School District of Manawa

Board of Education Meeting Agenda
July 18, 2022 AMENDED

Google Meet joining information
Video call link: https://meet.google.com/yuw-fipj-rtc
Or dial: (US) +1 872-205-9013 PIN: 323 922 158#

1. Call to Order – President Reierson– **6:30 p.m.** – MES Boardroom, 800 Beech Street
2. Adjourn to Closed Session – The Board of Education Shall Move into Closed Session Pursuant to Wis. Statutes 19.85(1) to deliberate or negotiate the purchase of public properties, the investment of District funds, or the conduct of other Board business whenever competitive or bargaining reasons require a closed session; (19.85(1)(e) consider financial, medical, social, or personal histories or disciplinary data of specific persons, preliminary consideration of specific personnel problems, or the investigation of charges against specific persons except where par. (b) applies which, if discussed in public, would be likely to have a substantial adverse effect upon the reputation of any person referred to in such histories or data, or involved in such problems or investigations; (19.85(1)(f)) regarding 1) Contractor performance and compensation
3. Reconvene in Open Session - **7:00 p.m.** – MES Boardroom, 800 Beech Street
   Hybrid Meeting Format (In-person Meeting for Board of Education at MES Board Room, 800 Beech Street & Virtual Components)
4. Pledge of Allegiance
5. Roll Call
6. Verify Publication of Meeting
7. District Showcase:
   a. Manawa FFA
8. Presentations:
   a. District Literacy Report - Michelle Johnson; District Reading Specialist (KPI - Learning I.A. State of the District's Literacy Program) Link to Presentation
   b. WASB Conference Highlights Presented by Director Krueger and Director Riske WASB Recap
9. Announcements:
   a. Contributions to the District
   b. Other Contributions
10. Consent Agenda
    a. Approve Minutes of a Regular June 20, 2022 Board Meeting; July 7, 2022 Special Board Meeting
    b. Treasurer's Report: Approve Expenditures & Receipts

c. Donations:
    i. A. Sturm & Sons Foundation, Inc. $3,000 donation to enhance the Fine Arts
    ii. A. Sturm & Sons Foundation, Inc. $3,000 donation to the Manawa FFA Chapter
    iii. Manawa FFA Alumni $600 donation to defray State FFA Convention expenses
d. Consider Approval of MS/HS Second Shift Custodian
e. Consider Approval of Fall Athletic Coaching Staff

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. Pethke Memorial Thank You Card
    b. Suehs Memorial Thank You Card
14. District Administrator's Report:
    a. Student Council Representative - None this month.
    b. Legislative Update
    c. SDM Employment Opportunities
    d. Free School COVID-19 Testing Program for 2022-23 - Staff and Students Only
    e. Manawa Night Out - District Presence
    f. Monthly Enrollment Update - None this month.
    g. Curriculum Update
    h. NEOLA Policy or Administrative Guidelines Technical Changes
        i. Delete PO5514.01 - Student Use of Motor Vehicles as it is an exact duplicate of PO5515. PO5514.01 has the more recent approval date on it.
15. School Operations Reports:
    a. ES Principal / Special Education Director: Highlights - Included in Board Packet
    b. MS / HS Principal: Highlights - None available this month
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 (Hollman)
        i. Consider NEW District Student-Parent Handbook
        ii. Consider Endorsement of Extended StudySync Resource Pilot
        iii. Consider Endorsement of Section 504/ADA Prohibition against Discrimination Based on Disability Plan
        iv. Consider Endorsement of Title I Schoolwide Plan
        v. Consider Endorsement of District Response to Intervention (RtI) Plan
        vi. Consider Annual Endorsement of Student Academic Standards
        vii. AD Johnson will work with the new principal and school counselor to further investigate and design an implementation proposal for Teen Intervene for the 2023-24 school year.
        viii. Discuss and Recommend Applicable 2022-23 School Year Key Performance Indicators
        ix. Curriculum Committee Planning Guide
    b. Finance Committee (Jepson)
        i. Consider Endorsement of Fund 46 - Long-term Capital Improvement Trust Fund as presented
        ii. Food Service Vending Machine Options
        iii. Little Wolf High School/Manawa Middle School Cafeteria Furniture Proposal
        iv. School District of Manawa Benefits Summary
        v. Monthly Financial Summary
        vi. School Finance 101
            1. Revenue Limit Worksheet
    c. Buildings & Grounds (Griffin) No July Meeting.
    d. Policy and Human Resources (Reierson)
        i. Consider Endorsement of 3D Institute or Professional Development and Evaluation for Athletic Coaches as Presented
        ii. 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.

1. Coaches Handbook
2. Support Staff Handbook
3. Information Technology Plan

iii. Discuss Job Description and Title for Special Assignment Teachers and Secondary Resource Courses

iv. Consider Endorsement of PO8510 - Wellness as Presented

v. Consider Endorsement of AG5463 - Student and Credit Transfer from Nonpublic Schools as Presented

vi. Consider Endorsement of PO0155 - Committees as Presented

vii. Consider Endorsement of a Teacher Wage Equalization Request

viii. Discuss Costs Incurred During the Hiring Process

1. ThedaCare at Work Physical - $186 per person
    a. DS Rapid 5 Bundled - $65
    b. TB Questionnaire Review - $28
    c. Physical Free From Communicable Disease - $96
2. Background Check
    a. Department of Justice -$7
    b. Out of State - $30.30

ix. Consider Endorsement of the Professional Educator Handbook

x. Discuss and Recommend Applicable 2022-23 School Year Key Performance Indicators

xi. Consider Endorsement of Wisconsin Records Retention Schedule as Presented

xii. Plan and Schedule Support Staff Job Satisfaction Committee for the 2022-23 School Year - KPI IV. Engagement & Satisfaction

20. Unfinished Business: None this month

21. New Business:

a. Consider Approval of Supplemental Contract with Hoffman Planning, Design & Construction, Inc. for Post-Referendum Work
b. Consider Acceptance of District Reading Specialist's District Literacy Report as Presented
c. Consider Approval of New District Student-Parent Handbook as Presented
d. Consider Approval of Extended StudySync Resource Pilot
e. Consider Approval of Section 504/ADA Prohibition against Discrimination Based on Disability Plan as Presented
f. Consider Approval of Title I Schoolwide Plan as Presented
g. Consider Approval of District Response to Intervention (RtI) Plan as Presented
h. Consider Annual Approval of Student Academic Standards as Presented
i. Consider Approval of 3D Institute or Professional Development and Evaluation for Athletic Coaches as Presented
j. Consider Approval of Coaches Handbook as Presented
k. Consider Approval of Support Staff Handbook as Presented

l. Consider Approval of Information Technology Plan as Presented
m. 1st Reading of PO8510 - Wellness as Presented
n. 1st Reading of PO0155 - Committees as Presented
o. Consider Approval of AG5463 - Student and Credit Transfer from Nonpublic Schools as Presented
p. Consider Approval of the Professional Educator Handbook as Presented
q. Consider Approval of Wisconsin Records Retention Schedule as Presented
r. Consider Approval of Fund 46 - Long-term Capital Improvement Trust Fund as Presented

22. Next Meeting Dates:
    a. July 25, 2022 Rodeo Appreciation Night - 5:00 p.m. - Rodeo Grounds
    b. August 4, 2022 Manawa Night Out - 5:00 p.m. - Lindsey Park
    c. August 9, 2022 District Registration Day - 10:00 a.m.-6:00 p.m. - MES
    d. August 10, 2022 Policy and Human Resource Committee Meeting - 5:00 p.m. - MES Board Room
    e. August 11, 2022 Curriculum Committee Meeting - 7:00 p.m. - MES Board Room
    f. August 15, 2022 Regular Board of Education Meeting - 7:00 p.m. - MES Board Room
    g. August 16, 2022 Buildings and Grounds Committee Meeting - 5:00 p.m. - MES Board Room
    h. August 23, 2022 Back to School Night - 3:30-6:30 p.m. - Both Schools
    i. August 31, 2022 Finance Committee Meeting - 5:00 p.m. - MES Board Room
    j. Consider setting a date for a short retreat (90 minutes) to discuss the ideas in Director Krueger's and Riske's presentation
23. Closed Session – the Board of Education Shall Move into Closed Session Pursuant to the Provisions of 19.85(1)(f), Wis. Statutes, for the Purposes of: Discussing the Employment Status of Employees Over Which the Board Has Jurisdiction or Exercises Responsibility 1) Exit Surveys
24. Board May Act on Items Discussed in Closed Session
25. Adjourn

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

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

0167.3 - **PUBLIC COMMENT AT BOARD MEETINGS**

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

Agenda Item

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

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

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

Public Comment Section of the Meeting

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

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

The presiding officer shall be guided by the following rules:

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

    1. interrupt, warn, or terminate a participant's statement when the statement is too lengthy, personally directed, abusive, obscene, or irrelevant;
    2. request any individual to leave the meeting when that person does not observe reasonable decorum;
    3. request the assistance of law enforcement officers in the removal of a disorderly person when that person's conduct interferes with the orderly progress of the meeting;
    4. call for a recess or an adjournment to another time when the lack of public decorum so interferes with the orderly conduct of the meeting as to warrant such action.
    5. waive these rules with the approval of the Board when necessary for the protection of privacy or the administration of the Board's business.

J. The portion of the meeting during which the comment of the public is invited shall be limited to fifteen (15) minutes unless extended by a vote of the Board.
K. Recording, filming, or photographing the Board’s open meetings is permitted. Recording, filming, or photographing the Board’s closed session is only permitted pursuant to Bylaw 0167.2 – Closed Session. The person operating the equipment should contact the District Administrator prior to the Board meeting to review possible placement of the equipment, and must agree to abide by the

following conditions:

1. No obstructions are created between the Board and the audience.
2. No interviews are conducted in the meeting room while the Board is in session.
3. No commentary, adjustment of equipment, or positioning of operators is made that would distract either the Board or members of the audience or otherwise disrupt the meeting while the Board is in session.

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July 2022

THE ANNUAL (2022) LITERACY REPORT

MANAWA

Annual Report

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SCHOOL YEAR : 2021-2022

Mission Statement:
Students choosing to excel, realizing their strengths.

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02. Manawa Elementary — Pages 2-10
- 2021-2022 Literacy Goals
- 2021-2022 Literacy Components
- 2021-2022 Literacy Data
- 2021-2022 Literacy Data Analysis
- 2022-2023 Literacy Goals

03. Manawa Middle/Little Wolf High — Pages 11-18
- 2021-2022 Literacy Goals
- 2021-2022 Literacy Components
- 2021-2022 Literacy Data
- 2021-2022 Literacy Data Analysis
- 2022-2023 Literacy Goals

MANAWA

Annual Report

Reading Instructional Goals and Assessment

Overview:

To promote student's reading skills, the Board requires the District Administrator to employ a certified reading specialist who will be responsible to develop and coordinate a comprehensive reading curriculum for students in grades kindergarten to 12. The District Administrator my fulfill this obligation by contracting with another district or with the Cooperative Educational Service Agency for the services of a certified reading specialist.

The Board supports the following reading goals:

A. Emphasize the individual's ability to read and write through the following skills of communication, innovative thinking, problem solving and language to work in shaping the course of a student's future.

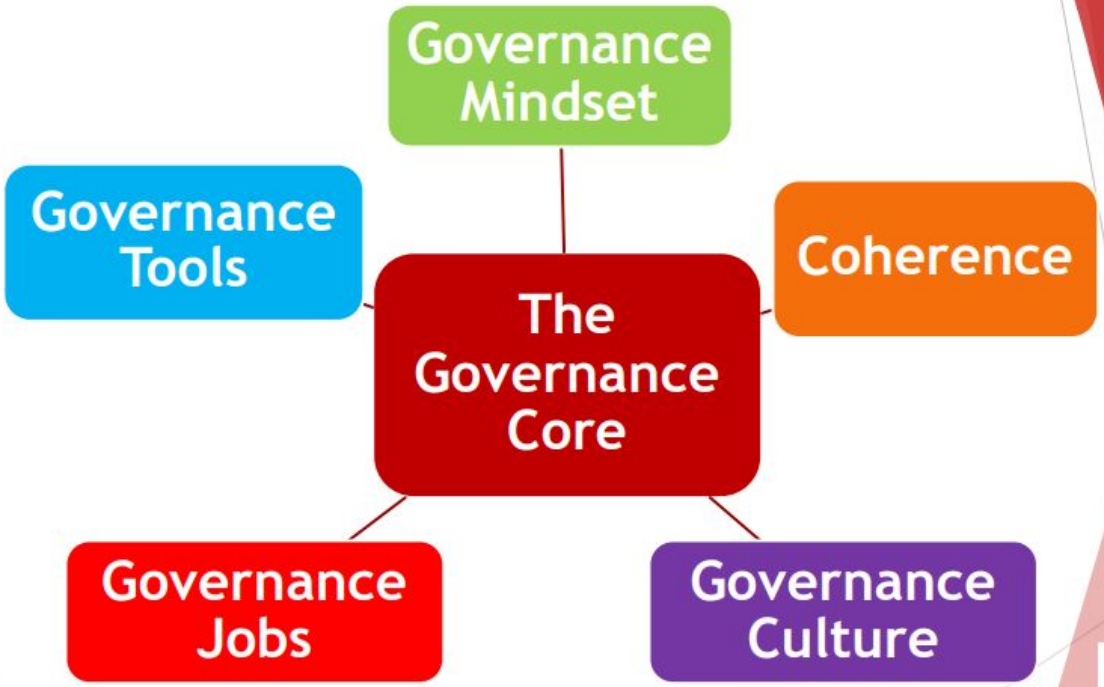
B. Provide a well-coordinated developmental reading program for students at all grade levels.

C. Devote adequate time and effort to instruction in reading as one (1) of the basic skills areas.

WASB Recap

Stephanie Riske
Jamie Krueger

Governance Core



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WASB
Wisconsin Association of School Boards

Highly effective governance requires a well-defined infrastructure that provides definition, guidance and direction.

Governance Mindset

Working together for the same goals.

The Governance Core
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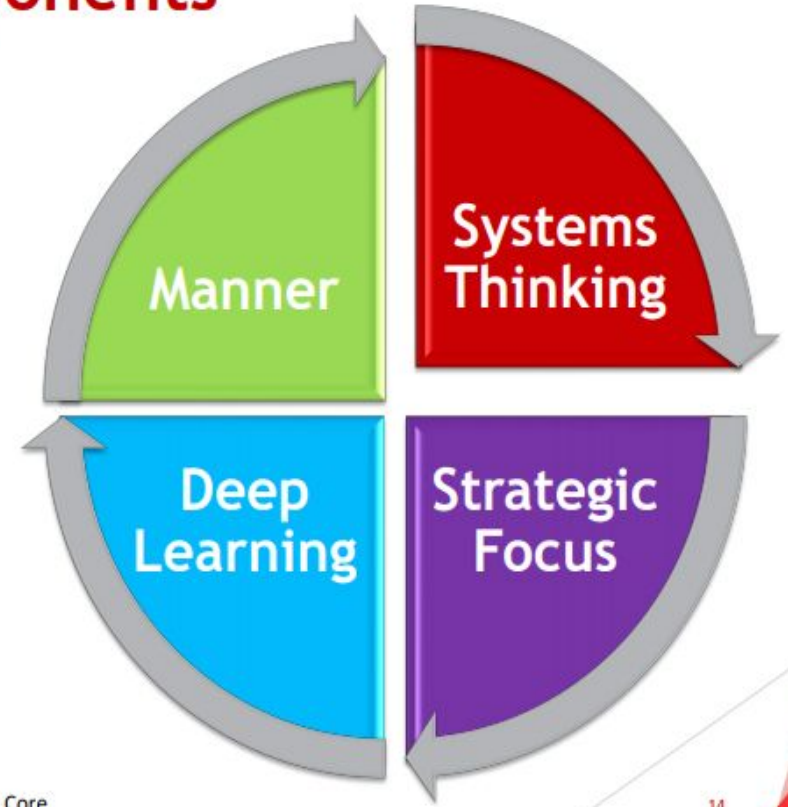
WASB
WISCONSIN ASSOCIATION OF SCHOOL BOARDS

Governance Mindset Has 4 Components



The Governance Core
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High Trust & Collaboration

The members listen well to each other and there is task relevant discussion in which most members participate.

Conflicts and disagreements are present but are centered around ideas and methods, not around personalities and people.

The group is self conscious about its own operations and its norms.

WASB
WISCONSIN ASSOCIATION OF SCHOOL BOARDS

Tips As You Move Forward

Board Members

- Stay strategically focused
- Remember being a board member is a team sport
- Build relationships with your superintendent
- Utilize your superintendent's expertise

Superintendents

- Work toward understanding
- Focus on continuous improvement
- Build relationship with your board
- Be a purposeful leader

WASB
WISCONSIN ASSOCIATION OF SCHOOL BOARDS

Together as a Board and Superintendent Leadership Team

- Share information with your governance team.
- Review your current governance reality.
  - Is your ethics/code of conduct policy and your meeting norms and protocols aligned with a governance mindset?
- Determine the needs to help you improve your governance mindset.
- Make a governance plan to help you improve your efficiency and effectiveness.
- Take advantage of your WASB resources and consultant services.

WASB
WISCONSIN ASSOCIATION SCHOOL BOA

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Inward vs Outward Mindsets

- Using “I” and “me/my”
- Using “we” and “our”

Equality Vs Equity

Ideas to Consider

New Hire

Information Page

Mosinee School District- School Board Notification of New Hire

Position:
School:
FTE:
# of Applicants:
 # Interviewed:
Verbal Acceptance Date:
Start Date: 2022-2023 School Year:

Justification for Employee Selection *(Please attach second page if additional space is needed for justification)*

Signature of principal/administrator:

****

For HR to complete:

Salary Offered:

Former Employee's Name if replacement:

Former Employee's Salary:

School Board Approval Date:

Ideas to consider

Communication Log- Anything we (as board members) get from the public and there is action required from administration

COMMUNICATION LOG

Date & Time	Contact Name	Phone Number	Details of Call	Follow Up Details

Questions?

Minutes of a June 20, 2022 School District of Manawa Regular Board of Education Meeting

Call to Order – President Reierson – 7:00 p.m. – 800 Beech Street
Pledge of Allegiance
Roll Call - Fietzer, Griffin, Hollman, Jepson, Krueger, Reierson, and Riske
Verify Publication of Meeting: Dr. Oppor verified
District Showcase: Krystal Draeger, District Health Support - Project ADAM, and State of Wisconsin Proclamation - Fab Lab Day - May 17, 2022

Presentations: Key Performance Indicators, Engagement & Satisfaction IV. C. Secondary Co-curriculars - Reierson questioned the percentage of students that participate in sports. That has not been determined. Learning I.E. Post-Secondary/Certifications Implementation Plan, and Learning I.A. Predictive Tests - setting the new baseline with iReady. Brauer went over elementary levels for fall and spring literacy and numeracy data as well as middle school results. Some data showed STAR in comparison to iReady.

Announcements: Contributions to the District - LWHS/MMS Teachers donated $40 to the Urgent Needs Fund in Memory of Gloria Trice, and Thrivent $500 donation to 2022 Heart of Gold Recipient. Other Contributions - None.

Approved by Consent: Approve Minutes of a May 16, 2022 Regular Board Meeting and a June 1, 2022 Special Board Meeting, Donations: LWHS/MMS Teachers donated $40 to the Urgent Needs Fund in Memory of Gloria Trice, and Thrivent $500 donation to 2022 Heart of Gold Recipient, Accept Grant from Wisconsin Economic Development Corporation (WEDC) of $25,000 for LWHS to build a Fab Lab, Consider Renewal of the WIAA Membership for SY22-23, Accept the Professional Educator Transfer Request - MS ELA Teacher to .49 FTE MS Special Assignment Teacher SY 2022-23 as Presented, Acknowledge Resignation of Custodial/Food Service Support Staff as Presented, and Acknowledge Resignation of District Administrative Support/Special Education Administrative Assistant/IT Administrative Support as Presented.

Any Item Removed from Consent Agenda:
Jepson asked that the Treasurer's Report: Approve Expenditures & Receipts be removed from the consent agenda for explanation of some CESA expenditures. She also questioned the income from the vandalism. Mrs. O'Brien said it would show as a general cash receipt and not itemized.
Motion by Jepson / Krueger to Approve the Treasurer's Report: Approve Expenditures $448,865.82 & Receipts $22,937.55 as Presented. Motion carried.

Jepson asked to remove Consider Approval of MS/HS School Counselor from the consent agenda. She questioned who was involved in the interview committee. Dr. Oppor said they try to be as diverse as possible with some of the admin team, teachers, and support staff.
Motion by Fietzer / Riske to Approve of MS/HS School Counselor as Presented. Motion carried. Krueger left the room and was not present at the time of the vote.

Public Comments: None

Correspondence: Thank you Card from Mary Conroy
District Administrator's Report: Student Council Representative - None this month, Legislative Update, Monthly Enrollment Update - None this month, Curriculum Update, NEOLA Policy or Administrative Guidelines Technical Changes - None this month, Secondary Principal Candidate Community Meet and Greet Session on June 23, and Rodeo Parade Update

School Operations Reports: ES Principal / Special Education Director: Highlights - Included in Board Packet, and MS / HS Principal: Highlights - None this month.

Business Related Reports: Highlights and Kobussen Transportation ReportIncluded in the Board Packet
Director's Reports: District Reading Specialist, and Technology Director: Highlights - Included in Board Packet

Board Comments: Riske would like to revisit the playground equipment topic and get the bids going.

Committee Reports: Minutes of a Finance Committee, Buildings & Grounds, Policy and Human Resources, and Curriculum Committee were included in the Board Packet.

Unfinished Business:
Moved by Hollman / Fietzer to Approve of PO2431 - Interscholastic Athletics as Presented. Motion carried.

Moved by Jepson / Riske to Approve of PO6146 - Post-Issuance Compliance Policy as Presented. Motion carried.

Discussion of a School Resource Officer Position as Requested by a Citizen. The city is in the process of hiring a new police chief and the city feels the new chief would be instrumental in this decision making process. This will go back to committee for further discussion.

New Business:

Moved by Fietzer / Krueger to Approve of the Reduction of One (1) Bus Route for the 2022-23 School Year as Presented. Motion carried.

Moved by Jepson / Fietzer to Approve of a One-Time 8% Transportation Cost Increase from Kobussen, LTD for the 2022-23 School Year as Presented. Motion carried.

Moved by Fietzer / Hollman to Approve of Food Service Meal and Milk Prices for the 2022-23 School Year as Presented. Motion carried.

Moved by Jepson / Riske to Approve of Food Service Vendors for the 2022-23 School Year as Presented. Motion carried.

Moved by Fietzer / Riske to Approve of Purchase of Combi Oven for the Food Service Kitchen as Presented. Motion carried.

Moved by Jepson / Hollman to Approve of Student Assurance for Student Accident Insurance for the 2022-23 School Year as Presented. Motion carried.

Moved by Riske / Krueger to Approve of Class and District Fees for the 2022-23 School Year as Presented. Motion carried.

Moved by Jepson / Fietzer to Approve of Athletic Trainer Agreement for the 2022-23 School Year as Presented. Motion carried.

Moved by Griffin / Jepson to Approve of Alliant Energy Solar Contract as Presented. Motion carried.

Moved by Fietzer / Jepson to Approve of Little Wolf High School Student-Parent Handbook as Presented. Krueger asked if they read it through the eyes of the student and she would like to reduce the size of the document and ask that it be worded so the student understands what they are agreeing to. Neighboring districts have a nice format and some are visually pleasing to a student. Reierson noted there are some errors within the handbook itself.
Fietzer rescinds his motion and will table. Jepson will rescind her second.

Moved by Riske / Hollman to Table the Manawa Middle School Student-Parent Handbook as Presented. Motion carried.

Moved by Hollman / Krueger to Approve of the English Learner Handbook as Presented. Motion carried.

Moved by Hollman / Fietzer to Approve of TEALS Program for Use in Computer Science as Presented. Motion carried.

Moved by Hollman / Riske to Approve of SDM Technology Plan as Presented. Motion carried.

Moved by Fietzer / Krueger to Approve of Occupational Therapy 66.03 Agreement with the Weyauwega-Fremont School District as Presented. Motion carried.

Discussion on the 2022-23 Key Performance Indicators - Reierson would like each of the committees and staff groups to have the discussion is this still a good measurement tool going forward.

Next Meeting Dates:
June 21, 2022 Board of Education Retreat with Administration - 5:00 p.m.
June 23, 2022 Public Meet and Greet with Secondary Principal Candidate - 6:30 -7:30 p.m. LWHS Commons
June 23, 2022 Special Board of Education Meeting - Closed Session 7:30 p.m.
July 6, 2022 Policy and Human Resource Committee Meeting - 5:00 p.m.
July 7, 2022 Curriculum Committee Meeting - 7:00 p.m.
July 13, 2022 Finance Committee Meeting - 5:00 p.m.
July 18, 2022 Regular Board of Education Meeting - 7:00 p.m.
August 15, 2022 Regular Board of Education Meeting - 7:00 p.m.
August 16, 2022 Buildings and Grounds Committee Meeting - 5:00 p.m.

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 2) Professional Educator Evaluation

Moved by Hollman / Jepson to enter into Closed Session at 9:59 p.m. Motion carried.

Moved by Jepson/Fietzer to come out of Closed Session at 10:23 p.m. Motion carried.

Board May Act on Items Discussed in Closed Session - No Action

Moved by Griffin/Hollman to Adjourn at 10:24 p.m. Motion carried.

Stephanie Flynn, Recorder
Sondra Reierson, Recorder

Special Board of Education Meeting Minutes
July 7, 2022

In attendance: Reierson, Griffin, Jepson, Hollman, Fietzer, Krueger, RIske, Dr. Oppor, D. Braur, M. Johnson
Recorder: Reierson

1. Call to Order – President Reierson – **6:45 p.m.** – MES Board Room, 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: Reierson, Griffin, Jepson, Hollman, Fietzer, Krueger, Riske
4. Verify Publication of Meeting: Verified by Dr. Oppor
5. Public Comment (Register to Speak Prior to Start of Meeting / Guidelines Listed Below Agenda): No public comments at this meeting
6. Unfinished Business: None
7. New Business:
    a. Consider Accepting the Resignation of the Secondary School Counselor as Presented
    Motion by: Fietzer/Jepson to accept Resignation of the Secondary School Counselor as presented.
    Motion carried.
    b. Consider Approval of Grade 5 Teacher as Presented
    Motion by: Riske/Krueger to Approve Grade 5 Teacher as presented.
    Motion carried.
    c. ~~Consider Approval of Middle School Teacher as Presented~~
8. Next Meeting Dates:
    a. July 6, 2022 Policy and Human Resource Committee Meeting - 5:00 p.m.
    b. July 7, 2022 Special Board of Education Meeting (Hiring) - 6:45 p.m.
    c. July 7, 2022 Curriculum Committee Meeting - 7:00 p.m.
    d. July 13, 2022 Finance Committee Meeting - 5:00 p.m.
    e. July 18, 2022 Regular Board of Education Meeting - 7:00 p.m.
    f. August 16, 2022 Buildings and Grounds Committee Meeting -5:00 p.m.
9. Adjourn - Motion by: Jepson/Fietzer at 7:01 pm to adjourn. Motion carried.

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
83556	SCHOOL DISTRICT OF I	JPAP06	06/17/2022	2020-21 SPECIAL ED TRANSIT AID (12655.79 X 29.6%)	SPECIAL EDUCATION FUND/SPED TRANSIT AID TO OTHERS/REVENUE TRANSITS TO OTHERS	0	1,594.62
					Totals for 83556		1,594.62
83561	AUGUST WINTER & SONS	JPAP06	06/24/2022	AHU #1 NOT COOLING AT LWHS/MMS	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS	0	253.65
83561	AUGUST WINTER & SONS	JPAP06	06/24/2022	AHU #1 NOT COOLING AT LWHS/MMS	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS	0	191.35
					Totals for 83561		445.00
83564	FIRST STATE BANK OF	JPAP06	06/24/2022	FUND 46 DEPOSIT	GENERAL FUND/Operating Transfers to Another	0	50,000.00
					Totals for 83564		50,000.00
83571	MANAWA QUALITY FOODS	JPAP06	06/24/2022	DO SUPPLIES	GENERAL FUND/FOOD/OFFICE OF SUPERINTENDENT	0	3.77
					Totals for 83571		3.77
83572	STANDARD INSURANCE C	JPAP06	06/24/2022	LIFE/STD & LTD PREMIUM	GENERAL FUND/LIFE INSURANCE PAYABLE	0	1,201.66
83572	STANDARD INSURANCE C	JPAP06	06/24/2022	LIFE/STD & LTD PREMIUM	GENERAL FUND/LTD INS PAYABLE	0	967.03
83572	STANDARD INSURANCE C	JPAP06	06/24/2022	LIFE/STD & LTD PREMIUM	GENERAL FUND/STD INS PAYABLE	0	247.85
					Totals for 83572		2,416.54
83575	UNIFIRST CORPORATION	JPAP06	06/24/2022	MATS & MOPS	GENERAL FUND/CLEANING SERVICES/OPERATION	0	51.32
					Totals for 83575		51.32
83578	BAND SHOPPE	JPAP06	06/30/2022	Military Nylon Cord & Black Marching/Concert Shoes for Band Uniforms	GENERAL FUND/APPAREL (Instructional only)/INSTRUMENTAL MUSIC	4002200372	2,076.75
					Totals for 83578		2,076.75
83579	BSN SPORTS, LLC	JPAP06	06/30/2022	BSN7844 PINSTRIPE BASEBALL KNICKER PANTS (5)	GENERAL FUND/APPAREL (Instructional only)/BOYS BASEBALL	4002200386	5.49
83579	BSN SPORTS, LLC	JPAP06	06/30/2022	BSN7844 PINSTRIPE BASEBALL KNICKER PANTS (5)	GENERAL FUND/GENERAL SUPPLIES/GIRLS SOFTBALL	4002200386	4.68
83579	BSN SPORTS, LLC	JPAP06	06/30/2022	BSN7844 PINSTRIPE BASEBALL KNICKER PANTS (5)	GENERAL FUND/EQUIP/VEHICLE ADDITION/GIRLS SOFTBALL	4002200386	286.76
					Totals for 83579		296.93
83581	IRRIGATION SERVICES	JPAP06	06/30/2022	MADE ASJUSTMENTS TO VRD DRIVE PARAMETERS	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/SITE REPAIRS	0	318.59

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					Totals for 83581		318.59
202110255	WISCONSIN RETIREMENT	WRS MA	06/30/2022	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	8,264.74
202110255	WISCONSIN RETIREMENT	WRS MA	06/30/2022	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	1,369.71
202110255	WISCONSIN RETIREMENT	WRS MA	06/30/2022	Payroll accrual	FOOD SERVICE FUND/WI RETIREMENT FUND	0	293.02
202110255	WISCONSIN RETIREMENT	WRS MA	06/30/2022	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	8,264.74
202110255	WISCONSIN RETIREMENT	WRS MA	06/30/2022	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	1,369.71
202110255	WISCONSIN RETIREMENT	WRS MA	06/30/2022	Payroll accrual	FOOD SERVICE FUND/WI RETIREMENT FUND	0	293.02
					Totals for 202110255		19,854.94
202110270	WISCONSIN RETIREMENT	WRS MA	06/30/2022	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	8,680.36
202110270	WISCONSIN RETIREMENT	WRS MA	06/30/2022	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	1,415.74
202110270	WISCONSIN RETIREMENT	WRS MA	06/30/2022	Payroll accrual	FOOD SERVICE FUND/WI RETIREMENT FUND	0	327.70
202110270	WISCONSIN RETIREMENT	WRS MA	06/30/2022	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	8,680.36
202110270	WISCONSIN RETIREMENT	WRS MA	06/30/2022	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	1,415.74
202110270	WISCONSIN RETIREMENT	WRS MA	06/30/2022	Payroll accrual	FOOD SERVICE FUND/WI RETIREMENT FUND	0	327.70
					Totals for 202110270		20,847.60
202110277	INTERNAL REVENUE SER	P9	06/15/2022	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	9,259.61
202110277	INTERNAL REVENUE SER	P9	06/15/2022	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	1,416.30
202110277	INTERNAL REVENUE SER	P9	06/15/2022	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	341.63
202110277	INTERNAL REVENUE SER	P9	06/15/2022	Payroll accrual	COMMUNITY SERVICE FUND/FICA (SOCIAL SECURITY)	0	261.93
202110277	INTERNAL REVENUE SER	P9	06/15/2022	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	2,165.57
202110277	INTERNAL REVENUE SER	P9	06/15/2022	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	331.24
202110277	INTERNAL REVENUE SER	P9	06/15/2022	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	79.90
202110277	INTERNAL REVENUE SER	P9	06/15/2022	Payroll accrual	COMMUNITY SERVICE FUND/FICA (SOCIAL	0	61.26

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					SECURITY)		
202110277	INTERNAL REVENUE SER	P9	06/15/2022	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	831.00
202110277	INTERNAL REVENUE SER	P9	06/15/2022	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	175.47
202110277	INTERNAL REVENUE SER	P9	06/15/2022	Payroll accrual	FOOD SERVICE FUND/FEDERAL INCOME TAX	0	45.00
202110277	INTERNAL REVENUE SER	P9	06/15/2022	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	24.00
202110277	INTERNAL REVENUE SER	P9	06/15/2022	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	11,320.54
202110277	INTERNAL REVENUE SER	P9	06/15/2022	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	988.27
202110277	INTERNAL REVENUE SER	P9	06/15/2022	Payroll accrual	FOOD SERVICE FUND/FEDERAL INCOME TAX	0	214.75
202110277	INTERNAL REVENUE SER	P9	06/15/2022	Payroll accrual	COMMUNITY SERVICE FUND/FEDERAL INCOME TAX	0	373.95
202110277	INTERNAL REVENUE SER	P9	06/15/2022	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	2,165.57
202110277	INTERNAL REVENUE SER	P9	06/15/2022	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	331.24
202110277	INTERNAL REVENUE SER	P9	06/15/2022	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	79.90
202110277	INTERNAL REVENUE SER	P9	06/15/2022	Payroll accrual	COMMUNITY SERVICE FUND/FICA (SOCIAL SECURITY)	0	61.26
202110277	INTERNAL REVENUE SER	P9	06/15/2022	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	9,259.61
202110277	INTERNAL REVENUE SER	P9	06/15/2022	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	1,416.30
202110277	INTERNAL REVENUE SER	P9	06/15/2022	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	341.63
202110277	INTERNAL REVENUE SER	P9	06/15/2022	Payroll accrual	COMMUNITY SERVICE FUND/FICA (SOCIAL SECURITY)	0	261.93
					Totals for 202110277		41,807.86
202110278	WEA TAX SHELTERED AN	P9	06/15/2022	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	100.00
202110278	WEA TAX SHELTERED AN	P9	06/15/2022	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	150.00
					Totals for 202110278		250.00
202110279	WISCONSIN DEPT OF RE	P9	06/15/2022	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	110.00
202110279	WISCONSIN DEPT OF RE	P9	06/15/2022	Payroll accrual	SPECIAL EDUCATION	0	5.00

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					FUND/STATE INCOME TAX		
202110279	WISCONSIN DEPT OF RE	P9	06/15/2022	Payroll accrual	FOOD SERVICE FUND/STATE INCOME TAX	0	20.00
202110279	WISCONSIN DEPT OF RE	P9	06/15/2022	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	5,344.30
202110279	WISCONSIN DEPT OF RE	P9	06/15/2022	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	575.57
202110279	WISCONSIN DEPT OF RE	P9	06/15/2022	Payroll accrual	FOOD SERVICE FUND/STATE INCOME TAX	0	110.56
202110279	WISCONSIN DEPT OF RE	P9	06/15/2022	Payroll accrual	COMMUNITY SERVICE FUND/STATE INCOME TAX	0	181.09
					Totals for 202110279		6,346.52
202110281	WEA MEMBER BENEFIT T	P9	06/15/2022	Payroll accrual	GENERAL FUND/WEA TRUST ADVANTAGE	0	40.00
					Totals for 202110281		40.00
202110282	EMPOWER RETIREMENT	P9	06/15/2022	Payroll accrual	GENERAL FUND/HARTFORD INS - TSA/ROTH	0	50.00
					Totals for 202110282		50.00
202110284	DELTA DENTAL OF WISC	JPWI06	06/15/2022	DENTAL CLAIMS	GENERAL FUND/SELF FUND-EMPLOYER SHARE PREMI	0	1,454.80
					Totals for 202110284		1,454.80
202110285	DIVERSIFIED BENEFIT	JPWI06	06/17/2022	HRA CLAIMS	GENERAL FUND/HEALTH INSURANCE	0	249.16
					Totals for 202110285		249.16
202110288	EMPLOYEE BENEFITS CO	JPWI06	06/16/2022	FSA/DEPENDENT CARE CLAIMS	GENERAL FUND/FLEX PLAN SY21-22	0	503.02
					Totals for 202110288		503.02
202110289	EMPLOYEE BENEFITS CO	JPWI06	06/30/2022	ADMIN FEES	GENERAL FUND/DISTRICT FEES / BANKING FEE/FISCAL	0	122.00
					Totals for 202110289		122.00
202110292	INTERNAL REVENUE SER	P9	06/30/2022	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	10,590.39
202110292	INTERNAL REVENUE SER	P9	06/30/2022	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	1,379.67
202110292	INTERNAL REVENUE SER	P9	06/30/2022	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	439.59
202110292	INTERNAL REVENUE SER	P9	06/30/2022	Payroll accrual	COMMUNITY SERVICE FUND/FICA (SOCIAL SECURITY)	0	7.91
202110292	INTERNAL REVENUE SER	P9	06/30/2022	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	2,476.80
202110292	INTERNAL REVENUE SER	P9	06/30/2022	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	322.68
202110292	INTERNAL REVENUE SER	P9	06/30/2022	Payroll accrual	FOOD SERVICE	0	102.80

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					FUND/FICA (SOCIAL SECURITY)		
202110292	INTERNAL REVENUE SER	P9	06/30/2022	Payroll accrual	COMMUNITY SERVICE FUND/FICA (SOCIAL SECURITY)	0	1.85
202110292	INTERNAL REVENUE SER	P9	06/30/2022	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	831.00
202110292	INTERNAL REVENUE SER	P9	06/30/2022	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	175.47
202110292	INTERNAL REVENUE SER	P9	06/30/2022	Payroll accrual	FOOD SERVICE FUND/FEDERAL INCOME TAX	0	45.00
202110292	INTERNAL REVENUE SER	P9	06/30/2022	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	42.00
202110292	INTERNAL REVENUE SER	P9	06/30/2022	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	12,924.73
202110292	INTERNAL REVENUE SER	P9	06/30/2022	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	1,183.86
202110292	INTERNAL REVENUE SER	P9	06/30/2022	Payroll accrual	FOOD SERVICE FUND/FEDERAL INCOME TAX	0	341.24
202110292	INTERNAL REVENUE SER	P9	06/30/2022	Payroll accrual	COMMUNITY SERVICE FUND/FEDERAL INCOME TAX	0	0.00
202110292	INTERNAL REVENUE SER	P9	06/30/2022	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	2,476.80
202110292	INTERNAL REVENUE SER	P9	06/30/2022	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	322.68
202110292	INTERNAL REVENUE SER	P9	06/30/2022	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	102.80
202110292	INTERNAL REVENUE SER	P9	06/30/2022	Payroll accrual	COMMUNITY SERVICE FUND/FICA (SOCIAL SECURITY)	0	1.85
202110292	INTERNAL REVENUE SER	P9	06/30/2022	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	10,590.39
202110292	INTERNAL REVENUE SER	P9	06/30/2022	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	1,379.67
202110292	INTERNAL REVENUE SER	P9	06/30/2022	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	439.59
202110292	INTERNAL REVENUE SER	P9	06/30/2022	Payroll accrual	COMMUNITY SERVICE FUND/FICA (SOCIAL SECURITY)	0	7.91
					Totals for 202110292		46,186.68
202110293	WEA TAX SHELTERED AN	P9	06/30/2022	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	100.00
202110293	WEA TAX SHELTERED AN	P9	06/30/2022	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	150.00

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					Totals for 202110293		250.00
202110294	WISCONSIN DEPT OF RE	P9	06/30/2022	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	110.00
202110294	WISCONSIN DEPT OF RE	P9	06/30/2022	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	5.00
202110294	WISCONSIN DEPT OF RE	P9	06/30/2022	Payroll accrual	FOOD SERVICE FUND/STATE INCOME TAX	0	20.00
202110294	WISCONSIN DEPT OF RE	P9	06/30/2022	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	6,265.20
202110294	WISCONSIN DEPT OF RE	P9	06/30/2022	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	684.44
202110294	WISCONSIN DEPT OF RE	P9	06/30/2022	Payroll accrual	FOOD SERVICE FUND/STATE INCOME TAX	0	180.17
202110294	WISCONSIN DEPT OF RE	P9	06/30/2022	Payroll accrual	COMMUNITY SERVICE FUND/STATE INCOME TAX	0	0.00
					Totals for 202110294		7,264.81
202110296	WEA MEMBER BENEFIT T	P9	06/30/2022	Payroll accrual	GENERAL FUND/WEA TRUST ADVANTAGE	0	40.00
					Totals for 202110296		40.00
202110297	EMPOWER RETIREMENT	P9	06/30/2022	Payroll accrual	GENERAL FUND/HARTFORD INS - TSA/ROTH	0	50.00
					Totals for 202110297		50.00
202110299	EMPLOYEE BENEFITS CO	JPWI06	06/23/2022	DEPENDENT CARE CLAIMS	GENERAL FUND/FLEX PLAN SY21-22	0	105.26
					Totals for 202110299		105.26
202110300	DELTA DENTAL OF WISC	JPWI06	06/24/2022	DENTAL CLAIMS	GENERAL FUND/SELF FUND-EMPLOYER SHARE PREMI	0	2,133.00
					Totals for 202110300		2,133.00
202110301	BMO MASTERCARD	COCCJU	06/20/2022	Credit Card Payment AP Invoice.	GENERAL FUND/TECH/SOFTWARE SERVIC/OFFICE OF SUPERINTENDENT	0	15.81
202110301	BMO MASTERCARD	COCCJU	06/20/2022	Credit Card Payment AP Invoice.	GENERAL FUND/PUPIL DUES AND FEES/OTHER SPECIAL NEEDS	0	6.99
202110301	BMO MASTERCARD	COCCJU	06/20/2022	Credit Card Payment AP Invoice.	GENERAL FUND/PUPIL LODGING & MEALS/CO-ED TRACK	0	575.00
202110301	BMO MASTERCARD	COCCJU	06/20/2022	Credit Card Payment AP Invoice.	GENERAL FUND/PUPIL LODGING & MEALS/CO-ED TRACK	0	217.57
202110301	BMO MASTERCARD	COCCJU	06/20/2022	Credit Card Payment AP Invoice.	GENERAL FUND/PUPIL LODGING & MEALS/CO-ED TRACK	0	211.38
202110301	BMO MASTERCARD	COCCJU	06/20/2022	Credit Card Payment AP Invoice.	GENERAL FUND/PUPIL LODGING & MEALS/CO-ED TRACK	0	79.61
202110301	BMO MASTERCARD	COCCJU	06/20/2022	Credit Card Payment AP Invoice.	GENERAL FUND/PUPIL LODGING &	0	77.06

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					MEALS/CO-ED TRACK		
202110301	BMO MASTERCARD	COCCJU	06/20/2022	Credit Card Payment AP Invoice.	GENERAL FUND/PUPIL DUES AND FEES/OTHER SPECIAL NEEDS	0	10.00
202110301	BMO MASTERCARD	COCCJU	06/20/2022	Credit Card Payment AP Invoice.	GENERAL FUND/PUPIL DUES AND FEES/OTHER SPECIAL NEEDS	0	6.99
202110301	BMO MASTERCARD	COCCJU	06/20/2022	Credit Card Payment AP Invoice.	GENERAL FUND/PUPIL DUES AND FEES/OTHER SPECIAL NEEDS	0	10.00
202110301	BMO MASTERCARD	COCCJU	06/20/2022	Credit Card Payment AP Invoice.	GENERAL FUND/PUPIL DUES AND FEES/OTHER SPECIAL NEEDS	0	30.00
202110301	BMO MASTERCARD	COCCJU	06/20/2022	Credit Card Payment AP Invoice.	GENERAL FUND/PERSONAL SERVICES/INSTRUCTIONAL STAFF TRAINING	0	775.00
202110301	BMO MASTERCARD	COCCJU	06/20/2022	Credit Card Payment AP Invoice.	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	211.04
202110301	BMO MASTERCARD	COCCJU	06/20/2022	Credit Card Payment AP Invoice.	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	159.21
202110301	BMO MASTERCARD	COCCJU	06/20/2022	Credit Card Payment AP Invoice.	GENERAL FUND/NON-CAPITAL EQUIPMENT/BUILDINGS	0	1,111.07
202110301	BMO MASTERCARD	COCCJU	06/20/2022	Credit Card Payment AP Invoice.	GENERAL FUND/GENERAL SUPPLIES/ADMINISTRATIVE TECHNOLOGY SERV	0	267.78
					Totals for 202110301		3,764.51
212200244	PLEKAN, KEVIN	JPAP06	06/17/2022	SUPPLIES SUMMER SCHOOL	GENERAL FUND/GENERAL SUPPLIES/UNDIFFERENTIATED CURRICULUM	0	25.48
					Totals for 212200244		25.48
212200247	CONNOLLY, JANINE	JPAP06	06/24/2022	SUMMER SCHOOL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/UNDIFFERENTIATED CURRICULUM	0	41.70
212200247	CONNOLLY, JANINE	JPAP06	06/24/2022	SUMMER SCHOOL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/UNDIFFERENTIATED CURRICULUM	0	45.73
					Totals for 212200247		87.43
212200250	PERSELLS, HOPE	JPAP06	06/24/2022	SUMMER SCHOOL - MAD SCIENTIST ITEMS	GENERAL FUND/FOOD/UNDIFFERENTIATED CURRICULUM	1012200150	56.83
					Totals for 212200250		56.83
					Totals for checks		208,693.42

F U N D S U M M A R Y

FUND	DESCRIPTION	BALANCE SHEET	REVENUE	EXPENSE	TOTAL
10	GENERAL FUND	128,219.49	0.00	57,248.61	185,468.10
27	SPECIAL EDUCATION FUND	16,263.76	0.00	1,594.62	17,858.38
50	FOOD SERVICE FUND	4,146.00	0.00	0.00	4,146.00
80	COMMUNITY SERVICE FUND	1,220.94	0.00	0.00	1,220.94
*** Fund Summary Totals ***		149,850.19	0.00	58,843.23	208,693.42

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

Name	Reference	Trans Date	Description	Post Date	Amount
		06/01/2022	BASKETBALL JERSEY REPLACEMENT	06/01/2022	70.00
			Totals for 16004		70.00
		06/01/2022	MEDICAID PAYMENT	06/01/2022	4,387.24
			Totals for 16005		4,387.24
		06/01/2022	MEDICAID PAYMENT - COST SETTLEMENT FOR 2	06/01/2022	17,001.73
			Totals for 16006		17,001.73
		06/01/2022	DONATION TO ATHLETIC BOOSTER CLUB MADE O	06/01/2022	500.00
			Totals for 16007		500.00
		06/01/2022	URGENT NEEDS FUND	06/01/2022	40.00
			Totals for 16008		40.00
		06/01/2022	MEDICAID PAYMENT	06/01/2022	5,423.06
			Totals for 16009		5,423.06
		06/01/2022	SUMMER SCHOOL PAYMENT PETHKE, NIELSEN	06/01/2022	225.00
			Totals for 16010		225.00
		06/01/2022	BOYS BASEBALL HATS RESALE	06/01/2022	180.00
			Totals for 16011		180.00
		06/01/2022	MES FOOD SERVICE 5/23-5/27	06/01/2022	104.00
			Totals for 16014		104.00
		06/01/2022	MES STUDENT COUNCIL	06/01/2022	50.00
			Totals for 16035		50.00
		06/03/2022	FOOD SERVICE DEPOSIT FOR WEEK OF 5/23-27	06/03/2022	385.00
			Totals for 16000		385.00
		06/03/2022	FOOD SERVICE DEPOSIT FOR WEEK OF 5/23-27	06/03/2022	1,112.90
			Totals for 16001		1,112.90
		06/03/2022	REGIONAL SOFTBALL GAME	06/03/2022	737.00
			Totals for 16002		737.00
		06/03/2022	GIRLS BASKETBALL CAMP SUMMER SCHOOL DEPO	06/03/2022	140.00
			Totals for 16003		140.00
		06/03/2022	MES FOOD SERVICE 5/30-6/3	06/03/2022	213.20
			Totals for 16012		213.20
		06/03/2022	LWHS FOOD SERVICE 5/30-6/3	06/03/2022	631.30
			Totals for 16013		631.30
		06/03/2022	INTEREST ACCT	06/03/2022	20.00
			Totals for 16029		20.00
		06/03/2022	CLASS OF 2022 DEPOSIT	06/03/2022	30.00
			Totals for 16030		30.00
		06/03/2022	MEMORIAL DAY	06/03/2022	500.00
			Totals for 16031		500.00
		06/03/2022	8TH GRADE	06/03/2022	332.00
			Totals for 16032		332.00
		06/03/2022	7TH GRADE	06/03/2022	495.00
			Totals for 16033		495.00
		06/03/2022	6TH GRADE	06/03/2022	345.00
			Totals for 16034		345.00
		06/03/2022	MS ATHLETIC FEE	06/03/2022	30.00
			Totals for 16037		30.00
		06/03/2022	DISTRICT FEE	06/03/2022	360.00
			Totals for 16038		360.00
		06/03/2022	DISTRICT FEE	06/03/2022	350.00
			Totals for 16039		350.00
		06/03/2022	INTRO TO TECH	06/03/2022	5.00
			Totals for 16040		5.00
		06/03/2022	INSTRUMENT RENTAL	06/03/2022	30.00

Name	Reference	Trans Date	Description	Post Date	Amount
			Totals for 16041		30.00
		06/03/2022	LYCEUM FEE	06/03/2022	8.00
			Totals for 16042		8.00
		06/03/2022	NEWSPAPER FEE	06/03/2022	2.00
			Totals for 16043		2.00
		06/03/2022	STUDENT FINES FEE	06/03/2022	90.00
			Totals for 16044		90.00
		06/03/2022	YEARBOOK	06/03/2022	24.00
			Totals for 16045		24.00
		06/03/2022	CHROMEBOOK	06/03/2022	130.00
			Totals for 16046		130.00
		06/03/2022	CLASS OF 2022	06/03/2022	65.00
			Totals for 16047		65.00
		06/03/2022	CLASS OF 2023	06/03/2022	10.00
			Totals for 16048		10.00
		06/03/2022	CLASS OF 2027	06/03/2022	10.00
			Totals for 16049		10.00
		06/03/2022	HS ATHLETICS	06/03/2022	30.00
			Totals for 16064		30.00
		06/03/2022	CAPP ENGLISH	06/03/2022	300.00
			Totals for 16065		300.00
		06/03/2022	CHROMEBOOK	06/03/2022	60.00
			Totals for 16066		60.00
		06/03/2022	DISTRICT FEE	06/03/2022	71.00
			Totals for 16067		71.00
		06/03/2022	GRADUATION STOLE	06/03/2022	35.00
			Totals for 16068		35.00
		06/03/2022	FINE	06/03/2022	5.00
			Totals for 16069		5.00
		06/10/2022	HS FOOD SERVICE FOR WEEK OF 6/8-6/10	06/10/2022	35.30
			Totals for 15996		35.30
		06/10/2022	INSTRUMENT RENTAL FEE C. BEYER	06/10/2022	60.00
			Totals for 15997		60.00
		06/10/2022	FOOD SERVICE DEPOSIT FOR 6/6-7	06/10/2022	47.00
			Totals for 15998		47.00
		06/10/2022	MES DEPOSIT FOR YEARBOOK	06/10/2022	178.75
			Totals for 15999		178.75
		06/10/2022	GBB SKILLS & DRILLS SUMMER SCHOOL	06/10/2022	130.00
			Totals for 16024		130.00
		06/10/2022	INTEREST ACCT	06/10/2022	20.00
			Totals for 16029		20.00
		06/13/2022	BREAKFAST AID	06/13/2022	12,410.22
			Totals for 14256		12,410.22
		06/13/2022	NATIONAL SCHOOL LUNCH AID	06/13/2022	30,988.50
			Totals for 14257		30,988.50
		06/13/2022	SPED AID	06/13/2022	48,080.00
			Totals for 14258		48,080.00
		06/24/2022	DEPOSIT FROM ATHLETIC BOOSTER CLUB FOR T	06/24/2022	138,329.00
			Totals for 15993		138,329.00
		06/24/2022	CHECK FROM URGENT NEEDS FOR AP TESTS	06/24/2022	285.00
			Totals for 15994		285.00
		06/24/2022	TRANSFER FROM WASHINGTON DC FUND FOR CAN	06/24/2022	1,996.00
			Totals for 15995		1,996.00

Name	Reference	Trans Date	Description	Post Date	Amount
		06/24/2022	DONATION FOR WEIGHT ROOM EQUIPMENT	06/24/2022	1,500.00
			Totals for 16056		1,500.00
		06/24/2022	PAYMENT TO FOOD SERVICE FOR SHAKE SUPPLI	06/24/2022	402.71
			Totals for 16057		402.71
		06/24/2022	MEDICAID	06/24/2022	5,050.30
			Totals for 16058		5,050.30
		06/24/2022	P CARD REFUND 2021-22	06/24/2022	345.73
			Totals for 16059		345.73
		06/24/2022	OPEN ENROLLMENT AID OVERPAYMENT, 2 STUDE	06/24/2022	16,322.00
			Totals for 16060		16,322.00
		06/24/2022	AP EXAM PAYMENTS	06/24/2022	2,386.00
			Totals for 16061		2,386.00
		06/24/2022	OUT OF DISTRICT PAYMENT FOR SUMMER SCHOO	06/24/2022	75.00
			Totals for 16062		75.00
		06/24/2022	HEART OF GOLD	06/24/2022	500.00
			Totals for 16063		500.00
		06/30/2022	TO RECORD MONTHLY INTEREST FOR STUDENT A	06/30/2022	4.09
			Totals for 13798		4.09
			Total for Cash Receipts		293,683.03

F U N D S U M M A R Y

FUND	DESCRIPTION	BALANCE SHEET	REVENUE	EXPENSE	TOTAL
10	GENERAL FUND	0.00	147,067.48	1,570.00	148,637.48
21	Special Revenue Trust Fund	0.00	2,421.09	0.00	2,421.09
27	SPECIAL EDUCATION FUND	0.00	96,264.33	0.00	96,264.33
50	FOOD SERVICE FUND	2,528.70	43,801.43	0.00	46,330.13
80	COMMUNITY SERVICE FUND	0.00	30.00	0.00	30.00
*** Fund Summary Totals ***		2,528.70	289,584.33	1,570.00	293,683.03

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

CREDIT CARD STATEMENT - June			WUFAR Code						
Date	Vendor	Amount	Fund	E	Location	Object	Function	Project	Description
LWHS									
5/31/2022	UW Madison SOE Place	$775.00	10	E	400	310	221300	365	AP teacher training
6/1/2022	NCS GED Exam	$56.99	10	E	400	943	179000	000	4 GED Exams
6/3/2022	UW Residence Life	$575.00	10	E	400	345	162005	0	Room Fee for Athletes and Coaches
6/3/2022	Subway	$217.57	10	E	400	345	162005	0	Lunch for Athletes and Coaches
6/3/2022	Fazoli's	$211.38	10	E	400	345	162005	0	Dinner for Athletes and Coaches
6/4/2022	Breakfast (Receipt not provided by vendor)	$77.06	10	E	400	345	162005	0	Breakfast for Athletes and Coaches
6/4/2022	Culver's	$79.61	10	E	400	345	162005	0	Dinner for Athletes and Coaches
6/7/2022	NCS GED Exam	$6.99	10	E	400	943	179000	000	1 GED Exam
	TOTAL	**$1,999.60**							
Melanine Oppor									
6/1/2022	Adobe AcroPro	$15.81	10	E	800	360	232100	0	Adobe Acrobat Pro software subscription - monthly
	TOTAL	**$15.81**							
Dean Marzofka									
5/26/2022	Amazon	$267.78	10	E	800	411	295000	0	Printer Cartriges
5/27/2022	Amazon	$1,111.07	10	E	800	440	254300	0	Cable for new door fob system
	TOTAL	**$1,378.85**							
MMS									
6/17/2022	Menards	$370.25	10	E	400	411	253000	0	Custodial/Maintenance Supplies
			10	E	200	411	253000	0	
	TOTAL	**$370.25**							

A. Sturm & Sons Foundation, Inc.

P. O. Box 954
Manawa, Wisconsin 54949

June 27, 2022

Dr. Melanie Oppor
District Administrator
Manawa School District
515 E. Fourth Street
Manawa, Wisconsin 54949

Dear Melanie:

The A. Sturm & Sons Foundation, Inc. is pleased to be able to donate $3,000 to the "Fine Arts" programs in the Manawa School District.

