you solve one-step "how many more" and "how many fewer" problems within 100, based on the data presented in scaled bar graphs? Can you represent a situation involving equal groups in a way that makes sense? Can you interpret a situation involving equal groups and represent it with a diagram? Can you make sense of tape diagrams that represent multiplication? Are you able to write equations for multiplication situations and diagrams using a symbol for the unknown number? Can you solve multiplication problems involving arrays? Can you describe the commutative property of multiplication using arrays?	<b>Learning Targets:</b> Interpret scaled picture and bar graphs.Represent data using scaled picture and bar graphs.Solve one- and two-step story problems using addition and subtraction.Represent and solve multiplication problems involving equal groups.Understand multiplication in terms of equal groups.Represent and solve multiplication problems involving arrays and the commutative property of multiplication.
Topic 1: <b>Interpret and Represent Data on Scaled Graphs</b>	<b>Length:</b> 10 days
<b>Standard(s):</b> 3.MD.B 3.MD.B.3 3.MD.B.3	<b>Academic Vocabulary:</b> array, bar graph, equation, expression, factor, key, multiplication, picture graph, product, scaled bar graph, scaled picture graph
Lesson Frame: Make Sense of Data	I can read and ask questions about data.
Lesson Frame: Represent Data and Solve Problems	I can represent data and solve problems.
Lesson Frame: Scaled Picture Graphs	I can explore scaled picture graphs.
Lesson Frame: Create Scaled Picture Graphs	I can create scaled picture graphs.
Lesson Frame: Represent Data in Scaled Bar Graphs	I can represent data in scaled bar graphs.
Lesson Frame: Choose a Scale	I can choose a scale for a bar graph.

Lesson Frame: Answer Questions About Scaled Bar Graphs	I can answer questions using a scaled bar graph.
Lesson Frame: More Questions About Scaled Bar Graphs	I can answer more questions about scaled bar graphs
<b>Performance Tasks:</b> lesson cool downs, weekly fact fluency checks, section checkpoint	Notes:
<b>Topic 2: From Graphs to Multiplication</b>	<b>Length:</b> 8 days
<b>Standard(s):</b> 3.OA.A.1 3.OA.A.3 3.OA.A.4 3.OA.D.9 MP2, MP3, MP4, MP6, MP7, MP8	<b>Academic Vocabulary:</b> equation, variable, equal groups, tape diagram
Lesson Frame: Multiplication as Equal Groups	I can work with equal groups of things.
Lesson Frame: Drawings, situations and diagrams	I can represent equal groups
Lesson Frame: Multiplication Expressions	I can write multiplication expressions
Lesson Frame: Represent and Solve Multiplication Expressions	I can represent and solve problems involving equal groups.
Lesson Frame: Multiplication Equations	I can learn about multiplication equations.
Lesson Frame: Write and Solve equations with Unknowns	I can work with equations with unknown numbers.
Lesson Frame: More Factors More Problems	I can solve more multiplication problems.
<b>Performance Task:</b> lesson cool downs, weekly fact fluency checks, section checkpoint	Notes:
<b>Topic 3: Represent Multiplication with Arrays and the Commutative Property</b>	<b>Length:</b> 8 days
<b>Standard(s):</b> 3.OA.A.1 MP2 MP7 3.OA.A.3 3.OA.C.7 3.OA.D.9 MP8 3.OA.B.5 MP2 MP3 MP6 MP7	<b>Academic Vocabulary:</b> product, multiplier, commutative, factor, array
Lesson Frame: Arrange Objects into Arrays	I can describe arrays and arrange objects into arrays relating to multiplication.

Lesson Frame: Match and Draw Arrays	I can relate arrays to equal-groups drawings and describe arrays in terms of multiplication.
Lesson Frame: Represent Arrays with Expressions	I can represent multiplication situations with arrays and multiplication expressions.
Lesson Frame: Solving Problems Involving Arrays	I can represent an array situation using an equation with a symbol for the unknown number and solve.
Lesson Frame: The Commutative Property	I can describe the commutative property of multiplication using arrays.
<b>Topic 3: Represent Multiplication with Arrays and the Commutative Property</b>	Notes:

Unit Name: <b>Area and Multiplication</b>	<b>Length:</b> 17 days
<b>Standards:</b> 3.OA.A.1 3.OA.B.5 3.OA.D.9 3.NBT.A.2 3.MD.C.5 3.MD.C.6 3.MD.C.7	<b>Outcomes:</b> Students will know area concepts and relate area to multiplication and to addition.
<b>Essential Questions:</b> Can you describe concepts of area measurement? How can you relate area to multiplication? How can you find area of figures composed of rectangles?	<b>Learning Targets:</b> Describe the relative size of plane figures in their own language. Explore area by building shapes with unit squares. Use unit squares to measure area. Explain that rectangles that can be covered by the same number of unit squares without gaps or overlaps have the same area. Find the area of rectangles (within 24 square units) by counting unit squares. Describe and represent the area of a rectangle as the total number of unit squares arranged in equal groups of rows and columns. Find the area of rectangles (within 60 square units) by counting unit squares. Relate multiplication to finding the area of rectangles. Describe square units based on different linear units of measurement. Use square inches and square centimeters to measure the area of a rectangle. Use square feet and square meters to measure the area of a rectangle. Determine the area of rectangles not displayed on a grid. Find the area of rectangles by measuring and multiplying the side lengths. Solve real-world and mathematical problems involving area. Explore connections between area and the multiplication table. Find the area of figures composed of rectangles. Recognize that area is additive. Calculate the area of ungridded figures made of rectangles using multiplication and addition. Calculate the area of ungridded figures composed of rectangles, including figures with missing side lengths.
Topic 1: <b>Concepts of Area Measurement</b>	<b>Length:</b> 11 days
<b>Standard(s):</b> 3.MD.C.5 3.MD.C.5.a 3.MD.C.5.b 3.MD.C.6 3.OA.A.1 3.MD.C.5 3.MD.C.5.b MP6	<b>Academic Vocabulary:</b> length, width, area, square number, height, square units



Lesson Frame: What is Area?	I can recognize that different shapes cover different amounts of space.
Lesson Frame: How Do We Measure Area	I can explore area by building shapes with unit squares and use unit squares to measure area.
Lesson Frame: Tile Rectangles	I can explain that rectangles that can be covered by the same number of unit squares without gaps or overlaps have the same area and find the area of rectangles (within 24 square units) by counting unit squares.
Lesson Frame: Area of Rectangles	I can describe and represent the area of a rectangle as the total number of unit squares arranged in equal groups of rows and columns and find the area of rectangles (within 60 square units) by counting unit squares.
<b>Performance Tasks:</b> lesson cool downs, fact fluency checks, section checkpoint	Notes:
<b>Topic 2: Relate Area to Multiplication</b>	<b>Length:</b> 9 days
<b>Standard(s):</b> 3.OA.1 3.OA.2 3.OA.3 3.OA.4 3.OA.5 3.OA.6 3.OA.7 3.OA.8 3.OA.9 3.NBT.3 3.OA.B.5 3.OA.D.9 MP7	<b>Academic Vocabulary:</b> product, square unit, expression, rectangular area, meters, feet, inches, equal size groups
Lesson Frame: Represent Products as Area	I can relate multiplication to finding the area of rectangles.
Lesson Frame: Different Square Units (Part 1)	I can learn that there are different units that can be used to measure area, specifically square centimeters and square inches..
Lesson Frame: Different Square Units (Part 2)	I can use square feet and square meters to measure the area of a rectangle.
Lesson Frame: Area of Rectangles Without a Grid	I can determine the area of rectangles that are not fully gridded with squares.
Lesson Frame: Measure to Find the Area	I can find the area of rectangles by measuring and multiplying the side lengths.
Lesson Frame: Solve Area Problems	I can solve real-world and mathematical problems involving area.
Lesson Frame: Area and the Multiplication Table	I can explore connections between area and the multiplication table.
<b>Performance Tasks:</b> Lesson Cool Downs, fact fluency checks, Section Checkpoint	
<b>Topic 3: Find Area of Figures Composed of Rectangles</b>	<b>Length:</b> 7 days

<b>Standard(s):</b> MP3 3.MD.C.7.d MP7 MP2 3.NBT.A.2 MP3 MP4 MP1 3.MD.C.7.d 3.MD.C.7.b 3.MD.C.6 3.MD.C.5	<b>Academic Vocabulary:</b> decompose, additive, parentheses, expressions, equations, area, gridded, ungridded
Lesson Frame: Area and Addition	I can find the area of figures composed of rectangles, and recognize that area is additive.
Lesson Frame: Find the Area of Figures	I can calculate the area of ungridded figures made of rectangles using multiplication and addition.
Lesson Frame: Find the Area of Figures with Missing Sides	I can find the area of figures with missing side lengths.
<b>Performance Tasks:</b> Lesson Cool Downs, fluency checks, section checkpoint, Unit 2 Assessment	Notes:

Unit Name: <b>Fractions</b>	<b>Length:</b> 18 days
<b>Standards:</b> 3.G.A.2 3.NF.A.1 3.OA.C.7 3.NF.A.2 3.NF.A.2.a 3.NF.A.2.b 3.NF.A.3.c 3.NF.A.3.a 3.NF.A.3.b 3.OA.B.5	<b>Outcomes:</b> Students make sense of fractions as numbers, using various diagrams to represent and reason about fractions, compare their size, and relate them to whole numbers. The denominators of the fractions explored here are limited to 2, 3, 4, 6, and 8.
<b>Essential Questions:</b> Can students use fraction strips and tape diagrams to represent fractions? Are students able to think about fractions more abstractly: as lengths and locations on the number line? Are students able to identify 1 whole? Can students use the representations on tape diagrams and number lines to learn about equivalent fractions and to compare fractions? Are students able to see that fractions are equivalent if they are the same size or at the same location on the number line, and that some fractions are the same size as whole numbers? Can students compare fractions with the same denominator and those with the same numerator? Are they able to recognize that as the numerator gets larger, more parts are being counted, and as the denominator gets larger, the size of each part in a whole gets smaller?	<b>Learning Targets:</b> Understand that fractions are built from unit fractions such that a fraction $\frac{a}{b}$ where $a$ is the quantity formed by $a$ parts of size $\frac{1}{b}$ . Understand that unit fractions are formed by partitioning shapes into equal parts. Understand a fraction as a number and represent fractions on the number line. Explain equivalence of fractions in special cases and express whole numbers as fractions and fractions as whole numbers
<b>Topic 1: Introduction to Fractions</b>	<b>Length:</b> 6 days
<b>Standard(s):</b> 3.G.A.2 3.NF.A.1 3.OA.C.7 3.G.A.2 MP6 MP7	<b>Academic Vocabulary:</b> partition, parts, pieces, fraction, half, third, fourth, sixth, eighth, whole, unit fraction,
Lesson Frame: Name the Parts	I can partition shapes into 2, 3, 4, 6, or 8 parts with equal area and name those parts as halves, thirds, fourths, sixths, and eighths and recognize that equal-size parts in a shape can be named with numbers called fractions.
Lesson Frame: Name Parts as Fractions	I can express the area of each part as a unit fraction of the whole, and partition shapes into halves, thirds, fourths, sixths, and eighths.

Lesson Frame: Non-unit Fractions	I can understand a fraction $\frac{a}{b}$ as the quantity formed by $a$ parts of a size $\frac{1}{b}$ , thus understand non-unit fractions.
Lesson Frame: Build Fractions from Unit Fractions	I can build non-unit fractions and whole numbers from unit fractions.
Lesson Frame: Section A Practice Problems	I can use the knowledge I learned in Section A lessons to complete practice problems.
Lesson Frame: Section A Checkpoint Quiz	I can complete a checkpoint quiz to show my understanding.
<b>Performance Tasks:</b> Lesson cool-downs, weekly fact fluency checks, Checkpoint Quiz	Notes:
<b>Topic 2: Fractions on the Number Line</b>	<b>Length:</b> 7-8 days
<b>Standard(s):</b> 3.NF.A.2 3.NF.A.2.a 3.NF.A.2.b 3.NF.A.3.c 3.OA.C.7	<b>Academic Vocabulary:</b> numerator, denominator, fraction, number line
Lesson Frame: To the Number Line	I can understand whole numbers on the number line as I work with number lines partitioned into fractions.
Lesson Frame: Locate Unit Fractions on the Number Line	I can partition the interval from 0 to 1 and locate unit fractions within that interval.
Lesson Frame: Non-unit Fractions on the Number Line	I can locate non-unit fractions on the number line (including fractions greater than 1).
Lesson Frame: Fractions and Whole Numbers	I can locate whole numbers on the number line given the location of a unit fraction and express them as fractions and recognize that whole numbers can be written as fractions.
Lesson Frame: All Kinds of Numbers on the Number Line	I can locate 1 on the number line given the location of a non-unit fraction.
Lesson Frame: Section B Practice Problems	I can use the math knowledge I gained to complete practice problems from section B
<b>Performance Tasks:</b> Lesson Cool-downs, weekly fact fluency checks, Section B Checkpoint Quiz	Notes:
<b>Topic 3: Equivalent Fractions</b>	<b>Length:</b> 6 days
<b>Standard(s):</b> 3.NF.A.3.a 3.NF.A.3.b 3.NF.A.3.c 3.OA.B.5	<b>Academic Vocabulary:</b> equivalent fractions, equal length, fraction strips, tape diagrams, decomposing, fractional part
Lesson Frame: Equivalent Fractions	I can identify equivalent fractions, and understand two fractions as equivalent if they are the same size and the parts refer to the same whole.
Lesson Frame: Generate Equivalent Fractions	I can use diagrams to explain or show fraction equivalence and use diagrams to generate equivalent fractions.

Lesson Frame: Equivalent Fractions on a Number Line	I can Identify and generate equivalent fractions and understand two fractions as equivalent if they are at the same point on a number line.
Lesson Frame: Whole Numbers and Fractions	I can express whole numbers as fractions and recognize fractions that are equivalent to whole numbers.
Lesson Frame: Section C Practice Problems	I can use the information that I learned in the lessons to complete related practice problems.
<b>Performance Tasks:</b> Lesson Cool-downs, weekly fact fluency checks, Section C Checkpoint Quiz	Notes:
Topic 4: <b>Fraction Comparisons</b>	<b>Length:</b> 8 days
<b>Standard(s):</b> 3.NF.A.2 3.NF.A.3 3.NF.A.3.c 3.NF.A.3.d	<b>Academic Vocabulary:</b> fraction, numerator, denominator, equivalent, comparison
Lesson Frame: How do you Compare Fractions?	I can represent and compare fractions in a way that makes sense to me.
Lesson Frame: Compare Fractions with the Same Denominator	I can compare two fractions with the same denominator by reasoning about their size.
Lesson Frame: Compare Fractions with the Same Numerator	I can compare two fractions with the same numerator by reasoning about their size.
Lesson Frame: Compare Fractions	I can compare two fractions with the same numerator or the same denominator and record the results of comparison with the symbols $>$ , $=$ , or $<$ .
Lesson Frame: Design with Fractions	I can apply my understanding of fractions to create geometric designs.
Lesson Frame: Section D Practice Problems	I can use the knowledge I learned in Section D to complete practice problems.
<b>Performance Tasks:</b> lesson cool-downs, weekly fact-fluency checks, section D Checkpoint Quiz, Unit 5 Assessment	Notes:

Unit Name: <b>Measuring Length, Time, Liquid Volume, and Weight</b>	<b>Length:</b> 18 days
<b>Standards:</b> 3.MD.B.4 3.NF.A.3.c 3.OA.C.7 3.MD.A.2 3.NF.A 3.MD.A.1 3.NBT.A.2 3.OA.A.3	<b>Outcomes:</b> Students will be able to measure lengths using rulers marked with halves and fourths of an inch to generate data for making a line plot, measure and estimate weights and liquid volumes of objects, solve problems involving addition and subtraction of time intervals in minutes, tell time to the minute, and solve problems involving the four operations and measurement contexts.
<b>Essential Questions:</b> Are students able to measure lengths using rulers marked with halves and fourths of an inch to generate data for making a line plot? Can students measure and estimate weights and liquid volumes of objects? Can students solve problems involving addition and subtraction of time intervals in minutes. Tell time to the minute? Are students able to solve problems involving the four operations and measurement contexts?	<b>Learning Targets:</b> Measure lengths using a ruler marked with halves of an inch. Measure lengths using rulers marked with fourths of an inch. Measure lengths using a ruler marked with both halves and fourths of an inch. Use equivalent fractions to describe length measurements. Interpret line plots that display measurement data in fractions of an inch. Create a line plot where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters—to represent measurement data. Generate measurement data by measuring lengths using a ruler marked with halves and fourths of an inch.
<b>Topic 1: Measurement Data on Line Plots</b>	<b>Length:</b> 8 days
<b>Standard(s):</b> 3.MD.B.4 3.NF.A.3.c 3.OA.C.7	<b>Academic Vocabulary:</b> gram, kilogram, liquid volume, liter, mixed number, weight
Lesson Frame: Measure in Halves of an Inch	I can measure lengths using a ruler marked with halves of an inch.
Lesson Frame: Measure in Fourths of an Inch	I can measure lengths using rulers marked with fourths of an inch.
Lesson Frame: Measure in Halves and Fourth of an Inch	I can measure lengths using a ruler marked with both halves and fourths of an inch, and use equivalent fractions to describe length measurements.
Lesson Frame: Interpret Measurement Data on Line Plots	I can interpret line plots that display measurement data in fractions of an inch.
Lesson Frame: Represent Measurement Data on Line Plots	I can create a line plot where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters—to represent measurement data, and generate measurement data by measuring lengths using a ruler marked with halves and fourths of an inch.
Lesson Frame: Section A Practice Problems	I can use the information learned in Section A to complete practice problems.
Lesson Frame: Section A Checkpoint Quiz	I can complete the Section A Checkpoint Quiz
<b>Performance Tasks:</b> Lesson Cool-Downs, weekly fact fluency checks, Section A Checkpoint Quiz	Notes:

<b>Topic 2: Weight and Liquid Volume</b>	<b>Length:</b> 5 days
<b>Standard(s):</b> 3.MD.A.2 MP1 MP3 3.MD.A.2 MP4 3.OA.C.7 MP3 3.NF.A MP7	<b>Academic Vocabulary:</b> gram, kilogram, liquid volume, liter, mixed number, weight
Lesson Frame: Estimate and Measure Weight	I can measure and estimate weights of objects using standard units of grams (g) and kilograms (kg).
Lesson Frame: Introduction to Liquid Volume	I can measure and estimate liquid volumes of objects using standard units of liters (L).
Lesson Frame: Estimate and Measure Liquid Volume	I can recognize that rectangles with the same perimeter can have different areas, and rectangles with the same area can have different perimeters.
Lesson Frame: Section B Practice Problems	I can use what I've learned in Section B to do the practice problems.
Lesson Frame: Section B Checkpoint Quiz	I can use concepts learned in Section B to complete the Checkpoint Quiz
<b>Performance Tasks:</b> Lesson Cool-Downs, weekly fact fluency checks, Section B Checkpoint Quiz	Notes:
<b>Topic 3: Problems Involving Time</b>	<b>Length:</b> 5 days
<b>Standards:</b> 3.MD.A.1 MP6 3.MD.A.1 MP8 MP2	<b>Academic Vocabulary:</b> time, minute, hour, analog
Lesson Frame: Time to the Nearest Minute	I can tell and write time to the nearest minute
Lesson Frame: Solve Problems Involving Time (Part 1)	I can solve problems involving addition and subtraction of time intervals in minutes in a way that makes sense to them.
Lesson Frame: Solve Problems Involving Time (Part 2)	I can solve problems involving addition and subtraction of time intervals in minutes.
Lesson Frame: Section C Practice Problems	I can use what I've learned in Section C to do the practice problems.
Lesson Frame: Section C Checkpoint Quiz	I can use what I've learned in Section C to do the Checkpoint C Quiz.
<b>Performance Tasks:</b> Lesson Cool-Downs, weekly fact fluency checks, Section C Checkpoint Quiz	Notes:

Topic 4: <b>Measurement Problems in Context</b>	<b>Length:</b> 7 days
<b>Standard(s):</b> 3.MD.A.1 3.MD.A.2 3.NBT.A.2 3.OA.A.3 3.OA.C.7 3.MD.A.2 MP2 MP7 MP6 MP1 MP4 MP3	<b>Academic Vocabulary:</b>
Lesson Frame: Ways to Represent Measurement Situations	I can ask and answer questions about situations involving measurements, and interpret representations of situations involving measurements.
Lesson Frame: Problems with Missing Information	I can determine information that is needed to solve measurement problems, and solve one-step word problems involving weight.
Lesson Frame: What Makes Sense in the Problem	I can reason about quantities, questions, and solutions that make sense in measurement problems, and solve one-step word problems involving time and liquid volume.
Lesson Frame: Ways to Solve Problems and Show Solutions	I can analyze strategies for solving problems and for presenting solutions, and use the four operations to solve one-step word problems involving measurements.
Lesson Frame: Design a Carnival Game	I can apply knowledge of measurement and operations to design a game.
Lesson Frame: Section D Practice Problems	I can use knowledge learned in Section D to answer practice problems.
Lesson Frame: Section D Checkpoint Quiz	I can take the Section D Checkpoint Quiz
<b>Performance Tasks:</b> lesson cool-downs, weekly fact fluency checks, section checkpoint quizzes, Unit 6 Assessment	Notes:



Unit Name: <b>Wrapping Up Addition and Subtraction within 1,000</b>	<b>Length:</b> 23 days
<b>Standards:</b> 3.NBT.A.1 3.NBT.A.2 3.OA.B.5 3.OA.C.7 3.OA.D.8 3.OA.D.9	<b>Outcomes:</b> Students understand every number in a multidigit number has a value based on its location. Students know that each place value implies 10 units. Students interpret sums and differences of larger digit numbers in real world problems.
<b>Essential Questions:</b> How does place value support addition and subtraction? How can you use addition and subtraction to solve problems? What does it mean when a number is rounded? In what situations would rounding/estimating numbers be useful?	<b>Learning Targets:</b> Students use place value understanding to round whole numbers to the nearest 10 and 100. Students fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
Topic 1: <b>Add Within 1,000</b>	<b>Length:</b> 7 days
<b>Standard(s):</b> 3.NBT.1 3.NBT.2 3.NBT.A.2 3.OA.D.9	<b>Academic Vocabulary:</b> Place value, place value drawing, ten, hundred, thousand, base ten block
Lesson Frame: Represent Numbers in Different Ways	I can represent numbers to 1,000 in different ways using place value understanding.
Lesson Frame: Addition and Subtraction Situations	I can solve addition and subtraction problems within 1,000 in a way that makes sense to me.
Lesson Frame: Add Your Way	I can add within 1,000 in a way that makes sense.
Lesson Frame: Introduction to Addition Algorithms	I can add within 1,000 and relate base-ten diagrams to written algorithms for addition.
Lesson Frame: Another Addition Algorithm	I can relate written algorithms to each other using place value understanding.
Lesson Frame: Use Strategies and Algorithms to Add	I can add within 1,000 using an algorithm or another strategy based on the numbers being added.
<b>Performance Tasks:</b> Lesson cool downs, weekly fact fluency checks, section checkpoint quiz	
Topic 2: <b>Subtract Within 1,000</b>	<b>Length:</b> 7 days
<b>Standard(s):</b> 3.NBT.A.2 3.OA.B.5	<b>Academic Vocabulary:</b> algorithms, grouping, base ten blocks, digit, difference, decompose
Lesson Frame: Subtract Your Way	I can subtract within 1,000 in a way that makes sense to me.
Lesson Frame: Subtraction Algorithms (Part 1)	I can relate base-ten diagrams to written algorithms for subtraction.
Lesson Frame: Subtraction Algorithms (Part 2)	I can analyze and use a subtraction algorithm with the numbers written in expanded form.
Lesson Frame: Subtraction Algorithms (Part 3)	I can relate subtraction algorithms to one another using place value understanding, and subtract numbers within 1,000 using another algorithm based on place value.

Lesson Frame: Analyze Subtraction Algorithms	I can analyze different steps in subtraction algorithms and reason about when certain steps might be more productive.
Lesson Frame: Subtract Strategically	I can subtract within 1,000 using algorithms or other strategies based on the numbers in the problem.
Lesson Frame: Section B practice problems	I can review and practice the skills worked on in section B.
<b>Performance Tasks:</b> lesson cool downs, weekly fact fluency checks, section checkpoint quiz	Notes:
Topic 1: <b>Round Within 1,000</b>	<b>Length:</b> 7 days
<b>Standard(s):</b> 3.NBT.A.1 3.OA.C.7 3.NBT.A.1 MP1 MP3 MP4 MP6 MP7 MP8	<b>Academic Vocabulary:</b> multiple, rounding, number line
Lesson Frame: Multiples of 100	I can recognize that numbers are often approximated by their closest multiples of 10 or 100, and understand the meaning of the nearest multiple of 100.
Lesson Frame: Nearest Multiples of 10 and 100	I can identify the closest multiples of 10 and 100 for numbers within 1,000.
Lesson Frame: Round to the Nearest Ten and Hundred	I can round whole numbers within 1,000 to the nearest ten and hundred, using the convention of rounding up when the number is halfway between two multiples of 10 or 100.
Lesson Frame: Round and Round Again	I can look for patterns in rounding.
Lesson Frame: Section C practice problems	I can practice and discuss skills I've learned.
<b>Performance Tasks:</b> Section C Checkpoint, weekly fact fluency checks, Unit 3 Assessment	Notes:

Unit Name: <b>Relating Multiplication to Division</b>	<b>Length:</b> 24 days
<b>Standards:</b> 3.NBT.A.2 3.OA.A.2 3.OA.A.3 3.MD.C.7.c 3.NBT.A.3 3.OA.B.6 3.OA.C.7 3.OA.D.9 3.OA.B.5 3.OA.D.8 3.MD.C.7 3.OA.A.4	<b>Outcomes:</b> Students use the relationship between multiplication and division, place value understanding, and the properties of operations to multiply and divide whole numbers within 100. They also represent and solve two-step word problems using the four operations.
<b>Essential Questions:</b> Can students represent and solve “how many groups?” and “how many in each group?” problems? Do students understand division as a missing-factor problem? Can students use properties of operations to develop fluency with single-digit multiplication facts, and their related division facts? Can students use properties of operations and place value understanding to develop strategies to multiply within 100 and to multiply one-digit numbers by a multiple of 10. Can students use properties of operations, place value understanding, and the relationship between multiplication and division to divide within 100?	<b>Learning Targets:</b> Solve “how many groups?” problems in a way that makes sense to them. Solve “how many in each group?” problems in a way that makes sense to them. Interpret and relate drawings and descriptions of division situations. Understand that a division situation may involve finding an unknown number of groups or finding an unknown number of objects in each group. Interpret division expressions. Understand that the same division expression can be used to represent both types of division situations. Solve “how many groups?” and “how many in each group?” problems. Write division expressions to represent division situations. Explain the relationship between multiplication and division equations. Interpret division equations and multiplication equations with a missing factor. Represent situations involving equal groups using multiplication and division equations with a symbol for the unknown quantity. Use multiplication and division within 100 to solve problems involving equal groups. Identify known single-digit multiplication facts and their related division facts. Identify arithmetic patterns in the multiplication table and use them to find unknown multiplication facts. Recognize that multiplication is commutative. Use area diagrams to explore strategies based on properties of multiplication. Apply associative and distributive properties of multiplication to find products within 100. Recognize that multiplication is associative and can be distributed over addition.
Topic 1: <b>Write Division Expressions</b>	<b>Length:</b> 7 days

<b>Standard(s):</b> 3.NBT.A.2 3.OA.A.2 3.OA.A.3 MP2 MP6 MP7 3.OA.A.2 3.NBT.A.2 MP3	<b>Academic Vocabulary:</b> factor, product, equal size groups, tape diagram, equal size drawings, array, division, division situation drawing
Lesson Frame: How Many Groups?	I can solve “how many groups?” problems in a way that makes sense to me.
Lesson Frame: How Many in Each Group	I can solve “how many in each group?” problems in a way that makes sense to me.
Lesson Frame: Division Situation Drawings	I can represent division situations with drawings.
Lesson Frame: Interpret Division Situations	I can Interpret division expressions and understand that the same division expression can be used to represent both types of division situations.
Lesson Frame: Write Division Expressions	I can write division expressions and solve “how many groups?” and “how many in each group?” problems.
<b>Performance Tasks:</b> Lesson Cool Downs, Fact Fluency Checks, Section Checkpoint	Notes:
Topic 2: <b>Relate Multiplication and Division</b>	<b>Length:</b> 8 days
<b>Standard(s):</b> 3.MD.C.7.c 3.NBT.A.3 3.OA.A.2 3.OA.A.3 3.OA.B.6 3.OA.C.7 3.OA.D.9	<b>Academic Vocabulary:</b> quotient, factor, equation, decompose, associative
Lesson Frame: Division as an Unknown Factor	I can explain the relationship between multiplication and division equations, and interpret division equations and multiplication equations with a missing factor.
Lesson Frame: Relate Multiplication and Division	I can represent situations involving equal groups using multiplication and division equations with a symbol for the unknown quantity, and use multiplication and division within 100 to solve problems involving equal groups.
Lesson Frame: Patterns in the Multiplication Table	I can identify arithmetic patterns in the multiplication table and use them to find unknown multiplication facts, and recognize that multiplication is commutative.
Lesson Frame: Explore Multiplication Strategies with Rectangles	I can use area diagrams to explore strategies based on properties of multiplication.
Lesson Frame: Multiplication Strategies on Ungridded Rectangles	I can apply associative and distributive properties of multiplication to find products within 100, and recognize that multiplication is associative and can be distributed over addition.

<b>Performance Tasks:</b> Lesson Cool Downs, Fact Fluency Checks, Section Checkpoint	Notes:
<b>Topic 3: Multiplying Larger Numbers</b>	<b>Length:</b> 8 days
<b>Standard(s):</b> 3.MD.C.7.c 3.NBT.A.3 3.OA.A.3 3.OA.B.5 3.OA.D.8	<b>Academic Vocabulary:</b> Multiples, place value, associative property of multiplication
Lesson Frame: Multiply Multiples of Ten	I can multiply one-digit whole numbers by multiples of 10 using strategies based on place value and the properties of operations.
Lesson Frame: Solve Problems with Equal Groups	I can multiply within 100, where one factor is a teen number, in a way that makes sense to them.
Lesson Frame: Lesson Frame: Ways to Represent Multiplication of Teen Numbers	I can make sense of representations of multiplication (base-ten blocks and area diagrams) where one factor is a teen number.
Lesson Frame: Equal Groups, Larger Numbers	I can solve some problems with equal groups that have larger numbers.
Lesson Frame: Multiply Numbers Larger than 20	I can multiply within 100, where one factor is greater than 20 and use properties based on place value and properties of operations to multiply.
Lesson Frame: Use the Four Operations to Solve Problems	I can represent two-step word problems using equations with a letter standing for the unknown quantity, and solve two-step word problems using the four operations.
<b>Performance Tasks:</b> Lesson Cool Downs, weekly fact fluency checks, section checkpoint quiz	Notes:
<b>Topic 4: Dividing Larger Numbers</b>	<b>Length:</b> 7days
<b>Standard(s):</b> 3.MD.C.7.c 3.NBT.A.3 3.OA.A.3 3.OA.B.5 3.OA.D.8	<b>Academic Vocabulary:</b> division, quotient, divisor
Lesson Frame: Larger Numbers in Equal Groups	I can solve problems involving division within 100, with quotients over 10, in a way that makes sense to me.
Lesson Frame: Ways to Divide Larger Numbers	I can recognize that division of larger numbers can still mean finding the number of groups or finding the size of each group, and use base-ten blocks to represent division where the quotient is more than 10.
Lesson Frame: Strategies for Dividing	I can analyze strategies for representing and reasoning about division, and divide within 100 using strategies based on place value and properties of operations.
Lesson Frame: Solve Problems Using the Four Operations	I can represent two-step word problems using equations with a letter standing for the unknown quantity, and solve two-step word problems using the four operations.

Lesson Frame: Use Skills to Design School Community Garden	I can represent and solve “How many groups?” and “How many in each group?” problems in a real world context, and solve two-step problems in a real world context
Performance Tasks:	Notes:

Unit 7: <b>Two-dimensional Shapes and Perimeter</b>	<b>Length:</b> 16 days
<b>Standards:</b> 3.G.A.13.NBT.A.33.OA.C.73.MD.D3.MD.D.83.NBT.A.23.OA.D.8	<b>Outcomes:</b> Students will reason about shapes and their attributes, find the perimeter of two-dimensional shapes, including when all or some side lengths are given, solve problems involving perimeter and area, in and out of context, and apply geometric understanding to solve problems.
<b>Essential Questions:</b> Are students able to reason with shapes? Can students tell the perimeter of shapes? Are students able to expand their knowledge of perimeter by solving problems and drawing to specifications? Can students design with perimeter and area?	<b>Learning Targets:</b> Describe attributes of shapes.Sort shapes based on attributes in a way that makes sense to them. Sort triangles and quadrilaterals into subcategories. Understand that shared attributes of shapes can define a larger category, such as triangle or quadrilateral. Describe and identify shapes using their distinguishing attributes. Identify attributes of rhombuses, rectangles, and squares. Draw examples of quadrilaterals that are not rhombuses, rectangles, or squares. Understand that shapes can be in more than one category. Describe perimeter as the length of the boundary of a flat shape. Find the perimeter of two-dimensional shapes. Find the perimeter of two-dimensional shapes. Understand that many different shapes can have the same perimeter. Find the perimeter of two-dimensional shapes given all or some of the side lengths. Find unknown side lengths given the perimeter of a shape. Solve problems that involve perimeters of shapes. Solve problems that involve perimeter and area of rectangles. Draw rectangles with the same perimeter and different areas. Draw rectangles with the same area and different perimeters. Apply geometric understanding to solve problems about parks. Apply geometric understanding to solve problems about wax prints. Apply geometric understanding to solve problems about robots.
Topic 1: <b>Reason With Shapes</b>	<b>Length:</b> 7 days
<b>Standards:</b> 3.G.A.1 3.NBT.A.3 3.OA.C.7 MP6 MP7	<b>Academic Vocabulary:</b> angle in a shape, perimeter, right angle in a shape
Lesson Frame: What Attributes Do You See?	I can describe attributes of shapes, and sort shapes based on attributes in a way that makes sense to me.
Lesson Frame: Attributes of Triangles and Quadrilaterals	I can sort triangles and quadrilaterals into subcategories, and understand that shared attributes of shapes can define a larger category, such as triangle or quadrilateral.
Lesson Frame: Attributes that Define Shapes	I can describe and identify shapes using their distinguishing attributes.
Lesson Frame: Attributes of Rectangles, Rhombuses, and Squares	I can identify attributes of rhombuses, rectangles, and squares.

Lesson Frame: Attributes of Other Quadrilaterals	I can draw examples of quadrilaterals that are not rhombuses, rectangles, or squares, and understand that shapes can be in more than one category.
Lesson Frame: Practice Problems Section A	I can complete the practice problems from Section A.
Lesson Frame: Section A Checkpoint	I can complete the Checkpoint for Section A
<b>Performance Tasks:</b> Lesson Cool-downs, Section A Checkpoint, weekly fact fluency checks	Notes:
<b>Topic 2: What is Perimeter?</b>	<b>Length:</b> 6 days
<b>Standard(s):</b> 3.MD.D 3.MD.D.8 3.NBT.A.2 3.OA.C.7 MP7	<b>Academic Vocabulary:</b> perimeter
Lesson Frame: Distance Around Shapes	I can describe perimeter as the length of the boundary of a flat shape, and find the perimeter of two-dimensional shapes.
Lesson Frame: Same Perimeter, Different Shapes	I can find the perimeter of two-dimensional shapes, and understand that many different shapes can have the same perimeter.
Lesson Frame: Find the Perimeter	I can find the perimeter of two-dimensional shapes given all or some of the side lengths.
Lesson Frame: Perimeter Problems	I can find unknown side lengths given the perimeter of a shape, and solve problems that involve perimeters of shapes.
Lesson Frame: Section B Practice Problems	I can complete Section B practice problems.
Lesson Frame: Section B Checkpoint Quiz	I can complete the Section B Checkpoint Quiz
<b>Performance Tasks:</b> Lesson Cool-downs, Section B Checkpoint Quiz, weekly fact fluency checks	Notes:
<b>Topic 3: Expanding on Perimeter</b>	<b>Length:</b> 5 days
<b>Standard(s):</b> 3.MD.D.8 3.OA.C.7 3.OA.D.8 MP1 MP3 MP6 MP7	<b>Academic Vocabulary:</b> perimeter, area
Lesson Frame: Problem Solving with Perimeter and Area	I can solve problems that involve perimeter and area of rectangles.
Lesson Frame: Rectangles with the Same Perimeter	I can draw rectangles with the same perimeter and different areas.



