

# School District of Manawa

## Board of Education Meeting Agenda

May 22, 2023



Google Meet joining information

Video call link: <https://meet.google.com/viv-udxu-tiv>

Or dial: (US) +1 319-449-2362 PIN: 985 819 705#

1. Call to Order – President Reiersen – 6:00 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. Filling Board Vacancy: Zone 5 - Town of Royalton / Mukwa
  - a. Applications/Interviews to Fill Board Vacancy by Board Appointment
    - i. Voting of the Board to Fill Board Vacancy
    - ii. Swearing in of the Appointee
6. Board Committee Appointments:
  - a. Policy & Human Resources Committee
7. District Showcase:
  - a. Introduction of New Staff
    - i. Mrs. Mikayla Frenche - Food Service Team Member
    - ii. Mrs. April Wagner - Elementary Special Education Paraprofessional
8. Presentations:
  - a. Operations & Efficiencies - Mr. Marzofka
    - i. II.F. Technology Plan Update
  - b. Safety & Orderly Environment
    - i. III.D. Drills
    - ii. III.C. Suspensions/Expulsions
  - c. Engagement & Satisfaction
    - i. IV.C. Secondary Co-curriculars
9. Announcements:
  - a. Contributions to the District
  - b. Other Contributions
10. Consent Agenda
  - a. Approve Minutes of Regular Board Meeting April 24, 2023; May 10, 2023  
Special Board Meeting
  - b. Treasurer's Report: Approve Expenditures & Receipts
    - i. Cash Receipts
    - ii. Invoice Report

- iii. Credit Card Report
  - c. Donations:
    - i. Manawa Area Chamber of Commerce: \$709.04 to Urgent Needs Fund
  - d. Consider Approval of Resignation of Food Service Team Member
  - e. Consider Approval of Resignation of Wrestling Head Coach
  - f. Consider Approval of Summer School Course and Staffing Proposal
- 11. Any Item Removed from Consent Agenda
  - a.
  - b.
- 12. Public Comments (Register to Speak Prior to Start of Meeting / Guidelines Listed Below Agenda)
- 13. Correspondence:
  - a.
- 14. District Administrator's Report:
  - a. Student Council Representative -
  - b. Legislative Update
  - c. Monthly Enrollment Update
  - d. Curriculum Director
  - e. District Vacancy Update
  - f. Board Approved Projects Update
- 15. School Operations Reports:
  - a. ES Principal / Special Education Director: Highlights - Included in Board Packet
  - b. MS / HS Principal: Highlights - Included in Board Packet
- 16. Business Related Reports:
  - a. Highlights - Included in Board Packet
  - b. Kobussen Transportation Report
- 17. Director's Reports:
  - a. District Reading Specialist: Highlights - Included in Board Packet
  - b. Technology Director: Highlights - Included in Board Packet
- 18. Board Comments:
  - a.
  - b.
- 19. Committee Reports:
  - a. Curriculum Committee (Riske) - See Curriculum Committee Meeting Minutes from 2023-05-01
  - b. Finance Committee (Jepson) - See Finance Committee Meeting Minutes from 2023-05-17
  - c. Buildings and Grounds (Griffin) - See Buildings & Grounds Committee Meeting Minutes from 2023-04-18

- d. Policy and Human Resources (Reierson) - See Policy and Human Resources Committee Meeting Minutes from 2023-05-08 and 2023-05-18

20. Unfinished Business:

- a. Consider Approval of Adding Alternative Graduation Pathways to Policy 5460 - Graduation Requirements as Presented

21. New Business:

- a. Consider Approval of Financial Literacy K-12 Scope and Sequence as Presented
- b. Consider Approval of Revised Curriculum Maps with Financial Literacy

References as Follows:

- i. Kindergarten Social Studies - Revised
  - ii. 1st Grade Social Studies - Revised
  - iii. 2nd Grade Social Studies - Revised
  - iv. 3rd Grade Social Studies - Revised
  - v. 4th Grade Social Studies - Revised
  - vi. 5th Grade Social Studies - Revised
  - vii. 2nd Grade Mathematics - Revised
  - viii. 4th Grade Mathematics - Revised
  - ix. 5th Grade English Language Arts - Revised
  - x. 2nd Grade Physical Education - Revised
  - xi. 5th Grade Physical Education - Revised
- c. Consider Approval of Furniture Purchase with Revised Quote from Marshfield (C, D, G, and E tables with appropriate height chairs) for the Little Wolf High School Collaboration Spaces as Presented
  - d. Consider Approval of Legal Depositories for the School District of Manawa as Presented
  - e. Consider Approval of Student Assurance Services for the School District of Manawa Student Accident Insurance as Presented
  - f. Consider Approval to Add Debate Judge Compensation to the Salary and Stipend Guide at \$100 Per Event as Presented
  - g. Consider Approval of Overnight Wisconsin FFA Convention from June 12 to June 15, 2003 in Madison as Presented
  - h. First Reading of the Following NEOLA Policies from Volume 32, Number 1 and AG8453:
    - i. PO2210 - Curriculum Development
    - ii. PO5200 - Attendance
    - iii. PO5517 - Student Anti-Harassment
    - iv. PO8405 - Environmental Health and Safety Program
    - v. PO8453 - Direct Contact Communicable Diseases
    - vi. AG8453 - Exposure Control Plan for Handling and Disposing of Body Fluids
    - vii. PO8600 - Transportation
  - i. Consider Approval of NEOLA Administrative Guidelines Volume 32, Number 1 as Presented
  - j. First Reading of NEOLA Policy Technical Changes as Presented

- k. First Reading of NEOLA Policy Revisions for:
  - i. PO0171.1 - President
  - ii. PO5780 - Adult Student-Parent Rights
  - iii. PO9130 - Public Requests Suggestions or Complaints

22. Next Meeting Dates:

- a. May 30, 2023- Buildings and Grounds Committee Meeting - 5:00 p.m. - MES Board Room
- b. June 1, 2023 - Curriculum Committee Meeting - 5:00 p.m. - MES Board Room
- c. June 7, 2023 - Eighth Grade Recognition - 2:15 p.m. - MS/HS Commons
- d. June 7, 2023 - Board of Education and Administration Team Retreat - 5:00 p.m. - MES Board Room
- e. June 12, 2023 - Finance Committee Meeting - 5:00 p.m. - MES Board Room
- f. June 26, 2023 - Regular Board of Education Meeting - 6:00 p.m. - MES Board Room
- g. June \_\_, 2023 – Policy and Human Resources Committee Meeting – 5:00 p.m. – MES Board Room (TBD)

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 accommodations including the provision of informational material in an alternative format for a disabled person to be able to attend this meeting.

This meeting is a meeting of the Board of Education in public for the purpose of conducting the School District's business and is not to be considered a public hearing. There may be a time for public comment during the meeting as indicated in the agenda.

**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 the 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.

SHANNON HANSEN  
E6803 Zirbel Rd  
New London, WI 54961

5/5/2023

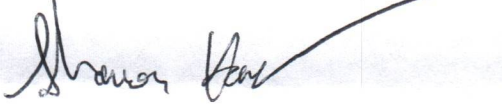
Board of Education  
School District of Manawa  
800 Beech Street  
Manawa, WI 54949

RE: Vacancy on Board of Education

Dear Board:

My name is Shannon Hansen I grew up in the Manawa area, I went to school here and my children do also. I own a small residential construction company in the area. My business leads me to deal with many different people and solve different problems that may show up during a project. I would like to be part of Manawa tradition and have a good productive school so the students can have a better start in their future.

Thank you for your time

A handwritten signature in black ink, appearing to read "Shannon Hansen", with a long, sweeping flourish extending to the right.

SHANNON HANSEN

# School District of Manawa

Technology Plan



## SDM Technology Plan Update

Submitted May 2023

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# Successful Technology Plan

## What is a Technology Plan

At its most basic level, a technology plan is a high-level strategy that details where your organization is now and where it wants to go in the future with respect to technology and infrastructure. Some plans concentrate on the acquisition of hardware or the development of network infrastructure. This plan includes how classroom technology is used to enhance learning.

These are important components of an effective plan. Barnet (2001) has clearly and succinctly defined 10 essential elements of a successful technology plan.

- Create a vision
- Involve all stakeholders
- Gather data
- Review the research
- Integrate technology into the curriculum
- Commit to professional development
- Ensure a sound infrastructure
- Allocate appropriate funding and budget
- Plan for ongoing assessment and monitoring
- Prepare for tomorrow

## Why is a Technology Plan Important

Having a technology plan helps you prioritize and allocate your resources appropriately in order to achieve your goals on time and within budget. It provides transparency with respect to the goals and, by extension, creates greater buy-in from leadership and staff. (Stockert 2017)

***Note: This handbook includes several links to other resources. It is recommended that this document is read electronically instead of printed.***

# Technology Needs Assessment

## Technology Infrastructure Lifecycle

This included a long-term plan for replacement of essential infrastructure equipment. This plan should estimate the cost and suggest a potential source for funding.

- Storage devices
- UPS equipment
- Data backup and recovery
- Moving Data structures to the cloud

## Expanded Disaster Recovery Plan

Plan for and implement improvements to our disaster recovery process to limit risk to malware attacks including phishing and ransomware.

## Desktop Office and Presentation Station Lifecycle

Desktop computers in all offices and classrooms life cycle will be extended by the use of Solid State Drives.

## Impact of AI on the SDM

Work with each department as they see early signs of AI use. i.e. during the school year of 2022-2023 it was determined that AI had been utilized to complete assigned work. The initial response generated a number of informal meetings and a formal presentation during staff development. Areas of note: Academic (plagiarism, instruction) Socialization, (ai friend, tutor) Administrative Efficiency (data analysis, scheduling) just to name a few.

## Technology Goals

| <b>Task</b>                              | <b>Description</b>  | <b>Target Date</b> |
|--|---|--------------------|
| Technology PD Planning                   | Continue to develop technology PD plan  | End of SY 2023-24  |
| Improve Disaster Recovery Plan           | Improve DR plan to address ransomware threats.<br>Begin the process of testing. | End of SY 2023-24  |
| District-wide adoption of ISTE framework | Continue implementation of ISTE standards.                                      | End of SY 2023-24  |



## Teaching, Learning, and Technology Integration

TLTI is the plan to support the effective use of technology in the classroom. Technology should allow students to learn more efficiently or in ways not otherwise possible. TLTI is about supporting teachers as they integrate technology into instruction.

### Chromebook 1-to-1 Program

Technology is a key component of the modern school environment. The School District of Manawa provides each student with a Chromebook device for school use. The following documents describe the SDM Chromebook program in greater depth.

- [SDM Chromebook Program: Program Handbook](#) (See Separate Handbook)
- [Chromebook Rotation](#))
- [Technology Acceptable Use and Safety Form](#) (See Appendix A)
- [Software Security, Privacy, and Safety Rubric](#) (See Appendix B)

### Professional Development

A successful professional development program prepares teachers (and, in turn, students) to use technology effectively in their classroom.

#### Planning and Implementing Professional Development

- [Standards for Professional Learning, Learning Forward](#)
- [ISTE Standards for Teachers, International Society for Technology in Education](#)
- [Triple E Framework, Liz Kolb](#)

### Student Data Privacy

School districts are trusted with sensitive student data. As good stewards of this data the SDM established a process for reviewing third-party software applications to ensure data is used only for educational purposes.

This [Software Security, Privacy, and Safety Rubric](#) (Appendix B) grades the software across seven key metrics. Reviewed online services are described in the [SDM Online Reviewed Services](#) (Appendix C) document. Any software product must be reviewed before student accounts are created or student data is shared.

## Digital Learning Tools & Resources

Digital learning tools and resources include hardware, software, peripheral devices, and other tools used to create or support learning activities.

### Software Basic Load

The basic load is the default software available on teacher devices.

| Software                          | Notes   | License Cost                   |
|-----------------------------------|---|--------------------------------|
| Microsoft Windows 10 Professional | License typically included with new hardware. Windows 10 is phased out during the 2023-24 school year.  | N/A Or \$110.00                |
| Google Chrome                     | Web browser   | N/A                            |
| Mozilla Firefox                   | Web browser   | N/A                            |
| Google Drive File Stream          | Cloud file software   | N/A                            |
| Adobe Acrobat Reader              | PDF viewing software  | N/A                            |
| Promethean                        | <b>Teachers with Promethean boards only</b><br><br>Includes the latest version of Active Driver and Active Inspire. Licenses included with Promethean hardware. | N/A                            |
| Sharp Pen                         | <b>Teachers with Sharp Aquos boards only</b><br><br>Includes the latest version of active pen software. License included with device.                           | N/A                            |
| HoverCam Flex                     | <b>Teachers with HoverCam document cameras only</b><br><br>Latest version of HoverCam software.   | N/A                            |
| IPEVO Presenter                   | <b>Teachers with IPEVO document Cameras only</b><br><br>Latest version of IPEVO presenter software.   | N/A                            |
| Microsoft Office                  | <b>Secondary Math Teachers Only</b><br><br>Office productivity software for Math teachers. Needed for equation notation features.                               | \$60.00 or web vers free to ed |

### Specialized Software

#### Art Macintosh Lab Software

| Software | Notes | License Cost |
|----------|-------|--------------|
|----------|-------|--------------|

|                          |                                 |         |
|--------------------------|---------------------------------|---------|
| Adobe Photoshop Elements | Installed on all lab computers. | \$72.00 |
|                          |                                 |         |

Secondary Special Education Software

| <b>Software</b> | <b>Notes</b>   | <b>License Cost</b> |
|-----------------|--|---------------------|
| Bookshare       | Online repository of accessible content. Only available to students with print disabilities. Available on Chrome OS and Windows. | N/A                 |
| Read2Go         | iOS iPad application which integrates with Bookshare.  | \$20.00             |

## Software Subscriptions

This is a list of software subscriptions available to staff & students.

| Product  | Description   |
|--|---|
| Kami   | Allows students to edit PDF files as part of assignments.   |
| Pear Deck  | Allows teachers to host interactive slideshow sessions with students.   |
| Typing Tastic  | Interactive typing lesson targeted to elementary students.  |
| Edpuzzle   | Innovative service allows teachers to wrap lessons around YouTube videos. Tracks if students watch video and prompts them for questions during video. |
| SeeSaw   | Learning management system for elementary students.   |
| Read&Write   | Text to speech and speech to text tool for Chromebooks. Purchased for students with special needs. Available for all staff and students.              |
| Buncee   | Online content creation tool for teacher or student. Allows them to create interactive presentations  |
| Other subscriptions may be available through the media center using library funds. |   |

## Selecting and Evaluating Hardware, Software, and Devices

Teachers should have a voice in choosing their available tools. A selection committee will be able to provide valuable information about how software features will impact classrooms. An evaluation rubric customized to the specification of the committee should guide the selection process. Large purchases over \$10,000 require a request for proposal (RFP) as part of the purchase process.

Any software used by students shall also meet district standards regarding student data privacy.

## Teaching & Learning Support

### Staff Communication

### Incident & Problem Management

When a device or service does not work properly the end user contacts the help desk for assistance in resolving the issue. This issue is referred to as an **incident** and is tracked as a help desk ticket. A collection of related incidents is called a **problem**. The technology director shall document problems, determine the scope in the schools, create and implement a plan to fix with the least amount of disruption.

- The technology directors engagement style is to be present in each building for some part of the day making regular check ins with key people in the district. (front desk personnel) as well as walking through the halls and checking with teachers on a daily basis

## Technology Lifecycle Management

### Staff Laptop Lifecycle

We target staff laptop updates every three to four years. [A schedule is organized in this Google sheet.](#) I am working with various staff to determine the viability of using professional level Chromebooks as a replacement for Windows OS laptops. With a costs savings of over 50%. Staff scheduled to receive an updated laptop for the summer of 2023 is included in Appendix E. Every year we order extra devices to ensure replacement devices are available. Devices that have completed their standard duty cycle may be reused in other areas in the district.

### Staff Desktop & Presentation Station Life cycle

A presentation station is the technology used by a teacher to share information during class. This typically includes a computer, projector or display screen, and other peripherals such as a document camera.

- Office desktop and classroom presentation stations computers should be updated every four to five years. This sheet describes the desktop and classroom presentation stations in our buildings. We are also extending the life cycle of these units with the use of SSDs
- Display screens and projectors should be replaced every five to seven years.

### Student Device Lifecycle

Devices are assigned to each student. [This google sheet describes the rotation cycle for devices in the district.](#) Students are assigned a device in grade K, 3, 6, and 9. The pandemic has seen a change in Google's life cycle sequence. Historically it was 3 years and now is 8 years of support and updates. This will allow the school district to save money on refreshing old systems.

### Switch and Virtual Environment Lifecycle

All network switching has been updated and configured to handle all wifi, telephony, and data requirements. After the updates there has been a significant drop in loss of wifi, telephony issues and network connection issues.

### Windows Servers

Our Windows servers are 2016. Windows has extended the end of life date to 2027.

### Telephony deploy

Deploy new phone system while utilizing existing hardware to minimize costs.

## Change Management

Technology is constantly changing in schools. We need controls to ensure changes are planned to minimally affect end users. Changes should also be well communicated to stakeholders through the **Manawa Tech Info** google classroom or district-wide emails.

## Server Updates

Maintaining servers requires periodic updates and scheduled downtime. When possible, updates should be scheduled after Friday after 5:30pm or on weekends. All servers are inspected daily at 5:30 a.m. to ensure continuity of services. Emergency maintenance may be necessary. Any server updates which require downtime needs to be scheduled with staff to minimize negative effects. When possible, server restarts are scheduled during off hours. As a side note: With the zero day vulnerability issues becoming more of an issue given the current geopolitical environment some updates are deployed with minimal lead time to prepare hardware, staff or students.

## Google and App update cycles

Due to the changing global situation more zero day patching is being done by software manufacturers. This can cause login problems and delays. At the time of the writing there is little to be done to minimize the impact.

## Allowed Google Apps

Students are only allowed to install Google apps which have been pre-approved for student use. Staff and students may request apps to be installed by opening a help desk ticket. Applications which require students to create accounts or submit information are subject to the student privacy review before approval.

## Allow or Block Website

Our network security infrastructure includes a firewall and web filter. These systems prevent students from accessing websites considered inappropriate or dangerous. Sometimes educational content is incorrectly blocked. Also, content which should be blocked is allowed. Staff and students are encouraged to contact the director of technology to suggest any website to block or unblock.

# Network Operations

## Goals

We have three main goals for network operations. First we need to improve our disaster recovery strategy. Second, key hardware and software systems need a maintenance plan. Finally, our network infrastructure needs to be thoroughly documented. With the first element of the three part plan completed the focus is turned to the final two elements.

## Strategy

### Documentation

Detailed documentation of the network infrastructure is of critical importance. We will need several weeks to explore and document the existing systems. CESA has been invaluable in getting us started. Passwords are secured using a password management tool. CESA has access to this password management tool to ensure essential information is preserved.

### Anti-Virus Protection

The SDM uses the Microsoft anti-virus packages on Windows 10 and 11.

### Disaster Recovery

During the fall of 2021 we installed a new backup solution. This "new" backup solution was tested in late 2022 when a power outage resulted in a RAID drive configuration corruption. The system was back online within 20 minutes of failure with minimal to no classroom disruption. At the request of the insurance company we are looking into encrypted and Write Once Read Many (WORM)/immutable backups. (The immutable backups are still in the exploration stages due to technical details still being worked through by the insurance company)



# Administrative Computing

## School Website

The school website is OCR compliant. This website is an important tool to share information with staff, students, and the greater community.

## Account Automation

Students' accounts are automatically created or suspended based on their status in Skyward. This limits the risk of former students abusing Google accounts after leaving the district.

We have completed the process of configuring Skyward to allow students and their families to register and enroll on line 2022-2023 school year. We have seen a 93% utilization rate. (Exceptions were around student internet access at home and families who wanted to use paper to complete the process.) Significant time saving were achieved through the completion of this project.

Internal controls automation with Skyward.

We are in the process of configuring Skyward to allow staff to generate various requests and reports without the intervention of a front desk employee. This will be an ongoing process as data demands change over time and thus the requests will change.

## Planning & Budgeting

### Staff Devices

- Teacher Laptops: 5-6 year replacement cycle
- Office Staff Desktops: 6 year replacement cycle

### Student Devices

- The district needs to purchase about 240 devices annually to support the district-wide 1-to-1 Chromebook program.
- Computer Labs:
  - Engineering lab: This lab has been configured to allow for upgrades. So, we should be able to use the equipment for 5-7 years. Due to the cost we may need to stagger device replacement.
  - Mac Lab: These devices need to be on a 6-7 year replacement cycle. Due to the cost we may need to stagger device replacement. Due to cost and availability of computer chips we will be updating the existing hardware with SSD to get another 2 to 5 years in the life cycle of these systems.

### Infrastructure

- Switches: Every switch has been updated and configured to be meet security compliance through 2028.
- Server Operating Systems: will be rebuilt or moved to the cloud by Fall semester of 2022. Completed.
- WiFi Access Points: Access points will be upgraded during the 2021-22 school years as access points become available. (as of this writing the new access points have been received and the replacement process has begun and should be completed in the fall of 2023.
- Where possible we need to stagger expensive costs across multiple years.

## References

Barnett, H. (2001). Successful K-12 technology planning: Ten essential elements. (ERIC Digest). Syracuse, NY: ERIC Clearinghouse on Information and Technology. (ERIC No. ED457858)

Stockert, Tim (2017). "How to Create a Technology Plan (Yes, You Need One)." Interpretation, 9 June 2017, [www.coablog.org/home/2017/6/9/how-to-create-a-technology-plan](http://www.coablog.org/home/2017/6/9/how-to-create-a-technology-plan).

# Appendix A: Technology Acceptable Use and Safety Form

[Electronic Version of Document](#)

# Appendix B: Software Security, Privacy, and Safety Rubric

[Electronic Version of Document](#)

## Appendix C: SDM Online Reviewed Services

[Electronic Version of Document](#)

## Appendix E: Staff Scheduled for Laptop Updates

2022-23

| Rebuild Year | Building                  | Main User            | Position                          |
|--------------|---------------------------|----------------------|-----------------------------------|
| 2022-23      | School District of Manawa | Krueger, Jennifer HD | District Library Media Specialist |
| 2022-23      | Little Wolf               | Eck, Mary HD         | At-risk teacher                   |
| 2022-23      | Little Wolf               | Trice, Beth HD       | Special Education Teacher         |
| 2022-23      | Manawa Elementary School  | Bortle, SarahSYSTEM  | Art Teacher                       |
| 2022-23      | Manawa Elementary School  | Megan Anderson HD    | Special Education Teacher         |
| 2022-23      | Manawa Elementary School  | Harvey, Haley HD     | 5K Teacher                        |
| 2022-23      | Manawa Elementary School  | Johnson, Casey HD    | Middle School                     |
| 2022-23      | Manawa Elementary School  | Stormoen, Becky HD   | Grade 2                           |
| 2022-23      | Manawa Elementary School  | Rosin, Jennifer HD   | Grade 1                           |
| 2022-23      | Manawa Elementary School  | Poppy, Michelle HD   | 5K Teacher                        |
| 2022-23      | Manawa Elementary School  | Hansen, Chris HD     | Special                           |
| 2022-23      | Little Wolf               | Wright, Meria HD     | CTE Teacher                       |
| 2022-23      | Manawa Elementary School  | Meier, Jeanne HD     | Grade 3                           |
| 2022-23      | Little Wolf               | Millard, Dawn HD     | MMS Teacher                       |
| 2022-23      | Little Wolf               | Collins, Patrick     | HS Math Teacher                   |
| 2022-23      | Manawa Elementary School  | Sitter, Katie HD     | Special Education                 |
| 2022-23      | Little Wolf               | Ziemer, Nate HD      | MMS Teacher                       |
| 2022-23      | Little Wolf               | Polkki, Tom HD       | HS Social Studies Teacher         |
| 2022-23      | Manawa Elementary School  | Pari, Val HD         | Math Specialist                   |
| 2022-23      |                           |                      |                                   |
| 2022-23      |                           |                      |                                   |
| 2022-23      |                           |                      |                                   |
| 2022-23      |                           |                      |                                   |
| 2022-23      |                           |                      |                                   |
| 2022-23      |                           |                      |                                   |
| 2022-23      |                           |                      |                                   |

Some of these systems will be updated by hard drive replacement with SSD. Other systems will be replaced with 17 inch Chrome books.

## Appendix E: Staff Scheduled for system Updates 2023-24

| Rebuild Year | Building                 | Main User             | Position              |
|--------------|--------------------------|-----------------------|-----------------------|
| 2023-24      | Manawa Elementary School | Shelly Anderson       | Teacher               |
| 2023-24      | Manawa Elementary School | Alicia Burkhart       | Teacher               |
| 2023-24      | Manawa Elementary School | Timothy Drankus       | Teacher               |
| 2023-24      | Little Wolf              | Sarah Chambers        | Guidance              |
| 2023-24      | Manawa Elementary School | Katie Riehl           | Teacher               |
| 2023-24      | Manawa Elementary School | Megan Schuelke        | Teacher               |
| 2023-24      | Manawa Elementary School | Jill Seka             | Teacher               |
| 2023-24      | Manawa Elementary School | LuAnne Ujazdowski     | Guidance              |
| 2023-24      | Manawa Elementary School | Whitman Andrea        | Teacher               |
| 2023-24      | Manawa Elementary School | Ziemer Corrie         | Teacher               |
| 2023-24      | Little Wolf              | Tracy Breaker         | Teacher               |
| 2023-24      | Little Wolf              | Carey Celske          | Teacher               |
| 2023-24      | Little Wolf              | Cordes, Sandra        | Teacher               |
| 2023-24      | Little Wolf              | Gen Gunderson         | Teacher               |
| 2023-24      | Little Wolf              | Tracy Konkol          | Teacher               |
| 2023-24      | Little Wolf              | Jill Krause           | Teacher               |
| 2023-24      | Little Wolf              | Ziemer, Nate HD       | Teacher               |
| 2023-24      | Little Wolf              | Hope Persells         | Teacher               |
| 2023-24      | Little Wolf              | Brenda Suehs          | Kitchen               |
| 2023-24      | Little Wolf              | Abe El Manssouri SYST | Little Wolf Principal |
| 2023-24      | MES                      | Diane Teuscher        | Cleaning              |
|              |                          |                       |                       |
|              |                          |                       |                       |
|              |                          |                       |                       |
|              |                          |                       |                       |
|              |                          |                       |                       |

Some of these systems will be updated by hard drive replacement with SSD. Other systems will be replaced with 17 inch Chrome books.





Minutes of April 24, 2023 School District of Manawa Board of Education Meeting

1. Call to Order – President Reierson – 6:00 p.m. – MES Boardroom, 800 Beech Street  
Hybri Meeting Format (In-person Meeting for Board of Education at MES Board Room,  
800 Beech Street & Virtual Components) - Called to Order at 6:00 p.m.
2. Pledge of Allegiance
3. Roll Call - Sondra Reierson, Pete Griffin, Kerri Jepson, Jamie Krueger, Stephanie Riske,  
and Craig R. Fietzer
4. Verify Publication of Meeting - Verified by Dr. Oppor
5. Election Results - Mrs. Krueger won Zone 3, Mrs. Reierson won Zone 4, and Zone 5 is  
vacant.
6. Election of Officers:
  - a. President - President Reierson opened nominations for President. Griffin  
nominated Reierson. No other nominations were mentioned. Krueger seconded.  
Fietzer closed nominations and motioned to cast a unanimous ballot for Reierson  
to be President. Jepson seconded. Motion carried.
  - b. Vice President - President Reierson opened nominations for Vice President.  
Jepson nominated Griffin. Reierson seconded. No other nominations were  
mentioned. Reierson closed nominations. Motion by Jepson / Fietzer to cast a  
unanimous ballot for Griffin to be Vice President. Motion carried.
  - c. Treasurer - President Reierson opened nominations for Treasurer. Griffin  
nominated Jepson. Krueger seconded. No other nominations were mentioned.  
Reierson closed nominations. Motion by Fietzer / Riske to cast a unanimous  
ballot for Jepson to be Treasurer. Motion carried.
  - d. Clerk - President Reierson opened nominations for Clerk. Riske nominated  
Fietzer. Jepson seconded. No other nominations were mentioned. Reierson closed  
nominations. Motion by Griffin / Krueger to cast a unanimous ballot for Fietzer to  
be Clerk. Motion carried.
7. Annual Board Appointments:
  - a. Committees:
    - i. Buildings & Grounds Committee - Griffin (Chair), Jepson, Riske
    - ii. Curriculum Committee - Riske (Chair), Fietzer, Krueger
    - iii. Policy & Human Resources Committee - Reierson (Chair), Krueger, Riske  
(temporary fill for Zone 5)
      1. Ad Hoc Recognition Committee (Active) - Riske (Chair)
      2. Wellness Committee (Active 2023-2024) - Table until after July 1st
    - iv. Finance Committee - Jepson (Chair), Fietzer, Reierson

- b. CESA 6 Board of Control Convention Delegate - [Riske](#)
  - c. WASB Legislative Contact - [Reierson](#)
  - d. WASB Convention Delegate - [Reierson](#)
8. Filling a Board of Education Vacancy
- a. Zone 5 - Townships of Royalton and Mukwa
  - b. Set Application Deadline - [May 12, 2023](#)
  - c. Set Interview Date - [May 22, 2023](#)

Mrs. Reierson gave Mr. Hollman a chance to say some departing words to the Board.

- He thinks that the Board is excellent and they will do an excellent job in the future. Even if he is not going to be here.
- He gave a word of caution to the Board to not act too quickly, sit back and think about your decision before making up your mind.

9. District Showcase:

- a. Introduction of New Staff
  - i. Mrs. Lisa Wudstrack - Food Service Team Member - [Move to next meeting](#)

10. Presentations:

- a. Operations & Efficiencies - Mrs. Krueger and Mr. Marzofka
  - i. I.F. Technology Plan Update - [Move to next month on request of Mr. Marzofka. Approved.](#)
  - ii. I.C. ISTE Update
- b. Learning I.B. Service-Learning Implementation Plan - Principals

11. Announcements:

- a. Contributions to the District
- b. Other Contributions

12. Consent Agenda - [Approved](#)

- a. Approve Minutes of Regular Board Meeting March 27, 2023; April 3, 2023, and April 18, 2023 Special Board Meetings
- b. Treasurer's Report: Approve Expenditures & Receipts - [requested to be able to ask questions regarding this section at next month's meeting if Consent Agenda was approved. Request approved.](#)
  - i. Cash Receipts
  - ii. Invoice Report
  - iii. Credit Card Report
- c. Donations:
  - i. Waupaca County 4-H Leaders Association - \$200.00 - MES Playground
  - ii. Charles and Sandra Werth - \$100.00 - For Food Service Accounts with Negative Balances
  - iii. Post Prom Donations:

1. Multi Media Channels LLC - \$25.00
2. Manawa Lions Club, Project Club - \$200.00
3. Premier Community Bank - \$100.00
4. Krause Foundation Inc. - \$250.00
5. Anonymous - \$150.00

d. Consider Approval of Track Coaches as Presented

13. Any Item Removed from Consent Agenda - **None**

14. Public Comments (Register to Speak Prior to Start of Meeting / Guidelines Listed Below Agenda) - **None**

15. Correspondence: None this month.

16. District Administrator's Report:

- a. Student Council Representative - None this month as the Student Council is at their state conference.
- b. Legislative Update
- c. Monthly Enrollment Update
- d. Curriculum Director - **Upcoming Curriculum will come from Social Studies and Art this summer.**
- e. District Vacancy Update
- f. Board Approved Projects Update

17. School Operations Reports:

- a. ES Principal / Special Education Director: Highlights - Included in Board Packet
  - i. **Furniture for the "Houses" - can we stay with the same company that we got the desks from.**
    1. **A second vendor will be submitted along with the current choice for review.**

1918 - Mrs. Krueger left meeting

1920 - Mrs. Krueger returned to meeting

- b. MS / HS Principal: Highlights - Included in Board Packet
  - i. **Home Track Meet - opened the new track**
  - ii. **Art Team took 1st Place for the second year in a row**
  - iii. **Forensic Team took 1st Place at State**
  - iv. **Robotics Team took 1st Place in Madison**

18. Business Related Reports:

- a. Highlights - Included in Board Packet
- b. Kobussen Transportation Report
- c. Kobussen Wisconsin State Patrol Bus Inspection Report

19. Director's Reports:

- a. District Reading Specialist: Highlights - Included in Board Packet
- b. Technology Director: Highlights - Included in Board Packet

20. Board Comments:

- a. Riske - Staff Recognition and Appreciation Celebration Date - need to discuss date and time (June 8th at 12:30 p.m.) there will be “snacks”
  - i. Teachers would prefer to have it at the end of the day at 2:30 - 3:30 than in the middle of the day.
  - ii. Time changed to 2:30 p.m.
  - iii. An email will be sent out by Mrs. Riske
- b. Heart of Gold (provided by the District Staff, then chosen by the Kemp family) and Friend of Education went out today to the Chambers of Commerce, What’s Happening in Manawa, and the District Website
- c. Fietzer gave a shout out to Mr. E-K and the group that put on the musical [“Little Shop of Horrors”]. Mrs. Krueger agreed and said it was phenomenal.
  - i. There is a video of the musical on Facebook
- d. Griffin asked about why there is a 17 page packet to fill out to get paid from the District? He would like for Dr. Oppor to look into it.
  - i. It will need to go to Policy and Human Resources.
  - ii. Litchfield - Event workers are the ones that have to fill out the 17 page packets.

21. Committee Reports:

- a. Curriculum Committee (Hollman) - See Curriculum Committee Meeting Minutes from 2023-04-12
- b. Finance Committee (Jepson) - See Finance Committee Meeting Minutes from 2023-04-12
- c. Buildings and Grounds (Griffin) - See Buildings & Grounds Committee Meeting Minutes from 2023-04-18
  - i. Handrail outside of gym - needs to be looked at (repaired or replaced).
- d. Policy and Human Resources (Reierson) - See Policy and Human Resources Committee Meeting Minutes from 2023-04-10

22. Unfinished Business:

- a. Consider Approval of Policy Updates Volume 31, Number 2 as Presented:
  - i. PO3440, PO7543, PO6520, PO3340, and PO3440. Motioned by Fietzer/Krueger. Motion carried.

23. New Business:

- a. First Reading of Adding Alternative Graduation Pathways to Policy 5460 - Graduation Requirements as Presented
- b. Consider Approval of Changes to the Current Paid Time Off Language in the Support Staff and Professional Educator Handbook as Presented - Motioned by Griffin/Krueger. Motion carried.

- c. Consider Approval of Alternate Open Enrollment Applicant as Presented - Motioned by Riske/Jepson. Motion carried.
- d. Consider Approval of Grades K-2 Decodable Really Great Reading Sets as Presented - Motioned by Riske/Krueger. Motion carried.
- e. Consider Approval of Summer 2023 Curriculum Map Writing Proposal as Presented - Motioned by Krueger/Fietzer.
  - i. Discussion:
    - 1. If something is taken out, put a reason.
    - 2. Check on DPI standards - will be verified by Dr. Oppor
    - 3. Who owns the document and where is the document kept. Reierson would like to have documents have their location and who owns it on the document.
      - a. Dr. Oppor owns it as Curriculum Director and she will give access.

Motion carried.

- f. Consider Approval of Currently Earned 1.5 Credits of Physical Education to Fall Under the Extenuating Circumstances to Meet the Full Requirements for Physical Education Credits as per Wis. Stat. Sec. 121.02 and Wis. Admin. Code sec. PI 8 for the Class of 2025. - Motioned by Fietzer/Riske. Motion carried.
- g. Consider Approval of Summer School 2023 Staffing as Presented - Motioned by Riske/Krueger. Motion carried.
- h. Consider Approval of Replacement MES Gymnasium Scoreboard as Presented Motioned by Jepson/Griffin. Motion carried.
- i. Consider Approval of Hands in the Mud Summer School Class Beautification Proposal as Presented Motioned by Krueger/Jepson. Motion carried.
- j. Consider Approval of Red Oak “Wishtree” Planting With the Location to be Determined by Green Boyz (Tree to not be outside of the boardroom window). - Motioned by Griffin/Jepson. Motion carried.
- k. Consider Approval of Health, Dental, and Vision Insurance Renewals as Prepared by M3 Insurance Motioned by Fietzer/Jepson. Motion carried.
- l. Consider Approval of Fundraising Requests - Motioned by Fietzer/Krueger. Motion carried.
- m. Consider Approval of a 4% Salary Increase for the Technology Director and the MES Principal for the 2023-24 School Year Motioned by Fietzer/Riske. Motion carried.
- n. Consider Approval of a Salary of \$95,000 for the Secondary Principal for the 2023-24 School Year Motioned by Jepson/Krueger. Motion carried.
- o. Consider Approval of the Staff and Program Change Proposal as Presented Motioned by Giffin/Fietzer. Motion carried.

24. Next Meeting Dates:

- a. April 25, 2023 – Policy and Human Resources Committee Meeting – 5:00 p.m. – MES Board Room
- b. May 1, 2023 - Curriculum Committee Meeting - 5:00 p.m. - MES Board Room

- c. May 8, 2023 - Policy and Human Resource Committee Meeting - 5:00 p.m. - MES Board Room
  - d. May 17, 2023 - Finance Committee Meeting - 5:00 p.m. - MES Board Room
  - e. May 22, 2023 - Regular Board of Education Meeting - 6:00 p.m. - MES Board Room
  - f. May 30, 2023- Buildings and Grounds Committee Meeting - 5:00 p.m. - MES Board Room
25. 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 Evaluation. 8:53 p.m. - Motioned by Fietzer/Riske. Motion carried.
26. Adjourn

Minutes taken by: TaraLa Jackson



Minutes of May 10, 2023 School District of Manawa Board of Education Special Meeting

1. Call to Order – President Reiersen – 5:00 p.m.
2. Pledge of Allegiance
3. Roll Call: Fietzer, Jepson, Reiersen, Griffin, Riske, and Krueger
4. Verify Publication of Meeting - Verified by Dr. Oppor
5. Public Comment (Register to Speak Prior to Start of Meeting / Guidelines Listed Below Agenda)

In person - Mrs. Schuelke: She was there to advocate for the students. Splitting up the large 2nd Grade class for next year would be beneficial for the students. At the moment there are 24 students. One classroom will not provide the teaching required to set them up for success. She was petitioning for another 2nd grade teacher.

Virtual - Mrs. Michelle Johnson read a letter on behalf of a teacher (Mrs. Colleen Phelan) that could not make the meeting: Mrs. Phelan is worried about the paraprofessionals in the special education department not having the adequate staffing and/or support for the upcoming school year.

Virtual - Mrs. Whitman spoke about how the current 5th grade classes are large, and the next year's 5th grade class is going to be large also. The need for an additional 5th grade teacher is needed for next year.

6. Unfinished Business: None

7. New Business:

- a. Consider Approval of Fiscal Year 2023-24 Staff and Program Change Proposal as Presented - Motioned by Fietzer/Griffin. Discussion: Move to amend motion - Approve the updated Staff and Program Change Proposal (done in real time) to add a 2nd grade teacher, Maintenance Supervisor, and a Technical Education Teacher. - Motion Carried.
- b. Consider Approval of MES Tile and MS/HS Library Carpet Replacement as Presented - Motioned by Krueger/Riske. Discussion: - Motion Carried.
- c. Consider Approval of MES Furniture Proposal as Presented - Motioned by Riske/Krueger. Discussion: - Motion Carried.
- d. Consider Approval of School Records Retention Schedule as Presented - Move to the end of the agenda. Motioned by Jepson/Fietzer. - Motion Carried.
- e. Consider Approval of MES Special Education Paraprofessional as Presented - Motioned by Krueger/Jepson. Motion Carried.
- f. Consider Approval of Lawn Weed and Feed 2023-24 Contract as Presented - Motioned by Griffin/Fietzer. Discussion: - Motion Carried.

8. Next Meeting Dates:

- a. May 17, 2023 - Finance Committee Meeting - 5:00 p.m. - MES Board Room

- b. May 18, 2023 - Policy and Human Resources Committee Meeting – 6:30 p.m. – MES Board Room
  - c. May 30, 2023- Buildings and Grounds Committee Meeting - 5:00 p.m. – MES Board Room
  - d. May 22, 2023 - Regular Board of Education Meeting - 6:00 p.m. - MES Board Room
  - e. June 1, 2023 - Curriculum Committee Meeting - 5:00 p.m. - MES Board Room
  - f. June 7, 2023 – Board and Admin. Retreat – 5:00 p.m. – MES Board Room
9. Adjourn - [Motioned by Griffin/Krueger. Motion Carried. 6:42 p.m.](#)



| Name | Reference | Trans Date | Description                               | Post Date  | Amount     |
|------|-----------|------------|---|------------|------------|
|      |           | 04/03/2023 | KGA-LEA 2 GRANT                           | 04/03/2023 | 18,815.00  |
|      |           |            | Totals for 16497                          |            | 18,815.00  |
|      |           | 04/03/2023 | FOOD SERVICE DEPOSIT FOR 3/27-3/31        | 04/03/2023 | 565.00     |
|      |           |            | Totals for 16498                          |            | 565.00     |
|      |           | 04/03/2023 | CLASS OF 2034 FIELD TRIP                  | 04/03/2023 | 90.00      |
|      |           |            | Totals for 16499                          |            | 90.00      |
|      |           | 04/07/2023 | HS FOOD SERVICE FOR WEEKS OF 3/10/23 TO   | 04/07/2023 | 6,460.75   |
|      |           |            | Totals for 16513                          |            | 6,460.75   |
|      |           | 04/07/2023 | FFA BANQUET DESSERT AUCTION DEPOSIT       | 04/07/2023 | 2,554.00   |
|      |           |            | Totals for 16518                          |            | 2,554.00   |
|      |           | 04/10/2023 | ES FOOD SERVICE FOR WEEK OF 4/3/23 TO 4/  | 04/10/2023 | 675.00     |
|      |           |            | Totals for 16514                          |            | 675.00     |
|      |           | 04/10/2023 | MEDICAID REIMBURSEMENT                    | 04/10/2023 | 4,341.51   |
|      |           |            | Totals for 16515                          |            | 4,341.51   |
|      |           | 04/10/2023 | TRANSIT AID FROM CESA 5                   | 04/10/2023 | 1,412.01   |
|      |           |            | Totals for 16516                          |            | 1,412.01   |
|      |           | 04/10/2023 | BASEBALL HAT DEPOSIT - RESALE             | 04/10/2023 | 120.00     |
|      |           |            | Totals for 16517                          |            | 120.00     |
|      |           | 04/12/2023 | Lottery Tax Credit from Waupaca County    | 04/12/2023 | 145,658.99 |
|      |           |            | Totals for 16512                          |            | 145,658.99 |
|      |           | 04/12/2023 | EFUNDS CLASS FEES                         | 04/12/2023 | 30.00      |
|      |           |            | Totals for 16519                          |            | 30.00      |
|      |           | 04/12/2023 | POST PROM DONATIONS \$100 PREMIER COMMUNI | 04/12/2023 | 325.00     |
|      |           |            | Totals for 16520                          |            | 325.00     |
|      |           | 04/21/2023 | DONATION FOR MES FROM WAUPACA COUNTY 4-H  | 04/21/2023 | 200.00     |
|      |           |            | Totals for 16535                          |            | 200.00     |
|      |           | 04/21/2023 | DONATION FOR POST PROM FROM KRAUSE FOUND  | 04/21/2023 | 250.00     |
|      |           |            | Totals for 16536                          |            | 250.00     |
|      |           | 04/21/2023 | ANONYMOUS DONATION FOR POST PROM          | 04/21/2023 | 150.00     |
|      |           |            | Totals for 16537                          |            | 150.00     |
|      |           | 04/24/2023 | COMMON SCHOOL FUND AID                    | 04/24/2023 | 34,258.00  |
|      |           |            | Totals for 16531                          |            | 34,258.00  |
|      |           | 04/24/2023 | MES 4/6 THROUGH 4/21                      | 04/24/2023 | 1,489.95   |
|      |           |            | Totals for 16532                          |            | 1,489.95   |
|      |           | 04/24/2023 | WOLF RIVER LUTHERAN HIGH SCHOOL - PAYMEN  | 04/24/2023 | 100.00     |
|      |           |            | Totals for 16533                          |            | 100.00     |
|      |           | 04/24/2023 | SCHOOL DISTRICT OF CHILTON - PAYMENT FOR  | 04/24/2023 | 200.00     |
|      |           |            | Totals for 16534                          |            | 200.00     |
|      |           | 04/30/2023 | TO RECORD MONTHLY INTEREST FOR STUDENT A  | 04/30/2023 | 4.14       |
|      |           |            | Totals for 13798                          |            | 4.14       |
|      |           |            | Total for Cash Receipts                   |            | 217,699.35 |

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                 | 199,151.99     | 0.00           | 199,151.99   |
| 21          | Special Revenue Trust Fund | 0.00                 | 3,603.14       | 0.00           | 3,603.14     |
| 27          | SPECIAL EDUCATION FUND     | 0.00                 | 5,753.52       | 0.00           | 5,753.52     |
| 50          | FOOD SERVICE FUND          | 9,190.70             | 0.00           | 0.00           | 9,190.70     |
| ***         | Fund Summary Totals ***    | 9,190.70             | 208,508.65     | 0.00           | 217,699.35   |

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

| CREDIT CARD STATEMENT - April |   |              | WUFAR Code |   |          |        |          |         |   |
|-------------------------------|---|--------------|------------|---|----------|--------|----------|---------|---|
| Date                          | Vendor  | Amount       | Fund       | E | Location | Object | Function | Project | Description                                       |
| <b>Melanine Oppor</b>         |   |              |            |   |          |        |          |         |   |
| 4/3/23                        | Adobe Inc.  | \$15.81      | 10         | E | 800      | 360    | 232100   | 0       | Adobe Acrobat Pro software subscription - monthly |
| 4/10/23                       | Boomerang   | \$179.76     | 10         | E | 800      | 360    | 232100   | 0       | Software Subscription that will be cancelled      |
|                               |   |              |            |   |          |        |          |         |   |
|                               |   | <b>TOTAL</b> |            |   |          |        |          |         | <b>\$195.57</b>                                   |
| <b>Dean Marzofka</b>          |   |              |            |   |          |        |          |         |   |
| 4/8/2023                      | Adobe Acropro   | \$21.09      | 10         | E | 800      | 360    | 295000   | 0       | PDF reader editor monthly                         |
| 4/9/2023                      | Adobe Acrobat   | \$13.70      | 10         | E | 800      | 360    | 295000   | 0       | PDF reader editor monthly                         |
| 4/17/2023                     | Adobe Acropro   | \$21.09      | 10         | E | 800      | 360    | 295000   | 0       | PDF reader editor monthly                         |
| 4/17/23                       | Full Compass Systems                                  | \$30.88      | 10         | E | 800      | 480    | 295000   | 0       | Replacement part for hs gym audio system          |
|                               |   |              |            |   |          |        |          |         |   |
|                               |   | <b>TOTAL</b> |            |   |          |        |          |         | <b>\$86.76</b>                                    |
| <b>LWHS</b>                   |   |              |            |   |          |        |          |         |   |
| 3/24/2023                     | Giffin Tec  | \$267.70     | 10         | E | 400      | 411    | 121000   | 0       | Art supplies                                      |
| 3/27/2023                     | Lowes   | \$99.74      | 10         | E | 400      | 411    | 136000   | 0       | Dugout/Ticket booth project                       |
| 4/3/2023                      | Fleet Farm  | 89.05        | 10         | E | 400      | 411    | 136000   | 0       | Dugout/Ticket booth project                       |
| 4/6/2023                      | NAESP   | \$170.24     | 10         | E | 400      | 411    | 241000   | 0       | Pins for graduation                               |
| 4/7/2023                      | Menards   | \$265.14     | 10         | E | 400      | 411    | 136000   | 0       | Dugout/Ticket booth project                       |
| 4/7/2023                      | <a href="https://www.milesplit.com">Milesplit.com</a> | \$159.75     | 10         | E | 400      | 940    | 162005   | 0       | Track registration fee                            |
| 4/20/2023                     | <a href="https://www.athletic.net">Athletic.net</a>   | \$135.00     | 10         | E | 400      | 940    | 162005   | 0       | Track registration fee                            |
|                               |   |              |            |   |          |        |          |         |   |
|                               |   | <b>TOTAL</b> |            |   |          |        |          |         | <b>\$1,186.62</b>                                 |
| <b>Danni Brauer</b>           |   |              |            |   |          |        |          |         |   |
| 3/26/23                       | Walmart   | \$60.71      | 10         | E | 101      | 415    | 110000   | 0       | Snacks for Forward Exam testing                   |
|                               |   |              |            |   |          |        |          |         |   |
|                               |   | <b>TOTAL</b> |            |   |          |        |          |         | <b>\$60.71</b>                                    |
| <b>District Office</b>        |   |              |            |   |          |        |          |         |   |
| 3/23/23                       | PB Leasing  | \$176.19     | 10         | E | 800      | 353    | 260000   | 0       | Pitney Bowes payment for lease on postage machine |
| 3/31/23                       | DKG Media   | \$1,169.00   | 10         | E | 800      | 310    | 264400   | 0       | HR Certification PD for T. Jackson                |
|                               |   |              |            |   |          |        |          |         |   |
|                               |   | <b>TOTAL</b> |            |   |          |        |          |         | <b>\$1,345.19</b>                                 |

| CHECK<br>NUMBER | VENDOR                | BATCH<br>NUMBER | CHECK<br>DATE | INVOICE<br>DESCRIPTION                                    | ACCOUNT<br>DESCRIPTION   | PO<br>NUMBER | AMOUNT   |
|-----------------|-----------------------|-----------------|---------------|---|--|--------------|----------|
| 84492           | ENGELHARDT DAIRY OF   | JPAP42          | 04/28/2023    | MES DAIRY PRODUCTS  | FOOD SERVICE<br>FUND/FOOD/FOOD<br>SERVICES                                 | 0            | 312.95   |
| 84492           | ENGELHARDT DAIRY OF   | JPAP42          | 04/28/2023    | MS/LWHS DAIRY PRODUCTS                                    | FOOD SERVICE<br>FUND/FOOD/FOOD<br>SERVICES                                 | 0            | 101.35   |
| 84492           | ENGELHARDT DAIRY OF   | JPAP42          | 04/28/2023    | MS/LWHS DAIRY PRODUCTS                                    | FOOD SERVICE<br>FUND/FOOD/FOOD<br>SERVICES                                 | 0            | 110.25   |
| 84492           | ENGELHARDT DAIRY OF   | JPAP42          | 04/28/2023    | MES DAIRY PRODUCTS  | FOOD SERVICE<br>FUND/FOOD/FOOD<br>SERVICES                                 | 0            | 253.35   |
|                 |                       |                 |               |   | Totals for 84492   |              | 777.90   |
| 84493           | ETZWILER-KEALIHHER, M | JPAP42          | 04/28/2023    | REIMBURSEMENT FOR PROPS,<br>COSTUMES, ETC FOR THE MUSICAL | GENERAL<br>FUND/GENERAL<br>SUPPLIES/VOCAL<br>MUSIC                         | 0            | 355.99   |
|                 |                       |                 |               |   | Totals for 84493   |              | 355.99   |
| 84496           | INTEGRATED SYSTEMS C  | JPAP42          | 04/28/2023    | IS Corp hosting fee                                       | GENERAL<br>FUND/TECH/SOFTWARE<br>SERVIC/ADMINISTRATIV<br>E TECHNOLOGY SERV | 8002300019   | 388.80   |
|                 |                       |                 |               |   | Totals for 84496   |              | 388.80   |
| 84497           | MANAWA QUALITY FOODS  | JPAP42          | 04/28/2023    | Food  | SPECIAL EDUCATION<br>FUND/FOOD/EARLY<br>CHILDHOOD                          | 272300064    | 30.66    |
|                 |                       |                 |               |   | Totals for 84497   |              | 30.66    |
| 84499           | NASSCO INC            | JPAP42          | 04/28/2023    | CUSTODIAL SUPPLIES  | GENERAL<br>FUND/NON-CAPITAL<br>EQUIPMENT/OPERATION                         | 0            | 389.81   |
| 84499           | NASSCO INC            | JPAP42          | 04/28/2023    | CUSTODIAL SUPPLIES  | GENERAL<br>FUND/NON-CAPITAL<br>EQUIPMENT/OPERATION                         | 0            | 516.73   |
|                 |                       |                 |               |   | Totals for 84499   |              | 906.54   |
| 84500           | PAN-O-GOLD BAKING     | JPAP42          | 04/28/2023    | BREAD PRODUCTS  | FOOD SERVICE<br>FUND/FOOD/FOOD<br>SERVICES                                 | 0            | 115.75   |
|                 |                       |                 |               |   | Totals for 84500   |              | 115.75   |
| 84501           | PERFORMANCE FOODSERV  | JPAP42          | 04/28/2023    | USDA COMMODITY ORDER                                      | FOOD SERVICE<br>FUND/FOOD/FOOD<br>SERVICES                                 | 0            | 124.00   |
| 84501           | PERFORMANCE FOODSERV  | JPAP42          | 04/28/2023    | FOOD AND NON FOOD SUPPLIES                                | FOOD SERVICE<br>FUND/CENTRAL SUPPLY<br>ROOM/FOOD SERVICES                  | 0            | 45.35    |
| 84501           | PERFORMANCE FOODSERV  | JPAP42          | 04/28/2023    | FOOD AND NON FOOD SUPPLIES                                | FOOD SERVICE<br>FUND/FOOD/FOOD<br>SERVICES                                 | 0            | 763.39   |
| 84501           | PERFORMANCE FOODSERV  | JPAP42          | 04/28/2023    | FOOD AND NON FOOD SUPPLIES                                | FOOD SERVICE<br>FUND/CENTRAL SUPPLY<br>ROOM/FOOD SERVICES                  | 0            | 130.24   |
| 84501           | PERFORMANCE FOODSERV  | JPAP42          | 04/28/2023    | FOOD AND NON FOOD SUPPLIES                                | FOOD SERVICE<br>FUND/FOOD/FOOD<br>SERVICES                                 | 0            | 2,168.70 |
|                 |                       |                 |               |   | Totals for 84501   |              | 3,231.68 |
| 84502           | RADLEY, JONI          | JPAP42          | 04/28/2023    | PIANO MUSICAL   | GENERAL<br>FUND/PERSONAL   | 0            | 250.00   |

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|                 |                      |                 |               |   | SERVICES/VOCAL<br>MUSIC  |              |          |
|                 |                      |                 |               |   | Totals for 84502   |              | 250.00   |
| 84503           | SCHOOL EXEC CONNECT, | JPAP42          | 04/28/2023    | MANAWA SUPT SEARCH FINAL<br>FEE/WLSC - CAREER<br>CENTER/CONSULTANT GORRELL<br>EXPENSES/SCHOOL EXEC CONNECT<br>FEE | GENERAL<br>FUND/PERSONAL<br>SERVICES/BOARD<br>MEMBERS                      | 0            | 4,709.36 |
|                 |                      |                 |               |   | Totals for 84503   |              | 4,709.36 |
| 84504           | SKYWARD, INC         | JPAP42          | 04/28/2023    | NEW SIGNATURES FOR CHECKS   | GENERAL<br>FUND/PERSONAL<br>SERVICES/GENERAL<br>ADMINISTRATION             | 8002300099   | 200.00   |
|                 |                      |                 |               |   | Totals for 84504   |              | 200.00   |
| 84505           | SOLARUS              | JPAP42          | 04/28/2023    | SOLARUS MONTHLY BILL  | GENERAL<br>FUND/TELEPHONE AND<br>TELEGRAPH/CENTRAL<br>SERVICES             | 8002300013   | 302.00   |
| 84505           | SOLARUS              | JPAP42          | 04/28/2023    | SOLARUS MONTHLY BILL  | GENERAL<br>FUND/TELEPHONE AND<br>TELEGRAPH/CENTRAL<br>SERVICES             | 8002300013   | 668.70   |
| 84505           | SOLARUS              | JPAP42          | 04/28/2023    | SOLARUS MONTHLY BILL  | GENERAL<br>FUND/TELEPHONE AND<br>TELEGRAPH/CENTRAL<br>SERVICES             | 8002300013   | 690.27   |
| 84505           | SOLARUS              | JPAP42          | 04/28/2023    | SOLARUS MONTHLY BILL  | GENERAL<br>FUND/TELEPHONE AND<br>TELEGRAPH/CENTRAL<br>SERVICES             | 8002300013   | 496.13   |
| 84505           | SOLARUS              | JPAP42          | 04/28/2023    | SOLARUS MONTHLY BILL  | SPECIAL EDUCATION<br>FUND/TELEPHONE AND<br>TELEGRAPH/PUBLIC<br>INFORMATION | 8002300013   | 148.35   |
| 84505           | SOLARUS              | JPAP42          | 04/28/2023    | RESIDENTIAL HIGH SPEED<br>INTERNET  | GENERAL<br>FUND/ON-LINE<br>COMMUNICATIONS/OFFIC<br>E OF SUPERINTENDENT     | 0            | 49.99    |
|                 |                      |                 |               |   | Totals for 84505   |              | 2,355.44 |
| 84508           | THEDACARE AT WORK    | JPAP42          | 04/28/2023    | DS RAPID 5 BUNDLED/TB<br>QUESTIONNAIRE REVIEW/PHYSICAL<br>FREE FROM COMM DISEASE - C.<br>AMBROZIAK & M. FRENCH    | GENERAL<br>FUND/PERSONAL<br>SERVICES/HEALTH<br>SERVICES                    | 0            | 388.00   |
|                 |                      |                 |               |   | Totals for 84508   |              | 388.00   |
| 84509           | UNIFIRST CORPORATION | JPAP42          | 04/28/2023    | MATS & MOPS   | GENERAL<br>FUND/CLEANING<br>SERVICES/OPERATION                             | 0            | 53.43    |
| 84509           | UNIFIRST CORPORATION | JPAP42          | 04/28/2023    | MATS & MOPS   | GENERAL<br>FUND/CLEANING<br>SERVICES/OPERATION                             | 0            | 42.90    |
| 84509           | UNIFIRST CORPORATION | JPAP42          | 04/28/2023    | MATS & MOPS   | GENERAL<br>FUND/CLEANING<br>SERVICES/OPERATION                             | 0            | 32.37    |
|                 |                      |                 |               |   | Totals for 84509   |              | 128.70   |
| 84510           | WIPFLI LLP           | JPAP42          | 04/28/2023    | MEMBERSHIP REPORT FOR FISCAL<br>YEAR 2022-2023  | GENERAL<br>FUND/PERSONAL   | 0            | 3,000.00 |

| CHECK NUMBER | VENDOR               | BATCH NUMBER | CHECK DATE | INVOICE DESCRIPTION   | ACCOUNT DESCRIPTION  | PO NUMBER  | AMOUNT   |
|--------------|----------------------|--------------|------------|---|--|------------|----------|
|              |                      |              |            |   | SERVICES/AUDIT   |            |          |
|              |                      |              |            |   | Totals for 84510   |            | 3,000.00 |
| 84511        | AMAZON CAPITAL SERVI | JPAP05       | 05/05/2023 | Puroma 4 Pack Combination<br>Lock 4 Digit Outdoor<br>Waterproof Padlock for School<br>Gym Locker, Sports Locker,<br>Fence, Toolbox, Gate, Case,<br>Hasp Storage | SPECIAL EDUCATION<br>FUND/NON-CAPITAL<br>EQUIPMENT/MULTI-CATE<br>GORICAL           | 272300063  | 23.98    |
| 84511        | AMAZON CAPITAL SERVI | JPAP05       | 05/05/2023 | ART SHOW SUPPLIES   | GENERAL<br>FUND/GENERAL<br>SUPPLIES/OTHER ART                                      | 1012300105 | 493.00   |
|              |                      |              |            |   | Totals for 84511   |            | 516.98   |
| 84512        | AMERICAN WELDING & G | JPAP05       | 05/05/2023 | ARGON/CO2 MIX   | GENERAL<br>FUND/GENERAL<br>SUPPLIES/TECHNOLOGY<br>EDUCATION                        | 0          | 51.82    |
|              |                      |              |            |   | Totals for 84512   |            | 51.82    |
| 84513        | AT&T                 | JPAP05       | 05/05/2023 | AT&T Internet Bill  | GENERAL<br>FUND/ON-LINE<br>COMMUNICATIONS/INSTR<br>UCTION RELATED<br>TECHNOLOGY    | 8002300023 | 651.48   |
|              |                      |              |            |   | Totals for 84513   |            | 651.48   |
| 84516        | FOLLETT CONTENT SOLU | JPAP05       | 05/05/2023 | Final HS Book Order   | GENERAL<br>FUND/LIBRARY<br>BOOKS/SCHOOL<br>LIBRARY                                 | 4000230215 | 642.61   |
| 84516        | FOLLETT CONTENT SOLU | JPAP05       | 05/05/2023 | Final Book Order for<br>Elementary  | GENERAL<br>FUND/LIBRARY<br>BOOKS/SCHOOL<br>LIBRARY                                 | 1012300104 | 3,932.65 |
| 84516        | FOLLETT CONTENT SOLU | JPAP05       | 05/05/2023 | Final Book Order for<br>Elementary  | GENERAL<br>FUND/LIBRARY<br>BOOKS/SCHOOL<br>LIBRARY                                 | 1012300104 | 319.21   |
|              |                      |              |            |   | Totals for 84516   |            | 4,894.47 |
| 84517        | FREESTYLE            | JPAP05       | 05/05/2023 | ZABLER - Art Supplies from<br>Freestyle Photo Supply  | GENERAL<br>FUND/GENERAL<br>SUPPLIES/ART  | 4000230219 | 189.99   |
| 84517        | FREESTYLE            | JPAP05       | 05/05/2023 | ZABLER - Art Supplies from<br>Freestyle Photo Supply  | GENERAL<br>FUND/GENERAL<br>SUPPLIES/ART  | 4000230219 | 99.93    |
|              |                      |              |            |   | Totals for 84517   |            | 289.92   |
| 84523        | NTC-NORTHCENTRAL TEC | JPAP05       | 05/05/2023 | CURRENT EVENTS CRIMINAL<br>JUSTICT - DISTANCE LEARNING -<br>SPRING 2023   | GENERAL<br>FUND/TRANSFER TO<br>VTAE DISTRICTS/Gen<br>Tuition-Non-Open<br>Enrollmen | 0          | 472.80   |
|              |                      |              |            |   | Totals for 84523   |            | 472.80   |
| 84524        | PROQUEST LLC         | JPAP05       | 05/05/2023 | CultureGrams Renewal  | GENERAL<br>FUND/TECH/SOFTWARE<br>SERVIC/SCHOOL<br>LIBRARY                          | 8002300091 | 249.47   |
| 84524        | PROQUEST LLC         | JPAP05       | 05/05/2023 | CultureGrams Renewal  | GENERAL<br>FUND/TECH/SOFTWARE<br>SERVIC/SCHOOL                                     | 8002300091 | 464.92   |

| CHECK<br>NUMBER | VENDOR               | BATCH<br>NUMBER | CHECK<br>DATE | INVOICE<br>DESCRIPTION                                    | ACCOUNT<br>DESCRIPTION  | PO<br>NUMBER | AMOUNT           |          |
|-----------------|----------------------|-----------------|---------------|---|---|--------------|------------------|----------|
| 84524           | PROQUEST LLC         | JPAP05          | 05/05/2023    | CultureGrams Renewal                                      | LIBRARY<br>GENERAL<br>FUND/TECH/SOFTWARE<br>SERVIC/SCHOOL<br>LIBRARY          | 8002300091   | 419.57           |          |
|                 |                      |                 |               |   |   |              | Totals for 84524 | 1,133.96 |
| 84525           | RIO GRANDE           | JPAP05          | 05/05/2023    | ZABLER - Art Supplies from<br>Rio Grande (Jewelry Supply) | GENERAL<br>FUND/GENERAL<br>SUPPLIES/ART                                       | 4000230218   | 126.85           |          |
| 84525           | RIO GRANDE           | JPAP05          | 05/05/2023    | ZABLER - Art Supplies from<br>Rio Grande (Jewelry Supply) | GENERAL<br>FUND/GENERAL<br>SUPPLIES/ART                                       | 4000230218   | 31.20            |          |
|                 |                      |                 |               |   |   |              | Totals for 84525 | 158.05   |
| 84526           | SCHOOL DISTRICT OF I | JPAP05          | 05/05/2023    | JV VOLLEYBALL QUAD ON 10/1/22                             | GENERAL FUND/DUES &<br>FEES MEMBRSHIP/FT<br>FEES/VOLLEYBALL                   | 0            | 75.00            |          |
|                 |                      |                 |               |   |   |              | Totals for 84526 | 75.00    |
| 84527           | SOLIANT              | JPAP05          | 05/05/2023    | OT Services   | SPECIAL EDUCATION<br>FUND/PERSONAL<br>SERVICES/OCCUPATIONA<br>L THERAPY       | 272300022    | 417.60           |          |
| 84527           | SOLIANT              | JPAP05          | 05/05/2023    | OT Services   | SPECIAL EDUCATION<br>FUND/PERSONAL<br>SERVICES/OCCUPATIONA<br>L THERAPY       | 272300022    | 20.64            |          |
| 84527           | SOLIANT              | JPAP05          | 05/05/2023    | OT Services   | SPECIAL EDUCATION<br>FUND/PERSONAL<br>SERVICES/OCCUPATIONA<br>L THERAPY       | 272300022    | 41.76            |          |
|                 |                      |                 |               |   |   |              | Totals for 84527 | 480.00   |
| 84530           | WEX BANK - GLOBAL FL | JPAP05          | 05/05/2023    | ALL OTHER FUEL  | GENERAL<br>FUND/FUEL-VEHICLE<br>OPERATION/VEHICLE<br>MAINT/NOT PUPIL<br>TRANS | 0            | 206.65           |          |
|                 |                      |                 |               |   |   |              | Totals for 84530 | 206.65   |
| 84532           | SAM'S CLUB/SYNCHRONY | JPAP05          | 05/08/2023    | SNACKS  | SPECIAL EDUCATION<br>FUND/FOOD/MULTI-CATE<br>GORICAL                          | 0            | 118.54           |          |
|                 |                      |                 |               |   |   |              | Totals for 84532 | 118.54   |
| 84533           | AMAZON CAPITAL SERVI | JPAP05          | 05/12/2023    | PETHKE - Yield Sign and other<br>office supplies          | GENERAL<br>FUND/NON-CAPITAL<br>EQUIPMENT/OPERATION                            | 4000230220   | 20.19            |          |
| 84533           | AMAZON CAPITAL SERVI | JPAP05          | 05/12/2023    | PETHKE - Yield Sign and other<br>office supplies          | GENERAL<br>FUND/NON-CAPITAL<br>EQUIPMENT/OPERATION                            | 4000230220   | 26.77            |          |
| 84533           | AMAZON CAPITAL SERVI | JPAP05          | 05/12/2023    | PETHKE - Yield Sign and other<br>office supplies          | GENERAL<br>FUND/CENTRAL SUPPLY<br>ROOM/UNDIFFERENTIATE<br>D CURRICULUM        | 4000230220   | 81.01            |          |
| 84533           | AMAZON CAPITAL SERVI | JPAP05          | 05/12/2023    | PETHKE - Yield Sign and other<br>office supplies          | GENERAL<br>FUND/CENTRAL SUPPLY<br>ROOM/UNDIFFERENTIATE<br>D CURRICULUM        | 4000230220   | 61.12            |          |
| 84533           | AMAZON CAPITAL SERVI | JPAP05          | 05/12/2023    | ZABLER - ART Supplies Ordered<br>from Amazon              | GENERAL<br>FUND/GENERAL   | 4000230216   | 197.85           |          |

| CHECK NUMBER | CHECK VENDOR         | BATCH NUMBER | CHECK DATE | INVOICE DESCRIPTION              | ACCOUNT DESCRIPTION  | PO NUMBER  | AMOUNT    |
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|              |                      |              |            |                                  | SUPPLIES/ART         |            |           |
|              |                      |              |            |                                  | Totals for 84533     |            | 386.94    |
| 84534        | BATTERIES PLUS       | JPAP05       | 05/12/2023 | FLO10392 FLOURSCENT BULBS (150)  | GENERAL              | 0          | 185.25    |
|              |                      |              |            |                                  | FUND/GENERAL         |            |           |
|              |                      |              |            |                                  | SUPPLIES/OPERATION   |            |           |
| 84534        | BATTERIES PLUS       | JPAP05       | 05/12/2023 | FLO10392 FLOURSCENT BULBS (150)  | GENERAL              | 0          | 162.50    |
|              |                      |              |            |                                  | FUND/GENERAL         |            |           |
|              |                      |              |            |                                  | SUPPLIES/OPERATION   |            |           |
| 84534        | BATTERIES PLUS       | JPAP05       | 05/12/2023 | FLO10392 FLOURSCENT BULBS (150)  | GENERAL              | 0          | 139.75    |
|              |                      |              |            |                                  | FUND/GENERAL         |            |           |
|              |                      |              |            |                                  | SUPPLIES/OPERATION   |            |           |
|              |                      |              |            |                                  | Totals for 84534     |            | 487.50    |
| 84535        | CDW GOVERNMENT, INC. | JPAP05       | 05/12/2023 | WiFi Access Points               | GENERAL              | 8002300098 | 2,716.80  |
|              |                      |              |            |                                  | FUND/TECH/SOFTWARE   |            |           |
|              |                      |              |            |                                  | SERVIC/ADMINISTRATIV |            |           |
|              |                      |              |            |                                  | E TECHNOLOGY SERV    |            |           |
| 84535        | CDW GOVERNMENT, INC. | JPAP05       | 05/12/2023 | WiFi Access Points               | GENERAL              | 8002300098 | 6,238.20  |
|              |                      |              |            |                                  | FUND/CAPITAL EQUIP   |            |           |
|              |                      |              |            |                                  | ADDITION/ADMINISTRAT |            |           |
|              |                      |              |            |                                  | IVE TECHNOLOGY SERV  |            |           |
| 84535        | CDW GOVERNMENT, INC. | JPAP05       | 05/12/2023 | WiFi Access Points               | GENERAL              | 8002300098 | 1,183.20  |
|              |                      |              |            |                                  | FUND/TECH/SOFTWARE   |            |           |
|              |                      |              |            |                                  | SERVIC/ADMINISTRATIV |            |           |
|              |                      |              |            |                                  | E TECHNOLOGY SERV    |            |           |
| 84535        | CDW GOVERNMENT, INC. | JPAP05       | 05/12/2023 | WiFi Access Points               | GENERAL              | 8002300098 | 2,716.80  |
|              |                      |              |            |                                  | FUND/CAPITAL EQUIP   |            |           |
|              |                      |              |            |                                  | ADDITION/ADMINISTRAT |            |           |
|              |                      |              |            |                                  | IVE TECHNOLOGY SERV  |            |           |
|              |                      |              |            |                                  | Totals for 84535     |            | 12,855.00 |
| 84536        | CENTURY LINK         | JPAP05       | 05/12/2023 | CenturyLink - Lumen monthly bill | GENERAL              | 8002300022 | 51.25     |
|              |                      |              |            |                                  | FUND/TELEPHONE AND   |            |           |
|              |                      |              |            |                                  | TELEGRAPH/CENTRAL    |            |           |
|              |                      |              |            |                                  | SERVICES             |            |           |
|              |                      |              |            |                                  | Totals for 84536     |            | 51.25     |
| 84537        | CESA 6-CONFERENCE RE | JPAP05       | 05/12/2023 | PHYSICAL THERAPY & PSYCHOLOGIST  | SPECIAL EDUCATION    | 0          | 3,135.00  |
|              |                      |              |            |                                  | FUND/TRANSFER TO     |            |           |
|              |                      |              |            |                                  | CESA/PHYSICAL        |            |           |
|              |                      |              |            |                                  | THERAPY              |            |           |
| 84537        | CESA 6-CONFERENCE RE | JPAP05       | 05/12/2023 | PHYSICAL THERAPY & PSYCHOLOGIST  | SPECIAL EDUCATION    | 0          | 1,276.80  |
|              |                      |              |            |                                  | FUND/TRANSFER TO     |            |           |
|              |                      |              |            |                                  | CESA/SCHOOL          |            |           |
|              |                      |              |            |                                  | PSYCHOLOGIST         |            |           |
| 84537        | CESA 6-CONFERENCE RE | JPAP05       | 05/12/2023 | PHYSICAL THERAPY & PSYCHOLOGIST  | GENERAL              | 0          | 243.20    |
|              |                      |              |            |                                  | FUND/TRANSFER TO     |            |           |
|              |                      |              |            |                                  | CESA/SCHOOL          |            |           |
|              |                      |              |            |                                  | PSYCHOLOGIST         |            |           |
|              |                      |              |            |                                  | Totals for 84537     |            | 4,655.00  |
| 84539        | DIVERSIFIED BENEFIT  | JPAP05       | 05/12/2023 | MAY HRA ADMINISTRATIVE SERVICES  | GENERAL              | 0          | 249.30    |
|              |                      |              |            |                                  | FUND/DISTRICT FEES   |            |           |
|              |                      |              |            |                                  | / BANKING            |            |           |
|              |                      |              |            |                                  | FEE/FISCAL           |            |           |
|              |                      |              |            |                                  | Totals for 84539     |            | 249.30    |
| 84540        | E O JOHNSON CO., INC | JPAP05       | 05/12/2023 | Monthly Copy Bill                | GENERAL              | 8002300021 | 3,868.54  |
|              |                      |              |            |                                  | FUND/PRINTING AND    |            |           |
|              |                      |              |            |                                  | BINDING/CENTRAL      |            |           |
|              |                      |              |            |                                  | SERVICES             |            |           |



| CHECK<br>NUMBER | VENDOR               | BATCH<br>NUMBER | CHECK<br>DATE | INVOICE<br>DESCRIPTION                                    | ACCOUNT<br>DESCRIPTION   | PO<br>NUMBER     | AMOUNT   |
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|                 |                      |                 |               |   |  | Totals for 84540 | 3,868.54 |
| 84541           | GREEN BOYZ INC       | JPAP05          | 05/12/2023    | THATCHING/FERTILIZER/CRABGRASS CONTROL                    | GENERAL FUND/CLEANING SERVICES/OPERATION                       | 0                | 640.00   |
|                 |                      |                 |               |   |  | Totals for 84541 | 640.00   |
| 84542           | JIM'S PLUMBING       | JPAP05          | 05/12/2023    | ISSUES WITH RELIEF VALVE AT THE KITCHEN WATER AT LWHS/MMS | GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS           | 0                | 208.81   |
| 84542           | JIM'S PLUMBING       | JPAP05          | 05/12/2023    | ISSUES WITH RELIEF VALVE AT THE KITCHEN WATER AT LWHS/MMS | GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS           | 0                | 157.52   |
|                 |                      |                 |               |   |  | Totals for 84542 | 366.33   |
| 84543           | LITERACY RESOURCES,  | JPAP05          | 05/12/2023    | INTERVENTION ITEMS  | GENERAL FUND/TEXTBOOKS & WORKBOOKS/ENGLISH LANGUAGE            | 1012300107       | 118.00   |
|                 |                      |                 |               |   |  | Totals for 84543 | 118.00   |
| 84544           | MANAWA QUALITY FOODS | JPAP05          | 05/12/2023    | Food receipt  | SPECIAL EDUCATION FUND/FOOD/EARLY CHILDHOOD                    | 272300066        | 21.53    |
|                 |                      |                 |               |   |  | Totals for 84544 | 21.53    |
| 84545           | MULTI MEDIA CHANNELS | JPAP05          | 05/12/2023    | WOLF PACK EXPRESS PRINTING                                | GENERAL FUND/PRINTING AND BINDING/INFORMATION                  | 0                | 937.83   |
|                 |                      |                 |               |   |  | Totals for 84545 | 937.83   |
| 84546           | NASSCO INC           | JPAP05          | 05/12/2023    | CUSTODIAL SUPPLIES  | GENERAL FUND/GENERAL SUPPLIES/OPERATION                        | 0                | 925.99   |
| 84546           | NASSCO INC           | JPAP05          | 05/12/2023    | CUSTODIAL SUPPLIES  | GENERAL FUND/GENERAL SUPPLIES/OPERATION                        | 0                | 698.55   |
|                 |                      |                 |               |   |  | Totals for 84546 | 1,624.54 |
| 84547           | NEOLA, INC.          | JPAP05          | 05/12/2023    | UPDATE SERVICE: VOLUME 32: NUMBER 2                       | GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/BOARD MEMBERS       | 0                | 1,295.00 |
|                 |                      |                 |               |   |  | Totals for 84547 | 1,295.00 |
| 84548           | NETWORK PHOTOGRAPHY  | JPAP05          | 05/12/2023    | MES YEARBOOKS 60 PLUS 3 COMPLIMENTATY COPIES              | GENERAL FUND/MATERIALS FOR SALE/YEARBOOK FEE                   | 0                | 855.00   |
|                 |                      |                 |               |   |  | Totals for 84548 | 855.00   |
| 84550           | SCHOOL SPECIALTY LLC | JPAP05          | 05/12/2023    | CENTRAL SUPPLY ITEMS                                      | GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM  | 1012300108       | 202.94   |
|                 |                      |                 |               |   |  | Totals for 84550 | 202.94   |
| 84551           | SOLIANT              | JPAP05          | 05/12/2023    | OT Services   | SPECIAL EDUCATION FUND/PERSONAL SERVICES/OCCUPATIONA L THERAPY | 272300022        | 765.60   |
| 84551           | SOLIANT              | JPAP05          | 05/12/2023    | OT Services   | SPECIAL EDUCATION FUND/PERSONAL SERVICES/OCCUPATIONA L THERAPY | 272300022        | 37.84    |
| 84551           | SOLIANT              | JPAP05          | 05/12/2023    | OT Services   | SPECIAL EDUCATION FUND/PERSONAL SERVICES/OCCUPATIONA           | 272300022        | 76.56    |

| CHECK NUMBER | VENDOR               | BATCH NUMBER | CHECK DATE | INVOICE DESCRIPTION   | ACCOUNT DESCRIPTION  | PO NUMBER | AMOUNT   |
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|              |                      |              |            |   | L THERAPY  |           |          |
|              |                      |              |            |   | Totals for 84551   |           | 880.00   |
| 84552        | TAHIR, ZEHRA         | JPAP05       | 05/12/2023 | CONSULTING 4/16/23 - 4/22/23  | GENERAL  | 0         | 172.00   |
|              |                      |              |            |   | FUND/PERSONAL  |           |          |
|              |                      |              |            |   | SERVICES/COUNSELING  |           |          |
| 84552        | TAHIR, ZEHRA         | JPAP05       | 05/12/2023 | CONSULTING 4/16/23 - 4/22/23  | GENERAL  | 0         | 228.00   |
|              |                      |              |            |   | FUND/PERSONAL  |           |          |
|              |                      |              |            |   | SERVICES/COUNSELING  |           |          |
| 84552        | TAHIR, ZEHRA         | JPAP05       | 05/12/2023 | CONSULTING 3/16/23 - 3/31/23  | GENERAL  | 0         | 1,534.44 |
|              |                      |              |            |   | FUND/PERSONAL  |           |          |
|              |                      |              |            |   | SERVICES/COUNSELING  |           |          |
| 84552        | TAHIR, ZEHRA         | JPAP05       | 05/12/2023 | CONSULTING 3/16/23 - 3/31/23  | GENERAL  | 0         | 1,157.56 |
|              |                      |              |            |   | FUND/PERSONAL  |           |          |
|              |                      |              |            |   | SERVICES/COUNSELING  |           |          |
| 84552        | TAHIR, ZEHRA         | JPAP05       | 05/12/2023 | CONSULTING 4/1/23 - 4/7/23  | GENERAL  | 0         | 278.64   |
|              |                      |              |            |   | FUND/PERSONAL  |           |          |
|              |                      |              |            |   | SERVICES/COUNSELING  |           |          |
| 84552        | TAHIR, ZEHRA         | JPAP05       | 05/12/2023 | CONSULTING 4/1/23 - 4/7/23  | GENERAL  | 0         | 369.36   |
|              |                      |              |            |   | FUND/PERSONAL  |           |          |
|              |                      |              |            |   | SERVICES/COUNSELING  |           |          |
|              |                      |              |            |   | Totals for 84552   |           | 3,740.00 |
| 84553        | TEACHER SYNERGY, LLC | JPAP05       | 05/12/2023 | ID-3803503 Rhetorical<br>Analysis Review Pages - AP<br>Language Exam Prep   | GENERAL  | 272300065 | 4.20     |
|              |                      |              |            |   | FUND/NON-CAPITAL   |           |          |
|              |                      |              |            |   | EQUIPMENT/OFFICE OF<br>THE PRINCIPAL                                       |           |          |
| 84553        | TEACHER SYNERGY, LLC | JPAP05       | 05/12/2023 | TPT - 4012364: Made For Me<br>Literacy - (Level B Bundle 1)<br>Special Education Curriculum   | SPECIAL EDUCATION  | 272300062 | 188.16   |
|              |                      |              |            |   | FUND/OTHER   |           |          |
|              |                      |              |            |   | MEDIA/MULTI-CATEGORI<br>CAL  |           |          |
|              |                      |              |            |   | Totals for 84553   |           | 192.36   |
| 84555        | UNIFIRST CORPORATION | JPAP05       | 05/12/2023 | MATS & MOPS   | GENERAL  | 0         | 53.43    |
|              |                      |              |            |   | FUND/CLEANING  |           |          |
|              |                      |              |            |   | SERVICES/OPERATION   |           |          |
| 84555        | UNIFIRST CORPORATION | JPAP05       | 05/12/2023 | MATS & MOPS   | GENERAL  | 0         | 44.17    |
|              |                      |              |            |   | FUND/CLEANING  |           |          |
|              |                      |              |            |   | SERVICES/OPERATION   |           |          |
| 84555        | UNIFIRST CORPORATION | JPAP05       | 05/12/2023 | MATS & MOPS   | GENERAL  | 0         | 33.33    |
|              |                      |              |            |   | FUND/CLEANING  |           |          |
|              |                      |              |            |   | SERVICES/OPERATION   |           |          |
|              |                      |              |            |   | Totals for 84555   |           | 130.93   |
| 84556        | WASPA (WI ASSOC SCHO | JPAP05       | 05/12/2023 | MEMBERSHIP RENEWAL - SCHOOL<br>DISTRICT OF MANAWA THROUGH<br>JUNE 30, 2024 - WECAN MEMBER<br>BASE FEE - WECAN SUPPORT<br>STAFF MODULE | GENERAL FUND/DUES &<br>FEES MEMBRSHIP/FT<br>FEES/GENERAL<br>ADMINISTRATION | 0         | 1,290.00 |
|              |                      |              |            |   | Totals for 84556   |           | 1,290.00 |
| 84557        | WI DEPT OF JUSTICE   | JPAP05       | 05/12/2023 | BACKGROUND CHECKS - APRIL<br>2023(24 @ 7.00)  | GENERAL  | 0         | 168.00   |
|              |                      |              |            |   | FUND/PERSONAL  |           |          |
|              |                      |              |            |   | SERVICES/OTHER   |           |          |
|              |                      |              |            |   | STAFF SERVICES   |           |          |
|              |                      |              |            |   | Totals for 84557   |           | 168.00   |
| 84558        | WISCNET              | JPAP05       | 05/12/2023 | E-RATE QUARTERLY 3RD & 4TH  | GENERAL  | 0         | 2,401.00 |
|              |                      |              |            |   | FUND/ON-LINE   |           |          |
|              |                      |              |            |   | COMMUNICATIONS/ADMIN<br>ISTRATIVE<br>TECHNOLOGY SERV                       |           |          |

| CHECK NUMBER | VENDOR               | BATCH NUMBER | CHECK DATE | INVOICE DESCRIPTION   | ACCOUNT DESCRIPTION  | PO NUMBER            | AMOUNT    |
|--------------|----------------------|--------------|------------|---|--|----------------------|-----------|
|              |                      |              |            |   |  | Totals for 84558     | 2,401.00  |
| 84559        | WISCONSIN DEPT OF FI | JPAP05       | 05/12/2023 | TARALA JACKSON - NOTARY PUBLIC LICENSE APPLICATION<br>*** NEED TO SEND THE CHECK WITH THE APPLICATION/CERTIFICATE | GENERAL FUND/DUES & FEES MEMBRSHIP/FT<br>FEES/GENERAL ADMINISTRATION | 0                    | 20.00     |
|              |                      |              |            |   |  | Totals for 84559     | 20.00     |
| 84560        | WITTENBERG-BIRNAMWOO | JPAP05       | 05/12/2023 | CWC TRACK MEET ON 4/18/2023   | GENERAL FUND/DUES & FEES MEMBRSHIP/FT<br>FEES/CO-ED TRACK            | 0                    | 150.00    |
|              |                      |              |            |   |  | Totals for 84560     | 150.00    |
| 84561        | CLEAN WATER TESTING, | JPAP05       | 05/15/2023 | WATER TESTING FEE   | GENERAL FUND/PERSONAL SERVICES/SITE REPAIRS                          | 0                    | 80.00     |
|              |                      |              |            |   |  | Totals for 84561     | 80.00     |
| 202200241    | WISCONSIN RETIREMENT | WRS MA       | 04/28/2023 | Payroll accrual   | GENERAL FUND/WI RETIREMENT FUND                                      | 0                    | 8,794.85  |
| 202200241    | WISCONSIN RETIREMENT | WRS MA       | 04/28/2023 | Payroll accrual   | SPECIAL EDUCATION FUND/WI RETIREMENT FUND                            | 0                    | 1,415.20  |
| 202200241    | WISCONSIN RETIREMENT | WRS MA       | 04/28/2023 | Payroll accrual   | FOOD SERVICE FUND/WI RETIREMENT FUND                                 | 0                    | 349.61    |
| 202200241    | WISCONSIN RETIREMENT | WRS MA       | 04/28/2023 | Payroll accrual   | GENERAL FUND/WI RETIREMENT FUND                                      | 0                    | 8,794.85  |
| 202200241    | WISCONSIN RETIREMENT | WRS MA       | 04/28/2023 | Payroll accrual   | SPECIAL EDUCATION FUND/WI RETIREMENT FUND                            | 0                    | 1,415.20  |
| 202200241    | WISCONSIN RETIREMENT | WRS MA       | 04/28/2023 | Payroll accrual   | FOOD SERVICE FUND/WI RETIREMENT FUND                                 | 0                    | 349.61    |
|              |                      |              |            |   |  | Totals for 202200241 | 21,119.32 |
| 202200258    | WISCONSIN RETIREMENT | WRS MA       | 04/28/2023 | Payroll accrual   | GENERAL FUND/WI RETIREMENT FUND                                      | 0                    | 8,761.55  |
| 202200258    | WISCONSIN RETIREMENT | WRS MA       | 04/28/2023 | Payroll accrual   | SPECIAL EDUCATION FUND/WI RETIREMENT FUND                            | 0                    | 1,334.66  |
| 202200258    | WISCONSIN RETIREMENT | WRS MA       | 04/28/2023 | Payroll accrual   | FOOD SERVICE FUND/WI RETIREMENT FUND                                 | 0                    | 352.78    |
| 202200258    | WISCONSIN RETIREMENT | WRS MA       | 04/28/2023 | Payroll accrual   | COMMUNITY SERVICE FUND/WI RETIREMENT FUND                            | 0                    | 199.24    |
| 202200258    | WISCONSIN RETIREMENT | WRS MA       | 04/28/2023 | Payroll accrual   | GENERAL FUND/WI RETIREMENT FUND                                      | 0                    | 8,761.55  |
| 202200258    | WISCONSIN RETIREMENT | WRS MA       | 04/28/2023 | Payroll accrual   | SPECIAL EDUCATION FUND/WI RETIREMENT FUND                            | 0                    | 1,334.66  |
| 202200258    | WISCONSIN RETIREMENT | WRS MA       | 04/28/2023 | Payroll accrual   | FOOD SERVICE FUND/WI RETIREMENT FUND                                 | 0                    | 352.78    |
| 202200258    | WISCONSIN RETIREMENT | WRS MA       | 04/28/2023 | Payroll accrual   | COMMUNITY SERVICE FUND/WI RETIREMENT FUND                            | 0                    | 199.24    |
|              |                      |              |            |   |  | Totals for 202200258 | 21,296.46 |

