

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

Google Meet joining info

Video call link: <https://meet.google.com/wey-kmke-wja>

Or dial: (US) +1 929-373-3435 PIN: 379 448 754#

Date: March 16, 2023

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:

Timer: _____

Recorder: _____

1. Consider Endorsement of K-5 Literacy Science of Reading Plan and Piloting of Literacy Resource Options as Presented (Information / Action)
2. Consider Endorsement of SDM Summer School Guide as Presented (Information / Action)
3. Consider Endorsement of the Gr. 6-12 At-Risk Handbook and Phoenix Program as Presented (Information / Action)
4. Discuss Possible MS/HS Schedule Changes and the Introduction of Middle School Exploratory Options (Information)
5. Discuss Impact of Laude and Grade Point Average on Scholarships and Recognitions (Information / Action)
6. Continue Review of Curriculum Timelines and Processes (Information / Action)
7. Discuss High School Physical Education Credits (Information / Action)
8. Next Meeting Date _____
9. Next Meeting Items:
 - a. Consider Endorsement of MS/HS Schedule Changes and the Introduction of Middle School Exploratory Options
 - b. Summer 2023 Curriculum Map Writing Proposal
 - c. K-12 Science and Social Studies Resource Proposal
 - d. Financial Literacy K-12 Scope and Sequence; Revised Content Curriculum Maps with Financial Literacy References
10. Adjourn



Science of Reading Research

EVALUATION CHECKLIST

Developed by Wiley Blevins

Benchmark Phonics & Word Study Workshop Program Consultant and Principal Author,
 ILA 2019 Literacy Leadership Brief: Meeting the Challenges of Early Literacy Phonics Instruction

Category	Criteria		Program Evaluation		
	MEETS SCIENCE OF READING	DOES NOT MEET SCIENCE OF READING	MEETS	PARTIALLY MEETS	DOES NOT MEET
I. Scope and Sequence	✓ Clearly defined scope and sequence that provides the "spine" for foundational skills instruction.	✗ No clearly defined scope and sequence —based primarily on books students are reading in small group.			
	✓ Proceeds from easier to more complex skills , separating easily confused letters and sounds.	✗ Incidental and random phonics learning , often jumping around from easier to more complex skills (e.g., short vowel one week, long vowel the next, back to short vowel, and so on).			
	✓ MUST include a robust review and repetition cycle to ensure mastery of taught skills (extend the learning 4–6 weeks after introduction).	✗ Skills are taught but not reviewed (e.g., "skill of the week" with little to no review in subsequent weeks).			
	✓ Skills taught are tightly connected to the texts students read to provide ample practice/ application to get to mastery and opportunities to transfer the skill.	✗ Exposure-focused , rather than mastery-focused, which doesn't provide consistent focus and won't lead to student learning for a large number of students.			
	✓ Includes phonemic awareness, phonics, fluency, and concepts of print instruction.	✗ Does not include all areas of foundational skills and may not meet grade-level state standards.			
Category I. Overall					



Category	Criteria		Program Evaluation		
	MEETS SCIENCE OF READING	DOES NOT MEET SCIENCE OF READING	MEETS	PARTIALLY MEETS	DOES NOT MEET
II. Phonics/ Decodable Readers <i>Becoming a Nation of Readers</i> (Anderson, Hiebert, Scott & Wilkinson, 1985)	✓ Comprehensible —with vocabulary that is understandable and derived from students' speaking and listening vocabularies.	✗ Decodable text uses low-utility words (vat, rut), nonstandard sentence structures (He did hit it.), nonsensical tongue twisters (Slim Stan did spin, splat, stop.), confusing concepts (The sun will make plants rise.), odd names (Mem had a pup.), and underuses the word "the" —the most common word in English.			
	✓ Comprehensible—stories should make sense and follow natural-sounding English spoken and written patterns.	✗ Decodable text is so controlled that the text doesn't make sense or presents unnatural-sounding English.			
	✓ Instructive —majority of the words must be decodable , based on sound-spellings previously taught , with a strong connection between instruction and the text.	✗ Relies on patterned, leveled texts (e.g., Levels A–D) for decodable text . These do not offer enough decodable words for students to practice their skills and may force students to rely on memorizing words and guessing using picture clues .			
	✓ Engaging —connected text must be engaging with beautiful illustrations, photos, and interesting story lines so that text is worth revisiting for developing fluency, and worth talking and writing about it.	✗ Poor visual quality or story lines compared to other texts students see in school.			
	✓ Decodable texts should be an integral part of the phonics lesson.	✗ Decodable texts are not an integral part of the phonics lesson.			
	<p>✓ Good Examples of Decodable Texts</p> <p>What Is It? This has six legs. It is little. It can hop. What is it? (It is a grasshopper, supported by a photo in the text.)</p> <p>The Big Rip Tim is a little bit sad. His coat has a big rip. Tim will go to Rick. Can Rick help him? "I can not zip it," said Tim. "Can you fix it?"</p>	<p>✗ Weak Examples of Decodable Texts (Texts to Avoid)</p> <p>Mac Mac had a bag. The bag had a dog. Mac had a bag and a dog. Mag had a rag. Mac can tag Mag. Mac got the rag. Mac sat on the rag. Mag sat on the bag.</p> <p>Pam Pam sat on the mat. A cat sat on the mat. Tap, tap. Sap is on Pam. Sap is on the cat. Sap is on the mat. Mmmm!</p>			
Category II. Overall					

Category	Criteria		Program Evaluation		
	MEETS SCIENCE OF READING	DOES NOT MEET SCIENCE OF READING	MEETS	PARTIALLY MEETS	DOES NOT MEET
III. Systematic and Explicit Instruction of Foundational Skills	✓ Defined scope and sequence (systematic) with a small-step progression from skill to skill that makes learning manageable (moves from the known to the new).	✗ Lack of scope and sequence , which doesn't allow for phonics to be taught as a system that is internalized, generalized, and utilized by students efficiently.			
	✓ Initial introduction of each skill is explicitly stated and applied in ways that get students thinking and talking about how words work .	✗ Uses discovery method to introduce new phonics skills, which can leave too many students behind (those who don't have prerequisite skills to make the discovery).			
	✓ Active and engaging instruction (e.g., through word building, word sorts with discussions, dictation) as students develop and deepen their understanding of how English words work .	✗ Focuses on use of the cueing systems in K-2 , especially an overemphasis on using context and picture clues.			
	✓ Multisensory and multimodal instruction included (hear, say, touch); ideal for supporting students with learning challenges, such as dyslexia.	✗ Limits instructional and practice opportunities to only sight or sound or rote skill-and-drill.			
Category III. Overall					
IV. Daily Application to Reading and Writing Application is where the learning "sticks."	✓ Daily reading practice using controlled, decodable texts in Grades K-1.	✗ Use of controlled, decodable texts in Grades K-1 is not daily or is nonexistent .			
	✓ Writing application where students write about what they read to practice their skills in a purposeful and focused way.	✗ Does not incorporate writing during phonics time (both guided spelling/dictation and writing about stories read to process meaning).			
	✓ Application should be daily and a substantial part of the phonics lesson—at least 50%.	✗ Bulk of the lesson is devoted to isolated skill work .			
Category IV. Overall					
V. Vocabulary and Content Knowledge Building	✓ Recognizes reading comprehension as a product of both decoding and language comprehension (vocabulary and background knowledge).	✗ Overemphasis on phonics , which often results in students not developing the language skills needed to tackle more complex text as they move up the grades.			
	✓ Builds oral language and vocabulary through daily read-alouds with rich, interactive conversations.	✗ Conversations during read-alouds are limited or nonexistent , resulting in a passive listening experience.			
	✓ Readers rely on word meaning knowledge and background knowledge related to the topic, which intertwine with decoding skills .	✗ Materials focus too heavily on decoding without building knowledge or focus too heavily on building knowledge without developing decoding skills .			
Category V. Overall					