Please use this gift to *enhance* the Fine Arts areas of band, chorus, drama, forensics, arts, or libraries in any of the district's schools.

It is the *sincerest* intent of the Foundation that our gift should *not* be considered by the administration, or the board of education of the school district, to *reduce or replace* annual budgetary items in the foregoing areas of Fine Arts.

Sincerely,
A. Sturm & Sons Foundation, Inc..

Paul J. Sturm

PJS:ps
Enclosure

A. Sturm & Sons Foundation, Inc.

P. O. Box 954
Manawa, Wisconsin 54949

June 27, 2022

Manawa FFA
Attn: Sandra Cordes
515 E. Fourth Street
Manawa, WI 54949

Dear Ms Cordes:

I am pleased to enclose a $3,000 donation this year for the benefit of the youth enrolled in the Manawa FFA Chapter. You may apply this donation as you determine necessary for the Chapter's benefit.

It is the intent of our Foundation that our gift should not be considered by the administration, or the board of education of the school district, to reduce or replace annual budgetary items in the curriculum(s) within your oversight, but only considered as an enhancement for the benefit of the FFA Chapter.

Sincerely,
A. Sturm & Sons Foundation, Inc.

Jay Sturm

Paul J. Sturm

PJS:ps
Enclosure

for board approval, please

MANAWA FFA ALUMNI
MANAWA, WI 54949

79-749/759

1147

DATE 6·21·2022

EZ Shield℠

PAY TO THE ORDER OF Manawa FFA $ 600.00

six hundred and no/100 DOLLARS

Security Features Included. Details on Back.

© DELUXE deluxe.com/checks

FirstState Bank
Manawa, WI 54949
New London, WI 54961

MEMO

MP

⑆075907497⑆ 500⑈860⑈8⑈ 1147

SPECIALTY GRAY

Donation for board approval to help w/ State FFA Convention expenses.

— SPC

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: 7/13/2022
Re: LWHS/MMS Custodian – 2nd Shift

Recommendation

I recommend Casey M. Heise to be hired for the second shift custodial position. This position is a Full-time, 12-month (annual) position working 40 hours per week.

Rationale

Ms. Heise is a long-time resident of Manawa and alumni of Little Wolf High School. Her children are students in the SDM and she looks forward to having a similar schedule to them. The hours for this position will be flexible to allow Ms. Heise the ability to attend her own children's after school events as approved by the building principal. I am very excited and happy to welcome Ms. Heise to the SDM.

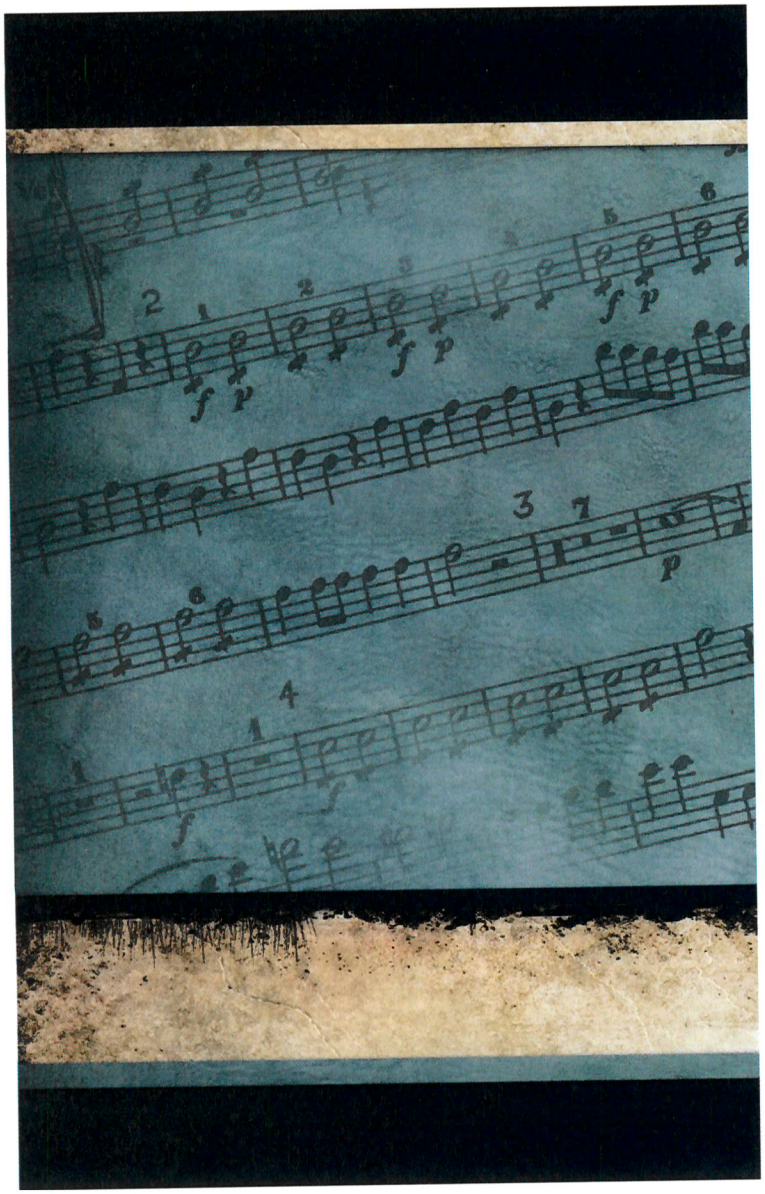
To: Dr. Melanie Oppor, Manawa Board of Education
Fr: Brad Johnson
Date: 7/17/22
Re: 2022 Fall Coach Recommendations

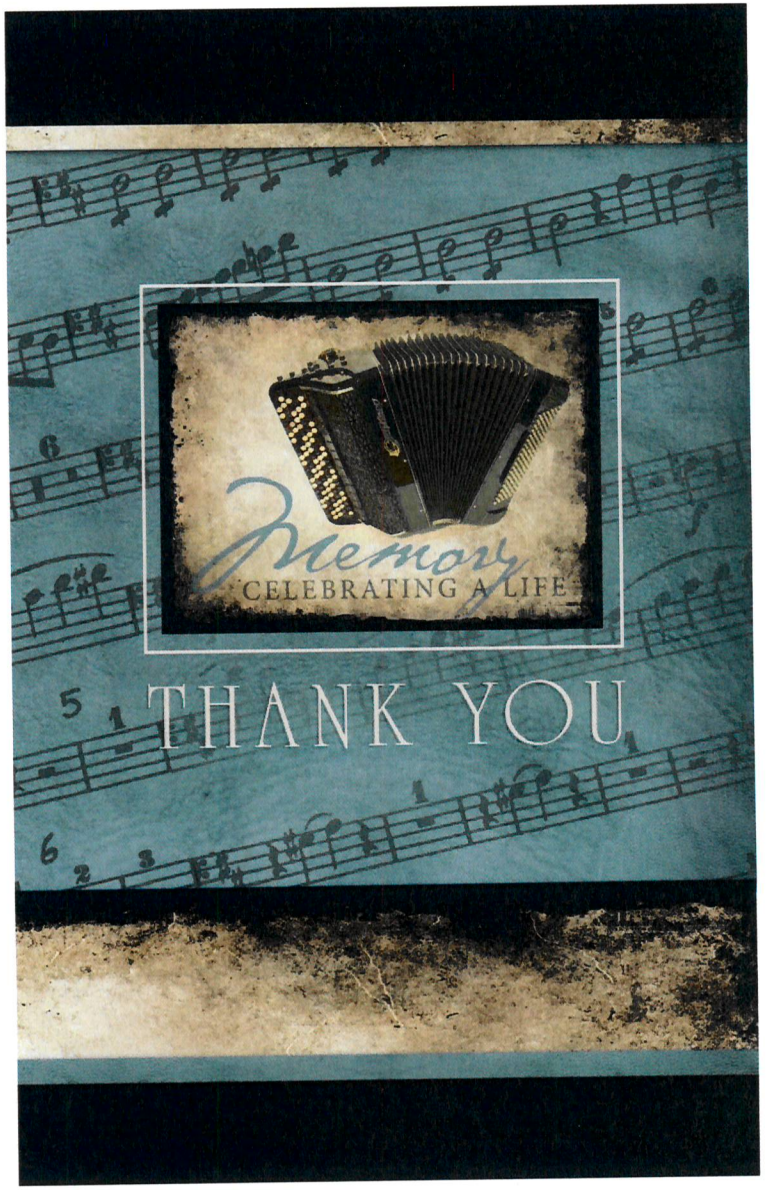
I am recommending the following for coaches for fall sports pending background checks.

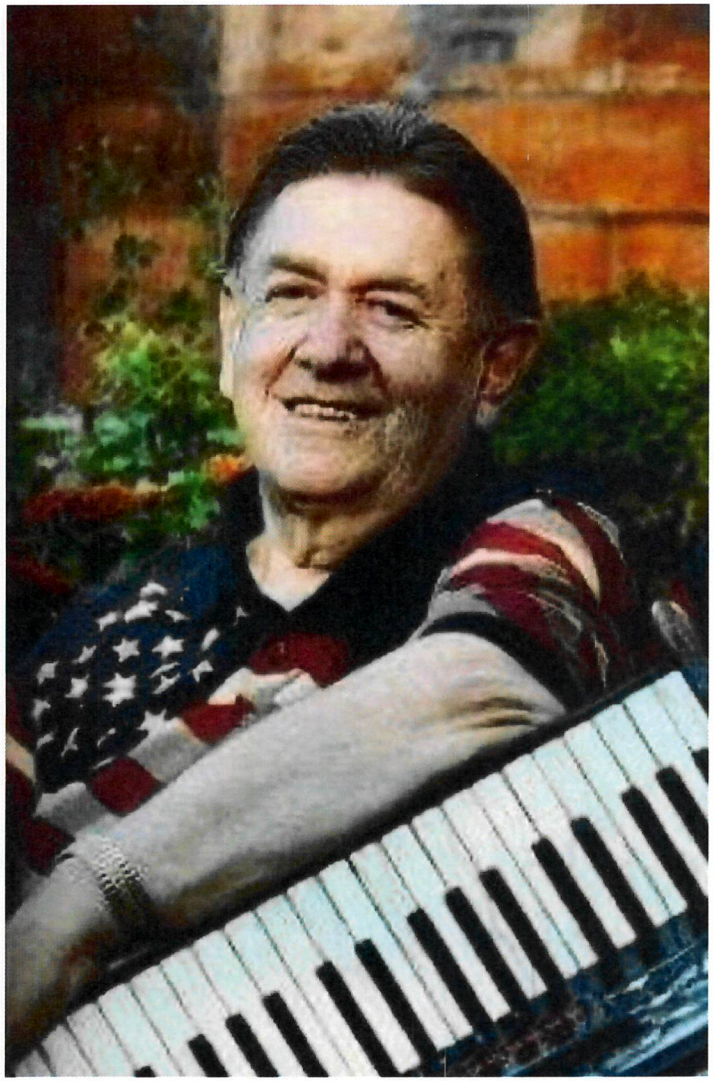
Name	**Position**	**Information**
Brad Johnson	Head Coach -Football	Coach Brad Johnson is a returning coach.
Jake Kaczorowski	Assistant Coach - Football	Mr. Kaczorowski is a returning coach.
Nate Ziemer	Assistant Coach- Football	Mr. Ziemer is a returning coach.
Casey Johnson	Assistant Coach - Football	Mr. Johnson is a returning coach.
Tony Decker	8th grade coach - Football	Mr. Decker is a returning coach.
Mike Felts	7th grade coach - Football	Mike Felts joins the staff for the first time this fall. Mike did an excellent job of coaching Middle School Track and Field and showed great strides in relationship building with our student-athletes there. Coach Johnson

		is most excited about Mike's willingness to learn and his immediate buy-in to the 3D Culture.
Luke Seeger	Volunteer Football Coach	Mr. Seeger is a returning volunteer football coach.
Cody Dean	Volunteer Football Coach	Mr. Dean is a returning volunteer football coach.
Zach Kriesel	Volunteer Football Coach	Mr. Kriesel is a returning volunteer coach.
Scott Westphal	Volunteer Football Coach	Scott Westphal joins the staff this year after serving as a Middle School coach a few years back. Coach Johnson is excited with the addition of Coach Westphal due to Scott's positive attitude, his work ethic, and his passion to help each student-athlete.
Brian Elmhorst	Volunteer Football Coach	Mr. Elmhorst is a returning coach.
Teri Schernecker	Head Coach - Cross Country	Coach Schernecker will be returning for her second year as head coach.

Bruce Scheller	Assistant Coach - Cross Country	Coach Scheller will be returning as the assistant cross country coach.
Stephanie Steiger	Head Coach - Volleyball	Coach Steiger is a returning coach.
Josh Mader	Assistant Coach - Volleyball	Coach Mader is a returning coach.
Gen Gunderson	JV2 Coach - Volleyball	Coach Gunderson is a returning coach.
Corrie Ziemer	8th Grade Coach - Volleyball	Coach Ziemer is a returning coach.
Katie Sitter	7th Grade Coach - Volleyball	Coach Sitter is a returning coach.




Memory
CELEBRATING A LIFE
THANK YOU



To know you are with
us in our time of *Sorrow*
Sharing our prayers,
Today & tomorrow

God gives us comfort in the
form of family & friends.

May His peace be with you,
His *love* never ends.

The family of Roger Hartwig

Thank you for the kindness
shown to our family during
this difficult time.

Bobbi Jo + Artie Peenke

During a time
like this
we realize how much
our friends mean to us...
Your kind expression
of sympathy will always
be remembered

®The Regal Line
Made USA #196

Thank you so much for thinking of our family during this difficult time.

The family of Terry Sachs

To: Dr. Melanie J. Oppor, BOE
From: Danni Brauer
Date: 7/12/22
Re: July Update

- We are excited to welcome Mrs. Katie Riehl to the MES family. I have been in contact with her and she seems excited as well. Mrs. Whitman, the 5th-grade teacher, also asked me to share her contact information with Mrs. Riehl so they can connect over the summer.
- I have met with Mrs. Johnson and Mrs. Pari to work on a final draft of the elementary schedules. I will solidify lunch/recess, specials, Wolftime, Reading, and Math times for grades K-5. This way I can be sure that our specialists and special assignment teachers can be used in the best ways and give classroom teachers some choice for the rest of their schedules. I will be meeting with Mrs. McCoy and Mrs. Hansen soon so they are aware of their schedules also.
- I have created a draft Assessment Schedule for the school year and have shared it with specialists and Mr. El Manssouri to get feedback. The schedule includes statewide assessments along with district screening windows. I worked to align the screening windows with PLC meeting times on our district calendar. This will create a great opportunity for teachers to discuss and dissect data. Intervention groups and plans can be made at that time, also.
- Data is being assembled from the 2021-22 school year for teachers to dig through during the beginning of the year in-service. We will use the data to look for trends, evaluate curriculum maps and plan overall instruction for the school year. Teachers may also use the data to set Student Learning Objectives and Rapid Cycle Feedback forms which are all part of Education Effectiveness. Having the planning done before students start school is helpful for teachers so they can start the year with the end in mind.
- Materials have been or will shortly be ordered for both MES and the special education department.
- The planning has begun for priorities for in-service for next school year.
- July 18th is the start of training for the school year. Many staff members will receive training in Non-violent Crisis Intervention (NVCI), CPR, Small Group Reading, and ALICE to name a few. Mrs. Seka was trained to join Mrs. Trice as NVCI trainer for our district already this summer.

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MANAWA

Students choosing to excel; realizing their strengths.

To: Board of Education
From: Carmen O'Brien
cc: Dr. Melanie Oppor
Date: 7/12/2022
Re: Business Office Monthly Update - July

This past month I was able to take some vacation time. While on vacation, I was able to volunteer at the Manawa Rodeo. It was nice to participate in this annual local event!

Two scholarship certificate of deposits came due this past month. Interest rates are on the rise and they were both renewed for a 24-month period.

My main objective this time of year is to close out the financials from the previous school year. Many entries must be made to ensure that all the activity for the 2021-22 school year is kept separate from the previous and up-coming school years. After all of the entries are made, the auditors are able to start their evaluation of the District's accounting. This is the busiest time of year for the Business Office because all of the "normal" everyday work has to be done as well as the end-of-year business.

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Kobussen Buses Ltd.

Family Pride in Every Ride

July 7, 2022
June Transportation Report
Prepared For: School District of Manawa

To Whom it May Concern,

In June, we had three days of school and 15 days of summer school. We had two trips that went out as well.

For summer school, we had one bus route and one bus that took kids to Iola for swim lessons. Everything went very well, in my opinion, and Michelle did a great job keeping in contact with any changes. The drivers were excited to see the kids again.

On June 8th, we held our end of the year party at the Veteran's Park here in town. The drivers reflected on the school year and all had a great time! We presented our drivers with some awards during this time. Terry Popour received our STAR award; this award goes to anyone that goes above and beyond. Randy Steingraber received our P.R.I.D.E. award; this award goes to charter drivers that follow our mission statement. Lastly, we had two drivers that received perfect attendance for the entire school year: Randy Steingraber and Marla Rieckmann. We couldn't be more thankful to our team of drivers. They all do an outstanding job!

Natasha has been busy combining routes and finding the best option for each route to be the most efficient. Once we receive registration paperwork, Natasha will adjust the routes to meet the needs of the new school year. Our mechanics have been busy performing maintenance on the buses and our cleaners are going through each bus, cleaning them top to bottom. Their hard work is much appreciated!

We will be starting a training session the week of July 18th to assist applicants with getting their CDL. If anyone wants to join us, feel free to apply and we will get you started in the process of becoming a bus driver! We have our annual open house, July 13th, from 11 AM – 4 PM. If anyone would like to stop in, or interested individuals can apply online, www.kobussen.com. We do have our $1,500 hiring bonus if you apply during this time!

If anyone has any questions, comments, or concerns, please do not hesitate to contact me: (920) 389-1500 ext. 1701 or my email is: Jacob.elsner@kobussen.com.

Thank you,

Jacob Elsner
Terminal Manager
Kobussen Buses LTD

Kobussen Buses Ltd.

Family Pride in Every Ride

July 7, 2022
June Transportation Report
Prepared For: School District of Manawa

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If anyone has any questions, comments, or concerns, please do not hesitate to contact me: (920) 389-1500 ext. 1701 or my email is: Jacob.elsner@kobussen.com.

Thank you,

Jacob Elsner
Terminal Manager
Kobussen Buses LTD

Mrs. Michelle Johnson
District Reading Specialist

Jul 1, 2022

To: Dr. Melanie Oppor, Manawa Board of Education

Fr: Michelle Johnson

Date: 7/1/2022

Re: District Literacy Highlights

MES Instructional Literacy/Cycles:

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.

Summer School Adventures 2022

Through rocketry, fishing adventures, scientific discoveries, baking creations, musical endeavors and newly made friendships, Summer School Adventures has completed the main three week chapter. In partnership with Sturm Library, Students and community members enjoyed Fire and Ice Mad Scientist demonstrations where audience members interacted with bubbling, floating, and fizzing experiments all while developing the scientific method. In the weightroom, student wolves strengthen the pack while learning about nutritional life skills. Students cozied in with summer reads while building their literacy skills, and participated in math game competitions to expand numeracy practices. Our growing students are learning the rules, laws, and regulations of becoming new drivers as well as practicing life skills in overcoming stress. The musical production *Hansel and Gretel* brought together our families to enjoy a night (or day) at the theater.

Although this section has come to an end, our Summer School Adventures offers upcoming opportunities all throughout the summer:

* Manawa Rodeo Band and Parade
* Volleyball Skills and Drills
* Football Skills and Drills
* Hunter's Safety
* Agriculture credits and relevant, real-life experiences

As of July 1st, 2022, the total number of participants in our summer school programs are 229 (resident) and 5 (non-resident) students with 1008142 (resident) minutes and 24881 (non resident) minutes. When the end of summer draws near, an overall end of summer report will be presented to the Board of Education.

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

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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
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

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EL Student Home Visits

Throughout the months of July and August, home visits with our EL students and families will build relationships and set goals for the upcoming school year. During these visits, ACCESS scores are reviewed, celebrations and future action steps will be discussed.

Upcoming Dates:

July and August- EL family home visits
July and August- ELA Curriculum Mapping (Grades 6-8)
June 26-28 and July 2nd- Rodeo Band Practice and Parade
July 11-26- Manawa Wolves Football Clinic
July- Band Lessons
July 22-29- Volleyball Skills and Drills Camp (Grades 4-12)
August 3rd and 4th- Cesa 6 Professional Development- MES Small/Guided Group Instruction Focus

Technology Board Report

July 18, 2022

Network and Server Infrastructure

Server configuration is still in process. Continued collaboration with insurance companies concerning Incident Response policies and procedures. Working with vendors around immutable backup products to minimize the impact of a cyber attack.

Skyward

Completed the End of Year roll successfully. As our summer online enrollment/registration went extremely well. We are now hoping to offer online enrollment and registration for the fall of 2022. This would save many days if not weeks of time in data entry. Continuing to work with Skyward to address workflow.

Insurance Guidelines

Completed the insurance company's questionnaire and awaiting a response. During conversations with the insurance company's representatives it was suggested that we update to various networked systems and procedures: i.e. Server migration to 2019/2022, 2 Factor Authentication protocols and software and hardware evaluations, Professional Development around cyber security, increased depth in backups, Incident Response and Continuity of Services plans. Each element is being addressed. Rollout times are dependent on supply chain issues and access to specialized labor.

Hardware Updates

Continue to wait for access points, door system and server chip sets. All are delayed due to chip shortages and shipping issues. While waiting various configurations are being utilized to maintain work continuity and connectivity.

Security Issues:

SDM has been spoofed and a scammer is using our likeness and information to try to purchase hardware from vendors across the nation. We (as well as the various vendors) are working with law enforcement to address this issue. Due to this and other global issues we have increase security protocols to minimize our exposure to these types of issues.

Minutes of a July 7, 2022 School District of Manawa Curriculum Committee Meeting

The meeting began at 7:00 p.m. MES Board Room, 800 Beech Street
Board Committee Members: Hollman (C), Riske, and Fietzer

In Attendance: Craig Fietzer, Sondra Reierson, Stephanie Riske, Melanie Oppor, Michelle Johnson, Danni Brauer

Timer/Recorder: 7:08 pm - Stephanie Riske

1. Consider NEW District Student-Parent Handbook with recommended changes. Motioned by Riske/Fietzer

2. Consider Endorsement of Extended StudySync Resource Pilot Motioned by Riske/ Fietzer

3. Consider Endorsement of Section 504/ADA Prohibition against Discrimination Based on Disability Plan Motioned by Fietezer/ Hollman

4. Consider Endorsement of Title I Schoolwide Plan with recommended changes. Motioned by Riske /Fietzer

5. Consider Endorsement of District Response to Intervention (RtI) Plan Motioned by Fietzer/Hollman

6. Consider Annual Endorsement of Student Academic Standards with recommended changes. Motioned by Riske/Fietzer

7. AD Johnson will work with the new principal and school counselor to further investigate and design an implementation proposal for Teen Intervene for the 2023-24 school year. Informational

8. Discuss and Recommend Applicable 2022-23 School Year Key Performance Indicators Will look at closely in August

9. Curriculum Committee Planning Guide

10. Next Meeting Date: August 10th @ 7pm

11. Next Meeting Items:
    a. Gifted and Talented Plan
    b. Consider Endorsement to Form a Trap Shooting Club
    c.

12. Adjourn Motioned by Riske/Fietzer

Minutes of a July 13, 2022 School District of Manawa Finance Committee Meeting

The meeting began at 5:00 p.m. MES Board Room, 800 Beech Street

Board Committee Members: Jepson (C), Fietzer, and Reierson

In Attendance: Jepson, Fietzer, Reierson, Dr. Oppor, OBrien, Riske

Timer/Recorder: Reierson

1. Consider Endorsement of Fund 46 - Long-term Capital Improvement Trust Fund as presented

Motion: Endorse Fund 46 - Long-term Capital Improvement Trust Fund as presented.

Motion by: Fietzer
Seconded by: Reierson

2. Food Service Vending Machine Options

Action: Get feedback from students and staff via google survey on 'Will you use it?' Will assess after feedback is obtained.

Motion by:
Seconded by:

3. Little Wolf High School/Manawa Middle School Cafeteria Furniture Proposal

Action: Get a revised layout of options and get student and staff feedback. Will access after feedback is obtained.

Motion by:
Seconded by:

4. School District of Manawa Benefits Summary
Information only

5. Monthly Financial Summary
   Information only

6. School Finance 101
   1. Revenue Limit Worksheet - Information only

7. Next Finance Committee Meeting Date/Time: August 31, 2022 at 5:00 pm

8. Next Finance Committee Items:
   1. School Finance 101 - Audit
   2. Occupational Therapist Services for 2022-23 School Year
   3. OPEB Benefit Proposal

9. Adjourn

   Motion: Motion to adjourn meeting

   Motion by: Fietzer
   Seconded by: Reierson

Minutes of a July 6, 2022 School District of Manawa
Policy and Human Resources Committee Meeting

The meeting began at 5:00 p.m. MES Board Room, 800 Beech Street

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

In Attendance: Reierson, Riske, Krueger, Dr. Oppor, B. Johnson, Fietzer

Timer/Recorder: Reierson

1. Consider Endorsement of 3D Institute or Professional Development and Evaluation for Athletic Coaches as Presented.
   Motion by: Riske/Krueger to Endorse 3D Institute or Professional Development and Evaluation for Athletic Coaches as presented.

2. *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.*
   a. Coaches Handbook
      Motion by: Krueger/Riske to Endorse Coaches Handbook as presented.

   b. Support Staff Handbook
      Motion by: Riske/Krueger to Endorse Support Staff Handbook as presented.

   c. Information Technology Plan
      Motion by: Krueger/Riske to Endorse Information Technology Plan as presented.

3. Discuss Job Description and Title for Special Assignment Teachers and Secondary Resource Courses

4. Consider Endorsement of PO8510 - Wellness as Presented
   Motion by: Riske/Krueger to Endorse PO8510 - Wellness as presented.

5. Consider Endorsement of AG5463 - Student and Credit Transfer from Nonpublic Schools as Presented
   Motion by: Riske/Krueger to Endorse AG5463 - Student and Credit Transfer from Nonpublic Schools as presented

6. Consider Endorsement of PO0155 - Committees as Presented
   Motion by: Krueger/Riske to Endorse PO0155 - Committees as presented

7. Consider Endorsement of a Teacher Wage Equalization Request
   No Action by Committee

8. Discuss Costs Incurred During the Hiring Process
   a. ThedaCare at Work Physical - $186 per person
      i. DS Rapid 5 Bundled - $65
      ii. TB Questionnaire Review - $28
      iii. Physical Free From Communicable Disease - $96
   b. Background Check
      i. Department of Justice -$7
      ii. Out of State - $30.30

9. Consider Endorsement of the Professional Educator Handbook
   Motion by: Riske/Krueger to Endorse Professional Educator Handbook as presented

10. Discuss and Recommend Applicable 2022-23 School Year Key Performance Indicators
    No Action by Committee - discussion and brainstorming possible indicators. Further review at next Committee meeting.

11. Consider Endorsement of Wisconsin Records Retention Schedule as Presented
    Motion by: Krueger/Riske to Endorse Wisconsin Records Retention Schedule as presented.

12. Plan and Schedule Support Staff Job Satisfaction Committee for the 2022-23 School Year - KPI IV. Engagement & Satisfaction

13. Set Next Meeting Date: August 10, 2022 at 5:00 pm

14. Next Meeting Items:
    a. School Resource Officer (SRO) (Information / Action)
    b. School Nurse References - Nurse/Paramedical (Information / Action)
    c.

15. Adjourn – Motion by: Riske/Krueger at 7:23 p.m.

Hoffman
Planning, Design & Construction, Inc.

June 2, 2022

School District of Manawa
Attn: Melanie Oppor
800 Beech Street
Manawa, WI 54949

Project: Construction Coordination for Misc. Projects

Design Builder: Hoffman in Correspondence School District of Manawa

Thank you for the request to provide labor to assist in the coordination of misc. construction projects throughout the district

GENERAL SERVICES

- Provide Pricing/quotes from contractors
- Coordinate material procurement
- Provide site logistics and scheduling with contractors and district staff.
- Provide on site supervision as required to complete scope of work

Cost of Services:
Five Thousand and 00/100 ($5,000.00)

Authorization

If this proposal meets with your approval, please sign below and return a copy of this letter to my attention. This will serve as your authorization to Hoffman to perform work described above and your agreement to compensate Hoffman on the terms stated. Should the scope of the project increase or if additional work is requested, a more detailed contract may be required.

Sincerely,

HOFFMAN PLANNING, DESIGN AND CONSTRUCTION, INC.

Matt McGregor
Senior Project Manager

ACCEPTED BY: School District of Manawa

_____
Signature

_____
Print Name/Title

Date: _____

THE ANNUAL (2022) LITERACY REPORT

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K - 3rd Grade Reading Proficiency by school, comparing each strategy.

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- 3rd Grade

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Benchmark Assessment Data

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- 6th Grade
- 7th Grade
- 8th Grade

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Mathews Academy

Overview

Mathews Academy is a public charter school serving students in grades K-8 in Omaha, Nebraska. Our mission is to prepare students for success in college, career, and life by providing a rigorous, student-centered learning environment that develops critical thinkers, problem solvers, and lifelong learners who are prepared to succeed in college, career, and life. Our vision is that every student will be a critical thinker, problem solver, and lifelong learner who is prepared to succeed in college, career, and life.

Our Board sought to the following staffing goals:

- Hire a Director of Curriculum and Instruction who is a literacy expert who can lead our literacy work and who can support our teachers in their literacy work.
- Hire a Director of Special Education who can lead our special education work and who can support our teachers in their special education work.
- Hire a Director of Operations who can lead our operations work and who can support our teachers in their operations work.
- Hire a Director of Development who can lead our development work and who can support our teachers in their development work.
- Hire a Director of Marketing who can lead our marketing work and who can support our teachers in their marketing work.
- Hire a Director of Technology who can lead our technology work and who can support our teachers in their technology work.

Key Performance Indicator:

50%

By 2022-2023, at least 50% of our students will be proficient in reading, as measured by artificial or higher in Fluency as measured by the Nebraska Reading Test, CORE, Acuity Reading, and Aimsweb Reading Curriculum Based Measures.

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Mathews Academy

2021-2022 Literacy Focus

Kindergarten

1st Grade

2nd Grade

3rd Grade

4th Grade

5th Grade

6th Grade

7th Grade

8th Grade

Across Grade Notes

Kindergarten Kindergarten Reading Proficiency by school, comparing each strategy.

K - 3rd Grade Reading Proficiency by school, comparing each strategy.

Benchmark Assessment Data

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Benchmark Assessment Data

- 4th Grade
- 5th Grade
- 6th Grade
- 7th Grade
- 8th Grade

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Mathews Academy

2021-2022 Kindergarten Assessment Overview

Kindergarten

Kindergarten Phonics

Kindergarten Phonics Data

Kindergarten Phonemic Awareness

Kindergarten Phonemic Awareness Data

Kindergarten Fluency

Kindergarten Fluency Data

Kindergarten Comprehension

Kindergarten Comprehension Data

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Mathews Academy

2021-2022 Kindergarten Data

Kindergarten

Kindergarten Phonics

Kindergarten Phonics Data (Alphabet Knowledge)

School District of Manawa

- **Administration/Board of Education**
  800 Beech Street
  Manawa, WI 54949
  920-596-2525
  Dr. Melanie J. Oppor - District Administrator; Curriculum Director
  Carmen O'Brien - Business Manager; District Assessment Coordinator; Food Service Director

- **Little Wolf High School/Manawa Middle School**
  515 East 4th Street
  Manawa, WI 54949
  920-596-5310
  Dr. Abe El Manssouri - Principal
  Jeff Bortle – Dean of Students
  Brad Johnson – Athletic/Activities Director

- **Manawa Elementary School**
  800 Beech Street
  Manawa, WI 54949
  920-596-2550
  Danielle Brauer – Principal; Special Education Director

- **Paving the Way**
  407 S. Bridge Street
  Manawa, WI 54949
  920-596-2526
  Danielle Brauer - Principal

- **Food Service**
  515 East 4th Street
  Manawa, WI 54949
  920-596-5834
  Brenda Suehs, Food Service Manager

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

follow us on twitter @manawaschools

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

School District of Manawa
Student/Parent Handbook
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SECTION ONE
School District of Manawa Board of Education

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

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

"Students choosing to excel; realizing their strengths."

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

Guiding Principles Grouped by Core Values:

1. *Student Success - Public schools focus on putting the needs of all students first by:*
    - *Creating a student-centered learning environment conducive to all learners*

2. *Highly Effective Staff – Public schools demonstrate accountability to the students and community they serve by promoting high standards for:*
    - *Creating academically rigorous curriculum and instruction for ALL*
    - *Closing the achievement gaps between sub-groups of students and their peers*
    - *Engaging in regular professional development on research-based best practices*
    - *Supporting and rewarding innovative and progressive initiatives for the betterment of the district*
    - *Fostering a positive attitude toward change for the betterment of the District*
    - *Expecting the highest degree of professionalism*
    - *Creating a culture of competent and passionate employees*

3. *Innovative Leadership – Public schools demonstrate accountability to the students and community they serve by holding high leadership standards for:*
    - *Developing proactive planning procedures for curriculum, instruction, assessment, and record-keeping*
    - *Budgeting with the needs of all learners as the first priority*
    - *Recruiting and retaining highly effective educators*
    - *Creating balanced programming options for remediation and enrichment*
    - *Setting proper class sizes*

4. *Parent-Community Engagement – Public schools are centers of community life and enhance the quality of life in the community to the extent that they promote and support:*
    - *Collaborating with all stakeholders involved in issues prior to decision-making*
    - *Being transparent in communications*
    - *Maintaining an open door policy*
    - *Creating a culture that develops and sustains school/district pride*
    - *Offering academic and social programs for families and the community*

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

Key Performance Indicators:

- Learning – The SDM will provide instruction that meets local curriculum maps and engages students in experiencing that will prepare them for life after high school.

- Operation Efficiencies – The SDM will efficiently and effectively manage resources (human and financial) to produce long-term infrastructure sustainability and optimal student learning outcomes.

- Safe & Orderly Environment – The SDM will ensure that the school culture reinforces positive behavioral practices and that a comprehensive school safety plan is in place.

- Engagement & Satisfaction – The SDM will systemically build staff capacity through professional development and leadership opportunities in order to enhance student learning and a sense of personal well-being.

Board of Education Meetings/Members

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

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

Refer to:

Policies 0100 through 0175.2
Policy 0167.3 Public Comment at Board Meetings

SECTION TWO

Administrative Team Mission Statement:

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

Little Wolf High School Mission Statement:

Creating solid foundations for lifelong success.

Manawa Middle School Mission Statement:

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

Manawa Elementary School Mission Statement:

MES is a supportive and encouraging environment where students and staff can learn and grow through a collaborative and positive approach. Staff and students will respect and listen to each other while sharing the responsibility of learning.

SECTION THREE

Age of Majority (High School)

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

Attendance

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

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

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

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

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

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

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

Reference to: Policy 5200 - Attendance

Tardiness

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

Refer to: Policy 5200 – Attendance

Truancy

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

Refer to: Policy 5200 - Attendance

Honors Pass (High School)

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

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

Leaving School Grounds

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

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

Picking Up and Dropping Off Students

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

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

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

Safety and Security

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

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

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

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

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

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

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

School Closing/Cancellation

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

School Hours

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

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

School-to-Work Program (High School)

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

Withdrawal and Transfer

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

SECTION FOUR

Behavior

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

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

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

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

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

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

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

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

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

- In-School Suspension - Student is assigned to a designated area during the regular school day under direct supervision. The student may not participate in co-curricular activities or any other district activities. The student is not allowed to leave school during the day for any reason. School work is assigned and credit is given for work successfully completed.
- Out-of-School Suspension - Students are placed under supervision of a parent/guardian during the period of suspension. A suspended student may not loiter, appear on school property, or be present at school-sponsored activities during the period of suspension. It is intended that this leave from school will afford the student and parents/guardians the opportunity to reflect, focus, discuss, and evaluate positive alternatives to the problem being addressed. Once a proposed plan of action has been determined, a conference with the concerned individuals will be arranged to rectify the condition for which the suspension was assigned. A student will be re-admitted to school after a satisfactory solution to his/her conduct is agreed upon by parents and administration.

- Suspensions and Disciplinary Leaves are meant to positively modify student behavior. If a student continues to exhibit inappropriate behaviors which warrant further suspension, additional strategies may be implemented in an attempt to improve student behaviors. Parent conferences, counseling, behavior contracts, assessments and referrals to outside agencies are examples of such strategies. Continued violation of rules could eventually lead to expulsion.

- Expulsion is an action by the Board of Education that prohibits an enrolled pupil from further attendance as per Wisconsin State Statute. The Board of Education may expel a student whenever it finds them guilty of repeated refusal or neglect to obey the rules or finds that they engaged in conduct while at school or while under the supervision of a school authority which endangers the property, health, or safety of others, and is satisfied that the interest of the school demands their expulsion.

- Referral to Law Enforcement or Juvenile Authorities - If a student's misbehavior is such that a legal violation is involved, law enforcement officers or juvenile authorities may be contacted by the principal or a designated representative. If the officer indicates that they are arresting the pupil, with or without a warrant, that officer will have complete jurisdiction and responsibility in the matter and the principal will not interfere with the pupil's removal from the building.

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

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

Violations against persons:

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

Violations against property:

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

Violations against school administrative procedures:

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

Violations against technology regulations:

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

Violations involving drug and alcohol:

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

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

Violation involving smoking/tobacco/vaping:

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

Violations involving weapons:

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

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

Policy exceptions include:

A. weapons under the control of law enforcement personnel while on duty, or qualified former law enforcement officers, off duty law enforcement officers, or out-of-state law enforcement officers;

B. items pre-approved by the Board as part of a class or individual presentation under adult supervision, including, but not limited to Hunters' Education and Archery Education courses, if used for the purpose and in the manner approved (working firearms and live ammunition are never approved); and

C. theatrical props used in appropriate settings with the approval of the building principal.

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

Policy 7542 - On-Site Access to District Technology Resources from Personally-Owned Communication Devices
Policy 5500 - Student Code of Classroom Conduct
Policy 5610 - Suspension and Expulsion
Policy 5605 - Suspension/Expulsion of Students with Disabilities
Policy 5772 - Weapons

Bullying

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

Bullying is deliberate or intentional behavior using words or actions, intended to cause fear, intimidation, or harm. Bullying is repeated behavior and involves an imbalance of power. The behavior is motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age; national origin; race; ethnicity; religion; gender; gender identity; sexual orientation; physical attributes; physical or mental ability or disability; and social, economic or family status.

<u>Bullying behavior can be:</u>

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

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

Refer to:
Policy 5517.01 - Bullying
Policy 5517 - Student Anti-Harassment

Due Process

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

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

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

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

Refer to:
Policy 5710 - Student Complaints
Policy 2266 – Nondiscrimination on the Basis of Sex in Education Programs or Activities
Policy 5517.01- Bullying
Policy 2260.01- Section 504/ADA Prohibition Against Discrimination Based on Disability
Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity
Policy 5517 - Student Anti-Harassment
Policy 9130 - Public Requests, Suggestions, or Complaints
Policy 5610 – Suspension & Expulsion
Policy 5610.01 – In-School Suspension
Policy 5611 – Due Process Rights

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

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

Student Dress

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

Dress Code Guidelines:

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

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

Refer to: Policy 5511 - Dress and Grooming

Social Events (Middle/High School)

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

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

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

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

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

Student Relationships (Middle/High Schools)

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

SECTION FIVE

Academics

Class Assignments (Elementary/Middle School)

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

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

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

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

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

Communication Home/School

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

Conferences

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

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

Graduation Requirements

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

English	4 credits
Social Studies	3 credits
Physical Education	1 ½ credits
Health	½ credit
Math	3 credits
Science	3 credits
Financial Literacy/Employability Skills	1/2 credit

Electives for 2023	8.5 credits
Electives for 2024 and beyond	9.5 credits

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

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

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

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

Refer to: Policy 5460 Graduation Requirements

Modifications in Instructional Delivery or Academic Day

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

SECTION SIX

Transportation

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

The Board of Education will provide transportation for those students, of any age, whose distance form their school makes this service necessary. The district shall contract for transportation services in accordance with Policy 8680 for the transportation of resident students between their home areas and the schools of the district to which they are assigned. Transportation privileges may be revoked if the student's conduct is in violation of Board policies, administrative guidelines, or the Code of Conduct pertaining to student transportation. Such revocation shall be in accord with statutory-required procedures.

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

The bus schedules/routes are available by contacting Kobussen Buses, LTD at 920-389-1500.

Students will ride only assigned school buses and will board and depart from the bus at assigned bus stops. Students will not be permitted to ride unassigned buses for any reason other than an emergency, except as approved by the building principal. A change in a student's regular assigned bus or bus stop may be granted by the building principal for a special need, if a written request from a parent/guardian is submitted to the principal stating the reason for the request and the duration of the change.

Bus Conduct

Students who are riding to and from school on transportation provided by the district are required to follow all school rules. The driver is responsible for student safety and may assign seating or direct the student in any reasonable manner to maintain that safety.

Parents are responsible for:

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

Students shall:
Previous to loading:

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

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

During the trip

- listen to the bus driver;
- remain seated while the bus is in motion;
- keep head, hands, arms, and legs inside the bus at all times;
- not throw anything from the bus;
- keep objects out of the aisle;
- be courteous;
- not eat;
- not tamper with the bus or any of its equipment;

Leaving the bus

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

Bus Surveillance

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

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

Self-Transportation to School

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

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

Reference to: Policy 5514 - Student Use of Bicycles

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

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

Policy – 8600 Transportation

SECTION SEVEN

Free and Reduced Meal Applications

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

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

Food Service

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

Breakfast

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

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

Lunch

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

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

Milk Break (Elementary School)

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

Milk	$0.40

SECTION EIGHT

Emergency Contact Information

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

Illness/Injury/Accidents

Please follow these guidelines when your child is ill:

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

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

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

Immunization Requirements

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

Refer to:
Policy 5320 - Immunization
Administrative Guideline 5320 - Immunization of Students in School

Medication

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

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

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

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

Refer to:
Policy 5330 - Administration of Medication/Emergency Care
Administrative Guideline 5330 - Administration of Medications
Administrative Guideline 5330A - Drugs Administered On an Emergency Basis

Release of Information

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

School Counselors

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

School Nursing Services – Health Paraprofessional

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

Refer to:
Policy 5310.01 - Emergency Nursing Services
Policy 8453 - Direct Contact Communicable Diseases
Policy 8450 - Control of Casual-Contact Communicable Diseases

School Psychologist

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

Special Education Programs and Services

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

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

Student Welfare

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

Refer to:
Policy 8462 - Child Abuse and Neglect

SECTION NINE

Agendas (Grades 1-5)

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

Animals in School Buildings

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

Refer to:
Policy 8390 - Animals On District Property

Birthday Parties, Treats, Snacks (Elementary School)

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

Change of Personal Information

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

Fees and Fines

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

Manawa Elementary School
- District Fee $15.00
- Class of 2030-2035 $10.00

Manawa Middle School
- District Fee $20.00
- Class of 2027-2029 $5.00

Little Wolf High School
- District Fee $20.00
- Class of 2024 Fee $10.00

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

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

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

If school-owned property, equipment or supplies are damaged or destroyed by a student, the student/family will be billed for the repair or replacement cost.

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

Field Trips

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

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

Refer to:
Policy 2340 - District-Sponsored Trips

Locker Room Privacy (Middle/High Schools)

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

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

Lockers/Cubbies/Desks

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

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

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

Refer to:
Policy 5771 - Search and Seizure

Lost and Found

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

Money (Elementary/Middle Schools)

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

Outdoor Play (Elementary School)

Physical activity is an important part of the school day. Recess takes place outdoors, weather permitting. Please make sure students are dressed appropriately for outdoor play. At the

elementary level, snow pants, boots, and mittens are needed for children to play in the snow. If temperatures fall below zero, including the wind chill factor, recess will be held indoors.

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

Parent Involvement

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

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

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

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

Refer to:
Policy 9250 - Relations with Parents
Policy 2261.01- Parent and Family Engagement in Title I Programs

Parking Regulations (High School)

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

- All student vehicles must be parked in the west high school parking lot. Any vehicle not parked in this designated area may lose parking privileges.
- All vehicles must have permits to park in any the high school parking lot. This includes students, and staff. Permits are available at the school office.

- Permits stay with the vehicle of which it is registered.
- Permits and permit number must be seen from the outside of vehicle. Permits should be displayed on rearview mirror.
- Parking lots are monitored daily.
- Snowmobiles, ATVs, UTVs, or other motorized vehicles are allowed on properties in designated areas where principal permission has been granted.

Refer to:
Policy 5515 - Student Use of Motor Vehicles

Personal Belongings

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

Posters

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

Student Activities and Organizations

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

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

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

Student Pictures

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

Technology

Students will have access to technology throughout the school building. The district has established acceptable use guidelines in accordance with the Children's Internet Protection Act, and students will be held accountable to these guidelines. Internet access is monitored and should be used only for educational purposes. The District has established policies, guidelines, and strict Internet filtering safeguards in an attempt to prevent access to information that may be illegal, defamatory, inaccurate, obscene, or potentially objectionable.

The District supports and respects each family's right to decide whether or not to allow for independent student access to the Internet. If a parent/guardian decides that the student is not to have Internet access, they must inform the building principal. Personal technology, other than cell phones, should not be brought to school.
Refer to:
Policy 7540.03 - Student Technology Acceptable Use and Safety

Technology Devices

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

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

Refer to:
Policy 7540.03 - Student Technology Acceptable Use and Safety

Telephone Use (Elementary School)

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

Messages concerning changes in after-school procedures will be taken for students before 2:30 p.m. These messages will then be relayed to the student before dismissal. Whenever possible, make arrangements and send a note with the student about their after-school plans. Unless there

is an emergency, students will not be called to the phone without permission of the building principal. Student calls for forgotten items will also need staff approval.

Visitors

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

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

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

Refer to:
Policy 9150 - School Visitors

Volunteers

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

Refer to:
Policy 8120 - Volunteers

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

Eligibility:

1. Age 62 or older.
2. Eligible to receive Social Security.
3. Live in the home for which the person pays property taxes in the School District of Manawa.
4. Confirm annually or enroll in the STEP program by contacting the District Office for details. The program provides screening, orientation, and background checks.

Property Tax Credit:

1. Credit of $6.50 per hour.

2. Volunteers may be credited up to maximum of 66 hours in a calendar year (December 1 – November 30) for a total of $429.00.
3. Credit will be a check, payable to the municipality and is to be applied to property tax payments.

SECTION TEN

Equal Educational Opportunities/Nondiscrimination

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

Any questions concerning policy or curriculum should be directed to:

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

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

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

Any questions concerning Title IX should be directed to:

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

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

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

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

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

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

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

Complaint Procedures

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

Refer to:
Policy 9130 - Public Requests, Suggestions, or Complaints

Directory Information

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

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

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

Refer to:
Policy 8330 - Student Records

Parent/Legal Guardian Rights and Responsibilities

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

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

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

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

Refer to:
Policy 5780 - Adult Student/Parent Rights
Policy 8330 - Student Records

Parent Right to Know

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

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

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

Place of Residence/Open Enrollment

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

Refer to:
Policy 5113 - Open Enrollment Program (Inter-District)

Policies

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

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

Student Records

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

Refer to:
Policy 8330 - Student Records

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

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

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

Refer to: Policy 2430 - District Sponsored Clubs and Activities

Competitive Extracurricular Clubs and Activities:

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

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

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

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

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

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

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

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

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

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

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

carefully to the arguments presented and chooses a winner. Debate meets feature 4-5 rounds in a Tournament.

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

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

Bowling Club
Advisor/Coach: Mr. Beyer
Meeting Location, Date, & Time: Thursdays after school at Keglers Bowling Center

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

<u>Non-Competitive Extracurricular Clubs and Activities:</u>

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

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

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

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

High School Gay-Straight Alliance (GSA) Club
Advisors: Mrs. Zabler
Meeting Location, Date, & Time: Weekly meetings on Fridays during lunch.

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

National Honor Society (NHS)
Advisor: TBD
Meeting Location, Date, & Time: Meetings occur in the LWHS/MMS Commons once per month during homerooms.

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

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

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

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

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

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

Ski Club
Advisors: Mr. Bortle and Mrs. Bortle
Meeting Location, Date, & Time: Nordic Mountain, Dates to be determined 4:30 p.m. - 7:00 p.m.

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

HS FOR (Friends of Rachel) Club
Advisors: Ms. Eck and Mrs. Krause
Meeting Location, Date, & Time: One to two times a month during homeroom. Meetings occur in the LWHS/MMS Commons, in order to plan small and large activities to promote kindness.

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

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

MS FOR (Friends of Rachel) Club
Advisors: Ms. Eck and Mrs. Krause
Meeting Location, Date, & Time: One to two times a month during homeroom. Meetings occur in the LWHS/MMS Commons, in order to plan small and large activities to promote kindness.

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

HS Yearbook
Advisor: TBD
Meeting Location, Date, & Time: TBD

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

MS Yearbook
Advisor: TBD
Meeting Location, Date, & Time: TBD

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

Drama Club
Advisor: TBD
Meeting Location, Date, & Time: TBD

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

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

MS Class Officers
Advisors: Middle School Core Teachers
Meeting Location, Date, & Time: Meetings are held in the MMS Suite and MMS classrooms and meet at various times throughout the school year to plan activities in the MMS area.

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

Sources of Strength
Advisors: Mrs. Cordes, Ms. Eck, Mrs. Krause, Ms. Wright, and Mr. Ziemer
Meeting Location, Date, & Time: Meetings occur during school hours minimally once per month during homeroom in the commons.

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

Manawa Elementary Student Council
Advisors: Mrs. Ziemer, Mrs. Whitman, and Ms. Ujazdowski
Meeting Location, Date, & Time: Over lunch or Wolf Time in Mrs. Whitman's classroom

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

The following SDM Clubs/Activities are currently inactive:

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

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

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

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

STUDENT/PARENT HANDBOOK SIGNATURE PAGE

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

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

My signature at the bottom of this form gives consent as stated above.