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| 202200278            | INTERNAL REVENUE SER | P9              | 04/28/2023    | Payroll accrual        | GENERAL FUND/FICA<br>(SOCIAL SECURITY)              | 0            | 7,954.67  |
| 202200278            | INTERNAL REVENUE SER | P9              | 04/28/2023    | Payroll accrual        | SPECIAL EDUCATION<br>FUND/FICA (SOCIAL<br>SECURITY) | 0            | 1,256.55  |
| 202200278            | INTERNAL REVENUE SER | P9              | 04/28/2023    | Payroll accrual        | FOOD SERVICE<br>FUND/FICA (SOCIAL<br>SECURITY)      | 0            | 353.67    |
| 202200278            | INTERNAL REVENUE SER | P9              | 04/28/2023    | Payroll accrual        | GENERAL FUND/FICA<br>(SOCIAL SECURITY)              | 0            | 1,860.37  |
| 202200278            | INTERNAL REVENUE SER | P9              | 04/28/2023    | Payroll accrual        | SPECIAL EDUCATION<br>FUND/FICA (SOCIAL<br>SECURITY) | 0            | 293.88    |
| 202200278            | INTERNAL REVENUE SER | P9              | 04/28/2023    | Payroll accrual        | FOOD SERVICE<br>FUND/FICA (SOCIAL<br>SECURITY)      | 0            | 82.71     |
| 202200278            | INTERNAL REVENUE SER | P9              | 04/28/2023    | Payroll accrual        | GENERAL<br>FUND/FEDERAL INCOME<br>TAX               | 0            | 574.00    |
| 202200278            | INTERNAL REVENUE SER | P9              | 04/28/2023    | Payroll accrual        | SPECIAL EDUCATION<br>FUND/FEDERAL INCOME<br>TAX     | 0            | 84.24     |
| 202200278            | INTERNAL REVENUE SER | P9              | 04/28/2023    | Payroll accrual        | FOOD SERVICE<br>FUND/FEDERAL INCOME<br>TAX          | 0            | 25.00     |
| 202200278            | INTERNAL REVENUE SER | P9              | 04/28/2023    | Payroll accrual        | GENERAL<br>FUND/FEDERAL INCOME<br>TAX               | 0            | 8,280.96  |
| 202200278            | INTERNAL REVENUE SER | P9              | 04/28/2023    | Payroll accrual        | SPECIAL EDUCATION<br>FUND/FEDERAL INCOME<br>TAX     | 0            | 857.77    |
| 202200278            | INTERNAL REVENUE SER | P9              | 04/28/2023    | Payroll accrual        | FOOD SERVICE<br>FUND/FEDERAL INCOME<br>TAX          | 0            | 122.99    |
| 202200278            | INTERNAL REVENUE SER | P9              | 04/28/2023    | Payroll accrual        | GENERAL FUND/FICA<br>(SOCIAL SECURITY)              | 0            | 1,860.37  |
| 202200278            | INTERNAL REVENUE SER | P9              | 04/28/2023    | Payroll accrual        | SPECIAL EDUCATION<br>FUND/FICA (SOCIAL<br>SECURITY) | 0            | 293.88    |
| 202200278            | INTERNAL REVENUE SER | P9              | 04/28/2023    | Payroll accrual        | FOOD SERVICE<br>FUND/FICA (SOCIAL<br>SECURITY)      | 0            | 82.71     |
| 202200278            | INTERNAL REVENUE SER | P9              | 04/28/2023    | Payroll accrual        | GENERAL FUND/FICA<br>(SOCIAL SECURITY)              | 0            | 7,954.67  |
| 202200278            | INTERNAL REVENUE SER | P9              | 04/28/2023    | Payroll accrual        | SPECIAL EDUCATION<br>FUND/FICA (SOCIAL<br>SECURITY) | 0            | 1,256.55  |
| 202200278            | INTERNAL REVENUE SER | P9              | 04/28/2023    | Payroll accrual        | FOOD SERVICE<br>FUND/FICA (SOCIAL<br>SECURITY)      | 0            | 353.67    |
| Totals for 202200278 |                      |                 |               |                        |   |              | 33,548.66 |
| 202200279            | WEA TAX SHELTERED AN | P9              | 04/28/2023    | Payroll accrual        | GENERAL FUND/WEA<br>TRUST - TSA/ROTH                | 0            | 100.00    |
| 202200279            | WEA TAX SHELTERED AN | P9              | 04/28/2023    | Payroll accrual        | GENERAL FUND/WEA<br>TRUST - TSA/ROTH                | 0            | 175.00    |
| Totals for 202200279 |                      |                 |               |                        |   |              | 275.00    |

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| NUMBER    | VENDOR               | NUMBER | DATE       | DESCRIPTION                       | DESCRIPTION   | NUMBER | AMOUNT   |
| 202200280 | WISCONSIN DEPT OF RE | P9     | 04/28/2023 | Payroll accrual                   | GENERAL FUND/STATE<br>INCOME TAX                    | 0      | 115.00   |
| 202200280 | WISCONSIN DEPT OF RE | P9     | 04/28/2023 | Payroll accrual                   | SPECIAL EDUCATION<br>FUND/STATE INCOME<br>TAX       | 0      | 5.00     |
| 202200280 | WISCONSIN DEPT OF RE | P9     | 04/28/2023 | Payroll accrual                   | GENERAL FUND/STATE<br>INCOME TAX                    | 0      | 4,636.53 |
| 202200280 | WISCONSIN DEPT OF RE | P9     | 04/28/2023 | Payroll accrual                   | SPECIAL EDUCATION<br>FUND/STATE INCOME<br>TAX       | 0      | 551.45   |
| 202200280 | WISCONSIN DEPT OF RE | P9     | 04/28/2023 | Payroll accrual                   | FOOD SERVICE<br>FUND/STATE INCOME<br>TAX            | 0      | 98.94    |
|           |                      |        |            |                                   | Totals for 202200280                                |        | 5,406.92 |
| 202200282 | WEA MEMBER BENEFIT T | P9     | 04/28/2023 | Payroll accrual                   | GENERAL FUND/WEA<br>TRUST ADVANTAGE                 | 0      | 40.00    |
|           |                      |        |            |                                   | Totals for 202200282                                |        | 40.00    |
| 202200283 | EMPOWER RETIREMENT   | P9     | 04/28/2023 | Payroll accrual                   | GENERAL<br>FUND/HARTFORD INS -<br>TSA/ROTH          | 0      | 50.00    |
|           |                      |        |            |                                   | Totals for 202200283                                |        | 50.00    |
| 202200285 | DELTA DENTAL OF WISC | JPWI05 | 04/26/2023 | DENTAL CLAIMS &<br>ADMINISTRATION | GENERAL FUND/SELF<br>FUND-EMPLOYER SHARE<br>PREMI   | 0      | 673.54   |
|           |                      |        |            |                                   | Totals for 202200285                                |        | 673.54   |
| 202200286 | DIVERSIFIED BENEFIT  | JPWI05 | 04/28/2023 | HRA REIMBURSEMENT                 | GENERAL FUND/HEALTH<br>INSURANCE                    | 0      | 748.29   |
|           |                      |        |            |                                   | Totals for 202200286                                |        | 748.29   |
| 202200287 | DELTA DENTAL OF WISC | JPWI50 | 05/03/2023 | DENTAL CLAIMS                     | GENERAL FUND/SELF<br>FUND-EMPLOYER SHARE<br>PREMI   | 0      | 457.00   |
|           |                      |        |            |                                   | Totals for 202200287                                |        | 457.00   |
| 202200288 | DIVERSIFIED BENEFIT  | JPWI50 | 05/05/2023 | HRA CLAIMS                        | GENERAL FUND/HEALTH<br>INSURANCE                    | 0      | 428.20   |
|           |                      |        |            |                                   | Totals for 202200288                                |        | 428.20   |
| 202200289 | EMPLOYEE BENEFITS CO | JPWI50 | 05/04/2023 | DEPENDENT CARE & FSA CLAIMS       | GENERAL FUND/FLEX<br>PLAN SY20-21                   | 0      | 674.19   |
|           |                      |        |            |                                   | Totals for 202200289                                |        | 674.19   |
| 202200290 | INTERNAL REVENUE SER | P9     | 05/15/2023 | Payroll accrual                   | GENERAL FUND/FICA<br>(SOCIAL SECURITY)              | 0      | 7,779.73 |
| 202200290 | INTERNAL REVENUE SER | P9     | 05/15/2023 | Payroll accrual                   | SPECIAL EDUCATION<br>FUND/FICA (SOCIAL<br>SECURITY) | 0      | 1,236.18 |
| 202200290 | INTERNAL REVENUE SER | P9     | 05/15/2023 | Payroll accrual                   | FOOD SERVICE<br>FUND/FICA (SOCIAL<br>SECURITY)      | 0      | 364.72   |
| 202200290 | INTERNAL REVENUE SER | P9     | 05/15/2023 | Payroll accrual                   | GENERAL FUND/FICA<br>(SOCIAL SECURITY)              | 0      | 1,819.44 |
| 202200290 | INTERNAL REVENUE SER | P9     | 05/15/2023 | Payroll accrual                   | SPECIAL EDUCATION<br>FUND/FICA (SOCIAL<br>SECURITY) | 0      | 289.11   |
| 202200290 | INTERNAL REVENUE SER | P9     | 05/15/2023 | Payroll accrual                   | FOOD SERVICE<br>FUND/FICA (SOCIAL<br>SECURITY)      | 0      | 85.29    |
| 202200290 | INTERNAL REVENUE SER | P9     | 05/15/2023 | Payroll accrual                   | GENERAL<br>FUND/FEDERAL INCOME                      | 0      | 574.00   |

| CHECK<br>NUMBER | VENDOR               | BATCH<br>NUMBER | CHECK<br>DATE | INVOICE<br>DESCRIPTION | ACCOUNT<br>DESCRIPTION                              | PO<br>NUMBER | AMOUNT    |
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| 202200290       | INTERNAL REVENUE SER | P9              | 05/15/2023    | Payroll accrual        | TAX<br>SPECIAL EDUCATION<br>FUND/FEDERAL INCOME     | 0            | 84.24     |
| 202200290       | INTERNAL REVENUE SER | P9              | 05/15/2023    | Payroll accrual        | TAX<br>FOOD SERVICE<br>FUND/FEDERAL INCOME          | 0            | 25.00     |
| 202200290       | INTERNAL REVENUE SER | P9              | 05/15/2023    | Payroll accrual        | TAX<br>GENERAL<br>FUND/FEDERAL INCOME               | 0            | 8,213.05  |
| 202200290       | INTERNAL REVENUE SER | P9              | 05/15/2023    | Payroll accrual        | TAX<br>SPECIAL EDUCATION<br>FUND/FEDERAL INCOME     | 0            | 862.10    |
| 202200290       | INTERNAL REVENUE SER | P9              | 05/15/2023    | Payroll accrual        | TAX<br>FOOD SERVICE<br>FUND/FEDERAL INCOME          | 0            | 115.69    |
| 202200290       | INTERNAL REVENUE SER | P9              | 05/15/2023    | Payroll accrual        | TAX<br>GENERAL FUND/FICA<br>(SOCIAL SECURITY)       | 0            | 1,819.44  |
| 202200290       | INTERNAL REVENUE SER | P9              | 05/15/2023    | Payroll accrual        | SPECIAL EDUCATION<br>FUND/FICA (SOCIAL<br>SECURITY) | 0            | 289.11    |
| 202200290       | INTERNAL REVENUE SER | P9              | 05/15/2023    | Payroll accrual        | FOOD SERVICE<br>FUND/FICA (SOCIAL<br>SECURITY)      | 0            | 85.29     |
| 202200290       | INTERNAL REVENUE SER | P9              | 05/15/2023    | Payroll accrual        | GENERAL FUND/FICA<br>(SOCIAL SECURITY)              | 0            | 7,779.73  |
| 202200290       | INTERNAL REVENUE SER | P9              | 05/15/2023    | Payroll accrual        | SPECIAL EDUCATION<br>FUND/FICA (SOCIAL<br>SECURITY) | 0            | 1,236.18  |
| 202200290       | INTERNAL REVENUE SER | P9              | 05/15/2023    | Payroll accrual        | FOOD SERVICE<br>FUND/FICA (SOCIAL<br>SECURITY)      | 0            | 364.72    |
|                 |                      |                 |               |                        | Totals for 202200290                                |              | 33,023.02 |
| 202200291       | WEA TAX SHELTERED AN | P9              | 05/15/2023    | Payroll accrual        | GENERAL FUND/WEA<br>TRUST - TSA/ROTH                | 0            | 100.00    |
| 202200291       | WEA TAX SHELTERED AN | P9              | 05/15/2023    | Payroll accrual        | GENERAL FUND/WEA<br>TRUST - TSA/ROTH                | 0            | 175.00    |
|                 |                      |                 |               |                        | Totals for 202200291                                |              | 275.00    |
| 202200292       | WISCONSIN DEPT OF RE | P9              | 05/15/2023    | Payroll accrual        | GENERAL FUND/STATE<br>INCOME TAX                    | 0            | 115.00    |
| 202200292       | WISCONSIN DEPT OF RE | P9              | 05/15/2023    | Payroll accrual        | SPECIAL EDUCATION<br>FUND/STATE INCOME<br>TAX       | 0            | 5.00      |
| 202200292       | WISCONSIN DEPT OF RE | P9              | 05/15/2023    | Payroll accrual        | GENERAL FUND/STATE<br>INCOME TAX                    | 0            | 4,607.38  |
| 202200292       | WISCONSIN DEPT OF RE | P9              | 05/15/2023    | Payroll accrual        | SPECIAL EDUCATION<br>FUND/STATE INCOME<br>TAX       | 0            | 552.22    |
| 202200292       | WISCONSIN DEPT OF RE | P9              | 05/15/2023    | Payroll accrual        | FOOD SERVICE<br>FUND/STATE INCOME<br>TAX            | 0            | 109.05    |
|                 |                      |                 |               |                        | Totals for 202200292                                |              | 5,388.65  |
| 202200294       | WEA MEMBER BENEFIT T | P9              | 05/15/2023    | Payroll accrual        | GENERAL FUND/WEA<br>TRUST ADVANTAGE                 | 0            | 40.00     |
|                 |                      |                 |               |                        | Totals for 202200294                                |              | 40.00     |
| 202200295       | EMPOWER RETIREMENT   | P9              | 05/15/2023    | Payroll accrual        | GENERAL   | 0            | 50.00     |

| CHECK NUMBER | CHECK VENDOR       | BATCH NUMBER | CHECK DATE | INVOICE DESCRIPTION   | ACCOUNT DESCRIPTION  | PO NUMBER | AMOUNT |
|--------------|--------------------|--------------|------------|---|--|-----------|--------|
|              |                    |              |            |   | FUND/HARTFORD INS -<br>TSA/ROTH  |           |        |
|              |                    |              |            |   | Totals for 202200295   |           | 50.00  |
| 222300231    | PRINCE, DONALD JR  | JPAP04       | 04/24/2023 | VARSITY SOFTBALL OFFICIAL ON<br>4/21/23 VS<br>WITTENBERG-BIRNAMWOOD | GENERAL<br>FUND/PERSONAL<br>SERVICES/GIRLS<br>SOFTBALL   | 0         | 70.00  |
|              |                    |              |            |   | Totals for 222300231   |           | 70.00  |
| 222300232    | ROSICKY, MARK      | JPAP04       | 04/24/2023 | VARSITY SOFTBALL OFFICIAL ON<br>4/21/23 VS<br>WITTENBERG-BIRNAMWOOD | GENERAL<br>FUND/PERSONAL<br>SERVICES/GIRLS<br>SOFTBALL   | 0         | 70.00  |
|              |                    |              |            |   | Totals for 222300232   |           | 70.00  |
| 222300233    | BAKEBERG, RANDE    | JPAP04       | 04/25/2023 | VARSITY SOFTBALL OFFICIAL ON<br>4/24/23 VS AMHERST                  | GENERAL<br>FUND/PERSONAL<br>SERVICES/GIRLS<br>SOFTBALL   | 0         | 70.00  |
|              |                    |              |            |   | Totals for 222300233   |           | 70.00  |
| 222300234    | DRATH, RONALD      | JPAP04       | 04/25/2023 | VARSITY BASEBALL OFFICIAL ON<br>4/24/23 VS AMHERST                  | GENERAL<br>FUND/PERSONAL<br>SERVICES/BOYS<br>BASEBALL  | 0         | 80.00  |
|              |                    |              |            |   | Totals for 222300234   |           | 80.00  |
| 222300235    | Hagberg, Gary      | JPAP04       | 04/25/2023 | VARSITY SOFTBALL OFFICIAL ON<br>4/24/23 VS AMHERST                  | GENERAL<br>FUND/PERSONAL<br>SERVICES/GIRLS<br>SOFTBALL   | 0         | 70.00  |
|              |                    |              |            |   | Totals for 222300235   |           | 70.00  |
| 222300236    | PETHKE, WALTER     | JPAP04       | 04/25/2023 | VARSITY BASEBALL OFFICIAL ON<br>4/24/23 VS AMHERST                  | GENERAL<br>FUND/PERSONAL<br>SERVICES/BOYS<br>BASEBALL  | 0         | 80.00  |
|              |                    |              |            |   | Totals for 222300236   |           | 80.00  |
| 222300237    | UJAZDOWSKI, LUANNE | JPAP42       | 04/28/2023 | TRANSPORTING A STUDENT - AH   | SPECIAL EDUCATION<br>FUND/CONTRACTED<br>PUPIL<br>TRANSPORTATIO/SPECIA<br>L EDUCATION HDCP        | 0         | 574.80 |
|              |                    |              |            |   | Totals for 222300237   |           | 574.80 |
| 222300238    | RODENCAL, DOUGLAS  | JPAP05       | 05/01/2023 | MS TRACK OFFICIAL ON 4/27/23<br>VS MULTIPLE SCHOOLS                 | COMMUNITY SERVICE<br>FUND/PERSONAL<br>SERVICES/OTHER<br>COMMUNITY SERVICES                       | 0         | 100.00 |
|              |                    |              |            |   | Totals for 222300238   |           | 100.00 |
| 222300241    | SEKA, JILL         | JPAP05       | 05/05/2023 | MILEAGE REIMBURSEMENT TO<br>TRANSPORT A STUDENT - KD                | SPECIAL EDUCATION<br>FUND/CONTRACTED<br>PUPIL<br>TRANSPORTATIO/CONTRA<br>CTED PARENT<br>CONTRACT | 0         | 721.81 |
|              |                    |              |            |   | Totals for 222300241   |           | 721.81 |
| 222300242    | SITTER, KATHRYN    | JPAP05       | 05/05/2023 | MILEAGE REIMBURSEMENT TO<br>TRANSPORT A STUDENT - DK                | SPECIAL EDUCATION<br>FUND/CONTRACTED<br>PUPIL<br>TRANSPORTATIO/CONTRA<br>CTED PARENT             | 0         | 67.02  |

| CHECK NUMBER | VENDOR             | BATCH NUMBER | CHECK DATE | INVOICE DESCRIPTION                                     | ACCOUNT DESCRIPTION  | PO NUMBER | AMOUNT |
|--------------|--------------------|--------------|------------|---|--|-----------|--------|
|              |                    |              |            |   | CONTRACT   |           |        |
|              |                    |              |            |   | Totals for 222300242   |           | 67.02  |
| 222300243    | UJAZDOWSKI, LUANNE | JPAP05       | 05/05/2023 | MILEAGE REIMBURSEMENT TO TRANSPORT A STUDENT - AH       | SPECIAL EDUCATION FUND/CONTRACTED PUPIL TRANSPORTATIO/CONTRACTED PARENT CONTRACT | 0         | 306.56 |
|              |                    |              |            |   | Totals for 222300243   |           | 306.56 |
| 222300244    | BAKEBERG, RANDE    | JPAP05       | 05/08/2023 | VARSITY SOFTBALL OFFICIAL ON 5/4/23 VS MENOMINEE INDIAN | GENERAL FUND/PERSONAL SERVICES/GIRLS SOFTBALL                                    | 0         | 70.00  |
|              |                    |              |            |   | Totals for 222300244   |           | 70.00  |
| 222300245    | DRATH, RONALD      | JPAP05       | 05/08/2023 | VARSITY BASEBALL OFFICIAL ON 5/4/23 VS MENOMINEE INDIAN | GENERAL FUND/PERSONAL SERVICES/BOYS BASEBALL                                     | 0         | 80.00  |
|              |                    |              |            |   | Totals for 222300245   |           | 80.00  |
| 222300246    | Hagberg, Gary      | JPAP05       | 05/08/2023 | VARSITY SOFTBALL OFFICIAL ON 5/4/23 VS MENOMINEE INDIAN | GENERAL FUND/PERSONAL SERVICES/GIRLS SOFTBALL                                    | 0         | 70.00  |
|              |                    |              |            |   | Totals for 222300246   |           | 70.00  |
| 222300247    | PETHKE, WALTER     | JPAP05       | 05/08/2023 | VARSITY BASEBALL ON 5/4/23 VS MENOMINEE INDIAN          | GENERAL FUND/PERSONAL SERVICES/BOYS BASEBALL                                     | 0         | 80.00  |
|              |                    |              |            |   | Totals for 222300247   |           | 80.00  |
| 222300248    | KASSERA, LINDA     | JPAP05       | 05/10/2023 | MS TRACK OFFICIAL ON 5/9/23                             | COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES                | 0         | 100.00 |
|              |                    |              |            |   | Totals for 222300248   |           | 100.00 |
| 222300249    | PETHKE, WALTER     | JPAP05       | 05/10/2023 | VARSITY SOFTBALL OFFICIAL ON 5/9/23 VS BONDUEL          | GENERAL FUND/PERSONAL SERVICES/GIRLS SOFTBALL                                    | 0         | 70.00  |
|              |                    |              |            |   | Totals for 222300249   |           | 70.00  |
| 222300250    | RADLEY, DANIEL     | JPAP05       | 05/10/2023 | VARSITY SOFTBALL OFFICIAL ON 5/9/23 VS BONDUEL          | GENERAL FUND/PERSONAL SERVICES/GIRLS SOFTBALL                                    | 0         | 70.00  |
|              |                    |              |            |   | Totals for 222300250   |           | 70.00  |
| 222300251    | RODENCAL, DOUGLAS  | JPAP05       | 05/10/2023 | MS TRACK OFFICIAL ON 5/9/23                             | COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES                | 0         | 100.00 |
|              |                    |              |            |   | Totals for 222300251   |           | 100.00 |
| 222300252    | DALLMAN, WILLIAM   | JPAP05       | 05/11/2023 | VARSITY SOFTBALL OFFICIAL ON 5/10/23 VS SHIOCTON        | GENERAL FUND/PERSONAL SERVICES/GIRLS SOFTBALL                                    | 0         | 70.00  |
|              |                    |              |            |   | Totals for 222300252   |           | 70.00  |
| 222300253    | DAYTON, KENNETH    | jpap05       | 05/11/2023 | VARSITY SOFTBALL OFFICIAL ON 5/10/23 VS SHIOCTON        | GENERAL FUND/PERSONAL  | 0         | 70.00  |



| <u>CHECK</u>  | <u>BATCH</u>  | <u>CHECK</u>  | <u>INVOICE</u> | <u>ACCOUNT</u>       | <u>PO</u>     |               |
|---------------|---------------|---------------|----------------|----------------------|---------------|---------------|
| <u>NUMBER</u> | <u>VENDOR</u> | <u>NUMBER</u> | <u>DATE</u>    | <u>DESCRIPTION</u>   | <u>NUMBER</u> | <u>AMOUNT</u> |
|               |               |               |                | SERVICES/GIRLS       |               |               |
|               |               |               |                | SOFTBALL             |               |               |
|               |               |               |                | Totals for 222300253 |               | 70.00         |
|               |               |               |                | Totals for checks    |               | 190,039.92    |

FUND SUMMARY

| <u>FUND</u> | <u>DESCRIPTION</u>      | <u>BALANCE SHEET</u> | <u>REVENUE</u> | <u>EXPENSE</u> | <u>TOTAL</u> |
|-------------|-------------------------|----------------------|----------------|----------------|--------------|
| 10          | GENERAL FUND            | 104,768.36           | 0.00           | 54,147.13      | 158,915.49   |
| 27          | SPECIAL EDUCATION FUND  | 14,653.18            | 0.00           | 7,973.21       | 22,626.39    |
| 50          | FOOD SERVICE FUND       | 3,674.23             | 0.00           | 4,125.33       | 7,799.56     |
| 80          | COMMUNITY SERVICE FUND  | 398.48               | 0.00           | 300.00         | 698.48       |
| ***         | Fund Summary Totals *** | 123,494.25           | 0.00           | 66,545.67      | 190,039.92   |

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

(no subject)

External

Inbox x



loopycoopfarm@yahoo.com

to me ▾

8:25 AM (2 hours ago)



I no longer am working for manawa school district

Sent from my iPhone

← Reply

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

To: Dr. Melanie Oppor, Manawa Board of Education  
Fr: Brad Johnson  
Date: 5/8/2023  
Re: Intent to Resign from Head Wrestling Coaching Position

---

Dear Dr. Oppor and the Manawa Board of Education,

Please accept this letter as notice of my resignation from my position as Head Wrestling Coach.

It has been a great pleasure to work with the youth in a wrestling setting since 2013. I will always value and cherish the lives I have impacted and the impact these student-athletes have had on me. This has been one of the most rewarding experiences of my life. I am unbelievably thankful for the opportunities you have provided me in being a leader of your youth.

I am willing to help the new head coach transition into their new role. I look forward to watching the future success of this program.

Thank you again for the past nine years of struggle, growth, and victory. Please contact me if you have any questions: [bjohnson@manawaschools.org](mailto:bjohnson@manawaschools.org) or 920-740-3825.

Sincerely,

Brad Johnson

---

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

**To:** Board of Education  
**From:** Michelle Johnson, District Literacy Specialist  
**Date:** 5/16/23  
**Re:** Summer School Course and Staffing Adjustment

---

The purpose of this memo is to request course and staffing adjustment for the School District of Manawa 2023 Summer School Adventure. Unintentionally, one staff member was not included in our memo. Please, see below:

|               |  |                         |
|---------------|--|-------------------------|
| Hope Persells | Booking and Cooking, Computer 1-2, Mad Scientist 1-2, Computer 1-4 | 4 hours/day for 15 days |
|---------------|--|-------------------------|

Monthly Enrollment Count for SY2022-2023

| Grade                       | 1-May-22   | 3rd Fri<br>SEPT | OCT        | NOV        | DEC        | JAN        | 2nd Fri<br>JAN | FEB        | MAR        | APR        | MAY        |
|-----------------------------|------------|-----------------|------------|------------|------------|------------|----------------|------------|------------|------------|------------|
| EC / PK / Speech .5         | 6          | 4               | 5          | 5          | 5          | 6          | 5              | 9          | 11         | 11         | 11         |
| 4K .6                       | 31         | 24              | 24         | 22         | 23         | 22         | 23             | 21         | 19         | 21         | 21         |
| Kdg                         | 26         | 32              | 33         | 33         | 33         | 33         | 33             | 33         | 31         | 32         | 32         |
| 1                           | 32         | 26              | 25         | 25         | 25         | 23         | 23             | 23         | 22         | 23         | 23         |
| 2                           | 34         | 33              | 33         | 34         | 34         | 33         | 33             | 32         | 32         | 32         | 32         |
| 3                           | 25         | 37              | 37         | 37         | 37         | 37         | 37             | 37         | 37         | 37         | 37         |
| 4                           | 58         | 27              | 26         | 25         | 26         | 26         | 26             | 26         | 26         | 27         | 27         |
| 5                           | 32         | 62              | 62         | 61         | 62         | 62         | 62             | 62         | 60         | 60         | 59         |
| 6                           | 33         | 33              | 32         | 32         | 32         | 32         | 32             | 32         | 32         | 32         | 32         |
| 7                           | 51         | 32              | 33         | 34         | 32         | 34         | 34             | 33         | 33         | 33         | 33         |
| 8                           | 32         | 53              | 54         | 53         | 51         | 51         | 52             | 51         | 51         | 51         | 51         |
| 9                           | 50         | 43              | 42         | 42         | 42         | 42         | 42             | 42         | 42         | 42         | 42         |
| 10                          | 55         | 53              | 53         | 53         | 53         | 52         | 53             | 52         | 52         | 51         | 50         |
| 11                          | 57         | 59              | 60         | 60         | 60         | 59         | 57             | 59         | 59         | 59         | 59         |
| 12                          | 55         | 61              | 61         | 60         | 60         | 60         | 58             | 58         | 58         | 58         | 58         |
| <b>Students Enrolled</b>    | <b>577</b> | <b>579</b>      | <b>580</b> | <b>576</b> | <b>575</b> | <b>572</b> | <b>570</b>     | <b>570</b> | <b>565</b> | <b>569</b> | <b>567</b> |
| Less OE IN (non-resident)   | -28        | -33             | -31        | -29        | -31        | -31        | -31            | -31        | -29        | -31        | -31        |
| Plus OE OUT (resident)      | 94         | 92              | 107        | 93         | 93         | 95         | 95             | 95         | 95         | 95         | 95         |
| Less Tuition Sharing        | 0          | 0               | 0          | 0          | 0          | 0          | 0              | 0          | 0          | 0          | 0          |
| Students in CESA Program    | -1         | 0               | 0          | 0          | 0          | 0          | 0              | 0          | 0          | 0          | 0          |
| <b>Total Resident Count</b> | <b>643</b> | <b>638</b>      | <b>656</b> | <b>640</b> | <b>637</b> | <b>636</b> | <b>634</b>     | <b>634</b> | <b>631</b> | <b>633</b> | <b>631</b> |

Note: September Open Enrollment numbers are tentative until after the 3rd Friday Count and Open Enrollment is verified with other districts.

Note: January Open Enrollment numbers are tentative until after the 2nd Friday Count and Open Enrollment is verified with other districts.





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

To: Board of Education  
From: Danni Brauer  
Date: 5/15/23  
Re: May Update

---

- As of the morning of May 15th there are 2 applicants for the elementary teacher position. I sent out an email to the current teaching staff to find out if anyone would like to transfer to 1st grade next year (this is the grade that currently has only 1 section so it is the position we are filling.
- The Secondary Special Education teaching position has been posted. As of the morning of May 15th there are no applicants.
- On April 28th the Kindergarten and 1st grade practiced their social skills by going to a movie in New London. The students were very well behaved and enjoys watching Super Mario Brothers.
- On May 3rd the kindergarten students went to the Green Bay Children's museum. They had many stories about the fun they had. It turned out to be a beautiful day so one of the favorites was their outdoor play area.
- On May 15th the 3rd grade is going to the Fietzer farm for Food for America. This is a great trip that is put on by our FFA. We are grateful for the Fietzers, Sandy Cordes, and the Manawa FFA for putting this event on. The kids love it every year.
- On May 19th the 5th grade will be spending the morning at the Threshere. Thersheree volunteers show the kids around and provide lunch. It's another great local activity for our students.
- On May 26th the 4th grade will be visiting Heritage Hill in Green Bay to see what they have been learning about in Social Studies come to life.
- On June 1st the 4K will be going to Bay Beach for their last trip. This will be their last family event as parents are invited to attend with their child. They have rented a pavilion for lunch.
- On June 2nd the Student Council will be visiting Bay Beach and the Wildlife Sanctuary for their end of the year group activity. The group was busy all year planning our assemblies including game shows which quickly became a crowd favorite.



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

- On June 6th we will have the PTO Fun Day. They are planning a fun morning of activities. This is a yearly favorite activity that gets everyone up, moving and laughing together. In the afternoon we will have our last assembly of the year.
- The Out of This World Art Show was May 12th. We had a great turn out. It was a great opportunity to connect with families. I had a great time taking pictures at the photo area and talking with parents and students. Mrs. Bortle did a fantastic job with the event. She had a lot of help from her colleagues to get the event ready.



## School District of Manawa

*Students Choosing to Excel, Realizing Their Strengths*

May 16, 2023

To: Dr. Melanie Oppor, Manawa Board of Education

Fr: Michelle Johnson

Date: May 16th, 2023

Re: Manawa Middle and Little Wolf High Highlights

As we near the end of the year, it is hard to believe our Seniors will be graduating next Saturday. Although it has been a short few months getting to know them, I have learned a lot about them, and I couldn't be prouder of being able to see them walk across that stage. From engineers, to musicians, from artists to future carpenters, from family to community leaders, we have prepared them for the world outside of our Manawa School walls, for whatever comes their way.

Our buildings are busy organizing the Senior breakfast, elementary march, rehearsals, and students are preparing speeches as their farewells. Our middle school teams are preparing to celebrate our 8th grade students as they prepare for the milestone of moving on to high school.

---

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### Little Wolf High School Manawa Middle School

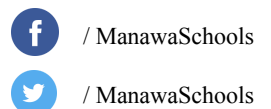
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### ManawaSchools.org





### Bring Your Tractor to School Day:

From farm to school, students share their family work and pride through the annual tradition of bringing their tractor to school day.



### Celebrating Teacher Appreciation Week, How Can You Not Love a Staff Like This?

Through treats and competitions, we celebrated the week of 5/9. We are so grateful for the countless hours they each put in to guide our students, build supportive relationships, and to educate our students.



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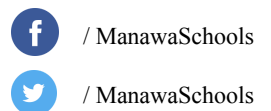
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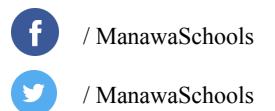
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### Post and Prom Highlights:

\*A special thank you to the Prom and Post Prom committee, crew and volunteers. What a memorable night. Many hours made many memories.



### \*Classroom Observations and Post Conferences

While I learn more and more about our educators, their teaching crafts, and their skills within the classrooms, the Rapid Cycle observations provide immediate feedback to our teachers as well as aligns to the coaching model. Through the last few weeks, I observed rigorous lessons on leaders in history, and students working on pegged shelving in shop class to name a few.

---

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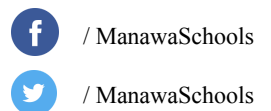
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### Important Past/Future Dates:

- May 15<sup>th</sup> - Food for America Day on the Farm

---

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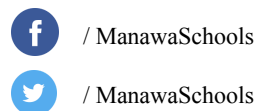
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- 
- May 17th - ART Show - 6-9pm (Wednesday) CHANGED
- May 17th - MS Spring Band Concert - 7pm (Wednesday) CHANGED
- May 17th - HS Spring Band Concert - 8pm (Wednesday) CHANGED
- 
- May 20<sup>th</sup> - Middle School State Track
- 
- May 21st - ART Show - 2-5pm
- May 21st - MS Choir Spring Concert - 2pm
- May 21st - HS Choir Spring Concert - 3:30pm
- 
- May 23rd & 24th - Senior Finals
- May 27th - LWHS Commencement
- May 29th - Memorial Day - No School for staff or students
- June 1-3 State Track Meet
- June 2nd - MS 4th Qtr Honor Level Trip to Mt. Olympus in Wisconsin Dells 8-5:15pm
- June 6th and 7th - Finals for Grades 6-11
- June 7th - 8th grade Recognition Program 2:15pm-3pm (Commons)
- June 8<sup>th</sup> - Term 4 Ends
- June 8<sup>th</sup> - Last Day of School
- June 8<sup>th</sup> - Staff & Teacher Appreciation Celebration
- June 10<sup>th</sup> - Grades due for Term 4 (Semester 2)
- June 12<sup>th</sup> - 15<sup>th</sup> - Wisconsin FFA Convention



#### 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

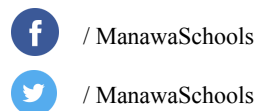
515 E. Fourth St  
Manawa, WI 54949  
Phone: (920) 596-2524  
Fax: (920) 596-2655

#### Manawa Elementary

800 Beech Street  
Manawa, WI 54949

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

#### ManawaSchools.org







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

**To:** Board of Education  
**From:** Carmen O'Brien  
**cc:** Dr. Melanie Oppor  
**Date:** 5/15/2023  
**Re:** Business Office Monthly Update - May

---

I finished my professional development classes for this school year. The assignment was to complete a project that would help our home district and then present it to our colleagues. Two presentations would move on for presentation at the WASBO Spring Convention. I was honored to be chosen by my colleagues to share my project about developing a hiring process for the SDM. The true outcome from this project, though, was starting a shared "Procedures" folder that will hopefully lead to continuous improvement for all the procedures we need to document for current and future personnel.

Open enrollment for district health, dental, and vision insurance occurs in the month of May. Health insurance premiums increased by 4.5% and there was no change to the cost of either dental or vision.

I have scheduled a meeting with our auditor to put the district in the best place possible for the 2022-23 audit. It is impossible to have everything set prior to June 30<sup>th</sup>, but I will work with Mrs. Tohm to have as much done as possible.

Mrs. Tohm and I have scheduled our first meeting for transition training. We will continue to work to find time in our schedules to work together.

# *Kobussen Buses Ltd.*

*Family Pride in Every Ride*

May 12, 2023  
April 2023 Transportation Report  
Prepared For: School District of Manawa

To whom it may concern,

In April, we had 17 days of school and 24 extracurricular trips that took place.

Early in the month our DOT Inspector, Mike Jankowski, was here to conduct our annual school bus inspections. We are happy to say all the buses passed. Our mechanic, Matthew, does a great job keeping up with our maintenance and making sure the buses are safe to transport students.

It is crazy to think summer is just around the corner! As said in the March report, we continue to work with our new routing system and are improving the registration process for the new school year. So far, everything is working as it should.

We have no new employees to welcome this month, but we are actively seeking new drivers. If you know of anyone looking for a great part-time job, please, send them our way! We will be running training sessions right away when school lets out so anyone that applies can have their CDL by mid-July.

We are currently offering our \$1,500 sign-on bonus. Applications can be submitted online at [www.kobussen.com](http://www.kobussen.com).

If you have any questions or concerns, please contact me at any time.

Thank you,

*Jacob R. Elsner*

Jacob R. Elsner  
Terminal Manager  
Kobussen Buses Ltd.

**Contact Information:**  
(920) 389-1500 ext. 1701  
[Jacob.elsner@kobussen.com](mailto:Jacob.elsner@kobussen.com)



# School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

Mrs. Michelle Johnson  
District Reading Specialist

May 16, 2023

To: Dr. Melanie Oppor, Manawa Board of Education

Fr: Michelle Johnson

Date: 5/16/23

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.

**MES Instructional Literacy/Cycles:**

Students are taking some time out in the warm weather to read a good book in Mrs. Stormoen's classroom. After a month of FORWARD testing, and now finishing up iReady assessments, students take a moment to read outside.



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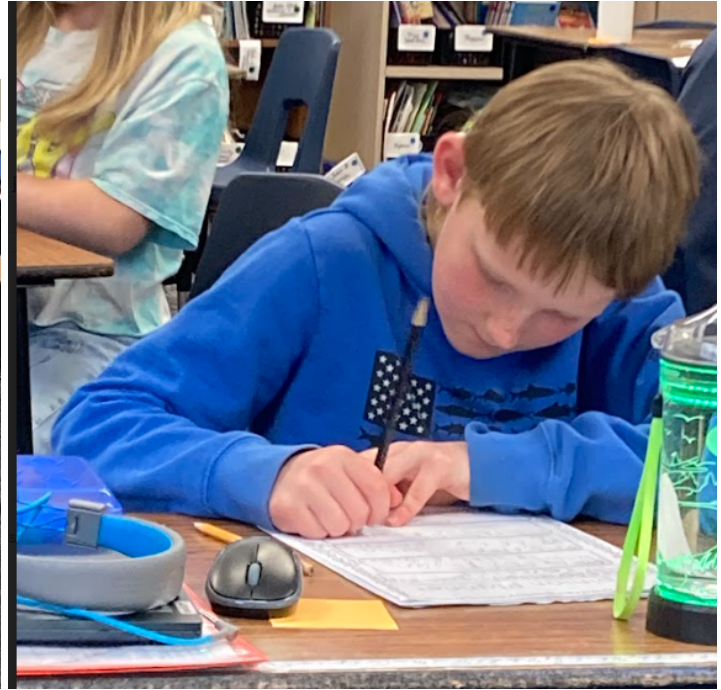
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\*Mr. Wade Turner is now working with our Tier III literacy students and assisting with the end of the year Fountas and Pinnell benchmarking. To begin, he shadowed with me to transition the students, and he is now on his own. He is enjoying his time with our students, but I do miss working with those little ones!

### **Literacy Coaching at the Secondary Level:**

At the secondary level, all content teachers continue to work on their collective literacy commitments by developing assignments and rubrics aligned with their commitments. Through observations and the Rapid Feedback Evaluation cycle, there are many sources of evidence throughout the classrooms of teachers embedding their literacy commitments within their classrooms. Recently, Ms. Kager from Cesa 6 demonstrated an executive skill of creating learning

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target maps aligned to end of lesson objectives. She moved from literacy resource classrooms to a few of the ELA classrooms throughout the building.

**Template 1** : At the beginning and end of the lesson, students record their questions, comments, and ideas about the learning target. Students can create a chart each day in a notebook *or* the teacher can provide a chart each week with the targets for the week pre-printed.

| LEARNING TARGET LOG |                          |
|---------------------|--------------------------|
| Target              | Questions/Comments/Ideas |
|                     |                          |
|                     |                          |
|                     |                          |
|                     |                          |

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# Technology Board Report

5/22/2023

## Network and Server Infrastructure:

Zero day updates impacted a server and caused some network shares to be intermittently unavailable. These updates and zero day patching will continue to increase in frequency. Careful monitoring and quick response times will minimize end user impact.

## Ongoing cyber awareness training:

Completed baseline of Knowbe4 spam training and will be coordinating the continued roll out.

## End of Year:

Getting ready for end of year Chrome book collection, repair and cleaning. Will coordinate with staff as needed.

## Hardware Updates:

We have received the WIFI access units and have begun configuration and placement. We are doing a radiological study of usage patterns to maximize the placement and use. (i.e. placing the 600 series in high density/traffic areas while adjusting the power output to best meet the needs of classrooms and hallways.)

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

**Google Meet joining information**

Video call link: <https://meet.google.com/mud-bood-roe>

Or dial: (US) +1 478-353-3103 PIN: 746 350 946#

**Date: May 01, 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: Riske (C), Fietzer, and Krueger**

**In Attendance:** D. Brauer, C.Fietzer, M Johnson, S.Riske, M.Oppor, K Tohm

Timer/Recorder: S.Riske Meeting called to order @ 5:05pm

1. Discuss LWHS Student Course Selection and Staffing Requests for the 2023-24 School Year  
-Informational
2. Update on Secondary School Schedule for the 2023-24 School Year as Presented  
-Informational
3. Consider Endorsement of Financial Literacy K-12 Scope and Sequence as Presented  
-Motioned by Fietzer/Riske Motion passes
4. Consider Endorsement of Revised Curriculum Maps with Financial Literacy References  
-Motioned by Fietzer/Riske Motion passes
  - a. Kindergarten Social Studies - Revised
  - b. 1st Grade Social Studies - Revised
  - c. 2nd Grade Social Studies - Revised
  - d. 3rd Grade Social Studies - Revised
  - e. 4th Grade Social Studies - Revised
  - f. 5th Grade Social Studies - Revised
  - g. 2nd Grade Mathematics - Revised
  - h. 4th Grade Mathematics - Revised
  - i. 5th Grade English Language Arts - Revised
  - j. 2nd Grade Physical Education - Revised
  - k. 5th Grade Physical Education - Revised
5. Next Meeting Date: Jun 1, 2023 @ 5pm
6. Next Meeting Items:
  - a. Consider Endorsement of Laude and Weighted Grades Proposal as Presented
  - b. MMS Financial Literacy Course for 2023-24 School Year as Presented
  - c. Secondary Course Curriculum Maps Containing Financial Literacy Standards References as Presented
  - d. Spanish options

7. Adjourn @ 6:30  
-Motioned by Fietzer/Riske Motion passes



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

**Date:** May 17, 2023

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

**MES Board Room  
800 Beech Street, Manawa**

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

**In Attendance:** Jepson, Reiersen, Fietzer, Riske, Dr. Oppor, C. O'Brien, M. Johnson, K. Tohm

**Timer & Recorder:** Reiersen

1. Consider Endorsement of Furniture Purchase for the Little Wolf High School/Manawa Middle School Collaboration Spaces as presented (Information/Action)  
Motion to Endorse obtaining a revised quote from Marshfield for the adjusted seating configurations discussed and to present the revised quote at the Monday, May 22, 2023 Board meeting.  
Motion by: Fietzer, Reiersen  
Motion carried.
2. Consider Endorsement of Legal Depositories for the School District of Manawa as presented (Action)  
Motion by: Fietzer, Reiersen  
Motion carried.
3. Consider Endorsement of Student Assurance Services for the School District of Manawa Student Accident Insurance as presented (Action)  
Motion by: Reiersen, Fietzer  
Motion carried.
4. Consider Endorsement to Add Debate Judge Compensation to the Salary and Stipend Guide (Information/Action)  
Motion by: Fietzer, Reiersen  
Motion carried.
5. Other Type of Class Offerings and Payment (Information/Action)  
Mrs. Tohm provided a cost estimate for the 2023-24 school year. Budget will reflect approximately \$90,000.00 which includes the annual ERVING fee.
6. Work Development Grant for School Nursing Update (Information)  
Grant is available through CESA. We need more information to determine what we qualify for to utilize the grant.
7. Donors Choose MES Fundraising Results (Information)  
Project has been paid for with the Donors Choose program.

8. Hiring Process Presentation (Information)  
Mrs. O'Brien shared her WASBO presentation and her 'Procedures' process and files.
9. Monthly Financial Summary (Information)  
Mrs. O'Brien to find out the status of the vending machines.
10. Finance Committee Planning Guide (Information / Action)
11. Next Finance Committee Meeting Date: Monday, June 12, 2023 at 5:00 pm
12. Next Finance Committee Items:
  - 1.
  - 2.
13. Adjourn  
Motion by: Reiersen, Fietzer  
Motion carried at 7:42 pm.

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

**Date: April 18, 2023**

**Time: 5:30 p.m.**

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

**In Attendance: Pete Griffin, Russ Hollman, Kerri Jepson, Craig Fietzer, Stephanie Riske, Sondra Reiersen, Mary Griffin, Lance Litchfield, Dr. Melanie Oppor**

**Timer: Kerri Jepson      Recorder: Kerri Jepson**

1. School Signage

The meeting began at the MS/HS Fitness Center entrance for a walk through regarding signage and other needs. The meeting resumed in the MES Board Room for the remaining agenda items.

Per Dr. Oppor, the BOE should receive a signage quote within one week. Dr. Oppor requested a quote from only one supplier.
2. Project Updates
  - a. MES Playground Equipment and Fundraising
    - i. Equipment has been delivered. Installation scheduled for beginning of July
    - ii. No fundraising update was provided
  - b. Curriculum Resource Materials
    - i. Not a B&G Committee item - referred to Curriculum Committee
  - c. Construction of Storage Building
    - i. All committee members to think about what storage is needed as we clean out current storage areas and identify our actual needs
  - d. MES Corridor Tile Repairs
    - i. Dr. presented a quote from HJ Martin
    - ii. Committee requested a 2nd quote due to cost of over \$10K
  - e. Tuckpointing Both Buildings - Dr. Oppor has not found a mason to quote the work
  - f. MES Water Bottle Fillers
    - i. Staff would like a water bottle filler in each "house"
    - ii. Dr. Oppor to request quotes
  - g. MS/HS Library Hall Water Bottle Filler - Complete, no more needed
3. Replace MES and MS/HS Gymnasium Scoreboards

- a. Motion by Jepson, second by Hollman to endorse the purchase of new scoreboards for MES gym at a cost of \$10,455 plus installation...with the cost to be paid out of fund 80 if possible. Motion carried.
  - b. MS/HS gymnasium scoreboards tabled to pursue potential sponsorship opportunities
4. Consider extension of lawn care contract with TruGreen - Committee requested that Dr. Oppor forward an RFQ to Green Boyz.
5. CM Regent Insurance Risk Management Report
  - a. Dr. Oppor will review quote/PO/paperwork from stage curtain for fire retardant information
    - a. MS/HS Science Dept will purchase polypropylene container to store nitric acid
    - b. No action taken on the water fountains in MES gymnasium
6. Hands in the Mud Summer School Class Beautification Proposal - Motion by Jepson, second by Hollman to endorse proposal as presented, with caution to not spend much time or money on landscaping around the MES sign as it is expected to be replaced. Motion carried.
7. Red Oak "Wishtree" Planting - Motion by Jepson, second by Hollman to endorse "Wishtree" planting as revised (with the location to be determined by Green Boyz, not outside of the boardroom window).
8. Fitness Center Atrium Lighting - Dr. Oppor is hiring someone to reprogram the lights and teach our staff how to do so. Jepson insisted an SOP/manual is included in the \$1,200 cost.
9. Provide Update on the Manawa Athletic Complex Unuseable Stairs - Mr. Schuelke inquired as to whether we still want them removed. Dr. Oppor confirmed.
10. Reviewed Buildings and Grounds Budget Report
11. Next Meeting Date: TBD
12. Motion to Adjourn by Hollman, second by Jepson. Motion carried at 8:20 p.m.

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

**Date: May 8, 2023**

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

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

**In Attendance: Reierson, Krueger, Riske, Fietzer, Dr. Oppor, Dr. LaVallee, D. Brauer, M. Johnson**

**Timer/ Recorder: Reierson**

1. Neola Update - Dr. LaVallee (Information / Action)
  - a. Review Neola Policy and Administrative Guidelines Volume 32, Number 1 Update Policy Revisions  
List of policies reviewed and endorsed or not endorsed - endorsed policies will be brought to the full Board. Motion By: Krueger, Riske. Motion carried.

| Endorsed | Policy # |
|----------|----------|
| Yes      | PO 0100  |
| Yes      | PO 0175  |
| No       | PO 2210  |
| Yes      | PO 2220  |
| Yes      | PO 2221  |
| Yes      | PO 2430  |
| Yes      | PO 3215  |
| Yes      | PO 4215  |
| No       | PO 5200  |
| Yes      | PO 5330  |
| Yes      | PO 5334  |
| Yes      | PO5410   |
| Yes      | PO 5430  |
| Yes      | PO 5512  |
| No       | PO 5517  |
| Yes      | PO 5771  |
| Yes      | PO 7434  |
| Yes      | PO 7440  |
| No       | PO 8405  |

|     |            |
|-----|------------|
| Yes | PO 8420.01 |
| Yes | PO 8450    |
| No  | PO 8453    |
| No  | PO 8600    |
| Yes | PO 8800    |
| Yes | PO 8802    |

- i. Technical Corrections  
  - Technical corrections still need to be reviewed.
- b. Policy Handbook Restructuring  
  - Example of the proposed combined policies to be forwarded to the Committee for review.

Motion to skip agenda items 2 thru 13 and put them on the next meeting agenda  
Motion by: Krueger, Riske  
Motion carried.

2. Consider Endorsement of NEOLA Administrative Guideline Technical Changes as Presented (Information / Action)
3. Consider Endorsement of NEOLA Policy Revisions for: (Information / Action)
  - a. PO0171.1 - President
  - b. PO5780 - Adult Student-Parent Rights
  - c. PO9130 - Public Requests Suggestions or Complaints
  - d. PO2330 - Homework
4. Discuss and propose a method to address Salary Advancement Points for Professional Educators who are part of the equity adjustment process. (Information / Action)
5. Discuss Maintenance Coordinator Job Description as Presented (Information / Action)
6. Discuss Food Service Manager Job Responsibilities Assigned to Secondary Principal (Information / Action)
7. Consider Endorsement of Updated School Records Retention Schedule as Presented (Information / Action)
8. Discuss creating a Daycare area within the District buildings (Informational)
9. Define list of Board Member responsibilities that have been assigned to staff, i.e.; receipt of notices, issuing of notices, contract issuance, etc. - Needed to ensure coverage of responsibilities going into the 2023-24 school year. Discuss needed computer requirements and programs to support Board member responsibilities. (Information / Action)
10. Discuss Orientation and On-Boarding Process (Information / Action)
11. Discuss compliance of Website based on July 2022 P&HR committee meeting notation  
->> *Special note regarding Handbook Annual Review: Handbooks will be posted to the School District of Manawa website following Board of Education approval of substantive language changes as presented. The Manawa Board of Education will be notified of the date that this handbook (or plan as appropriate) is converted to a version considered compatible for use by individuals with visual impairments or limited vision as per the Office of Civil Rights requirements and posted to the School District of Manawa*

*website. This OCR compatible conversion may impact the appearance of the document (i.e. change in fonts, font sizes, paging in the table of contents, etc.) resulting in technical changes but no substantive changes will be made. Should a substantive change be required, the handbook (plan) will be brought back to the Board of Education for approval. Has our legal responsibility been approved?*

12. Discuss defining Subject Matter Experts (SME's) to write Standard Operating Procedures (SOP's). Development of SOP's is important for supporting existing job duties and for supporting new employees who may be coming into new job duties.
13. Discuss and propose an update to the mileage and reimbursement process. (Information / Action)
14. Consider the Endorsement of a 66.03 Agreement with the Weyauwega-Fremont School District for In-person Occupational Therapy as Presented (Information / Action)  
Motion by: Riske, Krueger  
Motion carried.
15. Set Next Meeting Date: Thursday, May 18, 2023 at 6:30 pm
16. Next Meeting Items:
  - a. NEOLA Technical Updates
  - b. Discuss combined policy restructure
  - c. Agenda items 2 thru 13 listed above
  - d. Consider Adding Policy Regarding Artificial Intelligence
  - e. Other
17. Adjourn  
Motion by: Krueger, Riske  
Motion carried at 7:45 pm

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

**Date: May 18, 2023**

**Time: 6:30 p.m.**

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

**In Attendance: Reierson, Riske, Krueger-excused, Dr. Oppor, M. Johnson, K. Tohm, C. Fietzer, J. Meier**

**Timer/Recorder: Reierson & Riske**

1. Revise and Endorse the Following NEOLA Policies from Volume 32, Number 1 and AG 8453:
  - a. PO2210 - Curriculum Development
  - b. PO5200 - Attendance
  - c. PO5517 - Student Anti-Harassment
  - d. PO8405 - Environmental Health and Safety Program
  - e. PO8453 - Direct Contact Communicable Diseases
  - f. PO8600 - Transportation
  - g. AG8453 - Exposure Control Plan for Handling and Disposing of Body FluidsMotion by: Riske, Reierson  
Motion carried. Krueger excused.
2. Consider Endorsement of SDM Truancy Plan as Presented (Information / Action)  
**Table** - There are questions as to consistency in wording from Policy to Plan and need to remove Winnebago County reference in Explanation of Responsibilities.....State Statutes section.
3. Consider Endorsement of the Indoor Environmental Quality Plan as Presented (Information / Action)  
**Table** - Multiple questions on origination date, what was revised in 2021, IEQ Coordinator wording, paint policy, etc. Plan needs to be cleaned up so that 'The School Board will approve and support the IEQ Management Plan.'
4. Consider Endorsement of NEOLA Administrative Guidelines Volume 32, Number 1 as Presented(Information / Action)  
Motion by: Riske, Reierson  
Motion carried. Krueger excused.
5. Consider Endorsement of NEOLA ~~Administrative Guideline~~ **Policy** Technical Changes as Presented (Information / Action)  
Motion by: Reierson, Riske  
Motion carried. Krueger excused.



6. Consider Endorsement of NEOLA Policy Revisions for: (Information / Action)
  - a. PO0171.1 - President - OK
  - b. PO5780 - Adult Student-Parent Rights - OK
  - c. PO9130 - Public Requests Suggestions or Complaints - OK
  - d. PO2330 - Homework - **Table** -> need to review AG2330 to ensure consistency between the documents.

**Motion to endorse NEOLA Policy Revisions for PO0171.1, PO5780, PO9130.**

Motion by: Reiersen, Riske

Motion carried. Krueger excused.

7. Discuss and propose a method to address Salary Advancement Points for Professional Educators who are part of the equity adjustment process. (Information / Action)
8. Discuss Maintenance Coordinator Job Description as Presented (Information / Action)
9. Discuss Food Service Manager Job Responsibilities Assigned to Secondary Principal (Information / Action)
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15. Discuss defining Subject Matter Experts (SME's) to write Standard Operating Procedures (SOP's). Development of SOP's is important for supporting existing job duties and for supporting new employees who may be coming into new job duties.
16. Discuss and propose an update to the mileage and reimbursement process. (Information / Action)
17. Set Next Meeting Date -> **Set meeting date and time at the May 22, 2023 Board meeting.**
18. Next Meeting Items:
  - a. PO2330 & AG2330
  - b. Items 7 thru 13 from May 18, 2023 agenda
  - c. Policy Handbook Restructuring

- d. Consider Adding Policy Regarding Artificial Intelligence
- e. Other

19. Adjourn

Motion by: Riske, Reiersen

Motion carried at 8:33 pm. Krueger excused.

| By the end of 2nd grade, students should be able to:  | K | 1 | 2 | In which class will the content be taught? | Notes or Instructional Materials       |
|---|---|---|---|--|--|
| <b>Financial Mindset (FM)</b>   |   |   |   |  |  |
| <b>Standard PFL.FM1: Students will develop strategies to make intentional financial decisions throughout their lifespan.</b>                                    |   |   |   |  |  |
| <b>FM1.a.e: Critical Consumer</b>   |   |   |   |  |  |
| Differentiate between buyers (consumers) and sellers (producers).   | X | X | X | Social Studies                             |  |
| List traits of being a responsible consumer (e.g., look at the price or compare the value of items).  | X | X |   | Social Studies                             |  |
| Define advertising and list places advertisements can be found.   |   |   |   |  |  |
| <b>FM1.b.e: Functions and Structure of Money</b>  |   |   |   |  |  |
| Categorize types of money (e.g., coins or bills), and explain why money is used.  |   |   | X | Math, Social Studies                       |  |
| <b>FM1.c.e: Opportunity Costs</b>   |   |   |   |  |  |
| Categorize types of money (e.g., coins or bills), and explain why money is used.  |   |   | X | Social Studies, Math                       |  |
| <b>FM1.c.i: Opportunity Costs</b>   |   |   |   |  |  |
| Differentiate between a want and a need.  | X | X | X | Social Studies                             |  |
| <b>Standard PFL.FM2: Students will analyze how aspects of financial psychology impact financial well-being.</b>   |   |   |   |  |  |
| <b>FM2.a.e: Values and Behavior</b>   |   |   |   |  |  |
| Identify why people decide to earn, save, spend, or give money.   | X | X | X | Social Studies                             |  |
| <b>FM2.b.e: Emotional Influences</b>  |   |   |   |  |  |
| Identify how emotions may be the same or different from other people.   |   | X | X | Physical Education                         | Discussed during Cooperative Play unit |
| <b>FM2.c.e: External Influences</b>   |   |   |   |  |  |
| Identify external influences (e.g., peers, family, or community) that may affect what someone wants.  |   | X | X | Social Studies                             |  |
| <b>FM2.d.e: Financial Goals</b>   |   |   |   |  |  |
| Identify the importance of a financial goal (e.g., purchasing a bicycle or toy).  |   |   |   |  |  |
| <b>FM2.e.e: Civic Engagement and Philanthropy (e.g., giving back, volunteering, donation, or charity)</b>   |   |   |   |  |  |
| Recognize ways to give back (e.g., donating to a charity or volunteering) in our classroom, school, community, state, tribal nation, country, and in the world. |   |   | X | Social Studies, Physical Education         | Discussed during Cooperative Play unit |
| <b>Standard PFL.FM3: Students will establish digital awareness to enhance their financial mindset.</b>  |   |   |   |  |  |
| <b>FM3.a.e: Online and Account Security</b>   |   |   |   |  |  |
| Explain the importance of an online password, and identify reasons to use a password.   | X | X | X | Digital Citizenship Unit in Library        |  |
| <b>FM3.b.e: Digital Footprint</b>   |   |   |   |  |  |
| Define sources of digital information and storage (e.g., Internet, World Wide Web, and personal devices).   | X | X | X | Research Unit in Library                   |  |
| <b>FM3.c.e: Digital Resources</b>   |   |   |   |  |  |
| List websites or mobile apps and identify what types of information people access online.   | X | X | X | Digital Citizenship Unit in Library        |  |
| <b>Education and Employment (EE)</b>  |   |   |   |  |  |

| By the end of 2nd grade, students should be able to:   | K | 1 | 2 | In which class will the content be taught?                             | Notes or Instructional Materials |
|--|---|---|---|--|----------------------------------|
| <b>Standard: PFL.EE1: Students will compare the effect of personal income on their goals</b>   |   |   |   |  |                                  |
| <b>EE.1.a.e: Deductions and Taxes</b>  |   |   |   |  |                                  |
| Summarize goods and services that the government provides (e.g., roads, schools, or police).   |   | X | X | Social Studies   |                                  |
| <b>EE1.b.e: Types of Compensation</b>  |   |   |   |  |                                  |
| Identify ways people earn money.   | X | X | X | Social Studies   |                                  |
| <b>Standard: PFL.EE2: Students will evaluate the impact of lifelong learning on one's ability to function effectively in a diverse and changing economy.</b>               |   |   |   |  |                                  |
| <b>EE2.a.e: Post-Secondary Education, Skills, and Training</b>   |   |   |   |  |                                  |
| Identify skills needed for different types of jobs.  |   | X |   | Social Studies   |                                  |
| Discover the different skills associated with various job or career fields (e.g., what skills are needed to be a plumber, teacher, dentist, firefighter or store manager). |   | X |   | Social Studies   |                                  |
| <b>EE2.b.e: Emerging Employment and Education Trends</b>   |   |   |   |  |                                  |
| Categorize jobs as high demand or low demand.  |   |   |   |  |                                  |
| Describe how specific jobs or career fields have changed over time.  |   |   |   |  |                                  |
| <b>Money Management (MM)</b>   |   |   |   |  |                                  |
| <b>Standard PFL.MM1: Students will demonstrate their ability to use money management skills and strategies.</b>  |   |   |   |  |                                  |
| <b>MM1.a.e: Budgeting</b>  |   |   |   |  |                                  |
| Explain the importance of a budget.  |   |   |   |  |                                  |
| <b>MM1.b.e: Financial Management</b>   |   |   |   |  |                                  |
| Identify that there are three ways you can use money - save, spend, and give.  | X | X |   | Social Studies   |                                  |
| <b>Standard PFL.MM2: Students will utilize financial institutions and service providers to support money management. (cont'd)</b>  |   |   |   |  |                                  |
| <b>MM2.a.e: Financial Institutions and Service Providers</b>   |   |   |   |  |                                  |
| Identify financial institutions within the community.  |   |   |   |  |                                  |
| <b>MM2.b.e: Payment Types</b>  |   |   |   |  |                                  |
| Recognize that items of value, including money, can be earned and exchanged for goods and services.  | X | X | X | Social Studies   |                                  |
| <b>MM2.c.e: Alternative Financial Currency</b>   |   |   |   |  |                                  |
| Describe how paying for goods and services online is still using real money.   |   |   |   |  |                                  |
| <b>Saving and Investing</b>  |   |   |   |  |                                  |
| <b>Standard PFL.SI1: Students will explore savings concepts and apply this knowledge to attain financial security.</b>   |   |   |   |  |                                  |
| <b>SI1.a.e: Saving Principles</b>  |   |   |   |  |                                  |
| Identify an experience of waiting to have enough money to buy something.   |   | X |   | Class/school reward system saving points/tickets to "buy" larger items |                                  |
| <b>SI1.b.e: Savings Types and Features</b>   |   |   |   |  |                                  |
| Identify places where something valuable would be secure.  |   |   |   |  |                                  |
| <b>SI1.c.e: Saving Goal Planning</b>   |   |   |   |  |                                  |
| Describe strategies to save money.   |   |   |   |  |                                  |
| <b>SI1.d.e: Saving Risk and Reward</b>   |   |   |   |  |                                  |

| By the end of 2nd grade, students should be able to:  | K | 1 | 2 | In which class will the content be taught? | Notes or Instructional Materials |
|---|---|---|---|--|----------------------------------|
| Explain how choices we make now affect what we get in the future.   |   |   |   |  |                                  |
| Explain how financial institutions help people make choices about how to save money.  |   |   |   |  |                                  |
| <b>Standard PFL.SI2: Students will explore investing concepts and apply this knowledge to attain financial security.</b>  |   |   |   |  |                                  |
| <b>SI2.a.e: Investing Principles</b>  |   |   |   |  |                                  |
| Explain how gathering items of value may build net worth.   |   |   |   |  |                                  |
| <b>SI2.b.e: Investing Types and Features</b>  |   |   |   |  |                                  |
| Differentiate between owning something of value, keeping money in a financial institution, or giving money to someone else in return for future value           |   |   |   |  |                                  |
| <b>SI2.c.e: Investing Goal Planning</b>   |   |   |   |  |                                  |
| Identify the difference between short-term and long-term (e.g., today versus Saturday versus the future or elementary versus middle school versus high school). |   |   |   |  |                                  |
| <b>SI2.d.e: Investing Risks and Rewards</b>   |   |   |   |  |                                  |
| Identify how items of value may fluctuate over time.  |   |   |   |  |                                  |
| <b>Credit and Debt (CD)</b>   |   |   |   |  |                                  |
| <b>Standard PFL.CD1: Students will examine the benefits and costs of using credit.</b>  |   |   |   |  |                                  |
| <b>CD1.a.e: Benefits of Using Credit</b>  |   |   |   |  |                                  |
| Explain why something borrowed must be returned.  |   |   |   |  |                                  |
| <b>CD1.b.e: Costs of Using Credit</b>   |   |   |   |  |                                  |
| Explain the difference between buying and borrowing.  |   |   |   |  |                                  |
| <b>CD1.c.e: Interest and Fees</b>   |   |   |   |  |                                  |
| Explain how people can borrow money or an item if they promise to return it.  |   |   |   |  |                                  |
| <b>CD1.d.e: Debt Resolution</b>   |   |   |   |  |                                  |
| Identify actions a borrower can take to satisfy a lender when a borrowed item cannot be repaid, is lost, or damaged.  |   |   |   |  |                                  |
| Explain who can assist in solving problems (e.g., parents, teachers, or counselors).  |   |   |   |  |                                  |
| <b>Standard: PFL.CD2: Students will interpret lending options, consumer rights, and responsibilities.</b>   |   |   |   |  |                                  |
| <b>CD2.a.e: Credit Products and Services</b>  |   |   |   |  |                                  |
| Identify different forms of payment methods (e.g., online, cash, debit card, credit card, or loan).   |   |   |   |  |                                  |
| Identify people from whom a person could borrow an item.  |   |   |   |  |                                  |
| <b>CD2.c.e: Consumer Credit Rights and Responsibilities</b>   |   |   |   |  |                                  |
| Identify actions a borrower can take to satisfy a lender when a borrowed item is lost or damaged.   |   |   |   |  |                                  |
| <b>Risk Management and Insurance (RMI)</b>  |   |   |   |  |                                  |
| <b>Standard PFL.RMI1: Students will contrast different types of risk and how it could affect their financial decisions</b>                                      |   |   |   |  |                                  |
| <b>RMI1.a.e: Risk</b>   |   |   |   |  |                                  |

| <b>By the end of 2nd grade, students should be able to:</b>   | <b>K</b> | <b>1</b> | <b>2</b> | <b>In which class will the content be taught?</b> | <b>Notes or Instructional Materials</b>           |
|---|----------|----------|----------|---|---|
| Describe the feeling of losing an object (e.g., losing money, losing a favorite toy, or losing homework assignments).                                     | X        | X        | X        |   | Whenever the situation comes up in the classroom. |
| Predict some risks in everyday situations (e.g., playing on the playground, staying up too late, or riding a bike) and explain ways to limit these risks. | X        | X        | X        |   | Whenever the situation comes up in the classroom. |
| <b>RMI1.b.e: Consequences of Financial Risk</b>   |          |          |          |   |   |
| Explain different ways a person can lose something valuable and the consequences.   |          |          |          |   |   |
| <b>Standard PFL.RMI2: Students will assess possible choices to protect themselves from financial risk.</b>  |          |          |          |   |   |
| <b>RMI2.a.e: Purpose of Insurance</b>   |          |          |          |   |   |
| Determine different types of situations where a person needs protection (e.g., staying near parents, riding a bike, or crossing a busy road).             | X        | X        | X        | Morning Meeting                                   |   |
| <b>RMI2.b.e: Types of Insurance</b>   |          |          |          |   |   |
| Identify why someone would get insurance on valuable items (e.g., cell phone or game console).  |          |          |          |   |   |
| <b>RMI2.c.e: Cost Factors of Insurance</b>  |          |          |          |   |   |
| Predict consequences of not having protection for various scenarios.  |          |          |          |   |   |
| <b>RMI2.d.e: Meaning of Insurance Contracts</b>   |          |          |          |   |   |
| Illustrate what both people have to do when they enter an agreement.  |          |          |          |   |   |
| <b>RMI2.e.e: Loss Prevention Plan</b>   |          |          |          |   |   |
| Determine the best type(s) of protection for given scenarios regarding risk (e.g., wearing a coat in the cold or wearing a bike helmet).                  | X        | X        | X        |   | Preparing for recess                              |

| By the end of 5th grade, students should be able to:   | 3 | 4 | 5 | In which class will the content be taught?              | Notes or Instructional Materials   |
|--|---|---|---|---|--|
| <b>Financial Mindset (FM)</b>  |   |   |   |   |  |
| <b>Standard PFL.FM1: Students will develop strategies to make intentional financial decisions throughout their lifespan.</b>   |   |   |   |   |  |
| <b>FM1.a.i: Critical Consumer</b>  |   |   |   |   |  |
| Describe the steps in making a purchase (i.e., consumer buying process).   | X | X |   | Social Studies, Math-4th                                | story problems   |
| Identify items that can be used in making consumer decisions (e.g., comparison shopping skills regarding price or substitutes).  |   | X |   | Math-4th  | story problems   |
| Predict the motives of a sales claim and explain how consumers would verify information delivered through a range of advertisements (e.g., digital, print, audio, or product/service reviews). |   |   | X | Writing   | Argumentative Writing  |
| <b>FM1.b.i: Functions and Structure of Money</b>   |   |   |   |   |  |
| Describe the role of money in everyday life.   | X |   |   | Social Studies  |  |
| <b>FM1.c.i: Opportunity Costs</b>  |   |   |   |   |  |
| Compare and contrast the costs and benefits of a decision.   | X | X |   | Math-4th, Social Studies                                | story problems   |
| Explain that choices may have long-term unintended consequences.   |   |   | X | Social Studies  | New Nation Unit  |
| <b>Standard PFL.FM2: Students will analyze how aspects of financial psychology impact financial well-being.</b>  |   |   |   |   |  |
| <b>FM2.a.i: Values and Behavior</b>  |   |   |   |   |  |
| Examine different cultural perspectives and behaviors regarding financial values and goals across communities.   |   |   |   |   |  |
| <b>FM2.b.i: Emotional Influences</b>   |   |   |   |   |  |
| Describe how emotions impact financial decisions.  |   | X |   | Morning Meeting   | discussion   |
| <b>FM2.c.i: External Influences</b>  |   |   |   |   |  |
| Explain ways financial decisions are influenced by external factors.   |   | X | X | Social Studies, Morning Meeting                         | New Nation Unit, discussion  |
| <b>FM2.d.i: Financial Goals</b>  |   |   |   |   |  |
| Describe elements of a goal development strategy (e.g., SMART - specific, measurable, attainable, relevant, and time-bound).   |   |   | X | Physical Education                                      | Discussed during Fitness Concepts and Fitnessgram Units; Students are expected to write their own SMART goals reflective of Fitnessgram scores |
| <b>FM2.e.i: Civic Engagement and Philanthropy (e.g., giving back, volunteering, donation, or charity)</b>  |   |   |   |   |  |
| Describe the benefits of charitable giving, volunteerism, and charities in our classroom, school, community, state, tribal nation, country, and in the world.                                  |   | X | X | Morning Meeting, Social Studies-4th, Physical Education | discussion, Discussed during Team Building unit  |
| <b>Standard PFL.FM3: Students will establish digital awareness to enhance their financial mindset.</b>   |   |   |   |   |  |
| <b>FM3.a.i: Online and Account Security</b>  |   |   |   |   |  |
| Compare and contrast strong and weak online passwords, and identify criteria for a strong password.  | X | X | X | Digital Citizenship Unit in Library                     |  |
| Identify information that we protect with a password.  | X | X | X | Digital Citizenship Unit in Library                     |  |
| Identify what personally identifiable information (PII) is private and should not be shared with others (digitally).   | X | X | X | Digital Citizenship Unit in Library                     |  |
| <b>FM3.b.i: Digital Footprint</b>  |   |   |   |   |  |
| Describe ways a person leaves a financial digital footprint.   | X | X | X | Digital Citizenship Unit in Library                     |  |
| Explore under supervision information a person can obtain online about other individuals.  | X | X | X | Digital Citizenship Unit in Library                     |  |
| <b>FM3.c.i: Digital Resources</b>  |   |   |   |   |  |
| Determine criteria to identify safe websites and apps.   | X | X | X | Digital Citizenship & Research Units in Library         |  |