Category	Criteria		Program Evaluation		
	MEETS SCIENCE OF READING	DOES NOT MEET SCIENCE OF READING	MEETS	PARTIALLY MEETS	DOES NOT MEET
VI. Comprehension	✓ Focused on meaning making and the role of language (vocabulary and knowledge) in that process.	✗ Focused almost entirely on skills and strategy lessons with limited content knowledge building.			
	✓ Teaches real-reader thinking strategies (e.g., stop and reread, summarize, predict) and applies them to grade-level and complex texts.	✗ Lessons focused too heavily on individual skills and strategies with limited time for deriving and discussing meaning of the text.			
	✓ Builds necessary fluency for students to read grade-level texts.	✗ Does not expose all students to grade-level complex text .			
	✓ Uses writing to increase understanding of text.	✗ Limited opportunities to write in response to text .			
Category VI. Overall					
VII. Fluency	✓ Fluency is formally taught and includes a focus on automaticity, accuracy, and prosody.	✗ Fluency is not directly taught .			
	✓ Fluency is taught at the letter, word, and sentence level .	✗ Fluency is not taught at the letter, word, and sentence level.			
	✓ Students reread texts to develop fluency.	✗ Program does not contain repeated readings of decodable texts to develop mastery of foundational skills quickly.			
	✓ Fluency is assessed .	✗ Fluency is not assessed .			
Category VII. Overall					
VIII. Phonics Assessment	✓ Assessments inform instruction and provide granular next-steps information .	✗ Students are primarily assessed by reading a passage and then given a reading level score —a level doesn't provide enough granular information about phonics skill mastery.			
	✓ Contains both comprehensive assessment (to determine skills needs) and frequent cumulative assessments (to confirm mastery and check for decayed learning in order to catch it early).	✗ Does not contain both comprehensive and cumulative assessments .			
Category VIII. Overall					
PROGRAM RATING OVERALL					

PHOTO CREDIT: FRONT COVER: VERONICA LOURO





Students choosing to excel; realizing their strengths

To: Dr. Melanie J. Oppor

From: Michelle Johnson

Date: 3/29/23

Re: MES Literacy Into Reading and Wonders Pilot Proposal and Literacy Shift Plan

The purpose of this memo is to outline the proposed pilot timeline for English Language Arts resources for grades K-5 at Manawa Middle School for the first semester of the 2023-2024 school year if approved. This memo is an extension of the additional memo brought forth to the Curriculum Committee in June.

Grades K-2-Development and Extension of Early Literacy Foundations

In alignment with research based practice aligned with the Science of Reading, the development of early literacy through phonemic awareness, vocabulary, letter recognition and knowledge, blending those sounds to create words, and engaging in discussion embedded within modeling literacy practices to build understanding, all encompasses what our students need to be successful. Described below are the practices and resources currently in place and recently adopted to assure building these solid foundations:

1. Adoption of BOE approved Really Great Reading. An interactive and engaging resource which provided scaffolded sequenced of lessons to build phonological awareness and foundational literacy skills.
2. Interactive Read Aloud (BOE approved): Through rigorous and engaging various texts, students engage in conversation, questions, and are able to observe fluency skills modeled for the classroom.
3. Recently BOE approved UFLI, an extension and intervention paralleling Really Great Reading with sequenced and researched lessons to extend and support foundational and phonemic skills through modeling, decoding practice, and writing.
4. Literacy Footprints- BOE decodable, leveled readers with strategic and targeted instructional lessons to provide small group and individual practice.

When reviewing practices that would best support our student needs, the MES literacy team is exploring schedule transitions to extend Really Great Reading instructional time to utilize all elements to the fullest as well as incorporating and connecting additional practice with UFLI. This provides additional instructional time to incorporate small groups with early literacy focus

based on skill and strategy data demonstrates where students need it the most in alignment to standards.

Pilot: K-2

It is proposed that in addition to the solid research-based resources, the elementary levels grade K and 2 to pilot decodable practice and readers provided by Wonders and Into Reading to align and transition instruction to align K-5.

Grades 3-5:

After the internal literacy audit based on student achievement on class assessment, iReady, and past state assessments, the literacy team determined that the highest need was filling in instructional gaps students missed in building foundational skills, expanding vocabulary, comprehension in informational text, as well as developing text-dependent analysis writing skills. Below, describes the pilot proposal in alignment with current practices. The main element identified when exploring is the necessary shift from Lucy Calkins whose resources were not grounded in research, and incorporate practices grounded in the Science of Reading, with what our educational team knows our students need based on project and reading performance.

Current Practice:

Interactive Read Aloud- Previously BOE approved. With the intentional instructional coaching of building text-dependant writing, the Interactive Read Alouds provide rigorous and relevant texts organized by theme. Students explore mentor texts to embed within their writing, and through discussion to build deeper comprehension with intentional discussion stems supported by text evidence.

Based on Data Interpretation and Student Need

Text-dependent writing, continued foundational skills and vocabulary building, as well as deeper comprehension are components needed for our students at the upper elementary level. The proposal is to pilot two resources, Wonder and Into Reading, to compare to fulfill these specific, targeted needs.

Wonders

Pilot: Section 3 A , third grade, and 5 A fifth grade

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

From EdReport:

The materials for Wonders 3-4-5 meet the expectations of alignment, including instruction and practice to develop skills and understanding. The materials include many high quality texts and tasks that support students' development of literacy skills. The materials are organized to build knowledge of topics and provide opportunities for students to demonstrate integrated skills. Instruction for foundational skills includes the core components necessary. While many implementation supports are available, the teacher may need to do extra work to assure lessons are implemented with fidelity.

2020

Wonders

PUBLISHER

McGraw-Hill Education

SUBJECT

ELA

GRADES

K-6

REPORT RELEASE

11/21/2019

REVIEW TOOL VERSION

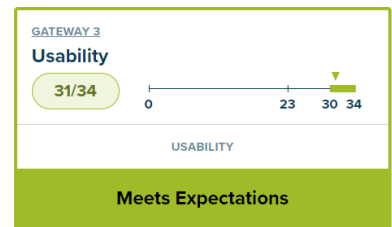
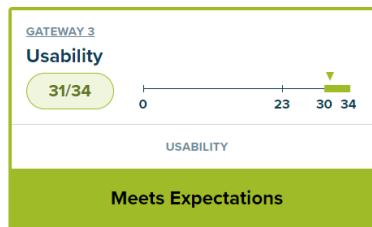
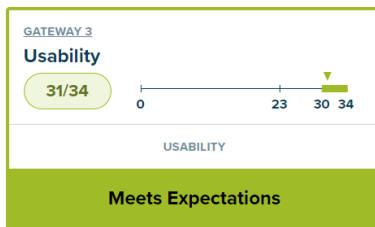
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ALIGNMENT ⓘ

Meets Expectations

USABILITY ⓘ

Meets Expectations



Into Reading- Grades 3-5 Pilot: Section 3B and 5B

From EdReport:

The instructional materials *Into Reading*, Grades 3 through 6, meet the expectations of alignment and usability. Texts included in the program are high quality and engaging, as well as appropriately rigorous and organized to support knowledge building. The materials include questions, tasks, lessons, and practice that support students' development of reading, writing, speaking and listening, and beginning to think critically. Materials include foundations for students to study topics and develop research habits, as well as practice different types of speaking and writing about different topics.

Implementation and usability supports for teachers to assure students meet grade level goals meet the criteria of Gateway 3.

