

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

**Google Meet joining information
Curriculum Committee Meeting**
Video call link: <https://meet.google.com/aye-pxqr-ubq>
Or dial: (US) +1 413-438-5164 PIN: 609 333 766#

Date: June 1, 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:

Timer: _____ Recorder: _____

1. Consider Endorsement of Laude and Weighted Grades Proposal as Presented (Information / Action)
2. MMS Financial Literacy Course for 2023-24 School Year as Presented (Information / Action)
3. Discuss How the School Calendar Is Made (Information / Action)
4. Discuss Start and End Dates for School Year (Information / Action)
5. Consider Endorsement of Spanish Instructional Design (Information / Action)
6. Next Meeting Date _____
7. Next Meeting Items:
 - a. Secondary Course Curriculum Maps Containing Financial Literacy Standards References as Presented
 - b. K-12 Social Studies Curriculum Maps (August)
8. Adjourn

Top Laude Earner: Valedictorian

- 1 42.9 (GPA – 3.90)
- 2 38.0 (GPA – 4.0)
- 3 36.57 (GPA – 3.95)

Top GPA Earner: AES Scholarship

- 1 4.0 Tiebreaker 1 - ACT Composite – 34 Tiebreaker 2 - ACT Subscore 211
- 2 4.0 Tiebreaker 1 - ACT Composite – 34 Tiebreakers 2 - ACT Subscore 210
- 3 4.0 (Composite Lower than 34)
- 4 4.0 (Composite Lower than 34)

Sono to MELANIE
↓

Weighted vs Un-Weighted:

- Their unweighted GPA, the simple mean of all their grades over four years
- Their weighted GPA, which takes into consideration the difficulty of each course

Unweighted GPA Scale

Letter Grade	Percentage	Unweighted GPA Scale
A+	97-100	4.3
A	93-96	4.0
B+	87-89	3.3
B	83-86	3.0
C+	77-79	2.7
C	73-76	2.3
C-	70-72	2.0
D+	67-69	1.3
D	63-66	1.0
D-	60-62	0.7
F	<60	0.0

Unweighted vs Weighted GPA Scale

Letter Grade	Weighted GPA	Unweighted GPA
A+	5.3	4.3
A	5	4.0
A-	4.7	3.7
B+	4.3	3.3
B	4	3.0
B-	3.7	2.7
C+	3.3	2.3
C	3.0	2.0
C-	2.7	1.7
D+	2.3	1.3
D	2.0	1.0
D-	1.7	0.7
F	0.0	0.0

Now, let's crunch the numbers:

- Mario gets a 4.0, 3.0, 4.0, and 4.0. Those numbers summed and divided by 4 (the number of courses) give Mario an unweighted GPA of 3.75.
- In an unweighted system, an A is an A and a B is a B (regardless of course difficulty,) so Danielle would end up with the same GPA of 3.75.

Both appear equal in this system, but they're not. The college admissions officer will take note of Mario's rigorous course load and weight it accordingly when making her decision.

A typical weighted GPA works on a 5.0 scale, which allows for advanced courses (like those in AP and IB) to be scored a point higher than standard classes. So, using the same course list from above:

- Mario, who only had AP courses, gets a 5.0, 4.0, 5.0, and 5.0. Those scores summed and divided by 4 (the number of courses) gives him a weighted GPA of 4.75.
- Danielle, on the other hand, still gets a 4.0, 3.0, 4.0, and 4.0—and a 3.75 weighted GPA.

Mario wins, both numerically and in the eyes of the admissions officer.

Your child likely won't get to choose which GPA colleges see. Your child's high school has likely long established what kind of grading system they report to colleges. In the day of AP classes, most will use a weighted GPA. The ones that don't, however, will communicate clearly with the college admissions offices that they're using an unweighted system, so you don't have much to worry about in either case.

If you do get to choose, it's almost always in your favor to choose the weighted GPA because it reflects both the earned scores and course difficulty.

<https://www.crimsoneducation.org/us/blog/test-prep/unweighted-vs-weighted-gpa/>

Current Grading – Per ag5421A

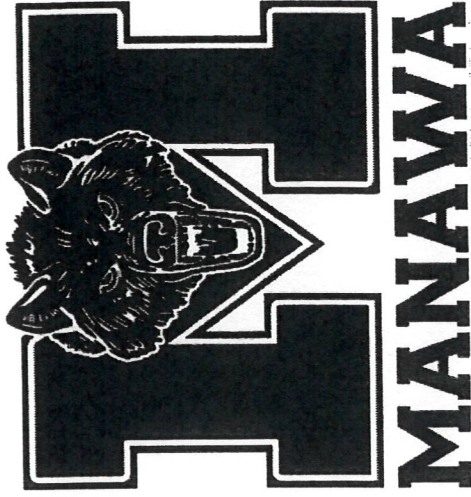
Grades 6-12

Reporting in these grades will be by report card using the following marking system:

A 94.50-100
A- 91.50-94.49
B+ 88.50-91.49
B 85.50-88.49
B- 82.50-85.49
C+ 79.50-82.49
C 76.50-79.49
C- 73.50-76.49
D+ 70.50-73.49
D 67.50-70.49
D- 64.50-67.49
F 0-64.49

Little Wolf High School

"Home of the Wolves"



Why Laude?

The purpose of the Laude System is to recognize students for the rigor of their academic program as well as their success in that program.

Will Colleges Accept This System?

Yes. Without the indicator of rank, admissions officers will need to look closer at applicants and consider the following:

- Rigor of Curriculum
- Test Scores
- Recommendations
- High School Record
- Talents & Activities
- Personal Essays
- Other Qualifying Factors

Ways this helps students:

The Laude System allows students to be evaluated based on the above factors. Many schools who use Laude report higher college acceptance rates.

CONCLUSION

"High schools must find a way to make colleges look beyond a student's class rank and make them more aware of student achievements and future potential." (advice from College Board) This system gives colleges a clearer picture of a student's academic rigor/achievement.

The shortcomings of high school class rank are enough to make its statistical use questionable. Through the Laude system, we can provide post secondary schools with documented information regarding students' academic standing without jeopardizing their chance of admission.

