

School District of Manawa

Board of Education Meeting Agenda - **AMENDED**

October 21, 2019



1. Call to Order – President Johnson – **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)(c) and (f) to 1) discuss the medical history of and continued employment of an employee over which the School Board has jurisdiction and exercises responsibility and 2) Administrator Evaluations
3. **Reconvene in Open Session - 7:00 p.m.**
4. Pledge of Allegiance
5. Roll Call
6. Verify Publication of Meeting
7. Presentations:
 - a. Data Report - Administrative Team
 - b. At-Risk Program Report - Mary Eck
 - c. Kobussen Transportation Report - Casey Fields and Jake Elsner
 - d. Summer School 2019 Report - Co-Chairs Mary Eck and Kevin Keller
8. Announcements:
 - a. Contributions to the District
 - b. Other Contributions
9. Consent Agenda:
 - a. Approve Minutes of the September 16, 2019 Board Meeting
 - b. Treasurer’s Report/Approve Expenditures & Receipts
 - c. Donations:
 - i. Anonymous Donation of Clothing to Urgent Needs Valued at \$993.60 for MES/LWHS
 - ii. Bay Valley Foods-TreeHouse Foods Inc. \$250 for Drama Club Production
 - d. Consider Approval of 66.0301 Tuition Agreement with Iola-Scandinavia School District for SY1920
 - e. Consider Approval of Grant Application for HS Choir Please Stay Suicide Awareness for \$588
 - f. Consider Approval of Grant Application for Suicide Prevention Sources of Strength Video Project Grant for HS FOR Club for \$1,000
 - g. Consider Approval of Grant Application - HS Student Council SOS Suicide Prevention Grant \$1,000
 - h. Consider Approval of the Application for a Target Field Trip Grant \$700 for HS Art Department
 - i. Consider Approval of the Start College Now Applications for SY1920 Spring Session as Presented
 - j. Consider Approval of Football Team Bonding Water Field Trip October 26, 2019 Iola Aquatic Center
10. Any Item Removed from Consent Agenda:
 - a.
 - b.
11. Public Comments: (Register to Speak Prior to Start of Meeting / Guidelines Listed Below Agenda)
12. Correspondence: No Correspondence This Month
13. Board Recognition:

- a. The following students earned a Level One - Youth Apprenticeship Certificate of Occupational Proficiency from the State of Wisconsin Department of Workforce Development:
 - i. Alex Wepner (Agriculture, Food & Natural Resources)
 - ii. Conor Schuelke (Agriculture, Food & Natural Resources)
 - iii. Colton Wegener (Agriculture, Food & Natural Resources)
 - b. Proclamation: National School Lunch Week October 14-18, 2019
 - c. Proclamation: Gifted Education Month October 1-31, 2019
14. District Administrator's Report:
- a. Student Council Representative - Madalyn Nienhaus - 12th Grade
 - b. Q12 Staff Engagement Survey
 - c. Legislative Update
 - d. Third Friday Enrollment Update and Monthly Update
 - e. Referendum Update
 - f. Mental Health Board Priority Update
15. School Operations Reports:
- a. ES Principal: Highlights - Included in Board Packet
 - b. HS Principal: Highlights - Included in Board Packet
16. Business Related Reports:
- a. Highlights - Included in Board Packet
 - b. Kobussen Transportation Report
17. Director's Reports:
- a. Curriculum / Special Education Director Highlights
 - b. Technology Director Highlights
18. Board Comments:
- a.
 - b.
19. Committee Reports:
- a. Curriculum Committee: (Scheller)
 - i. Phoenix (At-Risk) Program Presentation Overview & Handbook Review
 - ii. Consider Employability & Financial Skills Curriculum Map
 - iii. Consider K-6 Math Curriculum Maps
 - b. Finance Committee: (Pohl)
 - i. Short-term Borrowing RFP Opening
 - ii. Alternate Add Option Procedure for Referendum Projects
 - iii. 4K Shared Enrollment Agreement with School District of Waupaca
 - iv. 66.0301 Contract Between SDM and Iola-Scandinavia School District
 - v. Referendum Budget Report
 - 1. Questions
 - 2. Is there additional financial information you would like to have?
 - vi. Monthly Financial Summary - August
 - vii. Annual Meeting Projections
 - c. Buildings & Grounds: (R. Johnson)
 - i. Football Field Drainage

1. Immediate for Playoff Game(s)
 2. Long-Term Repair
 - ii. Endorse TruGreen 3-Year Lawn Care Contract
 - iii. Referendum Project Updates
 1. Alternate Add Options Criteria
 - a. Cost
 - b. Health & Safety
 - c. Infrastructure
 - d. Impact on Learning
 - e. Other?
 2. RFPs
 - a. Fitness Center Equipment
 - b. Tech. Ed. Equipment
 - iv. Buildings & Grounds Budget Review
 - v. Equipment Purchase
 1. Truck (District)
 2. Scissors Lift (HS)
 3. Multi-purpose Floor Machine (Both)
 4. Pallet Jack (District)
 - vi. Repair Updates (Information)
 1. MES Domestic Hot Water
 2. MES HVAC Controls
 3. HS Parking Lot Lights
 4. Other
 - d. Policy & Human Resources Committee: (Pethke)
 - i. Fundraising and Fee Practices
 1. Conversation Starter - <https://www.bakeryandsnacks.com/Article/2018/01/19/Campbell-Soup-s-school-rewards-program-to-end-and-health-experts-urge-General-Mills-to-follow-suit>
 2. Policy and Administrative Guidelines - 9700 series (advertising)
 - ii. NEOLA: Clarification on Nondiscrimination Language
 - iii. NEOLA Updates - Vol. 28 No. 2
20. Unfinished Business: No Unfinished Business This Month
21. New Business:
 - a. Consider Approval of Premier Bank RFP for Short-Term Borrowing as Presented
 - b. RESOLUTION SY1920#2 AUTHORIZING A TAXABLE TAX AND REVENUE ANTICIPATION PROMISSORY NOTE FOR CASH FLOW PURPOSES IN AN AMOUNT NOT TO EXCEED \$1,000,000
 - c. Consider Approval of the Phoenix (At-Risk) Program Handbook as Presented
 - d. Consider Approval of the Employability & Financial Skills Curriculum Map as Presented
 - e. Consider Approval of the K-6 Math Curriculum Maps as Presented
 - f. 1st Reading NEOLA Updates - Vol. 28 No. 2 as Presented
 - g. Consider Approval of TruGreen 3-Year Lawn Care Contract
 - h. Consider Approval of a One-Year Leave of Absence for Kathy Grimm as Requested
 - i. Consider Approval of Updated District Fundraising Spreadsheet as Presented
22. Next Meeting Dates:

- a. Oct. 22, 2019 – Finance Committee Meeting – 5:00 p.m. – MES Board Rm
 - b. Oct. 28, 2019 – Annual District Meeting – 7:00 p.m. – MES Board Room
 - c. Nov. 11, 2019 – Veteran’s Day Program – 2:00 p.m. LWJr./Sr.HS Gym
 - d. Nov. 11, 2019 - Policy & Human Resources Committee Meeting – 5:00 p.m. – MES Board Room
 - e. Nov. 13, 2019 – Curriculum Committee Meeting – 4:30 p.m. – MES Board Room
 - f. Nov. 13, 2019 – Buildings & Grounds Committee Meeting - 5:30 p.m. - MES Board Room
 - g. Nov. 18, 2019 - Regular BOE Meeting – 7:00 p.m. – MES Board Room
 - h. Dec. 11, 2019 – Buildings & Grounds Committee Meeting - 5:30 p.m. - MES Board Room
23. Closed Session – the Board of Education Shall Move into Closed Session Pursuant to the Provisions of 19.85(1)(c) and (f), of the Wis. Statutes, for the Purposes of: Discussing the Employment Status of Employees Over Which the Board Has Jurisdiction or Exercises Responsibility 1) Administrator Evaluations
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.

Public Participation at Board Meetings (Bylaws 0167.3)

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

Agenda Item

Any person or group wishing to place an item on the agenda shall register their intent with the District Administrator no later than fifteen (15) 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 approval of the District Administrator and the Board President.

Public-Participation Section of the Meeting

To permit fair and orderly public expression, the Board shall provide a period for public participation at every regular meeting of the Board and publish rules to govern such participation in Board meetings.

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

The presiding officer shall be guided by the following rules:

- A. Public participation 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. All statements shall be directed to the presiding officer; no person may address or question Board members individually.
- H. The presiding officer may:
 - a. interrupt, warn, or terminate a participant's statement when the statement is too lengthy, personally directed, abusive, obscene, or irrelevant;
 - b. request any individual to leave the meeting when that person does not observe reasonable decorum;
 - c. 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;
 - d. 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;
 - e. waive these rules with the approval of the Board when necessary for the protection of privacy or the administration of the Board's business.
- I. The portion of the meeting during which the participation of the public is invited shall be limited to fifteen (15) minutes, unless extended by a vote of the Board.
- J. 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:
 - a. No obstructions are created between the Board and the audience.
 - b. No interviews are conducted in the meeting room while the Board is in session.
 - c. No commentary, adjustment of equipment, or positioning of operators is made that would distract either the Board or members of the audience or otherwise disrupt the meeting while the Board is in session.

19.90, Wis. Stats.

Dear Members of the Manawa School Board,

Summer School Discovery 2019 came to a close at the end of August. Even with some classroom adjustments due to the remodeling projects, our district was still able to provide valuable learning experiences and opportunities for our students. We not only continued with core subject emphasis in mind, but were able to provide enrichment opportunities. We were able to add courses for the secondary level this year. We offered sections of History, Technical Education, and Art. Although the numbers were not large for the secondary level, we felt it was an important step in encouraging older students to participate in our summer school programming. We also ran a 4K introduction program at the elementary level. Teachers, aides, substitutes, and a host of valuable support staff provided quality instruction and support in educating our students.

We maintained our partnership with the Sturm Memorial Library, Department of Natural Resources, and the Iola Fitness and Aquatic Center to offer rewarding summer school experiences.

We continued with the majority of our coursework running in a three week period in June. During July we offered sports camps, and fitness/weightlifting. Hunter Safety was held in August. Agriculture coursework was offered throughout the summer.

We have recently met and discussed the construction schedules and space that will be available for the upcoming summer school 2020. The Little Wolf Jr./Sr. High will not be able to be used for the upcoming summer session. We will need to work closely with administration and staff to offer as many opportunities as possible. We will need to make decisions in a timely fashion so both students and parents are given a clear picture of what courses will be offered and where they will be held.

We would like to thank the office staff of both buildings that assisted us with information that helped the 2019 sessions run smoothly. We would also like to thank the administrative team for their guidance, suggestions, and the flexibility in using the facilities during the busy summer months.

Respectfully submitted,

Kevin Keller & Mary Eck

<i>Course</i>		<i>Staff</i>	<i>2019</i>			
4K Introduction		Seka				
Agriculture		Cordes				
Archery		Krause				
Art 9-12		Zabler				
Band Lessons		Rohan				
Basketball Basic Skills (G)		Collins				
Basketry 3-8		Mursau				
Computers 1-2		Tassone				
Computers 3-4		Tassone				
Cooking 5-7		Mursau/Starry				
Driver's Ed		Kirby				
Football Basic Skills		Johnson/Bortle/Ziemer				
Harry Potter Wizard 3-6		Ziemer/Whitman				
History 9-12		Polkki				
Hunter Safety		Hollman				
Life Skills Around Us		Carson				
Mad Scientist 1-2		Burkhart/Whitman				
Mad Scientist 3-4		Burkhart/Ujazdowski				
MAQA		Cordes				
Marching Band		Rohan				
Math 1-2		Burkhart/Sitter				
Math 3-4		Tassone				
Math Logic 5-8		Ziemer				
Next Stop Kindergarten		Poppy				
Outdoor Exploration		Ziemer/Johnson				
Plato		Eck				
Reading 1-2		Burkhart				
Reading 3-7		Burkhart				
Run Club 4-6		Tassone				
Seniors		Connolly				
Skills through Games		Ujazdowski/Sitter				
Sports 3-4		Ziemer, Nate				
Sports 5-8		Ziemer, Nate				
Summer Camp 1-2		Ujazdowski/Sitter				
Swimming		Keller				
Technical Ed 9-12		Koehler				
Transition to Little Wolf		Connolly				
Tumbling/Dance 4-6		Ziemer				
Volleyball Basic Skills		Ostrega				
Weightlifting fitness		Johnson/Bortle				
Wrestling Basic Skills		Johnson				

Financial Report

Summer School 2019

First day of Summer or Interim Session : 6/8/19

Last day of Summer or Interim Session : 9/1/19

<u>REVENUE</u>			3,189.00
2017	21 FTE	* Revenue Limit for summer school	
2018	18 FTE	Average: 6* 9,700)	<u>58,200.00</u>
2019	15 FTE	Total Revenue	<u>61,389.00</u>

<u>EXPENDITURES</u>			
Salaries/Benefits	Coordinators, teachers, aides , bus drivers		51,965.24
Personal Services	Swimming Lessons,Transportation		5,457.25
General Supplies			2,871.86
	Total Expenditures:		<u>60,294.35</u>
			1,094.65

348 Resident Students

18 Open Enrolled and Non Resident Students

Minutes of the September 16, 2019 Board of Education Meeting

Call to Order – President Johnson – 7:00 p.m. – MES Boardroom, 800 Beech Street
Pledge of Allegiance
Roll Call-Scheller, Forbes, Hollman, Pethke, J. Johnson. Absent: Pohl, R. Johnson
Verify Publication of Meeting: Dr. Oppor verified.

Presentations:

Introduction of Donna Wheeler, New Food Service Employee (unable to attend meeting)

Kobussen Transportation Report - Unable to attend. Report next month.

Q12 Survey Strategies - Lollipop Video presented at Inservice. Relationships and how memories make lollipop moments. Simple demonstration of caring. Leadership and sense of belonging. Book of Art of Coaching Teams is a tool book with strategies working with variety of group of people. Jackie Sernau is the guide and putting the practice in motion. Q12 in early to mid-October.

Hoffman Planning, Design, and Construction -Matt McGregor presented. Project Updates: Planning for this school year and identifying smaller projects and creatively working around class projects. Concrete work going on this month. Starting with the administration addition to the fitness center. Inadvertently hit a power line today that was unmarked; power up and running this afternoon. Also covered: Schedule Review, Budget/Contingency Report: money in contingency going from bid package 1 to carryover to bid package 2.

Announcements: President Johnson thanked the following for their generosity: LWJr./Sr.HS: Stuff the Bus Supplies from the Manawa Lions Club, \$50 Yearbook and \$100.67 for Additional Supplies, MES: Stuff the Bus Supplies from the Manawa Lions Club and \$150.67 for Additional Supplies, Donation of School Supplies from Sacred Heart Catholic Church, Donation from Carrie & Wayne Poole of Various Classroom Supplies, Manawa Lions Club \$150.67 to MES Urgent Needs, Manawa Lions Club \$150.67 to LWJr./Sr.HS Urgent Needs, Manawa Athletic Booster Club, Inc. \$800 - Half of Annual HUDL Volleyball Subscription, Take Charge Nutrition \$187.06 to Project Backpack, Solarus \$1,000 to Partner in Education - Student Activities.

Approved by Consent: Minutes of August 19, 2019 Board Meeting, Treasurer’s Report - Expenditures (\$449,940.81) & Receipts (\$1,109,511.14, Donations: LWJr./Sr.HS: Stuff the Bus Supplies from the Manawa Lions Club, \$50 Yearbook and \$100.67 for Additional Supplies, MES: Stuff the Bus Supplies from the Manawa Lions Club and \$150.67 for Additional Supplies, Donation of School Supplies from Sacred Heart Catholic Church, Donation from Carrie & Wayne Poole of Various Classroom Supplies, Manawa Lions Club \$150.67 to MES Urgent Needs, Manawa Lions Club \$150.67 to LWJr./Sr.HS Urgent Needs, Manawa Athletic Booster Club, Inc. \$800 - Half of Annual HUDL Volleyball Subscription, Take Charge Nutrition \$187.06 to Project Backpack and Solarus \$1,000 to Partner in Education - Student Activities; Overnight Field Trip-HS Chorus to Lion’s Camp, in Rosholt on Nov 1-2, 2019, Updated N.E.W. Rehab Agreement for OT Services SY1920, 9-Week Tuition Waiver as Presented.