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

Student Name (print) _____

Date: _____ Parent/Guardian Signature _____

Print Name _____

Date: _____ High School Student Signature _____
* High School Student Signature is Mandatory

Students choosing to excel; realizing their strengths

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

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

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

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

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

Zoom Meeting Invite

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

Join Zoom Meeting
https://mcgrawhill.zoom.us/j/83140136879

Meeting ID: 831 4013 6879
Dial
+1 210 795 0507 US Toll
Conference code: 8793046571

Meeting ID: 831 4013 6879

Weblink to explore StudySync Components:
https://www.studysync.com/products/ela

School District of Manawa StudySync Representative Contact Information
Dawn Halbaken
dawn.halbakken@mheducation.com

MANAWA

Students choosing to excel; realizing their strengths

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

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

StudySync Resource
Pilot: 6th grade
Cost: All digital access for teacher and student pilot is with no cost for three months. If our team is interested in print copies as well, the pilot cost individual Units for the students-each Unit is $6.17

Proposed Timeline:

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

Weblink to explore StudySync Components:
https://www.studysync.com/products/ela

Recorded Presentation
https://mcgrawhill.zoom.us/rec/share/kPEnyzHeeud6AydEQLRmy_65DQMKy4ddX2Zqp32JBiq3JdDvFsSy2f95lQVBCoYP.qWt7VJLcAr3GqDkx
Passcode: zj1^#2pS

School District of Manawa StudySync Representative Contact Information
Dawn Halbaken
dawn.halbakken@mheducation.com

Scope and Sequence

studysync

Grade 6 Unit 1

Testing Our Limits: What do we do when life gets hard?

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

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

O = PRACTICE/APPLICATION ONLY X = INSTRUCTION AND PRACTICE/APPLICATION

Scope and Sequence

studysync

Grade 6 Unit 2

You and Me: How do relationships shape us?

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

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

O = PRACTICE/APPLICATION ONLY

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Scope and Sequence

studysync

Grade 6 Unit 3

In the Dark: How do we know what to do when there are no instructions?

	Reading: Literature										Reading: Informational Text										Language															
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1A	1B	1C	1D	1E	2A	2B	3A	3B	4A	4B	4C	4D	5A	5B	5C	6
Academic Vocabulary											O																				X						X
Genre																				X																	O
Heroes Every Child Should Know: Perseus	O		X	O		O				X																				X		X	X				O
The Lightning Thief	O		O	O	X					O																				X			O				O
Elena	O			O						O																				O			O				O
Hatshepsut: His Majesty, Herself											O	X	X	O						O										X	X						O
I, Too	O			O	X		X			O																				X		O	O	O			O
Everybody Jump											O			X	X					O										X	O						O
Hoot	O	X	O	O						O																				X			O				O
Donna O'Meara: The Volcano Lady											O	O	O	O	O					O										O			O				O
Dare to Be Creative!											O	O	O	O	O					O										O			O				O
Margaret Bourke-White: Fearless Photographer											X			X					O	X										X	O		O				O
Self-Selected										O										O																	
Blasts											O																										
Extended Writing Project											O															X	X										
Novel Study: The Lightning Theif	O			O						O																											O
Novel Study: Hoot	O			O						O																											O

	Writing																								Speaking and Listening								
	1A	1B	1C	1D	1E	2A	2B	2C	2D	2E	2F	3A	3B	3C	3D	3E	4	5	6	7	8	9A	9B	10	1A	1B	1C	1D	2	3	4	5	6
Academic Vocabulary																									O								
Genre																	O	O	O				O	O	O		O		O				
Heroes Every Child Should Know: Perseus	O	O															O	O	O			O		O	O	O	O	O	O				O
The Lightning Thief																		O	O			O		O	O	O	O	O	O	O			O
Elena												O			O		O	O	O					O	O	O	O	O	O	O			O
Hatshepsut: His Majesty, Herself	O	O															O	O	O				O	O	O	O	O	O	O	O			O
I, Too	O	O	O														O	O	O			O		O	O	O	O	O	X				O
Everybody Jump												O		O	O		O	O	O				O	O	O	O	O	O	O				O
Hoot	O	O															O	O	O			O		O	O	O	O	O	O	O			O
Donna O'Meara: The Volcano Lady																	O	O	O				O	O	O	O	O	O	O				O
Dare to Be Creative!																	O	O	O				O	O	O	O	O	O	O				O
Margaret Bourke-White: Fearless Photographer						O	O		O								O	O	O				O	O	O	O	O	O	O				O
Self-Selected																	O	O	O			O		O	O		O	O					
Blasts																	O		O				O	O	O		O	O					
Extended Writing Project						X	X	X	X	X	X						X	X	X					O	O		O		O				
Novel Study: The Lightning Theif																	O		O						O								O
Novel Study: Hoot																	O		O						O								O

O = PRACTICE/APPLICATION ONLY X = INSTRUCTION AND PRACTICE/APPLICATION

Scope and Sequence

studysync

Grade 6 Unit 4

Personal Best: Which qualities of character matter most?

	Reading: Literature										Reading: Informational Text										Language															
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1A	1B	1C	1D	1E	2A	2B	3A	3B	4A	4B	4C	4D	5A	5B	5C	6
Academic Vocabulary											O																			X							O
Genre											O									X																	O
I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban											O			X		X				X										X		O				X	O
Malala Yousafzai-Nobel Lecture											O			O	X		X	X		O										X	O						O
Priscilla and the Wimps	O	O	O	O	O	O				O																				O			O				O
All Summer in a Day	O	X		O		X	X			O																				X		O					O
Bullying in Schools											O			O				X		X										X	O		O		X		O
Freedom Walkers: The Story of the Montgomery Bus Boycott											O	O		O		O				O										O			O				O
Letter to Xavier High School											O	O	O	O	O					O										O			O				O
Freedom's Daughters: The Unsung Heroines of the Civil Rights Movement											O	X		O					X	O										X		O					O
Celebrities as Heroes											O			O				X		O										X		O					O
Famous	O	O		O	X					O	O			O						O										X			O				O
Self-Selected										O										O																	
Blasts											O																										
Extended Writing Project											O													X		X	X										
Novel Study: I Am Malala											O			O						O																	O
Novel Study: Freedom Walkers											O			O						O																	O

	Writing																								Speaking and Listening								
	1A	1B	1C	1D	1E	2A	2B	2C	2D	2E	2F	3A	3B	3C	3D	3E	4	5	6	7	8	9A	9B	10	1A	1B	1C	1D	2	3	4	5	6
Academic Vocabulary																									O								
Genre																	O	O	O				O	O	O		O		O				
I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban	O	O	O														O	O	O				O	O	O	O	O	O	O	O			O
Malala Yousafzai-Nobel Lecture	O	O															O	O	O				O	O	O	O	O	O	X	X			O
Priscilla and the Wimps																	O	O	O			O		O	O	O	O	O	O				O
All Summer in a Day	O	O															O	O	O					O	O	O	O	O	X				O
Bullying in Schools																		O	O				O	O	O		O	O	O				O
Freedom Walkers: The Story of the Montgomery Bus Boycott																	O	O	O				O	O	O	O	O	O	O	O			O
Letter to Xavier High School																	O	O	O				O	O	O	O	O	O	O				O
Freedom's Daughters: The Unsung Heroines of the Civil Rights Movement						O	O										O	O	O				O	O	O	O	O	O	O				O
Celebrities as Heroes	O	O															O	O	O				O	O	O	O	O	O	O				O
Famous	O	O															O	O	O					O	O	O	O	O	O				O
Self-Selected																	O	O	O			O		O	O		O	O					
Blasts																	O		O				O	O	O		O	O					
Extended Writing Project	X	X	X	X	X												X	X	X					O	O		O		O				
Novel Study: I Am Malala																	O		O						O								O
Novel Study: Freedom Walkers																	O		O						O								O

O = PRACTICE/APPLICATION ONLY X = INSTRUCTION AND PRACTICE/APPLICATION

Scope and Sequence

studysync

Grade 6 Unit 5

Making Your Mark: What's Your Story?

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

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

O = PRACTICE/APPLICATION ONLY X = INSTRUCTION AND PRACTICE/APPLICATION

Scope and Sequence

studysync

Grade 6 Unit 6

True to Yourself: Who are you meant to be?

	Reading: Literature										Reading: Informational Text										Language															
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1A	1B	1C	1D	1E	2A	2B	3A	3B	4A	4B	4C	4D	5A	5B	5C	6
Academic Vocabulary											O																										X
Genre										X																											O
Bronx Masquerade	O	X		O		O				X																				X		O	O				O
A BEACON of Hope: The Story of Hannah Herbst											O		O	O	O	O				O										O			O				O
Shree Bose: Never Too Young to Change the World											O	O		O			X			X										X		X	X				O
Letter to His Daughter											O			X						O										X		O	O	X			O
The Story Behind the Bus											O	O		O	O	O				O										O			O				O
Rosa	O	O	O	O						O																				O			O				O
Rosa Parks: My Story											O		X	X					X	O										X	O					X	
Eleanor Roosevelt: A Life of Discovery											O	O	O	O						O										O			O				O
Brave	O			X			O		O	O																				X		O	O				O
I Never Had it Made: An Auto-biography of Jackie Robinson											O	X		O		X				O										X	O	O	O				O
Touching Spirit Bear	O	O	X	O		O				O																				X		O					O
Self-Selected										O										O																	
Blasts											O																										
Extended Writing Project											O														X	X	O										
Novel Study: Eleanor Roosevelt											O			O						O																	O
Novel Study: Touching Spirit Bear	O			O						O																											O

	Writing																								Speaking and Listening								
	1A	1B	1C	1D	1E	2A	2B	2C	2D	2E	2F	3A	3B	3C	3D	3E	4	5	6	7	8	9A	9B	10	1A	1B	1C	1D	2	3	4	5	6
Academic Vocabulary																									O								
Genre																	O	O	O			O		O	O		O		O				
Bronx Masquerade																		O	O			O		O	O		O	O	O				O
A BEACON of Hope: The Story of Hannah Herbst																	O	O	O				O	O	O	O	O	O	O				O
Shree Bose: Never Too Young to Change the World						O	O										O	O	O				O	O	O	O	O	O	X				O
Letter to His Daughter	O	O															O	O	O				O	O	O	O	O	O	O				O
The Story Behind the Bus																	O	O	O				O	O	O	O	O	O	O				O
Rosa												O			O		O	O	O					O	O	O	O	O	O	O			O
Rosa Parks: My Story						O	O										O	O	O				O	O	O	O	O	O	O	O			O
Eleanor Roosevelt: A Life of Discovery																	O	O	O				O	O	O	O	O	O	O	O			O
Brave																		O	O			O		O	O		O	O	O				O
I Never Had it Made: An Auto-biography of Jackie Robinson	O	O															O	O	O				O	O	O	O	O	O	O				O
Touching Spirit Bear												O	O		O		O	O	O			O		O	O	O	O	O	O	O	O		O
Self-Selected																	O	O	O			O		O	O		O	O					
Blasts																	O		O				O	O	O		O	O					
Extended Writing Project						X	O	O	O	O							X	X	O	X	X			O	O		O		X				
Novel Study: Eleanor Roosevelt																	O		O						O								O
Novel Study: Touching Spirit Bear																	O		O						O								O

O = PRACTICE/APPLICATION ONLY X = INSTRUCTION AND PRACTICE/APPLICATION

Scope and Sequence

studysync

Grade 7 Unit 1

Conflicts and Clashes: When do differences become conflicts?

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

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

O = PRACTICE/APPLICATION ONLY X = INSTRUCTION AND PRACTICE/APPLICATION

Scope and Sequence

studysync

Grade 7 Unit 2

Highs and Lows: What do we learn from love and loss?

	Reading: Literature										Reading: Informational Text										Language															
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1A	1B	1C	1D	1E	2A	2B	3A	3B	4A	4B	4C	4D	5A	5B	5C	6
Academic Vocabulary											O																										X
Genre										X																											O
Annabel Lee	O			X			X			X																				X		O		X			O
My Mother Pieced Quilts	O			O						O																											O
Museum Indians											O			X						O										X		O		X			O
The Walking Dance	X	O	X	O						X																				X		O					O
Second Estrangment	O	O		O	X					O											O									X		O					O
No Dream Too High: Simone Biles											O	X	O	O						O										X		O					O
The Highwayman	O			X			X			O																				X			O				O
Flesh and Blood so Cheap: The Triangle Fire and Its Legacy											O			O	X					O										X			O				O
A Christmas Carol	O			O						O																				O			O				O
Tangerine	O			O						O																				O			O				O
My Mother Really Knows	O			O					X	O																				X		O					O
Self-Selected										O										O																	
Blasts											O																										
Extended Writing Project	O										O										X	X					X										
Novel Study: Flesh and Blood																																					
Novel Study: Tangerine																																					

	Writing																								Speaking and Listening								
	1A	1B	1C	1D	1E	2A	2B	2C	2D	2E	2F	3A	3B	3C	3D	3E	4	5	6	7	8	9A	9B	10	1A	1B	1C	1D	2	3	4	5	6
Academic Vocabulary																									O								
Genre																	O	O	O			O		O	O		O		O				
Annabel Lee	O	O															O	O	O					O	O	O	O	O	O	O			O
My Mother Pieced Quilts																	O	O	O			O		O	O	O	O	O	O	O			O
Museum Indians	O	O															O	O	O				O	O	O	O	O	O	O				O
The Walking Dance	O	O															O	O	O			O		O	O	O	O	O	O				O
Second Estrangment	O	O															O	O	O			O		O	O		O	O	O				O
No Dream Too High: Simone Biles																		O	O				O	O	O		O	O	O	O			
The Highwayman	O	O															O	O	O					O	O	O	O	O	O	O			O
Flesh and Blood so Cheap: The Triangle Fire and Its Legacy	O	O															O	O	O				O	O	O	O	O	O	O				O
A Christmas Carol																	O	O	O			O		O	O	O	O	O	O	O			O
Tangerine																	O	O	O				O	O	O	O	O	O	O	O			O
My Mother Really Knows	O	O															O	O	O			O		O	O	O	O	O	O				O
Self-Selected																	O	O	O			O		O	O		O	O					
Blasts																	O		O			O		O	O		O	O					
Extended Writing Project	X	X	X	X	X	X								O			X	X	X					O	O		O		O				
Novel Study: Flesh and Blood																																	
Novel Study: Tangerine																																	

O = PRACTICE/APPLICATION ONLY X = INSTRUCTION AND PRACTICE/APPLICATION

Scope and Sequence

studysync

Grade 7 Unit 3

Chasing the Impossible: What makes a dream worth pursuing?

	Reading: Literature										Reading: Informational Text										Language															
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1A	1B	1C	1D	1E	2A	2B	3A	3B	4A	4B	4C	4D	5A	5B	5C	6
Academic Vocabulary											O																				X						X
Genre																				X																	O
We Beat the Street	O		X	O		O				X																				X		X	X				O
The First Americans	O		O	O	X					O																				X			O				O
Harriet Tubman: Conductor on the Underground Railroad	O			O						O																				O			O				O
The People Could Fly: American Black Folktales											O	X	X	O						O										X	X						O
All Together Now	O			O	X		X			O																				X		O	O	O			O
Mother Jones: Fierce Fighter for Women's Rights											O			X	X					O										X	O						O
Speech to the Young: Speech to the Progress-Toward	O	X	O	O						O																				X			O				O
Letter to President Roosevelt, July 31, 1903											O	O	O	O	O					O										O			O				O
Before We Were Free											O	O	O	O	O					O										O			O				O
Machines, not people should be exploring the stars for now											X			X					O	X										X	O		O				O
Responses to "Machines, not people, should be exploring the stars for now"																																					
Self-Selected										O										O																	
Blasts											O																										
Extended Writing Project											O															X	X										
Novel Study: We Beat the Street	O			O						O																											O
Novel Study: Harriet Tubman	O			O						O																											O

	Writing																									Speaking and Listening								
	1A	1B	1C	1D	1E	2A	2B	2C	2D	2E	2F	3A	3B	3C	3D	3E	4	5	6	7	8	9A	9B	10	1A	1B	1C	1D	2	3	4	5	6
Academic Vocabulary																									O								
Genre																	O	O	O				O	O	O		O		O				
We Beat the Street	O	O															O	O	O			O		O	O	O	O	O	O				O
The First Americans																		O	O			O		O	O	O	O	O	O	O			O
Harriet Tubman: Conductor on the Underground Railroad												O			O		O	O	O					O	O	O	O	O	O	O			O
The People Could Fly: American Black Folktales	O	O															O	O	O				O	O	O	O	O	O	O	O			O
All Together Now	O	O	O														O	O	O			O		O	O	O	O	O	X				O
Mother Jones: Fierce Fighter for Women's Rights												O		O	O		O	O	O				O	O	O	O	O	O	O				O
Speech to the Young: Speech to the Progress-Toward	O	O															O	O	O			O		O	O	O	O	O	O	O			O
Letter to President Roosevelt, July 31, 1903																	O	O	O				O	O	O	O	O	O	O				O
Before We Were Free																	O	O	O				O	O	O	O	O	O	O				O
Machines, not people should be exploring the stars for now						O	O		O								O	O	O				O	O	O	O	O	O	O				O
Responses to "Machines, not people, should be exploring the stars for now"																																	
Self-Selected																	O	O	O			O		O	O		O	O					
Blasts																	O		O				O	O	O		O	O					
Extended Writing Project						X	X	X	X	X	X						X	X	X					O	O		O		O				
Novel Study: We Beat the Street																	O		O						O								O
Novel Study: Harriet Tubman																	O		O						O								O

O = PRACTICE/APPLICATION ONLY X = INSTRUCTION AND PRACTICE/APPLICATION

Scope and Sequence

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Grade 7 Unit 4

Moment of Truth: How can one event change everything?

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

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

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Scope and Sequence

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Grade 7 Unit 5

Test of Time: Why do we still read myths and folktales?

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

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

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Scope and Sequence

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Grade 7 Unit 6

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

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

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

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Scope and Sequence

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Grade 8 Unit 1

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

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

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

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Scope and Sequence

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Grade 8 Unit 2

Past and Present: What makes you, you?

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

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

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Scope and Sequence

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Grade 8 Unit 3

No Risk, No Reward: Why do we take chances?

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

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

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Scope and Sequence

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Grade 8 Unit 4

Hear Me Out: How do you choose the right words?

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

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

O = PRACTICE/APPLICATION ONLY X = INSTRUCTION AND PRACTICE/APPLICATION

Scope and Sequence

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Grade 8 Unit 5

Times That Try Us: Who are you in a crisis?

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

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

O = PRACTICE/APPLICATION ONLY X = INSTRUCTION AND PRACTICE/APPLICATION

Scope and Sequence

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Grade 8 Unit 6

Beyond Reality: What do other worlds teach us about our own?

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

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

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Scope and Sequence

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Grade 9 Unit 1

Divided We Fall: Why do we feel the need to belong?

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

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

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Scope and Sequence

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Grade 9 Unit 2

The Call to Adventure: What will you learn on your journey?

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

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

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Scope and Sequence

studysync

Grade 9 Unit 3

Declaring Your Genius: How do you define intelligence?

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

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

O = PRACTICE/APPLICATION ONLY X = INSTRUCTION AND PRACTICE/APPLICATION

Scope and Sequence

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Grade 9 Unit 4

The Art of Disguise: How do we design our identity?

	Reading: Literature										Reading: Informational Text										Language															
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1A	1B	1C	1D	1E	2A	2B	3A	3B	4A	4B	4C	4D	5A	5B	5C	6
Academic Vocabulary											O																										X
Genre										X																											
Quiet: The Power of Introverts in a World That Can't Stop Talking										O	O	X	X	O						O										O							O
Remarks to the Senate in Support of a Declaration of Conscience											O			O		X			X	O										O							O
Romiette and Julio	O			O						O																											O
The Tragedy of Romeo and Juliet (Act II, Scene II)	O			O	X				X	O																				O							O
We Wear the Mask	O			O						O																											O
The Pose	O			O						O																											O
Blues Ain't No Mocking Bird	O			X						O																				O							O
West Side Story																																					
A Doll's House																																					
A Story of Vengeance																																					
The Cask of Amontillado	O		X	O	X					O																				O							O
Eulogy for Mahatma Gandhi											O			O						O																	O
Self-Selected										O										O																	
Blasts											O																										
Extended Writing Project											O										X	X				O	X										

	Writing																									Speaking and Listening								
	1A	1B	1C	1D	1E	2A	2B	2C	2D	2E	2F	3A	3B	3C	3D	3E	4	5	6	7	8	9A	9B	10	1A	1B	1C	1D	2	3	4	5	6
Academic Vocabulary																									O								
Genre																									O		O		O				
Quiet: The Power of Introverts in a World That Can't Stop Talking																	X								O	O	O	O	O	O			
Remarks to the Senate in Support of a Declaration of Conscience																	X	O	O				O	O	O	O	O	O	O	O			
Romiette and Julio																	O	O	O			O		O	O	O	O	O	O	O			O
The Tragedy of Romeo and Juliet (Act II, Scene II)																	X	O	O			O		O	O	O	O	O	O	O			
We Wear the Mask																	O	O	O			O		O	O	O	O	O	O	O			O
The Pose																	O	O	O			O		O	O	O	O	O	O	O			O
Blues Ain't No Mocking Bird																	X	O	O			O		O	O	O	O	O	O	O			
West Side Story																																	
A Doll's House																																	
A Story of Vengeance																																	
The Cask of Amontillado																	X	O	O			O		O	O	O	O	O	O	O			
Eulogy for Mahatma Gandhi																	O	O	O			O		O	O	O	O	O	O	O			O
Self-Selected																	O	O	O			O			O		O	O					
Blasts																	O		O			O		O	O		O	O					
Extended Writing Project						X	X	X	X	X	X						X	X	X	X	X	X	X	X	O								

O = PRACTICE/APPLICATION ONLY X = INSTRUCTION AND PRACTICE/APPLICATION

Scope and Sequence

studysync

Grade 9 Unit 5

The Dance of Romance: When is love worth the fall?

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

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

O = PRACTICE/APPLICATION ONLY X = INSTRUCTION AND PRACTICE/APPLICATION

Scope and Sequence

studysync

Grade 9 Unit 6

Human Potential: How can you help others achieve their goals?

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

	Writing																								Speaking and Listening								
	1A	1B	1C	1D	1E	2A	2B	2C	2D	2E	2F	3A	3B	3C	3D	3E	4	5	6	7	8	9A	9B	10	1A	1B	1C	1D	2	3	4	5	6
Academic Vocabulary																									O								
Genre																									O		O		O				
Letters to My Younger Self																	O	O	O			O		O	O	O	O	O	O	O			O
Letters to a Young Poet																	X	O	O				O	O	O	O	O	O	O	O			
Maus																																	
The Scarlet Ibis																	O	O	O			O		O	O	O	O	O	O	O			
To Kill a Mockingbird (from Chapters 3, 15)																	O	O	O			O		O	O	O	O	O	O	O			O
The Girl Who Can																	O	O	O			O		O	O	O	O	O	O	O			O
I Know Why the Caged Bird Sings																	X	O	O			O		O	O	O	O	O	O	O			
Advice to Little Girls																	O	O	O			O		O	O	O	O	O	O	O			O
Lumberjanes																	X	O	O			O		O	O	O	O	O	O	O			
Pride and Perservance																																	
Ode to the Selfie																																	
Life Every Voice and Sing																	X	O	O			O		O	O	O	O	O	O	O			
Self-Selected																	O	O	O			O			O		O	O					
Blasts																	O		O			O		O	O		O	O					
Extended Oral Project												X	X	X	X	X	X	X	X			X	X	O	O					X	X	X	X

O = PRACTICE/APPLICATION ONLY X = INSTRUCTION AND PRACTICE/APPLICATION

Scope and Sequence

studysync

Grade 10 Unit 1

The Power of Communication: Why do words matter?

	Reading: Literature										Reading: Informational Text										Language																
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1A	1B	1C	1D	1E	2A	2B	3A	3B	4A	4B	4C	4D	5A	5B	5C	6
Academic Vocabulary											O																						X				
Genre										X	O																O	O									
Literary Focus	O									X	O	O	O	O	O					X							O			O							
The Refusal	X		X	X						O																	X		O	X			O				
I Am Offering This Poem	O	X		O					X	O																	O		O	O			O				
She Unnames Them	O	X		O					X	O																	O		O				O				
The Story of a Vision	O			O						O																	O		O	O			O				
Heart of Darkness	O		O	O						O																							O				
Things Fall Apart	O	X		O		X			O	O																	O		O				O				
My Grandmother Washes Her Feet in the Bathroom at Sears	O		O	O						O																							O				
In Between Cultures: A Granddaughter's Advantage											O			O	O					O																	
Letter fom a Birmingham Jail											O	O		O		X		X	X	O							O		O	O			O				
A Voice	O		O	O						O																	O		O	O			O				
Speech to the Second Virginia Convention											O	O		X	O	X			X	O							O		O	O			O				
Self-Selected										O										O													O				
Timed Writing											O																										
Blasts											O																						O				
Extended Writing Project											O											X	X		X								O				

	Writing																								Speaking and Listening								
	1A	1B	1C	1D	1E	2A	2B	2C	2D	2E	2F	3A	3B	3C	3D	3E	4	5	6	7	8	9A	9B	10	1A	1B	1C	1D	2	3	4	5	6
Academic Vocabulary																									O								
Genre																									O		O		O				
Literary Focus																									O		O	O	O				
The Refusal																	X	O	O			O		X	X	X	X	X	O	O			O
I Am Offering This Poem																	O	O	O			X	X	O	O	O	O	O	O	O	O		O
She Unnames Them																	O	O	O			O		O	O	O	O	O	O				O
The Story of a Vision																	O	O	O			O		O	O	O	O	O	O	O			O
Heart of Darkness																	O	O	O			O		O	O	O	O	O	O				O
Things Fall Apart																	O	O	O			O		O	O		O	O	O				O
My Grandmother Washes Her Feet in the Bathroom at Sears																	O	O	O			O		O	O	O	O	O	O				O
In Between Cultures: A Granddaughter's Advantage																	O	O	O				O	O	O	O	O	O	O	O			O
Letter fom a Birmingham Jail																	O	O	O				O	O	O	O	O	O	O				O
A Voice																	O	O	O			O		O	O	O	O	O	O				O
Speech to the Second Virginia Convention																	O	O	O				O	O	O	O	O	O	O	X			
Self-Selected																	O		O						O		O	O					
Timed Writing																	X		O					X	O		O		O				
Blasts																	O		O				O	O	O		O	O					
Extended Writing Project	X	X	X	X	X												X	X	X			X	X	O	O		O		O				

O = PRACTICE/APPLICATION ONLY X = INSTRUCTION AND PRACTICE/APPLICATION

Scope and Sequence

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Grade 10 Unit 2

Moving Forward: How does culture influence your goals?

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

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

O = PRACTICE/APPLICATION ONLY X = INSTRUCTION AND PRACTICE/APPLICATION

Scope and Sequence

studysync

Grade 10 Unit 3

The Persistence of Memories: How does the past impact the future?

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

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

O = PRACTICE/APPLICATION ONLY X = INSTRUCTION AND PRACTICE/APPLICATION

Scope and Sequence

studysync

Grade 10 Unit 4

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

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

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

O = PRACTICE/APPLICATION ONLY X = INSTRUCTION AND PRACTICE/APPLICATION

Scope and Sequence

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Grade 10 Unit 5

Chopped, Stirred, and Blended: What are the ingredients of culture?

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

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

O = PRACTICE/APPLICATION ONLY X = INSTRUCTION AND PRACTICE/APPLICATION

Scope and Sequence

studysync

Grade 10 Unit 6

Origin Stories: How does who we were guide who we will become?

	Reading: Literature										Reading: Informational Text										Language																	
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1A	1B	1C	1D	1E	2A	2B	3A	3B	4A	4B	4C	4D	5A	5B	5C	6
Academic Vocabulary	O																																X				
Genre										X	O	O	O	O	O	O																	O				
Literary Focus										X																	O	O									
The City that Never Stops	O	O		O		O				O																											
Past and Future	O			O	O				O	O																	O		O	O			O				
The Joy Luck Club	X	O	O	O	O					O																	O	O	O	O			O				
The Best We Could Do: An Illustrated Memoir											O	O	O		O	X			O	O							O				O		O				
Worship the Spirit of Criticism: Address at the Pasteur Institute											O	O	O	O		O				O							O						O				
A Very Old Man with Enormous Wings	O	X	O	O		X			O	O																	O		O	O			O				
The Nose	O	O	O	O		O				O																	O	O					O				
A Quilt of a Country											O	O	O	X	O			X		O							O	X	O	O	X		O				
Creation Myths from Around the World											O	O		O		O	O		O	O							O						O				
Looking for Palestine: Growing Up Confused in an American-Arab Family											O	O	O	O	O	O				O													O				
Coming-of-Age Traditions from Around the World											X	O	O	O	O	O				O							O	O					O				
Self-Selected										O										O													O				
Timed Writing																																					
Blasts											O																						O				
Extended Writing Project																							X		X	X											

	Writing																									Speaking and Listening								
	1A	1B	1C	1D	1E	2A	2B	2C	2D	2E	2F	3A	3B	3C	3D	3E	4	5	6	7	8	9A	9B	10	1A	1B	1C	1D	2	3	4	5	6
Academic Vocabulary																																	
Genre																									O		O		O				
Literary Focus																									O		O	O	O				
The City that Never Stops																	O	O	O			O		O	O	O	O	O	O				O
Past and Future																	O	O	O			O		O	O	O	O	O	O				O
The Joy Luck Club																	O	O	O			O		O	O	O	O	O	O				O
The Best We Could Do: An Illustrated Memoir																	O	O	O				O	O	O	O	O	O	O				O
Worship the Spirit of Criticism: Address at the Pasteur Institute																	O	O	O				O	O	O	O	O	O	O				O
A Very Old Man with Enormous Wings																	O	O	O			O		O	O	O	O	O	O				O
The Nose																						O		O									O
A Quilt of a Country																	O	O	O				O	O	O	O	O	O	O				O
Creation Myths from Around the World																	O	O	O				O	O	O	O	O	O	O				O
Looking for Palestine: Growing Up Confused in an American-Arab Family																	O	O	O				O	O	O	O	O	O	O				O
Coming-of-Age Traditions from Around the World																	O	O	O				O	O	O	O	O	O	O				O
Self-Selected																	O		O														
Timed Writing																	O		O					O									
Blasts																	O		O				O	O	O		O	O					
Extended Writing Project						X	X	X	X	X	X						X	X	X	X	X	X	X	X	O		O		O				
Extended Oral Project																																	

O = PRACTICE/APPLICATION ONLY X = INSTRUCTION AND PRACTICE/APPLICATION

Scope and Sequence

studysync

Grade 11 Unit 1

Breaking Away: How does independence define the American Spirit

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

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

O = PRACTICE/APPLICATION ONLY X = INSTRUCTION AND PRACTICE/APPLICATION

Scope and Sequence

studysync

Grade 11 Unit 2

The Highway: How do journeys influence perspective?

	Reading: Literature										Reading: Informational Text										Language															
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1A	1B	1C	1D	1E	2A	2B	3A	3B	4A	4B	4C	4D	5A	5B	5C	6
Academic Vocabulary											O																										X
Genre																				X																	O
Literary Focus									X	X	O			O																O							
I Never Hear the Word "Escape"	O			O	O				O	O																											O
Adventures of Huckleberry Finn	O	X	O	X					O	O																		X		O		O	O				O
The Negro Motorist Green Book											O		X	O			X			O										O		X	X				O
Walden											O	O		O		O			O	O																	O
Mississippi Solo											O	O		O						O																	O
Remarks at the Signing of the Highway Beautification Act of 1965											O			X		O		X		O										X							O
Driving My Own Destiny											X			O	X					O										O	X						O
The Warmth of Other Suns: The Epic Story of America's Great Migration											O	O	O	O	O					O																	O
Because I Could Not Stop for Death	O			O					O	O																											O
A Good Man is Hard to Find	O			X	X					O																				O					X		O
Little Miss Sunshine	O	O		O						O																											O
Self-Selected										O																											
Timed Writing																																					
Blasts											O																										
Extended Writing Project											O																										

	Writing																								Speaking and Listening								
	1A	1B	1C	1D	1E	2A	2B	2C	2D	2E	2F	3A	3B	3C	3D	3E	4	5	6	7	8	9A	9B	10	1A	1B	1C	1D	2	3	4	5	6
Academic Vocabulary																									O								
Genre																									O		O		O				
Literary Focus																		O	O						O		O	O	O				
I Never Hear the Word "Escape"																	O	O	O			O		O	O	O	O	O	O				O
Adventures of Huckleberry Finn	O	O															O	O	O			O		O	O	O	O	O	O	O			
The Negro Motorist Green Book							O										O	O	O				O	O	O	O	O	O	O				
Walden																	O	O	O				O	O	O	O	O	O	O	O			O
Mississippi Solo																	O	O	O				O	O	O	O	O	O	O				O
Remarks at the Signing of the Highway Beautification Act of 1965	O	O															O	O	O				O	O	O	O	O	O	O				
Driving My Own Destiny							O										O	O	O				O	O	O	O	O	O	O				
The Warmth of Other Suns: The Epic Story of America's Great Migration						O	O										O	O	O				O	O	O	O	O	O	O				O
Because I Could Not Stop for Death	O	O															O	O	O			O		O	O	O	O	O	O				O
A Good Man is Hard to Find	O	O															O	O	O			O		O	O	O	O	O	O				
Little Miss Sunshine															O	O	O	O	O			O		O	O	O	O	O	O				O
Self-Selected																	O	O	O			O		O	O		O	O					
Timed Writing																	O		O					O									
Blasts																	O		O				O	O	O		O	O					
Extended Writing Project						X	X	X	X	X	X						X	X	X					O	O		O		O				

O = PRACTICE/APPLICATION ONLY X = INSTRUCTION AND PRACTICE/APPLICATION

Scope and Sequence

studysync

Grade 11 Unit 3

No Strangers Here: How does place shape the individual?

	Reading: Literature										Reading: Informational Text										Language																
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1A	1B	1C	1D	1E	2A	2B	3A	3B	4A	4B	4C	4D	5A	5B	5C	6
Academic Vocabulary											O																					X					
Genre										X																						O					
Literary Focus									X	X	O			O											O												
My True South: Why I Decided to Return Home											O			X				X		O					O		O		X	X		O					
What to the Slave is the Fourth of July?											O	O		O	O	O		O		O												O					
Barracoon: The story of the Last "Black Cargo"											O	X		O						O					O							O					
As I Lay Dying	O	O	O	O						O	O	X		O						O												O					
Flowering Judas	O		O	O		O				O																						O					
Their Eyes Were Watching God	O	O	O	O	O				O	O																						O					
South	O	O		O						O																						O					
N'em	O		O	O						O																						O					
Given to Rust	O	O		X						O															O				X			O					
One Today	O			O	X		X			O															O							O					
We Contain Multitudes											O	O		O	O			O		O												O					
Batram's Travels											O	O		O	O				O	O												O					
The Midnight Zone	O			X						O															O				X			O					
Self-Selected										O										O																	
Timed Writing																																					
Blasts											O																										
Extended Writing Project	O										O																										

	Writing																								Speaking and Listening								
	1A	1B	1C	1D	1E	2A	2B	2C	2D	2E	2F	3A	3B	3C	3D	3E	4	5	6	7	8	9A	9B	10	1A	1B	1C	1D	2	3	4	5	6
Academic Vocabulary																									O								
Genre																									O		O		O				
Literary Focus																		O	O						O		O	O	O				
My True South: Why I Decided to Return Home	O	O															O	O	O				O	O	O	O	O	O	O				
What to the Slave is the Fourth of July?																	O	O	O				O	O	O	O	O	O	O				O
Barracoon: The story of the Last "Black Cargo"	O	O															O	O	O				O	O	O	O	O	O	O				
As I Lay Dying	O	O															O	O	O			O		O	O	O	O	O	O				O
Flowering Judas	O	O															O	O	O			O		O	O	O	O	O	O				O
Their Eyes Were Watching God	O	O															O	O	O			O		O	O	O	O	O	O	O			O
South																	O	O	O			O		O	O	O	O	O	O				O
N'em															O		O	O	O			O		O	O	O	O	O	O				O
Given to Rust	O	O															O	O	O			O		O	O	O	O	O	O				
One Today	O	O															O	O	O			O		O	O	O	O	O	O				
We Contain Multitudes	O																O	O	O				O	O	O	O	O	O	O				O
Batram's Travels																O	O	O	O				O	O	O	O	O	O	O				O
The Midnight Zone	O	O															O	O	O			O		O	O	O	O	O	O				
Self-Selected																	O	O	O			O		O	O		O	O					
Timed Writing																	O		O					O									
Blasts																	O		O				O	O	O		O	O					
Extended Writing Project	X	X	X	X	X												X	X	X					O	O		O		O				

O = PRACTICE/APPLICATION ONLY

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Scope and Sequence

studysync

Grade 11 Unit 4

Living the Dream: What does home mean to you?

	Reading: Literature										Reading: Informational Text										Language															
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1A	1B	1C	1D	1E	2A	2B	3A	3B	4A	4B	4C	4D	5A	5B	5C	6
Academic Vocabulary											O																										X
Genre										X																											O
Literary Focus									X	X	O			O																O							
The Negro Speaks of Rivers	O	O		O					O	O																											O
How It Feels to Be Colored Me											O	X		X		X				O										O				X			O
Fences	O	X	X	O	X					O																				O		O					O
The Old Cabin	O	O		O	O	O			O	O																											O
A Raisin in the Sun	O	X	X	O	X					O																				O			O				O
Letter from Chief John Ross											O			X				X		O										O							O
Dream House											O	O		O	O	O				O																	O
The Fall of the House of Usher	O	O	O	O	O	O				O																											O
In Our Neighborhood	O	O	O	O	O	O			O	O																											O
The Yellow Wallpaper	O			X					X	O																				O					X		O
Eat, Memory: Orange Crush											O	O		O	O	O				O																	O
Boyhood	O		O	O	O		X			O																				O							O
Self-Selected										O										O																	
Timed Writing											O																										
Blasts											O																										
Extended Writing Project											O															X		X									

	Writing																								Speaking and Listening								
	1A	1B	1C	1D	1E	2A	2B	2C	2D	2E	2F	3A	3B	3C	3D	3E	4	5	6	7	8	9A	9B	10	1A	1B	1C	1D	2	3	4	5	6
Academic Vocabulary																									O								
Genre																									O		O		O				
Literary Focus																		O	O						O		O	O	O				
The Negro Speaks of Rivers																	O	O	O			O		O	O	O	O	O	O				O
How It Feels to Be Colored Me																		O	O				O	O	O		O	O	O	O			
Fences	O	O															O	O	O			O		O	O	O	O	O	O				
The Old Cabin							O										O	O	O			O		O	O	O	O	O	O				O
A Raisin in the Sun	O	O															O	O	O			O		O	O	O	O	O	O	O			
Letter from Chief John Ross	O	O															O	O	O				O	O	O	O	O	O	O				
Dream House	O	O															O	O	O				O	O	O	O	O	O	O				O
The Fall of the House of Usher							O										O	O	O			O		O	O	O	O	O	O				O
In Our Neighborhood	O	O															O	O	O			O		O	O	O	O	O	O				O
The Yellow Wallpaper	O	O															O	O	O			O		O	O	O	O	O	O				
Eat, Memory: Orange Crush													O		O		O	O	O				O	O	O	O	O	O	O				O
Boyhood																	O	O	O			O		O	O	O	O	O	O				
Self-Selected																	O	O	O			O		O	O		O	O					
Timed Writing																	X		O					X	O		O		O				
Blasts																	O		O				O	O	O		O	O					
Extended Writing Project						X	X	X	X	X	X						X	X	X	X	X			O	O		O		O				

O = PRACTICE/APPLICATION ONLY X = INSTRUCTION AND PRACTICE/APPLICATION

Scope and Sequence

studysync

Grade 11 Unit 5

The Wars We Wage: What does it mean to win?

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

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

O = PRACTICE/APPLICATION ONLY

X = INSTRUCTION AND PRACTICE/APPLICATION

Scope and Sequence

studysync

Grade 11 Unit 6

With Malice Toward None: How can we attain justice for all?

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

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

O = PRACTICE/APPLICATION ONLY X = INSTRUCTION AND PRACTICE/APPLICATION

Scope and Sequence

studysync

Grade 12 Unit 1

What's Next?: How can we transform the future?

	Reading: Literature										Reading: Informational Text										Language																
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1A	1B	1C	1D	1E	2A	2B	3A	3B	4A	4B	4C	4D	5A	5B	5C	6
Academic Vocabulary											O																										X
Genre																				X																	O
Literary Focus											X	O	X	X						X										O		O	X				O
Are the New "Golden Age' TV Shows in New Novels?											O	O		O		O				O										O	O	O	O				
Community Colleges vs. Technical Schools											X	X		O	X	O			X	O										O		O					O
Overcoming Imposter Syndrome	X	O	O	X	X					O																				O	O				X		O
The Metamorphosis											O																										
What's Next? Podcast Series (Episode 1-3)											O	O		O						O																	O
Bird by Bird: Some Instructions on Writing and Life											O	O	O	O		X		X		O										O							O
We Choose to Go to the Moon											O																										
What's Next? Podcast Series (Episode 4-6)											O			O						O																	O
How Much Indian Was I? My Fellow Students Asked											O			O		O				O										O							O
Commencement Address at Wellesley College											O	O	O	X		X		X		O										O		O	O				O
Plessy vs. Ferguson											O			O		O				O										O							O
What's Next? Podcast Series (Episode 7-9)											O																										
Self-Selected										O										O																	
Timed Writing											O																										
Blasts											O																										
Extended Writing Project											O																X	X									

	Writing																								Speaking and Listening								
	1A	1B	1C	1D	1E	2A	2B	2C	2D	2E	2F	3A	3B	3C	3D	3E	4	5	6	7	8	9A	9B	10	1A	1B	1C	1D	2	3	4	5	6
Academic Vocabulary																									O								
Genre																									O		O		O				
Literary Focus						O	O											O	O				O	O	O	O	O	O	O				O
Are the New "Golden Age' TV Shows in New Novels?																	O	O	O				O	O	O	O	O	O	O				O
Community Colleges vs. Technical Schools						O	O										O	O	O					O	O	O	O	O	O				O
Overcoming Imposter Syndrome	O	O																O	O			O		O	O		O	O	O				O
The Metamorphosis	O																O		O			O		O	O		O	O					
What's Next? Podcast Series (Episode 1-3)	O	O															O	O	O			O		O	O	O	O	O	O				O
Bird by Bird: Some Instructions on Writing and Life	O	O															O	O	O				O	O	O	O	O	O	O	X			O
We Choose to Go to the Moon	O																O		O			O		O	O		O	O					
What's Next? Podcast Series (Episode 4-6)																	O	O	O				O	O	O	O	O	O	O				O
How Much Indian Was I? My Fellow Students Asked																	O	O	O				O	O	O	O	O	O					O
Commencement Address at Wellesley College	O	O															O	O	O				O	O	O	O	O	O	O				O
Plessy vs. Ferguson	O	O															O	O	O				O	O	O	O	O	O	O				O
What's Next? Podcast Series (Episode 7-9)																	O		O			O		O	O		O	O					
Self-Selected																	O	O	O			O		O	O		O	O					
Timed Writing																	X		O					X	O		O		O				
Blasts																	O		O				O	O	O		O	O					
Extended Writing Project						X	X	X	X	X	X						X	X	X					O	O		O		O				

O = PRACTICE/APPLICATION ONLY X = INSTRUCTION AND PRACTICE/APPLICATION

Scope and Sequence

studysync

Grade 12 Unit 2

Uncovering Truth: How do challenges cause us to reveal our true selves?

	Reading: Literature										Reading: Informational Text										Language																	
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1A	1B	1C	1D	1E	2A	2B	3A	3B	4A	4B	4C	4D	5A	5B	5C	6
Academic Vocabulary											O																										X
Genre										X																											O
Literary Focus										X	O	O	O	O	O					O										O		O	O				
Beowulf (A Graphic Novel)	O	O	O	O	O	O	O		O	O																											O
Beowulf (Lines 144-300 - Heaney Translation)	O	O	O	O			X			O																				O	X						O
Sir Gawain and the Green Knight	O		O	O						O																				O			O				O
Truth Serum	O			O		O				O																											O
Richard III	O	O	O	O		O				O																											O
The Pardoner's Prologue (from The Canterbury Tales)	O	O	O	X		X				O																				O		O			X		O
Shakespeare: The World as Stage											O	X	X	X						O										O							O
Hamlet and his Problems											O	O		O		O				O																	O
Hamlet	O	O	X	X	X		X			O																				O		O	O				O
The Postmaster	O	X	X	O		O				O																				O	O						O
A Letter to NFL GMs											O	O		O		O				O										O							O
Men We Reaped											O		O	O		O				O										O							O
Self-Selected										O										O																	
Timed Writing											O																										
Blasts											O																										
Extended Writing Project	O																										X										

	Writing																								Speaking and Listening								
	1A	1B	1C	1D	1E	2A	2B	2C	2D	2E	2F	3A	3B	3C	3D	3E	4	5	6	7	8	9A	9B	10	1A	1B	1C	1D	2	3	4	5	6
Academic Vocabulary																									O								
Genre																									O		O		O				
Literary Focus																		O	O						O		O	O	O				
Beowulf (A Graphic Novel)	O	O															O	O	O			O		O	O	O	O	O	O				O
Beowulf (Lines 144-300 - Heaney Translation)																		O	O			O			O		O	O	X	O			O
Sir Gawain and the Green Knight	O	O															O	O	O			O		O	O	O	O	O	O				O
Truth Serum															O		O	O	O			O		O	O	O	O	O	O				O
Richard III																	O	O	O			O		O	O	O	O	O	O	O			O
The Pardoner's Prologue (from The Canterbury Tales)															O	O	O	O	O					O	O	O	O	O	O	O			O
Shakespeare: The World as Stage	O	O															O	O	O				O	O	O	O	O	O	O	O			O
Hamlet and his Problems	O	O															O	O	O				O	O	O	O	O	O	O				O
Hamlet	O	O															O	O	O					O	O	O	O	O	X	O			O
The Postmaster	O	O															O	O	O			O		O	O	O	O	O	O	O			O
A Letter to NFL GMs	O	O															O	O	O				O	O	O	O	O	O	O				O
Men We Reaped	O	O															O	O	O			O		O	O	O	O	O	O				O
Self-Selected																	O	O	O			O		O	O		O	O					
Timed Writing																	X		O					X	O		O		O				
Blasts																	O		O				O	O	O		O	O					
Extended Writing Project												X	X	X	X	X	X	X	X					O	O		O		O				

O = PRACTICE/APPLICATION ONLY X = INSTRUCTION AND PRACTICE/APPLICATION

Scope and Sequence

studysync

Grade 12 Unit 3

Against the Wind: How do leaders fight for their ideas?

	Reading: Literature										Reading: Informational Text										Language															
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1A	1B	1C	1D	1E	2A	2B	3A	3B	4A	4B	4C	4D	5A	5B	5C	6
Academic Vocabulary											O																										X
Genre																				X																	O
Literary Focus									X	X	O			O						O										O			O				
Gulliver's Travels	O	O		O		X	X			O																				O		X	X				O
Liberty Tree	O		O	O		O			O	O																											O
To His Excellencey, General Washington	O	X		O					X	O																				O							O
Preamble to the Constitution and the Bill of Rights											O			O					O	O																	O
United States vs. Amistad											O			O				X	X	O										O		O					O
After Being Convicted of Voting in the 1872 Presidential Election											O			O					O	O																	O
Hawaii's Story by Hawaii's Queen											O	O	O	O		O				O																	O
The Federalist Papers: No 10											O			X				X	X	O										O	O	O					O
Self-Made Men											O			O						O																	O
I Am Prepared to Die											O	O		O						O										O							O
Leadership During a Crisis											O	O		X	X	O	X			O										O		O					O
A Warrior's Daughter	O			O						O																											O
Self-Selected										O										O																	
Timed Writing																																					
Blasts											O																										
Extended Writing Project											O																	X									

	Writing																									Speaking and Listening								
	1A	1B	1C	1D	1E	2A	2B	2C	2D	2E	2F	3A	3B	3C	3D	3E	4	5	6	7	8	9A	9B	10	1A	1B	1C	1D	2	3	4	5	6
Academic Vocabulary																									O								
Genre																									O		O		O				
Literary Focus																		O	O						O		O	O	O				
Gulliver's Travels															O	O	O	O	O			O		O	O	O	O	O	X	O			O
Liberty Tree	O	O															O	O	O			O		O	O	O	O	O	O				O
To His Excellencey, General Washington	O	O															O	O	O			O		O	O	O	O	O	O				O
Preamble to the Constitution and the Bill of Rights	O	O																O	O				O	O	O	O	O	O	O				O
United States vs. Amistad	O	O															O	O	O				O	O	O	O	O	O	O	O			O
After Being Convicted of Voting in the 1872 Presidential Election	O	O															O	O	O				O	O	O	O	O	O	O				O
Hawaii's Story by Hawaii's Queen	O	O															O	O	O				O	O	O	O	O	O	O				O
The Federalist Papers: No 10	O	O															O	O	O				O	O	O	O	O	O	O				O
Self-Made Men																	O	O	O				O	O	O	O	O	O	O				O
I Am Prepared to Die	O	O															O	O	O				O	O	O	O	O	O	O				O
Leadership During a Crisis																		O	O			O		O	O		O	O	X				O
A Warrior's Daughter																	O	O	O			O		O	O	O	O	O	O				O
Self-Selected																	O		O					O	O		O	O					
Timed Writing																	O		O					O									
Blasts																	O		O				O	O	O		O	O					
Extended Writing Project	X	X	X	X	X												X	X	X					O	O		O		O				

O = PRACTICE/APPLICATION ONLY X = INSTRUCTION AND PRACTICE/APPLICATION

Scope and Sequence

studysync

Grade 12 Unit 4

Sculpting Reality: What is the power of story?

	Reading: Literature										Reading: Informational Text										Language															
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1A	1B	1C	1D	1E	2A	2B	3A	3B	4A	4B	4C	4D	5A	5B	5C	6
Academic Vocabulary											O																										X
Genre										X																											
Literary Focus										X	O	O		O																O		O	O				
Ozymandias	O	O		O			X			O																				O	O						O
Facing It	O			O						O																											O
Ode on a Grecian Urn	O	O		X	X					O																				O		O		X			O
Lines Composed A Few Miles Above Tintern Abbey on Revisiting the Banks of the Wye on a Tour, July 13, 1798	O	O		X						O																				X				X			O
Stung	O		O	O						O																				O		O	O				O
Catalog of Unabashed Gratitude	O			O						O																											O
The Cry of the Children	O			O						O																											O
A Tale of Two Cities	O	O	O	O		O				O																											O
Jane Eyre	O			O						O																											O
Jabberwocky Baby											O			O						O																	O
Dear Mama	O	O		X	O					O																		X		O		O	O				O
Freedom											O			O		O				O																	O
Why I Write											O	X		X		X			O	O										O		O		X			O
Self-Selected										O										O																	
Timed Writing																																					
Blasts											O																										
Extended Writing Project											O										X	X				X	X	X									

	Writing																								Speaking and Listening								
	1A	1B	1C	1D	1E	2A	2B	2C	2D	2E	2F	3A	3B	3C	3D	3E	4	5	6	7	8	9A	9B	10	1A	1B	1C	1D	2	3	4	5	6
Academic Vocabulary																									O								
Genre																									O		O		O				O
Literary Focus																		O	O						O		O	O	O				
Ozymandias	O	O															O	O	O			O		O	O	O	O	O	X	O			O
Facing It															O		O	O	O			O		O	O	O	O	O	O				O
Ode on a Grecian Urn	O	O															O	O	O			O		O	O	O	O	O	O				O
Lines Composed A Few Miles Above Tintern Abbey on Revisiting the Banks of the Wye on a Tour, July 13, 1798	O	O															O	O	O			O		O	O	O	O	O	O				O
Stung															O		O	O	O			O		O	O	O	O	O	O				O
Catalog of Unabashed Gratitude																	O	O	O			O		O	O	O	O	O	O				O
The Cry of the Children															O		O	O	O			O		O	O	O	O	O	O				O
A Tale of Two Cities	O	O																O	O			O		O	O	O	O	O	O	O			O
Jane Eyre	O	O															O	O	O			O		O	O	O	O	O	O				O
Jabberwocky Baby																	O	O	O			O		O	O	O	O	O	O				O
Dear Mama															O		O	O	O			O		O	O	O	O	O	O				
Freedom																	O	O	O			O		O	O	O	O	O	O				O
Why I Write							O										O	O	O			O		O	O	O	O	O	O				O
Self-Selected																	O	O	O			O		O	O		O	O					
Timed Writing																	O		O					O									
Blasts	O																O		O				O	O	O		O	O					
Extended Writing Project	X					X		O	O	O							X	X	O	X	X		X	O	O		O		X				

O = PRACTICE/APPLICATION ONLY X = INSTRUCTION AND PRACTICE/APPLICATION

Scope and Sequence

studysync

Grade 12 Unit 5

Fractured Selves: What causes individuals to feel alienated?

	Reading: Literature										Reading: Informational Text										Language															
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1A	1B	1C	1D	1E	2A	2B	3A	3B	4A	4B	4C	4D	5A	5B	5C	6
Academic Vocabulary											O																										X
Genre																				X																	O
Literary Focus										X	O			O																O	O		O				
The Great Figure	O			O	O				O	O																											O
The Love Song of J. Alfred Prufrock	O	O		X	X				X	O																				O		O					O
miss rosie	O			O						O																											O
The Idler	O			O		O				O																											O
A Cup of Tea	O	X		O					O	O																				O	X						O
The Glass Menagerie	O		X	O	X		X			O																				O							O
A Room of One's Own											O			O	O			O		O										O			O				O
The New Dress	O			O						O																											O
Hurricane Season	O			O		O				O																											O
Be Ye Men of Valour											O	X		O	X	O				O										O	O	X	X				O
The Pearl Diver's Daughters	O			O					O	O																											O
Killers of the Dream	O			O						O																											O
Shooting an Elephant	O	O	O	X	O	X				O																				O	O	O		X	O		O
Self-Selected	O										O																										
Timed Writing																																					
Blasts	O										O																										
Extended Writing Project	O										O																X	X									

	Writing																									Speaking and Listening								
	1A	1B	1C	1D	1E	2A	2B	2C	2D	2E	2F	3A	3B	3C	3D	3E	4	5	6	7	8	9A	9B	10	1A	1B	1C	1D	2	3	4	5	6
Academic Vocabulary																									O								
Genre																									O		O		O				
Literary Focus																		O	O						O		O	O	O				
The Great Figure															O	O		O	O			O		O	O	O	O	O	O				O
The Love Song of J. Alfred Prufrock	O	O															O	O	O			O		O	O	O	O	O	O	O			O
miss rosie	O	O															O	O	O			O		O	O	O	O	O	O				O
The Idler																	O	O	O			O		O	O	O	O	O	O				O
A Cup of Tea	O	O															O	O	O			O		O	O	O	O	O	O	O			O
The Glass Menagerie	O	O															O	O	O			O		O	O	O	O	O	X				O
A Room of One's Own	O	O															O	O	O				O	O	O	O	O	O	O				O
The New Dress															O	O	O	O	O			O		O	O	O	O	O	O				O
Hurricane Season	O	O															O	O	O			O		O	O	O	O	O	O				O
Be Ye Men of Valour																	O	O	O				O	O	O	O	O	O	O	O			O
The Pearl Diver's Daughters	O	O															O	O	O			O		O	O	O	O	O	O				O
Killers of the Dream																	O	O	O				O	O	O	O	O	O	O				O
Shooting an Elephant	O	O															O	O	O				O	O	O	O	O	O	O				O
Self-Selected																	O	O	O			O		O	O		O	O					
Timed Writing																	O		O					O									
Blasts																	O		O				O	O	O		O	O					
Extended Writing Project	X	X	X	O	X												X	X	O			X		O	O		O		O				

O = PRACTICE/APPLICATION ONLY X = INSTRUCTION AND PRACTICE/APPLICATION

Scope and Sequence

studysync

Grade 12 Unit 6

Times of Transition: How are we shaped by change?