The Laude System
2023-2024

Little Wolf High School
515 E. Fourth Street
Manawa, WI 54949
(920) 596-5802

How Do I Calculate my Laude Score ?

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

Honors Points

This table is just a guide. To calculate your actual laude score you should multiply your Cumulative GPA by the laude points earned.

The following is a listing of Laude courses and their

- Start College Now Courses..... 0.5
- Economics..... 0.5
- AP Courses and CAPP English1.5
- American Literature & College Prep English1
- Physics..... 1
- Human Biology 1
- Biology 2 1
- Chemistry..... 1
- Pre Calc/Trigonometry 1
- Statistics..... 1
- Animal Science TC/Ecology TC..... 1
- Spanish 3 1
- Spanish 4 1
- Senior Art (3+ Art credits & 2+ years Art Team) 1
- Music (Band and/or Chorus/Jazz Band—3+years and 1st on Class A Solo & Ensemble)..... 1
- Robotics 1/Robotics 2..... 1
- Programming 2..... 1
- SMAW/GMAW TC (each is worth 1 point)..... 1
- ERVING AP or WVVS AP Courses..... 1.5

Laude Facts

Laude Facts

Laude Facts

Fact:

Without reporting rank, college admissions offices are forced to review more important factors, e.g., curriculum rigor, test scores, student activities and accomplishments, etc.



Fact:

Although admission offices frequently use rank as a marker for admission, rank is never entirely reliable. Grade changes for one student affect the entire class and the number of students in the class is fluid. Both of these factors make rank less than reliable. By moving away from rank, we are causing admissions offices to take a closer look.

Little Wolf High School is using Laude to have a more equitable system in line with preparing students for the rigor of college.

Fact:

Many schools that have changed to the Laude System are reporting higher standardized test scores.

Nationally/Statewide Change

According to a recent report by the National Association for College Admission Counseling, 55% of high schools nationally do not report rank; this percentage is growing yearly. Most small private and competitive high schools have done away with it because they feel it penalizes many excellent students who are squeezed out of the top 10 percent of the class and then overlooked by elite colleges.

Fact:

The Laude System is being used by most high schools as an alternative to class rank. Laude allows students to be evaluated on their rigor of course work, grades, participation in extra-curricular activities and test scores. Students can receive points based upon their courses and do not compete against other students.

Fact:

The Laude System allows students to take a variety of classes from a variety of instructors. Students are then examined by their individual performance and assigned points based on their GPA. Students can attain Laude placement based on their performance and the rigor of their courses.

Fact:

Cumulative GPA may include courses from other educational organizations/high schools whose grading policies are not in alignment with ours. The Laude System is being used more universally and for students who transfer in from other systems, appropriate points can be assigned to their courses. Since this is a system that benefits the individual student, all students are eligible to earn Laude points.

Our Laude System Policy

This system replaces the class rank system. Class rank will not be routinely provided to colleges for admissions purposes. The transcript will report the student's cumulative GPA with an accompanying Laude point score/distinction. A cover letter will be provided to the colleges explaining our Laude System. This point-based system is combined with the cumulative GPA. It rewards students for completing designated rigorous courses by enabling students to earn points for certain classes.

Cum Laude or Higher Placement: Students must meet two criteria to earn Laude distinction:

1. Cumulative GPA of 3.4 or higher.
2. Laude Score of 4 or higher.

Cum Laude (With honor/distinction):
Laude Score of 4-17.49

Magna Cum Laude (With great honor/distinction): Laude Score of 17.5-28.79

Summa Cum Laude (With highest honor/distinction): Laude Score of 28.8+

Academic Excellence Scholarship:

Refer to language spelled out in Board Policy 5451.01

Graduation Speakers:

Three seniors will be allowed to speak during the graduation ceremony:

- The senior class president
- The senior with the greatest Laude Score.
- A senior from the highest Laude Score group selected by the faculty based on scholarship, leadership, service & character

(Laude)

GPA Setup

Customize Tabs

GPA

Calculation Methods

GPA Sets

GPA Methods

Grade Marks

Auto GPA

DFL

Custom GPA

Entity: 400 - LITTLE WOLF Jr/Sr HIGH SCHOOL

School Year: 2022-23

Back

Grade Marks

Views:

General

Filters:

*All Grades

Grade Mark	Grad Year	Display Order	Description	Input Key	Report Card Mark	Transcript Mark	Use in GPA	Use in Examined	Use in Failed	Include in Grade Calc.	State Grade Examined	Normal Set: REGULAR	Normal Set: PS-COMPE
▶ A+	9999	01		A+	A+	A+	Yes	Yes	No	Yes		4.00000	4.00000
▶ A	9999	02		A	A	A	Yes	Yes	No	Yes		4.00000	4.00000
▶ A-	9999	03		A-	A-	A-	Yes	Yes	No	Yes		3.66000	3.66000
▶ B+	9999	04		B+	B+	B+	Yes	Yes	No	Yes		3.33000	3.33000
▶ B	9999	05		B	B	B	Yes	Yes	No	Yes		3.00000	3.00000
▶ B-	9999	06		B-	B-	B-	Yes	Yes	No	Yes		2.66000	2.66000
▶ C+	9999	07		C+	C+	C+	Yes	Yes	No	Yes		2.33000	2.33000
▶ C	9999	08		C	C	C	Yes	Yes	No	Yes		2.00000	2.00000
▶ C-	9999	09		C-	C-	C-	Yes	Yes	No	Yes		1.66000	1.66000
▶ D+	9999	10		D+	D+	D+	Yes	Yes	No	Yes		1.33000	1.33000
▶ D	9999	11		D	D	D	Yes	Yes	No	Yes		1.00000	1.00000
▶ D-	9999	12		D-	D-	D-	Yes	Yes	No	Yes		0.66000	0.66000
▶ P	9999	13	PASS	P	P	P	No	Yes	No	Yes	CBC	0.00000	0.00000
▶ F	9999	14	FAIL	F	F	F	Yes	No	Yes	Yes		0.00000	0.00000
▶ I	9999	15	INCOMPLETE	I	I	I	No	No	No	Yes	NA	0.00000	0.00000
▶ M	9999	16	MEDICAL	M	M	M	No	No	No	Yes	DNS	0.00000	0.00000
▶ W	9999	17	WITHDRAWAL	W	W	W	No	No	No	No	DNS	0.00000	0.00000
▶ NG	9999	18	NO GRADE	NG	NG	NG	No	No	No	No	DNS	0.00000	0.00000
▶ PC	9999	19	PC	PC	PC	PC	No	No	No	No	CBC	0.00000	0.00000
▶ AU	9999	20	AU	AU	AU	AU	No	No	No	Yes	CBC	0.00000	0.00000