Public Comments: No comments this month

Correspondence: Card from the Family of Norm Perry

Board Recognition: No Recognitions This Month

District Administrator’s Report: Student Council Representative - Madalyn Nienhaus - 12th Grade spoke to the Board; Last year’s officer team made a handbook; solved issues this year. Discussion topics including Toilet papering, school spirit for Homecoming, Safety, Bullying and a Board presence at school event is well received by students and appreciated. Legislative Update: State legislature crisis of teen vaping, a hearing on school hours and exceptions for direct instruction, School revenues adjustments, tobacco 21 legislation; Wisconsin student assessment will soon be available for the 2018-2019 school year. Monthly Enrollment Update - tentative numbers until after the 3rd Friday in September count, 713 students official count. WASB Fall Region 7 Meeting - President Johnson & Dr. Oppor attending, WASB Joint Convention - January 22-24, 2020 – Milwaukee; we are presenters partnering

with Jody from Hoffman regarding the passage of referendum. CESA6 Membership Renewal \$4,500 for SY1920 - signed by Dr. Oppor

School Operations Reports: the ES and HS Principal: Highlights - Included in Board Packet and included an updated Non-Athletic Co-Curricular Advisors & Updated Cross Country Coach List.

Business Related Reports: Highlights - Included in Board Packet included July Financial Statement, Hire of New Food Service Employee. The financial Audit has been completed. Report in December/January depending on the when the state results are received. Working on submitting the budget to the state.

Director's Reports: Curriculum / Special Education Director and Technology Director Highlights were included in the packet.

Board Comments: No comments this month

Committee Reports: Minutes of the Finance, Buildings & Grounds and Policy and Human Resources meetings were included in the packet.

Unfinished Business: No Unfinished Business This Month

New Business:

Motion by Scheller/Hollman to approve Martin Systems as the district's fire alarm company as presented. Motion carried - Pohl, R. Johnson absent.

Motion by Forbes/Pethke to approve the remaining contractors as per Bid Package #2 as presented. Motion carried - Pohl, R. Johnson absent.

Motion by Scheller/Forbes to approve the one (1)-year Pilot of the Secondary Lunch Duty Plan as presented. Motion carried - Pohl, R. Johnson absent.

Motion by Forbes/Hollman to approve the SDM Safety Plan: Emergency Response Protocols as presented. Motion carried - Pohl, R. Johnson absent.

Motion by Scheller/Pethke to approve the AG 3141 Criminal Background Check Procedure as presented. Motion carried - Pohl, R. Johnson absent.

Motion by Forbes/Hollman to approve the Sale of the Unused Truck Plow Blade as presented. Motion carried - Pohl, R. Johnson absent.

Next Meeting Dates: Sept. 18, 2019 – Fitness Center/New Public Entrance Focus Group Mtg – 6:00 p.m. HS Library, Sept. 30, 2019 – Mental Health Community Meeting – City Hall Mtg Room 7:00 p.m., Oct. 2, 2019 – Bldgs & Grounds – Open Lawn Care RFP's – 6:00 p.m. – MES Board Rm, Oct. 3, 2019 – Finance Comm Mtg – 5:00 p.m. – MES Board Room, Oct. 9, 2019 - Curriculum Committee Mtg – 4:00 p.m. MES Board Room, Oct. 9, 2019 – Policy & Human Resources Committee Meeting – 5:30 p.m. – MES Board Room, Oct. 21, 2019 – Regular BOE Mtg – 7:00 p.m. – MES Board Room, Oct. 28, 2019 – Annual District Meeting – 7:00 p.m. – MES Board Room, Nov. 13, 2019 - Buildings & Grounds - 5:30 p.m. - MES Board Room.

Motion by Scheller/Hollman to adjourn at 7:37 p.m. and Move into Closed Session Pursuant to the Provisions of 19.85(1)(c)(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. Motion carried by roll call vote - Pohl, R. Johnson absent.

Motion by Scheller/Pethke to Adjourn at 9:02 p.m. and reconvene in open session. Motion carried by roll call vote - Pohl, R. Johnson absent.

Motion by Scheller/Hollman to Adjourn at 9:03 p.m. Motion carried - Pohl, R. Johnson absent.

Bobbi Jo Pethke, Clerk

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
80175	AMAZON CAPITAL SERVI	JPAP91	09/13/2019	CURTAINS, CURTAIN RODS AND MEGAPHONE	GENERAL FUND/NON-CAPITAL EQUIPMENT/OFFICE OF THE PRINCIPAL	1012000065	724.25
80175	AMAZON CAPITAL SERVI	JPAP91	09/13/2019	IT Supplies and classroom technology	GENERAL FUND/GENERAL SUPPLIES/UNDIFFERENT IATED CURRICULUM	1012000061	119.12
80175	AMAZON CAPITAL SERVI	JPAP91	09/13/2019	IT Supplies and classroom technology	GENERAL FUND/NON-CAPITAL EQUIPMENT/ADMINISTRA TIVE TECHNOLOGY SERV	1012000061	1,303.75
						Totals for 80175	2,147.12
80176	CENTURY LINK	JPAP91	09/13/2019	Century Link bills	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002000011	57.00
						Totals for 80176	57.00
80177	CESA 6-CONFERENCE RE	JPAP91	09/13/2019	CESA #6 Invoice (10 payments - Sept - June)	SPECIAL EDUCATION FUND/TRANSFER TO CESA/SUPERVISION/COO R OF EXCEP EDUC	8002000010	6,453.98
80177	CESA 6-CONFERENCE RE	JPAP91	09/13/2019	CESA #6 Invoice (10 payments - Sept - June)	GENERAL FUND/TRANSFER TO CESA/DIR OF IMPROVEMENT OF INSTRUCT	8002000010	5,629.53
80177	CESA 6-CONFERENCE RE	JPAP91	09/13/2019	CESA #6 Invoice (10 payments - Sept - June)	SPECIAL EDUCATION FUND/TRANSFER TO CESA/SUPERVISION/COO R OF EXCEP EDUC	8002000010	675.54
80177	CESA 6-CONFERENCE RE	JPAP91	09/13/2019	CESA #6 Invoice (10 payments - Sept - June)	SPECIAL EDUCATION FUND/TRANSFER TO CESA/PSYCHOLOGICAL SERVICES	8002000010	546.00
80177	CESA 6-CONFERENCE RE	JPAP91	09/13/2019	CESA #6 Invoice (10 payments - Sept - June)	GENERAL FUND/TRANSFER TO CESA/HEALTH	8002000010	1,891.44
80177	CESA 6-CONFERENCE RE	JPAP91	09/13/2019	CESA #6 Invoice (10 payments - Sept - June)	SPECIAL EDUCATION FUND/TRANSFER TO CESA/PHYSICAL THERAPY	8002000010	1,103.52
80177	CESA 6-CONFERENCE RE	JPAP91	09/13/2019	CESA #6 Invoice (10 payments - Sept - June)	SPECIAL EDUCATION FUND/TRANSFER TO CESA/PHYSICAL THERAPY	8002000010	2,240.48
80177	CESA 6-CONFERENCE RE	JPAP91	09/13/2019	CESA #6 Invoice (10 payments - Sept - June)	GENERAL FUND/TRANSFER TO CESA/INSTRUCTIONAL STAFF TRAINING	8002000010	1,100.00
80177	CESA 6-CONFERENCE RE	JPAP91	09/13/2019	CESA #6 Invoice (10 payments - Sept - June)	GENERAL FUND/TRANSFER TO CESA/PSYCHOLOGICAL SERVICES	8002000010	104.01
80177	CESA 6-CONFERENCE RE	JPAP91	09/13/2019	CESA #6 Invoice (10 payments	SPECIAL EDUCATION	8002000010	772.55

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
				- Sept - June)	FUND/TRANSFER TO CESA/HEALTH		
80177	CESA 6-CONFERENCE RE	JPAP91	09/13/2019	TEACHER (TPES) EDUCATIONAL SPECIALIST (ESPES) SCHOOL ADMINISTRATOR (SAPES) ANNUAL FEE BASED ON WI DPI EE GRANT	GENERAL FUND/TRANSFER TO CESA/OTHER GENERAL ADMINISTRATION	0	4,320.00
					Totals for 80177		24,837.05
80178	CINTAS FIRE PROTECTI	JPAP91	09/13/2019	CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	219.00
80178	CINTAS FIRE PROTECTI	JPAP91	09/13/2019	CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	84.18
80178	CINTAS FIRE PROTECTI	091319	09/13/2019	CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	-219.00
80178	CINTAS FIRE PROTECTI	091319	09/13/2019	CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	-84.18
					Totals for 80178		0.00
80179	GRAICHEN DISPOSAL &	JPAP91	09/13/2019	Graichen - garbage disposal service	GENERAL FUND/CLEANING SERVICES/OPERATION	8002000009	755.00
					Totals for 80179		755.00
80180	HOFFMAN PLANNING, DE	JPAP91	09/13/2019	CURRENT PAYMENT DUE	GENERAL FUND/CONSTRUCTION SERVICES/FACILITY AQUISITION/REMODELIN G	0	2,647.43
					Totals for 80180		2,647.43
80181	JOHNSON CONTROLS FIR	JPAP91	09/13/2019	TROUBLE SHOOT PROBLEM TO FAULTY CPU BOARD	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS	0	789.00
					Totals for 80181		789.00
80182	KS STATEBANK	JPAP91	09/13/2019	GOVERNMENT OBLIGATION CONTRACT DATED AS OF 9/1/19 6 PROMETHEAN BOARDS, 140 DELL CHROMEBOOKS & 12 DELL LATITUDE LAPTOPS	GENERAL FUND/TECHNOLOGY RELATED HARDWARE/ADMINISTRAT IVE TECHNOLOGY SERV	0	19,847.37
					Totals for 80182		19,847.37
80183	LAFORCE INC	JPAP91	09/13/2019	INSTALL	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS	0	405.00
80183	LAFORCE INC	JPAP91	09/13/2019	INSTALL	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS	0	405.00
					Totals for 80183		810.00
80184	MANAWA LIONS CLUB	JPAP91	09/13/2019	1/1/19 - 6/30/19 DUES	GENERAL FUND/EMPLOYEE DUES AND FEES/OFFICE OF SUPERINTENDENT	0	40.00
					Totals for 80184		40.00
80185	MULTI MEDIA CHANNELS	JPAP91	09/13/2019	JUNE 17 & 26 BOARD MINUTES/FOOTBALL PREVIEW 2019	GENERAL FUND/PRINTING AND BINDING/GENERAL ADMINISTRATION	0	368.25

CHECK NUMBER	CHECK VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
						Totals for 80185	368.25
80186	MOE, DAVID	JPAP91	09/13/2019	MS FOOTBALL OFFICIAL VS SHIOCTON ON 9/10/19	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0	45.00
80186	MOE, DAVID	JPAP91	09/13/2019	VARSITY FOOTBALL OFFICIAL ON 8/30/19 VS KEWAUNEE	GENERAL FUND/PERSONAL SERVICES/BOYS FOOTBALL	0	70.00
						Totals for 80186	115.00
80187	NORTH EASTERN WISCON	JPAP91	09/13/2019	North Eastern WI Rehabilitation Co.	SPECIAL EDUCATION FUND/PERSONAL SERVICES/OCCUPATIONA L THERAPY	8002000012	800.19
80187	NORTH EASTERN WISCON	JPAP91	09/13/2019	North Eastern WI Rehabilitation Co.	SPECIAL EDUCATION FUND/PERSONAL SERVICES/OCCUPATIONA L THERAPY	8002000012	114.31
						Totals for 80187	914.50
80188	NASCO	JPAP91	09/13/2019	CLASSROOM MATERIALS	SPECIAL EDUCATION FUND/INSTRUCTIONAL MEDIA/MULTI-CATEGORI CAL	272000009	46.87
80188	NASCO	JPAP91	09/13/2019	CLASSROOM MATERIALS	SPECIAL EDUCATION FUND/NON-CAPITAL EQUIPMENT/MULTI-CATE GORICAL	272000009	6.64
80188	NASCO	JPAP91	09/13/2019	CLASSROOM MATERIALS	SPECIAL EDUCATION FUND/INSTRUCTIONAL MEDIA/MULTI-CATEGORI CAL	272000009	161.45
80188	NASCO	JPAP91	09/13/2019	CLASSROOM MATERIALS	SPECIAL EDUCATION FUND/NON-CAPITAL EQUIPMENT/MULTI-CATE GORICAL	272000009	22.89
						Totals for 80188	237.85
80189	NASSCO, INC	JPAP91	09/13/2019	LWHS CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	226.55
80189	NASSCO, INC	JPAP91	09/13/2019	CREDIT	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	-95.00
						Totals for 80189	131.55
80190	OFFICE DEPOT	JPAP91	09/13/2019	SUPPLIES - SPECIAL ED	SPECIAL EDUCATION FUND/GENERAL SUPPLIES/MULTI-CATEG ORICAL	0	38.98
80190	OFFICE DEPOT	JPAP91	09/13/2019	FINGERTIP MOISTENER & LABELS	GENERAL FUND/CENTRAL SUPPLY ROOM/DISTRICT ADMINISTRATION	0	7.58
80190	OFFICE DEPOT	JPAP91	09/13/2019	SUPPLIES	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	0	49.98
80190	OFFICE DEPOT	JPAP91	09/13/2019	WALL CLOCK FOR DO	GENERAL	0	8.49

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					FUND/GENERAL SUPPLIES/OFFICE OF SUPERINTENDENT		
					Totals for 80190		105.03
80191	REMINGTON'S QUALITY	JPAP91	09/13/2019	FOOD FOR CLASSROOM COOKING ACTIVITIES	SPECIAL EDUCATION FUND/FOOD/MULTI-CATE GORICAL	272000031	17.65
80191	REMINGTON'S QUALITY	JPAP91	09/13/2019	FOOD/COOKING/LIFESKILLS	SPECIAL EDUCATION FUND/FOOD/MULTI-CATE GORICAL	272000030	33.73
80191	REMINGTON'S QUALITY	JPAP91	09/13/2019	FOOD/COOKING/LIFESKILLS	SPECIAL EDUCATION FUND/FOOD/MULTI-CATE GORICAL	272000030	3.94
80191	REMINGTON'S QUALITY	JPAP91	09/13/2019	FOOD/COOKING/LIFESKILLS	SPECIAL EDUCATION FUND/FOOD/MULTI-CATE GORICAL	272000030	5.25
80191	REMINGTON'S QUALITY	JPAP91	09/13/2019	FOOD/COOKING/LIFESKILLS	SPECIAL EDUCATION FUND/FOOD/MULTI-CATE GORICAL	272000030	7.58
					Totals for 80191		68.15
80192	SCHOOL DISTRICT WEYA	JPAP91	09/13/2019	ALICE TRAINING LUNCH FOR 5 PEOPLE (2 DAYS)	GENERAL FUND/EMPLOYEE TRAVEL/INSTRUCTIONAL STAFF TRAINING	0	50.00
					Totals for 80192		50.00
80193	SCHOOL SPECIALTY INC	JPAP91	09/13/2019	CARRIE KOEHN CENTRAL SUPPLY	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	4002000115	135.70
80193	SCHOOL SPECIALTY INC	JPAP91	09/13/2019	CARRIE KOEHN CENTRAL SUPPLY	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	4002000106	35.49
					Totals for 80193		171.19
80194	STRANG, PATTESON, RE	JPAP91	09/13/2019	LEGAL FEES	GENERAL FUND/PERSONAL SERVICES/LEGAL	0	243.00
					Totals for 80194		243.00
80195	SUPER TEACHER WORKSH	JPAP91	09/13/2019	Super Teacher Worksheets Renewal	GENERAL FUND/TECH/SOFTWARE SERVIC/SCHOOL LIBRARY	1012000066	350.00
					Totals for 80195		350.00
80196	THEDACARE AT WORK	JPAP91	09/13/2019	DS RAPID 5 BUNDLED/TB QUESTIONNAIRE REVIEW/PHYSICAL FREE FROM COMM DISEASE (R BERG, J PETERSON, M SCHUELKE)	GENERAL FUND/PERSONAL SERVICES/GENERAL ADMINISTRATION	0	522.00
80196	THEDACARE AT WORK	JPAP91	09/13/2019	DS RAPID 5 BUNDLED/CLINIC TB SKIN TEST STEP 2/TB QUESTIONNAIRE REVIEW/PHYSICAL FREE FROM COMM DISEASE	GENERAL FUND/PERSONAL SERVICES/GENERAL ADMINISTRATION	0	201.00
					Totals for 80196		723.00
80197	UNEMPLOYMENT INSURAN	JPAP91	09/13/2019	UNEMPLOYMENT	GENERAL FUND/UNEMPLOYMENT COMPENSATION/INSURAN CE AND JUDGEMENTS	0	147.69