	Reading: Literature										Reading: Informational Text										Language															
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1A	1B	1C	1D	1E	2A	2B	3A	3B	4A	4B	4C	4D	5A	5B	5C	6
Academic Vocabulary											o																										x
Genre										x																											o
Literary Focus										o	o	o	o	o	o	o														o	o		o				
The Mysterious Anxiety of Them and Us	o	o	o	x	x					o																		o		o			x				o
Love After Love	o	o	o	o	o				o	o																											o
The Museum	o	o	o	o		o				o																											o
A Temporary Matter	o	x	x	o						o																				o	o						o
Tryst with Destiny											o	o	o	o	o				o	o										o					o		o
A Small Place											o			o	o					o																	o
Ghosts	x	o	x	o					o	o																				o	o	o					o
ARK	o			o					o	o																											o
Blindspot: Hidden Biases of Good People											o			o						o								o							o		o
News Literacy in the Misinformation Age											o			o	o	o				o															o		o
Honesty on Social Media											o	o	x	o	o	o	x			o										o	o						o
Dawn Revisited	o			o						o																											o
Commencement Address at the New School											x	x		x	o					o								x		o			o				o
Self-Selected										o										o																	
Timed Writing																																					
Blasts											o																										
Extended Writing Project											o										x							x									

	Writing																									Speaking and Listening								
	1A	1B	1C	1D	1E	2A	2B	2C	2D	2E	2F	3A	3B	3C	3D	3E	4	5	6	7	8	9A	9B	10	1A	1B	1C	1D	2	3	4	5	6
Academic Vocabulary																									o								
Genre																									o		o		o				
Literary Focus																		o	o						o		o	o	o				
The Mysterious Anxiety of Them and Us	o	o															o	o	o			o		o	o	o	o	o	o				o
Love After Love																	o	o	o			o		o	o	o	o	o	o				o
The Museum																	o	o	o			o		o	o	o	o	o	o	o			o
A Temporary Matter	o	o															o	o	o			o		o	o	o	o	o	o				o
Tryst with Destiny	o	o															o	o	o				o	o	o	o	o	o	o				o
A Small Place																	o	o	o				o	o	o	o	o	o	o				o
Ghosts	o	o															o	o	o			o		o	o	o	o	o	o	o			o
ARK															o		o	o	o					o	o	o	o	o	o				o
Blindspot: Hidden Biases of Good People																	o	o	o				o	o	o	o	o	o	o				o
News Literacy in the Misinformation Age																	o	o	o				o	o	o	o	o	o	o				o
Honesty on Social Media																	o	o	o						o	o	o	o	x				o
Dawn Revisited															o	o	o	o	o			o		o	o	o	o	o	o				o
Commencement Address at the New School																	o	o	o				o	o	o	o	o	o	o				o
Self-Selected																	o	o	o			o	o	o	o		o	o					
Timed Writing																	o		o					o									
Blasts	o																o		o				o	o	o		o	o					
Extended Writing Project		x															x	x	x		x			o	o		x	x	x	x	x	x	x

o = PRACTICE/APPLICATION ONLY

x = INSTRUCTION AND PRACTICE/APPLICATION

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QUOTE PREPARED FOR:

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

SUBSCRIPTION/DIGITAL CONTACT:

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

CONTACT:

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

SALES REP INFORMATION:

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

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

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

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

Comments:

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

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

QUOTE DATE:	06/01/2022	ACCOUNT NAME: Manawa School District		EXPIRATION DATE:	07/16/2022
QUOTE NUMBER:	JFITZ-06012022-006	ACCOUNT #: 465709		PAGE #:	1

Because learning changes everything.®

Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
Grade 6					
STUDYSYNC CORE ELA GRADE 6 STD UNITIZED (PRINT AND DIGITAL) STUDENT 1YEAR BUNDLE	978-0-07-703570-9	32	$48.00	$0.00	$1,536.00
STUDYSYNC GRADE 6 TEACHER ONLINE 1 YEAR SUBSCRIPTION	978-0-07-700855-0	3	$51.49	$154.47	*Free Materials
STUDYSYNC CORE ELA GRADE 6 TEACHER EDITION VOLUME 1	978-1-94-973923-7	3	$87.54	$262.62	*Free Materials
STUDYSYNC CORE ELA GRADE 6 TEACHER EDITION VOLUME 2	978-1-94-973930-5	3	$87.54	$262.62	*Free Materials
STUDYSYNC CORE ELA GRADE 6 UNIT POSTER SET	978-1-97-012663-1	3	$25.74	$77.22	*Free Materials
			Grade 6 Subtotal:	**$756.93**	**$1,536.00**
Grade 7					
STUDYSYNC CORE ELA GRADE 7 STD UNITIZED (PRINT AND DIGITAL) STUDENT 1YEAR BUNDLE	978-0-07-703640-9	51	$48.00	$0.00	$2,448.00
STUDYSYNC GRADE 7 TEACHER ONLINE 1 YEAR SUBSCRIPTION	978-0-07-700859-8	3	$51.49	$154.47	*Free Materials
STUDYSYNC CORE ELA GRADE 7 TEACHER EDITION VOLUME 1	978-1-94-973924-4	3	$87.54	$262.62	*Free Materials
STUDYSYNC CORE ELA GRADE 7 TEACHER EDITION VOLUME 2	978-1-94-973931-2	3	$87.54	$262.62	*Free Materials
STUDYSYNC CORE ELA GRADE 7 UNIT POSTER SET	978-1-97-012664-8	3	$25.74	$77.22	*Free Materials
			Grade 7 Subtotal:	**$756.93**	**$2,448.00**
Grade 8					
STUDYSYNC CORE ELA GRADE 8 STD UNITIZED (PRINT AND DIGITAL) STUDENT 1YEAR BUNDLE	978-0-07-703644-7	33	$48.00	$0.00	$1,584.00
STUDYSYNC GRADE 8 TEACHER ONLINE 1 YEAR SUBSCRIPTION	978-0-07-700861-1	3	$51.49	$154.47	*Free Materials
STUDYSYNC CORE ELA GRADE 8 TEACHER EDITION VOLUME 1	978-1-94-973925-1	3	$87.54	$262.62	*Free Materials
STUDYSYNC CORE ELA GRADE 8 TEACHER EDITION VOLUME 2	978-1-94-973932-9	3	$87.54	$262.62	*Free Materials
STUDYSYNC CORE ELA GRADE 8 UNIT POSTER SET	978-1-97-012665-5	3	$25.74	$77.22	*Free Materials
			Grade 8 Subtotal:	**$756.93**	**$1,584.00**

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QUOTE DATE: 06/01/2022 ACCOUNT NAME: Manawa School District EXPIRATION DATE: 07/16/2022
QUOTE NUMBER: JFITZ-06012022-006 ACCOUNT #: 465709 PAGE #: 2

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QUOTE PREPARED FOR:

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

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

CONTACT:

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

SUBSCRIPTION/DIGITAL CONTACT:

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

Comments:

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School Purchase Order Number: _____

Name of School Official (Please Print) | Signature of School Official

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Email: orders_mhe@mheducation.com | Phone: 1-800-338-3987 | Fax: 1-800-953-8691

QUOTE DATE:	06/01/2022	ACCOUNT NAME: Manawa School District	EXPIRATION DATE:	07/16/2022
QUOTE NUMBER:	JFITZ-06012022-006	ACCOUNT #: 465709	PAGE #:	3

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

SUBSCRIPTION/DIGITAL CONTACT:

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

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(920) 596-2525

SALES REP INFORMATION:

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

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

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

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QUOTE DATE:	06/01/2022	ACCOUNT NAME: Manawa School District		EXPIRATION DATE:	07/16/2022
QUOTE NUMBER:	JFITZ-06012022-005	ACCOUNT #: 465709		PAGE #:	1

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Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
Grade 6					
STUDYSYNC CORE ELA GRADE 6 STANDARD UNITIZED (PRINT AND DIGITAL) STUDENT 6Y BDL	978-0-07-703560-0	32	$149.50	$0.00	$4,784.00
STUDYSYNC GRADE 6 TEACHER ONLINE 6 YEAR SUBSCRIPTION	978-0-07-686775-2	3	$153.46	$460.38	*Free Materials
STUDYSYNC CORE ELA GRADE 6 TEACHER EDITION VOLUME 1	978-1-94-973923-7	3	$87.54	$262.62	*Free Materials
STUDYSYNC CORE ELA GRADE 6 TEACHER EDITION VOLUME 2	978-1-94-973930-5	3	$87.54	$262.62	*Free Materials
STUDYSYNC CORE ELA GRADE 6 UNIT POSTER SET	978-1-97-012663-1	3	$25.74	$77.22	*Free Materials
			Grade 6 Subtotal:	**$1,062.84**	**$4,784.00**
Grade 7					
STUDYSYNC CORE ELA GRADE 7 STANDARD UNITIZED (PRINT AND DIGITAL) STUDENT 6Y BDL	978-0-07-703561-7	51	$149.50	$0.00	$7,624.50
STUDYSYNC GRADE 7 TEACHER ONLINE 6 YEAR SUBSCRIPTION	978-0-07-700848-2	3	$153.46	$460.38	*Free Materials
STUDYSYNC CORE ELA GRADE 7 TEACHER EDITION VOLUME 1	978-1-94-973924-4	3	$87.54	$262.62	*Free Materials
STUDYSYNC CORE ELA GRADE 7 TEACHER EDITION VOLUME 2	978-1-94-973931-2	3	$87.54	$262.62	*Free Materials
STUDYSYNC CORE ELA GRADE 7 UNIT POSTER SET	978-1-97-012664-8	3	$25.74	$77.22	*Free Materials
			Grade 7 Subtotal:	**$1,062.84**	**$7,624.50**
Grade 8					
STUDYSYNC CORE ELA GRADE 8 STANDARD UNITIZED (PRINT AND DIGITAL) STUDENT 6Y BDL	978-0-07-703562-4	33	$149.50	$0.00	$4,933.50
STUDYSYNC GRADE 8 TEACHER ONLINE 6 YEAR SUBSCRIPTION	978-0-07-700851-2	3	$153.46	$460.38	*Free Materials
STUDYSYNC CORE ELA GRADE 8 TEACHER EDITION VOLUME 1	978-1-94-973925-1	3	$87.54	$262.62	*Free Materials
STUDYSYNC CORE ELA GRADE 8 TEACHER EDITION VOLUME 2	978-1-94-973932-9	3	$87.54	$262.62	*Free Materials
STUDYSYNC CORE ELA GRADE 8 UNIT POSTER SET	978-1-97-012665-5	3	$25.74	$77.22	*Free Materials
			Grade 8 Subtotal:	**$1,062.84**	**$4,933.50**

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QUOTE DATE: 06/01/2022 ACCOUNT NAME: Manawa School District EXPIRATION DATE: 07/16/2022
QUOTE NUMBER: JFITZ-06012022-005 ACCOUNT #: 465709 PAGE #: 2

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QUOTE PREPARED FOR:

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

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

CONTACT:

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School Purchase Order Number: _____

Name of School Official (Please Print) _____ Signature of School Official _____

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

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Email: orders_mhe@mheducation.com | Phone: 1-800-338-3987 | Fax: 1-800-953-8691

Students choosing to excel; realizing their strengths.

To: Dr. Melanie J. Oppor
From: Danni Brauer
Date: 6/29/2022
Re: 2022-23 SDM Section 504/ADA Plan

Page #	***Current Language*** *(If applicable.)*	***Proposed Change or Addition***
4	Superintendent	District Administrator
11		Updated District Compliance Officer contact information Updated OCR contact information
13	Check any major life activities that are limited.	Check any functions that is/are limited.
14	Describe (attach relevant data) how the indicated major life activities is/are substantially limited	Describe (attach relevant data) how the indicated functiona is/are substantial limited.
	I agree with the IAT's recommendations as stated above. I disagree with the IAT's recommendations as stated above.	I agree with the Team's recommendations as stated above. I disagree with the Team's recommendations as stated above.
34		Updated Compliance Officer's contact information.
35		Updated OCR contact information

School District of Manawa

Section 504/ADA Prohibition against Discrimination Based on Disability Plan

Approved by the Manawa Board of Education
July 2022

School District of Manawa

Section 504/ADA Prohibition against Discrimination Based on Disability

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Policies & Procedures

Nondiscrimination on the Basis of Handicap/Disability
Procedures Applicable to Section 504
Section 504 Process

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Letter/Notice of Section 504 Initial Evaluation
Section 504 Release of Information and Records
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Section 504 Plan

Complaint Procedure

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Section 504/ADA – Complaint Procedures
Section 504/ADA Internal Complaint – Student
Record of Conference with 504 School District of Manawa Coordinator

Discipline/Causal Relationship Determination

Manifestation determination Review 504 Plan

Nondiscrimination on the Basis of Handicap/Disability

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

Procedures Applicable to Section 504

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

Referral

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

Evaluations

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

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

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

Plan

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

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

Review of the Student's Evaluation

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

Procedural Safeguards: Due Process

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

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

504 Process
School District of Manawa

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

If found ineligible:

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

If found eligible:

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

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

NOTICE OF SECTION 504/ADA PROCEDURAL INFORMATION AND RIGHTS

WHAT IS SECTION 504?

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

HOW CAN I REFER MY CHILD TO DETERMINE 504 ELIGIBILITY?

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

WHAT CRITERIA ARE USED TO DETERMINE 504 ELIGIBLITY?

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

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

WHAT IS THE DIFFERENCE BETWEEN SECTION 504 AND IDEIA?

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

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

PROCEDURAL INFORMATION AND RIGHTS

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

You have the right to:

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

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

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

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

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

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

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

SUSPECTED DISABILITY REFERRAL FORM

Student Name _____ DOB _____

School _____ Grade _____

Parent Name(s) _____ Phone _____

Address _____

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

A. **Statement of Suspected Section 504 Disability.**

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

1. Check the suspected physical or mental impairment.

◯ Asthma
◯ Attention Deficit Disorder
◯ Brain Injury
◯ Cancer
◯ Cerebral palsy
◯ Developmental Aphasia
◯ Diabetes
◯ Dyslexia
◯ Emergent Allergy
◯ Emotional Illness
◯ Epilepsy
◯ Hearing Impairment
◯ Heart Disease
◯ Minimal Brain Dysfunction
◯ Multiple Sclerosis
◯ Muscular Dystrophy
◯ Orthopedic Impairment
◯ Recovering Chemical Dependent
◯ Seizures
◯ Speech Impairment
◯ Visual Impairment

◯ Other _____

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

3. Check any functions that is/are limited.

◯ Bending
◯ Breathing
◯ Caring for one's self
◯ Communicating
◯ Concentrating
◯ Eating
◯ Hearing
◯ Learning
◯ Lifting
◯ Performing manual tasks
◯ Seeing
◯ Sleeping
◯ Speaking
◯ Standing
◯ Thinking
◯ Walking
◯ Working
◯ Other: _____

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

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

◯ Bladder
◯ Bowel
◯ Brain
◯ Circulatory/Cardiovascular System
◯ Digestive System
◯ Endocrine System
◯ Immune System
◯ Neurological System
◯ Normal Cell Growth
◯ Reproduction
◯ Respiratory System
◯ Other: _____

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

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

_____	_____	_____
Signature of Person Making Referral	Relationship to Student	Date

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

_____	_____
Principal's Signature	Date Received

For Office Use Only
Copies to: ____District 504 Coordinator ____ Building Principal ____ Teacher(s)
____ Parent(s) ____ Student File ____ District Health Coordinator ____ School Counselor

Letter/Notice: Section 504 Parental Notice for Initial Evaluation (504 C)

Date: _____

To the Parent/Guardian of: _____

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

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

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

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

Parent Consent

_____
Student's Name

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

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

Comments: _____

_____

_____ _____
Parent Signature Date

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

SECTION 504 EXCHANGE/RELEASE OF INFORMATION AND RECORDS

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

Name of Student: _____ DOB: _____

School: _____ Grade: _____

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

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

Address: _____

Name of Contact Person: _____

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

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

Consent of Parent/Guardian for Exchange/Release of Information

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

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

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

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

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

Please send released information/records to: _____

_____

_____

_____

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

SECTION 504 PHYSICIAN QUESTIONAIRE

Name of Student: _____ DOB: _____

Address: _____

School: _____ Grade: _____ Phone: _____

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

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

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

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

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

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

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

_____ _____

Physician's Signature Date

Please return this questionnaire to: _____

_____

_____

_____

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

NOTICE OF SECTION 504 MEETING

Date: _____

To: _____

From: _____

Student: _____

[ ] Initial Conference [ ] Review Conference [ ] Causal Relationship Conference

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

Date: _____ Time: _____ Location: _____

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

Participants

_____ _____
(Building Compliance Officer/Principal/Designee) (General Education Teacher)

_____ _____
(Parent/Guardian) (Parent/Guardian)

_____ _____
(School Counselor) (School Psychologist)

_____ _____
(Student) (Other)

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

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

PARENT REPLY TO REQUEST TO ATTEND 504 CONFERENCE

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

[ ] I will attend the meeting at the time stated.

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

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

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

_____

_____ _____

Signature of Parent/Guardian Date

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

SECTION 504 SUMMARY EVALUATION REPORT

Personal Information

Student Name: _____ DOB: _____

Sex: [ ] M [ ] F Grade: _____ School: _____

Student Address: _____ City: _____ Zip Code: _____

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

The Building Consultation Team met on _____ (date).

Conference Type: [ ] Initial [ ] Case Review [ ] Re-evaluation

Conference Date: _____

Sources of Information Considered in determining Eligibility:

[ ] Parent Recommendation
[ ] Educational Evaluation/Performance
[ ] Teacher Observation/Recommendation
[ ] Ineligibility for Services under IDEA
[ ] Physician Diagnosis
[ ] Major Health Problem
[ ] Behavioral Evaluation/Performance
[ ] Other _____

Summary of data and evaluation information that was presented:

Committee Determinations

1. The student has a physical or mental impairment.

   [ ] Yes [ ] No *See attached documentation of medical condition.

◯ Asthma
◯ Attention Deficit Disorder
◯ Brain Injury
◯ Cancer
◯ Cerebral palsy
◯ Developmental Aphasia
◯ Diabetes
◯ Other _____
◯ Dyslexia
◯ Emergent Allergy
◯ Emotional Illness
◯ Epilepsy
◯ Hearing Impairment
◯ Heart Disease
◯ Minimal Brain Dysfunction
◯ Multiple Sclerosis
◯ Muscular Dystrophy
◯ Orthopedic Impairment
◯ Recovering Chemical Dependent
◯ Seizures
◯ Speech Impairment
◯ Visual Impairment

List the attached sources of documentation.

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

   [ ] Yes [ ] No

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

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

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

◯ Bending
◯ Breathing
◯ Caring for one's self
◯ Communicating
◯ Concentrating
◯ Eating
◯ Hearing
◯ Learning
◯ Lifting
◯ Performing manual tasks
◯ Seeing
◯ Sleeping
◯ Speaking
◯ Standing
◯ Thinking
◯ Walking
◯ Working
◯ Other: _____

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

◯ Bladder
◯ Bowel
◯ Brain
◯ Circulatory/Cardiovascular System
◯ Digestive System
◯ Endocrine System
◯ Immune System
◯ Neurological System
◯ Normal Cell Growth
◯ Reproduction
◯ Respiratory System
◯ Other: _____

Determination

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

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

[ ] No Explain:

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

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

Does the student nevertheless need accommodations?

[ ] No Explain:

[ ] Yes Indicate the type of plan to be written: _____

Recommendations

[ ] A Section 504 Plan is recommended and attached.

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

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

[ ] Other _____

Review Date: _____

504 Team

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

Teacher _____ Nurse _____

Teacher _____ Counselor _____

Other _____ Other _____

Acknowledgement

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

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

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

Parent/Guardian Signature _____ Date _____

For Office Use Only

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

SECTION 504 PLAN

Confidential

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

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

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

Date _____

Section 1

Student Name _____ DOB _____

Address _____

City _____ State _____ Zip _____ Phone _____

Parent(s)/Guardian(s) _____

School _____ Grade _____

Section 2

What physical or mental impairment has the team identified?

- ◯ Asthma
- ◯ Attention Deficit Disorder
- ◯ Brain Injury
- ◯ Cancer
- ◯ Cerebral palsy
- ◯ Developmental Aphasia
- ◯ Diabetes
- ◯ Other _____
- ◯ Dyslexia
- ◯ Emergent Allergy
- ◯ Emotional Illness
- ◯ Epilepsy
- ◯ Hearing Impairment
- ◯ Heart Disease
- ◯ Minimal Brain Dysfunction
- ◯ Multiple Sclerosis
- ◯ Muscular Dystrophy
- ◯ Orthopedic Impairment
- ◯ Recovering Chemical Dependent
- ◯ Seizures
- ◯ Speech Impairment
- ◯ Visual Impairment

Diagnosis _____

Date of Diagnosis _____ Physician _____ Medication _____

Section 3

Background Information (Pertinent educational and additional medical information)

Section 4

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

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

Section 5

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

Comments

Location of the Implementation of this Plan _____

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

How will this Plan be monitored_____

Person responsible for monitoring Plan _____ Anticipated Review Date _____

Section 6

Invitation Date _____ Duration of Plan _____ Review Date _____

Section 7

Attachments [ ] Yes [ ] No

If yes, list documents attached _____

Section 8

Participants (Name, Title, Date)

_____

_____

_____

_____

_____

_____

Case Manager _____

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

_____

District Administrator or Designee Date

Section 9

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

_____

Parent Signature Date

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

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

_____

Parent Signature Date

For Office Use Only

Copies to:

[ ] District 504 Coordinator
[ ] Parent(s)
[ ] Teacher(s)
[ ] Building Administrator
[ ] Student File
[ ] 504 Case Manager

PARENTS' PROCEDURAL RIGHTS AND SAFEGUARDS, INCLUDING DUE PROCESS

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

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

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

Procedural Rights Pertaining to Section 504 Due Process Hearings

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

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

A party to such a due process hearing shall have:

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

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

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

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

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

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

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

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

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

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

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

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

The following person is/are designated as the District's Section 504/ADA Compliance Officer ("District's Compliance Officer"):

Carmen O'Brien, Business Manager

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

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

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

Internal Complaint Procedure

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

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

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

OCR Complaint

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

Office for Civil Rights
U.S. Department of Education

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

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

Prohibition Against Retaliation

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

SECTION 504/ADA INTERNAL COMPLAINT – STUDENT/PARENT

Name of Complainant_____ Phone Number _____

Address _____

Relationship to the School District

[ ] Student _____(School of Attendance)

[ ] Receiving Special Education

[ ] Receiving Regular Education

[ ] Parent _____(Child's Name)

Description of Disability

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

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

_____ _____

Student/Parent Signature Date

_____

For Office Use Only:

_____ Date Received by Building Principal/Building Compliance Officer

RECORD OF CONFERENCE WITH SCHOOL DISTRICT OF MANAWA 504 COORDINATOR

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

Brief Description of Alleged Complaint:

Disposition of Alleged Complaint:

_____ _____

504 Coordinator Signature Date

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

_____ _____

Student/Parent Signature Date

For Office Use Only:

_____ Date Received by Building Principal/Building Compliance Officer

MANIFESTATION DETERMINATION REVIEW 504 PLANS

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

Student's Full Name _____ DOB _____

Nature of the student's disability

Nature of the behavior subject to disciplinary action

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

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

c. Did the BCT determine that the conduct in question was caused by or had a direct and substantial relationship to the child's disability?

[ ] Yes [ ] No

Explain:

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

MANAWA

Students choosing to excel; realizing their strengths

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

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

Page #	***Section***	***Proposed Change or Addition***
Cover	Cover	Change updated date to June, 2022
Page 2		Updated year and date, if approved
Footer	Footer	Updating year and date of approval
Page 2		Planning year updated and revised
Page 3		Years of Implementation changed to 2022-2023
Page 3		Change writing workshops to professional workshops to incorporate all facets of literacy rather than just writing
Page 5	Data/conclusions	Updated Fast Facts for 2021-2022 school year
Page 5	Data/conclusions	Change STAR data to iReady data
Page 5	Data/conclusions	Due to a schedule change to best incorporate required curriculum calendar minutes, "Teachers also have an hour and a half early release time for data review and discussion each week." This was revised to match the monthly PLC rather than weekly.
Page 6-9	Data/conclusions	Update data from Forward, STAR, iReady
Page 9-10	Data/conclusions	Update data interpretation and overview for sources of data
Page 11	School-wide Reform Strategies	Revised and rewritten action steps in relation to data analysis
Page 12	School-wide	Addition of Targeted Goals Based on Current

	Reform Strategies	Data sub-section
Page 12	School-wide Reform Strategies	Delete "1. All grades at the elementary school will also incorporate an Interactive Read Aloud time five days a week. This piece of instruction will provide more opportunities for students to hear quality literature as well as work on responding through writing and deeper level thinking. Classroom libraries

		are also getting some new resources with fresh and updated titles. " and revise to align with current goals.
Page 14	High Quality and Ongoing Professional Development	Change STAR to iReady professional development
Page 14	High Quality and Ongoing Professional Development	Revise and rewrite line "math coach serve as instructional coaches and offer both literacy and numeracy support for teachers" to incorporate both math and literacy instructional coaches
Page 15	Hiring process	Addition: ● **Or,** in unique circumstances, round 1 and 2 for teachers are combined to streamline the interview/hiring process
Page 18	Parent Involvement Strategies	Removal of ***Covid 19 and the forced school closure did not allow for any in-person gatherings. Parents' Nights and Family Engagement Opportunities will resume in the fall of 2021.**

Page 17-18 Page 18	Parent Involvement Strategies Parent Involvement Strategies/Oppor tu nities	Removal of: Typically there is a list of parent engagement opportunities listed below. Addition of: **Parent Involvement Opportunities:** ● Open house ● Parent-Teacher Conferences ● Title I Literacy and Math Family Nights ● EL family home visits ● Team meetings for Gifted and Talented, EL, struggling, and students who have IEP's ● Art and music family nights ● Parent volunteer opportunities within classrooms, field trips, etc ● Student celebration phone calls, emails and positive communication ● STEP community volunteers of extended family members and friends ● End of the year celebration volunteer/organization ● Parent Teacher Association organized activities with the school ● Open Board of Education meetings

Page 18	Transitioning Students	Revision of "makes" to "assures"
Page 18	Transitioning Students	Removal of: "These activities could not take place this spring (2021) due to Covid 19 restrictions and not having parents in the building."
Page 19	Teacher Participation in Assessment Decisions	Removal of: Beginning in the 2017-2018 school year, teachers are given an hour and a half each Wednesday for PLC time.
Page 19	Teacher Participation in Assessment Decisions	Addition of: Monthly, the school calendar provides PLC time for partnering teachers to have built-in planning

		time.
Page 19	Timely and Additional Assistance to Students Having Difficulty Mastering the Standards	Grammatical revision of “that” to “who”
Page 19	Timely and Additional Assistance to Students Having Difficulty Mastering the Standards	Addition of “intervention aligned” to the third full paragraph before progress monitoring.
Page 20	Coordination and Integration of Federal, State, and Local Resources	Revised “nurse” to read “health para professional”
Page 20	Coordination and Integration of Federal, State, and Local Resources	Removed “2021-2022” free meal verbage
Page 20	Coordination and Integration of Federal, State, and Local Resources	Removal of: ● After School Care on Early Release Days
Page 20	Coordination and Integration of Federal, State, and Local Resources	Addition of: ● Two additional special assignment teachers to lead small group, intervention, progress monitoring and co-teach where needed ● Implementation of student-led instructional coaching cycles based on data

Title I Schoolwide Program Plan for

Manawa Elementary School

Created during the 2017-2018 School Year
Updated June 2022

Board of Education Approved 7/18/2022

School Information

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

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

District Information

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

Schoolwide Planning Team

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

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

Planning Process

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

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

Communication Plan

Processes and opportunities to develop the SW plan:

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

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

School Profile

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

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

MES Mission Statement:

MES is a supportive and encouraging environment where students and staff can learn and grow through a collaborative and positive approach. Staff and students will respect and listen to each other while sharing the responsibility of learning.

Our Strengths:

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

Manawa Elementary School Principal:

Danni Brauer

State Report Card:

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

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

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

Ten Components of the Schoolwide Plan

I. Data/Conclusions (Needs Assessment)

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

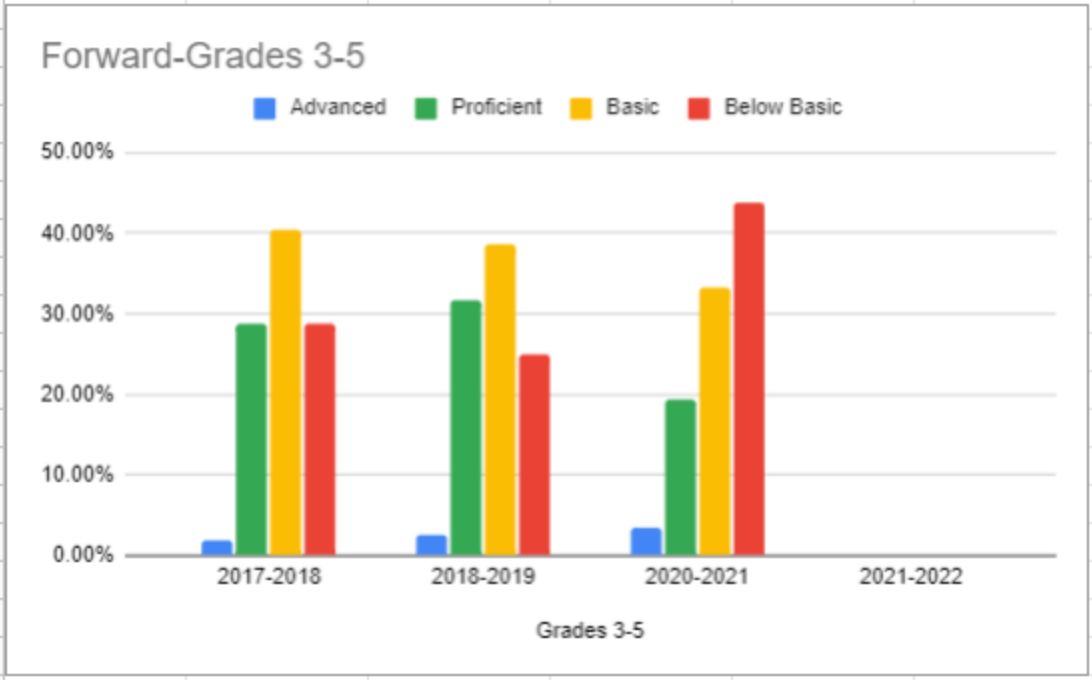
This Comprehensive Needs Assessment will review our Standardized State Test data (the Forward Exam) along with iReady data (our universal screener),our Fountas and Pinnell Running Record Assessment data, attendance, and classroom assessment.

Forward Data

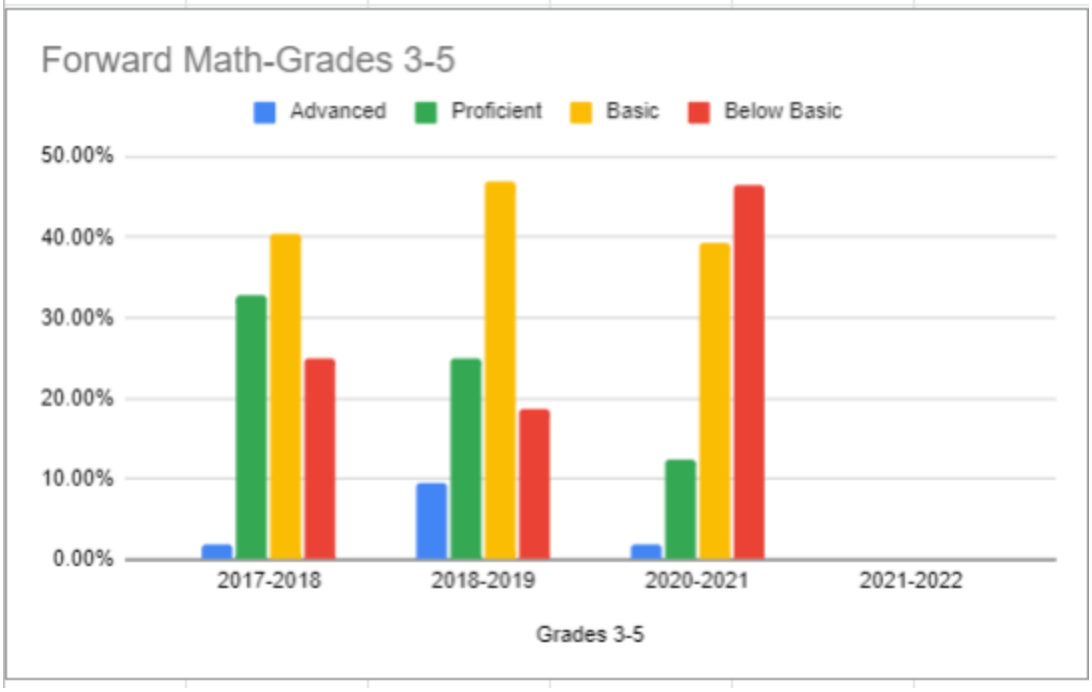
Overall Snapshot 2021- *Most Recent Data* 2022 data will not be in until mid summer of 2022.

Longitudinal Forward (Grades 3-5):

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



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



Early Literacy Screener Kindergarten

Kindergarten Early Literacy Screener

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

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

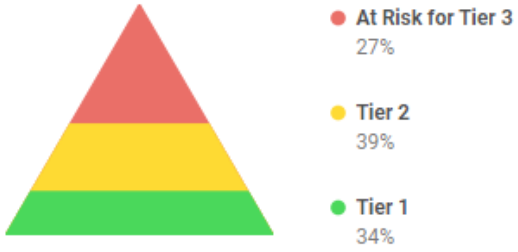
Grade	Percentage of Students at/above benchmark	Percentage of Students at/above benchmark
Grade K		13%
Grade 1	52%	87%
Grade 2	44%	69%
Grade 3	64%	77%
Grade 4	34%	60%
Grade 5	48%	63%

<u>iReady (Piloted 2022) Grades 1-5</u>

Literacy

Students Assessed/Total: **134/208**

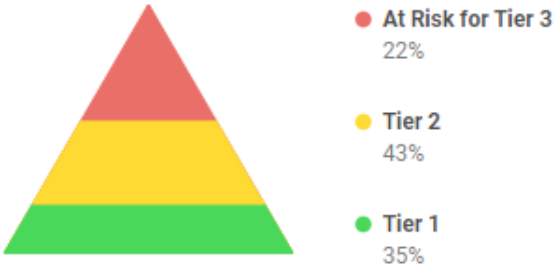
Overall Placement



Math

Students Assessed/Total: **162/208**

Overall Placement



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

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

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

Informational/nonfiction comprehension:

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

Vocabulary:

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

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

Measurement and data:

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

Geometry:

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

II. School-Wide Reform Strategies

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

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

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

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

2022-2023 Targeted Goals Based on Current Data:

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

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

III. Instruction by Highly-Qualified Teachers

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

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

Effective Instruction

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

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

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

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

V. Strategies to attract highly-qualified teachers

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

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

Hiring Process and Timeline for School District of Manawa

Posting Process

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

Searching Timeline

- Post for at least two weeks or until filled
- Develop interview questions (drafted by District Administration with Admin. Team for administrative and teaching positions; drafted by principals for support staff)
- Determine interview teams
    - 1st Round for teachers is conducted by a combination of stakeholders to include the principal, teachers, parents, and students (if age appropriate).
    - 2nd Round for teachers is conducted by the Admin. Team.
    - **Or,** in unique circumstances, round 1 and 2 for teachers are combined to streamline the interview/hiring process
    - 1st Round for administrators is conducted by a combination of stakeholders to include the superintendent, teachers, parents, and students (if age appropriate).
    - 2nd Round for administrators is conducted by the Board of Education.

- Review applications
- Conduct initial reference checks
- Call candidates for 1st round of interviews
- 1st round interviews
- Call candidates for 2nd round of interviews
- Conduct final reference and background checks
- 2nd round of interviews
- Confirming interview with District Administrator (financial and district expectations)
- Recommend candidate to Board of Education

Transition Process

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

Staff and Program Change Proposals

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

VI. Parent Involvement Strategies

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

9250 - RELATIONS WITH PARENTS

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

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

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

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

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

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

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

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

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

Parent Involvement Opportunities:

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

VII. Transitioning Students

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

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

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

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

VIII. Teacher Participation in Assessment Decisions

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

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

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

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

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

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

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

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

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

Dissemination, Review and Revision

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

Students choosing to excel; realizing their strengths.

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

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

School District of Manawa Response to Intervention (RtI) Plan

Meeting the Needs of ALL Students

Approved by the Manawa Board of Education
July, 2022

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Mission and Vision

Mission Statement:

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

Vision Statement:

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

What is RtI?

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

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

Decision Process

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

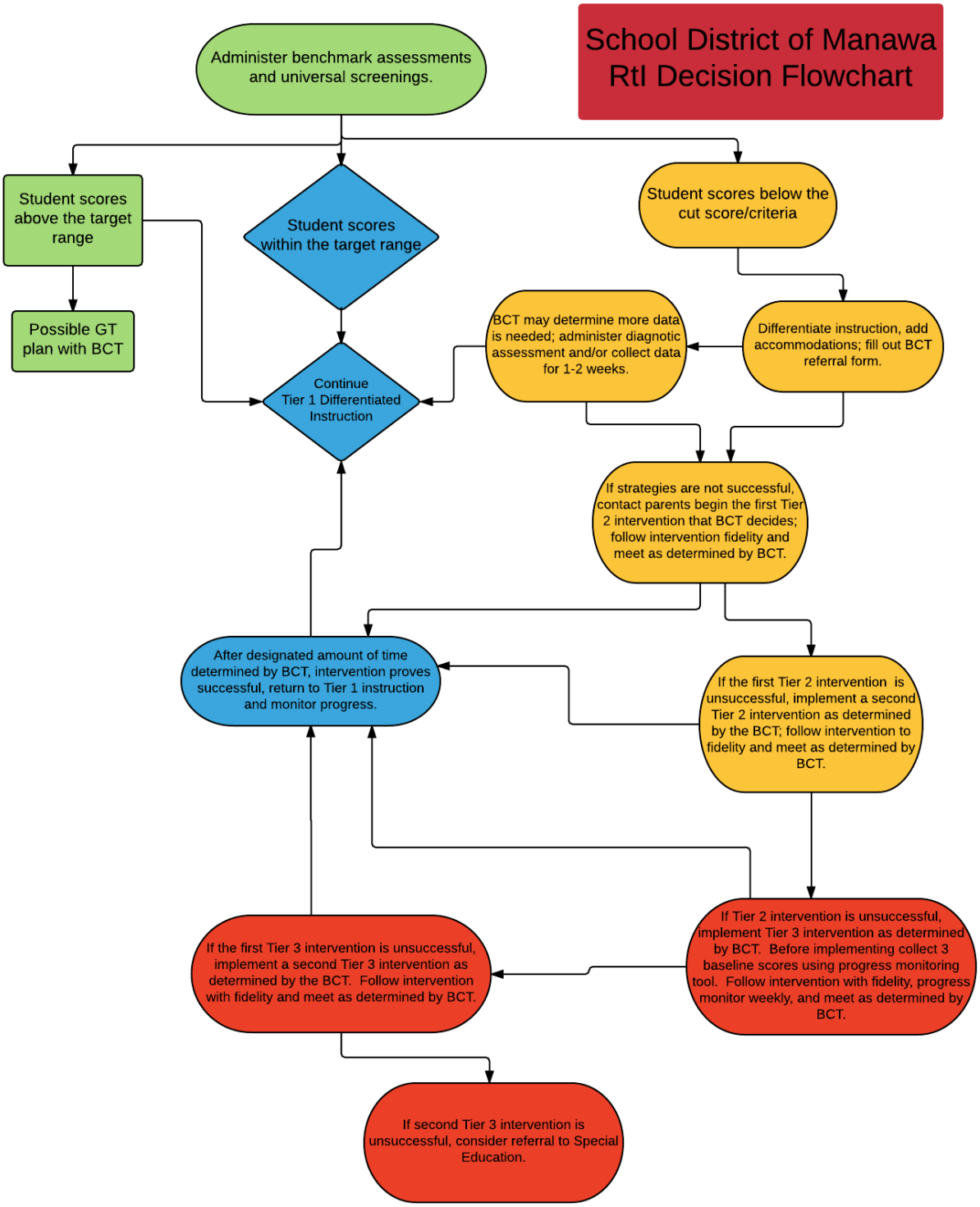
Behavioral data will be analyzed monthly by the BCT to identify students needing additional behavioral supports based on identified criteria. Classroom teachers can refer students to BCT for behavior concerns at any time.

BCT structure:
Building Principal
School Counselor - facilitator and note-taker
Classroom/Course Teacher(s) - bring classroom and testing data
Content Expert
Parent - as appropriate, invited by the classroom/course teacher(s)

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

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

School District of Manawa RtI Decision Flowchart



BCT Meeting Format

1. Summary of Concern ● Problem identification - State concern in observable, measurable terms (progress monitor chart as available) ● Determine what data is needed and assign data collecting/recording responsibilities ● When appropriate data exists, calculate discrepancy between the student's current performance and the desired outcome ● Problem analysis; data-based hypothesis
2. Create Goal ● State in observable, measurable terms ● Identify the replacement behavior/performance for the identified discrepancy
3. Determine Intervention/Instructional Strategy ● What skill(s) will be taught based on the hypothesis? ● If it is a performance concern, what strategies will be used? ● How will the skill be taught or the strategies be implemented? ● Who will teach the skill and/or implement the strategies? ● When will the skill be taught and the strategies be implemented? ● How long will instruction occur (20 min. per day/3 times per week)? ● Where will instruction occur (whole group, small group, 1:1)?
4. Set Progress Monitoring System ● What progress monitoring tool will be used? ● Can it be graphed? If not, try something that can be graphed. ● Who will monitor progress? ● How often will progress monitoring be done?
5. Assign Responsibilities ● Who will support the intervention or instructional strategy? How? ● Fidelity check and treatment integrity - Who will observe the intervention or strategy in action to ensure fidelity and integrity?
6. Determine Follow-up BCT Meeting Date ● Is follow-up in one week, 2 weeks, 4 weeks, etc. needed? (Do Not exceed six weeks if follow- up is needed.) ● Schedule data review in 4-6 weeks

Glossary of Terms

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

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

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

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

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

Functional Assessment - *Behaviors*: Process to identify the problem; determine the function or purpose of the behavior, and to develop interventions to teach acceptable alternatives to the behavior.
Academics: Process to identify the skill gap, strategies that have and have not been effective, and to develop interventions to teach the necessary skill(s).

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

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

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

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

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

Updated July, 2022

School District of Manawa

Academic Standards Listing

Discipline/Grade	Standards	School District of Manawa Adoption Date
		July 2020
Early Childhood and 4-year-old Kindergarten - 5th Edition	Wisconsin Model Early Learning Standards (2003, 2008, 2011, 2013, 2017)	5th Edition (Updates to 2013 Edition)
English Language Arts (ELA) (Includes Reading & Writing) Section 118.30(1g)(a)1		
5-year-old Kindergarten - 12	Wisconsin Standards for English Language Arts	May 2020
Mathematics Section 118.30(1g)(a)1		
5-year-old Kindergarten - 12	Wisconsin State Standards in Mathematics	May 2021
Science Section 118.30(1g)(a)1		
5-year-old Kindergarten - 12	Wisconsin Standards for Science	November 2017
Social Studies Includes Geography & History) Section 118.30(1g)(a)1		
5-year-old Kindergarten - 12	Wisconsin Standards for Social Studies	May 2018
Art		
5-year-old Kindergarten - 12	National Core Arts Standards for Visual Arts (2014) –Need to move to Wisconsin Standards for Art & Design Education (November 2019)	July 2017
Physical Education		
5-year-old Kindergarten - 12	Wisconsin Standards for Physical Education	May 2020
Nutrition Education		
Kindergarten - 12	Wisconsin's Model Academic Standards for Nutrition Education	July 2019
Music Education		
5-year-old Kindergarten - 12	Wisconsin's Model Academic Standards for Music (2017)	July 2019
Technology Education		
5-year-old Kindergarten - 8	International Society for Technology in Education (ISTE) Standards for Students (2007)	June 2015

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

To: Dr. Melanie Oppor, Manawa Board of Education
Fr: Brad Johnson
Date: 5/28/2022
Re: 3D Institute Professional Development, 3D Institute Evaluation

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The Manawa Athletic Department would like to utilize the framework provided by the 3D Institute for professional development of our coaches. For the 2022-23 school year, all high school coaches, including volunteers, in the School District of Manawa would be required to complete the course at least one week before their respective season begins.

During a pilot of the 3D Institute Professional Development, coaches who voluntarily participated in the professional development have given it strong praise and would enthusiastically encourage the adoption of the program for all coaches.

Description of 3D Institute:
The 3D Institute is an online framework that provides coaches with training regarding building relationships, dealing with parents, creating buy-in, and building a positive culture among other factors. This online platform will also provide coaches with resources to teach students different skills regarding culture, dealing with adversity, and mentoring among others to use in their weekly culture lessons required by the Athletic Department starting in the 2022-2023 school year.

The program includes: strength, power, cardiovascular, speed, quickness, technique, repetition, tactics, motivation, confidence, emotions, team cohesion, goal setting, identity, character, significance, self-worth, values, and purpose.

Lastly, the 3D Institute provides an evaluation tool through a three-step process that more directly evaluates coaches in specific areas the SDM athletic department has identified as important while also tying in professional development and goal setting aspects to give direction for continual improvement. A sample coach's evaluation has been added at the bottom.

Cost:
The Athletic Budget has set aside $3,000 for the 3D Institute for the 2022-23 school year. ($75 per coach times 40 coaches). The SDM currently has 34 coaches but the budget allows for additional coaches if needed.

Rationale:
The rationale for this investment is multi-faceted. The Athletic Department has a current culture where entitlement, blame, and complaint are second nature among student-athletes. Through this training, our goal is to reshape the culture into a culture of positivity, acceptance, respect, willingness to try new things, hard work, and communication.

We also have coaches who are not licensed educators. This brings its own obstacles which can be averted by creating a common language, common goals, and a common vision through formal training.

The final concern is that many of our coaches are not taking advantage of the yearly allocated funds for professional development. Most of our coaches are not attending clinics to improve as a coach. The 3D Institute would provide each coach with yearly professional development in an area much bigger and more important than Xs and Os. Learning how to communicate, inspire, lead, and guide our youth is much more important than the schemes and techniques needed to win games. Athletics is a pathway to developing the total human being and that needs to become more of a focus. By increasing connectivity, communication, and understanding the Athletic Department will see a positive result on the athletic competition field as well.

I have included coach testimonials from a district that utilizes the 3D Institute Professional Development courses and the coach's evaluation rubric.

In conclusion, the 3D Institute resource will align the Athletic Department in terms of common vision, mission, and language, while reinforcing the values that it takes to be not only a good student, or athlete but a good human being through continued learning.

Website: https://3dinstitute.com/

The following excerpts are taken directly from the 3D Institute online resources:

Describe the program, its target audience, objectives, location, dates, and registration information. Include contact information and a web link.

3D Coaching Course for Certification - A clear understanding of purpose only comes through a journey of discovery. Coaches must seek to understand how cultural influences and pressures, along with their own individual experiences, have shaped their understanding of *why* they coach.

As coaches embark upon this journey of understanding the 3D framework, they will begin to discern and clarify their transformational purpose. Our online training will guide them through this process and help them create a plan to fulfill their purpose with practical 2nd and 3rd Dimension strategies. Along the way, they will make important discoveries that will increase their capacity to effectively coach the 21st century athlete. Our training will help coaches:

- Create strategies to combat "entitlement"
- Learn how to motivate athletes from within
- Understand how to build confidence
- Develop strategies to harness emotions
- Intentional actions to improve team cohesion
- Realize how to effectively set goals
- Craft their transformational purpose statement in writing
- Establish a plan to cultivate character

The 1st Dimension (fundamentals) is very sport-specific, content specific, industry specific etc. In our training, we spend very little time discussing how to develop the 1st Dimension because there are a vast number of resources available to help people become more proficient at the fundamentals. Though we strongly affirm the necessity to be excellent in the 1st Dimension, we spend little time on this in our training.

The 2nd Dimension issues (Motivation, Confidence, Emotions, Team Cohesion, Goal Setting) generalize across various disciplines. For example, if a basketball coach understands the principles of how to motivate intrinsically, she can apply those same principles in her Algebra I class to help students develop an internal drive to achieve.

The 3rd Dimension issues (Identity, Character, Significance, Self-Worth, Value, Purpose) are universal. They apply inside and outside of sports; in all areas of our lives.

Agenda

By taking this course for certification, coaches will gain access to 18 teaching modules covering 2nd & 3rd dimension topics.

- 60+ short teaching videos (4 hours)
- 15 Quizzes that correspond with each Module (2 Hours)
- 3 writing/reflection exercises (1 Hour)
- Practical steps for writing your transformational purpose statement (1 Hour)
- Over 35 level 2 & 3 strategies in lesson plan format
- 3D Library: The library has hours of video content, podcasts and articles that address specific concerns or situations. This includes 3D strategies that coaches are using to impact their athletes and teams, on and off the field of play.

Target Audience

The obvious target audience for our 3D Coaching training would be any athletic coach at any level. The individuals that have the greatest opportunity for impact are coaches in our school system. Also, leaders of any extra-curricular activity would greatly benefit by this training. Perhaps the not-so-obvious target audience would be, "humanity." The 3D Framework applies to all people because we are all 3Dimensional beings. Though the verbiage in our training revolves around sport, we have many administrators, business leaders, teachers and parents who greatly benefit from this training as it applies to their fields as well.

Focus Areas

Instructional Strategies	Placing 3D Coaching into one category is difficult. 3D Coaching is not a program, it is a Framework that individuals use to maximize their Purpose, on and off the field of play. Coaches are the greatest asset in schools today, and likely the least trained in the areas they can have the greatest impact. Within the individual's framework of coaching 3D provides strategies to address areas of motivation, confidence, team cohesion, parent partnership/involvement/relation ships, peer mentoring and others. Coaches work in a lab called practice and have an opportunity to impact students well beyond what can be done in a classroom. This impact can go well beyond sport, into the classroom, to their relationships, and their own significance.

Learning Objectives

What are the participant learning objectives (Learning Designs), and how do they relate to the chosen Focus Area(s)?
The individuals will be guided to determine their Purpose to coach and understand that the WHAT and HOW will have much greater impact when they know the WHY they do it. The interactions with students, the lessons taught and strategies we provide will be much more impactful when you determine your Purpose. The 3D Coaching Certification course supports the Learning Communities, Learning Design and Leadership objectives in learningforward.org.

Presenter and Qualifications

Give a brief description. Include contact information, biographical sketch and educational background.

3Dimensional Coaching is based on the work and research of Dr Jeff Duke Ed. D.
Dr. Duke is one of the foremost experts regarding the cultural influence of the coaching profession in our society. He has developed and authored the 3Dimensional Coaching framework that is revolutionizing the sport coaching landscape. Dr. Duke has coached five different sports and directly supervised 200 plus coaches in 17 different sports. His coaching experience encompasses the youth level through the professional ranks, which includes a multi-year stint as an assistant football coach at Florida State University under legendary coach, Bobby Bowden. Jeff also spent eight years as an international expert on coaching education development pre/post the Atlanta Olympic Games. Currently, Dr. Duke is on staff as a lecturer at the University of Central Florida where he teaches the 3D Coaching concept to both undergraduate and graduate students in the coaching education degree program.

The research and expertise of the other members of the 3D Institute were used to develop the 3D Coaching Certification Course around Dr Duke's work. The bios of the core members of the 3D Team can be found at:

https://3dinstitute.com/the-3di-team/

Students choosing to excel; realizing their strengths.