Book	Policy Manual
Section	5000 Students
Title	WISCONSIN ACADEMIC EXCELLENCE SCHOLARSHIP
Code	po5451.01
Status	Active
Adopted	October 1, 2015
Last Revised	January 21, 2019

*Per HEAB LEGAL
 ↓ (GPA only) → not specified
 which
 GPA
 AS shown on transcript
 & AS determined by H.S.*

5451.01 - WISCONSIN ACADEMIC EXCELLENCE SCHOLARSHIP

Wisconsin's Academic Excellence Scholarship is a State-supported program, jointly administered by the Department of Public Instruction (DPI) and the Higher Education Aids Board (HEAB). The program offers scholarship recipients an exemption from specified tuition and fees for post-high school education at eligible higher education institutions in Wisconsin.

By February 25th of each school year, the School Board will designate the appropriate number of senior(s) from the high school with the highest grade point average in all subjects as scholars eligible to receive an Academic Excellence Scholarship.

The following standards must be met to qualify for the Academic Excellence Scholarships. The student and alternates must:

- A. be a resident of the United States who is either a U.S. citizen or an alien lawfully admitted for permanent residence;
- B. be a Wisconsin resident as defined in 36.27 Wis. Stats.;
- C. have achieved senior status and have been in attendance for four (4) consecutive semesters, including participation in a District-sponsored foreign exchange program for no more than two (2) semesters, during their freshman, sophomore, junior, and senior year(s);
- ~~D. be selected based on the Grade Point Average (GPA) on the student's official transcript as of the last day of the semester which ended just prior to February 25th.~~

The grade point average (GPA) computation will be in accord with School Board Policy 5430 - Class Rank. In selecting the scholarship recipient(s) for the Academic Excellence Scholarship, unweighted grades for seven (7) semesters will be used to compute grade point averages.

↳ CAN BE changed to "weighted"

Students enrolled under full-time public school Open-Enrollment Program who qualify based on the standards identified above are eligible for the Academic Excellence Scholarship in the school they actually attend.

The designation of scholar will be awarded to the qualifying student(s) with the highest grade point average. The scholar's GPA shall be computed to as many places past the decimal point as necessary to determine a distinction between the scholars.

In the event of a tie involving the GPAs:

- A. the first tiebreaker will be the ACT composite score;

The scholar with the highest ACT composite score will be selected.

B. the second tiebreaker will be the highest sub-score on the ACT Test;

English, mathematics, reading or science are eligible test components to determine the highest sub-score. The next tiebreaker will be the second, third and fourth highest sub-scores in that order.

C. in the event there is still a tie, a coin flip will determine the scholar.

Except for the limitation on the number of designated scholars, the faculty of the high school shall select the applicable number of seniors for designation as scholars and shall certify, in order of priority, any remaining seniors with the same grade point average as alternates for the scholars or, if there is no remaining senior with the same grade point average, any remaining seniors with the next highest grade point average, but not less than 3.800 or the equivalent, as alternates for the scholars.

Revised 3/14/16

Revised 6/19/17

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Legal

39.41 Wis. Stats

Last Modified by Kayla Reichley on September 9, 2019



Book	Administrative Guideline Manual
Section	5000 Students
Title	LAUDE SYSTEM
Code	ag5430
Status	Active
Adopted	August 20, 2018
Last Revised	December 20, 2021

5430 - LAUDE SYSTEM

The Laude System replaces the class rank system. It allows the district to recognize and encourage students to take appropriate courses that will better prepare them for the future. This system is a point-based system that gets combined with a student's GPA, under the high school's normal grading scale. This system rewards a student for completing designated rigorous courses and will earn the student one and one half (1.5) honor points (any AP course, year-long or semester), one (1) honor point (year-long courses) or half (.5) honor point (semester courses) for taking these designated courses.

To qualify for Cum Laude or Higher: The student must minimally have a 3.4 cumulative grade point average and have earned a minimum of four (4) Laude points.

Once students meet these requirements they will earn one (1) of the following distinctions:

- A. Cum Laude (with honor/distinction), 4 - 17.49 honor points
- B. Magna Cum Laude (With great honor/distinction) 17.5 - 28.79 honor points
- C. Summa Cum Laude (With highest honor/distinction), 28.8 honor points or more.

In the event that two or more students receive identical top Summa Cum Laude scores, a tie will be declared and all students with that score will be granted the role of class valedictorians at the graduation ceremony.

Revised 12/17/18

Last Modified by Brittany Wiggins on January 20, 2022

Can keep "Laude" for sashes, but change "valedictorian" for class building valedictorian (to match AES)



Students choosing to excel; realizing their strengths

To: Board of Education
From: Michelle Johnson, Principal
Date: 05/30/2023
Re: Weighted Vs Laude System

The purpose of this memo is to propose that the Little Wolf High school uses the Laude System and Weighted system when configuring grade values during the 2023-2024 school year. This would be a transitional year to utilize the weighted system. Then, near the end of the 2023-2024 school year, our team would address if the Laude System is still beneficial. When reaching out to other surrounding school districts, this is what was shared:

Amherst

The College Board prefers a 5.0 scale. I believe it weighs 5.0 for AP classes, 4.5 for Honors classes and 4.0 for all other classes. Due to many issues that are only explainable in person, our schedule isn't conducive to having a 5.0 scale. We base our valedictorian on a 4.0 scale. We created a new policy that requires a student to have taken a minimum of 4 AP classes to be named valedictorian or salutatorian due to the fact that many kids avoided these classes to keep their GPA, and I believe the top academic awards should go to the top academic students. The only issue with this is that the Academic Excellence Award is based only on GPA. This means that there could be the unlikely event that our valedictorian doesn't receive the Academic Excellence Award. I had a meeting with the state to discuss this and that is what I came up with. I wish I could use a 5.0 scale because it would basically require the top GPA person to take every advanced class to ensure the top academic awards went to the top academic students. That's my two cents!