| By the end of 5th grade, students should be able to:   | 3 | 4 | 5 | In which class will the content be taught?          | Notes or Instructional Materials          |
|--|---|---|---|---|---|
| <b>Education and Employment (EE)</b>   |   |   |   |   |   |
| <b>Standard: PFL.EE1: Students will compare the effect of personal income on their goals</b>   |   |   |   |   |   |
| <b>EE.1.a.i: Deductions and Taxes</b>  |   |   |   |   |   |
| Build an ongoing awareness of personal ability   |   |   | x | Social Studies                                      |   |
| <b>EE.1.b.i: Types of Compensation</b>   |   |   |   |   |   |
| Describe the ways people are compensated.  |   | X | X | Social Studies-4th                                  | Native American unit, discussion          |
| Identify reasons people earn different amounts of money.   |   | X | X | Morning Meeting-4th, Social Studies                 | Scholastic News,                          |
| <b>Standard: PFL.EE2: Students will evaluate the impact of lifelong learning on one's ability to function effectively in a diverse and changing economy.</b> |   |   |   |   |   |
| <b>EE2.a.i: Post-Secondary Education, Skills, and Training</b>   |   |   |   |   |   |
| Assess different types of jobs, based on the skills associated with each job.  |   | X | X | Reading - 5th, Social Studies, Morning Meeting -4th | Scholastic News, States and Regions units |
| Interpret career information.  | X |   | X | Science/SS  |   |
| <b>EE2.b.i: Emerging Employment and Education Trends</b>   |   |   |   |   |   |
| Explain how economic, social, and technological changes can impact employment trends and markets.  | X |   | X | Social Studies                                      | Scholastic News                           |
| Contrast jobs versus careers.  |   | X | X | Morning Meeting                                     | discussion                                |
| <b>Money Management (MM)</b>   |   |   |   |   |   |
| <b>Standard PFL.MM1: Students will demonstrate their ability to use money management skills and strategies.</b>  |   |   |   |   |   |
| <b>MM1.a.i: Budgeting</b>  |   |   |   |   |   |
| Provide examples of household expenses and sources of income.  |   | X |   | Math-4th  | story problems                            |
| <b>MM1.b.i: Financial Management</b>   |   |   |   |   |   |
| Identify age-appropriate ways to save, spend, and give money.  | X | X |   | Social Studies, Morning Meeting-4th                 | discussion                                |
| Identify the personal information necessary to establish a financial account (e.g., personal details, contact information, and social security number).      |   |   |   |   |   |
| <b>Standard PFL.MM2: Students will utilize financial institutions and service providers to support money management. (cont'd)</b>                            |   |   |   |   |   |
| <b>MM2.a.i: Financial Institutions and Service Providers</b>   |   |   |   |   |   |
| Identify the services and resources that financial institutions provide consumers.   |   | X | X | Social Studies-4th                                  | New Nation, States and Regions units      |
| <b>MM2.b.i: Payment Types</b>  |   |   |   |   |   |
| Investigate multiple ways to pay for goods and services.   | X |   |   | SS  | barter and trade                          |
| Compare digital banking methods and cash payments for purchasing goods and services.   |   | X |   | Morning Meeting-4th                                 | Scholastic News                           |
| Identify methods to prove income has been received and payment has been made.  |   |   |   |   |   |
| <b>MM2.c.i: Alternative Financial Currency</b>   |   |   |   |   |   |
| Differentiate between debit and credit-types of financial currency.  |   |   |   |   |   |
| <b>Saving and Investing</b>  |   |   |   |   |   |
| <b>Standard PFL.SI1: Students will explore savings concepts and apply this knowledge to attain financial security.</b>                                       |   |   |   |   |   |
| <b>SI1.a.i: Saving Principles</b>  |   |   |   |   |   |
| Describe reasons why people save money.  |   | X | X | Social Studies, Morning Meeting-4th                 | discussion                                |
| Explain the phrase pay yourself first.   |   |   |   |   |   |
| <b>SI1.b.i: Savings Types and Features</b>   |   |   |   |   |   |
| Describe why a person deposits money into a financial institution.   |   |   |   |   |   |



| <b>By the end of 5th grade, students should be able to:</b>  | <b>3</b> | <b>4</b> | <b>5</b> | <b>In which class will the content be taught?</b> | <b>Notes or Instructional Materials</b> |
|--|----------|----------|----------|---|---|
| Describe characteristics of a secure savings account.  |          |          |          |   |   |
| <b>SI1.c.i: Saving Goal Planning</b>   |          |          |          |   |   |
| Identify steps to reach a savings goal.  |          |          |          |   |   |
| Explain how people make spending and saving choices to meet personal savings goals.                                      |          |          |          |   |   |
| <b>SI1.d.i: Saving Risk and Reward</b>   |          |          |          |   |   |
| Compare types of risks and rewards when saving (e.g., no loss of principal, interestbearing).                            |          |          |          |   |   |
| <b>SI1.e.i: Role of Government in Saving</b>   |          |          |          |   |   |
| Identify the role that law enforcement has to protect personal financial assets.   |          |          |          |   |   |
| <b>Standard PFL.SI2: Students will explore investing concepts and apply this knowledge to attain financial security.</b> |          |          |          |   |   |
| <b>SI2.a.i: Investing Principles</b>   |          |          |          |   |   |
| Describe the difference between saving and investing.  |          |          |          |   |   |
| Describe reasons why people invest their money.  |          |          |          |   |   |
| <b>SI2.b.i: Investing Types and Features</b>   |          |          |          |   |   |
| Identify different investing choices (e.g., collectibles, stocks, bonds, or mutual funds).                               |          |          |          |   |   |
| Predict financial outcomes based on investing choices.   |          |          |          |   |   |
| <b>SI2.c.i: Investing Goal Planning</b>  |          |          |          |   |   |
| Explain reasons why people invest for future personal financial goals.   |          |          |          |   |   |
| Develop short- and long-term personal investing goals.   |          |          |          |   |   |
| Explain that people make spending, saving, and investing choices to meet personal financial goals.                       |          |          |          |   |   |
| <b>SI2.d.i: Investing Risks and Rewards</b>  |          |          |          |   |   |
| Give examples of investing risks and rewards.  |          |          |          |   |   |
| Explain why there are different types of interest (e.g., simple or compound).  |          |          |          |   |   |
| Compare rewards when investing.  |          |          |          |   |   |
| <b>SI2.e.i: Role of Government in Investing</b>  |          |          |          |   |   |
| Explain how federal and state regulators help protect investors.   |          |          | X        | Social Studies                                    |   |
| Identify investment options that are tax free.   |          |          | X        | Social Studies                                    |   |
| <b>Credit and Debt (CD)</b>  |          |          |          |   |   |
| <b>Standard PFL.CD1: Students will examine the benefits and costs of using credit.</b>                                   |          |          |          |   |   |
| <b>CD1.a.i: Benefits of Using Credit</b>   |          |          |          |   |   |
| Identify situations when people might pay for certain items in small amounts over time.                                  |          |          |          |   |   |
| Summarize the advantages and disadvantages of using credit.  |          |          |          |   |   |
| <b>CD1.b.i: Costs of Using Credit</b>  |          |          |          |   |   |
| Summarize the advantages and disadvantages of using credit.  |          |          |          |   |   |
| <b>CD1.c.i: Interest and Fees</b>  |          |          |          |   |   |
| Compare the differences between income and expenses.   |          | X        |          | Math-4th  | story problems                          |
| Calculate cost of late fees over a given time period.  |          |          |          |   |   |
| <b>CD1.d.i: Debt Resolution</b>  |          |          |          |   |   |

| <b>By the end of 5th grade, students should be able to:</b>   | <b>3</b> | <b>4</b> | <b>5</b> | <b>In which class will the content be taught?</b> | <b>Notes or Instructional Materials</b> |
|---|----------|----------|----------|---|---|
| Recognize consequences of overspending when borrowing, and reflect on what may need to be sacrificed to resolve a debt.   | X        |          | X        | Social Studies                                    |   |
| Recognize appropriate people who could discuss financial issues.  |          |          | X        | Social Studies                                    |   |
| <b>Standard: PFL.CD2: Students will interpret lending options, consumer rights, and responsibilities.</b>   |          |          |          |   |   |
| <b>CD2.a.i: Credit Products and Services</b>  |          |          |          |   |   |
| Compare and give examples of goods and services.  | X        | X        | X        | Social Studies                                    | States and Regions units                |
| Explore situations where people might pay for certain items over time.  |          |          |          |   |   |
| Examine why financial institutions lend money   |          |          |          |   |   |
| Explain why using a credit card is a form of borrowing.   |          |          |          |   |   |
| Identify the sources of credit.   |          |          |          |   |   |
| <b>CD2.b.i: High-cost Alternative Lending</b>   |          |          |          |   |   |
| Provide examples of predatory lending practices (e.g., deception, coercion, misleading, exploitation, and other unethical actions toward an individual who does not need, does not want, or can't afford the loan). |          |          |          |   |   |
| <b>CD2.c.i: Consumer Credit Rights and Responsibilities</b>   |          |          |          |   |   |
| Evaluate the qualities that would be desirable in a person who borrows a favorite personal possession.  |          |          |          |   |   |
| List examples of reasonable conditions to set for the use of borrowed personal property.  |          |          |          |   |   |
| Identify penalties associated with borrowing agreements (e.g., library or financial institutions).  |          |          |          |   |   |
| <b>Risk Management and Insurance (RMI)</b>  |          |          |          |   |   |
| <b>Standard PFL.RM1: Students will contrast different types of risk and how it could affect their financial decisions</b>   |          |          |          |   |   |
| <b>RM1.a.i: Risk</b>  |          |          |          |   |   |
| Identify life situations where the outcome was unexpected.  |          |          |          |   |   |
| Determine what risks may be worth taking for a desired outcome.   |          |          |          |   |   |
| <b>RM1.b.i: Consequences of Financial Risk</b>  |          |          |          |   |   |
| Examine how risky individual financial choices can negatively impact a family or community.   |          |          |          |   |   |
| <b>Standard PFL.RM2: Students will assess possible choices to protect themselves from financial risk.</b>   |          |          |          |   |   |
| <b>RM2.a.i: Purpose of Insurance</b>  |          |          |          |   |   |
| Describe ways to protect and lower risk of losing valuables (e.g., putting things away, not bringing things to school, locking a locker, or taking care of valuables).  |          | X        |          | Morning Meeting-4th                               | discussion                              |
| <b>RM2.b.i: Types of Insurance</b>  |          |          |          |   |   |
| Describe different types of insurance.  |          |          |          |   |   |
| <b>RM2.c.i: Cost Factors of Insurance</b>   |          |          |          |   |   |
| Compare cost of insurance versus cost of loss.  |          |          |          |   |   |
| Determine what factors would increase the cost of protection.   |          |          |          |   |   |
| <b>RM2.d.i: Meaning of Insurance Contracts</b>  |          |          |          |   |   |
| Determine the benefits of insurance contracts.  |          |          |          |   |   |
| <b>RM2.e.i: Loss Prevention Plan</b>  |          |          |          |   |   |

| <b>By the end of 5th grade, students should be able to:</b>   | <b>3</b> | <b>4</b> | <b>5</b> | <b>In which class will the content be taught?</b> | <b>Notes or Instructional Materials</b> |
|---|----------|----------|----------|---|---|
| Create an insurance plan that demonstrates the type of insurance coverage that people need for their items of value (e.g., insurance on a cell phone or game console) |          |          |          |   |   |

| By the end of 8th grade, students should be able to:   | 6 | 7 | 8 | H | Who teaches the content?        | Notes or Instructional Materials   |
|--|---|---|---|---|---------------------------------|--|
| <b>Financial Mindset (FM)</b>  |   |   |   |   |                                 |  |
| <b>Standard PFL.FM1: Students will develop strategies to make intentional financial decisions throughout their lifespan.</b>   |   |   |   |   |                                 |  |
| <b>FM1.a.m: Critical Consumer</b>  |   |   |   |   |                                 |  |
| Analyze the roles of consumers and producers in financial markets. Distinguish between the rights and responsibilities of buyers and sellers under consumer protection laws. Evaluate the influence on demographic groups of advertising and the media on decision making and spending.  |   | x | x | x | Civics                          | Civics-analyze and distinguish, individual lessons.  |
| <b>FM1.b.m: Functions and Structure of Money</b>   |   |   |   |   |                                 |  |
| Differentiate between the function of money as a medium of exchange, store of value and unit of account.   |   | x | x |   | Civics                          | Civics-individual lessons  |
| <b>FM1.c.m: Opportunity Costs</b>  |   |   |   |   |                                 |  |
| Predict the opportunity costs of various decisions. Explain why the opportunity cost might differ from person to person or in different situations. (e.g. auto, lodging) Contrast cost-benefit and opportunity cost.   | x | x | x | x | Civics; Ecology, music          | Ecology unit on cost-benefit of Environment. Civics-individual lessons. Music: Discussion on Maintaing self-improvement in the performing arts and the cost related i.e. professional lessons and training |
| <b>Standard PFL.FM2: Students will analyze how aspects of financial psychology impact financial well-being.</b>  |   |   |   |   |                                 |  |
| <b>FM2.a.m: Values and Behavior</b>  |   |   |   |   |                                 |  |
| Analyze different cultural perspectives and behaviors regarding financial values and goals across communities.   |   |   |   | x | World Geography                 |  |
| <b>FM2.b.m: Emotional Influences</b>   |   |   |   |   |                                 |  |
| Describe financial situations that trigger various emotions. Summarize how emotions may interfere with the achievement of financial goals.   |   | x | x |   | Civics; English Language Arts 8 | Xello/Guidance Civics-individual lesson  |
| <b>FM2.c.m: External Influences</b>  |   |   |   |   |                                 |  |
| Differentiate how positive and negative external influences (e.g., peers, marketing) impact financial decisions.   | x | x |   |   | Art                             | Discussion on advocating for self/art/supplies, and how to work through criticism  |
| <b>FM2.d.m: Financial Goals</b>  |   |   |   |   |                                 |  |
| Analyze long-term and short-term financial goals utilizing elements of goal development strategies.  |   | x | x |   | Civics                          | Civics-individual lessons  |
| <b>FM2.e.m: Civic Engagement and Philanthropy (e.g., giving back, volunteering, donation, or charity)</b>  |   |   |   |   |                                 |  |
| Research individuals or organizations that give back and describe their impact on the local, state, tribal nation, country, or world.  |   |   |   | x | Physical Science                | Students research famous scientists and their impact on the world  |
| <b>Standard PFL.FM3: Students will establish digital awareness to enhance their financial mindset.</b>   |   |   |   |   |                                 |  |
| <b>FM3.a.m: Online and Account Security</b>  |   |   |   |   |                                 |  |
| Evaluate alternatives to account passwords (e.g., facial or fingerprint recognition, sign-in through social media accounts). Explore methods of managing and protecting passwords for multiple accounts. Identify possible motives behind data breaches. Describe ways to determine if a person's identity has been compromised. |   |   |   | x | Computer Science                |  |
| <b>FM3.b.m: Digital Footprint</b>  |   |   |   |   |                                 |  |
| Compare and contrast active and passive financial digital footprints. Illustrate how a financial digital footprint can be used by others.  |   |   |   |   |                                 |  |
| <b>FM3.c.m: Digital Resources</b>  |   |   |   |   |                                 |  |

| <b>By the end of 8th grade, students should be able to:</b>   | <b>6</b> | <b>7</b> | <b>8</b> | <b>H</b> | <b>Who teaches the content?</b> | <b>Notes or Instructional Materials</b>   |
|---|----------|----------|----------|----------|---------------------------------|---|
| Explain restrictions on why websites and mobile apps may be legally restricted based upon age. (i.e., Family Educational Rights and Privacy Act). Evaluate how financial applications are utilized to support financial transactions (e.g., access financial information, direct deposit, bill pay, transfers, and balancing a checking account). |          |          |          |          | Computer Science                |   |
| <b>Education and Employment (EE)</b>  |          |          |          |          |                                 |   |
| <b>Standard: PFL.EE1: Students will compare the effect of personal income on their goals</b>  |          |          |          |          |                                 |   |
| <b>EE.1.a.m: Deductions and Taxes</b>   |          |          |          |          |                                 |   |
| Assess personal strengths (e.g., skills, knowledge, experience), aptitudes, and passions related to potential future careers. Create a plan to reach future career goals taking into account personal interests, aptitudes, and potential earnings.   |          |          |          |          |                                 |   |
| <b>EE1.b.m: Types of Compensation</b>   |          |          |          |          |                                 |   |
| Evaluate specific examples of intrinsic and extrinsic rewards for a specific career (e.g., salary, flexibility, family time, goodwill). Compare and contrast employment choices based on intrinsic and extrinsic factors (e.g., salary, flexibility, family time, goodwill).  | x        | x        | x        |          | Guidance/ Xello, Music, Art     | Music: discussion on earning an income in the Performing Arts, Art: discussion and instruction of value of art vs supplies. |
| <b>EE1.c.m: Deductions and Taxes</b>  |          |          |          |          |                                 |   |
| Identify payroll taxes that are deducted from a paycheck.   |          |          |          |          |                                 |   |
| <b>Standard: PFL.EE2: Students will evaluate the impact of lifelong learning on one's ability to function effectively in a diverse and changing economy.</b>  |          |          |          |          |                                 |   |
| <b>EE2.a.m: Post-Secondary Education, Skills, and Training</b>  |          |          |          |          |                                 |   |
| Compare the benefits and costs of a variety of post-secondary education and training options. Assess data on the lifetime earnings of workers with different levels of education or training. Explain how factors such as earning potential, the total cost of education or training, and career opportunities within a chosen career pathway.    | x        | x        | x        |          | Guidance                        |   |
| <b>EE2.b.m: Emerging Employment and Education Trends</b>  |          |          |          |          |                                 |   |
| Assess and interpret resources that can be used to evaluate emerging employment trends and markets (e.g., U.S. Bureau of Labor Statistics, state agencies, job search engines).   |          |          |          |          |                                 |   |
| <b>Money Management (MM)</b>  |          |          |          |          |                                 |   |
| <b>Standard PFL.MM1: Students will demonstrate their ability to use money management skills and strategies.</b>   |          |          |          |          |                                 |   |
| <b>MM1.a.m: Budgeting</b>   |          |          |          |          |                                 |   |
| Construct a basic budget, including allocating spending and savings that spans for a week or a month.   | x        | x        | x        |          | Civics                          |   |
| <b>MM1.b.m: Financial Management</b>  |          |          |          |          |                                 |   |
| Plan for ways to save, spend, and give money. Compare responsible saving, spending, and charitable habits. Identify various organizations or places that provide financial resource support to individuals or families.   |          | x        | x        |          | Civics                          | Civics-plan and compare, individual lessons.  |
| <b>Standard PFL.MM2: Students will utilize financial institutions and service providers to support money management. (cont'd)</b>   |          |          |          |          |                                 |   |
| <b>MM2.a.m: Financial Institutions and Service Providers</b>  |          |          |          |          |                                 |   |
| Describe and evaluate the benefits and risks of basic financial institution services.   |          | x        | x        |          | Civics                          | Civics-individual lesson.   |

| By the end of 8th grade, students should be able to:  | 6 | 7 | 8 | H | Who teaches the content? | Notes or Instructional Materials   |
|---|---|---|---|---|--------------------------|--|
| <b>MM2.b.m: Payment Types</b>   |   |   |   |   |                          |  |
| Compare features of digital banking in online banking, bill pay, transfers, and checking account transactions. Compare the use of cash, debit cards, credit cards, checks, and other modern forms of payment. Determine how pre-authorized payments impact account balances.<br>Recognize the importance of retaining records of financial transactions |   | x | x |   | Civics                   | Civics-compare, individual lessons.  |
| <b>MM2.c.m: Alternative Financial Currency</b>  |   |   |   |   |                          |  |
| Analyze online and mobile systems or applications that permit consumers to acquire items or transfer money.   |   |   |   |   |                          |  |
| <b>Saving and Investing</b>   |   |   |   |   |                          |  |
| <b>Standard PFL.SI1: Students will explore savings concepts and apply this knowledge to attain financial security.</b>  |   |   |   |   |                          |  |
| <b>SI1.a.m: Saving Principles</b>   |   |   |   |   |                          |  |
| Compare and contrast places that can be used to save money. Describe ways to decrease expenses in order to increase savings. Compare pay yourself first to living paycheck to paycheck.<br>Explain why saving is a prerequisite to investing.   |   | x | x |   | Civics                   | Civics-compare, contrast, and describe, individual lessons.  |
| <b>SI1.b.m: Savings Types and Features</b>  |   |   |   |   |                          |  |
| Analyze the benefits of depositing money into a financial institution. Compare and contrast savings versus checking and debit accounts  |   | x | x |   | Civics                   | Civics-individual lessons.   |
| <b>SI1.c.m: Saving Goal Planning</b>  |   |   |   |   |                          |  |
| Create a savings plan to reach short- and long-term personal saving goals. Analyze how life changes or changes in circumstances can affect a personal savings goal.   |   | x | x |   | Civics                   | Civics-individual lessons.   |
| <b>SI1.d.m: Saving Risk and Reward</b>  |   |   |   |   |                          |  |
| Define simple and compound interest. Analyze the relationship between opportunity cost and reward.  |   | x | x |   | Civics; Math 7; Math 8   | College Preparatory Mathematics daily math lesson, compound interest project Civics-analyze, individual lessons. |
| <b>SI1.e.m: Role of Government in Saving</b>  |   |   |   |   |                          |  |
| Recognize the limit of the Federal Deposit Insurance Corporation (FDIC) and National Credit Union Administration (NCUA) coverage of financial accounts.   |   |   |   |   |                          |  |
| <b>Standard PFL.SI2: Students will explore investing concepts and apply this knowledge to attain financial security.</b>  |   |   |   |   |                          |  |
| <b>SI2.a.m: Investing Principles</b>  |   |   |   |   |                          |  |
| Explain the difference between income and net worth. Compare and contrast methods to increase net worth. Examine the time value of money (TVM) and the variables that affect time value of money.   |   |   |   |   |                          |  |
| <b>SI2.b.m: Investing Types and Features</b>  |   |   |   |   |                          |  |
| Explore investing choices (e.g., collectibles, stocks, bonds, mutual funds) which can produce annual income or growth. Identify the differences between banks, credit unions, and investment firms.   |   |   |   |   |                          |  |
| <b>SI2.c.m: Investing Goal Planning</b>   |   |   |   |   |                          |  |

| By the end of 8th grade, students should be able to:  | 6 | 7 | 8 | H | Who teaches the content? | Notes or Instructional Materials                  |
|---|---|---|---|---|--------------------------|---|
| Create a prioritized list of short- and long-term personal financial investment goals and suggest methods to achieve those goals. Compare games of chance with investing methods for financial planning. Examine the role of investing for retirement. Investigate the role of a financial planner. Analyze the difference between dividends and capital gains. Identify factors that influence financial investment planning (i.e., age, income, liabilities, assets, goals, family size, risk tolerance). |   |   |   |   | Guidance                 |   |
| <b>SI2.d.m: Investing Risks and Rewards</b>   |   |   |   |   |                          |   |
| Compare and contrast types of risk for investing. Choose personal risk tolerance for investments. Compare and contrast levels of investment risk and levels of investment rewards.  |   |   |   |   |                          |   |
| <b>SI2.e.m: Role of Government in Investing</b>   |   |   |   |   |                          |   |
| Investigate reliable government and industry sources to locate background information about a local person who provides investment advice. Examine the tax rate on short-term and long-term investments. Analyze the benefits of tax-advantaged investments for young people.   |   |   |   |   |                          |   |
| <b>Credit and Debt (CD)</b>   |   |   |   |   |                          |   |
| <b>Standard PFL.CD1: Students will examine the benefits and costs of using credit.</b>  |   |   |   |   |                          |   |
| <b>CD1.a.m: Benefits of Using Credit</b>  |   |   |   |   |                          |   |
| Assess whether a specific purchase justifies the use of credit.   |   | x | x |   | Civics                   | Civics-individual lesson.                         |
| <b>CD1.b.m: Costs of Using Credit</b>   |   |   |   |   |                          |   |
| Assess whether a specific purchase justifies the use of credit.   |   | x | x |   | Civics                   | Civics-individual lesson.                         |
| <b>CD1.c.m: Interest and Fees</b>   |   |   |   |   |                          |   |
| Compare options for payment on credit cards. Demonstrate balance sheet concepts (e.g., debit and credit). Compute the amount of interest paid over time when using credit. Compare advantages and disadvantages of various  |   |   |   |   |                          |   |
| <b>CD1.d.m: Debt Resolution</b>   |   |   |   |   |                          |   |
| Identify indicators of excessive debt. Predict possible consequences of excessive debt or bankruptcy. Explain credit coaching and appropriate times to utilize it.  |   | x | x |   | Civics                   | Civics-predict, individual lesson                 |
| <b>Standard: PFL.CD2: Students will interpret lending options, consumer rights, and responsibilities.</b>   |   |   |   |   |                          |   |
| <b>CD2.a.m: Credit Products and Services</b>  |   |   |   |   |                          |   |
| Compare the benefits and costs of spending decisions when selecting products or services. Differentiate between a credit card, charge card, and debit card. Assess whether a specific purchase justifies the use of credit. Evaluate potential consequences of using easy access credit. Identify the financial benefits and services of different types of lending institutions.   |   | x | x |   | Civics                   | Civics- compare and identify, individual lessons. |
| <b>CD2.b.m: High Cost Alternative Lending</b>   |   |   |   |   |                          |   |

| By the end of 8th grade, students should be able to:  | 6 | 7 | 8 | H | Who teaches the content?            | Notes or Instructional Materials  |
|---|---|---|---|---|-------------------------------------|---|
| Research ways that a person can regain a lender's trust after losing or damaging a borrowed personal property.<br>Compare the potential payoffs of a positive borrowing reputation versus the potential consequences of a poor borrowing reputation. Explain why and how credit reports are developed. Examine the Fair Debt Collection Practice Act & Fair Credit Reporting Act. |   |   |   |   |                                     |   |
| <b>CD2.c.m: Consumer Credit Rights and Responsibilities</b>   |   |   |   |   |                                     |   |
| Explain products and practices such as refund anticipation loan, payday lending, and rent-to-own.   |   |   |   |   |                                     |   |
| <b>Risk Management and Insurance (RMI)</b>  |   |   |   |   |                                     |   |
| <b>Standard PFL.RMI1: Students will contrast different types of risk and how it could affect their financial decisions</b>  |   |   |   |   |                                     |   |
| <b>RMI1.a.m: Risk</b>   |   |   |   |   |                                     |   |
| Distinguish between personal choices that have reasonable and unreasonable risk factors. Identify how to reduce risk by relying upon others and other loss prevention tools.  |   | x | x |   | Health 7 and Health 9; Civics       | Risky behavior and decision making<br>Civics-distiguish, individuals lessons. |
| <b>RMI1.b.m: Consequences of Financial Risk</b>   |   |   |   |   |                                     |   |
| Illustrate decisions individuals make that may inhibit their ability to meet financial obligations.   |   |   |   |   |                                     |   |
| <b>Standard PFL.RMI2: Students will assess possible choices to protect themselves from financial risk.</b>  |   |   |   |   |                                     |   |
| <b>RMI2.a.m: Purpose of Insurance</b>   |   |   |   |   |                                     |   |
| Describe ways in which having insurance can protect a person from financial loss.   |   |   |   |   |                                     |   |
| <b>RMI2.b.m: Types of Insurance</b>   |   |   |   |   |                                     |   |
| Describe how the different types of short-term and long-term insurance coverages can protect a person.  |   |   |   |   | Guidane via English Language Arts 8 | Xello/Guidance  |
| <b>RMI2.c.m: Cost Factors of Insurance</b>  |   |   |   |   |                                     |   |
| Explain how insurance coverage is directly proportional to insurance premiums (e.g. the higher the coverage amounts, types of coverage, risk of person being insured such as teen drivers may increase costs). Evaluate how the cost of insurance can vary based on past decisions.   |   |   |   |   |                                     |   |
| <b>RMI2.d.m: Meaning of Insurance Contracts</b>   |   |   |   |   |                                     |   |
| Compare extended warranties, insurance, protection, and coverage. Identify why it is important to understand the details of an insurance plan.  |   |   |   |   |                                     |   |
| <b>RMI2.e.m: Loss Prevention Plan</b>   |   |   |   |   |                                     |   |
| Construct a plan that shows how to use insurance effectively to protect self, family, and items of value.   |   |   |   |   |                                     |   |



| By the end of 12th grade, students should be able to:  | H |  | In which class will the content be taught?  | Notes or Instructional Materials   |
|--|---|--|---|--|
| <b>Financial Mindset (FM)</b>  |   |  |   |  |
| <b>Standard PFL.FM1: Students will develop strategies to make intentional financial decisions throughout their lifespan.</b>   |   |  |   |  |
| <b>FM1.a.h: Critical Consumer</b>  |   |  |   |  |
| Summarize consumer rights, responsibilities, and consumer vigilance.   | x |  | Plants, Animals, & You; Employability/Financial Literacy Skills; Leadership; Food Science, Work Study, Youth Apprenticeship; Economics; US History, |  |
| Analyze and apply multiple sources of information when making consumer decisions (e.g., advertisements, reviews, interest rates, applicable fees, consumer movements, and choice).   | x |  | Employability Skills/Financial Literacy Skills, Food Science  |  |
| Analyze the financial impact of advertising including techniques, potential for deception along with the influence of promotions, packaging, and placement.  | x |  | Art Classes; Food Science, Pay Yourself First   | Social Studies-Individual Lessons, Agriculture classes: discussion, projects, summative  |
| <b>FM1.b.h: Functions and Structure of Money</b>   |   |  |   |  |
| Evaluate the functions and value of money in the United States (e.g., how the value is based upon the strength and credit of the government/issuing body).   | x |  | Economics   | Economics - Money Unit   |
| <b>FM1.c.h: Opportunity Costs</b>  |   |  |   |  |
| Perform a cost-benefit analysis on a real-world situation.   | x |  | Economics; Physical Science, Music, Food Science, Animal Science, Employability Skills/Financial Literacy Skills; Work Study                        | Level 2 project, Econ-Individual Lessons, Music: Booking the job in the performing Art; Agriculture readings, discussion, and projects   |
| <b>Standard PFL.FM2: Students will analyze how aspects of financial psychology impact financial well-being.</b>  |   |  |   |  |
| <b>FM2.a.h: Values and Behavior</b>  |   |  |   |  |
| Assess the impact of individual values and behaviors on financial decisions and goals.   |   |  | US History; Economics; English 9/11; College Prep English/CAPP (12), Music; Work Study/Youth Apprenticeship   | Social Studies-Individual Lessons, Music: lecture on ongoing improvement cost ie professional lessons and training. Agriculture: Xello, goal setting, class discussions, value inventory           |
| <b>FM2.b.h: Emotional Influences</b>   |   |  |   |  |
| Evaluate strategies individuals use to manage emotions impacting financial decisions.  |   |  | AP Psychology, Employability Skills/Financial Literacy Skills, Work Study, Youth Apprenticeship   | Individual Unit. Agriculture classes: reading and writing reflections, discussion  |
| <b>FM2.c.h: External Influences</b>  |   |  |   |  |
| Critique a financial plan and identify areas that may have been influenced by external sources.  |   |  | Economics, Employability Skills/Financial Literacy Skills   | Unite States new deal and the great depression, Agriculture: Banzai and Next Generation Personal Finance   |
| <b>FM2.d.h: Financial Goals</b>  |   |  |   |  |
| Distinguish how an investment plan that incorporates a goal development strategy reflects various life factors (e.g., age, personal values, income, liabilities, assets, goals, family size, risk tolerance, and net worth). |   |  | Economics, Employability Skills/Financial Literacy Skills   | Individual Lessons. Agriculture: Banzai and Next Generation Personal Finance   |
| <b>FM2.e.h: Civic Engagement and Philanthropy (e.g., giving back, volunteering, donation, or charity)</b>  |   |  |   |  |
| Describe how to incorporate philanthropic opportunities into personal financial goals.   |   |  | US History; Economics; World History; English 10, Employability Skills/Financial Literacy Skills, Leadership  | English 10--class discussions incorporating giving, US-Gilded Age, Economics - Individual Lessons. Leadership and Employability Skills/Financial Literacy Skills service learning and gifting unit |
| <b>Standard PFL.FM3: Students will establish digital awareness to enhance their financial mindset.</b>   |   |  |   |  |
| <b>FM3.a.h: Online and Account Security</b>  |   |  |   |  |

| <b>By the end of 12th grade, students should be able to:</b>   | <b>H</b> |  | <b>In which class will the content be taught?</b>   | <b>Notes or Instructional Materials</b>   |
|--|----------|--|---|---|
| Choose an effective means to manage and protect passwords for multiple online accounts.<br>Develop strategies to guard against malicious threats including viruses, phishing, and identity theft, and recognize the importance of security protocols.<br>Research ways online transactions, online banking, email scams, and telemarketing calls can make a person vulnerable to identity theft.   |          |  | Economics   | Economics - Online Banking  |
| <b>FM3.b.h: Digital Footprint</b>  |          |  |   |   |
| Assess actions and data as beneficial or detrimental to a financial digital footprint. Strategize ways to optimize a financial digital footprint.  |          |  | Employability Skills/Financial Literacy Skills  | Agriculture: Banzai and Next Generation Personal Finance  |
| <b>FM3.c.h: Digital Resources</b>  |          |  |   |   |
| Appraise a user agreement for common financial websites and applications.<br>Evaluate benefits and costs of exclusively online banking.  |          |  |   |   |
| <b>Education and Employment (EE)</b>   |          |  |   |   |
| <b>Standard: PFL.EE1: Students will compare the effect of personal income on their goals</b>   |          |  |   |   |
| <b>EE.1.a.h: Deductions and Taxes</b>  |          |  |   |   |
| Prioritize potential occupations based upon the results of a career assessment or interest inventory. Create a career development plan relative to personal interests, aptitudes, and potential earnings. Explain how career development goals fit with personal skills and attributes, current activities, and postsecondary plan   |          |  | Employability Skills/Financial Literacy Skills, PAY, Leadership   | Xello, ffa.org, NGFP plus individual projects in agriculture classes  |
| <b>EE1.b.h: Types of Compensation</b>  |          |  |   |   |
| Assess ways workers are compensated in different industries and sectors (i.e., fringe benefits, wages, pension plan, hourly or salaried).  | x        |  | World and US History; English 9; Furniture and Cabinet Making, Music; Work Study  | Xello Lesson and career choice project--Eng 9, Social Studies-Great Depression, Labor Union, Music: Discussion regarding pursuing a career in the Performing Arts; Work Study -- Paycheck economics |
| <b>EE1.c.h: Deductions and Taxes</b>   |          |  |   |   |
| Evaluate a paycheck and how payroll taxes along with other deductions (e.g. insurance, retirement account, flexible spending-parking, childcare, health) decrease net income. Analyze the impact of tax liability on income including potential deductions and credits that will impact state and federal income tax. Wisconsin Standards for Personal Financial Literacy - January 2020 Public Draft 20 Evaluate types of taxes (e.g., progressive, regressive) and earned benefits with eligibility criteria (e.g., Social Security, Medicare, Medicaid). Understand and follow the requirements of filing income taxes. Standard: SS. EE2: Students will evaluate the impact of lifelong learning on one's ability to |          |  | Employability Skills/Financial Literacy Skills, Work Study  | Agriculture: Paycheck Economics   |
| <b>Standard: PFL.EE2: Students will evaluate the impact of lifelong learning on one's ability to function effectively in a diverse and changing economy.</b>   |          |  |   |   |
| <b>EE2.a.h: Post-Secondary Education, Skills, and Training</b>   |          |  |   |   |
| Assess how people's willingness and ability to plan for the future affects their decision to increase their education or job training in a dynamic and changing labor market.  |          |  |   |   |
| Compare the employment rates of workers with different skills.   |          |  |   |   |
| Evaluate the return on investment of the preparation requirements for different career pathways.   | x        |  | Health 7 and Health 9; Graphic Design; Social Studies; Government; Economics; English 9; English 12; Furniture and Cabinet Making; Metals; Introduction to Technology; Work Study, Youth Apprenticeship | Health class discussion, Social Studies-Individual Lessons. Agriculture: Xello and individual projects English 12 and 9--Career discussion and exploration  |
| <b>EE2.b.h: Emerging Employment and Education Trends</b>   |          |  |   |   |

| By the end of 12th grade, students should be able to:  | H |  |  | In which class will the content be taught?  | Notes or Instructional Materials   |
|--|---|--|--|---|--|
| <p>Research and identify a job or field that may be high demand in the future based on emerging technologies.</p> <p>Assess employment trends and how those will impact future career paths.</p>   | x |  |  | <p>Health 7 and Health 9; Social Studies; Economics; Computer Science; Furniture and Cabinet Making; Metals; Introduction to Technology, Employability Skills/Financial Literacy Skills, Work Study, Youth Apprenticeship</p> | <p>Health class project. Agriculture: Banzai, Xello, and in class projects</p>   |
| <b>Money Management (MM)</b>   |   |  |  |   |  |
| <b>Standard PFL.MM1: Students will demonstrate their ability to use money management skills and strategies.</b>  |   |  |  |   |  |
| <b>MM1.a.h: Budgeting</b>  |   |  |  |   |  |
| <p>Prepare a budget that depicts varying sources of income, a planned saving strategy, taxes, and other sources of fixed and variable spending.</p>  |   |  |  | <p>Economics; Trade Math; Arts; Food Science, Pay Yourself First, Ecology</p>   | <p>Trade math project, Economics - Budget Lesson; Students research tools and materials needed for a specific Art project, then determine how they should charge for what Art project based on their hours in the project and materials. Agriculture: budgeting in classes</p> |
| <b>MM1.b.h: Financial Management</b>   |   |  |  |   |  |
| <p>Compare and contrast different sources of active and passive income, savings, and investment vehicles. Develop and critique short-term and long-term personal financial plans. Summarize factors to consider when selecting a financial advisor. Evaluate circumstances where an individual or Wisconsin Standards for Personal Financial Literacy - January 2020 Public Draft 24 household may want to consult with a financial advisor, attorney, tax advisor, or financial planner for financial advice or representations.</p>  |   |  |  | <p>Economics, Employability Skills/Financial Literacy Skills</p>  | <p>Economics - Financial Portfolio Employability Skills/Financial Literacy Skills: guest speaker</p>   |
| <b>Standard PFL.MM2: Students will utilize financial institutions and service providers to support money management. (cont'd)</b>  |   |  |  |   |  |
| <b>MM2.a.h: Financial Institutions and Service Providers</b>   |   |  |  |   |  |
| <p>Compare financial institutions and service providers (e.g., banks, credit unions, investment or brokerage firms, mortgage brokers, payday lenders, online financial institutions, and loan agencies. Analyze the reasons for regulation and the roles of financial regulators [e.g., Federal Deposit Insurance Corporation (FDIC), National Credit Union Administration (NCUA), Consumer Finance Wisconsin Standards for Personal Financial Literacy - January 2020 Public Draft 25 Protection Bureau (CFPB), Federal Reserve, Office of the Comptroller of the Currency, Wisconsin Department of Financial Institutions (WDFI), Wisconsin Office of the Commissioner of Insurance (WOCI), Wisconsin Department of Agriculture, Trade, and Consumer Protection (WDATCP)].</p> |   |  |  | <p>Economics; US History; Government; Employability Skills/Financial Literacy Skills</p>  | <p>Econ-Banking Project, US-Great Depression, New Deal. Agriculture: readings, discussion, and guest speaker</p>   |
| <b>MM2.b.h: Payment Types</b>  |   |  |  |   |  |
| <p>Assess the advantages and disadvantages of digital banking (e.g., online banking, bill pay, transfers, checking account transactions). Summarize the tax and legal implications that require you to maintain personal records of significant financial transactions.</p>  |   |  |  |   |  |
| <b>MM2.c.h: Alternative Financial Currency</b>   |   |  |  |   |  |
| <p>Compare online and mobile systems or applications used as a means of alternative currency.</p>  |   |  |  |   |  |
| <b>Saving and Investing</b>  |   |  |  |   |  |
| <b>Standard PFL.SI1: Students will explore savings concepts and apply this knowledge to attain financial security.</b>   |   |  |  |   |  |
| <b>SI1.a.h: Saving Principles</b>  |   |  |  |   |  |

| <b>By the end of 12th grade, students should be able to:</b>   | <b>H</b> |  | <b>In which class will the content be taught?</b>  | <b>Notes or Instructional Materials</b>   |
|--|----------|--|--|---|
| Demonstrate how to manage savings accounts both manually and electronically, including reconciliation. Determine the opportunity cost in relation to a saving plan (e.g., inflation, taxes). Compare and contrast the benefits of pay yourself first and living paycheck to paycheck strategies on financial outcomes.                 |          |  | Economics, Employability Skills/Financial Literacy Skills                                    | Economics - Opportunity Cost, Employability Skills/Financial Literacy Skills: Banzai, Next Generation Personal Finance, guest speaker   |
| <b>SI1.b.h: Savings Types and Features</b>   |          |  |  |   |
| Compare and contrast characteristics of basic savings options (e.g., savings accounts, money market accounts, and certificates of deposit). Explain the impact of electronic funds transfer (EFT) services on savings accounts.  |          |  | Economics, Employability Skills/Financial Literacy Skills                                    | Economics - Markets Lesson. Agriculture: lecture/discussion   |
| <b>SI1.c.h: Saving Goal Planning</b>   |          |  |  |   |
| Determine the best options to achieve specific short- and long-term personal saving goals. Compare and contrast financial services and products to achieve personal saving goals.  |          |  | Economics  | Economics - Individual Lessons  |
| <b>SI1.d.h: Saving Risk and Reward</b>   |          |  |  |   |
| Compare and contrast the opportunity cost and reward of basic saving options (e.g., savings accounts, money market accounts, and certificates of deposit). Evaluate the effect of compound interest on savings options.  |          |  | Economics; Trade Math; Algebra; Pre-Calculus; Employability Skills/Financial Literacy Skills | College Preparatory Mathematics Lesson on Exponential Growth-Algebra, Trade math, and Pre-Calculus, Econ-Opportunity Cost. Employability Skills/Financial Literacy Skills: discussion   |
| <b>SI1.e.h: Role of Government in Saving</b>   |          |  |  |   |
| Explain the role that government agencies play in protecting deposits (e.g. Federal Deposit Insurance Corporation (FDIC), National Credit Union Administration (NCUA)).  |          |  | Economics; Government; Employability Skills/Financial Literacy Skills                        | Social studies-individual lesson Agriculture: lecture/discussion  |
| <b>Standard PFL.SI2: Students will explore investing concepts and apply this knowledge to attain financial security.</b>   |          |  |  |   |
| <b>SI2.a.h: Investing Principles</b>   |          |  |  |   |
| Explain the role of revenue generating assets in building net worth (e.g., real estate and entrepreneurship). Evaluate the effect of compounding earned interest on investments.   |          |  |  |   |
| Compute time value of money (TVM) principles (e.g., compound interest, Rule of 72).  |          |  |  |   |
| Evaluate the reliability and trustworthiness of digital investment banking.  | x        |  | Arts; Economics; Employability Skills/Financial Literacy Skills; Work Study                  | Discussion about the value of Art. (I.E if an artist were to sell their wares, or perform at an event, what is a fair price to charge (time, supplies, mileage, what the market will bear, etc) Economics - Individual Lessons. Rule of 72 worksheet in agriculture classes |
| <b>SI2.b.h: Investing Types and Features</b>   |          |  |  |   |
| SI2.b.h Describe a range of investment vehicles (short-term and long-term) for buying and selling investments. Explain the concept of asset allocation, associated fees, and their effect on the rate of return. Differentiate between different types of long-term retirement investments [e.g., IRA, Roth IRA, 401(k), and 403 (b)]. |          |  | Economics  | Economics - Individual Lessons  |
| <b>SI2.c.h: Investing Goal Planning</b>  |          |  |  |   |

| By the end of 12th grade, students should be able to:   | H |  | In which class will the content be taught?                            | Notes or Instructional Materials   |
|---|---|--|---|--|
| <p>SI2.c.h Create personal criteria for investment planning. Analyze financial investment services according to personal criteria for investment planning. Assess various means of building net worth. Justify how paying yourself first early and often influences positive progress toward long-term financial planning goals. Evaluate factors that influence financial investment planning (i.e., age, income, liabilities, assets, goals, family size, risk tolerance, etc.)</p> <p>Develop an investment plan to meet individual short- and long-term financial investment goals.</p> |   |  | Economics; Employability Skills/Financial Literacy Skills             | Economics - Individual Lessons. Pay Yourself First in Employability Skills/Financial Literacy Skills in Next Generation Personal Finance |
| <b>SI2.d.h: Investing Risks and Rewards</b>   |   |  |   |  |
| <p>Compare the risk, return, and liquidity of various investment alternatives contrasting a range of short-term and long-term investment strategies. Identify financial risks, including inflation, deflation, and recession. Assess the long-term investment potential associated with the stock market, focusing on fundamentals such as diversification, risk-reward, dollar cost averaging, and investor behavior.</p>  |   |  |   |  |
| <b>SI2.d.e.h: Role of Government in Investing</b>   |   |  |   |  |
| <p>Determine information, assistance, and protection that individual investors can receive (e.g., Securities and Exchange Commission, Financial Industry Regulatory Authority, Consumer Financial Protection Bureau, State Securities Administrators). Compare and contrast the advantages of taxable, tax deferred and tax-advantaged investments for new savers, including Roth IRAs and employer-sponsored retirement vehicles. Assess fiduciary responsibilities and due diligence of financial professionals.</p>  |   |  | Economics   | Economics - Individual Lessons   |
| <b>Credit and Debt (CD)</b>   |   |  |   |  |
| <b>Standard PFL.CD1: Students will examine the benefits and costs of using credit.</b>  |   |  |   |  |
| <b>CD1.a.h: Benefits of Using Credit</b>  |   |  |   |  |
| <p>Analyze uses of credit that provide financial and personal benefits. Predict why someone would make a purchase using credit instead of cash.</p>   |   |  | Economics, Employability Skills/Financial Literacy Skills             | Economics - Individual Lessons, Agriculture: class discussion  |
| <b>CD1.b.h: Costs of Using Credit</b>   |   |  |   |  |
| <p>Assess the total cost of incurring a loan (e.g., various rates of interest, loan origination fee, early payback, and length of term).</p>  |   |  | Economics; Trade Math, Employability Skills/Financial Literacy Skills | Trade math daily lesson, Economics - Individual Lessons, Employability Skills/Financial Literacy Skills: Paycheck Economics              |
| <b>CD1.c.h: Interest and Fees</b>   |   |  |   |  |
| <p>Evaluate options for payment on credit cards and the consequences of each option. Compare different debt payment methods. Calculate the total cost of repaying a loan under various rates of interest and over different time periods.</p>   |   |  | Economics; Trade Math   | Trade math daily lesson, Economics - Individual Lessons  |
| <b>CD1.d.h: Debt Resolution</b>   |   |  |   |  |
| <p>Examine services that consumer credit counseling agencies offer. Examine how consumers apply financial coaching to various situations. Investigate the purpose and types of bankruptcy, including its possible negative effects on assets, employability, credit availability, cost of credit, and lenders. Explore strategies that may be used to avoid bankruptcy and what debt may not be discharged through bankruptcy. Investigate common life situations that lead to financial difficulty and bankruptcy. Evaluate the methods that debt collectors take in recovering co</p>     |   |  | Economics; Government, Employability Skills/Financial Literacy Skills | Social Studies-Individual Lessons. Employability Skills/Financial Literacy Skills: cost of credit  |

| By the end of 12th grade, students should be able to:   | H | In which class will the content be taught?                                | Notes or Instructional Materials  |
|---|---|---|---|
| <b>Standard: PFL.CD2: Students will interpret lending options, consumer rights, and responsibilities.</b>   |   |   |   |
| <b>CD2.a.h: Credit Products and Services</b>  |   |   |   |
| <p>Analyze the impact of using a credit card versus debit card as it relates to money management. Compare various types of student loans and alternatives of paying for post-secondary education.</p> <p>Research the potential consequences of deferred payment of student loans.</p> <p>Differentiate between adjustable- and fixed-rate debt.</p> <p>Analyze the effect of debt on a person's net worth.</p> <p>Calculate the most cost-effective option for paying for a car.</p> <p>Assess the financial benefits and services of different types of lending institutions.</p> |   | Trade Math, Employability Skills/Financial Literacy Skills                | Trade math daily lesson. Employability Skills/Financial Literacy Skills: Banzai, class discussion, guest speaker                                      |
| <b>CD2.b.h: Consumer Credit Rights and Responsibilities</b>   |   |   |   |
| <p>Explain the rights and responsibilities of buyers and sellers under the Fair Debt Collection Practice Act consumer protection laws. Explain the rights that people have to review and resolve credit score discrepancies under the Fair Credit Reporting Act.</p> <p>Compile examples of permissible uses of credit reports other than granting credit.</p> <p>Compose information on the primary organizations that maintain and provide consumer credit records.</p> <p>Analyze factors affecting a credit score and creditworthiness.</p>                                     |   | Employability Skills/Financial Literacy Skills                            | Discussion on Fair Credit Reporting Act in ag class   |
| <b>CD2.c.h: High-Cost Alternative Lending</b>   |   |   |   |
| <p>Compare and contrast advantages, disadvantages, and risks of lending products and practices (e.g. refund anticipation loan, payday lending, and rent-to-own). Differentiate between a rapid access loan and bank loan in both the short-term and long-term.</p>  |   |   |   |
| <b>Risk Management and Insurance (RMI)</b>  |   |   |   |
| <b>Standard PFL.RMI1: Students will contrast different types of risk and how it could affect their financial decisions</b>  |   |   |   |
| <b>RMI1.a.h: Risk</b>   |   |   |   |
| <p>Determine different perceptions of risk based on age, culture, and social status.</p> <p>Analyze the financial cost of taking a risk versus outsourcing the risk (e.g., contract for services, insurance, utilization of technology).</p>  | x | Health 7 and Health 9, Employability Skills/Financial Literacy Skills     | Risky behavior and decision making. Employability Skills/Financial Literacy Skills: investing slides show and discussion<br>Health class discussion   |
| <b>RMI1.b.h: Consequences of Financial Risk</b>   |   |   |   |
| <p>Evaluate examples of personal financial decisions that prevent consumers from acquiring necessary goods and services (i.e., ability to acquire with cash or credit based upon credit score).</p>   |   | US History; World History, Employability Skills/Financial Literacy Skills | History-Great Depression and New Deal, Capitalism Vs. Communism<br>Employability Skills/Financial Literacy Skills: Goods and Services, wants vs needs |
| <b>Standard PFL.RMI2: Students will assess possible choices to protect themselves from financial risk.</b>  |   |   |   |
| <b>RMI2.a.h: Purpose of Insurance</b>   |   |   |   |
| <p>Evaluate why some types of insurance are required by law.</p>  |   | Employability Skills/Financial Literacy Skills                            | Insurance reading and Newsela   |
| <b>RMI2.b.h: Types of Insurance</b>   |   |   |   |

| By the end of 12th grade, students should be able to:  | H |  | In which class will the content be taught?                     | Notes or Instructional Materials  |
|--|---|--|--|---|
| <p>Compare the different types of insurance and the level of protection they provide including options provided by a person, an employer, and the government.</p> <p>Summarize insurance and the amount of coverage mandated by various government regulations.</p>  |   |  | Social Studies, Employability Skills/Financial Literacy Skills | Sociology - individual lesson. Employability Skills/Financial Literacy Skills: Paycheck Economics |
| <b>RM12.c.h: Cost Factors of Insurance</b>   |   |  |  |   |
| <p>Analyze insurance coverage needs that can increase or decrease insurance costs. Compare insurance policies, rates, premiums, and deductibles to minimize costs. Examine the conditions under which it is appropriate and necessary for young adults to have life, auto, health, and</p>                                     |   |  | Employability Skills/Financial Literacy Skills                 | Banzai and Next Generation Personal Finance, class discussion                                     |
| <b>RM12.d.h: Meaning of Insurance Contracts</b>  |   |  |  |   |
| <p>Determine when and why insurance contracts are used.</p> <p>Identify why it is important to understand the details of an insurance plan.</p> <p>Evaluate the components of insurance contracts and their common terms and conditions. Interpret the responsibilities and rights provided by common insurance contracts.</p> |   |  | Social Studies   | Sociology - individual lesson   |
| <b>RM12.e.h: Loss Prevention Plan</b>  |   |  |  |   |
| <p>Predict what happens when someone underestimates, or overestimates a protection level, and justify an appropriate level of insurance coverage.</p> <p>Evaluate insurance professionals and companies to determine whether they meet different insurance needs.</p>  |   |  | Employability Skills/Financial Literacy Skills                 | Insurance comparison lesson   |

## Financial Literacy Gaps and Suggestions

### Standards not covered in the current high school curricula: (5 standards)

#### FM3.c.h: Digital Resources

Appraise a user agreement for common financial websites and applications. Evaluate benefits and costs of exclusively online banking.

#### MM2.b.h: Payment Types

Assess the advantages and disadvantages of digital banking (e.g., online banking, bill pay, transfers, checking account transactions). Summarize the tax and legal implications that require you to maintain personal records of significant financial transactions.

#### MM2.c.h: Alternative Financial Currency

Compare online and mobile systems or applications used as a means of alternative currency.

#### SI2.d.h: Investing Risks and Rewards

Compare the risk, return, and liquidity of various investment alternatives contrasting a range of short-term and long-term investment strategies. Identify financial risks, including inflation, deflation, and recession. Assess the long-term investment potential associated with the stock market, focusing on fundamentals such as diversification, risk-reward, dollar cost averaging, and investor behavior.

#### CD2.c.h: High-Cost Alternative Lending

Compare and contrast advantages, disadvantages, and risks of lending products and practices (e.g. refund anticipation loan, payday lending, and rent-to-own). Differentiate between a rapid access loan and bank loan in both the short-term and long-term.

**Suggestions:** Create specific lessons that are aligned with the language of the above-mentioned standards to be taught at the high school level. The lessons can be taught either holistically in a specific course(s) or pushed during homeroom time by teachers throughout high school.



## **Standards not covered in the current middle school curricula: (20 standards)**

### **FM3.b.m: Digital Footprint**

Compare and contrast active and passive financial digital footprints. Illustrate how a financial digital footprint can be used by others.

### **EE.1.a.m: Deductions and Taxes**

Assess personal strengths (e.g., skills, knowledge, experience), aptitudes, and passions related to potential future careers. Create a plan to reach future career goals taking into account personal interests, aptitudes, and potential earnings.

### **EE2.a.m: Post-Secondary Education, Skills, and Training**

Compare the benefits and costs of a variety of post-secondary education and training options. Assess data on the lifetime earnings of workers with different levels of education or training. Explain how factors such as earning potential, the total cost of education or training, and career opportunities within a chosen career pathway.

### **EE2.b.m: Emerging Employment and Education Trends**

Assess and interpret resources that can be used to evaluate emerging employment trends and markets (e.g., U.S. Bureau of Labor Statistics, state agencies, job search engines).

### **MM2.c.m: Alternative Financial Currency**

Analyze online and mobile systems or applications that permit consumers to acquire items or transfer money.

### **SI1.e.m: Role of Government In Saving**

Recognize the limit of the Federal Deposit Insurance Corporation (FDIC) and National Credit Union Administration (NCUA) coverage of financial accounts.

### **SI2.a.m: Investing Principles**

Explain the difference between income and net worth. Compare and contrast methods to increase net worth. Examine the time value of money (TVM) and the variables that affect time value of money.

### **SI2.b.m: Investing Types and Features**

Explore investing choices (e.g., collectibles, stocks, bonds, mutual funds) which can produce annual income or growth. Identify the differences between banks, credit unions, and investment firms.

### SI2.c.m: Investing Goal Planning

"Create a prioritized list of short- and long-term personal financial investment goals and suggest methods to achieve those goals. Compare games of chance with investing methods for financial planning. Examine the role of investing for retirement. Investigate the role of a financial planner. Analyze the difference between dividends and capital gains. Identify factors that influence financial investment planning (i.e., age, income, liabilities, assets, goals, family size, risk tolerance)."

### SI2.d.m: Investing Risks and Rewards

Compare and contrast types of risk for investing. Choose personal risk tolerance for investments. Compare and contrast levels of investment risk and levels of investment rewards.

### SI2.e.m: Role of Government in Investing

Investigate reliable government and industry sources to locate background information about a local person who provides investment advice. Examine the tax rate on short-term and long-term investments. Analyze the benefits of tax-advantaged investments for young people.

### CD1.c.m: Interest and Fees

Compare options for payment on credit cards. Demonstrate balance sheet concepts (e.g., debit and credit). Compute the amount of interest paid over time when using credit. Compare advantages and disadvantages of various

### CD2.b.m: High Cost Alternative Lending

"Research ways that a person can regain a lender's trust after losing or damaging a borrowed personal property.

Compare the potential payoffs of a positive borrowing reputation versus the potential consequences of a poor borrowing reputation. Explain why and how credit reports are developed. Examine the Fair Debt Collection Practice Act & Fair Credit Reporting Act."

### CD2.c.m: Consumer Credit Rights and Responsibilities

Explain products and practices such as refund anticipation loan, payday lending, and rent-to-own.

### RMI1.b.m: Consequences of Financial Risk

Illustrate decisions individuals make that may inhibit their ability to meet financial obligations.

#### RMI2.a.m: Purpose of Insurance

Describe ways in which having insurance can protect a person from financial loss.

#### RMI2.b.m: Types of Insurance

Describe how the different types of short-term and long-term insurance coverages can protect a person.

#### RMI2.c.m: Cost Factors of Insurance

Explain how insurance coverage is directly proportional to insurance premiums (e.g. the higher the coverage amounts, types of coverage, risk of person being insured such as teen drivers may increase costs). Evaluate how the cost of insurance can vary based on past decisions.

#### RMI2.d.m: Meaning of Insurance Contracts

"Compare extended warranties, insurance, protection, and coverage. Identify why it is important to understand the details of an insurance plan."

#### RMI2.e.m: Loss Prevention Plan

Construct a plan that shows how to use insurance effectively to protect self, family, and items of value.

**Suggestions:** As suggested previously in the BOE memo about Financial Literacy on January 6 2023, a new middle school course can be introduced to middle school students. The Curriculum Map of the course will be based on the standards indicated above that constitute a gap in our financial literacy teachings. I can begin creating lesson plans and finding resources that align with each standard, and combine all into a coherent course/ curriculum that can be taught to students at the middle school level. The administration/ BOE can decide on the nature of the course and how it could be taught, as well as what grade level. I can create materials and organize them into a course in Google Classroom that will be made available for any teacher to follow.

|                           |   |   |  |
|---------------------------|---|---|--|
| Course Name:              | Kindergarten Social Studies   |   |  |
| Credits:                  | N/A   |   |  |
| Prerequisites:            | N/A   |   |  |
| Description:              | A comprehensive collection of Social Studies topics including: History, Culture, Geography, Economics and Citizenship |   |  |
| Academic Standards:       | National Curriculum Standards for Social Studies (NCSS)<br>Wisconsin Standards for Personal Financial Literacy        |   |  |
| Units:                    | Unit Length:  | Unit Standards:   | Unit Outcomes:   |
| All About Me              | Two Months  | I can describe characteristics of a positive citizenship (classroom).<br>I can describe how people grow and change.<br>I can cooperate with my neighbors (school, home...).<br>I can ask and answer questions about myself and my family. | Students will be able to describe how to be a good citizenship in the home and classroom. Students will learn about the parts of the family and how families are similar and different.  |
| Then and Now              | One Month   | I can differentiate between past, present, and future.<br>I can identify key people, holidays, events, and traditions.  | Students will compare the clothing, transportation, entertainment, homes, jobs, and schools from the past to the present. Students will also learn about the First Thanksgiving.   |
| Holidays Around the World | One Month   | I can explain how groups of people are alike and different (international).<br>I can identify key people, holidays, events and traditions.<br>I can differentiate between wants and needs.  | Students will learn about three different holidays celebrated by different cultures (Christmas, Kwanzaa, and Hanukah). Students will be able to compare and contrast these three holidays. Students will also be able to tell the difference between their needs and wants in regards to the holiday season. |
| United States             | One Month   | I can identify leaders and their roles in different settings.<br>I can identify why voting is important.<br>I can identify symbols of the United States.  | Students will learn about the leaders (president and vice president of the United States and how they are elected to their positions. Students will learn about the most common United States symbols (American Flag, Bald Eagle, Pledge of Allegiance, and the White House) and why they are important.     |
| My Community              | Two Months  | I can identify similarities and differences among community members.<br>I can identify how I belong to groups (family, school, religion...).<br>I can differentiate between wants and needs.  | Students will learn about different workers within their community and how they are important to the community. Students will learn about needs and wants and how they connect to goods and services within the community.   |
| Our World                 | Two Months  | I can identify my location (home, school).<br>I can create a map of a room (bedroom, classroom...).<br>I can use charts, maps, and graphs to interpret data and answer questions.   | Students will be able to describe the difference between a map and a globe. Students will also be able tell the parts of a map (key, compass rose). By the end of the unit, students will be able to make a map of a place important to them.  |

|   |   |
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| <b>Unit Name:</b> All About Me  | <b>Length:</b> Two Months   |
| Standards:<br>I can describe characteristics of a positive citizenship (classroom).<br>I can describe how people grow and change.<br>I can cooperate with my neighbors (school, home...).<br>I can ask and answer questions about myself and my family. | Outcomes:<br>Students will be able to describe how to be a good citizenship in the home and classroom.<br>Students will learn about the parts of the family and how families are similar and different.   |
| <b>Essential Questions:</b><br>How am I different from and similar to others?<br>How can I learn to cooperate and collaborate with others?<br>How do choices I make influence who I am and how others see me?<br>What is a rule? Why do we have rules?  | <b>Learning Targets:</b><br>Students will describe characteristics of a positive citizenship (classroom).<br>Students will describe how people grow and change.<br>Students will cooperate with my neighbors (school, home...).<br>Students will ask and answer questions about myself and my family. |
| <b>Topic 1:</b><br>We Are Citizens  | <b>Length:</b><br>6-8 Days  |
| <b>Standard(s):</b><br>I can describe characteristics of a positive citizenship (classroom).<br>I can cooperate with my neighbors (school, home...).  | <b>Academic Vocabulary:</b><br>Rules<br>Laws<br>Cooperation   |
| <b>Lesson Frame:</b><br>Rules & Laws  | I can give examples of a rule.<br>I can give examples of a law.   |
| <b>Lesson Frame:</b><br>How To Be a Good Citizen  | I can tell the responsibilities of a good citizen.  |
| <b>Lesson Frame:</b><br>Good Choices and Bad Choices  | I can describe what are good and bad choices.   |
| <b>Lesson Frame:</b><br>Friendship, Sharing, and Taking Turns   | I can describe how to be a good friend.   |
| <b>Lesson Frame:</b><br>Cooperation   | I can define cooperation.   |
| <b>Lesson Frame:</b><br>Working Hard and Trying Our Best  | I can give examples of what it means to do my best.   |
| <b>Performance Tasks:</b><br>Behavior Sort (Good versus Bad Choices)  | <b>Notes:</b>   |
| <b>Topic 2:</b><br>Families   | <b>Length:</b><br>3-5 Days  |

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| <p><b>Standards:</b><br/> I can ask and answer questions about myself and my family.<br/> I can describe how people grow and change.</p> | <p><b>Academic Vocabulary:</b><br/> Parents<br/> Grandparents<br/> Brothers<br/> Sisters<br/> Aunts<br/> Uncles</p> |
| <p><b>Lesson Frame:</b><br/> My Family</p>   | <p>I can tell who is in my family.</p>  |
| <p><b>Lesson Frame:</b><br/> Extended Family</p>   | <p>I can tell what an extended family is.</p>   |
| <p><b>Lesson Frame:</b><br/> Types of Families</p>   | <p>I can give examples of different types of families.</p>  |
| <p><b>Performance Tasks:</b><br/> Draw a picture of your family and label each member.</p>   | <p>Notes:</p>   |

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| Unit Name: Then and Now  | Length:<br>One Month  |
| Standards:<br>I can differentiate between past, present, and future.<br>I can identify key people, holidays, events, and traditions.   | Outcomes:<br>Students will compare the clothing, transportation, entertainment, homes, jobs, and schools from the past to the present. Students will also learn about the First Thanksgiving. |
| Essential Questions:<br>What happened in the past?<br>How was life in the past similar to and different from today?                    | Learning Targets:<br>Students will differentiate between past, present, and future.<br>Students will identify key people, holidays, events, and traditions.                                   |
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| Topic 1:<br>Past and Present   | Length:<br>6-8 days   |
| Standard(s):<br>I can differentiate between past, present, and future.   | Academic Vocabulary:<br>Entertainment   |
| Lesson Frame:<br>Clothing Long Ago and Today   | I can give an example of clothing from long ago and today.  |
| Lesson Frame:<br>School Long Ago and Today   | I can give an example of differences between school long ago and today.   |
| Lesson Frame:<br>Transportation Long Ago and Today   | I can give examples of transportation long ago and today.   |
| Lesson Frame:<br>Entertainment Long Ago and Today  | I can give an example of entertainment long ago and today.  |
| Lesson Frame:<br>Home Long Ago and Today   | I can differentiate between homes from the past and the present.  |
| Lesson Frame:<br>Jobs Long Ago and Today   | I can differentiate between jobs from the past and the present.   |
| Performance Tasks:<br>Create a timeline  | Notes:  |
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| Topic 2:<br>Thanksgiving   | Length:<br>3-5 days   |
| Standard(s):<br>I can differentiate between past, present, and future.<br>I can identify key people, holidays, events, and traditions. | <b>Academic Vocabulary:</b><br>Pilgrim<br>Native American   |
| Lesson Frame:<br>Pilgrims and Native Americans   | I can describe a Pilgrim.<br>I can describe a Native American.  |
| Lesson Frame:<br>First Thanksgiving  | I can describe the first Thanksgiving and why it is important.  |
| Lesson Frame:<br>Present Day Traditions  | I can identify common present day Thanksgiving traditions.  |

**Performance Tasks:**  
Sequencing Activity

Notes:



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| Unit Name:<br>Holidays Around the World  | Length:<br>One Month  |
| Standards:<br>I can explain how groups of people are alike and different (international).<br>I can identify key people, holidays, events and traditions.<br>I can differentiate between wants and needs. | Outcomes:<br>Students will learn about three different holidays celebrated by different cultures (Christmas, Kwanzaa, and Hanukah). Students will be able to compare and contrast these three holidays. Students will also be able to tell the difference between their needs and wants in regards to the holiday season. |
| Essential Questions:<br>What is culture?<br>How are groups of people alike or different?<br>How do children in other parts of the world grow and learn?  | <b>Learning Targets:</b><br>Students will explain how groups of people are alike and different (international).<br>Students will identify key people, holidays, events and traditions.<br>Students will differentiate between wants and needs.  |
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| Topic 1:<br>Customs and Traditions   | <b>Length:</b><br>3-5 days  |
| Standard(s):<br>I can explain how groups of people are alike and different (international).<br>I can identify key people, holidays, events and traditions.   | Academic Vocabulary:<br>Christmas<br>Kwanza<br>Hanukkah   |
| Lesson Frame:<br>Christmas   | I can describe the importance of Christmas.   |
| Lesson Frame:<br>Kwanza  | I can describe the importance of Kwanzaa.   |
| Lesson Frame:<br>Hanukkah  | I can describe the importance of Hanukah.   |
| Performance Tasks:<br>Create a poster.   | Notes:  |
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| Topic 2:<br>Economics  | Length:<br>1-2 days   |
| Standard(s):<br>I can differentiate between wants and needs.   | Academic Vocabulary:<br>Need<br>Want  |
| Lesson Frame:<br>Needs and Wants   | I can tell the difference between a need and a want.  |
| Performance Tasks:<br>Draw a picture that shows a need and a want.   | Notes:  |

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| Unit Name:<br>United States  | Length:<br>One Month  |
| Standards:<br>I can identify leaders and their roles in different settings.<br>I can identify why voting is important.<br>I can identify symbols of the United States. | Outcomes:<br>Students will learn about the leaders (president and vice president of the United States and how they are elected to their positions. Students will learn about the most common United States symbols (American Flag, Bald Eagle, Pledge of Allegiance, and the White House) and why they are important. |
| Essential Questions:<br>What are the rights and responsibilities of people in a group, and of those in authority?<br>What is government?                               | Learning Targets:<br>Students will identify leaders and their roles in different settings.<br>Students will identify why voting is important.<br>Students will identify symbols of the United States.   |
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| Topic 1:<br>Government   | Length:<br>2-3 days   |
| Standard(s):<br>I can identify leaders and their roles in different settings.  | Academic Vocabulary:<br>President<br>Vice President<br>Voting   |
| Lesson Frame:<br>Leaders (President/Vice President)  | I can identify leaders and their roles in different settings.   |
| Lesson Frame:<br>Voting  | I can identify why voting is important.   |
| Performance Tasks:<br>Tell about the United States leaders and voting.   | Notes:  |
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| Topic 2:<br>Symbols  | Length:<br>4-5 days   |
| Standard(s):<br>I can identify symbols of the United States.   | Academic Vocabulary:  |
| Lesson Frame:<br>American Flag   | I can describe the importance of the American Flag.   |
| Lesson Frame:<br>Bald Eagle  | I can describe the importance of the Bald Eagle.  |
| Lesson Frame:<br>Pledge of Allegiance  | I can describe the importance of the Pledge of Allegiance.  |
| Lesson Frame:<br>White House   | I can describe the importance of the White House.   |

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| Performance Tasks:<br>Tell about United States symbols                        | Notes:  |
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| Topic 3:<br>Martin Luther King Jr Day   | Length:<br>1-2 Days   |
| Standard(s):<br>I can identify leaders and their roles in different settings. | Academic Vocabulary:<br>speech                              |
| Lesson Frame:<br>I Have a Dream...  | I can explain why Dr. Martin Luther King Jr. was important. |
| Performance Tasks:<br>Tell why MLK Jr. is important.                          | Notes:  |
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| Topic 4:<br>President's Day   | Length:<br>1-2 Days   |
| Standard(s):<br>I can identify leaders and their roles in different settings. | Academic Vocabulary:  |
| Lesson Frame:<br>Significance of President's Day                              | I can tell why President's Day is important.                |
| Performance Tasks:<br>Make a picture.   | Notes:  |
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| Unit Name:<br>My Community  | Length:<br>Two Months  |
| Standards:<br>I can identify similarities and differences among community members.<br>I can identify how I belong to groups (family, school, religion...).<br>I can differentiate between wants and needs.<br>FM1.a.e: Critical Consumer<br>FM1.c.i: Opportunity Costs<br>FM2.a.e: Values and Behavior<br>EE1.b.e: Types of Compensation<br>MM1.b.e: Financial Management<br>MM2.b.e: Payment Types | Outcomes:<br>Students will learn about different workers within their community and how they are important to the community. Students will learn about needs and wants and how they connect to goods and services within the community.          |
| Essential Questions:<br>What are similarities and differences among individuals and groups?<br>How do civic, educational, governmental, and religious organizations function in our community, state, and nation?<br>What questions are important to ask about wants, needs, goods, and services?<br>Why can't people have everything that they want?   | <b>Learning Targets:</b><br>Students will identify similarities and differences among community members.<br>Students will identify how I belong to groups (family, school, religion...).<br>Students will differentiate between wants and needs. |
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| Topic 1:<br>Community Workers   | Length:<br>4-5 Days  |
| Standard(s):<br>I can identify similarities and differences among community members.  | Academic Vocabulary:<br>Medical<br>Educational<br>Protective Services<br>Earth Services  |
| Lesson Frame:<br>Medical Helpers  | I can identify medical helpers.  |
| Lesson Frame:<br>Educational Helpers  | I can identify educational helpers.  |
| Lesson Frame:<br>Protective Services Helpers  | I can identify protective services helpers.  |
| Lesson Frame:<br>Earth Service Helpers  | I can identify earth service helpers.  |
| Performance Task:<br>Make a poster of a community helper and orally present it to the class.  | Notes:   |
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| <b>Topic 2:</b><br>Economics  | <b>Length:</b><br>3-4 Days   |

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| <p><b>Standard(s):</b><br/>I can differentiate between wants and needs.</p> | <p><b>Academic Vocabulary:</b><br/>Needs<br/>Wants<br/>Goods<br/>Services<br/>Producers<br/>Consumers</p> |
| <p><b>Lesson Frame:</b><br/>Needs and Wants (Review)</p>                    | <p>I can differentiate between wants and needs.</p>   |
| <p><b>Lesson Frame:</b><br/>Goods and Services</p>                          | <p>I can differentiate between goods and services.</p>  |
| <p><b>Lesson Frame:</b><br/>Producers and Consumers</p>                     | <p>I can differentiate between producers and consumers.</p>   |
| <p><b>Performance Tasks:</b><br/>Needs and Wants Sort</p>                   | <p>Notes:</p>   |

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| <b>Unit Name:</b><br>Our World   | <b>Length:</b><br>Two Months  |
| <b>Standards:</b><br>I can identify my location (home, school).<br>I can create a map of a room (bedroom, classroom...).<br>I can use charts, maps, and graphs to interpret data and answer questions.   | <b>Outcomes:</b><br>Students will be able to describe the difference between a map and a globe.<br>Students will also be able to tell the parts of a map (key, compass rose). By the end of the unit, students will be able to make a map of a place important to them. |
| <b>Essential Questions:</b><br>Where am I?<br>What are the features of a map? (Title, keys, labels, symbols, colors etc.)<br>What is the purpose of a map and how do they help us?<br>How do people change the environment, and how does the environment influence human activity? | <b>Learning Targets:</b><br>Students will identify my location (home, school).<br>Students will create a map of a room (bedroom, classroom...).<br>Students will use charts, maps, and graphs to interpret data and answer questions.                                   |
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| <b>Topic 1:</b><br>Maps  | <b>Length:</b><br>6-8 Days  |
| <b>Standard(s):</b><br>I can identify my location (home, school).<br>I can create a map of a room (bedroom, classroom...).<br>I can use charts, maps, and graphs to interpret data and answer questions.   | <b>Academic Vocabulary:</b><br>Map<br>Globe<br>Key<br>Compass Rose<br>Labels  |
| <b>Lesson Frame:</b><br>What is a map?   | I can tell about and describe a map.  |
| <b>Lesson Frame:</b><br>Identifying Water and Land   | I can tell what is water and land on a map.   |
| <b>Lesson Frame:</b><br>Map Symbols and Map Keys   | I can identify the key and symbols on a map.  |
| <b>Lesson Frame:</b><br>Map Directions   | I can identify the compass rose and tell directions.  |
| <b>Lesson Frame:</b><br>What is a Globe?   | I can tell about and describe a globe.  |
| <b>Lesson Frame:</b><br>Comparing Maps and Globes  | I can compare a map and a globe.  |
| <b>Performance Tasks:</b><br>Create a map of a room (bedroom, classroom...)  | <b>Notes:</b>   |
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| <b>Topic 2:</b><br>Earth Day   | <b>Length:</b><br>3-4 Days  |

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| Standard(s):<br>I can identify how reducing, reusing, and recycling affect my environment. | Academic Vocabulary:<br>Reduce<br>Reuse<br>Recycle                            |
| Lesson Frame:<br>Reduce  | I can tell what it means to reduce and give 1-2 ways to reduce garbage.       |
| Lesson Frame:<br>Reuse   | I can tell what it means to reuse and give 1-2 ways to reuse garbage.         |
| Lesson Frame:<br>Recycle   | I can tell what it means to recycle and tell 1-2 things that can be recycled. |
| Performance Tasks:<br>Recycling picture sort.  | Notes:  |

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| September    | October      | November     | December                 | January       | February     | March | April     | May | June |
| All About Me | All About Me | Then and Now | Holiday Around the World | United States | My Community |       | Our World |     |      |



|              |              |              |                          |               |              |       |           |     |      |
|--------------|--------------|--------------|--------------------------|---------------|--------------|-------|-----------|-----|------|
| September    | October      | November     | December                 | January       | February     | March | April     | May | June |
| All About Me | All About Me | Then and Now | Holiday Around the World | United States | My Community |       | Our World |     |      |

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| Course Name:          | Grade 1 Social Studies  |  |  |
| Description:          | A comprehensive collection of Social Studies topics including: History, Culture, Geography, Economics and Citizenship |  |  |
| Academic Standards:   | NCSS<br>Wisconsin Standards for Personal Financial Literacy   |  |  |
| Units:                | Unit Length:  | Unit Standards:  | Unit Outcomes:   |
| Community and Culture | 1 Quarter   | <p>I can ask and answer questions about similarities and differences about myself and others.</p> <p>I can explain how groups of people are alike and different.</p> <p>I can explain aspects of culture.</p> <p>I can identify how community members can help me.</p> <p>I can cooperate with my neighbors at school and home.</p> <p>EE2.a.e: Post-Secondary Education, Skills, and Training</p> | Our families and neighbors work together to act responsibly, celebrate events, and keep each other safe. |
| Geography             | 1 Quarter   | <p>I can identify my location.</p> <p>I can create a map of a building.</p> <p>I can use charts, maps, and graphs to interpret data and answer questions.</p>  | We use different types of maps to locate objects and people.   |
| History               | 1 Quarter   | <p>I can identify how science and technology affects our lives.</p> <p>I can recognize there are important artifacts, symbols, and documents from history.</p> <p>I can identify key historical events and how they relate to me.</p>  | We use different types of maps to locate objects and people.   |

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| Economics and<br>Citizenship | 1 Quarter | <p>I can differentiate between wants, needs, goods and services.</p> <p>I can describe characteristics of a positive citizen.</p> <p>I can identify leaders and their roles.</p> <p>I can explain how leaders are chosen.</p> <p>FM1.a.e: Critical Consumer</p> <p>FM1.c.i: Opportunity Costs</p> <p>FM2.a.e: Values and Behavior</p> <p>FM2.c.e: External Influences</p> <p>EE.1.a.e: Deductions and Taxes</p> <p>EE1.b.e: Types of Compensation</p> <p>MM1.b.e: Financial Management</p> <p>MM2.b.e: Payment Types</p> | <p>People work to earn money for things that they need and want. People use the characteristics of a good citizen to live, work, and be successful together.</p> |
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| Unit Name: Community and Culture   | Length: One Quarter   |
| <p>Standards:</p> <p>I can ask and answer questions about similarities and differences about myself and others.</p> <p>I can explain how groups of people are alike and different.</p> <p>I can explain aspects of culture.</p> <p>I can identify how community members can help me.</p> <p>I can cooperate with my neighbors at school and home.</p> <p>EE2.a.e: Post-Secondary Education, Skills, and Training</p> | <p>Outcomes: Our families and neighbors work together to act responsibly, celebrate events, and keep each other safe.</p>   |
| <p>Essential Questions: Who are our families and neighbors?</p>  | <p>Learning Targets:</p> <ol style="list-style-type: none"> <li>1. Students will understand that family members, friends, and classmates can all teach us how to act responsibly.</li> <li>2. Students will understand that families come together to celebrate certain events.</li> <li>3. Students will understand the reasons for having rules at home and at school.</li> <li>4. Students will understand that people rely on their neighbors.</li> </ol> |
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| Topic 1: Our Families  | Length: 2 Weeks   |
| <p>Standard(s):</p> <p>I can ask and answer questions about similarities and differences about myself and others.</p>  | <p>Academic Vocabulary:</p> <p>Family, Rule</p>   |
| Lesson Frame: Families at Home   | I can tell how families are alike and different.  |
| Lesson Frame: Families Help Each Other   | I can retell why families have rules.   |
| <p>Performance Tasks:</p> <p>Participation</p> <p>Developing lists</p> <p>Sharing Ideas</p> <p>Retelling</p> <p>Completion of rubrics</p>  | <p>Notes:</p> <p>Activities may vary depending on individual needs</p>  |
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| Topic 2: Families Together   | Length: 2 weeks   |
| <p>Standard(s):</p> <p>I can explain how groups of people are alike and different.</p>   | <p>Academic Vocabulary:</p> <p>custom, celebrate</p>  |
| Lesson Frame: Families have Customs  | I can share a family custom.  |
| Lesson Frame: Families Celebrate   | I can share a family celebration.   |

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| Performance Tasks:<br>Sharing ideas<br>Participation<br>Completion of rubrics  | Notes:<br>Activities may vary depending on individual needs  |
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| Topic 3: Our Schools   | Length: 2 weeks  |
| Standard(s):<br>I can explain aspects of culture.  | Academic Vocabulary:<br>Culture, Holiday   |
| Lesson Frame: What is School?  | I can share an idea on how we work together in school.   |
| Lesson Frame: Rules at School  | I can share an idea about school rules.  |
| Lesson Frame: Celebrations   | I can help list how holidays are celebrated in different cultures.                                   |
| Performance Tasks:<br>Sharing Ideas<br>Participation<br>Completion of rubrics  | Notes:<br>Activities may vary depending on individual needs<br>various Holiday videos and literature |
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| Topic 3: Our Neighbors   | Length: 2 weeks  |
| Standard(s):<br>I can identify how community members can help me.<br>I can cooperate with my neighbors at school and home. | Academic Vocabulary:<br>neighbor, neighborhood   |
| Lesson Frame: In a Neighborhood  | I can: tell what a neighborhood is.  |
| Lesson Frame: Neighbors from Around the World  | I can: tell how people in America have come from other cultures.                                     |
| Performance Tasks:<br>Sharing Ideas<br>Participation<br>Completion of rubrics  | Notes:<br>Activities may vary depending on individual needs<br>various videos and literature         |