To: Dr. Melanie J. Oppor, Manawa Board of Education
From: Brad Johnson
Date: 6/28/2022
Re: 2022-2023 Coaches Handbook Revisions

The purpose of this memo is to highlight the changes in the SDM Coaches Handbook as follows:

Page #	***Current Language (If applicable.)***	***Proposed Change or Addition***
6	All head and assistant coaches at any level are encouraged to attend at least one coaching clinic per year. One clinic per year per coaching staff, will be paid for by the Athletic Department. If a coach does not attend a clinic however, it is an expectation that they do something else in the off-season to improve their coaching ability. Additionally, all head and assistant coaches can attend one clinic, per sport s/he coaches, during that school year. All coaching days need to be cleared through the athletic department.	~~All head and assistant coaches at any level are encouraged to attend at least one coaching clinic per year. One clinic per year per coaching staff, will be paid for by the Athletic Department. If a coach does not attend a clinic however, it is an expectation that they do something else in the off-season to improve their coaching ability. Additionally, all head and assistant coaches can attend one clinic, per sport s/he coaches, during that school year. All coaching days need to be cleared through the athletic department.~~ Each coach, paid and volunteer, will complete the professional development course through the 3D Institute two weeks prior to the start of their season. This course will provide each coach with a certificate upon completion to turn into the Athletic Director. A positive culture is an essential base to be successful in competition, in our schools, and in our communities. This course will unify our athletic department in a movement of a positive culture.
7	**Will be titled "Culture Training"**	Head Coaches will use their training through the 3D Institute, its resources, and the athletic director to have culture lessons for thirty minutes each week of

		their sports season. These lessons will focus on the skills and characteristics of highly successful individuals. Lessons can be added into practice time or be separate from the practice format. Ideally, coaches would utilize a designated classroom to instruct, discuss, and lead a cultural change on their team and in the athletic department of the School District of Manawa.
7	Head Coaches will be evaluated on a yearly basis. The Head Coach will work with the Athletic Director to pilot an evaluation process of assistant coaches in the 2021-2022 year, with a recommendation whether to rehire to the Athletic Director.	Head Coaches will be evaluated on a yearly basis using the 3D Institute model for professional development. The Head Coach will work with the Athletic Director to ~~pilot an evaluation process of~~ evaluate assistant coaches ~~in the 2021-2022 year~~, with a recommendation whether to rehire to the Athletic Director.
9	Varsity Head Coaches will work with the Athletic Director to recommend a team representative/s to represent their program on a pilot program entitled the Manawa Athletic Leadership Council. The Athletic Director will work with all head coaches to establish guidelines and criteria for each sport.	~~Varsity Head Coaches will work with the Athletic Director to recommend a team representative/s to represent their program on a pilot program entitled the Manawa Athletic Leadership Council. The Athletic Director will work with all head coaches to establish guidelines and criteria for each sport.~~ The School District of Manawa will have two types of Leadership Council. The first is the Manawa Athletic Leadership Council. This will be built in combination with all sports head coaches recommending 1-2 student-athletes to be a part of the school athletic department leadership council. Additionally, the captains from each sport will form their respective sports Captains Council to work hand in hand with the Athletic Director throughout their sports season.
9	**Will be titled "No Competition Clause"**	The School District of Manawa encourages the use of the No Competition Clause. This discourages coaches from participating with student-athletes in an effort to protect not only the players but us as coaches as well. Injuries are inevitable in sports but

		we need to have a heightened awareness surrounding student-athlete and adult physical interaction. Through professional discretion, we ask coaches to avoid physical contact in demonstrations and drills whenever possible. Instead, coaches are encouraged to have more experienced members of the team lead demonstrations.
14	The Athletic Director will arrange transportation for the team within the guidelines established by the District. Prior to the start of the season, each coach should confirm bus departure times with the Athletic Director. Coaches are not to call the bus company to make changes to the bus schedule, unless approved by the Athletic Director or Principal. When a school-provided vehicle is chartered, all athletes are expected to ride to and from practices and contests on that vehicle. Athletes may return HOME from an away contest with parents/guardians providing prior approval has been obtained from the coach and the appropriate waiver has been signed. In such cases, the coach is responsible for ensuring that the athlete leaves the contest with his/her parent/guardian.	The ~~Athletic Director~~ Head Coach will work with the Athletic Director to arrange transportation for the team within the guidelines established by the District. Two weeks prior to the ~~start~~ first competition of the season, each coach should confirm bus departure times with the Athletic Director. Coaches are not to call the bus company to make changes to the bus schedule, unless approved by the Athletic Director or Principal. When a school-provided vehicle is chartered, all athletes are expected to ride to and from practices and contests on that vehicle. ~~Athletes may return HOME from an away contest with parents/guardians providing prior approval has been obtained from the coach and the appropriate waiver has been signed. In such cases, the coach is responsible for ensuring that the athlete leaves the contest with his/her parent/guardian.~~ The parent/guardian must sign their student-athlete out with a paid coach who is responsible for ensuring that the athlete leaves the contest with his/her parent/guardian.
15	Varsity Head Coaches will provide an in season weight training program for their sports team to keep athletes performing at their peak strength and speed for the entirety of the season. The Varsity Head Coach is expected to work with the	Varsity Head Coaches will provide an in-season weight training program for their sports team to keep athletes performing at their peak strength and speed for the entirety of the season. Studies show that an effective in-season program requires athletes to weight train

	Athletic Director to develop this along with a schedule of implementation. Varsity Head Coaches will provide an offseason weight training program for their sports team to support athletes in development of their speed and strength when they are not in a sport. The Varsity Head Coach is expected to work with the Athletic Director to develop this along with a schedule of implementation.	a minimum of twice per week with a lower weight load than an off-season program by instead focusing on explosiveness. Moving forward it is mandatory that student-athletes weight train two times per week when in-season. This is the Head Coach's responsibility to make sure this is happening. The Varsity Head Coach is expected to work with the Athletic Director to develop this along with a schedule of implementation. Varsity Head Coaches will provide an off-season weight training program for their sports team to support athletes in development of their speed and strength when they are not in a sport. The School District of Manawa coaches will recommend off-season weight training to their athletes a minimum of three times per week on a program designed by the athletic department. The Varsity Head Coach is expected to work with the Athletic Director to develop this along with a schedule of implementation.

The Little Wolf High School Student Handbook 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.

SCHOOL DISTRICT OF MANAWA

COACHES HANDBOOK

2022-2023

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ACTIVITY ACCOUNTS

Each sport has a high school activity account. All activity account purchases must be approved by the Athletic Director to be paid. Keep in mind that monies deposited into this account are from student fees and fundraisers. Acceptable purchases are those that directly benefit students.

ATHLETE CHANGING SPORTS IN SEASON OR DUAL SPORTS ATHLETES

Athletes cut from a sport during the initial tryout period are eligible for participation in another in-season sport. However, if an athlete is dropped from a team or quits a sport during the regular season (after the first contest is played), that athlete is not eligible to participate in any other sport during that season without the approval of the losing coach, the gaining coach, and the Athletic Director.

The Central Wisconsin Conference (CWC) does allow students to participate in two sports during the same season. Proper paperwork must be on file with the Athletic Director to be a dual sport athlete.

ATHLETE VIOLATIONS OF ELIGIBILITY RULES OR THE ATHLETIC CODE

Any violations of eligibility rules or the athletic code by any athlete on your team could subject the entire team to forfeits and the School District of Manawa, under certain circumstances, to sanctions from the WIAA. As a coach, a representative of the School District of Manawa, and a role model for your athletes, you are expected to strictly enforce all WIAA, conference, and school rules and regulations.

Any suspected or actual violations of any eligibility rules or of the Athletic Code should be reported immediately to the Athletic Director. You are expected to cooperate fully with the Athletic Director and to aid in the investigation of any suspected or alleged violations by your athletes.

AWARDS

The athletic department provides letters, pins, varsity letter certificates, and participation certificates for student-athletes. Any additional awards that you present to your athletes beyond those which are listed below must be purchased from your school district budget or activity fund.

JV2: Participation Certificates

Junior Varsity: Participation Certificates

Varsity: Letter Certificates, Letter (M), Pins, Captain's Pins and Manager Pins

Make sure your awards do not violate the WIAA rules regarding amateur status as described in the WIAA Rules of Eligibility, Article IV.

The head coach of each sport is responsible for coordinating the awards program for his/her program at the end of each season. The coach may choose to work with a support club, booster

club, or group of selected parents in planning the type of awards ceremony that would best suit the students and the sport.

The head coach is expected by the School District of Manawa to attend CWC All-Conference Award meetings. If the head coach is unable to attend this must be communicated with the Athletic Director and a sport representative must be sent in his/her place.

BUDGET

The head varsity coach must assist the Athletic Director in writing a yearly budget in his/her sport for the entire 7-12 program. All purchase orders must be signed and approved by the Athletic Director prior to the purchase. **COACHES ARE NOT TO CALL, FAX, OR MAIL ANY ORDER TO A VENDOR.** This is done by the district office upon approval of a purchase requisition.

Any requests for equipment, supplies, or training to the Manawa Athletic Booster Club must be pre approved by the Athletic Director. The Athletic Director will take any approved requests to the Manawa Athletic Booster Club for purchase by the Athletic Director. The Manawa Athletic Booster Club will reimburse the SDM after the order is placed.

All purchases for the current school year must be made by April 15th.

BUILDING USAGE

Coaches are only allowed to use the School District of Manawa building for usage that directly pertains to the athletic team they coach. Using SDM buildings for their own personal benefit or leisure is prohibited. Coaches must follow the building reservation channels to reserve any space within either LWHS or MES.

COACHES ASSOCIATION MEMBERSHIPS

All coaches are encouraged to be a part of their sports Wisconsin State Coaches Association. This allows the School District of Manawa student-athletes the opportunity to be nominated for state awards.

COACHES NOT LICENSED TO TEACH (CNLT)

Any individual who will help in any way with coaching duties, whether paid or volunteer, and who is not licensed to teach (CNLT), is required to be registered by Little Wolf High School with the WIAA. This rule does NOT apply to student teachers that do not have supervisory responsibilities. For more information, visit www.wiaawi.org, under the WIAA Coaches Info link there is a link to the coach's education. These coaches are required to complete the WIAA required coursework before their second year as a coach. Additionally, background checks, TB tests, and physicals are required by the district of all non-staff coaches, whether they are paid or volunteer.

Prior to the second year of coaching, CNLT must provide a certificate of completion of the course to the Athletic Director.

COACHING PROFESSIONAL DEVELOPMENT

Each coach, paid and volunteer, will complete the professional development course through the 3D Institute two weeks prior to the start of their season. This course will provide each coach with a certificate upon completion to turn into the Athletic Director.

A positive culture is an essential base to be successful in competition, in our schools, and in our communities. This course will unify our athletic department in a movement of a positive culture.

COMMUNICATION WITH PARENTS

Both parenting and coaching are extremely difficult vocations. By establishing an understanding of each position, we are better able to accept the actions of the other and provide greater benefit to the children. As parents, when your child becomes involved in our program, you have a right to understand what expectations are placed on our athletes. This begins with clear communication from the coach of your child's program. Each coach will be expected to create an expectation form to be shared at the beginning of year meeting and with the Athletic Director. The coach is expected to work with the Athletic Director on this to create unity across our athletic programs.

CONCUSSIONS

Coaches are expected to follow the state law regarding concussions to athletes. Additionally, coaches must speak about the paperwork involved, at the Parent's Meeting held before the season begins. All coaches must enroll and complete the National Federation of State High School Associations Concussion in Sports Elective Course. This free one-hour course must be completed and the Certificate of Completion must be on file in the main office prior to coach/student-athlete contact. The link can be found here:
https://nfhslearn.com/courses?searchText=Concussion

All coaches must be familiar with the Wisconsin Concussion Fact Sheet for Athletes found here:
https://bsbproduction.s3.amazonaws.com/portals/7130/docs/esc/esc%20concussion%20fact%20sheet%20for%20athletes.pdf

This document will be included in all student-athlete packets and is available in hard copy in the main office.

CULTURE TRAINING

Head Coaches will use their training through the 3D Institute, its resources, and the athletic director to have culture lessons for thirty minutes each week of their sports season. These lessons will focus on the skills and characteristics of highly successful individuals. Lessons can be added into practice time or be separate from the practice format. Ideally, coaches would utilize a designated classroom to instruct, discuss, and lead a cultural change on their team and in the athletic department of the School District of Manawa.

DISTRICT POLICIES

All coaches, paid or volunteer, are expected to familiarize themselves with all SDM policies and are not limited to Program Policies, Professional Staff Policies, Support Staff Policies, and WIAA Policies. All district policies are accessible on the SDM website.

If a coach has any questions regarding policies, coaches should ask the Athletic Director, Principals, or District Administrator.

EMERGENCY SCHOOL CLOSINGS

The following policy will be in effect for practice, competitions, and meetings for athletic teams and extracurricular activities.

Late Start:

Athletic practices and activity meetings will follow the school day. Athletic and activity events being hosted at the high school will be as scheduled.

Early Release:

All sport levels must cancel practice. Activity meetings will be canceled. Athletic competitions at home or away will also be canceled.

Cancellation:

All school events/contests/practices will be postponed due to weather conditions, except for WIAA Tournament contests. Those events will be played, if possible. Additionally, no voluntary practices off school grounds will be allowed, if school is canceled.

EVALUATIONS OF COACHES

Head Coaches will be evaluated on a yearly basis using the 3D Institute model for professional development. The Head Coach will work with the Athletic Director to evaluate assistant coaches, with a recommendation whether to rehire to the Athletic Director.

FIRST AID / CPR

All paid coaches are required to be CPR and first aid certified by the WIAA and will have the opportunity to obtain first aid training and cardiopulmonary resuscitation certification within one year of being hired for a coaching position at the School District of Manawa. (Contact the School District Nurse for available training opportunities.)

HARASSMENT

Harassment of any nature--racial, sexual, or ethnic--is banned by the School District of Manawa and the CWC. In addition, coaches are reminded that any type of behavior towards athletes that could be construed to be sexual harassment is strictly prohibited. Definitions of harassment and comprehensive policies can be found on the School District of Manawa webpage.

SDM Policy & Administrative Guideline Manual
https://www.manawaschools.org/district/policies.cfm

HAZING

Soliciting, encouraging, aiding or engaging in hazing is prohibited. Hazing means any intentional, knowing or reckless act directed against a student for being initiated into, affiliating with, holding office or maintaining membership in any organization, club or athletic team whose members are, or include, other students.

Students engaging in hazing will be subject to athletic and district disciplinary actions. Initiation rites that fall within that definition will not be tolerated at the School District of Manawa. Any coach who has knowledge of, or who participates in, the planning or actual hazing incident, will be subject to immediate and severe disciplinary action that could include immediate release of the coach from his/her position. Representatives of the School District of Manawa's athletic program are expected to cooperate fully with school and law enforcement authorities in any investigations involving hazing plans or incidents.

INJURY OR ACCIDENT OCCURRING TO AN ATHLETE

Following an accident or injury to an athlete, the coach responsible for that athlete must complete a Student Incident Report and submit it via the School District of Manawa Website within 24 hours. In addition, we expect coaches to adhere to the following guidelines:

1. Emergency Contact Forms will be available on the rSchool coaches application for immediate access at all team functions including but not limited to games and practices.
2. Coaches should provide emergency aid only to a level at which they are capable. If a coach has not been trained to perform first aid on a specific type of injury, the athlete should be made as comfortable as possible until emergency care personnel arrive.

3. Notify parents/guardians immediately.

4. Appoint a coach to take witness statements or record notes as soon as is feasible at the facility at which the injury occurred.

5. Obtain the name and address of the hospital to which the injured athlete is being conveyed and notify parents/guardians.

6. If possible, and with the concurrence of the attending physician, we encourage injured athletes to continue to attend practices

KEYS

1. All keys necessary for the efficient operation of the sport shall be issued to the coach at the beginning of the season.

2. Under no circumstances should keys be given to or entrusted to students, parents, or non-school district personnel. This could create a serious breach of security for the entire building. Keys are not permitted to be copied/made at any time.

3. Coaches must report any keys lost to the Athletic Director immediately upon discovery of the loss.

4. If the disappearance of keys is due to negligent handling of keys on the part of the coach, s/he may be held financially responsible for any rekeying that must take place.

5. At the end of the season, coaches must return all keys issued for a sport season unless the individual normally uses the keys to carry out his/her teaching duties. (Approval for out of season use will be given on a case-by-case basis.)

LEADERSHIP COUNCIL

The School District of Manawa will have two types of Leadership Council. The first is the Manawa Athletic Leadership Council. This will be built in combination with all sports head coaches recommending 1-2 student-athletes to be a part of the school athletic department leadership council. Additionally, the captains from each sport will form their respective sports Captains Council to work hand in hand with the Athletic Director throughout their sports season.

NO COMPETITION CLAUSE

The School District of Manawa encourages the use of the No Competition Clause. This discourages coaches from participating with student-athletes in an effort to protect not only the players but us as coaches as well. Injuries are inevitable in sports but we need to have a heightened awareness surrounding student-athlete and adult physical interaction. Through professional discretion, we ask coaches to avoid physical contact in demonstrations and drills whenever possible. Instead, coaches are encouraged to have more experienced members of the team lead demonstrations.

OUT-OF-SEASON CONTACT WITH ATHLETES

No activity or contact should in any way resemble a school team practicing, conducting tryouts, or competing out-of-season. Further, WIAA rules allow certain restricted contacts during the summer.

Specific information regarding this rule can be found in Article II of the WIAA Bylaws, and Article VI, Section 2, of the Rules of Eligibility. All coaches are expected to utilize WIAA allowable days of contact for each sport.

PARENT COMMUNICATION PROTOCOL

Communication among or between athletes, parents, and coaches is encouraged. The following criteria should be followed to enhance this communication:

1. The "24-Hour Rule" is in effect. Coaches are not to discuss complaints or issues from parents before 3:30 p.m. on the day following a contest. This rule also applies to electronic communication.
2. Coaches are expected to operate under an open-door policy where they will candidly respond to questions and concerns from either the athlete or the parent.
3. If the athlete or parent has a question or concern about the program, the question or concern should be brought directly to the head coach.
4. Contact with the coach should be accomplished as much as possible during normal school hours.
5. Coaches should schedule the meeting with the athlete and/or parents in a private setting.
6. Communication, by all parties, will be carried out in a rational, calm, mature discussion with respect shown to all.
7. Coaches are not required to respond to pressure groups.
8. In most cases, the athlete/parent and coach should be able to communicate and reach an amicable solution to concerns and/or questions.
9. If the athlete, parent, and coach cannot mutually resolve the concern or questions are not answered, the subject should then be brought to the Athletic Director.
10. If a parent brings a complaint to the Athletic Director/ Principal/ District Administrator, they will be directed back to the head coach. Students will be encouraged to advocate for themselves and work with the head coach to solve problems. When necessary, the

Athletic Director will work with student-athletes to develop strategies to approach coaches appropriately.

11. School District of Manawa Communication Protocol:

Coach →Athletic Director →Principal → District Administrator → WIAA → Board of Education

PRACTICE REGULATIONS

Practice sessions should be well structured. Typical practices on school days should last between 1.5-2.5 hours, and should not exceed 3 hours, excluding time required for dressing. Coaches may be asked to provide a written practice plan for practices.

Practices may not begin before 6:00 a.m.

1. Sunday practices are not permitted unless authorized by the Athletic Director and or District Administrator.

2. A coach must be present at all practices and games.

3. Coaches should be the first to arrive and the last to leave all practice sessions, locker rooms and away events.

4. All coaches must notify the Athletic Director and Head Varsity Coach of their sport of all absences from, or cancellation of, practices or games. E-mail notification is preferred.

PRIOR TO BEING DECLARED ELIGIBLE TO PRACTICE

Do NOT allow a student to practice or compete without the following items on file:

Coach must check the athlete clearance with the LWHS Athletic Department prior to starting practice.

· Current physical examination form on file in the Athletic Office.

· Signed Parent Concussion Form and Student Concussion Form

· Emergency Medical Form

· Signed parent/athlete WIAA Eligibility / LWHS Co-Curricular Code of Conduct

. Athletic Participation Fee paid

. Grades will be verified prior to competition

Final clearance for a student to practice will be communicated to the coach by the Athletic Director

Please do not accept any forms or payment from students. These must be turned into the main office. Coaches are responsible to utilize the rSchool Coaches application for eligibility and immediate access.

PURCHASE OF ATHLETIC UNIFORMS, EQUIPMENT, OR SUPPLIES

Coaches may not, under any circumstances, contact a vendor directly to place an order for any item that will be used in the School District of Manawa athletic program. It is required that coaches will assist the Athletic Director in determining the needs of their respective programs, all purchases (including the fund which will pay for the order) must have prior approval of the Athletic Director.

The Athletic Director will then follow approved District guidelines for purchases. **All items purchased by a coach without prior authorization will be the responsibility of the coach for all payments due.**

RECRUITMENT OF ATHLETES

Recruitment of athletes from an interscholastic athletic program at another high school is strictly prohibited by the WIAA and by Little Wolf High School. Any coach verified to be engaged in this type of behavior will be disciplined immediately and could be subject to immediate dismissal from his/her coaching position.

In addition, it is expected that all coaches will be loyal to the school and their own program. Trying to recruit athletes from another in-season sport is also prohibited.

REF RANKING

Throughout the season, the Varsity Head Coach is responsible to evaluate contest officials via WIAA procedure. This can also be done using the rSchool Coaches application or the WIAA Website.

RELATIONSHIP BETWEEN HEAD AND ASSISTANT COACHES

The head coach is in charge of determining the direction of the specific sport. When decisions must be made regarding the specific offensive or defensive philosophy of the sport, the head coach determines the direction of the program. However, it is expected that the head coach will meet on an ongoing basis with assistant coaches of the sport to ensure that everyone is in accordance with the direction of the program.

If problems arise between the head and assistant coach(es), it is expected that the coaches in question will first try to resolve the problem among themselves in a professional manner. If problems continue to exist, the head coach will discuss the issues with the Athletic Director who will then intervene and attempt to resolve the problem.

RULES INTERPRETATION VIDEO AND EXAM

The School District of Manawa and the WIAA require all high school coaches (paid or volunteer) to view the annual WIAA Rules for their sport, and take the rules exam before the sports season's first contest.

SCHEDULES

1. Practices - Schedules are developed by the coaches. Practices that use indoor facilities must be reserved through the Athletic Department using the school district's online facility reservation system.

2. Sunday and Wednesday Practices/Contests – Practices on Sundays are prohibited without special permission from the District Administrator. On Wednesdays, all athletic participation is to be terminated by 6:00 p.m. unless prior approval is granted from the Athletic Director and or District Administrator. All requests must be in writing via email.

3. Parents Night, Youth Night, etc. - Varsity coaches must let the Athletic Director know at least two weeks in advance of the dates of Parents Night, Youth Night, and any other special groups that will be attending

STUDENT & PARENT PRE-SEASON MEETING

Coaches will conduct a student and parent meeting before/at the beginning of the season. Most often this will occur on the same night as the seasonal athletic code meeting. During your first meeting with parents, coaches are expected to present in writing and discuss these items among other things.

- Practice schedule
- Team Rules
- Coaching Philosophy Statement
- Special dates and events
- Game schedule
- Team Selection Policy
- Lettering Policy
- How players earn playing time

STUDENT MANAGERS

A student manager for a sports team assists the coach with day-to-day logistics, practices, and travel. A student manager will attend all varsity competitions. They will be expected to assist the Head Coach with field preparation, travel preparation, video preparation, recording games and/or

practices, and record statistics for competitions. A manager will receive a Varsity Letter for a completed season managing a team.

TRANSFER STUDENTS

When a student transfers into Little Wolf High School and indicates that s/he wishes to participate in the athletic program, the circumstances surrounding that transfer will be fully investigated to ensure that no violations of WIAA transfer rules or recruitment rules have taken place. No coach should allow a transfer student to play without first receiving complete clearance from the Athletic Director.

TRANSPORTATION OF ATHLETES

The Head Coach will work with the Athletic Director to arrange transportation for the team within the guidelines established by the District. Two weeks prior to the first competition of the season, each coach should confirm bus departure times with the Athletic Director. Coaches are not to call the bus company to make changes to the bus schedule, unless approved by the Athletic Director or Principal.

When a school-provided vehicle is chartered, all athletes are expected to ride to and from practices and contests on that vehicle. The parent/guardian must sign their student-athlete out with a paid coach who is responsible for ensuring that the athlete leaves the contest with his/her parent/guardian.

UNIFORMS AND EQUIPMENT

Within two weeks of the last organized team practice or competition, coaches must check all uniforms and equipment for loss or wear, perform an inventory of equipment, and notify the Athletic Director of missing uniforms and equipment that need repair or replacement due to safety issues.

Prior to the beginning of the season, coaches must check uniforms and equipment to ensure that all uniforms are available, and all equipment is safe and meets the requirements of the rules.

At the beginning of and during the season, the coach must keep accurate records regarding any uniforms and equipment issued to athletes, the return of uniforms and equipment from athletes during the season, and the return of all outstanding uniforms and equipment at the end of the season.

Difficulties in retrieving uniforms and equipment from athletes should be reported immediately to the Athletic Director, who will attempt to retrieve any lost or stolen materials. In the event that the uniforms and equipment cannot be located, the student will be placed on the ineligibility list until such time the items are returned, or the school is financially reimbursed for the items.

VARSITY LETTER AWARD CRITERIA

The letter is awarded only to varsity athletes of Little Wolf High School that have displayed a high degree of school citizenship and athletic excellence.

The District sincerely expects that the letter be worn or displayed with personal pride so that the significance of this award will continue to remind others of its true meaning.

1. The athlete must demonstrate team spirit through effort, dedication, and cooperation with team members and coaches.
2. The athlete must complete the season in good standing.
3. The athlete must attend all practices and contests unless excused by the coach prior to the absence.
4. Specific lettering criteria will vary from sport to sport. Honorary awards, with the Athletic Director's approval, can be given in special situations.
5. A letter may be awarded to a senior athlete, with the approval of the Athletic Director, if the senior has participated in the sport for two years at the school without meeting all the criteria for a letter.

WEIGHT TRAINING AND CONDITIONING:

Varsity Head Coaches will provide an in-season weight training program for their sports team to keep athletes performing at their peak strength and speed for the entirety of the season. Studies show that an effective in-season program requires athletes to weight train a minimum of twice per week with a lower weight load than an off-season program by instead focusing on explosiveness. Moving forward it is mandatory that student-athletes weight train two times per week when in-season. This is the Head Coach's responsibility to make sure this is happening. The Varsity Head Coach is expected to work with the Athletic Director to develop this along with a schedule of implementation.

Varsity Head Coaches will provide an off-season weight training program for their sports team to support athletes in development of their speed and strength when they are not in a sport. The School District of Manawa coaches will recommend off-season weight training to their athletes a minimum of three times per week on a program designed by the athletic department. The Varsity Head Coach is expected to work with the Athletic Director to develop this along with a schedule of implementation.

WISCONSIN INTERSCHOLASTIC ATHLETIC ASSOCIATION (WIAA)

The School District of Manawa is a member school of the WIAA, which is the governing body for interscholastic athletics in the state of Wisconsin. The following information is made available to all coaches by the WIAA: WIAA Senior High School Handbook, WIAA Season Regulations published for fall, winter and spring sports, and the WIAA Bulletin. Coaches may access the WIAA website at www.wiaawi.org.

Under no circumstances are coaches to contact the WIAA directly without prior clearance by the Athletic Director regarding policy interpretations, rules or procedures. The primary contact for the School District of Manawa is the Athletic Director; and, in certain circumstances, WIAA procedures dictate that the WIAA cannot receive requests directly from coaches.

ACKNOWLEDGEMENT

I _____ (coach's full name) acknowledge that I have received the current 'Coaches Handbook' and understand that it describes the conduct and behavior expected of me as a coach and representative of the School District of Manawa.

_____ _____

Coach Signature Date

_____ _____

Athletic Director Signature Date

_____ _____

Principal Signature Date

District Administrator Signature

Date

2022-23 SDM Support Staff Handbook Revisions

Page	Change
7	Add to the table a larger definition of part-time employees (see below the table for full definitions, formatting cuts the text off in the table). **Reason** - clarity
8	Change to the current Manawa Middle School/Little Wolf High School Principal
10	Added policy number to Acceptable Use section **Reason** - Clarity
10	Added policy number to Health Examination section. **Reason** – Clarity
11	Add to the first paragraph under Attendance ", except when qualifying for Family and Medical Leave." **Reason** – The District practice has not required staff to use all of their leave while on FML in the past.
18	Corrected punctuation error in "Workers' Compensation." **Reason** – Error
22	Under Vacations, add section to allow carry-over of vacation using similar language as from the administrator benefit addenda: Accrued but unused vacation may be carried over until December 31st (to be used between July 1 and December 31). Vacation that is carried over but not used prior to December 31 shall be forfeited without compensation. Earned but unused vacation shall not be paid out. **Reason** – At the end of June, many of our 12-month (annual) support staff need to use any remaining vacation days or lose them by June 30th. This often leaves the SDM understaffed. Allowing support staff to roll-over vacation will allow for greater flexibility to utilize vacation.
22	Under Sick Leave and Paid Time Off (PTO) for Personal Business, add the word "calendar" in the first and last sentence. "After a 60-calendar day probation period…" AND "…will be prorated starting after the 60-calendar day probation period." **Reason** - Clarity
22	Under PTO Stipulations, remove "PTO for personal business must be taken in full day increments." **Reason** – when sick time is exhausted, staff may use PTO for medical appointments, going home when feeling ill, etc. It may not be necessary to use an entire day for these purposes.
25	Added link to the staff section of the district web site under Work Orders. **Reason** – Clarity

Students choosing to excel; realizing their strengths.

Support Staff Handbook

Approved by the Manawa Board of Education on August 19, 2019
Revised: November 18, 2019, July 27, 2020, June 21, 2021, June 20, 2022

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

Phone: 920-596-2525

www.manawaschools.org

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I. INTRODUCTION

A. WELCOME

We are pleased to have you as a member of the staff of the School District of Manawa (SDM). The skills and commitment each employee brings to his/her job makes an important contribution to our goal of providing excellence in education to the students and families of the SDM. It is the District's responsibility to provide for the public education of students from 4-year-old kindergarten (4K) through twelfth grade. The school system is governed by a seven-member Board of Education elected by area for 3-year terms by the residents of the District. The District Administrator is responsible for overall administration of the schools and implementation of Board policies. A SDM employee can expect a fair and equitable salary, competitive benefits, and the opportunity to be a part of the best that public education has to offer. We are pleased to have you as a member of our team and hope that you find that the satisfaction gained from doing your job matches the effort you put into your work.

It is each employee's responsibility to read and become familiar with this information and to comply with the policies adopted by the Board and the administrative guidelines available electronically on the District website, as well as the rules and regulations contained herein.

This *Support Staff Handbook* has been written to provide information and guidance to support staff members. Given the reality of a complex, ever-evolving organization, the information in this handbook is not all-inclusive. We recognize that employees are bound to have many questions relating to their specific position or responsibilities. You are encouraged to direct any specific inquiries you may have to the District Administrator or your immediate supervisor. Staff have the privilege to bring representation of choice when meeting with an administrator.

B. DISCLAIMER

This *Support Staff Handbook* has been prepared for informational purposes only. None of the statements, policies, procedures, rules or regulations contained herein constitute a guarantee of employment, a guarantee of any other right or benefit, or an appointment of employment, expressed or implied. All District employees are employed "at will" and employment is not for any definite period, unless otherwise set forth in writing by appointment or statute. The School District of Manawa Board of Education reserves the right to add, delete or otherwise modify any or all of the below terms and conditions of employment, in whole or in part, for the good of the School District of Manawa, at any time with or without notice. The School District of Manawa Board of Education recognizes the District's employees are an integral part of the development of terms and conditions of employment found within this Handbook. The Board of Education and/or its representatives will inform district employees prior to making any modifications found within this Handbook.

Violations of the terms of the *Support Staff Handbook*, policies, regulations or guidelines may result in disciplinary action, up to and including, termination of employment. This *Support Staff Handbook* supersedes any and all previous handbooks, statements, policies and administrative guidelines, rules, or regulations given to employees, whether verbal or written.

This Handbook is not all-inclusive of the information for which staff members are responsible. It is intended to provide employees with information regarding Board policies and administrative guidelines (available online), procedures, ethics, expectations, and standards of the District. Additional publications that staff members should follow include, but are not limited to, the support staff evaluation document, administrative announcements, handbooks, Federal laws and regulations, and Wisconsin state law.

School District of Manawa

Students Choosing to Excel, Realizing their Strengths

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

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

Guiding Principles Grouped by Core Values:

1. ***Student Success* – the District focuses on addressing the needs of all students by creating a student-centered learning environment conducive to all learners**.

2. ***Highly Effective Staff* – The District demonstrates accountability to the students and community it serves by promoting high standards for:**
    - *Creating academically rigorous curriculum and instruction for ALL.*
    - *Closing the achievement gaps between sub-groups of students and their peers.*
    - *Engaging in regular professional development on research-based best practices.*
    - *Supporting and rewarding innovative and progressive initiatives.*
    - *Fostering a positive attitude toward change.*
    - *Expecting the highest degree of professionalism.*
    - *Creating a culture of competent and passionate employees.*

3. ***Innovative Leadership* – The District demonstrates accountability to the students and community it serves by holding high leadership standards for:**
    - *Developing proactive planning procedures for curriculum, instruction, assessment, and record-keeping.*
    - *Budgeting with the needs of all learners as the first priority.*
    - *Recruiting and retaining highly effective educators.*
    - *Creating balanced programming options for remediation and enrichment.*

4. ***Parent-Community Engagement* – The District is a center of community life and enhances the community's quality of life to the extent that it promotes and supports:**
    - *Collaborating with all stakeholders involved in issues prior to decision-making.*
    - *Being transparent in communications.*
    - *Maintaining an open-door policy.*
    - *Creating a culture that develops and sustains school/district pride.*
    - *Offering academic and social programs for families and the community.*

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

II. EMPLOYMENT POLICIES

A. DEFINITION OF SUPPORT STAFF EMPLOYEES

Full-time Employees: A Full-time Employee (FT) is hereby defined as a person who is regularly scheduled to work forty (40) or more hours per week and two hundred-sixty (260) or more workdays per year, including paid leaves.

Part-time Employees: A Part-time Employee (PT) is hereby defined as a person who is regularly scheduled to work less than forty (40) hours per week and/or less than two-hundred-sixty (260) workdays per year. Part-time employees are further delineated as:

A-PT	Annual, Part-time	Works throughout the year and under 40 hours per week.
SY-PT	School Year, Part-time	Works according to the school year schedule under 40 hours per week, generally reports when students are in session.
EXT-PT	Extended, Part-time	Works for a specific time period and under 40 hours per week (i.e. long-term coverage for an employee that is on a leave).

Temporary/Seasonal Employee: A Temporary/Seasonal Employee is hereby defined as an employee hired for a specific time or project.

B. ANTI-HARASSMENT POLICY

The School District of Manawa is committed to maintaining and ensuring a working environment that is free of harassment or intimidation. The District will not tolerate any form of harassment, including sexual harassment, and will take all necessary and appropriate action to eliminate it.

Harassment refers to physical or verbal conduct, or psychological abuse, by any person who disrupts or interferes with a person's work performance, or which creates an intimidating, hostile, or offensive work environment. Harassment may be student to staff, staff to student, staff to staff, male to female, female to male, female to female, or male to male. Harassment may include, but is not limited to the following:

1. Verbal harassment, including epithets, kidding, derogatory comments, slurs, or ethnic jokes.
2. Physical interference with movement, activities, or work.
3. Visual harassment, including derogatory cartoons, drawings, or posters.
4. Sexual harassment, which is defined as any deliberate, repeated or unwanted verbal or physical sexual contact, sexually explicit derogatory statement, or sexually discriminating remark that is offensive or objectionable to the recipient or which causes the recipient discomfort or humiliation or which interferes with the recipient's work performance. Sexual harassment can take the form of any unwanted sexual attention ranging from leering, pinching, patting, verbal comments, display of graphic or written sexual material, and subtle or expressed pressure for sexual activity. In addition to the anxiety caused by sexual demands on the recipient, sexual harassment may include the implicit message from the alleged offender that noncompliance will lead to reprisals. Reprisals may include, but are not limited to, unsatisfactory work evaluations, different treatment, sarcasm, or unwarranted comments to or by peers.

Any individual who believes he/she has been subjected to harassment by any other person should report that incident to a building principal or to the District Administrator. If an employee is not comfortable making a complaint to their building principal or the District Administrator, the complaint may be made to the District Compliance Coordinators. It is the intent of the District to establish an atmosphere where complaints are timely investigated and the harassment is appropriately addressed. The Board designates the following individuals to serve as the District's Compliance Officers:

Abe El Manssouri, Manawa Middle School/Little Wolf High School Principal	Carmen O'Brien, Business Manager
515 E. Fourth St. Manawa, WI 54949	800 Beech Street Manawa, WI 54949
920-596-5800 aelmanssouri@manawaschools.org	920-596- 2525 cobrien@manawaschools.org

The District forbids retaliation against anyone who has reported harassment or cooperates in a harassment investigation.

III. REPORTING PROCEDURE/INTERNAL INVESTIGATION – EMPLOYEES

The District expects employees to immediately report incidents of harassment to the appropriate supervisor.

Anyone who engages in harassment in the school setting may be subject to disciplinary action, up to and including dismissal. Any employee who permits harassment of students, other employees or volunteers may be subject to disciplinary action up to and including termination.

Any employee who receives a complaint of harassment from a student, other employee or volunteer and who does not act promptly to forward that complaint to the Supervisor and/or District Anti-Harassment officer designated to receive notice of all harassment complaints, shall be disciplined appropriately up to and including termination.

The School District prohibits retaliatory behavior against any complainant or any participant in the complaint process. The initiation of a complaint of harassment or an appeal will not reflect negatively on the employee or volunteer who initiates the complaint or an appeal, and will not affect any part of the employee's or volunteer's standing rights or privileges.
(*Policy 3362, 4362)*

A. <u>Drug-Free Workplace</u>

The School District of Manawa is committed to maintaining an alcohol and other drug-free workplace. Therefore, the Board of Education prohibits school employee use, possession, distribution, dispensing, or manufacturing of alcohol and other illegal drugs on school premises, in school vehicles and at school-sponsored activities while in a student supervisory role.

The District will not condone the involvement of any employee with illicit drugs, even when the employee is not on District premises.

All school employees shall cooperate with law enforcement agencies in investigation concerning any violation of this provision.

B. Tobacco Policy

Employee use of tobacco on District property, in District-owned vehicles or at any District affiliated event is prohibited. Tobacco products may not be stored on District property. These policies also prohibit the use of tobacco in all forms as well as smoking of electronic, "vapor," or other substitute cigarettes. (*Policy 3215, 4215)*

C. Equal Employment Opportunity

The Board does not discriminate in the employment of support staff on the basis of the Protected Classes of race, color, national origin, age, sex (including transgender status, change of sex, sexual orientation, or gender identity), pregnancy, creed or religion, genetic information, handicap or disability, marital status, citizenship status, veteran status, military service (as defined in 111.32, Wis. Stats.), national origin, ancestry, arrest record, conviction record, use or non-use of lawful products off the District's premises during non-working hours, declining to attend an employer-sponsored meeting outside of professional responsibilities, or to participate in any communication with the employer about religious matters or political matters, or any other characteristic protected by law in its employment practices. (as defined in §111.32, Wis. Stats.). *(Policy 3122, 4122)*

D. Conflict of Interest and Ethical Standards

It is imperative that our professional organization not create the perception of favoritism or special privilege. Employees are not permitted to gain monetarily by their position within the district. Employees are prohibited by Wis. Stat. § 118.12 from receiving anything of value for their own benefit that results from selling, soliciting or promoting the sale of any goods or services to any public-school pupil while on school property or at school-sponsored events.

Employees are expected to avoid situations in which their personal interests, activities and associations may conflict with the interest of the District. This would include engaging in social media communications that may portray the District in a negative light.

E. Communications and Suggestions

The School District of Manawa welcomes the comments and problem-solving suggestions of its employees. All comments and suggestions should follow the chain of command by bringing the concern or idea forward to his/her immediate supervisor/evaluator.

IV. OUTSIDE EMPLOYMENT

Employment with the School District of Manawa must be considered pre-eminent. Outside employment must not interfere with the employee's performance or work schedule. Employees may not perform any duties for an outside employer during regularly scheduled working hours or during additional hours required for professional responsibilities.

V. PERSONNEL FILES

An employee shall have the right to review certain personnel documents upon request and consistent with the timelines and content limitations specified in Wis. Stat. § 103.13, at least 2 times per calendar year.

A. Personal Data Changes

All changes in personal information, including changes of name, address, telephone numbers, education, marital status, dependent status, etc., should be updated with the District Office in a timely manner.

B. Political Activities of Staff

Because political activities may be disruptive, divisive and distracting to a positive learning environment, such activities are not appropriate within the school setting. The Board prohibits political activities on all District-owned and used property, within all school buildings and at all school-sponsored activities unless part of a Board-approved teaching unit.

C. Work Stoppage

Staff will not instigate, promote, encourage, sponsor, engage in or condone any strike, picketing, slowdown, considered work stoppage or any other intentional interruption of work involving the District.

D. Acceptable Use

All employees are required to read and adhere to the Acceptable Use Policy (po 7540.04).

E. Health Examination

As a requirement for employment, employees will be required to furnish evidence of a physical examination, drug test, and tuberculin questionnaire (po 3160, 4160).

The physical examination must be performed by ThedaCare at Work and the result recorded on a standard form furnished by the Board of Education. The form must be submitted to the District Administrator before the effective date of employment. Upon receipt of the form, the Board of Education shall pay for the physical examination.

The Wisconsin Tuberculosis (TB) Risk Assessment Questionnaire Screen must be filled out as part of the physical at ThedaCare at Work or under the direction of the District Nurse. If a skin tuberculin test is recommended, the test must be completed during the physical, prior to the first day of work. Subsequent physical examinations will be required at intervals determined by the School Board, consistent with state and federal laws.

A physical or mental examination may be requested by the District's Administration whenever an employee demonstrates any physical or mental disorder that may impact his/her performance. The employee shall be notified of the reason(s) for the examination and such examination shall be arranged and paid for by the Board of Education.

An employee may request an exemption from the physical examination requirement for religious reasons by filing an affidavit with the Board stating that the employee depends exclusively upon prayer or spiritual means for healing in accordance with the teachings of a bona fide religious sect, denomination or organization and that the employee is to the best of the employee's knowledge and belief in good health and that the employee claims exemption from health examination on these grounds. If there is reasonable cause to believe that an employee who has requested an exemption is suffering from an illness detrimental to the health of the pupils, the School Board may require a health examination sufficient to determine whether the employee is suffering from such an illness. The School Board shall not discriminate against any employee for filing an affidavit seeking an exemption from the physical requirement.

The District shall maintain all physical examination records and other medical records in a file separate from all other personnel records, and shall treat such records as confidential medical records, in accordance with state and federal laws and regulations.

F. Military Leave

Pursuant to federal and state law, the District shall provide eligible employees with leaves of absence with or without pay for purposes of federal service in the uniformed services or active state service. Eligible employees should notify the District of the need for a leave of absence as far in advance as possible and

should notify the District of the commencement date of the military leave and its expected duration. Eligible employees should also provide the District with a copy of any relevant military orders.

All rights and privileges regarding salary, benefits, status, and seniority shall be reserved to such employees as required by law.

An employee on leave shall notify the District of his/her intent to return to work in a timely manner following his/her period of military service. Failure to notify the employer of his/her intention to return within a reasonable period may subject the employee to disciplinary action up to and including termination for unexcused absence. An employee's reemployment rights and benefits upon completion of federal service in the uniformed services or active state service shall be governed by any applicable federal and/or state laws.

VI. EMPLOYMENT GENERAL PRACTICES AND EXPECTATIONS

A. Attendance

Employees are expected to make every effort to be present for work and adhere to their assigned schedule. Employees who are unable to report to work shall follow their building procedures for reporting and recording absences by contacting the substitute caller. Time off used must be entered into the Skyward system and noted on the time card. Supervisors may pre-authorize the use of Vacation, PTO, Sick Time, or Compensatory Time as noted on timecards. All Leave Without Pay shall be preauthorized by the District Administrator. School-year staff must use allotted PTO/Sick Time before applying for Leave Without Pay, except when qualifying for Family and Medical Leave.

On days when school is cancelled due to inclement weather,

Annual, Full- & Part-time Staff: will report to work (MOU states: reports daily, per the District Calendar)

> Staff may notify their supervisor and mutually decide if they will not report and/or if adjustments will be made to their schedule. PTO or Sick Time may be used for up to three (3) days based on the employee's regular schedule. Vacation may be used at the employee's discretion.

School Year, Part-time Staff: will not report (MOU states: reports with students)

> If the day is NOT to be made up – may choose to use PTO or Sick Time. PTO/Sick Time used for inclement weather may not exceed three (3) days based on the employee's regular schedule.
>
> If the day is to be made up – neither PTO nor Sick Time may be used because the day will be paid when worked.

For times when school is delayed, staff is to report according to the delay. Part-time staff should plan to adjust their arrival to the student schedule or as per the direction of the Supervisor. In the event of an early dismissal due to inclement weather, any staff member would leave after all students are safely out of the building or at the conclusion of their normal working hours, whichever comes sooner or as agreed upon with the Supervisor. Sick time or PTO may not be used for delays except if the delay becomes a cancellation. Food Service and Full-time staff must arrive as close to their scheduled start time as possible. All adjustments must be noted on time cards.

Although the District performs better when all employees are in attendance, the District recognizes the occasional need to be away from work for illness, illness of a family member, administratively approved leave, funerals, or urgent personal matters. For this reason, the District provides paid time away from work (leave). The District reserves the right to request verification for any time used.

Leave is allocated at the beginning of each fiscal/school year and is to be used as a protection from loss of income. All leave must be requested and approved by a Supervisor. Attempts should be made to make appointments outside of regularly assigned hours.

Good attendance is an essential element of employment. Poor attendance can lead to disciplinary action.

B. Work Days / Hours of Work

The District Administrator or his/her designee will publish a schedule of work for all Support Staff employees. The following shall be used as a guide in establishing schedules:

Hours worked per day	Number of paid 15-minute breaks	30-minute unpaid meal break
Less than 4 hours	0	0
4 hours to 6 hours	1	1
Over 6 hours to 8 hours	2	1

Overtime shall only be paid if Support Staff employees have secured advanced written approval from their Supervisor. Time worked over forty (40) hours per week will be paid at the rate of one and one-half times the employee's regular rate of pay or used as compensatory time as approved by their Supervisor.

C. Calendar

The school calendar shall be determined by the Board. The determination of the structure of the days (instructional, work days, etc.) shall be at the discretion of Administration.

D. Professional Development/Training Programs (In-service)

As a learning and teaching institution, the District expects all employees to model continuous learning to develop professional skills and personal growth. The District provides periodic paid in-service and training opportunities that are required for staff depending on assignment and role. Paid leave will not be approved on professional development or in-service days designed for Support Staff participation. Extenuating circumstances (i.e. bereavement, once-in-a-lifetime opportunity, etc.) may be approved by administration with appropriate documentation.

E. Meetings

Each Supervisor will determine the times and frequencies of Support Staff meetings. Efforts will be made to share the schedule in a timely manner. Employees must attend all meetings as called by administration or supervisors. In general, absences will be excused for emergencies or extenuating circumstances and must be granted by the administrator/supervisor calling the meeting.

The District Administrator may, from time-to-time, call all-staff meetings when need is determined. Support Staff will be compensated at their usual hourly rate for the length of the meeting if it is outside of their normal working hours.

F. Injuries to Employees

Employees who are injured at work must complete an Employee Incident Report form within twenty-four (24) hours of the injury whenever feasible. This form is located online under the District Forms tab.

Completed forms should be electronically submitted. Additionally, all incidents must be verbally reported immediately to building administration or immediate supervisor.

G. Injuries to Students

All student injuries should be reported to the health staff. Attention should be given to all injuries, however minor. A Student Incident Report form must be filled out for all injuries and submitted electronically. Forms are located online under the District Forms tab.

H. Legal Actions Involving Employees

Every employee shall notify his/her supervisor as soon as possible, but not more than three (3) calendar days, after an arrest, indictment, conviction, no contest or guilty pleas, or any adjudication of the employee for any felony or misdemeanor, or any offense involving moral turpitude. An offense of operating under the influence, revocation or suspension of license, and driving after revocation or suspension must be reported. The requirement to report an arrest, indictment, conviction, no contest or guilty plea, or other adjudication shall not apply to minor traffic offences unless the employee is driving students or a district-owned vehicle.

I. Email and Voicemail

Good communication is required for a successful organization. It is the District's expectation that voicemail and email accounts be checked at least once per work day. It is the responsibility of the employee overseeing the paraprofessional to ensure that a device and a scheduled work time is accessible to the staff member for checking emails and/or voicemails. Email and voicemail are tools to increase efficiency utilized by the District and should be used solely for professional purposes, and in accordance with the District's Acceptable Use Policy.

It is important to note that there should be no expectation of privacy for online/network activity.

J. Personal Communications

Personal communications should be kept to a minimum and cannot interfere with employment expectations. Personal cell phone use, text messaging, other personal communication, or other recreational uses by district staff must be kept to scheduled breaks, duty-free lunch and outside of the school day. Personal devices used for work-related purposes are acceptable.

Emergency exceptions can be made with an employee's direct supervisor.

K. Licensure/Certification

It is the responsibility of the employee to obtain and maintain all required licenses and certifications for his/her position. Employees are required to maintain the licenses/certifications that are in effect upon hire, unless otherwise allowed by the District Administrator at his or her discretion.

L. Determination of Assignments

The District will determine employment assignments based on the needs of the District. Employees will be assigned by the District Administrator or his/her designee. Employees may express in writing to the District Administrator or his/her designee their preference of school, grade level or subject.

The District, at its discretion, may involuntarily transfer an employee to a vacant or new position in the District. If an employee wishes to be transferred to another position which is open, application for a transfer should be made in writing to the District Administrator or his/her designee. An employee who applies for a vacant position may be granted an interview for the position. The District retains the right to select the most qualified individual (internal or external candidate) for any position.

All current employees in the District may apply for summer school positions.

M. Reduction in Staff

Reductions in staff will be determined by the Board and based on the needs of the District.

N. Layoff

The Board reserves the right to reduce the number of positions (full layoff) or the number of hours in any particular position (partial layoff). In deciding which positions to reduce or eliminate as well as the individuals affected, the Board shall act in the best interest of the District.

O. Operation of District Vehicles

Any employee who drives a District vehicle must provide proof of a valid driver's license and must submit a copy of a valid driver's license to the District Office. All traffic violations must be reported to Administration within three days of receiving the violation. The District expects employees to be safe and adhere to the rules of the road. Citations received while driving a District vehicle are the responsibility of the driver and may result in disciplinary action. The District does complete background checks on all employees which does include the employee's driving record. A staff member may have restrictions on transporting students or may be restricted from driving a district vehicle based on the information contained in the driving record.

P. Operation of Personal Vehicles

The Board of Education will pay the IRS rate for approved out-of-district travel as well as travel between buildings when employees are required to travel as part of their assignment. Employees must submit a request for travel reimbursement on the Expense and Mileage Reimbursement form found on the staff area of the district website, Human Resources, and Expense Mileage Reimbursement. Employee personal insurance shall serve as the first level of coverage.

Q. Transportation of Students

It is the District's position that transporting students in personal vehicles should be avoided. It puts the driver/owner at considerable risk for litigation and increased liability. However, in the rare circumstances when student transportation cannot be avoided, proof of valid license, vehicle inspection report, and insurance must be shared with the District Office. The vehicle inspection report will be valid for a period of (1 year) from the time of the inspection and will be kept on file in the District Office. Any accident or damage to the vehicle will require a new inspection prior to transporting students. Prior written administrative and parent permission is required and the owner of the vehicle has primary liability for any incident. *(AG 8660)*

R. Confidentiality

Wisconsin Statutes 118.125 and 118.26 outline the confidentiality of all student records including behavioral, health, and academic records. The District interprets these statutes to mean that unless an individual has a "right to know," the academic, health, and behavioral records of students are not to be shared. This can be carried forward to both the written record and verbal conveyance of student health, academic, and behavior progress (or lack thereof). Open discussion of student progress, behavior, or health issues with individuals that do not have a "right to know" could be contrary to Wisconsin Statutes and could compromise professional accountability. These statutes are not intended to restrict staff from asking for assistance or ideas on how to handle a particular situation.

Failure to maintain the confidentiality of student records shall result in discipline, up to and including, termination of employment.

When there is separation of employment, individuals must return all paper and/or electronic documents (including storage devices) containing any confidential or proprietary information.

S. Professional Appearance

Employees are expected to dress in a professional manner appropriate to their working conditions and type of work performed. Certain departments, such as Food Service and Custodial may require special attire for work. Employees should consult their supervisor regarding dress code requirements. For most Instructional and Secretarial staff, business casual is most appropriate. Casual dress is appropriate for certain field trips, shop experiences, lab experiments or times when clothing could become soiled. All employees are District representatives at co-curricular activities and conferences and should appear as such.

T. Copyright

A variety of machines and equipment for reproducing materials to assist employees in carrying out their educational assignments are available to professional educators in both the school and home setting. Infringement on copyrighted material, whether prose, poetry, graphic images, music audiotapes, video, or computer-programmed materials, is a serious offense against federal law, a violation of Board policy, and contrary to ethical standards for District employees. All reproduction of copyrighted material shall be conducted strictly in accordance with applicable provisions of law. Unless otherwise allowed as "fair use" under federal law, permission must be acquired from the copyright owner prior to reproduction of material in any form. Employees are further advised that copyright provisions apply to all forms of digital media.

U. Community/Co-curricular Involvement

Learning in our school goes beyond the classroom. Employees are encouraged to attend co-curricular events.

V. Food Service Purchases

All staff are welcome to purchase a meal or ala carte items during scheduled meal hours. Meal hours vary by building and level. Purchases are made utilizing a District supplied identification number. An ID number is established to correspond to a personal lunch account. The account is a debit system; therefore, funds must be in the account prior to making a purchase. Cash is not accepted in the lunch line.

W. General Rules of Conduct

Employees represent the District at all times and in all places. Employees are expected to model positive, effective behavior and to adhere to the highest standards of their profession.

Annually, all personnel will review a list of District expectations and sign verification of such review. Many of these expectations also appear in this Handbook. These expectations are by no means exhaustive or complete, but simply list examples of conduct that may result in disciplinary action, up to and including termination. The District reserves the right to determine the appropriate discipline based on the circumstances of the individual incident.

These rules do not supersede or restrict legal rights and activities of employees.

X. Grievances

The District encourages collaborative problem solving. Employees are encouraged to share any employment-related problem with their immediate supervisor informally. This discussion often produces more immediate solutions than a formal process.