Lesson Frame: Rectangles with the Same Area	I can draw rectangles with the same area and different perimeters.
Lesson Frame: Section C Practice Problems	I can work on Section C practice problems
Lesson Frame: Section C Checkpoint Quiz	I can complete the Section C Checkpoint Quiz
<b>Performance Tasks:</b> Lesson Cool-downs, weekly fact fluency checks, Section C Checkpoint Quiz	Notes:
Topic 4: <b>Design with Perimeter and Area</b>	<b>Length:</b> 6 days
<b>Standard(s):</b> MP1MP6 3.G.A.13.MD.D.8 MP4 MP2	<b>Academic Vocabulary:</b>
Lesson Frame: Shapes and Play	I can apply geometric understanding to solve problems about parks.
Lesson Frame: Wax Prints	I can apply geometric understanding to solve problems about wax prints.
Lesson Frame: Design Your Own Robot	I can draw rectangles with specified parameters to create a robot.
Lesson Frame: Section D Practice Problems	I can work on the Section D Practice Problems
Lesson Frame: Section D Checkpoint Quiz	I can complete Section D Checkpoint Quiz
Lesson Frame: Unit 7 Assessment	I can complete the Unit 7 Assessment
<b>Performance Tasks:</b> Lesson Cool-downs, weekly fact fluency checks, Section D Checkpoint Quiz, Unit 7 Assessment, End of Course Assessment	Notes:

<b>Course Name:</b>	4th Grade Mathematics		
<b>Credits:</b>	N/A		
<b>Prerequisites:</b>	N/A		
<b>Description:</b>	In Grade 4, instructional time focuses on several big ideas: developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.		
<b>Academic Standards:</b>	Wisconsin Standards for Mathematics (2021)		Board Approved Curriculum Resource: Illustrative Mathematics
<b>Units:</b>	<b>Unit Length:</b>	<b>Unit Standards:</b>	<b>Unit Outcomes:</b>
Factors and Multiples	12 days	M.4.OA.A.3 M.4.OA.B.4 M.4.OA.C.5	Students should apply understanding of multiplication and area to work with factor pairs and multiples.
Fraction Equivalence and Comparison	22 days	4.NF.A.1 4.NF.A.2 4.NBT.B.4 4.NBT.B.5	Students should generate and reason about equivalent fractions and compare and order fractions with the following denominators: 2, 3, 4, 5, 6, 8, 10, 12, and 100.
Extending Operations to Fractions	25 days	4.NF.A.1 4.NF.A.2 4.NF.B.3 4.NF.B.3.a 4.NF.B.3.b 4.NF.B.3.c 4.NF.B.3.d 4.NF.B.4 4.NF.B.4.a 4.NF.B.4.b 4.NF.B.4.c 4.NF.C.5	Students should learn that a fraction $a/b$ is a product of a whole number 'a' and a unit fraction $1/b$ . Students should learn to add and subtract fractions with like denominators, and to add and subtract tenths and hundredths.
From Hundredths to Hundred-thousands	29 days	4.NF.C.5 4.NF.C.6 4.NF.C.7 4.NBT.A.1 4.NBT.A.2 4.NBT.A.3 4.NBT.B.4 4.NF.B.3.c	Students should read, write and compare numbers in decimal notation. Students should extend place value understanding for multi-digit whole numbers and add and subtract within 1,000,000.

Multiplicative Comparison and Measurement	23 days	4.NBT.B.5 4.OA.A.1 4.OA.A.2 4.OA.A.3 4.MD.A.1 4.MD.A.2 4.MD.A.3 4.NF.B.4 4.NF.B.4.c	Students should interpret, represent, and solve multiplicative comparison problems using an understanding of the relationship between multiplication and division. Students should use this thinking to convert units of measure within a given system from larger to smaller units.
Multiplying and Dividing Multi-digit Numbers	31 days	4.OA.A.3 4.OA.B.4 4.OA.C.5 4.MD.A.2 4.MD.A.3 4.NBT.B.4 4.NBT.B.5 4.NBT.B.6	Students should multiply and divide multi-digit whole numbers using partial products and partial quotients strategies, and apply this understanding to solve multi-step problems using the four operations.
Angles and Angle Measurements	21 days	4.G.A.1 4.MD.C.5 4.MD.C.5.a 4.MD.C.5.b 4.MD.C.6 4.MD.C.7 4.NBT.B.4 4.NBT.B.5 4.NBT.B.6	Students should learn to draw and identify points, rays, segments, angles, and lines, including parallel and perpendicular lines. Students should learn how to use a protractor to measure angles and draw angles of given measurements, and identify acute, obtuse, right, and straight angles in two-dimensional figures.
Properties of Two-Dimensional Shapes	14 days	4.G.A.1 4.G.A.2 4.G.A.3 4.MD.A.3 4.MD.C.7 4.NBT.B.5 4.NF.B.3.c 4.NF.B.4 4.NF.B.4.b	Students should classify triangles and quadrilaterals based on the properties of their side lengths and angles, and learn about lines of symmetry in two-dimensional figures. Students should use their understanding of these attributes to solve problems, including problems involving perimeter and area.

Unit Name: <b>Fraction Equivalence and Comparison</b>	<b>Length:</b> 22 days
<b>Standards:</b> 4.NF.A.1 Understand fraction equivalence. 4.NF.A.2 Compare fractions with different numerators and different denominators while recognizing that comparisons are valid only when the fractions refer to the same whole. 4.NBT.B.4 Flexibly and efficiently add and subtract multi-digit whole numbers using strategies. 4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations.	<b>Outcomes:</b> Students should generate and reason about equivalent fractions and compare and order fractions with the following denominators: 2, 3, 4, 5, 6, 8, 10, 12, and 100.
<b>Essential Questions:</b> Are students able to use physical and visual representations to explain fractions? Are students able to make sense of the numerator and denominator of unit fractions? Are students able to locate fractions on a number line? Are students able to find equivalent fractions using visual representation? Are students able to explain equivalent fractions? Are students able to find equivalent fractions using factors and multiples? Are students able to compare fractions using a visual representation? Are students able to compare fractions by finding equivalent fractions? Are students able to compare fractions by finding common denominators?	
<b>Topic 1: Size and Location of Fractions</b>	<b>Academic Vocabulary:</b> fraction, numerator, denominator, number line
Lesson Frame: Sect. A Lesson 1, 2	I can use physical and visual representations to explain fractions.
Lesson Frame: Sect. A Lesson 3, 4	I can make sense of the numerator and denominator of unit fractions.
Lesson Frame: Sect. A Lesson 5, 6	I can locate fractions on a number line.
<b>Topic 2: Equivalent Fractions</b>	<b>Academic Vocabulary:</b> numerator, denominator, equivalence, factors, multiples
Lesson Frame: Sect. B Lesson 7, 8	I can find equivalent fractions using visual representation.
Lesson Frame: Sect. B Lesson 9	I can explain equivalent fractions.
Lesson Frame: Sect. B Lesson 10, 11	I can find equivalent fractions using factors and multiples.
<b>Topic 3: Fraction Comparison</b>	<b>Academic Vocabulary:</b> numerator, denominator, comparison, common denominator, equivalence
Lesson Frame: Sect. C Lesson 12	I can compare fractions using a visual representation.
Lesson Frame: Sect. C Lesson 13, 14	I can compare fractions by finding equivalent fractions.
Lesson Frame: Sect. C Lesson 15, 16	I can compare fractions by finding common denominators.

**Performance Tasks:**

- \* Observation (small group, whole group, individual)
- \* Illustrative Math Cool Down worksheets
- \* Illustrative Math Section Checkpoint
- \* Illustrative Math End-of-Unit Assessment

**Notes:**

- \* Individual student workbooks
- \* [Learn Zillion](#)
- \* Unit 2 illustrative Math Teacher Guide
- \* Illustrative Math Activity Cards
- \* Illustrative Math Centers

<b>Unit Name: Extending Operations to Fractions</b>	<b>Length:</b> 25 days
<p><b>Standards:</b></p> <p>4.NF.A.1 Understand fraction equivalence.</p> <p>4.NF.A.2 Compare fractions with different numerators and different denominators while recognizing that comparisons are valid only when the fractions refer to the same whole.</p> <p>4.NF.B.3 Understand composing and decomposing fractions.</p> <p>4.NF.B.3.a Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</p> <p>4.NF.B.3.b. Decompose a fraction into a sum of unit fractions and/or multiples of that unit fraction.</p> <p>4.NF.B.3.c Add and subtract fractions, including mixed numbers, with like denominators and related denominators.</p> <p>4.NF.B.3.d Solve word problems involving addition and subtraction of fractions with like and related denominators.</p> <p>4.NF.B.4 Apply and extend previous understandings of multiplication to multiply a whole number times a fraction.</p> <p>4.NF.B.4.a Understand a fraction as a group of unit fractions or as a multiple of a unit fraction.</p> <p>4.NF.B.4.b Represent a whole number times a non-unit fraction.</p> <p>4.NF.B.4.c Solve word problems involving multiplication of a whole number times a fraction.</p> <p>4.NF.C.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.</p>	<p><b>Outcomes:</b></p> <p>Students should learn that a fraction <math>a/b</math> is a product of a whole number 'a' and a unit fraction <math>1/b</math>.</p> <p>Students should learn to add and subtract fractions with like denominators, and to add and subtract tenths and hundredths.</p>
<p><b>Essential Questions:</b></p> <p>Are students able to interpret a diagram or expression as multiplication of a whole number and a unit fraction?</p> <p>Are students able to evaluate multiplication expressions as <math>n \times a/b</math>, where n is the whole number?</p> <p>Are students able to solve problems involving multiplication or a fraction by a whole number?</p> <p>Are students able to add fractions?</p> <p>Are students able to subtract fractions?</p> <p>Are students able to analyze fractional measurements on a line plot?</p> <p>Are students able to use equivalence to add and subtract fractions?</p> <p>Are students able to find equivalent tenths and hundredths to add and subtract fractions?</p> <p>Are students able to solve problems that involve addition, subtraction, and multiplication?</p>	
<b>Topic 1: Equal Groups of Fractions</b>	<b>Academic Vocabulary:</b> expression, unit fraction, multiply
Lesson Frame: Sect. A Lesson 1, 2, 4	I can interpret a diagram or expression as multiplication of a whole number and a unit fraction.
Lesson Frame: Sect. A Lesson 3, 4, 5	I can evaluate multiplication expressions as $n \times a/b$ , where n is the whole number.
Lesson Frame: Sect. A Lesson 4, 5, 6	I can solve problems involving multiplication or a fraction by a whole number
<b>Topic 2: Addition and Subtraction of Fractions</b>	<b>Academic Vocabulary:</b> decompose, line plot, addition, subtraction
Lesson Frame: Sect. B Lesson 7, 8, 12	I can add fractions.
Lesson Frame: Sect. B Lesson 9, 10, 11, 12	I can subtract fractions.
Lesson Frame: Sect. B Lesson 13, 14	I can analyze fractional measurements on a line plot.

<b>Topic 3: Addition of Tenths and Hundredths</b>	<b>Academic Vocabulary:</b> equivalence, tenths, hundredths, addition, subtraction, multiply
Lesson Frame: Sect. C Lesson 15	I can use equivalence to add and subtract fractions.
Lesson Frame: Sect. C Lesson 16, 17, 18	I can find equivalent tenths and hundredths to add and subtract fractions.
Lesson Frame: Sect. C Lesson 19, 20	I can solve problems that involve addition, subtraction, and multiplication.
<b>Performance Tasks:</b> * Observation (small group, whole group, individual) * Illustrative Math Cool Down worksheets * Illustrative Math Section Checkpoint * Illustrative Math End-of-Unit Assessment	<b>Notes:</b> * Individual student workbooks * <a href="#">Learn Zillion</a> * Unit 3 illustrative Math Teacher Guide * Illustrative Math Activity Cards * Illustrative Math Centers

<b>Unit Name: Angles and Angle Measurements</b>	<b>Length:</b> 21 days
<p><b>Standards:</b>  4.G.A.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.  4.MD.C.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement.  4.MD.C.5.a An angle is measured with reference to a circle.  4.MD.C.5.b An angle that turns through n one-degree angles is said to have an angle measure of n degrees.  4.MD.C.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.  4.MD.C.7 Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts.  4.NBT.B.4 Flexibly and efficiently add and subtract multi-digit whole numbers using strategies or algorithms.  4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers.  4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors.</p>	<p><b>Outcomes:</b>  Students should learn to draw and identify points, rays, segments, angles, and lines, including parallel and perpendicular lines. Students should learn how to use a protractor to measure angles and draw angles of given measurements, and identify acute, obtuse, right, and straight angles in two-dimensional figures.</p>
<p><b>Essential Questions:</b>  Are students able to draw points, lines, segments, and rays and identify them in geometric figures?  Are students able to draw parallel and intersecting lines and identify them in drawings?  Are students able to identify angles?  Are students able to compare and describe angles, identifying the benchmark angles?  Are students able to draw and identify perpendicular lines?  Are students able to use a protractor to identify angle measurements?  Are students able to identify and draw acute and obtuse angles?  Are students able to compose and decompose angles to find measurements?  Are students able to draw angles of given measurements?  Are students able to</p>	
<b>Topic 1: Points, Lines, Segments, Rays, and Angles</b>	<b>Academic Vocabulary:</b> points, line segments, lines, rays, parallel lines, intersecting lines, angles
Lesson Frame: Sect. A Lesson 1, 2	I can draw points, lines, segments, and rays and identify them in geometric figures.
Lesson Frame: Sect. A Lesson 3, 4	I can draw parallel and intersecting lines and identify them in drawings.
Lesson Frame: Sect. A Lesson 5	I can identify angles.
<b>Topic 2: The Size of Angles</b>	<b>Academic Vocabulary:</b> right angle, acute angle, obtuse angle, straight angle, circle, perpendicular lines, protractor
Lesson Frame: Sect. B Lesson 6, 7, 8	I can compare and describe angles, identifying the benchmark angles.
Lesson Frame: Sect. B Lesson 10, 16	I can draw and identify perpendicular lines.
Lesson Frame: Sect. B Lesson 9, 10, 11	I can use a protractor to identify angle measurements.



<b>Topic 3: Angle Analysis</b>	<b>Academic Vocabulary:</b> right angle, acute angle, obtuse angle, straight angle, compose, decompose
Lesson Frame: Sect. C Lesson 12, 16	I can identify and draw obtuse and acute angles.
Lesson Frame: Sect. C Lesson 13, 15, 16	I can compose and decompose angles to find measurements.
Lesson Frame: Sect. C Lesson 14, 16	I can draw angles of given measurements.
<b>Performance Tasks:</b> * Observation (small group, whole group, individual) * Illustrative Math Cool Down worksheets * Illustrative Math Section Checkpoint * Illustrative Math End-of-Unit Assessment	<b>Notes:</b> * Individual student workbooks * <a href="#">Learn Zillion</a> * Unit 7 illustrative Math Teacher Guide * Illustrative Math Activity Cards * Illustrative Math Centers

Unit Name: <b>Factors and Multiples</b>	<b>Length:</b> 12 days
<b>Standards:</b> M.4.OA.A.3 Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. M.4.OA.B.4 Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. M.4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.	<b>Outcomes:</b> Students should apply understanding of multiplication and area to work with factor pairs and multiples.
<b>Essential Questions:</b> Are students able to explain what factor pairs are? Are students able to explain what multiples are? Are students able to identify if a number is prime? Are students able to identify if a number is composite? Are students able to find factor pairs of given numbers? Are students able to find multiples of given numbers?	
<b>Topic 1: Understanding Factors and Multiples</b>	<b>Academic Vocabulary:</b> factor pairs, multiples, prime, composite, area
Lesson Frame: Sect. A Lesson 1	I can explain what multiples are.
Lesson Frame: Sect. A Lesson 2	I can explain what factor pairs are.
Lesson Frame: Sect. A Lesson 3 / Sect. B Lesson 6	I can determine if a number is prime.
Lesson Frame: Sect. A Lesson 3 / Sect. B Lesson 6	I can determine if a number is composite.
<b>Topic 2: Finding Factor Pairs and Multiples</b>	<b>Academic Vocabulary:</b> factor pairs, multiples, prime, composite, area
Lesson Frame: Sect. B Lesson 5, 6	I can find multiples by applying multiplication fluency.
Lesson Frame: Sect. B Lesson 6, 7	I can find factor pairs by applying multiplication fluency.
<b>Performance Tasks:</b> * Observation (small group, whole group, individual) * Illustrative Math Cool Down worksheets * Illustrative Math Section Checkpoint * Illustrative Math End-of-Unit Assessment	<b>Notes:</b> * Individual student workbooks * <a href="#">Learn Zillion</a> * Unit 1 illustrative Math Teacher Guide * Illustrative Math Activity Cards * Illustrative Math Centers

<b>Unit Name: From Hundredths to Hundred-thousands</b>	<b>Length:</b> 29 days
<b>Standards:</b> 4.NF.C.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. 4.NF.C.6 Use decimal notation for fractions with denominators 10 or 100, connect decimals to real-world contexts. 4.NF.C.7 Compare decimals to hundredths by reasoning about their size and using benchmarks. 4.NBT.A.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. 4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. 4.NBT.A.3 Use place value understanding to generate estimates for real-world problem situations, with multi-digit whole numbers. 4.NBT.B.4 Use place value understanding to generate estimates for real-world problem situations, with multi-digit whole numbers. 4.NF.B.3.c Use place value understanding to generate estimates for real-world problem situations, with multi-digit whole numbers.	<b>Outcomes:</b> Students should read, write and compare numbers in decimal notation. Students should extend place value understanding for multi-digit whole numbers and add and subtract within 1,000,000.
<b>Essential Questions:</b> Are students able to recognize and make sense of the decimals tenths and hundredths in a variety of forms (square grids / numberline)? Are students able to compare and order decimals to the hundredths? Are students able to represent, read, and write multi-digit whole numbers up to 1,000,000? Are students able to describe that the value of a digit in one place represents ten times the place to the right of it? Are students able to compare and order whole numbers within 1,000,000? Are students able to identify closest multiples and round numbers to 1,000, 10,000, 100,000 and 1,000,000? Are students able to add multi-digit numbers up to 1,000,000 in a variety of methods? Are students able to subtract multi-digit numbers up to 1,000,000 in a variety of methods?	
<b>Topic 1: Decimals with Tenths and Hundredths</b>	<b>Academic Vocabulary:</b>
Lesson Frame: Sect. A Lesson 1, 2, 3	I can recognize and make sense of the decimals tenths and hundredths in a variety of forms (square grids / numberline).
Lesson Frame: Sect. A Lesson 3, 4, 5	I can compare and order decimals.
<b>Topic 2: Place-value Relationships through 1,000,000</b>	<b>Academic Vocabulary:</b>
Lesson Frame: Sect. B Lesson 6, 7, 8	I can represent, read, and write multi-digit whole numbers up to 1,000,000.
Lesson Frame: Sect. B Lesson 9, 10, 11	I can describe that the value of a digit in one place represents ten times the place to the right of it.
<b>Topic 3: Compare, Order, and Round</b>	<b>Academic Vocabulary:</b>
Lesson Frame: Sect. C Lesson 12, 13	I can compare and order whole numbers within 1,000,000.
Lesson Frame: Sect. C Lesson 14, 15, 16, 17	I can identify closest multiples and round numbers to 1,000, 10,000, and 100, 000.
<b>Topic 4: Add and Subtract</b>	<b>Academic Vocabulary:</b>

Lesson Frame: Sect. D Lesson 18, 19, 20, 22	I can add multi-digit numbers up to 1,000,000 in a variety of methods.
Lesson Frame: Sect. D Lesson 18, 19, 20, 21, 22	I can subtract multi-digit numbers up to 1,000,000 in a variety of methods.
<b>Performance Tasks:</b> * Observation (small group, whole group, individual) * Illustrative Math Cool Down worksheets * Illustrative Math Section Checkpoint * Illustrative Math End-of-Unit Assessment	<b>Notes:</b> * Individual student workbooks * <a href="#">Learn Zillion</a> * Unit 4 illustrative Math Teacher Guide * Illustrative Math Activity Cards * Illustrative Math Centers

<b>Unit Name: Multiplicative Comparison and Measurement</b>	<b>Length:</b> 23 days
<p><b>Standards:</b>  4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers.  4.OA.A.1 Interpret a multiplication equation as a multiplicative comparison.  4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison.  4.OA.A.3 Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted.  4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb., oz.; l, ml; hr., min., sec.  4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money.  4.MD.A.3 Apply the area and perimeter formulas for rectangles in real-world and mathematical problems.  4.NF.B.4 Apply and extend previous understandings of multiplication to multiply a whole number times a fraction.  4.NF.B.4.c Solve word problems involving multiplication of a whole number times a fraction by using visual fraction models and equations to represent the problem.</p>	<p><b>Outcomes:</b>  Students should interpret, represent, and solve multiplicative comparison problems using an understanding of the relationship between multiplication and division. Students should use this thinking to convert units of measure within a given system from larger to smaller units.</p>
<p><b>Essential Questions:</b>  Are students able to represent and solve multiplicative comparison problems?  Are students able to solve one- and two-step problems involving multiplicative comparison?  Are students able to identify the relationship (multiplicative) between the metric system?  Are students able to solve multi-step problems that involve multiplicative comparison measurements?  Are students able to describe the relationship between pounds and ounces?  Are students able to describe the relationship the units of time (hours, minutes, seconds)?  Are students able to use multiplicative comparisons to solve multi-step problems about weight and capacity?  Are students able to use multiplicative comparisons to solve multi-step problems about length?  Are students able to solve problems involving the perimeter of rectangles using the multiplicative comparison?</p>	
<b>Topic 1: Multiplicative Comparison</b>	<b>Academic Vocabulary:</b> multiplicative comparisons
Lesson Frame: Sect. A Lesson 1, 2, 3, 4	I can represent and solve multiplicative comparison problems.
Lesson Frame: Sect. A Lesson 5, 6	I can solve one- and two-step problems involving multiplicative comparison.
<b>Topic 2: Measurement Comparison</b>	<b>Academic Vocabulary:</b> metric system, meters, centimeters, kilometers, grams, kilograms, liters, milliliters, pounds, ounces, hours, minutes, seconds, multi-step
Lesson Frame: Sect. B Lesson 7, 8, 9	I can identify the relationship (multiplicative) between the metric system.
Lesson Frame: Sect. B Lesson 10, 13	I can solve multi-step problems that involve multiplicative comparison measurements.
Lesson Frame: Sect. B Lesson 11	I can describe the relationship between pounds and ounces.
Lesson Frame: Sect. B Lesson 12	I can describe the relationship the units of time (hours, minutes, seconds).

<b>Topic 3: Let's Put It to Work</b>	<b>Academic Vocabulary:</b> pounds, ounces, gallons, quarts, cups, yards, feet, inches, perimeter, multi-step
Lesson Frame: Sect. C Lesson 14, 18	I can use multiplicative comparisons to solve multi-step problems about weight and capacity.
Lesson Frame: Sect. C Lesson 15, 18	I can use multiplicative comparisons to solve multi-step problems about length.
Lesson Frame: Sect. C Lesson 16, 17, 18	I can solve problems involving the perimeter of rectangles using the multiplicative comparison.
<b>Performance Tasks:</b> * Observation (small group, whole group, individual) * Illustrative Math Cool Down worksheets * Illustrative Math Section Checkpoint * Illustrative Math End-of-Unit Assessment	<b>Notes:</b> * Individual student workbooks * <a href="#">Learn Zillion</a> * Unit 5 illustrative Math Teacher Guide * Illustrative Math Activity Cards * Illustrative Math Centers

<b>Unit Name: Multiplying and Dividing Multi-digit Numbers</b>	<b>Length:</b> 31 days
<b>Standards:</b> 4.OA.A.3 Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, 4.OA.B.4 Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. 4.OA.C.5 Generate a number or shape pattern that follows a given rule. 4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money. 4.MD.A.3 Apply the area and perimeter formulas for rectangles in real-world and mathematical problems. 4.NBT.B.4 Flexibly and efficiently add and subtract multi-digit whole numbers using strategies or algorithms. 4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers. 4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors.	<b>Outcomes:</b> Students should multiply and divide multi-digit whole numbers using partial products and partial quotients strategies, and apply this understanding to solve multi-step problems using the four operations.
<b>Essential Questions:</b> Are students able to analyze and describe patterns? Are students able to extend numerical patterns using knowledge of place value and operations? Are students able to multiply multi-digit whole numbers by one-digit whole numbers in ways that make sense to them? Are students able to multiply two two-digit whole numbers using place value understanding and properties of operations? Are students able to multiply multi-digit whole numbers numbers by one- or two-digit whole numbers using partial products? Are students able to reason about division of two- and three-digit whole number by one-digit whole numbers in a variety of situations (equal groups, factors & multiples, and area)? Are students able to divide two- and three-digit numbers by one-digit whole numbers using base ten blocks and diagrams? Are students able to find whole number quotients and remainders using an algorithm that uses partial products? Are students able to interpret the result and remainder of division in situations? Are students able to solve multi-step problems in a ways that makes sense to them? Are students able to solve multi-step problems involving measurement conversions, perimeter, and area? Are students able to solve multi-step problems involving the four operations?	
<b>Topic 1: Features of Patterns</b>	<b>Academic Vocabulary:</b> patterns
Lesson Frame: Sect. A Lesson 1, 2	I can analyze and describe patterns.
Lesson Frame: Sect. A Lesson 1, 2, 3, 4	I can extend numerical patterns using knowledge of place value and numerical operations.
<b>Topic 2: Multi-digit Multiplication</b>	<b>Academic Vocabulary:</b> multiply, place value, partial products
Lesson Frame: Sect. B Lesson 5, 6, 7	I can multiply two-digit by one-digit whole numbers in ways that make sense to them.
Lesson Frame: Sect. B Lesson 8, 11, 12	I can multiply two two-digit numbers using place value understanding and properties of operations.
Lesson Frame: Sect. B Lesson 9, 10, 11, 12	I can multiply multi-digit whole numbers numbers by one- or two-digit whole numbers using partial products.
<b>Topic 3: Multi-digit Division</b>	<b>Academic Vocabulary:</b> division, base ten, remainders

Lesson Frame: Sect. C Lesson 13, 14, 15	I can reason about division of two- and three-digit number in a variety of situations (equal groups, factors and multiples, and area).
Lesson Frame: Sect. C Lesson 16, 17	I can divide two- and three-digit numbers by one-digit whole numbers using base ten blocks and diagrams.
Lesson Frame: Sect. C Lesson 18, 19	I can find whole number quotients and remainders using an algorithm that uses partial products.
Lesson Frame: Sect. C Lesson 20	I can interpret the result and remainder of division in situations.
<b>Topic 4: Let's Put It Together: Problem Solving with Large Numbers</b>	<b>Academic Vocabulary:</b> multi-step, perimeter
Lesson Frame: Sect. D Lesson 21, 22, 23, 24, 25	I can solve multi-step problems in a ways that makes sense to them.
Lesson Frame: Sect. D Lesson 22	I can solve multi-step problems involving measurement conversions, perimeter, and area.
Lesson Frame: Sect. D Lesson 23, 24, 25	I can solve multi-step problems involving the four operations.
<b>Performance Tasks:</b> * Observation (small group, whole group, individual) * Illustrative Math Cool Down worksheets * Illustrative Math Section Checkpoint * Illustrative Math End-of-Unit Assessment	<b>Notes:</b> * Individual student workbooks * <a href="#">Learn Zillion</a> * Unit 6 illustrative Math Teacher Guide * Illustrative Math Activity Cards * Illustrative Math Centers



<b>Unit Name: Properties of Two-Dimensional Shapes</b>	<b>Length:</b> 14 days
<p><b>Standards:</b></p> <p>4.G.A.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p> <p>4.G.A.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size.</p> <p>4.G.A.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts.</p> <p>4.MD.A.3 Apply the area and perimeter formulas for rectangles in real-world and mathematical problems.</p> <p>4.MD.C.7 Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts.</p> <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers.</p> <p>4.NF.B.3.c Add and subtract fractions, including mixed numbers, with like denominators.</p> <p>4.NF.B.4 Apply and extend previous understandings of multiplication to multiply a whole number times a fraction.</p> <p>4.NF.B.4.b Apply and extend previous understandings of multiplication to multiply a whole number times a fraction.</p>	<p><b>Outcomes:</b></p> <p>Students should classify triangles and quadrilaterals based on the properties of their side lengths and angles, and learn about lines of symmetry in two-dimensional figures. Students should use their understanding of these attributes to solve problems, including problems involving perimeter and area.</p>
<p><b>Essential Questions:</b></p> <p>Are students able to classify two-dimensional shapes by angle size and sides (lengths and types of lines)?</p> <p>Are students able to identify and draw lines of symmetry in two-dimensional figures?</p> <p>Are students able to find perimeters of two-dimensional shapes using their properties?</p> <p>Are students able to find unknown side lengths of two-dimensional shapes using their attributes?</p> <p>Are students able to solve problems involving symmetry, side lengths, and perimeter of two-dimensional shapes?</p> <p>Are students able to unknown angle measurements using attributes of two-dimensional shapes?</p>	
<b>Topic 1: Side Lengths, Angles, and Lines of Symmetry</b>	<b>Academic Vocabulary:</b> two-dimensional shapes, symmetry
Lesson Frame: Sect. A Lesson 1, 2, 3	I can classify two-dimensional shapes by angle size and sides (lengths and types of lines).
Lesson Frame: Sect. A Lesson 4, 5, 6	I can identify and draw lines of symmetry in two-dimensional figures.
<b>Topic 2: Reason about Attributes to Solve Problems</b>	<b>Academic Vocabulary:</b> perimeter, attributes, symmetry, unknown numbers
Lesson Frame: Sect. B Lesson 7	I can find perimeters of two-dimensional shapes using their properties.
Lesson Frame: Sect. B Lesson 8	I can find unknown side lengths of two-dimensional shapes using their attributes
Lesson Frame: Sect. B Lesson 9	I can solve problems involving symmetry, side lengths, and perimeter of two-dimensional shapes.
Lesson Frame: Sect. B Lesson 10	I can unknown angle measurements using attributes of two-dimensional shapes.

<b>Performance Tasks:</b> <ul style="list-style-type: none"><li>* Observation (small group, whole group, individual)</li><li>* Illustrative Math Cool Down worksheets</li><li>* Illustrative Math Section Checkpoint</li><li>* Illustrative Math End-of-Unit Assessment</li></ul>	<b>Notes:</b> <ul style="list-style-type: none"><li>* Individual student workbooks</li><li>* <a href="#">Learn Zillion</a></li><li>* Unit 8 illustrative Math Teacher Guide</li><li>* Illustrative Math Activity Cards</li><li>* Illustrative Math Centers</li></ul>

<b>Course Name:</b>	5th Grade Math		
<b>Credits:</b>	N/A		
<b>Prerequisites:</b>	N/A		
<b>Description:</b>	In Grade 5, instructional time focuses on three critical areas: (1) developing flexible strategies with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing flexibility with strategies to compute whole number and decimal operations; and (3) developing understanding of volume.		
<b>Academic Standards:</b>	2021 Wisconsin Standards for Mathematics	Board Approved Curriculum Resource: Illustrative Mathematics	
<b>Units:</b>	<b>Unit Length:</b>	<b>Unit Standards:</b>	<b>Unit Outcomes:</b>
<b>Finding Volume</b>	13-14 days	5.OA.A.1, 5.OA.A.2, 5.MD.C.3, 5.MD.C.4, 5.MD.C.5	Describe volume as the space taken up by a solid object. Measure the volume of a rectangular prism by finding the number of unit cubes needed to fill it. Use the layered structure in a rectangular prism to find volume. Describe the calculations from the previous section as length×width×height or area of the base×height. Find volume using length×width×height or area of the base×height. Find the volume of a figure composed of rectangular prisms.
<b>Fractions as Quotients and Fraction Multiplication</b>	17-19 days	5.OA.A.1, 5.OA.A.2, 5.MD.C.3, 5.MD.C.4, 5.MD.C.5	Represent and explain the relationship between division and fractions. Solve problems involving division of whole numbers leading to answers that are fractions. Connect division to multiplication of a whole number by a non-unit fraction. Connect division to multiplication of a whole number by a unit fraction. Explore the relationship between multiplication and division. Find the area of a rectangle when one side length is a whole number and the other side length is a fraction or mixed number. Represent and solve problems involving the multiplication of a whole number by a fraction or mixed number. Write, interpret and evaluate numerical expressions that represent multiplication of a whole number by a fraction or mixed number.
<b>Multiplying and Dividing Fractions</b>	19-22 days	5.NF.B.4, 5.NF.B.6, 5.NF.B.7	Recognize that $ab \times cd = a \times cb \times d$ and use this generalization to multiply fractions numerically. Represent and describe multiplication of a fraction by a fraction using area concepts. Divide a unit fraction by a whole number using whole-number division concepts. Divide a whole number by a unit fraction using whole-number division concepts. Solve problems involving fraction multiplication and division.

<b>Wrapping up Multiplication and Division with Multi-Digit Numbers</b>	21-23 days	5.MD.C.3, 5.MD.C.5, 5.NBT, 5.NBT.B, 5.NBT.B.5, 5.NF.B.4, 5.OA.A.2, 5.NBT.B.6, 5.NF.B.3	Multiply multi-digit whole numbers using the standard algorithm. Divide multi-digit whole numbers using strategies based on place value, properties of operations, and the relationship between multiplication and division. Multiply and divide to solve real-world and mathematical problems involving area and volume.
<b>Place Value Patterns and Decimal Operations</b>	26-28 days	5.NBT.A, 5.NBT.A.1, 5.NBT.A.3, 5.NBT.A.3.a, 5.NBT.A.3.b, 5.NBT.A.4, 5.OA.A, 5.NBT.B.7, 5.NF.B.4, 5.OA.A.1, 5.OA.A.2	Find whole number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is divided or multiplied by a power of 10. Interpret multiplication as scaling.
<b>More Decimal and Fraction Operations</b>	21-23 days	5.MD.A.1, 5.NBT.A, 5.NBT.A.1, 5.NBT.A.2, 5.MD.B.2, 5.NF.A.1, 5.NF.A.2, 5.NF.B.4, 5.NF.B.5, 5.NF.B.5.a, 5.NF.B.5.b, 5.OA.A	Explain patterns when multiplying and dividing by powers of 10. Solve multi-step problems involving measurement conversions. Add and subtract fractions with unlike denominators. Create line plots to display fractional measurement data, and use the information to solve problems. Solve problems involving addition and subtraction of fractions. Interpret multiplication as scaling (resizing). Make generalizations about multiplying a whole number by a fraction greater than, less than and equal to 1.
<b>Shapes on the Coordinate Plane</b>	15 days	5.G.A.1, 5.G.B, 5.G.B.3, 5.G.B.4, 5.G.A.2, 5.NBT.B.7, 5.OA.A.2, 5.OA.B.3	Locate points on a coordinate grid. Classify triangles and quadrilaterals in a hierarchy based on angle measurements and side lengths. Generate, identify, and graph relationships between corresponding terms in two patterns, given a rule. Represent and interpret real world and mathematical problems on a coordinate grid.
<b>Putting it all together</b>	19-20 days	5.G.B.3, 5.G.B.4, 5.NBT.B.5, 5.NBT.B.6, 5.MD.C, 5.MD.C.5, 5.NBT.B.7, 5.NF.A.1, 5.NF.B.4, 5.G, 5.MD, 5.MD.C.3, 5.NBT, 5.NF, 5.NF.B.3, 5.OA	Divide multi-digit whole numbers using place value strategies and the properties of operations. Fluently multiply multi-digit whole numbers using the standard algorithm. Solve multi-step problems involving volume. Operate with fractions and decimals. Review the major work of the grade by creating and designing instructional routines.

<b>Unit 1: Finding Volume</b>	<b>Length:</b> 13-14 days
<b>Standards:</b> 5.OA.A.1, 5.OA.A.2, 5.MD.C.3, 5.MD.C.4, 5.MD.C.5	<b>Outcomes:</b> Describe volume as the space taken up by a solid object. Measure the volume of a rectangular prism by finding the number of unit cubes needed to fill it. Use the layered structure in a rectangular prism to find volume. Describe the calculations from the previous section as length×width×height or area of the base×height. Find volume using length×width×height or area of the base×height. Find the volume of a figure composed of rectangular prisms.
<b>Essential Questions:</b> What is volume? How do you determine volume using unit cubes? What are layers of rectangular prisms and how can they help determine volume? How is multiplication used in determining volume? How do you find the volume of an irregular prism? What expressions are useful in determining volume? How do you label an answer when determining volume?	<b>Learning Targets:</b> Students will be able to understand concepts of volume and relate volume to multiplication and to addition. Students will be able to write and interpret numerical expressions involving volume.
<b>Topic 1: Unit Cubes &amp; Volume</b>	<b>Length:</b> 4 days
<b>Standard(s):</b> 5.MD.C.3, 5.MD.C.3.b, 5.MD.C.4	<b>Academic Vocabulary:</b> area, volume, unit cubes, rectangular prism
Lesson Frame: What is Volume?	I can describe volume as the space taken up by a solid object.
Lesson Frame: Measure Volume	I can use cubic units to find volume.
Lesson Frame: Volumes of Prism Drawings	I can find the volume of a rectangular prism using its layered structure.
Lesson Frame: Use Layers to Determine Volume	I can apply understandings to find volume when not all cubes are visible.
<b>Performance Tasks:</b> Cool Down Assessment (per lesson) Centers (when applicable) 5.1.A Checkpoint	Notes: -Use Section A Student Summary as a study guide. -Use Section A Practice Problems to review for checkpoint (in workbook or online) -Materials needed: connecting cubes -Blackline Masters (for copies): cm dot paper, card sort rectangular prism cards
<b>Topic 2: Expressions for Finding Volume</b>	<b>Length:</b> 3 days
<b>Standard(s):</b> 5.MD.C.4, 5.MD.C.5.a, 5.MD.C.5.b, 5.OA.A.1, 5.OA.A.2	<b>Academic Vocabulary:</b> cubic unit
Lesson Frame: Side Lengths of Rectangular Prisms	We will formalize the language used to describe side lengths of a rectangular prism.
Lesson Frame: Expressions for Volume	I can use my understanding of the structure of rectangular prisms to find volume and write numerical expressions to represent volume.
Lesson Frame: Cubic Units of Measure	I can find the volume of rectangular prisms in cubic centimeters, cubic inches, and cubic feet.