Into Reading

PUBLISHER

Houghton Mifflin Harcourt

SUBJECT

ELA

GRADES

K-6

REPORT RELEASE

01/23/2020

REVIEW TOOL VERSION

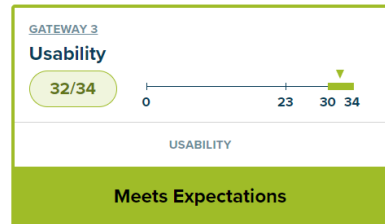
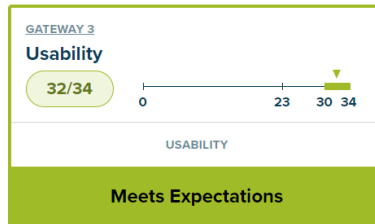
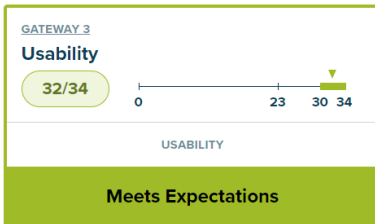
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ALIGNMENT ⓘ

Meets Expectations

USABILITY ⓘ

Meets Expectations



Proposed Timeline:

2nd Sem. 2023	Aug. 2023	Sept. 2023	Oct. 2023	Nov. 2023	Dec. 2022
<p>Utilizing the Science of Reading Rubric to evaluate/expl ore resources, through reps, reaching out to school districts, and samples, identified the top two literacy resources to pilot for the 2023-2034 year.</p>	<p>-Plan, review resources, and design with ELA elementary school teachers. -Organize correlating pilot programs with instructional coaching, and schedule pilot modeling with reps.</p>	<p>-Reach out to other districts utilizing Wonders and Into Reading -iReady Screener Pre-Assessment -Begin pilot mid September after initial universal assessments are completed.</p>	<p>-Continue pilot in 3rd and 5th grade. -Compare formative and summative assessments among sections and grades with data protocol PLC meetings. -Gather progress monitoring and various data for discussion and analysis. -Continued modeling/coaching with pilot resource support/instructional coach support.</p>	<p>-Continue collecting and analyzing data. -Discuss comparisons and begin finalizing decisions for adoption to move to curriculum committee.</p>	<p>-Winter iReady Screener -Gather Data -Survey Students -Compare data across grade sections vertically and horizontally. -Present to Curriculum Committee and BOE findings. -Make decision</p>



ADVENTURE 2023

Program Guide

The School District of Manawa Summer Enrichment Program

"Every Adventure Requires a First Step"

Join us for a summer of adventures
and endless possibilities

June 12th–June 30th

Registration will take place online April 3rd-14th

PROGRAM INFORMATION

WHO:

- Students entering grades Pre-Kindergarten – 12th grade

WHAT:

- Introduction to 4K (Your child must be 4 by September 1, 2023)
- Camp Kindergarten (2023-2024 Kindergarteners)
- Remedial courses: reading, writing, and mathematics (grades 1-12)
- Enrichment courses: cooking, science, computers, outdoor adventures, movie music magic, fitness, and more (grades 1-8)
- Skills courses: volleyball, wrestling, football, basketball, hunter safety, officiating license and course
- Swimming Lessons: Iola-Scandinavia Fitness & Aquatic Center (grades 1-6)

WHEN:

- Summer Adventures: June 6th-24th, 8:00 am-12:00 pm
- Swimming and skills courses see specific course dates & times

WHERE:

- Programming will be held at the Elementary School for Grades 4K- 8 and the High School for Grades 9-12

WHY:

- “*Summer Adventure*” participants will find a number of interesting and exciting learning opportunities again this summer
- Remediation
- Fun
- Skill Development

HOW:

- Complete registration, medical emergency form, and transportation form online
- To complete online forms and further instructions, please visit

<https://www.manawaschools.org/programs/summer-school.cfm>

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CONTACTS:

- **Scheduling assistance: Kris Thompson** 920-596-5700
- **Michelle Johnson**- 920- 596-5738 or summerschool@manawaschools.org
- **Mary Eck**-920-596-5804 or summerschool@manawaschools.org

- **Manawa Elementary School Office** – 920-596-5700
- **Little Wolf High/Manawa Middle** – 920-596-5801

From the desk of Ms. U (Elementary School Counselor, Manawa Elementary)

During the summer, student worries do not go away. For that reason, I am happy to announce that I will be having drop-in and scheduled summer hours for students and families. The drop-in hours will be on **TBD**. In addition to courses building confidence, connecting with others, and strategies to build life skills, I will also be scheduling dates throughout the summer for google chats, a talk in the park or a home visit. Please contact me if you have any questions.

lujadowski@manawaschools.org or call (920)596-5700 and ask for LuAnne Ujazdowski

Thank you and I look forward to hearing from you!

Transportation to Summer School:

Students will be picked up and dropped off at times to be determined at the determined pick up sites. Parents are responsible to drop off and pick up their children at designated times and locations listed below.

*If you are in need of transportation, please be sure to fill out the needed information on Skyward while registering online. **Notification will be needed no later than April 14th, 2023.**

Pickup Time

-Monday and Wednesdays

6:45AM – Symco
7:00AM – Ogdensburg
7:15AM – Royalton
7:25AM – Little Lambs
7:30AM – MES

Pickup Time

12:00PM – MES
12:10PM – Little Lambs
12:20PM – Royalton
12:30PM – Ogdensburg
12:40PM – Symco

Pickup Time

-Tuesdays, Thursdays and Fridays

7:00 AM – Symco
7:15AM – Ogdensburg

7:30AM – Royalton
7:45 AM – Little Lambs
7:50 AM – MES

Pickup Time

12:00PM – MES
12:10PM – Little Lambs
12:20PM – Royalton
12:30PM – Ogdensburg
12:40PM – Symco

FREQUENTLY ASKED QUESTIONS

Q: What does a student’s daily schedule look like?

A: “**Summer Adventure**” **Daily Schedule**

Session 1	8:00-9:00
Session 2	9:00-10:00
Session 3	10:00-11:00
Session 4	11:00-12:00

Q: Who will be teaching the classes?

A: Teaching staff will include the best possible *certified* teachers available. Teaching assistants will also be working for the program to assist our certified staff with daily activities.

Q: What happens if my child selects a course that is filled?

A: Online registration will only allow for registration if the course has availability. To best help support scheduling, please utilize the schedule guide provided to fill out **before** registering online. This guide is for your convenience, and will not be turned into the office.

NOTE: *Course enrollment will be based on a first come, first serve basis.* Some courses may be eliminated if there are an insufficient number of students enrolled, or if there are not qualified teachers available to teach them. Parents will be notified as soon as possible of any changes.

***Note: You will be scheduling for classes available to your child’s upcoming grade in 2023-2024 school year.**

Q: When will I know what my child’s summer school schedule is?

A: A copy of your child’s schedule will be sent home at least two-weeks prior to the start of summer school. Online schedule will be available as soon as online registration is completed.

Q: Can my child who is entering 4K Kindergarten and 5 year old Kindergarten attend?

A: Yes! Students can enroll in our 4K and Camp Kindergarten. Students will use skills that will prepare them for a successful Kindergarten experience. Activities will include stories, music, plays, manipulatives, arts and crafts, and fun.

Q: Can out-of-district children enroll in Summer Adventure?

A: Yes! There is a tuition fee of \$75.00 per child. An out-of-district student is any student who currently resides outside the School District of Manawa. If a student, (ex: grandchild), is staying with a district resident this summer 2023, the in-district requirements are met.

Q: Will transportation be available for students to get to & from summer school?

A: Yes! The school district will be offering transportation to and from summer school. Designated pick-up points, drop-off points, and times will be established for surrounding communities. Parents will be responsible for making sure students are at those locations at the scheduled times in order to accommodate the summer school schedule. Please note, after the initial registration, it will be decided if numbers are adequate to offer this service. Locations and times will be sent out after registration.

Q: What are the attendance procedures and policies?

A: All students enrolled are asked to attend summer school on a regular basis. Emergencies and illness should call the school offices and make us aware of the situation by at least 9:00 a.m. daily if at all possible. Elementary School Office (920) 596-5700 High School Office (920) 596-5800

Q: Does my student need to bring school supplies?

A: Most supplies will be furnished by the School District of Manawa. In the event special supplies are needed or there are additional fees, it will be noted in the description of the coursework. Students should **NOT** bring items such as toys, video games, etc. to summer school.

Q: What should my student wear to summer school/is there a dress code?

A: We understand that the weather will likely be warm throughout the summer; therefore we expect that our students will come to summer school dressed casually and comfortably. However, all students are required to dress per school district dress code. Students will be required to wear shoes at all times. Hats will not be allowed inside the buildings, but may be worn for outside activities. Please, note that some courses and, or activities may require students to dress in a particular fashion. You will be notified in advance if this applies (i.e. – Outdoor Adventure in the woods, swimming, etc.).