The District has adopted a grievance policy *(Policy 3340, 4340*) that is available online, via the District website or from the Administration Office. The process for filing a grievance is outlined in detail in Policy 4340.

Y. Identification Badge

In order to maintain a safe, secure environment, all employees are required to have their photographs taken and wear the District-issued identification badge during the work day and at District functions when serving in a work-related role. Staff should sign-in when in a building that is not their home base.

Z. Solicitations

Employees may not use their positions to solicit funds, recruit membership, disseminate personal or political information that in any way interferes or distracts form the District's vision, mission and purpose.

AA. Safety Plans

Safety is the responsibility of all employees. As such, all employees are required to become familiar with the safety plan and participate in all safety drills and practices. Office and classroom areas are required to have Safety Plans and Evacuation/Shelter Maps displayed. Be sure to know where to report in the event of an emergency or drill.

Employees are encouraged to monitor hallways and grounds for unescorted/unfamiliar visitors and report them to the building office.

VII. CHILD ABUSE REPORTING REQUIREMENT

Wisconsin Statutes 48.981 requires all school district employees to report cases of suspected child abuse or neglect. Each Support Staff employed by the District who has reasonable cause to suspect child abuse or neglect shall be responsible for reporting immediately every case, whether ascertained or suspected, of abuse or neglect resulting in physical or mental injury to a student by other than accidental means. The employee shall immediately notify the appropriate administrator according to the District's Reporting Procedure for Student Abuse or Neglect and be responsible for contacting the appropriate authorities (Manawa Police Department, Waupaca County Sheriff's Department and/or Waupaca County Department of Health and Human Services) who will then provide additional steps depending on the situational details and the child's residence address. The Child Abuse Reporting form can be found on the District website.

A reporting staff member shall not be dismissed or otherwise penalized for making a report of child abuse or neglect. Failure to report cases of suspected child abuse or neglect shall result in discipline, up to and including discharge.

VIII. PAYROLL INFORMATION

A. Salary/Wage

The Board of Education will comply with state statutes as to employee compensation. Employees will receive individual notice as to their salary/wage for full-time employees prior to July 1st and for part-time employees prior to their start date.

B. Timecards

All support staff employees are required to submit a signed timecard for hours worked each week to their supervisor. Any variation from an employee's schedule must be approved by a supervisor before working alternate hours. Time will be recorded to the closest quarter hour.

C. Residency

The District encourages employees to reside within the school district.

D. Payroll Payments

Payroll payments for Support Staff will be made on or about the 15th and final business day of the month. All Support Staff employees will have their paychecks (after all appropriately authorized amounts have been deducted) directly deposited into a designated bank account.

Full-time employees will receive their pay based on their calendar of employment. Annual hours worked will be calculated and spread equally over twenty-four (24) pay periods. Variations to the employment calendar will be paid out each pay period. Upon termination of employment, final wage payments will be calculated.

Part-time employees will receive their pay based on hours worked during a payroll period. Most part-time employees will receive twenty (20) pay periods starting September 15 through June 30. School calendar breaks are unpaid.

E. Direct Deposit

The District will pay employees through Direct Deposit to an account at a financial institution of the employee's choice. Employees will provide the District Office with information needed to accomplish the Direct Deposit payroll process. Employees must enroll in Direct Deposit within fifteen (15) calendar days of the time of hire or rehire. Employees must participate in the Direct Deposit payroll process as a condition of new or continued employment unless otherwise prohibited by law.

The District utilizes Direct Deposit for all District payments and reimbursable expenses to employees.

Changes to information regarding Direct Deposit shall be received by the District Office at least fifteen (15) calendar days prior to the date of the change. The District will not be responsible for deposits made to a former account where the request for the change has not been timely provided the District Office.

IX. BENEFITS

The Board reserves the right to select the carriers and plans for any insurance benefits provided by the District.

A. District Provided Benefits

The Board provides a competitive and comprehensive package of benefits to its employees. The Board retains the final authority to establish, modify, rescind, add, or in any way affect employee benefits. Annually, in conjunction with the budget process, the anticipated share cost of all employee benefits, specifying both the employee and employer share, shall be approved through Board action.

Insurance coverage will commence on the first day of the month following the hire date of the eligible employee. Except for cases of misconduct, Support Staff whose employment is terminated at the conclusion of a school year shall have their health, dental, life, and long-term disability insurance coverage continued and paid at the same District rate through June 30 of the same year in which the employment was terminated. Support Staff whose employment terminates during the school year shall

have their health, dental, life, and long-term disability insurance coverage continued and paid at the same District rate through the last day of the last month of their employment.

B. Workers' Compensation

Workers' Compensation is to provide for payment of medical expenses and for partial salary continuation in the event of a work-related accident or illness. The District will provide Workers' Compensation as required by law. The amount of benefits payable and the duration of payment will depend upon the nature of the injury or illness. Any employee who is injured on the job shall report the injury to his/her supervisor prior to seeking medical attention, if possible. In the event of an emergency, the employee shall notify his/her principal within twenty-four hours after the occurrence of the injury or as soon as practicable. The employee shall complete an Employee Incident Report form available on the District website under district forms or in his/her school office and submit it to the supervisor.

Some types of injuries suffered while at work may not be covered by workers' compensation insurance. Examples of non-covered injuries suffered at work include, but are not limited to, the following:

a. Injuries because of a self-inflicted wound;
b. Injuries sustained because of an employee's horseplay;
c. Injuries sustained while an employee does an activity of a private/personal nature. For example, while playing basketball during an unpaid lunch break.

C. Wisconsin Retirement System (WRS)

The Board will comply with the requirements as to contributions for employees to the Wisconsin Retirement System (WRS) as established by State Statutes and the Department of Employee Trust Funds.

X. FRINGE BENEFITS

A. Health, Dental, and Vision Insurance

The District reserves the right to select the carrier(s) and to determine the plan benefits including deductibles, co-pays, and other coverage for health and dental insurances. The District reserves the right to change the structure of the benefit plan, including eligibility, at any time. Specific information concerning the plan is found in the appropriate Summary Plan Description which governs all conditions of coverage. The plan documents are maintained in the Business Office and provided to employees who enroll in the coverages.

Eligible employees who are covered under fully insured group health, vision, and dental plans are assured the privacy protections required by Federal and State Law.

Eligibility for Health, Dental, and Vision Insurance

Full-time employees and part-time employees regularly working 30 hours or more per week will be eligible for health, dental, and vision insurance. Support staff regularly working less than 40 hours per week will have the District's percentage of contribution pro-rated as a percentage of full-time employment for purposes of group health, dental, and vision insurance.

Premium Contributions for Health, Dental, and Vision Insurance for Eligible Employees

The District will pay a portion of the premium for group health, dental, and vision insurance (family, employee plus one, or single) depending on the employee election. Those who choose to participate in the Health Risk Assessment (HRA) are eligible for applicable incentives. Employees calculated at 1.0 FTE status will have eighty-six percent (86%) of the monthly premium rate paid by the District and fourteen percent (14%) will be paid by the employee. The insurance carrier(s), program(s) and

coverage(s) will be selected and determined by the Board.

B. Group Term Life Insurance for Eligible Employees

The District will pay the full amount of the premium for life insurance equal to the annual amount of the employee's total salary for employees working twenty (20) or more hours per week.

C. Group Long-Term Disability Insurance for Eligible Employees

The District will pay the full amount towards the premium of a long-term disability insurance plan that provides sixty percent (60%) of the annual wage to employees working twenty (20) or more hours per week.

D. Liability Insurance

Employees are covered by the District's liability policy while acting within the scope of their defined duties and responsibilities. The District's liability policy shall be in accordance with Wisconsin Statutes.

XI. VOLUNTARY BENEFITS FOR SUPPORT STAFF WORKING OVER 20 HOURS PER WEEK

Short-Term Disability

The Board shall make Short-Term Disability Insurance available to eligible employees at the employee's expense. The insurance carrier(s), program(s) and coverage(s) will be selected and determined by the Board.

Tax-Sheltered Annuity (TSA) / 403(b) Retirement Plan

A TSA program is available to employees in accordance with the District's policies governing the 403(b) program. (*Policy 6520*)

Section 125/Flexible Spending Account

The Section 125© Plan is a pre-tax, payroll deduction account that allows employees to set aside up to $5,000 for dependent, child or adult care and the maximum allowable by law for additional medical, dental or vision expenses not covered by insurance. An annual election is made with a July1 through June 30 benefit period. Claims can be made during the benefit year and up to ninety (90) days after for expenses paid by the individual during the previous calendar year. (*Policy 6520*)

XII. EMPLOYEE SEPARATION

A. Timeline

Support Staff employees are encouraged to provide at least fourteen (14) days advance notice of resignation.

Support Staff wishing to retire are requested to inform the District Administrator, in writing, no later than March 1st.

An employee who fails to report to work for three (3) or more consecutively scheduled workdays unless prior permission is received from the employee's supervisor or unless circumstances beyond the employee's control may result in dismissal.

The District requests a minimum two-week notice when breaking the Memorandum of Understanding.

XIII. JOB VACANCIES

When the District determines to fill a vacant position, it will consider such factors as skill, competence, efficiency, training initiative, leadership qualifications, and ability to work with supervisors. The most qualified applicant shall fill the vacancy.

XIV. PAY FOR TIME WORKED

A. Overtime

Overtime shall only be paid if Support Staff employees have secured advanced written approval from their Supervisor. Time worked over forty (40) hours per week will be paid at the rate of one and one-half times the employee's regular rate of pay.

B. Compensatory Regular Time

Time worked over forty (40) hours per week may be used as compensatory time with the advance written approval of a supervisor. Compensatory Time shall be logged into Skyward at the rate of one and one-half times the employee's regular time.

Comp Time Example 1: An employee works a full 40-hour week and worked an additional four hours that same week. The employee may choose to either a) receive overtime pay for four hours or b) take six hours of comp time (if comp time is chosen in lieu of overtime, comp time will be at 1 ½ hours for each overtime hour worked).

Comp Time Example 2: An employee works four days and took either a sick day or vacation day during the week. The employee worked an additional four hours the same week. Because the employee did not actually work their normal scheduled hours for the week, the employee may choose to either a) receive straight pay for the four hours or b) take four hours of comp time.

PLEASE NOTE: Comp time may be accrued up to 5 comp days (maximum 40 hours) before it must be used and shall not be used for more than three (3) consecutive days. Preferably, this time should be used within 30 days from when it was earned. All comp time must be used by June 30 or any accumulated compensation time will be paid out. Compensatory time will not carry over into the next school year.

C. Call Time/Call-In Pay

Any employee called in to work by their supervisor outside his/her regular schedule shall receive a minimum of one (1) hour pay. Time over forty (40) hours per week will be paid at time and one half.

XV. TIME OFF

Days are defined as the average number of hours per day the employee is regularly scheduled to work in a week. For example, an employee scheduled to work 28.75 hours per week, a day is equal to 5.75 hours. When submitting time off requests, the employee must request the time off scheduled for that particular day. In the above example, if the employee is scheduled to work 5 hours on Monday and they wish to take Monday off, only 5 hours is subtracted from Sick or Paid-Time-Off leave.

A. Holidays

Full-Time and Annual Part-time Employees shall be granted ten (10) paid holidays per year as follows:

1. Independence Day
2. Labor Day
3. Thanksgiving Day
4. Day After Thanksgiving Day
5. Christmas Eve
6. Christmas Day
7. New Year's Eve
8. New Year's Day
9. Good Friday
10. Memorial Day

Eligibility: Holiday pay will be paid only to those employees who have worked their scheduled hours the day before and the day after the holiday, except if they are on an excused leave or as approved by their supervisor.

Holiday Pay: Holidays will be paid at the average number of hours per day the employee is regularly scheduled to work in a week. For example, an employee scheduled to work 28.75 hours per week will earn holiday pay for 5.75 hours regardless of the actual time scheduled to work on the scheduled holiday. If the employee is scheduled to work 5 hours on Monday and a holiday falls on a Monday, the employee will be paid for 5.75 hours.

Holidays Fall on Weekends: When a holiday falls on Saturday, the preceding Friday shall be observed as the holiday. When a holiday falls on Sunday, the following Monday shall be observed as the holiday. In the event Christmas Eve or New Year's Eve fall on Saturday or Sunday, the preceding Friday shall be observed as the holiday. In the event Christmas Day or New Year's Day fall on Saturday or Sunday, the following Monday shall be observed as the holiday. In the event the day to be observed as a holiday falls on a school day, the actual date of the holiday will be determined by the District.

School Year, Part-time and Extended, Part-time Employees shall be granted six (6) paid holidays per year as follows:

1. Labor Day
2. Thanksgiving Day
3. Day after Thanksgiving Day
4. Christmas Day
5. Good Friday
6. Memorial Day

B. Vacations

Vacation Accrual: Vacations shall be granted to all annual, full-time and annual, part-time employees, based on their total length of service using the following as a guide:

AFTER a 60-calendar day probation period	Number of Vacation Days
In year One (1)	Five (5) days prorated to June 30th after a 60-day probation period
In year Two (2) (starting July 1st)	Ten (10) days
In year Five (5) (starting July 1st)	Fifteen (15) days
In year Ten (10) and beyond (starting July 1st)	Twenty (20) days

Negotiated exceptions will be noted and kept on file in personnel documentation.

Selection of Vacation Time: Employees shall normally be granted their vacation requests provided the work schedule permits and the request is made at least two (2) weeks prior to the beginning of the requested vacation. Should a conflict arise between two or more employees' vacation request, such requests shall be granted on an alternating basis, provided at least a two (2) week notice has been given. Vacations for an employee shall not be cumulative from year to year, but no vacation shall be forfeited if vacation could not be taken in a given year because of the Employer's non-approval of a vacation request.

Accrued but unused vacation may be carried over until December 31st (to be used between July 1 and December 31). Vacation that is carried over but not used prior to December 31 shall be forfeited without compensation. Earned but unused vacation shall not be paid out.

Vacation Pay Upon Separation: Upon separation, employees shall receive payment for all unused accrued vacation for the current year, vacation days earned will be prorated from July 1 to the separation date.

C. Sick Leave and Paid Time Off (PTO) for Personal Business

After a 60-calendar day probation period, Support staff employees will earn sick/personal leave as follows:

- Annual, full-time and annual, part-time Employees will have 13 new days annually – seven (7) for personal business and six (6) for sick leave use.
- School Year, Part-time employees will have 10 new days annually – five (5) for personal business and five (5) for sick leave use.
- Employees regularly working under 20 hours per week will not earn paid sick/personal leave.
- All unused PTO will roll to Sick Leave at the end of the school year (June 30).

In the first year, sick/personal leave days/hours will be prorated starting after the 60-calendar day probation period.

PTO for Personal Business Stipulations for Use:

- A maximum of five (5) staff district wide may use PTO for personal business on the same day.
- No more than three (3) PTO for personal business days may be used consecutively.
- PTO for personal business may not be taken on Monday or Fridays in the month of May or December.
- PTO for personal business may not be taken to extend paid holidays, vacation time (per the handbook), or school recess days (i.e. winter or spring break).

D. Incentive to Sick Leave

For all employees eligible to earn sick leave, leave will accumulate up to ninety (90) days. Employees that have accumulated the maximum of ninety (90) days of unused sick leave will receive $50 for every day over ninety (90) remaining on June 30. This is in lieu of "losing" unused sick days and will be paid on the July 15 payroll.

E. Gifting of Sick Leave

An employee may choose to gift sick leave time to another employee who has exhausted existing sick leave and who is personally experiencing a catastrophic illness or accident. A catastrophic illness or accident is a severe illness/accident requiring prolonged hospitalization or recovery. Examples would include coma, cancer, leukemia, heart attack or stroke. These illnesses or accidents usually involve high costs for hospitals, doctors and medicines and may incapacitate the person from working, creating a financial hardship. An employee with ten (10) or fewer sick days remaining in his/her own sick leave bank shall not be permitted to gift sick leave time. An employee may gift up to the equivalent time of three (3) sick days. Time will be gifted in the order in which it is donated in the Skyward system. Any unused time will be returned to the donor on or before June 30th.

F. Bereavement Leave

Support Staff shall be granted up to four (4) paid days of Bereavement Leave in the event of a death in the family or close relationship. It is the employee's responsibility to submit the appropriate time-off information in Skyward and email his/her principal and/or supervisor in advance of taking such leave. Support Staff who access Bereavement Leave consisting of multiple days for the same death shall confer with his/her supervisor in advance for the purpose of maintaining smooth school operations in his/her absence. The District may require proof of the death, the relationship, travel itineraries, or other documentation from the employee whenever the District deems such verification appropriate.

G. Emergency Leave

In the event of an emergency not covered by illness in the family as indicated in the Paid Time Off section or death as indicated in the Bereavement Leave section, the employee may apply for Emergency Leave to be granted by the District Administrator. Emergency Leave shall be deducted from Sick Leave and will be granted only if sufficient evidence is submitted to satisfy there is a compelling reason for absence. Usually this leave will be granted only under extraordinary and uncontrollable circumstances. These circumstances will usually fall under the classification of "an act of God" and will be of such a nature that they could not possibly be foreseen by the employee, such as damages to the employee's residence or vehicle caused by fire, flood, tornado, or other unforeseen emergency.

H. Jury Duty and Witness Duty

Any employee who is not able to report for work because of jury duty or acting as a witness in a matter in which the employee is not a party, will be paid for the time missed. The employee shall provide the District with any payment received from serving on the jury. Employees must notify their immediate supervisor as soon as notice of jury duty is received and as soon as jury duty terminates.

Support Staff shall report to work if released from jury duty or the witness stand when at least a half-day remains in the scheduled work day. Support Staff are required to submit proof to verify the amount of the payment and their requirement/request to appear to be placed in the employee file.

I. National Guard Duty

Where an employee is absent due to required service in the National Guard or Reserve, the employee will be paid his/her full salary for a period of up to five days for such absence, barring any overriding provision by the state or federal government. This leave will be granted without any deduction from the employee's PTO or vacation account, provided that the employee must endorse to the District all payments by the military for the days covered by paid leave from the District. However, an employee may choose to use PTO or vacation in order to retain both District pay and military pay.

J. Military Leave for Active Duty

Support Staff will be granted a military leave of absence for absences from work due to serving in the U.S. uniformed services in accordance with the Uniformed Services Employment and Reemployment Rights Act (USERRA). Support Staff must give their supervisor advance notice of upcoming military service, unless military necessity prevents advance notice or it is otherwise impossible or unreasonable.

Support Staff will not be paid for military leave. However, Support Staff may use any available accrued paid time off to help pay for the leave. Continuation of health insurance benefits is available as required by USERRA based on the length of the leave and subject to the terms, conditions and limitations of the applicable places for which the employee is otherwise eligible.

An employee who is on military leave for up to 30 days must return to work on the first regularly scheduled work period after the service ends (allowing for reasonable travel time). An employee who is

on military leave for more than 30 days must apply for reinstatement in accordance with USERRA and applicable state laws.

Support Staff who return from military leave (depending on the length of military service in accordance with USSERA) will be placed either in the position the employee would have attained if he/she had stayed continuously employed or in a comparable position. For the purpose of determining benefits that are based on length of service, the employee will be treated as if he/she had been continuously employed.

K. Administratively-Approved Leave

An employee may request Administratively-Approved Leave (with or without pay) for absences not covered under PTO, Bereavement Leave, or Emergency Leave provisions. Typically, such leave is for "once-in-a-lifetime" events over which the employee has no control of the date. Paid Administratively-Approved Leave shall access the employee's PTO/Sick Leave account. Unpaid Administratively-Approved Leave shall result in a pro-rated daily deduction of the employee's next payroll. This leave and the conditions thereof, including compensation, shall be at the discretion of the District Administrator whose decision shall be final and without appeal.

Written requests for Administratively-Approved Leave shall be made with the appropriate form at least three days prior to the absence to the District Administrator if advance notice is available. In the event that three days' advance notice is not available, the employee shall be responsible for submitting the appropriate form as soon as the information is available.

Administratively-Approved Leave, either paid or unpaid, shall not be granted for participating in job actions such as picketing or demonstrating, or to participate in activities designed to disparage, embarrass, or discredit the District.

L. Family and Medical Leave Act (FMLA)

Support Staff have access to absences covered by the federal Family Medical Leave Act (FMLA) and the Wisconsin Family Medical Leave Act (WFMLA) in accordance with provisions and procedures specified in *Policy 4430.01and AG 4430.01B*. Questions regarding FMLA leave should be directed to the District's Business Office.

M. Leaves of Absence

Unpaid Leave of Absence

Employees must submit a written request for an unpaid leave of absence to the Board. The Board may grant the request for a leave of absence at its discretion. The leave of absence will begin and end on the dates approved by the Board. A leave of absence may not exceed twelve (12) calendar months.

Employee participation in fringe benefits will be discontinued during a leave of absence. The employee may remain a member of the District's group insurance plans (to the extent permitted by the carrier); however, he/she must pay the premiums to the District during the leave of absence.

Sick leave will not accrue during a leave of absence; however, any accumulated sick leave at the time of the leave of absence will be reinstated upon return.

Child-Rearing and Adoption Leave (Extended Beyond FMLA/WFMLA)

Employees with a minimum of three years of continuous local experience may apply for unpaid Child-Rearing/Adoption Leave. Such leave is subject to Board approval and may be taken for no longer than two semesters. The Board reserves the right to limit approved leaves to no more than two employees per

school year and is subject to hiring a qualified replacement for the leave period. This leave provision is not available to employees who have used this leave provision within the previous three years. Application should be made in writing at least three months prior to the requested start of the leave. If conditions are such that three months' advance notice is not reasonable, then application should be made as soon as practicable with an explanation as to the cause of the reduced advance notice.

Failure to Return after Expiration of Leave: In the event the employee does not return to work following the expiration of the leave, and subject to applicable legal restrictions, he/she will be deemed to have resigned his/her position with the District and waived any and all rights to further employment by the District.

Interaction with Family and Medical Leave Provisions: Unpaid medical leave, the term of such leave, and participation in insurance programs under this section as provided for above shall run concurrent with any leave(s) provided for under the Wisconsin Family and Medical Leave Act and/or under the federal Family and Medical Leave Act.

XVI. EVALUATIONS

Support Staff will be evaluated annually by their immediate supervisor. Evaluations will be a key determining factor in whether the employee will be considered for continued employment. In addition, the employee's salary advancement will also be dependent on the recommendation of the supervisor based on the evaluation report.

XVII. FOBS & KEYS

Employee identification badges, parking permit, keys and the key fob for building entry will be issued to employees after initial hire.

XVIII. WORK ORDERS

Employees are asked to submit Maintenance and Repair Work Orders within 24 hours of becoming aware that something is not in good working order. The directions and link to submit either technology or maintenance/repair work orders form can be found on the Staff Home area of the district website (https://www.manawaschools.org/staff/), Buildings & Grounds, and Submit Help Desk Tickets & Work Order.

XIX. UNPAID DEBT TO THE DISTRICT

Employees that accrue debt due to unpaid food service bills, non-sufficient funds check, or other reasons will have this amount subtracted from their pay on June 15th payroll.

SCHOOL DISTRICT OF MANAWA

ACKNOWLEDGEMENT OF RECEIPT OF

EMPLOYEE POLICIES AND HANDBOOK

I acknowledge that I have received and reviewed a copy of the School District of Manawa Policies and Support Staff Handbook (Handbook). I understand that it is my responsibility to read it thoroughly. If there are any policies or provisions provided to me that I do not understand, I will seek clarification from my immediate supervisor. I understand that this Handbook states the School District of Manawa's policies and procedures are in effect on the date of publication. I also understand that these policies and procedures are continually evaluated and may be amended, modified or terminated at any time, with or without prior notice.

I further understand that nothing contained in the Handbook may be construed as creating a guarantee of future employment, future benefits or a binding contract with the School District of Manawa for employment or benefits or for any other purpose. I understand that nothing contained in the Handbook may be construed as changing my employment status. I understand that except as may be provided by the School Board, or a policy contained herein, my employment is at will and my employment may be terminated at any time for any reason, with or without cause and with or without notice, at the option of the District or at my option.

I understand that I must sign and date a copy of this receipt and return it to the District Office and failure to do so may result in my immediate termination.

Employee Signature: _____

Print Employee Name: _____

Date: _____

School District of Manawa

Technology Plan

SDM Technology Plan Update

Submitted June 2022

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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.

Technology Goals

Task	**Description**	**Target Date**
Technology PD Planning	Continue to develop technology PD plan	End of SY 2022-23
Improve Disaster Recovery Plan	Improve DR plan to address ransomware threats.	End of SY 2022-23
District-wide adoptoption of ISTE framework	Continue implementation of ISTE standards.	End of SY 2022-23

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 7 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	***Teachers with Promethean boards only*** Includes the latest version of Active Driver and Active Inspire. Licenses included with Promethean hardware.	N/A
Sharp Pen	***Teachers with Sharp Aquos boards only*** Includes the latest version of active pen software. License included with device.	N/A
HoverCam Flex	***Teachers with HoverCam document cameras only*** Latest version of HoverCam software.	N/A
IPEVO Presenter	***Teachers with IPEVO document Cameras only*** Latest version of IPEVO presenter software.	N/A
Microsoft Office	***Secondary Math Teachers Only*** Office productivity software for Math teachers. Needed for equation notation features.	$60.00

Specialized Software

Art Macintosh Lab Software

Software	**Notes**	**License Cost**

Adobe Photoshop Elements	Installed on all lab computers.	$72.00

Secondary Special Education Software

Software	**Notes**	**License Cost**
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.

- Instructions for submitting an incident may be found in this document: Help Desk Tickets (Appendix D)
- 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 2022 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 Lifecycle

A presentation station is the technology used by a teacher to share information during class. This typically includes a computer, projetor 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 2008 and 2016. Both software platforms are End of Life (EOF) as such we are looking into replacement or moving all data into the cloud to avoid replacement costs and future upgrade issues.

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.

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.

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 antivirus packages on Windows 10. Due to cyber insurance we will be looking to another antivirus package due to the changing nature of the cyber attack vectors.

Disaster Recovery

During the fall of 2021 we installed a new backup solution. This will greatly improve our redundancy. It will also allow us to "spin up " a compromised server in the cloud to maintain our continuity of services. At the request of the insurance company we are looking into encrypted and Write Once Read Many (WORM)/immutable backups.

Administrative Computing

School Website

We are in the process of OCR compliance and projected to have this completed by spring of 2023. 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 are in the process of configuring Skyward to allow students and their families to register and enroll online. This process has been successful for the summer school 2022 session with a 95% utilization rate. This has reduced front office paper handling and data entry by significant margins. We are hoping to have this available for the fall 2022-2023 school year.

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 frontdesk 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
- WiFi Access Points: Access points will be upgraded during the 2021-22 school years as access points become available.
- 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.

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 D: Help Desk Tickets & Work Orders

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	District Library Media Specialist
2022-23	Little Wolf	Eck, Mary	At-risk teacher
2022-23	Little Wolf	Trice, Beth	Special Education Teacher
2022-23	Manawa Elementary School	Bortle, Sarah	Art Teacher
2022-23	Manawa Elementary School	Megan Anderson	Special Education Teacher
2022-23	Manawa Elementary School	Harvey, Haley	5K Teacher
2022-23	Manawa Elementary School	Johnson, Casey	Middle School
2022-23	Manawa Elementary School	Stormoen, Becky	Grade 2
2022-23	Manawa Elementary School	Rosin, Jennifer	Grade 1
2022-23	Manawa Elementary School	Poppy, Michelle	5K Teacher
2022-23	Manawa Elementary School	Hansen, Chris	Special
2022-23	Little Wolf	Wright, Meria	CTE Teacher
2022-23	Manawa Elementary School	Meier, Jeanne	Grade 3
2022-23	Little Wolf	Millard, Dawn	MMS Teacher
2022-23	Little Wolf	Collins, Patrick	HS Math Teacher
2022-23	Manawa Elementary School	Sitter, Katie	Special Education
2022-23	Little Wolf	Ziemer, Nate	MMS Teacher
2022-23	Little Wolf	Polkki, Tom	HS Social Studies Teacher
2022-23	Manawa Elementary School	Pari, Val	Math Specialist
2022-23	Little Wolf	Abe El Manssouri	Little Wolf Principal
2022-23	SPARE		
2022-23	SPARE		
2022-23	SPARE		
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.

Book	Policy Manual
Section	Wellness Policy - Updated Neola Version
Title	Copy of WELLNESS
Code	po8510
Status	First Reading
Adopted	November 21, 2016
Last Revised	April 23, 2018

8510 - **WELLNESS**

As required by law, the Board 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 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** ~~**[DRAFTING NOTE: The policy should 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. 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. 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

A. 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

A. 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

A. 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

A. 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

A. 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

~~**[DRAFTING NOTE: At a minimum, all schools/Districts must include at least one goal related to physical activity. Additionally, schools/districts are encouraged to include goals related to physical education.]**~~

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:

~~**[DRAFTING NOTE: At a minimum, all schools/Districts must include at least one goal related to other school-based wellness activities.]**~~

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.

A. 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:

C.
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.**

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Legal 42 U.S.C. 1751 et seq.
42 U.S.C. 1771 et seq.

Last Modified by Melanie J Oppor on July 14, 2022

Book	Policy Manual
Section	0000 Bylaws
Title	Copy of COMMITTEES
Code	po0155
Status	First Reading
Adopted	April 25, 2016
Last Revised	April 23, 2018

0155 - **COMMITTEES**

The Board 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. ~~**Human Growth and Development Ad hoc Committee**~~

E. Policy and Human Resources Committee

F. ~~**Recognition 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, 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.

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Last Modified by Melanie J Oppor on July 14, 2022

Book	Administrative Guideline Manual
Section	5000 Students
Title	STUDENT AND CREDIT TRANSFER FROM NONPUBLIC SCHOOLS
Code	ag5463
Status	First Reading
Adopted	August 20, 2018

5463 - **STUDENT AND CREDIT TRANSFER FROM NONPUBLIC SCHOOLS**

Whenever a student seeks to transfer into the District from a nonpublic school, other than a home-based private education program **or program not certified or licensed by the applicable State education agency**, the following procedures should be used to determine the student's proper grade placement or credits toward graduation.

A. Identify the grade level that the student's age would indicate is the likely grade placement.
B. **Review the courses of study for that grade to determine the critical learnings that would be prerequisite to success a the subsequent grade levels or courses.**

C. Review the student's performance (if available) on tests and/or other means of assessment that were used to assess the student's learning while participating in the nonaccredited school. **Determine whether the critical learnings identified in the District's course of study were properly assessed and, if so, how well the student has achieved each critical learning.**
D. If no prior assessment data is available, identify which tests (standardized or District-made) as well as other means of assessment (research project, term paper, and the like) could be used to assess the student's achievement **of the critical learnings and arrange for the student to be assessed.**.

E. If the assessment so indicates, **a referral will be made to the Special Education Director for consideration of further evaluation or** assign the student to the grade or course level suggested at the first step (with or without special assistance).

F. Make arrangements for any form of special assistance that will be needed for the student to succeed at that level.

G. If the assessment indicates that another grade or course level is more appropriate, register the student in that grade or course level and make whatever arrangements are necessary to provide for any needed assistance indicated by the assessment.

Student Transfer from Home-Based Private Educational Program or Other Nonapproved Program

The following applies to students who are transferring from a home-based private educational program, nonchartered religious school, or foreign school. It does not apply to any school that has been approved or licensed by the Department of Public Instruction or by another State's education agency in which the school is located.

General Procedures:

A. **(X) The parent is to submit to the Building Principal written notification of the intent to enter the school no later than fourteen (14) calendar days prior to the expected date of enrollment.**

B. **(X) The Building Principal is responsible for conducting a thorough placement study including an assessment of current learnings relative to each course of study (see above). The placement study should also include a review of information provided by the parent such as student achievement data, standardized test scores, topics studied, resources used, and samples of student work and accomplishments. It should also include a comparison with the criteria established for private schools under Wis. Statute 118.165. No student is**

to be placed in any school or grade without a written placement review.

C. (X) A final meeting with the parent and student shall be scheduled to review the District's assessment results, establish credits (if applicable), and discuss placement.

D. (X) In the event the advance notice is not provided, a temporary placement decision may be made by the Building Principal _____ while the placement review is conducted. The parent is to be informed of the District's placement review procedure.

E. (X) Prior to placement, the parent must complete normal enrollment procedures as outlined in AG 5111.

F. (X) A review of student progress shall be conducted by the Building Principal _____ at the end of the first _____ grading period~~s~~ following enrollment to evaluate effectiveness of the placement decision.

G. (X) A parent may request, during the placement procedure, that his/her child participate in special education programming. If so, the District's special education identification and evaluation procedure is to be followed. If there is no conclusive evidence that special education testing should be initiated or if the student does not qualify, the 504 evaluation procedure (AG 2260) may be applicable or the Building Consultation _____ Team may be notified prior to student placement.

H. (X) If the District's assessment of a student indicates mastery of curriculum objectives that far exceed the normal age/grade placement, and whose standardized test scores indicate qualification for gifted education, s/he may be referred to the Building Consultation Team _____ for placement.

Admission to Kindergarten Through Grade Eight

Placement into a grade shall be made in accordance with the following:

A. (X) age appropriateness

B. (X) data resulting from the assessment procedure described above - Student Transfer from Nonpublic Schools

C. (X) results of the examination of the student's most recent annual academic assessment report which shall include one (1) of the following:

1. (X) results of a nationally-normed, standardized achievement test

2. (X) written narrative indicating that a portfolio of the student's work has been reviewed and his/her academic progress for the year is in accordance with the student's abilities

3. ~~and the District's applicable courses of study( )~~

D. (X) review of previous regular education program records, if any, to check last grade placement

E. (X) results of universal screeners ~~competency tests~~ at the appropriate grade level(s) to measure achievement of performance objectives in literacy and math.~~each applicable subject~~

Admission to Grades Nine Through Twelve

Placement into a grade shall be made on the basis of credits earned. Placement into each subject (e.g. English) shall be made based on:

A. (X) age appropriateness;

B. (X) data resulting from the assessment procedure described above - Student Transfer from Nonpublic Schools;

C. (X) results of examination of the student's most recent annual academic assessment report which shall include one (1) of the following:

1. (X) results of a nationally normed, standardized achievement test in the subject area

2. (X) a portfolio of the student's work that demonstrates s/he has developed the knowledge and skills at the previous grade level to the one the student should be placed in based on his/her age

D. (X) review of previous regular education program records, if any, to check last grade placement;

E. (X) results on the appropriate competency tests or normed, criterion-referenced~~s~~ test in the subject area, if applicable to the grade placement.

Procedures for Receiving Credits/Grades

[X] Students shall receive credit for their academic work on the following basis, to:

A. (X) receive credit in language arts, social studies, mathematics, and/or science, the student must be able to produce a curriculum document for review that demonstrates the student's level of mastery of critical

learnings.:

1. receive a raw-score equivalent to the _____ percentile on a nationally-normed, criterion-referenced test in the specific subject.( )

2. (X) receive a passing grade in the final examination in the subject, plus satisfactory completion of any academic projects student must complete to demonstrate competence in the subject area.

[X] The student will have only one (1) opportunity to take the appropriate test(s). The student must complete the test(s) within five_____ (_5_) days from the date of enrollment and any projects by no later than two weeks_____.

B. (X) receive credit in courses other than language arts, social studies, mathematics, and/or science, the student must demonstrate proficiency as determined by the building administrator, the school counselor , and the teacher with expertise in the area where the student must demonstrate through a portfolio of their work_____[teacher or department chairperson] .

[X] In accordance with Board Policy 5463, no letter or number grades will be recorded for courses for which credit is granted. Credit will be issued on a pass/fail (P/F) basis and the transcript will indicate "transfer" credit. The credit will be recognized for high school graduation requirements. Students entering school at any point following the conclusion of the first grading period will be evaluated on a pass/fail basis for competency in the course work dealt with during the grading period(s). Credits obtained by the student while enrolled in a non-public school program but obtained through courses offered in the District's schools pursuant to Policy 9270 - Home-Based, Private, or Tribal Schooling, shall be afforded the credit associated with them as would be provided to any District enrolled student at the time.

[X] The maximum number of credits a student may receive for each year of academic study is seven_____ (_7_) credits which is equivalent to the maximum number of credits a student may earn while attending high school.

Procedures for Determining Grade Point Average (GPA)/Class Rank/Transcripts:

A. (X) Students entering the high school shall have no established grade point average (GPA) or class rank until they have completed two_____ (_2) semesters.

B. (X) Inclusion of the student in graduation honors such as Valedictorian shall occur if the student has been enrolled for seven_____ (7) consecutive semesters.

and at least _____ percent (___%) of the credits required for graduation have been earned at the high school. ( )

Graduation and Commencement Exercises

[X] Before a diploma will be presented, the student must meet all of the Board's graduation requirements.

[X] For a student to qualify for participation in the commencement exercises, s/he must be enrolled in the high school for _____ ( ) the entire year (X) one (1) semester. [DRAFTING NOTE: Don't make this any different than for students transferring in from another public school.]

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Last Modified by Melanie J Oppor on July 14, 2022

Students choosing to excel; realizing their strengths.

To: Board of Education Members
From: Dr. Melanie J. Oppor
Date: July 1, 2022
Re: SDM Professional Educator Handbook

The purpose of this memo is to highlight the changes in the SDM Professional Educator Handbook as follows:

Page #	***Current Language*** ***(If applicable.)***	***Proposed Change or Addition***
9		Update Compliance Officer/Secondary Principal to: Dr. Abe El Manssouri
Throughout		Added policy/administrative guideline references where applicable
Throughout	His/her, he/she, etc.	Replaced with gender neutral pronouns
14		Moved policy and administrative guideline references to the end of the section
15		Moved policy and administrative guideline references to the end of the section
16	Remove: or under the direction of the District Nurse.	
16	Deleted repetitive language about Fitness for Duty	Moved policy and administrative guideline references to the end of the section
22		Added phrase for clarity: "*as per the Educator Effectiveness Model available from CESA #6"*
23		Moved policy references to the end of the section
24		Moved policy references to the end of the section
29		Add the following: Stipulations for the use of PTO for personal business include: • A maximum of three (3) staff district wide may use PTO for personal business on the same day. • No more than three (3) PTO for personal business days may be used consecutively. • PTO for personal business may

		not be taken on Monday or Fridays in the month of May or December. • PTO for personal business may not be taken to extend paid holidays, vacation time (per the handbook), or school recess days (i.e. winter or spring break). Note – The intent is to make the PTO expectations between professional educators and support staff the same.
30	Remove the following: unless substitute availability would allow additional PTO days	

MANAWA

Students choosing to excel; realizing their strengths.

Professional Educator Handbook

Approved by the Manawa Board of Education on _____

Revised on Aug. 17, 2015
Revised on March 14, 2016
Revised on February 20, 2017
Revised on May 21, 2018
Revised on August 5, 2019
Revised on August 19, 2019
Revised on July 16, 2020
Revised on July 19,2021

School District of Manawa
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Manawa, WI 54949

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School District of Manawa

Students Choosing to Excel, Realizing their Strengths

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

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

Guiding Principles Grouped by Core Values:

1. ***Student Success*** **- The District focuses on addressing the needs of all students by creating a student-centered learning environment conducive to all learners.**

2. ***Highly Effective Staff*** – **The District demonstrates accountability to the students and community it serves by promoting high standards for:**

    - *Creating academically rigorous curriculum and instruction for ALL.*
    - *Closing the achievement gaps between sub-groups of students and their peers.*
    - *Engaging in regular professional development on research-based best practices.*
    - *Supporting and rewarding innovative and progressive initiatives.*
    - *Fostering a positive attitude toward change.*
    - *Expecting the highest degree of professionalism.*
    - *Creating a culture of competent and passionate employees.*

3. ***Innovative Leadership*** – **The District demonstrates accountability to the students and community it serves by holding high leadership standards for:**

    - *Developing proactive planning procedures for curriculum, instruction, assessment, and record-keeping.*
    - *Budgeting with the needs of all learners as the first priority.*
    - *Recruiting and retaining highly effective educators.*
    - *Creating balanced programming options for remediation and enrichment.*

4. ***Parent-Community Engagement*** – **The District is a centers of community life and enhances the community's quality of life to the extent that it promotes and supports:**
    - *Collaborating with all stakeholders involved in issues prior to decision-making.*
    - *Being transparent in communications.*
    - *Maintaining an open door policy.*
    - *Creating a culture that develops and sustains school/district pride.*
    - *Offering academic and social programs for families and the community.*

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

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I. INTRODUCTION

A. WELCOME

We are pleased to have you as a member of the faculty of the School District of Manawa (SDM). The skills and commitment each employee brings to his/her job makes an important contribution to our goal of providing excellence in education to the students and families of the SDM. It is the District's responsibility to provide for the public education of students from 4-year-old kindergarten (4-K) through twelfth grade. The school system is governed by a seven-member Board of Education elected by area for 3-year terms by the residents of the District. The District Administrator is responsible for overall administration of the schools and implementation of Board policies. A SDM employee can expect a fair and equitable salary, competitive benefits, and the opportunity to be a part of the best that public education has to offer. We are pleased to have you as a member of our team and hope that you find that the satisfaction gained from doing your job matches the effort you put into your work.

It is each employee's responsibility to read and become familiar with this information and to comply with the policies adopted by the Board and the administrative guidelines available electronically on the District website, as well as the rules and regulations contained herein.

This *Professional Educator Handbook* has been written to provide information and guidance to faculty members. Given the reality of a complex, ever-evolving organization, the information in this handbook is not all-inclusive. We recognize that employees are bound to have many questions relating to their specific position or responsibilities. You are encouraged to direct any specific inquiries you may have to the District Administrator or your immediate supervisor.

B. DISCLAIMER

This Employee Policy Manual has been prepared for informational purposes only. None of the statements, policies, procedures, rules or regulations contained herein constitute a guarantee of employment, a guarantee of any other right or benefit, or an appointment of employment, expressed or implied. All of the District's employees are employed "at will" and employment is not for any definite period, unless otherwise set forth in writing by appointment or statute. The School District of Manawa Board of Education reserves the right to add, delete or otherwise modify any or all of the below terms and conditions of employment, in whole or in part, for the good of the School District of Manawa, at any time with or without notice. The School District of Manawa Board of Education recognized the District's employees are an integral part of the development of terms and conditions of employment found within this Handbook. The Board of Education and/or its representatives will inform district employees prior to making any modifications found within this Handbook.

Violations of the terms of the *Professional Educator Handbook*, policies, regulations, or guidelines may result in disciplinary action, up to and including, termination of employment.

This *Professional Educator Handbook* supersedes any and all previous handbooks, statements, policies and administrative guidelines, rules, or regulations given to employees, whether verbal or written.

This Handbook is not all-inclusive of the information for which faculty members are responsible for knowing and following. Additional publications that faculty members should follow include, but are not limited to, Board policies and guidelines, the *Teacher Performance Evaluation* (TPE) document, building bulletins and handbooks, the Mentoring Handbook, administrative announcements, and curriculum guides.

II. EMPLOYMENT POLICIES

A. ANTI-HARASSMENT POLICY

The School District of Manawa is committed to maintaining and ensuring a working environment that is free of harassment or intimidation. The District will not tolerate any form of harassment, including sexual harassment, and will take all necessary and appropriate action to eliminate it. *(See Policy 3362)*

Harassment refers to physical or verbal conduct, or psychological abuse, by any person who disrupts or interferes with a person's work performance, or which creates an intimidating, hostile, or offensive work environment. Harassment may be student to staff, staff to student, staff to staff, male to female, female to male, female to female, or male to male. Harassment may include, but is not limited to the following:

1. Verbal harassment, including epithets, kidding, derogatory comments, slurs, or ethnic jokes.
2. Physical interference with movement, activities, or work.
3. Visual harassment, including derogatory cartoons, drawings, or posters.
4. Sexual harassment, which is defined as any deliberate, repeated or unwanted verbal or physical sexual contact, sexually explicit derogatory statement, or sexually discriminating remark that is offensive or objectionable to the recipient or which causes the recipient discomfort or humiliation or which interferes with the recipient's work performance. Sexual harassment can take the form of any unwanted sexual attention ranging from leering, pinching, patting, verbal comments, display of graphic or written sexual material, and subtle or expressed pressure for sexual activity. In addition to the anxiety caused by sexual demands on the recipient, sexual harassment may include the implicit message from the alleged offender that noncompliance will lead to reprisals. Reprisals may include, but are not limited to, unsatisfactory work evaluations, different treatment, sarcasm, or unwarranted comments to or by peers.

Any individual who believes he/she has been subjected to harassment by any other person should report that incident to a building principal or to the District Administrator. If an employee is not comfortable making a complaint to their building principal or the District Administrator, the complaint may be made to the District Compliance Coordinators. It is the intent of the District to establish an atmosphere where complaints are timely investigated and the harassment is appropriately addressed. The Board designates the following individuals to serve as the District's Compliance Officers:

Dr. Abe El Manssouri, Secondary Principal
515 E. Fourth St.
Manawa, WI 54949

920-596-2524
aelmanssouri@manawaschools.org

Carmen O'Brien, Business Manager
800 Beech Street
Manawa, WI 54949

920-596-2524
cobrien@manawaschools.org

The District forbids retaliation against anyone who has reported harassment or cooperates in a harassment investigation.

B. COMMUNICATIONS AND SUGGESTIONS

The District values the comments and suggestions of its employees concerning work methods and operations. Employees should follow the chain of command by bringing the concern or idea forward to ~~his/her~~their immediate supervisor/evaluator. *(See Policy 3112)*

C. CONFLICT OF INTEREST AND ETHICAL STANDARDS

Professional educators are expected to maintain high standards of honesty, integrity, impartiality, and professional conduct. Further, professional staff members are expected to perform their duties in a manner free from conflict of interest pursuant to §19.59 and § 946.13 Wisconsin Stats. *(See Policy 3230)*

D. DRUG-FREE WORKPLACE

The District seeks to provide a safe, drug and tobacco-free workplace for all of its employees. The manufacture, distribution, dispensation, possession, or use of tobacco, alcohol, inhalants, controlled substances, substances represented to be such (i.e. fake or look-alike substances), or unauthorized prescription medication, is prohibited on school premises, in school vehicles, or at school activities. In addition, the District will not condone the involvement of any employee with illicit drugs, even where the employee is not on District premises. Employees of the school system shall not possess, use, be under the influence of, or distribute any illegal drug, unauthorized prescription medication or alcoholic beverage as defined in Wisconsin Statutes while on school premises, during working hours or while responsible for chaperoning students on school-sponsored trips. Any employee who possesses, uses, or distributes any illegal drug, unauthorized prescription medication or alcoholic beverage on school premises, during working hours or while responsible for chaperoning students on a school-sponsored trip may be disciplined, up to and including termination of employment. All school employees shall cooperate with law enforcement agencies in investigations concerning any violation of this provision.

As a further condition of employment, an employee who is engaged in the performance of a federal grant shall notify the District Administrator of any criminal drug statute conviction for a violation occurring in the workplace no later than three days after such conviction. Within ten days of receiving such notice – from the employee or any other source – the District shall notify the federal granting agency of the conviction. 41 U.S.C. 702(a)(1)(D).

After receiving notice from an employee of a conviction for any drug statute violation occurring in the workplace, the District shall either (1) take appropriate personnel action against the employee, up to and including termination of employment, or (2) require the employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health agency, law enforcement agency, or other appropriate agency. 41 U.S.C. 703 [This notice complies with notice requirements imposed by the federal Drug-Free Workplace Act (41 U.S.C. 702)]. *(See Policy 3122.01/AG 3122.01)*

E. EQUAL EMPLOYMENT OPPORTUNITY

The Board does not discriminate in the employment of professional staff on the basis of the Protected Classes of race, color, national origin, age, sex (including transgender status, change of sex, sexual orientation, or gender identity), pregnancy, creed or religion, genetic information, handicap or disability, marital status, citizenship status, veteran status, military service (as defined in 111.32, Wis. Stats.), national origin, ancestry, arrest record, conviction record, use or non-use of lawful products off the District's premises during non-working hours, declining to attend an employer-sponsored meeting outside of professional responsibilities, or to participate in any communication with the employer about religious matters or political matters, or any other characteristic protected by law in its employment practices (as defined in §111.32, Wis. Stats.). *(See Policy 3122/AG3122)*

F. IMMIGRATION LAW COMPLIANCE

The District is committed to employing only United States citizens and aliens who are authorized to work in the United States. Therefore, in accordance with the Immigration Reform and Control Act of 1986, employees must complete an I-9 form before commencing work and at other times prescribed by applicable law or District policy.

G. OUTSIDE ACTIVITIES OF STAFF

Professional educators are expected to avoid situations in which their personal interests, activities, and associations may conflict with the interests of the District. This would include engaging in social media communications that may portray the District in a negative light. *(See Policy 3231)*

H. PERSONNEL FILES

It is critical to effective human resource management and necessary for satisfaction of legal obligations that the Board maintains accurate personnel records. If an employee has a change in any of the following information, the employee is expected to contact the Payroll Office as soon as possible:

1. Legal name
2. Home address
3. Primary telephone number
4. Emergency contact
5. Marital status
6. Change of beneficiary
7. Exemptions (W-4 Tax Form)

Any access granted for review and inspection of a personnel file must be completed in accordance with state law. The District shall maintain personnel records of employees and grant access to inspect or review those records as provided for in §103.13 Wis. Stats.

If there is any disagreement with the content or information contained in an employee's personnel record, the employee will follow the process established to either have a correction made to the information in question or to have the content in question removed from the file. *(See Policy 8320/AG3220)*

I. POLITICAL ACTIVITIES OF STAFF

Because political activities may be disruptive, divisive, and distracting to a positive learning environment, such activities are not appropriate within the school setting. The Board prohibits political activities on all District owned and used property, within all school buildings, in school buses and vehicles, and at all school-sponsored activities unless part of a Board approved teaching unit. *(See Policy 3231/AG 3231A)*

J. CIVIC ACTIVITIES OF STAFF

Developing a sense of civic engagement and promoting a democratic society is at the heart of public education. Staff is encouraged to promote civic education.

III. EMPLOYMENT CONDITIONS

A. EMPLOYEE EXPECTATIONS

1. Attendance

The District expects employees to make every effort to be present for work. Employees are expected to adhere to their assigned schedule. In order for the District to operate effectively, employees are expected to perform all assigned duties. Teachers are professionals with a unique set of skills and competencies. They shall be present for the students they teach or supervise and shall organize their schedules to satisfy the demands of their profession. When leaving the school premises, they shall sign out in the school office.

Employees who are unable to report to work shall follow the procedures for reporting ~~his/her~~their absence and obtaining a substitute. Any time spent not working during an employee's scheduled day must be accounted for in the substitute assignment system. The District monitors attendance and absence patterns. Theft of time and/or improper modification of time worked records will be investigated and will result in disciplinary action up to and including termination. Failure to notify the District of an absence and failure to report to work on such day could result in disciplinary action up to and including termination. Failure to return to work the day following the expiration of an authorized leave of absence may result in termination of employment.

2. Background Checks for Employment

Anyone applying for a position in the District is required to file in writing, in advance of employment on forms provided by the District, a statement identifying whether the applicant:

a. Has been convicted of a misdemeanor or felony in this state or any other state or country; and
b. Has been dismissed or non-renewed, or has resigned from employment in-lieu-of a potential dismissal or non-renewal, for any of the following causes: failure to meet a district's performance expectations, incompetence, inefficiency, neglect of duty, potentially illegal conduct, unprofessional conduct, or insubordination.

Knowingly falsifying or omitting information shall be sufficient grounds for termination of employment.

Additionally, anyone applying for any position shall be required to agree to the release of all records to the Board for examination for the purpose of verifying the accuracy of background and criminal violation information. Employment will be offered pending the return and disposition of such background checks. All offers of employment are contingent upon the results of such checks. *(See Policy 3121/AG3141)*

3. Child Abuse Reporting Requirement

Wisconsin Statutes 48.981 requires all school district employees to report cases of suspected child abuse or neglect. Each professional educator employed by the District who has reasonable cause to suspect child abuse or neglect shall be responsible for reporting immediately every case, whether ascertained or suspected, of abuse or neglect resulting in physical or mental injury to a student by other than accidental means. The professional educator shall immediately notify the appropriate administrator according to the District's Reporting Procedure for Student Abuse or Neglect and be responsible for contacting the appropriate authorities (Manawa Police Department, Waupaca County Sheriff's Department, and/or Waupaca County Department of Health and Human Services) who will then provide additional steps depending on the situational details and the child's residence address.

A reporting staff member shall not be dismissed or otherwise penalized for making a report of child abuse or neglect. Failure to report cases of suspected child abuse or neglect shall result in discipline, up to and including discharge. *(See Policy 8462/AG8462)*

4. Confidentiality

Wisconsin Statutes 118.125 and 118.26 outline the confidentiality of all student records including behavioral, health, and academic records. The District interprets these statutes to mean that unless an individual has a "right to know," the academic, health, and behavioral records of students are not to be shared. This can be carried forward to both the written record and verbal conveyance of student health, academic, and behavior progress (or lack thereof). Open discussion of student progress, behavior, or health issues with individuals that do not have a "right to know" could be contrary to Wisconsin Statutes and could compromise professional accountability. These statutes are not intended to restrict staff from asking for assistance or ideas on how to handle a particular situation.

Failure to maintain the confidentiality of student records shall result in discipline, up to and including, termination of employment. *(See Policy 8350)*

5. **Copyright**
A variety of machines and equipment for reproducing materials to assist employees in carrying out their educational assignments are available to professional educators in both the school and home setting. Infringement on copyrighted material, whether prose, poetry, graphic images, music audiotapes, video, or computer-programmed materials, is a serious offense against federal law, a violation of Board policy, and contrary to ethical standards for District employees. All reproduction of copyrighted material shall be conducted strictly in accordance with applicable provisions of law. Unless otherwise allowed as "fair use" under federal law, permission must be acquired from the copyright owner prior to reproduction of material in any form. Employees are further advised that copyright provisions apply to all forms of digital media. *(See Policy 2531/AG2531)*

6. **District Safety Plan**
The District has standardized emergency procedures for use when the situation requires emergency safety measures. Each professional educator should know exactly what the emergency procedures are and where the emergency procedures are located for the assigned classroom or work location. Employees must follow the prescribed procedures during any emergency drill or situation. *(See Policy 8420/AG8420)*

7. **Identification Badge**
In order to maintain a safe, secure environment, all employees are required to have their photographs taken and to wear the District-issued identification badge during the work day and at District functions when serving in a rework-related role.