*** (Bowler)

When I stepped into this role last year I was told that weighted grades were put into policy but never put into practice and that I needed to figure that out. So I looked around and we ended up copying Antigo's weighted grading system. We weigh more challenging courses to encourage students to take them. The new system started with the freshman and will be implemented with them. That means for the next three years we will be using two different scales for some classes. Below is our system.

For the class of 2026 and all following classes the Bowler High School grading scale is as follows:

Letter Grade	Percent Score	Un-Weighted GPA	Weighted GPA
A+	99-100	4.33	4.66
A	93-98	4.00	4.33
A-	90-92	3.66	4.00
B+	87-89	3.33	3.66
B	83-86	3.00	3.33
B-	80-82	2.66	3.00
C+	77-79	2.33	2.66
C	73-76	2.00	2.33
C-	70-72	1.66	2.00
D+	67-69	1.33	1.66
D	63-66	1.00	1.33
D-	60-62	.66	1.00
F	Below 60	0.00	0.00

Pittsville

This is a good conversation topic. I was a part of a study on this topic in my previous district. We found no real value in weighting grades. I can see the argument for doing so, but it seems more like using grades to sort students instead of to provide feedback. I appreciate seeing others' point of view on it, though!

Iola

In Iola we do not have a Laude system and we do not weight grades. We have not run into a problem.

*** Wittenberg-Birnamwood High School

We have a Laude System at WBHS. Points are based on advanced courses in all subject areas, and also includes a multiplier of a GPA for distinction.

The Academic Awards Scholarship does end up going to the highest GPA. We do not recognize a valedictorian or salutatorian during our graduation. We have two summa cum laude students speak at graduation, with the highest laude point getters having the first right of refusal to give a speech. Summa, magna, and cum laude students receive a cord.

Course Title: Building a Strong Financial Foundation

Course Description: This course is designed to provide students with the knowledge and skills needed to make informed financial decisions. It covers a range of topics, including digital footprints, building resumes, post-secondary education, emerging employment and education trends, alternative financial currency, saving, investing principles, investing types and features, investing goal plans, investing risks and rewards, interest and fees, high-cost alternative lending, consumer credit rights, and responsibilities, consequences of financial risk, the purpose of insurance, types of insurance, cost factors of insurance, meaning of insurance contracts, and loss prevention plans.

Learning Targets:

- Understand the importance of building a strong financial foundation
- Identify personal financial goals and create a plan to achieve them
- Develop skills in managing money, including budgeting and saving
- Understand the risks and rewards of investing and make informed investment decisions
- Understand the role of government in financial matters, including saving and investing
- Understand the purpose and types of insurance and the factors that affect insurance costs
- Understand the consequences of financial risk and how to manage it effectively

Course Outline:

Unit 1: Introduction to Financial Literacy

- Understanding the importance of financial literacy
- Building a strong financial foundation
- Digital footprints and their impact on financial decision-making
- Building Resumes for financial success

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.c.m: Alternative Financial Currency

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

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.

Lessons

Lesson 1: Learning Styles and Personal Strengths

Lesson 2: Resume and career Goals

Lesson 3: Value of Money

Lesson 4: Digital Financial Footprint.

Lesson 5: Goal Setting

Lesson 6: Shopping Online

Unit 2: Post-Secondary Education and Emerging Employment Trends

- Understanding the benefits and costs of post-secondary education
- Emerging employment trends and their impact on financial success
- Alternative financial currency and its role in financial decision-making

Standards

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).

Lessons

- Lesson 1: College Education
- Lesson 2: Alternatives to Traditional College Education
- Lesson 3: Career Exploration
- Lesson 4: Personal Skills in the Workplace
- Lesson 5: Peer Pressure
- Lesson 6: Getting Along
- Lesson 7: Avoiding Stereotypes

Unit 3: Saving and Investing Principles

- Understanding the importance of saving for the future
- Investing principles and strategies for achieving financial goals
- Types and features of investments
- Developing an investing goal plan

Standards

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)."

Lessons

Lesson 1: Introduction to Investment

Lesson 2: Investing in Stocks

Lesson 3: Stocks vs. Bonds

Lesson 4: Let's Start Investing

Lesson 5: Non-Verbal Messages

Lesson 6: Constructive Expression

Lesson 7: Following Instructions

Unit 4: Investing Risks and Rewards

- Understanding the risks and rewards of investing
- Role of Government in investing
- Interest and fees associated with investments
- High-cost alternative lending and its Impact on financial well-being

Standards

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.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.

Lessons

Lesson 1: Digital Citizenship

Lessons 2: Identity Theft

Lesson 3: Investment risks and Benefits (part 1)

Lesson 4: Investment risks and benefits (Part 2)

Lesson 5: Time Management

Lesson 6: Handling Stress

Lesson 7: Defining Problems Big or Small

Unit 5: Consumer Credit Rights and Responsibilities

- Understanding consumer credit rights and responsibilities
- Consequences of financial risk
- Purpose and types of insurance
- Factors affecting insurance costs

Standards

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.

Lessons

Lesson 1: What is Insurance

Lesson 2: Types of Insurance

Lesson 3: Life and Other Types of Insurance Part 1

Lesson 4: Life and Other Types of Insurance Part 2

Lesson 5: Developing Positive Attitude

Lesson 6: Being Accountable

Lesson 7: Finding Solutions

Unit 6: Insurance Contracts and Loss Prevention Plans

- Understanding the meaning of insurance contracts
- Developing a loss prevention plan
- Role of government in financial matters, including saving and investing

Standards

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.

Lessons

Lesson 1: What are Loans

Lesson 2: Interest and Fees

Lesson 3: High-Cost Lending

Lesson 4: Let's be Wise with credit Cards

Lesson 5: Clarifying Values

Lesson 6: Staying Healthy

Assessment:

Quizzes and exams will be given at the end of each unit to assess understanding of the material covered.