Q: Is there a student code of conduct? Can my student be removed from summer school?

A: Yes! The same rules and regulations regarding student conduct for the regular school year will apply for summer school as well. Students who misbehave will be disciplined in a reasonable manner and parents will be notified. Students who cause excessive disciplinary problems may not be invited back to summer school in extreme circumstances. Refunds will not be granted in these circumstances.

Q: Will the Sturm Memorial Public Library Summer Reading Program be affiliated with summer school?

A: Yes! Students are strongly encouraged to visit the public library and participate in summer programming. For more information please contact Lyn Hokenstad at 596-2252.



SWIMMING PROGRAM

IOLA-SCANDINAVIA FITNESS & AQUATIC CENTER

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The Manawa Summer School Program

SWIMMING SESSION: June 12th-June 30th, 2023, Monday & Wednesday, Six day lesson schedule.

\$15.00 Fee- A check can be written out the School District of Manawa Summer School

Note: The entire cost of swimming lessons is \$30.00, but the School District of Manawa will be covering half the cost.

A qualified teacher will accompany the students to the pool. Certified swimming instructors hired by the Iola Aquatic Center will provide the instruction. Students will still be able to return to the elementary school for the remainder of their Summer School Programming on lesson days.

Please keep in mind, adequate participation will still determine course offering. There will be no cost for the swimming lesson transportation. The school district will recover the cost through state aid membership participation. **We will however require a student who signs up for instruction to attend all the sessions.** An Iola Fitness and Aquatic form and parental signatures must be filled out before or on the day of registration. Schedule of pickup times and return times are below.

Transportation: Students will be transported to and from swimming lessons from the elementary school.

All times listed are approximate.

Pool Arrival Time: 7:55 A.M.

Departure Time: 9:00 A.M.

COURSE DESCRIPTIONS + GRADE LEVELS

Offerings for Grades 4K to 5/6

Introduction to Four Year Old Kindergarten (Students must sign up for full 4K course)

Entering 4K only

15 days

4 hours/day-3 mini sections

8 am-10 am- Manners, Social Skills, Play and Story Time

Is your child eligible for 4 year old kindergarten in the school year 2023? (Must be four years old by September 1, 2023) This class will be a fun introduction to the 4K environment. Students will have stories, songs, art, games, music, movement, and lots of play! This will be a fun way to introduce your child to our 4K program.

9-10 am-Create Your Own Music Instrument and Creative Crafting

Creative sounds and instruments made from popsicle sticks, string, buckets, and everything in between. 4K students explore music while using their creativity.

11-12 pm. Outdoor Games

Our littlest ones get their wiggles out through outdoor/(indoor if poor weather) with games such as Ollie Ollie Octopus, scavengers, pool noodle balloon hockey and various other games to teach social skills, team sportsmanship, and to play outside.

Camp Kindergarten (Students entering 5 year old Kindergarten)

15 days

4 hours/day

Students will acquire skills for a successful Kindergarten experience. Colors, shapes, alphabet, and counting will be promoted using play, music, stories, movement, manipulatives, and fun!

Games Galore

Grades 1-3

15 days

1 hour/day

Let the board /card games begin! Students will practice learning, social, and communication skills while playing games! The games *may* include: Sequence, Clue, Yahtzee, Uno, Phase 10, Garbage, etc. The games will help kids acquire logic and reasoning skills as well as boost critical thinking skills! Don't miss this Old Fashioned Fun!

Games Galore

Grades 4-5

15 days

1 hour/day

Let the board /card games begin! Students will practice learning, social, and communication skills while playing games! The games *may* include: Sequence, Clue, Yahtzee, Uno, Phase 10, Garbage, etc. The games will help kids acquire logic and reasoning skills as well as boost critical thinking skills! Don't miss this Old Fashioned Fun!

Hands in the Mud, School Garden

Grades 2-3

15 days

1 hr/day

Our little sprouts will be getting their hands muddy while working in our school garden and learning about agriculture. Together, they will plant, water, and watch their seeds grow into produce while reading about life on the farm. Additionally, they will learn about teamwork, relationship building and strong social and emotional skills.

Crafty Characters and Snacks in Storyland

Grades 1-2

15 days

1 hr/day

Storyland and characters come alive through interactive read alouds, snack making, and character craft creation through the exploration and imagination of our younger learners. Crafts and snacks are tied to the themes carried out throughout various books with fun engagement activities. Students will re enact scenes through handmade puppets and other projects.

Reading Ready

Grades 1-2

15 days

1 hr/day

Work on reading skills necessary to be successful in your next grade! This course is designed to encourage reading throughout the summer. Instruction will be delivered through independent, partner, and small group reading. Students will work on reading fluency, phonics, vocabulary, and comprehension through a variety of appropriately leveled books.

Reader's Theater

Grades 1-3

15 days

1 hour/day

Try out fun character voices, create imaginary worlds, and practices reading aloud through this course filled with laughter and excitement. Reader's Theater is a strategy that combines reading practice and performing. Its goal is to enhance students' reading skills and confidence by having them practice reading with a purpose. Reader's theater gives students a real reason to read aloud.

Music Wonderland

Grades 3-5

15 days

1 hr/day

Music Wonderland offers students an opportunity to explore music through age-appropriate singing, playing and rhythm activities. This course encourages children to be composers as well as performers. Movement and self-expression are emphasized over repertoire. While we cover the basics of solfege, note reading, rhythm, and beat, it's never at the expense of having fun.

Movie Music Magic and Composition

Grades 6-12

15 days

1 hr/day

We all watch movies and documentaries for their interesting plots and exciting cinematography. In contrast, never-ending efforts go into creating mood and tone through music to really set the scene. This course will provide

opportunities for students to learn the sound palettes with this course to ensure how sound is implemented and designed for different parts of the movie.

Mad Summer Scientist

Grades 1-2

15 days 1 hour/day

Become a mad scientist this summer! Learn about magic and the mystery of science through literacy while having fun doing experiments. As a class we will research, form hypotheses and perform experiments to answer questions and more.

Bookin' and Cookin'

\$8.00 Fee

Grades 2-4

15 days

1 hour/day

Do you like to cook? Do you like books? Then this class is for you! We will read a fun book and prepare a snack to go along with the story. We will also write and illustrate our favorite part of the story. Students will take home their recipe book at the end of our summer session. Allergy warning: We will cook with gluten, eggs, peanuts, and dairy.

Math Puzzle Adventures

Grades 4-5

15 days

1 hour/day

Students will have opportunities to solve an assortment of different math puzzles while practicing their math skills. Puzzles will include: riddles, crosswords, KenKen, Kakuro, brain teasers, magic squares, magic triangles, and Sudoku.

Math Madness

Grade 1

15 days

1 hour/day

For students entering first grade in the fall, we will focus on number identification and addition/subtraction with numbers 1-10.

Math Madness

Grades 2-3

15 days

1 hour/day

For students entering grades 2-3 in the fall, we will focus on addition and subtraction.

Math Madness

Grades 4-5

15 days

1 hour/day

For students entering grades 4-5 in the fall, our games may include addition, subtraction, multiplication, and division.

Creative Writing:

Grades 3-5

15 days

1 hour/day

In this fun, energetic course designed for students entering grade 3 through 5, students build their reading and writing skills by studying the works of picture book masters. Each day in class, students will read and discuss a picture book addressing specific literacy skills and topics. Then it's time for them to try their hand at writing with a unique assignment based on the topic of the day. In the final days of the course, students will have the chance to apply what they've learned as they write and illustrate a picture book of their very own.

Adventures in Computers

Grades 1-4

15 days

1 hour/day

Students will work through a variety of computer applications to increase their knowledge of not only basic keyboarding skills, but various software (Google and Seesaw) and online educational games. They will create fun-filled projects using different computer applications.

Sports/Leisure

Grades 3-5

15 days

1 hour/day

Students will be engaged in a variety of activities that will promote a healthy lifestyle. Activities will include lifetime sports that will include Frisbee Golf, Hockey, Bowling, Golf, and basic skills of Basketball, Volleyball, Soccer, and more.