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| Unit Name: Geography   | Length: One Quarter   |
| Standards:<br>I can identify my location.<br>I can create a map of a building.<br>I can use charts, maps, and graphs to interpret data and answer questions. | Outcomes: We use different types of maps to locate objects and people.  |
| Essential Questions:<br>How do we learn about where we live?   | Learning Targets:<br>1. Students will understand where ever a person lives they are connected to each other.<br>2. Students will understand the connection among community, state, country, continent and planet Earth.<br>3. Students will understand that maps can be used to give locations of places large and small. |
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| Topic 1: Where I live.   | Length: 4 weeks   |
| Standard(s):<br>I can identify my location.  | Academic Vocabulary: address, community, city, suburb, town   |
| Lesson Frame: Use Addresses  | I can recite and write my home address.   |
| Lesson Frame: A City   | I can name items that are related to a city   |
| Lesson Frame: Suburbs  | I can name items that are related to a suburb.  |
| Lesson Frame: Towns and Farms  | I can name items that are related towns and farms.  |
| Performance Tasks:<br>Participate in listing items<br>Graphic organizers<br>Classify and Categorize<br>Completion of rubrics                                 | Notes:<br>Activities may vary depending on individual needs<br>ideos and literature   |
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| Topic 2: My Place on Earth   | Length: 4 weeks   |
| Standard(s):<br>I can create a map of a building.<br>I can use charts, maps, and graphs to interpret data and answer questions.                              | Academic Vocabulary: globe, map, state, country, continent  |
| Lesson Frame: Map a Room or Building   | I can create a map of a room.   |
| Lesson Frame: Neighborhood Map   | I can interpret a given map.  |
| Lesson Frame: Charts, Maps and Graphs  | I can use charts, maps, and graphs to interpret data and answer questions.  |

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| <p>Performance Tasks:<br/>Completion of rubrics<br/>Participation</p> | <p>Notes:<br/>Activities may vary depending on individual needs<br/>various maps</p> |
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| Unit Name: History   | Length: One Quarter   |
| Standards:<br>I can identify how science and technology affects our lives.<br>I can recognize there are important artifacts, symbols, and documents from history.<br>I can identify key historical events and how they relate to me. | Outcomes: We can compare people long ago from people today.   |
| Essential Questions:<br>How did people live long ago?  | Learning Targets:<br>1. Students will understand the differences and similarities between how people lived long ago and today.<br>2. Students will understand that there are similarities between our lives today and the lives of Native Americans long ago.<br>3. Students will understand why the Pilgrims came to America and how they survived.<br>4. Students will understand what freedom is and how Americans have been fighting for freedom. |
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| Topic 1: Families Long Ago   | Length: 2 weeks   |
| Standard(s):<br>I can identify how science and technology affects our lives.   | Academic Vocabulary: timeline   |
| Lesson Frame: Farm Life Long Ago   | I can compare farm life long ago/today.   |
| Lesson Frame: Schools Long Ago and Today   | I can compare schools life long ago/today.  |
| Lesson Frame: Technology   | I can share an idea on how technology/inventions have made life easier.   |
| Performance Tasks:<br>Participation<br>Graphic Organizers<br>Compare and contrast<br>Completion of rubrics<br>Timeline of change   | Notes:<br>Activities may vary depending on individual needs<br>videos and literature  |
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| Topic 2: The First Americans   | Length: 2 weeks   |
| Standard(s):<br>I can recognize there are important artifacts, symbols, and documents from history.  | Academic Vocabulary: Native American, settler   |
| Lesson Frame: Native American Groups   | I can name and compare two Native American groups.  |
| Lesson Frame: Columbus Arrives   | I can retell Columbus' voyage.  |



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| Lesson Frame: Settlers  | I can discuss reasons why people decided to come to America.                             |
| Performance Tasks:<br>Graphic Organizer<br>Compare and Contrast<br>Sequence<br>List<br>Completion of rubric           | Notes:<br>Activities may vary depending on individual needs<br>videos and literature     |
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| Topic 3: The Pilgrims   | Length: 2 weeks  |
| Standard(s):<br>I can recognize there are important artifacts, symbols, and documents from history.                   | Academic Vocabulary: Pilgrim   |
| Lesson Frame: The Pilgrims Arrive   | I can tell where the Pilgrims came from.<br>I can tell why the Pilgrims came to America. |
| Lesson Frame: Native American Help  | I can share ways the Native Americans helped the Pilgrims.                               |
| Performance Tasks:<br>Performance Tasks:<br>Graphic Organizer<br>Compare and Contrast<br>List<br>Completion of rubric | Notes:<br>Activities may vary depending on individual needs<br>videos and literature     |
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| Topic 4: Our Free Country   | Length: 2 weeks  |
| Standard(s):<br>I can identify key historical events and how they relate to me.                                       | Academic Vocabulary: President, slavery, immigrant                                       |
| Lesson Frame: Freedom for Everyone  | I can name the first President of the United States.<br>I can tell what slavery is.      |
| Lesson Frame: Freedom Across America  | I can tell what an immigrant is.   |
| Lesson Frame: Marching for Freedom  | I can tell how Dr. Martin Luther King, Jr. helped with freedom.                          |
| Performance Tasks:<br>Graphic Organizer<br>Compare and Contrast<br>Completion of rubric<br>Participation              | Notes:<br>Activities may vary depending on individual needs<br>videos and literature     |

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| Unit Name: Economics and Citizenship   | Length: One Quarter   |
| <p>Standards:</p> <p>I can differentiate between wants, needs, goods and services.</p> <p>I can describe characteristics of a positive citizen.</p> <p>I can identify leaders and their roles.</p> <p>I can explain how leaders are chosen.</p> <p>FM1.a.e: Critical Consumer</p> <p>FM1.c.i: Opportunity Costs</p> <p>FM2.a.e: Values and Behavior</p> <p>FM2.c.e: External Influences</p> <p>EE.1.a.e: Deductions and Taxes</p> <p>EE1.b.e: Types of Compensation</p> <p>MM1.b.e: Financial Management</p> <p>MM2.b.e: Payment Types</p> | <p>Outcomes:</p> <p>People work to earn money for things that they need and want. People use the characteristics of a good citizen to live, work, and be successful together.</p>   |
| <p>Essential Questions:</p> <p>Why do people work?</p> <p>How do we get along together?</p>  | <p>Learning Targets:</p> <ol style="list-style-type: none"> <li>1. Students will understand the difference between a need and a want.</li> <li>2. Students will understand what work is and the different kinds of work people do.</li> <li>3. Students will understand that goods are made, bought, and traded.</li> <li>4. Students will understand the importance of being a good citizen.</li> <li>5. Students will understand that we have many leaders who have different roles.</li> </ol> |
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| Topic 1: Needs and Wants   | Length: 2 weeks   |
| <p>Standard(s):</p> <p>I can differentiate between wants, needs, goods and services.</p>   | Academic Vocabulary: wants, needs, shelter  |
| Lesson Frame: Things We Need   | I can list things I need to survive.  |
| Lesson Frame: Things We Want   | I can tell the difference between my wants from my needs.   |
| <p>Performance Tasks:</p> <p>Graphic Organizer</p> <p>Compare and Contrast</p> <p>Completion of rubric</p> <p>Participation</p> <p>Sequencing</p>  | <p>Notes:</p> <p>Activities may vary depending on individual needs</p>  |
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| Topic 2: Goods and Services  | Length: 2 weeks   |

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| Standard(s):<br>I can differentiate between wants, needs, goods and services.                                    | Academic Vocabulary: work, service, goods, volunteer, factory. trade   |
| Lesson Frame: Why People Work  | I can list different types of work.  |
| Lesson Frame: Service Jobs and Volunteers  | I can name some service workers in my community and how they help.<br>I can compare and contrast work, service jobs, and volunteering. |
| Lesson Frame: Goods  | I can tell how people get goods they need.<br>I can tell what trade means.   |
| Performance Tasks:<br>Graphic Organizers<br>sequencing<br>Completion of rubrics<br>lists<br>compare and contrast | Notes:<br>Activities may vary depending on individual needs<br>videos and literature   |
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| Topic 3: Good Citizens   | Length: 2 weeks  |
| Standard(s):<br>I can describe characteristics of a positive citizen.  | Academic Vocabulary: citizen, vote   |
| Lesson Frame: Voting   | I can participate in a class vote and interpret the data.  |
| Lesson Frame: Respecting Earth   | I can share ways to take care of the Earth.  |
| Lesson Frame: Being Fair   | I can show fairness in ways to solve problems.   |
| Performance Tasks:<br>Graphic Organizers<br>sequencing<br>Completion of rubrics<br>lists<br>Participation        | Notes:<br>Activities may vary depending on individual needs<br>videos and literature<br>Mock Election                                  |
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| Topic 4: Our Leaders   | Length: 2 weeks  |
| Standard(s):<br>I can identify leaders and their roles.<br>I can explain how leaders are chosen.                 | Academic Vocabulary: governor, mayor   |
| Lesson Frame: The President  | I can identify facts and duties of the President.  |
| Lesson Frame: Governors  | I can identify facts and duties of the Governor.   |

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| Lesson Frame: Mayors  | I can identify facts and duties of the Mayor.  |
| Performance Tasks:<br>Graphic Organizers<br>Completion of rubrics<br>lists<br>Participation<br>Compare and contrast | Notes:<br>Activities may vary depending on individual needs<br>videos and literature |

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| Course Name:                     | Grade 2 Social Studies   |  |  |
| Description:                     | A comprehensive collection of Social Studies topics including: History, Culture, Geography, Economics and Citizenship. |  |  |
| Academic Standards:              | NCSS<br>Wisconsin Standards for Personal Financial Literacy  |  |  |
| Units:                           | Unit Length:   | Unit Standards:  | Unit Outcomes:   |
| Community and Culture            | 1 Quarter  | I can collaborate with my neighbor.<br>I can list groups to which people belong.<br>I can explain how groups of people are alike and different.<br>I can describe individual characteristics of myself and others.<br>I can explain aspects of culture.                                      | We belong to a variety of groups and live within different types of communities.   |
| Geography and Global Connections | 1 Quarter  | I can identify my location using maps and cardinal directions.<br>I can create a map of a community.<br>I can identify physical characteristics.<br>I can use maps, charts, and graphs to interpret data and answer questions related to Earth's resources.                                  | Maps show location and geographical forms to help us learn about our Earth.  |
| History                          | 1 Quarter  | I can identify key historical events and how they relate to me.<br>I can identify how historical events have influenced the present.<br>I can recognize the important artifacts, symbols and documents from history.<br>I can identify how science and technology affects our lives.         | Historical events have played an important role in our lives.  |
| Economics and Citizenship        | 1 Quarter  | I can differentiate between wants, needs, goods, service, producers and consumers.<br>I can define economic language.<br>I can describe the characteristics of a positive citizen.<br>I can differentiate between the three branches of government.<br>I can explain the role of government. | There are a variety of ways to earn money to get the things we need and want.<br>Understand the three parts of our government that help run our country. |

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| Unit Name: Geography and Global Connections   | Length: One Quarter  |
| Standards:<br>I can identify my location using maps and cardinal directions.<br>I can create a map of a community.<br>I can identify physical characteristics.<br>I can use maps, charts, and graphs to interpret data and answer questions related to Earth's resources. | Outcomes: Maps show location and geographical forms to help us learn about our Earth.  |
| Essential Questions: How do we find out about places on Earth?  | Learning Targets:<br>1. Understand that location is how we describe where places and things are.<br>2. Identify the connections between state, country, continent and world.<br>3. Identify the differences between landforms and different bodies of water in the United States.<br>4. Understand that natural resources are things that occur in nature that we use. |
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| Topic 1: All About Location   | Length: 2 weeks  |
| Standard(s):<br>I can identify my location using maps and cardinal directions.  | Academic Vocabulary: Location  |
| Lesson Frame: Location-Large or Small   | I can: make a map representing items in a room   |
| Lesson Frame: Absolute and Relative Location  | I can: give examples of absolute and relative locations  |
| Performance Tasks:<br>Graphic organizer summarizing location.<br>Completion of rubric   | Notes: Activities may vary depending on individual needs.<br>various maps  |
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| Topic 2: Where We Live  | Length: 2 weeks  |
| Standard(s):<br>I can create a map of a community.  | Academic Vocabulary: state, country, border, continent   |
| Lesson Frame: We live in a state and country  | I can: locate and name the state and country I live in   |
| Lesson Frame: We live on one of the seven continents  | I can: locate North America on a world map   |
| Performance Tasks:<br>locate state, country and continent on a map<br>Completion of rubric  | Notes: Activities may vary depending on individual needs.<br>Various videos<br>Various maps  |
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| Topic 3: Land and Water   | Length: 2 weeks  |
| Standard(s):<br>I can identify physical characteristics.  | Academic Vocabulary: mountain, desert, landform, valley, plain, island, peninsula, river, lake, hill, ocean  |
| Lesson Frame: Landforms   | I can: identify and describe the landforms found in our country  |
| Lesson Frame: Bodies of Water   | I can: identify and describe the bodies of water within our country  |

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| Performance Tasks:<br>Construct and label the landforms and bodies of water on a map<br>Completion of rubric                     | Notes: Activities may vary depending on individual needs<br>Literature to enhance topics<br>various maps<br>various videos |
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| Topic 4: Earth's Resources   | Length: 2 weeks  |
| Standard(s):<br>I can use maps, charts, and graphs to interpret data and answer questions related to Earth's resources.          | Academic Vocabulary: natural resource, reduce, reuse, recycle  |
| Lesson Frame: Natural Resources  | I can: describe what a natural resource is.  |
| Lesson Frame: Different Types of Natural Resources   | I can: identify Earth's natural resources and how they are used.   |
| Lesson Frame: Reduce, Reuse, Recycle   | I can: share ways to take care of the Earth.   |
| Performance Tasks:<br>List different kinds of natural resources<br>Summarize ways to help preserve Earth<br>Completion of rubric | Notes: Activities may vary depending on individual needs<br>Literature to enhance topics<br>various videos                 |



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| Unit Name: History   | Length: One Quarter   |
| Standards:<br>I can identify key historical events and how they relate to me.<br>I can identify how historical events have influenced the present.<br>I can recognize the important artifacts, symbols and documents from history.<br>I can identify how science and technology affects our lives. | Outcomes:<br>Historical events have played an important role in our lives.  |
| Essential Questions:<br>How did people from long ago make a difference?  | Learning Targets:<br>1. Understand that there are many differences between life long ago and life today.<br>2. Understand why the Declaration of Independence is important to our country.<br>3. Understand the conflict of the Civil War.<br>4. Understand how science and technology have improved our lives. |
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| Topic 1: Historical Events   | Length: 3 weeks   |
| Standard(s):<br>I can identify key historical events and how they relate to me.<br>I can identify how historical events have influenced the present.   | Academic Vocabulary: Native American, settler, Pilgrim, pioneer, slavery  |
| Lesson Frame: Early Americans  | I can: describe the ways that Native Americans helped the Pilgrims and settlers.  |
| Lesson Frame: Moving West  | I can: compare and contrast the travel of the pioneers with travel today.   |
| Lesson Frame: Civil War  | I can: use a graphic organizer to show the comparison of events related to the Civil War.   |
| Performance Tasks:<br>Graphic Organizers<br>Completion of Rubric   | Notes:<br>Leveled readers of Historical American people<br>Activities may vary depending on individual needs<br>various videos  |
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| Topic 2: Artifacts, Symbols, and Documents from History  | Length: 3 weeks   |
| Standard(s):<br>I can recognize the important artifacts, symbols and documents from history.   | Academic Vocabulary: President, Declaration of Independence   |
| Lesson Frame: 13 Colonies  | I can: show the location of the original 13 colonies on a map of the United States.   |
| Lesson Frame: Fighting for Freedom   | I can: retell the events that lead up to the formation of the United States.  |
| Lesson Frame: Historical People  | I can: participate in a discussion of famous historical people that impacted the United States.   |

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| Performance Tasks:<br>Map of the original 13 colonies<br>Timeline of events leading up to the formation of the United States<br>Completion of rubric | Notes:<br>Leveled readers of Historical American people<br>Activities may vary depending on individual needs<br>various videos |
| Topic 3: Science and Technology  | Length: 2 weeks  |
| Standard(s):<br>I can identify how science and technology affects our lives.   | Academic Vocabulary: past, transportation, communication   |
| Lesson Frame: Life Long Ago  | I can: complete a graphic organizer comparing and contrasting life long ago and today.   |
| Lesson Frame: Getting Around   | I can: complete a graphic organizer comparing and contrasting travel long ago and today.                                       |
| Lesson Frame: Staying in Touch   | I can: complete a graphic organizer comparing and contrasting communication long ago and today.                                |
| Performance Tasks:<br>Complete graphic organizers<br>Completion of rubric  | Notes:<br>Activities may vary depending on individual needs<br>various videos  |

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| Unit Name: Community and Culture  | Length: One Quarter  |
| Standards:<br>I can collaborate with my neighbor.<br>I can list groups to which people belong.<br>I can explain how groups of people are alike and different.<br>I can describe individual characteristics of myself and others.<br>I can explain aspects of culture. | Outcomes:<br>We belong to a variety of groups and live within different types of communities.  |
| Essential Questions: How do we live together?   | Learning Targets:<br>1. Students will understand that we belong to a various groups and that those groups have rules to help us get along.<br>2. Students will understand that we all belong to communities. The people of the community vote on the laws.<br>3. Students will understand that there are different kinds of communities (urban, suburban, rural, international) and how they are different from each other.<br>4. Students will understand that special ways of doing things make up customs, traditions and cultures. |
| Topic 1: At Home and School   | Length: 2 weeks  |
| Standard(s):<br>I can list groups to which people belong.   | Academic Vocabulary: vote, rules   |
| Lesson Frame: We Belong to Families   | I can show the people in my family.  |
| Lesson Frame: Family Rules  | I can share rules that my family follows at home.  |
| Lesson Frame: Getting Along at School   | I can explain a school rule and why it is important.   |
| Performance Tasks:<br>Timeline<br>Completion of Rubric  | Notes: Activities may vary depending on individual needs.  |
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| Topic 2: Living in a Community  | Length: 2 weeks  |
| Standard(s):<br>I can collaborate with my neighbor.<br>FM2.c.e: External Influences   | Academic Vocabulary: community, citizen, law, neighbor   |
| Lesson Frame: What is a Community?  | I can tell what citizens do within their community.  |
| Lesson Frame: Getting Along in a Community  | I can explain why we have laws.<br>I can tell how I get along with my neighbors.   |

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| Performance Tasks:<br>Graphic organizer showing the details of a community that gets along<br>Completion of Rubric   | Notes: Activities may vary depending on individual needs.<br>Literature to enhance topics |
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| Topic 3: Different Types of Communities  | Length: 2 weeks   |
| Standard(s):<br>I can explain how groups of people are alike and different.  | Academic Vocabulary: urban, suburban, rural, international                                |
| Lesson Frame: Urban Communities  | I can list some of the items found in an urban community.                                 |
| Lesson Frame: Suburban Communities   | I can list some of the items found in a suburban community.                               |
| Lesson Frame: Rural Communities  | I can list some of the items found in a rural community.                                  |
| Lesson Frame: International Communities  | I can participate in the discussion of the communities around the world.                  |
| Performance Tasks:<br>Participate in the construction of a community mural<br>Completion of Rubric   | Notes: Activities may vary depending on individual needs.<br>Literature to enhance topics |
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| Topic 4: Culture   | Length: 2 weeks   |
| Standard(s):<br>I can describe individual characteristics of myself and others.<br>I can explain aspects of culture.<br>FM2.e.e: Civic Engagement and Philanthropy | Academic Vocabulary: culture, custom, tradition, gender, race                             |
| Lesson Frame: Customs and Traditions   | I can tell the difference between a custom and a tradition.                               |
| Lesson Frame: Sharing Cultures   | I can share an individual family culture.   |
| Lesson Frame: Individual Characteristics   | I can list individual characteristics of people -self and others.                         |
| Performance Tasks:<br>Orally present family culture<br>Develop a list of my own characteristics<br>Completion of rubric  | Notes: Activities may vary depending on individual needs.<br>Literature to enhance topics |

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| Unit Name: Economics and Citizenship   | Length: One quarter   |
| Standards:<br>I can differentiate between wants, needs, goods, service, producers and consumers.<br>I can define economic language.<br>I can describe the characteristics of a positive citizen.<br>I can differentiate between the three branches of government.<br>I can explain the role of government. | Outcomes: There are a variety of ways to earn money to get the things we need and want.<br>Understand the three parts of our government that help run our country.  |
| Essential Questions: How do we get the things we need and want?<br>Why do we need government?  | Learning Targets:<br>1. Students will understand the difference between needs and wants.<br>2. Students will understand the goods and services offered in communities.<br>3. Students will understand the sequence from producer to consumer. |
| Topic 1: Want and Needs  | Length: 2 weeks   |
| Standard(s):<br>I can differentiate between wants, needs, goods, service, producers and consumers.<br>FM1.a.e: Critical Consumer<br>FM1.c.i: Opportunity Costs<br>FM2.a.e: Values and Behavior   | Academic Vocabulary: needs, shelters, wants, save, producer, consumer   |
| Lesson Frame: What are needs and wants?  | I can list some of my needs and wants.  |
| Lesson Frame: What are goods and services?   | I can list some goods and services within my community.   |
| Lesson Frame: What are producers and consumers?  | I can sequence the events from producer to consumer.  |
| Performance Tasks:<br>Lists<br>Completion of rubric  | Notes:<br>activities may vary depending on individual needs   |
| Topic 2: Economic Language   | Length: 2 weeks   |
| Standard(s):<br>I can define economic language.<br>FM1.b.e: Functions and Structure of Money<br>FM1.c.e: Opportunity Costs   | Academic Vocabulary: service, tax, goods, factory, trade  |

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| Lesson Frame: Services   | I can list service workers in my community.<br>I can explain how service workers are paid with tax money.    |
| Lesson Frame: Goods and Trade  | I can explain how we receive the goods that we want and need.<br>I can explain how a fair trade takes place. |
| Performance Tasks:<br>List of service workers<br>completion of rubric  | Notes:<br>activities may vary depending on individual needs  |
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| Topic 3: Citizenship   | Length: 2 weeks  |
| Standard(s):<br>I can describe the characteristics of a positive citizen.<br>EE1.b.e: Types of Compensation  | Academic Vocabulary: volunteer, responsibilities   |
| Lesson Frame: Volunteer Workers  | I can describe ways that I can volunteer.  |
| Lesson Frame: Being Honest   | I can explain how being honest makes me a positive citizen.  |
| Lesson Frame: Respecting Nature  | I can demonstrate how treating nature with respect is being a positive citizen.                              |
| Lesson Frame: Cooperating  | I can describe ways that show cooperation helps accomplish goals.  |
| Performance Tasks:<br>Design a brochure on ways to be a positive citizen<br>Completion of rubric   | Notes:<br>activities may vary depending on individual needs  |
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| Topic 4: Government  | Length: 2 weeks  |
| Standard(s):<br>I can differentiate between the three branches of government.<br>I can explain the role of government.<br>EE1.a.e Deductions and Taxes | Academic Vocabulary: government, Constitution, election, judge, congress, court, Supreme Court               |
| Lesson Frame: Our Government   | I can explain how government help people.  |
| Lesson Frame: Our Constitution   | I can explain the three important things that our constitution says.   |
| Lesson Frame: Citizens Rule; Elections   | I can demonstrate how elections work.  |
| Lesson Frame: Three Part of Government   | I can name the three parts of government and describe their duties.  |
| Performance Tasks:<br>graphic organizer for the three parts of government<br>completion of rubric  | Notes:<br>videos and literature related to content<br>activities may vary depending on individual needs      |

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| Course Name:               | Third Grade Social Studies                               |  |  |
| Description:               | General Education 3rd Grade Social Studies Curriculum    |  |  |
| Academic Standards:        | NCSS Wisconsin Standards for Personal Financial Literacy |  |  |
| Units:                     | Unit Length:   | Unit Standards   | Unit Outcomes:   |
| Communities and Geography  | 1 Quarter  | <p>I can describe a community.</p> <p>I can collaborate with a community member.</p> <p>I can identify places on a map.</p> <p>I can identify geography and make global connections.</p>   | <p>Students will understand how people live, work and play in communities. They will be able to describe how people in communities help each other and compare the features and characteristics of urban, suburban, and rural communities. Students will discuss how landforms affect people's lives and recognize the importance of water as a resource and the effects of weather on people.</p> |
| Communities Change         | 1 Quarter  | <p>I can tell how key historical events have influenced the present.</p> <p>I can explain how key historical events relate to me.</p> <p>I can explain civic concepts.</p> <p>I can demonstrate how science and technology affects our lives.</p>  | <p>Students will compare how communities from long ago are different than today and reasons different communities began.</p>   |
| Many Cultures, One Country | 1 Quarter  | <p>I can list people and groups that have led to my development.</p> <p>I can explore how membership in more than one group may cause conflict or cooperation.</p> <p>I can differentiate how multiculturalism can add to the unity and diversity of society.</p> <p>I can explain explain aspects of culture.</p> <p>I can explain how beliefs, values, and behaviors of a people help meet group needs and solve problems.</p> | <p>Students understand that the United States is combination of many cultures that spread their customs and traditions.</p>  |
| Economics and Government   | 1 Quarter  | <p>I can define economic language.</p> <p>I can describe how financial decisions are made by individuals and institutions.</p> <p>I can describe the roles of the three branches of government.</p>  | <p>Students understand people use money and selling of goods to meet needs. The success of this depends on consumers and demand. Also, governments have different branches to ensure fairness and make sure one person does not have all the power.</p>  |



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| Unit Name: Communities and Geography  | Length: 1 Quarter (9 weeks)   |
| Standards:<br>I can describe a community.<br>I can collaborate with a community member.<br>I can identify places on a map.<br>I can identify geography and make global connections. | Outcomes:<br>Students will understand how people live, work and play in communities. They will be able to describe how people in communities help each other and compare the features and characteristics of urban, suburban, and rural communities. Students will discuss how landforms affect people's lives and recognize the importance of water as a resource and the effects of weather on people.  |
| Essential Questions:<br>How does where you live affect how you live?  | Learning Targets:<br>Students will understand people live, work and play in communities.<br>Students will describe how people in communities help each other.<br>Students will compare the features and characteristics of urban, suburban, and rural communities.<br>Students will discuss how landforms affect people's lives.<br>Students will recognize the importance of water as a resource.<br>Students will discuss the effects of weather on people. |
| Topic 1: What is a Community?   | Length: 2 weeks   |
| Standard(s):<br>I can describe a community.   | Academic Vocabulary:<br>community, geography, capital   |
| Lesson Frame: Think About Communities   | I can describe communities.   |
| Lesson Frame: Work and Play   | I can identify different jobs people have in communities.   |
| Lesson Frame: Helping Hands   | I can list ways community members help each other.  |
| Performance Tasks:<br>Webs and Charts<br>Completion of Rubric   | Notes:  |
| Topic 2: Communities Big and Small  | Length: 2 weeks   |
| Standard(s):<br>I can collaborate with a community member.  | Academic Vocabulary:<br>Urban, Suburb, Rural  |
| Lesson Frame: A Look at Cities  | I can compare communities.  |
| Lesson Frame: Near and Far  | I can compare communities.  |
| Lesson Frame: Getting Around  | I can describe how people travel in communities.  |

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| Performance Tasks:<br>Graphic Organizer<br>Completion of Rubric       | Notes:  |
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| Topic 3: Our Country's Geography                                      | Length: 2 weeks   |
| Standard(s):<br>I can identify places on a map.                       | Academic Vocabulary:<br>landform, adapt, region, plain, plateau, natural resource                       |
| Lesson Frame: Land and People   | I can tell how geography affects people.  |
| Lesson Frame: Types of Land   | I can regions and landforms.  |
| Lesson Frame: Water All Around Us/ Affects of Weather                 | I can discuss how Earth's water and weather affect people.  |
| Performance Tasks:<br>Graphic Organizer<br>Completion of Rubric       | Notes:  |
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| Topic 4: Map and Globe Skills   | Length: 2 weeks   |
| Standard(s):<br>I can identify geography and make global connections. | Academic Vocabulary:<br>cardinal directions, intermediate directions, map scale, line graph, flow chart |
| Lesson Frame: Use Intermediate Directions                             | I can identify locations using distance, maps, map key, and intermediate directions.                    |
| Lesson Frame: Use map Scale   | I can identify locations using distance, maps, map key, and intermediate directions.                    |
| Lesson Frame: Mapping my Community                                    | I can create a map of my community.   |
| Lesson Frame: Charts and Graphs                                       | I can use charts, maps, and graphs to interpret data and answer questions.                              |
| Performance Tasks:<br>Community Map, Chart and Graph Rubric           | Notes:  |

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| Unit Name: Communities Change  | Length:1 Quarter (9 weeks)   |
| Standards:<br>I can tell how key historical events have influenced the present.<br>I can explain how key historical events relate to me.<br>I can explain civic concepts.<br>I can demonstrate how science and technology affects our lives. | Outcomes:<br>Students will compare how communities from long ago are different than today and reasons different communities began.   |
| Essential Questions:<br>How do communities change over time?   | Learning Targets:<br>Students will identify the changes caused by European settlement at Jamestown.<br>Students will discuss the first European communities in North America.<br>Students will understand that the colonists fought to win their freedom.<br>Students will discuss how the country grew as people moved to the West.<br>Students will understand why people moved to cities.<br>Students will discuss the importance of the transcontinental railroad.<br>Students will identify the economic impact of the assembly line. |
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| Topic 1: First Communities   | Length: 2 weeks  |
| Standard(s):<br>I can tell how key historical events have influenced the present.  | Academic Vocabulary:<br>culture, barter, artifact, settler, slavery  |
| Lesson Frame: Cahokia  | I can discuss Cahokia and their daily life.  |
| Lesson Frame: Powhatan's Villages  | I can tell how Native Americans used resources.  |
| Lesson Frame: New Arrivals   | I can describe how the English settled Jamestown.  |
| Lesson Frame: Here to Stay   | I can list types of work for early settlers.   |
| Performance Tasks:<br>Timeline<br>Sequence of events<br>completion of rubric   | Notes:   |
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| Topic 2: A New Country   | Length: 2 weeks  |
| Standard(s):<br>I can tell how key historical events have influenced the present.  | Academic Vocabulary:<br>colony, tax, revolution, Patriot, constitution   |
| Lesson Frame: Communities Grow   | I can describe the colony of Jamestown.  |
| Lesson Frame: Boston, A Colonial City  | I can describe life/conflict in colonial Boston.   |
| Lesson Frame: Taking Action/After the War  | I can talk about the cause and events that led to the Revolutionary War.   |

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| Performance Tasks:<br>Timeline<br>Sequence of events<br>completion of rubric                        | Notes:   |
| Topic 3: Moving West  | Length: 2 weeks  |
| Standard(s):<br>I can tell how key historical events have influenced the present.                   | Academic Vocabulary:<br>explorer, frontier, pioneer, territory                             |
| Lesson Frame: Looking West  | I can tell the reasons why colonists move west.  |
| Lesson Frame: Across the Continent  | I can describe explorer's movement west.   |
| Lesson Frame: Trails to the West  | I can describe hardships pioneers faced.   |
| Performance Tasks:<br>Timeline<br>Sequence of events<br>completion of rubric                        | Notes:   |
| Topic 4: Communities Become Cities  | Length: 1 week   |
| Standard:<br>I can explain how key historical events relate to me.<br>I can explain civic concepts. | Academic Vocabulary:<br>industry, immigrant, migration, discrimination                     |
| Lesson Frame: From Town to City   | I can describe how industry affects settlement.  |
| Lesson Frame: Coming to the United States   | I can describe how immigrants affect communities.  |
| Lesson Frame: A New Start   | I can define migration, immigration and discrimination.                                    |
| Performance Tasks:<br>Timeline<br>Sequence of events<br>completion of rubric                        | Notes:   |
| Topic 5: Daily Life Changes   | Length: 1 week   |
| Standard(s):<br>I can demonstrate how science and technology affects our lives.                     | Academic Vocabulary:<br>transcontinental, skyscraper, elevator, manufacture, assembly line |
| Lesson Frame: Traveling Made Easier   | I can describe how the railroad made travel easier.  |
| Lesson Frame: New Ways of Doing Things  | I can talk about how inventions change communities.  |
| Lesson Frame: More ways to get around   | I can describe how the assembly line affected transportation.                              |

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| Performance Tasks:<br>Written response<br>Completion of rubric | Notes: |
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| Unit Name: Many Cultures, One Country  | Length: 1 Quarter (9 weeks)  |
| Standards:<br>I can list people and groups that have led to my development.<br>I can explore how membership in more than one group may cause conflict or cooperation.<br>I can differentiate how multiculturalism can add to the unity and diversity of society.<br>I can explain aspects of culture.<br>I can explain how beliefs, values, and behaviors of a group of people help meet group needs and solve problems. | Outcomes: Students understand that the United States is combination of many cultures that spread their customs and traditions.   |
| Essential Questions: How do people change communities?   | Learning Targets:<br>Students will recognize that immigrants bring customs to America.<br>Students will understand that immigrants often face challenges.<br>Students will identify how immigrants' customs become part of a culture.<br>Students will discuss how people bring their cultures with them to new lands.<br>Students will discuss how storytelling is a way of sharing culture.<br>Students will understand that what people celebrate is important to them. |
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| Topic 1: Land of Immigrants  | Length: 2 weeks  |
| Standard(s):<br>I can list people and groups that have led to my development.<br>I can explore how membership in more than one group may cause conflict or cooperation.  | Academic Vocabulary: custom, heritage, generation  |
| Lesson Frame: Coming to the United States  | I can share why immigrants moved to the United States.   |
| Lesson Frame: Growth and Change  | I can describe how immigrants share their customs.   |
| Lesson Frame: Starting a New Life  | I can list challenges immigrants faced.  |
| Lesson Frame: Learning New Customs   | I can summarize why immigrants stick together.   |
| Performance Tasks:graphic organizer<br>completion of rubric  | Notes:   |
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| Topic 2: All About Culture   | Length: 2 weeks  |
| Standard(s):<br>I can differentiate how multiculturalism can add to the unity and diversity of society.  | Academic Vocabulary: ethnic groups, diverse, architecture  |
| Lesson Frame: Land of Many Cultures  | I can describe why the United States has a diverse culture.  |
| Lesson Frame: Painting and Architecture  | I can share ideas that are borrowed from other cultures.   |
| Lesson Frame: Music, Sports and Dance  | I can discuss how music, sports and dance are part of American culture.  |
| Performance Tasks:<br>Culture Poster   | Notes:   |

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| Topic 3: Sharing Culture through Stories  | Length: 2 weeks  |
| Standard(s):<br>I can explain explain aspects of culture.   | Academic Vocabulary: hero, value                                       |
| Lesson Frame: Telling Stories   | I can share the importance of storytelling to a culture.               |
| Lesson Frame: Myths and Fables  | I can compare myths and fables.  |
| Lesson Frame: American Tales and Legends  | I can give an example of a tale and a legend and explain their lesson. |
| Performance Tasks:  | Notes:   |
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| Topic 4: Celebrations   | Length: 2 weeks  |
| Standard(s):<br>I can explain how beliefs, values, and behaviors of a people help meet group needs and solve problems.                              | Academic Vocabulary: holiday, tradition, ancestor                      |
| Lesson Frame: Celebrating Communities   | I can state reasons why people have celebrations.                      |
| Lesson Frame: Celebrating Heritage  | I can connect holidays to events in history.                           |
| Lesson Frame: Festivals   | I can describes festivals from multiple cultures.                      |
| Performance Tasks:<br>Completion of rubric  | Notes:   |
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| End of Unit Performance task:<br>Performance Tasks:<br>Completion of rubric<br>Poster for a holiday/celebration<br>Culture and Communities Foldable |  |

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| Unit Name: Economics and Government   | Length: 1 Quarter (9 weeks)   |
| Standards:<br>I can define economic language.<br>I can describe how financial decisions are made by individuals and institutions.<br>I can describe the roles of the three branches of government.<br>FM1.a.i: Critical Consumer<br>FM1.b.i: Functions and Structure of Money<br>FM1.c.i: Opportunity Costs<br>MM1.a.i: Budgeting<br>CD1.d.i: Debt Resolution<br>CD2.a.i: Credit Products and Services<br>EE2.a.i: Post-Secondary Education, Skills, and Training<br>MM2.b.i: Payment Types | Outcomes:<br>Students understand people use money and selling of goods to meet needs. The success of this depends on consumers and demand. Also, governments have different branches to ensure fairness and make sure one person does not have all the power.   |
| Essential Questions:<br>How do people in their community meet their needs?<br>Why do communities need government?   | Learning Targets:<br>Students will understand that people do different jobs to earn money to pay for needs and wants.<br>Students will understand that a budget helps people manage their money.<br>Students will explain how supply and demand affect the price of the crop.<br>Students will understand how farmers use resources to grow crops.<br>Students will understand that many factories were built to make goods.<br>Students will understand the three branches of government.<br>Students will understand that states also have three branches of government.<br>Students will understand that communities have a government led by a mayor and council. |
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| Topic 1: Businesses in the Community  | Length: 1 week  |
| Standard(s): I can define economic language.  | Academic Vocabulary: employee, economy, profit, producer, consumer  |
| Lesson Frame: Ways People Earn Money  | I can: define the words employee, producer and consumer   |
| Lesson Frame: Business and the Community  | I can: share why people use money and how currency has changed over time  |
| Performance Tasks:<br>graphic organizer<br>completion of rubric   | Notes:  |
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| Topic 2: Making Money Choices   | Length: 1 week  |
| Standard(s):<br>I can describe how financial decisions are made by individuals and institutions.  | Academic Vocabulary:<br>budget, income, expense   |
| Lesson Frame: Managing Money  | I can consider choices different groups of people need to make for a budget.  |



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| Lesson Frame: Making a Budget  | I can consider choices I would make for a budget.                                    |
| Performance task:<br>Mock Budget   | Notes:   |
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| Topic 3: Farm Communities  | Length: 2 weeks  |
| Standard(s):<br>I can define economic language.                                      | Academic Vocabulary:<br>demand, supply, scarcity                                     |
| Lesson Frame: The Business of Farming  | I can share the resources farmers need to succeed.                                   |
| Lesson Frame: Farms and Products   | I can explain why certain farm products come from different regions.                 |
| Lesson Frame: Buying and Selling   | I can define scarcity, supply, and demand.   |
| Performance Tasks:<br>graphic organizer<br>completion of rubric                      |  |
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| Topic 4: Making Goods  | Length: 1 week   |
| Standard(s):<br>I can define economic language.                                      | Academic Vocabulary:<br>import, export   |
| Lesson Frame: A Faster Way: Manufacturing  | I can discuss how manufacturing affects communities.                                 |
| Lesson Frame: Products and Goods   | I can name manufactured goods and give an example of how they move around the world. |
| Performance Tasks:<br>Writing task<br>completion of rubric                           | Notes:   |
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| Topic 5: Government  | Length: 3 weeks  |
| Standard(s):<br>I can describe the roles of the three branches of government.        | Academic Vocabulary:<br>executive, legislative, judicial, governor, mayor, council   |
| Lesson Frame: National Government; Protecting Rights, Sharing Power                  | I can name and describe the job of the three branches of government.                 |
| Lesson Frame: State Government; Three Branches, Paying for Services/Helping Citizens | I can share how national and state government are alike.                             |
| Lesson Frame: Local Government; Cities and Towns, Government in Action               | I can compare local, state, and national government.                                 |
| Performance Tasks:<br>Govt. foldable<br>completion of rubric                         | Notes:   |
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| Course Name:        | 5th ELA  |  |   |
| Credits:            |  |  |   |
| Prerequisites:      |  |  |   |
| Description:        |  |  |   |
| Academic Standards: | RL.5.4, RL.5.2, R.5.4, RL.5.5, R.5.6, RL.5.9 RI. 5.1, RI.5.2, RI.5.9<br>W.5.2, W.5.6,<br>L.5.5,L5.6,<br>SL.5.1, SL.5.4 |  |   |
| Units:              | Unit Length:   | Unit Standards:  | Unit Outcomes:  |
| 1                   | 1st Quarter-9 Weeks  | R-RL.5.4, RL.5.2, R.5.5,<br>W-W.5.2, W.5.6,<br>L-L.5.5,L5.6,<br>S-SL.5.1 | <p>Students will...</p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>-know that there are different characteristics in different genres of literature</li> <li>-utilize my notebook as a place to collect their thinking about their reading using text evidence to prove their thinking,</li> <li>-understand and interpret a story better by paying attention to characters, plot, setting, and repeated objects or ideas</li> <li>-figure out whose perspective (or point of view) the text is being written from and the effect it has on the story.</li> <li>-divide into parts, rank, and compare-type questions to help develop ideas about a story read</li> <li>-participate in book club discussions and debates in order to understand different individual's viewpoints, defend one's own claim, tic in relation to a shared book reading experience.</li> <li>-Students will learn about Book Clubs and then participate in them while reading Realistic Fiction books on/around their level.</li> <li>-Book Club groups will create a presentation highlighting theme, story elements, and a comparison to another similar book.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>-Students will review writing concepts such as sentences, paragraphs, capitalization, punctuation, and grammar in order to write more efficiently and effectively the remainder of the school year.</li> <li>-use a range of sentence types,</li> <li>-write complete sentences with noun and verb agreement</li> <li>-review and implement punctuation, sentence/paragraph structure</li> <li>-use commas to identify a series, to introduce clauses, and in direct address of a person</li> <li>-use commas and quotation marks in writing interrupted and uninterrupted dialogue</li> </ul> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>-spell grade appropriate words correctly throughout writing</li> <li>-separate words into syllables to help spell, decode</li> <li>-notice and use vowel patterns that appear in multisyllabic words</li> </ul> |

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|  | <p>2 2nd Quarter-9 Weeks</p> | <p>R-RI.5.1,RI.5.2,RI. 5.9<br/> W-W.5.2, W.5.6,<br/> L-L.5.5,L5.6,<br/> S-SL.5.1</p> | <p>Students will be able to...</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>-determine or infer the main idea(s) and provided supporting details of nonfiction texts</li> <li>-recognize, identify, and understand author's use of different structures of nonfiction texts,</li> <li>-notice and discuss why the author used graphic features such as labels, heading,sidebars, etc.</li> <li>-notice the use of the author's use of language to evoke sensory images, feeling and mood</li> <li>-build meaning across several texts.</li> </ul> <p>Summative Assessment:</p> <ul style="list-style-type: none"> <li>-Read multiple, more challenging nonfiction books, and being able to provide verbal and/or written summaries.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>-use headings and subheadings to organize different parts and guide the reader</li> <li>-credit sources of information as appropriate</li> <li>-write an effective lead paragraph and conclusion</li> <li>-use new vocabulary specific to the topic</li> <li>-use underlying structures (sequence, problem and solution, etc) to present different kinds of information</li> <li>-use notes to record information while gathering appropriate information from multiple sources</li> <li>-create paragraphs that group related information while producing multiple-paragraph pieces</li> </ul> <p>Summative Assessment:</p> <ul style="list-style-type: none"> <li>-write and create an informational poster on a topic of the student's choosing, incorporating text features and/or structures</li> </ul> <p><b>Word Study:</b></p> <ul style="list-style-type: none"> <li>-notice and use patterns in multisyllabic words along with reading and writing words that occur in high frequency in the English language</li> <li>-recognize and use a variety of complex/compound words,</li> <li>-recognize and understand contractions with am, will, not, have, would, or had</li> <li>-recognize and use words that are made by combining initials (NATO)</li> <li>-recognize and use abbreviations (state names, weights, Jr. Ph. D.)</li> </ul> |
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|  | <p>3 3rd Quarter-9 Weeks</p> | <p>RL.5.4, RL.5.2, R.5.4, R.5.5, R.5.6<br/>W.5.2, W.5.6, L.5.5,L5.6,<br/>SL.5.1, SL.5.4, FM1.a.i</p> | <p>Students will...</p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>-form and express opinions about a text and support with rationale and evidence</li> <li>-distinguish between fact and opinion in a text,</li> <li>-notice counter arguments and evidence against those counterarguments in a text,</li> <li>-evaluate the writer's qualifications for writing on a topic,</li> <li>-notice notice and critique how a writer uses logical reasoning and specific evidence to support an argument</li> <li>-understand that a biography is the story of a person's life</li> <li>-recognize and actively work to learn the meaning of new vocabulary words, including complex, specialized and technical words</li> </ul> <p>Summative Assessment:</p> <ul style="list-style-type: none"> <li>-Students will partner-read a biography and present a report to the class.</li> <li>-Students will read and research a teacher-directed topic.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>-Evaluate the writer's qualifications for writing on a topic</li> <li>-think across texts to compare and expand understanding of content and ideas from academic disciplines.</li> <li>-identify and critique specific language a writer uses to persuade</li> <li>-use paragraphs to organize ideas into the structure of a persuasive essay (introduction, body, conclusion)</li> <li>-support ideas with facts, details, examples, explanations, opinions, expert testimony, or quotes</li> <li>-address counter arguments against one's claim</li> <li>-begin with a purposeful lead and close with concluding statements or summaries</li> <li>-record multiple sources for citation</li> <li>-utilize a checklist to edit and revise written work</li> <li>-formulate questions, have others ask questions, and locate sources to answer the questions,</li> </ul> <p>Summative Assessment:</p> <ul style="list-style-type: none"> <li>-Students will write an opinion-based essay from a group-researched topic.</li> </ul> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>-notice and use patterns in multisyllabic words along with reading and writing words that occur in high frequency in the English language,</li> <li>-recognize and use common prefixes ( re-,un-im-in-dis-non- as well as numbers (uni, bi-,tri-, etc.)</li> <li>-recognize and use common suffixes that change verbs and nouns for different functions, such as adjectives and adverbs ( -er,es,ring)</li> <li>-recognize and use words as metaphors and similes to make comparisons.</li> </ul> |
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|  | <p>4 4th Quarter-9 Weeks</p> | <p>RL5.2, RL.5.4, RL.5.5, RL.5.9,<br/>W.5.3<br/>L.5.2</p> | <p>Students will be able to...</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>-Notice and Understand that a defining characteristic of fantasy is that a defining characteristic of fantasy that the story could never happen in the real world.</li> <li>-Understand that the heroic and sometimes larger-than-life characters in fantasy represent the symbolic struggle between good and evil.</li> <li>-Understand that the messages or big ideas in fantasy stories can be applied to their own lives or to other people and society.</li> <li>-Evaluate the significance of the setting in the story.</li> <li>-Use some academic language to talk about fiction genres and literary features.</li> <li>-Form implicit and explicit questions in response to the events of a plot.</li> <li>-Notice how a writer reveals the underlying theme or message of a text-dialogue, actions, outcomes)</li> </ul> <p>Summative Assessment:</p> <ul style="list-style-type: none"> <li>-Students will have read 1-2 books of a Fantasy series while working in book club groups.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>-Write an engaging lead that captures interest and that may foreshadow the content.</li> <li>-Select important events and turning points to include in narrative nonfiction.</li> <li>-Use small moments or experiences to communicate a bigger message.</li> <li>-Write an ending that fits the piece.</li> <li>-Write with voice as well as begin to develop literary voice.</li> <li>-Spell over 500 familiar high-frequency words, a wide range of plurals, and base words with inflectional endings and reflect spelling final drafts</li> </ul> <p>Summative Assessment:</p> <ul style="list-style-type: none"> <li>-Students will have completed their own memoir writing, defining a lesson learned.</li> </ul> <p>Summative Assessment:</p> <p><b>Word Work:</b></p> <ul style="list-style-type: none"> <li>-Students will have created a compilation of original poems.</li> <li>-Spell over 500 familiar high-frequency words, a wide range of plurals, and base words with inflectional endings and reflect spelling final drafts</li> <li>-study and use different types of figurative language such as alliteration, onomatopoeia, personification, hyperbole, and idioms.</li> </ul> |
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| <b>Unit Name: Interpretation Fiction Book Clubs and Grammar/Writing Review</b>  | <b>Length: 1st Quarter- 9 Weeks</b>  |
|   | <b>Outcomes:</b><br>-Students will learn about Book Clubs and then participate in them while reading Realistic Fiction books on/around their level.<br>-Book Club groups will create a presentation highlighting theme, story elements, and a comparison to another similar book.<br>-Students will review writing concepts such as sentences, paragraphs, capitalization, punctuation, and grammar in order to write more efficiently and effectively the remainder of the school year. |
| <b>Reading</b>  |  |
| <b>Standard(s):</b><br>-RF.5.4 Read grade-level text with accuracy, proper decoding and fluency to support comprehension.<br>-SL.5.1 Engage effectively in a range of collaborative discussions (1 to 1, group, teacher).<br>-R.5.2 Summarize texts - different genres, determined theme/central idea, support with key details.<br>-R.5.5 Story structure  | <b>Essential Questions:</b><br>-What is the summary of the text?<br>-How does understanding theme impact the meaning of a story?<br>-How are literary elements used to convey meaning?<br>-How does effective speaking & listening enhance literary discussions?   |
| <b>Learning Targets:</b><br>-Read and identify some longer texts with main plot and subplots, each with a conflict.<br>-Identify and interact with themes and ideas that involve problems of preadolescents.<br>-Think across texts to compare the perspectives of different writers on the same problem, theme, or character types.<br>-Make predictions on an ongoing basis during and after reading.<br>-Participate in book club groups, appropriately. | <b>Academic Vocabulary:</b><br>Fiction, Nonfiction, genre, community, respectful, organized, agreement, norms, problem, solution, conversation, inclusive, empathy, independent reading, turn & talk, theme, series, decision, realistic fiction, historical fiction, biographical, narrative nonfiction, expository, procedural, legend, myth, fairy tale, fable, book club, title, author, illustrator, discussion, phrase, clarify, directions, paragraph, mini lesson                |
| <b>Lesson Frame:</b> Being a respectful member of the classroom community.  | I can be part of a community of readers and writers who works and learns together.   |
| <b>Lesson Frame:</b> Getting started with Independent Reading   | I know what to do during independent reading and writing time.   |
| <b>Lesson Frame:</b> Understanding Fiction and Nonfiction Genres  | I know that there are different characteristics in different genres of literature.   |
| <b>Lesson Frame:</b> Introducing a Reader's Notebook  | I utilize my notebook as a place to collect my thinking about my reading, using text evidence to prove my thinking.  |
| <b>Lesson Frame:</b> Story Elements   | I can understand and interpret a story better by paying attention to characters, plot, setting, and repeated objects or ideas.   |
| <b>Lesson Frame:</b> Perspective and Its Effects  | I can figure out whose perspective (or point of view) the text is being written from and the effect it has on the story.   |
| <b>Lesson Frame:</b> Thinking Analytically  | I can use divide into parts, rank, and compare-type questions to help me develop my ideas about a story as I read.   |

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| <p><b>Lesson Frame:</b> Themes</p>   | <p>I can uncover the theme/life lesson/central message of the story and provide evidence to support that.</p>   |
| <p><b>Lesson Frame:</b> Conversational Moves in Book Club</p>  | <p>I can participate in book club discussions and debates in order to understand different individual's viewpoints, defend one's own claim, etc. in relation to a shared book reading experience.</p>   |
| <p><b>Performance Tasks:</b><br/>Summative/Formative Assessments: Self-reflection on book club discussions using recording/observations, small group meetings with teacher, End of Unit presentation with group</p>  | <p><b>Notes:</b><br/>Lucy Suggested Literature- Home of the Brave, Fly Away Home, "Dreams" by Langston Hughes<br/>Lucy Chart: "Writing Well About Reading"<br/>Mini Lessons: MGT U1, MGT U2, LA U6, WAR U1, LA U1, LA U2, LA U8: Author's Message, LA. U9: Themes, LA U21: Realistic Fiction, LA U28: Character Feelings/Motivations/Intentions, LA U 29: Critical Thinking about characters, LA U31: Perspective/POV, SS U5.1: Summarize Fiction<br/>F&amp;P Suggested Read Alouds: Shooting at the Stars, Desmond &amp; the very mean word, Thirty Minutes over Oregon, Mrs. Katz &amp; Tush, My Man Blue, Keeping the Night Watch, This is the Rope, The Poet's Dog, The Crane Girl, Seeker of Knowledge, The Cod's Tale, Cycle of Rice/Cycle of Life,</p> |
| <p><b>Writing</b></p>  |   |
| <p><b>Essential Questions:</b><br/>-Why are there different types of sentences?<br/>-How do we produce complete sentences?<br/>-How do I use the comma as a punctuation tool in multiple ways?<br/>-Why does capitalization matter?<br/>-What role does handwriting play in communication?</p> | <p><b>Learning Targets:</b><br/>-Use a range of sentence types<br/>-Write complete sentences with noun and verb agreement<br/>-Understand and use paragraph structure to organize sentences that focus on one idea<br/>-Use capital letters correctly: first word of sentence, in days/months/city/states; in titles; headings; etc.<br/>-Consistently use periods, exclamation points, and question marks as ending marks<br/>-Use commas to identify a series, to introduce clauses, and in direct address of a person<br/>-Use commas and quotation marks in writing interrupted and uninterrupted dialogue</p>  |
| <p><b>Standard(s):</b><br/>-W.5.2:Write text in a variety of modes<br/>-W.5.6: With some guidance and support from adults, use technology to produce and publish writing, including peer collaboration.</p>  | <p><b>Academic Vocabulary:</b><br/>declarative, exclamatory, interrogative, imperative, simple, compound, complex, capitalization, punctuation, period, comma, exclamation point, question mark, quotations, dialogue, proper noun, plural noun, possessive noun, proper adjective</p>  |
| <p><b>Lesson Frame:</b> Types of Sentences</p>   | <p>I can identify the 4 types of sentences and use them appropriately in my writing.</p>  |
| <p><b>Lesson Frame:</b> Capitalization</p>   | <p>I can properly utilize appropriate capitalization in my writing. Ex: begin a sentence, I, inside a quotation, proper nouns &amp; proper adjectives.</p>  |
| <p><b>Lesson Frame:</b> Punctuation</p>  | <p>I can properly utilize appropriate punctuation in my writing. Ex: end a sentence with a ., !, or ?</p>   |
| <p><b>Lesson Frame:</b> Paragraphing</p>   | <p>I can write a topic sentence, several appropriate details, and a concluding sentence that make a sensible paragraph.</p>   |
| <p><b>Lesson Frame:</b> Dialogue</p>   | <p>I can add dialogue into my writing, using appropriate punctuation.</p>   |
| <p><b>Lesson Frame:</b> Commas</p>   | <p>I can insert commas into my writing for a variety of reasons. Ex: commas in a series, after introductory words, and in dialogue.</p>   |
|  | <p>I can recognize a noun and appropriately make them plural and possessive.</p>  |



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| <b>Lesson Frame:</b> Nouns   |  |
| <b>Lesson Frame:</b> Cursive Handwriting   | I can write fluently and legibly in cursive handwriting with appropriate spacing.  |
| <b>Lesson Frame:</b> Word-processing   | I can use efficient keyboarding skills to create drafts, revise, edit, and publish writing.  |
| <b>Performance Tasks:</b> Formative/Summative assessments, short narrative fiction pieces  | <b>Notes:</b><br>Mentor texts: IRA linked to writing for text sets on personal narrative, TPT resources, McGraw-Hill Language Textbook, Cursive writing packet, Writing Strategies Book by Serravallo: Creating Complex sentences pg. 347 & Paragraph Starters pg. 339 |
| <b>Word Study</b>  |  |
| <b>Learning Targets:</b><br>-Spell over 500 familiar high-frequency words, a wide range of plurals, and base words with inflectional endings and reflect spelling final drafts | <b>Academic Vocabulary:</b><br>consonant, vowel, syllable, multisyllable, high frequency,  |
| <b>Standard(s):</b><br>-L.5.5 & L.5.6.: Demonstrate appropriate use of grammar & conventions<br>-Spell grade level words correctly   | <b>Essential Questions:</b><br>-How do I spell grade appropriate words correctly in my writing pieces?<br>-How does separating words into syllables help the reader decode?  |
| <b>Lesson Frame:</b> Spelling Patterns   | I can notice and use vowel patterns that appear in multisyllabic words.  |
| <b>Lesson Frame:</b> High-Frequency Words  | I can read and write words that occur with highest frequency in English.   |
| <b>Lesson Frame:</b> Syllables   | I can recognize and use syllables; including breaking words into syllables to read and write them.   |
| <b>Performance Tasks:</b><br>Spelling packets and tests. Syllable assessment. Words Their Way spelling placement testing.  | <b>Notes:</b><br>Words Their Way Spelling Spelling Inventory and Lists, Dolch Word List- 5th grade, RML:<br>SAS:Umbrella 1: Solving Multisyllable Words  |

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| <b>Unit Name: Tackling Complexity/Nonfiction and Informational Writing</b>  | <b>Length: 2nd quarter- 9 weeks</b>   |
|   | <b>Outcomes:</b><br>-Read multiple, more challenging nonfiction books, and being able to provide verbal and/or written summaries.<br>-Write and create an informational poster on a topic of the student's choosing, incorporating text features and/or structures.   |
| <b>Essential Questions:</b><br>-What is the main idea?<br>-How do details support the main idea?<br>-What is the summary of the text?<br>-How does a reader identify text structures and features?<br>-How does clarifying the meaning of an unknown word help a reader gain understanding of a text? | <b>Learning Targets:</b><br>-Follow and understand nonfiction texts with clearly defined overall structure and connect that to table of contents.<br>-Notice the topic of the text and that subtopics are related to the topic.<br>-Notice and think critically about a writer's word choice.<br>-Gather information from factual texts and use strategies for remembering it.<br>-Notice and understand when the writer uses description, sequence, compare/contrast, cause/effect, and problem/solution |
| <b>Topic 1: Complex Nonfiction Reading</b>  | <b>Length: 9 weeks</b>  |
| <b>Standard(s):</b><br>-RF.5.4 Read grade-level text with accuracy, proper decoding and fluency to support comprehension.<br>-SL.5.1 Engage effectively in a range of collaborative discussions (1 to 1, group, teacher).<br>-R.5.5 Story structure   | <b>Academic Vocabulary:</b><br>complex NonFiction, main idea, details/supports, text structure (chronological, cause/effect, problem/solution, compare/contrast, heading, subheading, implicit (hidden) ideas, summarizing, inferring, synthesize,  |
| <b>Lesson Frame:</b> Main Idea/Detail in Complex NonFiction   | I can determine or infer the main idea(s) and provide supporting details of a nonfiction text.  |
| <b>Lesson Frame:</b> Nonfiction Text Structure  | I can recognize, identify, and understand author's use of different structures of nonfiction texts.   |
| <b>Lesson Frame:</b> Nonfiction Text Features   | I can notice and discuss why the writer used graphic features such as labels, headings, sidebars, etc.  |
| <b>Lesson Frame:</b> Summarizing information  | I can summarize orally, or in writing, including appropriate information.   |
| <b>Lesson Frame:</b> Word Choice  | I can notice the writer's use of language to evoke sensory images, feeling, and mood.   |
| <b>Lesson Frame:</b> Integrating information  | I can build meaning across several texts.   |

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| <b>Unit Name: Tackling Complexity/Nonfiction and Informational Writing</b>  | <b>Length: 2nd quarter- 9 weeks</b>   |
|   | <b>Outcomes:</b><br>-Read multiple, more challenging nonfiction books, and being able to provide verbal and/or written summaries.<br>-Write and create an informational poster on a topic of the student's choosing, incorporating text features and/or structures.   |
| <b>Essential Questions:</b><br>-What is the main idea?<br>-How do details support the main idea?<br>-What is the summary of the text?<br>-How does a reader identify text structures and features?<br>-How does clarifying the meaning of an unknown word help a reader gain understanding of a text?   | <b>Learning Targets:</b><br>-Follow and understand nonfiction texts with clearly defined overall structure and connect that to table of contents.<br>-Notice the topic of the text and that subtopics are related to the topic.<br>-Notice and think critically about a writer's word choice.<br>-Gather information from factual texts and use strategies for remembering it.<br>-Notice and understand when the writer uses description, sequence, compare/contrast, cause/effect, and problem/solution |
| <b>Performance Tasks:</b><br>formative & summative assessments, Text Structure Assessment, Reader's Notebook Entries, Ind./Small group discussions with teacher   | <b>Notes:</b><br>-Lucy resources: When Lunch Fights Back, Alien Deep<br>-IRA: Expository Nonfiction Text Set: (Birds, Squid, Cod, Salt)<br>-RML:LA:U10:6, RML:LA: U12:3; RML:LA:Umbrella 14- Studying Expository Nonfiction; RML: SAS:U5:3: Summarizing a nonfiction text; RML: LA: Umbrellas 18, 19, 20  |
| <b>Topic 1: Writing: Informational</b>  | <b>Length: 9 weeks</b>  |
| <b>Essential Questions</b><br>-How do we construct an informational writing piece?<br>-How does a writer organize information to create meaning?<br>-How does evidence assist a writer in supporting their development of a topic?<br>-How do I introduce a topic for an intended audience?<br>-Why do we relate the concluding paragraph to the topic? | <b>Learning Targets:</b><br>-Use headings/subheadings to organize different parts and guide the reader<br>-Include features and tools to provide information to the reader<br>-Credit sources of information as appropriate<br>-Write an effective lead paragraph and conclusion<br>-Use new vocabulary specific to the topic   |
| <b>Standard(s):</b><br>-W.5.2:Write text in a variety of modes (informational)<br>-W.5.6: With some guidance and support from adults, use technology to produce and publish writing, including peer collaboration.  | <b>Academic Vocabulary:</b><br>source, transition word/phrase, lead/introduction/beginning, ending/conclusion, topic, facts, organizational structure, sentence, paragraph, revise/edit, publish, font, adjective   |
| <b>Lesson Frame:</b> Organizing information   | I can use underlying structures (sequence, problem & solution, etc.) to present different kinds of information to inform others on a topic.   |
| <b>Lesson Frame:</b> Note-taking  | I can use notes to record information while gathering appropriate information from multiple sources.  |
| <b>Lesson Frame:</b> Drafting   | I can create paragraphs that group related information while producing multiple-paragraph pieces.   |
| <b>Lesson Frame:</b> Grow Ideas   | I can add details to make the piece clearer, add or change words, and add transitional words and phrases to make it smoother.   |

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| <b>Unit Name: Tackling Complexity/Nonfiction and Informational Writing</b>  | <b>Length: 2nd quarter- 9 weeks</b>   |
|   | <b>Outcomes:</b><br>-Read multiple, more challenging nonfiction books, and being able to provide verbal and/or written summaries.<br>-Write and create an informational poster on a topic of the student's choosing, incorporating text features and/or structures.   |
| <b>Essential Questions:</b><br>-What is the main idea?<br>-How do details support the main idea?<br>-What is the summary of the text?<br>-How does a reader identify text structures and features?<br>-How does clarifying the meaning of an unknown word help a reader gain understanding of a text? | <b>Learning Targets:</b><br>-Follow and understand nonfiction texts with clearly defined overall structure and connect that to table of contents.<br>-Notice the topic of the text and that subtopics are related to the topic.<br>-Notice and think critically about a writer's word choice.<br>-Gather information from factual texts and use strategies for remembering it.<br>-Notice and understand when the writer uses description, sequence, compare/contrast, cause/effect, and problem/solution |
| <b>Lesson Frame:</b> Leads and Conclusions  | I can use a variety of beginnings and endings to engage the reader.   |
| <b>Lesson Frame:</b> Text Features  | I can use a variety of text features to support text, add information, and/or add meaning and context.  |
| <b>Lesson Frame:</b> Publish a piece of informational writing   | I can use efficient keyboarding skills to create drafts, revise, edit, and publish my piece. I can use the word processor to vary text- size, font, spacing, etc.   |
| <b>Lesson Frame:</b> Adjectives   | I can recognize adjectives and use endings for adjectives that add meaning or change the adjective to an adverb or a noun.  |
| <b>Performance Tasks:</b><br>Pre & Post On-Demand Informational Writing Assessment, Published piece of informational writing.   | <b>Notes:</b><br>Lucy resources:<br>-RML U17: Nonfiction Information Organization, RML U14: Expository Nonfiction   |
| <b>Word Study</b>   |   |
| <b>Learning Targets:</b><br>-Spell over 500 familiar high-frequency words, a wide range of plurals, and base words with inflectional endings and reflect spelling final drafts  | <b>Academic Vocabulary:</b><br>multisyllable, compound word, contraction, acronym, abbreviation, high-frequency words, noun, adverb,  |
| <b>Standard(s):</b><br>-L.5.5 & L.5.6.: Demonstrate appropriate use of grammar & conventions<br>-Spell grade level words correctly  | <b>Essential Questions:</b><br>-How does proper use of conventions assist a writer in the development of a piece of writing?<br>-How do I use specific words or phrases for effect and to convey ideas or information?  |
| <b>Lesson Frame:</b> Spelling Patterns/High Frequency Words   | I can notice and use patterns in multisyllabic words along with reading and writing words that occur in high frequency in the English language.   |
| <b>Lesson Frame:</b> Compound Words   | I can recognize and use a variety of complex compound words.  |
| <b>Lesson Frame:</b> Contractions   | I can recognize and understand contractions with am, will, not, have, would, or had.  |

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| <b>Unit Name: Tackling Complexity/Nonfiction and Informational Writing</b>  | <b>Length: 2nd quarter- 9 weeks</b>   |
|   | <b>Outcomes:</b><br>-Read multiple, more challenging nonfiction books, and being able to provide verbal and/or written summaries.<br>-Write and create an informational poster on a topic of the student's choosing, incorporating text features and/or structures.   |
| <b>Essential Questions:</b><br>-What is the main idea?<br>-How do details support the main idea?<br>-What is the summary of the text?<br>-How does a reader identify text structures and features?<br>-How does clarifying the meaning of an unknown word help a reader gain understanding of a text? | <b>Learning Targets:</b><br>-Follow and understand nonfiction texts with clearly defined overall structure and connect that to table of contents.<br>-Notice the topic of the text and that subtopics are related to the topic.<br>-Notice and think critically about a writer's word choice.<br>-Gather information from factual texts and use strategies for remembering it.<br>-Notice and understand when the writer uses description, sequence, compare/contrast, cause/effect, and problem/solution |
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| <b>Lesson Frame:</b> Acronyms   | I can recognize and use words that are made by combining initials (NATO).   |
| <b>Lesson Frame:</b> Abbreviations  | I can recognize and use abbreviations (state names, weights, Jr., Ph.D.).   |
| <b>Performance Tasks:</b><br>Choice spelling packets, Spelling tests, Formative and Summative assessments, Exit Tickets   | <b>Notes:</b><br>Words Their Way lists, 5th grade Dolch List, McGraw-Hill Language Arts text series   |

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| <b>Unit Name: Biography &amp; Researching a Debatable Issue &amp; Writing an Opinion-Based Essay</b>   | <b>Length: Quarter 3- 9 weeks</b>  |
|  | <b>Outcomes:</b><br>-Students will partner-read a biography and present a report to the class.<br>-Students will read and research a teacher-directed topic.<br>-Students will write an opinion-based essay from a group-researched topic.           |
| <b>Topic 1: Reading: Argument and Advocacy</b>   | <b>Length: Last 6 weeks of the quarter</b>   |
| <b>Essential Questions:</b><br>-How does a reader analyze multiple accounts of an event or topic to determine point of view?<br>-How is the story influenced by the author's point of view?<br>-What impact does fluency have on comprehension?<br>-How do you speak (or report out) effectively?<br>-How do you listen, especially in a group discussion or while others present? | <b>Learning Targets:</b><br>-Form and express opinions about a text and support with rationale and evidence.<br>-Distinguish between fact and opinion in a text.<br>-Notice counter arguments and evidence against those counterarguments in a text. |
| <b>Standard(s):</b><br>-RF.5.4 Read grade-level text with accuracy, proper decoding and fluency to support comprehension.<br>-SL.5.1 Engage effectively in a range of collaborative discussions (1 to 1, group, teacher).<br>-SL.5.4 Report on topic or text or present an opinion.<br>-R.5.6 Point of view  | <b>Academic Vocabulary:</b><br>claim, argument, unsubstantiated, overview, one-sided, position, debate, persuade, evidence, techniques, qualified, evaluate, sources   |
| <b>Lesson Frame:</b> Summarizing   | I can notice and remember the important information in a text. I can tell a summary of a text after hearing it read.   |
| <b>Lesson Frame:</b> Fact and Opinion  | I can distinguish between fact and opinion in a text in order to reach new understanding.  |
| <b>Lesson Frame:</b> Central Claims  | I can notice the topic of a text and that subtopics are related to the main topic.   |
| <b>Lesson Frame:</b> Counterclaims   | I can notice counter arguments and evidence against those counterarguments in a text.  |
| <b>Lesson Frame:</b> Writer's point of view  | I can evaluate the writer's qualifications for writing on a topic.<br>I can notice and critique how a writer uses logical reasoning and specific evidence to support an argument.  |
| <b>Lesson Frame:</b> Compare & Synthesizing  | I can think across texts to compare and expand understanding of content and ideas.   |

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| <p><b>Performance Tasks:</b><br/>Pre and Post On-Demand writing samples, Pre- &amp; Post Nonfiction Genre Assessment: pronunciation guide, text features, main idea/detail Genre Thinkmarks (found on F&amp;P website)</p>  | <p><b>Notes:</b><br/>-F&amp;P IRA: Caring for the World Text Set including One Well, Cycle of Rice, &amp; Can We Save The Tiger?<br/>-Mini Lessons: LA.U20.RML3 (pg. 358-text features), LA.U15 RML1-5 (pgs. 290-299-persuasion),<br/>-Lucy resources: Unit 4: Researching a debatable issue<br/>-Lucy charts: "Some questions readers can ask to analyze arguments", "vocabulary for an argument", "Launch a research project", &amp; How to Research an Issue Deeply"<br/>-Lucy articles: "A school fight over chocolate milk", other chocolate milk articles &amp; videos</p> |
| <p><b>Topic 2: Biography</b></p>  | <p><b>Length: First 3 weeks of the quarter</b></p>   |
| <p><b>Standard(s):</b><br/>-RF.5.4 Read grade-level text with accuracy, proper decoding and fluency to support comprehension.<br/>-SL.5.1 Engage effectively in a range of collaborative discussions (1 to 1, group, teacher).<br/>-SL.5.4 Report on topic or text or present an opinion.</p>   | <p><b>Academic Vocabulary:</b><br/>biography, summary, vocabulary, definition, accomplished, obstacles, decisions, time period, society, culture, influenced, inspiration, personality traits, motivations</p>   |
| <p><b>Lesson Frame:</b> Understanding Biography Genre</p>   | <p>I can understand that a biography is the story of a person's life.</p>  |
| <p><b>Lesson Frame:</b> Vocabulary</p>  | <p>I can recognize and actively work to learn the meaning of new vocabulary words, including complex, specialized, and technical words.<br/><i>I can use specific vocabulary to talk about texts.</i></p>  |
| <p><b>Performance Tasks:</b><br/>Completed Biography packet with summaries and vocabulary; Prepare slide show to teach about person in a biography.</p>   | <p><b>Notes:</b><br/>-Who was? books<br/>-F&amp;P Mini Lessons: LA. U16: Studying Biography RML1-9 (pgs. 302-319), SS U5.2: Summarize Biography<br/>-IRA Books: Biography Text Set {musicians}: Strange Mr. Satie, I &amp; I Bob Marley, Ella Fitzgerald, Legendary Miss Lena Horne, &amp; Esquivel and Achieving a Dream Text Set {Surfer of the Century, Silent Star, Long-Armed Lucy, 16 years in 16 seconds, Tallchief}</p>  |
| <p><b>Topic 1: Writing: Nonfiction (to persuade)</b></p>  | <p><b>Length: 9 weeks</b></p>  |
| <p><b>Standard(s):</b><br/>-W.5.2: Write text in a variety of modes (informational)<br/>-W.5.6: With some guidance and support from adults, use technology to produce and publish writing, including peer collaboration.<br/>-FM1.a.i: Critical Consumer</p>  | <p><b>Academic Vocabulary:</b><br/>author, information, topic, categories, subcategories, body, organized</p>  |
| <p><b>Essential Questions:</b><br/>-How do writers clearly introduce a topic and state an opinion about that topic?<br/>-How do writers use facts and details from credible sources to support opinions?<br/>-How does a writer develop a concluding statement to support their opinion?<br/>-What are the benefits of using resources to help improve your spelling?</p> | <p><b>Learning Targets:</b><br/>-Evaluate the writer's qualifications for writing on a topic.<br/>-Think across texts to compare and expand understanding of content and ideas from academic disciplines.<br/>-Identify and critique specific language a writer uses to persuade.</p>  |
| <p><b>Lesson Frame:</b> Organization and Evidence Collection for both sides</p>   | <p>I can use a writer's notebook as a tool to collect evidence, ideas, plan, sketch, and draft.</p>  |

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|  | My purpose is to persuade with a clear main idea.  |
| <b>Lesson Frame:</b> Flash Draft- utilizing Boxes and Bullets with evidence to support a thesis or claim   | I can use paragraphs to organize ideas into the structure of an essay (Introduction, Body, Conclusion).<br>I can support ideas with facts, details, examples, explanations, opinions, expert testimony, or quotes  |
| <b>Lesson Frame:</b> Rebuttal, Responses, & Counterclaims  | I can address counterarguments against my claim.   |
| <b>Lesson Frame:</b> Leads, Conclusions  | I can begin with a purposeful lead.<br>I can bring the piece to a close with concluding statements or summaries.   |
| <b>Lesson Frame:</b> Bibliographic Information   | I can record multiple sources for citation.  |
| <b>Lesson Frame:</b> Editing   | I can correctly utilize an editing checklist.<br>I can ask others to assist with a final edit.<br>I can look over my paper for capitalization, punctuation, and grammar mistakes.  |
| <b>Lesson Frame:</b> Elaborate on & Analyze Evidence and Fortify Thinking  | I can formulate questions myself, or have others ask questions, and locate sources to answer the questions.  |
| <b>Lesson Frame:</b> Persuasive Techniques & Debates   | I can produce expository writing that's persuasive and reveals a stance.<br>I can use language to establish a point of view.<br>I can use vocabulary appropriate for the topic.  |
| <b>Performance Tasks:</b><br>Published opinion piece of writing, debates   | <b>Notes:</b><br>Lucy resources: The Research-Based Argument Essay (Unit 4)<br>-Anchor charts: "Body Paragraphs Often Go Like This" (pg. 21), "How to write an argument", "Ways to push our thinking" (pg. 60)<br>-Articles: "Chocolate Milk in Schools", "Nutrition in Disguise", C.M.: More Harmful Than Healthful", & videos: "Flavored Milk: Tasty Nutrition", "Sugar Overload"<br>RML: SS U3: Understanding Connectives |
| <b>Word Study</b>  |  |
| <b>Learning Targets:</b><br>-Spell over 500 familiar high-frequency words, a wide range of plurals, and base words with inflectional endings and reflect spelling final drafts | <b>Academic Vocabulary:</b><br>prefix, suffix, root word, base word, adverb, metaphor, simile  |
| <b>Standard(s):</b><br>-L.5.5 & L.5.6.: Demonstrate appropriate use of grammar & conventions<br>-Spell grade level words correctly   | <b>Essential Questions:</b><br>-Why is it important to use correct spelling?<br>-How does knowing the meanings of roots and affixes help the reader understand new words?  |
| <b>Lesson Frame:</b> Spelling patterns/High Frequency Words  | I can notice and use patterns in multisyllabic words along with reading and writing words that occur in high frequency in the English language.  |
| <b>Lesson Frame:</b> Prefixes  | I can recognize and use common prefixes (re-, un-, im-, in-, dis-, non-, etc.) as well as prefixes that refer to numbers (uni-, bi-, tri-, etc.).  |
| <b>Lesson Frame:</b> Suffixes  | I can recognize and use suffixes that change verbs and nouns for different functions, such as adjectives and adverbs (-er, -es, -r, -ing, etc.).   |



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| <b>Lesson Frame:</b> Figurative Language   | I can recognize and use words as metaphors and similes to make comparisons.   |
| <b>Performance Tasks:</b><br>Spelling packets, Spelling tests, formative and summative assessments | <b>Notes:</b><br>Words Their Way, TPT resources for prefix/suffix/root words, packets for figurative language/writing poems<br>-RML: LA. Umbrella 10: Reading like a writer: Analyzing the Writer's Craft (pgs. 219-234), SS U1.5 (prefixes), SS U1.6 (root/base words), SS U2.4 (root/base words), SS U2.5 (Greek/Latin roots) |

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| <b>Unit Name: Fantasy and Memoir Writing</b>  | <b>Length: 9 weeks (quarter 4)</b>  |
|   | <b>Outcomes of the Unit:</b><br>-Students will have read 1-2 books of a Fantasy series while working in book club groups.<br>-Students will have completed their own memoir writing, defining a lesson learned.<br>-Students will have created a compilation of original poems.   |
| <b>Reading- Fiction- Fantasy</b>  |   |
| Topic 1: Fantasy  |   |
| <b>Standard(s):</b><br>-RF.5.4 Read grade-level text with accuracy, proper decoding and fluency to support comprehension.<br>-SL.5.1 Engage effectively in a range of collaborative discussions (1 to 1, group, teacher).<br>-R.5.2 Summarize texts - different genres, determined theme/central idea, support with key details.<br>-R.5.5 Story structure  | <b>Essential Questions:</b><br>-How is the setting important to the story within the fantasy genre?<br>-What traits define characters, in the fantasy genre, between forces in the story (ie. good vs. evil)?<br>-How do authors use figurative language to create imagery, or mood?<br>-How are themes developed throughout the fantasy genre and applied to a student's own life? |
| <b>Learning Targets:</b><br>-Notice and Understand that a defining characteristic of fantasy is that a defining characteristic of fantasy that the story could never happen in the real world.<br>-Understand that the heroic and sometimes larger-than-life characters in fantasy represent the symbolic struggle between good and evil.<br>-Understand that the messages or big ideas in fantasy stories can be applied to their own lives or to other people and society.<br>-Evaluate the significance of the setting in the story.<br>-Use some academic language to talk about fiction genres and literary features.<br>-Form implicit and explicit questions in response to the events of a plot.<br>-Notice how a writer reveals the underlying theme or message of a text-dialogue, actions, outcomes) | <b>Academic Vocabulary:</b><br>metaphor, setting, good vs. evil, character, implicit vs explicit, fantasy, theme, group discussion, figurative language, plot elements, high point/climax, problem/solution, resolution, conflict, real world vs fantasy world  |
| <b>Lesson Frame:</b> Understanding /Type Fantasy  | I can name characteristics of the fantasy genre.  |
| <b>Lesson Frame:</b> Story Element-Setting Fantasy  | I can identify the difference between real and fantastical settings and tell why they are important to the overall story.   |
| <b>Lesson Frame:</b> Story Element-Character-Suspending Judgment-Characters are not always what they seem   | I can understand a character in totality through their actions, others' reactions, and dialogue.  |
| <b>Lesson Frame:</b> Story Element- Here Be Dragons, Metaphorically-  | I can identify symbols or metaphors within a fantasy story and what they represent.   |
| <b>Lesson Frame:</b> Internal and External Quest- Story Plot Line   | I can create a map of the story line(s) including actual plot and character's internal thoughts and feelings.   |
| <b>Lesson Frame:</b> Theme  | I can recognize and apply a theme found in fantasy.   |
| Overall Speaking and Listening- Book Clubs, IRA, Partner, Conf.   | I can effectively communicate my ideas within a book club group.  |