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					Totals for 80197		147.69
80198	UWM REAL MEN SING	JPAP91	09/13/2019	ELLEN CHRISTENSEN - UWM REAL MEN SING	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/VOCAL MUSIC	4002000118	60.00
					Totals for 80198		60.00
80199	WASDA	JPAP91	09/13/2019	2019 FALL STATE SUPT CONF REG - 9/18/19-9/20/19	GENERAL FUND/EMPLOYEE DUES AND FEES/OFFICE OF SUPERINTENDENT	0	285.00
					Totals for 80199		285.00
80200	WEST MUSIC COMPANY	JPAP91	09/13/2019	MUSIC SUPPLIES	GENERAL FUND/NON-CAPITAL EQUIPMENT/GENERAL MUSIC	1012000006	350.00
80200	WEST MUSIC COMPANY	JPAP91	09/13/2019	MUSIC SUPPLIES	GENERAL FUND/NON-CAPITAL EQUIPMENT/GENERAL MUSIC	1012000006	486.33
					Totals for 80200		836.33
80201	CINTAS CORPORATION L	091319	09/13/2019	CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	219.00
80201	CINTAS CORPORATION L	091319	09/13/2019	CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	84.18
					Totals for 80201		303.18
80202	KOHN LAW FIRM S.C.	P9	09/15/2019	Payroll accrual	GENERAL FUND/GARNISHMENT DEDUCTION	0	434.64
					Totals for 80202		434.64
80203	DURRANT, PHILLIP	JPAP91	09/16/2019	VARSITY FOOTBALL OFFICIAL ON 9/13/19 VS OCONTO	GENERAL FUND/PERSONAL SERVICES/BOYS FOOTBALL	0	70.00
					Totals for 80203		70.00
80204	ADAMS-FRIENDSHIP HIG	JPAP91	09/18/2019	JV VOLLEYBALL TOURNAMENT ON 9/14/19 AT ADAMS-FRIENDSHIP HS	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/VOLLEYBALL	0	125.00
80204	ADAMS-FRIENDSHIP HIG	JPAP91	09/18/2019	VARSITY VOLLEYBALL TOURNAMENT ON 9/14/19 @ ADAMS-FRIENDSHIP HS	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/VOLLEYBALL	0	200.00
					Totals for 80204		325.00
80205	AMAZON CAPITAL SERVI	JPAP91	09/18/2019	CURTAINS AND CURTAIN RODS	GENERAL FUND/NON-CAPITAL EQUIPMENT/OFFICE OF THE PRINCIPAL	1012000070	65.22
					Totals for 80205		65.22
80206	BADGER SPORTING GOOD	JPAP91	09/18/2019	SCOREBOOKS VB	GENERAL FUND/GENERAL SUPPLIES/VOLLEYBALL	4002000123	36.03
					Totals for 80206		36.03
80207	BERLIN HIGH SCHOOL	JPAP91	09/18/2019	JV & VARSITY FOOTBALL SCRIMMAGE ON 8/16/19 AT BERLIN HIGH SCHOOL	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/BOYS FOOTBALL	0	40.00
					Totals for 80207		40.00
80208	BIG SHOT PRODUCTIONS	JPAP91	09/18/2019	VB UNIFORM SHIRTS	GENERAL	4002000128	370.00

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					FUND/APPAREL (Instructional only)/VOLLEYBALL		
					Totals for 80208		370.00
80209	CESA 6-CONFERENCE RE	JPAP91	09/18/2019	Audiology, Hearing Itinerant, and Orientation and Mobility to CESA #6	SPECIAL EDUCATION	272000039	96.00
80209	CESA 6-CONFERENCE RE	JPAP91	09/18/2019	Audiology, Hearing Itinerant, and Orientation and Mobility to CESA #6	FUND/TRANSFER TO CESA/AUDIOLOGY CESA	272000039	68.00
80209	CESA 6-CONFERENCE RE	JPAP91	09/18/2019	Audiology, Hearing Itinerant, and Orientation and Mobility to CESA #6	SPECIAL EDUCATION FUND/TRANSFER TO CESA/HEARING CESA	272000039	54.00
					Totals for 80209		218.00
80210	CLINTONVILLE PUBLIC	JPAP91	09/18/2019	VARSITY VOLLEYBALL INVITATIONAL ON 9/21/19 @ CLINTONVILLE HIGH SCHOOL	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/VOLLEYBALL	0	175.00
					Totals for 80210		175.00
80211	STERLING WATER CULLI	JPAP91	09/18/2019	810-50#SOLAR SALT (11) 581 SANI SYSTEM 815 TRANSPORTATION FEE SALT	GENERAL FUND/CLEANING SERVICES/OPERATION	0	135.20
80211	STERLING WATER CULLI	JPAP91	09/18/2019	50# SOLAR SALT (14) SANI SYSTEM TRANSPORTATION FEE SALT	GENERAL FUND/CLEANING SERVICES/OPERATION	0	162.15
					Totals for 80211		297.35
80212	DELTA DENTAL-VISION	jpap91	09/18/2019	OCTOBER 2019 VISION INSURANCE PREMIUM	GENERAL FUND/SELF FUND-EMPLOYER SHARE PREMI	0	601.38
					Totals for 80212		601.38
80213	DODGELAND SCHOOL DIS	JPAP91	09/18/2019	VOLLEYBALL INVITATIONAL ON 9/7/19 AT DODGELAND HS	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/VOLLEYBALL	0	175.00
					Totals for 80213		175.00
80214	ENGBRETSON PLUMBING	JPAP91	09/18/2019	LABOR TO REPAIR CLOSET COLLAR IN BOYS LOCKER ROOM	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS	0	291.95
					Totals for 80214		291.95
80215	FOLLETT SCHOOL SOLUT	JPAP91	09/18/2019	Battle of the Books - Book Order	GENERAL FUND/LIBRARY BOOKS/SCHOOL LIBRARY	1012000067	375.57
80215	FOLLETT SCHOOL SOLUT	JPAP91	09/18/2019	Battle of the Books - Book Order	GENERAL FUND/LIBRARY BOOKS/SCHOOL LIBRARY	1012000067	9.48
					Totals for 80215		385.05
80216	FOX CITIES EMBROIDER	JPAP91	09/18/2019	VOLLEYBALL CAMP T-SHIRTS	GENERAL FUND/GENERAL SUPPLIES/UNDIFFERENT IATED CURRICULUM	0	684.00
					Totals for 80216		684.00
80217	GOLD CROSS AMBULANCE	JPAP91	09/18/2019	TEAM INSTRUCTOR RECERT (2) TEAM 1ST AID/BBP INSTRUCTOR MANUAL (4) TEAM 1ST AID/BBP PROGRAM (2)	GENERAL FUND/PERSONAL SERVICES/INSTRUCTION AL STAFF TRAINING	0	389.96
					Totals for 80217		389.96

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
80218	HEID MUSIC CO, INC.	JPAP91	09/18/2019	AUSTIN ROHAN EQUIPMENT INVOICE 2458652	GENERAL FUND/NON-CAPITAL EQUIPMENT/INSTRUMENT AL MUSIC	4002000130	136.94
						Totals for 80218	136.94
80219	JIM'S MUSIC & TEACHI	JPAP91	09/18/2019	USED YAMAHA OBOE	GENERAL FUND/EQUIPMENT PURCHASE REPLACEMENT/INSTRUMENTAL MUSIC	4002000102	1,051.00
						Totals for 80219	1,051.00
80220	JOHNSON CONTROLS FIR	jpap91	09/18/2019	SERVICE OF FIRE SYSTEMS AT MES & LWHS	GENERAL FUND/PERSONAL SERVICES/OPERATION	0	1,479.00
80220	JOHNSON CONTROLS FIR	jpap91	09/18/2019	SERVICE OF FIRE SYSTEMS AT MES & LWHS	GENERAL FUND/PERSONAL SERVICES/OPERATION	0	1,070.00
						Totals for 80220	2,549.00
80221	LEARNING A-Z (LAZEL)	JPAP91	09/18/2019	LEARNING A-Z ONLINE SUBSCRIPTIONS RENEWAL RAZ-SCHOOL/RK-SCHOOL RAZ-KIDS LICENSES/VOCAB-INDV VOCABULARY A-Z LICENSE	GENERAL FUND/TECH/SOFTWARE SERVIC/UNDIFFERENTIA TED CURRICULUM	1012000071	3,588.95
						Totals for 80221	3,588.95
80222	MUSIC IS ELEMENTARY	JPAP91	09/18/2019	MUSIC SUPPLIES	GENERAL FUND/NON-CAPITAL EQUIPMENT/GENERAL MUSIC	1012000050	24.80
80222	MUSIC IS ELEMENTARY	JPAP91	09/18/2019	MUSIC SUPPLIES	GENERAL FUND/TEXTBOOKS & WORKBOOKS/GENERAL MUSIC	1012000050	10.19
80222	MUSIC IS ELEMENTARY	JPAP91	09/18/2019	MUSIC SUPPLIES	GENERAL FUND/NON-CAPITAL EQUIPMENT/GENERAL MUSIC	1012000050	70.62
80222	MUSIC IS ELEMENTARY	JPAP91	09/18/2019	MUSIC SUPPLIES	GENERAL FUND/TEXTBOOKS & WORKBOOKS/GENERAL MUSIC	1012000050	29.00
						Totals for 80222	134.61
80223	OFFICE DEPOT	JPAP91	09/18/2019	WALL SIGN 2 x 8	GENERAL FUND/GENERAL SUPPLIES/OFFICE OF SUPERINTENDENT	0	10.99
						Totals for 80223	10.99
80224	PROFESSIONAL SERVICE	JPAP91	09/18/2019	MAC FOOTBALL FIELD ASSESSMENT	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/SITE REPAIRS	0	2,675.00
						Totals for 80224	2,675.00
80225	REALLY GREAT READING	JPAP91	09/18/2019	PHONICS BLITZ 2ND EDITION STUDENT LESSONS SET ELEM BLAST STUDENT WORKBOOK 1&2 GRADE 1 ALIGNED	GENERAL FUND/TEXTBOOKS & WORKBOOKS/OTHER SPECIAL NEEDS	1012000063	188.16
						Totals for 80225	188.16

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
80226	SCHOOL DISTRICT OF B	JPAP91	09/18/2019	VARSITY CROSS COUNTRY INVITATIONAL ON 9/17/19 AT NAVARINO NATURE CENTER	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/CROSS COUNTRY	0	100.00
Totals for 80226							100.00
80227	SCHOOL DISTRICT OF I	JPAP91	09/18/2019	VARSITY CROSS COUNTRY INVITATIONAL ON 9/3/19 AT IOLA-SCANDINAVIA	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/CROSS COUNTRY	0	150.00
80227	SCHOOL DISTRICT OF I	JPAP91	09/18/2019	VOLLEYBALL QUAD	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/VOLLEYBALL	0	75.00
Totals for 80227							225.00
80228	SCHOOL DISTRICT OF N	jpap91	09/18/2019	CROSS COUNTRY INVITATIONAL ON 9/21/19 AT NEW LONDON	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/CROSS COUNTRY	0	150.00
Totals for 80228							150.00
80229	SCHOOL DISTRICT OF A	JPAP91	09/18/2019	JV2 VOLLEYBALL INVITATIONAL ON 9/16/19 AT AMHERST HIGH SCHOOL	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/VOLLEYBALL	0	50.00
80229	SCHOOL DISTRICT OF A	JPAP91	09/18/2019	VARSITY CROSS COUNTRY INVITATIONAL AT STANDING ROCK ON 8/29/19	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/CROSS COUNTRY	0	125.00
Totals for 80229							175.00
80230	SCHOOL SPECIALTY INC	JPAP91	09/18/2019	HARVEY CLASSROOM SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/UNDIFFERENTIATED CURRICULUM	1012000055	27.24
80230	SCHOOL SPECIALTY INC	JPAP91	09/18/2019	HARVEY CLASSROOM SUPPLIES	GENERAL FUND/NON-CAPITAL EQUIPMENT/UNDIFFERENTIATED CURRICULUM	1012000055	204.63
80230	SCHOOL SPECIALTY INC	JPAP91	09/18/2019	HARVEY CLASSROOM SUPPLIES	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATED CURRICULUM	1012000055	40.52
80230	SCHOOL SPECIALTY INC	JPAP91	09/18/2019	POPPY CLASSROOM SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/UNDIFFERENTIATED CURRICULUM	1012000040	19.27
80230	SCHOOL SPECIALTY INC	JPAP91	09/18/2019	POPPY CLASSROOM SUPPLIES	GENERAL FUND/NON-CAPITAL EQUIPMENT/UNDIFFERENTIATED CURRICULUM	1012000040	44.33
80230	SCHOOL SPECIALTY INC	JPAP91	09/18/2019	POPPY CLASSROOM SUPPLIES	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATED CURRICULUM	1012000040	74.17
Totals for 80230							410.16
80231	TOWERGARDEN.COM	JPAP91	09/18/2019	SANDY CORDES SUPPLIES	Special Revenue Trust Fund/GENERAL SUPPLIES/AGRICULTURE	4002000121	59.00
Totals for 80231							59.00
80232	TRI-COUNTY OVERHEAD	jpap91	09/18/2019	ALIGNED THE PHOTO EYES & USED MACHINE SCREWS TO QUIET THE CHAIN RELEASE SYSTEM	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS	0	90.00
Totals for 80232							90.00
80233	WCA GROUP HEALTH TRU	jpap91	09/18/2019	OCTOBER 2019 HEALTH INSURANCE	GENERAL FUND/WEA	0	77,304.50