Students can complete a final project at the discretion of the teacher in which they develop a personal financial plan based on the concepts learned in the course

Overall, the course will aim to provide middle school students with a strong foundation in financial literacy, equipping them with the knowledge and skills they need to make informed

financial decisions and manage their finances responsibly. The course will incorporate a mix of lectures, hands-on activities, and group discussions, and will encourage students to develop their critical thinking and problem-solving skills.

Calendar Committee:

Over the past nine years (and it was indicated that this was the previous practice of the District), a Calendar Committee convened annually composed of volunteers from among District Staff. This practice is likely a remnant from prior to Act 10 when working conditions and contract language was negotiated between the teacher's union and the Board. However, the continuation of this process has been a positive collaboration that demonstrates good will and taking into account the needs of staff.

Predominately the participants have been teachers along with an administrator although all staff are invited. The District Administrator has called the meetings and the Administrative Assistant has taken the ideas and translated them into a user friendly format. It usually takes two to three meetings to get a solid draft. After each draft, the Calendar Committee members are asked to take the drafts back to their colleagues for feedback. The feedback is used to tweak the draft. It is always helpful to have at least one person on the committee who knows nuances of the upcoming sports schedule and playoffs as that factors greatly into setting events like the end of quarters, vacation dates for students, and parent/teacher conferences to name a few.

The parameters set by the Board are those noted in the attachment called Calendar Committee Process. These parameters have been consistent for many years and consistent with pre-Act 10 negotiated contracts. Changes in the number of working days, etc. would constitute a change in "working conditions". The language around working conditions are now part of the employee handbooks that replaced the negotiated contract post-Act 10.

The second consideration are the instructional hours required by the Wisconsin Department of Public Instruction. The principals use a worksheet provided by the DPI to calculate instructional hours.

The draft of the calendar has then gone to the Policy and Human Resources Committee for review and endorsement before going to the full Board.

Calendar Committee Process

188 Contract Days

176 Student days

2 Holidays (paid) - Labor Day & Memorial Day (all other holidays fall during scheduled breaks)

2 Parent/Teacher Conference days - 15 hours total

8 Inservice/Workdays (to fulfill the contract)

6 scheduled, 2 Summer Sponsored Workshop Choice

Parent Teacher Conferences count as contract days - total 15 hours = 2 contract days

First Parent Teacher Conference at the end of October

1 contract day = 7.5 working hours, may include an unpaid meal break

Inservice Days

- 2 Summer Sponsored Workshops (15 total hours)
 - Plus an added mandatory new curriculum training for identified staff receiving new curriculum adoptions (7.5 hours)
- 2 - August 30, 31 (back-to-school night is a required meeting)
- 1 - September 1
- 0.5 - October 29 (a.m.)
- 1 - January 24
- 1 - February 21
- 0.5 - June 3 (p.m.)

35 hours of PLC

Snow/Inclement Weather Days - The first 3 days of missed student contact are not made up as there are adequate instructional minutes in the school calendar to accommodate. Day 4 and beyond will be made up on the vacation day after Easter or by extending the end of the school year.

Any time put in beyond the contract days can count toward \$AM points or can be paid out at the indicated rate (\$20 or \$25 per hour).

**WORKSHEET TO COMPUTE DAYS AND HOURS OF INSTRUCTION
PER WISCONSIN STATUTE 121.02(1)(f)**

I. Calculate the DAYS OF INSTRUCTION

IDENTIFY: Number of days in school calendar.	176
LESS: Days used for parent-teacher conference days or for inclement weather days. No instructional hours are accrued on these days.	6
EQUALS: Number of days on which actual face to face instruction takes place.	170

II. Calculate the HOURS OF INSTRUCTION

IDENTIFY: Start to close of instructional day in minutes	420
LESS: Lunch time	30
LESS: One passing time (Middle/High School Only) (Only if you have a passing time before and after the lunch hour.)	0
LESS: Recess time in excess of 30 minutes per day	0
EQUALS: Number of <u>minutes</u> of instruction per day	390
TIMES: Number of Days of Instruction (from above)	170
EQUALS: Total instructional minutes per year	66,300
LESS: Total number of late arrival/early release minutes (e.g., staff training, inclement weather)	0
EQUALS: Total number of instructional minutes per year	66,300
DIVIDE: Number of minutes in an hour	60
EQUALS: Number of Hours of Instruction	1,105

Instructional hours must equal at least:

Half-Day Kindergarten	437
Grades K (Full Day) - 6	1050
Grades 7 - 12	1137

NOTES:

- 1) Elementary or middle schools that include grades 7 and above must provide 1137 hours of instruction for those grades.
- 2) To calculate hours for middle and high schools that offer an alternate schedule on one or more days of the week:
 - Calculate the number of minutes for the day(s), if the total varies from

the regular day total.

- Count how many times the alternative schedule occurs; for example, if the alternative schedule runs on Thursday, use a calendar to count the actual number of Thursdays that school is in session.
 - Multiply the number of minutes times the number of days on which the alternative schedule occurs.
- 3) Homeroom minutes may be counted as instructional minutes when students report to an assigned room and teacher, and all students participate in the planned activities.

**WORKSHEET TO COMPUTE DAYS AND HOURS OF INSTRUCTION
PER WISCONSIN STATUTE 121.02(1)(f)**

I. Calculate the DAYS OF INSTRUCTION

IDENTIFY Number of days in school calendar. 176

LESS: Days used for parent-teacher conference days or
for inclement weather days. No instructional hours
are accrued on these days. 7

EQUALS: Number of days on which actual face to face
instruction takes place. 169

II. Calculate the HOURS OF INSTRUCTION

IDENTIFY Start to close of instructional day in minutes 440

LESS: Lunch time 30

LESS: One passing time (Middle/High School Only)
(Only if you have a passing time before and after the lunch hour.) 0

LESS: Recess time in excess of 30 minutes per day 0

EQUALS: Number of minutes of instruction per day 410

TIMES: Number of Days of Instruction (from above) 169

EQUALS: Total instructional minutes per year 69,290

LESS: Total number of late arrival/early release minutes
(e.g., staff training, inclement weather) 180

EQUALS: Total number of instructional minutes per year 69,110

DIVIDE: Number of minutes in an hour 60

EQUALS: Number of Hours of Instruction 1,152

Instructional hours must equal at least:
Half-Day Kindergarten 437
Grades K (Full Day) - 6 1050
Grades 7 - 12 1137

NOTES:

- 1) Elementary or middle schools that include grades 7 and above must provide 1137 hours of instruction for those grades.
- 2) To calculate hours for middle and high schools that offer an alternate schedule on one or more days of the week:
 - Calculate the number of minutes for the day(s), if the total varies

from the regular day total.