<p><b>Performance Tasks:</b> Cool Down Assessment (per lesson) Centers (when applicable) 5.1.B Checkpoint</p>	<p>Notes: -Use Section B Student Summary as a study guide. -Use Section B Practice Problems to review for checkpoint (in workbook or online) -Materials needed: connecting cubes, rulers, yardsticks -Blackline Masters (for copies): matching prisms and expressions, info gap volume cards</p>
<p>Topic 3: <b>Volume of Solid Figures</b></p>	<p><b>Length:</b> 5 days</p>
<p><b>Standard(s):</b> 5.MD.C, 5.MD.C.5, 5.MD.C.5.c, 5.OA.A.1, 5.OA.A.2</p>	<p><b>Academic Vocabulary:</b> n/a</p>
<p>Lesson Frame: Figures Made of Prisms</p>	<p>I can recognize the structure of a solid figure made up of two non-overlapping right rectangular prisms and understand that its volume is the sum of the volumes of the two rectangular prisms.</p>
<p>Lesson Frame: Measure Figures Made From Prisms</p>	<p>I can find the volume of figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts.</p>
<p>Lesson Frame: Represent Volume with Expressions</p>	<p>I can write, interpret, and evaluate numerical expressions that represent the volume of solid figures composed of two right rectangular prisms.</p>
<p>Lesson Frame: All Kinds of Prisms</p>	<p>I can apply what they have learned about finding the volumes of right rectangular prisms and figures composed of right rectangular prisms to solve real-world problems.</p>
<p>Lesson Frame: (OPTIONAL) Lots and Lots of Garbage</p>	<p>I can use my understanding of volume of rectangular prisms to solve a real world problem.</p>
<p><b>Performance Tasks:</b> Cool Down Assessment (per lesson) Centers (when applicable) 5.1.C Checkpoint 5.1 End-of-Unit Assessment</p>	<p>Notes: -Use Section C Student Summary as a study guide. -Use Section C Practice Problems to review for checkpoint (in workbook or online) -Materials needed: connecting cubes, patty paper -Blackline Masters (for copies): isometric dot paper</p>

<b>Unit 2: Fractions as Quotients and Fraction Multiplication</b>	<b>Length:</b> 17-19 days
<b>Standards:</b> 5.NF.B.3, 5.NF.B.4, 5.OA.A.1, 5.OA.A.2	<b>Outcomes:</b> Represent and explain the relationship between division and fractions. Solve problems involving division of whole numbers leading to answers that are fractions. Connect division to multiplication of a whole number by a non-unit fraction. Connect division to multiplication of a whole number by a unit fraction. Explore the relationship between multiplication and division. Find the area of a rectangle when one side length is a whole number and the other side length is a fraction or mixed number. Represent and solve problems involving the multiplication of a whole number by a fraction or mixed number. Write, interpret and evaluate numerical expressions that represent multiplication of a whole number by a fraction or mixed number.
<b>Essential Questions:</b> How do numerator and denominator fit with equal shares dividing? How can visual models and equations represent multiplication and division problems? What symbols can help you use and evaluate expressions when multiplying and dividing? What is decomposing area and why is it helpful to solve problems? How is estimation helpful when solving multiplication and division problems?	<b>Learning Targets:</b> Students will be able to apply and extend previous understandings of multiplication and division to multiply and divide fractions. Students will be able to write and interpret numerical expressions.
<b>Topic 1: Fractions as Quotients</b>	<b>Length:</b> 5 days
<b>Standard(s):</b> 5.NF.B.3	<b>Academic Vocabulary:</b> division, equal share, fraction, diagram, mixed number, numerator, denominator, pattern
Lesson Frame: Share Sandwiches	I can relate equal shares of objects to division and to fractions.
Lesson Frame: Share More Sandwiches	I can represent the relationship between division and fractions with diagrams and expressions.
Lesson Frame: Interpret Equations	I can write equations to represent division situations and relate each part of the equation to the situation.
Lesson Frame: Division Situations	I can solve division problems when the quotient is a fraction or mixed number.
Lesson Frame: Relate Division and Fractions	I can explain why $a \div b = ab$ and apply my understanding to flexibly interpret division situations and equations where the unknown is the numerator, denominator, or the value of the quotient.
<b>Performance Tasks:</b> Cool Down Assessment (per lesson) Centers (when applicable) 5.2.A Checkpoint	<b>Notes:</b> -Use Section A Student Summary as a study guide. -Use Section A Practice Problems to review for checkpoint (in workbook or online) -Blackline Masters (for copies): sandwich match
<b>Topic 2: Fractions of Whole Numbers</b>	<b>Length:</b> 3 days
<b>Standard(s):</b> 5.NF.B.3, 5.NF.B.4, 5.NF.B.4.a, 5.OA.A.2, 5.NF.B	<b>Academic Vocabulary:</b> whole number, unit fraction
Lesson Frame: Relate Division and Multiplication	I can understand that dividing an amount into a whole number of equal parts can be interpreted as multiplying the same amount by a unit fraction.
Lesson Frame: Divide to Multiply Unit Fractions	I can solve problems involving multiplication of whole numbers by unit fractions and represent the problems with equations and diagrams.
Lesson Frame: Divide to Multiply Non-Unit Fractions	I can represent and solve problems involving a non-unit fraction.

<b>Performance Tasks:</b> Cool Down Assessment (per lesson) Centers (when applicable) 5.2.B Checkpoint	Notes: -Use Section B Student Summary as a study guide. -Use Section B Practice Problems to review for checkpoint (in workbook or online) -Blackline Masters (for copies): Match the Situation
<b>Topic 3: Area and Fractional Side Lengths</b>	<b>Length:</b> 9 days
<b>Standard(s):</b> 5.NF.B.3, 5.NF.B.4, 5.NF.B.4.a, 5.NF.B.4.b, 5.NF.B, 5.OA.A, 5.OA.A.1	<b>Academic Vocabulary:</b> decompose, distributive property, associative property, operation, estimate, mixed number
Lesson Frame: Relate Area to Multiplication	I can calculate the area of a rectangle whose side lengths are a unit fraction and a whole number in a way that makes sense.
Lesson Frame: Fractional Side Lengths Less Than 1	I can find the area of a rectangle with one non-unit fractional side length and represent the area of a rectangle with a multiplication expression.
Lesson Frame: Fractional Side Lengths Greater Than 1	I can find the area of a rectangle where one of the side lengths is a fraction greater than 1.
Lesson Frame: Decompose Area	I can decompose a rectangle to find its area.
Lesson Frame: Area and Properties of Operations	I can represent the decomposition of a rectangle with diagrams and expressions .
Lesson Frame: Area Situations	I can apply their understanding of multiplying a whole number by a fraction to solve mathematical and real-world problems.
Lesson Frame: Multiply More Fractions	I can multiply mixed numbers.
Lesson Frame: Estimate Products	I can estimate products of a whole number and a fraction.
Lesson Frame: (OPTIONAL) Mosaic Pictures	I can multiply fractions by whole numbers to find areas of rectangles.
<b>Performance Tasks:</b> Cool Down Assessment (per lesson) Centers (when applicable) 5.2.C Checkpoint 5.2 End of Unit Assessment	Notes: -Use Section C Student Summary as a study guide. -Use Section C Practice Problems to review for checkpoint (in workbook or online) -Blackline Masters (for copies): Grid Paper, Card Sort: Diagrams & Expressions, Info Gap: Area



<b>Unit 3: Multiplying and Dividing Fractions</b>	<b>Length:</b> 19-22 days
<b>Standards:</b> 5.NF.B.4, 5.NF.B.6, 5.NF.B.7	<b>Outcomes:</b> Recognize that $ab \times cd = a \times cb \times d$ and use this generalization to multiply fractions numerically. Represent and describe multiplication of a fraction by a fraction using area concepts. Divide a unit fraction by a whole number using whole-number division concepts. Divide a whole number by a unit fraction using whole-number division concepts. Solve problems involving fraction multiplication and division.
<b>Essential Questions:</b> How do you use previous understandings of multiplication and division to multiply or divide fractions? How does multiplication and division of fractions help to solve real world problems? How do you multiply fractions with whole numbers, other fractions, and mixed numbers? How do you divide fractions? Why are diagrams helpful when solving multiplication and division problems? Why is assessing reasonableness of an answer important when solving expressions or equations?	<b>Learning Targets:</b> Students will be able to apply and extend previous understandings of multiplication and division to multiply and divide fractions.
<b>Topic 1: Fraction Multiplication</b>	<b>Length:</b> 9 days
<b>Standard(s):</b> 5.NF.B.4, 5.NF.B.4.a, 5.NF.B.4.b, 5.NF.B.6	<b>Academic Vocabulary:</b> generalization
Lesson Frame: One Piece of One Part	I can represent and interpret a unit fraction of a unit fraction in ways that make sense.
Lesson Frame: Represent Unit Fraction Multiplication	I can write expressions to represent multiplication of unit fractions.
Lesson Frame: Multiply Unit Fractions	I can represent products of unit fractions using diagrams and equations.
Lesson Frame: Situations about Multiplying Fractions	I can represent and solve problems involving multiplication of a unit fraction and a non-unit fraction.
Lesson Frame: Multiplying a Unit Fraction by a Non-Unit Fraction	I can use diagrams and expressions to calculate the product of a unit fraction and a non-unit fraction.
Lesson Frame: Multiply Fractions	I can calculate areas of rectangles where both side lengths are non-unit fractions.
Lesson Frame: Generalize Fraction Multiplication	I can generalize strategies for calculating products of fractions.
Lesson Frame: Apply Fraction Multiplication	I can solve problems involving multiplication of fractions.
Lesson Frame: My Own Flag	I can solve real world problems involving multiplication of fractions.
<b>Performance Tasks:</b> Cool Down Assessment (per lesson) Centers (when applicable) 5.3.A Checkpoint	<b>Notes:</b> -Use Section A Student Summary as a study guide. -Use Section A Practice Problems to review for checkpoint (in workbook or online) -Materials: construction paper/work box for Activity #2 in Lesson 9 (Flag)
<b>Topic 2: Fraction Division</b>	<b>Length:</b> 7 days
<b>Standard(s):</b> 5.NF.B.7, 5.NF.B.7.a, 5.NF.B.7.b, 5.NF.B.7.c	<b>Academic Vocabulary:</b> dividend, divisor, quotient, reasonable

Lesson Frame: Concepts of Division	I can reason about the size of a quotient and consider the relationships between the dividend, divisor, and quotient.
Lesson Frame: Divide Unit Fractions by Whole Numbers	I can divide a unit fraction by a whole number, in context, in a way that makes sense.
Lesson Frame: Represent Division of Unit Fractions by Whole Numbers	I can use diagrams and equations to represent division of a unit fraction by a whole number.
Lesson Frame: Divide Whole Numbers by Unit Fractions	I can divide a whole number by a unit fraction in context, in a way that makes sense.
Lesson Frame: Represent Division of Whole Numbers by Unit Fractions	I can solve problems involving division of a unit fraction by a whole number and write equations to represent them.
Lesson Frame: Fraction Division Situations	I can write division situations and solve problems involving division of whole numbers and unit fractions.
Lesson Frame: Reason About Quotients	I can find quotients involving a whole number and a unit fraction and assess the reasonableness of my answers.
<b>Performance Tasks:</b> Cool Down Assessment (per lesson) Centers (when applicable) 5.3.B Checkpoint	Notes: -Use Section B Student Summary as a study guide. -Use Section B Practice Problems to review for checkpoint (in workbook or online) Blackline Masters: Fraction Division Problem Sort
Topic 3: <b>Problem Solving with Fractions</b>	<b>Length:</b> 4 days
<b>Standard(s):</b> 5.NF.B, 5.NF.B.4, 5.NF.B.6, 5.NF.B.7, 5.NF.B.7.b, 5.NF.B.7.c	<b>Academic Vocabulary:</b> n/a
Lesson Frame: Fraction Multiplication and Division Situations	I can solve problems involving multiplication and division with fractions.
Lesson Frame: Represent Situations with Multiplication and Division	I can apply my understanding of fraction multiplication and division to solve problems in context.
Lesson Frame: Fraction Games	I can use my understanding of fractions and division to make the largest and smallest expressions using given numbers.
Lesson Frame: (OPTIONAL) How Much in the Group?	I can solve fraction division problems that ask: "How many in one group?"
<b>Performance Tasks:</b> Cool Down Assessment (per lesson) Centers (when applicable) 5.3.C Checkpoint 5.3 End of Unit Assessment	Notes: -Use Section C Student Summary as a study guide. -Use Section C Practice Problems to review for checkpoint (in workbook or online) Blackline Masters: Info Gap: Tiles

<b>Unit 4: Wrapping up Multiplication and Division with Multi-Digit Numbers</b>	<b>Length:</b> 21-23 days
<b>Standards:</b> 5.MD.C.3, 5.MD.C.5, 5.NBT, 5.NBT.B, 5.NBT.B.5, 5.NF.B.4, 5.OA.A.2, 5.NBT.B.6, 5.NF.B.3	<b>Outcomes:</b> Multiply multi-digit whole numbers using the standard algorithm. Divide multi-digit whole numbers using strategies based on place value, properties of operations, and the relationship between multiplication and division. Multiply and divide to solve real-world and mathematical problems involving area and volume.
<b>Essential Questions:</b> What is estimation and how is it useful in calculating products and quotients? How are the partial products algorithm, partial quotients algorithm, and the standard algorithm similar and different? What are methods to multiply and divide whole numbers, fractions, and mixed numbers? In what ways is place value knowledge important when multiplying and dividing?	<b>Learning Targets:</b> Students will be able to understand concepts of volume and relate volume to multiplication and to addition. Students will be able to understand the place value system. Students will be able to perform operations with multi-digit whole numbers and with decimals to hundredths. Students will be able to apply and extend previous understandings of multiplication and division to multiply and divide fractions. Students will be able to write and interpret numerical expressions.
<b>Topic 1: Multi-Digit Multiplication Using the Standard Algorithm</b>	<b>Length:</b> 9 days
<b>Standard(s):</b> 5.MD.C.3, 5.MD.C.5, 5.NBT.B, 5.NBT.B.5, 5.OA.A.2, 5.NBT, 5.NF.B.4	<b>Academic Vocabulary:</b> standard algorithm, partial products, digit, composition(compose)
Lesson Frame: Estimate and Find Products	I can make estimates and calculations of products.
Lesson Frame: Partial Products with Diagrams	I can interpret partial products diagrams and multiply a three-digit number and a two-digit number.
Lesson Frame: Partial Products in Algorithms	I can multiply a three-digit number and a two-digit number and represent a partial products algorithm.
Lesson Frame: Standard Algorithm: One-Digit and Multi-Digit Numbers with Composing	I can use the standard algorithm to multiply up to five-digit numbers by one-digit factors, including composing new units.
Lesson Frame: Standard Algorithm: Multi-Digit Numbers without Composing	I can use the standard algorithm to multiply up to three-digit numbers and two-digit numbers, without composing new units.
Lesson Frame: Standard Algorithm: Multi-Digit Numbers with Composing	I can use the standard algorithm to multiply up to three-digit numbers and two-digit numbers, including composing new units.
Lesson Frame: Build Multiplication Fluency	I can use the standard algorithm to find products with any number of newly composed units.
Lesson Frame: Multiplication Fluency	I can play games to continue to develop fluency with multiplying multi-digit numbers with the standard algorithm.
Lesson Frame: The Birds	I can use whole-number multiplication to solve problems.
<b>Performance Tasks:</b> Cool Down Assessment (per lesson) Centers (when applicable) 5.4.A Checkpoint	<b>Notes:</b> -Use Section A Student Summary as a study guide. -Use Section A Practice Problems to review for checkpoint (in workbook or online) Blackline Masters: Partial Product Expressions, Number Cards (0-10), Greatest Product

<b>Topic 2: Multi-digit Division Using Partial Quotients</b>	<b>Length:</b> 8 days
<b>Standard(s):</b> 5.NBT.B.5, 5.NBT.B.6, 5.NF.B.3, 5.OA.A.2	<b>Academic Vocabulary:</b> Partial quotient, multiple, dividend, divisor
Lesson Frame: World's Record Folk Dance	I can estimate and solve multi-digit division problems in a way that makes sense.
Lesson Frame: Different Partial Quotients	I can use the relationship between multiplication and division and place value understanding to divide multi-digit numbers.
Lesson Frame: An Algorithm Using Partial Quotients	I can make sense of an algorithm using partial quotients.
Lesson Frame: Divide Using Partial Quotients	I can divide three-digit and four-digit dividends by two-digit divisors using an algorithm using partial quotients.
Lesson Frame: Practice an Algorithm Using Partial Quotients	I can practice using an algorithm using partial quotients.
Lesson Frame: Find Missing Side Lengths	I can solve problems involving area and volume using the relationship between multiplication and division.
Lesson Frame: World's Record Noodle Soup	I can estimate and solve multi-digit division with mixed number quotients.
Lesson Frame: Fractions as Partial Quotients	I can make sense of partial quotients using fractions.
<b>Performance Tasks:</b> Cool Down Assessment (per lesson) Centers (when applicable) 5.4.B Checkpoint	Notes: -Use Section B Student Summary as a study guide. -Use Section B Practice Problems to review for checkpoint (in workbook or online) Blackline Masters: Partial Quotient Expressions
<b>Topic 3: Let's Put it to Work</b>	<b>Length:</b> 4 days
<b>Standard(s):</b> 5.MD.C, 5.MD.C.5, 5.NBT.B.5, 5.NBT.B.6, 5.NF.B.7	<b>Academic Vocabulary:</b> n/a
Lesson Frame: Lots of Milk	I can estimate products and quotients of whole numbers.
Lesson Frame: Trash Talk	I can find areas by multiplying side lengths in situations where the side lengths are two- or three-digit numbers.
Lesson Frame: Shipping Trash	I can estimate and calculate products and quotients of whole numbers in order to understand the volume of recyclable plastic the United States ships abroad each year.
Lesson Frame: (OPTIONAL) Food Waste Journal	I can estimate and calculate products and quotients of whole numbers.
<b>Performance Tasks:</b> Cool Down Assessment (per lesson) Centers (when applicable) 5.4.C Checkpoint 5.4 End of Unit Assessment	Notes: -Use Section C Student Summary as a study guide. -Use Section C Practice Problems to review for checkpoint (in workbook or online) -Materials: meter sticks

<b>Unit 5: Place Value Patterns and Decimal Operations</b>	<b>Length:</b> 26-28 days
<b>Standards:</b> 5.NBT.A, 5.NBT.A.1, 5.NBT.A.3, 5.NBT.A.3.a, 5.NBT.A.3.b, 5.NBT.A.4, 5.OA.A, 5.NBT.B.7, 5.NF.B.4, 5.OA.A.1, 5.OA.A.2	<b>Outcomes:</b> Find whole number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is divided or multiplied by a power of 10. Interpret multiplication as scaling.
<b>Essential Questions:</b> Why is knowing place value important when reading, writing, calculating, rounding, and comparing decimals? What symbols are useful to know and use when writing and interpreting expressions? How can you add and subtract decimals? How can you multiply and divide decimals? What patterns can you generalize when using zeros in multiplying? How can analyzing mistakes make you a stronger math student?	<b>Learning Targets:</b> Students will be able to understand the place value system. Students will be able to perform operations with multi-digit whole numbers and with decimals to hundredths. Students will be able to write and interpret numerical expressions.
<b>Topic 1: Numbers to Thousandths</b>	<b>Length:</b> 10 days
<b>Standard(s):</b> 5.NBT.A, 5.NBT.A.1, 5.NBT.A.3, 5.NBT.A.3.a, 5.NBT.A.3.b, 5.NBT.A.4, 5.OA.A	<b>Academic Vocabulary:</b> number line, tenths, hundredths, thousandths, expanded form, rounding, order, inequality
Lesson Frame: What is 1 Thousandth?	I can understand the relationship between one tenth, one hundredth and one thousandth.
Lesson Frame: Thousandths on Grids and in Words	I can read and write decimals to the thousandths place and represent the decimals with diagrams.
Lesson Frame: Thousandths in Expanded Form	I can represent decimals to the thousandths place in expanded form.
Lesson Frame: Explore Place Value Relationships	I can explore place value relationships between tenths, hundredths, and thousandths.
Lesson Frame: Compare Decimals	I can compare decimals to the thousandths place.
Lesson Frame: Compare Decimals on the Number Line	I can compare two decimals based on the value of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons and represent decimals on a number line.
Lesson Frame: Round Doubloons	I can examine situations where decimal quantities are rounded.
Lesson Frame: Round Decimals	I can round decimals to the nearest whole, tenth, and hundredth.
Lesson Frame: Order Decimals	I can order decimals within the thousandths place.
Lesson Frame: Solve Problems with Decimals	I can round decimals to different place values and order them.
<b>Performance Tasks:</b> Cool Down Assessment (per lesson) Centers (when applicable) 5.5.A Checkpoint	<b>Notes:</b> -Use Section A Student Summary as a study guide. -Use Section A Practice Problems to review for checkpoint (in workbook or online) <b>Materials:</b> chart paper, coloring utensils, <b>Blackline Masters:</b> Small Grids
<b>Topic 2: Add and Subtract Decimals</b>	<b>Length:</b> 6 days

<b>Standard(s):</b> 5.NBT.B.7	<b>Academic Vocabulary:</b> n/a
Lesson Frame: Make Sense of Decimal Addition	I can add decimals in a way that makes sense.
Lesson Frame: Estimate and Add	I can add decimals to the hundredths place using strategies based on place value.
Lesson Frame: Analyze Addition Mistakes	I can add decimals and consider common errors in lining up place values when adding with the standard algorithm.
Lesson Frame: Make Sense of Decimal Subtraction	I can subtract decimals to the hundredths in a way that makes sense.
Lesson Frame: Estimate and Subtract	I can estimate and find the value of subtraction expressions with decimals.
Lesson Frame: Addition and Subtraction	I can add and subtract decimals to the hundredths using strategies based on place value.
<b>Performance Tasks:</b> Cool Down Assessment (per lesson) Centers (when applicable) 5.5.B Checkpoint	Notes: -Use Section B Student Summary as a study guide. -Use Section B Practice Problems to review for checkpoint (in workbook or online) -Materials: Chart paper, coloring utensils, number cubes, -Blackline Masters: Target Numbers Stage 8 & 9 Recording Sheets, Small Grids,
<b>Topic 3: Multiply Decimals</b>	
	Length: 5 days
<b>Standard(s):</b> 5.NBT.A.1, 5.NBT.B.7, 5.NF.B.4, 5.OA.A, 5.OA.A.1, 5.OA.A.2	<b>Academic Vocabulary:</b> associative property of multiplication, distributive property, compensation
Lesson Frame: Multiply Decimals and Whole Numbers	I can multiply a whole number by tenths and hundredths in a way that makes sense.
Lesson Frame: Use Whole Number Facts	I can multiply a whole number and a decimal using properties of operations and place value understanding.
Lesson Frame: Use Properties to Multiply Decimals	I can use properties of operations to interpret and evaluate multiplication expressions with decimals and whole numbers.
Lesson Frame: Products in the Hundredths Place	I can find products of tenths and tenths.
Lesson Frame: Multiply More Decimals	I can calculate products of decimals using whole number products and place value understanding.
<b>Performance Tasks:</b> Cool Down Assessment (per lesson) Centers (when applicable) 5.5.C Checkpoint	Notes: -Use Section C Student Summary as a study guide. -Use Section C Practice Problems to review for checkpoint (in workbook or online) Materials: Blackline Masters: Small Grids, Decimal Multiplication Expression Card Sort
<b>Topic 4: Divide Decimals</b>	
	Length: 5 days
<b>Standard(s):</b> 5.NBT.A.3, 5.NBT.B.7, 5.OA.A.2	<b>Academic Vocabulary:</b> n/a
Lesson Frame: Divide Whole Numbers by 0.1 and 0.01	I can divide whole numbers by one tenth and one hundredth.
Lesson Frame: Divide Whole Numbers by Decimals	I can divide whole numbers by decimals to the hundredths using strategies based on place value.
Lesson Frame: Divide Decimals by Whole Numbers	I can divide decimals to the hundredths by whole numbers.
Lesson Frame: Divide Decimals by Decimals	I can divide decimals greater than 1 by decimals less than 1.

Lesson Frame: (OPTIONAL) Book Drive	I can apply my understanding of working with decimal numbers in an applied context.
<b>Performance Tasks:</b> Cool Down Assessment (per lesson) Centers (when applicable) 5.5.D Checkpoint 5.5 End of Unit Assessment	<b>Notes:</b> -Use Section D Student Summary as a study guide. -Use Section D Practice Problems to review for checkpoint (in workbook or online) -Blackline Masters: Small Grids

<b>Unit 6: More Decimal and Fraction Operations</b>	<b>Length:</b> 21-23 days
<b>Standards:</b> 5.MD.A.1, 5.NBT.A, 5.NBT.A.1, 5.NBT.A.2, 5.MD.B.2, 5.NF.A.1, 5.NF.A.2, 5.NF.B.4, 5.NF.B.5, 5.NF.B.5.a, 5.NF.B.5.b, 5.OA.A	<b>Outcomes:</b> Fluently multiply multi-digit whole numbers using the standard algorithm. Write and interpret numerical expressions. Solve real world problems involving addition, subtraction, multiplication, division, fractions, and decimals problems. Use models or drawings and strategies based on place value and properties of operations.
<b>Essential Questions:</b> How is converting measurement units different between the metric system and the customary system? What are exponents and how do they affect your base number? What is a line plot and how might it connect to real life? Why is a common denominator necessary when adding and subtracting fractions? What steps are important when solving all the way through a multi-step problem?	<b>Learning Targets:</b> Students will be able to convert like measurement units within a given measurement system. Students will be able to represent and interpret data. Students will be able to understand the place value system. Students will be able to use equivalent fractions as a strategy to add and subtract fractions. Students will be able to apply and extend previous understandings of multiplication and division to multiply and divide fractions. Students will be able to write and interpret numerical expressions.
<b>Topic 1: Measurement Conversions and Powers of 10</b>	<b>Length:</b> 7 days
<b>Standard(s):</b> 5.MD.A.1, 5.NBT.A, 5.NBT.A.1, 5.NBT.A.2	<b>Academic Vocabulary:</b> exponential notation, powers of 10, metric units
Lesson Frame: Place Value Patterns	I can observe place value patterns when multiplying and dividing.
Lesson Frame: Powers of 10	I can use whole-number exponents to denote powers of 10.
Lesson Frame: Metric Conversion and Multiplication by Powers of 10	I can convert from larger units to smaller units within a given system of measurement and explain patterns in the number of zeros of the product when multiplying a number by powers of 10.
Lesson Frame: Metric Conversion and Division by Powers of 10	I can convert metric lengths from a smaller unit to a larger unit and recognize and explain patterns in the placement of the decimal point when a decimal is divided by a power of 10.
Lesson Frame: Multi-Step Conversion Problems: Metric Length	I can solve multi-step problems involving metric length measurement conversions.
Lesson Frame: Multi-Step Conversion Problems: Metric Liquid Volume	I can solve multi-step problems involving metric liquid measurement conversions.
Lesson Frame: Multi-Step Conversion Problems: Customary Length	I can solve multi-step problems involving customary length measurement conversions.
<b>Performance Tasks:</b> Cool Down Assessment (per lesson) Centers (when applicable) 5.6.A Checkpoint	Notes: -Use Section A Student Summary as a study guide. -Use Section A Practice Problems to review for checkpoint (in workbook or online) -Materials: meter sticks Blackline Masters: Customary Measurement Card Sort
<b>Topic 2: Add and Subtract Fractions with Unlike Denominators</b>	<b>Length:</b> 8 days
<b>Standard(s):</b> 5.MD.B.2, 5.NF.A.1, 5.NF.A.2, 5.NF.B.4	<b>Academic Vocabulary:</b> numerator, denominator, common denominator, equivalent fraction, common multiple, line plot
Lesson Frame: Add and Subtract Fractions	I can add fractions with unlike denominators in a way that makes sense.
Lesson Frame: Use Equivalent Fractions	I can add and subtract fractions with unlike denominators by replacing the given expressions with equivalent expressions with common denominators.
Lesson Frame: All Sorts of Denominators	I can recognize that when adding or subtracting fractions with unlike denominators, a common denominator can be found by multiplying the denominators.
Lesson Frame: Different Ways to Subtract	I can subtract fractions with unlike denominators including mixed numbers.



Lesson Frame: Solve Problems	I can solve problems involving addition and subtraction of fractions with unlike denominators.
Lesson Frame: Put It All Together: Add and Subtract Fractions	I can consider different denominators to use to add or subtract fractions.
Lesson Frame: Representing Fractions on a Line Plot	I can make and interpret line plots displaying fractions in eighths.
Lesson Frame: Problem Solving with Line Plots	I can create line plots to display fractional measurement data, and use the information to solve problems.
<b>Performance Tasks:</b> Cool Down Assessment (per lesson) Centers (when applicable) 5.6.B Checkpoint	Notes: -Use Section B Student Summary as a study guide. -Use Section B Practice Problems to review for checkpoint (in workbook or online) Materials: paper clips, pencils Blackline Masters: Fraction Add and Subtract Sort, Info Gap: Picking Fruit
<b>Topic 3: The Size of Products</b>	<b>Length:</b> 6 days
<b>Standard(s):</b> 5.MD.B.2, 5.NF.A.2, 5.NF.B.4, 5.NF.B.5, 5.NF.B.5.a, 5.NF.B.5.b, 5.OA.A	<b>Academic Vocabulary:</b> n/a
Lesson Frame: Compare Products	I can compare the size of a product to the size of one factor using a strategy that makes sense.
Lesson Frame: Interpret Diagrams	I can compare the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
Lesson Frame: Compare Without Multiplying	I can recognize that the product of a fraction and a whole number is less than, equal to, or greater than the whole number when the fraction is correspondingly less than, equal to, or greater than 1.
Lesson Frame: Compare to 1	I can explain what happens to a given fraction when multiplied by a fraction greater than or less than 1.
Lesson Frame: (OPTIONAL) Will it Always Work?	I can make generalizations about multiplying a whole number by a fraction greater than, less than, or equal to 1.
Lesson Frame: (OPTIONAL) Weekend Investigation	I can create line plots and use the information to solve problems, and solve problems involving addition and subtraction of fraction with unlike denominators.
Performance Tasks: Cool Down Assessment (per lesson) Centers (when applicable) 5.6.C Checkpoint 5.6 End of Unit Assessment	Notes: -Use Section C Student Summary as a study guide. -Use Section C Practice Problems to review for checkpoint (in workbook or online) Materials: chart paper, coloring utensils

<b>Unit 7: Shapes on the Coordinate Plane</b>	<b>Length:</b> 15 days
<b>Standards:</b> 5.G.A.1, 5.G.B, 5.G.B.3, 5.G.B.4, 5.G.A.2, 5.NBT.B.7, 5.OA.A.2, 5.OA.B.3	<b>Outcomes:</b> Write and interpret numerical expressions. Analyze patterns and relationships. Graph points on the coordinate plane to solve real-world and mathematical problems. There is an order of operations that must be followed in all mathematical expressions. Parentheses, brackets, or braces are used to guide the order of operations when simplifying expressions. An algebraic expression or equation can be represented in a variety of ways that have the same value. On the coordinate plane, a point represents the two facets of information associated with an ordered pair. In a coordinate plane, the first number indicates how far to travel from the origin in the direction of the x-axis and the second number indicates how far to travel in the direction of the y-axis.
<b>Essential Questions:</b> How can patterns help us problem solve? What is the purpose of a coordinate plane? How do you plot a point on a coordinate plane? How can graphing points on a coordinate plane help you predict and interpret a given situation? What is a hierarchy of shapes and how can it help you classify figures?	<b>Learning Targets:</b> Students will be able to graph points on the coordinate plane to solve real-world and mathematical problems. Students will be able to classify two-dimensional figures into categories based on their properties. Students will be able to perform operations with multi-digit whole numbers and with decimals to hundredths. Students will be able to write and interpret numerical expressions. Students will be able to analyze patterns and relationships.
<b>Topic 1: The Coordinate Plane</b>	<b>Length:</b> 3 days
<b>Standard(s):</b> 5.G.A.1	<b>Academic Vocabulary:</b> axes, coordinate grid, horizontal axis, vertical axis, ordered pair, coordinates
Lesson Frame: Explore the Coordinate Grid	I can recognize the structure of a coordinate grid and use it to describe the location of two-dimensional shapes.
Lesson Frame: Points on the Coordinate Grid	I can locate and name given points on the coordinate grid by using an ordered pair of numbers, called coordinates.
Lesson Frame: Plot More Points	I can plot points on the coordinate grid and recognize the importance of attending to precision when naming coordinates.
<b>Performance Tasks:</b> Cool Down Assessment (per lesson) Centers (when applicable) 5.7.A Checkpoint	<b>Notes:</b> -Use Section A Student Summary as a study guide. -Use Section A Practice Problems to review for checkpoint (in workbook or online) Blackline Masters: Explore the Coordinate Grid Cards, Can You Draw It Stage 6 Recording Sheet, What's The Point?
<b>Topic 2: The Hierarchy of Shapes</b>	<b>Length:</b> 5 days
<b>Standard(s):</b> 5.G.B, 5.G.B.3, 5.G.B.4	<b>Academic Vocabulary:</b> nangle, perpendicular, parallel, parallelogram, trapezoid, rhombus, right triangle, acute, obtuse
Lesson Frame: Sort Quadrilaterals	I can classify quadrilaterals based on angle measurements and side lengths.
Lesson Frame: Trapezoids	I can compare different definitions for trapezoids, and use them to identify trapezoids.
Lesson Frame: Hierarchy of Quadrilaterals	I can classify parallelograms in a hierarchy based on angle measurements and side lengths, and explain why a square is also a rhombus.