Biking

Grades 4-6

15 days

1 hour/day

Let's bike together. This fun course will introduce the benefits of biking. Participants will work on form, building endurance, increasing core strength, and flexibility. Methods will be demonstrated through both through safety days and cooperative biking adventures that promote a healthy life long activity. Mentors will bike with a group based on time/age/ and ability. Special community presenters such as our Chief of Police will share tips, techniques, and possibly bike with the team.

The Great Escape

Grades: 3-5

15 days

1 hour/Day

Escape rooms are currently all the rage. With puzzles, riddles and a little bit of excitement, people everywhere have found the joy and thrill of those 60-minute adventures. In this class, students will have the opportunity to explore the basic idea of an escape room. They will solve puzzles, play Breakout EDU games and visit online escape rooms. Ultimately, in small groups, students will design their own escape room for the rest of the students in the class to attempt. Participants should enjoy brainteasers, logic puzzles, and a little bit of mystery. Do you have what it takes to succeed at The Great Escape?

Outdoor Exploration

Grades 4-9

15 days

2 hours/day

This unique class offering will explore outdoor activities and incorporate environmental education, wellness, outdoor recreation, and many others. This class will provide leadership skills through cooperative activities through all these events. The students will have an opportunity to go on fishing and hiking fieldtrips. Take the challenge of seeing how well you know the outdoors.

Rocketry

\$8.00 Fee

Grades 5-8

15 Days

1 Hour/Day

Students will purchase a basic rocket kit from the school. Students will assemble the rocket and learn about the basics of rocketry. Students will launch their rockets during the final week of class with their peers.

Soccer Fun

Grades 3-5

15 Days

1 Hour/Day

Students will be taught the fundamentals of soccer through soccer games and drills. Students should bring a Size 4 soccer ball with their name on it and wear clothes appropriate for soccer play and bring both soccer cleats and tennis shoes to each class for playing soccer inside or for outside play depending on the weather.

Book Club

Grades 3-5

15 days

1 hour/day

TBD

Swimming (See Flyer for More Information)

***Limited to 8 students per class.**

\$15.00 Fee (The total cost of lessons is 30.00, but the School District of Manawa will cover half the cost)

Grades 1-5

@ Iola Fitness and Aquatic Center

This program is for children seeking to learn the fundamentals of swimming by trained and certified instructors. Lessons are provided Mondays and Wednesdays for the three week session, equal to 6 days of lessons. There will be limits set on the number of students in each class and masks will be required. Students will not have access to the

locker rooms, so they will have to be prepared (in their swimsuits) on their arrival in Iola. The students will be restricted to only the following swimming levels:

Level 1- (Guppies)

Level 2- (Minnows)

Level 2.5- (Perch)

Level 3- (Seahorses)

Offerings for Grades 6-12

Credit Recovery:

Grades 9-12

Students who have failed courses in the previous school years will have the opportunity to make up the credits for which they are deficient. Students and parents will be notified of these credit deficiencies before the registration for summer school. Please, email summerschool@manawaschools.org with questions.

Math Logic and Problem Solving

Grades 6-8

15 Days

1 hour/day

This fun-filled course will be filled with challenging logic puzzles, story problems, number problems, word problems, and the learning strategies to solve such problems. Class will include team and individual challenges, paper and computer challenges.

Rocketry

\$15.00 Fee

Grades 5-8

15 Days

1 Hour/Day

Students will purchase a basic rocket kit from the school. Students will assemble the rocket and learn about the basics of rocketry. Students will launch their rockets during the final week of class with their peers.

Sports/Leisure

Grades 6-8

15 days

1 hour/day

Students will be engaged in a variety of activities that will promote a healthy lifestyle. Activities will include lifetime sports that will include Frisbee Golf, Hockey, Bowling, Golf, and basic skills of Basketball, Volleyball, Soccer, and more.

Become an Officiator

Grades 6-12

15 days

2 hours/day

Learn the rules and become trained to be an Officiator with the focus of baseball, softball, and volleyball. Think of the possibilities! You could add to your resume, college experiences, and expand your skills with the possibility of adding to your savings in the future.

Mentor/MES Volunteer

Grades 9-12

15 days

Offered each hour from 8-12

Do you enjoy working with our littlest students? Or, are you thinking about going into education beyond high school for teaching, coaching, or mentoring? This opportunity is an excellent resume and scholarship builder. Through this course, you will work with an administrator to be matched with the courses that are aligned to your strengths. Through this course, you will support our summer school teachers with projects, and quickly become someone's superhero. Sign up for 1, 2, 3 or all summer school hours. At the completion of this course, you will receive a letter of recommendation as well as hours of experience to utilize for college applications, scholarships, and work in the community.

Outdoor Exploration

Grades 4-9

15 days

2 hours/day

This unique class offering will explore outdoor activities and incorporate environmental education, wellness, outdoor recreation, and many others. This class will provide leadership skills through cooperative activities through all these events. Students are given the opportunity to go on fishing field trips and hiking adventures. Take the challenge of seeing how well you know the outdoors.

Stress Busters

Grades 7-12

2 hour class/day

School can be a time of great stress as students navigate changing classes, new friendships, new activities, and new workloads. Students will gain insight into why fighting stress is an important life skill as they explore a bunch of different healthy coping strategies to combat stress. Strategies will include physical exercise, meditation, games, laughter, thought restructuring, cooking, reading, music, movies, and more!

Transition to Middle School

Grade 6

Days and Time TBD-Typically End of August

8-10am OR 12-2pm

Students will have an opportunity to practice opening their lockers with combinations, finding their classes, and discussing organizational skills for middle school. These classes will take place in 2 hour sessions, and students need to only register for one session.

New Student Orientation for High School and Incoming St. Paul's 9th Graders

Grade 9

TBD Typically end of August

8-10am OR 12-2pm

Students will have an opportunity to practice opening their lockers with combinations, finding their classes, and discussing organizational skills for high school success. These classes will take place in 2 hour sessions, and students need to only register for one session.

SAE- Supervised Agricultural Education for credit

Grades 9-12

Hours may vary

This course is a mix of synchronous, asynchronous and in-person learning. Students must log a minimum of 75 hours on their independent projects and meet with the instructor at least 4 times to review progress on instructional goals in addition to weekly journaling and on-line sessions. Students who successfully complete this program are able to **earn ½ credit based on a pass/fail grade**. Categories include: Placement/Internship Ownership/Entrepreneurship, Research, Service-Learning.

SAE- Supervised Agricultural Education- enrichment only

Grades 9-12

Hours may vary

This course is a mix of synchronous, asynchronous and in-person learning. Categories include: Placement/Internship Ownership/Entrepreneurship, Research, Service-Learning.

Additional Opportunities

Sports Skills and Fundamentals DATES AND TIMES TO BE DETERMINED

These programs are for students who are interested in acquiring volleyball, basketball, football, and wrestling fitness skills. Students will be actively engaged through conditioning techniques, sports basics, and team leadership practices. Watch for registration forms at a later date from coaches.

Volleyball	(times to be determined)	
Basketball	Girls' Basketball : June 12:30-3:30	
	Boys' Basketball: June 1 12:30-3:30	
Football	Grades 2-12	Manawa Football Field
Wrestling	Grades K-12	Little Wolf High School

MARCHING BAND 6-12 (Dates and Time TBD)

June -July Rodeo Camp

10:00-11:00 Color Guard/Drumline

11:00-1:00 All

5th Grade Beginning Band Students will have an introduction to various instruments and the art of a band performance.

10:00-3:00

August HS Marching Camp DATES TO BE DETERMINED

12:00-4:00 All

Department of Natural Resources - Hunter Safety July 31-Aug 4, 2023

9:00-12:00 3hrs /day

\$10.00 Fee

(Recommended Age 12 by hunting season to adult)

This Hunter's Education course will instill in students the knowledge, skill and attitude to be a responsible and safe hunter. Students will learn how hunting accidents are caused and how they can be prevented. Hunter responsibility and safety are stressed throughout the classes, which consist of lectures, demonstrations, group discussions, practical exercises, and individual study and activity assignments. This course will be taught by DNR certified instructors. This course will cover state hunter safety requirements and is a requirement for hunting license purchasing. Certification will be issued after the satisfactory completion of this course.