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
				PREMIUM	TRUST EFF 090115		
					Totals for 80233		77,304.50
80234	WISCONSIN RAPIDS LIN	JPAP91	09/18/2019	VARSITY VOLLEYBALL INVITATIONAL ON 8/31/19 AT LINCOLN HIGH SCHOOL, WI RAPIDS	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/VOLLEYBALL	0	160.00
					Totals for 80234		160.00
80235	WITTENBERG-BIRNAMWOO	jpap91	09/18/2019	CROSS COUNTRY INVITATIONAL ON 9/10/19	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/CROSS COUNTRY	0	100.00
					Totals for 80235		100.00
80236	ALMOND-BANCROFT SCHO	JPAP92	09/24/2019	VARSITY VOLLEYBALL TOURNAMENT ON 9/5/19	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/VOLLEYBALL	0	100.00
					Totals for 80236		100.00
80237	KOHN LAW FIRM S.C.	P9	09/30/2019	Payroll accrual	GENERAL FUND/GARNISHMENT DEDUCTION	0	434.64
					Totals for 80237		434.64
80238	WISCONSIN SCTF	P9	09/30/2019	Payroll accrual	GENERAL FUND/GARNISHMENT DEDUCTION	0	25.00
					Totals for 80238		25.00
80239	ALLIANT ENERGY	JPAP92	09/27/2019	PAES LAB - ELECTRIC & GAS - 8/7/19 - 9/9/19	SPECIAL EDUCATION FUND/GAS FOR HEAT/BUILDINGS	272000036	65.41
80239	ALLIANT ENERGY	JPAP92	09/27/2019	PAES LAB - ELECTRIC & GAS - 8/7/19 - 9/9/19	SPECIAL EDUCATION FUND/ELECTRICITY OTHER THAN HEAT/BUILDINGS	272000036	135.48
80239	ALLIANT ENERGY	JPAP92	09/27/2019	MES ELECTRIC 8/7/19-9/9/19	GENERAL FUND/GAS FOR HEAT/OPERATION	1012000069	0.00
80239	ALLIANT ENERGY	JPAP92	09/27/2019	MES ELECTRIC 8/7/19-9/9/19	GENERAL FUND/ELECTRICITY OTHER THAN HEAT/OPERATION	1012000069	6,584.83
80239	ALLIANT ENERGY	JPAP92	09/27/2019	MES GAS 8/7/19-9/9/19	GENERAL FUND/GAS FOR HEAT/OPERATION	1012000069	616.10
80239	ALLIANT ENERGY	JPAP92	09/27/2019	MES GAS 8/7/19-9/9/19	GENERAL FUND/ELECTRICITY OTHER THAN HEAT/OPERATION	1012000069	0.00
					Totals for 80239		7,401.82
80240	AMAZON CAPITAL SERVI	JPAP92	09/27/2019	SANDY CORDES SUPPLIES	GENERAL FUND/NON-CAPITAL EQUIPMENT/AGRICULTURE	4002000134	34.94
					Totals for 80240		34.94
80241	AMERICAN AIR ENVIRON	JPAP92	09/27/2019	INDOOR AIR QUALITY, RESPIRABLE SILICA DUST & TEM SAMPLING ANALYSIS	GENERAL FUND/PERSONAL SERVICES/OPERATION	0	750.00
					Totals for 80241		750.00
80242	BAILEY, JEREMY	JPAP92	09/27/2019	REIMBURSE DISTRICT FEES	GENERAL FUND/STUDENT FEES/DISTRICT WIDE	0	15.00
					Totals for 80242		15.00

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80243	BENNETT, DANIELLE	JPAP92	09/27/2019	REIMBURSE DISTRICT FEES	GENERAL FUND/STUDENT FEES/DISTRICT WIDE	0	30.00
						Totals for 80243	30.00
80244	BONIKOWSKE, DANIEL	JPAP92	09/27/2019	REIMBURSE DISTRICT FEE	GENERAL FUND/STUDENT FEES/DISTRICT WIDE	0	15.00
						Totals for 80244	15.00
80245	ENGELHARDT DAIRY OF	JPAP92	09/27/2019	LWJSHS MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	91.18
80245	ENGELHARDT DAIRY OF	JPAP92	09/27/2019	MES MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	210.03
80245	ENGELHARDT DAIRY OF	JPAP92	09/27/2019	MES MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	220.88
80245	ENGELHARDT DAIRY OF	JPAP92	09/27/2019	MES MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	151.40
80245	ENGELHARDT DAIRY OF	JPAP92	09/27/2019	MES MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	108.00
80245	ENGELHARDT DAIRY OF	JPAP92	09/27/2019	MES MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	108.00
80245	ENGELHARDT DAIRY OF	JPAP92	09/27/2019	MES MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	210.03
80245	ENGELHARDT DAIRY OF	JPAP92	09/27/2019	MES MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	193.20
80245	ENGELHARDT DAIRY OF	JPAP92	09/27/2019	LWJSHS MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	123.73
80245	ENGELHARDT DAIRY OF	JPAP92	09/27/2019	MES MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	129.70
80245	ENGELHARDT DAIRY OF	JPAP92	09/27/2019	LWJSHS MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	102.03
80245	ENGELHARDT DAIRY OF	JPAP92	09/27/2019	LWJSHS MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	81.44
80245	ENGELHARDT DAIRY OF	JPAP92	09/27/2019	LWJSHS MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	76.26
80245	ENGELHARDT DAIRY OF	JPAP92	09/27/2019	LWJSHS MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	102.03
80245	ENGELHARDT DAIRY OF	JPAP92	09/27/2019	LWJSHS MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	54.25
80245	ENGELHARDT DAIRY OF	JPAP92	09/27/2019	LWJSHS MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	86.61

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						Totals for 80245	2,048.77
80246	GRAINGER	JPAP92	09/27/2019	CUSTODIAL TOOL	GENERAL FUND/NON-CAPITAL EQUIPMENT/OPERATION	1012000072	23.00
						Totals for 80246	23.00
80247	GREEN MECHANICAL	JPAP92	09/27/2019	WATER HEATER/CIRCULATING PUMP ISSUES AT MES	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS	0	442.00
						Totals for 80247	442.00
80248	HEID MUSIC CO, INC.	JPAP92	09/27/2019	AUSTIN ROHAN EQUIPMENT INVOICE 2432479	GENERAL FUND/NON-CAPITAL EQUIPMENT/INSTRUMENTAL MUSIC	4002000129	367.14
80248	HEID MUSIC CO, INC.	JPAP92	09/27/2019	ELLEN CHRISTENSEN EQUIPMENT	GENERAL FUND/NON-CAPITAL EQUIPMENT/VOCAL MUSIC	4002000101	3,970.00
						Totals for 80248	4,337.14
80249	KINCHEN, DR. JAMES	JPAP92	09/27/2019	ELLEN CHRISTENSEN CHOIR CLINIC	GENERAL FUND/PERSONAL SERVICES/VOCAL MUSIC	4002000131	350.00
						Totals for 80249	350.00
80250	KOBUSSEN BUSES LTD	JPAP92	09/27/2019	BUS CHARGES	GENERAL FUND/CONTRACTED PUPIL TRANSPORTATIO/CONTRACTED FLEET	0	10,373.79
80250	KOBUSSEN BUSES LTD	JPAP92	09/27/2019	BUS CHARGES	GENERAL FUND/CONTRACTED PUPIL TRANSPORTATIO/CO-CURRICULAR TRANS	0	2,183.33
80250	KOBUSSEN BUSES LTD	JPAP92	09/27/2019	BUS CHARGES	SPECIAL EDUCATION FUND/CONTRACTED PUPIL TRANSPORTATIO/SPECIAL EDUCATION HDCP	0	1,402.05
						Totals for 80250	13,959.17
80251	KRUEGER, TROY	JPAP92	09/27/2019	REIMBURSE DISTRICT FEES	GENERAL FUND/STUDENT FEES/DISTRICT WIDE	0	30.00
						Totals for 80251	30.00
80252	LAFORCE INC	JPAP92	09/27/2019	TROUBLE SHOOT H9 AUTO OPERATOR AT LWHS	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS	0	538.00
						Totals for 80252	538.00
80253	NASSCO, INC	JPAP92	09/27/2019	LWHS CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	1,062.25
80253	NASSCO, INC	JPAP92	09/27/2019	LWHS CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	27.50
80253	NASSCO, INC	JPAP92	09/27/2019	MES CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	308.61

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						Totals for 80253	1,398.36
80254	ORTHOPEDIC & SPINE O	JPAP92	09/27/2019	ATHLETIC TRAINER **PLEASE NOTE - CURRENT ATHLETIC DIRECTOR IS DAWN MILLARD**	GENERAL FUND/PERSONAL SERVICES/GENERAL ATHLETICS	4002000135	350.00
						Totals for 80254	350.00
80255	PAN-O-GOLD BAKING	JPAP92	09/27/2019	BREAD ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	159.32
80255	PAN-O-GOLD BAKING	JPAP92	09/27/2019	BREAD ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	138.70
						Totals for 80255	298.02
80256	REINHART FOOD SERVIC	JPAP92	09/27/2019	FOOD AND NON FOOD SUPPLIES	FOOD SERVICE FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES	0	283.34
80256	REINHART FOOD SERVIC	JPAP92	09/27/2019	FOOD AND NON FOOD SUPPLIES	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	2,233.56
80256	REINHART FOOD SERVIC	JPAP92	09/27/2019	USDA COMMODITY ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	12.50
80256	REINHART FOOD SERVIC	JPAP92	09/27/2019	USDA COMMODITY ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	45.00
80256	REINHART FOOD SERVIC	JPAP92	09/27/2019	USDA COMMODITY ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	25.00
80256	REINHART FOOD SERVIC	JPAP92	09/27/2019	FOOD AND NON FOOD SUPPLIES	FOOD SERVICE FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES	0	114.58
80256	REINHART FOOD SERVIC	JPAP92	09/27/2019	FOOD AND NON FOOD SUPPLIES	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	1,370.58
80256	REINHART FOOD SERVIC	JPAP92	09/27/2019	FOOD AND NON FOOD SUPPLIES	FOOD SERVICE FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES	0	75.63
80256	REINHART FOOD SERVIC	JPAP92	09/27/2019	FOOD AND NON FOOD SUPPLIES	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	661.51
80256	REINHART FOOD SERVIC	JPAP92	09/27/2019	FOOD AND NON FOOD SUPPLIES	FOOD SERVICE FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES	0	65.02
80256	REINHART FOOD SERVIC	JPAP92	09/27/2019	FOOD AND NON FOOD SUPPLIES	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	1,152.51
80256	REINHART FOOD SERVIC	JPAP92	09/27/2019	FOOD AND NON FOOD SUPPLIES	FOOD SERVICE FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES	0	14.45
80256	REINHART FOOD SERVIC	JPAP92	09/27/2019	FOOD AND NON FOOD SUPPLIES	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	1,359.50
80256	REINHART FOOD SERVIC	JPAP92	09/27/2019	FOOD SUPPLIES	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	36.91
80256	REINHART FOOD SERVIC	JPAP92	09/27/2019	FOOD SUPPLIES	FOOD SERVICE	0	36.91

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80256	REINHART FOOD SERVIC	JPAP92	09/27/2019	FOOD SUPPLIES	FUND/FOOD/FOOD SERVICES FOOD SERVICE	0	43.45
80256	REINHART FOOD SERVIC	JPAP92	09/27/2019	FOOD AND NON FOOD SUPPLIES	FUND/FOOD/FOOD SERVICES FOOD SERVICE	0	103.66
80256	REINHART FOOD SERVIC	JPAP92	09/27/2019	FOOD AND NON FOOD SUPPLIES	FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES FOOD SERVICE	0	982.80
80256	REINHART FOOD SERVIC	JPAP92	09/27/2019	FOOD AND NON FOOD SUPPLIES	FUND/FOOD/FOOD SERVICES FOOD SERVICE	0	201.24
80256	REINHART FOOD SERVIC	JPAP92	09/27/2019	FOOD AND NON FOOD SUPPLIES	FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES FOOD SERVICE	0	1,446.37
					Totals for 80256		10,264.52
80257	REMINGTON'S QUALITY	JPAP92	09/27/2019	FOOD/COOKING/LIFESKILLS	SPECIAL EDUCATION FUND/FOOD/MULTI-CATEGORICAL	272000030	2.23
80257	REMINGTON'S QUALITY	JPAP92	09/27/2019	FOOD/COOKING/LIFESKILLS	SPECIAL EDUCATION FUND/FOOD/MULTI-CATEGORICAL	272000030	4.58
					Totals for 80257		6.81
80258	RYDIN DECAL	JPAP92	09/27/2019	CARRIE KOEHN PARKING TAGS	GENERAL FUND/GENERAL SUPPLIES/MISC HIGH SCHOOL	4002000004	274.00
					Totals for 80258		274.00
80259	SCHOOL SPECIALTY INC	JPAP92	09/27/2019	DAN WOLFGRAM STUDENT AGENDAS	GENERAL FUND/GENERAL SUPPLIES/UNDIFFERENTIATED CURRICULUM	4002000007	1,078.00
					Totals for 80259		1,078.00
80260	STANDARD INSURANCE C	JPAP92	09/27/2019	LIFE/STD & LTD PREMIUMS - OCTOBER	GENERAL FUND/LIFE INSURANCE PAYABLE	0	1,190.74
80260	STANDARD INSURANCE C	JPAP92	09/27/2019	LIFE/STD & LTD PREMIUMS - OCTOBER	GENERAL FUND/LTD INS PAYABLE	0	978.37
80260	STANDARD INSURANCE C	JPAP92	09/27/2019	LIFE/STD & LTD PREMIUMS - OCTOBER	GENERAL FUND/STD INS PAYABLE	0	362.10
					Totals for 80260		2,531.21
80261	SUBSCRIPTION DEPARTM	JPAP92	09/27/2019	Waupaca County Post Renewal (104 issues)	GENERAL FUND/NEWSPAPERS/SCHOOL LIBRARY	4002000141	79.00
					Totals for 80261		79.00
80262	TAMS-WITMARK MUSIC L	JPAP92	09/27/2019	ELLEN CHRISTENSEN FALL MUSICAL "YOU'RE A GOOD MAN, CHARLIE BROWN"	GENERAL FUND/GENERAL SUPPLIES/VOCAL MUSIC	4002000137	1,720.00
					Totals for 80262		1,720.00
80263	TEACHER SYNERGY, LLC	JPAP92	09/27/2019	Leveled Math Centers - 4th Grade	GENERAL FUND/NON-CAPITAL EQUIPMENT/UNDIFFERENTIATED CURRICULUM	1012000078	42.00
					Totals for 80263		42.00

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80264	WISCONSIN ASSOC OF S	JPAP92	09/27/2019	2019 FALL REGION 7 EVENTS - MEETING ONLY (JOANNE JOHNSON & MELANIE OPPOR)	GENERAL FUND/PERSONAL SERVICES/OFFICE OF SUPERINTENDENT	0	37.00
80264	WISCONSIN ASSOC OF S	JPAP92	09/27/2019	2019 FALL REGION 7 EVENTS - MEETING ONLY (JOANNE JOHNSON & MELANIE OPPOR)	GENERAL FUND/PERSONAL SERVICES/GENERAL ADMINISTRATION	0	37.00
80264	WISCONSIN ASSOC OF S	JPAP92	09/27/2019	2019 LEGISLATIVE ADVOCACY CONFERENCE - H. POHL	GENERAL FUND/PERSONAL SERVICES/GENERAL ADMINISTRATION	0	175.00
						Totals for 80264	249.00
80265	WI SKYWARD USER GROU	JPAP92	09/27/2019	CARRIE KOEHN SKYWARD CONFERENCE REGISTRATION	GENERAL FUND/PERSONAL SERVICES/STAFF SERVICES	4002000015	170.00
80265	WI SKYWARD USER GROU	JPAP92	09/27/2019	SHELLEY KELLER SKYWARD CONFERENCE REGISTRATION	GENERAL FUND/PERSONAL SERVICES/STAFF SERVICES	4002000014	170.00
80265	WI SKYWARD USER GROU	JPAP92	09/27/2019	SKYWARD CONFERENCE - JEANNE FRAZIER	GENERAL FUND/PERSONAL SERVICES/GENERAL ADMINISTRATION	0	170.00
						Totals for 80265	510.00
80266	WISCONSIN LIONS CAMP	JPAP92	09/27/2019	ELLEN CHRISTENSEN WISCONSIN LIONS CAMP REGISTRATION	GENERAL FUND/PERSONAL SERVICES/VOCAL MUSIC	4002000132	250.00
						Totals for 80266	250.00
80267	R.W. WOOLSEY PLUMBIN	JPAP92	09/27/2019	PARTS FOR REPAIRS AT MES	GENERAL FUND/NON-CAPITAL EQUIPMENT/BUILDINGS	0	26.98
						Totals for 80267	26.98
80268	ENGELHARDT DAIRY OF	JPAP92	09/27/2019	PAYING BACK THE CREDIT THAT WAS TAKEN IN ERROR	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	17.40
						Totals for 80268	17.40
80269	MENOMINEE INDIAN SCH	jpap93	09/30/2019	VARSITY AND MS CROSS COUNTRY MEET AT MENOMINEE INDIAN HIGH SCHOOL	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/CROSS COUNTRY	0	140.00
						Totals for 80269	140.00
80270	AMAZON CAPITAL SERVI	JPAP10	10/04/2019	CLASSROOM MATERIALS	SPECIAL EDUCATION FUND/NON-CAPITAL EQUIPMENT/MULTI-CATE GORICAL	272000041	30.80
						Totals for 80270	30.80
80271	BONIKOWSKE, DANIEL	JPAP10	10/04/2019	REIMBURSE FOR FEES FOR BRIANNA BONIKOWSKE DISTRICT FEE - \$20/VB FEE - \$15	GENERAL FUND/STUDENT FEES/DISTRICT WIDE	0	20.00
80271	BONIKOWSKE, DANIEL	JPAP10	10/04/2019	REIMBURSE FOR FEES FOR BRIANNA BONIKOWSKE DISTRICT FEE - \$20/VB FEE - \$15	COMMUNITY SERVICE FUND/COMMUNITY SERVICE FEES/DISTRICT WIDE	0	15.00
						Totals for 80271	35.00