Lesson Frame: Rectangles and Squares	I can explain why a square is also a rectangle.
Lesson Frame: Sort Triangles	I can classify triangles using angle measures and side lengths.
<b>Performance Tasks:</b> Cool Down Assessment (per lesson) Centers (when applicable) 5.7.B Checkpoint	Notes: -Use Section B Student Summary as a study guide. -Use Section B Practice Problems to review for checkpoint (in workbook or online) Materials: straight edges, protractors, dry erase markers, sheet protectors, toothpicks, patty paper Blackline Masters: Guess Which One, Card Sort Quadrilaterals (Grade 5), Quadrilateral Clues, Card Sort Triangles (Grade 5)
Topic 3: <b>Numerical Patterns</b>	<b>Length:</b> 5 days
<b>Standard(s):</b> 5.G.A.2, 5.NBT.B.7, 5.OA.A.2, 5.OA.B.3	<b>Academic Vocabulary:</b> corresponding terms, plotting
Lesson Frame: Generate Patterns	I can, when given two rules, generate two numerical patterns, and identify apparent relationships between corresponding terms in the two patterns.
Lesson Frame: Interpret Relationships	I can generate patterns based on two given rules and then identify and explain more complex relationships.
Lesson Frame: Patterns and Ordered Pairs	I can form ordered pairs consisting of corresponding terms from two patterns and graph the ordered pairs on a coordinate grid.
Lesson Frame: Represent Problems on the Coordinate Grid	I can represent situations by plotting and interpreting points on the coordinate grid.
Lesson Frame: Perimeter and Area of Rectangles	I can examine rectangles with given perimeter or area, plotting their length and width on the coordinate grid.
<b>Performance Tasks:</b> Cool Down Assessment (per lesson) Centers (when applicable) 5.7.C Checkpoint 5.7 End of Unit Assessment	Notes: -Use Section C Student Summary as a study guide. -Use Section C Practice Problems to review for checkpoint (in workbook or online) Materials: coins for flipping

Unit 8: <b>Putting It All Together</b>	Length: 19-20 days
<b>Standards:</b> 5.G.B.3, 5.G.B.4, 5.NBT.B.5, 5.NBT.B.6, 5.MD.C, 5.MD.C.5, 5.NBT.B.7, 5.NF.A.1, 5.NF.B.4, 5.G, 5.MD, 5.MD.C.3, 5.NBT, 5.NF, 5.NF.B.3, 5.OA	<b>Outcomes:</b> Measurement processes are used in everyday life to describe and quantify the world. Measurement problems can be solved using the appropriate tools. Volume is an attribute of three-dimensional space and is measured in cubic units. Multiple rectangular prisms can have the same volume. Volume can be found by repeatedly adding the area of the base or by multiplying all three dimensions. Data analysis is formulating questions that can be addressed, explored, and synthesized with relevant information. Two-dimensional shapes can be described and classified by their properties. Two-dimensional shapes are composed of various parts that are described with precise vocabulary.
<b>Essential Questions:</b> What is volume and how is it used in real life? Why is it important to be able to fluently multiply using the standard algorithm and where might you use it in real life? How can you add, subtract, multiply, and divide a variety of fractions and when might this be necessary? How can you add, subtract, multiply, and divide decimals and when might this be necessary?	<b>Learning Targets:</b> Students will be able to graph points on the coordinate plane to solve real-world and mathematical problems. Students will be able to classify two-dimensional figures into categories based on their properties. Students will be able to perform operations with multi-digit whole numbers and with decimals to hundredths. Students will be able to understand concepts of volume and relate volume to multiplication and to addition. Students will be able to apply and extend previous understandings of multiplication and division to multiply and divide fractions. Students will be able to write and interpret numerical expressions. Students will be able to analyze patterns and relationships.
Topic 1: <b>Multiply and Divide Whole Numbers</b>	Length: 5 days
<b>Standard(s):</b> 5.G.B.3, 5.G.B.4, 5.NBT.B.5, 5.NBT.B.6	<b>Academic Vocabulary:</b> n/a
Lesson Frame: Find the Largest Product	I can fluently multiply multi-digit whole numbers using the standard algorithm.
Lesson Frame: More Multiplication	I can fluently multiply multi-digit whole numbers using the standard algorithm.
Lesson Frame: Factors as a Factor in our Strategy Choices	I can fluently multiply multi-digit whole numbers using the standard algorithm.
Lesson Frame: Dive Back into Division	I can find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors.
Lesson Frame: More Division	I can find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and the relationship between multiplication and division.
<b>Performance Tasks:</b> Cool Down Assessment (per lesson) Centers (when applicable)	<b>Notes:</b> -5.8 Section A Student Summary <b>Materials:</b> chart paper, coloring utensils

<b>Topic 2: Apply Volume Concepts</b>	<b>Length:</b> 4 days
<b>Standard(s):</b> 5.MD.C, 5.MD.C.5, 5.NBT.B.5, 5.NBT.B.6	<b>Academic Vocabulary:</b> n/a
Lesson Frame: Revisit Volume	I can solve real world and mathematical problems involving volume.
Lesson Frame: Estimating the Volume of the World's Largest Wagon	I can multiply and divide multi-digit whole numbers, and solve problems involving volume.
Lesson Frame: Filling up the World's Largest Wagon	I can multiply and divide multi-digit whole numbers, and solve problems involving volume.
Lesson Frame: (OPTIONAL) Problem Solving with Volume: Water	I can solve real world and mathematical problems involving volume.
Performance Tasks: Cool Down Assessment (per lesson) Centers (when applicable)	Notes: -5.8 Section B Student Summary Materials: rulers, yardsticks
<b>Topic 3: Fraction and Decimal Operations</b>	<b>Length:</b> 4 days
<b>Standard(s):</b> 5.NBT.B.7, 5.NF.A.1, 5.NF.B.4	<b>Academic Vocabulary:</b> n/a
Lesson Frame: Here Comes the Sun	I can add fractions with unlike denominators.
Lesson Frame: What's The Difference?	I can subtract fractions and mixed numbers.
Lesson Frame: Decimal Game Day	I can add, subtract, multiply, and divide decimals to hundredths.
Lesson Frame: Multiply Fractions Game Day	I can multiply a fraction or whole number by a fraction.
<b>Performance Tasks:</b> Cool Down Assessment (per lesson) Centers (when applicable)	Notes: -5.8 Section C Student Summary Materials: paper clips, number cubes
<b>Topic 4: Creation and Design</b>	<b>Length:</b> 5 days
<b>Standard(s):</b> 5.G, 5.MD, 5.MD.C.3, 5.NBT, 5.NBT.B.5, 5.NBT.B.6, 5.NF, 5.NF.A.1, 5.NF.B.3, 5.OA	<b>Academic Vocabulary:</b> n/a
Lesson Frame: Notice and Wonder	I can apply my understanding of fractions as division to create a Notice and Wonder activity.
Lesson Frame: Estimation Exploration	I can apply my understanding of multi-digit multiplication and the standard algorithm of multiplication to create an Estimation Exploration activity.
Lesson Frame: Number Talk	I can apply my understanding of dividing multi-digit whole numbers to create a Number Talk activity.
Lesson Frame: True or False?	I can apply my understanding of adding and subtracting fractions with unlike denominators to create a True or False activity.
Lesson Frame: Which One Doesn't Belong?	I can apply my understanding of volume to create a Which One Doesn't Belong activity.

<p>Performance Tasks: Cool Down Assessment (per lesson) Centers (when applicable) 5.8 End of Course Assessment and Resources</p>	<p>Notes: Materials: chart paper, coloring utensils Blackline Masters: Shapes Cards for WODB Design</p>

September	October	November	December	January	February	March	April	May	June
Unit 1	Unit 1/ Unit 2	Unit 2/Unit 3	Unit 4	Unit 4/Unit 5	Unit 5	Unit 6	Unit 6/Unit 7	Unit 7/Unit 8	Unit 8



# School District of Manawa

December 19, 2022

Andrew Berke  
Acting Administrator  
USDA Rural Development  
Rural Utilities Service  
STOP 1510, Rm 4121-S  
1400 Independence Ave, SW  
Washington, DC 20250-1510

Dear Administrator Berke,

The School District of Manawa is pleased to be one of the ERVING Network member districts to be applying for the NWECS/ERVING Collaborative Distance Learning Initiative grant. On behalf of the Manawa Board of Education, we wish to express our support for this opportunity to upgrade the distance learning equipment in our district to provide a high quality learning experience for our students and those receiving instruction from our staff across the ERVING Network.

As a small rural school district, declining student enrollment along with attracting and retaining high quality staff (particularly in high demand positions like world languages) are ongoing challenges. The SDM is committed to maintaining a rich array of course options that will support our students in the world of work beyond high school. To that end, distance learning has played a significant role in providing students with cost effective access to unique coursework that supports their long-term goals. The SDM is also very proud that the teacher of our robotics and engineering lab is providing instruction through distance learning to support students who wish to enter this high demand field of employment. Being a member of the ERVING Network consortium also enriches professional instruction as our departments may only have one or two people. Now our staff has an array of talented educators with whom to collaborate.

Thank you for your thoughtful consideration of our grant application. Please feel free to contact me at [sreierson@manawaschools.org](mailto:sreierson@manawaschools.org) or by telephone at 920-244-7720. The SDM is excited to receive new distance learning equipment to enhance the learning experience for our students and those in other neighboring districts who receive our content.

Sincerely,

President Sondra Reierson  
on Behalf of the Manawa Board of Education

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## School District of Manawa

800 Beech Street  
Manawa, WI 54949

Phone: (920) 596-2525  
Fax: (920) 596-5308

## Little Wolf High School Manawa Middle School

515 E. Fourth St  
Manawa, WI 54949

Phone: (920) 596-2524  
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## Manawa Elementary

800 Beech Street  
Manawa, WI 54949

Phone: (920) 596-2238  
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## ManawaSchools.org



/ ManawaSchools



/ ManawaSchools





**School District of Manawa**  
Students Choosing to Excel, Realizing Their Strengths

**To:** Board of Education  
**From:** Carmen O'Brien  
**cc:** Dr. Melanie Oppor  
**Date:** 12/15/2022  
**Re:** Wellness Committee Formation

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### Recommendation

Please allow for the formation of the Ad Hoc Wellness Committee to assess the School District of Manawa local wellness policy per 7 CFR (Code of Federal Regulations) 210.31 (a).

### Rationale

The following people have agreed to serve on the Ad Hoc Wellness Committee:

Cathy McCoy – Classroom Teacher  
TaraLa Jackson – Community Member/Parent  
Corrie Ziemer – Community Member/Parent, Physical Education Teacher  
Jill Seka – Classroom Teacher, Community Member/Parent  
Katie Riehl – Classroom Teacher  
Michelle Poppy – Classroom Teacher, Community Member/Parent  
Jill Krause – Physical Education Teacher  
Brenda Suehs – SFA Representative  
Krystal Draeger – Health Care Paraprofessional  
Carmen O'Brien – Administrator  
Student – to be determined  
Student – to be determined





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

# **School District of Manawa**

## ***Emergency Response***

### ***Protocols***

Approved by the Manawa Board of Education on

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## Section 1 - Emergency Contact List

**1 Principal/District Administrator**  
**1.5 Custodial**  
**1.8 Lead Staff Member (after hours)**

<b>(Front of page)</b>		
<b>Police/EMS/Fire</b>		<b>911</b> <b>(715) 258-4474</b>
<b>Sheriff's Department</b>	<b>Waupaca County</b>	<b>911</b> <b>(715) 258-4474</b>
<b>State Police</b>	<b>Wausau Office</b>	<b>(715) 845-1143</b>
<b>Emergency Management/Haz-mat</b>	<b>Waupaca County</b>	<b>911</b> <b>(715) 258-4474</b>
<b>Air Shut Off – (for complete building)</b>	<b>Automated Energy Systems</b>	<b>(920) 968-5882</b>
<b>Safe Area - (Evacuation site)</b>	<b>Manawa Rural Fire Dept./City Hall or the other school building for emergencies not involving the other building</b>	_____
<b>Staging area - (Family Reunification)</b>	<b>Masonic Center or the other school building for emergencies not involving the other building</b>	_____
<b>Poison Control Center</b>		<b>(800) 815-8855</b>
<b>Hospital Emergency Room</b>	<b>ThedaCare – Waupaca</b>	<b>(715) 258-1000</b>
<b>Hospital Emergency Room</b>	<b>ThedaCare – New London</b>	<b>(715) 531-2030</b>
<b>Electric</b>	<b>Alliant Energy</b>	<b>(800) 255-4268</b>
<b>Water</b>	<b>City of Manawa – Dept. of Public Works</b>	<b>(920) 596-2578</b>
<b>Gas Company</b>	<b>Alliant Energy</b>	<b>(800) 255-4268</b>
<b>Telephone Company</b>	<b>Solarus (VoIP)</b>	<b>(920) 596-2535</b> <b>(800) 421-9282</b>
<b>District Administrator</b>	<b>Melanie J. Oppor, PhD</b>	<b>(920) 596-5300</b> <b>(920) 896-3133</b>
<b>Elementary Principal</b>	<b>Danielle Brauer</b>	<b>(920) 596-2559</b> <b>(920) 323-9636</b>
<b>Secondary Principal</b>	<b>Abe El Manssouri, Ed. D.</b>	<b>(920) 596-5310</b> <b>(414) 306-0962</b>
<b>Bus Route Supervisor</b>	<b>Kobussen – Jacob Elsner</b>	<b>(920) 389-1500</b> <b>(920) 427-1408</b>

<b>Technology Director</b>	<b>Dean Marzofka</b>	<b>(920) 596-5737</b> <b>(715) 467-1326</b>
<b>Business Manager</b>	<b>Carmen O'Brien</b>	<b>(920) 596-5332</b> <b>(715) 602-3303</b>
<b>Maintenance Person</b>	<b>Arthur Pethke</b>	<b>(920) 595-5805</b> <b>(715) 853-5702</b>

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**1.2 Teacher & Staff**  
**1.4 Kitchen Staff**

**When calling 911 - SPECIFY**

1. Which school you are at (high school, middle school, elementary, Paving the Way etc.)
2. Where you are located in the building (classroom, fitness center, gym etc.)
3. The Door # (number) that the emergency vehicle should come to

**MANAWA ELEMENTARY SCHOOL OFFICE**      800 Beech Street  
**Ext: 5700**

Police/EMS/FD		911
Sheriff's Department	Waupaca County	911 (715) 258-4474
Emergency Management/Haz-mat	Waupaca County	911 (715) 258-4474
Elementary Principal	Danielle Brauer	(920) 596-2559 (920) 323-9636
Poison Control Center		800-815-8855

**1.6 Bus Drivers**  
**1.7 Route Supervisor**

**MANAWA MIDDLE/LITTLE WOLF HIGH SCHOOL OFFICE**      515 East 4<sup>th</sup> Street  
**Ext: 5800**

Police/EMS/FD		911
Sheriff's Department	Waupaca County	911 (715) 258-4474
Emergency Management/Haz-mat	Waupaca County	911 (715) 258-4474

**PAVING THE WAY**      407 Bridge Street      (920) 596-2526

Secondary Principal	Abe El Manssouri	(920) 596-5310 (414) 306-0962
Dean of Students	Jeff Bortle	(920) 596-5806 (608) 397-0248



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## Section 2 - Evacuate - Fire

### Definition

This type of evacuation is used for any emergency evacuation related to a fire incident and includes a fire that is believed to be extinguished.

### Alert Signal

Fire alarm and/or announcement over the public address system (PA).

### 2.1 Principal Response

1. Make sure that the alarm has been activated as soon as notification is received.  
Do not wait to verify that a fire is actually occurring before activating alarm.
2. Call 911 for emergency services. Report a fire and give the facility's address as per the details on page 15 for calling 911.
3. See that the emergency evacuation kits are taken from the building and transported to the initial evacuation site (MES- overflow parking lot; MS/HS- north end of west parking lot).
4. **If it is safe to do so sweep/quickly check that the area is empty:**
  - a. The MES custodian will sweep from the main office through the south end of the facility and the school counselor will sweep from the main office through the north end of the facility.
  - b. The MS/HS counselor/custodian will sweep the main academic level of the facility and the Dean of Students will sweep the lower level/Fitness Center of the facility.
  - c. The Paving the Way lead teacher will ensure all students and staff have exited.
5. Confirm that all staff, students, and visitors are out of the building using the two-way radio system.
6. Leave the building and report to the first responding public safety official.
  - a. Advise them of the emergency situation.
  - b. Offer to provide master keys to a properly identified public safety official.
  - c. Make a record of to whom the key is issued.
7. The District Administrator, principal, and emergency management will assess the situation and decide whether to move to the reunification evacuation site.
8. If moving to the reunification site, the Business Manager will call Kobussen for transportation and the Masonic Center manager.
9. Report to the City Hall/Fire Department, appraise the situation, and with the district administrator determine the course of action.
10. Decide whether to implement the family reunification protocol. If family reunification protocol is not appropriate, notify the transportation department to be prepared to implement it in the event the situation escalates.
11. The District Administrator will implement the Skylert/media protocol.

### 2.2 Teacher & Staff Response

1. Shut off equipment such as Bunsen burners, stoves etc.
2. Gather all students and visitors in your area of responsibility and prepare to evacuate to MES- overflow parking lot; MS/HS- north end of west parking lot and area at least 300 feet from the facility; Paving the Way- walk to the City Hall.
3. Ensure that special needs persons in the immediate area are provided assistance.

4. Hold door open, allowing people to file out single file, to MES- overflow parking lot; MS/HS- north end of west parking lot; Paving the Way – walk to City Hall.
5. Take emergency evacuation kit & shut the door.
6. If you encounter fire, any other significant hazard or find the designated pathway blocked, quickly evaluate the situation and seek an alternate route.
7. Once evacuees have reached the evacuation site take attendance (call each student's name, **DO NOT** just count students) and report any missing student(s) to the Principal and office personnel (high visibility vest).

## 2.4 Kitchen Staff Response

1. Turn off equipment (stove, appliances etc.)
2. After last person has left the room/area shut the door and report to the evacuation site.
3. Make sure that all people leaving the facility remain at the evacuation site until released by the appropriate authority.
4. **DO NOT** attempt to reenter the facility unless the principal or the designee directs you to do so.

## 2.5 Custodial Response

1. Gather all students and visitors in your area of responsibility and evacuate according to the fire evacuation plan.
2. Ensure that special needs persons in the immediate area are provided assistance.
3. **If it is safe to do so** sweep areas of the facility as in 2.1.4 above and take any people found to the principal.
4. If you encounter fire, any other significant hazard or find the designated pathway blocked, quickly evaluate the situation and seek an alternate route.
5. Report to the principal or their designee and assist as needed.

## 2.6 Bus Driver Response

1. Instruct all occupants to evacuate according to the fire evacuation plan for your design of bus. Provide direction on specific evacuation procedures if needed.
2. Call 911 or notify dispatch and request that the Fire Department be called. During notification be sure to give the address twice to ensure accuracy.
3. Take the emergency evacuation kit with you as you evacuate.
4. Ensure that special needs persons on the bus are assisted in evacuating.
5. If you encounter fire blocking an emergency exit, quickly evaluate the situation and seek an alternate route. Once evacuees have reached the evacuation site, develop a written list of all evacuees and provide the list to the principal or his or her designee.
6. Remain alert to potential dangers in the area and properly supervise students under your care.

## **2.7 Terminal Manager Response**

1. Ensure that the fire department has been called.
2. Advise all other drivers to keep the radio clear except for emergency transmissions until public safety responders are on the scene.
3. Respond to the scene and meet responding public safety officials, brief them of the situation, make them aware of the contents of the emergency evacuation kit.
4. Report to the evacuation site and appraise the situation.
5. Decide whether to use another bus to transport students or to implement the family reunification protocol.
6. Implement the media protocol.
7. If appropriate, photograph the damage.
8. Brief your supervisor and the District Administrator as appropriate for the situation.
9. If it is a bus emergency, the District Administrator will respond in the event of injury.

## **2.8 Lead Staff Member Response (district/school sponsored after hours)**

1. Sound fire alarm.
2. Call 911 and request fire department and law enforcement response.
3. See that the emergency evacuation kits are taken from the building and go to MES- overflow parking lot; MS/HS- north end of west parking lot; Paving the Way- walk to Fire Department bay.
4. In areas where it is safe to do so, ask a responsible adult to sweep the facility for students and adults who may not have been able to evacuate.
5. Meet responding public safety officials. Brief them of the situation.
6. Contact the building principal and District Administrator.
7. Report to the evacuation site and appraise the situation.
8. The District Administrator will implement the media protocol.

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## Section 2a - Tracking Sheet(s)

### 2a.1 - Fire Evacuation Incident Tracking Sheet

*Use official command post time. Please use ink.*

Location of incident: \_\_\_\_\_

Type of incident: **Fire Evacuation** \_\_\_\_\_

Sheet initiated by: \_\_\_\_\_ Date: \_\_\_\_\_

1<sup>st</sup> Shift

Relieved by: \_\_\_\_\_ Time: \_\_\_\_\_

2<sup>nd</sup> Shift

Relieved by: \_\_\_\_\_ Time: \_\_\_\_\_

3<sup>rd</sup> Shift

Relieved by: \_\_\_\_\_ Time: \_\_\_\_\_

ACTION	ORGANIZATION	STATUS	NOTES	REPORTED BY
Sound fire Alarm, activate appropriate crisis teams				
Call 911, request Fire and Police Dept. response				
Sweep the facility for students and adults				
Obtain emergency evacuation kits				
Assist special needs persons				
Evacuate according to the fire evacuation plan				
Report to evacuation site, appraise the situation				
Meet responding public safety officials				
Decide whether to implement the family reunification protocol				
Implement the media protocol				
At evacuation site develop a written list of all evacuees				

Time and date log closed out: \_\_\_\_\_

Name of person closing log: \_\_\_\_\_

Incident Tracking Sheet received by: \_\_\_\_\_ Date received: \_\_\_\_\_

Witnessed by: \_\_\_\_\_ Date: \_\_\_\_\_

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## Section 3 – “Evacuate” for Bomb Threat or Other Non-Fire Situation

### Definition

This type of evacuation is used for any emergency evacuation not related to a fire incident. Law enforcement in coordination of the principal will determine if it is a credible threat and if evacuation is necessary.

### Alert Signal

Announcement over the public address system. “All Staff and Students Evacuate, Evacuate, to the **Manawa Rural Fire Department/City Hall or the other school building (if not affected).**”

### 3.1 Principal Response

1. Notify appropriate public safety agencies and central staff of the situation.
2. Select an evacuation route.
3. If time permits, send designated staff member(s) to sweep the evacuation route and site and wait for an all-clear report before announcing the evacuation.
4. Announce an evacuation is in effect. (refer to “Alert Signal”)
5. **If it is safe to do so sweep/quickly check that the area is empty:**
  - a. The MES custodian will sweep from the main office through the south end of the facility and the school counselor will sweep from the main office through the north end of the facility.
  - b. The MS/HS counselor/custodian will sweep the main academic level of the facility and the Dean of Students will sweep the lower level/Fitness Center of the facility.
  - c. The Paving the Way lead teacher will ensure all students and staff have exited.
6. Ensure that the emergency evacuation kits are removed from the building.
7. Leave the building and report to the first responding public safety official
  - a. Advise him/her of the emergency evacuation kits and their contents.
  - b. Offer to provide master keys to a properly identified public safety official.
  - c. Make a record of the person to whom the key is issued.
8. Report/walk (or in the event of inclement weather as determined by the principal, buses will be secured to transport) to the **Manawa Rural Fire Department/City Hall** or other designated facility.
  - a. Check to ensure that all students and staff are at the site and appraise the situation.
9. Decide whether to implement the family reunification protocol. If family reunification protocol is not appropriate, notify the transportation department to be prepared to implement it in the event the situation escalates.
10. Implement the media protocol.
11. If deemed appropriate after consulting with public safety officials, authorize staff to reenter the facility.

### 3.2 Teacher & Staff Response

1. Gather all students and visitors in your area of responsibility and evacuate using the route and **evacuation site** designated unless otherwise instructed.
2. Ensure that all special needs persons are provided assistance.
3. After last student has left the room - Take emergency file & shut the door.
4. Once evacuees have reached the designated evacuation site:
  - a. Take attendance (Call each student’s name, **DO NOT** just count students).

- b. Provide attendance list to the principal or their designee (high visibility vest).
  - c. Report any missing student(s).
  - d. Notify the principal or their designee of any suspicious packages/objects you noticed in your room/work area.
4. Ask students to report anything out of place or suspicious.
  5. **DO NOT** attempt to reenter the facility unless the principal or their designee directs you to do so.
  6. **DO NOT** allow students to use portable/cell phones.
  7. **DO NOT** use cell phones unless a significant emergency situation exists.

### 3.4 Kitchen Staff Response

1. Turn off equipment (stove, appliances etc.).
2. After last person has left the room/area shut the door and report to the evacuation site.
3. Make sure that all people leaving the facility remain at the evacuation site until released by the appropriate authority.
4. **DO NOT** attempt to reenter the facility unless the principal or his or her designee or his or her designee directs you to do so.

### 3.5 Custodial Response

1. Inform all students, personnel and visitors in your area to evacuate using the route and site designated by the principal or his or her designee.
2. Ensure that all special needs persons in your area of responsibility are provided assistance.
3. **If it is safe to do so** sweep the facility as in 3.1.5 above and take any people found to the principal.
4. Once you reach the designated evacuation area, report to the principal or their designee and assist as needed.
5. **DO NOT** use cell phones unless a significant emergency situation exists.

### 3.6 Bus Driver Response

1. Instruct students to evacuate the bus and to take all of their possessions with them. Remove the keys to the bus. Conduct a quick visual sweep of the bus before you exit. Do not touch, move or disturb any suspicious item, but note its location. **If it is safe to do so**, move students to a point approximately 1,000 feet from the bus (about the length of ten football fields). Meet with responding officials and tell them what you observed when you visually swept the bus for suspicious items.
2. Remain alert to your surroundings. Be particularly alert to any people or conditions that might pose a danger to evacuees. If you encounter a significant hazard, quickly evaluate the situation, adjust your evacuation route and attempt to notify the principal or his or her designee or the appropriate public safety officials.
3. Once you reach the designated evacuation site, develop a written list of all evacuees and provide the list to route supervisor upon their arrival. Report the presence or lack of any suspicious objects on or near the bus, evacuation route or site.
4. Remain alert to potential dangers in the area and properly supervise students under your care.
5. **DO NOT** allow students to use portable telephones. Confiscate any electronic communications devices that are prohibited by policy. The use of cellular phones can result in loss of control of the situation.
6. Try to avoid use of the bus radio unless an emergency situation dictates its use. In certain rare instances, a two-way radio signal can cause a device to detonate.

### 3.7 Route Supervisor Response

1. Ensure that the appropriate public safety agencies have been notified of the situation.
2. Advise all other drivers to keep the radio clear except for emergency transmissions until public safety responders are on the scene.
3. Proceed to the incident site if only one bus is involved.
4. Upon arrival, conduct a quick visual sweep the evacuation area.
5. Report to the evacuation site, check to ensure that all students and staff are at the site and appraise the situation.
6. Meet with responding public safety officials and determine how the bus will be swept for explosive devices. Public safety officials ordinarily request that someone who is familiar with the area to be checked assist them. Any transportation personnel who assist in the sweep of the bus should be clearly instructed not to touch, move or in any way disturb anything on or near the bus.
7. After the bus has been swept, consult with public safety officials and decide whether to transport students on the bus, transfer them to another bus or to implement the family reunification protocol.
8. Implement the media protocol.
9. Brief your supervisor as appropriate for the situation.

### 3.8 Lead Staff Member Response (after hours)

1. Notify appropriate public safety agencies of the situation.
2. Select an evacuation route and site.
3. If time permits, send designated staff member(s) to sweep the evacuation route and site and wait for an all-clear report before announcing the evacuation.
4. Announce evacuation.
5. Notify the principal and district administrator and request that the Crisis Response Team be activated.
6. **If it is safe for you to do so**, sweep the facility for students and adults who may not have been able to evacuate.
7. Ensure that the emergency evacuation kits are removed from the building.
8. Leave the building. Report to the first responding public safety official and advise him or her of the emergency evacuation kits and their contents. Offer to provide master keys to a properly identified public safety official. Make a record of the person to whom the key is issued.
9. Report to the evacuation site. Check to ensure that visitors, students and staff are at the site. Appraise the situation.
10. Decide whether or not to implement the family reunification protocol.
11. Implement the media protocol.

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## Section 3a - Tracking Sheet(s)

### 3a.1 -Bomb Threat/Non-Fire Evacuation Incident Tracking Sheet

*Use official command post time. Please use ink.*

Location of incident: \_\_\_\_\_

Type of incident: **Bomb Threat/Non-Fire Evacuation** \_\_\_\_\_

Sheet initiated by: \_\_\_\_\_ Date: \_\_\_\_\_

1<sup>st</sup> Shift Relieved by: \_\_\_\_\_ Time: \_\_\_\_\_

2<sup>nd</sup> Shift Relieved by: \_\_\_\_\_ Time: \_\_\_\_\_

3<sup>rd</sup> Shift Relieved by: \_\_\_\_\_ Time: \_\_\_\_\_

ACTION	ORGANIZATION	STATUS	NOTES	REPORTED BY
Notify appropriate public safety (police, fire)				
Select an evacuation route and site				
Activate appropriate crisis teams				
Send designated staff member(s) to sweep the evacuation route and site				
Announce evacuation				
Sweep the facility for students and adults, assist special needs persons				
Ensure that the emergency evacuation kits are removed from the building				
Evacuate according to non-fire evacuation protocol				
Report to the first responding public safety official				
Report to the evacuation site				
Decide whether to implement the family reunification protocol				
Implement the media protocol				
Once at the site, develop a written list of all evacuees				
Confiscate any electronic communications devices that are prohibited by policy				

Time and date log closed out: \_\_\_\_\_

Name of person closing log: \_\_\_\_\_

Incident Tracking Sheet received by: \_\_\_\_\_ Date received: \_\_\_\_\_

Witnessed by: \_\_\_\_\_ Date: \_\_\_\_\_

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## Section 4 - Shelter in Place Protocol

### Definition

Sheltering in place procedures are utilized when there has been a chemical or biological release or radiological incident outside of, but in proximity to, a facility and available information indicates that there is not adequate time to evacuate building occupants to a safe location before the dangerous contaminants reach the facility.

### Alert Signal

Announcement for staff to shelter building occupants in place.

#### 4.1 Principal/District Administrator Response (Principal makes a determination to shelter in place quickly if evacuation is not practical.)

1. The District Administrator will notify AES at (920) 968-5882 to shut off air if the principals or D.A. are not able to do it via the remote VPN. Pay particular attention to hood ventilation systems in the production kitchens and technology education labs and shut off the fans in the gym.
2. Principal makes an announcement over the public address system to direct staff to shelter in place.
3. Principal ensures that all outdoor personnel have been moved into the facility.
4. Principal ensures that all staff and occupants receive word to shelter in place and verify that all personnel are sheltered in appropriate locations.
5. Principal checks to see that staff members have taken proper steps to seal off windows and doors from outside airflow using items found in the Emergency Evacuation Kit.
6. District Administrator monitors the situation through radio and/or television stations. Attempt to calm staff and students. Keep staff informed of developments whenever possible. District Administrator will use Skylerts to convey messages to families and emergency contacts and will send similar messages using available social media outlets.
7. Principal when informed by local public safety and emergency management personnel, notify staff when it is safe to leave the facility.
8. District Administrator and principals make preparations to implement the family reunification protocol quickly if the situation dictates. Notify the transportation department to be prepared to implement the family reunification protocol in the event the situation escalates.

#### 4.2 Teacher & Staff Response

1. All staff that are outdoors should quickly gather all students and adults in the area and instruct them to go inside the facility immediately.
2. Close all windows and doors.
3. Seal off windows and doors from outside airflow using items found in the "Go Kit".
4. Wait for further instructions from your principal or their designee.
5. Review emergency evacuation and family reunification protocol.

#### 4.4 Kitchen Staff Response

1. Instruct everyone in the area to move to an interior area without windows if possible.
2. Close all doors.
3. Shut down all exhaust fan hoods.
4. Wait for further instructions from your principal or their designee.

#### 4.5 Custodial Response

1. If you are outdoors, quickly gather all students and adults in the area and instruct them to go inside the facility immediately. Once inside, instruct everyone to move to an interior area without windows if possible.
2. Close all windows and doors in your area of responsibility.
3. **If it is safe to do so**, sweep/quickly check that all halls, rest rooms, common areas are empty in the facility and take any people found to the principal.
4. Report to the principal or their designee and provide assistance as needed.

#### 4.6 Bus Driver Response

1. Close all windows and doors.
2. If available, use tape to cover all windows and doors with precut sheets of plastic to help reduce airflow into the area.
3. Close all outside air vents. Turn off all heating or ventilation systems.
4. Notify the transportation department of your situation and exact location.
5. Consult with area public safety and emergency management officials if any are in the area.
6. Be prepared to move the bus or implement emergency evacuation procedures.

#### 4.7 Route Supervisor Response

1. Consult with driver(s) and public safety officials to determination if drivers in the affected area should attempt to drive out of the area, move students to a building if they can locate one, or shelter in place.
2. Advise all other drivers to keep the radio clear except for emergency transmissions.
3. Keep track of all bus locations and areas where students are evacuated or sheltered.
4. Monitor situation through radio and/or television stations. Attempt to calm staff and drivers. Keep staff and drivers informed of developments whenever possible.
5. Notify staff when it is safe to leave their location based on advice from local public safety and emergency management personnel.
6. Brief your supervisor as appropriate for the situation.

#### 4.8 Lead Staff Member Response (after hours)

1. Make a determination to shelter in place quickly if evacuation is not practical.
2. Make an announcement by the best available means to direct staff to shelter in place. Request that staff advise visitors of the shelter in place procedures.
3. Check to see that outdoor personnel have been moved into the facility.
4. Notify the principal and district administrator and tell them to advise the Crisis Response Team of the situation.
5. The District Administrator will notify AES at **(920) 968-5882** to shut off air if the principals or D.A. are not able to do it via the remote VPN. Pay particular attention to hood ventilation systems in the production kitchens and technology education labs and shut off the fans in the gym.
6. **If it is safe to do so**, check to see that staff and occupants received word to shelter in place.



7. Verify that personnel are sheltered in the most suitable locations.
8. Check to see that staff members have taken proper steps to seal off windows and doors from outside air flow.
9. The District Administrator will monitor the situation through radio and/or television stations. District Administrator will use Skylerts to convey messages to families and emergency contacts and will send similar messages using available social media outlets.
10. Attempt to calm staff, visitors and students. Keep staff informed of developments whenever possible.
11. When informed by local public safety and emergency management personnel, notify staff when it is safe to leave facility.

**(Leave this page blank)**

## Section 4a - Tracking Sheet(s)

### 4a.1 - Shelter in Place Incident Tracking Sheet

*Use official command post time. Please use ink.*

Location of incident: \_\_\_\_\_

Type of incident: **Shelter in Place** \_\_\_\_\_

Sheet initiated by: \_\_\_\_\_ Date: \_\_\_\_\_

1<sup>st</sup> Shift Relieved by: \_\_\_\_\_ Time: \_\_\_\_\_

2<sup>nd</sup> Shift Relieved by: \_\_\_\_\_ Time: \_\_\_\_\_

3<sup>rd</sup> Shift Relieved by: \_\_\_\_\_ Time: \_\_\_\_\_

ACTION	ORGANIZATION	STATUS	NOTES	REPORTED BY
Make announcement over public address system, activate appropriate crisis teams				
Gather outdoor personnel into facility				
Verify that personnel have received word and are sheltered in the most suitable locations				
Once inside, instruct everyone to move to an interior area without windows if possible				
Close all windows and doors				
Use tape to cover all windows and doors with precut sheets of plastic to help reduce air flow into the area				
Use wet towels to reduce air flow under doors				
Close all outside air vents				
Turn off all heating or ventilation systems				
Implement media protocol				
Monitor situation through radio and/or television stations				
Attempt to calm staff and students				
Notify staff when it is safe to leave facility				
Decide whether to implement family reunification protocol				

Time and date log closed out: \_\_\_\_\_

Name of person closing log: \_\_\_\_\_

Incident Tracking Sheet received by: \_\_\_\_\_ Date received: \_\_\_\_\_

Witnessed by: \_\_\_\_\_ Date: \_\_\_\_\_

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# Section 5 - Relocation Evacuation & Family Reunification Protocol

## Definition

This type of evacuation is used for any evacuation where students and staff will need to be moved to a site/location off the premises for reunification with family members and loved ones.

## Alert Signal

Announcement over the public address system “**All Staff and Students evacuate to Manawa Rural Fire Department/City Hall or the other school building**”, and be prepared to implement our Family Reunification Protocol.

### 5.1 Principal/District Administrator Response

1. Notify the District Administrator of your decision to implement a Relocation Evacuation. Provide a brief description of the incident and specify the staging area so buses can be dispatched to the appropriate location.
2. The District Administrator will request that additional law enforcement officials dispatch uniformed personnel to **Manawa Rural Fire Department/City Hall or the other school building**, and the **Masonic Lodge**.
3. Once at the Manawa Rural Fire Department/City Hall or the other school building make sure that all staff members and students are accounted for.
4. The bus company will send transportation to take students and staff from the **Manawa Rural Fire Department/City Hall or the other school building** to the **Masonic Lodge**.
5. The principal or their designee is responsible for contacting family members for the pick-up of the evacuated at the **Masonic Lodge or the other school**. - Follow Family Reunification Protocol.
6. The principal will have the school office staff and school counselor assist in coordinating and leading the Reunification Protocol at the **Masonic Lodge or the other school** at the staging area. Each of these staff members should have a complete school roster by grade-level or course in their Emergency Evacuation Kits.
7. The principal, school office staff, and school counselor will direct other staff members how they are to assist with family reunification at the staging area.
8. The District Administrator will implement the media protocol.

### 5.2 Teacher & Staff Response

1. Follow Relocation Evacuation procedures and guide students to **Manawa Rural Fire Department/City Hall or the other school building**.
2. Prepare students for boarding of buses.
3. Ensure that any special needs persons in your area of responsibility are assisted during the evacuation.
4. Assist police in obtaining a list of all witnesses and/or victims:
  - a. Full name(s), date of birth, and address
  - b. Indicate whether (“V”- for victim or “W” - for witness)
5. Once students and other persons from your area of responsibility have boarded a bus, take the roll.
6. The principal, school office staff, and school counselor will direct you as to your assigned role in the Family Reunification Protocol when you arrive at the **Masonic Lodge or the other school** staging area.

#### 5.4 Kitchen Staff Response

1. Turn off equipment (stove, appliances etc.).
2. After last person has left the room/area shut the door and report to the **Manawa Rural Fire Department/City Hall or the other school building**.
3. Make sure that all people leaving the facility remain at the evacuation site until released by the appropriate authority.
4. **DO NOT** attempt to reenter the facility unless the principal or their designee directs you to do so.
5. **DO NOT** use cell phones unless a significant emergency situation exists.