8. **District Property**
The District may supply an employee with equipment or supplies to assist the professional educator in performing ~~his/her~~their job duties. All employees are expected to show reasonable care for any equipment issued and to take precautions for theft.

Employees may not utilize District property for personal use or gain. Limited use of telecommunications equipment, computer equipment, software, and minimal duplication-for-a-fee copy machine use are exceptions when used appropriately and do not interfere with the work responsibilities of the professional educator.

Any equipment, unused supplies, or keys issued must be returned prior to the professional educator's last day of employment, including, but not limited to employee identification badges, parking permit, keys, and the key fob for building entry. *(See Policy 7530)*

9. **Emergency Drills**
Every school conducts emergency drills in accordance with state law. All employees present in a building at the time of an emergency drill are required to participate in the drill. *(See Policy 8420)*

10. **Equipment Disposal or Relocation**
All District-owned equipment intended to be moved to another building site or declared surplus for disposal purposes must first be approved by the principal for such change in use by updating the classroom or building inventory and submitting it to the building principal.

11. **False Reports**
Employees may be disciplined for filing false reports or statements including, but not limited to, the following: accident reports, attendance reports, insurance reports, investigatory interviews, physician's statements, pre-employment statements, paid leave requests, student records, tax withholding forms, and work

reports.

12. Homework

Professional educators must be familiar with and abide by the District's policy and administrative guidelines regarding the assignment of homework to students. *(See Policy 2330/~~ and Administrative Guideline~~AG 2330)*

13. Grading

Professional educators must be familiar with and abide by the District's policy and administrative guidelines regarding grading practices. *(See Policy 5421/~~ and Administrative Guidelines~~AG 5421A/~~ and~~AG ~~5430)~~*

14. Information Technology

The Manawa Board of Education has established policies that specify the rules for employee use of District-owned technology as well as personally-owned technology. Professional educators are expected to know and abide by the District's policies and administrative guidelines related to use of technology. "Staff Technology Resources" can be found on the District's webpage at: https://www.manawaschools.org/staff/staff-tech.cfm ~~*(Policy 7540.04, Policy 7540.06, and Administrative Guideline 7540.04)*~~

Users of the District's information technology should have no expectation of privacy in the content of their personal files and records of their online activity while on the District's network. *(See Policy 7540.04/ Policy 7540.06/AG7540.04)*

15. Injuries to Employees

Professional educators are covered under Workers Compensation Insurance (Section 102.31, Wis. Stats.). In accordance with District policy, any work-related injury must be reported to the school office immediately so that proper reports may be filed for medical/hospital bills as well as claims for time off from work due to the injury. Failure to report an injury may jeopardize an employee's claim for payment of medical bills, disability claims, and/or back wages. Injuries sustained while on the job may not be covered under an employee's personal health insurance. It is the employee's responsibility to file injury reports with the school office within 24 hours of the event; the District assumes no responsibility for filing such reports. *(See Policy 8442/AG8442)*

16. Injuries to Students

Professional educators are responsible for reporting any student injury to the school office immediately. Each school's procedures for first aid, medical assistance, emergency assistance, parental contact, and appropriate written reports will be followed within 24 hours of the event. *(See Policy 8442)*

17. Legal Actions Involving Employees

Every professional educator shall notify his/her principal as soon as possible, but no more than three calendar days after any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of the employee for any felony or misdemeanor, or any offense involving moral turpitude.

The requirement to report an arrest, indictment, conviction, no contest or guilty plea, or other adjudication shall not apply to minor traffic offenses. However, an offense of operating under the influence, revocation or suspension of license, and driving after revocation or suspension must be reported if the employee drives or operates a District vehicle or piece of mobile equipment or transports students or staff in any vehicle. Failure to report under this section may result in disciplinary action, up to and including termination of employment. Such report shall be made as soon as possible, but in no circumstance more than three calendar days after the event giving rise to the duty to report. The District may conduct criminal history and background checks on its employees. An arrest, indictment, conviction, no contest or guilty plea, or other adjudication shall not be an automatic basis for termination of employment. The District shall consider the following factors in determining what action, if any, should be taken against an employee who is convicted of a crime during employment with the District:

a. the nature of the offense;
b. the date of the offense;
c. the relationship between the offense and the position to which the employee is assigned.

Nothing herein shall prohibit the District from placing an employee on administrative leave based upon an arrest, indictment, or conviction.

18. Licensure/Certification

The term "teacher" means any person who is required to hold a certificate issued by the Department of Public Instruction (e.g., classroom teachers, librarians, counselors, etc.). ~~*(Policy 3120)*~~

Evidence of such legal authority to teach must be filed with the District Administrator prior to the effective date of any teaching appointment.

All matters related to obtaining and renewing a teaching license or certification is the professional educator's personal responsibility. Each professional educator who is required to be licensed or certified by law must provide the District with a copy of ~~his/her~~their current license or certificate to be maintained in his/her personnel file. Professional educators are expected to know the expiration date of their license/certification and meet the requirements for re-licensure or certification in a timely manner. A teaching contract with any person not legally authorized to teach the named subject shall be void. All teaching contracts shall terminate if, and when, the employee's authority to teach terminates, and no person shall be employed with an expired license. Employees shall maintain the licenses that are in effect upon hire. If a teacher changes his/her certification with the Department of Public Instruction, he/she must immediately notify the District Administrator in writing. ***(See Policy 3120)***

19. Operation of District Vehicles

All professional educators who drive a District vehicle must provide proof of a valid driver's license. Continued use of District vehicles is contingent on following the rules and procedures for using District vehicles. Professional employees who drive District vehicles must notify his/her principal immediately of any driving citation or conviction of a traffic violation. Principals receiving such notice will immediately notify the District Administrator. Payment for any citations received while driving a District vehicle is the responsibility of the driver. The reporting provision applies to citations or convictions as a result of operating either a District or personal vehicle.

The District completes background checks on all employees that includes the employee's driving record. A staff member may have restrictions on transporting students or may be restricted from driving a district vehicle based on the information contained in the driving record. *(See Policy 3121/~~, Administrative Guideline AG~~3440C)*

20. Operation of Personal Vehicle

Professional educators who are required to drive their personal vehicle for District business or activities will be reimbursed at the IRS rate. The employee's personal insurance shall serve as the first level of coverage. If a professional educator is transporting students in a personal vehicle, the person is required to have the Department of Transportation vehicle inspection form completed and submitted to the District Office prior to transporting students. In addition, a copy of the professional educator's valid driver's license and copy of proof of insurance must also be submitted to the District Office. *(See Policy 8660/~~ and Administrative Guidelines 3340B and~~AG ~~8660)~~*

21. Outside Employment

Outside employment is regarded as employment for compensation that is not within the duties and responsibilities of the professional educator's regular position with the District. Professional educators shall not be prohibited from holding employment outside the District as long as such employment does not

interfere with assigned school duties as determined by the District. The Board expects professional educators to devote maximum effort to the position in which employed. A professional educator will not perform any duties related to an outside job during the additional time that the responsibilities of the District's position requires; nor will a professional educator use any District facilities, equipment, or materials in performing outside work. When the periods of work are such that certain evenings, days, or vacation periods are duty free, the professional educator may use such off-duty time for the purposes of non-school employment.

22. Physical Examination, Drug Test, and Tuberculosis Risk Assessment

As a requirement for employment and in accordance with section 118.25 of the Wisconsin Statutes, employees will be required to furnish evidence of a physical examination and a Wisconsin tuberculosis (TB) risk assessment questionnaire screening form. When hired, a professional educator will be given a conditional offer of employment, contingent on evidence that the employee is of sound health and able to perform the essential functions of their job.

The physical examination must be performed by ThedaCare at Work and the result recorded on a standard form furnished by the Board of Education. The form must be submitted to the District Administrator before the effective date of employment. Upon receipt of the form, the Board of Education shall pay for the physical examination.

The Wisconsin Tuberculosis (TB) Risk Assessment Questionnaire Screen must be filled out as part of the physical at ThedaCare at Work ~~or under the direction of the District Nurse~~. If a skin tuberculin test is recommended, the test must be completed during the physical, prior to the first day of work. Subsequent physical examinations will be required at intervals determined by the School Board, consistent with state and federal laws.

~~A physical or mental examination may be requested by the District's Administration whenever an employee demonstrates any physical or mental disorder that may impact his/her performance. The employee shall be notified of the reason(s) for the examination and such examination shall be arranged and paid for by the Board of Education.~~

An employee may request an exemption from the physical examination requirement for religious reasons by filing an affidavit with the Board stating that the employee depends exclusively upon prayer or spiritual means for healing in accordance with the teachings of a bona fide religious sect, denomination or organization and that the employee is to the best of the employee's knowledge and belief in good health and that the employee claims exemption from health examination on these grounds. If there is reasonable cause to believe that an employee who has requested an exemption is suffering from an illness detrimental to the health of the pupils, the School Board may require a health examination sufficient to determine whether the employee is suffering from such an illness. The School Board shall not discriminate against any employee for filing an affidavit seeking an exemption from the physical requirement.

The District shall maintain all physical examination records and other medical records in a file separate from all other personnel records, and shall treat such records as confidential medical records, in accordance with state and federal laws and regulations. *(See Policy 3160)*

Fitness for Duty: The District may require a physical and/or mental examination at the expense of the District where reasonable doubt arises concerning the professional educator's ability to perform the essential functions of his/her job, and consistent with the limitations imposed by applicable State and Federal law. Failure to comply with this request or failure to provide a doctor's certification of fitness for duties assigned may result in discipline, up to and including, termination of employment. *(See Policy 3160/Policy 3161/AG3160A/AG3160C)*

23. Professional Appearance

Professional educators are expected to be neat and professional in their dress and grooming. When on duty for the District, professional educators are role models for students and are expected to dress in a manner that is consistent with District expectations. Business casual is most appropriate. Casual dress is appropriate for field trips, shop experience, lab experiment, or clean-up which would possibly soil clothing. Employees must get approval from their principal if they feel business casual would not be appropriate for their level or certain activity. Administration will determine when personal protective equipment must be worn. On occasion, there are theme-based school/district sponsored days (ex. Homecoming, Think Pink, Red Ribbon Week, or sports-related days) where exceptions are made to the usual business casual dress. *(See Policy 3216)*

24. Professional Development

All professional educators are expected to pursue independent and active efforts to maintain high standards of individual excellence. Such efforts shall include keeping current in each specific and applicable area of instruction, Board established curriculum, as well as continuing study of the art of pedagogy. In addition to maintaining high standards of excellence for the students and school, each professional educator will make him/herself available during the contractual year and day to his/her colleagues for assistance, to the District for services beyond those specifically required as part of his/her individual contractual duties, and to the community as a valuable resource. *(See Policy 3242/Policy 3243/AG3243))*

25. Residency

The District encourages employees to reside within the school district.

26. Safety Training

Professional educators for whom training in the following areas is deemed necessary and appropriate shall be trained as part of the District's safety program:

a. the control of blood-borne pathogens
b. the information regarding hazardous chemicals
c. the use of automated external defibrillators
d. the control of casual-contact communicable diseases
e. the control of direct-contact communicable diseases
f. the use of Cardio-Pulmonary Resuscitation (CPR)
g. the use of Basic First Aid

Administrators may designate any safety training a condition of continued employment when provided at the District's expense.

27. Solicitations

Employees may not use their positions to solicit funds, recruit membership, disseminate personal or political information that in any way interferes or distracts from the District's vision, mission, and purpose. *(See Policy 3230)*

28. Student Supervision

The District requires each professional educator to maintain a standard of care for supervision, control, and protection of students commensurate with the employee's assigned duties and responsibilities. *(See Policy 3213/AG3213)*

29. Student Teachers

The District recognizes its responsibility to assist in the training of future teachers by providing classroom placements for student teachers. Professional educators of the District will comply with the District's rules and procedures for the placement and supervision of student teachers. *(See Policy 3120.06)*

30. Substitute Teachers

Professional educators must use the District's procedures whenever a substitute teacher is needed. Student teachers shall not be used as substitutes. Only the sub caller may make arrangements for substitutes, except when a principal must utilize internal substitutes due to an emergency situation or when a professional educator intends to be absent for non-school business for sixty (60) minutes or less for which the professional educator must make arrangements with a colleague for coverage and notify the principal of the arrangements in advance of the absence. Substitute teachers are directly responsible to the building principal during the time they are assigned to that principal's building. Professional educators are responsible for providing current seating charts, lesson plans, classroom rules, and other information necessary for the orderly and effective operation of the class by the substitute. (See also SDM Substitute Process under shared Google documents.)

Teachers who are asked to substitute for another teacher will receive $18.00 per class period.

31. Unpaid Debt to the District

Employees that accrue debt due to unpaid food service bills, non-sufficient funds check, or other reasons will have this amount subtracted from their pay on the June 15th payroll.

32. Volunteers

The District encourages community interest and participation in its schools in many ways, one of which is provision for volunteer service by qualified adults in assisting students and teachers in a variety of school and classroom-related activities. Proper utilization of volunteers not only affords personal satisfaction to adults interested in volunteer service, but it also affords increased learning opportunities to students who can benefit from a variety of learning experiences provided by the volunteer under the direction of the professional educator. All volunteers who work directly with students are required to have the District-prescribed annual background check. Special rules apply for teen volunteers.

Designated volunteer programs such as the Senior Tax Exchange Program (STEP) are of particular value to the students of the District. Because of the value of these designated volunteer programs and of volunteers in general, professional educators are expected to support the use of volunteers in their schools, their classrooms, and during school activities. Volunteers are to complete tasks of educational benefit set for them by the professional educators they are assisting. A volunteer is not empowered to independently diagnose student learning needs or prescribe student activities or formally evaluate student work. The latter tasks are reserved for the professional educator responsible for the students. *(See Policy 8120/AG8120)*

33. Work Spaces

Professional educators are expected to maintain professional and appropriate work spaces that are consistent with the professional educator's assignment and the District's educational program. Personal items should be kept to a minimum and should never violate District policies or directives. Personal appliances (e.g., coffee makers, refrigerators, microwaves) are not permitted in classroom settings unless there is an educational rationale and written approval of the principal.

Employees have no expectation of privacy with respect to any item or document stored in or on District-owned property, which includes, but is not limited to, desks, filing cabinets, mailboxes, lockers, tables, shelves, District vehicles, and other storage spaces in or out of the classroom. Accordingly, the District may at any time and in its sole discretion conduct a search of such property, regardless of whether the searched areas or items of furniture are locked or unlocked.

34. Work Stoppage

Professional educators may not engage in, condone, assist, or support any work stoppage strike, slowdown, or sanction, or withhold in full or in part any services to the District. Professional educators who fail to perform their normal duties when so required as part of any action which disrupts the orderly operation of the District will be subject to whatever disciplinary action the District deems appropriate up to and including termination of

employment as per State Statute 111.70(4)(L). *(See Policy 3531)*

B. EMPLOYEE WORK DAY/HOURS OF WORK

1. Normal Hours of Work

Certified staff are professional employees as defined by the federal Fair Labor Standards Act and the Wisconsin Municipal Employee Relations Act, § 111.70(1)(L), Wis. Stats.

The typical work day is defined as 7:30 a.m. until 3:30 p.m. (less 30 minutes for lunch).

During the school day professional educators are not to absent themselves from a class while that class is in session (except for legitimate student teacher training purposes), nor should professional educators leave the building earlier than the designated time at the end of the teaching day. Professional educators wishing to deviate from the above regulation must request and receive permission to do so from their building principal before taking leave. Requests should be limited to emergency situations or such instances where the task cannot be completed except during school hours. *(See Policy 6700/AG6700)*

2. Meetings

Faculty Meetings: Professional educators are required to attend all mandatory administratively scheduled meetings of the faculty, staff, department/grade level, or other sub-group of employee. Administratively scheduled meetings may begin before the normal workday begins or extend beyond the end of the normal workday. The administration shall attempt to provide reasonable notice of all such meetings. Professional educators who are required to attend administratively scheduled meetings will receive no additional remuneration beyond their regularly paid salary for attending such meetings.

Student Progress Meetings: Professional educators are required to attend individual educational plans (IEP) team meetings, Response to Intervention team (RtI) meetings, parental conferencing meeting or other meetings of similar nature, which are normally conducted at irregular times and are required to attend such events regardless of the date, time, or duration of said meetings. Professional educators who are required to attend such student progress meetings will receive no additional remuneration beyond their regularly paid salary for attending such meetings. Professional educators attending student progress meetings during the work day, including during time designated for planning or preparation, will receive no compensation or additional remuneration beyond their regularly paid salary for attending such meetings.

3. Consultation with Parents

Each teacher shall consult with parents so that parents recognize the important role they play in shaping the attitudes of their children and assume greater responsibility for the performance of their children and for the excellence of our schools. Such consultation may be in the form of phone contacts, home visitations, progress reports, in-person appointments, etc., in addition to scheduled parent/teacher conferences and open houses at which attendance is mandatory except for professional educators who have received permission from their principal due to being engaged in other school activities scheduled at the same time.

4. Emergency School Closing

When inclement weather, other emergencies, or special situations require a delayed start or the closing of school for the day, professional educators are responsible for obtaining the revised work day information from the District website or District-designated media. Professional educators shall not report to work, nor shall their compensation be affected for such times, when school is closed unless otherwise directed by the administration in unique situations for which time compensation shall be provided.

In the event it is necessary to provide an unscheduled early release, professional employees will be informed of the situation by the administration. Professional educators shall leave during such emergencies and shall not have their compensation affected. When school is closed early due to inclement weather, teachers shall be excused to leave as soon as the busses have departed.

The District Administrator shall make the decision regarding emergency closings. Make-up time for emergency closures shall be in keeping with state statute and shall be at the discretion of the Board. Professional educators shall not receive additional compensation in the event the District requires missed day(s)/time to be made up with or without students. *(See Policy 8220/AG8220)*

5. **School Calendar**
   The Board will publish a calendar which reflects One Hundred Eighty-Eight (188) work days. *(See Policy 8210)*

C. EMPLOYEE RESPONSIBILITIES

1. **Access to Students**
   Professional educators are responsible for making themselves available in their classrooms or work areas to students in the morning prior to the start of classes and after classes end at the conclusion of the student day. This access is intended to provide time for students who need remedial, make-up, or enrichment assistance to work with their teachers or other education professionals and is within the normal work day of salaried professional educators.

2. **Attendance at School Events**
   Professional educators are required to attend all mandatory, administratively-required school events. These events, though not limited by enumeration, may be an open house, music program, art show, and/or other school or district events that occur after the normal work day. Professional educators who have a co-curricular conflict or other professional conflict may be excused at the discretion of their principal as long as such arrangements are made at least 24 hours in advance. The missed time may be required to be made up.

3. **Curriculum Development**
   In addition to each professional educator's individual responsibility for developing the scope, sequence, and lessons for his/her teaching assignment in accordance with the Board-approved curriculum, every professional educator has the responsibility to participate in curriculum development for the District as part of a curriculum committee, grade level/departmental team, work group, or individual task. Each professional educator has the obligation to participate in ongoing curriculum committee work and is expected to contribute professionally to curriculum committee activity and to attend meetings as scheduled.

   The District will maintain and publish a curriculum development schedule that may include, but is not limited to, an ongoing cycle that includes an outside audit, a curriculum rewrite process, and a textbook/resources process, or any other components deemed appropriate by the District for each curriculum area, grade-level, department, program, or other grouping determined by the District.

   Each professional educator is assigned to a particular curriculum committee and is obligated to participate in the curriculum development and rewrite process as deemed appropriate by the District. Teachers perform designated curriculum projects under the direction of the Curriculum Director and shall be paid the Board approved stipend. Teachers shall be paid upon approval of the entire scope of work by the Board.

   Individual curriculum work outside of the regular cycle of curriculum development and rewrite, above and beyond the normal scope and sequence and lesson planning for which each professional educator is

personally responsible for his/her teaching assignment, may be authorized by the District at the sole discretion of the District. The District may invite curriculum projects to be proposed by individuals, groups, committees, departments of the faculty, or administrators. The District will announce the criteria for approval and determine, in its sole discretion, the projects that are approved and conditions for such approval. Compensation for professional educators of approved non-cycle curriculum development and rewrite work, often referred to as R & D summer curriculum projects, shall be paid the Board approved stipend upon Board approval of the curriculum documents.

Every professional educator also carries the professional responsibility to update and improve semester outlines and units of study for courses and classes personally taught as part of their regular salaried position. Each professional educator is expected to develop written materials within an approved format and to submit copies of these materials as directed by ~~his/her~~their principal.

4. Professional Duties

The District recognizes that each professional educator performs many duties not directly related with the regular classroom teaching assignment or other professional assignment nor specifically itemized in the position assignment. Professional duties are those considered to be part of the professional educators traditional workday and include, but are not limited to the following enumerated duties. The District, at its sole discretion, may add to or change this list. *(See Policy 3120.01)*

a. The assignment itself;
b. Faculty meeting attendance and participation;
c. District-level committee attendance and participation;
d. School-level committee attendance and participation;
e. Varied ad hoc committees on which professional educators have traditionally served;
f. Open house(s) as scheduled;
g. Parent conferences as scheduled;
h. Implementation of discipline plans, IEPs, 504 plans, RtI plans, EL plans, G/T plans or other student assistance/accommodation plans as determined appropriate by the District;
i. Supervision of students assigned during the workday (i.e., hallway, detention, to lunch or midday recess);
j. Letters of recommendation for students except in cases where the student's performance would result in a negative response;
k. Daily check of mailbox, minimally before school and in the afternoon;
l. Daily monitoring of and response to email and voicemail;
m. Summer monitoring of and response to email;
n. Adherence to deadlines for submission of information and data to administration;
o. Written/electronic lesson plans developed in advance in accordance with District format and expectations;
p. Professional sharing of information obtained from workshop/conference attendance, site visit, school meeting, or District meeting.

5. Professional Growth

All professional educators shall engage in independent and active efforts to maintain high standards of individual excellence. Such efforts shall include keeping current in each specific and applicable area of instruction, Board established curriculum, as well as continuing study of the art of pedagogy. In addition to maintaining high standards of excellence for the students and school, each professional educator will make ~~him/herself~~themselves available during the contractual year and day to his/her colleagues for assistance, to the District for services beyond those specifically required as part of his/her individual contractual duties, and to the community as a valuable resource.

D. EMPLOYEE PERFORMANCE AND EVALUATION

Staff have the privilege to bring representation of choice when meeting with an administrator.

1. **Employee Evaluation**
The District views employee evaluation as an ongoing process for the purpose of improving organizational performance and assessing individual performance of employees. The process for employee evaluation is specified in the *Teacher Performance Evaluation Guide* which is shared annually with all professional educators as per the Educator Effectiveness Model available from CESA #6. The District, at its sole discretion, may revise the *Teacher Performance Evaluation Guide* at any time. Any evaluation process must comply with all applicable state and federal laws and regulations. During an employee's first three (3) years in the District ~~he/she~~they shall be evaluated a minimum of two (2) times annually. *(See Policy 3220/AG3220A/3220B)*

2. **Employee Discipline**
The Board of Education reserves the right to and the responsibility to manage the District's employees. The District Administrator or his/her designee may issue discipline or recommend termination of employment to the Board of Education, if necessary, consistent with the requirements of any applicable policy, procedure, rule or regulation as well as state and federal law. Staff has the privilege to bring representation of choice when job performance with supervisor is to be discussed. A professional educator may be disciplined for violations of Board policy or for other failure to meet the expectations and obligations of their position. No employee may be subject to arbitrary or capricious disciplinary action.

Disciplinary action will normally follow a progressive discipline model that is designed to correct inappropriate conduct on the part of employees. Progressive discipline will generally progress as follows with documentation placed in the employee file:

a. Oral reprimand,
b. Written warning;
c. Suspension, the length of which is determined by the administration to effect the corrective goal of discipline;
d. Termination.

As long as it is not arbitrary and capricious, the District Administrator may skip one or all steps in the progressive discipline model whenever the District Administrator deems that the severity of the offense merits it. Any professional educator who is suspended without pay or termination of employment shall be given written notice of the reasons for such action. A copy of such notice shall be made a part of the professional educator's personnel record. Instances of discipline are subject to the employee grievance procedure. *(See Policy 3139/~~ and~~Policy ~~3340~~3140)*

E. EMPLOYEE STATUS

1. **Determination of Assignments**
The Board will employ teachers by issuing Individual Teaching Appointments to each teacher on or before March 15 each year. The Individual Teaching Appointments must be signed and returned to the District Office by law on or before June15 of the same calendar year in order to become a valid appointment for the succeeding year.

The District Administrator is responsible for the assignment of all professional educators in conformance

with any legal requirements or certification requirements. Employees may express in writing to the District Administrator or ~~his/her~~their designee their preference of school, grade level or subject. After assignments are issued changes may have to be made due to late staff changes, grade level or school population changes, the final development of class schedules, enrollment changes in specific classes, budgetary/financial adjustments, computer failure, or other factors uncertain when the initial assignment was made. In all cases the decision of the District Administrator and approved by the Board of Education shall be final as to the assignment of professional educators.

All current employees in good standing with the District may apply for summer school positions.

2. Transfers

Professional educators interested in transferring from one position to another will apply in writing to the District Administrator according to procedures provided in the vacancy announcement. Consideration will be given to such applications, and all transfer applicants shall receive a written response when the position is filled.

The District, at its discretion may involuntarily transfer an employee to a vacant or new position in the District. If an employee wishes to be transferred to another position which is open, application for a transfer should be made in writing to the District Administrator or ~~his/her~~their designee. An employee who applies for a vacant position may be granted an interview for the position. The District retains the right to select the most qualified individual (internal or external candidate) for any position. *(See Policy 3132)*

Prior to an involuntary transfer to another grade level, department, program, or school, the professional educator shall be consulted by the District Administrator or ~~his/her~~their designee at which time the reason for consideration of the change in assignment will be explained. If an involuntary transfer of assignment is made, written notification will be made to the professional educator when the administrative decision is finalized.

Assignments shall be made in accordance with *Policy 3130 – Assignment and Transfer*. In all cases the decision of the District Administrator and approved by the Board of Education shall be final as to the assignment of professional educators.

3. Reduction in Staff

The Board of Education reserves the right to reduce the number of positions (full layoff, or the number of hours in any particular position (partial layoff), as it determines is necessary for the continued operation of the District's educational program in an efficient and effective manner. Such staff reductions will be made in compliance with policy. In deciding which position(s) to reduce or eliminate, as well as the individuals affected, the Board shall act in what it determines is in the best interest of the students and the District. ~~*(Policy 3131)*~~

The non-renewal procedures (for teachers) of Section 118.22, Wis. Stats., do not apply to layoffs.

No professional educator whose position has been eliminated or reduced and whose employment has been terminated or modified shall have any right to be contacted by the District in the event that a vacancy opens in the future. Likewise, no professional educator whose employment has been terminated or reduced is entitled to a future position or will receive any preference over other applicants. Professional educators whose employment ended or was reduced with the District due to a reduction in force shall not be prevented from applying for future positions with the District.

For teachers:

a. Where appropriate, attrition may be used to achieve the necessary number of position reductions.
b. The evaluating administrator will review the Educator Effectiveness Project evaluation data and professional file as maintained in the district office for each teacher in the elementary divisional level (4K-5) and at the secondary (gr. 6-12) by department. The principal shall make recommendations

with supporting documentation to the District Administrator as to effectiveness of the teaching staff. The decision will be based on the preponderance of the evidence. (See My Learning Plan located on the District webpage>Staff Home>Teacher Resources.)

c. An independent, outside evaluator may be secured with the authorization of the District Administrator to provide an objective assessment of the teacher's performance and will be used in conjunction with the data collected by the evaluating administrator. The request to use an outside evaluator would come from the evaluating administrator or the District Administrator. A teacher may not request an outside evaluator.

d. Principals will examine all teaching assignments and make recommendations to the District Administrator about the best fit for each position based on each teacher's skills and dispositions.

e. All other evaluation records being equal, the most recently hired individuals offered the position within the divisional level or department would be the first to be terminated. *(See Policy 3131)*

~~e.~~

4. Termination, Non-Renewal, and Resignation

Individual employment contracts of a professional educator may be terminated or non-renewed upon a majority vote of the full membership of the Board subject to any applicable law. Employees may be terminated or non-renewed for any reason, provided that the decision is not arbitrary or capricious, or in violation of any applicable law. In the event the District Administrator intends to recommend the non-renewal of a teacher's contract, he/she shall comply with all applicable statutory non-renewal procedures.

The non-renewal of Individual Teaching Appointments shall be governed by Section 118.22, Wis. Stats.

Any decision to terminate or non-renew a professional educator's employment contract shall be subject to review consistent with the grievance procedure in policy and corresponding Professional Educator Handbook references.

A resignation, once submitted and accepted by the Board or its designee, is final and may not be rescinded without approval by the Board. The Board may defer acceptance of a late (i.e. 30 days prior to the start of the school year or school calendar year) resignation until such time as the position from which the professional educator has resigned is filled by the District. Resignations shall be processed in accordance with policy. *(Policy ~~3340 and~~ 3140)*

F. GRIEVANCE PROCEDURE

The District encourages collaborative problem solving. Employees are encouraged to share any employment-related problem with their immediate supervisor informally.

The District has adopted a grievance policy ~~*(Policy 3340)*~~ that is available online, via the District website. The process for filing a grievance is outlined in detail in the Policy. Policy specifies the exclusive internal method for resolving grievances concerning discipline, termination, and workplace safety. A determined effort shall be made to settle any grievance at the lowest possible level in the grievance procedure. The Board maintains the right to modify the Grievance Procedure, in accordance with state statute, at any time at its sole discretion. *(See Policy 3340)*

IV. COMPENSATION

A. PAYROLL INFORMATION

All teachers will be paid on the 15th and final business day of each month. Teachers will be provided the option of either 20 or 24 payments. Teachers electing to be paid out over 20 or 24 payments shall provide written notice to the District by their preference on their signed contract.

All employees will have their pay checks (after all appropriately authorized amounts have been deducted) directly deposited into one designated bank account. Any changes to direct deposit information may be made by notifying the Business Office.

If a payday falls on a bank holiday or a weekend, the pay date will be the last work day preceding the bank holiday or weekend.

Pay is subject to all deductions required by law, federal tax, Social Security payment, Medicare, and state and local income taxes, as applicable. The amount of the deductions will depend on earnings and information furnished on individual W-4 forms regarding the number of exemptions claimed. If an employee wishes to modify the number of exemptions, ~~he/she~~they must request a new W-4 form from the Payroll Office. Only an employee may modify ~~his/her~~their own W-4 form. Verbal or written instructions are not sufficient to modify withholding allowances. Professional educators are encouraged to regularly check their pay-related information on the online Employee Portal.

The annual W-2 form reflects how much of an employee's earnings were deducted for these purposes. Any other mandatory deductions to be made from paychecks, such as court ordered garnishments, will be explained whenever the District is ordered to make such deductions. Questions about pay and deductions should be discussed with the Payroll Office.

Should there be an underpayment of any kind, the District will make every effort to repay the amount as quickly as possible. In the event that there is an overpayment of any kind that the District has not noticed, it is the employee's responsibility to bring this to the attention of the Payroll Office.

B. SALARY AND RELATED COMPENSATION

1. Salary

The Board will comply with state statutes as to employee compensation. Employees will receive individual notice as to their salary on the upcoming year's contract. This is subject to change for those professional educators working on the salary advancement model as defined in the *Salary and Stipend Guide* found on the Staff Home page>Handbooks.

2. Extended Contracts

The Board may determine extended contracts are necessary to complete the work of the District.

3. Extra-Curricular Stipends

Teachers may be assigned extra-curricular activities. The principal will offer a period in which teachers may volunteer for extra-curricular assignments. Assignments will be offered to the individual who, in the sole discretion of the District, is the most qualified applicant. The District will publish a schedule outlining the compensation for extra-curricular assignments in the *Salary and Stipend Guide*.

4. Supervisory Duties

Supervisory duty assignments, including but not limited to lunch, bus, and recess duties, will be assigned to professional educators or support staff at the sole discretion of the District. The assignment of a duty shall not be deemed a contract, and individuals assigned supervisory duties may be reassigned by the District at any time. The stipends and payments for supervisory duties shall be made in accordance with the *Salary and Stipend Guide*.

5. Substitute Assignment
Teachers who are asked to substitute for another teacher will receive $18.00 per class period.

6. Required Training
The District may occasionally require a professional educator to attend a workshop or training necessary for employment that occurs outside scheduled work days. The professional educator may be eligible for compensation for this required training and will be paid at $20 per hour compensation. Teachers completing required CPR/First Aid Training will be compensated with a $25 stipend for annual certification.

7. Summer School
If summer school session employment is available, the District may offer summer school employment to qualified professional educators of the District's choosing. The District is free to use outside providers to perform such work. The terms and conditions of employment for summer school session shall be established by the District at the time of hire. Unless specifically set forth by the District at the time of hire, work performed by a regular employee during a summer school session shall not be used to determine eligibility or contribution for any benefits, length of service, or wage/salary levels.

8. External Honorarium
Professional educators who are offered a payment or honorarium for work performed during time when the employee is being paid by the District shall promptly report the monetary offer to the District Administrator. The District Administrator, at ~~his/her~~their sole discretion, shall determine after conferring with the professional educator whether the payment or honorarium shall be received and by whom.

V. BENEFITS

A. DISTRICT PROVIDED BENEFITS

The Board provides a competitive and comprehensive package of benefits to its employees. The Board retains the final authority to establish, modify, rescind, add, or in any way affect employee benefits. Annually, in conjunction with the budget process, the anticipated share cost of all employee benefits, specifying both the employee and employer share, shall be approved through Board action.

Insurance coverage will commence on the professional educator's first day of employment. Except for cases of misconduct, professional educators whose employment is terminated at the conclusion of a school year shall have their health, dental, life, and long-term disability insurance coverage continued and paid at the same District rate through August of the same year in which the employment was terminated. Professional educators whose employment terminates during the school year shall have their health, dental, life, and long-term disability insurance coverage continued and paid at the same District rate through the last day of the last month of their employment.

The Board reserves the right to select the carriers and plans for any insurance provided by the District.

1. Wisconsin Retirement System (WRS)
The Board will comply with the requirements as to contributions for employees to the Wisconsin Retirement System (WRS) as established by State Statutes and the Department of Employee Trust Funds.

2. Health, Dental, and Vision Insurance

The District reserves the right to select the carrier(s) and to determine the plan benefits including deductibles, co-pays, and other coverage for health and dental insurances. The District reserves the right to change the structure of the benefit plan, including eligibility, at any time. Specific information concerning the plan may be found in the appropriate Summary Plan Description which governs all conditions of coverage. The plan documents are maintained in the Business Office and provided to employees who enroll in the coverages.

Eligible employees who are covered under fully insured group health, vision, and dental plans are assured the privacy protections required by Federal and State Law.

3. Eligibility for Health, Dental, and Vision Insurance
A teacher teaching less than full-time (1.0 FTE) will have the District's percentage of contribution pro-rated as a percentage of full-time employment for purposes of group health and dental insurance, long-term disability benefits and life insurance (e.g., a teacher teaching 0.5 FTE will receive half of the District's contribution for a full-time (1.0 FTE) teacher). Teachers working less than 0.5 FTE are not eligible for the District's health, vision, and dental insurance.

Hours worked beyond those set forth in the individual contract shall not be used to determine insurance eligibility or insurance contributions as per Affordable Care Act regulations. Such hours excluded may include, but not be limited to the following: extended contracts, summer classes, co-curricular assignments, substitute assignments, etc.

4. Premium Contributions for Health Insurance
The District will pay a portion of the premium for group health insurance (employee, employee plus one, and family) depending on the employee election. 86% of the monthly premium rate is paid by the District and 14 % is paid by the employee. The insurance carrier(s), program(s), and coverage(s) will be selected and determined by the Board.

5. Premium Contributions for Dental and Vision Insurance
The District will pay eighty-six percent (86%) of the premium for group dental and vision insurance (family or single).

6. Group Term Life Insurance
The District will pay the full amount of the premium for life insurance at two times the professional educator's total salary.

7. Group Long-Term Disability Insurance
The District will pay the full amount of the premium for long-term disability insurance.
The insurance carrier(s), program(s), and coverage(s) will be selected and determined by the Board.

8. Liability Insurance
Employees are covered by the District's liability policy while acting within the scope of their defined duties and responsibilities. The District's liability policy shall be in accordance with Wisconsin Statutes.

9. Travel Expenses/Mileage
The District may provide for reimbursement of actual and necessary expenses, including travel expenses, of professional educators that are incurred in the course of performing services for the District, whether within or outside the District, under the direction of the Board and in accordance with advance authorization by an administrator.

Professional educators should use District-owned vehicles or bus transportation whenever possible and practical when transporting students. When personal vehicles are used during the course of performing duties

for the District, the District will pay the IRS rate for approved out-of-District travel as well as for travel between buildings where employees are required to travel as part of their assignment. Employees must submit a request for travel reimbursement.

B. VOLUNTARY BENEFITS

1. Short-Term Disability
The Board shall make short-term disability insurance available to eligible employees at the employee's expense. The insurance carrier(s), program(s), and coverage(s) will be selected and determined by the Board.

2. Tax-Sheltered Annuity (TSA)/403(b) Retirement Plan
A TSA program is available to teachers in accordance with the District's policies governing the 403(b) program.

3. Section 125/Flexible Spending Account
The Section 125(c) Plan is a pre-tax, payroll deduction account that allows employees to set aside up to $5,000 for dependent, child or adult care and the maximum allowable by law for additional medical, dental or vision expenses not covered by insurance. An annual election is made with a July 1 through June 30 benefit period. Claims can be made during the benefit year and up to ninety (90) days after for expenses paid by the individual during the previous calendar year.

C. VOLUNTARY RETIREMENT

The District may provide, at its sole discretion, a post-retirement benefit for eligible professional educators, and reserves the right to modify or terminate this benefit at any time.

A teacher reaching eligible retirement age during the school year must complete that school year before exercising the option to retire early.

All teachers who elect to retire early must provide written notice of their intent to do so on or before February 1 of the school year prior to retirement.

<u>For teachers actively employed before June 30, 2011</u>:

Teachers working .75 FTE or more will be eligible for early retirement benefits in accordance with the following criteria:

- Age 55
- Fifteen (15) years of full-time experience in the District

D. WORKERS' COMPENSATION

Workers' compensation is to provide for payment of medical expenses and for partial salary continuation in the event of a work-related accident or illness. The District will provide Workers' Compensation as required by law. The amount of benefits payable and the duration of payment will depend upon the nature of the injury or illness. Any employee who is injured on the job shall report the injury to his/her principal prior to seeking medical attention, if at all possible. In the event of an emergency, the employee shall notify his/her principal within twenty-four hours after the occurrence of the injury or as soon as practicable. The employee shall complete an accident report form available on the District webpage>Staff Home>Incident Reports.

Some types of injuries suffered while at work may not be covered by worker's compensation insurance. Examples of non-covered injuries suffered at work include, but are not limited to, the following:

a. Injuries because of a self-inflicted wound;

b. Injuries sustained because of an employee's horseplay;
c. Injuries sustained while an employee does an activity of a strictly private nature.

VI. TIME OFF AND LEAVES

A. PAID LEAVE DAYS

Each professional educator will have access to his or her paid leave balances through the Employee Portal. Paid leave may be taken in one quarter hour increments. The responsibility for applying for and claiming leave rests with the professional educator.

1. Sick Leave/Personal Leave = Paid Time Off (PTO)

Paid Time Off (PTO) credit of ten days (5 personal / 5 sick) shall be granted to the professional educator on the first day the professional educator reports to work for the contract year. PTO will accumulate to a maximum of ninety (90) days. Eligible employees at the maximum of 90 days with unused PTO on 6/30 (annually) will receive 50% of the substitute teacher pay ($50) for every day of unused PTO. This is in lieu of losing unused sick days.

Professional educators beginning work after the first day of the contract year shall receive a pro-rated amount of PTO. Professional educators who leave the District's employment prior to the completion of his/her contract year shall have a pro-rated amount of PTO removed from his/her account; if the professional educator has exceeded his/her account total, then the amount exceeded shall be deducted from the final amount of salary due to the professional educator.

Personal days (5 days) shall be allowed for any purpose. Stipulations for the use of PTO for personal business include:

- A maximum of three (3) staff district wide may use PTO for personal business on the same day.
- No more than three (3) PTO for personal business days may be used consecutively.
- PTO for personal business may not be taken on Monday or Fridays in the month of May or December.
- PTO for personal business may not be taken to extend paid holidays, vacation time (per the handbook), or school recess days (i.e. winter or spring break).

~~The number of persons using personal days on any given instructional day will be limited to five staff members district-wide.~~ The date and time of the notification will be documented so that once ~~five~~ three people on personal leave is reached, no further personal days will be permitted. Personal leave shall not be used to attend Association membership meetings or for participating in activities on behalf of the Association, to attend legislative rallies, to engage in job actions such as picketing or demonstrating, or to participate in activities designed to disparage, embarrass, or discredit the District. Personal days shall not be taken on in-service days.

It is expected that whenever possible medical or dental appointments for the employee or family member be scheduled outside of regularly scheduled work hours. When appointments cannot be scheduled outside of the regularly scheduled work hours, professional educators are expected to return to work after the appointment if the timeframe permits them to do so. When a professional educator intends to be absent for a medical/dental appointment or other non-school business for sixty (60) minutes or less, the professional educator may avoid use of sick leave if the professional educator makes arrangements with a colleague for coverage and notifies the principal of the arrangements in advance of the absence. If the principal, school office, or substitute caller is used to provide a substitute, then the professional educator will be charged with a half-day of sick leave if the absence is limited to either before lunch or after lunch, and a full-day of sick leave if the absence includes time both before and after lunch.

Professional educators employed on separate summer contracts, including summer school, shall be eligible for two days of non-accumulative sick leave, or two days of emergency leave, or a combination of one day each of sick leave and emergency leave, with the day being defined as a full-day. To be eligible for these two days, a professional educator must be employed for a minimum period of the full number of days for the scheduled summer session. Professional educators employed on separate summer contracts are not eligible to use more than the two paid days of sick/emergency leave during their summer assignments.

In the event an employee becomes eligible for benefits under the District's long-term disability insurance program, the employee will no longer be allowed to use sick leave or accumulated sick leave for the duration of the disability.

Whenever the District deems such verification appropriate, the professional educator may be required to furnish the District with a certificate of illness signed by a medical provider verifying the reason for the absence. Such certificate should include a statement releasing the professional educator to return to work and a statement as to whether any limitations or restrictions are placed upon the work which may be performed. Nothing in this section shall be interpreted as limiting the District's ability to discipline or terminate employment of an employee for excessive absenteeism.

When applicable under either Wisconsin or Federal Family and Medical Leave, an employee may elect or the District may require sick leave to run concurrently with the approved Wisconsin and/or Federal leave.

Advance requests for PTO must be made in the Employee Portal as early as possible but not less than two days prior to the day requested. If the event which gives rise to the request is unknown at that time, such request must be made as soon as the employee becomes aware of the necessity for this leave and can reasonably communicate with the administrator or supervisor.

No more than ~~five~~ three staff in the District may exercise PTO on the same day for purposes other than illness or District-approved professional development ~~unless substitute availability would allow additional PTO days~~. The substitute teacher log shall be the determination of this calculation.

If a school principal and a school counselor (9-month contract) mutually agree, in advance and in writing, that smooth school operations necessitate that a school counselor work on a day other than the contracted days as specified on the official school calendar, the school counselor shall be provided with an amount of paid time off equal to the amount of mutually agreed time worked. No more than the equivalent of five such special work days may be scheduled and no more than the equivalent of five such compensatory paid days off may be scheduled within a school year. This compensatory time off excludes paid extended contract days for school counselors who perform summer work under the direction of their principal.

2. Gifting of Sick Leave

An employee may choose to gift sick leave days to another employee who has exhausted existing sick leave and who is personally experiencing a catastrophic illness or accident. A catastrophic illness or accident is a severe illness/accident requiring prolonged hospitalization or recovery. Examples would include coma, cancer, leukemia, heart attack or stroke. These illnesses or accidents usually involve high costs for hospitals, doctors and medicines and may incapacitate the person from working, creating a financial hardship. An employee with ten (10) or fewer sick days remaining in his/her own sick leave bank shall not be permitted to gift sick leave days. An employee may gift up to three (3) sick days. Days will be gifted in the order in which they are donated in the Skyward system. Any unused days will be returned to the donor on or before June 30th.

3. Bereavement Leave

Professional educators shall be granted up to (4) days of Bereavement Leave in the event of a death in the family or close relationship. It is the professional educator's responsibility to submit the appropriate Employee Portal information and email notice to his/her principal in advance of taking such leave. Professional educators who

access Bereavement Leave consisting of multiple days for the same death shall confer with his/her principal in advance for the purpose of maintaining smooth school operations in his/her absence. The District may require proof of the death, the relationship, travel itineraries, or other documentation from the professional educator whenever the District deems such verification appropriate.

4. Emergency Leave

In the event of an emergency not covered by illness in the family as indicated in the Paid Time Off section or death as indicated in the Bereavement Leave section, the professional educator may apply for Emergency Leave to be granted by the District Administrator. Emergency Leave shall be deducted from Sick Leave and will be granted only if sufficient evidence is submitted to satisfy there is a compelling reason for absence. Usually this leave will be granted only under extraordinary and uncontrollable circumstances. These circumstances will usually fall under the classification of "an act of God" and will be of such a nature that they could not possibly be foreseen by the employee, such as damages to the professional educator's residence or vehicle caused by fire, flood, tornado, or other unforeseen emergency.

5. Jury Duty and Witness Duty

An employee who is not able to report for work because of jury duty or acting as a witness in a matter in which the employee is not a party, will be paid for the time missed. The employee shall provide the District with any payment received from serving on the jury. Employees must notify their immediate supervisor as soon as notice of jury duty is received and as soon as jury duty terminates.

Professional educators shall report to work if released from jury duty or the witness stand when at least a half-day remains in the scheduled work day. Professional educators are required to submit proof to verify the amount of the payment and/or their requirement/request to appear.

6. National Guard Duty

Where a professional educator is absent due to required service in the National Guard or Reserve, the professional educator will be paid ~~his/her~~their full salary for a period of up to five days for such absence, barring any overriding provision by the state or federal government. This leave will be granted without any deduction from the employee's PTO account, provided that the professional educator must endorse to the District all payments by the military for the days covered by paid leave from the District.

7. Military Leave for Active Duty

Professional educators will be granted a military leave of absence for absences from work due to serving in the U.S. uniformed services in accordance with the Uniformed Services Employment and Reemployment Rights Act (USERRA). Professional educators must give their principal advance notice of upcoming military service, unless military necessity prevents advance notice, or it is otherwise impossible or unreasonable.

Professional educators will not be paid for military leave. However, professional educators may use any available accrued paid time off to help pay for the leave. Continuation of health insurance benefits is available as required by USERRA based on the length of the leave and subject to the terms, conditions and limitations of the applicable places for which the professional educator is otherwise eligible.

A professional educator who is on military leave for up to 30 days must return to work on the first regularly scheduled work period after the service ends (allowing for reasonable travel time). A professional educator who is on military leave for more than 30 days must apply for reinstatement in accordance with USERRA and applicable state laws.

Professional educators who return from military leave (depending on the length of military service in accordance with USSERA) will be placed either in the position the professional educator would have attained if he/she had stayed continuously employed or in a comparable position. For the purpose of determining benefits that are based on length of service, the professional educator will be treated as if he/she had been continuously employed.

8. Administratively-Approved Leave
A professional educator may request Administratively-Approved Leave (with or without pay) for absences not covered under PTO, Bereavement Leave, or Emergency Leave provisions. Typically, such leave is for "once-in-a-lifetime" events over which the professional educator has no control of the date. Paid Administratively-Approved Leave shall access the professional educator's PTO Leave account. Unpaid Administratively-Approved Leave shall result in a pro-rated daily deduction of the teacher's contract. This leave and the conditions thereof, including compensation, shall be at the discretion of the District Administrator whose decision shall be final and without appeal.

Requests for Administratively-Approved Leave shall be made with the appropriate form at least three days prior to the absence if advance notice is available. In the event that three days' advance notice is not available, the professional educator shall be responsible for submitting the appropriate form as soon as the information is available.

Administratively-Approved Leave, either paid or unpaid, shall not be granted for participating in Association business or to engage in job actions such as picketing or demonstrating, or to participate in activities designed to disparage, embarrass, or discredit the District.

B. FAMILY AND MEDICAL LEAVE ACT

Professional educators have access to absences covered by the federal Family Medical Leave Act (FMLA) and the Wisconsin Family Medical Leave Act (WFMLA) in accordance with provisions and procedures specified in Board Policy and Administrative Guidelines ~~3430.01, AG 3430.01A, and AG 3430.01B~~. Questions regarding FMLA leave should be directed to the District's Business Office. *(See Policy 3430.01/AG 3430.01A/AG 3430.01B)*

C. LEAVES OF ABSENCE

1. Unpaid Leave of Absence
Employees must submit a written request for an unpaid leave of absence to the Board. The Board may grant the request for a leave of absence at its discretion. The leave of absence will begin and end on the dates approved by the Board. A leave of absence may not exceed twelve (12) calendar months.

Employee participation in fringe benefits will be discontinued during a leave of absence. The employee may remain a member of the District's group insurance plans (to the extent permitted by the carrier); however, ~~he/she~~they must pay the premiums to the District during the leave of absence.

Sick leave will not accrue during a leave of absence; however, any accumulated sick leave at the time of the leave of absence will be reinstated upon return.

A teacher will not accrue a year of service unless working a minimum of one hundred twenty (120) paid work days in a school year. A teacher teaching less than full-time (1.0 FTE) will have their percentage of teaching pro-rated toward a partial year of service (e.g., a teacher teaching 0.5 FTE will receive a half year experience). *(See Policy 3430)*

2. Professional Leave
Professional educators may apply for an unpaid professional leave for study, research, or special teaching assignment for a period up to one year. This leave will be without pay or benefits and is subject to Board approval. Requests for professional leave must be made by February 1 for the following school year.

3. Child-Rearing and Adoption Leave (Extended Beyond FMLA/WFMLA)

Professional educators with a minimum of three years of continuous local experience may apply for unpaid Child-Rearing/Adoption Leave. Such leave is subject to Board approval and may be taken for no longer than two semesters. The Board reserves the right to limit approved leaves to no more than two professional educators per school year and is subject to hiring a qualified replacement for the leave period. This leave provision is not available to professional educators who have used this leave provision within the previous three years. Application should be made in writing at least three months prior to the requested start of the leave. If conditions are such that three months' advance notice is not reasonable, then application should be made as soon as practicable with an explanation as to the cause of the reduced advance notice.

4. Failure to Return after Expiration of Leave: In the event the professional educator does not return to work following the expiration of the leave, and subject to applicable legal restrictions, ~~he/she~~they will be deemed to have resigned ~~his/her~~their position with the District and waived any and all rights to further employment by the District.

5. Interaction with Family and Medical Leave Provisions: Unpaid medical leave, the term of such leave, and participation in insurance programs under this section as provided for above shall run concurrent with any leave(s) provided for under the Wisconsin Family and Medical Leave Act and/or under the federal Family and Medical Leave Act.

EMPLOYEE ACKNOWLEDGEMENT FORM

This is a duplicate copy of the form.
Please retain this copy with your handbook for reference.

An original signed and dated copy of this form must be submitted to the School Office by the announced deadline as a condition of continued employment.

The *Professional Educator Handbook* describes important information about the School District of Manawa. I acknowledge that I have received a copy of the District's *Professional Educator Handbook*. I understand that I should consult my principal if I have any questions that are not answered in the handbook.

I understand and acknowledge that there may be future changes to the information, policies, and benefits in this handbook. I also understand that the School District of Manawa may add new policies to the *Professional Educator Handbook* as well as replace, change, or cancel existing policies. I further understand that no one can make verbal/oral modifications to this handbook, nor can it be modified by practice. I understand that handbook changes can only be authorized in writing by the District Administrator or by the Manawa Board of Education.

I understand and acknowledge that the district handbook is not a contract of employment or legal document. I understand and acknowledge that the *Professional Educator Handbook* does not alter my employment status or guarantee employment for any definite period of time. I have received the district handbook and I understand that it is my responsibility to read and follow the policies contained in this handbook and any changes made to it.

EMPLOYEE'S NAME (printed): _____

EMPLOYEE'S SIGNATURE: _____

DATE: _____

Wisconsin Records Retention Schedule for School Districts

—Covers both hard copy and electronic records—

May 2010
Revised June 2015

Wisconsin Department of Public Instruction
Tony Evers, State Superintendent
Madison, Wisconsin

Wisconsin Records Retention Schedule for School Districts

Introduction

School districts accumulate thousands of pages of records every year—records that soon become obsolete. Questions arise frequently regarding records retention, destruction, and the interpretation of statutes relating to transfer of records. In response to requests for assistance, the state superintendent has revamped this document to examine the issues of records retention and development of strategies for handling records common to all school districts. **The retention periods listed cover both hard copy and electronic records.**

Section 19.21(6) provides statutory guidance for the policy development, retention, transfer, and destruction of school district records. A school district, except a first class city school district, may provide for the destruction of obsolete school records. Prior to any such destruction, at least 60 days' notice in writing of such destruction shall be given to the Wisconsin State Historical Society, which shall preserve any records it determines to be of historical interest. The Wisconsin State Historical Society may, upon application, waive the notice. The period of time a school district record shall be kept before destruction shall be not less than the current year plus six years unless a shorter period of time is fixed by the Public Records Board under s. 16.61(3)(e) and except as provided under sub. (7). This section does not apply to pupil records under s. 118.125.