- Count how many times the alternative schedule occurs; for example, if the alternative schedule runs on Thursday, use a calendar to count the actual number of Thursdays that school is in session.
 - Multiply the number of minutes times the number of days on which the alternative schedule occurs.
- 3) Homeroom minutes may be counted as instructional minutes when students report to an assigned room and teacher, and all students participate in the planned activities.

Wisconsin State Statutes require access to world language (foreign language) study beginning in grade seven (7) as follows:

Wisconsin State Statute 121.02(1)(L) 5.

Provide regular instruction in foreign language in grades 7 and 8 beginning in the 1996-97 school year.

<https://docs.legis.wisconsin.gov/statutes/statutes/121/II/02/1/L/5>

Wisconsin State Statute 121.02(1)(L) 3.

In grades 9 to 12, provide access to an educational program that enables pupils each year to study English, social studies, mathematics, science, vocational education, foreign language, physical education, art and music. In this subdivision, "access" means an opportunity to study through school district course offerings, independent study, cooperative educational service agencies or cooperative arrangements between school boards and postsecondary educational institutions.

<https://docs.legis.wisconsin.gov/statutes/statutes/121/II/02/1/L>

Administrative Rule

Each School District shall provide instruction as follows:

PI 8.01 (2)(L) 4

In grades 7 and 8, provide regular instruction in foreign language (...). In this subdivision regular instruction in foreign language means access to instruction in sufficient frequency and length to achieve the objectives and time allocations of a written, sequential curriculum plan in foreign language. The foreign language curriculum shall follow the requirements of other curriculum documents required under par. (k).

PI 8.01 (2)(L) 6:

In grades 9 through 12, access shall be provided, without charge for tuition, to an educational program which enables pupils each year to study English, social studies, mathematics, science, vocational education, foreign language, physical education, art and music. The school district board shall make all courses as widely available to all pupils as possible, however an individual pupil's scheduling conflict does not constitute denial of access to a course.

Definition of Terms

Regular instruction. Instruction each week for the entire school term in sufficient frequency and length to achieve the objectives and allocation of instructional time identified in the curriculum plans developed and adopted under par. (k) (from PI 8.01(2)(L)1. And 3.a. Wis. Admin. Code.

Or

Instruction provided in sufficient frequency and length to achieve the objectives and allocation of instructional time identified in the curriculum plans developed and adopted under Standard (k) (from PI 8.01(2)(L)3.b., Wis. Admin. Code).



Students choosing to excel; realizing their strengths

To: Board of Education
From: Michelle Johnson, Principal
Date: 05/31/23
Re: Little Wolf/Manawa Middle School Spanish Options

The purpose of this memo is to review and discuss options and opportunities available to offer Spanish 1-4 to our students. After research and review, the proposal is the following:

Middle School:

Grade 6: World Languages and Culture Exploration through Creative Writing offered through the Exploratory Rotation courses.

Grade 7 and 8: Language specific course offered ideally through an in person hired teacher, or Wisconsin Virtual Academy-Asynchronous-\$290 per student per semester.

Wisconsin Virtual Academy Offers Beginning Spanish for Middle School and Intermediate Spanish for middle school students.

Secondary: Grades 9-12

Combination of Erving (Spanish I) and FVTC for Spanish II-IV.

*Additionally, a Spanish teacher hired will co-teach/supervise in house to supervise and support proctoring as a transition to full immersion the second year. Additionally, this teacher will be a teacher added to our ERVING network of teachers. The benefits are:

- *In person, in house Spanish teacher
- * ERVING pays our teachers being a part of the ERVING network.

(Left space so document would print on 3 separate pages)

Elevate K-12

Tier I	Manawa Middle School	Little Wolf High School
Instruction: Student Ratio	1:30	1:30
Subjects	Spanish	Spanish
Grades	Middle School	High School
Classroom Manager (Paraprofessional)	Provided by school, trained and managed by Elevate K-12	Provided by school, trained and managed by Elevate K-12
# of Periods	2 periods/ 6th grade and 8th grade	4 Periods
Cost per Period/Year (45 min.-60-min)	\$13,000	\$13,000
# of Years	1 year	1 year
Benefits for Students	<ul style="list-style-type: none"> *5 Days a week *Semester Long *Aligned curriculum *Live online instructor *Operations manager for support and management *All tech rooms were already set up and available 	<ul style="list-style-type: none"> *5 Days a week *Semester Long *Aligned curriculum *Live online instructor *Operations manager for support and management *All tech rooms were already set up and available
Disadvantages to Students	<ul style="list-style-type: none"> -\$78,000 for 6 period hours (5 preps, maybe 6) -Higher than entry level for teachers -Still need a potential para for safety and behavior monitoring (Especially at middle school.) -Student engagement is low and behaviors are high. -Difficult to get student support or help - Being at 6th and 8th, with the gap, it is challenging for students. 	<ul style="list-style-type: none"> -\$78,000 for 6 period hours (5 preps, maybe 6) -Higher than entry level for teachers -Still need a potential para for safety and behavior monitoring (Especially at middle school.) -Student engagement is low and behaviors are high. -Difficult to get student support or help