#### 5.5 Custodial Response

1. Follow Relocation Evacuation procedures and guide students to **Manawa Rural Fire Department/City Hall or the other school building**.
2. Ensure that any special needs persons in your area of responsibility are assisted during the evacuation.
3. **If it is safe to do so**, sweep/quickly check the facility to be sure everyone has exited. At Paving the Way, the lead teacher will ensure that everyone has left the building.
4. Report to the principal or his or her designee and provide assistance as needed.
5. Once you are advised to evacuate to the family reunification site and students and other persons from your area of responsibility have boarded a bus, assist the bus driver by taking roll and completing the driver's evacuation roster.
6. Follow the instructions of Family Reunification Staff when you arrive at the Family Reunification Site. You may be asked to assist in staffing the site.

#### 5.6 Bus Driver Response (For an incident involving your bus)

1. Follow Relocation Evacuation procedures and guide students to an appropriate evacuation site. Prepare students to board another bus.
2. Ensure that any special needs persons are assisted during the evacuation.
3. Once students have boarded a bus, assist the bus driver by taking roll and completing the driver's evacuation roster.
4. Follow the instructions of Family Reunification Staff when you arrive at the Family Reunification Site. You will be asked to assist in staffing the site.

#### 5.7 Route Supervisor Response (For an incident involving your bus)

1. Notify dispatch and the District office of your decision to implement the family reunification protocol. Provide a brief description of the incident and specify the staging area so a bus can be dispatched to the appropriate location.
2. Request that law enforcement officials dispatch uniformed personnel to the staging area.
3. If you must stay at the scene, designate a staff member to serve as your representative at the family reunification center.

### **5.6a Bus Driver Response (When one or more schools are affected by a crisis)**

1. When you are notified that your assistance is needed for implementation of the family reunification plan, make sure that you have copies of student family reunification rosters.
2. Follow directions provided by route supervisors and public safety officials as to the best approach to the affected school or its evacuation area.
3. Try to calm students as they board the bus.
4. Once loaded, proceed safely to the family reunification site. Understand that evacuees may be traumatized by events and may be in an excited and emotionally distraught state.
5. Have a staff member fill out the student transport roster. If no staff member is present, ask a student to perform this task and note the name of the student who completed this task on the form.
6. **Do not** stop the bus or open the door to allow evacuees to meet family members.
7. When you arrive at the family reunification site, follow the instructions of public safety personnel. Provide the roster(s) to the staff member that meets your bus.
8. Return for the next relay if you are needed and repeat the process until the evacuation is complete.
9. Your bus may or may not be escorted by law enforcement depending on the available resources and the nature of the crisis.
10. Keep all radio traffic to a minimum.

### **5.7a Route Supervisor Response (When one or more schools are affected by a crisis)**

1. Advise all drivers to keep the radio clear except for important transmissions until the last transport is completed.
2. Work with administrators at the affected site, crisis response team members and public safety officials to set up an efficient relay system. Designate a staging area near the school so buses can be staged there if too many buses arrive at the evacuation area at one time for loading.
3. Maintain a log of the status of all involved buses to help you keep track of available resources.
4. If buses from another school system or mass transit buses are sent to assist, coordinate with their supervisors and personnel. Attempt to establish a means of radio communications with their personnel. You may be able to provide a spare radio to a representative of their organization.
5. Brief your supervisor as appropriate.

### **5.8 Lead Staff Member Response (after hours)**

1. Coordinate with public safety officials and/or Crisis Response Team members when deciding which site to use. Unlike a daytime emergency, the other school or Manawa Athletic Complex may be appropriate.
2. Notify the principal and district administrator of your decision to implement the family reunification protocol and request that the Crisis Recovery Team be activated if needed and sent to the selected site. Provide a brief description of the incident and specify the staging area so buses can be dispatched to the appropriate location.
3. Request that law enforcement officials dispatch uniformed personnel to the staging area.
4. If available, make the announcement by public address system, runners, e-mail or by the most practical means available to inform visitors, staff and students. It may be best to wait until the Crisis Response Team and buses have had time to travel to the affected site and the family reunification site before making the announcement and moving to the staging area.

5. In certain situations, it may not be practical or safe to order a general evacuation (such as during a hostage situation or if an armed intruder may still be in the area). In such instances, coordinate with public safety officials for law enforcement personnel to conduct the evacuation room by room.
6. Designate a Crisis Response Team member or other staff member to serve as your representative at the family reunification center. Instruct them to take student information from one of the Emergency Evacuation Kits with them.
7. Notify the appropriate Crisis Response Team member to serve as your representative at the staging area.



## Section 5a - Tracking Sheet(s)

### 5a.1 -Remote Evacuation and Family Reunification Incident Tracking Sheet

*Use official command post time. Please use ink.*

Location of incident: \_\_\_\_\_

Type of incident: **Remote Evacuation and Family Reunification** \_\_\_\_\_

Sheet initiated by: \_\_\_\_\_ Date: \_\_\_\_\_

1<sup>st</sup> Shift

Relieved by: \_\_\_\_\_ Time: \_\_\_\_\_

2<sup>nd</sup> Shift

Relieved by: \_\_\_\_\_ Time: \_\_\_\_\_

3<sup>rd</sup> Shift

Relieved by: \_\_\_\_\_ Time: \_\_\_\_\_

ACTION	ORGANIZATION	STATUS	NOTES	REPORTED BY
Notify the central office				
Request law enforcement to report to staging area				
Make the announcement over public address system				
Activate appropriate crisis teams, notify a team member to be administrator's representative at family reunification center				
Follow non-fire evacuation procedures				
Provide assistance for special needs persons				
Take roll enroute (if on a bus take roll and complete the driver's evacuation roster)				
Implement media protocol				

Time and date log closed out: \_\_\_\_\_

Name of person closing log: \_\_\_\_\_

Incident Tracking Sheet received by: \_\_\_\_\_ Date: \_\_\_\_\_

Witnessed by: \_\_\_\_\_ Date: \_\_\_\_\_

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## Section 6 – Secure (Lock)

### Definition

A Secure is a means to rapidly enhance the level of security in the facility. By locking all exterior doors and main interior doors, staff can make it more difficult for a dangerous person or situation in the vicinity of the facility to gain access to staff and students. This does allow staff and students to continue with productive activities in a limited fashion.

### Alert Signal

Announcement over the public address system, “All staff and Students, Secure, Secure the Perimeter, Secure, Secure the Perimeter. Remain inside the Building.”

### 6.1 Principal/District Administrator Response

1. Make an announcement to implement the Secure (Lock Out).
2. Notify District Office, transportation and public safety officials of the situation requiring a Secure.
3. **If it is safe for you to do so**, verify that all exterior doors have been secured.
4. **If it is safe for you to do so**, verify that all main interior doors have been secured.
5. Notify the transportation department so that they can stop any inbound buses and/or make preparations to support you in the event you need to implement a **Lock Down**.
6. Brief staff and students as quickly as it is safe to do so. You may do so in several ways depending on your situation. Staff may be notified in person, over two-way radio, via intercom, by phone, or by e-mail. You may need to remain in this Secure condition for several hours. If so, you may wish to modify the Secure conditions as appropriate.
7. Once the situation is resolved, you may resume normal activities. The principal should inform staff and students of the reason the Secure was issued. This can be done by having administrators go from room to room, using an announcement over the public address system, announcing over the two-way radios, or via e-mail as appropriate to the situation. Staff should be instructed on how they should explain the situation to students. In some cases, the administrator may find it appropriate to send a brief letter home to inform parents of the actions that were taken to protect their children (see appendix of master protocol for sample letters).

### 6.2 Teacher & Staff Response

1. If you are located outside of the building, gather all students in the vicinity into the building and lock the door(s).
2. Do not allow anyone to leave the building. Stay away from any exterior doors.
3. If possible, report any concerns, missing students, suspicious activities, etc. to the principal or his or her designee by telephone, two-way radio, or intercom.
4. Continue with normal activities as much as the situation allows.
5. If students or staff have a need to move about in the building, obtain permission first from the principal or his or her designee.
6. Be prepared to rapidly implement a Lock Down if directed to do so.

#### **6.4 Kitchen Staff Response**

1. Continue with normal activities as much as the situation allows.
2. Do Not accept any deliveries during a Secure.
3. Be prepared to rapidly implement a Lock Down if directed to do so.

#### **6.5 Custodial Response**

1. Make sure all exterior entrance points to the building are locked immediately.
2. Instruct all students and visitors you encounter to remain in the building.
3. Once you have secured all exterior doors, report to the principal or his or her designee and assist as needed.
4. Continue with normal activities as much as the situation allows. Periodically check exterior doors to ensure that they remain locked.
5. If students or staff have a need to move about in the building, obtain permission first from the principal or his or her designee.
6. Be prepared to rapidly implement a Lock Down if directed to do so.

#### **6.6 Bus Driver Response**

- A. If you are unloading students in the morning and have other stops, continue your route, avoiding the immediate area of the affected school(s). If your next stop is a school located in close proximity to the affected school(s), seek guidance from a route supervisor. If you are picking up students in the afternoon, drive to a location that is at least one thousand feet from any affected school(s) and park in a safe area. Seek guidance from a route supervisor to see if you should wait to make the pickup at the affected school(s) once normal activities have resumed or continue your route.
- B. If you are advised of a Lock Down by a student, staff member, or public safety official and have not been notified by the transportation department, depart from the area and immediately advise your route supervisor or the dispatcher of the information you have received. If students are on your bus who would normally disembark, have them remain on the bus until you confirm that it is safe to drop them off at the school.

#### **6.7 Route Supervisor Response**

1. If notified that a Lock Down is in affect at a school, notify all bus drivers that would normally be dropping off or picking up students at the school and direct them as to what to do next.
2. For Lock Downs instruct drivers to restrict radio transmissions to those that are critical if you think it is appropriate based on the information you have.
3. If it appears that a Lock Down may remain in place for an extended time, consult with district administrator or his or her designee to determine if drivers who are designated to pick up at the school should continue their routes and/or if students who are still on the bus should be taken to a secure location until the threat subsides at the affected school(s).
4. Keep drivers updated on the situation as appropriate.
5. Brief your supervisor as appropriate for the situation.

## 6.8 Lead Staff Member Response (after hours)

1. Make sure the designated entrance points to the building near your location are locked immediately.
2. If the function is in a contained area such as a cafeteria, lunchroom or gymnasium, it may be best to have all exterior doors and all doors to the room where the function is being held secured and to continue the activity.  
This decision depends on the information about the threat that the lead staff member has at the time. Otherwise:
3. If you are located in an area with a lockable door, gather all staff, visitors, and students in the vicinity into the room and lock the door.
4. If you are not in a location with a lockable door, move staff, visitors, and students to an area where they can be separated from other parts of the facility by a locked door.
5. Verify that all exterior doors have been secured as soon as it is safe for you to do so.
6. Call emergency services and advise them that you have initiated a Lock Down at the facility and the reason for the Lock Down. Request that law enforcement officers be dispatched if appropriate to the situation.
7. Notify the principal and district administrator and report your situation request that they notify the Crisis Response Team of the situation.
8. Continue with normal activities to the extent the situation allows.
9. If staff, visitors, or students have a need to move about in the building, make a decision whether or not it is safe to do so. Students who are allowed to move about the building should be escorted by an adult.
10. Be prepared to rapidly implement an emergency evacuation or Lock Down if directed to do so.
11. Brief staff, visitors, and students as quickly as it is safe to do so. You may do so in several ways depending on your situation. Staff may be notified in person, over two-way radio, via intercom, by phone, or by e-mail. You may need to remain in this Lock Down condition for an extended time period. If so, you may wish to modify the Lock Down conditions as appropriate.
12. Once the situation is resolved, resume normal activities. The lead staff member may wish to inform other staff, visitors, and students of the reason the Secure was issued. This can be done by public address system or other means.

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## Section 6a - Tracking Sheet(s)

### 6.a.1 – Secure (Secure) Incident Tracking Sheet

*Use official command post time. Please use ink.*

Location of incident: \_\_\_\_\_

Type of incident: **Secure (Secure)** \_\_\_\_\_

Sheet initiated by: \_\_\_\_\_ Date: \_\_\_\_\_

1<sup>st</sup> Shift

Relieved by: \_\_\_\_\_ Time: \_\_\_\_\_

2<sup>nd</sup> Shift

Relieved by: \_\_\_\_\_ Time: \_\_\_\_\_

3<sup>rd</sup> Shift

Relieved by: \_\_\_\_\_ Time: \_\_\_\_\_

ACTION	ORGANIZATION	STATUS	NOTES	REPORTED BY
Make announcement to implement the Secure(Lock)				
Activate appropriate crisis teams				
Notify central office				
Notify public safety officials				
Notify the transportation department				
Gather students and staff from outside of the building				
Gather all students in the vicinity into a room and lock the door				
Verify that all exterior and interior doors have been secured as soon as it is safe to do so				
Brief staff on the situation if it is safe to do so				
Notify staff when it is safe to resume normal activity				

Time and date log closed out: \_\_\_\_\_

Name of person closing log: \_\_\_\_\_

Incident Tracking Sheet received by: \_\_\_\_\_ Date received: \_\_\_\_\_

Witnessed by: \_\_\_\_\_ Date: \_\_\_\_\_

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## Section 7 – Lock Down

### Definition

A Lock Down is a response to an actual emergency situation. A Lock Down is used to dramatically and rapidly enhance the level of security in the facility. By locking all exterior and interior doors, staff can make it more difficult for dangerous person(s) in the facility to gain access to staff and students. A Lock Down further requires that all staff and students seek as much physical safety from physical assault as possible by using barriers to sight, physical barriers, or moving to a safer location.

### Alert Signal

Announcement over the public address system, “All staff and students–Lock Down, Locks, Lights, Out of Sight, Lock Down, Locks, Lights, Out of Sight.”

### 7.1 Principal/District Administrator Response

1. Make an announcement to implement a Lock Down.
2. Notify District Office and public safety officials (911) of the situation requiring a Lock Down.
3. **If it is safe to do so**, verify that all exterior doors have been secured.
4. **If it is safe to do so**, verify that all main interior doors have been secured.
5. Notify the transportation department so that they can stop any inbound buses and/or make preparations to support you in the event you need to implement a Relocation Evacuation due to a change in the situation.
6. Brief staff as quickly as it is safe to do so. You may do so in several ways depending on your situation. Staff may be notified in person, via intercom, by phone, over two-way radio, or by e-mail. You may need to remain in this Lock Down condition for several hours. If so, you may wish to modify the Lock Down conditions as appropriate.
7. Once the situation is resolved, **Law Enforcement** will provide procedures as appropriate for the situation. You may wish to inform staff members of the reason the Lock Down was issued. This can be done by having administrators go from room to room, using an announcement over the public address system, over two-way radios, or via e-mail as appropriate to the situation. Staff should be instructed on how they should explain the situation to students. In some cases, the administrator may find it appropriate to send a brief letter home to inform parents of the actions that were taken to protect their children (see appendix of master protocol for sample letters).

### 7.2 Teacher & Staff Response

1. If you are located in an area with exterior/interior lockable door(s), gather all students in the vicinity into the room and lock the door(s).
2. If you are not in a location with a lockable door, move students to an area where they can be separated from other parts of the facility by a locked door.
3. If possible, report any concerns, missing students, suspicious activities, etc. to the principal or his or her designee by telephone or intercom
4. If possible, turn out lights and gather students and visitors into an area of the room where they are not visible to someone looking into windows.
5. **Do not open your door for any reason.** (The on scene officer(s) will identify themselves by passing his/her photo ID badge under the door - your door will then be unlocked according to standard policies and procedures.)
6. **Remain in place if the fire alarm system rings. Fire evacuation will be signaled by intercom announcement.**

#### 7.4 Kitchen Staff Response

1. Make sure entrance points to the building near your location are locked immediately.
2. If you are located in an area with a lockable door, gather all students in the vicinity into the room and lock the door.
3. **Do not open your door for any reason.** (The on scene officer(s) will identify themselves by passing his/her photo ID badge under the door - your door will then be unlocked according to standard policies and procedures.)
4. **Remain in place if the fire alarm system rings. Fire evacuation will be signaled by intercom announcement.**

#### 7.5 Custodial Response

1. Make sure entrance points to the building near your location are locked immediately.
2. If you are located in an area with a lockable door, gather all students in the vicinity into the room and lock the door.
3. If you are not in a location with a lockable door, move students to an area where they can be separated from other parts of the facility by a locked door.
4. If possible, report your status to the principal or his or her designee by telephone or intercom.
5. If possible, turn out lights and gather students and visitors into an area of the room where they are not visible to someone looking into windows.
6. **Do not open your door for any reason.** (The on scene officer(s) will identify themselves by passing his/her photo ID badge under the door - your door will then be unlocked according to standard policies and procedures)
7. **Remain in place if the fire alarm system rings. Fire evacuation will be signaled by intercom announcement.**

#### 7.6 Bus Driver Response

1. If you are unloading students in the morning and have other stops, continue your route, avoiding the immediate area of the affected school(s). If your next stop is a school located in close proximity to the affected school(s), seek guidance from a route supervisor. If you are picking up students in the afternoon, drive to a location that is at least one thousand feet from any affected school(s) and park in a safe area. Seek guidance from a route supervisor to see if you should wait to make the pickup at the affected school(s) once normal activities have resumed or continue your route.

2. If you are advised of a Lock Down by a student, staff member or public safety official and have not been notified by the transportation department, depart from the area and immediately advise your route supervisor or the dispatcher of the information you have received. If students are on your bus who would normally disembark, have them remain on the bus until you confirm that it is safe to drop them off at the school.

### 7.7 Route Supervisor Response

1. If notified that a Lock Down is in affect at a school, notify all bus drivers that would normally be dropping off or picking up students at the school and direct them as to what to do next.
2. For Lock Downs instruct drivers to restrict radio transmissions to those that are critical if you think it is appropriate based on the information you have.
3. If it appears that a Lock Down may remain in place for an extended time, consult with district principal or his or her designee to determine if drivers who are designated to pick up at the school should continue their routes and/or if students who are still on the bus should be taken to a secure location until the threat subsides at the affected school(s).
4. Keep drivers updated on the situation as appropriate.
5. Brief your supervisor as appropriate for the situation.

### 7.8 Lead Staff Member Response (after hours)

1. Make an announcement to implement the Lock Down.
2. Notify emergency services (911) that you have initiated a Lock Down, indicate the reason for the Lock Down and request that law enforcement officers be dispatched to your location.
3. Call the principal and district administrator and request that the Crisis Response Team be notified of your situation. Briefly advise them of the situation.
4. Verify that all exterior doors have been secured if it is safe for you to do so.
5. Verify that all main interior doors have been secured if it is safe for you to do so.
6. Make sure entrance points to the building near your location are locked immediately.
7. If you are located in an area with a lockable door, gather all students and visitors in the vicinity into the room and lock the door. If you are not in a location with a lockable door, move staff, visitors and students to an area where they can be separated from other parts of the facility by a locked door.
8. If possible, turn out lights and gather students and visitors into an area of the room where they are not visible to someone looking into windows.
9. **Do not open your door for any reason.** (The on scene officer(s) will identify themselves by passing his/her photo ID badge under the door - your door will then be unlocked according to standard policies and procedures.)
10. Brief staff as soon as it is safe to do so. You may do so in several ways depending on your situation. Staff may be notified in person, via intercom, by phone, over two-way radios, or by e-mail. You may need to remain in this Lock Down condition for several hours. If so, you may wish to modify the Lock Down conditions as appropriate.
11. Once the situation is resolved, Law Enforcement will provide procedures as appropriate for the situation. The lead staff member may wish to inform staff members, visitors and students of the reason the Lock Down was issued. This can be done by having administrators go from room to room, using an announcement over the public address system or via e-mail as appropriate to the situation.

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## Section 7a - Tracking Sheet(s)

### 7a.1 - Lock Down Incident Tracking Sheet

*Use official command post time. Please use ink.*

Location of incident: \_\_\_\_\_

Type of incident: **Lock Down** \_\_\_\_\_

Sheet initiated by: \_\_\_\_\_ Date: \_\_\_\_\_

1<sup>st</sup> Shift

Relieved by: \_\_\_\_\_ Time: \_\_\_\_\_

2<sup>nd</sup> Shift

Relieved by: \_\_\_\_\_ Time: \_\_\_\_\_

3<sup>rd</sup> Shift

Relieved by: \_\_\_\_\_ Time: \_\_\_\_\_

ACTION	ORGANIZATION	STATUS	NOTES	REPORTED BY
Make announcement to implement the Lock Down				
Activate appropriate crisis teams				
Notify central office				
Notify public safety officials				
Gather all students in the vicinity into the room and lock the door				
Gather students and staff from outside the building				
Verify that all exterior doors have been secured				
Verify that all main interior doors have been secured				
Notify the transportation department				
Turn out lights				
Gather students and visitors into an area of the room where they are not visible to someone looking into windows				

Name of person closing log: \_\_\_\_\_ Time and date log closed out: \_\_\_\_\_

Incident Tracking Sheet received by: \_\_\_\_\_ Date received: \_\_\_\_\_

Witnessed by: \_\_\_\_\_ Date: \_\_\_\_\_

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## Section 8- Resumption of Normal Activities

### Resumption of Normal Activities/Reverse Evacuation

#### Definition

These protocols are used to return students and staff to the building after an evacuation or to resume normal activities following a Lock Down or shelter in place once it is determined that potential danger has passed. A Resumption of Normal Activities/Reverse Evacuation can be combined with a Secure or Lock Down if the District Administrator or his or her designee determines that there is danger to students who have been evacuated and that evacuees should be returned to the building and Locked Down.

#### Alert Signal

*For a resumption of normal activities:* An announcement by bullhorn, runners, or via the public address system of “All teachers and staff implement the Resumption of Normal Activities protocol now. Please resume normal activities at this time.”

*For a reverse evacuation and Secure:* An announcement by bullhorn, runners or via the public address system of “All teachers and staff implement the Reverse Evacuation and Secure immediately.”

#### 8.1 Principal Response

1. After the appropriate announcement has been made, determine when and if the school can return to normal operations or if a **Secure** is required until the situation is stabilized.
2. Provide appropriate guidance to staff via public address announcements, e-mail, runners or other means as appropriate.
3. Notify the transportation department if you resume normal activities.
4. The District Administrator or his or her designee may wish to inform staff members of the reason the evacuation was implemented. This can be done by having administrators go from room to room, using an announcement over the public address system, over two-way radios, or via e-mail as appropriate to the situation. Staff should be instructed on how they should explain the situation to students. In some cases, the administrator may find it appropriate to send a brief letter home to inform parents of the actions that were taken to protect their children (see appendix of master protocol for sample letters).

#### 8.2 Teacher & Staff Response

*If a reverse evacuation and Lock Down is indicated:* Teachers and staff shall return evacuees to their classrooms/assigned areas (or nearest assigned Lock Down area) in an orderly but prompt fashion while remaining alert to possible threats. If a threat is identified while en route, appropriate adjustment should be made. Once they reach the assigned area, staff will implement the Lock Down Procedures.

1. Once evacuees have returned to their assigned area(s), take attendance to verify that all students are accounted for
2. Provide a list of missing students and other concerns to the principal or his or her designee.

*If a Resumption of normal activities has been indicated:* Teachers and staff shall return evacuees to their assigned areas in an orderly but prompt fashion. Upon reaching their assigned area, normal activities should be resumed.

#### 8.4 Kitchen Staff Response

- *If a reverse evacuation and Lock Down is indicated:* Follow your Lock Down protocol.
- *If a Resumption of normal activities has been indicated:* Resume normal duties.

#### 8.5 Custodial Response

*If a reverse evacuation and Lock Down is indicated:* Teachers and staff shall return evacuees to their classrooms/assigned areas (or nearest assigned Lock Down area) in an orderly but prompt fashion while remaining alert to possible threats. If a threat is identified while en route, appropriate adjustment should be made. Once they reach the assigned area, staff will implement the Lock Down Procedures. Upon your return to the facility, follow the Lock Down Procedures.

#### 8.6 Bus Driver Response

- *If a reverse evacuation and Lock Down is indicated:* Follow your Lock Down protocol.
- *If a Resumption of normal activities has been indicated:* Resume normal route activity and make adjustments in your route as appropriate.

#### 8.7 Route Supervisor Response

- *If a reverse evacuation and Lock Down is indicated:* Follow your Lock Down protocol.
- *If a Resumption of normal activities has been indicated:* Advise drivers to resume normal route activity and provide direction on how they can adapt to the altered schedule created by the event.

#### 8.8 Lead Staff Member Response (after hours)

*If a reverse evacuation and Lock Down is indicated:* Teachers and staff shall return evacuees to their classrooms/assigned areas (or nearest assigned Lock Down area) in an orderly but prompt fashion while remaining alert to possible threats. If a threat is identified while en route, appropriate adjustment should be made. Once evacuees reach the assigned area, staff will implement the Lock Down Procedures.

*If a Resumption of normal activities has been indicated:* Teachers and staff shall return evacuees to their assigned areas in an orderly but prompt fashion. Upon reaching the assigned area, the function should be resumed.

1. Provide appropriate guidance to staff, visitors and students via public address announcements, e-mail, runners, two-way radios, or other means as appropriate.
2. Call the principal and district administrator and request they notify the Crisis Response Team of the decision to implement the reverse evacuation protocol. Advise them whether you are implementing the Emergency Lock Down protocol or are resuming the function.
3. The lead staff member may wish to inform staff, visitors and students of the reason the evacuation was implemented. This can be done by having students go from room to room, using an announcement over the public address system, over two-way radios, or via e-mail as appropriate to the situation.



## Section 8a - Tracking Sheet(s)

### 8a.1 - Resumption of Normal Activities/Reverse Evacuation Incident Tracking Sheet *Use official command post time. Please use ink.*

Location of incident: \_\_\_\_\_

Type of incident: **Resumption of Normal Activities/Reverse Evacuation** \_\_\_\_\_

Sheet initiated by: \_\_\_\_\_ Date: \_\_\_\_\_

1<sup>st</sup> Shift

Relieved by: \_\_\_\_\_ Time: \_\_\_\_\_

2<sup>nd</sup> Shift

Relieved by: \_\_\_\_\_ Time: \_\_\_\_\_

3<sup>rd</sup> Shift

Relieved by: \_\_\_\_\_ Time: \_\_\_\_\_

ACTION	ORGANIZATION	STATUS	NOTES	REPORTED BY
Make appropriate announcement				
Notify appropriate crisis teams				
Provide appropriate guidance to staff				
Notify the transportation department if necessary				
Brief staff				
Return evacuees to their classrooms/assigned areas				

Time and date log closed out: \_\_\_\_\_

Name of person closing log: \_\_\_\_\_

Incident Tracking Sheet received by: \_\_\_\_\_ Date received: \_\_\_\_\_

Witnessed by: \_\_\_\_\_ Date: \_\_\_\_\_

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## Section 9 - Intruder/Suspicious Person

### Definition

An intruder or suspicious person or person(s) are those who enters the grounds or building and do not appear to have a legitimate purpose for being present.

### Alert Signal

Refer to appropriate announcement for Lock Down or Secure.

### 9.1 Principal Response

1. Obtain a description of the intruder(s) and any suspicious actions they have shown.
2. Determine if a Lock Down or Secure is appropriate. Announce a Lock Down or Secure and follow appropriate procedures
3. Call 911 or emergency services, and request a law enforcement response.  
Provide dispatch personnel with all available information regarding intruder descriptions and actions. It can be dangerous for administrators and/or staff to approach intruders or suspicious persons.
4. Upon their arrival, coordinate actions with law enforcement officials.
5. Brief staff on the outcome of the situation as soon as it is resolved.

### 9.2 Teachers & Staff Response

1. Direct students into areas that can be secured.
2. Secure doors and exterior windows (if a Lock Down is announced).
3. **Do not** allow students under your supervision to leave a secure area without approval from the principal or his or her designee.
4. Communicate with the principal or his or her designee if you have pertinent information (use the intercom, e-mail, two-way radio or telephone as available).
5. Attempt to calm students under your care.
6. **Do not** attempt to approach suspicious persons.

### 9.4 Kitchen Staff Response

1. Continue with normal activities as much as the situation allows.
2. Be prepared to rapidly implement a Relocation Evacuation or Lock Down if directed to do so.

## 9.5 Custodial Response

1. Notify the office immediately if you become aware of a suspicious person on or near campus.
2. Direct students and staff into areas that can be secured. Secure doors and exterior windows in your immediate area (if a Lock Down is announced).
3. Communicate with the principal or his or her designee if you have pertinent information (use the intercom, two-way radio or telephone as available).
4. **Do not** attempt to approach suspicious persons.

## 9.6 Bus Driver Response

1. If you are unloading students in the morning and have other stops, continue your route, avoiding the immediate area of the affected school(s). If your next stop is a school located in close proximity to the affected school(s), seek guidance from a route supervisor. If you are picking up students in the afternoon, drive to a location that is at least one thousand feet from any affected school(s) and park in a safe area. Seek guidance from a route supervisor to see if you should wait to make the pickup at the affected school(s) once normal activities have resumed or continue your route.
2. If you are advised of a Lock Down by a student, staff member or public safety official and have not been notified by the transportation department, depart from the area and immediately advise your route supervisor or the dispatcher of the information you have received. If students are on your bus who would normally disembark, have them remain on the bus until you confirm that it is safe to drop them off at the school.

## 9.7 Route Supervisor Response

1. If notified that a Lock Down is in affect at a school, notify all bus drivers that would normally be dropping off or picking up students at the school and direct them as to what to do next.
2. For Lock Downs instruct drivers to restrict radio transmissions to those that are critical if you think it is appropriate based on the information you have.
3. If it appears that a Lock Down may remain in place for an extended time, consult with the district administrator or his or her designee to determine if drivers who are designated to pick up at the school should continue their routes and/or if students who are still on the bus should be taken to a secure location until the threat subsides at the affected school(s).
4. Keep drivers updated on the situation as appropriate.
5. Brief your supervisor as appropriate for the situation

## 9.6a Bus Driver Response – (Intruder on or attempting to board the bus)

### Suspicious person(s)

1. Note the description and action(s) of suspicious persons at or near bus stops and, report what you have observed to your supervisor or dispatch. Request that police be dispatched to the site if you deem necessary. **Do not** attempt to approach suspicious persons.

### Intruder on or attempting to board the bus

1. If a person who is not authorized to board your bus tries to enter or remain on the bus, calmly and clearly advise them that they must not enter or must leave the bus.
2. If they refuse to leave the bus or try to force their way onto the bus, immediately notify dispatch and request that law enforcement officers be dispatched to your location. Give your location twice and provide a brief description of the situation. If you feel that it is safe to do so, provide a description of the person(s).

3. If they are trying to pry the doors open and are not in the bus, drive away slowly **if it is safe to do** so.
4. If they are on the bus and remain on the bus after law enforcement officers have been dispatched, calmly and politely tell them that it is against the law for them to remain on the bus and that the police are on the way.
5. Watch their hands and scan their person for any visible sign of a weapon.
6. Try to keep students as calm as possible while police are en route.
7. If the person(s) become violent, decide whether it is best to instruct students to evacuate or stay on the bus. Attempt to notify the dispatcher of any escalation in the situation.

### **9.7a Route Supervisor Response – (Intruder on or attempting to board the bus)**

#### **Suspicious person(s)**

1. Coordinate between drivers and law enforcement officers to ensure that reports of suspicious activity at or near bus stops are provided to law enforcement officers who can assist. For example, if a driver has noted what appears to be drug or gang activity near a bus stop, see that the information is provided to the appropriate police personnel (precinct commander, gang unit, drug squad, etc.)
2. If it is appropriate for the situation based on the information you have, advise all other drivers to keep the radio clear except for emergency transmissions until public safety responders are on the scene.
3. Follow up with drivers who report suspicious situations to see if they have noted any other activity after their initial report.

#### **Intruder on or attempting to board the bus**

1. Ensure that law enforcement officers are on the way.
2. Respond to the location if appropriate.
3. Remind other drivers to keep the radio frequency clear of non – emergency transmissions until the situation is resolved.
4. Follow up as appropriate for the situation.

### **9.8 Lead Staff Member Response (after hours)**

1. Obtain a description of the intruder(s) and any suspicious actions they have shown.
2. Determine if a Lock Down or Secure is appropriate. Announce a Lock Down or Secure as appropriate. Call 911 or emergency services, and request a law enforcement response. Provide dispatch personnel with all available information regarding intruder’s descriptions and actions. It can be dangerous for administrators and/or staff to approach intruders or suspicious persons.
3. **Do not** attempt to approach suspicious persons.
4. Upon their arrival, coordinate actions with law enforcement officials.
5. Brief staff, visitors and students of the outcome of the situation as soon as it is resolved.
6. Call principal and district administrator and request that the Crisis Response Team be notified of the situation. Provide a brief description of the situation.

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## Section 10 - Tornado/Severe Weather

### Definition

**Tornado Watch:** Weather conditions are favorable for the development of a tornado.

**Tornado Warning:** A tornado has been sighted or detected on radar. Take shelter now.

### Alert Signal

Announce over the public address (PA) system, over two-way radios, or send a runner to notify staff of a “Tornado Watch - be prepared to take shelter if a tornado is reported” or “Tornado Warning - take shelter immediately.”

### 10.1 Principal Response

1. Monitor weather radios.
2. Announce appropriate alert signal over the PA.
3. Call 911 or emergency services in the event of a tornado sighting or strike.
4. Make sure that all outdoor activities and individuals are moved indoors when if conditions warrant.
5. When a “Tornado Warning” is received:
  - Move everyone to tornado safe areas including volunteers and guests in the building.
  - Take Emergency Evacuation Kit.
  - Make sure that everyone remains in the duck and cover position until danger passes.
  - Implement the Injury or Illness Protocol, if needed.
  - If possible, consult with local emergency management officials regarding the structural integrity of the facility prior to remaining in or re-entering the facility after a tornado strike. You may have to make a determination to evacuate the facility or to remain in the damaged facility, weighing the dangers posed by structural damage against the possibility of a second tornado strike on exposed evacuees. If an evacuation is deemed appropriate after a tornado strike, move evacuees to an area away from gas or electrical lines.
  - Implement the Family Reunification Protocol, if needed.
6. The district administrator will implement the Media Protocol, if needed.
7. If damage to the property occurs, request that the appropriate district officials notify insurance carrier and document damage with properly documented photographs.

### 10.(2/.5) Staff Response (includes: office, teachers, custodial, kitchen personnel)

1. If a tornado watch is reported, review procedures for tornado warning and take steps to be able to implement “Tornado Warning” procedures if needed.
2. If a tornado warning is announced:
  - Turn off any equipment in your area that could become a hazard (stove, appliances, etc.).
  - Move into tornado safe areas.
  - Take the Emergency Evacuation Kit with you.
  - Assist any individuals with special needs.
  - Take roll to determine if anyone is missing.
  - Instruct all individuals to remain in the duck and cover position until danger passes.
  - Staff will periodically do a visual scan of the space to ensure everyone remains in the duck and cover position.

### 10.6 Bus Driver Response

1. If a tornado watch is reported, review procedures for tornado warning and take steps to be able to implement “Tornado Warning” procedures if needed. Remain alert to any visual signs of a tornado.

2. If a tornado warning is announced:
  - Locate the nearest structure that would afford protection from severe weather, ask permission to shelter your students there and evacuate students into the site. Notify the dispatcher of your shelter location.
  - Assist any individuals with special needs.
  - Take roll to determine if anyone is missing.
  - Instruct all students to remain in the duck and cover position until danger passes.
  - **Do not** attempt to park under a bridge or underpass as this can intensify the effect of a tornado.
  - If a tornado is sighted close by and you are not near a suitable structure, evacuate students to a ditch or low lying area and instruct them to assume the duck and cover position.

### 10.7 Route Supervisor Response

1. Monitor weather radios.
2. Announce appropriate alert signal over the radio.
3. Call 911 or emergency services in the event of a tornado sighting or strike.
4. When a “Tornado Warning” is received:
  - Ensure that dispatch has instructed all drivers to shelter students in tornado safe areas.
  - Maintain a list of all buses and the shelter locations provided by each driver. Check the list against your route list to ensure that all drivers have heard the instructions and evacuated their buses.
  - Implement the Injury or Illness Protocol, if needed.
  - Implement the Family Reunification Protocol, if needed. Consult with public safety officials before transporting students and staff. Hold all students who walk or ride buses to and from school until a determination can be made as to how they should be released to parents and guardians.
  - Contact the district administrator to implement the Media Protocol, if needed.
  - Brief your supervisor as appropriate.