Section 19.21(6) of the Wisconsin statutes states the following:

- School districts may provide for the destruction of obsolete school records except for pupil records under s. 118.125. However, prior to any destruction, at least 60 days' written notice must be given to the Wisconsin State Historical Society. The prior notice requirement enables the preservation of school records determined by the Wisconsin State Historical Society to be of historical interest. The Wisconsin State Historical Society may waive the notice requirement.
- The period of time a school district record must be kept before destruction must not be less than seven (7) years, unless a shorter period of time is fixed by the Public Records Board.
- This Wisconsin School District Records Retention Schedule (WSDRRS) provides recommended retention periods for records common to all school districts, denotes records of historical importance, and describes a process for transfer of records to the Wisconsin State Historical Society as well as a procedure whereby the Wisconsin State Historical Society may waive the notice requirement.

School districts that adopt the WSDRRS will find the retention, destruction, and transfer of records to the Wisconsin State Historical Society more manageable.

Adoption of the WSDRRS will:

- Enable disposal of some records in less time than the seven years generally required by the statutes;
- Provide guidance regarding those school district records that should be preserved locally or are of interest to the Wisconsin State Historical Society; and
- Eliminate paperwork for both the school district and the Wisconsin State Historical Society.

District Options: The Schedule serves as a guidepost against which to check the individual needs of each school district. A school district may adopt the entire Schedule, individual sections, or a modified version. The Public Records Board along with the Wisconsin Department of Public Instruction recommends that school districts adopt the WSDRRS and submit the Notification Form to the Wisconsin State Historical Society.

Retention of records applies to both hard copy and electronic formats. Additional information about electronic records is covered in **Section 7, Electronic Records** of this document.

To Adopt the Schedule

School districts are advised to adopt the Schedule even though they may not have all the records listed in it. A school district may adopt the entire schedule, individual sections, or a modified version. A school district may develop a Schedule with different retention periods from those listed. For records to be retained less than seven years, the school district may not adopt a retention period shorter than that indicated in the Schedule without the approval of the Public Records Board. A new Schedule, or list of modifications, must be sent with the Notification Form. Specific school district records can be listed in **Section 6, Miscellaneous Records**. An adopted Schedule becomes the district's policy on record retention, destruction, and local preservation and/or transfer of records to the Wisconsin State Historical Society.

		Date Adopted By School District:		
		Date First Issued:	Revised Date:	

1.0 Administrative Records

1.1.0 School Board Records		Retention Period*	Historical Value**	Suggested Keeper of the Records
1.1.1	School Board Meeting Minutes and Agenda Packets ***	Permanent	X	District Administrator
1.1.2	School Board Committee Meeting Minutes	Permanent	X	District Administrator
1.1.3	Citizens Advisory Committee Meeting Minutes	3 years	X	Administrative Staff Designee
1.1.4	Management Team Meeting Minutes	3 years		District Administrator
1.1.5	Reports to the School Board	3 years	X	District Administrator
1.1.6	School Board Policies and Procedures	Until superseded	X	District Administrator
1.1.7	School Board Correspondence	3 years		District Administrator
1.1.8	Management Guidelines	Until superseded	X	District Administrator
1.1.9	Legal Opinions	7 years	X	Requester
1.1.10	Notice of Meetings	7 years		District Administrator
1.1.11	Petitions	7 years	X	District Administrator
1.1.12	Referendum Results	Permanent	X	Business Office
1.1.13	Complaints to the School Board	3 years		District Administrator
1.1.14	Newsletters/Bulletins	1 year	X	Author
1.1.15	Special Project Studies/Reports/Strategic Plans/Task Force Reports	3 years	X	Author
1.1.16	Management Correspondence/Memos	1 year, unless subject to complaint, or lawsuit, or is a record type that requires longer retention.		Author
1.1.17	Election Notices	2 years following the elections		Business Office
1.1.18	Election Petitions	2 years following the elections		Business Office
1.1.19	Election Poll Lists	2 years following the elections		Business Office
1.1.20	Election Tally	2 years following the elections		Business Office
1.1.21	Election Tally Books and Returns	2 years following the elections		Business Office
1.1.22	Election Canvassing	10 years following elections		Business Office
1.1.23	Election Registrations	2 years following voter registration		Business Office

1.0 Administrative Records				
1.2.0 Building and Grounds Record		**Retention Period***	**Historical Value****	**Suggested Keeper of the Records**
1.2.1	School District boundaries (and Plats) (including acknowledgments of changes)	Permanent	X	Business Office
1.2.2	Architecture Building Blueprints	Life of building	X	Building & Grounds
1.2.3	Building and Site Data Books	Permanent		------
1.2.4	Tools and Equipment Inventory	Retain until superseded		Buildings & Grounds
1.2.5	Specification	Life of building		Buildings & Grounds
1.2.6	Building Permits	6 years after acceptance		Buildings & Grounds
1.2.7	Electrical Information	Life of building		Buildings & Grounds
1.2.8	Maintenance Requests	1 year		Buildings & Grounds
1.2.9	Abstract/Deeds/Title Papers/Mortgages	Permanent		Business Office
1.2.10	Chemical Wastes Manifest (including asbestos and radon checks)	Permanent		Buildings & Grounds
1.3.0 Transportation Records				
1.3.1	Parent or Other School District Transportation Contracts	6 years		Business Office
1.3.2	Bus Transportation Contract	4 years after expiration		Business Office
1.3.3	Field Trip Permission Request	1 year		Business Office
1.3.4	Financial Statement for Out-of-District Field Trips	1 year		Business Office
1.3.5	Bus Rules/Policy	Until superseded		Business Office
1.3.6	Bus Route Listing	4 years		Business Office
1.3.7	School Bus Accident Report	7 years		
1.3.8	Pupil Transportation Report	7 years		
1.4.0 Statistical Records				
1.4.1	Wisconsin School Directory update (PI-1280) & Verification of Private Schools Within Public District (PI-1201)	1 year		District Administrator
1.4.2	Pupil Nondiscrimination and Educational Equity Report (PI-1197B)	7 years		District Administrator
1.4.3	Fall Staff Reports (PI-1202)	3 years		District Administrator
1.4.4	School District Statistical Report (PI-1203)	7 years		District Administrator

1.0 Administrative Records				
1.5.0 Program Applications/Evaluations		**Retention Period***	**Historical Value****	**Suggested Keeper of the Records**
1.5.1	ESEA Consolidated Application (PI-9550)	5 years		Instructional Services
1.5.2	ESEA Affirmation of Consultation with Private School Officials (PI-9550-AC)	7 years		Instructional Services
1.5.3	ESEA NCLB Assurances (PI-9550-Assurances)	7 years		Instructional Services
1.5.4	Title I Paraprofessional Compliance School Report Summary (PI-9550-II-BB)	7 years		Human Resources
1.5.5	Application – Alcohol/Traffic Safety Chapter 20	5 years		
1.5.6	Carl Perkins Basic Grant Application (PI-1303)	5 years		Instructional Services
1.5.7	VEERS Composite Enrollment Report (PI-1330-R)	5 years		Instructional Services
1.5.8	Vocational Student Concentrator Completer Graduate Follow-up Survey (PI-1335-VEERS)	5 years		Instructional Services
1.5.9	Summer School Program Report – ITP Summary (PI-1805)	5 years		Instructional Services
1.5.10	Title I Part C – Education of Migratory Children Local Project Application – Summer (PI-1730)	5 years		Instructional Services
1.5.11	Title I Comparability Report (PI-1753)	7 years		Instructional Services
1.5.12	Grant Application: Alcohol and Other Drug Abuse Grant (PI-1816)	5 years		Student Services
1.5.13	State AODA Grants Renewal Form (PI-1813)	5 years		Student Services
1.5.14	State AODA Grants End of Year Report	5 years		Student Services
1.5.15	Annual Report for Children at Risk Program (PI-2375) (when identified)	5 years		Student Services
1.5.16	Course Offerings Report (PI-1215)	7 years		Instructional Services

2.0 Finance Records

2.1.0 Purchasing/Payroll Records		Retention Period*	Historical Value**	Suggested Keeper of the Records
2.1.1	Purchase Requisition	1 year		Business Office
2.1.2	Purchase Orders	3 years		Business Office
2.1.3	Bids & Contracts	3 years		Business Office
2.1.4	Performance Guarantee/Warrant of Vendor	Until expiration of the warranty		Business Office
2.1.5	Vacation/Personal Leave Records	3 years from time of record creation		Human Resources
2.1.6	W-2 Forms	7 years		Business Office
2.1.7	W-4 Forms	4 years		Business Office
2.1.8	Social Security Report	7 years after retirement		Business Office
2.1.9	Retirement Reports	7 years after retirement		Business Office
2.1.10	Enrollment Cards	Maintain 7 years after retirement, resignation or termination		Human Resources
2.1.11	Disability Insurance	Maintain 7 years after retirement, resignation or termination		Human Resources
2.1.12	Life Insurance	Maintain 7 years after retirement, resignation or termination		Human Resources
2.1.13	Health/Dental Insurance	Maintain 7 years after retirement, resignation or termination.		Human Resources
2.1.14	Tax Sheltered Annuity	Maintain 7 years after retirement		Human Resources
2.1.15	United Way Contributions	1 year		Business Office
2.1.16	Union Dues	Current year		Business Office
2.1.17	Payroll Distribution Report	4 years		Business Office
2.1.18	Payroll Deduction Report	4 years		Business Office
2.1.19	Additional Pay Authorization Forms	4 years		Business Office
2.1.20	Insurance Reports and Bills	7 years after date of retirement, resignation or termination.		Human Resources
2.1.21	Absence Report/Time Sheets	7 years after date of retirement, resignation or termination		Human Resources
2.1.22	State and Federal Tax Reports	4 years		Business Office
2.1.23	Stop Payments	4 years		Business Office
2.1.24	Cancelled Payroll Checks	4 years		Business Office

2.0 Finance Records				
2.2.0 Accounting/Budget Records		**Retention Period***	**Historical Value****	**Suggested Keeper of the Records**
2.2.1	Budget Report (PI-1504)	Permanent		Business Office
2.2.2	Annual Report (PI-1505)	Permanent		Business Office
2.2.3	Annual Report Calendar (PI-1505 Calendar)	1 year		Business Office
2.2.4	Annual Report (Aid Certification Data) (PI-1505-AC)	Permanent		Business Office
2.2.5	Special Education Fiscal Report–Annual (PI-1505-SE)	Permanent		Business Office
2.2.6	Special Education Fiscal Report Budget (PI-1505-SE Budget)	1 year		Business Office
2.2.7	Audited Annual Report (Aid Certification Data) (PI-1506-AC)	1 year		Business Office
2.2.8	Financial Audit Statement (PI-1506)	Permanent		Business Office
2.2.9	Regular Tuition Reports (PI-1514)	Permanent		Business Office
2.2.10	Summer School (PI-1804)	1 year after audit		Instructional Services
2.2.11	Annual Budget Report (DPI)	Permanent		Business Office
2.2.12	Annual Audit Reports	Permanent		Business Office
2.2.13	Disbursement and Receipt Journal	7 years		Business Office
2.2.14	General Ledger – All Funds	7 years		Business Office
2.2.15	Fund Ledger Cards	7 years		Business Office
2.2.16	Canceled General Voucher Checks	7 years		Business Office
2.2.17	Monthly Bank Statements	7 years		Business Office
2.2.18	Monthly Reconciliation Ledger	7 years		Business Office
2.2.19	Bank Deposit Receipts	7 years		Business Office
2.2.20	District Equalization Valuation Report	7 years		Business Office
2.2.21	State Aid Computation Cards (PI-1519)	7 years		Business Office
2.2.22	Tax Levy Certification (PI-401)	7 years		Business Office
2.2.23	State Aid Payment Vouchers (PI-1518)	7 years		Business Office
2.2.24	Pupil Transportation (PI-1547)	7 years		Business Office
2.2.25	Common School Fund Voucher	7 years		Business Office
2.2.26	State Superintendent Acknowledgment of District Boundary Changes	7 years		Business Office
2.2.27	Outstanding Long-Term Indebtedness Statements/Notification	Permanent		Business Office

2.0 Finance Records				
2.2.0 Accounting/Budget Records (cont'd)		**Retention Period***	**Historical Value****	**Suggested Keeper of the Records**
2.2.27.1	Long-Term Bonds	Permanent		
2.2.27.2	Long-Term Notes	Permanent		
2.2.27.3	Short-Term Notes	Permanent		
2.2.27.4	Approved State Trust Fund Application	Permanent		
2.2.22.5	Land Contracts	Permanent		
2.2.27.6	Certificate of Bond Sale	Permanent		
2.2.27.7	Schedule of Bond Retirements	Permanent		
2.2.28	Canceled Bonds of Indebtedness and Interest	7 years		Business Office
2.2.29	Invoices	7 years		Business Office
2.2.30	Short-Term Contracts for Contest Officials (e.g., spelling bee, Academic Decathlon, etc.)	3 years		Athletic Director
2.2.31	Short-Term Contracts for Athletic Officials (seasonal referee, etc.)	3 years		Athletic Director
2.2.32	Insurance Policies	7 years		Business Office
2.2.33	Damage and Loss Reports	7 years		Business Office
2.2.34	**Food Service Records**			Food Service
2.2.34.1	Application/Agreement/Policy Statements for Food and Nutrition Programs	Current fiscal year plus 3 years		Food Service
2.2.34.2	Applications for Free and Reduced Price Meals	Current fiscal year plus 3 years		Food Service
2.2.34.3	Joint Agreement/Vendor – Management Company Verification Summary/Documentation	Current fiscal year plus 3 years		Food Service
2.2.34.4	Daily Participation Record (by building)	Current fiscal year plus 3 years		Food Service
2.2.34.5	Daily Participation Record (by district)	Current fiscal year plus 3 years		Food Service
2.2.34.6	Menus/Production Record (lunch and breakfast)	Current fiscal year plus 3 years		Food Service
2.2.34.7	Claim Worksheet for NSL,SB, SMP,WMMP, EEN (PI-1409)	Current fiscal year plus 3 years		Food Service
2.2.34.8	Monthly Food Inventory Records	Current fiscal year plus 3 years		Food Service
2.2.34.9	A la Carte, Lunch Breakfast, ½ -Day Kindergarten	Current fiscal year plus 3 years		Food Service
2.2.34.10	Milk Program Sales Records	Current fiscal year plus 3 years		Food Service
2.2.35	Grant Applications – Successful ++	5 years		Business Office/Instr. Services
2.2.36	Grant Applications – Unsuccessful	1 year		Initiating Department
2.2.37	State Tuition Claim (PI-1524)	1 year after audit		Business Office

2.0 Finance Records				
2.2.0 Accounting/Budget Records (cont'd)		**Retention Period***	**Historical Value****	**Suggested Keeper of the Records**
2.2.38	Tuition Claim for non-Residents	1 year after audit		Business Office
2.2.39	Summer School (PI-1804) (Electronic)	1 year after audit		Instructional Services
2.2.40	Notification to Exceed Revenue Limits (PI-1572-B)	Permanent		Business Office
2.2.41	Group and Foster Home FTE Log (PI-1589)	5 years		Business Office
2.2.42	Mentoring Grant for Initial Educators (PI-1640)	7 years		Instructional Services
2.2.43	Peer Review and Mentoring Grants (PI-1653)	7 years		Instructional Services
2.2.44	District Development Levels Aligned to Grades in PI 34.27.29 (PI-1675)	Permanent		Human Resources
2.2.45	National School Lunch PROV 2 Contract	4 years		Food Service
2.2.46	School Food Authority-Civil Rights Compliance Self Evaluation Form—National School Lunch (PI-1441)	4 years		Food Service
2.2.47	USDA Commodity Distribution Program Complaint Form (PI-6005)	Filed only when complaint has been received. Keep records for 4 years beyond that.		Food Services

3.0 Personnel Records

3.1.0 Employee Records		Retention Period*	Historical Value**	Suggested Keeper of the Records
3.1.1	Teaching Certificates (Including permits and certifications)	6 years after date of retirement, resignation, or termination.		Human Resources
3.1.2	Transcript of College Credit	6 years after date of retirement, resignation, or termination.		Human Resources
3.1.3	Certified Staff Certificates of Previous Experience	6 years after date of retirement, resignation, or termination.		Human Resources
3.1.4	Evaluation Records	6 years after date of retirement, resignation, or termination		Human Resources
3.1.5	Individual Teaching Contracts	6 years after date of retirement, resignation, or termination.		Human Resources
3.1.6	Other Individual Employment Contracts	6 years after date of retirement, resignation, or termination.		Human Resources
3.1.7	Applications (Hired)	6 years after date of retirement, resignation, or termination		Human Resources
3.1.8	Applications (Not Hired)	3 years		Human Resources
3.1.9	Immigration and Nationalization Services INS-9 Forms	3 years from date of hire, or one year after termination, whichever is later		Human Resources
3.1.10	Staff Accident Reports	5 years after settlement		Human Resources
3.1.10.1	Injury Claims	5 years after settlement		Human Resources
3.1.10.2	Workers Compensation	5 years after settlement		Human Resources
3.1.10.3	Public Liability	5 years after settlement		Human Resources
3.1.10.4	Settlements	7 years after settlement		Human Resources
3.1.11	Medical Records	6 years after date of retirement, resignation, or termination.		Human Resources
3.1.11.1	Physical Examinations	6 years after date of retirement, resignation, or termination.		Human Resources
3.1.11.2	TB Tests	6 years after date of retirement, resignation, or termination.		Human Resources
3.1.12	Health & Dental Insurance Waivers	3 years after date of retirement, resignation or termination		Human Resources
3.1.13	Affirmative Action Files	7 years		District Administrator
3.1.14	Arbitration Decisions – Negotiator	7 years		Human Resources

3.0 Personnel Records

3.1.0 Employee Records (cont'd)		Retention Period*	Historical Value**	Suggested Keeper of the Records
3.1.15	Athletic Activity Contracts	6 years after date of retirement, resignation or termination.		Human Resources
3.1.16	Classification Studies – Description of job duties of individual school district positions.	6 years from creation		Human Resources
3.1.17	Disability Insurance Claims – Claims filed by employees for disability insurance program.	6 years after final settlement of claim		Human Resources
3.1.18	Eligibility Register – List of job applicants who have qualified for positions within district.	3 years after job has been filled		Human Resources
3.1.19	Employee Deficiency/Termination Reports	6 years after retirement, resignation, or termination		Human Resources
3.1.20	Equal Employment Opportunity Reports/Summary Data Reports sent to Federal Government	3 years		Human Resources
3.1.21	Fair Labor Standards Act – Salary schedules, employee classification, compensation periods, work schedules/periods	6 years after retirement, resignation, or termination.		Human Resources
3.1.22	Grievance Files – Employee grievances and/or complaints filed under a labor agreement or personnel rules. This also relates to arbitration files and related court cases.	10 years after date of settlement.		Human Resources
3.1.23	Insurance Certificates and Policies	6 years after expiration		Human Resources
3.1.24	Insurance Premium Reports	6 years from date of creation		Human Resources
3.1.25	Insurance Working Files	6 years from date of creation		Human Resources
3.1.26	Labor Union – Contracts Contracts between school district and various labor unions including: correspondence, salary schedules, personnel policies.	Permanent		Human Resources
3.1.27	Labor Union – Disputes	Permanent		Human Resources
3.1.28	Labor Union – Negotiations Minutes	Permanent		Human Resources
3.1.29	Non-Union Salary Determination – Annual salary schedules for all non –union employees.	6 years after expiration		Human Resources
3.1.30	OSHA – Employee Accident Reports	3 years beyond date of accident		Human Resources
3.1.31	OSHA – Employee Exposure Records+++ Any information concerning employees exposed to toxic substances or harmful physical agents.	30 years after termination, resignation, or retirement		Human Resources

3.0 Personnel Records

3.1.0 Employee Records (cont'd)		Retention Period*	Historical Value**	Suggested Keeper of the Records
3.1.32	OSHA – Employee Medical Records Any information concerning the health status of an employee which is made or maintained by a physician, nurse, or other health care personnel, or technician, including: medical and employment questionnaires or histories, medical exams, medical opinions, descriptions of treatments and prescriptions, and employee medical complaints.	30 years after termination, resignation, or retirement		Human Resources
3.1.33	Performance of Work Contracts	6 years after action completed		Human Resources
3.1.34	Personnel Files – Individual Containing applications, accident reports, citations, medical records (physical exam certificates, etc.). personal history, employee references, and letters of appointments/promotion, termination/resignation	6 years after date of retirement, resignation, or termination		Human Resources
3.1.35	Personnel files – Summer School Applications/contracts and miscellaneous correspondence for summer employment.	6 years after date of retirement, resignation, or termination		Human Resources
3.1.36	Personnel and Promotion List	6 years or until superseded		Human Resources
3.1.37	Position Recruitment File – Relating to posting, recruitment, selection, and appointment to each position.	6 years after date of recruitment		Human Resources
3.1.38	Requisition for Personnel – Request for personnel to fill job vacancies.	Retain until 6 years after job is filled or the requisition is cancelled		Human Resources
3.1.39	Substitute Teacher Reports	3 years from date of hire		Human Resources
3.1.40	Unemployment Claims/Compensation Claims for unemployment	6 years after date of claim		Business Office
3.1.41	Summons/Pleadings, Other Legal Documents	7 years		Human Resources
3.1.42	Notices of Claims	7 years		Business Office

Further Considerations

The Age Discrimination in Employment Act requires one year retention of job applications, resumes, job advertisements or notices to the public, test papers for employer—administered aptitude tests, and physical examination records

Section 504 of the Rehabilitation Act of 1973 requires at least one-year retention of employment records (including promotions, training and accommodations made) for disabled applicants and employees.

4.0 Student Records

4.1.0 Student Records		Retention Period*	Historical Value**	Suggested Keeper of the Records
4.1.1	Enrollment or Registration Forms	Date of Withdrawal plus 7 years.		
4.1.2	Home Language Reports – Civil Rights Information	1 year after student graduates or leaves school system, unless extended by consent.		Instructional Services
4.1.3	Listing of Disclosure and Transfer of Student Records	5 years after student graduates or leaves school system.		Instructional Services
4.1.4	Nonresident Pupil Attendance Application/Agreement	5 years after student graduates or leaves school system.		Business Office
4.1.5	Athletic Records—Team results, participation, contracts, transportation records, etc.	5 years after student graduates or leaves school system.		Athletic Director
4.1.6	Accident Reports—Student Originating during school year and on school buildings or grounds.	1 year after student graduates or leaves school system, unless extended by consent.		Student Services
4.1.7	Application for Driver Education Certificates (PI-1715)	1 year		Instructional Services
4.1.8	Driver Education Program Application (PI-1709)	7 years		Business Services
4.1.9	Home Based Education Application (PI-1206)	7 years		
4.1.10	January Pupil Membership Report (PI-1563) September Pupil Membership Report(PI-1563)	7 years		Business Office
4.1.11	Pupil Count Youth Challenge Academy (PI-1563 YCA)	7 years		Business Office
4.1.12	Pupil Nondiscrimination and Educational Equity Report (PI-1197-B)	7 years		Student Services
4.1.13	Five-Year School Self-Evaluation Summary for Status of Pupil-Nondiscrimination (PI-1198)	7 years		Student Services
4.1.14	Teacher Grade Books	1 year after entry of grades in cumulative record.		Student Services
4.1.15	Teacher Attendance Records	1 year after entry of grades in cumulative record.		Student Services
4.1.16	Lesson Plans	Until no longer of administrative value		

4.0 Student Records

4.2.0 Progress Records		Retention Period*	Historical Value**	Suggested Keeper of the Records
4.2.1	Student Progress Records	5 years after student graduates or leaves the school system		School Based
4.2.1.1	Middle School Record	5 years after student graduates or leaves the school system		School Based
4.2.1.2	Scholastic School Record	5 years after student graduates or leaves the school system		School Based
4.2.1.3	Student Grades	5 years after student graduates or leaves the school system		School Based
4.2.1.4	Courses Taken	5 years after student graduates or leaves the school system		School Based
4.2.1.5	Attendance Record	5 years after student graduates or leaves the school system		School Based
4.2.1.6	Student's School Extracurricular Activities	Permanent		
4.2.1.7	Degrees/Awards	Permanent		
4.2.1.8 4.2.1.9	Report Cards High School Transcripts	Permanent Permanent		
Note: If copies of report cards or grade reports are the only record of grades received at the K-8 levels they must be retained for date of withdrawal of the student plus (7) years. If they are the only record of grades received at the 9-12 levels prior to the use of a standardized academic achievement record or cumulative file, they must be retained permanently.				
4.2.2	Achievement and Test Results Ability Profile—Report of the results of WKCE and other standardized state and national achievement, mental abilities, and aptitude tests reported by score, percentile rank, etc.	1 year after recording of data in the academic achievement or cumulative record. **Note:** If testing results are not recorded on the achievement or cumulative record either manually or by affixing labels, the results must be retained permanently for grades 9-12 and until the date of withdrawal plus 7 years for all other grades.		Instructional Services

4.0 Student Records

4.3.0 Student Health Care Records		Retention Period*	Historical Value**	Suggested Keeper of the Records
4.3.1	**a. Student's Health Care Records—**Accurate complete and current data base; past health history, present health status, review of systems, health practices, developmental history and status, family structure, function and health.	1 year after student graduates or leaves school system, unless extended by consent.		Student Services
	b. Health Care Provider Records (Patient Health Records)	Health care records are not considered to be behavioral records–could retain longer and may need to if relates to Medicaid funds/audit. 5-7 years		
	There are no legal provisions explicitly addressing the period of time patient health care records must be maintained or when they must be destroyed. The general practice is to maintain these records as long as similar non-student records, e.g., accident reports, employee health records, are maintained, which is typically 5-7 years. The department recommends that a school district consult with their legal counsel and medical advisor to develop policies regarding the maintenance and destruction of pupil records that must be treated as patient health care records.			
4.3.2	**Emergency Cards**—Card or other form of record providing information on whom to contact in the event of an emergency, accident, or illness to a student	Until superseded or until student ceases enrollment, whichever sooner.		Instructional Services
4.3.3	**Exclusion and Verification Documentation**—Affidavits or similar documents seeking the exclusion of students from participation in immunization or other health care programs for medical or religious reasons	If data from the verification documentation is recorded on the cumulative health card, the documentation need be retained only as long as administratively valuable.		
4.3.0 Student Health Care Records		**Retention Period***	**Historical Value****	**Suggested Keeper of the Records**
4.3.4	**Reports to Enforcement Agencies**—copies of reports on child abuse or neglect, communicable disease, dog bites, drug offenses, missing children, or sexually transmitted disease submitted to the Wisconsin Department of Health and Family Services or local law enforcement and animal control agencies.	Retain for two (2) years following submission of report.		
4.3.5	**Special Health Care Records**—Logs or reports of medications or treatment administered to students on a group or individual basis.	Current; If in support of Medicaid claim, 5-7 years.		

4.0 Student Records

4.3.0 Student Health Care Records (cont'd)		Retention Period*	Historical Value**	Suggested Keeper of the Records
4.3.6	**Parent's Requests and Physician's Authorization** for specialized health care.	End of validity of request or authorization plus 2 years.		
4.3.7	**Family Educational Rights and Privacy Act** (FERPA) Access Policies	Until superseded		
4.3.8	**FERPA Records of Access to Information** Record of each request to access to and each disclosure of personally identifiable information from the educational records of a student. Documentation of requests from and disclosure to the parent or eligible student, to an official of the district for what the district has determined are legitimate educational interests, to a party with written consent from the parent or eligible student, or to a party seeking directory data. Documentation of requests from and disclosures to any party not included in (a) above. Written consents from the parent or eligible student for information disclosure. *Retention Note: It is an exception to the retention periods given for parental and eligible student consents that if the only records covered by a consent are those associated with enrollment by a student in grades Pre-K through 8, the consents may be disposed of at the same time the records are destroyed.* Written refusals from the parent or eligible student to the disclosure of directory information.	Retain for two (2) years Permanent retention (per regulation- 34 CFR 99.32(a)(2)) From the parent: Retention until the student is 18. From the eligible student: retention is permanent. If refusals are valid as long as the student is in attendance. Retain only if of administrative valuable. If refusals must be renewed each academic year, retain until superseded or if of administrative value after date of withdrawal.		

4.4.0 Student Records		Retention Period*	Historical Value**	Suggested Keeper of the Records
4.4.0	**Protest of Record Statements**—Statements by parents or eligible students commenting on contested information in a student record, or stating why they disagree with a district's decision not to amend a record, or both.	Retain for as long as the record containing the contested information is maintained.		
4.4.1	**Custody Documents—***It is an exception to the retention period given that a court order superseded by a subsequent order (e.g., a change in guardianship) need be retained only as long as administratively valuable.*	Until student is 18 years of age.		

4.0 Student Records

4.4.3	Psychological Test Results, Central Office	1 year after student graduates or leaves school system unless extended by consent.		Student Services
4.4.4	Individual Student Disciplinary File	1 year after student graduates or leaves school system unless extended by consent.		
4.4.5	Student Expulsion Report	1 year~~s~~ after student graduates or leaves school system unless extended by consent or expunged.		District Administrator
4.4.6	Student Suspension Report	1 year after student graduates or leaves school system unless extended by consent.		
4.4.7	Assault Against Staff Report	1 year after student graduates or leaves school system unless extended by consent.		

4.0 Student Records

4.5.0 Special Education Individual Student Records—Records with all personally identifiable information redacted are not individual student records and may be maintained for program evaluation and compliance as specified in Section 5.0 of the schedule.

4.5.1	Evaluation Records	1 year after student graduates or leaves school system unless extended by consent.		Student Services
4.5.2	Individual Education Program (IEP)	1 year after student graduates or leaves school system unless extended by consent.		Student Services

Under federal law, recipients of federal funds must maintain certain records for financial or program audit purposes. These records include a child's IEP Team evaluation reports, IEPs and placement notices. The records must be kept for the current fiscal year plus four more years.

Under the IDEA, a school district must inform the parents of a child with a disability when personally identifiable information is no longer needed to provide educational services to the child. The notice would normally be given at the time the child graduates or otherwise ceases to be enrolled in the school district. The purpose of the notice is to alert parents that certain pupil records may be needed for proof of eligibility for benefits or other purposes. The information that is no longer needed must be destroyed at the request of the parent. Otherwise, as noted above, under state law the information may be maintained for only one year after the child graduates or otherwise ceases to be enrolled, unless the parent or adult pupil specifies in writing that the records may be maintained for a longer period of time. [34 CFR. 300.373 or 300.573]

Therefore, the department recommends that when a child graduates or otherwise ceases to be enrolled, the district obtains the permission of the parent or adult pupil to maintain IEP team evaluation reports, IEPs, and placement notices for the current fiscal year plus four more years for audit purposes. If the parent requests destruction of the records or will not grant permission to maintain the records for five years, then the Office of Special Education Program (OSEP), U.S. Department of Education, recommends removing the personal identifiers from the records. Once personal identifiers are removed, the records are not pupil records and may be maintained until they are no longer needed to satisfy the federal record maintenance requirement.

5.0 Special Education Records

5.1.0 Special Education Records		Retention Period*	Historical Value**	Suggested Keeper of the Records
5.1.1	Special Education Plan/Claim (PI-2199 or equivalent)	4 years after end of project year		Student Services
5.1.2	IDEA Application/Plan (PI-2111)	4 years after end of project year		Student Services
5.1.2.1	Flow-Through Funds	4 years after end of project year		Student Services
5.1.2.2	Discretionary Funds	4 years after end of project year		Student Services
5.1.2.3	Local Educational Agency Transfer Funds	4 years after end of project year		Student Services
5.1.2.4	Preschool Entitlement Funds	4 years after end of project year		Student Services
5.1.2.5	Preschool Discretionary Funds	4 years after end of project year		Student Services
5.1.3	IDEA Federal Student Data Report (PI-2197)	4 years after end of project year		Student Services
5.1.4	Registration of Blind Students (PI-2015)	4 years after end of project year		Student Services
5.1.5	National Instructional Materials Access Center and Accessibility Standard Statement of Assurance (PI-2194)	4 years after end of project year		Student Services
5.1.5	School District Plan, Part A Exceptional Needs	4 years after end of project year		Student Services
5.2.0 Other Student Records				
5.2.1	Full-Time Open Enrollment Program Notice of Assignment and Notice of Intent to Attend (PI-9415)	5 years		Business Services
5.2.2	Nonresidential School District Approval or Denial of Open Enrollment Application (PI-9416)	5 years		Business Services
5.2.3	Resident School District Approval or Denial of Open Enrollment Application (PI-9417)	5 years		Business Services
5.2.4	Appeal of School District Denial of Open Enrollment (PI-9418)	5 years		Business Services
5.2.5	Request for Tuition Waiver Due to Move—(PI-9419-A)	5 years		Business Services
5.2.6	Request for Tuition Waiver Due to Move —(PI-9419-B)	5 years		Business Services
5.2.7	Request for Tuition Waiver Due to Move (Spanish Version) (PI-9419-B Spanish)	5 years		Business Services
5.2.8	Public School Open Enrollment Approval/Denial Summary (PI-9420)	5 years		
5.2.9	Alternative Education Program Grant Application (PI-9710)	4 years after end of project year		Student Services
5.2.10	Disproportionality Application (PI-8801)	4 years after end of project year		Student Services
5.2.11	State AODA Grants: AODA Program Interim Report (PI-7101/PI-7102)	4 years after end of project year		Student Services

4.0 Student Records

5.1.0 Other Student Records (cont'd)		Retention Period*	Historical Value**	Suggested Keeper of the Records
5.2.12	Transfer of Service Exemption Request – Special Education (PI-5001-A)	4 years after end of project year		Student Services
5.2.13	SAGE Year End Report & Contract Update (PI-SAGE-1-EOY)	1 year		Business Services
5.2.14	SAGE State Aid Entitlement (PI-SAGE-ENT)	1 year		Business Services
5.2.15	SAGE Performance Objectives (PI-SAGE-1-O)	4 years after end of project year		Instructional Services
5.2.16	School Performance Report (PI-SPR)	15 years		Assessment & Accountability
5.2.17	High Cost Special Education Initiative Claim Form (Pi-1570)	4 years after end of project year		Student Services
5.2.18	Special Education Procedural Compliance Self-Assessment Report and Corrective Action Plan (PI-3202)	4 years after end of project year		Student Services
5.2.19	Application to Offer GED Option #2 (PI-8201)	Permanent		Student Services
5.2.20	District Waiver for One percent Cap—WI Alternate Assessment (WAA) – Students with Disabilities	4 years after the end of the project		Student Services
5.2.21	Local Use Form; Homeless Student Identification (PI-Q03-8)	4 years after end of project year		Student Services

Code Explanation

* Retention periods begin at the time the records are created.
** Notify the State Historical Society if record(s) will not be preserved permanently by the district.
*** Includes annual and special meetings of the electors.
+ Only selected drawings/blueprints have historical value
++ Records must be retained for five years after completion of the activity for which the grant was used.
+++ The EPA Toxic Substance Control Act requires 10 year retention for record of adverse reactions to employees' health, or health-related allegations arising from occupational exposure; five years for other allegations.
# It is suggested that a copy also be routed for preservation to a local library.

Additional/Miscellaneous Records

School Districts may have records not on this retention schedule. Many older records do not conform to the record types listed here. To prevent the accidental destruction of historically significant records, school districts should notify the State Historical Society prior to the destruction of any record more than 50 years old, whether listed in the schedule or not.

School district may destroy records that do not appear on this schedule any time after seven years and be in compliance with s. 19.21(6) provided that 60 days written notice is given to the State Historical Society. If the school district wishes to destroy a record before seven years have elapsed, it must obtain approval from the Public Records Board. Districts should contact the Executive Secretary of the Public Records Board for information on how to submit schedules to the Board for its review.

6.0 Miscellaneous Records

6.1.0 Miscellaneous Records		**Retention Period***	**Historical Value****	**Suggested Keeper of the Records**
6.1.1	School Newspapers	Permanent	#	
6.1.2	School Yearbooks	Permanent	#	

Notice on Personally Identifiable Data and Confidential Information
Private or confidential data on an individual shall not be created, collected, stored, used, maintained, or disseminated by the student information system in violation of federal or state law and shall not be used for any purpose other than those already stated or by agreement with companies that provide student assessment data. If the student information system manager enters into a contract with a private individual or third party to perform any of the student information system manager functions, that agreement shall require that the data be protected in the same fashion.

No private or confidential data will be released except under the following circumstances as stated in 34 CFR Part 99 Final Regulations for FERPA:

1. To teachers and officials of the district when the determination has been made that there are legitimate educational interests, under Section 99.31(a)(1).
2. To school and district personnel when a student is seeking to enroll, under Section 99.31(a)(2).
3. To comply with a subpoena or court order, under Section 99.31(a)(9).
4. To honor a request from a judicial order, or an authorized law enforcement unit, or lawfully issued subpoena, under Section 99.31(a)(9)(i). A law enforcement unit refers to all state and local prosecution authorities, all state and local law enforcement agencies, the Department of Corrections, and probation officers who are part of the Judiciary.
5. To educational officials in connection with an audit or evaluation of a federal or state supported education program, under Section 99.32(c)(3).
6. To appropriate parties in connection with an emergency if such knowledge is necessary to protect the health and safety of the student or other individuals, under Section 99.36(a). In cases of health or safety emergency, the request for release must first be directed to the school district that owns the data. The student information system manager, under Section 99.36(a), may also convene a committee to evaluate the request to determine whether or not the person who would receive the information is in a position to deal with the emergency and the extent to which time is of the essence.
7. To researchers whose proposals are approved by the student information system manager, when a clear legitimate educational interest is established, provided that personally identifiable information if discovered is not disclosed to anyone other than the initiator of the request and the student information system manager. A determination of legitimate educational interest is based in part on whether sharing information on a specific person would unfavorably affect that individual's ability to learn and function in the classroom. [Section 99.31(a)(6) of FERPA]

Data will be disclosed only on the conditions that: (1) the party to whom the data are released does not disclose the information to any third party without the prior written consent of the student information system manager, the company who provided the student assessment data (if assessment data are being disclosed), or the school district that owns the data; (2) only when the data are protected in a manner that does not permit the personal identification of an individual by anyone except the party referenced in the disclosure; and (3) the data are destroyed when no longer needed for the purposes under which the disclosure was granted.

Given the complexity of the law, school districts are encouraged to seek the advice of school district legal counsel.

7.0 Electronic Records

General record schedules cover records in all media. However, Chapter 12, § Administrative Code 12, Electronic Records Management-Standards and Requirements, became effective May 1, 2001. The purpose of this rule is to ensure that public records in electronic format are preserved, maintained, and remain accessible for their designated retention period. Because of frequent technological change, including hardware and software obsolescence and media degradation, agencies must take steps to manage and protect electronic records for as long as they are needed. To meet business needs and protect the legal, financial and historical interests of internal business operations and Wisconsin citizens, agencies must prepare and execute migration plans for electronic records as necessary to prevent them from becoming inaccessible during their retention periods.

Retaining Records

Records may be delayed from destruction, but only under the following conditions:

- Records are required for an IT system, business program, performance, financial, or security forensic audit;
- Records are relevant to an actual or imminent legal proceeding; or
- A relevant public record request has been received and not completed.

Before disposing of a record, the office managing the record must determine if an audit, litigation, or public record request is pending. And notably, after a public records request has been filed, Wisconsin law forbids the destruction of any relevant record until the request is granted, or at least 60 days after the request is denied, and court orders may extend this time period. Wis. Stats. § 19.35(5). If agency staff members have questions regarding Wisconsin's Public Records Law, then the agency's legal custodian of records will provide further guidance.

Official records that are inactive, but not yet expired should be transferred to a low-cost, record storage facility, such as the State Records Center.

Confidentiality of Records

Some records series, in whole or in part, contain confidential records as related to security, and protected personal information. If in doubt as to whether or not a specific record is confidential, it is always a good idea to check with agency legal counsel. If your agency does not have a legal counsel, an Assistant Attorney General in the Department of Justice will provide advice.

Personally Identifiable Information (PII)

Some records in this schedule contain personally identifiable information as defined by Wisconsin law. Wis. Stats. § 19.62(5). Public access to and security of personally identifiable information is often restricted by law. Therefore, agencies should be aware of the requirements in Wisconsin Statutes, Chapter 19, as well as all applicable program specific laws or regulations. Such records should also be destroyed as confidential. If in doubt as to whether a specific record contains personally identifiable information, it is a good idea to check with agency legal counsel.

For Further Assistance

For assistance, please contact the following individuals:

--for general information on records management and technical assistance:
Executive Secretary, Public Records Board, 4622 University Avenue Madison, WI 53702 (608) 266-2996

--for information or questions about historical records:
Archives Collection Development, State Historical Society, 816 State Street, Madison, WI 53706 (608) 264-6469.

--for information on records-related requirements of the Department of Public Instruction:
Data, Forms, and Records Management Section
Department of Public Instruction, 125 South Webster Street, Madison, WI 53702 (608) 267-9154

The Wisconsin Department of Justice provides guidance to the public on the public records law, s. 19.31-39, Wis. Stat. Inquires may be made by calling (608) 266-3952. Guidance may also be found in the Department of Justices' Public Records Law Compliance Outline, available at http://www.doj.state.wi.us/.

8.0 E-Mail as Public Records

E-Mail Records

E-mail messages are public records like any other record. That is, they are public records if they are made or received by any governmental employee in connection with the transaction of public business. The local and state records management policy does not distinguish among media with regard to the definition of records. By definition, "public records" means all books, papers, maps, photographs, films, recordings, optical disks, electronically formatted documents, or other documentary materials, regardless of physical form or characteristics, made or received by any state agency or its officers or employees in connection with the transaction of public business (s. 16.61(2)(b), Wis. Stats.).

All e-mail messages, including personal communications, could be subject to investigatory review or discovery proceedings in legal actions. Some courts have set legal precedents for making use of e-mail communications as evidence. Haphazard filing procedures, incomplete recordkeeping, and the use of informal language in e-mail messages may misrepresent governmental agencies in legal proceedings. As with other records, no e-mail record may be destroyed after someone requests it until the request is granted, 60 days have elapsed following denial of the request, and litigation on the record's availability is complete and any court order has been complied with.

E-mail records also fall within the definition of "record" under the Open Records Law (s. 19.32(2), Wis. Stats.):

> *"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" includes, but is not limited to, handwritten, typed or printed pages, maps, charts, photographs, films, recordings, tapes (including computer tapes), computer printouts and optical disks.*
>
> *"Record" does not include drafts, notes, preliminary computations and like materials prepared for the originator's personal use or prepared by the originator in the name of a person for whom the originator is working; materials which are purely the personal property of the custodian and have no relation to his or her office; materials to which access is limited by copyright, patent or bequest; and published materials in the possession of an authority other than a public library which are available for sale, or which are available for inspection at a public library. (s. 19.32(2), Wis. Stats.)*

Electronic mail records are subject to these law citations.

A. Archiving and Retention

Electronic mail is normally backed up to ensure system integrity and reliability, not for the sole purpose of future retrieval, although backups may at time serve the latter purpose incidentally.

Attachments (files created in other applications software) are an integral part of e-mail. For e-mail documentation to be adequate, complete, and reliable, the e-mail message, any attachments, and the transmission history (routing, date, and time) may be needed. The use of different applications software among users and senders can lead to inoperable or garbled files for the receiver. The growing use of standard software is assisting to solve this problem.

E-mail users should be aware that generally it is not possible to assure the longevity of electronic mail records for record-keeping purposes, in part because of the difficulty of guaranteeing that electronic mail can continue to be read in the face of changing formats and technologies and in part because of the changing nature of electronic mail systems. This becomes increasingly difficult as electronic mail encompasses more digital forms, such as embracing compound documents, usage of digital technology, voice recognition, audio and video media, and imaging in addition to text. Furthermore, in the absence of the use of authentication systems, it is difficult to guarantee that e-mail documents have not been altered, intentionally or inadvertently.

E-mail records that have administrative, legal, fiscal, historical, or audit significance should be saved beyond the designated system retention to either a secure network folder or a shared network file in a manner that facilitates backup and access. Staff should, on a regular basis, review e-mail and delete items that do not need to be retained. Such maintenance can reduce the burden on servers and improve the overall performance of the system yet ensure that the requirements of records management are observed. The agency E-Mail Coordinator should be available for assistance or technical advice on how to assure that needed e-mail records are preserved before the system deletion occurs.

B. Disclosure and Restricted Access without Consent

The electronic mail system is provided at government expense to conduct official governmental business. Incidental and occasional personal use is permitted, but such messages will be treated no differently from other messages. The governing agency has authority to obtain access to the contents of any employee's electronic mail files without the permission of the employee. Such circumstances include unavailability of the employee, a potential disciplinary issue, or preservation of e-mail from possible destruction.

Inspection, monitoring, or disclosure of electronic mail without the consent of the user of such e-mail will be permitted when required by and consistent with law, if there is reason to believe violations of law or policy have taken place, when performing periodic checks for excessive personal use of e-mail, and for meeting time-dependent, critical operational needs.

Electronic mail has become a preferred way of communicating for many individuals, including school board members. Because e-mail communications as described herein may constitute public records under the Public Records Law and because such e-mail must be retained pursuant to records retention requirements, school board members and school administrative staff should formulate policy and procedures to ensure that records are properly managed and preserved. School district staff and school board members must be aware that although e-mail can be an efficient and convenient means of communications, the use of e-mail creates obligations to ensure that communications are preserved for public information purposes. School board members should presume that any e-mail that they receive or send related to school district business is a record and should take steps to preserve such e-mail consistent with the guidance provided herein.

C. Definitions

Electronic Mail System/Services: Any messaging system that depends on computing facilities to create, send, forward, reply to, transmit, store, hold, copy, download, display, view, read, or print computer records for purposes of simultaneous communication across computer network systems between or among individuals or groups, that is either explicitly denoted as a system for electronic mail or is implicitly used for such purposes, including services such as electronic bulletin boards, listservs, and newsgroups.

E-Mail Record/E-Mail: Any or several electronic computer records or messages created, sent, forwarded, replied to, transmitted, stored, held, copied, downloaded, displayed, viewed, read, or printed by one or several e-mail systems or services. This definition applies equally to contents of such records and to transactional information associated with such records, such as headers, summaries, addresses, and addressees.

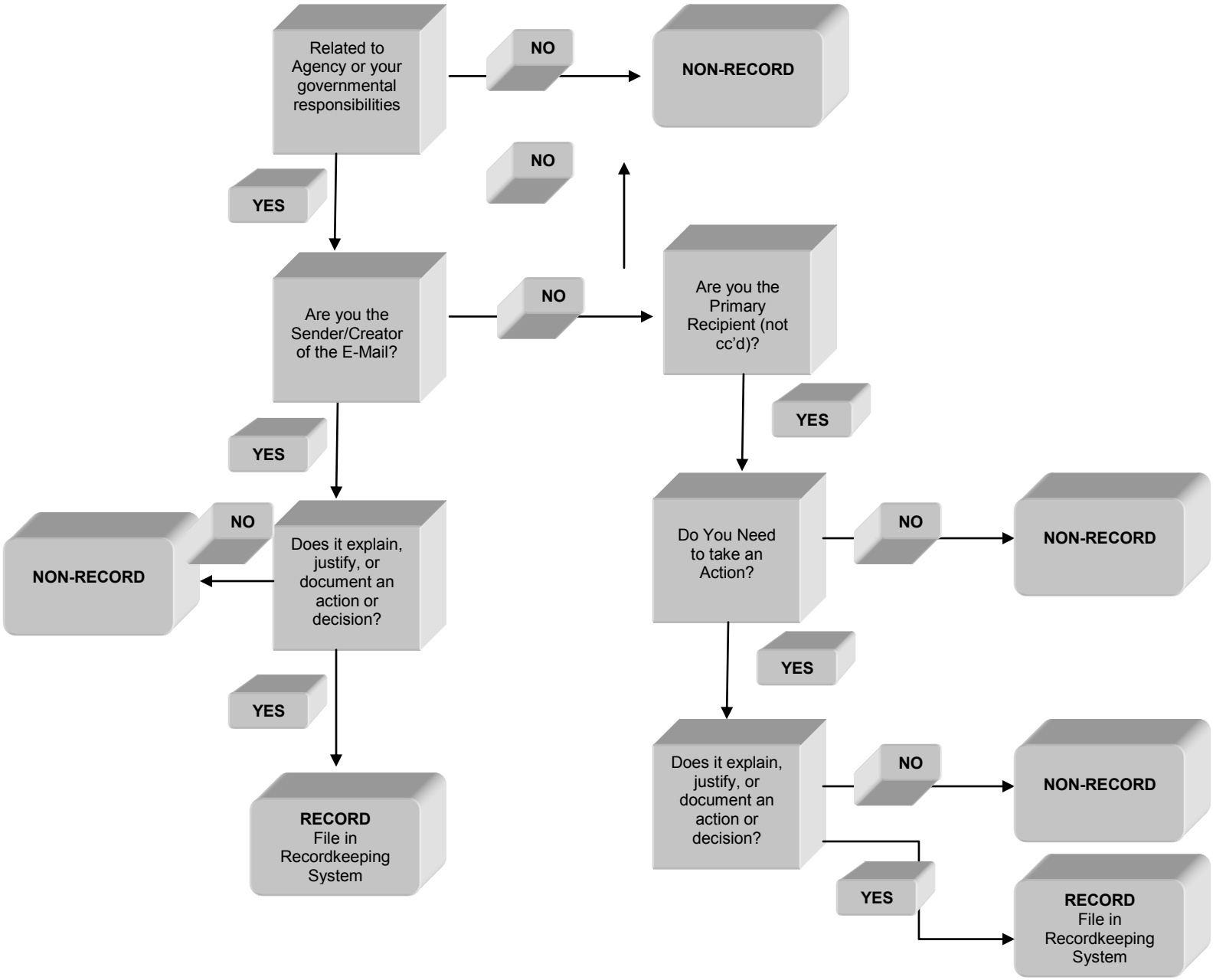
Possession of E-Mail: An individual is in "possession" of an e-mail record, whether the original record or a copy or a modification of the original record, when that individual has effective control over the location of its storage. Thus, an e-mail record that resides on a computer server awaiting download to an addressee is deemed, for purposes of this policy, to be in the possession of that addressee.

Holder of an E-mail Record: An e-mail user who is in possession of a particular e-mail record, regardless of whether that e-mail user is the original creator or a recipient of the contents of the record.

Open Records: For many years Wisconsin has had a strong emphasis on openness in government in general and on public access to governmental records in particular. This has been expressed in statutory form as a presumption of a public right of access to governmental records. The Open Records Law (s.19.32, Wis. Stats.) states that since "representative government is dependent upon an informed electorate…all persons are entitled to the greatest possible information regarding the affairs of government." There is a presumption of public access. However, the law recognizes the need for some records to be exempted from disclosure by more specific state and federal law and case law principles, such as the "balancing test": whether the public interest is best served by disclosure or nondisclosure. State and federal confidentiality laws that are more specific than the Open Records Law will usually take precedence.

E-Mail as a Public Record Flowchart

How to decide if an e-mail is a public record.



9.0 The Education Department's General Administrative Regulations (EDGAR)

EDGAR consolidated into a single document uniform requirements for the administration of U.S. Department of Education grants. The administrative regulations provide specific provisions for retention of federal program records. EDGAR provides for a five year retention period. If any litigation, claim, negotiation, audit or other action involving the records has commenced before the end of the five year period, the records must be retained until completion of the action and resolution of all issues or until the end of the **five year period**, whichever is later.

The following is a listing of federal educational programs covered by these EDGAR provisions:

No Child Left Behind Act of 2001—ESEA Reauthorization

Title I Improving the Academic Achievement of the Disadvantaged
- Part A Basic Programs
- Part B Student Reading Skills Improvement Grants
  - Subpart 1 Reading First
  - Subpart 2 Early Reading First
  - Subpart 3 Even Start
- Part C Migrant Education
- Part D Neglected and Delinquent or At Risk
- Part F Comprehensive School Reform
- Part G Advanced Placement
- Part H School Dropout Prevention

Title II Teachers
- Part A Teacher and Principal Training and Recruiting Fund
- Part B Math and Science Partnerships
- Part C Innovation for Teacher Quality
- Part D Enhancing Education through Technology

Title III English Language Acquisition, Language Enhancement, and Academic Achievement Act

Title IV 21st Century Schools
- Part A Safe and Drug Free Schools and Communities
- Part B 21st Century Community Learning Centers
- Part C Environmental Tobacco Smoke

Title V Promoting Informed Parental Choice and Innovative Programs
- Part A Innovative Programs
- Part B Public Charter Schools
- Part C Voluntary Public School Choice

Title VI Flexibility and Accountability
- Part A Improving Academic Achievement
- Part B Rural Education Initiative

Title VII Native Americans and Alaskan Education Program
- Part A Indian Education
- Part B Native Hawaiian Education
- Part C Alaska Native Education

Title VIII Impact Aid

Title IX General Provisions
- Parts A through F—Definitions, flexibility, Consolidation, Waivers, Uniform Provisions

Title X, Part C Education of Homeless Children and Youth

Carl Perkins Vocational Education Act
Individuals with Disabilities Education Act (IDEA)—Part B
IDEA Preschool Grant

State Grants also hold the five year retention period. State Grants to Local Education Agencies (LEAs) include:
- P-5 Program
- Head Start Program
- Alternative Education Grants
- AODA Prevention/Intervention Grants
- Grants to Mentors
- Peer Review and Mentoring
- Talented and Gifted Program Grants
- Advanced Placement Grants
- English for Southeast Asian
- STEM Grants
- Grants for Nurses
- Consolidation Grants

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: 7/11/2022
Re: Fund 46 Deposit

Recommendation
I recommend depositing an additional $50,000 into Fund 46, the long-term capital improvement trust fund for the 2021-22 budget year.

Rationale
The majority of the 2021-22 spending has been recorded, though it will be some weeks yet before I will have completed all of the bookkeeping. After review, it appears that the District has underspent the 2021-22 budget by enough that placing an additional $50,000 into Fund 46 will not affect the overall financial standing of the SDM. Even with this deposit, funds will carry over into fund balance to be used for projects in the 2022-23 school year.