Fee: \$10.00 (collected first day of class). Students younger than 12 may take the class. Those that meet the course requirements will receive a safety education completion certificate. However, it should be noted that persons younger than 12 may lose some of the benefits of the certification (small game hunting privilege, authorization to shoot an antlerless deer during the first gun deer season after graduation) if they take the class sooner than age 12. The DNR encourages people to wait until they turn 12 within 6 months of completion of the course before taking it.



All-District Musical Theater

All grades
12:30-3:30 M-F
15 Days

“TBD”

All students completing grades K-12 are invited to participate in the summer school musical. This year we will be presenting the musical “TBD.” Students may participate onstage or in the crew. Please note which area the student will prefer.

Basic Information: Rehearsals run from 12:30 to 3:30 Monday-Friday. If students are in summer classes at the elementary school in the morning, they will walk with a chaperone from the elementary school to the high school stage area. They will eat lunch together and then rehearsal will begin.

Students will receive suggestions for costuming once their role is selected by the director.

The cast will perform for the public Friday, June 23 (7 pm) and Saturday June 24 (2 pm) following summer school. **Please be sure that your child is available for those dates before signing up for the class.**

Crew and cast will help with the props, costumes, sets, and other elements of theater. **We will need parent volunteers for each dress rehearsal (June 19, 20, 21, 22, 23) and performance** to sit with the children offstage. Please sign up on the theater class form if you are able to help.

***note: there is a form attached at the end of this document for the student and parent

ALL SCHOOL SUMMER MUSICAL: TBD

NAME OF STUDENT _____

GRADE 2023-24 _____

PARENT/GUARDIAN NAME _____

PARENT/GUARDIAN PHONE _____

PARENT/GUARDIAN EMAIL _____

STUDENT PHONE _____

STUDENT EMAIL _____

PLEASE NUMBER IN ORDER OF PREFERENCE WITH 1 BEING WHAT YOU WANT MOST

_____ **A LEAD ROLE (SPEAKING AND SOLO SINGING)**

_____ **A SOLO SINGING ROLE**

_____ **A SPEAKING ROLE**

_____ **SINGING IN A GROUP WITH SPEAKING LINES**

_____ **SINGING IN A GROUP WITH NO LINES FOR SPEAKING**

_____ **BACKSTAGE RUNNING CREW**

_____ **SPOTLIGHT CREW**

_____ **SOUND BOARD (MICROPHONES)**

_____ **LIGHT BOARD OPERATOR**

_____ **SOUND EFFECTS**

_____ **CURTAIN**

FOR PARENTS:

_____ **I CAN HELP DURING THE SHOWS (TICKETS, CONCESSION, RAFFLE, ETC.)**

_____ **I CAN HELP DURING LUNCH**

_____ **I CAN HELP WITH WATCHING CHILDREN OFFSTAGE DURING DRESS REHEARSALS AND/OR PERFORMANCES**

LIST DAYS AVAILABLE:

_____ **MONDAY, JUNE 20 12:30-3:30**

_____ **TUESDAY, JUNE 21 12:30-3:30**

_____ **WEDNESDAY, JUNE 22 12:30-3:30**

_____ **THURSDAY, JUNE 23 12:30-3:30**

_____ **FRIDAY, JUNE 24 12:30-3:30**

_____ **FRIDAY, JUNE 24 6:15-CLOSE OF SHOW**

_____ **SATURDAY, JUNE 25 1:15-CLOSE OF SHOW**



**MANAWA WOLVES
2023 VOLLEYBALL CAMP**



Who: Girls entering 4th-12th grade who love volleyball

When: July 22-29-TBD

Where: Manawa Elementary School Gym

Camp Fee: \$15 - this fee will be used to purchase a camp t-shirt for the participant

Please make checks payable to the *School District of Manawa*

Camp instructors - Stephanie Montgomery, Mrs. Gunderson, Josh Mader

The Manawa Wolves 2023 Volleyball Camp will focus on introducing and/or reviewing basic volleyball skills. The upper level sessions will also work on offensive and defensive strategies and focus on putting skills together into actual play in a myriad of drills and game-like activities.

Session 1 - 4th-6th Graders	9:00-10:00 AM
Session 2 - 7th-8th Graders	10:30 -11:30 AM
Session 3 - 9th- 10th Graders	3:00-5:00 PM
Session 4 - 11th -12th Graders	5:00-7:00 PM

↓ tear/cut along the line below ↓ keep the top half for the schedule (front and back)

Name of

Participant: _____

Grade (Fall 2023): _____ **Session # (incoming grade):** _____

T-Shirt Size (please circle):

Youth Small	Youth Medium	Youth Large	Adult Small
		Adult Medium	
	Adult Large	Adult X-Large	Adult 2XL

Home Address:

—

Phone Number: _____

Any Health Issues of Concern:

Emergency Contact Person:

Relation to Athlete: _____ **Contact Person's Phone Number:**

Parent/Guardian Signature: _____ **Date:**

REMEMBER: Don't forget to send a \$15 check, written out to the **School District of Manawa**, with your registration!

Schedule of Sessions

Sun	Mon	Tue	Wed	Thur	Fri	Sat
					3-5 PM (9-10 th) 5-7 PM (11-12 th)	
	9-10 AM (4-6 th) 10:30-11:30 AM (7-8 th) 3-5 PM (9-10 th) 5-7 PM (11-12 th)	9-10 AM (4-6 th) 10:30-11:30 AM (7-8 th) 3-5 PM (9-10 th) 5-7 PM (11-12 th)	3-5 PM (9-10 th) 5-7 PM (11-12 th)	9-10 AM (4-6 th) 10:30-11:30 AM (7-8 th)	9-10 AM (4-6 th) 10:30-11:30 AM (7-8 th) 3-5 PM (9-10 th) 5-7 PM (11-12 th)	

***REGISTRATION FORM (Only for Students who are Outside Manawa School District in addition to schedule below)**

STUDENT NAME _____ GRADE FALL 2023 ____ BIRTHDATE __/__/__

PARENT/GUARDIAN NAMES _____

STREET ADDRESS _____ CITY _____ ZIP _____

SCHOOL ATTENDED 2022-2023:

__ MANAWA ELEMENTARY __ LITTLE WOLF HIGH SCHOOL/MANAWA MIDDLE SCHOOL

__ ST. PAUL'S __ OTHER: _____

Note: Only those student who are outside of our district, please, fill out the attached paper schedule for your selections, and turn in to the middle/high school or elementary office prior to April 4th.

TRANSPORTATION TO SUMMER SCHOOL:

__ PARENT/FAMILY/FRIEND WILL DROP OFF

__ BUS PICK UP: __ LITTLE LAMBS __ OGDENSBURG __ SYMCO __ ROYALTON

TRANSPORTATION HOME FROM SUMMER SCHOOL:

__ PARENT/FAMILY/FRIEND WILL PICK UP

__ BUS DROP OFF: __ LITTLE LAMBS __ OGDENSBURG __ SYMCO __ ROYALTON

SWIMMING

__ NO __ YES: Swim Level: _____

Session June 10-26, 2019: Monday and Wednesday

PICK-UP AT: __ MANAWA ELEMENTARY __ LITTLE LAMBS __ OGDENSBURG __ SYMCO __ ROYALTON

RETURN TO: __ MANAWA ELEMENTARY __ LITTLE LAMBS __ OGDENSBURG __ SYMCO __ ROYALTON

HUNTER SAFETY (July 31-Aug 4, 8-12pm)

__ NO __ YES (FEE=\$10 collected on the first day of class)

OTHER CLASS (ES): _____

Summer School Course Registration:

(The following form is helpful to fill out prior to registering online. Only students outside of the Manawa School District will turn this into Manawa Elementary or Middle/High School main office.)