### 10.8 Lead Staff Member and Support Personnel Action Steps

1. Monitor weather radios.
2. Announce appropriate alert signal over the PA.
3. Call 911 or emergency services in the event of a tornado sighting or strike.
4. Make sure that all outdoor activities and personnel are moved indoors when a “Tornado Watch” is received.
5. When a “Tornado Warning” is received:
  - Move all personnel to tornado safe areas. Ensure that all persons in areas such as the gym and cafeteria are evacuated to the appropriate locations. Take the Emergency Evacuation Kit with you.
  - Make sure that all personnel remain in the duck and cover position until danger passes.
  - Implement the Injury or Illness Protocol, if needed.
  - If possible, consult with local emergency management officials regarding the structural integrity of the facility prior to remaining in or re-entering the facility after a tornado strike. You may have to make a determination to evacuate the facility or to remain in the damaged facility weighing the dangers posed by structural damage against the possibility of a second tornado strike on exposed evacuees. If an evacuation is deemed appropriate after a tornado strike, move evacuees to an area away from gas or electrical lines.
  - **Do not** allow the use of open flames such as matches or candles due to possible gas leaks in the area.



- Implement the Family Reunification Protocol, if needed. Consult with public safety officials before transporting students and staff. Hold all students who walk or ride buses to and from school until a determination can be made as to how they should be released to parents and guardians.
- Contact the district administrator to implement the Media Protocol, if needed.
- If damage to the property and/or injury occurs, call the principal and district administrator and request that the Crisis Response Team be notified and requested to respond.

## Section 11- Incident Command System Protocol

### Definition

Response structure will be established using Incident Command System (ICS) principles with an identified incident commander, supported by a staff designated for operations, planning, logistics, and finance/administration respectively. A supplemental staff group consisting of public affairs, safety and liaison elements will also be established. Generally, most of the event activities will be a part of the Operations Section supporting another agency's response to an incident; however, for health emergencies the incident commander and primary operations staff may be from the school's health services area and local public health officials.

The Incident Commander is ultimately in charge of the event operations and activities associated with the event. All school staff and Critical Response Team (CRT) members shall operate within the framework of the incident command system during crisis situations.

### Incident Commander

1. Appoints Command Staff:
  - Information Officer
  - Liaison
  - Safety Officer
  - Appoints General Staff
  - Operations Chief
  - Planning Chief
  - Logistics Chief
  - Finance/Administration Chief
2. Conducts incident briefings for Command Staff and General Staff.
3. Monitors activities and events.
4. Scales back personnel if necessary.

There are three positions under the Incident Commander. These are called the **Command Staff** and consist of the following positions:

1. **Information Officer:** Point of contact for the media and other people or organizations seeking information.
2. **Safety Officer:** Monitors safety conditions and develops measures for assuring the safety of all personnel.
3. **Liaison Officer:** Point of contact for other agency representative involved in the incident or event, aids in coordinating their involvement.

Depending on the size of the event, all or some of the above positions may be activated. **However, any task not assigned is the responsibility of the Incident Commander.**

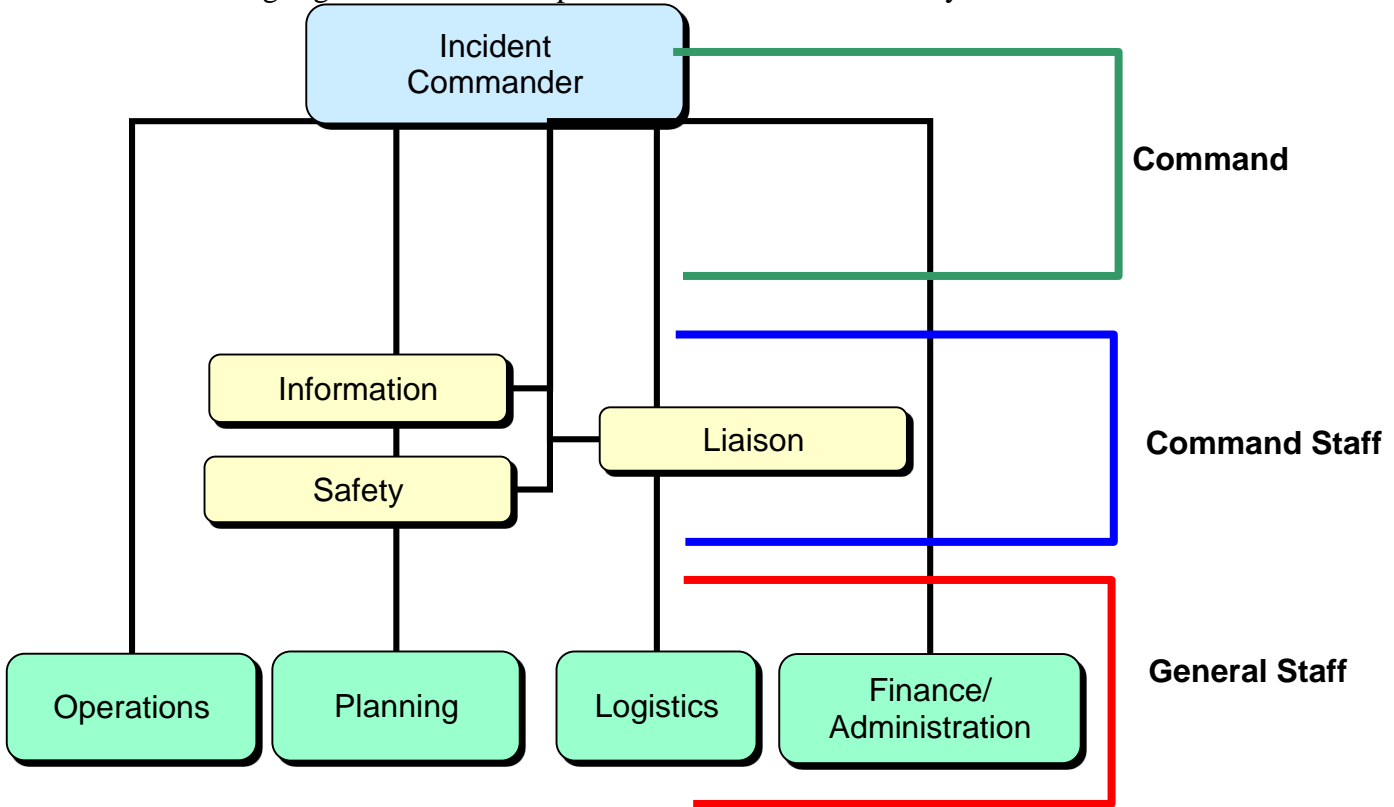
There are five functional areas that may be implemented as needed to respond to an incident. They are:

1. **COMMAND:** sets objectives and priorities, has overall responsibility at the incident or event.
2. **OPERATIONS:** Conducts tactical actions to carry out the plan and develops the tactical objectives, organization and directs all resources.

3. **PLANNING:** Develops the Action Plan to accomplish the objectives, collects and evaluates information, maintains resource status and documents the incident.

4. **LOGISTICS:** Provides support to meet incident needs, provides resources and all other services needed to support the incident.
5. **FINANCE and ADMINISTRATION:** Monitors costs related to the incident and provides accounting, procurement, time recording and cost analysis.

The following organization chart depicts the Incident Command System:



# Section 11a - Tracking Sheet(s)

## 11a.1 - Incident Command System Activation Incident Tracking Sheet

*Use official command post time. Please use ink.*

Location of incident: \_\_\_\_\_

Type of incident: **Incident Command System Activation** \_\_\_\_\_

Sheet initiated by: \_\_\_\_\_ Date: \_\_\_\_\_

1<sup>st</sup> Shift

Relieved by: \_\_\_\_\_ Time: \_\_\_\_\_

2<sup>nd</sup> Shift

Relieved by: \_\_\_\_\_ Time: \_\_\_\_\_

3<sup>rd</sup> Shift

Relieved by: \_\_\_\_\_ Time: \_\_\_\_\_

<b>ACTION</b>	<b>ORGANIZATION</b>	<b>STATUS</b>	<b>NOTES</b>	<b>REPORTED BY</b>
Appoint command staff				
Activate appropriate crisis teams				
Appoint general staff				
Conduct incident briefing				

Time and date log closed out: \_\_\_\_\_

Name of person closing log: \_\_\_\_\_

Incident Tracking Sheet received by: \_\_\_\_\_ Date received: \_\_\_\_\_

Witnessed By: \_\_\_\_\_ Date \_\_\_\_\_

**(Leave this page blank)**

## Section 12 - Media Protocol

### Definition

Media representatives frequently respond to situations that involve schools. Mistakes made in dealing with the media can result in adverse publicity for the school; interference with emergency response and increased civil liability.

### 12.1 District Administrator Response

1. Brief your staff before you release information to the media.
2. In the event of an emergency that draws significant media attention, notify the District Office that you need the district media protocol enacted.
3. Work closely with public safety officials on the release of information to the media. Refer all public safety questions to the appropriate public safety official. In particular, do not discuss specifics of any ongoing criminal investigations.
4. Conduct periodic joint press conferences with public safety officials. Information should only be released at the media staging area. (**Masonic Lodge parking lot – 520 N. Bridge Street**)
5. **Do not provide any information “off the record.”**
6. Be careful not to show any favoritism to any particular press representative. Be particularly careful not to ignore local media representatives while trying to work with national media. Remember, you will have to work with the local media for years after the national media representatives are gone.
7. Be careful of “hot mikes.” Television reporters will sometimes leave a camera turned on and record people when they think that they are only engaged in casual conversation with reporters. **Consider all electronic equipment active at all times.**
8. Before releasing information, consider whether you can legally do so. Be particularly careful about releasing identifying information.
9. **Do not** authorize interviews with juveniles without specific parental permission.
10. Maintain records of all interviews.
11. Background information sheets (*see Appendix C*) should be made available for the media. These sheets should contain information on the school and incident and can reduce the number and duration of interviews.

### 12(.2/.5) Staff Response (includes: office, teachers, support staff, custodial, kitchen personnel, etc.)

1. **Do not** make any statements to media personnel during or after a critical event without the expressed permission of the principal or his or her designee.
2. Refer all media inquiries to the district administrator or his or her designee.
3. Notify the principal or his or her designee whenever a media representative contacts you.
4. As you discuss crisis events with other personnel, administrators and public safety officials, be alert to individuals who are standing nearby.

## 12.6 Bus Driver Response

1. **Do not** make any statements to media personnel during or after a critical event without the express permission of a route supervisor or the transportation director.
2. Refer all media inquiries to the district administrator.
3. Notify a route supervisor whenever the media contacts you relating to your employment as a driver.
4. You are under no legal obligation to talk to the media.
5. As you discuss crisis events with other transportation personnel, administrators and public safety officials, be alert to individuals who are standing nearby. Reporters have been known to eavesdrop on these types of conversations and report what they overhear. Consider that reporters may be listening to your radio transmissions on scanners.

## 12.7 Route Supervisor Response

1. Brief your staff before you release information to the media.
2. Consider that media personnel may be monitoring your radio transmissions on scanners.
3. In the event of an emergency that draws significant media attention, notify the District Office that you need the district media protocol enacted.
4. Work closely with public safety officials on the release of information to the media. Refer all public safety questions to the appropriate public safety official. In particular, do not discuss specifics of any ongoing criminal investigations.
5. Authorization by the appropriate district authorities is required to conduct periodic joint press conferences with public safety officials. Information should only be released at the media staging area. This tends to reduce attempts by media personnel to resort to unethical tactics to gain information.
6. **Do not** provide any information “off the record.”
7. Be careful not to show any favoritism to any particular press representative. Be particularly careful not to ignore local media representatives while trying to work with national media. Remember, you will have to work with the local media for years after the national media representatives are gone.
8. Be careful of “hot mikes” Television reporters will sometimes leave a camera turned on and record people when they think that they are only engaged in casual conversation with reporters. Consider all electronic equipment active at all times.
9. Before releasing information, consider whether you can legally do so. Be particularly careful about releasing identifying information.
10. **Do not** authorize interviews with juveniles without specific parental permission.
11. Maintain records of all interviews.
12. Brief your supervisor when you are approached for interviews that you decline.

## 12.8 Lead Staff Member Response (after hours)

1. **Do not** release information to the media without approval from the district administrator.
2. In the event of an emergency that results in media requests, call the principal and district administrator and request assistance from the Crisis Response Team in addressing media inquiries.
3. **Do not** provide any information “off the record.”
4. Remind staff to follow the media protocol and to refer all media requests to the Crisis Response Team.
5. Be careful of “hot mikes.” Television reporters will sometimes leave a camera turned on and record people when they think that they are only engaged in casual conversation with reporters. Consider all electronic equipment active at all times.



6. **Do not** authorize interviews with juveniles without specific parental permission.

# Section 12a - Media Information/Tracking Sheets

## 12a.1 - Media Information Sheets

*These sheets can be given to media representatives and others wanting basic information during a crisis to reduce the number of requested interviews during a hectic situation. The School Background sheet can be pre-filled and kept on file, while the Incident Information sheet is to be completed after/during a crisis.*

### **School Background Information Sheet**

*(Insert School System name here)*

*(Insert School name here)*

*(Insert date of last update here)*

#### **School Address**

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#### **School Information**

Principal: \_\_\_\_\_

Number of Students: \_\_\_\_\_

Special Programs: \_\_\_\_\_

**Additional Information:** \_\_\_\_\_

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For more information, contact *(Insert Public Information Officer name here)* at *(Insert PIO contact information)*.

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## 12a.2 - Media Protocol Incident Tracking Sheet

*Use official command post time. Please use ink.*

Location of incident: \_\_\_\_\_

Type of incident: **Media Protocol** \_\_\_\_\_

Sheet initiated by: \_\_\_\_\_

Date: \_\_\_\_\_

1<sup>st</sup> Shift

Relieved by: \_\_\_\_\_ Time: \_\_\_\_\_

2<sup>nd</sup> Shift

Relieved by: \_\_\_\_\_ Time: \_\_\_\_\_

3<sup>rd</sup> Shift

Relieved by: \_\_\_\_\_ Time: \_\_\_\_\_

<b>ACTION</b>	<b>ORGANIZATION</b>	<b>STATUS</b>	<b>NOTES</b>	<b>REPORTED BY</b>
Brief staff				
Notify Central Office				
Activate appropriate crisis teams				
Begin Media Event Log (separate form)				
Conduct periodic joint press conferences with public safety officials				
Do not provide any information "off the record"				
Maintain records of all interviews				
Provide school/incident fact sheets to media representatives				

Time and date log closed out: \_\_\_\_\_

Name of person closing log: \_\_\_\_\_

Incident Tracking Sheet received by: \_\_\_\_\_ Date received: \_\_\_\_\_

Witnessed by: \_\_\_\_\_ Date: \_\_\_\_\_

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### 12a.3 - Media Event Log

Use official command post time. Please use ink.

Location of incident: \_\_\_\_\_

Type of incident: \_\_\_\_\_

Sheet initiated by: \_\_\_\_\_ on \_\_\_\_\_ (date & time)

Relieved by \_\_\_\_\_ at \_\_\_\_\_

Relieved by \_\_\_\_\_ at \_\_\_\_\_

1. District media protocol enacted by \_\_\_\_\_ at \_\_\_\_\_
2. Formal liaison established between school system media representative and the media representative for (complete all that apply):

	<b>Time established</b>
a. Police Department	_____
b. Sheriff's Department	_____
c. Fire Department	_____
d. Emergency Management Agency	_____
e. Other: _____	_____
f. Other: _____	_____
g. Other: _____	_____

3. Media/Public Information Center opened:

Location: \_\_\_\_\_ Time: \_\_\_\_\_  
\_\_\_\_\_

4. Press Conferences held at:

Location: _____	Time: _____
Location: _____	Time: _____
Location: _____	Time: _____
Location: _____	Time: _____
Location: _____	Time: _____
Location: _____	Time: _____
Location: _____	Time: _____
Location: _____	Time: _____
Location: _____	Time: _____
Location: _____	Time: _____

**(Leave this page blank)**

## 12a.4 - School Background Information Sheet

*(Insert School System name here)*

*(Insert School name here)*

*(Insert date of last update here)*

### **School Address**

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### **School Information**

Principal: \_\_\_\_\_

Number of Students: \_\_\_\_\_

Special Programs: \_\_\_\_\_

### **Additional Information:**

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For more information contact *(Insert Public Information Officer name here)* at  
*(Insert PIO contact information).*



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## Section 13 - Mental Health Critical Incident Protocol Pre-Recovery Phase

### Definition

A mental health critical incident is any event that overwhelms an individual's capacity to cope. Traumatic events can cause psychological and emotional turmoil, cognitive problems, and behavioral changes.

### Alert Signal

Make announcement via intercom, classroom telephone, personal notification or e-mail directing everyone what to do.

### 13.1 Principal Response

1. Maintain structure and stability within the schools.
2. Provide teachers and parents with information about what to say and do for children in school and at home.
3. Have teachers provide information directly to their students, not during the public address announcements.
4. **If it is safe to do so**, have school psychologists and counselors available to talk to students and staff who may need or want extra support.

### 13.(2/.5) Staff Response (includes: office, teachers, support staff, custodial, kitchen personnel, etc.)

1. Remain calm. Avoid appearing anxious or frightened.
2. Maintain student safety.
3. Let children know that it is okay to feel upset.
4. Observe children's emotional state. Understand that children will express their emotions differently. There is no right or wrong way to feel or express grief.
5. Per the statement prepared by administration, tell children the factual, confirmed information. Don't try to pretend the event has not occurred or that it is not serious.
6. Keep your explanations developmentally appropriate.
7. Refer children who exhibit extreme anxiety, fear, or anger to mental health counselors in the school.

### 13.6 Driver Response

1. Remain calm. Avoid appearing anxious or frightened.
2. Maintain student safety.
3. Let children know that it is okay to feel upset.
4. Observe children's emotional state. Understand that children will express their emotions differently. There is no right or wrong way to feel or express grief.
5. Per the statement prepared by administration, tell children the factual, confirmed information. Don't try to pretend the event has not occurred or that it is not serious.
6. Keep your explanations on the child's level.
7. Refer children who exhibit extreme anxiety, fear, or anger to mental health counselors in the school.

### 13.7 Route Supervisor Response

1. Maintain structure and stability within the schools.
2. Provide teachers and parents with information about what to say and do for children in school and at home.
3. Have teachers provide information directly to their students, not during the public address announcements.
4. **If it is safe to do so**, have school psychologists and counselors available to talk to students and staff who may need or want extra support.

### 13.8 Lead Staff Member and Support Staff Response

1. Remain calm. Avoid appearing anxious or frightened.
2. Maintain student and visitor safety.
3. Let children know that it is okay to feel upset.
4. Observe children's emotional state. Understand that children will express their emotions differently. There is no right or wrong way to feel or express grief.
5. Per the statement prepared by administration, tell children the factual, confirmed information. Don't try to pretend the event has not occurred or that it is not serious.
6. Keep your explanations developmentally appropriate.
7. Contact the principal to refer children who exhibit extreme anxiety, fear, or anger to mental health counselors in the school.

## Section 14 - Disruptive/Unruly Person

### Definition

A disruptive or unruly person is a student, employee or visitor who becomes unruly to the point of disruption of the academic or work environment.

### Alert Signal

“All staff and Students, Lock Down, Locks, Lights, out of Sight” (if a Lock Down is deemed to be appropriate).

### 14.1 Principal/District Administrator Response

1. Determine the person(s) who are disruptive and quickly assess the degree of their unruly behavior.
2. Determine if a Lock Down is appropriate to keep the situation from escalating to other parts of the facility. Announce a Lock Down and follow appropriate procedures if a Lock Down is desired.
3. If appropriate, call 911 or emergency services, and request a law enforcement response. Provide dispatch personnel with all available information regarding intruder descriptions and actions. It can be dangerous for administrators and/or staff to approach unruly persons
4. Apply ALICE protocols. If possible, seek a position of safety by positioning a physical barrier between yourself and the individual(s). Consider potential escape routes for yourself and others in the event the individual(s) become combative.
5. Speak to staff and the individual(s) in a calm and firm manner. Decide if it is best to advise the individual(s) that law enforcement personnel are on the way if you have called them.
6. Attempt to contain the situation by ordering students and staff away from the individual(s) if appropriate for the situation.
7. Visually scan the unruly individual(s) for any signs that they may have a weapon. If you notice bulges in clothing that could indicate a weapon or see part of a weapon protruding from their clothing (such as a knife with a clip in a pocket or the butt of a handgun in the waistband), notify law enforcement immediately.
8. Upon their arrival, coordinate actions with law enforcement officials.
9. Brief staff on the outcome of the situation as soon as it is resolved.

### 14.(2/.5) Staff Response (includes: office, teachers, support staff, custodial, kitchen personnel, etc.)

1. Notify the office of your situation by the best and safest available means.
2. Apply ALICE protocols. If possible, seek a position of safety by positioning a physical barrier between yourself and the individual(s). Consider potential escape routes for yourself and others in the event the individual(s) become combative.
3. Instruct students to move away from the unruly individual(s)/area.
4. Speak in a calm and firm voice.
5. If a **Lock Down** is announced follow appropriate procedures.
6. If possible, seek a position of safety by positioning a physical barrier between yourself and the individual(s). For example, take a position behind the counter. Consider potential escape routes for yourself and staff in the event the individual(s) become combative.
7. Visually scan the unruly individual(s) for any signs that they may have a weapon. If you notice bulges in clothing that could indicate a weapon or see part of a weapon protruding from their clothing (such as a knife with a clip in a pocket or the butt of a handgun in the waistband), notify

the office immediately and evacuate all students to a safe area and follow Lock Down procedures.

8. **Do not** physically confront the individual(s) unless you or a student are attacked or an attack appears imminent. If you decide that it is appropriate to use physical force, comply with ALICE guidelines and use only the minimal amount of force that is necessary to subdue or incapacitate the individual.

## 14.6 Bus Driver Response

1. If you are unloading students in the morning and have other stops, continue your route, avoiding the immediate area of the affected school(s). If your next stop is a school located in close proximity to the affected school(s), seek guidance from a route supervisor. If you are picking up students in the afternoon, drive to a location that is at least one thousand feet from any affected school(s) and park in a safe area. Seek guidance from a route supervisor to see if you should wait to make the pickup at the affected school(s) once normal activities have resumed or continue your route.
2. If you are advised of a Lock Down by a student, staff member or public safety official and have not been notified by the transportation department, depart from the area and immediately advise your route supervisor or the dispatcher of the information you have received. If students are on your bus who would normally disembark, have them remain on the bus until you confirm that it is safe to drop them off at the school.

## 14.7 Route Supervisor Response

1. If notified that a Lock Down is in affect at a school, notify all bus drivers that would normally be dropping off or picking up students at the school and direct them as to what to do next.
2. For Lock Downs instruct drivers to restrict radio transmissions to those that are critical if you think it is appropriate based on the information you have.
3. If it appears that a Lock Down may remain in place for an extended time, consult with district principal or his or her designee to determine if drivers who are designated to pick up at the school should continue their routes and/or if students who are still on the bus should be taken to a secure location until the threat subsides at the affected school(s).
4. Keep drivers updated on the situation as appropriate.
5. Brief your supervisor as appropriate for the situation.

### 14.6a Bus Driver Response - disruptive /unruly person on or attempting to board the bus

1. Determine the person(s) who are disruptive and quickly assess the degree of their unruly behavior.
2. For situations involving students, calmly but clearly call them by their names if you know them and give them clear instructions to discontinue the behavior. Tell them exactly what you need them to do so you can calm the situation. Follow the district's disciplinary action procedures.
3. If the person(s) continue the disruptive behavior and it is appropriate due to the level of disruption, notify dispatch of your situation, provide your location twice to confirm and request a law enforcement assistance.
4. If the behavior is or becomes violent enough to pose a clear danger to other students, consider if it is the best and safest course of action to park the bus in an area away from traffic and instruct the other children on the bus to disembark from the bus and assemble outside in an area that you clearly identify to them until law enforcement officers arrive. Notify the dispatcher if you take this course of action.
5. Follow the district's disciplinary procedures and provide proper and thorough documentation.

### 14.7a Route Supervisor Response - disruptive/unruly person on or attempting to board the bus

1. Ensure that law enforcement officers are dispatched if requested by the driver.
2. If appropriate to the situation, advise all drivers to keep the radio clear except for emergency radio transmissions.

3. Provide follow up assistance to police and the driver once the situation is contained. Follow through to see that the district's disciplinary process is utilized. Make sure the driver provides proper documentation.

#### **14.8 Lead Staff Member Response (after Hours)**

1. Determine the person(s) who are disruptive and the quickly asses the degree of their unruly behavior.
2. Determine if a Lock Down is appropriate to keep the situation from escalating to other parts of the facility. Announce a Lock Down if a Lock Down is desired.
3. If appropriate, call 911 or emergency services, and request a law enforcement response. Provide dispatch personnel with all available information regarding intruder descriptions and actions. It can be dangerous for administrators and/or staff to approach unruly persons.
4. Apply ALICE protocols. If possible, seek a position of safety by positioning a physical barrier between yourself and the individual(s). Consider potential escape routes for yourself and staff in the event the individual(s) become combative.
5. Speak to staff and the individual(s) in a calm and firm manner. Decide if it is best to advise the individual(s) that law enforcement personnel are on the way if you have called them.
6. Attempt to contain the situation by ordering staff, visitors and students away from the individual(s) if appropriate for the situation.
7. Visually scan the unruly individual(s) for any signs that they may have a weapon. If you notice bulges in clothing that could indicate a weapon or see part of a weapon protruding from their clothing (such as a knife with a clip in a pocket or the butt of a handgun in the waistband), notify law enforcement immediately.
8. Call the principal and district administrator and request that the Crisis Response Team be notified of the situation. Provide a brief description of the situation.
9. Upon their arrival, coordinate actions with law enforcement officials.
10. The district administrator will brief staff, visitors, and students on the outcome of the situation as soon as it is resolved.



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## Section 15 - Civil Unrest

### Definition

Civil unrest is a situation in which a group of individuals become unruly and/or violent to the point of disruption to an area of the community and/or the academic or work environment of a campus.

### Alert Signal

Announce a **Secure or Lock Down as appropriate.**

### 15.1 Principal/District Administrator Response

1. Determine the location of the persons who are disruptive and the quickly asses the degree of their unruly behavior.
2. Determine if a Lock Down is appropriate to keep the situation from escalating to other parts of the facility. Announce a Secure or Lock Down and follow appropriate procedures if a Lock Down is desired.
3. Call 911 or emergency services, and request a law enforcement response. Provide dispatch personnel with all available information regarding the location, descriptions and actions of participants. If you have any indication that participants have weapons, be sure to convey this information to dispatch personnel. It can be dangerous for administrators and/or staff to approach unruly groups.
4. Apply ALICE protocols. If possible, seek a position of safety by positioning a physical barrier between yourself and the individual(s). Consider potential escape routes for yourself and staff in the event the individual(s) become combative.
5. Contact District Office.
6. Make sure that transportation personnel are notified so they can divert any buses from the area.
7. If you are in a position to observe the participants, visually scan them for any signs that they may have a weapon. If you notice bulges in clothing that could indicate a weapon or see part of a weapon protruding from their clothing (such as a knife with a clip in a pocket or the butt of a handgun in the waistband), notify law enforcement immediately.
8. Be prepared to implement family reunification procedures in the event the situation makes this action appropriate.
9. Be prepared to implement the “shelter in place protocol” if the use of pepper spray, tear gas or other agents by law enforcement officers and/or protesters makes this action necessary.
10. The district administrator will implement the media protocol.
11. Coordinate with law enforcement officials upon their arrival.
12. The district administrator will brief staff on the outcome of the situation as soon as it is resolved.

### 15(.2/.5) Staff Response (includes: office, teachers, support staff, custodial, kitchen personnel, etc.)

1. If you become aware of a civil unrest situation, make sure the office is notified.
2. If you are in an outdoor or indoor area that is affected, attempt to gather students and move them to a secure area. Implement Secure or Lock Down procedures as appropriate.
3. Apply ALICE protocols. If possible, seek a position of safety by positioning a physical barrier between yourself and the individual(s). Consider potential escape routes for yourself and staff in the event the individual(s) become combative.
4. Speak in calm and clear tones and work to keep students calm.

5. **Do not** engage any participants verbally or physically unless you are forced to do so to protect yourself or students. If you decide that it is appropriate to use physical force, comply with district guidelines and use only the minimal amount of force that is necessary to subdue or incapacitate the individual.
6. Follow Lock Down procedures if they are given. Be prepared to implement emergency evacuation procedures or shelter in place procedures if these procedures become necessary.

7. If you are in a position to observe the participants, visually scan them for any signs that they may have a weapon. If you notice bulges in clothing that could indicate a weapon or see part of a weapon protruding from their clothing (such as a knife with a clip in a pocket or the butt of a handgun in the waistband), notify an administrator or law enforcement immediately.
8. Contact the district administrator and follow the media protocol.
9. Report to the principal or his or her designee and assist as needed.

### 15.6 Bus Driver Response

1. If you become aware of a civil unrest situation, report it to dispatch immediately. Provide them with information as to the type of incident and location. If you have any indications that anyone that is involved has a weapon, be sure to advise the dispatcher. If you are in a position to do so, quickly visually scan the crowd for weapons. Do not remain in the area to do this however. Your safety and the safety of the students on your bus is more important than obtaining this information.
2. Drive away from the area if possible. If you must alter your route to avoid danger, advise the dispatcher of your intended route.
3. Try to maintain your composure and try to keep students calm. Speak in clear but calm tones.
4. If your bus is in close proximity to the incident, make sure that all windows on the bus are closed.
5. If your bus is trapped in a crowd, do not attempt to argue with participants involved in the incident. Make sure that the dispatcher knows your exact location and situation. Order students to duck low in their seats to protect them from flying glass should objects be thrown at the bus. If necessary and appropriate move to a position where you are less exposed. If you do this, remain alert for the opportunity to drive the bus out of the area.
6. If any students try to yell out of a window or in any other way become involved in the incident, advise them to stop immediately.
7. **Do not** drop students off near the incident scene or allow students to get off of the bus. Notify your supervisor that you are not dropping them off at that stop and follow your supervisor's instructions.
8. Contact the district administrator and follow the media protocol.

### 15.7 Route Supervisor Response

1. Make sure that law enforcement officers have been properly notified of the situation.
2. Advise all drivers to keep the radio clear except for emergency traffic.
3. Determine the affected area and begin routing buses out of the affected area.
4. Coordinate with school administrators and law enforcement officials where students who are normally dropped off in the affected area should be taken and how they will be reunited with an authorized family member.
5. Contact the district administrator and follow the media protocol.
6. Brief your supervisor as appropriate.

## 15.8 Lead Staff Member Response (after hours)

1. Determine the location of the persons who are disruptive and quickly assess the degree of their unruly behavior. Determine if a Lock Down is appropriate to keep the situation from escalating to other parts of the facility. Announce a Secure or Lock Down if a Lock Down is desired.
2. Call 911 or emergency services, and request a law enforcement response. Provide dispatch personnel with all available information regarding the location, descriptions and actions of participants. If you have any indication that participants have weapons, be sure to convey this information to dispatch personnel. It can be dangerous for administrators and/or staff to approach unruly groups.
3. Apply ALICE protocols. If possible, seek a position of safety by positioning a physical barrier between yourself and the individual(s). Consider potential escape routes for yourself and staff in the event the individual(s) become combative.
4. Call the principal and district administrator and request that the Crisis Response Team be notified. Provide a brief description of the situation.
5. If you are in a position to observe the participants, visually scan them for any signs that they may have a weapon. If you notice bulges in clothing that could indicate a weapon or see part of a weapon protruding from their clothing (such as a knife with a clip in a pocket or the butt of a handgun in the waistband), notify law enforcement immediately.
6. Be prepared to implement family reunification procedures in the event the situation makes this action appropriate.
7. Be prepared to implement the “shelter in place protocol”, if the use of pepper spray, tear gas or other agents by law enforcement officers and/or protesters makes this action necessary.
8. The district administrator will implement the media protocol.
9. Coordinate with law enforcement officials upon their arrival.
10. Brief staff, visitors, and students on the outcome of the situation as soon as it is resolved.

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## Section 16 - Kidnapping/Missing Child

### Definition

A kidnapping or missing child situation is one in which indications are such that a student who should be at the facility has run away from home, is lost or has been abducted.

### Alert Signal

None, unless a precautionary Lock Down is deemed to be appropriate by the Principal or his or her designee. In the event a Lock Down is deemed to be appropriate, Lock Down shall be announced over the intercom system. If there is any indication that an abduction may be about to occur, a Lock Down should be implemented. Staff should be notified by runners or over two-way radios and requested to search their area(s) of responsibility.

### 16.1 Principal Response

1. Obtain as much information regarding the student's description, including clothing and the circumstances of the disappearance.
2. If the missing person(s) are not located during the initial search by staff members or if there is any indication that foul play or a dangerous situation is involved, call 911 or emergency services, and notify law enforcement officials immediately.
3. If there is any indication that an abduction has occurred or is about to take place, announce a Lock Down as appropriate to the situation.
4. Contact the District Office.
5. Coordinate with law enforcement officials regarding parental/guardian notification.
6. Request that law enforcement officials ask parents/guardians to search the residence where the students(s) live.
7. **Siblings of the missing students(s) should be closely monitored at all times. If siblings are known to be in another location (such as a local school), the administrator of that facility should be notified to carefully monitor them.**
8. Provide information for staff as appropriate.
9. Assist law enforcement officers with the investigation.

### 16(.2/.5) Staff Response (includes: office, teachers, support staff, custodial, kitchen personnel, etc.)

1. If a Lock Down is announced, follow appropriate Lock Down procedures.
2. Each staff member should take attendance and notify the office of any missing child(ren).
3. Staff not responsible for a classroom are to report to the office for an assignment to assist in searching for the missing child(ren).
4. Any potential hiding place should be searched, including crawl spaces, rest rooms, storage closets, cabinets, and storage containers. Missing children have frequently been found hiding in these types of areas.
5. Staff members should advise the principal or office personnel of the results of the search as soon as their search is completed.

## 16.6 Bus Driver Response

1. Immediately report any information that comes to your attention that may indicate that a child has run away, is missing or has been abducted.
2. If you witness an apparent abduction, call dispatch immediately and request that law enforcement be notified. Note and provide any available information on the kidnapper's physical and clothing description, vehicle description and tag number if they are in a car, and direction of travel. Also provide the description of the victim(s).
3. If you are notified that a child who rides your bus is missing, make sure they are not among the passengers if the bus is loaded. Conduct a physical search of the bus for the child whether it is loaded or not.
4. If a Lock Down is announced, follow appropriate Lock Down procedures.
5. Contact the district administrator and follow the media protocol.

## 16.7 Route Supervisor Response

1. Ensure that law enforcement is notified of any instance where there are any indications that a child has run away, is missing or has been abducted.
2. If a child is reported as missing after they disembarked from a school bus at a bus stop, or at a school, request that law enforcement officers or parents search the students(s) residence. Missing children have frequently been found hiding in closets, attics and other areas at home.
3. Siblings of the missing students(s) should be closely monitored at all times. If siblings are known to be on another bus, the driver should be instructed to turn that child over to a parent, guardian or the police as appropriate to the situation rather than be dropped off. If the bus is en route to the child's school in the morning or to a school activity or event, the driver should be met by a school official who can properly supervise the child until it is determined that they are not in any danger of abduction.
4. If a Lock Down is announced, follow appropriate Lock Down procedures.
5. Provide information for staff as appropriate.
6. Assist law enforcement officers with the investigation.
7. Contact the district administrator who will implement the media protocol.
8. Brief your supervisor as appropriate.

## 16.8 Lead Staff Member Response (after hours)

1. Obtain as much information regarding the student's description, including clothing and the circumstances of the disappearance.
2. If the missing person(s) are not located during the initial search by staff members or if there is any indication that foul play or a dangerous situation is involved, call 911 or emergency services, and notify law enforcement officials immediately.
3. If there is any indication that an abduction has occurred or is about to take place, announce a Lock Down as appropriate to the situation.
4. Contact the district administrator and principal.
5. Coordinate with law enforcement officials regarding parental/guardian notification.
6. Request that law enforcement officials ask parents/guardians to search the residence where the students(s) live. Missing children have frequently been found hiding in closets, attics, basements, crawl spaces, and in other areas at home.
7. Siblings of the missing students(s) should be closely monitored at all times. If siblings are known to be in another location (such as another special event or at home, the Lead Staff Member at that event and/or parents should be notified to carefully monitor them.



8. Provide information for staff as appropriate.
9. Assist law enforcement officers with the investigation.

## Section 17 - Weapons Use

### Definition

Weapons use is defined as the unauthorized discharge of a firearm or other use of a weapon to assault, threaten, or injure another person on or in close proximity to school property.

### Alert Signal

Lock Down or Relocation Evacuation as deemed appropriate

### 17.1 Principal/District Administrator Response

1. Make a rapid assessment of the situation and determine whether a Lock Down or Relocation Evacuation /family reunification is the safest probable course of action. Notify staff of the Lock Down or evacuation. **Do not** attempt to verify that a weapons assault has taken place prior to making this decision, even a brief delay could result in avoidable injuries or loss of life.
2. Follow appropriate procedures for Lock Down or Relocation Evacuation.
3. Apply ALICE protocols. If possible, seek a position of safety by positioning a physical barrier between yourself and the individual(s). Consider potential escape routes for yourself and staff in the event the individual(s) become combative.
4. Call 911 or emergency services, and request law enforcement response. If you have any indication of injury, also request emergency medical personnel. Provide dispatch personnel with all available relevant information such as description of perpetrator(s), type(s) of weapons involved, location of injured victims, location or direction of travel of suspect(s), suspect vehicle(s) etc.
5. As safely as possible, see that staff carry out appropriate procedures for Lock Down or Relocation Evacuation.
6. Determine within the first five to ten minutes if the family reunification protocol should be implemented. If the decision is made to do so, implement the family reunification protocol.
7. Request that responding law enforcement officers establish perimeters around the school.
8. The district administrator will implement the media protocol.