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| <b>Unit Name: Fantasy and Memoir Writing</b>   | <b>Length: 9 weeks (quarter 4)</b>  |
|  | <b>Outcomes of the Unit:</b><br>-Students will have read 1-2 books of a Fantasy series while working in book club groups.<br>-Students will have completed their own memoir writing, defining a lesson learned.<br>-Students will have created a compilation of original poems.   |
| <b>Performance Tasks:</b><br>Summative/Formative Assessments: Self-reflection on book club discussions using recording/observations, pre/post assessment on fantasy, accountability packet, RML 4- Write a --reader's theater script based on a book.(summative) | <b>Notes:</b><br>IRA- Coraline, Poets Dog, Rikki Tikki Tavi, Black Dog. Other Texts: Paper Bag Princess, Eleven Mini-Lessons- LA. Umbrella 22: Understanding Fantasy pgs. 371-376, LA Umbrella 26: Setting in Fiction pgs. 427-434, LA U27.1: Understanding Plot<br>Lucy resources: links to kids in book clubs   |
| <b>Writing-</b>  |   |
| <b>Standard(s):</b><br>-W.5.2:Write text in a variety of modes-narrative/fantasy<br>-W.5.6: With some guidance and support from adults, use technology to produce and publish writing, including peer collaboration.   | <b>Learning Targets:</b><br>-Write an engaging lead that captures interest and that may foreshadow the content.<br>-Select important events and turning points to include in narrative nonfiction.<br>-Use small moments or experiences to communicate a bigger message.<br>-Write an ending that fits the piece.<br>-Write with voice as well as begin to develop literary voice.<br>-Spell over 500 familiar high-frequency words, a wide range of plurals, and base words with inflectional endings and reflect spelling final drafts. |
| <b>Topic 1: Poetry</b>   | <b>Length: 3 weeks</b>  |
|  | <b>Academic Vocabulary:</b><br>poem, poet, line, break, stanza, repetition, rhythm, rhyme, tone, sensory images   |
| <b>Lesson Frame:</b> Poem shape and structure  | I can understand and use white space and line breaks to communicate meaning and tone, for pause, or emphasis.   |
| <b>Lesson Frame:</b> Figurative Language and other literary devices  | I can understand there are different types of poems and use figurative language to assist in writing of different types of poems.   |
| <b>Lesson Frame:</b> Poetic Techniques   | I can understand that poems do not have to rhyme, but use repetition, refrain, rhythm, and other poetic techniques.   |
| <b>Performance Tasks:</b><br>Final published poems   | <b>Notes:</b><br>- TPT resources<br>-RML: LA. Umbrella 11: Understanding the Craft of Poetry (pgs. 237-246)<br>-IRA: Joyce Sidman Text Set  |
| <b>Topic 2: Writing Memoirs</b>  | <b>Length: 6 weeks</b>  |
| <b>Standard(s):</b><br>-W.5.2:Write text in a variety of modes-narrative/fantasy<br>-W.5.6: With some guidance and support from adults, use technology to produce and publish writing, including peer collaboration.   | <b>Academic Vocabulary:</b><br>memoir, seed idea, metaphor, internal story, external actions  |

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| <b>Unit Name: Fantasy and Memoir Writing</b>   | <b>Length: 9 weeks (quarter 4)</b>  |
|  | <b>Outcomes of the Unit:</b><br>-Students will have read 1-2 books of a Fantasy series while working in book club groups.<br>-Students will have completed their own memoir writing, defining a lesson learned.<br>-Students will have created a compilation of original poems. |
| <b>Learning Targets:</b><br>-Write an engaging lead that captures interest and that may foreshadow the content.<br>-Select important events and turning points to include in narrative nonfiction.<br>-Use small moments or experiences to communicate a bigger message.<br>-Write an ending that fits the piece.<br>-Write with voice as well as begin to develop literary voice. |   |
| <b>Lesson Frame:</b> Engaging Lead for Memoirs- Proverb, quote or song lyric, quote  | I can craft a lead that hooks my reader.  |
| <b>Lesson Frame:</b> Explore different types of Memoir   | I can understand different formats or styles of writing.  |
| <b>Lesson Frame:</b> Writers Inspired by Other Authors When Writing Memoir   | I can model after different authors writing styles.   |
| <b>Lesson Frame:</b> Writing With Depth While Pushing Our Thinking   | I can write more descriptive details about my own experiences or small moments.   |
| <b>Lesson Frame:</b> Drafting the beginning, middle, and end of Memoirs.   | I can compose drafts of my own memoir.  |
| <b>Performance Tasks:</b><br>-Final published memoirs<br>-Individual checkpoints: Lead, Conclusion, Transitions<br>-Write a readers theater script based on a Fantasy series.  | <b>Notes:</b><br>- Eleven, "Quietly Struggling"<br>-Lucy Unit 4   |
| <b>Word Study</b>  |   |
| <b>Learning Targets:</b><br>-Spell over 500 familiar high-frequency words, a wide range of plurals, and base words with inflectional endings and reflect spelling final drafts   | <b>Academic Vocabulary:</b><br>metaphor, idiom, personification, onomatopoeia   |
| <b>Standard(s):</b><br>-L.5.5 & L.5.6.: Demonstrate appropriate use of grammar & conventions<br>-Spell grade level words correctly   | <b>Essential Questions:</b><br>-How does a reader identify and interpret figurative language and literature devices?<br>-How does knowing common spelling patterns help us spell words correctly?<br>-What is the purpose of applying grammar and mechanics skills?             |
| <b>Lesson Frame:</b> Spelling patterns/High Frequency Words  | I can notice and use patterns in multisyllabic words along with reading and writing words that occur in high frequency in the English language.   |
| <b>Lesson Frame:</b> Idioms  | I can recognize and use metaphors that have become traditional sayings and in which the comparisons are not evident.  |
| <b>Lesson Frame:</b> Figurative Language/literary  | I can study and write using different types of figurative language such as alliteration, onomatopoeia,  |

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| <b>Unit Name: Fantasy and Memoir Writing</b>  | <b>Length: 9 weeks (quarter 4)</b>  |
|   | <b>Outcomes of the Unit:</b><br>-Students will have read 1-2 books of a Fantasy series while working in book club groups.<br>-Students will have completed their own memoir writing, defining a lesson learned.<br>-Students will have created a compilation of original poems. |
|   | personification, and hyperbole.   |
| <b>Performance Tasks:</b><br>Spelling packets, spelling tests, formative and summative assessments for Idioms and other figurative language | <b>Notes:</b><br>Words Their Way, TPT Resources for Idioms/Figurative Language  |

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| Course Name:        | Fourth Grade Social Studies   |  |  |
| Description:        | Students will learn about Wisconsin History, American Revolution, and the United States Regions.            |  |  |
| Academic Standards: | National Curriculum Standards for Social Studies (NCSS) Wisconsin Standards for Personal Financial Literacy |  |  |
| Units:              | Unit Length:  | Unit Standards:  | Unit Outcomes:   |
| Wisconsin           | 14 class periods  | <p>I can explain key historical events.</p> <p>I can analyze primary and secondary sources from history (point of view).</p> <p>I can identify how groups of people and government can help or hurt the common good.</p> <p>I can identify and describe examples of tensions and conflict between and within individuals and groups.</p> <p>I can relate migration and settlement to cultural changes.</p> <p>I can explain civic concepts (common good, responsibility...).</p> <p>I can describe the roles of local, state, and national government.</p> <p>I can identify and describe examples of tensions and conflict between and within individuals and groups.</p> | Throughout this unit, students will be exposed to how WI became a state and how the government functions in their lives. They will understand the contributions of Native Americans, explorers, and immigrants to the creation of Wisconsin. They will recognize the similarities and differences between the different levels of government and how each function in our citizen's lives.                                     |
| American Revolution | 20 class periods  | <p>I can identify and describe examples of tensions and conflict between and within individuals and groups.</p> <p>I can explore how membership in more than one group may cause conflict or cooperation.</p> <p>I can identify how groups of people and government can help or hurt the common good.</p> <p>I can explain key historical events.</p> <p>I can explain how historical events have influenced societies.</p> <p>I can analyze primary and secondary sources from history (point of view).</p>   | Throughout this unit, students will develop an understanding of the American Revolution. They will identify and describe the causes of the War, what happened during the War, and the effects of the War.  |
| States & Regions    | 40 class periods  | <p>I can explain how natural resources and physical features affect societies.</p> <p>I can create/label a map of Wisconsin/a Region; identifying major cities, physical features, etc.</p> <p>I can use charts, maps, and graphs to interpret data and answer questions.</p> <p>I can identify global connections.</p> <p>I can define economic language.</p> <p>I can identify how economic activity affect people's behavior.</p> <p>I can explain how historical events have influenced societies.</p> <p>I can explain aspects of culture.</p> <p>I can describe how culture unifies its citizens.</p>  | Throughout this unit, students will be exposed to the United States in a variety of ways. They will identify and describe the geographic features throughout the US. They will further explore how those geographic features affect the economy and way of life of the people in the US. Along with the geography, they will describe the different cultures found throughout the US and how they affect people's way of life. |

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| Unit Name: Wisconsin  | Length: 20 class periods   |
| Standards:<br>I can explain key historical events.<br>I can analyze primary and secondary sources from history (point of view).<br>I can identify how groups of people and government can help or hurt the common good.<br>I can identify and describe examples of tensions and conflict between and within individuals and groups.<br>I can relate migration and settlement to cultural changes.<br>I can explain civic concepts (common good, responsibility...).<br>I can describe the roles of local, state, and national government.<br>I can identify and describe examples of tensions and conflict between and within individuals and groups. | Outcomes:<br>Throughout this unit, students will be exposed to how WI became a state and how the government functions in their lives. They will understand the contributions of Native Americans, explorers, and immigrants to the creation of Wisconsin. They will recognize the similarities and differences between the different levels of government and how each function in our citizen's lives.                    |
| Essential Questions:<br>How did early groups of people contribute to the development of WI?<br>How does government play a role in our lives?  | Learning Targets:<br>Students will identify the Native Americans and their contributions to WI becoming a state.<br>Students will identify the explorers and their contributions to WI becoming a state.<br>Students will identify the immigrant groups and their contributions to WI.<br>Students will explain the key components to the branches of government.<br>Students will describe how government works.          |
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| Topic 1: WI History   | Length: 14 class periods   |
| Standard(s):<br>I can explain key historical events<br>I can analyze primary and secondary sources from history (point of view)<br>I can identify how groups of people and government can help or hurt the common good<br>I can identify and describe examples of tensions and conflict between and within individuals and groups<br>I can relate migration and settlement to cultural changes<br>FM2.e.i: Civic Engagement   | Academic Vocabulary:<br>Paleo People<br>Archaic People<br>Mound Builders<br>explorers<br>voyageurs<br>heritage   |
| Lesson Frame: Native Americans  | I can compare and contrast the Native American peoples.<br>I can analyze primary and secondary sources.<br>I can explain conflicts between the Native American peoples.  |
| Lesson Frame: Explorers   | I can explain key historical events (migration of explorers into Native American territory, French & Indian War, etc).<br>I can identify and describe the explorers who came to WI (Brule, Nicolet, Joliet, Marquette).<br>I can explain the cause and effects of French and Indian War.<br>I can analyze primary and secondary sources.<br>I can explain conflicts between the Native American peoples and the explorers. |



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| Lesson Frame: Immigrants   | <p>I can explain key historical events (Ellis Island, journey across the Atlantic, etc.).</p> <p>I can identify the groups of people who immigrated to WI (Norwegian, German, etc.).</p> <p>I can describe the contributions of immigrants (Norwegian, German, etc.).</p> <p>I can analyze primary and secondary sources.</p> <p>I can explain migration of immigrants from the East to WI.</p> <p>I can describe the cultural changes immigrants experienced.</p> |
| Performance Tasks:<br>Written Assessment   | Notes:   |
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| Topic 2: Government  | Length: 6 class periods  |
| <p>Standard(s):</p> <p>I can explain civic concepts (common good, responsibility...).</p> <p>I can describe the roles of local, state, and national government.</p> <p>I can identify and describe examples of tensions and conflict between and within individuals and groups.</p> <p>FM2.e.i: Civic Engagement</p> | <p>Academic Vocabulary:</p> <p>executive branch</p> <p>legislative branch</p> <p>judicial branch</p> <p>political parties</p> <p>representatives</p> <p>veto</p>   |
| Lesson Frame: State and Local Government   | <p>I can explain civic concepts (rules, laws, citizenship, etc.).</p> <p>I can describe the roles of the local government (mayor, council, etc.).</p> <p>I can describe the roles of the state government (governor, senator, representatives, etc.).</p> <p>I can differentiate between the branches of government.</p> <p>I can explain conflicts between/within groups.</p>   |
| Lesson Frame: National Government  | <p>I can explain civic concepts (rules, laws, citizenship, bills, etc.).</p> <p>I can describe the roles of the national government (president, vice president, legislators, Supreme Court, Senate).</p> <p>I can differentiate between the branches of government.</p> <p>I can explain conflicts between/within groups.</p>  |
| Performance Tasks:<br>Written Assessment   | Notes:   |

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| Unit Name: American Revolution  | Length: 20 class periods  |
| Standards:<br>I can identify and describe examples of tensions and conflict between and within individuals and groups.<br>I can explore how membership in more than one group may cause conflict or cooperation.<br>I can identify how groups of people and government can help or hurt the common good.<br>I can explain key historical events.<br>I can explain how historical events have influenced societies.<br>I can analyze primary and secondary sources from history (point of view).   | Outcomes:<br>Throughout this unit, students will develop an understanding of the American Revolution. They will identify and describe the causes of the War, what happened during the War, and the effects of the War.  |
| Essential Questions:<br>What impact did the American Revolution have on the United States?<br>How did the American Revolution shape our society?  | Learning Targets:<br>Students will explain the Acts that led to the American Revolution.<br>Students will describe the Boston Massacre and Tea Party.<br>Students will explain the purpose of the Continental Congress.<br>Students will describe the battles that occurred throughout the American Revolution.<br>Students will explain how the American Revolution ended and the after effects.   |
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| Topic 1: Pre American Revolution  | Length: 6 class periods   |
| Standard(s):<br>I can identify and describe examples of tensions and conflict between and within individuals and groups.<br>I can explore how membership in more than one group may cause conflict or cooperation.<br>I can identify how groups of people and government can help or hurt the common good.<br>I can explain key historical events.<br>I can explain how historical events have influenced societies.<br>I can analyze primary and secondary sources from history (point of view). | Academic Vocabulary:<br>act<br>intolerable<br>proclamation<br>massacre<br>Sons of Liberty<br>revolution   |
| Lesson Frame: Acts  | I can describe tensions and conflicts between individuals and groups.<br>I can explain the different Acts (Stamp, Tea, Quartering, etc.).<br>I can identify how groups of people and government can help/hurt the common good (conflict between the Patriots and the Loyalists).<br>I can explain key historical events (passing of the different Acts).<br>I can explain how historical events influenced society (changes in way of life for the people once Acts were passed).<br>I can analyze primary and secondary sources. |
| Lesson Frame: Boston Massacre/Tea Party   | I can describe tensions and conflicts between individuals and groups (Loyalists, Patriots).<br>I can identify how groups of people and government can help/hurt the common good.<br>I can explain how Loyalists and Patriots believed differently and what their beliefs are.<br>I can explain key historical events (Boston Massacre, Boston Tea Party).<br>I can explain why Boston Massacre and Tea Party were important to the start of the American Revolution.<br>I can analyze primary and secondary sources.              |
| Performance Tasks:<br>Create poster/pamphlet  | Notes:  |

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| Topic 2: American Revolution  |   |
| Standard(s):<br>I can identify and describe examples of tensions and conflict between and within individuals and groups.<br>I can identify how groups of people and government can help or hurt the common good.<br>I can explain key historical events.<br>I can explain how historical events have influenced societies.<br>I can analyze primary and secondary sources from history (point of view). | Length: 10 class periods<br><br>Academic Vocabulary:<br>Continental Congress<br>Loyalists<br>Patriots   |
| Lesson Frame: Congresses/Paul Revere  | I can describe tensions and conflicts between individuals and groups (Continental Congresses, Loyalists, Patriots).<br>I can identify how Paul Revere's Ride and Patrick Henry's speech ignited the conflict.<br>I can explain key historical events (First Continental Congress, Paul Revere's Ride, etc).<br>I can analyze primary and secondary sources.   |
| Lesson Frame: Battles   | I can describe tensions and conflicts between individuals and groups (battles - Lexington, Concord, Bunker Hill, Crossing the Delaware, etc.).<br>I can identify how groups of people and government can help/hurt the common good (disagreements led to battles).<br>I can explain key historical events (battles, congresses, etc.).<br>I can explain how historical events/people influenced society (George Washington, Congresses, battles).<br>I can analyze primary and secondary sources. |
| Performance Tasks:<br>Create a Timeline<br>Written Assessment   | Notes:  |
| Topic 3: Post American Revolution   |   |
| Standard(s):<br>I can identify how groups of people and government can help or hurt the common good.<br>I can explain key historical events.<br>I can explain how historical events have influenced societies.<br>I can analyze primary and secondary sources from history (point of view).   | Length: 4 class periods<br><br>Academic Vocabulary:<br>Constitution<br>Treaty   |
| Lesson Frame: Treaties/Constitution   | I can identify how groups of people and government can help/hurt the common good (effects of the American Revolution, changes in government, etc.).<br>I can explain key historical events (writing of the Constitution, Paris Peace Treaty, etc. ).<br>I can explain how historical events influenced society (Constitution, Paris Peace Treaty, etc. ).<br>I can analyze primary and secondary sources.   |
| Lesson Frame: Changes   | I can explain how new government was created.<br>I can describe the key aspects/changes of life after the American Revolution.  |
| Performance Tasks:<br>Written Assessment  | Notes:  |

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| Unit Name: States & Regions   | Length: 40 class periods   |
| <p>Standards:</p> <p>I can explain how natural resources and physical features affect societies.<br/> I can create/label a map of Wisconsin/a Region; identifying major cities, physical features, etc.<br/> I can use charts, maps, and graphs to interpret data and answer questions.<br/> I can identify global connections.<br/> I can define economic language.<br/> I can identify how economic activity affect people's behavior.<br/> I can explain how historical events have influenced societies.<br/> I can explain aspects of culture.<br/> I can describe how culture unifies its citizens.</p> <p>FM2.e.i: Civic Engagement<br/> EE2.a.i: Post Secondary Skills and Training<br/> MM2.a.i: Financial Institutions<br/> CD2.a.i: Credit Products and Services</p>   | <p>Outcomes:</p> <p>Throughout this unit, students will be exposed to the United States in a variety of ways. They will identify and describe the geographic features throughout the US. They will further explore how those geographic features affect the economy and way of life of the people in the US. Along with the geography, they will describe the different cultures found throughout the US and how they affect people's way of life.</p>   |
| <p>Essential Questions:</p> <p>How does the geography of the United States affect its economy?<br/> How does the geography of the United States affects its lifestyles?<br/> How do the cultures of the United States affect its lifestyles?</p>  | <p>Learning Targets:</p> <p>Students will identify the five regions in the United States, including their states and capitals.<br/> Students will identify the major geographic features within the United States.<br/> Students will describe the major economies found in each region.<br/> Students will describe the different cultures found in each region.<br/> Students will explain how geography relates to the economy of each region.<br/> Students will explain how cultures influence people's lifestyles.</p> |
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| Topic 1: The Northeast  | Length: 8 class periods  |
| <p>Standard(s):</p> <p>I can explain how natural resources and physical features affect societies.<br/> I can create/label a map of Wisconsin/a Region; identifying major cities, physical features, etc.<br/> I can use charts, maps, and graphs to interpret data and answer questions.<br/> I can identify global connections.<br/> I can define economic language.<br/> I can identify how economic activity affect people's behavior.<br/> I can explain how historical events have influenced societies.<br/> I can explain aspects of culture.<br/> I can describe how culture unifies its citizens.</p> <p>FM2.e.i: Civic Engagement<br/> EE2.a.i: Post Secondary Skills and Training<br/> MM2.a.i: Financial Institutions<br/> CD2.a.i: Credit Products and Services</p> | <p>Academic Vocabulary:</p> <p>map scale<br/> megalopolis</p>  |

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| Lesson Frame: Geography   | <p>I can create/label a map of the NE.</p> <p>I can explain how physical features affect the NE.</p> <p>I can use graphic organizers to interpret data.</p>   |
| Lesson Frame: Economy   | <p>I can explain how natural resources affect the NE.</p> <p>I can use graphic organizers to interpret data.</p> <p>I can define economic language and its affects on people's behavior.</p>                                      |
| Lesson Frame: People  | <p>I can explain aspects of culture in the NE.</p> <p>I can explain how NE culture unifies its citizens.</p> <p>I can identify global connections to the NE.</p> <p>I can identify a historical event that influenced the NE.</p> |
| Performance Tasks:<br>Create a map<br>Written assessment  | Notes:  |
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| Topic 2: The Southeast  | Length: 8 class periods   |
| <p>Standard(s):</p> <p>I can explain how natural resources and physical features affect societies.</p> <p>I can create/label a map of Wisconsin/a Region; identifying major cities, physical features, etc.</p> <p>I can use charts, maps, and graphs to interpret data and answer questions.</p> <p>I can identify global connections.</p> <p>I can define economic language.</p> <p>I can identify how economic activity affect people's behavior.</p> <p>I can explain how historical events have influenced societies.</p> <p>I can explain aspects of culture.</p> <p>I can describe how culture unifies its citizens.</p> <p>FM2.e.i: Civic Engagement</p> <p>EE2.a.i: Post Secondary Skills and Training</p> <p>MM2.a.i: Financial Institutions</p> <p>CD2.a.i: Credit Products and Services</p> | <p>Academic Vocabulary:</p> <p>peninsula</p> <p>levee</p> <p>renewable resource</p> <p>nonrenewable resource</p> <p>refinery</p> <p>segregation</p>   |
| Lesson Frame: Geography   | <p>I can create/label a map of the SE.</p> <p>I can explain how physical features affect the SE.</p> <p>I can use graphic organizers to interpret data.</p>   |
| Lesson Frame: Economy   | <p>I can explain how natural resources affect the SE.</p> <p>I can use graphic organizers to interpret data.</p> <p>I can define economic language and its affects on people's behavior.</p>                                      |
| Lesson Frame: People  | <p>I can explain aspects of culture in the SE.</p> <p>I can explain how SE culture unifies its citizens.</p> <p>I can identify global connections to the SE.</p> <p>I can identify a historical event that influenced the SE.</p> |

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| Performance Tasks:<br>Create a map<br>Written assessment   | Notes:   |
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| Topic 3: The Midwest   | Length: 8 class periods  |
| Standard(s):<br>I can explain how natural resources and physical features affect societies.<br>I can create/label a map of Wisconsin/a Region; identifying major cities, physical features, etc.<br>I can use charts, maps, and graphs to interpret data and answer questions.<br>I can identify global connections.<br>I can define economic language.<br>I can identify how economic activity affect people's behavior.<br>I can explain how historical events have influenced societies.<br>I can explain aspects of culture.<br>I can describe how culture unifies its citizens.<br>FM2.e.i: Civic Engagement<br>EE2.a.i: Post Secondary Skills and Training<br>MM2.a.i: Financial Institutions<br>CD2.a.i: Credit Products and Services | Academic Vocabulary:<br>agribusiness<br>assembly line<br>mass production<br>descendants<br>migration   |
| Lesson Frame: Geography  | I can create/label a map of the Midwest.<br>I can explain how physical features affect the Midwest.<br>I can use graphic organizers to interpret data.   |
| Lesson Frame: Economy  | I can explain how natural resources affect the Midwest.<br>I can use graphic organizers to interpret data.<br>I can define economic language and its affects on people's behavior.   |
| Lesson Frame: People   | I can explain aspects of culture in the Midwest.<br>I can explain how Midwest culture unifies its citizens.<br>I can identify global connections to the Midwest.<br>I can identify a historical event that influenced the Midwest. |
| Performance Tasks:<br>Create a map<br>Written assessment   | Notes:   |
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| Topic 4: The Southwest   | Length: 8 class periods  |

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| <p>Standard(s):<br/> I can explain how natural resources and physical features affect societies.<br/> I can create/label a map of Wisconsin/a Region; identifying major cities, physical features, etc.<br/> I can use charts, maps, and graphs to interpret data and answer questions.<br/> I can identify global connections.<br/> I can define economic language.<br/> I can identify how economic activity affect people's behavior.<br/> I can explain how historical events have influenced societies.<br/> I can explain aspects of culture.<br/> I can describe how culture unifies its citizens.<br/> FM2.e.i: Civic Engagement<br/> EE2.a.i: Post Secondary Skills and Training<br/> MM2.a.i: Financial Institutions<br/> CD2.a.i: Credit Products and Services</p> | <p>Academic Vocabulary:<br/> mesa<br/> butte<br/> aquifer<br/> drought<br/> irrigation<br/> kerosene<br/> adobe<br/> pueblo</p>   |
| <p>Lesson Frame: Geography</p>  | <p>I can create/label a map of the SW.<br/> I can explain how physical features affect the SW.<br/> I can use graphic organizers to interpret data.</p>   |
| <p>Lesson Frame: Economy</p>  | <p>I can explain how natural resources affect the SW.<br/> I can use graphic organizers to interpret data.<br/> I can define economic language and its affects on people's behavior.</p>                                    |
| <p>Lesson Frame: People</p>   | <p>I can explain aspects of culture in the SW.<br/> I can explain how SW culture unifies its citizens.<br/> I can identify global connections to the SW.<br/> I can identify a historical event that influenced the SW.</p> |
| <p>Performance Tasks:<br/> Create a map<br/> Written assessment</p>   | <p>Notes:</p>   |
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| <p>Topic 5: The West</p>  | <p>Length: 8 class periods</p>  |

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| <p>Standard(s):<br/> I can explain how natural resources and physical affect features societies.<br/> I can create/label a map of Wisconsin/a Region; identifying major cities, physical features, etc.<br/> I can use charts, maps, and graphs to interpret data and answer questions.<br/> I can identify global connections.<br/> I can define economic language.<br/> I can identify how economic activity affect people's behavior.<br/> I can explain how historical events have influenced societies.<br/> I can explain aspects of culture.<br/> I can describe how culture unifies its citizens.<br/> FM2.e.i: Civic Engagement<br/> EE2.a.i: Post Secondary Skills and Training<br/> MM2.a.i: Financial Institutions<br/> CD2.a.i: Credit Products and Services</p> | <p>Academic Vocabulary:<br/> geyser<br/> telecommunications<br/> conservationist</p>  |
| <p>Lesson Frame: Geography</p>  | <p>I can create/label a map of the W.<br/> I can explain how physical features affect the W.<br/> I can use graphic organizers to interpret data.</p>   |
| <p>Lesson Frame: Economy</p>  | <p>I can explain how natural resources affect the W.<br/> I can use graphic organizers to interpret data.<br/> I can define economic language and its affects on people's behavior.</p>                                 |
| <p>Lesson Frame: People</p>   | <p>I can explain aspects of culture in the W.<br/> I can explain how W culture unifies its citizens.<br/> I can identify global connections to the W.<br/> I can identify a historical event that influenced the W.</p> |
| <p>Performance Tasks:<br/> Create a map<br/> Written assessment</p>   | <p>Notes:</p>   |



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| Course Name:                 | 5th Grade Social Studies   |  |  |
| Description:                 | An in depth overview of US History   |  |  |
| Academic Standards:          | National Curriculum Standards for Social Studies (NCSS)<br>Wisconsin Standards for Personal Financial Literacy |  |  |
| Units:                       | Unit Length:   | Unit Standards:  | Unit Outcomes:   |
| Settling the Americas        | 1 Quarter - 20 class periods   | <p>I can explain how natural resources and physical features have affected settlement in the United States.</p> <p>I can define economic language I can describe how different cultures have unified United States citizens.</p> <p>I can label/create a map of the United States identifying major cities, physical features, etc. using physical and digital resources.</p> <p>I can identify how economic activity affect people's behavior.</p>  | <p>During this unit, students will explore and develop an understanding of the Early Settlers including Native Americans and Explorers and Colonial Life. Students will identify the effects of settlement and exploration in the US and explain what influenced the development of the economy. They will also explore the hardships and developments during colonial times and understand how the colonies were separated.</p>   |
| A New Nation                 | 1 Quarter - 20 class periods   | <p>I can identify and describe examples of tensions and conflict between and within individuals and groups.</p> <p>I can identify how groups of people and government can help or hurt the common good.</p> <p>I can analyze primary and secondary sources from history (point of view).</p> <p>I can explain the fundamental values of democracy (common good, liberty, justice, individual dignity...).</p> <p>I can demonstrate how science and technology positively or negatively affect society.</p> <p>I can explain how historical events have influenced the United States.</p>   | <p>During this unit, students will build a deeper understanding of the American Revolution including the causes, the challenges, and the impact on the country after the war. Students will then learn how the US government was established, the components of government, and the effects on the economy. Students will also identify and describe the impact of the Industrial Revolution and explain the different inventions that impacted our economy during this time. Finally, students will research a US President and learn the background information, influence, and important facts about their given President.</p> |
| Slavery & Westward Expansion | 1 Quarter - 20 class periods   | <p>I can identify and describe examples of tensions and conflict between and within individuals and groups.</p> <p>I can describe how multiculturalism has divided and united the people of the United States.</p> <p>I can explain how historical events have influenced the United States.</p> <p>I can analyze civic concepts and ideals I can explain how natural resources and physical features have affected settlement in the United States.</p> <p>I can label/create a map of the United States identifying major cities, physical features, etc. using physical and digital resources .</p> <p>I can identify how economic activity affect people's behavior I can use charts, maps, and graphs to interpret data and answer questions .</p> <p>I can analyze primary and secondary sources from history (point of view).</p> | <p>During this unit, students will discuss slavery and the Civil War. Students will describe and identify the events that led up to the war, the challenges during the war, and impact on the country after the war. Students will then learn about Westward Expansion and will identify the inventions that impacted the economy and supported the expansion. Finally, students will be assigned a state to research. Students will find information about their given state such as symbols, years of statehood, government, economy, and how the state influences the country as a whole.</p>                                   |

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| <p>A New Century &amp; Current Events</p> | <p>1 Quarter - 20 class periods</p> | <p>I can identify how groups of people, members of more than one group, and/or government can help or hurt the common good.<br/> I can explain how historical events have influenced the United States.<br/> I can demonstrate how science and technology positively or negatively affect society.<br/> I can describe how multiculturalism has divided and united the people of the United States.<br/> Describe how different cultures have unified United States citizens<br/> I can explain the fundamental values of democracy (common good, liberty, justice, individual dignity...).</p> <p>I can identify and describe examples of tensions and conflict between and within individuals and groups.</p> | <p>During this unit, students will learn about and analyze the impact of several wars. The unit will begin with exploring World War I and World War II. Students will learn about the Great Depression and discuss the influence it had on our economy. Next, students will discuss the challenges and inequities of segregation. Students will then learn about the Civil Rights Act and the people influenced and supported by the Act. Finally, students will complete the unit learning about current challenges including the aftermath of 9/11, terrorism, and the influence of technology on our society.</p> |
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| Unit Name: Settling the Americas- Native Americans- American Revolution  | Length: 1 quarter- approx. 20 class periods   |
| Standards:<br>I can explain how natural resources and physical features have affected settlement in the United States.<br>I can define economic language.<br>I can describe how different cultures have unified United States citizens.<br>I can label/create a map of the United States identifying major cities, physical features, etc. using physical and digital resources.<br>I can identify how economic activity affect people's behavior.<br>FM2.e.i: Civic Engagement and Philanthropy (e.g., giving back, volunteering, donation, or charity) | Outcomes: During this unit, students will explore and develop an understanding of the Early Settlers including Native Americans and Explorers and Colonial Life. Students will identify the effects of settlement and exploration in the US and explain what influenced the development of the economy. They will also explore the hardships and developments during colonial times and understand how the colonies were separated. |
| Essential Questions:<br>How does the exploration and colonization of US influence our daily life today?<br>How does the geography of the US affects its economy?<br>How do people adapt to where they live?  | Learning Targets:<br>Students will create a map identifying the different US regions.<br>Students will explain the economic influences during colonial times.<br>Students will identify explorers and their cultural impact.<br>Students will explain the rules of colonial government.   |
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| Topic 1: Native Peoples of North America   | Length:5 class periods  |
| Standard(s):<br>I can explain how natural resources and physical features have affected settlement in the United States.<br>I can define economic language.  | Academic Vocabulary: economy, supply & demand, artifact, culture, census, climate, adobe, slash and burn  |
| Lesson Frame: US History introduction  | I can define economic language (such as supply and demand).<br>I can explain the purpose of a census.   |
| Lesson Frame: US Regions & Native Peoples  | I can explain how natural resources and physical features have affected settlement in the United States.<br>I can identify and describe key characteristics of Native Peoples.<br>I can identify and define the regions of the US.  |
| Performance Tasks:<br>Museum Artifact Project<br>US Regions map/drawing (rubric)   | Notes:<br>Review group projects, expectations, rubrics, and group participation   |
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| Topic 2: Exploration of America  | Length:5 class periods  |
| Standard(s):<br>I can describe how different cultures have unified United States citizens.   | Academic Vocabulary:barter, merchant, navigation, latitude, longitude, expedition, conquistador, missionary, Northwest Passage, import/export, voyageur   |
| Lesson Frame: Spanish Exploration  | I can explain the rules and purpose of exploration.<br>I can analyze the Spanish culture and the impact of the Spanish culture on US.<br>I can explain the effect Spanish Explorers had on the Native American empire.  |
| Lesson Frame: European Exploration (French & English)  | I can explain how the search for the Northwest Passage affected people.<br>I can analyze France's relationship with Native Americans and how that impacted colonization.<br>I can identify the challenges English settlers faced.   |

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| Performance Tasks:<br>Written Assessment  | Notes:  |
| Topic 3: Colonial America   | Length: 10 class periods  |
| Standard(s):<br>I can label/create a map of the United States identifying major cities, physical features, etc. using physical and digital resources.<br>I can identify how economic activity affect people's behavior. | Academic Vocabulary: common, plantation, apprentice, Great Awakening, slave codes, triangular trade, Middle Passage, industry                                     |
| Lesson Frame: Colonial Regions  | I can identify and create a map explaining the key characteristics of the 3 different sections of colonies.<br>I can compare and contrast the different colonies. |
| Lesson Frame: Colonial Life   | I can analyze how values shaped colonial life.<br>I can explain why there was a need for slavery.   |
| Lesson Frame: Colonial Economy & Government   | I can explain and identify the economic needs that affected colonial life.<br>I can define what influenced the development of colonial economies.                 |
| Performance Tasks:<br>Persuasive Colonial Poster<br>Written Assessment  | Notes:<br>read historical fiction read aloud  |

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| <b>Unit Name: A New Nation- American Revolution-Industrial Revolution</b>  | <b>Length: 1 quarter- approx. 20 class periods</b>   |
| <p>Standards:<br/> I can identify and describe examples of tensions and conflict between and within individuals and groups.<br/> I can identify how groups of people and government can help or hurt the common good.<br/> I can analyze primary and secondary sources from history (point of view).<br/> I can explain the fundamental values of democracy (common good, liberty, justice, individual dignity...).<br/> I can demonstrate how science and technology positively or negatively affect society.<br/> I can explain how historical events have influenced the United States.<br/> FM1.c.i: Opportunity Costs<br/> FM2.c.i: External Influences<br/> EE.1.a.i: Deductions and Taxes<br/> MM2.a.i: Financial Institutions and Service Providers<br/> SI2.e.i: Role of Government in Investing<br/> CD1.d.i: Debt Resolution<br/> CD2.a.i: Credit Products and Services</p> | <p>Outcomes: During this unit, students will build a deeper understanding of the American Revolution including the causes, the challenges, and the impact on the country after the war. Students will then learn how the US government was established, the components of government, and the effects on the economy. Students will also identify and describe the impact of the Industrial Revolution and explain the different inventions that impacted our economy during this time. Finally, students will research a US President and learn the background information, influence, and important facts about their given President.</p> |
| <p>Essential Questions:<br/> Why do people take risks?<br/> What causes a society to grow?</p>   | <p>Learning Targets:<br/> Students will identify the key players in the American Revolution.<br/> Students will list strengths and weaknesses between the British and American Armies.<br/> Students will identify the three branches of government and their roles.<br/> Students will research a US President to learn background information, influences, and important facts.<br/> Students will explain the impact the Industrial Revolution had on the economy.</p>  |
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| <b>Topic 1: Struggle for North America</b>   | <b>Length: 7 class periods</b>   |
| <p>Standard(s):<br/> I can identify and describe examples of tensions and conflict between and within individuals and groups.<br/> I can identify how groups of people and government can help or hurt the common good.<br/> .</p>   | <p>Academic Vocabulary: territory, French &amp; Indian War, Treaty of Paris, Proclamation of 1763, Stamp Act, boycott, Continental Army, Declaration of Independence, Patriot, Loyalist, Treaty of Alliance, Treaty of Paris 1783</p>  |
| <p>Lesson Frame: The French</p>  | <p>I can explain how France's control of the Mississippi River affected settlement.<br/> I can explain how the French and Indian War changed the colonies.</p>   |
| <p>Lesson Frame: The British</p>   | <p>I can identify what caused the colonist to unite against Great Britain.<br/> I can explain the causes of the American Revolution.</p>   |

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| Lesson Frame: The Revolution   | I can explain the significance of the Second Continental Congress and the Declaration of Independence.<br>I can compare and contrast the strengths and weakness of the British and American Armies.<br>I can analyze primary and secondary sources from history.  |
| Lesson Frame: The War Ends   | I can explain how the Patriots won the war.<br>I can analyze the effect the Revolution had on America.  |
| Performance Tasks:<br>Written Assessment   | Notes:<br>Build off of 4th grade writing project  |
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| <b>Topic 2: A New Nation and Industrial Revolution</b>   | Length: 7 class periods   |
| Standard(s):<br>I can analyze primary and secondary sources from history (point of view).<br>I can explain the fundamental values of democracy (common good, liberty, justice, individual dignity...)<br>I can demonstrate how science and technology positively or negatively affect society. | Academic Vocabulary: Articles of Confederation, legislature, Supreme Court, Bill of Rights, amendment, pioneer, Industrial Revolution, cotton gin, interchangeable parts, steam engine, Trail of Tears, wagon train, Gold Rush  |
| Lesson Frame: A New Government & Constitution  | I can analyze primary and secondary sources from history.<br>I can identify the problems that the government faced after the Revolution.<br>I can explain why the US Constitution is a powerful document .<br>I can identify the three branches of government and explain the roles for each.<br>I can explain the meaning of the ten Bill of Rights.<br>I can explain the fundamental values of democracy. |
| Lesson Frame: Industrial Revolution  | I can analyze how the expansion of the US affected North America.<br>I can explain how the Industrial Revolution changed people's lives.<br>I can identify the impact the Industrial Revolution had on the economy.<br>I can analyze the impact of the new science and technologies used during the Industrial Revolution.  |
| Performance Tasks: Constitution Project, Bill of Rights Argument paper, Amendment Quilt Project Written Assessment   | Notes:  |
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| <b>Topic 3: US Presidents</b>  | Length: 7 class periods   |
| Standard(s):<br>I can explain how historical events have influenced the United States<br>I can analyze primary and secondary sources from history (point of view)<br>I can explain the fundamental values of democracy (common good, liberty, justice, individual dignity...)                  | Academic Vocabulary: Commander in Chief, Executive, election, campaign, inauguration, veto, White House, Washington DC, Air Force One, Vice President, Ambassador,  |

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| Lesson Frame: Presidential Expectations and History                        | I can analyze primary and secondary sources from history.<br>I can identify the criteria needed to become a US President.<br>I can explain the impact a President can have on the country.   |
| Lesson Frame: Presidential Research  | I can research a US President to learn background and historical information.<br>I can identify the impact a US President can have on the economy and foreign relations.<br>I can name US Presidents and verbalize the number of presidents there have been. |
| Performance Tasks:<br>President Research Project and Presentation (rubric) | Notes:   |



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| Unit Name: Slavery and Westward Expansion  | Length: 1 quarter- approx. 20 class periods  |
| <p>Standards:</p> <p>I can identify and describe examples of tensions and conflict between and within individuals and groups.</p> <p>I can describe how multiculturalism has divided and united the people of the United States.</p> <p>I can explain how historical events have influenced the United States.</p> <p>I can analyze civic concepts and ideals.</p> <p>I can explain how natural resources and physical features have affected settlement in the United States.</p> <p>I can label/create a map of the United States identifying major cities, physical features, etc. using physical and digital resources.</p> <p>I can identify how economic activity affect people's behavior.</p> <p>I can use charts, maps, and graphs to interpret data and answer questions.</p> <p>I can analyze primary and secondary sources from history (point of view).</p> <p>EE1.b.i: Types of Compensation</p> | <p>Outcomes: During this unit, students will discuss slavery and the Civil War. Students will describe and identify the events that led up to the war, the challenges during the war, and impact on the country after the war. Students will then learn about Westward Expansion and will identify the inventions that impacted the economy and supported the expansion. Finally, students will be assigned a state to research. Students will find information about their given state such as symbols, years of statehood, government, economy, and how the state influences the country as a whole.</p> |
| <p>Essential Questions:</p> <p>What are some things people are willing to fight for and why are they willing to fight?</p> <p>How does technology change people's lives?</p> <p>How did Westward Expansion impact our lives today?</p>   | <p>Learning Targets:</p> <p>Students will participate in an online learning experience to explore the Underground Railroad.</p> <p>Students will analyze primary and secondary sources from history.</p> <p>Students will explain the challenges and outcomes of westward expansion (Oregon Trail, Gold Rush).</p> <p>Students will define the inventions that supported the westward expansion movement.</p> <p>Students will create maps to identify states and landforms.</p> <p>Students will research a state to find specific information.</p>   |
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| Topic 1: Slavery & Civil War   | Length: 7 class periods  |
| <p>Standard(s):</p> <p>I can identify and describe examples of tensions and conflict between and within individuals and groups.</p> <p>I can describe how multiculturalism has divided and united the people of the United States.</p> <p>I can explain how historical events have influenced the United States.</p> <p>I can analyze civic concepts and ideals.</p>   | <p>Academic Vocabulary: slave state, free state, Missouri Compromise, abolitionists, secede, Civil War, Anaconda Plan, total war, Emancipation Proclamation, Gettysburg Address, assassination, Reconstruction, black codes, segregation, Jim Crow laws,</p>   |
| Lesson Frame: Slavery in US  | <p>I can explain how the South affected the nation's economy and politics.</p> <p>I can explain the reasons the nation was divided because of slavery.</p> <p>I can define the Underground Railroad and identify key players who supported it.</p>   |
| Lesson Frame: Civil War  | <p>I can identify the wartime challenges that divided the nation.</p> <p>I can list the strengths and weaknesses between the Confederate and Union Armies.</p> <p>I can explain the Confederate war plan.</p> <p>I can explain how the Civil War influenced the economy.</p>   |

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| Lesson Frame: Reconstruction  | I can explain how the end of the Civil War changed the US.<br>I can explain how the South changed after the Civil War.   |
| Performance Tasks:<br>Scholastic Underground Railroad Journey, Written Assessment, Union v. Confederate project   | Notes:<br>read historical fiction read aloud   |
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| Topic 2: Westward Expansion   | Length: 7 class periods  |
| Standard(s):<br>I can explain how natural resources and physical features have affected settlement in the United States.<br>I can label/create a map of the United States identifying major cities, physical features, etc. using physical and digital resources.<br>I can identify how economic activity affect people's behavior. | Academic Vocabulary: transcontinental railroad, reservation, property rights, monopoly, corporation, labor union, strike, slum, commute, Spanish-American War,                           |
| Lesson Frame: Settling the West   | I can explain how westward expansion changed the US.<br>I can identify the key inventions that drove westward expansion.   |
| Lesson Frame: People moving West  | I can analyze the influence the Plains Wars had on Native Americans.<br>I can describe the affect natural resources and physical features had on westward expansion.                     |
| Lesson Frame: Growing economy   | I can explain how inventions influenced the economy.<br>I can analyze how science and technology affected American life.<br>I can explain how the population growth impacted daily life. |
| Lesson Frame: New Territories and States  | I can identify how the US gained power and control to move west.<br>I can create a map that includes states and major landforms.   |
| Performance Tasks:<br>Written assessments, invention brochure   | Notes:   |
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| Topic 3: 50 States Project  | Length:7 class periods   |
| Standard(s):<br>I can use charts, maps, and graphs to interpret data and answer questions.<br>I can analyze primary and secondary sources from history (point of view).   | Academic Vocabulary: population, symbols, governor, borders, landforms, motto, attractions   |
| Lesson Frame: Regions/Climate   | I can create a map using physical and digital resources.<br>I can identify the regions and key characteristics to define each region.  |
| Lesson Frame: State Research  | I can research a state to find information such as: symbols, statehood, borders, government, economy, attractions, and impact on the country as a whole.                                 |
| Performance Tasks:<br>Map assessment<br>State Research project (rubric)   | Notes:<br>read historical fiction read aloud (Oregon Trail)  |

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| Unit Name: A New Century & Current Events  | Length: 1 quarter- approx. 20 class periods  |
| <p>Standards:</p> <p>I can identify how groups of people, members of more than one group, and/or government can help or hurt the common good.</p> <p>I can explain how historical events have influenced the United States.</p> <p>I can demonstrate how science and technology positively or negatively affect society.</p> <p>I can describe how multiculturalism has divided and united the people of the United States.</p> <p>I can explain the fundamental values of democracy (common good, liberty, justice, individual dignity...).</p> <p>I can identify and describe examples of tensions and conflict between and within individuals and groups.</p> <p>EE2.a.i: Post-Secondary Education, Skills, and Training</p> <p>EE2.b.i: Emerging Employment and Education Trends</p> <p>SI1.a.i: Saving Principles</p> | <p>Outcomes: During this unit, students will learn about and analyze the impact of several wars. The unit will begin with exploring World War I and World War II. Students will learn about the Great Depression and discuss the influence it had on our economy. Next, students will discuss the challenges and inequities of segregation. Students will then learn about the Civil Rights Act and the people influenced and supported by the Act. Finally, students will complete the unit learning about current challenges including the aftermath of 9/11, terrorism, and the influence of technology on our society.</p> |
| <p>Essential Questions:</p> <p>How does a nation protect its freedom?</p>  | <p>Learning Targets:</p> <p>Students will identify key players in the major wars and the causes for the wars.</p> <p>Students will analyze the aftermath of the wars and the impact each on on the economy.</p> <p>Students will discuss the inequalities of segregation and the impact of the Civil Rights Act.</p> <p>Students will learn about 9/11 and other terrorist attacks.</p> <p>Students will discuss the current challenges with technology.</p>   |
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| Topic 1: World Wars  | Length: 7 class periods  |
| <p>Standard(s):</p> <p>I can identify how groups of people, members of more than one group, and/or government can help or hurt the common good.</p> <p>I can explain how historical events have influenced the United States.</p> <p>I can demonstrate how science and technology positively or negatively affect society.</p>   | <p>Academic Vocabulary: reform, League of Nations, World War I, World War II, Great Depression, suffrage, assembly line, stock, dictator, ration, concentration camp, communism, arms race, era,</p>   |
| Lesson Frame: World War I  | <p>I can explain how US gained power after WWI.</p> <p>I can identify the key players in WWI and the reason for the war.</p> <p>I can define Roosevelt's Square Deal and its impact on the country.</p>  |
| Lesson Frame: Great Depression & Roaring 20s   | <p>I can identify the economic and political changes that affected American freedom.</p> <p>I can explain the meaning of the "Roaring 20's".</p> <p>I can analyze the impact of the economy crash and great drought.</p>   |
| Lesson Frame: World War II   | <p>I can identify the key players in WWII and the reason for the war.</p> <p>I can explain how WWII affected the US.</p>   |
| Lesson Frame: The Cold War   | <p>I can identify the key players in the Cold War and the reason for the war.</p> <p>I can explain how science and technology advances influenced the war.</p>   |
| <p>Performance Tasks:</p> <p>War Slides project, propaganda posters, written assessment</p>  | Notes:   |
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| Topic 2: Civil Rights  | Length: 7 class periods  |

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| Standard(s):<br>I can describe how multiculturalism has divided and united the people of the United States.<br>I can explain the fundamental values of democracy (common good, liberty, justice, individual dignity...).  | Academic Vocabulary: Civil Rights Act, prejudice, Voting Rights Act, ADA, Martin Luther King Jr., boycott  |
| Lesson Frame: Segregation   | I can explain how the fundamental values of democracy changed after the Civil Rights Act was passed.<br>I can analyze the issues of equality and the impact it had on the US.<br>I can compare and contrast rights for White and African American peoples. |
| Lesson Frame: March on Washington   | I can explain the purpose and result of the March on Washington.   |
| Lesson Frame: Equal Rights  | I can identify the groups who fought for rights.<br>I can analyze how the Civil Rights Acts divided and united the people of the US.   |
| Performance Tasks:<br>Written Assessment, Segregation project reflection paper  | Notes:<br>check on White Privilege website for resources   |
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| Topic 3: Terrorism & Today  | Length: 7 class periods  |
| Standard(s):<br>I can identify and describe examples of tensions and conflict between and within individuals and groups.<br>I can explain how historical events have influenced the United States.<br>I can demonstrate how science and technology positively or negatively affect society. | Academic Vocabulary: terrorism, interdependence, North American Free Trade Agreement, global warming, hackers, ISIS, Al Qaeda, TSA, immigration, Paris agreement,  |
| Lesson Frame: 9/11  | I can identify the key players of 9/11 and explain what happened during the attack.<br>I can analyze the challenges the US now faces due to 9/11.  |
| Lesson Frame: Current Terrorism   | I can describe the challenges of terrorism for the US and Globally.  |
| Lesson Frame: Modern Day Challenges   | I can identify current challenges such as technology, global warming, and over population.<br>I can analyze ways to support current challenges.  |
| Performance Tasks:<br>written assessment, Current events project (rubric)   | Notes:<br>will need to build this up more since book stops at 2007   |

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| September | October | November      | December | January | February | March  | April | May | June   |
| Unit 1    | Unit 1  | Unit 1/Unit 2 | Unit 2   | Unit 2  | Unit 3   | Unit 3 | Unit  |     | Unit 4 |

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| <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)   |  |   |
| <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.   |

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| <b>Unit Name: Operations &amp; Algebraic Thinking</b>   | <b>Length:</b> Four Quarters   |
| <b>Standards:</b><br>I can add & subtract within 20 using multiple strategies.  | <b>Outcomes:</b><br>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><br>What are some ways to think about addition and subtraction?<br>What are strategies for finding addition and subtraction facts?<br>Why do we have to know how to add and subtract quickly without mistakes?<br>How can numbers be put together and taken apart to solve problems? | <b>Learning Targets:</b><br>1. Students will add and subtract flexibly and efficiently.<br>2. Students will be able to determine whether a group of objects is odd or even.<br>3. Students will be able to skip-count by 2s, 5s, 10s, and 100s.  |
| <b>Topic 1: Fluent computation to add and subtract</b>  | <b>Length:</b> ongoing   |
| <b>Standard(s):</b><br>I can add and subtract flexibly and efficiently within 20.   | <b>Academic Vocabulary:</b><br>addend, sum, difference, double   |
| Lesson Frame: Addition & subtractions within 20   | I can add and subtract within 20 using flexible methods.   |
| <b>Performance Tasks:</b><br>checkpoint assessment,<br>unit assessment,<br>formal and informal observation  | Notes:<br>activities may vary depending on individual needs  |
| <b>Topic 2: Math Patterns</b>   | <b>Length:</b> Ongoing   |
| <b>Standard(s):</b><br>I can determine if a number is odd or even to gain foundations for multiplication.<br>I can use number patterns.   | <b>Academic Vocabulary:</b><br>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.<br>I can count by 5's to 100.<br>I can count by 10's to 1000.<br>I can count by 100's to 1000.   |
| <b>Performance Tasks:</b><br>checkpoint assessment<br>unit assessment<br>Completion of rubric   | Notes:<br>Activities may vary depending on individual needs.<br>Various videos<br>Dry erase math boards, base ten blocks and other manipulatives   |

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| Unit Name: <b>Numbers &amp; Operations Base 10</b>   | <b>Length:</b> January through May  |
| <b>Standards:</b><br>I can read numbers to 1,000 using base-ten numerals.<br>I can read numbers to 1,000 using number names.<br>I can read numbers to 1,000 using expanded-form.<br>I can write numbers to 1,000 using base-ten numerals.<br>I can write numbers to 1,000 using number names.<br>I can write numbers to 1,000 using expanded-form.<br>I can flexibly and efficiently add and subtract 2-digit numbers using place value.<br>I can flexibly and efficiently add and subtract 3-digit numbers using place value. | <b>Outcomes:</b><br>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><br>How can numbers to 100 be shown and compared?<br>What number patterns are helpful in reading and writing numbers to 1,000?<br>How does the position of a digit in a number affect its value?<br>How do predictable patterns help me understand how number work?<br>In what ways can numbers be composed or decomposed?<br>What are efficient methods for finding sums and differences?  | <b>Learning Targets:</b><br>1. Students will compare numbers based on the value of the hundreds, tens, and ones digits, using $>$ , $<$ , and $=$ symbols.<br>2. Students will read and write numbers to 1,000 using base-ten numerals, number names, and expanded form.<br>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. |
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| Topic 1: <b>Reading numbers to 1,000</b>   | <b>Length:</b> January through May  |
| <b>Standard(s):</b><br>I can read numbers using base-ten numerals, number names, and expanded-form.  | <b>Academic Vocabulary:</b><br>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><br>checkpoint assessment<br>unit assessment<br>rubric  | Notes: Activities may vary depending on individual needs.<br>Various videos<br>Dry erase math boards, base ten blocks, and other manipulatives  |
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| Topic 2: <b>Write Numbers to 1,000</b>   | <b>Length:</b> January through May  |



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| <b>Standard(s):</b><br>I can write numbers using base-ten numerals, number names, and expanded-form.  | <b>Academic Vocabulary:</b><br>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.   |
| <b>Performance Tasks:</b><br>checkpoint assessment<br>unit assessment<br>Completion of rubric   | Notes: Activities may vary depending on individual needs.<br>Various videos<br>Dry erase math boards, base ten blocks, and other manipulatives                            |
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| <b>Topic 3: Addition and Subtraction using Place Value</b>  | <b>Length:</b> January through May  |
| <b>Standards(s):</b><br>I can flexibly and efficiently add numbers without regrouping<br>I can flexibly and efficiently add numbers with regrouping.<br>I can flexibly and efficiently subtract numbers without decomposing.<br>I can flexibly and efficiently subtract numbers with decomposing. | <b>Academic Vocabulary:</b><br>sum, difference, ones, ten, hundreds, thousands, regroup, ungroup  |
| Lesson Frame: Addition without regrouping   | I can add numbers efficiently and flexibly without regrouping.  |
| Lesson Frame: Addition with regrouping  | I can add numbers efficiently and flexibly with regrouping.   |
| Lesson Frame: Subtraction without decomposing   | I can subtract numbers efficiently and flexibly without decomposing.  |
| Lesson Frame: Subtraction with decomposing  | I can subtract numbers efficiently and flexibly with decomposing  |
| <b>Performance Tasks:</b><br>Formal and informal assessment,<br>checkpoint and unit assessment<br>completion of rubric  | Notes: Activities may vary depending on individual needs<br>dry erase boards<br>base ten blocks and other math manipulatives  |

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| <b>Unit Name: Measurement &amp; Data</b>  | <b>Length:</b> One Quarter   |
| <b>Standards:</b><br>I can measure the length of an object with the correct tool.<br>I can recognize and draw shapes with specific attributes.<br>I can tell and write time using analog and digital clocks to the nearest 5 minutes.<br>I can draw a picture graph and a bar graph with single unit scale to represent a data set with up to four categories.<br>I can count quarters, dimes, nickels and pennies up to one dollar.<br>I can solve word problems involving dollar bills, quarters, dimes, nickels and pennies using \$ and cent symbols. | <b>Outcomes:</b><br>We use measurement and data, telling time, and money in our everyday life.   |
| <b>Essential Questions:</b><br>What is the process for measuring length?<br>How can bar graphs and pictographs be used to show data and answer questions?<br>How can we relate addition and subtraction to compare lengths?<br>How do we tell time to 5 minutes?<br>What strategies can be used to count money?   | <b>Learning Targets:</b><br>1. Students will measure the length of an object using units of inch, feet, centimeter, and meter.<br>2. Students will measure to determine how much longer one object is compared to another and using the term of standard length unit.<br>3. Students will draw and identify shapes with specific attributes.<br>4. Students will use analog and digital clocks to tell time to the nearest 5 minutes.<br>5. Students will draw a picture graph to represent a data set with up to four categories.<br>6. Students will solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using symbols appropriately. |
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| <b>Topic 1: Measuring Length</b>  | <b>Length:</b> 2 weeks   |
| <b>Standard(s):</b><br>I can measure the length of an object with the correct tool.   | <b>Academic Vocabulary:</b><br>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.  |

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| <b>Performance Tasks:</b><br>checkpoint assessment<br>unit assessment<br>informal and formal assessment<br>Completion of Rubric | Notes:<br>Activities may vary depending on individual needs.<br>Materials needed: Inch and Centimeter rulers            |
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| Topic 2: <b>Geometry</b>  | <b>Length:</b> 2 weeks  |
| <b>Standard(s):</b><br>I can recognize and draw shapes with specific attribute.   | <b>Academic Vocabulary:</b><br>square, rectangle, triangle, quadrilateral, pentagon, hexagon, opposite sides            |
| Lesson Frame: Recognize Shapes:<br>triangle, quadrilateral, pentagon, hexagon, cube   | I can name shapes having specific attributes  |
| Lesson Frame: Draw shapes with specific attributes;<br>given number of sides, opposite sides, angles, face                      | I can draw shapes with specific attributes.   |
| <b>Performance Tasks:</b><br>checkpoint assessment<br>unit assessment<br>informal and formal assessment<br>Completion of Rubric | Notes:<br>Activities may vary depending on individual needs.<br>Materials needed: dry erase boards                      |
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| Topic 3: <b>Telling Time to Nearest 5 minutes</b>   | <b>Length:</b> 2 weeks  |
| <b>Standard(s):</b><br>I can read and write the time on an analog and digital clock to the nearest five minutes.                | <b>Academic Vocabulary:</b><br>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><br>checkpoint assessment<br>unit assessment<br>informal and formal assessment<br>Completion of Rubric | Notes:<br>Activities may vary depending on individual needs.<br>Materials needed: clock manipulatives, dry erase boards |
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| Topic 4: <b>Money</b>   | <b>Length:</b> 2 weeks  |

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| <b>Standard(s):</b><br>I can identify and count quarters, dimes, nickels, and pennies.<br>I can solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using symbols appropriately.<br>FM1.b.e: Functions and Structure of Money | <b>Academic Vocabulary:</b><br>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.<br>I can solve word problems related to counting coins and dollars.  |
| <b>Performance Tasks:</b><br>checkpoint assessment<br>unit assessment<br>informal and formal assessment<br>Completion of Rubric  | <b>Notes:</b><br>Activities may vary depending on individual needs.<br>Materials needed: coin manipulatives, dry erase boards   |
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| Topic 5: <b>Represent and Interpret Data</b>   | <b>Length:</b> 2 weeks  |
| <b>Standard(s):</b><br>I can draw a picture graph and bar graph to represent data from a table.<br>I can solve simple put-together, take-apart, and comparing problems using information presented in a bar graph.   | <b>Academic Vocabulary:</b><br>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><br>Formal and informal assessment<br>Completion of rubric  | <b>Notes:</b> Activities may vary depending on individual needs.<br>Manipulatives- dry erase boards   |
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| September                       | October | November | December | January          | February | March              | April | May | June |
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| Operations & Algebraic Thinking |         |          |          |                  |          |                    |       |     |      |
|                                 |         |          |          | Numbers Base Ten |          |                    |       |     |      |
|                                 |         |          |          |                  |          | Measurement & Data |       |     |      |

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| <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<br>Wisconsin Standards for Personal Financial Literacy  |   |   |
| <b>Units:</b>                       |   | <b>Unit Standards:</b>  | <b>Unit Outcomes:</b>   |
| Factors and Multiples               | 12 days   | M.4.OA.A.3<br>M.4.OA.B.4<br>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<br>4.NF.A.2<br>4.NBT.B.4<br>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<br>4.NF.A.2<br>4.NF.B.3<br>4.NF.B.3.a<br>4.NF.B.3.b.<br>4.NF.B.3.c<br>4.NF.B.3.d<br>4.NF.B.4<br>4.NF.B.4.a<br>4.NF.B.4.b<br>4.NF.B.4.c<br>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. |

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| From Hundredths to Hundred-thousands         | 29 days | 4.NF.C.5<br>4.NF.C.6<br>4.NF.C.7<br>4.NBT.A.1<br>4.NBT.A.2<br>4.NBT.A.3<br>4.NBT.B.4<br>4.NF.B.3.c<br>FM1.a.i<br>FM1.c.i<br>MM1.a.i | 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<br>4.OA.A.1<br>4.OA.A.2<br>4.OA.A.3<br>4.MD.A.1<br>4.MD.A.2<br>4.MD.A.3<br>4.NF.B.4<br>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<br>4.OA.B.4<br>4.OA.C.5<br>4.MD.A.2<br>4.MD.A.3<br>4.NBT.B.4<br>4.NBT.B.5<br>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<br>4.MD.C.5<br>4.MD.C.5.a<br>4.MD.C.5.b<br>4.MD.C.6<br>4.MD.C.7<br>4.NBT.B.4<br>4.NBT.B.5<br>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. |

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| Properties of Two-Dimensional Shapes | 14 days | 4.G.A.1<br>4.G.A.2<br>4.G.A.3<br>4.MD.A.3<br>4.MD.C.7<br>4.NBT.B.5<br>4.NF.B.3.c<br>4.NF.B.4<br>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. |
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| Unit Name: <b>Factors and Multiples</b>   | <b>Length:</b> 12 days  |
| <b>Standards:</b><br>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.<br>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.<br>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.<br>FM1.a.i: Critical Consumer<br>MM1.a.i: Budgeting<br>CD1.c.i: Intrest and Fees | <b>Outcomes:</b><br>Students should apply understanding of multiplication and area to work with factor pairs and multiples.   |
| <b>Essential Questions:</b><br>Are students able to explain what factor pairs are?<br>Are students able to explain what multiples are?<br>Are students able to identify if a number is prime?<br>Are students able to identify if a number is composite?<br>Are students able to find factor pairs of given numbers?<br>Are students able to find multiples of given numbers?   |   |
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| <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.   |
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| <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.   |
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| <b>Performance Tasks:</b><br>* Observation (small group, whole group, individual)<br>* Illustrative Math Cool Down worksheets<br>* Illustrative Math Section Checkpoint<br>* Illustrative Math End-of-Unit Assessment   | <b>Notes:</b><br>* Individual student workbooks<br>* <a href="#">Learn Zillion</a><br>* Unit 1 illustrative Math Teacher Guide<br>* Illustrative Math Activity Cards<br>* Illustrative Math Centers |
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| Unit Name: <b>Fraction Equivalence and Comparison</b>   | <b>Length:</b> 22 days   |
| <b>Standards:</b><br>4.NF.A.1 Understand fraction equivalence.<br>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.<br>4.NBT.B.4 Flexibly and efficiently add and subtract multi-digit whole numbers using strategies.<br>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><br>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><br>Are students able to use physical and visual representations to explain fractions?<br>Are students able to make sense of the numerator and denominator of unit fractions?<br>Are students able to locate fractions on a number line?<br>Are students able to find equivalent fractions using visual representation?<br>Are students able to explain equivalent fractions?<br>Are students able to find equivalent fractions using factors and multiples?<br>Are students able to compare fractions using a visual representation?<br>Are students able to compare fractions by finding equivalent fractions?<br>Are students able to compare fractions by finding common denominators? |  |
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| <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.   |
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| <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.   |
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| <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.  |
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| <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 2 illustrative Math Teacher Guide</li><li>* Illustrative Math Activity Cards</li><li>* Illustrative Math Centers</li></ul> |
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| <b>Unit Name: Extending Operations to Fractions</b>   | <b>Length:</b> 25 days   |
| <b>Standards:</b><br>4.NF.A.1 Understand fraction equivalence.<br>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.<br>4.NF.B.3 Understand composing and decomposing fractions.<br>4.NF.B.3.a Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.<br>4.NF.B.3.b. Decompose a fraction into a sum of unit fractions and/or multiples of that unit fraction.<br>4.NF.B.3.c Add and subtract fractions, including mixed numbers, with like denominators and related denominators.<br>4.NF.B.3.d Solve word problems involving addition and subtraction of fractions with like and related denominators.<br>4.NF.B.4 Apply and extend previous understandings of multiplication to multiply a whole number times a fraction.<br>4.NF.B.4.a Understand a fraction as a group of unit fractions or as a multiple of a unit fraction.<br>4.NF.B.4.b Represent a whole number times a non-unit fraction.<br>4.NF.B.4.c Solve word problems involving multiplication of a whole number times a fraction.<br>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. | <b>Outcomes:</b><br>Students should learn that a fraction $a/b$ is a product of a whole number 'a' and a unit fraction $1/b$ .<br>Students should learn to add and subtract fractions with like denominators, and to add and subtract tenths and hundredths. |
| <b>Essential Questions:</b><br>Are students able to interpret a diagram or expression as multiplication of a whole number and a unit fraction?<br>Are students able to evaluate multiplication expressions as $n \times a/b$ , where n is the whole number?<br>Are students able to solve problems involving multiplication or a fraction by a whole number?<br>Are students able to add fractions?<br>Are students able to subtract fractions?<br>Are students able to analyze fractional measurements on a line plot?<br>Are students able to use equivalence to add and subtract fractions?<br>Are students able to find equivalent tenths and hundredths to add and subtract fractions?<br>Are students able to solve problems that involve addition, subtraction, and multiplication?  |  |
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| <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  |
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| <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.   |

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| 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.   |
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| <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.  |
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| <b>Performance Tasks:</b><br>* Observation (small group, whole group, individual)<br>* Illustrative Math Cool Down worksheets<br>* Illustrative Math Section Checkpoint<br>* Illustrative Math End-of-Unit Assessment | <b>Notes:</b><br>* Individual student workbooks<br>* <a href="#">Learn Zillion</a><br>* Unit 3 illustrative Math Teacher Guide<br>* Illustrative Math Activity Cards<br>* Illustrative Math Centers |
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| <b>Unit Name: From Hundredths to Hundred-thousands</b>  | <b>Length:</b> 29 days   |
| <b>Standards:</b><br>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.<br>4.NF.C.6 Use decimal notation for fractions with denominators 10 or 100, connect decimals to real-world contexts.<br>4.NF.C.7 Compare decimals to hundredths by reasoning about their size and using benchmarks.<br>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.<br>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form.<br>4.NBT.A.3 Use place value understanding to generate estimates for real-world problem situations, with multi-digit whole numbers.<br>4.NBT.B.4 Use place value understanding to generate estimates for real-world problem situations, with multi-digit whole numbers.<br>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><br>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><br>Are students able to recognize and make sense of the decimals tenths and hundredths in a variety of forms (square grids / numberline)?<br>Are students able to compare and order decimals to the hundredths?<br>Are students able to represent, read, and write multi-digit whole numbers up to 1,000,000?<br>Are students able to describe that the value of a digit in one place represents ten times the place to the right of it?<br>Are students able to compare and order whole numbers within 1,000,000?<br>Are students able to identify closest multiples and round numbers to 1,000, 10,000, 100,000 and 1,000,000?<br>Are students able to add multi-digit numbers up to 1,000,000 in a variety of methods?<br>Are students able to subtract multi-digit numbers up to 1,000,000 in a variety of methods?   |  |
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| <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.  |
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| <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.   |
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| <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.   |
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| <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.   |
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| <b>Performance Tasks:</b><br>* Observation (small group, whole group, individual)<br>* Illustrative Math Cool Down worksheets<br>* Illustrative Math Section Checkpoint<br>* Illustrative Math End-of-Unit Assessment | <b>Notes:</b><br>* Individual student workbooks<br>* <a href="#">Learn Zillion</a><br>* Unit 4 illustrative Math Teacher Guide<br>* Illustrative Math Activity Cards<br>* Illustrative Math Centers |
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| <b>Unit Name: Multiplicative Comparison and Measurement</b>   | <b>Length:</b> 23 days  |
| <p><b>Standards:</b><br/> 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.<br/> 4.OA.A.1 Interpret a multiplication equation as a multiplicative comparison.<br/> 4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison.<br/> 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.<br/> 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.<br/> 4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money.<br/> 4.MD.A.3 Apply the area and perimeter formulas for rectangles in real-world and mathematical problems.<br/> 4.NF.B.4 Apply and extend previous understandings of multiplication to multiply a whole number times a fraction.<br/> 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><br/> 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><br/> Are students able to represent and solve multiplicative comparison problems?<br/> Are students able to solve one- and two-step problems involving multiplicative comparison?<br/> Are students able to identify the relationship (multiplicative) between the metric system?<br/> Are students able to solve multi-step problems that involve multiplicative comparison measurements?<br/> Are students able to describe the relationship between pounds and ounces?<br/> Are students able to describe the relationship the units of time (hours, minutes, seconds)?<br/> Are students able to use multiplicative comparisons to solve multi-step problems about weight and capacity?<br/> Are students able to use multiplicative comparisons to solve multi-step problems about length?<br/> Are students able to solve problems involving the perimeter of rectangles using the multiplicative comparison?</p>  |   |
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| <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.   |
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| <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.  |



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| Lesson Frame: Sect. B Lesson 12   | I can describe the relationship the units of time (hours, minutes, seconds).  |
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| <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.   |
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| <b>Performance Tasks:</b><br>* Observation (small group, whole group, individual)<br>* Illustrative Math Cool Down worksheets<br>* Illustrative Math Section Checkpoint<br>* Illustrative Math End-of-Unit Assessment | <b>Notes:</b><br>* Individual student workbooks<br>* <a href="#">Learn Zillion</a><br>* Unit 5 illustrative Math Teacher Guide<br>* Illustrative Math Activity Cards<br>* Illustrative Math Centers |
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| <b>Unit Name: Multiplying and Dividing Multi-digit Numbers</b>  | <b>Length:</b> 31 days  |
| <b>Standards:</b><br>4.OA.A.3 Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations,<br>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.<br>4.OA.C.5 Generate a number or shape pattern that follows a given rule.<br>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money.<br>4.MD.A.3 Apply the area and perimeter formulas for rectangles in real-world and mathematical problems.<br>4.NBT.B.4 Flexibly and efficiently add and subtract multi-digit whole numbers using strategies or algorithms.<br>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.<br>4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors.<br>FM1.a.i: Critical Consumer<br>MM1.a.i: Budgeting<br>CD1.c.i: Intrest and Fees  | <b>Outcomes:</b><br>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><br>Are students able to analyze and describe patterns?<br>Are students able to extend numerical patterns using knowledge of place value and operations?<br>Are students able to multiply multi-digit whole numbers by one-digit whole numbers in ways that make sense to them?<br>Are students able to multiply two two-digit whole numbers using place value understanding and properties of operations?<br>Are students able to multiply multi-digit whole numbers by one- or two-digit whole numbers using partial products?<br>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)?<br>Are students able to divide two- and three-digit numbers by one-digit whole numbers using base ten blocks and diagrams?<br>Are students able to find whole number quotients and remainders using an algorithm that uses partial products?<br>Are students able to interpret the result and remainder of division in situations?<br>Are students able to solve multi-step problems in a ways that makes sense to them?<br>Are students able to solve multi-step problems involving measurement conversions, perimeter, and area?<br>Are students able to solve multi-step problems involving the four operations? |   |
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| <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.  |
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| <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.  |

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| Lesson Frame: Sect. B Lesson 9, 10, 11, 12  | I can multiply multi-digit whole numbers by one- or two-digit whole numbers using partial products.   |
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| <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.   |
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| <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.  |
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| <b>Performance Tasks:</b><br>* Observation (small group, whole group, individual)<br>* Illustrative Math Cool Down worksheets<br>* Illustrative Math Section Checkpoint<br>* Illustrative Math End-of-Unit Assessment | <b>Notes:</b><br>* Individual student workbooks<br>* <a href="#">Learn Zillion</a><br>* Unit 6 illustrative Math Teacher Guide<br>* Illustrative Math Activity Cards<br>* Illustrative Math Centers |
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| <b>Unit Name: Angles and Angle Measurements</b>   | <b>Length:</b> 21 days   |
| <p><b>Standards:</b><br/> 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.<br/> 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.<br/> 4.MD.C.5.a An angle is measured with reference to a circle.<br/> 4.MD.C.5.b An angle that turns through n one-degree angles is said to have an angle measure of n degrees.<br/> 4.MD.C.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.<br/> 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.<br/> 4.NBT.B.4 Flexibly and efficiently add and subtract multi-digit whole numbers using strategies or algorithms.<br/> 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.<br/> 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><br/> 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><br/> Are students able to draw points, lines, segments, and rays and identify them in geometric figures?<br/> Are students able to draw parallel and intersecting lines and identify them in drawings?<br/> Are students able to identify angles?<br/> Are students able to compare and describe angles, identifying the benchmark angles?<br/> Are students able to draw and identify perpendicular lines?<br/> Are students able to use a protractor to identify angle measurements?<br/> Are students able to identify and draw acute and obtuse angles?<br/> Are students able to compose and decompose angles to find measurements?<br/> Are students able to draw angles of given measurements?<br/> Are students able to</p>  |  |
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| <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.   |
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| <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.   |

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| Lesson Frame: Sect. B Lesson 9, 10, 11  | I can use a protractor to identify angle measurements.  |
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| <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.  |
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| <b>Performance Tasks:</b><br>* Observation (small group, whole group, individual)<br>* Illustrative Math Cool Down worksheets<br>* Illustrative Math Section Checkpoint<br>* Illustrative Math End-of-Unit Assessment | <b>Notes:</b><br>* Individual student workbooks<br>* <a href="#">Learn Zillion</a><br>* Unit 7 illustrative Math Teacher Guide<br>* Illustrative Math Activity Cards<br>* Illustrative Math Centers |
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| <b>Unit Name: Properties of Two-Dimensional Shapes</b>   | <b>Length:</b> 14 days   |
| <p><b>Standards:</b><br/> 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.<br/> 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.<br/> 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.<br/> 4.MD.A.3 Apply the area and perimeter formulas for rectangles in real-world and mathematical problems.<br/> 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.<br/> 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.<br/> 4.NF.B.3.c Add and subtract fractions, including mixed numbers, with like denominators.<br/> 4.NF.B.4 Apply and extend previous understandings of multiplication to multiply a whole number times a fraction.<br/> 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><br/> 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><br/> Are students able to classify two-dimensional shapes by angle size and sides (lengths and types of lines)?<br/> Are students able to identify and draw lines of symmetry in two-dimensional figures?<br/> Are students able to find perimeters of two-dimensional shapes using their properties?<br/> Are students able to find unknown side lengths of two-dimensional shapes using their attributes?<br/> Are students able to solve problems involving symmetry, side lengths, and perimeter of two-dimensional shapes?<br/> Are students able to unknown angle measurements using attributes of two-dimensional shapes?</p>  |  |
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| <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.  |
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| <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.   |
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| <p><b>Performance Tasks:</b></p> <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> | <p><b>Notes:</b></p> <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> |
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| <b>Course Name:</b>                    | Physical Education - 2nd Grade   |  |   |
| <b>Description:</b>                    | Improvement on physical health, with emphasis on fitness, locomotor and manipulative skills, motor concepts, social interaction and teamwork skills.                             | <ul style="list-style-type: none"> <li>•Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</li> <li>•Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement.</li> <li>•Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</li> <li>•Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.</li> <li>•Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</li> </ul> |   |
| <b>Academic Standards:</b>             | NASPE (National Association of Sport and Physical Education) Standards   |  |   |
| <b>Units:</b>                          | <b>Unit Length:</b>  | <b>Unit Standards:</b>   | <b>Unit Outcomes:</b>   |
| <b>Fitness</b>                         | 8 Weeks<br>Fitness Concepts - 2 Weeks<br>Jump Roping - 1 Week<br>Climbing - 1 Week<br>Scooters - 2 (Seperate) Weeks<br>Parachute - 2 (Seperate) Weeks                            | 1, 3, 4, and 5   | The students will be able to explain what it means to be physically fit. The students will be able to explain how physical activities fit into different components of fitness. The students will be able to explain how proper nutrition and fitness work together. The students will be able to explain how different activities used within PE help to develop their fitness.                                      |
| <b>Manipulative Skills and Sports</b>  | 7 Weeks<br>Tossing, Throwing, and Catching - 2 Weeks<br>Striking - 2 Weeks<br>Soccer Skills - 2 Weeks<br>Dribbling with Hands - 1 Week   | 1 and 4  | The students will be able to toss with proficiency. The students will be able to throw overhand. The students will be able to catch with proficiency. The students will be able to strike a balloon with a body part or short-handled implement. The students will be able to hit a ball off of a tee. The students will be able to kick with proficiency. The students will be able to dribble a ball consecutively. |
| <b>Motor Skills and Concepts</b>       | 11 Weeks<br>Locomotor Movements - 2 Weeks<br>Balancing - 2 Weeks<br>Chasing, Fleeing and Dodging - 2 Weeks<br>Tumbling/Basic Gymnastics - 3 Weeks<br>Rhythms and Dance - 2 Weeks | 1, 2, 3, 4, and 5  | The students will be demonstrate all 8 locomotor movements. The students will be able to attempt multiple different balance challenges. The students will be able to identify when chasing, fleeing and dodging are used in sport. The students will be able to perform all basic gymnastics rolls with proficiency. The students will be able to use creative movement to move to different rhythms.                 |
| <b>Teamwork and Social Interaction</b> | 4 Weeks<br>Protocols and Acquaintance Activities - 1 Week<br>Organized Games - 1 Week<br>Cooperative Play - 2 Weeks  | 3 and 4; FM2.b.e: Emotional Influences; FM2.e.e: Civic Engagement and Philanthropy (e.g., giving back, volunteering, donation, or charity)   | The students will be able to explain why the rules and protocols are important in Physical Education. The students will be able to learn new games that will be used with Physical Education. The students will be able to work and play with classmates with minimal behavior issues. The students will work as a entire class to complete a variety of cooperative play challenges.                                 |

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| <b>Miscellaneous</b> | 7 Weeks<br>Themed Activities - 1 Week<br>Summer Fun - 1 Week<br>Holiday Activities - 5 Weeks | 4 | The students will be able to develop their fitness levels through fun, physical focused activities. |
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| Unit Name: <b>FITNESS</b>   | <b>Length:</b> 8 Weeks   |
| <b>Standards:</b><br>1, 3, 4 and 5  | <b>Outcomes:</b><br>The students will be able to explain what it means to be physically fit. The students will be able to explain how physical activities fit into different components of fitness. The students will be able to explain how proper nutrition and fitness work together. The students will be able to explain how different activities used within PE help to develop their fitness. |
| <b>Essential Questions:</b><br>What are the five components of fitness?<br>Why is fitness so important?<br>Why is jump roping such a great physical activity?<br>Why is climbing such a great physical activity ?<br>What are the benefits of scooter play?<br>What are the benefits of parachute play? | <b>Learning Targets:</b><br>Definition of Fitness<br>5 Components of Fitness<br>Food Plate<br>Understanding of Challenge<br>Demonstration of Safety with Equipment<br>Ability to Work with Peers   |
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| Topic 1: <b>Fitness Concepts</b>  | <b>Length:</b> 2 Weeks   |
| <b>Standard(s):</b><br>Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.  | <b>Academic Vocabulary:</b><br>Fitness<br>Flexibility<br>Muscular Endurance<br>Muscular Strength<br>Cardiovascular Endurance<br>Body Composition<br>Food Plate   |
| Lesson Frame: Options for Physical Activity   | I can list options for physical activity outside of physical education class. (S3.E1.2)  |
| Lesson Frame: Health-Related Fitness Components   | I can identify physical activities that contribute to fitness. (S3.E3.2b)  |
| Lesson Frame: Nutrition   | I can explain the "good health balance" of good nutrition with physical activity. (S3.E6.2)  |
| <b>Performance Tasks:</b><br>Identify the Type of Exercise Assessment   | Notes:   |
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| Topic 2: Jump Roping  | <b>Length:</b> 1 Week  |
| <b>Standard(s):</b><br>Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.   | <b>Academic Vocabulary:</b><br>Short Rope Jumping<br>Long Rope Jumping<br>Rope Turning   |
| Lesson Frame: Short-Rope Jumping  | I can jump a self-turned rope consecutively forward and backward with a mature pattern. (S1.E27.2a)  |
| Lesson Frame: Long-Rope Jumping   | I can jump a long rope 5 times consecutively with student turners. (S1.E27.2b)   |