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80272	C.E.S.A. #9	JPAP10	10/04/2019	AUGUST 19 ENROLLMENTS THEODORE EMMERT - FRENCH KAYLA LOUGHRIN - HOSPITALITY & TOURISM	GENERAL FUND/TRANSFER TO CESA/Gen Tuition-Non-Open Enrollmen	0	580.00
						Totals for 80272	580.00
80273	CITY OF MANAWA	JPAP10	10/04/2019	MES-WATER/SEWER	GENERAL FUND/WATER/OPERATION	0	120.83
80273	CITY OF MANAWA	JPAP10	10/04/2019	LWHS-WATER/SEWER	GENERAL FUND/WATER/OPERATION	0	1,163.04
80273	CITY OF MANAWA	JPAP10	10/04/2019	PAES LAB	SPECIAL EDUCATION FUND/WATER/BUILDINGS	0	74.16
						Totals for 80273	1,358.03
80274	FOLLETT SCHOOL SOLUT	JPAP10	10/04/2019	Battle of the Books - Book Order	GENERAL FUND/LIBRARY BOOKS/SCHOOL LIBRARY	4002000117	146.94
80274	FOLLETT SCHOOL SOLUT	JPAP10	10/04/2019	Battle of the Books - Book Order	GENERAL FUND/LIBRARY BOOKS/SCHOOL LIBRARY	4002000117	742.07
						Totals for 80274	889.01
80275	IMPACT APPLICATIONS,	JPAP10	10/04/2019	IMPACT TESTING RENEWAL 1 YR	GENERAL FUND/TECH/SOFTWARE SERVIC/GENERAL ATHLETICS	4002000120	655.00
						Totals for 80275	655.00
80276	KNOPP, KEVIN	JPAP10	10/04/2019	PIANO TUNING - FALL 2019 - AUGUST - NOVEMBER	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/INSTRUCTION AL EQUIPMENT	1012000030	93.10
						Totals for 80276	93.10
80277	MID-AMERICAN RESEARC	JPAP10	10/04/2019	LWHS CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	1,123.00
						Totals for 80277	1,123.00
80278	NORTH EASTERN WISCON	JPAP10	10/04/2019	North Eastern WI Rehabilitation Co. - SEPTEMBER 2019	SPECIAL EDUCATION FUND/PERSONAL SERVICES/OCCUPATIONA L THERAPY	8002000012	3,015.91
80278	NORTH EASTERN WISCON	JPAP10	10/04/2019	North Eastern WI Rehabilitation Co. - SEPTEMBER 2019	SPECIAL EDUCATION FUND/PERSONAL SERVICES/OCCUPATIONA L THERAPY	8002000012	430.84
						Totals for 80278	3,446.75
80279	NASSCO, INC	JPAP10	10/04/2019	MES CUSTODIAL SUPPLIES	GENERAL FUND/EQUIPMENT PURCHASE-ADDITION/OP ERATION	0	410.33
80279	NASSCO, INC	JPAP10	10/04/2019	LWHS CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	288.06
80279	NASSCO, INC	JPAP10	10/04/2019	MES CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	244.23
80279	NASSCO, INC	JPAP10	10/04/2019	REPAIRS TO MES CUSTODIAL	GENERAL FUND/REPAIR	0	177.50

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				EQUIPMENT	& MAINTENANCE SERVICES/OPERATION		
					Totals for 80279		1,120.12
80280	NATIONAL ART ED ASSO	JPAP10	10/04/2019	NANCY ZABLER NAEA/WAEA MEMBERSHIP (ID# 3789)	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/ART	4002000056	85.00
					Totals for 80280		85.00
80281	OFFICE DEPOT	JPAP10	10/04/2019	INDEX CARD STOCK	GENERAL FUND/GENERAL SUPPLIES/OFFICE OF SUPERINTENDENT	0	17.99
80281	OFFICE DEPOT	JPAP10	10/04/2019	PRE INKED RED STAMP	GENERAL FUND/GENERAL SUPPLIES/OFFICE OF SUPERINTENDENT	0	11.99
					Totals for 80281		29.98
80282	OTC BRANDS, INC	JPAP10	10/04/2019	CHILD DEVELOPMENT DAYS MATERIAL	GENERAL FUND/GENERAL SUPPLIES/UNDIFFERENT IATED CURRICULUM	1012000073	41.97
80282	OTC BRANDS, INC	JPAP10	10/04/2019	CHILD DEVELOPMENT DAYS MATERIAL	SPECIAL EDUCATION FUND/GENERAL SUPPLIES/EARLY CHILDHOOD	1012000073	41.96
					Totals for 80282		83.93
80283	PIONEER MANUFACTURIN	JPAP10	10/04/2019	FOOTBALL FIELD PAINT GRACO TIP #321 PHD ULTRA FRIENDLY CLEANER 12	GENERAL FUND/GENERAL SUPPLIES/GENERAL ATHLETICS	4002000091	1,510.94
					Totals for 80283		1,510.94
80284	PIRK, PAUL	JPAP10	10/04/2019	REIMBURSE FOR FEE FOR MALEAH PIRK DISTRICT - \$20/VB - \$30/BB - \$30/TRACK - \$15	GENERAL FUND/STUDENT FEES/DISTRICT WIDE	0	20.00
80284	PIRK, PAUL	JPAP10	10/04/2019	REIMBURSE FOR FEE FOR MALEAH PIRK DISTRICT - \$20/VB - \$30/BB - \$30/TRACK - \$15	GENERAL FUND/STUDENT FEES/ATHLETIC DIRECTOR	0	75.00
					Totals for 80284		95.00
80285	REMINGTON'S QUALITY	JPAP10	10/04/2019	FOOD/COOKING/LIFESKILLS	SPECIAL EDUCATION FUND/FOOD/MULTI-CATE GORICAL	272000030	2.36
80285	REMINGTON'S QUALITY	JPAP10	10/04/2019	FOOD/COOKING/LIFESKILLS	SPECIAL EDUCATION FUND/FOOD/MULTI-CATE GORICAL	272000030	12.39
80285	REMINGTON'S QUALITY	JPAP10	10/04/2019	FOOD/COOKING/LIFESKILLS	SPECIAL EDUCATION FUND/FOOD/MULTI-CATE GORICAL	272000030	11.67
					Totals for 80285		26.42
80286	ROSHOLT SCHOOL DISTR	JPAP10	10/04/2019	CROSS COUNTRY INVITATIONAL ON 10/3/19	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/CROSS COUNTRY	0	125.00
					Totals for 80286		125.00
80287	SCHOOL DISTRICT OF I	JPAP10	10/04/2019	VOLLEYBALL QUAD ON 10/5/19 VS IOLA-SCANDINAVIA/SHIOCTON/TIGE RTON	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/VOLLEYBALL	0	75.00
					Totals for 80287		75.00

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80288	SCHOOL DISTRICT OF M	JPAP10	10/04/2019	MS CROSS COUNTRY INVITATIONAL ON 10/7/19	COMMUNITY SERVICE FUND/DUES & FEES MEMBRSHIP/FT FEES/OTHER COMMUNITY SERVICES	0	50.00
80288	SCHOOL DISTRICT OF M	JPAP10	10/04/2019	VARSITY CROSS COUNTRY INVITATIONAL ON 10/7/19	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/CROSS COUNTRY	0	120.00
						Totals for 80288	170.00
80289	SCHOOL DISTRICT WEYA	JPAP10	10/04/2019	MS & VARSITY CROSS COUNTRY INVITATIONAL ON 10/10/19	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/CROSS COUNTRY	0	120.00
						Totals for 80289	120.00
80290	SCHOOL SPECIALTY INC	JPAP10	10/04/2019	CENTRAL SUPPLY ITEMS	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	1012000077	151.52
						Totals for 80290	151.52
80291	SOLARUS	JPAP10	10/04/2019	PAES lab telephone/internet bill	SPECIAL EDUCATION FUND/TELEPHONE AND TELEGRAPH/PUBLIC INFORMATION	272000037	148.23
						Totals for 80291	148.23
80292	US CELLULAR	JPAP10	10/04/2019	CELL PHONES	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	0	381.67
						Totals for 80292	381.67
80293	US TICKET, INC	JPAP10	10/04/2019	PBIS TICKETS	GENERAL FUND/GENERAL SUPPLIES/OFFICE OF THE PRINCIPAL	1012000074	170.78
						Totals for 80293	170.78
80294	WAEA - WI ART EDUCAT	JPAP10	10/04/2019	NANCY ZABLER REGISTRATION FOR VISUAL ARTS CLASSIC AND YOUTH ART MONTH	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/CO-CURRICULAR ACTIVITIES	4002000064	150.00
						Totals for 80294	150.00
80295	YOHR, RANDY	JPAP10	10/04/2019	REIMBURSE FOR DISTRICT FEE FOR GARRETT YOHR	GENERAL FUND/STUDENT FEES/DISTRICT WIDE	0	20.00
						Totals for 80295	20.00
80297	KOHN LAW FIRM S.C.	P9	10/15/2019	Payroll accrual	GENERAL FUND/GARNISHMENT DEDUCTION	0	394.31
						Totals for 80297	394.31
80298	ALLIANT ENERGY	JPAP10	10/11/2019	NEW SIGN - ELEC 8/6/19 - 9/10/19	GENERAL FUND/GAS FOR HEAT/OPERATION	4002000149	0.00
80298	ALLIANT ENERGY	JPAP10	10/11/2019	NEW SIGN - ELEC 8/6/19 - 9/10/19	GENERAL FUND/ELECTRICITY OTHER THAN HEAT/OPERATION	4002000149	93.54
80298	ALLIANT ENERGY	JPAP10	10/11/2019	#4706230000 - CONCESSIONS - (8/1/19 - 9/10/19)	GENERAL FUND/GAS FOR HEAT/OPERATION	4002000149	0.00
80298	ALLIANT ENERGY	JPAP10	10/11/2019	#4706230000 - CONCESSIONS - (8/1/19 - 9/10/19)	GENERAL FUND/ELECTRICITY	4002000149	28.49

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80298	ALLIANT ENERGY	JPAP10	10/11/2019	LWHS GAS - 8/7/19 - 9/10/19	OTHER THAN HEAT/OPERATION GENERAL FUND/GAS FOR HEAT/OPERATION	4002000149	374.82
80298	ALLIANT ENERGY	JPAP10	10/11/2019	LWHS GAS - 8/7/19 - 9/10/19	GENERAL FUND/ELECTRICITY OTHER THAN HEAT/OPERATION	4002000149	0.00
80298	ALLIANT ENERGY	JPAP10	10/11/2019	HS Electric - 8/7/19 - 9/10/19	GENERAL FUND/GAS FOR HEAT/OPERATION	4002000149	0.00
80298	ALLIANT ENERGY	JPAP10	10/11/2019	HS Electric - 8/7/19 - 9/10/19	GENERAL FUND/ELECTRICITY OTHER THAN HEAT/OPERATION	4002000149	9,847.32
						Totals for 80298	10,344.17
80299	AMAZON CAPITAL SERVI	JPAP10	10/11/2019	Lock for parking lot gate for snowplow accessibility	GENERAL FUND/NON-CAPITAL EQUIPMENT/OPERATION	1012000088	10.99
						Totals for 80299	10.99
80300	AUGUST WINTER & SONS	JPAP10	10/11/2019	TROUBLESHOOT ISSUES WITH RTU #8 & #4	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS	0	2,248.00
						Totals for 80300	2,248.00
80301	BADGER SPORTING GOOD	JPAP10	10/11/2019	FOOTBALL JERSEYS - 4 WERE PURCHASED BY INDIVIDUAL STUDENTS	GENERAL FUND/NON-CAPITAL EQUIPMENT/BOYS FOOTBALL	0	782.00
						Totals for 80301	782.00
80302	CASH	JPAP10	10/11/2019	CUSTODIAL - 22.85 POSTAGE - 5.19 PBIS - 15.35	GENERAL FUND/NON-CAPITAL EQUIPMENT/OPERATION	0	22.85
80302	CASH	JPAP10	10/11/2019	CUSTODIAL - 22.85 POSTAGE - 5.19 PBIS - 15.35	GENERAL FUND/POSTAGE/CARTAGE /CENTRAL SERVICES	0	5.19
80302	CASH	JPAP10	10/11/2019	CUSTODIAL - 22.85 POSTAGE - 5.19 PBIS - 15.35	GENERAL FUND/FOOD/OFFICE OF THE PRINCIPAL	0	15.35
						Totals for 80302	43.39
80303	CESA 6-CONFERENCE RE	JPAP10	10/11/2019	CESA #6 Invoice (10 payments - Sept - June)	SPECIAL EDUCATION FUND/TRANSFER TO CESA/SUPERVISION/COO R OF EXCEP EDUC	8002000010	6,453.98
80303	CESA 6-CONFERENCE RE	JPAP10	10/11/2019	CESA #6 Invoice (10 payments - Sept - June)	GENERAL FUND/TRANSFER TO CESA/DIR OF IMPROVEMENT OF INSTRUCT	8002000010	5,629.53
80303	CESA 6-CONFERENCE RE	JPAP10	10/11/2019	CESA #6 Invoice (10 payments - Sept - June)	SPECIAL EDUCATION FUND/TRANSFER TO CESA/SUPERVISION/COO R OF EXCEP EDUC	8002000010	675.54
80303	CESA 6-CONFERENCE RE	JPAP10	10/11/2019	CESA #6 Invoice (10 payments - Sept - June)	SPECIAL EDUCATION FUND/TRANSFER TO CESA/PSYCHOLOGICAL SERVICES	8002000010	546.00
80303	CESA 6-CONFERENCE RE	JPAP10	10/11/2019	CESA #6 Invoice (10 payments - Sept - June)	GENERAL	8002000010	1,891.44