Students within Manawa School District-

***Please, register online through Family Skyward:**

<https://skyward.iscorp.com/scripts/wsisa.dll/WService=wsedumanawawi/fwemnu01.w>

***Instructional video and further assistance can be found:**

<https://www.manawaschools.org/programs/summer-school.cfm>

4K-K

8:00-12:00 - Intro to 4K and Next Stop Kindergarten (4K)

8:00-12:00- Next Stop, Kindergarten (5K)

12:30-3:30 - All School Musical- (paper form to be filled out)

Grades 1-2 (Select 1 for Each Time Slot)

8:00-9:00

Booking and Cooking (grades 2-4)

Math Madness (grades 2-3)

Reading Ready (grades 1-2)

9:00-10:00

Computer (Grades 1-2)

Math Madness (grades 2-4)

Reader's Theater (Grades 1-2)

10:00-11:00

Games Galore (Grades 1-2)

Mad Scientist (grades 2-4)

11:00-12:00

Computers (Grades 1-4)

Explorers (Grades 1-3)

12:30-3:30

All-School Musical- (Separate Paper Form)

Grades 3-5(Select 1 for Each Time Slot)

8:00-9:00

- Sports (grades 3-5)
- Games Galore (grades 3-5)
- Book Club (grades 3-5)
- Creative Writing (grades 3-5)
- Math Madness (grades 2-3)

9:00-10:00

- Reader's Theater (1-3)
- Reading (grades 3-4)
- Math Madness (grades 4-5)
- Baking and Cookings (grades 2-4)
- Community Garden

10:00-11:00

- Great Escape (**This class goes from 10-12**) (grades 3-5)
- Games Galore (Grades 1-3)
- Reading (grades 3-4)
- Math Madness (grades 4-5)
- Outdoor Exploration/Biking (This class goes from 10-12) (grades 4-9)
- Rocketry (grade 5-8) Fee of \$8.00

11:00-12:00

- Great Escape (**This class goes from 10-12**) (grades 3-5)
- Math puzzles (grades 4-5)
-
- Outdoor Exploration/Biking (This class goes from 10-12) (grades 4-9)
- Music Wonderland (grade 3-5)
- Soccer (grades 3-5)

12:30-3:30

- All-School Musical- (Separate Paper Form)

Grades 6-12 (Select 1 for Each Time Slot)

6:30-8:00 am/or 8-9:30 am

Weightlifting (Monday-Thursday)

8:00-9:00

Stress Busters (grades 6-12) (8-10am)

Credit Recovery (grades 9-12) (8-10 am)

Elementary Volunteer/Mentor (Grades 9-12)

9:00-10:00

Stress Busters (grades 6-12) (8-10am)

Credit Recovery (grades 9-12) (8-10 am)

Math and Logic (grades 6-8)

Sports (grades 6-8)

Elementary Summer School Volunteer/Mentor (Grades 9-12)

10:00-11:00

Movie Music and Film Scoring (Scheduled from 10-12pm) (grades 6-12)

Rocketry (grade 5-8)

Credit Recovery (grades 9-12) (10-12 pm)

Outdoor Exploration (This course is from 10-12pm.)

Elementary Volunteer/Mentor (Grades 9-12)

11:00-12:00

Movie Music and Film Scoring (Scheduled from 10-12pm) (grades 6-12)

Outdoor Exploration (This course is from 10-12pm.)

Elementary Volunteer/Mentor (Grades 9-12)

12:30-3:30

All-School Musical- (Separate Paper Form)

Officiating (grades 6-12) 12:30-2:30 pm

MEDICAL & EMERGENCY CONTACT INFORMATION

(only needs to be completed if student does not attend MES, MMS, or LWHS)

STUDENT'S NAME: Last _____ First _____ M.I. _____

Mother/Guardian _____	May we contact you at work? Yes / No	
Home Address:		
_____	_____	_____
(Street Name & #)	(city)	(state)
Home Phone # _____	Cell Phone # _____	Work Phone # _____
Work Address:		
_____	_____	_____
(Street Name & #)	(city)	(state)

Father/Guardian _____	May we contact you at work? Yes / No	
Home Address:		
_____	_____	_____
(Street Name & #)	(city)	(state)
Home Phone # _____	Cell Phone # _____	Work Phone # _____
Work Address:		
_____	_____	_____
(Street Name & #)	(city)	(state)

If school cannot contact parent(s), name a friend or relative in the area who may be called for illness or emergency.

1st Choice: _____
(name) (relationship) (phone)

2nd Choice: _____
(name) (relationship) (phone)

Health Alert: ___ Asthma (carries inhaler) ___ Seizure Disorder ___ Diabetic ___ Other _____

Date of last Tetanus Shot _____ **List any current medications:** _____

Pre-existing medical conditions? _____ **Allergies of any kind?** _____

In the event of a medical emergency, during my absence, I hereby give consent for treatment, administration of anesthesia, and surgical intervention for my (son / daughter) _____ as deemed necessary by the attending physician. This consent is extended to the physician, nursing staff, and hospital and will remain in effect until revoked in writing by the undersigned. The parent's recommendation will be respected as far as possible. I understand that in the final disposition of an emergency, the judgment of school authorities will prevail. Anytime the above information changes, I will notify the school.

Signature of Parent or Guardian _____

Sturm Memorial Library

Proudly Presents:

TBD...

The Sturm Memorial Library Summer Reading Program
June 12 – July 30, 2023

Summer Fun at the Sturm Memorial Library starts Monday, June 12, 2023

This summer, visit the Library for your favorite books, crafts, activities, and weekly giveaways. This year's program, Oceans of Possibilities, is an all-ages program. We invite everyone, ages 0 and up, to help us reach a community-wide reading goal of 2,000 books!

Sign up at manawalibrary.beanstack.org

Special Programs

Summer Reading Kick Off

Featuring Stuart Stotts (All Ages)

Thursday June 9 at 2:00 p.m. at the Library

A Wisconsin family favorite since 1986, author, storyteller, and songwriter Stuart Stotts puts on a show that one third-grade fan claims is "even better than recess." His music is funny, engaging, educational, and filled with meaning and positive messages.

Splashpad Storytime (All Ages)

Thursdays at 9:30 a.m. – June 16, TBD in the pavilion at the Manawa Area Veterans Freedom Park

Stories in the park followed by some fun in the splash pad! We'll bring the books, you bring a towel!

Rodeo Royalty Meet & Greet (All Ages)

Friday July 1, 10:00 a.m. – 11:00 a.m. at the Library

A Manawa tradition! Meet the Rodeo Queen, Princess, and their horses.

Free Ice Cream Sundaes (All Ages)

TBD

11:00 a.m. – 12:30 p.m. at the Library

Wisconsin Workers 4-H will serve some sweet treats. Served 11:00 a.m. – 12:30 p.m. or while supplies last.

Corcoran Puppets presents The Fisherman and his Wife (All Ages)

Thursday, July 14 at 2:30 p.m. at the Library

Join us for this whimsical twist on the traditional tale of a magical fish who can grant wishes - up to a point!

Concert in the Park featuring Duke Otherwise (All Ages)

Tuesday, TBD at 6:30 p.m. at the Manawa Area Veterans Freedom Park

Help us celebrate our Summer Reading success with a family concert in the Park. Duke Otherwise performs a hilarious, charming, and interactive musical program for all ages.

Lyn Hokenstad, Assistant Director/Youth Services

Sturm Memorial Library

130 N Bridge St, PO Box 20

Manawa, WI 54949

920-596-2252

920-596-2234(fax)

manawalibrary.org

****DRAFT****

At-Risk Handbook
Gr. 6-12
Phoenix Program



School District of Manawa
800 Beech Street Manawa, WI 54949
920-596-2525
www.manawaschools.org

School District of Manawa

Mission Statement:

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

Vision Statement:

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

Wisconsin statute 118.153 requires every school board to identify the children at risk of not graduating from high school who are enrolled in the school district, and annually develop or update a plan describing how the school board will meet their needs.