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| <b>Performance Tasks:</b><br>Teacher Observation and Feedback<br>Participation  | Notes:  |
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| Topic 3: <b>Climbing</b>  | <b>Length:</b> 1 Week   |
| <b>Standard(s):</b><br>Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.<br>Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.<br>Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. | <b>Academic Vocabulary:</b><br>Spotting   |
| Lesson Frame: Principles and Climbing Safety  | I can use my own body as resistance for developing strength. (S3.E3.2a)   |
| Lesson Frame: Climbing Activities   | I can work independently with others in partner environments. (S4.E4.2)<br>I can compare physical activities that bring confidence and challenge. (S5.E2.2)   |
| <b>Performance Tasks:</b><br>Teacher Observation and Feedback<br>Participation  | Notes:  |
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| Topic 4: <b>Scooters</b>  | <b>Length:</b> 2 (Seperate) Weeks   |
| <b>Standard(s):</b><br>Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.   | <b>Academic Vocabulary:</b>   |
| Lesson Frame: Safety and Scooter Rules  | I can work independently with others in partner environments. (S4.E4.2)<br>I can work independently and safely in physical education. (S4.E6.2a)<br>I can work safely with physical education equipment. (S4.E6.2b) |
| Lesson Frame: Scooter Play  | I can work independently and safely in physical education. (S4.E6.2a)<br>I can work safely with physical education equipment. (S4.E6.2b)  |
| Performance Tasks:<br>Teacher Observation and Feedback<br>Participation   | Notes:  |
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| Topic 5: <b>Parachute</b>   | <b>Length:</b> 2 (Seperate) Weeks   |
| <b>Standard(s):</b><br>Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others  | <b>Academic Vocabulary:</b>   |

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| Lesson Frame: Safety and Parachute Rules                                       | I can work independently and safely in physical education. (S4.E6.2a)<br>I can work safely with physical education equipment. (S4.E6.2b) |
| Lesson Frame: Parachute Play   | I can work independently and safely in physical education. (S4.E6.2a)<br>I can work safely with physical education equipment. (S4.E6.2b) |
| <b>Performance Tasks:</b><br>Teacher Observation and Feedback<br>Participation | Notes:   |
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| Unit Name: <b>MANIPULATIVE SKILLS and SPORTS</b>  | <b>Length:</b> 7 Weeks  |
| <b>Standards:</b><br>1 and 4  | <b>Outcomes:</b><br>The students will be able to toss with proficiency. The students will be able to throw overhand. The students will be able to catch with proficiency. The students will be able to strike a balloon with a body part or short-handled implement. The students will be able to hit a ball off of a tee. The students will be able to kick with proficiency. The students will be able to dribble a ball consecutively. |
| <b>Essential Questions:</b><br>When, in sports, do we use tossing versus throwing?<br>When, in sports, do we use different catching skills?<br>When, in sports, do we strike?<br>How does kicking to pass differ from kicking to score?<br>What is the purpose of trapping and dribbling in soccer?<br>What is important to remember when we dribble? | <b>Learning Targets:</b><br>Throwing to a Target<br>Catching a Ball in Activity<br>Striking with Body Parts<br>Striking with a Paddle<br>Batting Off a Tee<br>Kicking While Moving<br>Dribbling in Activity   |
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| Topic 1: <b>Tossing, Throwing, and Catching</b>   | <b>Length:</b> 2 Weeks  |
| <b>Standard(s):</b><br>Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.   | <b>Academic Vocabulary:</b><br>Tossing<br>Throwing<br>Catching<br>Opposition  |
| Lesson Frame: Review of the Underhand Toss  | I can throw underhand using a mature pattern. (S1.E13.2)  |
| Lesson Frame: Throwing  | I can throw overhand, demonstrating 2 of the 5 critical elements of a mature pattern. (S1.E14.2)  |
| Lesson Frame: Catching  | I can catch a self-tossed or well-thrown large ball with hands, not trapping or cradling against my body. (S1.E16.2)  |
| <b>Performance Tasks:</b><br>Throwing and Catching Assessment   | Notes:  |
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| Topic 2: <b>Striking</b>  | <b>Length:</b> 2 Weeks  |
| <b>Standard(s):</b><br>Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.   | <b>Academic Vocabulary:</b><br>Striking<br>Short-Handled Implement<br>Long-Handled Implement  |
| Lesson Frame: Striking with Body Parts  | I can volley an object upward with consecutive hits. (S1.E22.2)   |
| Lesson Frame: Striking with Short-Handled Implements  | I can strike an object upward with a short-handled implement, using consecutive hits. (S1.E24.2)  |
| Lesson Frame: Striking with Long-Handled Implements   | I can strike a ball off a tee with a bat, using correct grip and positioning. (S1.E25.2)  |
| <b>Performance Tasks:</b><br>Striking Oral Assessment as a Group  | Notes:  |
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| Topic 3: <b>Soccer Skills</b>   | <b>Length:</b> 2 Weeks  |
| <b>Standard(s):</b><br>Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.   | <b>Academic Vocabulary:</b><br>Kicking to Pass<br>Kicking to Score<br>Dribbling<br>Trapping   |
| Lesson Frame: Kicking to Pass   | I can use a continuous running approach and kick a ball. (S1.E21.2)   |
| Lesson Frame: Kicking to Score  | I can use a continuous running approach and kick a ball. (S1.E21.2)   |
| Lesson Frame: Trapping and Dribbling  | I can dribble with the feet in general space with control of ball and body. (S1.E18.2)  |
| <b>Performance Tasks:</b><br>Kicking Skill Assessment   | Notes:  |
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| Topic 4: <b>Dribbling with Hands</b>  | <b>Length:</b> 1 Week   |
| <b>Standard(s):</b><br>Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.<br>Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others. | <b>Academic Vocabulary:</b><br>Dribbling<br>Traveling<br>Double Dribble   |
| Lesson Frame: Dribbling Cues  | I can dribble in personal space with my dominant hand using a mature pattern. (S1.E17.2a)<br>I can dribble using my dominant hand while walking in general space. (S1.E17.2b) |
| Lesson Frame: Dribbling Games   | I can accept specific corrective feedback from the teacher. (S4.E3.2)   |
| <b>Performance Tasks:</b><br>Dribbling Assessment   | Notes:  |
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| Unit Name: <b>MOTOR SKILLS and CONCEPTS</b>   | <b>Length:</b> 11 Weeks   |
| <b>Standards:</b><br>1, 2, 3, 4 and 5   | <b>Outcomes:</b><br>The students will be demonstrate all 8 locomotor movements. The students will be able to attempt multiple different balance challenges. The students will be able to identify when chasing, fleeing and dodging are used in sport. The students will be able to perform all basic gymnastics rolls with proficiency. The students will be able to use creative movement to move to different rhythms. |
| <b>Essential Questions:</b><br>What are the main 8 locomotor movements and what are some other locomotor movements?<br>Why is balancing an important skill?<br>When, in sport, do we use the skills of chasing, fleeing and dodging?<br>What fitness benefits do we receive from tumbling/gymnastics skills?<br>What fitness benefits do we receive from dance?<br>How can we use dance to express ourselves? | <b>Learning Targets:</b><br>Sliding<br>Leaping<br>Balancing with Partners<br>Chasing, Fleeing and Dodging in Activity<br>Forward Rolls<br>Free Movement to Rhythms  |
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| Topic 1: <b>Locomotor Movements</b>   | <b>Length:</b> 2 Weeks  |
| <b>Standard(s):</b><br>Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.   | <b>Academic Vocabulary:</b><br>Locomotor Movements<br>Skipping<br>Galloping<br>Sliding<br>Jumping<br>Hopping<br>Leaping   |
| Lesson Frame: Review All Locomotor Movements  | I can run with a mature pattern. (S1.E2.2a)<br>I can travel showing the difference between jogging and sprinting. (S1.E12.2b)   |
| Lesson Frame: Skipping, Galloping and Sliding   | I can skip using a mature pattern. (S1.E1.2)  |
| Lesson Frame: Jumping, Hopping and Leaping  | I can jump and land, forward, using 2 feet to take off and land. (S1.E3.2)<br>I can jump and land, up and down. (S1.E4.2)   |
| <b>Performance Tasks:</b><br>Locomotor Skills Assessment  | Notes:  |
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| Topic 2: <b>Balancing</b>   | <b>Length:</b> 2 Weeks  |
| <b>Standard(s):</b><br>Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.<br>Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.   | <b>Academic Vocabulary:</b><br>Static Balance<br>Dynamic Balance  |



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| Lesson Frame: Balancing on Body Parts  | I can balance on different bases of support, combining levels and shapes. (S1.E7.2a)<br>I can transfer weight from feet to different body parts/bases of support for balance. (S1.E8.2) |
| Lesson Frame: Balancing on Apparatus   | I can balance on different bases of support, combining levels and shapes. (S1.E7.2a)<br>I can practice skills with minimal teacher prompting. (S4.E1.2)                                 |
| Lesson Frame: Balancing Objects on Body Parts  | I can balance on different bases of support, combining levels and shapes. (S1.E7.2a)<br>I can practice skills with minimal teacher prompting. (S4.E1.2)                                 |
| <b>Performance Tasks:</b><br>Balancing Skill Assessment  | Notes:  |
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| Topic 3: <b>Chasing, Fleeing and Dodging</b>   | <b>Length:</b> 2 Weeks  |
| <b>Standard(s):</b><br>Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.   | <b>Academic Vocabulary:</b><br>Chasing<br>Fleeing<br>Dodging  |
| Lesson Frame: Review Chasing and Fleeing   | I can engage actively in physical education class in response to instruction and practice. (S3.E2.2)  |
| Lesson Frame: Chasing and Fleeing Games  | I can engage actively in physical education class in response to instruction and practice. (S3.E2.2)  |
| Lesson Frame: Dodging  | I can engage actively in physical education class in response to instruction and practice. (S3.E2.2)  |
| <b>Performance Tasks:</b><br>Teacher Observation and Feedback<br>Participation   | Notes:  |
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| Topic 4: <b>Tumbling/Basic Gymnastics</b>  | <b>Length:</b> 3 Weeks  |
| <b>Standard(s):</b><br>Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.<br>Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement. | <b>Academic Vocabulary:</b><br>Rolling<br>Twisting<br>Curling<br>Stretching<br>Bending  |
| Lesson Frame: Gymnastics Balances  | I can balance in an inverted position with stillness and supportive base. (S1.E7.2b)<br>I can transfer weight from feet to different body parts/bases of support for balance. (S1.E8.2) |
| Lesson Frame: Basic Rolls  | I can roll in different directions with either a narrow or curled body shape. (S1.E9.2)   |
| Lesson Frame: Twisting, Curling, Stretching and Bending  | I can tell the difference between twisting, curling, bending, and stretching actions. (S1.E10.2)  |

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| Lesson Frame: Putting Skills Together   | I can combine balances and transfers into a three-part sequence. (S1.E11.2)<br>I can combine shapes, levels and pathways into simple gymnastics sequences. (S2.E2.2) |
| <b>Performance Tasks:</b><br>Rolling Skill Assessment   | Notes:   |
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| Topic 5: <b>Rhythms and Dance</b>   | <b>Length:</b> 2 Weeks   |
| <b>Standard(s):</b><br>Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.<br>Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement.<br>Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. | <b>Academic Vocabulary:</b><br>Rhythm<br>Creative Movement   |
| Lesson Frame: Moving to an 8 Count  | I can combine locomotor skills in general space to a rhythm. (S1.E5.2)<br>I can identify physical activities that provide self-expression. (S5.E3.2)                 |
| Lesson Frame: Traditional and Teacher Led Dances  | I can perform a teacher- and/or student-designed rhythmic activity with correct response to simple rhythms. (S1.E5.2)  |
| Lesson Frame: Creative Movement and Choreography  | I can combine shapes, levels, and pathways into simple dance sequences. (S2.E2.2)  |
| <b>Performance Tasks:</b><br>Hitchhiker Dance Assessment  | Notes:   |
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| Unit Name: <b>TEAMWORK and SOCIAL INTERACTION</b>  | <b>Length:</b> 4 Weeks  |
| <b>Standards:</b><br>3 and 4<br>FM2.b.e: Emotional Influences<br>FM2.e.e: Civic Engagement and Philanthropy (e.g., giving back, volunteering, donation, or charity)  | <b>Outcomes:</b><br>The students will be able to explain why the rules and protocols are important in Physical Education. The students will be able to learn new games that will be used with Physical Education. The students will be able to work and play with classmates with minimal behavior issues. The students will work as a entire class to complete a variety of cooperative play challenges. |
| <b>Essential Questions:</b><br>Why is Physical Education important?<br>What is teamwork?<br>What is sportsmanship?<br>What is brainstorming?<br>What is problem solving?   | <b>Learning Targets:</b><br>Game Play with Peers<br>Problem Solving/Completing Cooperative Play Tasks   |
| <b>Topic 1: Protocols and Acquaintance Activities</b>  |   |
| <b>Standard(s):</b><br>Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.  | <b>Academic Vocabulary:</b><br>Physical Education<br>Protocols  |
| Lesson Frame: Classroom Rules and Protocols  | I can recognize the role of rules and etiquette in teacher-designed physical activities. (S4.E5.2)  |
| Lesson Frame: Acquaintance Activities  | I can accept responsibility for class protocols with behavior and performance actions. (S4.E2.2)  |
| <b>Performance Tasks:</b><br>Teacher Observation and Feedback<br>Participation   | Notes:  |
| <b>Topic 2: Organized Games</b>  |   |
| <b>Standard(s):</b><br>Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.<br>Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others. | <b>Academic Vocabulary:</b>   |
| Lesson Frame: Games Used Throughout the School Year  | I can engage actively in physical education class in response to instruction and practice. (S3.E2.2)<br>I can accept responsibility for class protocols with behavior and performance actions. (S4.E2.2)  |
| <b>Performance Tasks:</b><br>Teacher Observation and Feedback<br>Participation   | Notes:  |
| <b>Topic 3: Cooperative Play</b>   |   |
|  | <b>Length:</b> 2 Weeks  |

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| <p><b>Standard(s):</b><br/>Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.</p> | <p><b>Academic Vocabulary:</b><br/>Teamwork<br/>Sportsmanship<br/>Brainstorming<br/>Problem Solving</p>   |
| <p>Lesson Frame: Teamwork and Sportsmanship</p>   | <p>I can accept responsibility for class protocols with behavior and performance actions. (S4.E2.2)<br/>I can work independently with others in partner environments. (S4.E4.2)</p> |
| <p>Lesson Frame: Brainstorming and Problem Solving</p>  | <p>I can accept responsibility for class protocols with behavior and performance actions. (S4.E2.2)<br/>I can work independently with others in partner environments. (S4.E4.2)</p> |
| <p><b>Performance Tasks:</b><br/>Cooperative Play Word Search</p>   | <p>Notes:</p>   |

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| Unit Name: <b>MISCELLANEOUS</b>   | <b>Length:</b> 7-8 Weeks   |
| <b>Standards:</b><br>4  | <b>Outcomes:</b><br>The students will be able to develop their fitness levels through fun, physical focused activities.                  |
| <b>Essential Questions:</b><br>How do the activities played/participated in, approve fitness?   | <b>Learning Targets:</b><br>Safe Play with Peers<br>Participation in Physical Activity   |
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| Topic 1: <b>Themed Activities</b>   | <b>Length:</b> 1-2 Weeks   |
| <b>Standard(s):</b><br>Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others. | <b>Academic Vocabulary:</b>  |
| Lesson Frame: TBD Depending on Activity   | I can work independently and safely in physical education. (S4.E6.2a)<br>I can work safely with physical education equipment. (S4.E6.2b) |
| <b>Performance Tasks:</b><br>Teacher Observation and Feedback<br>Participation  | Notes:<br>International Arts Festival<br>Winter Olympics<br>Read and Run   |
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| Topic 2: <b>Summer Fun</b>  | <b>Length:</b> 1 Week  |
| <b>Standard(s):</b><br>Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others. | <b>Academic Vocabulary:</b>  |
| Lesson Frame: Favorite Activities   | I can work independently and safely in physical education. (S4.E6.2a)<br>I can work safely with physical education equipment. (S4.E6.2b) |
| <b>Performance Tasks:</b><br>Teacher Observation and Feedback<br>Participation  | Notes:   |
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| Topic 3: <b>Holiday Activities</b>  | <b>Length:</b> 5 Weeks   |
| <b>Standard(s):</b><br>Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others  | <b>Academic Vocabulary:</b>  |
| Lesson Frame: TBD Depending on Holiday  | I can work independently and safely in physical education. (S4.E6.2a)<br>I can work safely with physical education equipment. (S4.E6.2b) |
| <b>Performance Tasks:</b><br>Teacher Observation and Feedback<br>Participation  | Notes:<br>Halloween<br>Thanksgiving<br>Christmas/Winter Activities<br>Valentine's Day<br>Easter/Spring Activities                        |



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| <b>Course Name:</b>                   | Physical Education - 5th Grade   | NASPE Standards:   |   |
| <b>Description:</b>                   | Exploring the use of physical skills and fitness to promote lifelong fitness   | <ul style="list-style-type: none"> <li>•Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</li> <li>•Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement.</li> <li>•Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</li> <li>•Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.</li> <li>•Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</li> </ul> |   |
| <b>Academic Standards:</b>            | NASPE (National Association of Sport and Physical Education) Standards   |  |   |
| <b>Units:</b>                         | <b>Unit Length:</b>  | <b>Unit Standards:</b>   | <b>Unit Outcomes:</b>   |
| <b>Fitness</b>                        | 10 Weeks<br>Fitness Concepts - 2 Weeks<br>Jump Roping - 1 Week<br>Climbing/Cargo Net/Rope Climb - 2 Weeks<br>Speed Stacking - 1 Week<br>Fitnessgram Testing - 4 Weeks  | 1, 3, 4, and 5;<br>FM2.d.i: Financial Goals  | The students will be able to define the differences between the skill-related and health-related components of fitness. The students will be able to develop a fitness plan to help reach a personal fitness goal. The students will be able to create a jump roping routine with a partner. The students will be able to increase muscular strength and endurance through a variety of climbing experiences. The students will be introduced to speed stacking. The students will complete the Fitnessgram Test and reflect on their results.  |
| <b>Manipulative Skills and Sports</b> | 14 Weeks<br>Soccer - 2 Weeks<br>Basketball - 2 Weeks<br>Volleyball - 2 Weeks<br>Floor Hockey - 2 Weeks<br>Softball - 2 Weeks<br>Other Striking Sports - 1 Week<br>Flag Football - 2 Weeks<br>Frisbee Activities - 1 Week | 1, 2, and 4  | The students will be able to use soccer skills, and offensive and defensive strategies, in game play. The students will be able to use basketball skills, and offensive and defensive strategies, in game play. The students will be able to volley a ball using an overhead pass. The students will be able to use striking skills, and offensive and defensive strategies, in game play. The students will be able to explore striking skills in new striking sports. The students will be able to use throwing and catching skills, and offensive and defensive strategies, in flag football game play. The students will be able to use their frisbee throwing and catching skills in two different frisbee activities. |
| <b>Motor Skills and Concepts</b>      | 4 Weeks<br>Chasing, Fleeing and Dodging - 1 Week<br>Gymnastics and Dance - 3 Weeks   | 1 and 2  | The students will be able to successfully use chasing, fleeing and dodging skills in game-like activities. The students will be able to create a routine that uses gymnastics and dance skills together.  |



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| <b>Teamwork and Social Interaction</b> | 6 Weeks<br>Protocols and Acquaintance Activities - 1 Week<br>Cooperative Play/Team Building - 2 Weeks<br>Outdoor Lifetime/Recreational Activities - 1 Week<br>Non-Traditional Games - 2 Weeks | 1, 2, 4, and 5;<br>FM2.e.i: Civic Engagement and Philanthropy (e.g., giving back, volunteering, donation, or charity) | The students will be able to demonstrate proper rules and etiquette in a variety of physical activity settings. The students will be able to work in small groups to complete a variety of cooperative play challenges without teacher input. The students will display good sportsmanship and etiquette in a variety of Outdoor Lifetime Recreational Activities. The students will be introduced to 4 different Non-Traditional Games that require teamwork and cooperation. |
| <b>Miscellaneous</b>                   | 3-4 Weeks<br>Themed Activities - 1-2 Weeks<br>Summer Fun - 1 Week<br>Holiday Activities - 1 Week  | 2 and 3   | The students will be able to develop their fitness levels through fun, physical focused activities.  |

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| Unit Name: <b>FITNESS</b>  | <b>Length:</b> 10 Weeks  |
| <b>Standards:</b><br>1, 3, 4, and 5<br>FM2.d.i: Financial Goals  | <b>Outcomes:</b><br>The students will be able to define the differences between the skill-related and health-related components of fitness. The students will be able to develop a fitness plan to help reach a personal fitness goal. The students will be able to create a jump roping routine with a partner. The students will be able to increase muscular strength and endurance through a variety of climbing experiences. The students will be introduced to speed stacking. The students will complete the Fitnessgram Test and reflect on their results. |
| <b>Essential Questions:</b><br>How do the skill-related and health-related components of fitness differ?<br>What is your own personal health goal and what are some steps you can attempt to reach it?<br>What components of fitness (skill- and/or health- related) are met when jump roping?<br>What components of fitness (skill- and/or health-related) are met when climbing?<br>What is the benefit of self challenge in sport?<br>What are the fitness benefits of speed stacking?<br>What areas of fitness do you need to improve upon and what can you do to make those improvements? | <b>Learning Targets:</b><br>Skill-Related Components of Fitness<br>Jump Rope Routine Development<br>Positive Support of Peers<br>Goal Development  |
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| <b>Topic 1: Fitness Concepts</b>   | <b>Length:</b> 2 Weeks   |
| <b>Standard(s):</b><br>Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.   | <b>Academic Vocabulary:</b><br>Agility<br>Balance<br>Power<br>Reaction Time<br>Coordination<br>Speed   |
| Lesson Frame: Health-Related Fitness Components  | I can differentiate between skill-related and health-related fitness. (S3.E3.5)<br>I can identify the need for warm-up and cool-down relative to various physical activities. (S3.E4.5)  |
| Lesson Frame: Skill-Related Fitness Components   | I can differentiate between skill-related and health-related fitness. (S3.E3.5)  |
| Lesson Frame: Nutrition  | I can analyze the impact of food choices relative to physical activity, youth sports and personal health. (S3.E6.5)  |
| Lesson Frame: Fitness Plan   | I can chart and analyze physical activity outside physical education class for fitness benefits of activities. (S3.E1.5)<br>I can design a fitness plan to address ways to use physical activity to enhance fitness. (S3.E5.5b)  |

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| <b>Performance Tasks:</b><br>Fitness Concepts Assessment<br>Fitness Plan   | Notes:   |
| <b>Topic 2: Jump Roping</b>  | <b>Length:</b> 1 Week  |
| <b>Standard(s):</b><br>Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.  | <b>Academic Vocabulary:</b>  |
| Lesson Frame: Short and Long Rope Jumping  | I can create a jump-rope routine with a partner, using either a short or long rope. (S1.E27.5)   |
| Lesson Frame: Routine Development  | I can create a jump-rope routine with a partner, using either a short or long rope. (S1.E27.5)   |
| <b>Performance Tasks:</b><br>Routine Development and Presentation  | Notes:   |
| <b>Topic 3: Climbing/Cargo Net/Rope Climb</b>  | <b>Length:</b> 2 Weeks   |
| <b>Standard(s):</b><br>Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.<br>Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. | <b>Academic Vocabulary:</b><br>Muscle Tension<br>Personal Challenge<br>Teamwork  |
| Lesson Frame: Rules and Safety for Climbing Apparatus  | I can participate with responsible personal behavior in a variety of physical activity contexts, environments, and facilities. (S4.E2.5a)<br>I can apply safety principles with age-appropriate physical activities. (S4.E6.5) |
| Lesson Frame: Climbing Apparatus Rotations   | I can analyze different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response. (S5.E3.5)  |
| Lesson Frame: Create a Climbing Game   | I can analyze different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response. (S5.E3.5)  |
| <b>Performance Tasks:</b><br>Create and Teach a Climbing Game  | Notes:   |
| <b>Topic 4: Speed Stacking</b>   | <b>Length:</b> 1 Week  |
| <b>Standard(s):</b><br>Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.   | <b>Academic Vocabulary:</b>  |
| Lesson Frame: Stacking Basics  | I can compare the health benefits of participating in selected physical activities. (S5.E1.5)  |

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| Lesson Frame: Stacking Activities  | I can analyze different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response. (S5.E3.5) |
| <b>Performance Tasks:</b><br>Teacher Observation and Feedback<br>Participation   | Notes:  |
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| Topic 5: <b>FITNESSGRAM Testing</b>  | <b>Length:</b> 4 Weeks (2 x 2 Seperate Weeks)   |
| <b>Standard(s):</b><br>Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.<br>Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. | <b>Academic Vocabulary:</b><br>FITNESSGRAM<br>Pacing<br>SMART Goals   |
| Lesson Frame: Fitnessgram Testing  | I can use appropriate pacing for a variety of running distances. (S1.E2.5)  |
| Lesson Frame: Goal Setting   | I can analyze results of fitness assessments (pre and post), comparing results to fitness components for good health. (S3.E5.5a)            |
| <b>Performance Tasks:</b><br>FITNESSGRAM Results<br>Goal Setting Worksheet   | Notes:  |
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| Unit Name: <b>MANIPULATIVE SKILLS and SPORTS</b>  | <b>Length:</b> 14 Weeks  |
| Standards:<br>1, 2, and 4   | <b>Outcomes:</b><br>The students will be able to use soccer skills, and offensive and defensive strategies, in game play. The students will be able to use basketball skills, and offensive and defensive strategies, in game play. The students will be able to volley a ball using a overhead pass. The students will be able to use striking skills, and offensive and defensive strategies, in game play. The students will be able to explore striking skills in new striking sports. The students will be able to use throwing and catching skills, and offensive and defensive strategies, in flag football game play. The students will be able to use their frisbee throwing and catching skills in two different frisbee activities. |
| <b>Essential Questions:</b><br>What are some offensive and defensive strategies we use in soccer?<br>What are some offensive and defensive strategies we use in basketball?<br>How do you know if you should pass using the forearms or overhead in volleyball?<br>What are some offensive and defensive strategies we use in floor hockey?<br>What are some offensive and defensive strategies we use in softball?<br>When striking, how do we vary our force and direction in different sports?<br>What are some offensive and defensive strategies we use in football? | <b>Learning Targets:</b><br>Soccer Game Play<br>Basketball Game Play<br>Volleying with a Partner<br>Floor Hockey Game Play<br>Softball Game Play<br>Flag Football Game Play  |
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| Topic 1: <b>Soccer</b>  | <b>Length:</b> 2 Weeks   |
| <b>Standard(s):</b><br>Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.<br>Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement.  | <b>Academic Vocabulary:</b><br>Soccer Positions<br>Closing Space<br>Defense<br>Offense   |
| Lesson Frame: Skill Review  | I can combine foot dribbling with other skills in 1 on 1 practice tasks. (S1.E18.5)<br>I can pass with the feet using a mature pattern as both partners travel. (S1.E19.5a)<br>I can receive a pass with the foot using a mature pattern as both partners travel. (S1.E19.5b)<br>I can demonstrate mature patterns in kicking and punting in small-sided practice tasks. (S1. E21.5)   |
| Lesson Frame: Offensive and Defensive Strategies  | I can apply basic offensive and defensive strategies and tactics in invasion small-sided practice tasks. (S2.E5.5a)  |
| Lesson Frame: Game Play   | I can dribble with feet with mature pattern in a variety of game list activities. (S1.E20.5)<br>I can combine manipulative skills and traveling for execution to a target. (S1.E26.5)  |

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| <b>Performance Tasks:</b><br>Soccer Written Assessment<br>Soccer Authentic Assessment  | Notes:   |
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| <b>Topic 2: Basketball</b>   | <b>Length: 2 Weeks</b>   |
| <b>Standard(s):</b><br>Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.<br>Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement.   | <b>Academic Vocabulary:</b><br>Basketball Positions<br>Closing Space<br>Defense<br>Offense   |
| Lesson Frame: Skill Review   | I can combine traveling with manipulative skills to shoot in basketball. (S1.E1.5c and S1.E26.5)<br>I can combine dribbling with other skills during 1-on-1 practice tasks. (S1.E17.5) |
| Lesson Frame: Offensive and Defensive Strategies   | I can apply basic offensive and defensive strategies and tactics in invasion small-sided practice tasks. (S2.E5.5a)  |
| Lesson Frame: Game Play  | I can dribble with mature pattern in a variety of small-sided games. (S1.E20.5)<br>I can recognize the type of throw needed for different games and sports situations. (S2.E5.5c)      |
| <b>Performance Tasks:</b><br>Basketball Written Assessment<br>Basketball Authentic Assessment  | Notes:   |
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| <b>Topic 3: Volleyball</b>   | <b>Length: 2 Weeks</b>   |
| <b>Standard(s):</b><br>Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.<br>Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement.<br>Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others. | <b>Academic Vocabulary:</b><br>Underhand Serve<br>Overhand Serve<br>Double Hit   |
| Lesson Frame: Forearm Pass   | I can recognize the type of volley needed for different games and sports situations. (S2.E5.5c)  |
| Lesson Frame: Overhead Pass  | I can volley a ball using a two-handed overhead pattern, sending it upward to a target. (S1.E23.5)   |
| Lesson Frame: Serving  | I can give corrective feedback respectfully to peers. (S4.E3.5)  |
| <b>Performance Tasks:</b><br>Volleyball Written Assessment<br>Volleyball Skill Assessment  | Notes:   |

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| <b>Topic 4: Floor Hockey</b>   | <b>Length: 2 Weeks</b>   |
| <b>Standard(s):</b><br>Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.<br>Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement. | <b>Academic Vocabulary:</b><br>Closing Space<br>Defense<br>Offense   |
| Lesson Frame: Skill Review   | I can combine traveling with manipulative skills for execution to a target. (S1.E1.5c)<br>I can combine striking with a long-handled implement with receiving and traveling skills in a small-sided game. (S1.E25.5b)<br>I can apply the concepts of direction and force to strike an object with a long-handled implement. (S2.E3.5b) |
| Lesson Frame: Offensive and Defensive Strategies   | I can apply basic offensive and defensive strategies and tactics in small-sided practice tasks. (S2.E5.5b)   |
| Lesson Frame: Game Play  | I can recognize the type of strike action needed for different games and sport situations. (S2.E5.5c)  |
| <b>Performance Tasks:</b><br>Floor Hockey Authentic Assessment   | Notes:   |
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| <b>Topic 5: Softball</b>   | <b>Length: 2 Weeks</b>   |
| <b>Standard(s):</b><br>Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.<br>Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement. | <b>Academic Vocabulary:</b><br>Softball Positions  |
| Lesson Frame: Skill Review   | I can catch a batted ball above the head, at chest or waist level, and along the ground using correct form. (S1.E16.5a)<br>I can strike a pitched ball using a bat using correct form. (S1.E25.5a)   |
| Lesson Frame: Offensive and Defensive Strategies   | I can apply basic offensive and defensive strategies and tactics in small-sided practice tasks. (S2.E5.5b)   |
| Lesson Frame: Game Play  | I can catch a batted ball above the head, at chest or waist level, and along the ground using correct form. (S1.E16.5a)<br>I can strike a pitched ball using a bat using correct form. (S1.E25.5a)   |
| Performance Tasks:<br>Softball Written Assessment<br>Softball Authentic Assessment   | Notes:   |
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| <b>Topic 6: Other Striking Sports</b>  | <b>Length: 1 Week</b>  |

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| <b>Standard(s):</b><br>Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.<br>Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement. | <b>Academic Vocabulary:</b><br>Forehand<br>Backhand<br>Drive<br>Putt  |
| Lesson Frame: Tennis/Pickleball/Badminton  | I can strike an object consecutively with a partner, using a short-handled implement. (S1.E24.5)  |
| Lesson Frame: Golf   | I can recognize the type of strike action needed for different games and sport situations. (S2.E5.5c)   |
| <b>Performance Tasks:</b><br>Teacher Observation and Feedback<br>Participation   | Notes:  |
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| <b>Topic 7: Flag Football</b>  | <b>Length: 2 Weeks</b>  |
| <b>Standard(s):</b><br>Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.<br>Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement. | <b>Academic Vocabulary:</b><br>Football Positions<br>First Down<br>Downs<br>Turnover  |
| Lesson Frame: Skill Review   | I can throw overhand using a mature pattern with different sizes and types of objects. (S1.E13.5a)<br>I can throw overhand to a large target with accuracy. (S1.E13.5a) |
| Lesson Frame: Offensive and Defensive Strategies   | I can apply basic offensive and defensive strategies and tactics in invasion practice tasks. (S2.E5.5a)   |
| Lesson Frame: Game Play  | I can throw with accuracy when both partners are moving. (S1.E15.5a)  |
| <b>Performance Tasks:</b><br>Football Written Assessment<br>Flag Football Authentic Assessment   | Notes:  |
|  |   |
| <b>Topic 5: Frisbee Activities</b>   | <b>Length: 1 Week</b>   |
| <b>Standard(s):</b><br>Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.<br>Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement. | <b>Academic Vocabulary:</b>   |
| Lesson Frame: Frisbee Golf   | I can express the enjoyment and/or challenge of participating in a favorite physical activity. (S5.E2.5)  |



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| <p>Lesson Frame: Ultimate Frisbee</p>   | <p>I can throw a frisbee accurately when my partner and I are moving. (S1.E15.5b)<br/>                 I can catch a frisbee with accuracy when my partner and I are moving. (S1.E16)<br/>                 I can catch a frisbee with reasonable accuracy in dynamic, small-sided practice tasks. (S1.E16.5c)</p> |
| <p><b>Performance Tasks:</b><br/>                 Teacher Observation and Feedback<br/>                 Participation</p> | <p>Notes:</p>   |
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| Unit Name: <b>MOTOR SKILLS and CONCEPTS</b>  | <b>Length:</b> 4 Weeks   |
| <b>Standards:</b><br>1 and 2   | <b>Outcomes:</b><br>The students will be able to successfully use chasing, fleeing and dodging skills in game-like activities. The students will be able to create a routine that uses gymnastics and dance skills together. |
| <b>Essential Questions:</b><br>When, in sport, do we use the skills of chasing, fleeing and dodging?<br>How can you combine gymnastics and dance skills to make a routine?<br>How can we make routines fluid?  | <b>Learning Targets:</b><br>Chasing, Fleeing and Dodging in Activity<br>Gymnastics and Dance Routine   |
|  |  |
| Topic 1: <b>Chasing, Fleeing and Dodging</b>   | <b>Length:</b> 1 Week  |
| <b>Standard(s):</b><br>Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.<br>Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement. | <b>Academic Vocabulary:</b><br>Offensive Strategy<br>Defensive Strategy  |
| Lesson Frame: Review Chasing, Fleeing and Dodging  | I can combine locomotor and manipulative skills in a variety of small-sided practice tasks/game environments. (S1.E1.5b)<br>I can apply movement concepts to strategy in game situations. (S2.E3.5a)                         |
| Lesson Frame: Chasing, Fleeing and Dodging Games   | I can combine locomotor and manipulative skills in a variety of small-sided practice tasks/game environments. (S1.E1.5b)<br>I can apply movement concepts to strategy in game situations. (S2.E3.5a)                         |
| <b>Performance Tasks:</b><br>Teacher Observation and Feedback<br>Participation   | Notes:   |
|  |  |
| Topic 2: <b>Gymnastics and Dance</b>   | <b>Length:</b> 3 Weeks   |
| <b>Standard(s):</b><br>Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.<br>Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement. | <b>Academic Vocabulary:</b><br>Fluidity  |

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| Lesson Frame: Dance Choreography   | <p>I can demonstrate mature patterns of locomotor skills in gymnastics and dance. (S1.E1.5a)</p> <p>I can combine jumping and landing patterns with locomotor and manipulative skills in dance and gymnastics. (S1.E3.5)</p> <p>I can combine locomotor skills in cultural as well as creative dances with correct rhythm and pattern. (S1.E5.5)</p> <p>I can combine movement concepts with skills in small-sided practice tasks in gymnastics and dance with self-expression. (S2.E2.5)</p> |
| Lesson Frame: All Basic Gymnastics Skills, Inverts, Balances and Jumps                                       | <p>I can transfer weight in gymnastics and dance environments. (S1.E8.5)</p> <p>I can perform curling, twisting, and stretching actions with correct application in dance and gymnastics. (S1.E10.5)</p> <p>I can combine actions, balances, and weight transfers to create a gymnastics sequence with a partner. (S1.E12.5)</p>  |
| Lesson Frame: Routine Development  | <p>I can combine balance and transferring weight in a gymnastics sequence or dance with a partner. (S1.E7.5)</p> <p>I can combine spatial concepts with locomotor and nonlocomotor movements for small groups in gymnastics and dance. (S2.E1.5)</p>  |
| <p><b>Performance Tasks:</b><br/> Dance Choreography<br/> Gymnastics and Dance Routines and Performances</p> | Notes:  |

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| <b>Unit Name: TEAMWORK and SOCIAL INTERACTION</b>  | <b>Length: 6 Weeks</b>   |
| <b>Standards:</b><br>1, 2, 4, and 5<br>FM2.e.i: Civic Engagement and Philanthropy (e.g., giving back, volunteering, donation, or charity)  | <b>Outcomes:</b><br>The students will be able to demonstrate proper rules and etiquette in a variety of physical activity settings. The students will be able to work in small groups to complete a variety of cooperative play challenges without teacher input. The students will display good sportsmanship and etiquette in a variety of Outdoor Lifetime Recreational Activities. The students will be introduced to 4 different Non-Traditional Games that require teamwork and cooperation. |
| <b>Essential Questions:</b><br>What are characteristics of a good teammate?<br>Why are Outdoor Lifetime Recreational Activities so important?<br>Why is it important to learn new and different games within PE?   | <b>Learning Targets:</b><br>Good Teamwork/Cooperation During Cooperation Challenges<br>Display of Etiquette During Outdoor Lifetime Recreational Activities<br>Openness to Learning New Games  |
|  |  |
| <b>Topic 1: Protocols and Acquaintance Activities</b>  | <b>Length: 1 Week</b>  |
| <b>Standard(s):</b><br>Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.  | <b>Academic Vocabulary:</b>  |
| Lesson Frame: Classroom Rules and Protocols  | I can exhibit respect for self with appropriate behavior while engaging in physical activity. (S4.E2.5b)   |
| Lesson Frame: Acquaintance Activities  | I can exhibit respect for self with appropriate behavior while engaging in physical activity. (S4.E2.5b)   |
| <b>Performance Tasks:</b><br>Teacher Observation and Feedback<br>Participation   | Notes:   |
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| <b>Topic 2: Cooperative Play/Team Building</b>   | <b>Length: 2 Weeks</b>   |
| <b>Standard(s):</b><br>Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.<br>Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. | <b>Academic Vocabulary:</b><br>Cooperation<br>Teamwork<br>Sportsmanship<br>Brainstorming<br>Problem Solving<br>Acceptance<br>Challenge   |
| Lesson Frame: Large Group Team Building Activities   | I can engage in physical activity with responsible interpersonal behavior. (S4.E1.5)<br>I can accept, recognize, and actively involve others with both higher and lower skill abilities into physical activities and group projects. (S4.E4.5)   |

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| Lesson Frame: Small Group Team Building Activities   | I can engage in physical activity with responsible interpersonal behavior. (S4.E1.5)<br>I can accept, recognize, and actively involve others with both higher and lower skill abilities into physical activities and group projects. (S4.E4.5)  |
| Lesson Frame: Reflection   | I can describe the social benefits gained from participating in physical activity. (S5.E4.5)  |
| <b>Performance Tasks:</b><br>Create a Perfect Teammate   | Notes:  |
|  |   |
| Topic 3: <b>Outdoor Lifetime/Recreational Activities</b>   | <b>Length:</b> 1 Week   |
| <b>Standard(s):</b><br>Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.<br>Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.            | <b>Academic Vocabulary:</b><br>Cancellation Scoring   |
| Lesson Frame: Bocce Ball   | I can throw underhand using a mature pattern in non dynamic environments with different sizes and types of objects. (S1.E13.5a)<br>I can throw underhand to a large target with accuracy. (S1.E13.5b)<br>I can critique the etiquette involved in rules of various game activities. (S4.E5.5) |
| Lesson Frame: Horseshoes   | I can throw underhand using a mature pattern in non dynamic environments with different sizes and types of objects. (S1.E13.5a)<br>I can throw underhand to a large target with accuracy. (S1.E13.5b)<br>I can critique the etiquette involved in rules of various game activities. (S4.E5.5) |
| Lesson Frame: Lawn Games   | I can throw underhand using a mature pattern in non dynamic environments with different sizes and types of objects. (S1.E13.5a)<br>I can throw underhand to a large target with accuracy. (S1.E13.5b)<br>I can critique the etiquette involved in rules of various game activities. (S4.E5.5) |
| <b>Performance Tasks:</b><br>Teacher Observation and Feedback<br>Participation   | Notes:  |
|  |   |
| Topic 4: <b>Non-Traditional Games</b>  | <b>Length:</b> 2 Weeks  |
| <b>Standard(s):</b><br>Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement.<br>Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others. | <b>Academic Vocabulary:</b><br>Cell   |

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| Lesson Frame: Kickball Variations                                     | I can analyze movement situations and apply movement concepts in game environments. (S2.E3.5c)<br>I can accept, recognize, and actively involve others with both higher and lower skill abilities into physical activities and group projects. (S4.E4.5) |
| Lesson Frame: Kinball   | I can analyze movement situations and apply movement concepts in game environments. (S2.E3.5c)<br>I can accept, recognize, and actively involve others with both higher and lower skill abilities into physical activities and group projects. (S4.E4.5) |
| Lesson Frame: Tsegball  | I can analyze movement situations and apply movement concepts in game environments. (S2.E3.5c)<br>I can accept, recognize, and actively involve others with both higher and lower skill abilities into physical activities and group projects. (S4.E4.5) |
| <b>Performance Tasks:</b><br>Non-Traditional Games Written Assessment | Notes:   |
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| Unit Name: <b>MISCELLANEOUS</b>   | <b>Length:</b> 3-4 Weeks  |
| <b>Standards:</b><br>2 and 3  | <b>Outcomes:</b><br>The students will be able to develop their fitness levels through fun, physical focused activities.   |
| <b>Essential Questions:</b><br>How do the activities played/participated in, approve fitness?   | <b>Learning Targets:</b><br>Safe Play with Peers<br>Participation in Physical Activity  |
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| Topic 1: <b>Themed Activities</b>   | <b>Length:</b> 1-2 Weeks  |
| <b>Standard(s):</b><br>Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement.<br>Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. | <b>Academic Vocabulary:</b>   |
| Lesson Frame: TBD Depending on Activity   | I can engage actively in all of the activities of physical education. (S3.E2.5)<br>I can analyze movement situations and apply movement concepts in small-sided tasks. (S2.E3.5c) |
| <b>Performance Tasks:</b><br>Teacher Observation and Feedback<br>Participation  | Notes:<br>International Arts Festival<br>Winter Olympics  |
|   |   |
| Topic 2: <b>Summer Fun</b>  | <b>Length:</b> 1 Week   |
| <b>Standard(s):</b><br>Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement.<br>Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. | <b>Academic Vocabulary:</b>   |
| Lesson Frame: Favorite Activities   | I can engage actively in all of the activities of physical education. (S3.E2.5)<br>I can analyze movement situations and apply movement concepts in small-sided tasks. (S2.E3.5c) |
| <b>Performance Tasks:</b><br>Teacher Observation and Feedback<br>Participation  | Notes:  |
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| Topic 3: <b>Holiday Activities</b>  | <b>Length:</b> 1 Week   |

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| <p><b>Standard(s):</b><br/> Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement.<br/> Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> | <p><b>Academic Vocabulary:</b></p>   |
| <p>Lesson Frame: Christmas/Winter Activities</p>   | <p>I can engage actively in all of the activities of physical education. (S3.E2.5)<br/> I can analyze movement situations and apply movement concepts in small-sided tasks. (S2.E3.5c)</p> |
| <p><b>Performance Tasks:</b><br/> Teacher Observation and Feedback<br/> Participation</p>  | <p>Notes:</p>  |
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| September | October | November | December | January | February | March | April | May | June |
|-----------|---------|----------|----------|---------|----------|-------|-------|-----|------|



**Ms. Carmen O'Brien**  
Business Manager

## **School District of Manawa**

*Students Choosing to Excel, Realizing Their Strengths*

**To:** Board of Education  
**From:** Carmen O'Brien  
**cc:** Dr. Melanie Oppor  
**Date:** 5/15/2023  
**Re:** Legal Depositories

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The legal depositories for the School District of Manawa shall be:

- First State Bank, New London, WI
- Premier Community Bank, Marion, WI
- American Deposit Management Co.
- BMO Harris Bank N.A.
- Associated Bank Green Bay N.A.

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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  
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*

**To:** Board of Education  
**From:** Carmen O'Brien  
**cc:** Dr. Melanie Oppor  
**Date:** 5/15/2023  
**Re:** Student Accident Insurance

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**Recommendation:**

I recommend purchasing student accident insurance from Student Assurance Services.

**Rationale:**

Student Assurance Services, Inc. in Stillwater, MN is our current provider. The policy and price quote remain the same as it was for the 2022-23 school year at \$3.25 per student. The April student enrollment count was at 569. The total cost to the district will be \$1,849.25.

Details about this policy are enclosed in this packet.



Dr. Melanie Oppor, District Administrator  
Manawa School District  
800 Beech Street  
Manawa, WI 54949



## **2023-2024 Student Accident Insurance Renewal**

The enclosed information explains your school district's renewal for the 2023-2024 school year. Last year you selected our Standard Plan to cover all school sponsored & supervised activities.

### **2023-2024 Rate & Medical Benefits:**

The renewal rate will have **No Increase** for the 2023-2024 school year. The medical benefits associated with your All-Pupil accident policy will have no changes as well.

### **Voluntary Sports Coverage:**

The optional Voluntary Sports Plan will have increases to the medical benefits and rates. The enclosed document will explain all changes to this optional coverage for families. To notify families about this sports coverage, Student Assurance Services can either provide your school district our online sports forms or print physical brochures. Either way, families must be informed about this coverage before each sports season (fall, winter, spring). Please let us know on the renewal application which method your school district prefers.

Remember, your **Student Accident Plan** protects your school(s) in situations where families view the school district responsible for their student's injury regardless of fault.

As much as this coverage is a benefit to uninsured students and students whose health insurance has a high deductible, it is also an important asset when your administration/school board must resolve an unexpected student injury that occurs under the school district's supervision.

### **Complete the Renewal Application & Payment:**

An estimated billing invoice is enclosed. Your enrollment is based on the number provided to us last year. You may either pay from this billing, if it is correct, or enter the updated enrollment and adjust the billing accordingly.

Please complete and return the enclosed **Renewal Application Form by July 14<sup>th</sup>, 2023**. Your school district's payment should also be received by Student Assurance Services prior to the new policy year (08/01/23). This enables us to prepare and begin claim service in a timely manner.

I appreciate your business and look forward to working with you next school year. If you have any questions about the renewal, please call me at (800) 328-2739 or [sonnyh@sas-mn.com](mailto:sonnyh@sas-mn.com).

Sincerely,

Sonny Heinrich, Director of Sales  
Student Assurance Services, Inc.

*Specializing in Accident Coverage for Students while:*  
*Attending School – Playing Interscholastic Sports – Participating in Camps/Rec Programs/Youth Events*  
*Toll Free: (800) 328-2739 – Fax: (651) 439-0200 – Email: [sonnyh@sas-mn.com](mailto:sonnyh@sas-mn.com)*



STUDENT ASSURANCE SERVICES, INC.  
P.O. BOX 196  
STILLWATER, MN 55082-0196

**2023-2024 BILLING INVOICE**

**Manawa School District  
800 Beech Street  
Manawa, WI 54949**

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ALL-PUPIL COVERAGE:

(\*577 Students) x \$3.25 = \$1,875.25

GROUP ATHLETIC COVERAGE:

Junior High Premium = Optional  
Senior High Premium = for Families

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**TOTAL PREMIUM DUE = \$1,875.25**

*Invoice is determined by last year's provided enrollment number.  
\*If the enrollment is incorrect, please make the correction.*

**Student Assurance Services would appreciate if premium can be submitted prior to the policy beginning for the new school year (August 1<sup>st</sup>, 2023).**

**THANK YOU**



## MEDICAL BENEFITS

When injury covered by the Policy results in treatment by a licensed physician within 60 days from the date of injury, the company will pay the usual and customary (U&C) expenses incurred for covered services listed below, for expenses actually incurred within one year from the date of injury up to a **maximum of \$25,000 per injury**.

**Our insurance plan would be secondary to all other valid coverage. A claim must be filed with other valid coverage first! This insurance plan does not cover penalties imposed for failure to use providers preferred or designated by the primary coverage.**

Unless otherwise stated all amounts listed below are per injury.

### PHYSICIAN'S SERVICES

- a) **Surgical Care** (surgeon, assistant surgeon, anesthesia) - U&C, up to \$2,500
- b) **Nonsurgical Care** (includes physiotherapy, 1 visit per day) - U&C, up to \$50 per visit, maximum 10 visits

### HOSPITAL CARE

- a) **Inpatient Care**
    - Hospital Semi-private Room - the usual daily charges, up to \$500 per day
    - Hospital Miscellaneous Services (includes charges for registered nurse) - U&C, up to \$1,500
  - b) **Outpatient Care** (includes facility charges for day surgery and emergency room) - U&C, up to \$1,500
- Note: Benefits for hospital miscellaneous and outpatient care charges are limited to services not scheduled under medical benefits**

**RADIOLOGY SERVICES** (includes x-ray, MRI, CT scan, bone scan, and charges for reading) - U&C, up to \$500

**DENTAL TREATMENT** (in lieu of all other medical benefits, for sound and natural teeth) - U&C, up to \$5,000

**AMBULANCE SERVICES** - U&C, up to \$500

**ORTHOPEDIC APPLIANCES** (when prescribed by a physician for healing; includes charges for durable medical equipment) - U&C, up to \$300

**PRESCRIPTION DRUGS** (take home) - U&C, up to \$300

**REPLACEMENT EYEGLASSES, CONTACT LENSES, HEARING AIDS** (when medical treatment is required for a covered injury) - U&C, up to \$300

**LABORATORY SERVICES** (Outpatient) - U&C, up to \$300

**SHOTS AND INJECTIONS** (Outpatient, in lieu of physician non-surgical care) - U&C, up to \$300

**MOTOR VEHICLE INJURY** - Same as any Injury, up to \$2,000

**The policy contains a provision limiting coverage to the usual and customary charges. This limitation may result in additional out-of-pocket expenses for the insured.**

## EXCLUSIONS

1. Any sickness, disease, infection (unless caused by an open cut or wound), including but not limited to: aggravation of a congenital condition, blisters, headaches, hernia of any kind, mental or physical infirmity, Osgood-Schlatter disease, osteochondritis, osteochondritis dissecans, osteomyelitis, spondylolysis, slipped femoral capital epiphysis, orthodontics.
2. Injuries for which benefits are payable under Workers' Compensation or Employer's Liability Laws.
3. Any Injury involving a two or three-wheeled motor vehicle or snowmobile or any motorized or engine driven vehicle not designed primarily for use on public streets and highways, unless the insured is participating in an activity sponsored by the Policyholder.

**IT IS NOT THE INTENT OF THIS POLICY TO PROVIDE BENEFITS FOR AN EXISTING MEDICAL PROBLEM.** Are-injury will be covered if the insured has been treatment free for a period of 180 days prior to the effective date of the policy.

## ACCIDENTAL DEATH AND DISMEMBERMENT

When injury covered by this policy results in Accidental Death or Dismemberment within 180 days from the date of accident, the following benefits will be payable.

|                |          |                      |          |
|----------------|----------|----------------------|----------|
| Loss of Life   | \$ 2,500 | Double Dismemberment | \$10,000 |
| Loss of an Eye | \$ 2,500 | Single Dismemberment | \$ 2,500 |

**This provides a very brief description of some of the important features of the insurance policy. It is not the insurance policy and does not represent it. A full explanation of benefits, exceptions and limitations is contained in the Group Accident Insurance Policy Form GA-2200Ed.11-16 (and any state specific), and any applicable endorsement(s). This policy is considered term accident insurance and is non-renewable. This product may not be available in all states and is subject to individual state regulations. The Master Policy is issued to the School District/School. A copy of the Privacy Notice may be obtained on the website [www.sas-mn.com](http://www.sas-mn.com).**



# STUDENT ACCIDENT INSURANCE

## Standard Group Plan

### Policy GA-2200Ed.11-16

This group plan provides insurance benefits for medical expense arising from a school related accidental bodily injury. This insurance plan is designed to protect school boards, administrators, faculty and staff from claims which may be made by parents should their child be injured while under school supervision.

Administrators look upon this insurance plan as a public relations tool. Parents may benefit when their other health insurance plan includes a deductible or copay, the out-of-pocket portion of the medical bill may be paid by this insurance plan. If there is no other health insurance at home, this insurance plan becomes primary. The Medical Benefits and Exclusions apply to the Coverage Options below.

### COVERAGE OPTIONS

#### 1. GROUP SCHOOL-TIME COVERAGE (ALL PUPIL) - Maximum Benefit \$25,000 per Injury

Protects the student while:

- a) Attending regular school sessions.
- b) Participating in or attending school-sponsored and supervised extra-curricular activities.
- c) Traveling directly to and from school for regular school sessions, and while traveling to and from school-sponsored and supervised extra-curricular activities in school-provided transportation.
- d) Coverage does not include participation in Interscholastic Junior & Senior High School Sports.

### DEDUCTIBLE AND NO DEDUCTIBLE PLANS ARE AVAILABLE

#### NO-DEDUCTIBLE PLAN

This insurance plan has no deductible for each injury, and will consider benefits for covered expenses not paid by any other valid coverage.

#### DEDUCTIBLE PLAN

This insurance plan has a deductible for each injury, and will consider benefits for covered expenses in excess of the deductible. In determining the deductible, benefits provided by any other valid coverage will be considered first.

### OTHER PROVISIONS

1. Group coverage becomes effective the first day of the regular school session (All Pupil), and expires 07-31-2024.
2. Group insurance rates specific to the School District are submitted as part of the cover letter.
3. This brochure is an illustration of coverage available.

Underwritten by:



Ameritas Life Insurance Corp.  
Lincoln, Nebraska



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

**To:** Board of Education  
**From:** Carmen O'Brien  
**cc:** Dr. Melanie Oppor  
**Date:** 5/15/2023  
**Re:** Debate Judge Compensation

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### Recommendation

I recommend adding the position of Debate Competition Judge to the Co-curricular Stipend section of the Salary and Stipend Guide (p. 12) at the rate of \$100 per event.

### Rationale

It is customary for the debate teams to bring one (1) judge with them for every two (2) teams entered in a competition. This past year, Mr. Polkki regularly had two teams competing. Other teams in our division pay their judges \$100 per meet and the event lasts most of the day. There are roughly 7-8 meets per season.

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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  
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  
Field Trip/Transportation Permit Form**

*BOE Approval*

Field Trip Permit Forms must be submitted at least two weeks in advance. School day trips must return to school no later than 2:45 p.m. to coordinate with dismissal and bussing schedules.

Reminder – Overnight and Water Related trips require BOE approval. Plan approval at least two months in advance.

Trip Name Wisconsin FFA Convention Grade/Class 9-12 FFA  
 Teacher/Coach (responsible for trip) Sandy Cordes Cell # 608-604-0077  
 Date(s) of trip June 12 to June 15th, 2023

Destination and Address: 1919 Alliant Energy Center, Madison, WI

Itinerary of trip (attach sheets as necessary): Is this an overnight or water related trip?  yes  no

not available yet  
\* state awards workshops, sessions, motivational events  
see www.wisconsinffa.org

Purpose of trip (include curriculum guide learner outcome or competency references):  
State delegates FFA State Chorus, awards, attending sessions

No. of Students 7(?) No. of Teachers 1 No. of Chaperones \_\_\_\_\_ GROUP TOTAL 8  
 Departure time 1:30pm Return time 4:00pm Total hours 3 days No. of Buses 0  
 Start (pick up) point Ag room Return (drop off) point Ag room  
 Require wheel chair accessible bus n/a

*make from Winneconn will be there (Jim Melby)*

**FIELD TRIP COSTS (NO student participation fee can be required without prior Board of Education approval.)**

**Non-transportation costs (Planner completes for all field trips)**  
 A. Total school-paid miscellaneous costs (admission, tickets, supplies, etc.)  
 FD \_\_\_\_\_ LOC \_\_\_\_\_ OBJ \_\_\_\_\_ FUNCTION \_\_\_\_\_ PROJ \_\_\_\_\_

A. \$ \_\_\_\_\_

B. Per pupil student-paid miscellaneous costs

B. \$ \_\_\_\_\_

**C. Lunch plans (check all that apply)**

- Students will bring a sack lunch from home \_\_\_\_\_
- Food service staff will prepare box lunches \_\_\_\_\_
- Lunch will be purchased at site of field trip X
- Not applicable \_\_\_\_\_

*School contribution + FFA funds, personal expenses*

**NOTE: ALL PARTICIPANT FIELD TRIP FEES ARE TO BE PAID TO THE SCHOOL/DISTRICT PRIOR TO THE TRIP.**

Staff member(s) responsible for administering medication to students Mrs. Sandy Cordes

APPROVED M. Johnson Principal DATE 4-26-23

Forms Distribution: Kobussen Buses LTD.  
 District Nurse  
 Business Manager  
 School Office  
 Activities Director (as applicable)

**D. TRANSPORTATION:** (Complete all that apply.)

**School Van** – Call LWHS/MMS to reserve van. **Reservation completed by:** \_\_\_\_\_

**Private Vehicles** – Provide the information for each driver as noted in the table below.

**Private vehicle data submitted by:** \_\_\_\_\_

**Principal confirms submission of required documents to District Office:** \_\_\_\_\_

**Bussing costs (To be completed by Kobussen)**

Total transportation charge: \$ \_\_\_\_\_

**Transportation paid by SDM account: (To be completed by Principal)**

FD \_\_\_\_\_ LOC \_\_\_\_\_ OBJ \_\_\_\_\_ FUNCTION \_\_\_\_\_ PROJ \_\_\_\_\_

**Transportation paid by other organization name and address:**

\_\_\_\_\_

requested of Mary

### Transportation Request Directions

The following information is provided to ensure a consistent and clear process when transportation services are needed for a school trip.

1. Staff member completes the Field Trip / Transportation Permit Form and submits it to the building principal. Be sure that all applicable sections of the form are filled out in detail.
2. The building principal will review and approve/deny the trip and proceed as follows:

| Bussing – Kobussen  | School Van   | Personal Vehicles  |
|---|--|--|
| A copy of the form will be forwarded to Mrs. Thompson @ MES and Mrs. Koehn @ LWHS/MMS for all trips requiring bussing services. Mrs. Thompson and Mrs. Koehn will be the point of contact with Kobussen for all trip arrangements. Please contact Mrs. Tohm for all athletic trips/bussing inquiries. | A copy of the form will be forwarded to Mrs. Koehn, when the district van is being reserved.   | Submit a copy of the following to District Office: <ul style="list-style-type: none"> <li>• Valid Wisconsin driver's license. Driver must be at least 21 yrs. old.</li> <li>• Certification of insurance for at least the minimum required by Wisconsin law.</li> <li>• Vehicle inspection report from a certified auto dealership or service center.</li> </ul> |
| Kobussen will build the trip and provide the quote for transportation.  | Mrs. Koehn will enter the reservation on the District Vehicle shared Google calendar.  | Verify vehicle has the proper number of safety belts for the number of passengers per state law.   |
| Both the principal and staff trip organizer must approve the transportation quote.  | On the day before or day of the trip, vehicle keys can be checked out of the high school office.   | Verify that the vehicle has a first aid kit.   |
| Kobussen will receive confirmation of an accepted quote from Mrs. Thompson, Mrs. Koehn, and Mrs. Tohm and will book the trip  | Complete the Vehicle Usage Form. Return the completed report, gas credit card, and vehicle key to Carrie Koehn. Send the completed form with any receipts to the Business Manager following each trip. |  |



|              |                                   |
|--------------|-----------------------------------|
| Book         | Policy Manual                     |
| Section      | For Board Review - Vol. 32, No. 1 |
| Title        | Copy of CURRICULUM DEVELOPMENT    |
| Code         | po2210                            |
| Status       | First Reading                     |
| Adopted      | October 17, 2016                  |
| Last Revised | April 25, 2022                    |

## 2210 - CURRICULUM DEVELOPMENT

The District's curriculum and instruction programs shall be developed to support the District's mission, to align with Board adopted academic standards, and in accordance with State legal requirements. The Board shall provide the resources to develop and implement the curriculum within the financial capabilities of the District.

Professional staff, under the direction and supervision of the District Administrator or designee, shall be delegated the responsibility for proposing and developing a written, sequential curriculum plan for the District. The plan shall include those subject areas and grade levels as required by State regulations. Each subject area plan shall specify objectives, course sequence, course content, resources, a student assessment process, and an allocation of instructional time. Each plan shall include a program evaluation method that provides that the components of the plan shall be monitored continuously.

Communication and coordination among grade level and subject area staff members shall be emphasized on a four-(4)-year-old-kindergarten-through-grade-12 basis whenever curriculum is developed or reviewed.

The Board directs that the curriculum shall be developed and evaluated by the District Administrator, and that curriculum plans and courses of study incorporated into the curriculum of this District:

- A. provides instruction in courses consistent with statute and regulations of the Department of Public Instruction or appropriate State agency;
- B. ensures, consistent with 115 Wis. Stats. and other applicable Federal and State laws and regulations, that special learning needs of students are provided for in the context of the regular program or classroom and provides for effective coordination with programs or agencies that are needed to meet those needs that cannot be dealt with in the regular program or classroom;
- C. be consistent with and designed to achieve the District's philosophy and goals and ensure the possibility of their achievement;
- D. be consistent with 118.30, Wis. Stats., by incorporating State-recommended performance standards for students as the basis for determining how well each student is achieving curriculum objectives;
- E. allows for the development of individual talents and interests as well as recognizes that learning styles of students may differ;
- F. provides a strategy for continuous and cumulative learning through effective articulation at all levels, particularly of those skills identified as essential and life-role skills;
- G. utilizes a variety of learning resources to accomplish the educational goals;
- H. encourages students to utilize guidance and counseling services in their academic and career planning;
- I. in the elementary grades, provides regular instruction in reading, language arts, social studies, mathematics, science, health, physical education, art and music;



- J. in grades 5 to 8, provides regular instruction in language arts, social studies, mathematics, science, health, physical education, art and music;
- K. in grades 9 to 12, provides access to an educational program that enables students each year to study English, social studies, mathematics, science, vocational education, foreign language, physical education, art and music;
- L. provides regular instruction in foreign language in grades 7 and 8;
- M. in one of grades 5 to 8 and in one of grades 10 to 12, provide students with the instruction on shaken baby syndrome and impacted babies described in 253.15 (5), Wis. Stats.;
- N. incorporates instruction in financial literacy into the curriculum in grades kindergarten to 12;
- O. at least once in grades 5 to 8 and at least once in grades 9 to 12, include instruction on the Holocaust and other genocides effective with the 2022-23 school year;
- P. provides that, in the social studies curriculum, instruction in the history, culture, and tribal sovereignty of Federally recognized American Indian tribes and bands located in Wisconsin takes place at least twice in the elementary grades and once in the high school grades;
- Q. provides for multi-cultural education by including, at each level, courses or units that help students understand the culture and contributions of various ethnic groups comprising American society, including, but not limited to Euro-Americans, African-Americans, Asian-Americans, Hispanic-Americans, and Native-Americans.

~~As the educational leader of this District, the District Administrator shall be responsible to the Board for the development and evaluation of curriculum and the preparation of courses of study.~~

The District Administrator shall make progress reports to the Board periodically.

### **Innovative Instructional Design**

The District Administrator may ~~conduct such innovative programs~~ propose programming using innovative instructional design as are deemed to be beneficial or necessary to the continuing growth of the instructional program and to better ensure accomplishment of promote the District's educational goals. Each such innovative program intended to be part of the required hours of instruction must be consistent with Chapter 118 and appropriate State regulations and receive the approval of the Board State law and implemented consistent with the District's curriculum as approved by the Board.

### **Innovative Programs**

The District Administrator may conduct such innovative programs as are deemed to be necessary to the continuing growth of the instructional program and to better ensure accomplishment of the District's educational goals. Each such innovative program must be consistent with Chapter 118 and appropriate State regulations and receive the approval of the Board.

The District Administrator shall report each such innovative program to the Board.

Unless the Board disapproves, the District Administrator may proceed to conduct the program.

The Board encourages, where it is feasible and in the best interests of the District, participation in programs of educational research.

The Board directs the District Administrator to pursue actively State and Federal aid in support of the District's innovative activities.

Revised 4/27/20

© Neola 2023

Legal 118.01, 118.24, 118.30, 121.01(1)(k), 121.02(1)(L), Wis. Stats.  
 PI 8.01 (f) , PI 8.001(6g)  
 PI 8.01(2)(L), PI 8.01(2)(K)

**Last Modified by Melanie Oppor on May 19, 2023**



|              |                                   |
|--------------|-----------------------------------|
| Book         | Policy Manual                     |
| Section      | For Board Review - Vol. 32, No. 1 |
| Title        | Copy of ATTENDANCE                |
| Code         | po5200                            |
| Status       | First Reading                     |
| Adopted      | June 20, 2016                     |
| Last Revised | April 25, 2022                    |

## 5200 - **ATTENDANCE**

The Board of Education will enforce regular student attendance in the District's program in which each student is enrolled as required pursuant to State law. Further, the Board recognizes that the District's educational program is predicated upon the participation of each student in the program of instruction in which the student is enrolled and required to attend. Student success requires continuity of instruction and program participation. For purposes of this policy, the regular period and hours of instruction including both those periods and hours a student's program require that they are in school as well as any attendance requirements defined as part of a course of virtual instruction, or a combination of the more than one type of instructional delivery.

All children between six (6) and eighteen (18) years of age shall attend school regularly during the full period and hours, religious holidays excepted, that the school in which the child is enrolled is in session until the end of the term, quarter, or semester of the school year in which the child becomes eighteen (18) years of age unless s/he falls under an exception under State law, this policy, or administrative guideline issued under this policy. A child who is enrolled in five (5) year-old kindergarten shall attend school regularly, religious holidays excepted, during the full period and hours that kindergarten is in session until the end of the school term.

### **Excuse Required**

The District Administrator shall require, from the parent or guardian of each student or from an adult student, who has been absent for any reason a phone call or a written, signed, and dated letter stating the reason for the absence and the time period covered by the absence. The Board reserves the right to verify such statements and to investigate the cause of each absence and instance of tardiness.

### **School Attendance Officer**

The District Administrator shall designate an administrator at each school to be the School Attendance Officer. The School Attendance Officer shall perform any duties and responsibilities as required by State law, this policy, and any administrative guidelines issued by the school. The duties of the School Attendance Officer shall include, but not be limited to, the following:

- A. Determining daily from attendance reports submitted by teachers which students enrolled in the school are absent from school, or failed to fulfill the attendance requirements of a virtual instruction program component, and whether the absence is excused.
- B. Submitting to the District Administrator, on or before August 1st of each year, a report of the number of students enrolled in the school who were absent in the previous year and whether the absences were excused. The District Administrator shall then submit this information to the State Superintendent and the Board. To the extent feasible, absentee data shall be separated by absences for in-person instruction periods and absences based on virtual instruction attendance requirements.
- C. Providing student attendance information to individuals and agencies for purposes authorized by State law and the Board's Policy 8330 - Student Records.

### **Excused Absences**

As required under State law, a student shall be excused from school for the following reasons:

**A. Physical or Mental Condition**

The student is temporarily not in proper physical or mental condition to attend a school program.

**B. Obtaining Religious Instruction**

To enable the student to obtain religious instruction outside the school during the required school period (see Policy 5223 - Absences for Religious Instruction).

**C. Permission of Parent or Guardian**

The student has been excused **in writing** by their parent(s) before the absence for any or no reason. A student may not be excused for more than ten (10) days per school year under this paragraph and must complete any course work missed during the absence. Examples of reasons for being absent that should be counted under this paragraph include, but are not limited to, the following:

1. professional and other necessary appointments (e.g., medical, dental, and legal) that cannot be scheduled outside of the school day
2. to attend the funeral of a relative
3. legal proceedings that require the student's presence
4. college visits
5. job fairs
6. vacations

**D. Religious Holiday**

For observance of a religious holiday consistent with the student's creed or belief.

**E. Suspension or Expulsion**

The student has been suspended or expelled.

**F. Program or Curriculum Modification**

The Board has excused the student from regular school attendance to participate in a program or curriculum modification leading to high school graduation or a high school equivalency diploma as provided by State law.

**G. High School Equivalency – Secured Facilities**

The Board has excused a student from regular school attendance to participate in a program leading to a high school equivalency diploma in a secured correctional facility, a secured child caring institution, a secure detention facility, or a juvenile portion of a county jail, and the student and their parent(s) or guardian agree that the student will continue to participate in such a program.

**H. Child at Risk**

The student is a 'child at risk' as defined under State law and is participating in a program at a technical college on either a part-time or full-time basis leading to high school graduation, as provided under State law.

**I. Election Day Official**

A high school student, including students enrolled in private schools and students enrolled in home-based private education, age sixteen (16) or seventeen (17) is permitted to be excused to serve as an election official provided that the following criteria are met: (1) the student has the permission of their parent to serve as an election official on election day; (2) the student has signed up and the municipal clerk has informed the principal that the student has been assigned to serve in this capacity; and (3) the student has at least a 3.0 grade point average or equivalent, or has met alternative criteria established by Board, if any. The principal shall promptly notify the municipal clerk or the board of election commissioners of the municipality that appointed the child as an election official if the child no longer has at least a 3.0 grade point average or the equivalent, or no longer meets the established alternative requirements. A student's absence to serve as an election official under this policy shall be treated as an excused absence. Where possible students are encouraged to provide advance notice as much as possible. Students are responsible for completing any missed school work and responsible for making appropriate arrangements to do so.

**J. Virtual Access**

The student is unable to access virtual instruction programming due to a temporary disruption in the student's access to

necessary technological systems (i.e. internet outage, computer failure, software malfunction, etc.) as communicated by the student's parent.

A student may be excused from school, as determined by the School Attendance Officer, or their designee, for quarantine of the student's home by a public health officer.

### **Unexcused Absences**

Unexcused absences are absences from school for part or all of one (1) or more days from school without an acceptable excuse. Unexcused absences demonstrate a deliberate disregard for the educational program and are considered a serious matter. The District Administrator shall develop administrative guidelines to address unexcused absences.

The Board authorizes, but does not encourage the District Administrator, to suspend a student from a particular class or from school if sincere efforts by the staff and parents cannot rectify the pattern of absence. In keeping with its philosophy, the Board supports efforts to provide out-of-school alternative educational opportunities for truant students rather than aggravate the effects of absence through suspension.

### **Definitions**

#### **Truancy**

A student will be considered truant if the student is absent part or all of one (1) or more days from school during which the School Attendance Officer, principal, or a teacher has not been notified of the legal cause of such absence by the parent of the absent student. A student who is absent intermittently for the purpose of defeating the intent of the Wisconsin Compulsory Attendance Statute 118.15, Wis. Stats., will also be considered truant.

#### **Habitual Truant**

A student will be considered a habitual truant if the student is absent from school without an acceptable excuse for part or all of five (5) or more days on which school is held during a school semester.

#### **Part of a School Day**

Part of a school day is any time period within a school day, which is from the time the first class period of that day begins until the end of the last class period of that day.

#### **Tardiness/Late Arrival and Early Dismissal**

It is necessary that a student be in attendance throughout the school day, or as required by the student's virtual instruction program, in order to benefit fully from the educational program of the District. Unless excused per this policy, tardiness, or late arrival, occurs when a student arrives at the student's registered class location after the bell that signals the start of the class period has sounded. Unless excused, early dismissal occurs when a student leaves the student's registered class location before the bell has rung signaling the end of the class period or the end of the school day. Tardiness and early dismissal can occur more than once per day. Tardiness and early dismissal constitute being absent for part of a school day.

The Board recognizes, however, that from time-to-time compelling circumstances require that a student be late to school or dismissed before the end of the school day.

X As agent responsible for the education of the children of this District, the Board shall require that the school be notified in advance of such absences by

(X ) written (including e-mail)

( X ) personal (phone or face-to-face)

request of the student's parent, who shall state the reason for the tardiness or early dismissal. Justifiable reasons shall be determined by the \_\_\_\_\_.

No student who has a medical disability that may be incapacitating may be released without a person to accompany them.

No student shall be released to anyone who is not authorized such custody by the parents.

### **Truancy Plan**

The Board will issue a Truancy Plan based upon the recommendations of the County Truancy Committee convened under State law, and the Board's policies and guidelines. The Board will review and, if appropriate, revise the Truancy Plan at least once every two (2) years.

**The Truancy Plan will include, at a minimum, the following:**

- A. guidelines for notifying the parents or guardians of the unexcused absences of a student and for meeting and conferring with such parents or guardians

- B. plans and procedures for identifying truant children of all ages and returning them to school and identifying the identity of school personnel to whom a truant child shall be returned
- C. methods to increase and maintain public awareness of truancy issues within the school district and enhance public involvement in reducing truancy.
- D. a guideline addressing the immediate response to be made by school personnel when a truant child is returned to school
- E. the types of truancy cases to be referred to the District Attorney and the time periods within which the District Attorney will respond to and take action on the referrals
- F. plans and procedures to coordinate the responses to the problems of habitual truants, as defined under Sec. 118.16(1)(a), Wis. Stats., with public and private social services agencies
- G. methods to involve the truant child's parent or guardian in dealing with and solving the child's truancy problem.

~~A student will be considered truant if s/he is absent for part or all of one (1) or more days from school during which the School Attendance Officer, principal, or a teacher has not been notified of the legal cause of such absence by the parent or guardian of the absent student. A student who is absent intermittently for the purpose of defeating the intent of the Wisconsin Compulsory Attendance Statute Sec. 118.15, Wis. Stats., will also be considered truant.~~

~~A student will be considered a habitual truant if they are absent from school without an acceptable excuse for part or all of five (5) or more days on which school is held during a school semester.~~

### Notice of Truancy

The School Attendance Officer shall notify a truant student's parent or guardian of the student's truancy and direct the parent or guardian to return the student to school no later than the next day on which school is in session or to provide an excuse for the absence. The notice under this paragraph shall be given before the end of the second school day after receiving a report of an unexcused absence. The notice may be made by electronic communication, personal contact, telephone call or 1st class mail and a written record of this notice shall be kept. ~~The School Attendance Officer shall attempt to give notice by personal contact, telephone call, or unless the parent has refused to receive electronic communication, notice by 1st class mail may be given.~~ This notice must be given every time a student is truant until the student becomes a habitual truant.

### Notice of Habitual Truancy

When a student initially becomes a habitual truant, the School Attendance Officer shall provide a notice to the student's parent or guardian, by registered or certified mail, or by first-class mail. The School Attendance Officer may simultaneously notify the parent of the habitually truant student by an electronic communication. The notice must contain the following:

- A. a statement of the parent's or guardian's responsibility under State law to cause the student to attend school regularly
- B. a statement that the parent, guardian, or student may request program or curriculum modifications for the student under State law and that the student may be eligible for enrollment in a program for children at risk
- C. a request that the parent or guardian meet with the appropriate school personnel to discuss the student's truancy

The notice shall include the name of the school personnel with whom the parent or guardian should meet, a date, time, and place for the meeting as well as the name, address, and telephone number of a person to contact to arrange a different date, time, or place. The date for the meeting shall be within five (5) school days after the notice is sent with the consent of the student's parent or guardian the meeting date may be extended for an additional five (5) school days.

- D. a statement of the penalties, under State law or local ordinances that may be imposed on the parent upon failure to cause the child to attend school regularly as required by State law.

**+** ~~if the student is attending the District through the Open Enrollment Program, each notification shall also inform the parent: (1) that the student's open enrollment may be terminated if the student is habitually truant; and (2) the process described in Board Policy 5113, which the parent or student may follow if they believe the student was erroneously marked truant.~~

The School Attendance Officer will also continue to notify the parent or guardian of a habitual truant's subsequent unexcused absences.

### Referral to the District Attorney

Truancy cases will be referred to the District Attorney as provided in the County Truancy Committee Plan. The School Attendance Officer will ensure that appropriate school personnel have done the following before any case is referred to the District Attorney:

- A. met with the student's parent or guardian to discuss the student's truancy or attempted to meet with the student's parent or guardian and received no response or were refused
- B. provided an opportunity for educational counseling to the student to determine whether a change in the student's curriculum would resolve the student's truancy and have curriculum modifications under State law



- C. evaluated the student to determine whether learning problems may be a cause of the student's truancy and, if so, have taken steps to overcome the learning problems if tests administered to the student within the previous year indicate that the student is performing at their grade level, the student need not be evaluated.
- D. conducted an evaluation to determine whether social problems may be a cause of the student's truancy and, if so, have taken appropriate action or made appropriate referrals.

Note that paragraph A. is not required if the meeting between school personnel, the student, and the student's parent or guardian, which was requested in the Notice of Habitual Truancy to the parent or guardian, did not occur within ten (10) school days after the Notice was sent. Paragraphs B., C., and D. are not required if appropriate school personnel were unable to carry out the activity due to the student's absences from school.

### **Make-up Course Work and Examinations**

Students who are absent from school, whether the absence was excused or unexcused, shall be permitted to make-up course work and examinations missed when they return to school. It is the student's responsibility to contact their teachers to determine what course work and examinations must be made-up. Teachers shall have the discretion to assign substitute course work and examinations. Teachers shall also have the discretion to specify where and when examinations and course work shall be completed, including outside regular school hours. The time for completing the work shall be commensurate with the length of the absence unless extended by the principal based upon extenuating circumstances.

### **District Administrator Guidelines**

The District Administrator shall develop administrative guidelines concerning the attendance of students which:

- A. ensure a school session that is in conformity with the requirement of the law;
- B. ensure that students absent for an excusable reason have an opportunity to make-up work they missed;
- C. govern the keeping of attendance records in accordance with State law;
- D. facilitate implementation of the Truancy Plan;
- E. identify the habitual truant, investigate the cause(s) of his/her behavior, and consider modification of his/her educational program to meet particular needs and interests;
- F. ensure that any student who, due to a specifically identifiable physical or mental impairment, exceeds or may exceed the District's limit on excused absence is referred for evaluation for eligibility either under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 and Chapter 115, Wis. Stats.;
- G. provide that a student's grade in any course is based on his/her performance in the instructional setting and is not reduced for reasons of conduct. If a student violates the attendance or other rules of the school, s/he should be disciplined appropriately for the misconduct, but his/her grades should be based upon what the student can demonstrate s/he has learned;
- H. ensure that all parents and students are informed of the District's Attendance Policy and related guidelines;
- I. enable the School Attendance Officer to perform his/her duties under State law and this policy; and
- J. address unexcused absences.

Revised 8/22/16  
 Revised 11/19/18  
 Revised 4/27/20  
 Revised 11/16/20

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Legal                    7.30(2)(am), Wis. Stats.  
                              118.15, Wis. Stats.  
                              118.153, Wis. Stats.  
                              118.16, Wis. Stats.  
                              118.162, Wis. Stats.

**Last Modified by Melanie Oppor on May 19, 2023**



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|--------------|--|
| Book         | Policy Manual  |
| Section      | For Board Review - Vol. 32, No. 1                                  |
| Title        | Copy of STUDENT ANTI-HARASSMENT--- Publish/go live on July 1, 2023 |
| Code         | po5517   |
| Status       | First Reading  |
| Adopted      | June 20, 2016  |
| Last Revised | August 29, 2022  |

## 5517 - STUDENT ANTI-HARASSMENT

### Prohibited Harassment

It is the policy of the Board of Education to maintain an educational environment that is free from all forms of harassment. This commitment applies to all District operations, programs, and activities. All students, administrators, teachers, staff, and all other school personnel share responsibility for avoiding, discouraging, and reporting any form of harassment. This policy applies to conduct occurring in any manner or setting over which the Board can exercise control, including on school property, or at another location if such conduct occurs during an activity sponsored by the Board.

The Board will not tolerate any form of harassment and will take all necessary and appropriate actions to eliminate it, including suspension or expulsion of students and disciplinary action against any other individual in the School District community. Additionally, appropriate action will be taken to stop and otherwise deal with any third party who engages in harassment against our students.

The Board will vigorously enforce its prohibition against harassment based on the traits of sex (including gender 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 (hereinafter referred to as 'Protected Classes'), and encourages those within the School District community as well as Third Parties, who feel aggrieved to seek assistance to rectify such problems. Additionally, the Board prohibits harassing behavior directed at students for any reason, even if not based on one of the Protected Classes, through its policies on bullying (See Policy 5517.01 – Bullying).

~~Harassment may occur student to student, student to staff, staff to student, male to female, female to male, male to male, or female to female.~~ The Board will investigate all allegations of harassment and in those cases where harassment is substantiated, the Board will take immediate steps designed to end the harassment, prevent its reoccurrence, and remedy its effects. Individuals who are found to have engaged in harassment will be subject to appropriate disciplinary action.