CHECK NUMBER	CHECK VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
				- Sept - June)	FUND/TRANSFER TO CESA/HEALTH		
80303	CESA 6-CONFERENCE RE	JPAP10	10/11/2019	CESA #6 Invoice (10 payments - Sept - June)	SPECIAL EDUCATION FUND/TRANSFER TO CESA/PHYSICAL THERAPY	8002000010	1,103.52
80303	CESA 6-CONFERENCE RE	JPAP10	10/11/2019	CESA #6 Invoice (10 payments - Sept - June)	SPECIAL EDUCATION FUND/TRANSFER TO CESA/PHYSICAL THERAPY	8002000010	2,240.48
80303	CESA 6-CONFERENCE RE	JPAP10	10/11/2019	CESA #6 Invoice (10 payments - Sept - June)	GENERAL FUND/TRANSFER TO CESA/INSTRUCTIONAL STAFF TRAINING	8002000010	1,100.00
80303	CESA 6-CONFERENCE RE	JPAP10	10/11/2019	CESA #6 Invoice (10 payments - Sept - June)	GENERAL FUND/TRANSFER TO CESA/PSYCHOLOGICAL SERVICES	8002000010	104.00
80303	CESA 6-CONFERENCE RE	JPAP10	10/11/2019	CESA #6 Invoice (10 payments - Sept - June)	SPECIAL EDUCATION FUND/TRANSFER TO CESA/HEALTH	8002000010	772.56
					Totals for 80303		20,517.05
80304	E O JOHNSON CO., INC	JPAP10	10/11/2019	EO Johnson copier payments - 6 months	GENERAL FUND/COMMUNICATION/C ENTRAL SERVICES	8002000008	6,872.06
					Totals for 80304		6,872.06
80305	GRAICHEN DISPOSAL &	JPAP10	10/11/2019	Graichen - garbage disposal service	GENERAL FUND/CLEANING SERVICES/OPERATION	8002000009	810.00
					Totals for 80305		810.00
80307	HEID MUSIC CO, INC.	JPAP10	10/11/2019	AUSTIN ROHAN - TROMBONE INSTRUMENT REPAIR AND MAINTENANCE	GENERAL FUND/PERSONAL SERVICES/INSTRUMENTA L MUSIC	4002000151	61.80
80307	HEID MUSIC CO, INC.	JPAP10	10/11/2019	AUSTIN ROHAN - TRUMPET INSTRUMENT REPAIR AND MAINTENANCE	GENERAL FUND/PERSONAL SERVICES/INSTRUMENTA L MUSIC	4002000151	72.00
80307	HEID MUSIC CO, INC.	JPAP10	10/11/2019	AUSTIN ROHAN - TUBA INSTRUMENT REPAIR AND MAINTENANCE	GENERAL FUND/PERSONAL SERVICES/INSTRUMENTA L MUSIC	4002000151	285.00
80307	HEID MUSIC CO, INC.	JPAP10	10/11/2019	AUSTIN ROHAN INVOICE 2460992 INSTRUMENT SUPPLIES	GENERAL FUND/NON-CAPITAL EQUIPMENT/INSTRUMENT AL MUSIC	4002000147	96.00
80307	HEID MUSIC CO, INC.	JPAP10	10/11/2019	AUSTIN ROHAN - TUBA INSTRUMENT REPAIR AND MAINTENANCE	GENERAL FUND/PERSONAL SERVICES/INSTRUMENTA L MUSIC	4002000151	180.00
80307	HEID MUSIC CO, INC.	JPAP10	10/11/2019	AUSTIN ROHAN - FRENCH HORN INSTRUMENT REPAIR AND MAINTENANCE	GENERAL FUND/PERSONAL SERVICES/INSTRUMENTA L MUSIC	4002000151	106.08
80307	HEID MUSIC CO, INC.	JPAP10	10/11/2019	AUSTIN ROHAN - BARITONE INSTRUMENT REPAIR AND	GENERAL FUND/PERSONAL	4002000151	177.40

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				MAINTENANCE	SERVICES/INSTRUMENTA L MUSIC		
80307	HEID MUSIC CO, INC.	JPAP10	10/11/2019	AUSTIN ROHAN - TRUMPET INSTRUMENT REPAIR AND MAINTENANCE	GENERAL FUND/PERSONAL SERVICES/INSTRUMENTA L MUSIC	4002000151	196.00
						Totals for 80307	1,174.28
80308	HOFFMAN PLANNING, DE	JPAP10	10/11/2019	CURRENT PAYMENT DUE	GENERAL FUND/CONSTRUCTION SERVICES/FACILITY AQUSITION/REMODELIN G	0	7,287.69
						Totals for 80308	7,287.69
80309	INSTITUTE FOR EDUCAT	JPAP10	10/11/2019	REGISTRATION FEE FOR CORRIE ZIEMER PRIORITY ID CODE = 461867	GENERAL FUND/PERSONAL SERVICES/INSTRUCTION AL STAFF TRAINING	0	279.00
						Totals for 80309	279.00
80310	INTEGRATED SYSTEMS C	JPAP10	10/11/2019	HOSTING - NOVEMBER	GENERAL FUND/TECH/SOFTWARE SERVIC/ADMINISTRATIV E TECHNOLOGY SERV	0	360.00
						Totals for 80310	360.00
80311	ISLAND MUSIC INC	JPAP10	10/11/2019	AUSTIN ROHAN SUPPLIES - INVOICE 306830	GENERAL FUND/NON-CAPITAL EQUIPMENT/INSTRUMENT AL MUSIC	4002000145	225.00
						Totals for 80311	225.00
80312	MULTI MEDIA CHANNELS	JPAP10	10/11/2019	JULY 22 BOE MEETING MINUTES 2019 ACCESS TO EQAL EDUCATION	GENERAL FUND/PRINTING AND BINDING/GENERAL ADMINISTRATION	0	236.05
						Totals for 80312	236.05
80313	NASSCO, INC	JPAP10	10/11/2019	MES CUSTODIAL SUPPLIES	GENERAL FUND/NON-CAPITAL EQUIPMENT/OPERATION	0	484.98
80313	NASSCO, INC	JPAP10	10/11/2019	CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	37.96
80313	NASSCO, INC	JPAP10	10/11/2019	CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	56.93
80313	NASSCO, INC	JPAP10	10/11/2019	MES CUSTODIAL SUPPLIES	GENERAL FUND/NON-CAPITAL EQUIPMENT/OPERATION	0	76.73
						Totals for 80313	656.60
80314	PC & CELL SOLUTIONS,	JPAP10	10/11/2019	SECURITY SYSTEM CAMERAS	GENERAL FUND/TECHNOLOGY RELATED HARDWARE/ADMINISTRAT IVE TECHNOLOGY SERV	0	4,189.50
						Totals for 80314	4,189.50
80315	SHULFER SPRINKLERS &	JPAP10	10/11/2019	WINTERIZATION OF SPRINKLER SYSTEM	GENERAL FUND/CLEANING SERVICES/OPERATION	0	400.00
						Totals for 80315	400.00

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80316	SOLARUS	JPAP10	10/11/2019	Telephone bills	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002000016	370.58
80316	SOLARUS	JPAP10	10/11/2019	Telephone bills	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002000016	0.00
80316	SOLARUS	JPAP10	10/11/2019	Telephone bills	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002000016	0.00
80316	SOLARUS	JPAP10	10/11/2019	Telephone bills	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002000016	0.00
80316	SOLARUS	JPAP10	10/11/2019	Telephone bills	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002000016	749.90
80316	SOLARUS	JPAP10	10/11/2019	Telephone bills	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002000016	0.00
80316	SOLARUS	JPAP10	10/11/2019	Telephone bills	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002000016	0.00
80316	SOLARUS	JPAP10	10/11/2019	Telephone bills	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002000016	0.00
80316	SOLARUS	JPAP10	10/11/2019	Telephone bills	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002000016	881.80
80316	SOLARUS	JPAP10	10/11/2019	Telephone bills	GENERAL FUND/NON-CAPITAL EQUIPMENT/ADMINISTRA TIVE TECHNOLOGY SERV	8002000016	831.20
						Totals for 80316	2,833.48
80317	STRANG, PATTESON, RE	JPAP10	10/11/2019	LEGAL FEES	GENERAL FUND/PERSONAL SERVICES/LEGAL	0	3,375.00
						Totals for 80317	3,375.00
80318	TEACHER SYNERGY, LLC	JPAP10	10/11/2019	ONLINE STUDENT RESOURCES	SPECIAL EDUCATION FUND/OTHER MEDIA/MULTI-CATEGORI CAL	272000043	42.00
						Totals for 80318	42.00
80319	TORBORGS WAUPACA LUM	JPAP10	10/11/2019	30 CEILING PANELS	GENERAL FUND/NON-CAPITAL EQUIPMENT/OPERATION	0	179.70
						Totals for 80319	179.70
80320	UNEMPLOYMENT INSURAN	JPAP10	10/11/2019	UNEMPLOYMENT	GENERAL	0	1,426.89

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					FUND/UNEMPLOYMENT COMPENSATION/INSURAN CE AND JUDGEMENTS		
					Totals for 80320		1,426.89
80321	WEX BANK - GLOBAL FL	JPAP10	10/11/2019	ALL OTHER FUEL	GENERAL	0	149.09
					FUND/FUEL-VEHICLE OPERATION/VEHICLE MAINT/NOT PUPIL TRANS		
					Totals for 80321		149.09
80322	WI DEPT OF JUSTICE	JPAP10	10/11/2019	CRIMINAL BACKGROUND CHECKS WIS DEPT OF JUSTICE - (5@ 7.00)	GENERAL	0	35.00
					FUND/PERSONAL SERVICES/GENERAL ADMINISTRATION		
					Totals for 80322		35.00
80323	YOUTH AT RISK COMMIT	JPAP10	10/11/2019	MARY ECK MEMBERSHIP	GENERAL FUND/DUES & 4002000046		100.00
					FEES MEMBRSHIP/FT FEES/OTHER SPECIAL NEEDS		
					Totals for 80323		100.00
80324	FAMILY OF JAMES LOUG	JPAP10	10/15/2019	MEMORIAL	GENERAL	0	25.00
					FUND/PERSONAL SERVICES/BOARD OF EDUCATION		
					Totals for 80324		25.00
80325	QUARLES & BRADY, LLP	JPAP10	10/15/2019	CLIENT MATTER # 630062.00026	GENERAL	0	2,449.00
					FUND/PERSONAL SERVICES/LEGAL		
					Totals for 80325		2,449.00
192000010	BORIS, JASON	JPAP90	09/04/2019	VARSITY FOOTBALL OFFICIAL ON 8/30/19 VS KEWAUNEE	GENERAL	0	70.00
					FUND/PERSONAL SERVICES/BOYS FOOTBALL		
					Totals for 192000010		70.00
192000011	HANSEN, RICHARD	JPAP90	09/04/2019	VARSITY FOOTBALL OFFICIAL ON 8/30/19 VS KEWAUNEE	GENERAL	0	70.00
					FUND/PERSONAL SERVICES/BOYS FOOTBALL		
					Totals for 192000011		70.00
192000012	MURSAU, JENNIFER	JPAP90	09/04/2019	JV2 VOLLEYBALL OFFICIAL ON 9/3/19 VS ALMOND BANCROFT	GENERAL	0	55.00
					FUND/PERSONAL SERVICES/VOLLEYBALL		
					Totals for 192000012		55.00
192000013	POPPY, MICHELLE	JPAP90	09/04/2019	JV2 VOLLEYBALL OFFICIAL ON 9/3/19 VS ALMOND BANCROFT	GENERAL	0	55.00
					FUND/PERSONAL SERVICES/VOLLEYBALL		
					Totals for 192000013		55.00
192000014	PRINCE, CHERYL	JPAP90	09/04/2019	JV & VARSITY VOLLEYBALL OFFICIAL ON 9/3/19 VS WILD ROSE	GENERAL	0	94.00
					FUND/PERSONAL SERVICES/VOLLEYBALL		
					Totals for 192000014		94.00
192000015	PRINCE, DONALD JR	JPAP90	09/04/2019	JV & VARSITY VOLLEYBALL OFFICIAL ON 9/3/19 VS WILD ROSE	GENERAL	0	94.00
					FUND/PERSONAL SERVICES/VOLLEYBALL		
					Totals for 192000015		94.00
192000016	BESCHTA, DARIN	JPAP90	09/05/2019	VARSITY FOOTBALL OFFICIAL ON	GENERAL	0	70.00

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				8/30/19 VS KEWAUNEE	FUND/PERSONAL SERVICES/BOYS FOOTBALL		
					Totals for	192000016	70.00
192000017	MOE, DALE	JPAP90	09/05/2019	VARSITY FOOTBALL OFFICIAL ON	GENERAL	0	70.00
				8/30/19 VS KEWAUNEE	FUND/PERSONAL SERVICES/BOYS FOOTBALL		
					Totals for	192000017	70.00
192000018	BORIS, JASON	JPAP90	09/06/2019	MS FOOTBALL OFFICIALON 9/5/19	COMMUNITY SERVICE	0	45.00
				VS BONDUEL (LIGHTNING INTERFERENCE)	FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES		
					Totals for	192000018	45.00
192000019	HANSEN, RICHARD	JPAP90	09/06/2019	MS FOOTBALL OFFICIALON 9/5/19	COMMUNITY SERVICE	0	45.00
				VS BONDUEL (LIGHTNING INTERFERENCE)	FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES		
					Totals for	192000019	45.00
192000020	MOE, DALE	JPAP90	09/06/2019	MS FOOTBALL OFFICIALON 9/5/19	COMMUNITY SERVICE	0	45.00
				VS BONDUEL (LIGHTNING INTERFERENCE)	FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES		
					Totals for	192000020	45.00
192000021	POHL, HELENE	JPAP90	09/06/2019	CESA 6 LEGISLATIVE BREAKFAST - MILEAGE	GENERAL FUND/EMPLOYEE TRAVEL/BOARD MEMBERS	0	58.00
					Totals for	192000021	58.00
192000022	LANDSINGER, CHAD	JPAP90	09/09/2019	VARSITY FOOTBALL OFFICIAL ON	GENERAL	0	70.00
				9/6/19 VS BONDUEL	FUND/PERSONAL SERVICES/BOYS FOOTBALL		
					Totals for	192000022	70.00
192000023	VAN DERA, CRAIG	JPAP90	09/09/2019	VARSITY FOOTBALL OFFICIAL ON	GENERAL	0	70.00
				9/6/19 VS BONDUEL	FUND/PERSONAL SERVICES/BOYS FOOTBALL		
					Totals for	192000023	70.00
192000024	ARNOLD, BRIAN	JPAP91	09/10/2019	VARSITY FOOTBALL OFFICIAL ON	GENERAL	0	70.00
				9/6/19 VS BONDUEL	FUND/PERSONAL SERVICES/BOYS FOOTBALL		
					Totals for	192000024	70.00
192000025	RADLOFF, LARRY	JPAP91	09/10/2019	VARSITY FOOTBALL OFFICIAL ON	GENERAL	0	70.00
				9/6/19 VS BONDUEL	FUND/PERSONAL SERVICES/BOYS FOOTBALL		
					Totals for	192000025	70.00
192000026	TUBBS, KYLE	JPAP91	09/10/2019	VARSITY FOOTBALL OFFICIAL ON	GENERAL	0	70.00
				9/6/19 VS BONDUEL	FUND/PERSONAL SERVICES/BOYS FOOTBALL		
					Totals for	192000026	70.00
192000027	BORIS, JASON	JPAP91	09/11/2019	MS FOOTBALL OFFICIAL ON	COMMUNITY SERVICE	0	45.00
				9/10/19 VS SHIOCTON	FUND/PERSONAL		