ERVING

Tier I	Manawa Middle School	Little Wolf High School
Instruction: Student Ratio	1:25	1:25
Subjects	Does not offer	Spanish I,II,III,IV
Grades	Does not offer	High School (9-12)
Classroom Manager (Paraprofessional)		-No proctor/room supervisor needed as stated by Erving, but for safety, ideally we would want a para/room supervisor
# of Periods		2 Spanish 1 sections, 1 Spanish 2, 1 Spanish 3, 1 Spanish 4
Cost per Period/Year (45 min.-60-min)		\$200 per student per semester- \$400 per student per year total: 2023-2024-Approximate Total Based on Student Request/Criteria- \$16,400 (Spanish I) \$5,600 (Spanish 2) \$2,800 (Spanish 3)
# of Years		1 year
Benefits for Students		*Erving offers Spanish when we are unable to hire a Spanish teacher, IF they are able to hire a Spanish teacher, and other course options for our students -Synchronous/Online-instructor led
Disadvantages to Students	-Not offered at the middle school level.	-Curriculum and instruction is not engaging being online -Because offered by other districts, instructors could change, curriculum does not always align. (different teachers, different text books) -Erving divides our students, and determines the schedule -Schedule does not always align with our schedule/instructional minutes (periods don't always align) -Cannot always guarantee that

		an instructor is available -Lock #'s by June 1 or charge
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FVTC

Tier I	Manawa Middle School	Little Wolf High School
Instruction: Student Ratio	not offered	1:25
Subjects	Does not offer	Spanish I,II,III,IV, (Can accommodate more sections as to align with our number of students)
Grades	Does not offer	High School (9-12)Possibly freshman, but all others - Waiting on contact to clarify age requirements based on scenario (if only our students)
Classroom Manager (Paraprofessional)		-No proctor/room supervisor needed as stated by Erving, but for safety, ideally we would want a para/room supervisor - Unless FVTC Instructor comes to us
# of Periods		2 to 3 Spanish 1 sections, 1 to 2 Spanish 2 sections, Spanish 3 and 4 would still be Start College Now (as offered currently, charged per person and approved in advance)
Cost per Period/Year (45 min.-60-min)		\$13,680- (Per Section at approx. 25 students per class) \$16, 805 (Course cost-25 kids per class) This includes the textbook needed. (\$672 per kid)
# of Years		Per Semester (students can successfully finish more credits in less time)
Benefits for Students		*Spanish I grants 4 college credits *High School Graduate Credits *Customize and offer whenever would work best for our schedule. *Could offer a high school level course without the college credits *3 Different Learning options:

		<p>1. Asynchronous-Online/On your own -Virtual Synchronous- -Or, they provide an in person instructor.</p> <p>3- Days a week in person, then the other 2 are collaborative independent work time. -Curriculum will align from year to year -Customize and bill to our needs -Quick turnaround (within a month) *Quick Turn Around (month or two to be live)</p>
Disadvantages to Students	-Not offered at the middle school level.	-More expensive -Placement test to be able to take the course (this could be positive as well if “vetting” only capable students)

4-12-23 - In contact, directly, with Leah Caceres, FVTC World Language Department Chair

Working on age rule clarification - in house (Contracted), probably could accommodate 9-12 as long as the placement test could be passed. Otherwise, 10 - 12 for Direct Enrollment, unless they are closed sessions to Manawa students only. Hoping for more information on that one soon. 16th birthday seems to be the defining marker in most of FVTC documentation, not necessarily grade, but looking to see if, based off of structure, if we could merit an exception.

		-Or, they provide an in person instructor. 3- Days a week in person, then the other 2 are collaborative independent work time. -Curriculum will align from year to year -Customize and bill to our needs -Quick turnaround (within a month) *Quick Turn Around (month or two to be live)
Disadvantages to Students	-Not offered at the middle school level.	-More expensive -Placement test to be able to take the course (this could be positive as well if "vetting" only capable students)

4-12-23 - In contact, directly, with Leah Caceres, FVTC World Language Department Chair

FVTC OK 10-12
 NO "AGE" REQUIREMENT
 2 SESSIONS
 W/BOOK

Working on age rule clarification - in house (Contracted), probably could accommodate 9-12 as long as the placement test could be passed. Otherwise, 10-12 for Direct Enrollment, unless they are closed sessions to Manawa students only. Hoping for more information on that one soon. 16th birthday seems to be the defining marker in most of FVTC documentation, not necessarily grade, but looking to see if, based off of structure, if we could merit an exception.

ERVING Sem 1 (Not Including Spanish)	25	ERVING Sem 2 (Not Including Spanish)	32
ERVING NWTC Classes	9	ERVING NWTC Classes	10
ERVING NTC Classes	3	ERVING Classes @ \$200 Sem	22
ERVING Classes @ \$200 Sem	13	ERVING NWTC Classes @ 500 Sem (Dual Credit)	10
ERVING NWTC Classes @ 500 Sem (Dual Credit)	9	Total Approximate Cost ERVING Sem 2 (No Spanish)	\$9,400.00
ERVING NTC Classes @ 500 Sem (Dual Credit)	3	ERVING Spanish 1 - Sem 2	\$7,400.00
Total Approximate Cost ERVING Sem 1 (No Spanish)	\$8,600.00	FVTC Spanish 2, 3, 4 - Sem 1	\$19,682.50
ERVING Spanish 1 - Sem 1	\$7,400.00	WVS Sem 1 & 2 (As it sits now)	\$1,160.00
FVTC Spanish 2, 3, 4 - Sem 1	\$19,682.50	FVTC SEM 2	\$15,000
FVTC SCN Sem 1 (As it sits now)	\$1,500.00		
Total Distance Learning 2024 (Aprx)	\$80,825.00		

Kara Tohm

Guidance Administrative Assistant
 Little Wolf High School/Manawa Middle School
 515 E. Fourth St.
 Manawa, WI 54949
 720-596-5844
 ktohm@manawaschools.org

ira Tohm <ktohm@manawaschools.org>
 : Michelle Johnson <mjohnson@manawaschools.org>

Wed, May 31, 2023 at 9:08 AM

This was the original estimate I put together, just to have an approximate idea of numbers for the finance committee. The next email I send will be the document that Carmen shared with the Finance Committee in which they approved \$90000 for the Distance Learning budget for the HS for next year, based off the estimates I provided to them, which included FVTC Spanish 1 and 2 for Juniors and Seniors only and all other Spanish from ERVING. This is just for 2023-2024.
 Quoted text hidden



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: Other Type of Course Offerings

CAPP (Cooperative Academic Partnership Program) courses are offered through UW-Oshkosh. High school teachers with a graduate degree are approved by UW-Oshkosh as liaison professors to teach the CAPP course taken at the high school during the regular school day. Students have historically paid for the CAPP class based on tuition costs at UW-O, currently \$300 for this course.