### 17.(2/5) Staff Response (includes: office, teachers, custodial, kitchen personnel)

1. Follow Lock Down or Relocation Evacuation procedures as directed. If you witness a weapons use incident, follow the most suitable procedure (Lock Down or evacuation from the area) and notify the principal or his or her designee as rapidly as is safely possible.
2. Apply ALICE protocols. If possible, seek a position of safety by positioning a physical barrier between yourself and the individual(s). Consider potential escape routes for yourself and staff in the event the individual(s) become combative.
3. When it is safe to do so, attempt to obtain the names and locations of any violators, witnesses and victims from students under your care. As soon as it is practical to do so, forward this information to the principal or his or her designee or responding public safety officials.
4. If possible, secure any victims to protect them from further harm.
5. **DO NOT** attempt to confront or disarm anyone who is in possession of any weapon as you may risk serious bodily harm and further escalation of the situation. It is normally preferable to move students under your care away from armed individuals unless you feel that it will escalate the situation or place them in greater danger. If no other alternatives exist, institute age appropriate ALICE tactics.

6. If the weapon(s) have been dropped or discarded, secure the area where it is located, **DO NOT** touch the weapon. Cover it with a waste basket or box if possible. Notify the principal or his or her designee or responding public safety personnel.
7. Remember that a weapons use scene is a crime scene. No attempt should be made to clean up blood or other evidence without the approval of the senior law enforcement official.
8. Remember that there may be hazards from blood or other bodily fluids at the scene so follow Bloodborne pathogens training protocols.

## 17.6 Bus Driver Response

1. If you are unloading students in the morning and have other stops, continue your route, avoiding the immediate area of the affected school(s). If your next stop is a school located in close proximity to the affected school(s), seek guidance from a route supervisor. If you are picking up students in the afternoon, drive to a location that is at least one thousand feet from any affected school(s) and park in a safe area. Seek guidance from a route supervisor to see if you should wait to make the pickup at the affected school(s) once normal activities have resumed or continue your route.
2. If you are advised of a Lock Down by a student, staff member or public safety official and have not been notified by the transportation department, depart from the area and immediately advise your route supervisor or the dispatcher of the information you have received. If students are on your bus who would normally disembark, have them remain on the bus until you confirm that it is safe to drop them off at the school.

## 17.7 Route Supervisor Response

1. If notified that a Lock Down is in affect at a school, notify all bus drivers that would normally be dropping off or picking up students at the school and direct them as to what to do next.
2. For Lock Downs instruct drivers to restrict radio transmissions to those that are critical if you think it is appropriate based on the information you have.
3. If it appears that a Lock Down may remain in place for an extended time, consult with district principal or his or her designee to determine if drivers who are designated to pick up at the school should continue their routes and/or if students who are still on the bus should be taken to a secure location until the threat subsides at the affected school(s).
4. Keep drivers updated on the situation as appropriate.
5. Brief your supervisor as appropriate for the situation.

### 17.6a Bus Driver Response – (*Weapons on Bus*)

1. Immediately contact dispatch and advise them of your location twice and briefly describe the situation.
2. If the use of the weapon occurs on the bus, pull the bus to a safe location and park. Quickly assess the situation and determine whether it is best to instruct students to evacuate the bus or remain in place then communicate your instructions in a calm and clear tone of voice.
3. If the person(s) who used or discharged the weapon do not flee the scene and you know who they are, it may be best to instruct the other students to leave the bus. If the perpetrators(s) remain on the bus, instruct them to place the weapon(s) on the floor and move away from the weapon(s). Protecting yourself and other students from the violator(s) is more important than their apprehension by authorities. Remember that many student weapons violators have multiple weapons and that other students involved in the situation may also be armed.
4. In most situations it will increase danger to you and the students on the bus for a driver to try to physically disarm an individual. This should normally only be attempted if the use of a weapon appears eminent and there is no opportunity for you and students to move away from the armed person(s). If so, follow age appropriate ALICE tactics.
5. If and when the scene is reasonably secure, render first aid to the victim(s) within your level of ability to do so.
6. If possible, secure any victims to protect them from further harm.
7. Use precautions relating to the transmission of bloodborne pathogens. Avoid contact with blood or other bodily fluids. Instruct students to move away from and avoid contact with blood or other bodily fluids.

8. When it is safe to do so, attempt to obtain the names and locations of any violators, witnesses and victims from students under your care. As soon as it is practical to do so, forward this information to your supervisor or responding public safety officials. Do not attempt to question students about the incident any more than you have to do so to determine the current level of danger.
9. If the weapon(s) have been dropped or discarded, secure the area where it is located, but it is normally best not to attempt to handle it yourself. Notify your supervisor and responding public safety personnel of the weapons location upon their arrival.
10. Remember that a weapons use scene is a crime scene. No attempt should be made to clean up blood or other evidence without the approval of the senior law enforcement official.
11. Contact the district administrator and follow the media protocol.
12. Follow the mental health pre-recovery protocol.

### 17.7a Route Supervisor Response – (Weapons on Bus)

1. Make sure that law enforcement and if appropriate emergency services personnel have been notified.
2. Advise all drivers to keep the radio clear unless they have emergency traffic.
3. If a driver reports a weapons use incident, **do not** attempt to verify that a weapons use incident has taken place prior to following these action steps, even a brief delay could result in avoidable injuries or loss of life.
4. Proceed to the incident scene but **do not** approach the bus until law enforcement officers advise that it is safe to do so.
5. Do not question or allow other school employees to question students or other witnesses until law enforcement officers authorize it.
6. Implement the pre-recovery mental health protocol.
7. Contact the district administrator to implement the media protocol.
8. Make arrangements for another bus to transport students that are not involved once law enforcement approves.
9. Brief your supervisor as appropriate.

### 17.8 Lead Staff Member Response (after hours)

1. Make a rapid assessment of the situation and determine whether a Lock Down or an emergency evacuation is the safest possible course of action. Notify staff, visitors and students of the Lock Down or evacuation. **Do not** attempt to verify that a weapons assault has taken place prior to making this decision, even a brief delay could result in avoidable injuries or loss of life.
2. Call 911 or emergency services, and request a law enforcement response. If you have any indication of injury, also request emergency medical personnel. Provide dispatch personnel with all available relevant information such as description of perpetrator(s), type(s) of weapons involved, location of injured victims, location or direction of travel of suspect(s), suspect vehicle(s) etc.
3. Apply ALICE protocols. If possible, seek a position of safety by positioning a physical barrier between yourself and the individual(s). Consider potential escape routes for yourself and staff in the event the individual(s) become combative.
4. If possible, secure any victims to protect them from further harm.
5. Call the principal and district administrator and request that the Crisis Response Team respond and provide support.
6. It is normally best not to attempt to confront or disarm anyone who is in possession of any weapon as you may risk serious bodily harm and further escalation of the situation. It is normally

preferable to move those under your care away from armed individuals unless you feel that it will escalate the situation or place them in greater danger. If necessary, implement age appropriate ALICE tactics.

7. If the weapon(s) have been dropped or discarded, secure the area where it is located, but it is normally best not to attempt to handle it yourself. Notify the principal or responding public safety personnel. If possible, cover the weapon with a waste basket, box, etc.
8. Remember that a weapons use scene is a crime scene. No attempt should be made to clean up blood or other evidence without the approval of the senior law enforcement official.
9. Remember that there may be hazards from blood or other bodily fluids at the scene so follow Bloodborne pathogens protocols.
10. When it is safe to do so, attempt to obtain the names and locations of any violators, witnesses and victims from students and visitors under your care. As soon as it is practical to do so, forward this information to responding public safety officials.
11. Determine within the first five to ten minutes if the family reunification protocol should be implemented. If the decision is made to do so, call the principal and district administrator and request that the Crisis Response Team be notified to implement the family reunification protocol. If the decision is made not to do so, request that law enforcement establish perimeters around the school.
12. The district administrator will implement the media protocol.

## Section 18 - Hostage Situation

### Definition

A hostage situation is one in which one or more individuals uses a weapon, the threat of a weapon, or the threat of violence to hold or move persons against their will.

### Alert Signal

Announce over the intercom a Lock Down or Relocation Evacuation. Notify in person if it is safe to do so.

### 18.1 Principal/District Administrator Response

If you **are not among** those taken hostage:

1. Determine whether a Lock Down or Relocation Evacuation /family reunification is best for the situation. If the hostage situation is contained in one room or office, it may be possible to evacuate students and staff from other areas. Implement whichever option appears to be the best option based on available information.
2. Call 911 and report the situation. Provide as much information as possible.
3. Follow appropriate procedures for Lock Down or Relocation Evacuation.
4. Ensure that the guidelines for staff are followed to the best of your ability and offer to assist responding public safety personnel.
5. The district administrator should use extreme caution in any interaction with the media while hostages are being held. Consult with law enforcement officials prior to making any statements. Remember that media representatives sometimes report what they overhear at a scene. Improperly released information reported on television or radio can escalate the situation if monitored by hostage-taker(s).
6. Evaluate the practicality of implementing the family reunification protocol.

### 18.(2/5) Staff Response (includes: office, teachers, support staff, custodial, kitchen personnel, etc.)

If you **are not among** those taken hostage:

1. Implement Lock Down or emergency evacuation/family reunification emergency evacuation as appropriate.
2. If you have a safe means to do so, notify the principal and/or call 911.
3. Provide as much information as possible.
4. Try to keep students calm and quiet.
5. Follow directions given by the principal/designee and responding public safety officials.
6. If you are instructed to follow Lock Down procedures, be prepared to evacuate when instructed to do so by public safety officials. **Do not open your door for any other reason.** (The on scene officer(s) will identify themselves by passing his/her photo ID badge under the door - your door will then be unlocked according to standard policies and procedures.)

If you **are among** those taken hostage:

1. **Do not** attempt to negotiate with a hostage-taker.
2. **Do not** make suggestions to a hostage-taker. You may be blamed for resulting problems.
3. It is generally not advisable to attempt to disarm a hostage-taker or to try to escape.
4. Try to remain calm and keep the students under your care as calm and quiet as possible. Ask permission from the hostage-taker(s) prior to taking any action.
5. Try not to make any unexpected or sudden movements.

6. Follow instructions given by responding public safety officials.
7. **Do not** point out law enforcement officers if you become aware of their presence.
8. If a law enforcement rescue attempt is made, listen to what officers instruct you to do and do it immediately.

### 18.6 Bus Driver Response

If you **are not among** those taken hostage:

1. If you have a safe means to do so, notify the dispatcher of the exact location of the incident twice and request law enforcement assistance. Provide the best description you can of hostage taker(s) and indicate what types of weapons are involved.
2. Move any students under your supervision to a safe location if it appears safe to do so and moving them will not expose them to further danger.
3. Try to keep students calm and quiet.
4. Follow directions given by responding public safety officials and your supervisor.
5. If you have to remain under cover near the incident scene, be prepared to evacuate when instructed to do so by public safety officials.

### 18.7 Route Supervisor Response

If you **are not among** those taken hostage:

1. Ensure that emergency response officials have been properly notified.
2. Instruct all drivers to refrain from any non-emergency traffic.
3. Contact the district administrator to implement the media protocol and use extreme caution in any interaction with the media while hostages are being held. Consult with law enforcement officials prior to making any statements. Remember that media representatives sometimes report what they overhear at a scene. Improperly released information reported on television or radio can escalate the situation if monitored by hostage-taker(s).
4. Evaluate the practicality of implementing the family reunification protocol.

If you **are among** those taken hostage:

1. **Do not** attempt to negotiate with a hostage-taker.
2. **Do not** make suggestions to a hostage-taker. You may be blamed for resulting problems.
3. It is generally not advisable to attempt to disarm a hostage-taker or to try to escape.
4. Try to remain calm and keep the students under your care as calm and quiet as possible. Ask permission from the hostage-taker(s) prior to taking any action.
5. Try not to make any unexpected or sudden movements.
6. Follow instructions given by responding public safety officials.
7. **Do not** point out law enforcement officers if you become aware of their presence.
8. If a law enforcement rescue attempt is made, listen to what officers instruct you to do and do it immediately.
9. Remember, most people who are taken hostage survive and most injuries and deaths in hostage situations occur within the first minutes of the situation. The longer the situation lasts, the greater the odds that you will survive.

### 18.8 Lead Staff Member Response (after hours)

If you **are not among** those taken hostage:

1. Implement Lock Down or non-fire evacuation as appropriate.
2. If you have a safe means to do so, notify the principal and/or call 911.



3. Provide as much information as possible.
4. Try to keep everyone calm and quiet.
5. Follow directions given by the principal or designee and responding public safety officials.
6. If you are instructed to follow Lock Down procedures, be prepared to evacuate when instructed to do so by public safety officials. **Do not open your door for any other reason.** (The on scene officer(s) will identify themselves by passing his/her photo ID badge under the door - your door will then be unlocked according to standard policies and procedures.)

If you **are among** those taken hostage:

1. **Do not** attempt to negotiate with a hostage – taker.
2. **Do not** make suggestions to a hostage – taker. You may be blamed for any resulting problems.
3. It is generally not advisable to attempt to disarm a hostage – taker or to try to escape.
4. Try to remain calm and keep staff, visitors and students under your care as calm and quiet as possible. Ask permission from the hostage – taker(s) prior to taking any action.
5. Try not to make any unexpected or sudden movements.
6. Follow instructions given by responding public safety officials.
7. **Do not** point out law enforcement officers if you become aware of their presence.
8. If a law enforcement rescue attempt is made, listen to what officers instruct you to do and do it immediately.
9. Remember, most people who are taken hostage survive and most injuries and deaths in hostage situations occur within the first minutes of the situation. The longer the situation lasts, the greater are the odds that you will survive.

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## Section 18a -Tracking Sheet(s)

### 18a.1 Mental Health/Pre-Recovery Incident Tracking Sheet

*Use official command post time. Please use ink.*

Location of incident: \_\_\_\_\_

Type of incident: **Mental Health/Pre-Recovery** \_\_\_\_\_

Sheet initiated by: \_\_\_\_\_ Date: \_\_\_\_\_

1<sup>st</sup> Shift

Relieved by: \_\_\_\_\_ Time: \_\_\_\_\_

2<sup>nd</sup> Shift

Relieved by: \_\_\_\_\_ Time: \_\_\_\_\_

3<sup>rd</sup> Shift

Relieved by: \_\_\_\_\_ Time: \_\_\_\_\_

ACTION	ORGANIZATION	STATUS	NOTES	REPORTED BY
Notify mental health crisis team				
Remain calm and maintain student safety				
Observe children's emotional state				
Refer children who exhibit extreme anxiety, fear or anger				
Provide teachers and parents with information about what to say and do for children in school and at home				

Time and date log closed out: \_\_\_\_\_

Name of person closing log: \_\_\_\_\_

Incident Tracking Sheet received by: \_\_\_\_\_ Date received: \_\_\_\_\_

Witnessed by: \_\_\_\_\_ Date: \_\_\_\_\_

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## Section 19 - Report of Weapon on Property

### Definition

A weapons report protocol is based on any information or report that any person(s) on the property is in possession of a firearm, knife or other weapon. This protocol is for use in situations where no assault with a weapon has yet occurred and no immediate threat to use the weapon is reported.

### Alert Signal

Announce a Lock Down if the principal deems it appropriate to contain students in secure areas (if, for example, a report is received that a person has a firearm outside of the building).

### 19.1 Principal Response

1. Obtain information about the situation.
2. Determine if a Lock Down should be implemented to prevent the violator from gaining access to potential victims.
3. Notify law enforcement. Upon arrival of law enforcement personnel, assist them in locating the person(s) who are reported to be armed. Consider the best method to approach the suspected violator(s) to avoid escalating the situation. Do not attempt to recover weapons from violators or search people for weapons without police assistance. An exception to this might be appropriate when a preschool age child who is too young to comprehend the danger of a weapon that he or she is handling. In these situations, it may be advisable to tell the students to put the item down and move away from it rather than to wait for law enforcement.
4. If a weapon is recovered, consider the possibility that additional weapons may be present on the violator, or his or her belongings or concealed elsewhere on school property. If no weapon is recovered, consider the possibility that the weapon(s) might have been concealed on school property (in a locker, book bag, in a vehicle or concealed in a public area such as a bathroom ceiling or behind a vending machine). Also consider the possibility that the weapon may have been passed to another individual.
5. Contact the District Office.
6. Brief staff on the situation.
7. When a firearm is recovered, consider the need for a multidisciplinary threat assessment utilizing law enforcement and mental health professionals.
8. When a firearm is recovered, consider the benefits of parental notification via a letter from the principal or district administrator to be sent home with students, preferably on the day of the incident.

### 19(.2/.5) Staff Response (includes: office, teachers, support staff, custodial, & kitchen personnel, etc.)

1. Staff should immediately report to the principal any situation in which a person is believed to be in possession of a weapon on school property. Notification should be made in a discreet manner if possible.
2. The principal will contact District Office.
3. Staff members should not attempt to confront a person who is believed to be armed and should not attempt to search people for weapons.
4. If a weapon is inadvertently located on the premises, staff members should move all students away from the weapon and should not attempt to pick up or handle the weapon. If possible, cover the weapon with a waste basket, box, etc.

5. Staff should remember that when an individual has one weapon, he or she may have additional weapons. In addition, persons associated with the weapons violator may also be armed.

## **19.8 Lead Staff Member and Support Personnel Action Steps**

1. Obtain information about the situation.
2. Determine if a Lock Down should be implemented to prevent the violator from gaining access to potential victims.
3. Notify law enforcement. Upon arrival of law enforcement personnel, assist them in locating the person(s) who are reported to be armed. Consider the best method to approach the suspected violator(s) to avoid escalating the situation. Do not attempt to recover weapons from violators or search people for weapons without police assistance. An exception to this might be appropriate in a situation with a preschool age child who is too young to comprehend the danger of a weapon that he or she is handling. In these situations, it may be advisable to tell the students to put the item down and move away from it rather than to wait for law enforcement.
4. If a weapon is recovered, consider the possibility that additional weapons may be present on the violator, in his or her belongings or concealed elsewhere on school property. If no weapon is recovered, consider the possibility that the weapon(s) might have been concealed on school property (in a locker, book bag, in a vehicle, or concealed in a public area such as a bathroom ceiling or behind a vending machine).
5. Brief staff on the situation.
6. Call the principal and district administrator and request that the Crisis Response Team be notified of the incident.

## Section 19a - Report of Weapon on the Bus

### Definition

A report of a weapon on the bus is any information or report that any person(s) on the bus is in possession of a firearm, knife or other weapon. This protocol is for use in situations **where no assault with a weapon has yet occurred and no immediate threat to use the weapon is reported.**

### Alert/distress signal:

If a driver has any indication that there is someone on the bus who is in possession of a weapon, but they are not threatening to use the weapon, the driver should communicate by radio or portable phone to the dispatcher the following phrase **“my bus engine is running hot but I can’t see it on my temperature gauge, I am going to need assistance”**. This will also allow you to communicate your location and coordinate where you will meet responding law enforcement officers.

### 19a.6 Bus Driver Response

1. Drivers should immediately report to the principal any situation where a person is believed to possess a weapon on the bus. Notification should be made using the code phrase **“My bus engine is running hot but I can’t see it on my temperature gauge, I am going to need assistance.”** Upon hearing this transmission, all other drivers should cease all non-emergency transmissions.
2. Drivers should not attempt to confront a person who is believed to be armed and should not attempt to search people for weapons.
3. If a weapon is inadvertently located on the bus, the driver should move all students away from the weapon and should not attempt to pick up or handle the weapon if it is a firearm.
4. Drivers should remember that when an individual has one weapon, he or she may have additional weapons.
5. Coordinate with the dispatcher when and where the bus will meet with police.
6. When close to the meeting point, tell students on the bus that you have a mechanical precaution and that you have requested that the fire department to meet the bus as a precaution. Tell them that the bus is not on fire.
7. Follow the instructions of responding law enforcement officers.

### 19a.7 Route Supervisor Response

1. Ensure that law enforcement officers are dispatched to meet the bus.
2. If appropriate, proceed to the meeting location, but do not approach the bus until officers have secured the area.
3. If a weapon is recovered, consider the possibility that additional weapons may be present on the violator, in his or her belongings or concealed elsewhere on the bus. If no weapon is recovered, consider the possibility that the weapon(s) might have been concealed on school property (in a locker, book bag, in a vehicle or concealed in a public area such as a bathroom ceiling or behind a vending machine or passed to another student).
4. Contact the district administrator and brief your supervisor as appropriate.



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## Section 20 - Arrest or Criminal Indictment of Staff Member

### Definition

A staff member or volunteer is taken into custody by law enforcement officials for a criminal offense or indicted by a grand jury for a criminal offense.

### Alert Signal

None

### 20.1 District Administrator Response

1. Attempt to obtain information relating to the arrest to determine if the situation could have an impact on the individual's fitness to serve with the organization. Utilize only official and legitimate sources of information which may include:
  - Law enforcement agency records
  - Jail booking records
  - Court records
2. Compare the alleged actions of the staff member or volunteer with school policies on employee conduct before taking action.
3. If a determination is made that the individual should be separated from the organization, consider whether it may be appropriate to inform him or her verbally and in writing that he or she is not allowed to enter school property. Also, be sure to attempt to recover keys to school facilities from the individual.
4. Media representatives may ask for interviews regarding the situation. If you decide that it is appropriate to speak to reporters, carefully consider any statements that are made. Comment only on factual aspects of the situation and avoid making statements that could result in a civil action. Refer questions pertaining to criminal and investigative processes to the appropriate criminal justice agencies.
5. Regardless of the outcome, carefully document your actions.
6. In some cases, a carefully worded letter to parents and/or a carefully planned meeting with parents may be needed to address concerns (such as cases involving child molestation). Consult with the district administrator's office, public information staff, and school district legal counsel as to what topics can and should be discussed.

### 20.(2/5) Staff Response (includes: office, teachers, support staff, custodial, kitchen, and bus personnel, etc.)

1. Follow directions of the principal.
2. The district administrator will initiate media protocol.

### 20.6 Bus Driver Response

Follow directions of your supervisor or the transportation director regarding the release of information. **Do not** release any information or make any statements without prior approval as statements could result in personal civil liability for you.

## 20.7 Route Supervisor Response

1. If the employee is a member of the transportation department, coordinate with your supervisor and the human resources department and attempt to obtain information relating to the arrest to determine if the situation could have an impact on the individual's fitness to serve with the organization. Utilize only official and legitimate sources of information which may include:
  - Law enforcement agency records
  - Jail booking records
  - Court records
2. Compare the alleged actions of the staff member or volunteer with school policies on employee conduct before taking action.
3. Alert the District Office.
4. If a determination is made that the individual should be separated from the organization, consider whether it may be appropriate to inform him or her verbally and in writing that he or she is not allowed to enter school property. Also, be sure to attempt to recover keys to school facilities and or buses from the individual.
5. Media representatives may ask for interviews regarding the situation. If you decide that it is appropriate to speak to reporters, follow the media protocol and carefully consider any statements that are made. Comment only on factual aspects of the situation and avoid making statements that could result in a civil action. Refer questions pertaining to criminal and investigative processes to the appropriate criminal justice agencies.
6. Regardless of the outcome, carefully document your actions.
7. In some cases, a carefully planned meeting with parents may be needed to address concerns (such as cases involving child molestation). Consult with the district administrator's office, public information staff and school district legal counsel prior to scheduling this type of meeting

## 20.8 Lead Staff Member Response (after hours)

1. If the arrest occurs at the event, attempt to obtain basic information relating to the arrest to determine if the situation could have an impact on the individual's fitness to serve with the organization. Utilize only official and legitimate sources of information.
2. Media representatives may ask for interviews regarding the situation. Refer them to the District Office.
3. Carefully document your actions and the information you obtain.

## Section 21 - Sexual Assault

### Definition

A sexual assault is any crime of a sexual nature.

### 21.1 Principal Response

1. Call 911 or emergency services.
2. Attempt to **dissuade** the victim from washing, cleaning up or use of the restroom if possible.
3. Attempt to provide the victim with privacy.
4. Secure the crime scene.
5. Instruct staff not to use the victim's name on two-way radios and not to release the victim's identity to anyone other than law enforcement officials.
6. Remember that sexual assaults are very serious crimes. Do not attempt to conduct an investigation, question victims, witnesses or suspects and do not disturb any potential physical evidence.
7. Keep reported victim(s), suspect(s) and witnesses separated.
8. Assist public safety officials as requested.
9. Contact the district administrator to implement media protocol.
10. Close facility, if needed.

### 21(.2/5) Staff Response (includes: office, teachers, support staff, custodial, kitchen personnel, etc.)

Notify principal and principal will contact District Office.

1. Attempt to **dissuade** the victim from washing, cleaning up or use of the rest room, if possible.
2. Attempt to provide the victim with as much privacy as possible without leaving them alone.
3. Secure the crime scene.
4. Do not use the victim's name on two-way radios or release the victim's identity to anyone other than the principal or law enforcement officials.
5. Remember that sexual assaults are very serious crimes. Do not attempt to conduct an investigation, question victims, witnesses or suspects and do not disturb any potential physical evidence.
6. Assist public safety officials as requested.

### 21.6 Bus Driver Response

1. Whether the assault occurred on the bus or before boarding, notify the dispatcher and meet responding law enforcement officers at an agreed upon location
2. Have the victim(s) take a seat near you.
3. Attempt to dissuade the victim from cleaning up if possible.
4. Secure the crime scene.
5. **Do not** use the victim's name on two-way radios or release the victim's identity to anyone other than school system or law enforcement officials.
6. Remember that sexual assaults are very serious crimes. Do not attempt to conduct an investigation, question victims, witnesses or suspects and do not disturb any potential physical evidence.
7. Assist public safety officials as requested.
8. Contact the district administrator and follow the media protocol.



### 21.7 Route Supervisor Response

1. Ensure that law enforcement officers have been dispatched to the bus.
2. **Do not** attempt to question students regarding the incident until authorized to do so by law enforcement officers.
3. Assist public safety officials as requested.
4. If police need to process a crime scene on the bus, arrange for an alternate bus to transport students.
5. Contact the district administrator to implement the media protocol.
6. Brief your supervisor as appropriate.

### 21.8 Lead Staff Member Response (after hours)

1. Call 911 or emergency services.
2. Attempt to dissuade the victim from washing, cleaning up or use of the restroom if possible.
3. Attempt to provide the victim with privacy.
4. Secure the crime scene.
5. Instruct staff not to use the victim's name on walkie-talkies and not to release the victim's identity to anyone other than law enforcement officials.
6. Remember that sexual assaults are very serious crimes. Do not attempt to conduct an investigation, question victims, witnesses or suspects and do not disturb any potential physical evidence.
7. Assist public safety officials as requested.
8. Contact the district administrator to implement media protocol.
9. Cancel the event and close facility, if needed.

## Section 22 - Bomb Threats/Suspicious Packages

### Definition

A bomb threat/suspicious package situation is one that involves the threat of an explosive device that has been placed in, around, or near a facility, or the detection of a suspicious package that could contain an explosive device.

### Alert Signal

Announcement over the public address system “All staff initiate a Relocation Evacuation in effect at this time, evacuate to the Manawa Rural Fire Department/City Hall. Please sweep/quickly check all routes and the site for any suspicious items out of the ordinary.”

Or; “All staff initiates a sweep/quick check your area for any suspicious items out of the ordinary. Please report your status upon completion of the sweep.”

### 22.1 Principal Response

Upon receipt of a bomb threat, the principal should call 911 and request that fire, law enforcement and emergency management personnel respond. If a threat has been received by phone, provide the completed bomb threat checklist (see Appendix A) to the first law enforcement officer to arrive on the scene. Make sure that call tracing procedures have been implemented. Consult with responding public safety officials and quickly determine whether it is best under the circumstances to sweep, evacuate and search or to sweep in place. Available information should be evaluated to weigh the potential risks of explosive devices inside the building, explosives devices outside the building (including the possibility of a vehicle bomb), explosives devices placed in or near evacuation routes or sites or other hazards such as persons with firearms who plan to shoot at evacuees. If multiple bomb threats are received over time, be sure to rotate evacuation routes and sites to make it more difficult for someone to pattern your evacuation responses and target evacuees with explosives, firearms or chemical agents. Contact District Office.

#### If the sweep and evacuate option is selected:

1. Notify staff to sweep and evacuate make public address announcement: “All staff initiate a–emergency evacuation in effect at this time, evacuate to the Manawa Rural Fire Department/City Hall. Please sweep all routes and the site.” **If multiple threats are received over a relatively short time period, be sure to rotate evacuation routes and sites.**
2. Have the evacuation route and site swept for suspicious persons, objects (which could contain an explosive device) or other safety hazards prior to the evacuation if appropriate.
3. Have designated staff or public safety officials direct students safely across any streets that must be crossed by evacuees.
4. Remind staff members and students not to utilize cellular or digital phones or portable radios unless a life-threatening emergency exists.
5. Request that uniformed personnel escort staff and students to the evacuation site and remain with them until and unless they are instructed to return to the building.
6. Leave the facility and take the emergency evacuation kit and make responding public safety officials aware of the contents of the kit.
7. Check with staff to see that all evacuees are accounted for. Immediately notify responding public safety officials if any persons are not accounted for.

8. Assist responding public safety officials with the second sweep of the facility.
9. Consult with public safety officials before authorizing evacuees to return to the facility.
10. You may determine that it is appropriate to close the facility for the remainder of the day. If so, begin notification of parents and guardians and implement your emergency release procedures.



**If the sweep and remain in place option is selected:**

1. Make intercom announcement: “All staff initiate a sweep in place, please report your status upon completion of the sweep.”
2. Escort public safety officials through the building to verify that all areas have been swept by staff. Make sure that all areas inside and around the facility have been swept.
3. Assist public safety officials in conducting the second sweep of the facility.
4. If any suspicious packages are noted by staff or public safety officials, make sure that all staff and students are moved away from the item and that it is not disturbed in any way.
5. Consult with public safety officials to see if the facility should be evacuated, if the decision is made to do so, implement the Non-Fire evacuation plan.

**22(.2/.5) Staff Response (includes: office, teachers, support staff, custodial, kitchen personnel, etc.)**

**Sweep and evacuate procedures:**

1. If the sweep and evacuate option is announced, staff should quickly scan their area of responsibility for any packages or items that could contain an explosive device (objects that they do not recognize as normally being present).
2. If any suspicious items are noted, they should not be disturbed and the staff member should notify the principal or designee upon evacuation from the area.
3. The staff member should then follow the non-fire evacuation protocol.
4. **DO NOT** use any cellular or digital telephones or portable radios during these situations unless a life-threatening emergency exists. Explain to the students that the use of such devices can pose a safety hazard.
5. **DO NOT** allow students to return to their lockers.

**Sweep and remain in place procedures:**

1. Staff members should scan their area of responsibility for any packages or items that could contain an explosive device (objects that they do not recognize as normally being present).
2. Take a roll to account for all persons in your area of responsibility in case evacuation is ordered at a later time.
3. If any suspicious items are noted, they should not be disturbed. The staff member should then direct all people in the area to follow them to the principal’s office and inform the principal or designee of his or her observations.
4. Follow the principal’s instructions.

**22.6 Bus Driver Response**

**Sweep and evacuate procedures:**

1. If the sweep and evacuate option is announced, drivers should park in a safe place, instruct students to evacuate the bus and to take all of their belongings with them. Drivers should check the bus by looking for any packages or items that could contain an explosive device (objects that they do not recognize as normally being present).
2. If any suspicious items are noted, they should not be disturbed and the staff member should notify the dispatcher if possible.
3. The staff member should then follow the Non-Fire Evacuation protocol. Have students bring their book bags and other hand carry articles with them.
4. Refrain from using cellular or digital telephones or portable radios during these situations unless a life-threatening emergency exists. In some extremely rare and specific instances, radio

frequency energy can trigger an explosive device to detonate. Explain to students that any electronic communication devices that are observed in use will be seized. Explain to the students that the use of such devices can pose a safety hazard.

**Sweep and remain in place procedures:**

1. Pull over and park in a safe location. Conduct a thorough visual inspection of the interior and exterior of the bus looking for any items that are out of place. Do not touch, handle, or in any way move a suspicious package while sweeping the bus. Ask students if they see any items on the bus that do not belong to anyone. If no such items are noted, use a cellular or digital phone to report your findings to the dispatcher and resume your route.
2. If any suspicious items are noted, they should not be disturbed. The staff member should then direct all people in the area to follow them to the school office. The staff member should proceed with evacuees to the school office area and inform the principal or designee of his or her observations.
3. Follow the principal's instructions.

**22.7 Route Supervisor Response**

Upon receipt of a bomb threat for a particular bus, determine the parked location of the bus and ensure that emergency services have been notified. If the threat does not indicate which bus is reported to have an explosives device on it, consult with the transportation director and emergency response personnel on the best course of action – whether to have all buses evacuate and search or to have all drivers search in place. Make sure that call tracing procedures have been implemented. Available information should be evaluated to weigh the potential risks of explosive devices on one or more buses and the possibility of other hazards created by evacuating buses. If multiple bomb threats are received over time, be sure to rotate responses to make it difficult for someone to pattern your responses and target evacuees with explosives, firearms or chemical agents.

**If the sweep and evacuate option is selected:**

1. Notify drivers to sweep and evacuate with the following phrase “Driver(s) of bus(es) number(s) \_\_\_\_\_ initiate a Relocation Evacuation in effect at this time, evacuate to the nearest suitable site, notify dispatch of your location and the results of your sweep.”
2. Maintain a list of all drivers indicating their evacuation location and the results of their sweep. Immediately notify responding public safety officials if any buses are not accounted for.
3. Assist responding public safety officials with the second sweep of the facility.
4. Consult with public safety officials before authorizing evacuees to return to their bus(es).

**If the sweep and remain in place option is selected:**

1. Notify affected driver(s) to initiate sweep in place procedures and to report the results upon completion of the sweep.”
2. If any suspicious packages are noted by drivers or public safety officials, make sure that the driver and students evacuate at least 1,000 feet away from the bus or the safest possible distance up to 1,000 feet and that the suspicious package is not disturbed in any way.
3. Ensure that emergency response agencies are notified and proceed to the location of the affected bus to assist them and the driver.
4. Brief your supervisor as appropriate.

## 22.8 Lead Staff Member Response (after hours)

Upon receipt of a bomb threat, the Lead Staff Member should call 911 and request that fire, law enforcement and emergency management personnel respond. If a threat has been received by phone, provide the completed bomb threat checklist to the first law enforcement officer to arrive on the scene. Make sure that call tracing procedures have been implemented. Consult with responding public safety officials and quickly determine whether it is best under the circumstances to sweep, evacuate and search or to sweep in place. Available information should be evaluated to weigh the potential risks of explosive devices inside the building, explosives devices outside the building (including the possibility of a vehicle bomb), explosives devices placed in or near evacuation routes or sites or other hazards such as persons with firearms who plan to shoot at evacuees. If multiple bomb threats are received over time, be sure to rotate evacuation routes and sites to make it more difficult for someone to pattern your evacuation responses and target evacuees with explosives, firearms or chemical agents. Always be sure to evacuate to at least 1000 feet in the case of a bomb threat **if it is safe to do so**. Exceptions are situations where it would be dangerous to pass an obstacle that is less than 1000 feet from the school, such as an interstate or highway.

### If the sweep and evacuate option is selected:

1. Notify staff to sweep and evacuate make public address announcement: “We have received a bomb threat and have decided to evacuate the facility as a precaution. Please proceed calmly to the evacuation site located at \_\_\_\_\_. We will announce at that site if the function is going to be cancelled or resumed after the site has been swept for suspicious packages and items.” “All staff initiate a Relocation Evacuation in effect at this time, evacuate to site \_\_\_\_\_ located at \_\_\_\_\_. Please sweep all routes and the site.”
2. If you have adequate staff or law enforcement personnel on hand, have the evacuation route and site swept for suspicious persons, objects (which could contain an explosive device) or other safety hazards prior to the evacuation if appropriate.
3. Have designated staff or public safety officials direct staff, visitors, and students safely across any streets that must be crossed by evacuees.
4. Remind staff members, visitors, and students not to utilize cellular or digital phones or portable radios while evacuating unless a life-threatening emergency exists.
5. Request that uniformed personnel escort staff and students to the evacuation site and remain with them until and unless they are instructed to return to the building.
6. Leave the facility and take the emergency evacuation kit and make responding public safety officials aware of the contents of the kit.
7. Check with staff to see that evacuees are accounted for. Immediately notify responding public safety officials if any persons are not accounted for.
8. Assist responding public safety officials with the sweep of the facility.
9. Contact the district administrator and principal.
10. Consult with public safety officials before authorizing evacuees to return to the facility.
11. You may determine that it is appropriate to cancel the event for the remainder of the day. If so, begin notification of parents and guardians and implement your emergency release procedures.