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					SERVICES/OTHER COMMUNITY SERVICES		
					Totals for	192000027	45.00
192000028	HANSEN, RICHARD	JPAP91	09/11/2019	MS FOOTBALL OFFICIAL ON 9/10/19 VS SHIOCTON	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0	45.00
					Totals for	192000028	45.00
192000029	WIDEMAN, TODD	JPAP91	09/11/2019	MS FOOTBALL OFFICIAL ON 9/10/19 VS SHIOCTON	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0	45.00
					Totals for	192000029	45.00
192000030	ANDERSON, MEGAN	JPAP91	09/13/2019	REIMBURSEMENT BOOK BINS	SPECIAL EDUCATION FUND/NON-CAPITAL EQUIPMENT/MULTI-CATE GORICAL	272000038	40.00
					Totals for	192000030	40.00
192000031	ECK, MARY	JPAP91	09/13/2019	MILEAGE TO ALICE GRANT TRAINING	GENERAL FUND/EMPLOYEE TRAVEL/INSTRUCTIONAL STAFF TRAINING	0	29.00
					Totals for	192000031	29.00
192000032	KELLER, KEVIN	JPAP91	09/13/2019	SUMMER SCHOOL STORAGE BINS	GENERAL FUND/NON-CAPITAL EQUIPMENT/UNDIFFEREN TIATED CURRICULUM	0	22.47
					Totals for	192000032	22.47
192000033	MILLARD, DAWN	JPAP91	09/13/2019	MILEAGE REIMBURSEMENT	GENERAL FUND/EMPLOYEE TRAVEL/GENERAL ATHLETICS	4002000127	34.80
					Totals for	192000033	34.80
192000034	MURSAU, JENNIFER	JPAP91	09/13/2019	MS VOLLEYBALL OFFICIAL ON 9/12/19 VS BONDUEL	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0	50.00
					Totals for	192000034	50.00
192000035	POPPY, MICHELLE	JPAP91	09/13/2019	MS VOLLEYBALL OFFICIAL ON 9/12/19 VS BONDUEL	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0	50.00
					Totals for	192000035	50.00
192000036	ZIEMER, CORRIE	JPAP91	09/13/2019	MILEAGE REIMBURSEMENT	GENERAL FUND/EMPLOYEE TRAVEL/INSTRUCTIONAL STAFF TRAINING	1012000068	58.00
					Totals for	192000036	58.00
192000036	ZIEMER, CORRIE	JPAP91	09/13/2019	ALICE TRAINING MILEAGE REIMBURSEMENT	GENERAL FUND/EMPLOYEE TRAVEL/INSTRUCTIONAL STAFF TRAINING	0	29.00
					Totals for	192000036	87.00
192000037	BORIS, JASON	JPAP91	09/16/2019	VARSITY FOOTBALL OFFICIAL ON 9/13/19 VS OCONTO	GENERAL FUND/PERSONAL SERVICES/BOYS FOOTBALL	0	70.00

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						Totals for 192000037	70.00
192000038	CZECH, JON	JPAP91	09/16/2019	VARSITY FOOTBALL OFFICIAL ON 9/13/19 VS OCONTO	GENERAL FUND/PERSONAL SERVICES/BOYS FOOTBALL	0	70.00
						Totals for 192000038	70.00
192000039	LEWINSKI, ROBERT	JPAP91	09/16/2019	VARSITY FOOTBALL OFFICIAL ON 9/13/19 VS OCONTO	GENERAL FUND/PERSONAL SERVICES/BOYS FOOTBALL	0	70.00
						Totals for 192000039	70.00
192000040	WIDEMAN, TODD	JPAP91	09/16/2019	VARSITY FOOTBALL OFFICIAL ON 9/13/19 VS OCONTO	GENERAL FUND/PERSONAL SERVICES/BOYS FOOTBALL	0	70.00
						Totals for 192000040	70.00
192000041	MURSAU, JENNIFER	JPAP91	09/18/2019	MS VOLLEYBALL OFFICIAL ON 9/17/19 VS BOWLER	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0	50.00
						Totals for 192000041	50.00
192000042	POPPY, MICHELLE	JPAP91	09/18/2019	MS VOLLEYBALL OFFICIAL ON 9/17/19 VS BOWLER	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0	50.00
						Totals for 192000042	50.00
192000043	ANAYA, AMY	JPAP92	09/24/2019	VARSITY VOLLEYBALL LINE JUDGE ON 9/19/19 VS MARION	GENERAL FUND/PERSONAL SERVICES/VOLLEYBALL	0	25.00
						Totals for 192000043	25.00
192000044	COLLINS, PATRICK	JPAP92	09/24/2019	VOLLEYBALL LINE JUDGE ON 9/3/19 VS WILD ROSE	GENERAL FUND/PERSONAL SERVICES/VOLLEYBALL	0	25.00
192000044	COLLINS, PATRICK	JPAP92	09/24/2019	VARSITY VOLLEYBALL LINE JUDGE ON 9/19/19 VS MARION	GENERAL FUND/PERSONAL SERVICES/VOLLEYBALL	0	25.00
						Totals for 192000044	50.00
192000045	LATOURE, PATRICK	JPAP92	09/24/2019	JV/VARSITY VOLLEYBALL OFFICIAL ON 9/19/19 VS MARION	GENERAL FUND/PERSONAL SERVICES/VOLLEYBALL	0	94.00
						Totals for 192000045	94.00
192000046	MURSAU, JENNIFER	JPAP92	09/24/2019	JV2 VOLLEYBALL OFFICIAL ON 9/19/19 VS WITTENBERG-BIRNAMWOOD	GENERAL FUND/PERSONAL SERVICES/VOLLEYBALL	0	55.00
192000046	MURSAU, JENNIFER	JPAP92	09/24/2019	MS VOLLEYBALL OFFICIAL ON 9/19/19 VS IOLA-SCANDINAVIA	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0	50.00
						Totals for 192000046	105.00
192000047	POPPY, MICHELLE	JPAP92	09/24/2019	MS VOLLEYBALL OFFICIAL ON 9/19/19 VS IOLA-SCANDINAVIA	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0	50.00
192000047	POPPY, MICHELLE	JPAP92	09/24/2019	JV2 VOLLEYBALL OFFICIAL ON 9/19/19 VS WITTENBERG-BIRNAMWOOD	GENERAL FUND/PERSONAL SERVICES/VOLLEYBALL	0	55.00

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192000047	POPPY, MICHELLE	JPAP92	09/24/2019	VARSITY VOLLEYBALL LINE JUDGE ON 9/3/19 VS WILD ROSE	GENERAL FUND/PERSONAL SERVICES/VOLLEYBALL	0	25.00
						Totals for 192000047	130.00
192000048	PUTZKIE, JOHN	JPAP92	09/24/2019	JV/VARSITY VOLLEYBALL OFFICIAL ON 9/19/19 VS MARION	GENERAL FUND/PERSONAL SERVICES/VOLLEYBALL	0	94.00
						Totals for 192000048	94.00
192000049	HANSEN, RICHARD	JPAP92	09/25/2019	MS FOOTBALL OFFICIAL ON 9/24/19 VS WITTENBERG-BIRNAMWOOD	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0	45.00
						Totals for 192000049	45.00
192000050	MOE, DALE	JPAP92	09/25/2019	MS FOOTBALL OFFICIAL ON 9/24/19 VS WITTENBERG-BIRNAMWOOD	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0	45.00
						Totals for 192000050	45.00
192000051	MURSAU, JENNIFER	JPAP92	09/25/2019	MS VOLLEYBALL OFFICIAL ON 9/24/19 VS AMHERST	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0	50.00
						Totals for 192000051	50.00
192000052	POPPY, MICHELLE	JPAP92	09/25/2019	MS VOLLEYBALL OFFICIAL ON 9/24/19 VS AMHERST	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0	50.00
						Totals for 192000052	50.00
192000053	WIDEMAN, MASON	JPAP92	09/25/2019	MS FOOTBALL OFFICIAL ON 9/5/19 VS BONDUEL	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0	45.00
						Totals for 192000053	45.00
192000054	COLLINS, PATRICK	JPAP92	09/27/2019	VARSITY VOLLEYBALL LINE JUDGE ON 9/26/19 VS BOWLER	GENERAL FUND/PERSONAL SERVICES/VOLLEYBALL	0	25.00
						Totals for 192000054	25.00
192000055	MURSAU, JENNIFER	JPAP92	09/27/2019	MS VOLLEYBALL OFFICIAL ON 9/26/19 VS WITTENBERG-BIRNAMWOOD	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0	50.00
						Totals for 192000055	50.00
192000056	POPPY, MICHELLE	JPAP92	09/27/2019	MS VOLLEYBALL OFFICIAL ON 9/26/19 VS WITTENBERG-BIRNAMWOOD	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0	50.00
						Totals for 192000056	75.00
192000057	WORTZ, CAROL	JPAP92	09/27/2019	STUDENT INCENTIVE ITEMS CAROL WORTZ WILL BE MAKING SCHOOL PURCHASES	SPECIAL EDUCATION FUND/FOOD/MULTI-CATE GORICAL	272000029	24.55
						Totals for 192000057	24.55
192000058	LAUERSDORF, WALTER	jpap93	09/30/2019	VARSITY FOOTBALL OFFICIAL ON 9/27/19 VS IOLA-SCANDINAVIA	GENERAL FUND/PERSONAL	0	70.00

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					SERVICES/BOYS FOOTBALL		
					Totals for 192000058		70.00
192000059	ROBINSON, BRIAN	jpap93	09/30/2019	VARSITY FOOTBALL OFFICIAL ON 9/27/19 VS IOLA-SCANDINAVIA	GENERAL	0	70.00
					FUND/PERSONAL SERVICES/BOYS FOOTBALL		
					Totals for 192000059		70.00
192000060	WENIG, ALBERT	jpap93	09/30/2019	VARSITY FOOTBALL OFFICIAL ON 9/27/19 VS IOLA-SCANDINAVIA	GENERAL	0	70.00
					FUND/PERSONAL SERVICES/BOYS FOOTBALL		
					Totals for 192000060		70.00
192000061	WENIG, JOHN	jpap93	09/30/2019	VARSITY FOOTBALL OFFICIAL ON 9/27/19 VS IOLA-SCANDINAVIA	GENERAL	0	70.00
					FUND/PERSONAL SERVICES/BOYS FOOTBALL		
					Totals for 192000061		70.00
192000062	GROTE, MICHAEL	JPAP10	10/02/2019	MS FOOTBALL OFFICIAL ON 9/24/19 VS WITTENBERG-BIRNAMWOOD	COMMUNITY SERVICE	0	45.00
					FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES		
					Totals for 192000062		45.00
192000063	MURSAU, JENNIFER	JPAP10	10/02/2019	MS VOLLEYBALL OFFICIAL ON 10/1/19 VS TIGERTON	COMMUNITY SERVICE	0	50.00
					FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES		
					Totals for 192000063		50.00
192000064	POPPY, MICHELLE	JPAP10	10/02/2019	MS VOLLEYBALL OFFICIAL ON 10/1/19 VS TIGERTON	COMMUNITY SERVICE	0	50.00
					FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES		
					Totals for 192000064		50.00
192000065	GIPP, RITA	JPAP10	10/04/2019	MILEAGE TO JOSTEN'S WORKSHOP	GENERAL	0	145.00
					FUND/EMPLOYEE TRAVEL/REGULAR CURRICULUM		
					Totals for 192000065		145.00
192000066	MURSAU, JENNIFER	JPAP10	10/04/2019	MS VOLLEYBALL OFFICIAL ON 10/3/19 VS WEYAUWEGA-FREMONT	COMMUNITY SERVICE	0	50.00
					FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES		
					Totals for 192000066		50.00
192000067	O'BRIEN, CARMEN	JPAP10	10/04/2019	MILEAGE TO BUSINESS OFFICIAL MTG & NASSCO FLOORING EVENT	GENERAL	0	133.40
					FUND/EMPLOYEE TRAVEL/DIRECTION OF BUSINESS		
					Totals for 192000067		133.40
192000068	POPPY, MICHELLE	JPAP10	10/04/2019	MS VOLLEYBALL OFFICIAL ON 10/3/19 VS WEYAUWEGA-FREMONT	COMMUNITY SERVICE	0	50.00
					FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES		
					Totals for 192000068		50.00
192000069	CZECH, JON	jpap10	10/08/2019	JV FOOTBALL OFFICIAL ON 10/7/19 VS AMHERST	GENERAL	0	50.00
					FUND/PERSONAL SERVICES/BOYS		

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					FOOTBALL		
					Totals for	192000069	50.00
192000070	HANSEN, RICHARD	jpap10	10/08/2019	JV FOOTBALL OFFICIAL ON 10/7/19 VS AMHERST	GENERAL	0	50.00
					FUND/PERSONAL		
					SERVICES/BOYS		
					FOOTBALL		
					Totals for	192000070	50.00
192000071	MOE, DALE	jpap10	10/08/2019	JV FOOTBALL OFFICIAL ON 10/7/19 VS AMHERST	GENERAL	0	50.00
					FUND/PERSONAL		
					SERVICES/BOYS		
					FOOTBALL		
					Totals for	192000071	50.00
192000072	JOLY, TIMOTHY	JPAP10	10/09/2019	JV/VARSITY VOLLEYBALL OFFICIAL ON 09/26/19 VS BOWLER	GENERAL	0	94.00
					FUND/PERSONAL		
					SERVICES/VOLLEYBALL		
					Totals for	192000072	94.00
192000073	COLLINS, PATRICK	JPAP10	10/11/2019	Varsity Volleyball Line Judge ON 10/8/19 VS Northland Lutheran	GENERAL	0	25.00
					FUND/PERSONAL		
					SERVICES/VOLLEYBALL		
					Totals for	192000073	25.00
192000074	DAYTON, KENNETH	JPAP10	10/11/2019	MS Football Official ON 10/10/19 VS ROSHOLT	COMMUNITY SERVICE	0	45.00
					FUND/PERSONAL		
					SERVICES/OTHER		
					COMMUNITY SERVICES		
					Totals for	192000074	45.00
192000075	NELLIS, MICHAEL	JPAP10	10/11/2019	MS Football Official ON 10/10/19 VS ROSHOLT	COMMUNITY SERVICE	0	45.00
					FUND/PERSONAL		
					SERVICES/OTHER		
					COMMUNITY SERVICES		
					Totals for	192000075	45.00
192000076	OPPOR, MELANIE	JPAP10	10/11/2019	Quad Health Ins Mtg Mileage - Lomira Lunch	GENERAL	0	96.41
					FUND/EMPLOYEE		
					TRAVEL/OFFICE OF		
					SUPERINTENDENT		
					Totals for	192000076	96.41
192000077	ORT, JESSIE	JPAP10	10/11/2019	Mileage Reimbursement - Taking Boys to Work	SPECIAL EDUCATION	272000042	191.40
					FUND/CONTRACTED		
					PUPIL		
					TRANSPORTATIO/FIELD		
					TRIPS		
					Totals for	192000077	191.40
192000078	PETERSON, DAVID	JPAP10	10/11/2019	MS Football Official ON 10/10/19 VS ROSHOLT	COMMUNITY SERVICE	0	45.00
					FUND/PERSONAL		
					SERVICES/OTHER		
					COMMUNITY SERVICES		
					Totals for	192000078	45.00
192000079	POPPY, MICHELLE	JPAP10	10/11/2019	Varsity Volleyball Line Judge ON 10/8/19 VS Northland Lutheran	GENERAL	0	25.00
					FUND/PERSONAL		
					SERVICES/VOLLEYBALL		
					Totals for	192000079	25.00
192000080	REYNOLDS, GREGREY	JPAP10	10/11/2019	MS Football Official ON 10/10/19 VS ROSHOLT	COMMUNITY SERVICE	0	45.00
					FUND/PERSONAL		
					SERVICES/OTHER		
					COMMUNITY SERVICES		
					Totals for	192000080	45.00
192000081	UJAZDOWSKI, LUANNE	JPAP10	10/11/2019	Sensory Buckets and Bus Tags	GENERAL	1012000084	108.63