Contact Person:

At-Risk Coordinator
Mary Eck
(920) 596-5804
meck@manawaschools.org

STUDENTS AT-RISK PROGRAM GOALS:

- To increase school success and graduation rate for students identified as at-risk.
- To provide opportunities for all students to feel a sense of belonging to the school community.
- To reduce student failure and potential dropouts.
- To provide early intervention for students identified as being at-risk.
- To involve parents and community resources in meeting the needs of students identified as at-risk.
- To enhance students' achievement and self-worth

CRITERIA USED TO IDENTIFY STUDENTS AT RISK:

Students in grades 6 through 12 who are at risk of not graduating from high school because they are dropouts or are two or more of the following:

- One or more years behind their age group in the number of high school credits attained
- Two or more years behind their age group in basic skill levels
- Habitual truants as defined by §118.16(1)(a)
- Parents
- Adjudicated delinquents

- Eighth-grade pupils whose score in each subject area on the examination administered under §118.30(1m)(am) was below the basic level
- Eighth-grade pupils who failed the examination administered under §118.30(1m)(am)
- Eighth-grade pupils who failed to be promoted to the ninth grade
- Students with AODA use/ abuse
- Students with documented mental health issues

IMPLEMENTATION OF AT-RISK PROGRAMMING

Each summer, the principals will provide a list of students considered to be at risk of not graduating, based on the criteria listed above. These students will be discussed at the Building Consultation Team meetings in the weeks before the start of the school year, by September 1. The building principals, as a part of the Building Consultation Team, are responsible for activating and implementing the district's intervention systems of support that will best fit the students' needs. When additional interventions, programs, and services are needed, these teams will also take responsibility for assessment, identification, development of an action plan or program, and progress monitoring. Students new to the district will be assessed and evaluated by the Building Consultation Team within four weeks of arrival.

DISTRICT INSTRUCTIONAL AND BEHAVIORAL SERVICES

To advance achievement for all students, the School District of Manawa has established a multilevel Response to Intervention (RtI) process for the early identification and support of students with learning and behavior needs. The RtI process begins with high-quality instruction and universal screening of all children in the general education classrooms. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student responses to the instruction. RtI is designed for use when making decisions about student needs, creating a well-integrated system of instruction and intervention guided by child outcome data. In this District, educational decisions are made within the Building Consultation Team (BCT) process. An overview of this process follows:

Tier I: General instructional and behavioral services/programs are the universal services and programming that provide a quality educational program for all students. These services and programs are also considered to be preventative and generally meet the needs of 80%- 90% of the district's students. They include:

Instructional Services:

- Standards-based instructional design
- Frequent classroom formative assessments
- Classroom intervention and progress monitoring
- Universal screening
- Parent access to Skyward database and district website

- Progress and Grade Reports
- School nursing services
- Curriculum adaptations/modifications
- Enrichment programs
- Summer School
- Career Counseling Conferences

Behavioral Services:

- Positive Behavior Interventions and Supports (PBIS)
- Annual transition activities
- Training for teachers
- Anti-bullying initiatives
- Suicide Prevention Activities
- Parent/Teacher conferences
- Guidance and counseling programs
- Staff de-escalation training (Non-Violent Crisis Intervention)
- Focus on attendance

Tier II: Supplemental school instructional and behavioral programs/services are supplemental services and research-based interventions provided to some students (5-15%) when the students meet criteria established in the RtI process. Grade-level teams or building resource staff work together to systematically implement and establish supports where student progress is monitored at least bi-weekly. These include:

Instructional Services

- Universal Screening and Tier II interventions in addition to classroom instruction
- Classroom and curricular modifications/accommodations
- Teacher training specific to at-risk students
- Online classes/credit recovery
- Title I reading support
- Section 504 Plans
- Supplemental curriculum resource materials/ academic support
- Health protocols and other individual (504) accommodation plans
- Assistive Technology
- English Language Learning program/support
- Enrichment programs

Behavioral Services:

- Truancy plan
- Positive Behavior Interventions and Supports (PBIS)
- School counseling or psychology services
- Anti-bullying initiatives
- Small group and individual support; check-in and check-out

Tier III. Intensive Interventions are research-based interventions used with small groups of students whose deficiencies are so unique they require individualized and intensive instructional approaches. Students qualifying for Tier III will receive Tier I and Tier II services in addition to those listed here. These include:

- Skill specific Intensive/Individualized Interventions
 - Outlined by the Building Consultation Team and developed with input from teaching staff, parents, and student
- Alternative program
 - GEDO #2 program to earn a high school diploma
 - A program in which students take the four GED tests, complete health, civics, and other requirements
 - Students must be 17 years old
 - Students must be in the 4th year of high school
 - Students must be able to demonstrate a 9th grade level of reading
 - Students participate in 15 hours per week of small group instruction

PARENT NOTIFICATION

According to § PI 25.04 (5), the district must notify each pupil and his or her parent/guardian in writing whenever the pupil has been identified as a child at risk of not graduating. The Building Consultation Team will send a notification before the school year begins. The notice shall include the following:

- The name and telephone number/email of a person the parent/guardian or pupil can contact regarding the school district's at-risk plan or program
- A description of the at-risk plan
- A statement that the pupil is eligible to be enrolled under the district's plan to serve children at-risk
- A description of the at-risk programs available and how the pupil may participate in a specific program
- Description of the enrollment process
- Process for the parent/guardian if he or she disagrees with the planned services
- Assurance that the special education and related services needs of a pupil with a disability, as defined in § 115.76 (3)(5) are first addressed in the pupil's individualized education program developed pursuant to §115.787, whenever that pupil is also eligible to be served in an at-risk program

EVALUATION

The Building Consultation Team will evaluate and report to the school board annually, in July, the success of the services provided under the at-risk plan by:

- Increase in graduation rates
- Decrease in dropout rates
- Improved school attendance

- Decrease in legal referrals
- Decrease in disciplinary referrals
- Decrease in course failures

COMMUNICATION

The staff and community partners will be informed about the at-risk plan and available services through:

- District web page - under the Programs and Services tab
- Course of Study catalog (posted on the district website)
- Committee reports
- In-service time
- Involvement in the process of student identification
- Curriculum collaboration
- Staff meetings
- School board meetings

REFERRAL PROCESS

Students who meet the criteria for being a student at-risk can be brought to the attention of the school principals by the teaching staff, administration team, parents, or social service personnel. Once the list of students is compiled by the principals, the Building Consultation Team (BCT) reviews it and ensures that the students meet either the state, district, or discretionary criteria. Next, parents of students identified are notified of their eligibility for at-risk programming.

For Tier II Services, students may be placed in a class so that they can make up any missing credits. When a student fails a class, the high school guidance counselor and the at-risk coordinator will offer the student and guardian different options in order to make up the credit. The student may take the class during a summer school session. They will also be offered the opportunity to re-take the class in subsequent years either in the traditional classroom or through an online curriculum, PLATO.

The student may be in a “credit rescue” situation or a “credit recovery” situation. A “credit rescue” situation is when a student is given a set amount of time to complete work in order to “rescue” a failing grade. The At-Risk coordinator will work closely with the regular education teacher to develop the work and monitor the student’s progress. If the student is unable to, or if the teacher deems the work too much for a “credit rescue” then the student is given an opportunity to recover the credit. That student is then required to work through the entire curriculum for the class. That can be a modified curriculum or it can be on the Edmentum software (referred to as PLATO). The student may also be invited to take the class again in the traditional classroom. (see above)

For Tier III services, the transcripts of all students who are in their junior year are examined at the end of the first semester. In conjunction with the BCT, the At-Risk Coordinator evaluates the credits of all students in order to determine if any of them would be eligible for the GEDO #2 program. In order to qualify, students must be more than one full year behind in their credits, seventeen years old, be able to read at the ninth grade level, and be in their final year of high school. If students meet those criteria, the At-Risk Coordinator meets with the parents and the student to outline a plan for the student to graduate through the GEDO #2 program. That plan may include a contract for the student to follow for the remainder of their junior year in order to secure a spot in the GEDO #2 program. There may also be students who need intensive work on a particular skill, which would be identified by the At-Risk Coordinator and a plan outlined with the parents.