### Other Violations of the Anti-Harassment Policy

The Board will also take immediate prompt steps to impose disciplinary action on individuals engaging in any of the following prohibited acts:

- A. Retaliating against a person who has made a report or filed a complaint alleging harassment, or who has participated as a witness in a harassment investigation;
- B. Filing a malicious or knowingly false report or complaint of harassment;
- C. Disregarding, failing to investigate adequately, or delaying investigation of allegations of harassment, when responsibility for reporting and/or investigating harassment charges/complaints comprises part of one's duties

Sexual Harassment covered by Policy 2266/AG 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities, i.e., sexual harassment prohibited by Title IX, is not included in this policy. Allegations of such conduct shall be addressed ~~solely~~ by Policy 2266/AG 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities.

## Notice

Notice of the Board's policy on anti-harassment in the educational environment and the identity of the District's Compliance Officers will be posted throughout the District and published in any District statement regarding the availability of employment, staff handbooks, and general information publications of the District as required by Federal and State law and this policy.

## Definitions

Words used in this policy shall have those meanings defined herein; words not defined herein shall be construed according to their plain and ordinary meanings.

**Complainant** is the individual who alleges, or is alleged, to have been subjected to harassment, regardless of whether the person files a formal complaint or is pursuing an informal resolution to the alleged harassment.

**Day(s)** : ~~Unless expressly stated otherwise, the term "day" or "days" as used in this policy~~ means business day(s) (i.e., a day(s) that the District office is open for normal operating hours, Monday – Friday, excluding State-recognized holidays) **unless expressly stated otherwise herein.**

**Respondent** is the individual who has been alleged to have engaged in harassment, regardless of whether the Reporting Party files a formal complaint or is seeking an informal resolution to the alleged harassment.

**School District community** means **individuals, students, and Board employees (i.e., administrators, and professional and classified staff) administrators, teachers, and staff**, as well as Board members, agents, volunteers, contractors, or other persons subject to the control and supervision of the Board.

**Third Parties** include, but are not limited to, guests and/or visitors on School District property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with, or seeking to do business with, the Board, and other individuals who come in contact with members of the School District community at school-related events/activities (whether on or off District property).

## Bullying

Bullying is prohibited by Board Policy 5517.01 – Bullying. It is defined as deliberate or intentional behavior using words 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. Bullying need not be based on any Protected Class. Bullying behavior rises to the level of harassment when the prohibited conduct is based upon the student's sex (including gender 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. Complaints brought under this policy that are more appropriately handled under the Bullying policy shall be referred for investigation consistent with the procedures in that policy.

Bullying that rises to the level of Sexual Harassment is covered by Policy 2266/AG 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities, i.e., sexual harassment prohibited by Title IX, and is not included in this policy. Allegations of such conduct shall be addressed ~~solely~~ by Policy 2266/AG 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities.

## Harassment

Harassment means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student based on one or more of the student's Protected Class that:

- A. places a student in reasonable fear of harm to ~~his/her~~**their** person or damage to ~~his/her~~**the student's** property;
- B. has the effect of substantially interfering with a student's educational performance, opportunities, or benefits; or
- C. has the effect of substantially disrupting the orderly operation of a school.

"Harassment" also includes "hate speech" **directed against a student** - the use of language, behavior, or images/symbols that express prejudice against a particular group or groups on the basis of any protected characteristic(s).

Examples are:

- A. making statements that promote violence toward a racial or ethnic group;
- B. drawing, displaying, or posting images or symbols of prejudice (e.g., swastikas).

## Sexual Harassment

For purposes of this policy ~~and consistent with Title VII of the Civil Rights Act of 1964~~ only and not sexual harassment under Title IX, addressed in Policy 2266/AG 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities, 'sexual harassment' is defined as unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

- A. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of access to educational opportunities or program;
- B. submission or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's education;
- C. that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's education, or creating an intimidating, hostile, or offensive educational environment.

Sexual harassment may involve the behavior of a person of any gender against a person of the same or another gender.

Prohibited acts that constitute sexual harassment under this policy may take a variety of forms. Examples of the kinds of conduct that may constitute sexual harassment include, but are not limited to:

- A. unwelcome verbal harassment or abuse;
- B. unwelcome pressure for sexual activity;
- C. threats or insinuations that a person's employment, wages, academic grade, promotion, classroom work or assignments, academic status, participation in athletics or extra-curricular programs, activities, or events, or other conditions of employment or education may be adversely affected by not submitting to sexual advances;
- D. unwelcome verbal expressions, including graphic sexual commentaries about a person's body, dress, appearance, or sexual activities; the unwelcome use of sexually degrading language, profanity, jokes or innuendoes; unwelcome suggestive or insulting sounds or whistles; obscene telephone calls and obscene gestures;
- E. Sexually suggestive objects, pictures, graffiti, videos, posters, audio recordings or literature, placed in the work or educational environment, that may reasonably embarrass or offend individuals;
- F. unwelcome, sexually motivated or inappropriate patting, pinching, or physical contact, other than necessary restraint of students by teachers, administrators, or other school personnel to avoid physical harm to persons or property;
- G. unwelcome sexual behavior or words including demands for sexual favors, accompanied by implied or overt threats concerning an individual's educational status;
- H. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's educational status;
- I. unwelcome behavior or words directed at an individual because of gender;

Examples are:

1. repeatedly asking a person for dates or sexual behavior after the person has indicated no interest;
  2. rating a person's sexuality or attractiveness;
  3. staring or leering at various parts of another person's body;
  4. spreading rumors about a person's sexuality;
  5. letters, notes, telephone calls, or materials of a sexual nature;
  6. displaying pictures, calendars, cartoons, or other materials with sexual content.
- J. inappropriate boundary invasions by a District employee or other adult member of the District community into a student's personal space and personal life;

Boundary invasions may be appropriate or inappropriate. Appropriate boundary invasions make medical or educational sense. For example, a teacher or aide assisting a kindergartner after a toileting accident or a coach touching a student during wrestling or football can be appropriate. However other behaviors might be going too far, are inappropriate and may be signs of sexual grooming.

Inappropriate boundary invasions may include, but are not limited to the following:

1. hugging, kissing, or other physical contacts with a student;
2. telling sexual jokes to students;
3. engaging in talk containing sexual innuendo or banter with students;
4. talking about sexual topics that are not related to the curriculum;
5. showing pornography to a student;
6. taking an undue interest in a student (i.e. having a 'special friend' or a 'special relationship');
7. initiating or extending contact with students beyond the school day for personal purposes;
8. using e-mail, text messaging or websites to discuss personal topics or interests with students;
9. giving students rides in the staff member's personal vehicle or taking students on personal outings without administrative approval;
10. invading a student's privacy (e.g. walking in on the student in the bathroom, locker-room, asking about bra sizes or previous sexual experiences);
11. going to a student's home for non-educational purposes;
12. inviting students to the staff member's home without proper chaperones (i.e. another staff member or parent of a student);
13. giving gifts or money to a student for no legitimate educational purpose;
14. accepting gifts or money from a student for no legitimate educational purpose;
15. being overly 'touchy' with students;
16. favoring certain students by inviting them to come to the classroom at non-class times;
17. getting a student out of class to visit with the staff member;
18. providing advice to or counseling a student regarding a personal problem (i.e. problems related to sexual behavior, substance abuse, mental or physical health, and/or family relationships, etc.), unless properly licensed and authorized to do so;
19. talking to a student about problems that would normally be discussed with adults (i.e. marital issues);
20. being alone with a student behind closed doors without a legitimate educational purpose;
21. telling a student 'secrets' and having 'secrets' with a student;
22. other similar activities or behavior.

Inappropriate boundary invasions are prohibited and must be reported promptly to one of the District Compliance Officers, as designated in this policy, the Building Principal or the District Administrator.

- K. **remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history;**
- L. **(↔) a pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliation to another;**
- M. verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping that does not involve conduct of a sexual nature.

~~It is further the policy of the Board that a sexual relationship between staff and students is not permissible in any form or under any circumstances, in or out of the workplace, in that it interferes with the educational process and may involve elements of coercion by reason of the relative status of a staff member to a student.~~

Not all behavior with sexual connotations constitutes sexual harassment. Sex-based or gender-based conduct must be sufficiently severe, pervasive, ~~and~~ or persistent such that it adversely affects, limits, or denies an individual's education, or such that it creates a hostile or abusive educational environment, or such that it is intended to, or has the effect of, denying or limiting a student's ability to participate in or benefit from the educational program or activities.

**It is further the policy of the Board that a sexual relationship between staff and students is not permissible in any form or under any circumstances, in or out of the workplace, in that it interferes with the educational process and may involve elements of coercion by reason of the relative status of a staff member to a student.**

## Race/Color Harassment

Prohibited racial harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's race or color and when the conduct has the purpose or effect of: interfering with the individual's educational performance; creating an intimidating, hostile, or offensive learning environment; or interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's race or color, such as racial slurs, nicknames implying stereotypes, epithets, and/or negative references regarding racial customs.

## Religious (Creed) Harassment

Prohibited religious harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's religion or creed and when the conduct has the purpose or effect of: interfering with the individual's work or educational performance; creating an intimidating, hostile, or offensive learning environment; or interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's religious tradition, clothing, or surnames, and/or involves religious slurs.

## National Origin/Ancestry Harassment

Prohibited national origin/ancestry harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's national origin or ancestry and when the conduct has the purpose or effect of: interfering with the individual's educational performance; creating an intimidating, hostile, or offensive working and/or learning environment; or interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's national origin or ancestry, such as negative comments regarding customs, manner of speaking, language, surnames, or ethnic slurs.

## Disability Harassment

Prohibited disability harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's physical, mental, emotional or learning disability and when the conduct has the purpose or effect of: interfering with the individual's educational performance; creating an intimidating, hostile, or offensive learning environment; or interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's disability, such as negative comments about speech patterns, movement, physical impairments or defects/appearances, or the like.

## Anti-Harassment Compliance Officers

The Board designates the following individuals to serve as the District's Compliance Officers (also known as 'Anti-Harassment Compliance Officers'; hereinafter referred to as the 'COs').

~~Carmen O'Brien~~ Jeff Bortle  
~~Business Manager~~ Dean of Students  
~~School District of Manawa~~ Manawa Middle School/Little Wolf High School  
~~800 Beech Street~~ 515 East 4th Street  
~~Manawa, WI 54949~~ Manawa, WI 54949  
~~920-596-5840~~ 920-596-5806  
~~cobrien@manawaschools.org~~ jbortle@manawaschools.org

~~Dr. Abe El Manssouri~~ Michelle Johnson  
~~Manawa Middle School/Little Wolf High School Principal~~ Manawa Middle School/Little Wolf High School  
~~920-596-5310~~ 920-596-5310  
~~515 East 4th Street~~ 515 East 4th Street  
~~Manawa, WI 54949~~ Manawa, WI 54949  
~~aelmanssouri@manawaschools.org~~ mjohnson@manawaschools.org

The names, titles, and contact information of these individuals will be published annually in the student handbooks and on the School District's web-site.

The Compliance Officer(s) are responsible for coordinating the District's efforts to comply with applicable Federal and State laws and regulations, including the District's duty to address in a prompt and equitable manner any inquiries or complaints regarding harassment.

## Reports and Complaints of Harassing Conduct

Reporting procedures are as follows:

- A. Any student who believes ~~s/he~~ **the student** has been the victim of harassment prohibited under this policy will be encouraged to report the alleged harassment to any District employee, such as a teacher, administrator or other employees.
- B. Any parent of a student who believes the student has been the victim of harassment prohibited under this policy is encouraged to report the alleged harassment to the student's teacher, building administrator or District Administrator.



- C. Teachers, administrators, and other school ~~officials~~ **employees** who have the knowledge or received notice that a student has or may have been the victim of harassment prohibited under this policy shall ~~immediately~~ report the alleged harassment to ~~the~~ **one (1) of Compliance Officer(s)** and the building principal or District Administrator **within two (2) days**.
- D. Any other person with knowledge or belief that a student has or may have been the victim of harassment prohibited by this policy shall be encouraged to immediately report the alleged acts to any District employee, such as a teacher, administrator or other employees.
- E. The reporting party or Complainant shall be encouraged to use a report form available from the principal of each building or available from the District office, but oral reports shall be considered complaints as well. Use of formal reporting forms shall not be mandated. However, all oral complaints shall be reduced to writing.
- F. To provide individuals with options for reporting harassment to an individual of the gender with which they feel most comfortable, ~~each school's building principal shall be advised to~~ **the Board has designated** both a male and a female Compliance Officer for receiving reports of harassment prohibited by this policy. At least one (1) Compliance Officer or other individuals shall be available outside regular school hours to address complaints of harassment that may require immediate attention.

A CO will be available during regular school/work hours to discuss concerns related to harassment, **and** to assist students, other members of the School District community, and third parties who seek support or advice when informing another individual about 'unwelcome' conduct, or to intercede informally on behalf of the student.

Any Board employee who directly observes harassment of a student is obligated, in accordance with this policy, to report such observations to one of the COs within two (2) days. Thereafter, the COs must contact the Complainant, if over age eighteen (18) or the Complainant's parents/guardians if under ~~the~~ age eighteen (18), within two (2) days to advise of the Board's intent to investigate the alleged misconduct, including the obligation of the ~~compliance officer~~ **Compliance Officer** to conduct an investigation following all the procedures outlined in the complaint procedures.

The COs are assigned to accept complaints of harassment directly from any member of the School District community or a Third Party, or to receive complaints that are initially filed with a school building administrator. Upon receipt of a complaint, either directly or through a school building administrator, a CO will contact the Complainant and begin either an informal or formal process (depending on the request of the Complainant or the nature of the alleged harassment), or the District Administrator will designate a specific individual to conduct the process necessary for an informal or formal investigation. The Compliance Officer(s) will provide a copy of this policy to the Complainant and Respondent. The CO will prepare recommendations for the District Administrator. **In the case of a complaint against the District Administrator or a Board member, the CO will prepare recommendations for the Board Attorney who has been designated to serve as the decision-maker for such complaints or will oversee the preparation of such recommendations by a designee.**

In cases where no District CO is able to investigate a complaint due to concerns regarding conflicts, bias, or partiality, or for other reasons that impair the CO's ability to conduct an investigation, the CO may, in consultation with the District Administrator, or Board President if the matter involves the District Administrator, engage outside legal counsel to conduct the investigation consistent with this policy.

### **~~Investigation and Complaint Procedure~~ Filing a Complaint and Initial Processing of a Complaint**

Except for Sexual Harassment that is covered by Policy 2266 - Nondiscrimination on the Basis of Sex in Education Program or Activities, any student, **or the student's parent/guardian**, who believes that ~~they have~~ **the student has** been subjected to harassment may seek resolution of the complaint through the procedures described below. The formal complaint process involves an investigation of the Complainant's claims of harassment or retaliation and a process for rendering a decision regarding whether the charges are substantiated.

~~Due to the sensitivity surrounding complaints of harassment, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) days after the conduct occurs while the facts are known and potential witnesses are available. Once the complaint process is begun, the investigation will be completed in a timely manner (ordinarily, within fifteen (15) calendar days of the complaint being received).~~

The procedures set forth below are not intended to interfere with the rights of a student to pursue a complaint of harassment or retaliation with the United States Department of Education Office for Civil Rights ('OCR') and/or the Wisconsin Equal Rights Division **or other government agency**. The Chicago Office of the OCR can be reached at John C. Kluczynski Federal Building, 230 S. Dearborn Street, 37th Floor Chicago, IL 60604; Telephone: 312-730-1560; FAX: 312-730-1576; TDD: 800-877-8339; Email: OCR.Chicago@ed.gov; Web: <http://www.ed.gov/ocr>.

If at any time during the investigation process the investigator determines that the complaint is properly defined as Bullying, under Policy 5517.01 - Bullying and not Harassment under this Policy, because the conduct at issue is not based on a student's Protected Characteristics, the investigator shall transfer the investigation to the appropriate building principal.

If during an investigation of alleged bullying, aggressive behavior, and/or harassment, in accordance with Policy 5517.01 - Bullying, the Principal believes that the reported misconduct may have created a hostile educational environment and may have constituted discriminatory harassment based on a Protected Class, the Principal shall report the act of bullying, aggressive behavior, and/or harassment to one (1) of the Compliance Officer(s) who shall investigate the allegation in accordance with this policy. If the alleged harassment involves Sexual Harassment as defined by Policy 2266 - Nondiscrimination on the Basis of Sex in Education Program or Activities, the matter will be investigated in accordance with the grievance process and procedures outlined in Policy 2266 - Nondiscrimination on the Basis of Sex in Education Program or Activities. While the Compliance Officer investigates the allegation, or the matter is being addressed pursuant to Policy 2266, the Principal shall suspend the Policy 5517.01- Bullying investigation to await the Compliance Officer's written report or the determination of responsibility pursuant to Policy 2266 - Nondiscrimination on the Basis of Sex in Education Program or Activities. The Compliance Officer shall keep the Principal informed of the status of the investigation under this policy and provide the Principal with a copy of the resulting report. Likewise, the Title IX Coordinator will provide the Principal with the determination of responsibility that results from the Policy 2266 - Nondiscrimination on the Basis of Sex in Education Program or Activities grievance process.

### Complaint and Investigation Procedure

A Complainant may file a complaint, either orally or in writing with a teacher, principal, or other District employee at the student's school, the CO, District Administrator, or other District official who works at another school or at the District level. Due to the sensitivity surrounding complaints of harassment, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) days after the conduct occurs while the facts are known and potential witnesses are available. If a Complainant informs a teacher, principal, or other District official at the student's school, the CO, District Administrator, or other District employee, either orally or in writing, about any complaint of harassment, that employee must report such information to the CO within two (2) days.

Throughout the course of the process, the CO should keep the parties reasonably informed of the status of the investigation and the decision-making process.

All complaints must include the following information to the extent known: the identity of the Respondent; a detailed description of the facts upon which the complaint is based (i.e., when, where, and what occurred); and a list of potential witnesses.

If the Complainant is unwilling or unable to provide a written statement including the information set forth above, the Compliance Officer shall ask for such details in an oral interview. Thereafter the CO will prepare a written summary of the oral interview, and the Complainant will be asked to verify the accuracy of the reported charge by signing the document.

Upon receiving a complaint, the CO will consider whether any action should be taken in the investigatory phase to protect the Complainant from further harassment or retaliation including but not limited to a change of class schedule for the Complainant or the Respondent, or possibly a change of school for either or both of the parties. In making such a determination, the Compliance Officer should consult the District Administrator prior to any action being taken, **except for complaints against the District Administrator, in which case the Board President should be consulted.** The Complainant should be notified of any proposed action prior to such action being taken.

As soon as appropriate in the investigation process, the CO will inform the Respondent that a complaint has been received. The Respondent will be informed about the nature of the allegations and a copy of any relevant policies and/or administrative procedures and the Board's anti-harassment policy shall be provided to the Respondent at that time. The Respondent must also be provided an opportunity to respond to the complaint.

~~All investigations shall be commenced as soon as practicable upon receipt of a complaint and concluded as expeditiously as feasible, in consideration of the circumstances, while taking measures to complete a thorough investigation. The Complainant shall be notified in writing of receipt of the complaint within forty five (45) days of the complaint and shall reach a determination concerning the complaint within ninety (90) days of receipt unless additional time is agreed to by the Complainant.~~

~~Within~~ **Generally, within** two (2) days of receiving the complaint, the CO will initiate an investigation by at a minimum confirming receipt of the complaint with the ~~complainant~~ **Complainant** and informing the ~~complainant~~ **Complainant** of the investigation process.

~~The Complainant should be notified of any proposed action prior to such action being taken.~~

~~As soon as appropriate in the investigation process, the CO will inform the Respondent that a complaint has been received. The Respondent will be informed about the nature of the allegations and a copy of any relevant policies and/or administrative procedures and the Board's anti-harassment policy shall be provided to the Respondent at that time. The Respondent must also be provided an~~



~~opportunity to respond to the complaint.~~

~~Within five (5) business days of receiving the complaint, the CO will initiate an investigation by at a minimum confirming receipt of the complaint with the complainant and informing the complainant of the investigation process.~~

Although certain cases may require additional time, the CO will attempt to complete an investigation into the allegations of harassment within thirty (30) days of receiving the formal complaint.

The investigation will generally include:

- A. interview(s) with the Complainant;
- B. interview(s) with the Respondent;
- C. interviews with any other witnesses who reasonably may be expected to have any information relevant to the allegations, as determined by the CO;
- D. consideration of any documentation or other evidence presented by the Complainant, Respondent, or any other witness which is reasonably believed to be relevant to the allegations, as determined by the CO.

At the conclusion of the investigation, the CO shall prepare and deliver a written report to the District Administrator which summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of harassment as provided in Board policy and State and Federal law as to whether the Respondent engaged in harassment/retaliation of the Complainant. In determining if harassment occurred, a preponderance of evidence standard will be used. The CO's recommendations must be based upon the totality of the circumstances, including the ages and maturity levels of those involved.

The CO may consult with the Board's attorney during the course of the investigatory process and/or before finalizing the report to the District Administrator.

~~In cases where no District CO is able to investigate a complaint due to concerns regarding conflicts, bias or partiality, or for other reasons that impair the CO's ability to conduct an investigation the CO may in consultation with the District Administrator or Board President, if the matter involves the District Administrator, engage outside legal counsel to conduct the investigation consistent with this policy.~~

Absent extenuating circumstances Generally, within ten (10) five (5) days of receiving the report of the CO or designee, the District Administrator, or in the case of a complaint against the District Administrator or a Board member, the person designated to serve as the decision-maker for the complaint either must issue a final written decision regarding whether or not the complaint of harassment has been substantiated has been substantiated or request further investigation. A copy of the District Administrator's written final decision will be delivered to both the Complainant and the Respondent. The District Administrator may redact information from the decision consistent with applicable law. The Board authorizes the District Administrator to consult with legal counsel to determine the extent to which information in an investigation report must be provided to either the Complainant or Respondent.

If the District Administrator requests additional investigation, the District Administrator must specify the additional information that is to be gathered, and such additional investigation must be completed within ten (10) five (5) days. At the conclusion of the additional investigation, the District Administrator must issue a final written decision as described above.

The decision of the District Administrator shall be final. If the Complainant feels that the decision does not adequately address the complaint s/he the Complainant may appeal the decision to the State Superintendent of Public Instruction by submitting a written request to the Wisconsin Department of Public Instruction ('DPI'), Pupil Nondiscrimination Program, or by contacting the DPI Pupil Nondiscrimination Program at (608) 267-9157.

~~If the decision of the District Administrator is that there is no finding of harassment pursuant to this policy, the student/parent will be informed of the provisions of Policy 5517.01 — Bullying.~~

The Board reserves the right to investigate and resolve a complaint or report of harassment regardless of whether the member of the School District community or Third Party alleging the harassment pursues the complaint. The Board also reserves the right to have the complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Board.

The To the extent required by law or permitted by the District, the parties may be represented, at their own cost, at any of the above-described meetings/hearings.

The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person's pursuit of other remedies such as the filing of a complaint with the Office for Civil Rights, the filing of charges with local law enforcement, or the filing of a civil action in court. Use of this internal complaint process is not a prerequisite to the pursuit of other remedies.

#### Additional School District Action

If the evidence suggests that the harassment at issue is a crime or requires mandatory reporting under the Children's Code (Sec. 48.981, Wis. Stat.), the CO or District Administrator shall report the harassment to the appropriate social service and/or law enforcement agency charged with responsibility for handling such investigations and crimes.

Any reports made to the local child protection service or to local law enforcement shall not terminate the CO's obligation and responsibility to continue to investigate a complaint of harassment. While the COs may work cooperatively with outside agencies to conduct concurrent investigations, in no event shall the harassment investigation be inhibited by the involvement of outside agencies without good cause after consultation with the District Administrator.

### **Privacy/Confidentiality**

The District will ~~make employ~~ all reasonable efforts to protect the rights of the Complainant, ~~and the Respondent(s), and the witnesses as much as possible, consistent with the District's legal obligations to investigation, take appropriate action, and comply with any discovery or disclosure obligations.~~ ~~The District will respect the privacy of the Complainant, the Respondent, and all witnesses in a manner consistent with the District's legal obligations under State and Federal law.~~ Confidentiality cannot be guaranteed, however. ~~Respondents must be provided an opportunity to meaningfully respond to allegations, which may include disclosure of the Complainant's identity. Additionally, the Respondent must be provided the Complainant's identity.~~

All records generated under the terms of this policy shall be maintained as confidential to the extent permitted by law. Additionally, the Respondent must be provided with the Complainant's identity.

During the course of an investigation, the CO will instruct ~~all members of the School District community and third parties~~ each person who are interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of a harassment investigation is expected not to disclose ~~to Third Parties~~ any information that is learned or provided during the course of the investigation.

### **Directives During Investigation**

The CO may recommend to the District Administrator placing any employee involved in an investigation under this Policy on administrative leave pending resolution of the matter. If the District Administrator is the Respondent, the CO shall make such recommendation to the Board. For example, administrative leave may be appropriate in situations in which protecting the safety of any individual or the integrity of the investigation necessitates such action.

The CO shall determine whether any witnesses in the course of an investigation should be provided a Garrity warning apprising the person of their obligations to answer questions truthfully and honestly while preserving the right against self-incrimination in the context of any resulting criminal investigation or prosecution.

Every employee interviewed in the course of an investigation is required to provide truthful responses to all questions. Failure to do so may result in disciplinary action.

### **Remedial Action and Monitoring**

If warranted, appropriate remedial action shall be determined and implemented on behalf of the Complainant, including but not limited to counseling services, reinstatement of leave taken because of the discrimination, or other appropriate action.

The Board may appoint an individual, who may be a District employee, to follow up with the Complainant to ensure no further discrimination or retaliation has occurred and to take action to address any reported occurrences promptly.

### **Sanctions and Disciplinary Action**

The Board shall vigorously enforce its prohibitions against harassment by taking appropriate action reasonably calculated to stop the harassment and prevent further misconduct.

While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee or the suspension/expulsion of a student. All disciplinary action will be taken in accordance with applicable law.

When imposing discipline, the District Administrator shall consider the totality of the circumstances involved in the matter, including the age and maturity level of any student involved. In those cases where harassment is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies.

Where the Board becomes aware that a prior disciplinary action has been taken against the Respondent, all subsequent sanctions imposed by the Board and/or District Administrator shall be reasonably calculated to end such conduct, prevent its reoccurrence, and remedy its effects.

### **Retaliation**

Retaliation against a person who makes a report or files a complaint alleging harassment/retaliation or participates as a witness in an investigation is prohibited. Neither the Board nor any other person may intimidate, threaten, coerce or interfere with any individual because the person opposed any act or practice made by any Federal or State civil rights law, or because that individual made a report, formal complaint, testified, assisted or participated or refused to participate in any manner in an investigation, proceeding, or hearing under those laws and/or this policy, or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by those laws and/or this policy.

Retaliation against a person for making a report of discrimination, filing a formal complaint, or participating in an investigation or meeting is a serious violation of this policy that can result in imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

Formal complaints alleging retaliation may be filed according to the internal complaint process set forth above.

The exercise of rights protected under the First Amendment of the United States Constitution does not constitute retaliation prohibited under this policy.

### **Reprisal**

~~Submission of a good faith complaint or report of harassment will not affect the Complainant's status or educational environment. However, the Board also recognizes that false or fraudulent claims of harassment or false or fraudulent information about such claims may be filed. The Board reserves the right to discipline any person filing a false or fraudulent claim of harassment or false or fraudulent information about such a claim.~~

~~The District will discipline or take appropriate action against any member of the School District community who retaliates against any person who reports an incident of harassment prohibited by this policy or participates in a proceeding, investigation, or hearing relating to such harassment. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.~~

### **Education and Training**

In support of this policy, the Board promotes preventative educational measures to create greater awareness of discriminatory practices. The District Administrator ~~will develop a method of discussing this policy with the School District community~~ **shall provide appropriate information to all members of the School District community related to the implementation of this policy and shall provide training for District students and staff where appropriate.** ~~Training on the requirements of non-discrimination and the appropriate responses to issues of harassment will be provided to the School District community at such times as the Board in consultation with the District Administrator determines is necessary or appropriate.~~ **All training, as well as all information, provided regarding the Board's policy and discrimination in general, will be age and content appropriate.**

~~This policy shall be reviewed at least annually for compliance with local, State, and Federal law.~~

~~The District shall conspicuously post a notice including this policy against harassment in each school in a place accessible to the School District community and members of the public. This notice shall also include the name, mailing address and telephone number of the Compliance Officers, the name, mailing address and telephone number of the State agency responsible for investigating allegations of discrimination in educational opportunities, and the mailing address and telephone number of the United States Department of Education, Office for Civil Rights.~~

~~A summary of this policy shall appear in the student handbook and shall be made available upon request of parents, students, and other interested parties.~~

### **Retention of Investigatory Records and Materials**

The CO is responsible for overseeing retention of all records that must be maintained pursuant to this policy. All individuals charged with conducting investigations under this policy shall retain all information, documents, electronically stored information ("ESI"), and electronic media (as defined in Policy 8315) created and received as part of an investigation **including which may include but are not limited to:**

- A. all written reports/allegations/complaints/statements;

- B. narratives of all verbal reports, allegations, complaints, and statements collected;
- C. a narrative of all actions taken by District personnel;
- D. any written documentation of actions taken by District personnel or individuals contracted or appointed by the Board to fulfill its responsibilities;
- E. narratives of, notes from, or audio, video, or digital recordings of witness statements;
- F. all documentary evidence;
- G. e-mails, texts, or social media posts pertaining to the investigation;
- H. contemporaneous notes in whatever form made (e.g., handwritten, keyed into a computer or tablet, etc.) pertaining to the investigation;
- I. written disciplinary sanctions issued to students or employees and a narrative of verbal disciplinary sanctions issued to students or employees for violations of the policies and procedures prohibiting discrimination or harassment;
- J. dated written determinations to the parties;
- K. dated written descriptions of verbal notifications to the parties;
- L. written documentation of any supportive measures offered and/or provided to the Complainant and/or the Respondent, including no contact orders issued to both parties, the dates issued, and the dates the parties acknowledged receipt; and
- M. documentation of all actions taken, both individual and systemic, to stop the discrimination or harassment, prevent its recurrence, eliminate any hostile environment, and remedy its discriminatory effects.
- N. copies of the Board policy and/or procedures/guidelines used by the District to conduct the investigation, and any documents used by the District at the time of the alleged violation to communicate the Board's expectations to students and staff with respect to the subject of this policy (e.g., Student Code of Conduct and/or Employee Handbooks);
- O. copies of any documentation that memorializes any formal or informal resolutions to the alleged discrimination or harassment;
- P. documentation of any training provided to District personnel related to this policy, including but not limited to, notification of the prohibitions and expectations of staff set forth in this policy and the role and responsibility of all District personnel involved in enforcing this policy, including their duty to report alleged violations of this policy and/or conducting an investigation of an alleged violation of this policy;

It is suggested the following records also be maintained, as appropriate.

- Q. documentation that any rights or opportunities that the District made available to one party during the investigation were made available to the other party on equal terms;
- R. copies of any notices sent to the alleged perpetrator/responding party of the allegations constituting a potential violation of this policy;
- S. copies of any notices sent to the Complainant and the Respondent in advance of any interview or hearing;
- T. copies of any documentation or evidence used during informal and formal disciplinary meetings and hearings, including the investigation report, and any written responses submitted by the Complainant or the Respondent.

The information, documents, ESI, and electronic media (as defined in Policy 8315) retained may include public records and records exempt from disclosure under Federal and/or State law (e.g., student records).

The information, documents, ESI, and electronic media (as defined in Policy 8315) created or received as part of an investigation shall be retained in accordance with Policy 8310, Policy 8315, Policy 8320, Policy 8330 for not less than three (3) years, but longer if required by the District's records retention schedule.

Revised 12/18/17

Revised 7/22/19

Revised 4/27/20

Revised 1/17/22

Revised 3/21/22

T.C. 8/29/22

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48.981, Wis. Stats.

118.13, Wis. Stats.

P.I. 9, Wis. Admin. Code

P.I. 41 Wis. Admin. Code

20 U.S.C. 1400 et seq., the Individuals with Disabilities Education Act of 2004, as amended (IDEA)

29 U.S.C. 794, Section 504 of the Rehabilitation Act of 1973, as amended

42 U.S.C. 1983

42 U.S.C. 2000d et seq., Title VI of the Civil Rights Act of 1964

42 U.S.C. 12101 et seq., Americans with Disabilities Act of 1990, as amended

34 C.F.R. Part 104, Section 504 Regulations

34 C.F.R. Part 300, IDEA Regulations

**Last Modified by Melanie Oppor on May 19, 2023**



|              |   |
|--------------|---|
| Book         | Policy Manual                                   |
| Section      | For Board Review - Vol. 32, No. 1               |
| Title        | Copy of ENVIRONMENTAL HEALTH AND SAFETY PROGRAM |
| Code         | po8405  |
| Status       | First Reading                                   |
| Adopted      | November 21, 2016                               |
| Last Revised | March 15, 2021                                  |

#### 8405 - ENVIRONMENTAL HEALTH AND SAFETY PROGRAM

The Board of Education recognizes its responsibility to provide students, employees, and visitors with a safe and healthful environment. To this end, the Board directs the District Administrator to develop a comprehensive program designed to provide a healthy, safe, and secure environment on District property and at District-sponsored activities. It is the intent of the Board that the District will avail itself of current, proven technologies in the fields of health, safety, and environmental sciences.

#### INDOOR ENVIRONMENTAL QUALITY PLAN (IEQ)

In accordance with the District's recognition of the importance of a safe and healthful environment to the educational atmosphere, the District Administrator ~~shall develop guidelines to provide for IEQ monitoring and maintenance. The following must be included in the plan the District establishes:~~ **will implement an IEQ Management Plan (IEQ Plan) and take appropriate measures to adhere to the requirements in the IEQ Plan.** ~~The plan developed shall be implemented no later than February 2013.~~ The following must be included in the plan the District establishes:

- A. an employee designated to serve as the IEQ Coordinator for the District;
  - Additionally, the District will designate an employee in each of the schools to serve as the IEQ Coordinator for that school.
- B. the following strategies shall be delineated by the IEQ Coordinator:
  1. methods for communicating with parents, students and other employees regarding any IEQ concerns and remediation plans related to such concerns;
  2. a complaint procedure for IEQ concerns of parents, students, or employees;
  3. developing a schedule of inspections and routine evaluation of each school buildings' environmental standards consistent with all policies of the District and establish guidelines for remediation of any problems identified in the course of any evaluation or inspection;
  4. at least annually review the management plan and provide an update to the Board; and
  5. identify additional Board policies governing IEQ issues for consideration.
- C. provides for training on environmental quality standards for maintenance employees and for the IEQ coordinators and committee members;
- D. develops a schedule of and standards for routine maintenance of District properties.

The District shall provide a copy of the ~~plan implemented~~ **District's IEQ Plan** to any person upon request.

#### STUDENT, EMPLOYEE, AND VISITOR HEALTH AND SAFETY

The District shall develop and implement an environmental health and safety program that is positive, proactive, integrates responsibilities within the District, and promotes and incorporates the following:

- A. Procedures describing a hazard identification and abatement program that requires the periodic inspection of District facilities, the implementation of immediate and programmed corrective actions when deemed necessary by such inspections, and the development of a District-wide hazard reporting procedure that enables employee/stakeholder participation. This program will also provide guidelines for identifying and responding to hazards that are created by outside entities, inspecting activities of contractors, and inspecting new facilities to determine whether appropriate requirements for environmental health and safety have been met.
- B. Procedures that promote environmental health and safety awareness among employees, students, and stakeholders. These procedures shall include, but not be limited to, the establishment of school and District safety committees, and the establishment of a program of regular communication with students, employees, and stakeholders about pertinent safety and health issues through available media in the District.
- C. Procedures directed toward the safety and health of students during transportation to and from school, at school, and during participation in school-related activities. These procedures shall include, but not be limited to, promoting bus safety for students, assessing the safety of school traffic patterns, operating school clinics, administering medication and medical treatment, promoting laboratory and shop safety, promoting safety in sports and other outdoor activities, inspecting playground equipment and promoting safety on playgrounds, and assessing environmental exposure.
- D. Procedures related to District employee health and safety issues that include, but are not limited to, providing for work areas free from recognized hazards and defining employer and employee responsibilities and expectations related to health and safety.
- E. Procedures describing an accident reporting and investigation system that provides for identification of root causes, determination of remedial and programmed corrective actions, and communication about accidents to employees and stakeholders.
- F. Procedures for foreseeable emergencies and fire prevention.
- G. Procedures relating to recordkeeping required by State or Federal law.

#### **PHASE-OUT/BANNED PRODUCTS**

The District Administrator shall require that any chemicals, insecticides, or other materials that the Federal government is phasing out and/or banning by a certain date be immediately banned from use on Board property.

#### **INDOOR AIR QUALITY – MICROBIAL ABATEMENT**

The Board recognizes that excessive moisture levels within the schools can lead to conditions that are optimum for the development of biological contaminants, such as mold, fungi and other microbials on building surfaces. The Board further recognizes that the presence of these contaminants can be harmful on contact with respiratory tissue. Contributing factors to excessive moisture levels include the following:

- A. roof leaks
- B. structural defects in the building
- C. improperly controlled humidity levels
- D. faulty HVAC systems

As preventative measures, the District shall do the following:

- A. address prevention of water intrusion as a priority indoor air quality (IAQ) issue and implement strategies toward its elimination
- B. maintain environmental conditions in occupied areas that are in compliance with applicable regulations and strive to conform to generally accepted industry standards
- C. implement a preventative maintenance program for HVAC systems that shall include, but not be limited to, periodic filter replacement, inspection, cleaning and disinfecting processes, and procedures to eliminate the contribution to indoor air quality problems caused by this equipment
- D. implement a system for ensuring materials used and purchased for use in the construction, furnishing, and maintenance, including cleaning of facilities, do not contribute to the health hazards to employees and students by degrading the quality of indoor air. In addition, activities that create indoor air quality health hazards shall not be permitted

#### **DIESEL EXHAUST AND SCHOOL BUS IDLING**

In accordance with the Environmental Protection Agency's initiative to reduce pollution that is caused by school buses on school property, the Board will take the recommended steps to reduce the negative effect of diesel exhaust on indoor and outdoor air quality on school campuses. This effort shall include, but not be limited to, reducing bus idling time and reinforcing smart driving practices.

## POLLUTION CONTROL AND PREVENTION

In an effort to comply with the environmental policy and applicable regulations, the District shall develop and implement procedures designed to prevent air and water pollution, minimize or eliminate waste streams where possible, and identify possible sources of air and water pollution as required by State and Federal law.

## USE OF FREE-FLOWING MERCURY CONTAINING PRODUCTS

The District shall not purchase or use for any reason free-flowing elemental mercury.

The District shall not purchase or use any products containing mercury as those products are defined by applicable State law unless no reasonable alternative product is available and the product with the lowest mercury content is used. This rule does not apply to products whose purchase is required by Federal law or products whose only mercury content is in a button cell battery.

## SEE ALSO THE FOLLOWING RELATED POLICIES:

- Policy 7420 - Hygienic Management
- Policy 7430 - Safety Standards
- Policy 8410 - School Safety and Crisis Intervention
- Policy 8420 - ~~Emergency Preparedness~~ **School Safety**
- Policy 8431 - Preparedness for Toxic Hazards
- Policy 8431.01 - Asbestos Management
- Policy 8442 - Reporting Accidents
- Policy 8450 - Control of Casual-Contact Communicable Diseases
- Policy 8453 - Direct Contact Communicable Diseases
- Policy 8453.01 - Control of Blood-Borne Pathogens

See also DPI IEQ Plan <https://dpi.wi.gov/sfs/support/school-operations/facilities/indoor-environmental-quality-plan> at: [DPI Indoor Environmental Quality Model Management Plan](#)

The IEQ Plan will be reviewed annually by the Board of Education.

101.11, **118.075, 120.12(5), 121.02(1)(i)**, Wis. Stats.

~~118.075, Wis. Stats.~~ **Wis. Admin. Code SPS 332**

~~Chapter 32, Wis. Admin. Code~~

29 C.F.R. Part 1910

Revised 11/19/18

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Legal 101.055, 101.11, 118.075, 120.12(5), 121.02(1)(i), Wis. Stats.

Wis. Admin. Code SPS 332

29 C.F.R. Part 1910

**Last Modified by Melanie Oppor on May 19, 2023**





|         |   |
|---------|---|
| Book    | Policy Manual                                       |
| Section | For Board Review - Vol. 32, No. 1                   |
| Title   | Copy of DIRECT CONTACT COMMUNICABLE DISEASES        |
| Code    | po8453 - Are there guidelines - last paragraph. YES |
| Status  | Legal Review  |
| Adopted | November 21, 2016                                   |

#### 8453 - **DIRECT CONTACT COMMUNICABLE DISEASES**

The Board of Education seeks to provide a safe educational environment for students and staff. To this end, students and staff should understand the method of transmission and prevention of diseases that are contracted through direct contact with body fluids and excretions, especially blood, vomit, feces, or urine. The Board is also committed to assuring, to the extent permitted by State communicable disease reporting requirements, the confidential status of individuals who may have been diagnosed with a contact communicable disease.

For purposes of this policy, these diseases shall include:

- A. HIV (human immunodeficiency virus);
- B. AIDS (acquired immune deficiency syndrome);
- C. AIDS related complex (condition);
- D. HAV, HBV, HCV (Hepatitis A, B, C);
- E. other diseases that may be specified by the Wisconsin Department of Health Services (DHS) as contact communicable diseases.

The Board recognizes that individuals who have contracted these diseases may not exhibit symptoms for many years after exposure and may, in fact, not be aware that they have contracted the disease. They are, however, able to transmit the disease to other individuals.

The Board further directs the District Administrator to assure that students or staff who reveal the fact they have contracted one of these diseases will have their status safeguarded in accordance with Federal and State statutes dealing with confidentiality, their right to privacy and that their civil rights will be respected. Staff members will have access to District leave policies in accordance with Board policy and such individuals will also be provided reasonable accommodation as required by the Wisconsin Fair Employment Act and the Americans with Disabilities Act. Should a student be unable to attend school as a result of illness, an alternative education program shall be provided in accordance with the Board's policy and administrative guidelines dealing with Homebound Instruction.

The District Administrator shall also ensure the guidelines are developed for reporting report communicable diseases and sending home any removal from the school setting of students or staff suspected of having a communicable disease to appropriate authorities as provided under State law.

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252.21, Wis. Stats.

**Last Modified by Melanie Oppor on May 19, 2023**



|         |   |
|---------|---|
| Book    | Administrative Guideline Manual   |
| Section | 8000 Operations   |
| Title   | Copy of EXPOSURE CONTROL PLAN FOR HANDLING AND DISPOSING OF BODY FLUIDS |
| Code    | ag8453  |
| Status  | First Reading   |
| Adopted | July 22, 2019   |

#### 8453 - EXPOSURE CONTROL PLAN FOR HANDLING AND DISPOSING OF BODY FLUIDS

All school staff will be trained annually on the exposure control plan for handling and disposing of body fluids. All school staff should be aware of the risks involved when exposed to and dealing with body fluids. It must be assumed that all body fluids are potentially infectious and by following procedures for universal infection control the risks can be greatly reduced and the possibility of accidental infection can be minimized or prevented. A surface should be considered contaminated if blood or the reasonably anticipated presence of blood or other potentially infectious body fluids occur, even if the contaminates have dried. Certain pathogens (e.g. HCV) remain viable for extended periods in dried blood.

Please refer to AG 8453.01 for the District's exposure control plan for blood-borne pathogens.

#### Sources of Infectious Organisms in Body Fluids

| Source  | Organism   | Transmission   |
|---|--|--|
| Blood<br>- cuts/abrasions<br>- nosebleeds<br>- menses<br>- needles<br>- human bites | HBV<br>HCV<br>HIV/AIDS<br>Cytomegalovirus  | Contact with broken skin or membrane                         |
| Feces   | HAV<br>Salmonella bacteria<br>Shigella bacteria<br>Rotavirus                         | Oral inoculation from hands or food                          |
| Urine   | Cytomegalovirus  | Bloodstream, oral, and mucus membrane inoculation from hands |
| Respiratory Secretions<br>- saliva<br>- nasal discharge                             | HBV<br>Tuberculosis<br>Mononucleosis V<br>Influenza V<br>Common cold V<br>Meningitis | Bloodstream, oral, and mucous membrane                       |
| Vomitus<br>- may contain blood  | Gastrointestinal V (Rotavirus)<br>See 'blood'  | Oral from contaminated hands (see 'blood')                   |
| Semen   | HBV<br>HIV/AIDS<br>Venereal Disease  | Sexual contact (unprotected)                                 |

#### Materials and equipment required and made available to dispose of body fluids include:

Antibacterial soap

Portable water  
 Paper towels  
 Latex and non-allergic gloves  
 Hazardous material bags (red) and labels  
 Hazardous material (sharps) container  
 (puncture proof and leak proof)  
 Buckets and mops

Disinfectant solutions from the following list:

- A. Sodium hypochlorite solution (household liquid bleach), one (1) part bleach to ten (10) parts water (one and one-half (1-1/2) cups bleach to one (1) gallon of water, freshly prepared)
- B. Phenolic germicidal detergent in a one percent (1%) aqueous solution (Lysol)
- C. Quaternary ammonium germicidal detergent in two percent (2%) aqueous solution (Tri-quat, Mytar, Sage)
- D. Iodophor germicidal detergent with 500ppm available iodine (Wescodyne)
- E. Sanitary absorbing agent (Chlora Sorb, X-O Odor Away)

## Universal Infection Control Procedures

### A. GENERAL

1. Wear disposable latex or non-allergenic gloves before making contact with body fluids during care, treatment, and all cleaning procedures.
2. Dispose of gloves and disposable cleaning materials in hazardous materials container (bag).
3. Wash hands with an antibacterial soap-even if gloves are worn.
4. Discard disposable items including tampons, sanitary napkins, used bandages, dressings in a hazardous materials container. (Restrooms should have waste receptacles lined with hazardous waste bags.)
5. Close and label hazardous waste containers (bags) and dispose of in accordance with public health guidelines as provided by the Waupaca County Public Health Office. Note: be sure your waste disposal carrier is authorized to dispose of hazardous waste materials.
6. Use disposable items to handle body fluids whenever possible. Discard items in accordance with Item 5 above. If handling vomitus or feces, use a second barrier (i.e. plastic bag) in addition to gloves.

### B. HANDWASHING

1. Use anti-bacterial soap and warm running water.
2. Rub hands together to work up a lather-scrub between fingers, knuckles, backs of hands, under fingernails.
3. Rinse thoroughly.
4. Dry with paper towel or hot air. If paper towels are used, dispose of in an appropriate container.

### C. WASHABLE SURFACES

1. **Tables, desks** (wear gloves)
  - a. Use household bleach solution of one (1) part bleach to ten (10) parts water-freshly mixed.
  - b. Rinse with fresh water.
  - c. Repeat 'a'
  - d. Repeat 'b'
  - e. Allow to air dry.
  - f. Dispose of gloves and wiping materials in a hazardous waste container.
2. **Floors** (wear gloves)
  - a. Use household bleach solution as previously described.
  - b. Use a mop and two buckets - one (1) for bleach solution and one (1) for rinse water (with bleach or Lysol solution)

1. in bucket #1, dip, wring, mop up vomitus, blood
  2. dip, wring, and mop until body fluids are cleaned up
  3. dip mop into bucket #2, wring, re-mop (rinse) area
  4. continue cycle until all spills are cleaned up - using fresh solutions as necessary
- c. Soak mop in disinfectant solution after use.
- d. Disposable cleaning materials should be placed in a hazardous waste container.
- e. Pour solutions down a drain pipe – flush thoroughly.
- f. Rinse non-disposable cleaning equipment in disinfectant.
- g. Dispose of gloves in a hazardous waste container.
- h. Wash hands as described in B.

**D. NON-WASHABLE SURFACES (RUGS, UPHOLSTERY)**

1. Apply sanitary absorbing agent, dry, vacuum.
2. Remove solid materials with broom and dustpan – use second barrier if necessary to use hands.
3. Apply rug or upholstery shampoo as directed - vacuum according to directions.
4. Clean dustpan and broom (if used) in disinfectant solution - air.
5. Dispose of gloves in a hazardous materials container.
6. Wash hands as described in B.

**E. WASHABLE MATERIALS (CLOTHING, TOWELS, ETC.)**

1. Rinse item under running water.
2. Place item in a hazardous materials bag and seal until item is ready to be washed. Bags containing soiled, washable material must be clearly identified as 'Hazardous Material' if an outside laundry service is used. Contact-sports uniforms should be closely inspected for blood and handled in an appropriate manner.
3. Rinse and wipe sink with paper towels – dispose of towels in a hazardous waste container.
4. Wash potentially contaminated materials separate from others – dry as usual. If material is color-fast add one-half (1/2) cup bleach to the wash cycle. Otherwise, add one-half (1/2) cup non-chlorine bleach (Clorox II, Borateem) to the wash cycle.
5. Dispose of gloves in a hazardous waste container.
6. Wash hands as described in B.

**Accessibility of equipment and materials**

- A. Latex and/or non-allergenic gloves shall be available at all work stations in all buildings and outdoor facilities.
- B. Cleaning equipment and solutions as described in the Materials and Equipment section shall be made readily available to all work stations.
- C. A hazardous material container (biohazard container, sharps container) with a cover which is puncture proof and leak proof shall be kept in a central location (central office, nurse's station) for proper disposal of needles and lancets used for medicinal purposes. Periodically, this container shall be disposed of and replaced in accordance with public health guidelines.
- D. Hazardous waste (red) trash can liners shall be used in all restrooms and shall be properly labeled and disposed of in a timely manner and in accordance with public health guidelines.
- E. Broken glass, plastics, or other small materials which have been contaminated with body fluids shall be placed in a puncture-proof, leak-proof container with a lid, labeled as hazardous material and disposed of in accordance with public health guidelines.
- F. This guideline is not meant as an all-inclusive list of infectious organisms that may be contained in body fluids. Additionally, the use of brand name cleaning agents or other products in this guideline are meant as examples only and are not endorsements of the specific products mentioned herein.

**Last Modified by Melanie Oppor on May 19, 2023**



|         |  |
|---------|--|
| Book    | Policy Manual                          |
| Section | For Board Review - Vol. 32, No. 1      |
| Title   | Copy of TRANSPORTATION                 |
| Code    | po8600 - Check Contract- sent to Board |
| Status  | First Reading                          |
| Adopted | November 21, 2016                      |

## 8600 - TRANSPORTATION

It is the policy of the Board of Education to provide transportation for those students, of any age, whose distance from their school makes this service necessary within the limitations established by State law and the regulations of the Department of Public Instruction or other appropriate agency.

~~School buses and student transportation vehicles shall be purchased, housed, and maintained by the District or the District shall contract for transportation services in accordance with Policy 8680 for the transportation of resident students between their home areas and the schools of the District to which they are assigned.~~ School buses and student-transportation vehicles shall be purchased, housed, and maintained by the District or the District shall contract for transportation services in accordance with Policy 8680 - Bus Services Contracts for the transportation of resident students between their home areas and the schools of the District to which they are assigned. In accordance with State law, the District shall not transport students by alternative transportation methods of vehicles carrying more than nine (9) passengers and the operator. This prohibition does not apply to school buses operated in compliance with the Wisconsin Department of Transportation's regulations.

All school buses and student-transportation vehicles, whether purchased, leased, or contracted for as provided in Policy 8680 - **Bus Services Contracts** shall comply with specifications defined in State and Federal law. Each operator of a school vehicle used to transport students of the District shall be licensed for the purpose for which the vehicle is being used and shall operate the vehicles in accordance with Federal and State laws.

Transportation for private school students, eligible for transportation under State law, shall be provided on the same basis as for District students.

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

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

**~~[DRAFTING NOTE: Whether posted notice of audio surveillance in a school facility is sufficient to establish consent is not a clearly settled legal concept in Wisconsin. However, there is express regulatory authority for the use of audio surveillance on school buses.]~~**

~~[ ] The Board authorizes the District Administrator to install and operate video ( ) and audio **[END OF OPTION]** camerassurveillance on District buses to enhance student safety and well-being.~~

**(X )** Any agreement with a transportation contractor for the provision of transportation services for the District shall have language regarding the use of video **(X )** and audio **[END OF OPTION]**surveillance on all school buses to enhance student safety and well-being.**[END OF OPTION]** S/He shall establish appropriate administrative guidelines for the proper use of the cameras.

It is strongly recommended that the District provide notification to parents regarding video (X ) and audio ~~[END OF OPTION]~~ on District school buses.

X ] The District's process for signing up for transportation services shall include notice of the policies regarding student behavior and conduct expectations and regarding surveillance technology on the buses, if applicable. ~~[END OF OPTION]~~

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Legal Wis. Admin. Code Trans 300.81  
120.13(27m), 121.52, 121.53, 121.54 et seq., Wis. Stats.

**Last Modified by Melanie Oppor on May 19, 2023**





|              |  |
|--------------|--|
| Book         | Administrative Guideline Manual        |
| Section      | For Board Review - AG - Vol. 32, No. 1 |
| Title        | Copy of DRUG-FREE WORKPLACE            |
| Code         | ag3122.01                              |
| Status       | Second Reading                         |
| Adopted      | May 21, 2018                           |
| Last Revised | April 25, 2022                         |

### 3122.01 - DRUG-FREE WORKPLACE

~~The Board of Education prohibits the manufacture, possession, use, distribution, or dispensing of any controlled substance, including alcohol, by any member of the District's professional staff at any time while on District property or while involved in any District-related activity or event.~~ Staff members shall comply with the provisions of Policy 3122.01 - Drug-Free Workplace.

#### Definitions

The term 'District-related activity or event' includes any program or activity over which the District or a school within the District exercises control or supervision or any activity or event at which District staff are present in their capacity as School District staff members. This includes, but is not limited to, all District-sponsored curricular, extra-curricular, co-curricular, and student or staff training events whether on or off District property and any field trip or other District-sponsored trip including national and international trips, as well as similar activities in which District students or staff participate as representatives of the District regardless of where the activity or event is held. In addition, this definition includes any District supported means of transportation to and from any such activity or event, regardless of whether students are present in the mode of transportation.

The term 'drugs' means any medicine or other substance which has a physiological effect on a person when ingested or otherwise introduced into the body, and includes any controlled substance, prescription medication, regardless of method of delivery, including by ingestion, injection, inhalation, or any other method of introducing the substance into the body. The term 'drugs' includes but is not limited to alcohol, marijuana, and any THC containing product or other cannabinoids including those derived from marijuana or hemp (Delta 8 or 9).

The term 'drug paraphernalia' means any device designed for or used for the purpose of introducing drugs into the body, including, pipes, vaping devices, needles, or other such devices.

The term 'mood-altering drugs' means any drug taken for the purpose of or that the effect of producing a change in the individual's demeanor, including those that create euphoric or depressive effects. A drug is mood-altering regardless of whether the individual taking such drug becomes actually impaired in any way.

The term 'illegal drugs' means any drug restricted as to use or possession by State or Federal law, and includes prescription drugs used or possessed by an individual other than the individual prescribed the medication or taken inconsistent with the prescribing health care provider's instructions.

The term 'workplace' is any location at which a staff member is at a District-related activity or event.

## Prohibition Regarding Drugs and Drug Paraphernalia

Employees are to report to ~~the~~ workplace free of the effects of all mood-altering drugs, including alcohol. The use, possession, sale or intent to sell, transfer ~~of~~ drugs, drug paraphernalia, or having illegal drugs or chemicals in a person's system in or on District property, or in any District-owned or contracted vehicle is prohibited.

~~The use of or sale of alcohol on District property, at any District sponsored event or trip, or in any District owned or contracted vehicle is prohibited.~~

Each job description shall contain the following phrase:

'The employee shall remain free of any alcohol or illegal substance in the workplace in compliance with Policy 3122.01 throughout ~~his/her~~the employee's employment in the District.'

~~Each staff handbook will include a summary of the standards regarding unlawful possession, use, or distribution of illicit drugs and alcohol by staff and the staff members shall be informed that compliance with this requirement is mandatory.~~

~~The District wishes to maintain a work environment that is free of illegal drugs, alcohol, firearms, explosives, or other improper materials. To this end, the District prohibits the possession, transfer, sale, or use of such materials on its premises. The District requires the cooperation of all employees in administering this policy.~~

## Enforcement Investigation and Sanction

Staff members reasonably suspected of being under the influence of alcohol or illegal drugs or having used alcohol or illegal drugs in the workplace may be required to undergo appropriate testing for the purpose of detecting the presence of such substances. Reasonable suspicion will support a requirement for testing if based on unusual or out-of-character behavior observed by other persons, irregular speech or gait patterns, appearance of confusion or disorientation, odor of alcohol or other prohibited substance, or observed usage at or immediately prior to entering the workplace. Additional signs of alcohol or drug effects may support a testing requirement if the suspicion is confirmed by a person who has received training, such as a law enforcement officer. An administrator or appointed supervisory staff member shall notify the staff member of the requirement to submit to an alcohol or drug test and shall direct the completion of the required test.

Desks, file cabinets, and other storage devices may be provided for the convenience of employees but remain the sole property of the District. Accordingly, they can be inspected by any agent or representative of the District at any time, either with or without prior notice. Any staff member's personal belongings kept on District property may be searched in the event District officials have reasonable suspicion that the staff member is in possession of prohibited items. Any such search shall occur only after the staff member has been asked to consent to the search. If reasonable suspicion exists, but consent to search is not provided, the search may occur. Any such search shall be conducted in the presence of more than one District official other than the staff member involved and shall be limited in scope by the basis for reasonable suspicion to conduct the search in the first instance. District officials may consult with law enforcement or District legal counsel prior to conducting a search and may prohibit the staff member from removing the item during the process. ~~[ ] When possible, searches should be conducted by or with the assistance of a law enforcement officer. [DRAFTING NOTE: This option is recommended in circumstances where the District has a school resource officer program such that law enforcement is readily available.]~~

Any staff member who violates the District policy shall be subject to disciplinary action in accordance with District guidelines.

When the discipline of a staff member becomes necessary, such action shall be consistent with the requirements of any applicable Board Policy and State and Federal law.

Employees that feel they may be experiencing or developing dependency on alcohol or other drugs are encouraged to take advantage of the District's Employee Assistance Program (EAP) before a violation of this policy occurs. Alcohol or drug dependency does not excuse any employee from the requirements of this policy.

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Legal P.L. 101-126  
Drug-Free Workplace Act of 1988, 41 U.S.C. 701 et seq.  
20 U.S.C. 3224A

Last Modified by Melanie Oppor on May 19, 2023



|              |  |
|--------------|--|
| Book         | Administrative Guideline Manual        |
| Section      | For Board Review - AG - Vol. 32, No. 1 |
| Title        | Copy of DRUG-FREE WORKPLACE            |
| Code         | ag4122.01                              |
| Status       | Second Reading                         |
| Adopted      | June 18, 2018                          |
| Last Revised | April 25, 2022                         |

#### 4122.01 - **DRUG-FREE WORKPLACE**

~~The Board prohibits the manufacture, possession, use, distribution, or dispensing of any controlled substance, including alcohol, by any member of the District's support staff at any time while on District property or while involved in any District related activity or event. Staff members shall comply with the provisions of Policy 4122.01 - Drug-Free Workplace.~~

#### **Definitions**

The term 'District-related activity or event' includes any program or activity over which the District or a school within the District exercises control or supervision or any activity or event at which District staff are present in their capacity as School District staff members. This includes, but is not limited to, all District-sponsored curricular, extra-curricular, co-curricular, and student or staff training events whether on or off school property, and any field trip or other District-sponsored trip including national and international trips, as well as similar activities in which District students or staff participate as representatives of the District regardless of where the activity or event is held. In addition, this definition includes any District supported means of transportation to and from any such activity or event, regardless of whether students are present in the mode of transportation.

The term 'drugs' means any medicine or other substance which has a physiological effect on a person when ingested or otherwise introduced into the body, and includes any controlled substance, prescription medication, regardless of method of delivery, including by ingestion, injection, inhalation, or any other method of introducing the substance into the body. The term 'drugs' includes but is not limited to alcohol, marijuana, and any THC containing product or other cannabinoids including those derived from marijuana or hemp (Delta 8 or 9).

The term 'drug paraphernalia' means any device designed for or used for the purpose of introducing drugs into the body, including, pipes, vaping devices, needles, or other such devices.

The term 'mood-altering drugs' means any drug taken for the purpose of or that the effect of producing a change in the individual's demeanor, including those that create euphoric or depressive effects. A drug is mood-altering regardless of whether the individual taking such drug becomes actually impaired in any way.

The term 'illegal drugs' means any drug restricted as to use or possession by State or Federal law, and includes prescription drugs used or possessed by an individual other than the individual prescribed the medication or taken inconsistent with the prescribing

health care provider's instructions.

The term 'workplace' is any location at which a staff member is at a District-related activity or event.

### Prohibition Regarding Drugs and Drug Paraphernalia

Employees are to report to ~~the workplace~~ free of the effects of all mood-altering drugs, including alcohol. The use, possession, sale or intent to sell, transfer ~~of~~ drugs, drug paraphernalia, or having illegal drugs or chemicals in a person's system in or on District property, or in any District-owned or contracted vehicle is prohibited.

~~The use of, or sale of, alcohol on District property, at any District sponsored event or trip, or in any District owned or contracted vehicle is prohibited.~~

Each job description shall contain the following phrase:

'The employee shall remain free of any alcohol or illegal substance in the workplace in compliance with Policy 4122.01 throughout ~~his/her~~ **the employee's** employment in the District.'

~~Each staff handbook will include a summary of the standards regarding unlawful possession, use, or distribution of illicit drugs and alcohol by staff and the staff members shall be informed that compliance with this requirement is mandatory.~~

~~The District wishes to maintain a work environment that is free of illegal drugs, alcohol, firearms, weapons, or explosives. To this end, the District prohibits the possession, transfer, sale, or use of such materials on its premises. The District requires the cooperation of all employees in administering this policy.~~

### Enforcement Investigation and Sanction

Staff members reasonably suspected of being under the influence of alcohol or illegal drugs or having used alcohol or illegal drugs in the workplace may be required to undergo appropriate testing for the purpose of detecting the presence of such substances. Reasonable suspicion will support a requirement for testing if based on unusual or out-of-character behavior observed by other persons, irregular speech or gait patterns, appearance of confusion or disorientation, odor of alcohol or other prohibited substance, or observed usage at or immediately prior to entering the workplace. Additional signs of alcohol or drug effects may support a testing requirement if the suspicion is confirmed by a person who has received training, such as a law enforcement officer. An administrator or appointed supervisory staff member shall notify the staff member of the requirement to submit to an alcohol or drug test and shall direct the completion of the required test.

Desks, file cabinets, and other storage devices may be provided for the convenience of employees but remain the sole property of the District. Accordingly, they can be inspected by any agent or representative of the District at any time, either with or without prior notice. Any staff member's personal belongings kept on District property may be searched in the event District officials have reasonable suspicion that the staff member is in possession of prohibited items. Any such search shall occur only after the staff member has been asked to consent to the search. If reasonable suspicion exists, but consent to search is not provided, the search may occur. Any such search shall be conducted in the presence of more than one District official other than the staff member involved and shall be limited in scope by the basis for reasonable suspicion to conduct the search in the first instance. District officials may consult with law enforcement or District legal counsel prior to conducting a search and may prohibit the staff member from removing the item during the process. ~~[ ] When possible, searches should be conducted by or with the assistance of a law enforcement officer. [DRAFTING NOTE: This option is recommended in circumstances where the District has a school resource program such that law enforcement is readily available.]~~

Any staff member who violates the District policy shall be subject to disciplinary action in accordance with District guidelines.

When the discipline of a staff member becomes necessary, such action shall be consistent with the requirements of any applicable Board policy and State and Federal law.

~~Employees who feel they may be experiencing or developing dependency on alcohol or other drugs are encouraged to take advantage of the District's Employee Assistance Program (EAP) Policy 4170.01 before a violation of this policy occurs.~~ **Employees that feel they may be experiencing or developing dependency on alcohol or other drugs are encouraged to take advantage of the resources offered by the District before a violation of this policy occurs.** Alcohol or drug dependency does not excuse any employee from the requirements of this policy.

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Legal P.L. 101-126

Drug-Free Workplace Act of 1988, 41 U.S.C. 701 et seq.

20 U.S.C. 3224A

**Last Modified by Melanie Oppor on May 19, 2023**



|         |  |
|---------|--|
| Book    | Administrative Guideline Manual                  |
| Section | For Board Review - AG - Vol. 32, No. 1           |
| Title   | Copy of DRUGS ADMINISTERED ON AN EMERGENCY BASIS |
| Code    | ag5330A  |
| Status  | Second Reading                                   |
| Adopted | August 20, 2018                                  |

~~5330A — DRUGS ADMINISTERED ON AN EMERGENCY BASIS~~

~~Board Policy 5330 and the procedures on the administration of medication in AG 5330 must be observed at all times.~~

- ~~A. School personnel should administer only practitioner prescribed kits, or equivalent.~~
- ~~B. Schools are to be notified, in writing, of a student who may need [a] drug(s) administered on an emergency basis by his/her parents or practitioner. In all cases, this information should be conveyed to the school nurse who will be responsible for ensuring that selected staff members receive appropriate instruction in the administration of such medication.~~
- ~~C. In addition, a notation should be made on the student's emergency medical authorization for use on field trips. The medication should be available to the trip leader who should be trained in its proper application.~~
- ~~D. The transportation department should also be notified so that the appropriate bus driver can be made aware of the student who may need a drug administered on an emergency basis. Bus drivers transporting such students should have the drug available and be trained in its proper application.~~
- ~~E. The student's parent will be responsible for providing the drug[s] and is to be informed that the school may call emergency medical services when his/her child receives the drug.~~
- ~~F. If a serious situation does occur requiring the administration of drugs administered on an emergency basis, the principal is to contact 911 and request that Emergency Medical Services be dispatched to the school to deal with complications that may arise. The parents should be contacted after the call to emergency services.~~
- ~~G. Parents are responsible for providing the school with the proper drugs with an adequate expiration date at the beginning of each school year.~~
- ~~H. These procedures should be reviewed with appropriate staff at the beginning of school each year.~~

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| Book    | Administrative Guideline Manual        |
| Section | For Board Review - AG - Vol. 32, No. 1 |
| Title   | STUDENT ACCIDENT OR ILLNESS            |
| Code    | ag5340A                                |
| Status  | Second Reading                         |
| Adopted | August 20, 2018                        |

#### 5340A - ~~STUDENT ACCIDENT OR ILLNESS/CONCUSSION~~

In the event of a student accident or illness, staff members shall:

- A. **if properly trained**, administer first aid;
- B. report the accident to the appropriate administrator;
- C. summon professional medical assistance, if needed;
- D. notify the parents as soon as possible by telephone or written report;
- E. contact parents immediately if the accident indicates professional medical care is required;
- F. record on the Student Accident Form, as soon as possible, all pertinent facts concerning the accident and submit it to the Business office.

School personnel shall not diagnose illness or administer medication of any kind except in accordance with **Policy 5330 - Administration of Medications/Emergency Care/AG 5330 - Administration of Medications**.

Records are to be kept on all injuries requiring medical attention that occur while students are on school property, in school buildings, on the way to or from school, or at school-sponsored activities.

A copy of the Student Accident Report Form is to be filed with the carrier of the District's liability insurance when requested.

Each principal shall prepare in-building procedures for dealing with illness at school which ensure prompt attention to the child and proper communication with the parents.

#### **Concussions**

~~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.~~

~~Each school year students/parents shall be provided with an information sheet regarding concussion and head injury. If a student is going to participate in an activity where a concussive event may occur, the appropriate release must be signed at least once per school year.~~

~~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.~~

~~If a concussion is suspected by a teacher or coach, the student will be removed from the class, practice, activity, or game. The student will not be permitted to return to full participation until s/he is evaluated by a healthcare professional experienced in concussion management and receives written clearance for full participation from that professional. Limited physical activity in the~~

~~physical education context may eventually be permitted, depending on the recommendation of the healthcare professional.~~

~~Teachers or coaches who suspect a student has been concussed shall record on the Student Accident Form, as soon as possible, all pertinent facts concerning the incident and submit it to the Business Office.~~

~~Parents shall be notified about the possible concussion and given information on concussions and the need for medical attention.~~

~~Prior to the beginning of each season and pre-season training, coaches shall notify parents and student athletes of the fact that written clearance for full participation will be required from a healthcare professional when a concussion is suspected or diagnosed. Information about this guideline will be included in the student handbook.~~

~~Coaches and physical education staff will be trained in concussion recognition and response. Specifically, training will include information on how to recognize the signs and symptoms of a concussion, how to obtain proper medical treatment in cases of suspected concussions, and return to play standards.~~

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**Last Modified by Melanie Oppor on May 19, 2023**





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| Book    | Administrative Guideline Manual            |
| Section | For Board Review - AG - Vol. 32, No. 1     |
| Title   | Copy of RECESS GUIDELINE FOR HARSH WEATHER |
| Code    | ag5360                                     |
| Status  | Second Reading                             |
| Adopted | August 20, 2018                            |

### 5360 - **RECESS GUIDELINE FOR HARSH WEATHER**

Each principal, in collaboration with staff, the District Medical Advisor, is to establish the criteria (weather conditions) for determining, on a day-by-day basis, when recess will be held. The decision may vary from grade to grade.

Conditions that should be considered are:

- A. temperature
- B. wind chill (see next page)
- C. humidity
- D. age
- E. length of time outdoors
- F. adequacy of clothing of the children
- G. condition of the playground

Exercise outdoors is healthy and is strongly encouraged. If conditions preclude the full recess time, even a five (5) minute break can revitalize children and prepare them for more sitting and academic learning.

All staff members who have recess duty need to be familiar with the recess guidelines.

**IMPORTANT - Children with special health conditions, in particular, asthmatic children, may need special accommodation of their needs during cold weather or periods of high pollen or inversion. The parents of these children are to be consulted in creating a workable system for determining when other arrangements are necessary and for the child's supervision.**

#### **Cold Weather Guidelines**

##### **WIND CHILL TEMPERATURES**

How cold it feels on a winter day is a complex function of several factors, of which the most important are air temperature and wind speed. The wind moving past the skin during cold weather increases heat loss from the body. As the heat is lost, the body continues to pump new, warm blood to the outer extremities in an attempt to maintain the proper body temperature. If the air temperature is quite low and the wind strong, the body, in some cases cannot keep up with the heat loss and, therefore, the skin temperature decreases. The freezing of exposed portions of the body can result. However, the usual effect of the wind chill is plain old discomfort. Feeling colder than it really is, so to speak.

A chart which gives the wind chill temperatures may be found at [www.weather.gov/safety/cold-wind-chill-chart](https://www.weather.gov/safety/cold-wind-chill-chart).

Recess may be indoors if the ambient temperature is zero (0) degrees or below or the wind chill factor makes it feel like zero (0) degrees or below.

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| Book    | Administrative Guideline Manual  |
| Section | For Board Review - AG - Vol. 32, No. 1   |
| Title   | Copy of STUDENTS SUBJECT TO EXPULSION BUT NOT IDENTIFIED AS ELIGIBLE FOR SPECIAL EDUCATION |
| Code    | ag5610A  |
| Status  | Second Reading   |
| Adopted | August 20, 2018  |

**5610A - STUDENTS SUBJECT TO EXPULSION BUT NOT IDENTIFIED AS ELIGIBLE FOR SPECIAL EDUCATION**

School requests expulsion.



Student claims disability (not previously identified) and that school had knowledge of said disability.



School deemed to have knowledge if:

- A. parent has expressed concern in writing (unless the parent is illiterate in English or has disability that prevents a written statement) to school personnel that student is in need of special education and related services; or
- B. behavior/performance of student demonstrates need for services; or
- C. parent/student has requested an evaluation; or
- D. student's teacher or other school personnel has expressed concern to Director of Special Education, Pupil Services Director, or other appropriate personnel regarding student's behavior/performance.



~~School~~ The District must appoint an IEP team to must evaluate and hold I.E.P. Team prior and if eligible, engage an IEP team to determine services and placement to proceeding with expulsion

If request for evaluation is made during expulsion period.

Expedited evaluation is performed while student stays in educational placement determined by school authorities.

**Last Modified by Melanie Oppor on May 19, 2023**



|         |  |
|---------|--|
| Book    | Administrative Guideline Manual        |
| Section | For Board Review - AG - Vol. 32, No. 1 |
| Title   | Copy of STUDENT SOCIAL EVENTS          |
| Code    | ag5850                                 |
| Status  | Second Reading                         |
| Adopted | August 20, 2018                        |

### 5850 - **STUDENT SOCIAL EVENTS**

The following guidelines shall be used ~~to conduct all~~ social events **such as homecoming, prom, banquets, and similar events.**

- A. Faculty advisors to school organizations will ensure that social events are adequately chaperoned in keeping with Board of Education ~~of Education~~ policy. Other members of the staff shall cooperate with the advisors.
- B. Chaperones must be present at social events sponsored by school organizations. The number needed shall be determined by the ~~p~~Principal. In addition, the police, student-community relations persons, and security aides may be present.
- C. Social events are restricted to current District students and their guests if prior approval has been given by the ~~p~~Principal.
- D. It is essential that chaperones be present at the designated time so that students are not gathering without adult supervision.
- E. Students who leave the event are not to be readmitted unless granted permission by the person in charge.
- F. Chaperones will circulate among the people present at the event to be ensure appropriate conduct.

~~Intoxicated students or students causing trouble will be referred to law enforcement.~~  
**Chaperones may contact law enforcement as necessary.**

**Law enforcement should also be contacted to deal with students and/or student guests that appear to be under the influence of alcohol and/or drugs.**

**Students who violate Board policies, school rules, and/or a code of conduct shall be subject to appropriate consequences.**

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|--------------|--|
| Book         | Administrative Guideline Manual        |
| Section      | For Board Review - AG - Vol. 32, No. 1 |
| Title        | Copy of PUBLIC RECORDS                 |
| Code         | ag8310A                                |
| Status       | Second Reading                         |
| Adopted      | July 22, 2019                          |
| Last Revised | February 28, 2022                      |

### 8310A - PUBLIC RECORDS

The District shall allow persons to have access to public records of the District in accordance with this guideline, which is intended to conform with the Wisconsin Public Records Law. To the extent that this guideline is ambiguous or conflicts with applicable law, the law shall govern.

#### District Records Custodian

The District Records Custodian ('DRC') is designated in Policy 8310 - Public Records and shall be the legal custodian of records for the District. The DRC shall safely keep and preserve the public records of the District and shall have the authority to render decisions and carry out duties related to those public records. The DRC may deny access to records only in accordance with the law. The DRC is authorized and encouraged to consult with the District's legal counsel to determine whether to deny access to a records request in whole or in part.

Public records of the District will be made available for inspection at the District office during normal, regular business hours upon request. No original public records of the District shall be removed from the possession of the DRC. The DRC shall be responsible for administering the District's Public Records Policy including, but not limited to, designating where, when and how the public records of the District may be inspected and copied.

Requests for records of the District may be submitted orally or in writing to the DRC. It is not necessary that any person requesting access to the public records of the District identify himself/herself in order to obtain a record, nor need any person requesting access to the public records of the District state any reason for his/her request.

Any request for a public record must reasonably describe the record or information sought. If the DRC cannot reasonably determine what records or information are being requested, the request shall be denied and the reason for the denial shall be stated. Any denial of a written request must be in writing and any denial of an oral request may be given orally or in writing.

#### General Procedures for Release, Inspection and/or Reproduction of Public Records

The DRC will respond to a public records request as soon as practicable and without delay. If a written request is denied, it will be denied in writing and contain a statement of all of the reasons for denying the request. The denial must also notify the requester of his/her right to have the determination reviewed by mandamus or upon application to the attorney general or a district attorney.

If any records of the District are requested that are necessary for the day-to-day operation of the District, then the DRC may arrange for the records to be inspected after normal working hours.

If the DRC determines that portions of any records requested contain information that should not be released, the custodian will redact portions or remove material not to be released and thereafter release the balance of the document. The DRC shall inform the requestor of the nature of the material or portions withheld and the authority under which access has been denied.

The DRC will refer any requests for electronically stored records of the District to the individual in charge of the equipment involved to determine the estimated cost to locate the requested records and to reproduce them to fulfill the request.

#### Time and Location to Review Records

Public records may be inspected, copied, and/or abstracted at the District Office during the following established District Office hours: 8:30 a.m. to 4:30 p.m.

## Step-by-Step Procedure for Review and Release of Personnel Records

### A. Step 1

Determine that Request is For a 'Record' that the District maintains.

'Record' means any material on which written, drawn, printed, spoken, visual or electromagnetic information is recorded or preserved, regardless of physical form or characteristics, which has been created or is being kept by an authority.

'Record' does not include the following:

1. Drafts, notes, preliminary computations and like materials prepared for the originator's personal use or prepared by the originator or in the name of a person for whom the originator is working;
2. Materials that are purely the personal property of the custodian and have no relation to his/her the custodian's office;
3. Materials to which access is limited by copyright, patent, or bequest;
4. Published materials that are available for sale or which are available for inspection at a public library.

The District need not create a record that does not exist, such as a compilation of data or statistics that the District has not compiled but for which the raw data is in the possession of the District. If no record exists, then the DRO shall inform the requestor.

If the request relates to a 'record' of the District that it is in possession of, the DRC must continue to Step 2.

### B. Step 2

Determine if the 'Record' is exempt from disclosure under any applicable statutory basis. Such basis include:

1. student records; Refer to Policy 8330 - Student Records;
2. Privileged communications, such as communications to District personnel from District legal counsel;
3. Identities for applicants of certain positions that are not final candidates;
4. Certain employee personnel records;
5. Personal financial identifying information;
6. Purely personal content of employee e-mail communications;
7. Any record exempt from disclosure under any provision of Wisconsin or Federal law.

Upon receipt of a public records request for employee personnel records, determine whether the personnel records being sought are of an 'employee' or of someone in a 'local public office'.

'Employee' means any individual who is employed by the District, other than an individual holding local public office or any individual who is employed by an employer other than an authority.

'Local public office' has the meaning given in ~~s.~~ 19.42 (7w), Wis. Stats., and also includes any appointive office or position of a local governmental unit in which an individual serves as the head of a department, agency, or division of the local governmental unit, but does not include any office or position filled by a municipal employee, as defined in ~~s.~~ 111.70(1)(i), Wis. Stats.

If the request is for personnel records regarding an 'employee', skip to **Step 6**.

If the request is for personnel records regarding someone in 'local public office', go to **Step 3**.

### C. Step 3

Determine if the request is for a local public official's personnel records that may not be released either in whole or in part.

Records of a person in local public office that may not be released in whole are those that contain information maintained, prepared, or provided by the school district concerning:

1. Home address;

2. Home electronic mail address;
3. Home telephone number;
4. Social security number;
5. Content of purely personal email communications that are not part of an investigatory file;
6. Genetic information.

This does not apply if the individual authorizes the authority to provide access to such information.

This does not apply to the home address of an individual who holds an elective public office or to the home address of an individual who, as a condition of employment, is required to reside in a specified location.

If the requested records are not precluded from release, go to **Step 4**.

If the records are precluded from release, deny the request in writing citing reasons for denial and following denial process.

#### D. **Step 4**

Conduct the balancing test for local public official personnel records requested.

Conduct a balancing test to determine if release of the records would result in harm to the public interest such that it outweighs the legislative policy recognizing the public interest in being informed about the affairs of government.

Also, determine if there are statutory or common law reasons to deny access to the requested records. If so, the DRC may deny the request in accordance with the requirements of the Public Records Law by stating every statutory and/or common law principle upon which the decision is based.

**Option 1:** If the DRC decision is to release the requested records, go to **Step 5**.

**Option 2:** If the DRC decision is not to release the requested records, deny the request in writing citing reasons for denial and following denial process. **STOP**.

#### E. **Step 5**

Notification of local public official of impending release.

Provide the local public official with notice that satisfies the requirements of the Public Records law within three (3) business days of the decision to release. The notice must be either personally served (document this) or sent certified mail with a return receipt requested (to confirm date of receipt).

Upon receipt of the notification, the local public office holder has five (5) business days to 'augment the record to be released with written comments and documentation selected by the record subject.'

Five (5) business days after receipt of the notice by the local public official, release the records in accordance with the public records process, including any augmented records such as comments or documentation by the local public official. If any portion of the record is exempt from disclosure the DRC must perform the necessary redactions. **This completes the process for release of records regarding local public office holders.**

#### F. **Step 6**

Determine if the request is for employee records that may not be released.

Records of an employee that may not be released are the following:

1. Information maintained, prepared, or provided by the District concerning:
  - a. Home address
  - b. Home electronic mail address
  - c. Home telephone number
  - d. Social security number of an employee
  - e. Genetic information

**(Note: This does not apply if the employee authorizes the District to provide access to such information.)**

2. Information relating to the current investigation of a possible criminal offense or possible misconduct connected with employment by an employee prior to disposition of the investigation.