**If the sweep and remain in place option is selected:**

1. Make intercom announcement: “We have received a bomb threat for this location. We have decided to continue the event while the facility is being swept for suspicious packages and items after consultation with public safety officials. As there is always the possibility of a caller placing a device outside of a building, we feel that this is the most appropriate action for us to take based on the information we have. If you feel uncomfortable, please feel free to leave at this time.” “All staff initiate a sweep in place, please report your status to \_\_\_\_\_ at \_\_\_\_\_ upon completion of the sweep.”
2. Assist public safety officials in conducting the second sweep of the facility. Make sure that all areas of the facility have been swept.
3. If any suspicious packages are noted by staff or public safety officials, make sure that all staff and students are moved away from the item and that it is not disturbed in any way. Consult with public safety officials to see if the facility should be evacuated, if the decision is made to do so, implement the Non-Fire evacuation plan.
4. Call the principal and district administrator and request that the Crisis Response Team be notified of the situation and your course of action. Provide a brief description of the situation.

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## Section 22a - Bomb Threat Checklist

*When a bomb threat is received by telephone, fill out this form as soon as possible, if not during the phone call. One common practice is to keep a copy of this checklist near phones that accept incoming calls at the school and district offices. After a bomb threat is made, the receiving phone should be left off the hook to preserve traceability of the call.*

**Call taken by:** \_\_\_\_\_ **Time:** \_\_\_\_\_ **Date:** \_\_\_\_\_

### **Caller Information:**

**Caller ID:** \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

### **Any identifying information on the caller:**

**Name:** \_\_\_\_\_ **Nickname:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**MALE      FEMALE      YOUNG      ADULT      SENIOR CITIZEN**

### **Circle any of the following characteristics that applied to the caller's voice:**

Loud    Slurred    Soft    Lispy    High    Vulgar    Low    Nasal

Fast    Raspy    Slow    Laughing    Garbled    Reading    Stuttery    Deliberate

**Was there an accent? (elaborate if possible)**

**What was the manner speech of the caller?**

Soft-spoken      Well-spoken      Rational      Irrational      Polite

**Was the caller emotional? If so, please elaborate:**

**Describe any background noise you heard:**

### **Bomb Information**

**Bomb Location:**

**Time bomb will detonate:**

**Additional Information:**

**(Leave this page blank)**

## Section 23 - Injury or Illness

### Alert Signal

None

### 23.1 Principal Response

1. Call 911 or emergency services, if needed. Report exact location and nature of injured and facility's address: \_\_\_\_\_.
2. Assign a staff member to meet first responders as they arrive.
3. Implement Lock Down Protocol, if needed.
4. Implement Evacuation Protocol, if needed.
5. If Lock Down or evacuation are not appropriate, clear the area of all people who do not have a specific purpose for remaining in the area of the injured or ill.
6. Apply appropriate First Aid, AED, and bloodborne pathogens protocols as needed.
7. Assign a staff member to accompany the injured or ill individual(s) if transport to the hospital is necessary.
8. Notify family members of the injured or ill.
9. If a crime may have been committed, contact local law enforcement. Do not disturb any potential evidence. Identify witnesses and keep them separated. Ask witnesses not to discuss the incident until law enforcement personnel arrive. Do not allow anyone to clean up the area as it is a crime scene. Disturbing a crime scene is a criminal offense.
10. Notify District Office if the illness or injury required a 911 response.
11. Notify other staff members as needed.
12. Complete an Accident Report form if the incident was an accident.
13. If the incident is determined to involve a crime, obtain a copy of the police report and include it in your records.
14. Develop and maintain written documentation of the incident.

### 23(.2/.5) Staff Response (includes: office, teachers, support staff, custodial, kitchen personnel, etc.)

1. Notify main office of injury or illness and the exact location of the injured or ill individual(s) or persons affected. Do not use names of injured or ill individuals over two-way radios.
2. Call 911 or emergency services if needed.
3. Do not move injured or ill unless the scene is unsafe.
4. Apply appropriate First Aid, AED, and bloodborne pathogens protocols as needed.
5. Comfort and reassure injured or ill person.
6. Secure the scene if a crime may have been committed. Do not disturb any evidence.
7. Notify District office if illness or injury required a 911 response.

### 23.6 Bus Driver Response

1. Notify main office of injury or illness and the exact location of the bus. In life threatening situations, give your bus location twice. Do not use names of victim(s) on the radio.
2. Do not move the sick or injured unless the scene is unsafe.
3. Take precautions for Bloodborne pathogens. Avoid contact with bodily fluids. Direct students to move away from any bodily fluids.
4. Provide first aid, if needed and only according to your level of training.
5. Comfort and reassure the injured or ill person.



6. Secure the scene if a crime may have been committed. Do not disturb any evidence.

### **23.7 Route Supervisor Response**

1. Ensure that the appropriate emergency medical responders and, if needed, law enforcement officers have been requested.
2. Proceed to the scene.
3. Assign a staff member to accompany the victim(s) if transport to the hospital is necessary.
4. Notify family members of the injured or ill person(s).
5. If a crime may have been committed, contact local law enforcement. Do not disturb any potential evidence. Identify witnesses and keep them separated. Ask witnesses not to discuss the incident until law enforcement personnel arrive.
6. Brief your supervisor and the district administrator as appropriate to the situation.
7. Complete an Accident Report form if the incident was an accident.
8. If the incident is determined to involve a crime, obtain a copy of the police report and include it in your records.
9. Develop and maintain written documentation of the incident.

### **Bus Accident – Definition (A traffic accident involving a school bus.)**

#### **23.6a Bus Driver Response (Bus Accident)**

1. Quickly assess the situation and contact dispatch. Advise them of your exact location and repeat the location. Advise them of any injuries or specific hazards created by the accident.
2. Render first aid to injured students if you are qualified to do so.
3. If the accident does not involve injuries and there is no danger posed by doing so, have students remain in their seats. Create a diagram listing which students were on the bus and where they were seated at the time of the accident.
4. If there are any injuries, as soon as possible after tending the injured, create a list of all students on the bus at the time of the accident and indicate any students who are injured. If any students are transported from the scene, record who they are and where they are being taken.
5. Contact the District Office and follow the media protocol.
6. Follow the pre-recovery mental health protocol.
7. Do not discuss the incident with any private investigators or attorneys without first being cleared to do so by your supervisor. If you are approached at a later time by a person who is not in uniform and claims to be investigating the accident, clarify their position. In some cases, private investigators have presented themselves as police investigators to obtain interviews. If in doubt, ask the individual if they are a certified law enforcement officer and request identification. You are under no obligation to discuss the accident with a private investigator or attorney.

#### **23.7a Route Supervisor Response (Bus Accident)**

1. Ensure that the appropriate public safety personnel have been dispatched to assist the affected bus.
2. If it is appropriate for the situation based on the information you have available, advise all other drivers to keep the radio clear except for emergency transmissions until public safety responders are on the scene.
3. Proceed to the accident scene.
4. Ensure that action steps 3 through 7 under Driver Response have been implemented.
5. Record pertinent information such as the names of responding officers, time of the accident etc.
6. If appropriate, photograph the scene,
7. Provide assistance to the driver, students, other passengers, and public safety officials as needed.
8. Request an alternate bus if needed.

9. Contact the district administrator and brief your supervisor.

### **23.8 Lead Staff Member Response (after hours)**

1. Call 911 or emergency services, if needed. Report exact location and nature of injured and facility's address. (          insert facility address here          )
2. Assign a staff member to meet first responders as they arrive.
3. If a qualified staff member is available, ask them to provide first aid as appropriate.
4. Implement Lock Down Protocol, if needed.
5. Implement Evacuation Protocol, if needed.
6. If Lock Down or evacuation are not appropriate, clear the area of all people who do not have a specific purpose for remaining in the area of the injured or ill person(s).
7. If a family member is not available or if it is appropriate to have a staff member to accompany them, assign a staff member to accompany the injured or ill person(s) if transport to the hospital is necessary.
8. Notify family members of the injured or ill person(s).
9. If a crime may have been committed, contact local law enforcement. Do not disturb any potential evidence. Identify witnesses and keep them separated. Ask witnesses not to discuss the incident until law enforcement personnel arrive.
10. Call the principal and district administrator and request that the Crisis Response Team be notified. Provide a brief description of the incident.
11. Complete an accident report form if the incident was an accident.
12. If the incident is determined to involve a crime, obtain a copy of the police report and include it in your records.
13. Develop and maintain written documentation of the incident.

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## Section 24 - Death

### Definition

Loss of life of one or more human beings due to an accident, natural disaster, natural causes, suicide, or homicide. Cause of death should not be assumed and must be determined through investigation by appropriate officials.

### Alert Signal

Lock Down or evacuation announcement as appropriate.

### 24.1 Principal/District Administrator Response

1. Determine if a Lock Down or evacuation is needed. If deemed appropriate, use the public address system (PA) to direct staff to Lock Down or evacuate.
2. Call 911 or emergency services. If safe to do so, designate a staff member to meet first responders and guide them to the incident location.
3. Initiate Illness or Injury Protocol, if any other persons are injured or ill.
4. Assist staff in keeping the incident scene secure. Do not allow anyone to disturb possible evidence. Identify witnesses, keep them separated and ask them not to discuss the incident until law enforcement officers arrive. These instructions are valid for accidents, apparent suicides and homicides.
5. Take precautions against any contact with bodily fluids and follow all Bloodborne pathogen protocols.
6. Initiate Family Reunification Protocol, if needed.
7. The district administrator will initiate media protocol, if needed.
8. After being cleared to do so by law enforcement and mental health professionals, remove personal items of the deceased from desks, lockers, etc.
9. Stop any automatic mailings from being inadvertently mailed to the family.

### 24.(2).5) Staff Response (includes: office, teachers, support staff, custodial, kitchen personnel, etc.)

1. Call 911 or emergency services.
2. Notify the principal.
3. Initiate Illness or Injury Protocol, if any other persons are injured or ill.
4. Follow principal's instructions for Lock Down or evacuation.
5. Keep the incident scene secure. Do not allow anyone to disturb possible evidence. Identify witnesses, keep them separated and ask them not to discuss the incident until law enforcement officers arrive. These instructions are valid for accidents, apparent suicides and homicides. All deaths will be treated by law enforcement as a homicide until a formal investigation is completed.
6. Take precautions against any contact with bodily fluids and follow all Bloodborne pathogen training protocols.
7. The district administrator will initiate media protocol, if needed.

### 24.6 Bus Driver Response

1. Park your bus in a safe location. Notify dispatch and your supervisor. Provide your exact location twice.
2. Initiate Illness or Injury Protocol, if any other persons are injured or ill.
3. Evacuate the bus and take roll.

4. Keep the incident scene secure. Do not allow anyone to disturb possible evidence. Identify witnesses, keep them separated and ask them not to discuss the incident until law enforcement officers arrive. These instructions are valid for accidents, apparent suicides and homicides.
5. Take precautions against any contact with bodily fluids and follow all Bloodborne pathogen training protocols.

#### **24.7 Route Supervisor Response**

1. Ensure that dispatch has called 911 or emergency services.
2. Proceed to the incident site.
3. Initiate Illness or Injury Protocol, if any other persons are injured or ill.
4. Assist staff in keeping the incident scene secure. Do not allow anyone to disturb possible evidence. Identify witnesses, keep them separated and ask them not to discuss the incident until law enforcement officers arrive. These instructions are valid for accidents, apparent suicides and homicides.
5. Take precautions against any contact with bodily fluids and follow all Bloodborne pathogen training protocols.
6. Make arrangement for an alternate bus to transport students.
7. Contact the district administrator who will initiate media protocol, if needed.
8. After being cleared to do so by law enforcement and mental health professionals, remove personal items of the deceased from the bus.
9. If a student is involved, ensure that the principal of the affected school is promptly notified.
10. Brief your supervisor as appropriate.

#### **24.8 Lead Staff Member Response (after hours)**

1. Determine if a Lock Down or evacuation is needed. If deemed appropriate, use the public address system (PA) to direct staff to Lock Down or evacuate.
2. Call 911 or emergency services. If safe to do so, designate a staff member to meet first responders and guide them to the incident location.
3. Initiate Illness or Injury Protocol, if any other persons are injured or ill.
4. Call the principal and district administrator and request that the Crisis Response Team be notified and that they respond. Provide a brief description of the incident.
5. Assist staff in keeping the incident scene secure. Do not allow anyone to disturb possible evidence. Identify witnesses, keep them separated and ask them not to discuss the incident until law enforcement officers arrive. These instructions are valid for accidents, apparent suicides and homicides.
6. Take precautions against any contact with bodily fluids and follow all Bloodborne pathogen training protocols.
7. Initiate Family Reunification Protocol, if needed.
8. The district administrator will initiate media protocol, if needed.
9. After being cleared to do so by law enforcement and mental health professionals, remove personal items of the deceased from desks, lockers, etc.
10. Stop any automatic mailings from being inadvertently mailed to the family.

## Section 25 - Suspected Biological Emergency

### Definition

A suspected biological emergency occurs when a suspected or possible biological emergency or outbreak, having withstood clinical review, is reported to the school administrator by a credible source or detected by the public health system and reported to school officials.

### Alert Signal

Staff briefing and personal notification by CRT Staff members.

### 25.1 Principal/District Administrator Response

1. Contact local law enforcement and request that public health officials be notified.
2. If appropriate, notify Emergency Management and request that the county haz-mat team be dispatched.
3. Obtain instructions and decontamination information from public health/haz-mat officials.
4. Contact local hospitals to report situation, if appropriate.
5. Brief staff as quickly as it is safe to do so. You may do so in several ways depending on your situation. Staff may be notified in person, via intercom, by phone, over two-way radios, or by e-mail.
6. Contact parents and notify them of the situation, as appropriate and in accordance with HIPPA legislation.
7. The district administrator will initiate media protocol, if needed.

### 25(.2/.5) Staff Response (includes: office, teachers, support staff, custodial, kitchen personnel, etc.)

1. Follow instructions of public health officials and principal.
2. Decontaminate as appropriate (specific procedures provided by public health).
3. Assist in hospital transportation procedures, if necessary.
4. Assist in epidemiological (public health) investigation, as necessary.
5. Assist medical officials in treating staff and students as required.
6. Follow media protocol.

### 25.6 Bus Driver Response

Take directions from your supervisor. They will advise you of the directions provided by public health officials. Keep in mind that biological incidents typically do not occur rapidly as with most other types of crises.

### 25.7 Route Supervisor Response

1. Public health personnel will normally instruct the principal or the person in charge to take the action deemed most appropriate. Ensure that all drivers that you supervise are advised and kept informed of actions they need to take as accurately as possible and in a timely manner.
2. Brief your supervisor as appropriate.

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# Section 25a - Anthrax Threat/Suspicious Package/Substance Exposure

## Definition

Anthrax (*Bacillus anthracis*) is a zoonotic disease of herbivores. On rare occasions, humans can contract the disease. In recent years, actual incidents of anthrax spores being mailed to target people and organizations have occurred along with numerous incidents of anthrax threats involving mailed envelopes and packages containing harmless powder.

## 25a.1 Principal/District Administrator Response

1. Call 911 and report the situation. Provide details about the suspected exposure and the number of exposed people.
2. The district administrator will contact bus garage and have all buses rerouted.
3. Move all people away from the area of exposure.
4. Implement the Lock Down or evacuation protocol as appropriate.
5. The District Administrator will notify AES at **(920) 968-5882** to shut off air if the principals or D.A. are not able to do it via the remote VPN. Pay particular attention to hood ventilation systems in the production kitchens and technology education labs and shut off the fans in the gym.
6. Responding public safety officials will conduct decontamination and investigation efforts according to their training and procedures.
7. If public safety initiates evacuation, implement the family reunification protocol for all students who have not been exposed.
8. Public health should make each student and parent aware of the symptoms of anthrax infection. It is imperative that they be notified to immediately contact a medical doctor or public health official if any of the symptoms are noticed within seven days of the incident.

## 25a(.2/.5) Staff Response (includes: office, teachers, support staff, custodial, kitchen personnel, etc.)

If you **have been exposed** to the suspected substance:

1. Attempt to remain calm. Remember that anthrax exposure is treatable and public safety and medical officials have plenty of time to react to suspected anthrax exposure cases.
2. Do not continue to handle any item(s) that may contain anthrax spores or evidence.
3. Leave the room where the exposure occurred and isolate yourself from other people. Walk calmly and think of an isolated area that you can move to. If possible, close and lock the doors to the room of exposure. Notify the principal or another staff member, or call 911 and request assistance.
4. Be sure to report the situation accurately and provide information on the number of people exposed.
5. Follow directions of responding public safety personnel.

If you **have not been exposed** to the suspected substance:

1. Implement the evacuate or Lock Down protocol as appropriate.
2. Await instructions from the principal or responding public safety officials.

## 25a.6 Bus Driver Response

### **If you have been exposed to the suspected substance:**

1. Attempt to remain calm. Remember that anthrax exposure is treatable and public safety and medical officials have plenty of time to react to suspected anthrax exposure cases.
2. Do not continue to handle any item(s) that may contain anthrax spores or evidence.
3. Evacuate all students from the bus and avoid any physical contact between those who may have been contaminated and other persons. Walk calmly and Notify dispatch of your situation and exact location.
4. Be sure to report the situation accurately and provide information on the number of people exposed.
5. Follow directions of responding public safety personnel.

### **If you have not been exposed to the suspected substance:**

1. Evacuate the bus and notify dispatch of your situation and exact location, twice.
2. Await instructions from your supervisor and responding public safety officials.

## 25a.7 Route Supervisor Response

1. Ensure that dispatch has properly notified emergency services and proceed to the incident location. Upon arrival, do not approach the driver, bus or students until and unless public safety officials advise you that it is safe to do so. Provide details about the suspected exposure and the number of exposed people to public safety officials.
2. Ensure that all people have been moved away from the area of exposure.
3. Responding public safety officials will conduct decontamination and investigation efforts according to their training and procedures.
4. If public safety initiates an evacuation, staff should begin notification of parents/guardians to pick up students that have not been exposed at an appropriate site as determined after consultation with public safety officials.
5. Public health should make each student and parent aware of the symptoms of anthrax infection. It is imperative that they be notified to immediately contact a medical doctor or public health official if any of the symptoms are noticed within seven days of the incident.

## 25a.8 Lead Staff Member Response (after hours)

### **If you have not been exposed:**

1. Call 911 and report the situation. Provide details about the suspected exposure and the number of exposed people.
2. Move all people away from the area of exposure.
3. Implement the evacuate or Lock Down protocol as appropriate.
4. The District Administrator will notify AES at **(920) 968-5882** to shut off air if the principals or D.A. are not able to do it via the remote VPN. Pay particular attention to hood ventilation systems in the production kitchens and technology education labs and shut off the fans in the gym.
5. Responding public safety officials will conduct decontamination and investigation efforts according to their training and procedures.
6. If public safety initiates an evacuation, staff should begin notification of parents/guardians to pick up students that have not been exposed at a designated area away from the school.
7. Public health should make each staff member, visitor, student and parent/guardian of each student aware of the symptoms of anthrax infection. It is imperative that they be notified to

immediately contact a medical doctor or public health official if any of the symptoms are noticed within seven days of the incident.

## Section 25b - Chemical/Hazardous Materials Release Incidents

### Definition

During use, processing or transporting of chemical and other hazardous materials, accidents may occur that will expose people to the dangers of contaminants. In this situation, the chances of injury and death are decreased when people know what to do and how to protect themselves. In other instances, individuals or groups may cause the intentional release of chemicals or other hazardous materials.

### Alert Signal

Warning of hazardous materials is usually received from response agencies or noted on the scene by indicators. These agencies include the fire department, law enforcement agencies, and/or the local Emergency Management Agency. In a rare situation, the incident may occur close to or on facility property, and the facility must relay the warning to appropriate agencies).

1. Facility Signal / Indoor Warning: Intercom, loudspeaker, bullhorn, or “runners.”
2. Athletic Fields and Play Areas / Outdoor Warning: Same as above.

### 25b.1 Principal Response

1. Emergency response personnel will normally instruct the principal or the person in charge to take the action deemed most appropriate.
2. In case of imminent danger, in which emergency response personnel have not yet arrived, the principal or his/her designee must decide the most appropriate action.
  - Evacuate.
  - Assemble all personnel indoors and conduct shelter-in-place activities.
3. Follow-up action will be determined by emergency response personnel in coordination with facility officials and may include, but it is not limited to:
  - Activating the Emergency Management Team to facilitate evacuation to a safe family relocation site.
  - Determining the relocation site.
  - Dispatching buses or other vehicles to move members and staff to the relocation site.
  - Releasing information to parents/public.
4. If evacuating, do not return members and staff to the facility after evacuation until the fire department, local emergency management agency or other official agency declares the area safe.
5. Initiate late opening and/or closing of the facility, as necessary.
6. If students and/or staff members have been exposed to dangerous liquids, gases or other substances, public safety officials may institute mass decontamination measures. These measures may include dry decontamination which involves all affected individuals removing their clothing and personal items (privacy kits may be on hand from emergency responders) or wet decontamination which involves portable showering or hosing systems. Work with public safety officials to assist them in rapidly decontaminating affected individuals.

### 25b.(2/5) Staff Response (includes: office, teachers, support staff, custodial, kitchen personnel, etc.)

1. Call or take directions from your local emergency management officials immediately. Listen to emergency alert broadcasts on all available media, and follow the instructions given.
2. If instructed to do so, evacuate students and staff to a safe location at right angles to and upwind of the agent.

3. In the event that it is dangerous to evacuate the facility and the facility property, including athletic areas outside, conduct shelter-in-place protocol.

### **25b.6 Bus Driver Response**

1. Call or take directions from your supervisor.
2. If you have a portable radio, listen to emergency alert broadcasts on all available media, and follow their instructions.
3. If they instruct you to evacuate, move students to a safe location at right angles to and upwind of the agent/incident location. Notify dispatch of your exact location and status, twice.
4. Be prepared to render first aid, if necessary.

### **25a.7 Route Supervisor Response**

1. Ensure that dispatch has notified all drivers of the incident type and location.
2. Provide supervision and support for drivers who are in the affected area.
3. Maintain a log of all bus locations and their status.
4. Coordinate with public safety officials to determine instructions for drivers.
5. Make preparations to assist affected schools in emergency evacuations if requested.
  - a. Activating the Emergency Management Team to facilitate evacuation to a safe family relocation site.
  - b. Determining the relocation site.
  - c. Dispatching buses or other vehicles to move members and staff to the relocation site.
6. If evacuating, do not return members and staff to the facility after evacuation until the fire department, local emergency management agency or other official agency declares the area safe.
7. If students and/or drivers have been exposed to dangerous liquids, gases or other substances, public safety officials may institute mass decontamination measures. These measures may include dry decontamination, which involves all affected individuals removing their clothing and personal items (privacy kits may be on hand from emergency responders) or wet decontamination, which involves portable showering or hosing systems. Work with public safety officials to assist them in rapidly decontaminating affected individuals.

### **25a.8 Lead Staff Member Response (after hours)**

1. Call or take directions from your local emergency management officials immediately. Listen to emergency alert broadcasts on all available media, and follow their instructions.
2. If they instruct you to evacuate, or depending upon the situation, evacuate members and staff to a safe location at right angles to and upwind of the agent.
3. Emergency response personnel will normally instruct the lead staff member to take the action deemed most appropriate.
4. In case of imminent danger in which emergency response personnel have not yet arrived, the lead staff member must decide the most appropriate action.
  - a. Evacuate.
  - b. Assemble all personnel indoors and conduct shelter-in-place activities.
5. Follow-up action will be determined by emergency response personnel in coordination with the district administrator and principal and may include, but it is not limited to:
  - a. Activating the Emergency Management Team to facilitate evacuation to a safe family relocation site.
  - b. Determining the relocation site.
  - c. Dispatching buses or other vehicles to move members and staff to the relocation site.

- d. Releasing information to parents/public.
- 6. If evacuating, do not return members and staff to the facility after evacuation until the fire department, local emergency management agency or other official agency declares the area safe.
- 7. If students and/or staff members have been exposed to dangerous liquids, gases or other substances, public safety officials may institute mass decontamination measures. These measures may include dry decontamination which involves all affected individuals removing their clothing and personal items (privacy kits may be on hand from emergency responders) or wet decontamination which involves portable showering or hosing systems. Work with public safety officials to assist them in rapidly decontaminating affected individuals.

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## Section 25c - Food Contamination Incident

### Definition

A food contamination incident is a situation in which multiple students and/or staff members become ill due to the consumption of contaminated food or beverage. Contamination of food or beverage could involve accidental contamination or intentional contamination. Intentional contamination could involve biological organisms, toxins, chemicals, or radiological contaminants.

### Signal

Verbal notification of staff.

### 25c.1 Principal Response

1. As soon as you become aware of a potential contamination situation, call 911 and request emergency medical personnel.
2. Contact the District Office.
3. If qualified staff are available, direct them to begin first aid as appropriate to their level of training.
4. Take immediate action to prevent others from consuming food or beverages until the actual source of the contamination can be determined.
5. Begin assessing the available information to try to determine the cause of the contamination.
6. Any contamination incident could be an intentional criminal act or an accidental situation. In either case, a thorough investigation will need to be conducted. Ensure that food, beverages, eating and drinking utensils and serving dispensers are not discarded or washed until it is determined that they cannot be used as evidence.
7. Work with responding public safety officials to determine how the contamination occurred.

### 25c.(2/.5) Staff Response (includes: office, teachers, support staff, custodial, kitchen personnel, etc.)

1. Staff members may be the first to realize that a contamination incident has occurred. In this situation, notify the principal or designee immediately.
2. Take immediate action to prevent others from consuming food or beverages until the actual source of contamination can be determined.
3. Follow the directions of the principal or designee.

### 25c.8 Lead Staff Member Response

1. As soon as you become aware of a potential contamination situation, call 911 and request emergency medical personnel.
2. If qualified staff are available, direct them to begin first aid as appropriate to their level of training.
3. Take immediate action to prevent others from consuming food or beverages until the actual source of the contamination can be determined.
4. Call the principal and district administrator and request that the Crisis Response Team be activated and that they respond to the scene. Provide a brief description of the situation and your course of action.
5. Begin assessing the available information to try to determine the cause of the contamination.
6. Any contamination incident could be an intentional criminal act or an accidental situation. In either case, a thorough investigation will need to be conducted. Ensure that food, beverages,



eating and drinking utensils and serving dispensers are not discarded or washed until it is determined that they cannot be used as evidence.

7. Work with responding public safety officials to determine how the contamination occurred.

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## Section 26 - Utility Failure

### Definition

A utility failure is the interruption in the supply of electricity, telephone service, natural gas, sewage, or water services to the facility.

### Alert Signal

A plain language announcement over the public address system (PA) or personal notification as appropriate.

### 26.1 District Administrator Response

1. Contact the local service provider (see emergency contact section).
2. Notify staff.
3. Determine if it is safe to conduct normal activities, and notify staff of the appropriate course of action.
4. If appropriate, implement the Evacuation Protocol.
5. If appropriate, implement the Family Reunification Protocol.
6. In the event of a gas leak, order a Relocation Evacuation

### 26(.2/.5) Staff Response (includes: office, teachers, support staff, custodial, kitchen personnel, etc.)

1. Notify the Principal of the utility failure.
2. Consult with the principal as to the safety of continuing normal activities as appropriate.

### 26.8 Lead Staff Member Response (after hours)

1. Contact the local service provider (see emergency contact section).
2. Notify staff, visitors and students.
3. Determine if it is safe to conduct normal activities, and notify staff of the appropriate course of action.
4. If appropriate, implement the Evacuation Protocol.
5. If appropriate, implement the Family Reunification Protocol.
6. If water or sewage pipes have broken or are leaking, take steps to reduce water damage and to prevent contamination.
7. In the event of a gas leak, order an evacuation and open windows. Do not allow anyone to use matches, lighters, candles or any other open flame. Select an evacuation site at least 1,000 feet from the facility unless instructed to move farther by public safety officials. Shut off other utilities. Call 911 or emergency services and ask them to dispatch at least one emergency responder to the evacuation site to assist you in evaluating it for safety.
8. In the event of a power outage, assist food service staff in securing refrigerated food storage units if power cannot be promptly restored. Determine that food is safe for consumption before it is used if the power remains off for an extended period of time.
9. Call the principal and district administrator and advise them to notify the Crisis Response Team of the situation. Provide a brief description of the incident.

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## **Section 27 - Tactical Site Survey**

### ***Introduction and Disclaimer***

The information provided in this document is designed to provide a detailed overview of the Tactical Site Survey process and its requirements in an educational setting. While the authors and Safe Havens International wish this template to be as complete as possible, it is not guaranteed to be complete and without flaw. Methods of implementing procedures, policies, and recommendations outlined herein are obviously beyond the control of the authors and Safe Havens International, and are at most suggestions for improving the safety of your school environment. Therefore, the authors of this document and Safe Havens International assume no liability for the application of any concepts or suggestions contained herein.

### ***Guidance for Use***

The following checklists are meant to serve as a guide for a Tactical Site Survey (walk-through) of a school and a tool for identifying hazards. While not all hazards can be realistically removed from the school environment, this template can help you identify as many potential hazards as possible. You can then prioritize each hazard and mitigate those hazards accordingly. Some will be impossible to fix (structural and design aspects of the school) without a complete remodeling, and others (Is graffiti removed expeditiously?) are much more feasible. The goal is to reduce the number of hazards to as few as possible, and mitigate those hazards so as to reduce injuries and damage to property that may result from them. As with all other Safe Havens Templates, this guide should be customized to fit your school setting, and any actions taken as a result of this guide should be first evaluated for practicality in your situation. When applicable, local agencies (police, emergency management, etc.) should be consulted as well. The goal of this template is to allow you to utilize your local resources and give you the ability to conduct effective annual tactical site surveys yourself, without hiring expensive consultants year after year.

**(pages 132 – 153 “Tactical Site Survey Forms” - are a separate document)**

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Book	Policy Manual
Section	2000 Program
Title	Copy of INTERSCHOLASTIC ATHLETICS
Code	po2431
Status	First Reading
Adopted	October 17, 2016
Last Revised	June 20, 2022

#### 2431 - **INTERSCHOLASTIC ATHLETICS**

The Board recognizes the value to the District and to the community of a program of interscholastic athletics for as many students as feasible and in accordance with Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity. The Board believes that it is the purpose of an interscholastic program to provide the benefits of an athletic experience to as large a number of students as feasible within the District.

The Board recognizes that the purpose of athletics is to promote the physical, mental, moral, social and emotional well-being of each participant with emphasis on the proper ideals of sportsmanship, ethical conduct and fair play. Athletics should encourage leadership, use of initiative and good judgment by the participants.

Interscholastic athletic programs provide opportunities for participants to develop positive school morale, practice hospitality and exercise the qualities of fair play and courtesy. The interscholastic athletic program is a part of the school curriculum, educational in purpose and conduct.

The athletic program affords opportunities for wholesome school-community relations under constructive conditions. It is the responsibility of school authorities to inform the community regarding the purposes of the program. The community should recognize that an athletic contest is an integral part of the school program because of its educational values. If interscholastic athletics cease to possess educational value, then these should cease to be school functions.

The Board encourages the full participation of elementary and middle school students in interscholastic athletic activities. For purposes of Board policy, "full participation" means fair and equal participation to the extent that the budget, facilities or type of activity allow.

The District shall maintain membership in the Wisconsin Interscholastic Athletic Association (WIAA) and the District's conference. The District shall abide by all WIAA and conference rules and regulations, and student athletes shall also be expected to abide by all eligibility rules and regulations.

The Athletic/Activities Director provides the following safeguards:

- A. Prior to enrolling in the sport, each participant shall submit to a thorough physical examination by a fully licensed physician and parents shall report any past or current health problems along with a physician's statement that any such problems have or are being treated and pose no threat to the student's participation.
- B. Any student who is found to have a health condition that may be life-threatening to self or others shall not be allowed to participate until the situation has been analyzed by a medical review panel that has determined the conditions under which the student may participate.
- C. Any student who incurs an injury requiring a physician's care is to have written approval by a physician prior to the student's return to participation.

- D. Any student suspected of having a head injury or concussion shall be provided with safety protocols specified in Policy 5340 - Student Accidents/Illness/Concussion.

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

The Principal and Athletic/**Activities** Director **is** authorized to establish a set of behavior expectations for participants as well as the implementation of appropriate disciplinary procedures for those who violate sportsmanship expectations as found in the **LWHS Code of Student Conduct** **student** handbooks approved by the Board of Education.

To support the efforts to strengthen sportsmanship, ethics, and integrity, the Board commits itself to:

- A. adopt policies (upon recommendation of the administration) that reflect the District's educational objectives and promote the ideals of good sportsmanship, ethics, and integrity;
- B. support and reward participants, coaches, school administrators, and fans who display good sportsmanship.

Revised 12/18/17

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Legal                      120.12(23), Wis. Stats.  
                                    P.I. 9.03(1)(h), Wis. Adm. Code

**Last Modified by Melanie J Oppor on December 16, 2022**





Book	Administrative Guideline Manual
Section	2000 Program
Title	Copy of INTERSCHOLASTIC ATHLETICS
Code	ag2431
Status	First Reading
Adopted	April 23, 2018

#### 2431 - **INTERSCHOLASTIC ATHLETICS**

In order to maintain an effective program of interscholastic athletics, the District employs an athletic director and coaches who, in cooperation with the **district administrator****high school principal**, are to fulfill the responsibilities described below.

#### **Responsibilities**

The **Athletic Director** **Senior High School Principal** shall:

- A. be held ultimately responsible in all matters pertaining to interscholastic athletic activities;
- B. fulfill all duties and responsibilities as they pertain to interscholastic athletics as prescribed by the Wisconsin Interscholastic Athletic Association (WIAA) and the Board of Education;
- C. keep a record available at all times regarding the latest up-to-date information on the eligibility of the current season sports squads including team managers.

The Director of Athletics shall:

- A. direct and coordinate all activities of the Department of Athletics and be directly responsible to the **district administrator** **principal**;
- B. together with the **district administrator****principal**, approve all finalized athletic contest contracts;
- C. prepare the total athletic budget for the District and present it to the Business Manager for formal adoption;
- D. ascertain that all rules and regulations of the Wisconsin Interscholastic Athletic Association (WIAA) are upheld and enforced;
- E. strive to promote good public relations with the general public, news media, opponents' schools, civic organizations, and booster clubs;
- F. secure a team athletic trainer for attendance at football games and wrestling matches and arrange for ambulance service at football games;
- G. arrange for the transportation and meals of all District athletic teams;
- H. check the readiness of all facilities for teams and spectators prior to game time;
- I. coordinate the planning of such events as athletic assemblies, Parents Night, Homecoming, Banquets, Booster Club Activities, etc. and clear them with the high school principal;
- J. prepare all game contracts, specifying the date, time, and location;

- K. co-sign all game contracts with the principal and keep them on file electronically;
- L. make arrangements for physical examinations for candidates for athletic squads, after checking with the head coach;
- M. employ and pay all contest officials and personnel involved in operating the contest;
- N. issue all passes and complimentary tickets;
- O. regulate the use of the press box and the public address system;
- P. **arrange for set up** the playing of the National Anthem;
- Q. reconfirm the athletic contest, one week prior to the game date, with the visiting school and game officials;
- R. make arrangements for emergency medical care;
- S. be responsible for regulations concerning visiting scouts;
- T. arrange for the ordering and the presentation of letters and other athletic awards;
- U. handle all matters pertaining to radio/television broadcasts;
- V. arrange for reconditioning of athletic equipment;
- W.
- X. assign at least one (1) coach to ensure that all windows, doors, and gates are locked in any area that has been used;
- Y. prepare a detailed equipment and supply request and submit it to the athletic director and high school principal;
- Z. arrange for the presentation of team awards through the athletic director;
- AA. recommend teams that may be scheduled and officials to be employed;
- AB. enforce rules and regulations concerning conditioning of players and their health and safety;
- AC. report injuries to the athletic director and high school principal .

Coaches should exercise great care in dealing with all injuries and particularly those that are of a serious nature. In all cases, the coach should assure that the injured athlete is receiving competent medical care. Following injuries of a serious or prolonged nature, the coach should secure the signed approval of the doctor and parent before the athlete is allowed to participate again in athletic activities.

The Assistant Coach (includes Varsity Assistants, Reserve, Freshman, and Junior High Coaches) shall:

- A. support the head coach in the conduct of his/her particular sport and the total athletic program;
- B. fulfill all responsibilities assigned by the head coach;
- C. be prepared to assume the responsibility of the head coach, if and when necessary.

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**Last Modified by Melanie J Oppor on December 16, 2022**