Start College Now is a program offered by the State of Wisconsin that allows high school students the opportunity to take college courses at Wisconsin Technical Colleges and is defined in the State Statute (38.12). Students must be approved by the local Board of Education and the District pays for tuition but is not responsible for transportation. Historically, students were required to reimburse the School District of Manawa for the Start College Now course only if they fail to complete the course or earn a failing grade.

Early College Credit Program (ECCP) is a program that allows students to take college courses at a University of Wisconsin school. If the District offers a comparable course, the pupil pays 100% of the tuition. If the District does not offer a comparable course and it fulfills a graduation requirement, the District pays 75%, the State reimburses 25%, and the student pays 0%. If there is no comparable course and it does not fulfill a graduation requirement, the District pays 25%, the State reimburses 50%, and the student pays 25%. To participate, students complete an application process defined in State Statute (118.55).

The SDM is part of ERVING (Embarrass River Valley Instructional Network Group). Costs for classes offered by ERVING is billed through CESA 8. It costs roughly \$9,000 per year to be a member. Schools charge each other \$200/student/semester for standard high school-to-high school classes. Courses taken through ERVING at a technical school or college is billed directly from the colleges. Classes run around \$470/class/semester. Principals sign a course contract so they are aware of the amount of the students taking courses and the expense.

Wisconsin Virtual School (WVS) is offered through CESA 9. It has a long history of successful virtual instruction. A 0.5 credit high school, middle school or AP semester class is \$290.

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

AP Classes are offered locally at no additional cost to the student. AP is essentially a curriculum that the local teacher uses to prepare the students for the AP Exam. A student must score at a certain level to earn credit at higher education institutions and this varies from school to school. Students do not have to take the exam to enroll in the class, nor does a student have to enroll in the class to take the exam. Historically at SDM, students that opt to take the test pay for those they wish to take at a cost of \$97 per exam. We have used the Urgent Needs fund to pay for tests for students that may not be able to afford the test, though.

This past school year, the SDM has utilized these programs extensively.

Paid by students:

CAPP (20 students enrolled)	\$300
AP Exam (49 tests taken)	\$97/test

Paid by the SDM (to date)

Start College Now (Technical Colleges)	\$25,073.55
ECCP (UW colleges)	\$0
ERVING (CESA 8)	\$24,783.69
WVS (CESA 9)	\$9,305.75
Elevate K-12 (MS Spanish)	\$26,000
TOTAL	\$85,162.99



Manawa High School
Spanish 1 and 2

TO:

Michelle Johnson and Kara Thome
Manawa High School

FROM:

Kris Groell, Account Manager
FVTC Business and Industry Services
920-735-2487 | kris.groell3553@fvtc.edu

INSTRUCTOR:

Leah Caceres Lutzow, Department Chair
FVTC World Languages and Culture
920-993-5159 | leah.caceres9715@fvtc.edu

DATE:

May 24, 2023

SERVICE:

Provide Spanish language training for Manawa High School students:

Fall 2023 - Spanish 1 - 1 Section - 72 hours

Spring 2024 - Spanish 2 - 1 Section - 72 hours

Estimate includes instruction hours and subscription to online Vista textbook and workbook. Students enrolled in Semesters 1 and 2 will utilize the 12-month subscription. Students enrolled only in Semester 2 will utilize the 5-month subscription. **Please note the final cost of Vista subscriptions will vary based on final enrollment each semester.**

Preliminary Estimate			
Service	Rates	Quantity	Totals
Spanish 1 - Fall Semester	\$190.00	72	\$13,680.00
Spanish 2 - Spring Semester	\$190.00	72	\$13,680.00
12-Month Vista Code*	\$159.00	10	\$1,590.00
5-Month Vista Code*	\$109.00	8	\$872.00
Total Project Cost:			\$29,822.00

* Total for Vista subscription will vary based on final enrollments.

Spanish Manawa Highschool 2023/2024

Proposed class time 11:11-11:56am

Spanish 1 Schedule MWF option: 40 in person hours, 28-32 Web enhanced hours, 4 no school days.

September: W6, F8, M11, W13, F15, M18, W20, F22, M25, W27, F29
October: M2, W4(FVTC Faculty day), F6, M9, W11, F13, M16, W18, F20, M23, W25, F27 M30
November: W1, F3, M6, W8, F10, M13, W15, F17, M20, W22, F24 M27, W29
December: F1, M4, W6, F8, M11, W13, F15, 16 th end of semester

Spanish 1 Schedule option MTWR Option: 56 in person hours, 14-17 web enhanced hours, 3 no school days.

↳ Fridays for non BAND
↳ other hours for "BAND" Kids

September: T5, W6, R7, M11, T12, W13, R14, M18, T19, W20, R21, M25, T26, W27, R28
October: M2, T3, W4 (FVTC Faculty Day), R5, M9, T10, W11, R12, M16, T17, W18, R19, M23, T24, W25, R26 M30, T31
November: W1, R2, M6, T7 (FVTC Faculty Day), W8, R9, M13, T14, W15, R16, M20, T21, W22, R23 M27, T28, W29 R30
December: M4, T5, W6, R7, M11, T12, W13, R14

Spanish 1 Schedule M-F Option: 67 in person hours, 0-5 web enhanced hours, 6 no school days.

September: T5, W6, R7, F8, M11, T12, W13, R14, F15, M18, T19, W20, R21, F22, M25, T26, W27, R28, F29
October: M2, T3, W4 (FVTC Faculty Day), R5, F6, M9, T10, W11, R12, F13, M16, T17, W18, R19, F20, M23, T24, W25, R26, F27 , M30, T31
November: W1, R2, F3, M6, T7 (FVTC Faculty Day), W8, R9, F10, M13, T14, W15, R16, F16, M20, T21, W22, R23, F24 , M27, T28, W29 R30,
December: F1, M4, T5, W6, R7, F8, M11, T12, W13, R14, F15,

① yes to pre assigned work on "faculty" days

② "No-School" days will need to be Added to "web enhanced" hours
~~to get to~~