3. Information pertaining to an employee's employment examination, except an examination score if access to that score is not otherwise prohibited.
4. Information relating to one or more specific employees that is used by an authority or by the employer of the employees for:
  - a. Staff management planning, including performance evaluation, judgments, or recommendations concerning future salary adjustments or other wage treatments;
  - b. Management bonus plans;
  - c. Promotions;
  - d. Job assignments;
  - e. Letters of reference, or other comments of reference, or other comments or ratings relating to employees.
5. Content of purely personal e-mail communications that are not part of an investigatory file.
6. Information required to be maintained as confidential as a result of an employee's or student's participation in the Safe at Home/Address Confidentiality Program administered by the Wisconsin Department of Justice. (See Policy 8320 - Personnel Records, Policy 8330 - Student Records, AG 8320 - Personnel Records, and AG 8330 - Student Records)

**Option 1:** If the requested records are not precluded from release, go to **Step 7**.

**Option 2:** If the records are precluded from release, deny the request in writing citing reasons for denial and following denial process. **STOP**.

#### G. Step 7

Conduct the balancing test for employee personnel records requested.

Conduct a balancing test to determine if release of the records would result in harm to the public interest that outweighs the legislative policy recognizing the public interest in being informed about the affairs of government.

**Option 1:** If the DRC decision is to release the requested records go to **Step 8**.

**Option 2:** If the DRC decision is not to release the requested records, deny the request in writing citing reasons for denial and following denial process. **STOP**.

#### H. Step 8

Determine if the subject of the records is entitled to notice regarding the request. The DRC must provide notice to the subject if the request calls for the release of the following documents:

1. A record containing information relating to an employee that is created or kept by the authority and that is the result of an investigation into a disciplinary matter involving the employee or possible employment-related violation by the employee of a statute, ordinance, rule, regulation, or policy of the employee's employer.
2. A record obtained by the authority through a subpoena or search warrant.
3. A record prepared by an employer other than an authority, if that record contains information relating to an employee of that employer, unless the employee authorizes the authority to provide access to that information.

This does not apply to a school district that provides access to a record pertaining to an employee to the employee who is the subject of the record or to his/her the employee's representative to the extent required under Sec. 103.13 Wis. Stats. or to a recognized or certified collective bargaining representative to the extent required to fulfill a duty to bargain or pursuant to a collective bargaining agreement under Ch. 111.

This does not apply to releases to the Equal Rights Division or the Personnel Commission for discrimination claim investigation purposes.

If the DRC determines that the requested records do not fall into one (1) of the categories above, no notice to the employee is required. The records may be released in accordance with the normal public records process.

If the DRC determines that the requested records do fall into one (1) of the categories above, go to **Step 9**.

#### I. Step 9

Notice to employees that are the subject of a records request.

Provide the employee with a notice that satisfies the requirements of the Public Records law within three (3) business days of the decision to release. This notification must be either personally served (document this) or sent certified mail with a return receipt requested (to confirm date of receipt).

Twelve (12) business days after sending of the notice to the employee, the District may release the records in accordance with the normal public records process, UNLESS the employee provided the District with written notification within five (5) business days of receipt of the notice of his/her the employee's intent to seek a court order restraining the District from releasing the record. If the employee provides the District with timely written notice, the DRC should not release the records. In addition, records may not be released during pendency of any legal action, including any appeals.

The employee has ten (10) business days after receipt of the notice to commence legal action seeking a court order restraining the District from releasing the records.

## Fees and Costs

Individuals may receive a reproduction of a public record of the District. Individuals will be informed in advance of the fees and costs of locating and reproducing public records. Fees and costs for responding to a public record request shall be as follows:

### A. Costs of Locating Documents

There will be no fee imposed upon any person who requests a record if the costs of locating that record does not exceed \$50.00.

Some of the records of the District are in off-site storage, archived, not on-line on the District's computer or otherwise not immediately available. In those cases where it appears that the costs of locating a record will exceed \$50.00, the legal custodian will seek the prior written approval of the requestor before proceeding. In addition, the custodian will endeavor, but will not be required to provide an estimate of the total anticipated costs for locating the record.

The District will determine the costs of locating a record by using the hourly rate of employees involved in attempting to locate the record. The DRC shall determine this charge based upon the employee's salary and fringe benefits. The requester shall be charged for each quarter-hour of time or portion thereof.

### B. Reproduction Expenses

1. Costs of reproducing records where equipment is available:

- a. The per page costs for reproduction as established per the district's copier lease, specified in Policy 8310 - Public Records.
- b. The actual costs to the District or the tapes or other medium used for reproduction shall also be paid by the person making the request.

2. Costs of reproducing where equipment is not available within the District.

3. If equipment necessary for any reproduction is not available within the District, then the District will rent whatever equipment is necessary to perform the function and will require the person to make payment in advance before proceeding.

4. The actual cost to the District of the equipment used for reproduction shall be paid by the person making the request.

### C. Disputes

The DRC shall report any disputes that arise under this fee schedule to the Board.

### D. Payment of Fees

1. The DRC may require the payment of fees and costs provided herein in advance if the total estimated cost exceeds \$50.00. In any case in which payment is required, the District will maintain a record of actual expenses incurred in fulfilling the request, including staff time, reproduction costs, or other expenses described herein. If advance payment is made based on an estimated cost, the District will either invoice the requestor for the balance due based on actual cost or refund any overpayment.

2. The DRC may, in his/her their sole discretion, elect to waive the imposition of the costs provided for herein.

## Notice

The District will display in a prominent location in each school building and office a Public Records Notice conforming to the Public Records Law.

T.C. 2/28/22

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19.21, et seq., Wis. Stat.

29 C.F.R. Part 1635

42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act

**Last Modified by Melanie Oppor on May 19, 2023**



|         |   |
|---------|---|
| Book    | Administrative Guideline Manual         |
| Section | For Board Review - AG - Vol. 32, No. 1  |
| Title   | Copy of RELIGIOUS ACTIVITIES/CEREMONIES |
| Code    | ag8800A                                 |
| Status  | Second Reading                          |
| Adopted | July 22, 2019                           |

#### 8800A - RELIGIOUS ACTIVITIES/CEREMONIES

~~A great deal of professional~~ Professional judgment is needed to ensure that District policy complies with constitutional and legal safeguards for the practice of religion requiring a balance between individual rights of free exercise of religion and avoiding District sponsorship of a particular set of religious beliefs. ~~A major guideline to follow is a four part test.~~

Each school activity in which a staff member participates which may appear to be of a religious nature or use materials, rituals, or symbols which ~~may be otherwise~~ are generally associated with a religion must meet all four (4) of the following conditions:

- A. Does it serve the educational purpose and goals of the District?
- B. Is the purpose of the activity secular?
- C. Will its effect neither advance nor inhibit a religion?
- D. Will it avoid excessive entanglements between the school and a religion?

This guideline applies to any and all activities and programs at all levels, particularly those that take place at traditional holiday seasons such as Christmas and Easter. ~~The above considerations apply only to the extent that the planned program or activity is part of the District's program or curriculum, conducted while the staff member is in performance of professional duties, and not merely engaged in a personal act during personal time, including duty-free breaks during a work assignment, in which students or other staff members are neither required nor encouraged to participate.~~

Prior to planning or conducting an activity, ~~it would be well to~~ the proposing staff member must review the District's ~~two (2)~~ policies dealing with religious matters -- Policy 2270 - Religion in the Curriculum and Policy 8800 - Religious Activities and Observances. If a ~~teacher~~ staff member has any question about the propriety of the activity, ~~s/he~~ the staff member should consult with the ~~principal~~ Principal who will consult with the District Administrator prior to ~~making a decision~~ proceeding with the planned activity.

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Last Modified by Melanie Oppor on May 19, 2023



|              |   |
|--------------|---|
| Book         | Policy Manual   |
| Section      | For Board Review - Technical Corrections - Vol. 32, No. 1 |
| Title        | Copy of BOARD MEMBER BEHAVIOR AND CODE OF CONDUCT         |
| Code         | po0144.5  |
| Status       | First Reading   |
| Adopted      | March 15, 2021  |
| Last Revised | April 25, 2022  |

#### 0144.5 - **BOARD MEMBER BEHAVIOR AND CODE OF CONDUCT**

The Board of Education functions most effectively when individual Board members act ethically, professionally, and responsibly. School Board members serve as a member of the School District's governing body and do not have individual authority to represent a policy or enforce positions that are not supported by a majority of the Board as evidenced by official action of the Board (See Bylaw 0143 - Authority of Individual Board Members).

Board members accept responsibility for the well-being and positive leadership of the School District, for protecting the interests of the School District as a legal entity, and for facilitating governance for the purpose of delivering the highest quality educational and related services to all of the District's students. Conduct by Board members that compromises the legal position of the District should be avoided.

Any authority delegated to the Board President in this policy is automatically vested in the Board Vice President in the event that either the Board President is unavailable or the Board President is the Board member accused of violating this policy.

#### **General Expectations of All Board Members**

- A. Attend all scheduled Board meetings insofar as possible, and become informed concerning the issues to be considered at those meetings.
- B. Be familiar with and follow applicable local, State, and Federal laws and regulations.
- C. Be familiar with and comply with Board policies, including policies governing Board member conduct and Board member ethics, rules of incompatibility of office, and conflicts of interest (see Bylaw 0144.3).
- D. Conduct themselves with integrity, honesty, and in a manner that reflects positively on the Board and on the District.
- E. Be accountable for guiding and supporting the policy decision-making process that impacts students, staff, and the community. The operation of the District is the responsibility of the administration.
- F. Establish and maintain a high level of honesty, credibility, and truthfulness in all matters dealt with by the Board.
- G. Treat others with respect and dignity at all times, and maintain decorum, and always communicate in a way that does not violate or illustrate disregard for Board policy concerning harassment or discrimination. This decency expectation applies in all communications, including while discussing sensitive, controversial, or matters involving disagreement.
- H. At all times conduct themselves in the best interest of the School District, including avoiding implicating the District in unlawful activity or supporting or encouraging efforts to harm the reputation, legal standing, or to bring other material harm to the interests of the District or the Board.
- I. Recognize that they should endeavor to make policy decisions only after full discussion at publicly held Board meetings.
- J. Render all decisions based on the available facts and independent judgment.

- K. Encourage the free expression of opinion by all Board members, and seek systematic communications between the Board and students, staff, and all elements of the community.
- L. Work with the other Board members to establish effective Board policies and to delegate authority for the administration of the District to the District Administrator.
- M. Support all District employees in the proper performance of their duties by ensuring all staff members have access to quality professional development opportunities and receive regular, impartial job performance evaluations.
- N. Communicate to other Board members and the District Administrator expressions of public reaction to Board policies and school programs.
- O. Maintain open communication lines with all elements of the community and inform community members about the educational needs of the District, the actions of the Board, and the accomplishments of the District's educational programs.
- P. Recognize that the Board is responsible for overall management and control of District affairs and property, including the development of policies by which the schools are to be administered, but that the day-to-day administration of the educational program and school business shall be the responsibility of the District Administrator and other designated staff members.
- Q. Inform themselves about current educational issues by individual study and through participation in programs providing needed information, such as those sponsored by the Wisconsin Association of School Boards, the Consortium of State School Board Associations, and the National School Boards Association.
- R. Support the employment of those persons best qualified to serve as school staff, and insist on a regular and impartial evaluation of all staff.
- S. Refrain from using their Board positions for personal partisan gain.
- T. Take no private action that will compromise the Board or administration, and respect the confidentiality of information that is privileged under applicable law.
- U. Work continually with the administration to identify the needs, goals, and priorities of the District.
- V. Remember always that their first and greatest concern must be for the educational welfare of the students attending the public schools.
- W. No Board member shall act or fail to act as a member of the Board in violation of 946.12, Wis. Stats., regarding misconduct in public office.

### **Board Member Communication**

Board members are expected to refrain from engaging in communication on behalf of the Board or on behalf of the District unless authorized to do so by majority vote of the Board (See Bylaw 0143.1).

Any Board member who chooses to engage in individual communication on matters related to Board and/or District business is expected to clearly identify whether the Board member is communicating in the following capacity:

- A. On behalf of the Board: normally, this is the function of the Board President or in the President's absence, the Vice President. The Board may by majority vote delegate this responsibility to another Board member in a specific circumstance. In every case, the Board Member communicating the Board's position shall do so as determined by the Board and avoiding individual interpretation or editorializing.
- B. As an individual Board member, but not on behalf of the Board: a Board member who speaks, including online, in social media forums, or in any other public forum, on matters related to Board and/or District business, but not as an officially designated spokesperson of the Board. The Board member must specify that any statement is not sponsored by the District and is a personal viewpoint.

Board members who fail to adhere to this expectation, or who publicly communicate false or intentionally misleading information pertaining to Board action or District policy, will be asked to correct such communication in a way that is likely to reach the same audience as the false or misleading information. The Board President is authorized to communicate such requests to the pertinent Board member.

The Board President is authorized to issue public statements on behalf of the Board in the event a Board member expresses false or misleading information, or makes statements without properly identifying whether he or she is speaking as an individual Board member. The President's communication should be limited to correcting the false or misleading statement, clarifying that the Board member was not speaking on behalf of the Board, and providing information relative to Board action if any on the subject matter.

### **Board Member Interaction with Staff**

The general expectations of Board member decorum and civility apply to interactions with employees; however, because the Board is the employer of all District staff, this responsibility is appropriate for special reference. Each Board member is an individual with the authority to bring matters to the Board and to influence matters related to staff. Therefore, it is imperative that Board members

treat all employees with respect and as professionals. Board members are also required to comply with Board Policies governing employee anti-harassment, non-discrimination, and threatening behavior.

No Board member has inherent authority to require any staff member to respond to the Board member regarding a specific request for information or to direct any staff member to perform or not perform any task, except as provided by Board policy or as directed by a majority vote of the Board.

Board members' access to and request for School District records and information is governed by Board Bylaw 0143.2.

### **Board Member Records and Confidentiality**

Board members are expected to maintain their own public records created on resources not controlled by and thus not maintained by the School District. Each Board member is an elected official responsible for preserving all public records they create, and to comply with requests to inspect such records. The District has no obligation nor responsibility to assist any Board member in fulfilling this responsibility with respect to records that are not maintained by the District.

Board members are encouraged to review Board policy defining and explaining public records, their maintenance, and public access (See Board Policy 8310).

Board members are expected to maintain and protect the privacy of District records, including student records, and communications received in closed session meetings of the Board.

### **Enforcement**

Complaints alleging violations of the Board Member Code of Conduct may be brought by any person and can be submitted to the Board President or, if the Board President is the member accused of violating this policy, to the Vice President.

The President or Vice President shall review the complaint and determine whether they investigate the matter or if it is necessary to contact the School District's legal counsel for support. Upon completion of the investigation, if the conclusion reached is that the Board member violated the policy, the investigator shall brief the Board and may recommend action to be taken.

Board members are elected officials and therefore cannot be disciplined, prevented from participating in Board meetings, or removed from office by the Board. The Board may consider the following:

- A. Formal censure by resolution passed by a majority of the Board in an open session meeting of the Board.
- B. Removal from Board committee assignments for the remainder of the year and until the following organizational meeting of the Board, at which time the President is authorized to continue to withhold committee assignment. Approval of this sanction is an adopted exception to Bylaw 0155.
- C. Restriction on Board member rights granted by policy, including requesting items for a Board meeting agenda.
- D. Referral to proceed with efforts to remove the Board member from office for cause, which means inefficiency, neglect of duty, official misconduct, or malfeasance in office.
- E. Referral to law enforcement if any alleged misconduct constitutes potentially unlawful conduct.
- F. Other efforts to pursue compliance with and adherence to the policy as determined by the Board and not prohibited by law.

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Legal  
 17.13, Wis. Stats.  
 946.12, Wis. Stats.  
 The Consortium of State School Board Associations  
 The National Association of School Boards  
 The Wisconsin Association of School Boards

**Last Modified by Melanie Oppor on May 19, 2023**



|              |   |
|--------------|---|
| Book         | Policy Manual   |
| Section      | For Board Review - Technical Corrections - Vol. 32, No. 1 |
| Title        | Copy of COMMITTEES  |
| Code         | po0155  |
| Status       | First Reading   |
| Adopted      | April 25, 2016  |
| Last Revised | August 15, 2022   |

#### 0155 - **COMMITTEES**

The Board **of Education** believes committees can be useful in the decision-making process. By using a Board committee structure, the Board is able to conduct its business in an efficient and effective manner and study issues facing the District in more depth. The committee structure is designed to assist the Board in conducting business: it is not intended to take away a Board member's opportunity to ask questions or to be involved in the decision-making process.

The Board shall have the following four (4) standing committees, which shall be subunits of the Board:

- A. Finance Committee
- B. Buildings and Grounds Committee
- C. Curriculum Committee
- D. Policy and Human Resources Committee

Standing committees shall perform specific functions and duties as determined by the Board. Committee shall be fact-finding, deliberative and advisory in nature. Committees shall have no power to take any action on behalf of the Board, or to otherwise commit the Board or District to any course of action or expenditure of funds. The Board retains discretion to make final determinations as to the most appropriate committee, if any, to address specific issues.

The Finance Committee is charged with decision-making related to:

- A. Budget planning
- B. Service contracts
- C. Long-term financial budgeting
- D. Cash management
- E. All other financial issues in the District

The Buildings and Grounds Committee is charged with decision-making related to:

- A. Short-term routine maintenance plans
- B. Long-range planning for the care of all district buildings and sites
- C. Transportation
- D. Safety plans
- E. All other buildings and grounds issues in the District



The Curriculum Committee is charged with decision-making related to:

- A. Curriculum review and endorsement
- B. Textbook/resources for instructional purposes
- C. New course approval
- D. Graduation requirements
- E. Professional development plans and programs
- F. Testing and assessment
- G. Accountability and reporting
- H. Instructional technology
- I. District programs and services
- J. All other curriculum, instruction, and assessment issues in the District

The Policy and Human Resources Committee is charged with decision-making related to:

- A. Board and Education policies and guidelines
  - 1. Review of current policies and rules
  - 2. Development of new policies
  - 3. Monitor State statutes and Federal policies impacting District policies
- B. Employee handbooks
- C. Job descriptions
- D. Employee hiring process and time line
- E. Employee contracts
- F. All other policy and employment issued in the District

Standing committees shall be appointed annually by the Board President, after receiving preferences from individual Board members. The appointments shall occur within thirty (30) days of the annual election of Board officers and are subject to approval by the Board. Each committee shall consist of three (3) Board members. The quorum of each standing committee shall be defined as a majority of the full membership of the committee.

The first-named person on the list of appointees for each committee shall act as committee chair, and the second-named person shall act as the alternate chair in the event the chairperson is unable to attend a scheduled meeting or otherwise perform the duties of the chair. No Board member shall be appointed as the chair of multiple standing committees, except by necessity or except with the approval of the Board.

It shall be the responsibility of the committee chair to schedule regular committee meetings, plan the meeting agendas with assistance from other committee members, and ensure that the minutes of all committee meetings are recorded and maintained. The committee chair shall be provided time on regular Board meeting agendas to present reports and/or make recommendations to the Board as the committee requests and as requested by the Board.

The appointed members of the various committees and the committee chairs shall serve until the next annual appointments are made, assuming no vacancies occur and assuming no subsequent action is taken by the Board to modify committee structures or committee membership.

In the event of a vacancy on the Board, a proposal to revise committee membership for the purpose of a quorum as well as committee chair appointments for the remainder of the annual period may be presented for Board approval.

Any Board member may attend and participate in discussions that occur at any standing committee meeting; however, only official members of the committee shall have the authority to make motions and vote at the committee meetings. All Board members shall receive copies of committee meeting minutes to stay fully informed of committee activities.

Committee meeting minutes shall not be submitted for publication as a legal notice, but shall be made available to the public as appropriate when requested under the public records law.

All committees shall comply with the Open Meetings Law by providing notices of each meeting, posting the time and date, place, subject matter of the proposed meeting, and any matter intended for the consideration at the contemplated closed meeting pursuant to 19.84, Wis. Stats. When appropriate, based on the anticipated attendance of Board members who are not members of the committee, such notice shall include a statement that a quorum of the Board may be present, but the Board shall take no action as governmental body at the committee meeting. A committee shall require a quorum, consisting of a majority of its members, to take any action. In addition, committee meetings may provide for a period of public **participate comment**, and recording appropriate minutes of the meeting. A committee may conduct a closed meeting providing it is for one (1) of the purposes described in Bylaw 0167 and the committee abides by all requirements for the conduct of a closed meeting.

The following format for committee agendas is recommended:

### **SPECIAL NOTICE OF COMMITTEE MEETING WHEN A QUORUM OF BOARD MEMBERS IS EXPECTED TO BE PRESENT**

A meeting of the (specify committee name) Committee of the School District of Manawa shall be held on \_\_\_\_ (identify the date and time of the meeting) in the \_\_\_\_ (identify the location of the meeting). The items of business to be taken up by the committee at the meeting are the following:

- A. First Item of Business
- B. Second Item of Business
- C. List any other items of Business

Further notice is hereby given that School Board members who are not members of the (specify committee name) Committee, up to and possibly including all Board members, may attend the above-noticed committee meeting so as to constitute a quorum of the Board. However, the role of any Board member who is not a member of the above-identified committee is limited to information gathering and participation in the committee's discussion. The Board shall take no action as a governmental body as part of the committee meeting.

The Board may establish advisory or temporary Ad hoc committees for specific purposes from time to time to advise the Board on specific topics of interest or concern in the District. Ad hoc Advisory Committees include, but are not limited to the:

- A. Recognition Committee - meets annually
- B. Districtwide Safety Committee - meets every three years
- C. Human Growth and Development Committee - meets every three years
- D. Wellness Committee - meets every three years

Committee membership shall be determined by the Board President subject to approval by the Board. Membership selection shall seek to reflect community diversity, represent varied viewpoints and include members with special expertise as appropriate to the purpose of the committee. Each committee shall receive a set of guidelines from the Board that include the following information:

- A. specific charge to the committee including tasks and/or reports to be completed;
- B. membership appointments, including the length of time each member is to serve;
- C. clarification of limitations, policies governing committee work, resources to be provided and the relationship to the Board.
- D. approximate timeline for progress reports, task completion and final reports or recommendations; and
- E. procedures for dissemination of information to the public.

Notice shall be given for Board advisory or temporary committee meetings in accordance with State law and Board policies. Board members may attend any of these committee meetings.

The findings and recommendations of advisory or temporary committees shall be based upon appropriate research and fact. The committees shall be dissolved upon completion of the assigned tasks or as determined by the Board.

Revised 4/23/18

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**Last Modified by Melanie Oppor on May 19, 2023**



|              |   |
|--------------|---|
| Book         | Policy Manual   |
| Section      | For Board Review - Technical Corrections - Vol. 32, No. 1 |
| Title        | Copy of PUBLIC COMMENT AT BOARD MEETINGS                  |
| Code         | po0167.3  |
| Status       | First Reading   |
| Adopted      | April 25, 2016  |
| Last Revised | March 21, 2022  |

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

The Board of Education 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) business 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. The Board may authorize the administration to arrange for the recording, filming, photographing, broadcasting, or live streaming of open sessions of Board meetings.

L. Signage, banners, or other material which impedes any person's view of the proceedings, including a Board member's view, shall be relocated so as not to obstruct views.

Recording, filming, or photographing the Board's open meetings by Third Parties is permitted pursuant to 19.90, Wis. Stat. 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:

- A. No obstructions are created between the Board and the audience.
- B. No interviews are conducted in the meeting room while the Board is in session.
- C. 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.

Revised 11/16/20

Revised 7/19/21

Revised 1/17/22

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Legal                      19.90, Wis. Stats.

**Last Modified by Melanie Oppor on May 19, 2023**



|              |   |
|--------------|---|
| Book         | Policy Manual   |
| Section      | For Board Review - Technical Corrections - Vol. 32, No. 1 |
| Title        | Copy of CONTROVERSIAL ISSUES IN THE CLASSROOM             |
| Code         | po2240  |
| Status       | First Reading   |
| Adopted      | October 17, 2016  |
| Last Revised | January 17, 2022  |

#### 2240 - **CONTROVERSIAL ISSUES IN THE CLASSROOM**

The Board of Education believes that the consideration of controversial issues has a legitimate place in the instructional program of the district.

Properly introduced and conducted, the consideration of such issues can help students learn to identify important issues, explore fully and fairly all sides of an issue, weigh carefully the values and factors involved, and develop techniques for formulating and evaluating positions. In addition, the opportunity can lead students to learn about how to use critical thinking and problem solving skills, to study and analyze relevant issues, evaluate different sources of information, make intelligent decisions regarding issues and how to appreciate the value of differing viewpoints.

For purposes of this policy, a controversial issue is a topic on which opposing points of view have been promulgated by responsible opinion and/or are likely to arouse both support and opposition in the community. These issues may range across a wide spectrum of political, social, economic and religious topics.

The Board will permit the introduction and proper educational use of controversial issues provided that their use in the instructional program:

- A. is related to the instructional goals of the course of study and level of maturity of the students;
- B. does not tend to indoctrinate or persuade students to a particular point of view;
- C. encourages open-mindedness and is conducted in a spirit of scholarly inquiry.
- D. does not cause a substantial disruption in the school environment.

Controversial issues related to the program may be initiated by the students themselves provided they are presented in the ordinary course of classroom instruction, relate to the topic of instruction, and do not cause substantial disruption to the school environment.

Controversial issues may not be initiated by a source outside the schools unless prior approval has been given by the principal. Issues pertaining to human growth and development, as defined by statute, are subject to 118.019, Wis. Stats.

In the discussion of any controversial issue in the classroom or in the course of professional duties, a teacher may express a personal opinion, but shall identify it as such, and must not express such an opinion for the purpose of persuading students to his/her point of view and may only express a personal opinion after the teacher has confirmed that student discussion has concluded.

Teachers should be mindful that this does not permit them to offer opinions on topics that would not be the subject of discussion in the classroom due to their appropriateness for the age(s) of the students involved. As always, teachers are expected to serve as exemplars for their students by demonstrating good judgment as professionals when discussing controversial issues and expressing personal opinions in the classroom.

The classroom ~~should~~ shall not be used as a forum for the discussion of District employment issues.

The Board recognizes that a course of study or certain instructional materials may contain content and/or activities that some parents find objectionable. If after careful, personal review of the program lessons and/or materials, a parent indicates to the school that either content or activities conflicts with his/her religious beliefs or value system, the school will honor a written request for his/her child to be excused from particular classes for specified reasons. The student, however, will not be excused from participating in the course or activities mandated by the State and will be provided alternative learning activities during times of parent-requested absences.

(See also Policy 3310 – Freedom of Speech in Noninstructional Settings)

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**Last Modified by Melanie Oppor on May 19, 2023**



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|--------------|---|
| Book         | Policy Manual   |
| Section      | For Board Review - Technical Corrections - Vol. 32, No. 1 |
| Title        | Copy of REDUCTION IN STAFF                                |
| Code         | po3131  |
| Status       | First Reading   |
| Adopted      | May 16, 2016  |
| Last Revised | March 15, 2021  |

### 3131 - **REDUCTION IN STAFF**

It is the responsibility of the Board of Education to provide the staff necessary for the implementation of the educational program of the District and the operation of the schools and to do so efficiently and economically.

The Board reserves the right to abolish positions in the District and to reduce the staff whenever reasons of decreased enrollment of students, return to duty of regular professional staff members after leaves of absence, suspension of schools or territorial changes affecting the District, or other circumstances warrant.

The District Administrator shall develop administrative guidelines for the reduction of staff based on the best interests of the District and consistent with the terms of any applicable inter-district agreements, and applicable law.

Where appropriate, attrition may be used to achieve the necessary number of position reductions.

~~Selection of staff for reduction once positions have been identified, will be based on~~ The District Administrator shall determine the appropriate employees for reduction considering all factors deemed important and in the best interests of the District, including the following considerations:

- A. qualifications of the employees being considered for reduction
- B. performance of employees, based on performance evaluations
- C. input from direct supervisors
- D. length of service to the District

~~The District Administrator shall determine the appropriate employees for reduction considering all factors that s/he deems important and in the best interests of the District.~~

No employee whose position has been eliminated shall have any right to be contacted by the District in the event that a vacancy opens in the future for which the laid-off employee may be qualified. Likewise, no such employee is entitled to a future position or is provided any preference over other applicants. Staff whose employment ended with the District due to a reduction in force, shall not be prevented from applying for future positions with the District.

### **Staff Furloughs**

A furlough is a temporary reduction in hours for individuals or groups of employees that is intended to be of a short and predetermined duration, either in terms of days, weeks, or until the resumption of school operations. Furloughs differ from lay-offs in that a lay-off is of an indefinite, potentially permanent nature.

In the event of a temporary disruption to school services due to unforeseen circumstances, such as a public health emergency, natural disaster, or some other disruption to school programming the Board may authorize the District Administrator to temporarily furlough employees by reducing employee hours, provided that a plan is presented to the Board for consideration.

Furloughs may be targeted to a particular department, building, or program. Furloughs may be used to reduce all employees' hours consistent with the District's needs while minimizing the impact on individual staff members. Generally speaking, furloughs should be administered in a way to avoid any employee from serving a furlough period of a full week or more in a row, wherever possible. This may involve distributing furlough days or blocks of days shorter than a full week, spread out over a period of several weeks or months.

Furloughs may be unpaid if based on budgetary concerns, or employees may be allowed to use available accrued paid time off. Furloughs shall be used only in a manner consistent with any individual contract requirements, or other employee rights or benefits, such as FMLA benefits.

Revised 11/16/20

T.C. 3/15/21

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**Last Modified by Melanie Oppor on May 19, 2023**





|              |   |
|--------------|---|
| Book         | Policy Manual   |
| Section      | For Board Review - Technical Corrections - Vol. 32, No. 1 |
| Title        | Copy of STAFF ETHICS                                      |
| Code         | po3210  |
| Status       | First Reading   |
| Adopted      | October 1, 2015   |
| Last Revised | June 19, 2017   |

### 3210 - **STAFF ETHICS**

An effective educational program requires the services of **employees** people of integrity, high ideals, and human understanding. To maintain and promote these essentials, the Board of Education expects all professional staff members to maintain high standards in their working relationships, and in the performance of their professional duties, to:

- A. recognize basic dignities of all individuals with whom they interact in the performance of duties;
- B. represent accurately their qualifications;
- C. exercise due care to protect the mental and physical safety of students, colleagues, subordinates and superiors;
- D. seek and apply the knowledge and skills appropriate to assigned responsibilities;
- E. keep in confidence legal-confidential information;
- F. ensure that their actions or those of another on their behalf private economic interests;
- G. refuse accepting anything of value offered by another for the purpose of influencing judgment;
- H. adheres to the policies of the Board;
- I. refrain from using position or public property, or permitting another person to use an employee's position or public property for partisan political or religious purposes. This ethics policy will in no way limit constitutionally or legally protected rights as a citizen.

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**Last Modified by Melanie Oppor on May 19, 2023**



|              |   |
|--------------|---|
| Book         | Policy Manual   |
| Section      | For Board Review - Technical Corrections - Vol. 32, No. 1 |
| Title        | Copy of SUSPENSION AND EXPULSION                          |
| Code         | po5610  |
| Status       | First Reading   |
| Adopted      | June 20, 2016   |
| Last Revised | December 18, 2017   |

## 5610 - **SUSPENSION AND EXPULSION**

The Board of Education recognizes that exclusion from educational programs of the School District, by suspension or expulsion, is a substantial sanction and that such action must comply with the student's due process rights.

### **SUSPENSION**

For purposes of this policy, 'suspension' shall be the short-term exclusion of a student from a regular District program.

The District Administrator, the principal, or a teacher designated by the District Administrator may suspend a student for up to five (5) school days or, if a notice of expulsion hearing has been sent, for up to fifteen (15) consecutive school days, or ten (10) consecutive school days for each incident if the student is eligible for special education services under Chapter 115, Wis. Stats.

The suspension must be reasonably justified based upon the grounds authorized under Sec. 120.13, Wis. Stats., that include, but are not limited to: noncompliance with school rules or Board rules; knowingly conveying any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives; conduct by the student while at school or while under the supervision of a school authority that endangers the property, health, or safety of others; conduct while not at school or while not under the supervision of a school authority that endangers the property, health, or safety of others at school or under the supervision of a school authority; or conduct while not at school or while not under the supervision of a school authority that endangers the property, health, or safety of any employee or School Board member of the District in which the student is enrolled.

The District Administrator, the principal, or a teacher designated by the School District Administrator shall suspend a student if the student possessed a firearm, as defined in 18 U.S.C. 921(a)(3), while at school or while under the supervision of a school authority.

The parent of a suspended minor must be given prompt notice of the suspension and the reason for the suspension. The student's suspension from school shall be entered in the student's record as required by the rules adopted by the Board concerning the content of the student records. The suspended student or the student's parent or guardian may, within five (5) school days following the commencement of the suspension, have a conference with the District Administrator, who shall be someone other than a principal, administrator or teacher in the suspended student's school, to discuss removing ~~from the student's records~~ reference to the suspension **from the student's records**. Reference to the suspension on the student's school record shall be removed if the District Administrator finds that: the student was suspended unfairly or unjustly; the suspension was inappropriate, given the nature of the alleged offense; or the student suffered undue consequences or penalties as a result of the suspension.

A suspended student shall not be denied the opportunity to take any quarterly, semester, or grading period examinations or to complete course work missed during the suspension period. Such work shall be completed pursuant to the procedures established by the Board.

In the event a student is classified as Homeless, the building principal shall consult with the Homeless Coordinator to determine whether the conduct is a result of homelessness. The Homeless Coordinator will assist administration and the student's parents or guardian in correcting conduct subject to disciplinary action that is caused by homelessness.

### **EXPULSION**

Under this policy, expulsion shall mean the Board will not permit a student to attend school at all, including any school-sponsored events or activities, for a specified period of time. If the student is expelled, the Board will determine the length of the expulsion period, which may extend at a maximum to the student's 21st birthday. The Board's expulsion order may include the opportunity for the student to return to school prior to expiration of the term of expulsion under a specified set of early reinstatement condition(s) which are related to the conduct for which the student was expelled. The condition(s), once set forth in an expulsion order, shall be administered at the discretion of the District Administrator who shall have the authority to deny early reinstatement if any early reinstatement condition is not met prior to reinstatement or to revoke it for the remainder of the expulsion period if any enrollment conditions applicable to the student's attendance during a period of expulsion under early reinstatement, or conditional enrollment, are deemed by the District Administrator to have been violated. The decision to revoke a student's conditional enrollment shall be explained in writing. The student or student's parent may request a conference with the District Administrator within five (5) school days of a decision to revoke early reinstatement. The District Administrator shall meet with the student and/or parents within five (5) school days of a request. The District Administrator's decision is final.

The District Administrator may designate another School District employee to perform the functions pertaining to a student's early reinstatement, but may not designate someone that is an administrator or teacher in the student's school.

The Board may expel a student only when it is satisfied that the interest of the school demands the student's expulsion and only when the student: repeatedly refused or neglected to obey the rules established by the School District; knowingly conveyed or caused to be conveyed any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives; engaged in conduct while at school while under the supervision of a school authority that endangered the property, health, or safety of others; engaged in conduct while not at school or while not under the supervision of a school authority that endangered the property, health, or safety of others at school or under the supervision of a school authority or endangered the property, health, or safety of any employee or Board member of the School District in which the student is enrolled; or was at least sixteen (16) years old and had repeatedly engaged in conduct while at school or while under the supervision of a school authority that disrupted the ability of school authorities to maintain order or an educational atmosphere at school or at an activity supervised by a school authority and that such conduct did not otherwise constitute grounds for expulsion. For purposes of this policy, conduct that endangers a person or property includes making a threat to the health or safety of a person or making a threat to damage property.

The School Board shall hold an expulsion hearing in the event a student is in possession of a firearm while at school or under the supervision of school authorities and shall expel a student from school for not less than one (1) year whenever it finds that the student brought a firearm to school or, while at school or while under the supervision of a school authority, possessed a firearm, as defined in 18 U.S.C. 921(a) (3), unless the Board finds that the punishment should be reduced based upon the circumstances of the incident. Any such finding by the Board shall be in writing. This does not include any circumstance in which a student possessed a firearm while lawfully hunting on school forest land.

The District shall refer any student who brings a firearm (as defined in 18 U.S.C. 921(a)(3)) or a weapon to school to law enforcement.

As required by 20 U.S.C. 7151, the District Administrator will ensure that the following information is sent to the Wisconsin Department of Public Instruction: a copy of this policy; a description of the circumstances surrounding any expulsion(s) for violating the above- stated firearms policy; the name of the school; the number of students expelled; and the types of firearms involved.

Prior to expelling a student, the Board shall provide the student with a hearing. Prior written notice of the hearing must be sent separately to both the student and if the student is a minor, to his/her the student's parent(s) or guardian(s). The notice must be sent at least five (5) days prior to the date of hearing, not counting the date notice is sent. The notice must also satisfy the requirements of Sec. 120.13(1) (c)4, Wis. Stats.

An expelled student or, if the student is a minor, the student's parent(s) or guardian(s) may appeal the Board's expulsion decision to the Wisconsin Department of Public Instruction. An appeal from the decision of the Department may be taken within thirty (30) days to the circuit court for the county in which the school is located.

In the event a student is classified as Homeless, the building principal shall consult with the Homeless Coordinator to determine whether the conduct is a result of homelessness. The District will not expel a homeless student for conduct that is caused by the student's homelessness. The Homeless Coordinator will assist administration and the student's parents or guardians in correcting conduct subject to disciplinary action that is caused by homelessness. If the conduct in question is determined not to be caused by the student's homelessness, the District shall proceed with expulsion proceedings as outlined in this policy.

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Legal                    119.25, 120.13, Wis. Stats.  
                               18 U.S.C. 921(a)(3)  
                               20 U.S.C. 7151  
                               42 U.S.C. 11431 et seq.

**Last Modified by Melanie Oppor on May 19, 2023**



|              |   |
|--------------|---|
| Book         | Policy Manual   |
| Section      | For Board Review - Technical Corrections - Vol. 32, No. 1 |
| Title        | Copy of WEAPONS   |
| Code         | po7217  |
| Status       | First Reading   |
| Adopted      | November 21, 2016   |
| Last Revised | January 17, 2022  |

## 7217 - **WEAPONS**

The Board of Education prohibits ~~staff, students, staff members, students, and~~ visitors, and volunteers from possessing, storing, making, or using a weapon in any setting that is under the control and supervision of the District for the purpose of school activities approved and authorized by the District including, but not limited to, property leased, owned, or contracted for by the District, a school-sponsored event, or in a District vehicle to the extent permitted by law without the permission of the District Administrator. Policies regarding staff members are found in Policy 3217 and Policy 4217. The policy pertaining to students is found in Policy 5772.

A volunteer who is a concealed carry permit licensee may transport students for school-sponsored events or school-related purposes in his/her own vehicle only if the volunteer has agreed not to carry a concealed weapon while transporting such students. This does not apply to the transportation of students related by blood or marriage to the volunteer if only such students are being transported.

### **Concealed Carry Permit Holders**

No parent or other volunteer may carry or in any fashion possess a concealed weapon, whether they hold a permit or not, while transporting students in a District-owned vehicle. Additionally, anyone, including a holder of a concealed carry permit license issued or recognized by the State of Wisconsin, is prohibited by virtue of ~~Wis. Stat. 948.605(2)(b)1r~~, Wis. Stats., from possessing a concealed weapon anywhere in or on school grounds including parking areas.

### **Definition of 'Weapon'**

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

Exceptions to this policy include:

- A. weapons under the control of law enforcement personnel while on duty, or qualified former law enforcement officers, off duty law enforcement officers, or out-of-state law enforcement officers;
- B. contracted personnel that are authorized by law to carry weapons in the course of their professional duties and for which the District and the contracted entity have a contract that authorizes employees of the contracted entity to carry a weapon on school grounds and in school buildings in the performance of their duties (i.e. armored transport services);
- C. items approved by the Board as part of a class or individual presentation under adult supervision, including, but not limited to Hunters' Education or Archery Education courses, if used for the purpose of and in the manner approved (live ammunition shall never be approved);
- D. theatrical props used in appropriate settings with the approval of the building administrator;
- E. starter pistols used in appropriate sporting events.

The District Administrator may refer a visitor or volunteer who violates this policy to law enforcement officials. The visitor or volunteer may also be subject to other action such as loss of volunteer status at the sole discretion of the Board.

Any staff member who has reason to believe that a person has or will violate this policy shall report to the school Principal or their supervisor immediately. Failure to report such information may subject the staff member to disciplinary action, up to and including termination. The staff member may also confront the person if the staff member believes the risk of injury to self or others is minimal or if immediate action is necessary to prevent injury to any person.

This policy shall be published and distributed to staff members annually. Publication is not a precondition to enforcement of this policy.

Revised 11/21/16

T.C. 11/19/18

T.C. 3/15/21

T.C. 1/17/22

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Legal

- 120.13(1), Wis. Stats.
- 175.60, Wis. Stats.
- 939.22(10), Wis. Stats.
- 941.295, Wis. Stats.
- 943.13, Wis. Stats.
- 948.605, Wis. Stats.
- 948.61, Wis. Stats.
- 18 U.S.C. 921(a)(3)
- 18 U.S.C. 922
- 20 U.S.C. 7151

**Last Modified by Melanie Oppor on May 19, 2023**



|              |   |
|--------------|---|
| Book         | Policy Manual   |
| Section      | For Board Review - Technical Corrections - Vol. 32, No. 1 |
| Title        | Copy of TECHNOLOGY  |
| Code         | po7540  |
| Status       | First Reading   |
| Adopted      | November 21, 2016   |
| Last Revised | June 15, 2020   |

#### 7540 - **TECHNOLOGY**

The Board of Education is committed to the effective use of technology to both enhance the quality of student learning and the efficiency of District operations.

Students' use of District technology resources (see definition in Bylaw 0100 - Definitions) is a privilege not a right. Students and their parents must sign and submit a Student Technology Acceptable Use and Safety form annually. (See also, sign and comply with Policy 7540.03 - Student Technology Acceptable Use and Safety.

The District Administrator shall develop and implement a written District Technology Procedure (DTP). One (1) of the primary purposes of the DTP is to evaluate new and emerging technologies and how they will play a role in student achievement and success and/or efficient and effective District operations.

The DTP shall set forth procedures for the proper acquisition of technology. The DTP shall also provide guidance to staff and students concerning making safe, appropriate and ethical use of District technology resources, as well as inform both staff and students about disciplinary actions that will be taken if Board technology and/or networks are abused in any way or used in an illegal or unethical manner. (See Policy 7540.03 and AG 7540.03 - Student Technology Acceptable Use and Safety, and Policy 7540.04 and AG 7540.04 - Staff Technology Acceptable Use and Safety)

The District Administrator, in conjunction with the Technology Director, shall review the DTP and report any changes, amendments, or revisions to the Board.

This policy, along with the Student and Staff Technology Acceptable Use and Safety policies, and the Student Code of Conduct, further govern students' and staff members' use of their personal communication devices (see Policy 5136 - Personal Communication Devices and Policy 7530.02 - Staff and School Officials Use of Personal Communication Devices). Users have no right or expectation of privacy when using District technology resources (including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity when using the District's computer network and/or Internet connection).

Further, safeguards shall be established so that the Board's investment in both hardware and software achieves the benefits of technology and inhibits negative side effects. Accordingly, students shall be educated about appropriate online behavior including, but not limited to, using social media, which is defined in Bylaw 0100 - Definitions, to interact with others online; interacting with other individuals in chat rooms or on blogs; and, recognizing what constitutes cyberbullying, understanding cyberbullying is a violation of Board policy, and learning appropriate responses if they experience cyberbullying. Social media does not include sending or receiving e-mail through the use of District-issued e-mail accounts.

Staff use of District-approved social media platforms/sites shall be consistent with Policy 7544 - Use of Social Media.

Students must comply with Policy 7540.03 - Student Technology Acceptable Use and Safety and Policy 5136 - Personal Communication Devices when using District technology resources to access and/or use District-approved social media

platforms/sites.

Similarly, staff must comply with Policy 7544 - Use of Social Media, Policy 7540.04 - Staff Technology Acceptable Use and Safety, and Policy 7530.02 - Staff and School Officials Use of Personal Communication Devices when using District technology resources to access and/or use District-approved social media platforms/sites.

Staff must comply with Policy 7544 - Use of Social Media, Policy 7540.04 - Staff Technology Acceptable Use and Safety, and Policy 7530.02 - Staff and School Officials Use of Personal Communication Devices when using District technology resources or personally-owned PCDs to access and/or use social media for personal purposes.

Revised 4/23/18

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Legal                      948.11, Wis. Stats.  
                                    947.0125, Wis. Stats.

**Last Modified by Melanie Oppor on May 19, 2023**



|         |   |
|---------|---|
| Book    | Policy Manual   |
| Section | For Board Review - Technical Corrections - Vol. 32, No. 1 |
| Title   | Copy of INFORMATION SECURITY                              |
| Code    | po8305  |
| Status  | First Reading   |
| Adopted | August 20, 2018   |

### 8305 - **INFORMATION SECURITY**

The District collects, classifies, and retains data/information from and about students, staff, vendors/contractors, and other individuals, about programs and initiatives undertaken by the school system, and about and related to the business of the District. This information may be in hard copy or digital format, and may be stored in the District or offsite with a third party provider.

Data/information collected by the District shall be classified as Confidential, Controlled, or Published. Data/information will be considered Controlled until identified otherwise.

Protecting District Information Resources (as defined in Bylaw 0100 - **Definitions**) is of paramount importance. Information security requires everyone's active participation to keep the District's data/information secure. This includes Board members, staff members/employees, students, parents, contractors/vendors, and visitors who use District Technology Resources (as defined in Bylaw 0100 - **Definitions**) and Information Resources.

Individuals who are granted access to data/information collected and retained by the District must follow established procedures so that the information is protected and preserved. Board members, administrators, and all District staff members, as well as contractors, vendors, and their employees, granted access to data/ information retained by the District are required to certify annually that they shall comply with the established information security protocols pertaining to District data/information. Further, all individuals granted access to Confidential Data/Information retained by the District must certify annually that they will comply with the information security protocols pertaining to Confidential Data/Information. ~~Completing the appropriate section of the Staff Technology Acceptable Use and Safety form (Form 7540.04 F1) shall provide this certification.~~

All Board members, staff members/employees, students, contractors/vendors, and visitors who have access to Board-owned or managed data/information must maintain the security of that data/information and the District *Technology Resources* on which it is stored.

If an individual has any questions concerning whether this Policy and/or its related administrative guidelines apply to him/her or how they apply to him/her, the individual should contact the District's Technology Director.

The District Administrator shall develop administrative guidelines that set forth the internal controls necessary to provide for the collection, classification, retention, access, and security of District Data/Information.

Further, the District Administrator is authorized to develop procedures that would be implemented in the event of an unauthorized release or breach of data/information. These procedures shall comply with the District's legal requirements if such a breach of personally-identifiable information occurs.

The District Administrator shall require the participation of staff members in appropriate training related to the internal controls pertaining to the data/information that they collect, to which they have access, and for which they would be responsible for the security protocols.



Third-party contractors/vendors who require access to Confidential Data/ Information collected and retained by the District will be informed of relevant Board policies that govern access to and use of *Information Resources*, including the duty to safeguard the confidentiality of such data/information.

Failure to adhere to this Policy and its related administrative guidelines may put data/information collected and retained by the District at risk. Employees who violate this policy and/or the administrative guidelines promulgated consistent with this policy may have disciplinary consequences imposed, up to and including termination of employment, and/or referral to law enforcement. Students who violate this Policy and/or ~~AGs Administrative e Guidelines- (AG)~~ will be subject to disciplinary action, up to and including expulsion, and/or referral to law enforcement. Contractors/vendors who violate this Policy and/or ~~AGsguidelinesAGs~~ may face termination of their business relationships with and/or legal action by the District. Parents and visitors who violate this Policy and/or ~~AGsguidelinesAGs~~ may be denied access to the District's Technology Resources.

The District Administrator shall conduct an annual

assessment of risk related to the access to and security of the data/information collected and retained by the District, as well as the viability of the continuity of organizational operations plan developed pursuant to Policy 8300 - **Continuity of Organizational Operations Plan**.

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**Last Modified by Melanie Oppor on May 19, 2023**



|              |   |
|--------------|---|
| Book         | Policy Manual   |
| Section      | For Board Review - Technical Corrections - Vol. 32, No. 1 |
| Title        | Copy of CONTROL OF BLOOD-BORNE PATHOGENS                  |
| Code         | po8453.01   |
| Status       | First Reading   |
| Adopted      | November 21, 2016   |
| Last Revised | November 21, 2016   |

#### 8453.01 - **CONTROL OF BLOOD-BORNE PATHOGENS**

The Board of Education seeks to protect those staff members who may be exposed to blood-borne pathogens and other potentially infectious materials in their performance of assigned duties.

The Board also seeks to protect students who may, during the course of the school day or during a school-sponsored activity, become exposed to blood-borne pathogens and other potentially infectious materials.

To protect staff members and students, the District Administrator shall implement guidelines that are consistent with the Department of Public Instruction (DPI) Model Blood-Borne Pathogens Manual and such guidelines will include but not be limited to:

- A. identifying those categories of employees whose duties create a reasonable anticipation of exposure to blood and other infectious materials;
- B. providing for inoculation of the Hepatitis B vaccine at no cost to the staff member and in accordance with Federally-mandated scheduling;
- C. requiring proper training in the universal precautions against exposure and/or contamination including the provision of appropriate protective supplies and equipment;
- D. establishing appropriate procedures for the reporting, evaluation, and follow-up to any and all incidents of exposure;
- E. providing for record-keeping of all of the above which complies with both Federal and State laws;
- F. developing an exposure control plan.

Further, employees who have been identified, as employees whose duties create a reasonable anticipation of exposure to blood and other infectious materials ~~should~~**shall** complete the blood-borne Pathogens School Training made available through the DPI.

Revised 11/21/16

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Legal                    101.055, Wis. Stats.  
                               29 C.F.R. 1910.1030

**Last Modified by Melanie Oppor on May 19, 2023**



|              |   |
|--------------|---|
| Book         | Policy Manual   |
| Section      | For Board Review - Technical Corrections - Vol. 32, No. 1 |
| Title        | Copy of WELLNESS  |
| Code         | po8510  |
| Status       | First Reading   |
| Adopted      | November 21, 2016   |
| Last Revised | August 15, 2022   |

## 8510 - **WELLNESS**

As required by law, the Board of Education establishes the following wellness policy for the School District of Manawa as a part of a comprehensive wellness initiative.

### **Policy Preamble**

The Board recognizes that good nutrition and regular physical activity affect the health and well-being of the District's students. Furthermore, research suggests that there is a positive correlation between a student's health and well-being and his/her the student's ability to learn. Moreover, schools can play an important role in the developmental process by which students establish their health and nutrition habits by providing nutritious meals and snacks through the schools' meal programs, by supporting the development of good eating habits, and by promoting increased physical activity both in and out of school.

Schools alone, however, cannot develop in students healthy behaviors and habits with regard to eating and exercise cannot be accomplished by the schools alone. It will be necessary for not only the staff, but also parents and the public at large to be involved in a community-wide effort to promote, support, and model such healthy behaviors and habits.

The Board sets the following goals in an effort to enable students to establish good health and nutrition choices to:

- A. promote nutrition education with the objective of improving students' health and reducing childhood obesity;
- B. improve the health and well-being of our children, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits;
- C. promote nutrition guidelines, a healthy eating environment, child nutrition programs, and food safety and security on each school campus with the objective of promoting student health and reducing childhood obesity;
- D. provide opportunities for every student to develop the knowledge and skills for specific physical activities, maintain physical fitness, regularly participate in physical activity, and understand the short and long-term benefits of a physically active lifestyle;
- E. promote the health and wellness of students and staff through other school-based activities.

### **Policy Leadership**

The designated official for oversight of the wellness policy is Carmen O'Brien, Business Manager. The official shall convene the Wellness Committee and lead the review, updating, and evaluation of the policy.

### **Required Public Involvement**

The District Administrator shall obtain the input of District stakeholders, to include parents, students, representatives of the school food authority, educational staff (including physical education teachers), school health professionals, School Board members, members of the public, and other school administrators in the development, implementation, evaluation, and periodic review and update, if necessary, of the wellness policy.

## District Wellness Committee

### Committee Formation

The District shall convene a Wellness Committee that meets at least two (2) times during the school year to establish goals and oversee school health policies and programs, including development, implementation, and periodic review and update of this Wellness Policy.

Committee Representatives

The District shall invite a diverse group of stakeholders to participate in the development, implementation, and periodic review and update of the Wellness Policy.

Stakeholders may include:

- A. administrator(s)
- B. Board member(s)
- C. classroom teacher(s)
- D. physical education teacher(s)
- E. school food service representative(s)
- F. school health paraprofessional or nurse
- G. community member/parent(s)
- H. student(s)
- I. medical/health care professional(s)
- J. nutrition and/or health education teacher(s)
- K. school counselor(s)

### Nutrition Standard for All Foods/School Meal Programs/Standards and Guidelines for School Meal Programs

- A. ~~All meals meet or exceed current nutrition requirements established under the Healthy Hunger-free Kids Act of 2010. USDA Meal Patterns~~ All meals meet or exceed current nutrition requirements established under the Healthy Hunger-free Kids Act of 2010. (<https://www.fns.usda.gov/nsfp/national-school-lunch-program-meal-pattern-chart>) [DRAFTING NOTE: The policy shall include a link to USDA meal pattern requirements or list them individually.]
- B. Drinking water is available for students during mealtimes.
- C. All schools in the District participate in USDA child nutrition programs, including National School Lunch Program and School Breakfast Program.
- D. All meals are accessible to all students.
- E. Withholding food as a punishment shall be strictly prohibited.
- F. All meals are appealing and attractive and served in clean and pleasant settings.
- G. Students are provided at least 10 minutes to eat breakfast and at least 20 minutes] to eat lunch after being seated.
- H. Menus shall be posted on the District website.
- I. All school nutrition program directors, managers, and staff shall meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals.

### School Meal Program Participation

The District:

- A. S shall notify parents of the availability of the breakfast, lunch, and summer food programs and shall be encouraged to determine eligibility for reduced or free meals;
- B. S shall restrict the scheduling of club/organizational meetings during the lunch period unless students are allowed to purchase lunch to be consumed during the meetings;

- C. Shall explore the use of nontraditional breakfast service models (such as breakfast in the classroom) to increase breakfast participation.

### **Foods and Beverages Sold Outside of School Meals**

All food and beverages sold and served outside of the school meal programs ("competitive" foods and beverages) shall, at a minimum, meet the standards established in USDA's Nutrition Standards for All Foods Sold in Schools (Smart Snacks) rule. [Add link.]

### **Foods Offered/Provided but Not Sold**

The District encourages foods offered on the school campus meet or exceed the USDA Smart Snacks in School nutrition standards including those provided at celebrations and parties and classroom snacks brought by staff or family members.

### **Fundraising**

The District adheres to the Wisconsin Department of Public Instruction fund-raiser exemption policy and allows two (2) exempt fund-raisers per student organization per school per year. All other fund-raisers sold during the school day will meet the Smart Snacks nutrition standards. No restrictions are placed on the sale of food/beverage items sold outside of the school day.

### **Marketing**

Schools will restrict food and beverage marketing to only those foods and beverages that meet the nutrition standards set forth by USDA's Nutrition Standards for All Foods Sold in Schools (Smart Snacks) rule. Marketing includes brand names, trademarks, logos, or tags except when placed on a food or beverage product/container; displays, such as vending machine exteriors; corporate/brand names, logos, trademarks on cups, posters, school supplies, education materials, food service equipment, and school equipment (e.g. message boards, scoreboards, uniforms); advertisements in school publications/mailings; sponsorship of school activities, fundraisers, or sports teams; educational incentive programs such as contests or programs; and free samples or coupons displaying advertising of a product.

### **Nutrition Education**

- A. The primary goal of nutrition education is to influence students' lifelong eating behaviors. Nutrition education, a component of comprehensive health education, shall be offered every year to all students of the District. The District aims to teach, model, encourage, and support healthy eating by providing nutrition education.
- B. Nutrition education shall be included in the Health curriculum so that instruction is sequential and standards-based and provides students with the knowledge, attitudes, and skills necessary to lead healthy lives.
- C. Nutrition education shall be included in the sequential, comprehensive health curriculum in accordance with the Wisconsin Department of Public Instruction Model Academic Standards for Nutrition.

### **Nutrition Promotion**

The District is committed to providing a school environment that promotes students to practice healthy eating and physical activity. Students shall receive consistent nutrition messages that promote health throughout schools, classrooms, cafeterias, and school media.

### **Physical Activity**

- A. The District shall provide students with age and grade-appropriate opportunities to engage in physical activity.
- B. All students in grades K- 5 shall be provided with a daily recess period at least twenty (20) minutes in duration. Recess shall not be used as a reward or punishment.
- C. In addition to planned physical education, the school shall provide age-appropriate physical activities (e.g., recess during the school day, intramurals and clubs before and after school, and interscholastic sports) that meet the needs of all students, including males, females, students with disabilities, and students with special health care needs.

### **Physical Education**

- A. A sequential, comprehensive physical education program shall be provided for students in K-12 in accordance with the physical education academic content standards and benchmarks adopted by the State.
- B. The sequential, comprehensive physical education curriculum shall provide students with opportunities to learn, practice, and be assessed on developmentally appropriate knowledge, attitudes, and skills necessary to engage in lifelong, health-enhancing physical activity.
- C. The physical education curriculum shall provide sequential instruction related to the knowledge, attitudes, and skills necessary to participate in lifelong, health-enhancing physical activity.

- D. Physical education classes shall provide students with opportunities to learn, practice, and be assessed on developmentally appropriate knowledge and attitudes necessary to engage in lifelong, health-enhancing physical activity.
- E. The sequential, comprehensive physical education curriculum shall stress the importance of remaining physically active for life.
- F. In health education classes, the District shall include topics of physical activity, including: the physical, psychological, or social benefits of physical activity; how physical activity can contribute to a healthy weight; how physical activity can contribute to the academic learning process; how an inactive lifestyle contributes to chronic disease; and decreasing sedentary activities.

#### **Other School-Based Strategies for Wellness:**

- A. Students, parents, and other community members shall have access to the school's outdoor physical activity facilities outside the normal school day.
- B. As appropriate, schools shall support students, staff, and parents' efforts to maintain a healthy lifestyle.

#### **Staff Wellness**

The District will implement the following activities below to promote healthy eating and physical activity among school staff.

Distribution by the Business Manager of a monthly employee health newsletter to promote healthy behaviors.

#### **Additional Strategies for Consideration:**

- A. The school shall provide attractive, clean environments in which the students eat.
- B. Students are permitted to have bottled water in the classroom.
- C. Activities, such as tutoring or club meetings, shall not be scheduled during mealtimes, unless students may eat during those meetings.
- D. Schools in our system utilize electronic identification and payment systems, therefore, eliminating any stigma or identification of students eligible to receive free and/or reduced meals.

Furthermore, with the objectives of enhancing student health and well-being, and reducing childhood obesity, the following guidelines are established:

- A. In accordance with Policy 8500, entitled Food Service, the food service program shall comply with Federal and State regulations pertaining to the selection, preparation, consumption, and disposal of food and beverages as well as to the fiscal management of the program.
- B. As set forth in Policy 8531, entitled Free and Reduced Price Meals, the guidelines for reimbursable school meals are not less restrictive than the guidelines issued by the U.S. Department of Agriculture (USDA).

All foods available on campus during the school day shall comply with the current USDA nutrition guidelines, including competitive foods that are available to students a la carte in the dining area, as classroom snacks, from vending machines, for classroom parties, or at holiday celebrations.

- C. The food service program will provide all students affordable access to the varied and nutritious foods they need to be healthy and to learn well, regardless of unpaid meal balances without stigma.
- D. All food service personnel shall receive pre-service training in food service operations.
- E. Continuing professional development shall be provided for all staff of the food service program.

#### **Monitoring and Evaluation**

- A. The Wellness Committee shall evaluate compliance with the Wellness Policy no less than once every three years. The assessment will include the extent to which each school is in compliance with the policy and how the policy compares to a model policy, as established by the U.S. Department of Agriculture. The District shall notify school staff, students, and households/families of the availability of the wellness report via newsletters and website postings. The report will be made available at <https://www.manawaschools.org/district/>.
- B. The program developed shall include the following items, along with any additional measures deemed appropriate:
  1. identify specific goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness, with consideration for evidence-based strategies;
  2. develop nutrition guidelines for all foods and beverages sold during the school day, that are consistent with Federal requirements for meal nutrition standards and smart snacks, and restricting marketing efforts to only those items that meet established guidelines;

3. develop policies pertaining to other food items in the schools, including for classroom parties, birthday snacks, or other food items not for sale, but distributed in the schools;
4. describes the process and public involvement in the development of the wellness program and initiatives.

**Public Notice**

The District Administrator shall be responsible for informing the public, including parents, students, and community members, on the content and implementation of this policy. In order to inform the public, the District Administrator shall distribute information at the beginning of the school year to families of school children, and post the wellness policy on the District's website, including the assessment of the implementation of the policy prepared by the District.

**Record Retention**

The District Administrator shall require that the District retains documentation pertaining to the development, review, evaluation, and update of the policy in the Board Committees Google Drive - Wellness Committee folder permanently.

Revised 3/15/18

Revised 4/23/18

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Legal                      42 U.S.C. 1751 et seq.  
                                  42 U.S.C. 1771 et seq.

**Last Modified by Melanie Oppor on May 19, 2023**



|              |   |
|--------------|---|
| Book         | Policy Manual   |
| Section      | For Board Review - Technical Corrections - Vol. 32, No. 1 |
| Title        | Copy of FREE AND REDUCED-PRICE MEALS                      |
| Code         | po8531  |
| Status       | First Reading   |
| Adopted      | November 21, 2016   |
| Last Revised | March 15, 2021  |

### 8531 - **FREE AND REDUCED-PRICE MEALS**

The Board of Education recognizes the importance of good nutrition to each student's educational performance.

The Board of Education shall provide eligible children with breakfast and lunch at a reduced rate or at no charge to the student.

~~Children, eligible for free or reduced price meals, shall be determined by the criteria established by the Child Nutrition Program. These criteria are issued annually by the Federal government through the State Department of Education.~~ Children, eligible for free or reduced-price meals, shall be determined by the criteria established by the Child Nutrition Program. These criteria are issued annually by the Federal government through the Wisconsin Department of Public Instruction's administration of the School Nutrition Programs.

The Board designates the District Administrator to determine in accordance with Board standards, the eligibility of students for free and/or reduced-price meals.

The schools shall annually notify all families of the availability, eligibility requirements, and/or application procedure for free and reduced-price meals by distributing an application to the family of each student enrolled in the school and shall seek out and apply for such Federal, State, and local funds as may be applied to the District's program of free and reduced-price meals.

#### **Nondiscrimination Statement**

The following statement applies to all programs administered by the District that are funded in whole or in part by the U.S. Department of Agriculture (USDA):

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

1. Mail: U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW



Washington, D.C. 20250-9410;

2. Fax: (202) 690-7442; or

3. E-mail: [program.intake@usda.gov](mailto:program.intake@usda.gov).

This institution is an equal opportunity provider.

Revised 7/17/17

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Legal                    115.34-115.345, Wis. Stats.  
                              120.10(16), Wis. Stats.  
                              120.13(10), Wis. Stats.  
                              P.I. 42, Wis. Adm. Code  
                              42 U.S.C. 1771 et seq.

**Last Modified by Melanie Oppor on May 19, 2023**



|              |   |
|--------------|---|
| Book         | Policy Manual   |
| Section      | For Board Review - Technical Corrections - Vol. 32, No. 1 |
| Title        | Copy of ADVERTISING AND COMMERCIAL ACTIVITIES             |
| Code         | po9700.01   |
| Status       | First Reading   |
| Adopted      | November 21, 2016   |
| Last Revised | March 15, 2021  |

#### 9700.01 - **ADVERTISING AND COMMERCIAL ACTIVITIES**

This policy provides guidance for the appropriate and inappropriate use of advertising or promotion of commercial products or services to the students and parents in the school.

'Advertising' comes in many different categories and forums and is defined as an oral, written or graphic statement made by the producer, manufacturer, or seller of products, equipment, or services which calls for the public's attention to arouse a desire to buy, use or patronize the product, equipment, or services. This includes the visible promotion of product logos for other than identification purposes.

The Board of Education may permit paid commercial advertising in School District facilities or on School District property in the following categories or forums in accordance with the parameters set forth herein:

##### **A. Product Sales:**

fundraising activities (e.g., short term sales of gift wrap, cookies, candy, etc.) to benefit a specific student population, club or activity where the school receives a share of the profits.

##### **B. Direct Advertising/Appropriation of Space:**

1. signage and billboards in schools and school facilities;
2. corporate logos or brand names on school equipment (e.g., marquees, message boards or score boards);
3. ads, corporate logos, or brand names on book covers, student assignment books, or posters;
4. ads in school publications (newspapers and yearbooks and event programs);
5. media-based electronic advertising (e.g., Channel Seventeen or Internet or web-based sponsorship);
6. free samples (e.g., of food or personal hygiene products).

##### **C. Indirect Advertising:**

1. corporate-sponsored instructional or educational materials, teacher training, contests, incentives, grants or gifts;
2. the Board approves the use of instructional materials developed by commercial organizations such as films and videos only if the education value of the materials outweighs their commercial nature;

The films or material shall be carefully evaluated by the school principal for classroom use to determine whether the films or materials contain undesirable propaganda and to determine whether the materials are in compliance with the guidelines as set forth above.

No advertising may use the name, logo, mascot, or any other name which would associate an activity with the District without the specific written permission of the District Administrator. It is further the policy of the Board that its name, students, staff members and District facilities shall not be used for promoting the interests of any non-school agency or organization, public or private, without the specific written permission of the District Administrator.

Any commercial advertising shall be structured in accordance with the General Advertising Guidelines set forth below.

### **General Advertising Guidelines**

The following guidelines shall be followed with respect to any form of advertising on school grounds:

- A. When working together, schools and businesses must protect educational values. All commercial or corporate involvement shall be consistent with the District's educational standards and goals.
- B. No advertisement shall promote or contain references to alcohol, tobacco, drugs, drug paraphernalia, weapons, or lewd, vulgar, obscene, pornographic or illegal materials or activities, gambling, violence, hatred, sexual conduct or sexually explicit material, or gambling aids.
- C. No advertisement shall be permitted that conveys the impression of the School District's endorsement of any religious message, political candidate, or ballot initiative.
- D. No advertisement may contain libelous material.
- E. No advertisement that would may create a substantial disruption in the school environment or inhibit the functioning of any school may be approved.
- F. No advertisement shall be false, misleading or deceptive.
- G. Each advertisement must be reviewed in advance for age appropriateness.
- H. Advertisements may be rejected by the School District if determined to be inconsistent with the educational objectives of the School District, inappropriate, or inconsistent with the guidelines set forth in this policy.
- I. All corporate support or activity must be consistent with the Board's policies prohibiting discrimination on the basis of race, color, national origin, religion, sex, disability, or age, and must be age-appropriate.
- J. Students shall not be required to advertise a product, service, company or industry.
- K. Advertising will not be permitted on the outside or the inside of school buses.
- L. The inclusion of advertisements in School District publications, in School District facilities, or on School District property does not constitute or imply approval and/or endorsement of any product, service, organization, or activity.
- M. Final discretion regarding whether to advertise and the content and value of the materials will be with the Board.

### **Accounting**

Advertising revenues must be properly reported and accounted for ~~per Board policy~~ as per any policy, administrative guidelines, policies, Generally Accepted Accounting Principles, and DPI Audit Guide requirements.

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**Last Modified by Melanie Oppor on May 19, 2023**



|              |   |
|--------------|---|
| Book         | Policy Manual   |
| Section      | Vol. 31, No. 2, Technical Corrections, July 2022                                    |
| Title        | Technical Correction - Vol. 31, No. 2, Technical Corrections, July 2022 - PRESIDENT |
| Code         | po0171.1  |
| Status       | First Reading   |
| Adopted      | April 25, 2016  |
| Last Revised | January 3, 2023   |

### **Technical Correction - Vol. 31, No. 2**

#### 0171.1 - **PRESIDENT**

The President of the Board shall:

- A. act as chairperson at meetings of the Board and ensure that minutes of meetings are properly recorded, approved, and signed;
- B. countersign all checks, share drafts, or other drafts for disbursement of District funds;
- C. defend on behalf of the District all actions brought against it;
- D. prosecute, when authorized by **an annual meeting of the District** ~~(-) an annual meeting of the District, [DRAFTING NOTE: For Common and Union High School Districts] (X)-~~ and the Board of Education, **[DRAFTING NOTE: for Unified School Districts] [END OF OPTIONS]** actions brought by the District and an action for the recovery of any forfeiture incurred under Chapters 115 ~~to and~~ 121, Wis. Stats. in which the District has an interest; **and**
- E. perform other duties appropriate to the office of the President under 120.15, Wis. Stats.

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Legal 120.15, Wis. Stats.

**Last Modified by Melanie Oppor on May 19, 2023**



|              |                                     |
|--------------|-------------------------------------|
| Book         | Policy Manual                       |
| Section      | 5000 Students                       |
| Title        | Copy of ADULT STUDENT/PARENT RIGHTS |
| Code         | po5780                              |
| Status       | First Reading                       |
| Adopted      | June 20, 2016                       |
| Last Revised | July 17, 2017                       |

#### 5780 - **ADULT STUDENT/PARENT RIGHTS**

The Board of Education recognizes that students possess not only the right to an education but the rights of citizenship as well.

In providing students the opportunity for an education to which they are entitled, the District shall attempt to offer nurture, counsel, and custodial care appropriate to their age and maturity. At the same time the Board recognizes that no student may be deprived of the basic right to equal access to the educational program and his/her constitutional right to due process and free expression and association as appropriate for the school environment.

Attendant to the rights afforded to each student, however, are certain responsibilities, which include respect for the rights of others, obedience to properly constituted school authority, and compliance with the guidelines and rules of the District.

The Board realizes that as students differ in age and maturity, so they differ in ability to handle both the rights of citizens and the concomitant responsibilities. The exercise of each right shall be granted, therefore, with due regard for the degree of responsibility possessed by the student and the student's need for the continuing guidance and control of those responsible for his/her education.

Since a student who has reached the age of majority possesses the full rights of an adult, s/he may authorize school matters previously handled by his/her parents, but s/he also assumes the responsibility for his/her performance in school, attendance, and compliance with the guidelines and District rules.

Administrators, counselors, and teachers shall not provide a supporting affidavit for students who have petitioned the court to grant them the status of emancipated minors unless prior approval has been obtained from the District Administrator.

Parents also have rights in the school system to know about their student's educational experience. Specific rights are listed in topic areas of these policies.

In addition, parents have the right to inspect any instructional materials used as part of the educational curriculum for their student. Instructional materials means instructional content, regardless of format, that is provided to the student, including printed or representational materials, audio-visual materials, and materials available in electronic or digital formats. Instructional material does not include academic tests or academic assessments.

The District Administrator shall develop a guideline addressing the rights of parents and procedures to ensure timely response to parental requests to review instructional material. The procedure shall also address reasonable notification to parents and students of their rights to review these materials. See AG 9130A ~~and Form 9130 F3~~.

A student who is still a dependent for Federal tax purposes, but who has reached the age of majority may, by written request, restrict his/her parents access to personally identifiable information from his/her student records.

When a student with a disability reaches the age of eighteen (18), with the exception of a student with a disability who has been found incompetent in this State, the District must provide any required notices to both the student and the student's parents, and all other rights accorded to the student's parents under Subchapter 5 of Chapter 115, Wis. Stats., transfer to the student.

This policy shall be applied consistent the Family Education Rights and Privacy Act and applicable State student record law.

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Legal

20 U.S.C. 1232h

**Last Modified by Melanie Oppor on May 19, 2023**



|              |   |
|--------------|---|
| Book         | Policy Manual   |
| Section      | Vol. 31, No. 2, Technical Corrections, July 2022  |
| Title        | Technical Correction - Vol. 31, No. 2, Technical Corrections, June 2022 - PUBLIC REQUESTS, SUGGESTIONS, OR COMPLAINTS |
| Code         | po9130  |
| Status       | First Reading   |
| Adopted      | April 23, 2018  |
| Last Revised | January 3, 2023   |

### **Technical Correction - Vol. 31, No. 2**

#### **9130 - PUBLIC REQUESTS, SUGGESTIONS, OR COMPLAINTS**

Any individual(s), having a legitimate interest in the staff, programs, and operations of this District shall have the right to present a request, suggestion, or complaint to the District and the Board. At the same time, the Board reserves the right to protect District staff and students from harassment, disclosure of confidential information, and other violations of the staff's or student's rights. It is the intent of this policy to provide a process for considering and addressing public requests, suggestions, or complaints in an efficient, reasonable, and equitable manner. Requests, suggestions, or complaints made by District staff members are covered by Policy 1422, Policy 3122, and Policy 4122. This policy is not to be used to appeal or to otherwise seek review of a personnel decision that was or could have been reviewed through the grievance policy, Policy 3340 or Policy 4340.

It is the desire of the Board to address any such matters through direct, informal discussions. It is only when attempts at informal resolution fail that more formal procedures shall be used.

Generally, requests, suggestions, or complaints reaching the Board or Board members shall be referred to the District Administrator for consideration. Only those items that are appropriate for consideration under this policy will be considered. The District Administrator may close out any such request presented to him/her that is not appropriate for consideration consistent with this policy. The Board reserves the right to reverse the District Administrator's decision to dismiss any item raised and to fully investigate or review the matter.

#### **Guidelines for Consideration of Matters Brought Forward Under this Policy**

##### A. First Level

Generally, if the matter raised involves a staff member, the individual(s) should discuss the matter with the staff member, if appropriate. The ~~staff member individual~~ shall take appropriate action within ~~their~~ his/her authority and District administrative guidelines to deal with the matter. Matters related to other aspects of the District operations, programming, or other decisions shall be brought generally to the administrator closest to the issue (e.g. if the matter relates to a decision, procedure, or the like in one of the schools, the matter should be raised first with the building principal or a designated person in the school).

Discussion with the staff member may not be appropriate in some situations including, for example, where the matter involves suspected child abuse, substance abuse, or any other serious allegation that may require investigation or inquiry by school officials prior to approaching the staff member.

] As appropriate, the staff member shall report the matter and whatever action may have been taken to  their/his/her immediate supervisor  the \_\_\_\_\_ . **[END OF OPTIONS]**

##### B. Second Level

If the matter has not been satisfactorily addressed at the First Level or it would be inappropriate to discuss the matter with the staff member, the individual(s) may discuss the matter with the staff member's supervisor, if applicable. Discussions with the supervisor shall occur promptly following any discussion with the staff member. If the matter involves allegations of

harassment, discrimination, bullying, or other conduct implicating other policies and investigative procedures, the supervisor shall proceed to follow the applicable procedures which may include informing a District Compliance Officer for further review.

Matters not ~~involving staff members that are not~~ resolved at the ~~Second~~ First Level may be brought to the Third Level.

#### C. Third Level

If the matter has not been satisfactorily addressed at the Second level, and the matter does not involve the District Administrator, the individual(s) may submit a written request for a conference to the District Administrator. This request should include:

1.  the specific nature of the request, suggestion, or complaint and a brief statement of the facts giving rise to it;
2.  the respect in which it is alleged that the individual(s) (or child of a Complainant) has been affected adversely, if at all, or an explanation of other adverse results or impact of the matter;
3.  the action which the individual(s) wishes taken and the reasons why it is felt that such action be taken.

The request must be submitted promptly after discussion with the staff member's supervisor. The District Administrator shall respond in writing to the individual(s) and shall advise the Board of any resolution of the matter.

#### D. Fourth Level

If the matter has not been satisfactorily addressed at the Third Level, or at the First Level in the case of a matter involving the District Administrator, the individual(s) may submit a written request to the Board to address the matter. Any such request must be submitted ~~( ) promptly after~~  within ~~ten~~ (10) business days of ~~[END OF OPTIONS]~~ the latest attempt to resolve the matter. The written submission shall include all correspondences pertaining to the matter between the individual and any School District officials or employees.

The Board, after reviewing all material relating to the matter, will provide a written response or may, at its discretion, grant an opportunity to address the Board **or** a committee of the Board **prior to making a final decision on the matter**.

The Board's decision, or the decision of the committee of the Board to which the matter was referred, will be final on the matter. The Board may choose to consolidate complaints or other communications for consideration if more than one (1) individual raises similar concerns before it, but reserves the right to refuse to consider any subsequent complaint on the same matter unless previously unknown material facts are raised.

If the individual(s) contacts an individual Board member to discuss the matter, the Board member shall refer the individual(s) to this policy or the District Administrator for further assistance.

### Guidelines for Matters Regarding Classroom Instructional Materials

The District Administrator shall inform students and parents each year regarding their right to inspect instructional materials used as part of the educational curriculum and the procedure for completing such an inspection. See Policy 5780 - Student/Parent Rights 2416, Policy 2414 - Human Growth and Development, , and AG 9130A ~~( )~~ and Form 9130 F3 ~~[END OF OPTIONS]~~.

If the request, suggestion, or complaint relates to classroom instructional materials ~~such as textbooks, library books, reference works, and other instructional aids used in the District~~, ~~( ) Form 9130 F2 should be completed and~~ ~~[END OF OPTION]~~ the following procedure shall be followed:

- A.  The criticism request, suggestion, or complaint is to be addressed to the Curriculum Director/Principal, in writing, and shall include:
  1.  author;
  2.  title;
  3.  publisher;
  4.  the complainant's familiarity with the material objected to;
  5.  sections objected to by page and item;
  6.  reasons for objection.
- B.  Upon receipt of the information, the Curriculum Director ~~( ) shall~~  may,  after advising the District Administrator of the complaint,  and upon the District Administrator's approval, ~~( ) refer the matter to the District Administrator for resolution~~



- ) appoint a review committee, which shall comply with the open meetings law, consisting of:
1.  ) one (1) or more professional staff members ~~including the \_\_\_\_\_;~~
  2. ~~( ) one (1) or more Board members; [Note: Caution should be exercised in the selection of this option as the participation of Board members at the review committee level may give rise to recusal challenges if the Board acts in an appeal capacity.]~~
  3.  ) one (1) or more laypersons knowledgeable in the area.
- C.  ) If the request, suggestion, or complaint relates to the human growth and development curriculum or instructional materials, it shall be referred to the advisory committee responsible for developing the human growth and development curriculum and advising the Board on the design, review, and implementation of the curriculum. (See Policy 2414).
- D. ~~( ) The District Administrator shall be an ex-officio member of the committee.~~
- E.  ) The committee, in evaluating the questioned material, shall be guided by the following criteria:
1.  ) the appropriateness of the material for the age and maturity level of the students with whom it is being used
  2.  ) the accuracy of the material
  3.  ) the objectivity of the material
  4.  ) the use being made of the material
- F.  ) The material in question ~~( ) may be~~  ) may not be ~~[END OF OPTION]~~ temporarily withdrawn from use pending final resolution of the matter.
- G.  ) The committee's recommendation shall be reported to the District Administrator in writing within ~~\_\_\_\_\_ten ( )~~  ) ten ( ~~—10~~ ) business days following ~~( ) the formation of the committee~~  ) the first meeting of the committee ~~[END OF OPTION]~~. The District Administrator will advise the individual(s), in writing, of the committee's recommendation and the District Administrator's decision. The District Administrator shall also advise the Board of the committee's recommendation and ~~their/his/her~~ decision.
- H.  ) The individual(s) may submit an appeal of the District Administrator's decision in writing to the Board President within ~~\_\_\_\_\_ten ( )~~  ) ten ( ~~—10~~ ) business days of receiving the decision. The written appeal and all written material relating to it shall be referred to the Board for consideration.
- I.  ) The Board shall review the matter and advise the individual(s), in writing, of its decision as soon as practicable. The Board shall determine on a case-by-case basis whether its review will include appearances by the petitioner and administration, be conducted based on written submissions, or only on the record produced by the  ) Committee ~~and/or~~  ) District Administrator.

No challenged material may be permanently removed from the curriculum or from a collection of resource materials except by action of the Board, and no challenged material may be removed solely because it presents ideas that may be unpopular or offensive to some. Any Board action to remove material will be accompanied by the Board's statement of its reasons for the removal.

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Legal                      118.01, Wis. Stats.  
                                   118.019, Wis. Stats.  
                                   20 U.S.C. 1232h

**Last Modified by Melanie Oppor on May 19, 2023**