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					FUND/GENERAL SUPPLIES/OFFICE OF THE PRINCIPAL		
					Totals for 192000081		108.63
192000082	DIPASQUALE, JOHN	JPAP10	10/15/2019	VARSIY FOOTBALL OFFICIAL ON 10/11/19 VS WEYAUWEGA-FREMONT	GENERAL FUND/PERSONAL SERVICES/BOYS FOOTBALL	0	70.00
					Totals for 192000082		70.00
192000083	Etheridge, Daniel	JPAP10	10/15/2019	VARSIY FOOTBALL OFFICIAL ON 10/11/19 VS WEYAUWEGA-FREMONT	GENERAL FUND/PERSONAL SERVICES/BOYS FOOTBALL	0	70.00
					Totals for 192000083		70.00
192000084	MITCHELL, DONALD	JPAP10	10/15/2019	VARSIY FOOTBALL OFFICIAL ON 10/11/19 VS WEYAUWEGA-FREMONT	GENERAL FUND/PERSONAL SERVICES/BOYS FOOTBALL	0	70.00
					Totals for 192000084		70.00
192000085	WOODS, MICHAEL	JPAP10	10/15/2019	JV/VARSITY VOLLEYBALL OFFICIAL ON 10/8/19 VS NORTHLAND LUTHERAN	GENERAL FUND/PERSONAL SERVICES/VOLLEYBALL	0	94.00
					Totals for 192000085		94.00
192000086	WOODS, ZACHERY	JPAP10	10/15/2019	JV/VARSITY VOLLEYBALL OFFICIAL ON 10/8/19 VS NORTHLAND LUTHERAN	GENERAL FUND/PERSONAL SERVICES/VOLLEYBALL	0	94.00
					Totals for 192000086		94.00
192000087	ZOCH, DAVID	JPAP10	10/15/2019	VARSIY FOOTBALL OFFICIAL ON 10/11/19 VS WEYAUWEGA-FREMONT	GENERAL FUND/PERSONAL SERVICES/BOYS FOOTBALL	0	70.00
					Totals for 192000087		70.00
201900043	WISCONSIN RETIREMENT	R9	08/15/2019	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	2,324.45
201900043	WISCONSIN RETIREMENT	R9	08/15/2019	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	29.15
201900043	WISCONSIN RETIREMENT	R9	08/15/2019	Payroll accrual	FOOD SERVICE FUND/WI RETIREMENT FUND	0	117.47
201900043	WISCONSIN RETIREMENT	R9	08/15/2019	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	2,324.45
201900043	WISCONSIN RETIREMENT	R9	08/15/2019	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	29.15
201900043	WISCONSIN RETIREMENT	R9	08/15/2019	Payroll accrual	FOOD SERVICE FUND/WI RETIREMENT FUND	0	117.47
					Totals for 201900043		4,942.14
201900050	WISCONSIN RETIREMENT	R9	08/30/2019	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	8,923.74
201900050	WISCONSIN RETIREMENT	R9	08/30/2019	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	970.28
201900050	WISCONSIN RETIREMENT	R9	08/30/2019	Payroll accrual	FOOD SERVICE FUND/WI RETIREMENT	0	160.80

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201900050	WISCONSIN RETIREMENT	R9	08/30/2019	Payroll accrual	FUND GENERAL FUND/WI RETIREMENT FUND	0	8,923.74
201900050	WISCONSIN RETIREMENT	R9	08/30/2019	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	970.28
201900050	WISCONSIN RETIREMENT	R9	08/30/2019	Payroll accrual	FOOD SERVICE FUND/WI RETIREMENT FUND	0	160.80
						Totals for 201900050	20,109.64
201900060	EMPLOYEE BENEFITS CO	JPWI90	09/05/2019	BESTFLEX CLAIMS	GENERAL FUND/FLEX PLAN SY1718	0	2,865.00
						Totals for 201900060	2,865.00
201900061	DELTA DENTAL OF WISC	JPWI90	09/04/2019	DENTAL CLAIMS	GENERAL FUND/SELF FUND-EMPLOYER SHARE PREMI	0	4,384.94
						Totals for 201900061	4,384.94
201900063	INTERNAL REVENUE SER	P9	09/13/2019	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	8,996.00
201900063	INTERNAL REVENUE SER	P9	09/13/2019	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	1,549.34
201900063	INTERNAL REVENUE SER	P9	09/13/2019	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	407.72
201900063	INTERNAL REVENUE SER	P9	09/13/2019	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	2,103.92
201900063	INTERNAL REVENUE SER	P9	09/13/2019	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	362.33
201900063	INTERNAL REVENUE SER	P9	09/13/2019	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	95.35
201900063	INTERNAL REVENUE SER	P9	09/13/2019	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	471.00
201900063	INTERNAL REVENUE SER	P9	09/13/2019	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	29.24
201900063	INTERNAL REVENUE SER	P9	09/13/2019	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	11,393.69
201900063	INTERNAL REVENUE SER	P9	09/13/2019	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	1,484.12
201900063	INTERNAL REVENUE SER	P9	09/13/2019	Payroll accrual	FOOD SERVICE FUND/FEDERAL INCOME TAX	0	268.77
201900063	INTERNAL REVENUE SER	P9	09/13/2019	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	2,103.92
201900063	INTERNAL REVENUE SER	P9	09/13/2019	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	362.33
201900063	INTERNAL REVENUE SER	P9	09/13/2019	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	95.35

CHECK		BATCH	CHECK	INVOICE	ACCOUNT	PO	
NUMBER	VENDOR	NUMBER	DATE	DESCRIPTION	DESCRIPTION	NUMBER	AMOUNT
201900063	INTERNAL REVENUE SER	P9	09/13/2019	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	8,996.00
201900063	INTERNAL REVENUE SER	P9	09/13/2019	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	1,549.34
201900063	INTERNAL REVENUE SER	P9	09/13/2019	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	407.72
						Totals for 201900063	40,676.14
201900064	MASSMUTUAL FINANCIAL	P9	09/13/2019	Payroll accrual	GENERAL FUND/HARTFORD INS - TSA/ROTH	0	1,438.80
201900064	MASSMUTUAL FINANCIAL	P9	09/13/2019	Payroll accrual	GENERAL FUND/HARTFORD INS - TSA/ROTH	0	50.00
						Totals for 201900064	1,488.80
201900065	WEA TAX SHELTERED AN	P9	09/13/2019	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	46.32
201900065	WEA TAX SHELTERED AN	P9	09/13/2019	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	100.00
201900065	WEA TAX SHELTERED AN	P9	09/13/2019	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	250.00
201900065	WEA TAX SHELTERED AN	P9	09/13/2019	Payroll accrual	SPECIAL EDUCATION FUND/WEA TRUST - TSA/ROTH	0	25.00
						Totals for 201900065	421.32
201900066	WISCONSIN DEPT OF RE	P9	09/13/2019	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	90.00
201900066	WISCONSIN DEPT OF RE	P9	09/13/2019	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	5.00
201900066	WISCONSIN DEPT OF RE	P9	09/13/2019	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	83.50
201900066	WISCONSIN DEPT OF RE	P9	09/13/2019	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	6,838.06
201900066	WISCONSIN DEPT OF RE	P9	09/13/2019	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	957.10
201900066	WISCONSIN DEPT OF RE	P9	09/13/2019	Payroll accrual	FOOD SERVICE FUND/STATE INCOME TAX	0	186.75
						Totals for 201900066	8,160.41
201900068	WEA MEMBER BENEFIT T	P9	09/13/2019	Payroll accrual	GENERAL FUND/WEA TRUST ADVANTAGE	0	156.09
201900068	WEA MEMBER BENEFIT T	P9	09/13/2019	Payroll accrual	GENERAL FUND/WEA TRUST ADVANTAGE	0	53.31
201900068	WEA MEMBER BENEFIT T	P9	09/13/2019	Payroll accrual	GENERAL FUND/WEA TRUST ADVANTAGE	0	140.00
						Totals for 201900068	349.40
201900070	DELTA DENTAL OF WISC	JPWI91	09/11/2019	DENTAL CLAIMS	GENERAL FUND/SELF FUND-EMPLOYER SHARE PREMI	0	1,128.40
						Totals for 201900070	1,128.40
201900071	EMPLOYEE BENEFITS CO	JPWI91	09/12/2019	HRA & FSA CLAIMS	GENERAL FUND/FLEX PLAN SY1718	0	655.00
201900071	EMPLOYEE BENEFITS CO	JPWI91	09/12/2019	HRA & FSA CLAIMS	GENERAL	0	7,210.10

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					FUND/HRA/WEA ER DED (PMT ABOVE EE'S Totals for 201900071		7,865.10
201900072	EMPLOYEE BENEFITS CO	jpwi91	09/19/2019	HRA & FSA CLAIMS	GENERAL FUND/FLEX PLAN SY16-17	0	143.43
201900072	EMPLOYEE BENEFITS CO	jpwi91	09/19/2019	HRA & FSA CLAIMS	GENERAL FUND/FLEX PLAN SY1718	0	194.80
					Totals for 201900072		338.23
201900073	DELTA DENTAL OF WISC	jpwi91	09/18/2019	DENTAL CLAIMS	GENERAL FUND/SELF FUND-EMPLOYER SHARE PREMI	0	378.00
					Totals for 201900073		378.00
201900074	EMPLOYEE BENEFITS CO	jpwi93	09/30/2019	HRA & FSA ADMIN FEES	GENERAL FUND/DISTRICT FEES / BANKING FEE/DIRECTION OF BUSINESS	0	311.85
					Totals for 201900074		311.85
201900075	INTERNAL REVENUE SER	P9	09/30/2019	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	8,395.94
201900075	INTERNAL REVENUE SER	P9	09/30/2019	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	1,383.04
201900075	INTERNAL REVENUE SER	P9	09/30/2019	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	363.81
201900075	INTERNAL REVENUE SER	P9	09/30/2019	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	1,963.60
201900075	INTERNAL REVENUE SER	P9	09/30/2019	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	323.45
201900075	INTERNAL REVENUE SER	P9	09/30/2019	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	85.08
201900075	INTERNAL REVENUE SER	P9	09/30/2019	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	421.00
201900075	INTERNAL REVENUE SER	P9	09/30/2019	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	34.24
201900075	INTERNAL REVENUE SER	P9	09/30/2019	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	16.50
201900075	INTERNAL REVENUE SER	P9	09/30/2019	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	10,233.00
201900075	INTERNAL REVENUE SER	P9	09/30/2019	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	1,165.94
201900075	INTERNAL REVENUE SER	P9	09/30/2019	Payroll accrual	FOOD SERVICE FUND/FEDERAL INCOME TAX	0	209.70
201900075	INTERNAL REVENUE SER	P9	09/30/2019	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	1,963.60
201900075	INTERNAL REVENUE SER	P9	09/30/2019	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL	0	323.45

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201900075	INTERNAL REVENUE SER	P9	09/30/2019	Payroll accrual	SECURITY) FOOD SERVICE	0	85.08
201900075	INTERNAL REVENUE SER	P9	09/30/2019	Payroll accrual	FUND/FICA (SOCIAL SECURITY) GENERAL FUND/FICA	0	8,395.94
201900075	INTERNAL REVENUE SER	P9	09/30/2019	Payroll accrual	(SOCIAL SECURITY) SPECIAL EDUCATION	0	1,383.04
201900075	INTERNAL REVENUE SER	P9	09/30/2019	Payroll accrual	FUND/FICA (SOCIAL SECURITY) FOOD SERVICE	0	363.81
					FUND/FICA (SOCIAL SECURITY)		
					Totals for 201900075		37,110.22
201900076	MASSMUTUAL FINANCIAL	P9	09/30/2019	Payroll accrual	GENERAL	0	1,438.80
201900076	MASSMUTUAL FINANCIAL	P9	09/30/2019	Payroll accrual	FUND/HARTFORD INS - TSA/ROTH	0	50.00
					FUND/HARTFORD INS - TSA/ROTH		
					Totals for 201900076		1,488.80
201900077	WEA TAX SHELTERED AN	P9	09/30/2019	Payroll accrual	GENERAL FUND/WEA	0	46.32
201900077	WEA TAX SHELTERED AN	P9	09/30/2019	Payroll accrual	TRUST - TSA/ROTH	0	100.00
201900077	WEA TAX SHELTERED AN	P9	09/30/2019	Payroll accrual	GENERAL FUND/WEA	0	250.00
201900077	WEA TAX SHELTERED AN	P9	09/30/2019	Payroll accrual	TRUST - TSA/ROTH	0	25.00
					SPECIAL EDUCATION		
					FUND/WEA TRUST - TSA/ROTH		
					Totals for 201900077		421.32
201900078	WISCONSIN DEPT OF RE	P9	09/30/2019	Payroll accrual	GENERAL FUND/STATE	0	90.00
201900078	WISCONSIN DEPT OF RE	P9	09/30/2019	Payroll accrual	INCOME TAX	0	10.00
201900078	WISCONSIN DEPT OF RE	P9	09/30/2019	Payroll accrual	SPECIAL EDUCATION	0	48.30
201900078	WISCONSIN DEPT OF RE	P9	09/30/2019	Payroll accrual	FUND/STATE INCOME	0	6,310.05
					TAX		
201900078	WISCONSIN DEPT OF RE	P9	09/30/2019	Payroll accrual	GENERAL FUND/STATE	0	792.79
201900078	WISCONSIN DEPT OF RE	P9	09/30/2019	Payroll accrual	INCOME TAX	0	148.61
					FOOD SERVICE		
					FUND/STATE INCOME		
					TAX		
					Totals for 201900078		7,399.75
201900080	WEA MEMBER BENEFIT T	P9	09/30/2019	Payroll accrual	GENERAL FUND/WEA	0	156.09
201900080	WEA MEMBER BENEFIT T	P9	09/30/2019	Payroll accrual	TRUST ADVANTAGE	0	53.31
201900080	WEA MEMBER BENEFIT T	P9	09/30/2019	Payroll accrual	GENERAL FUND/WEA	0	140.00
					TRUST ADVANTAGE		
					Totals for 201900080		349.40
201900081	DELTA DENTAL OF WISC	JPWI92	09/25/2019	DENTAL CLAIMS & ADMINISTRATION	GENERAL FUND/SELF	0	830.21
					FUND-EMPLOYER SHARE		
					PREMI		

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
						Totals for 201900081	830.21
201900082	EMPLOYEE BENEFITS CO	JPWI92	09/26/2019	HRA & FSA CLAIMS	GENERAL FUND/FLEX PLAN SY16-17	0	266.59
201900082	EMPLOYEE BENEFITS CO	JPWI92	09/26/2019	HRA & FSA CLAIMS	GENERAL FUND/FLEX PLAN SY1718	0	586.08
201900082	EMPLOYEE BENEFITS CO	JPWI92	09/26/2019	HRA & FSA CLAIMS	GENERAL FUND/HRA/WEA ER DED (PMT ABOVE EE'S	0	2,059.94
						Totals for 201900082	2,912.61
201900083	EMPLOYEE BENEFITS CO	jpwi10	10/03/2019	HRA & FSA CLAIMS	GENERAL FUND/FLEX PLAN SY1718	0	235.41
201900083	EMPLOYEE BENEFITS CO	jpwi10	10/03/2019	HRA & FSA CLAIMS	GENERAL FUND/HRA/WEA ER DED (PMT ABOVE EE'S	0	192.87
						Totals for 201900083	428.28
201900084	INTERNAL REVENUE SER	P9	10/15/2019	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	8,438.53
201900084	INTERNAL REVENUE SER	P9	10/15/2019	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	1,396.43
201900084	INTERNAL REVENUE SER	P9	10/15/2019	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	362.34
201900084	INTERNAL REVENUE SER	P9	10/15/2019	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	1,973.56
201900084	INTERNAL REVENUE SER	P9	10/15/2019	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	326.58
201900084	INTERNAL REVENUE SER	P9	10/15/2019	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	84.75
201900084	INTERNAL REVENUE SER	P9	10/15/2019	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	476.00
201900084	INTERNAL REVENUE SER	P9	10/15/2019	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	29.24
201900084	INTERNAL REVENUE SER	P9	10/15/2019	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	11.00
201900084	INTERNAL REVENUE SER	P9	10/15/2019	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	10,205.26
201900084	INTERNAL REVENUE SER	P9	10/15/2019	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	1,165.03
201900084	INTERNAL REVENUE SER	P9	10/15/2019	Payroll accrual	FOOD SERVICE FUND/FEDERAL INCOME TAX	0	205.68
201900084	INTERNAL REVENUE SER	P9	10/15/2019	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	1,973.56
201900084	INTERNAL REVENUE SER	P9	10/15/2019	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	326.58
201900084	INTERNAL REVENUE SER	P9	10/15/2019	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL	0	84.75

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
201900084	INTERNAL REVENUE SER	P9	10/15/2019	Payroll accrual	SECURITY) GENERAL FUND/FICA (SOCIAL SECURITY)	0	8,438.53
201900084	INTERNAL REVENUE SER	P9	10/15/2019	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	1,396.43
201900084	INTERNAL REVENUE SER	P9	10/15/2019	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	362.34
						Totals for 201900084	37,256.59
201900085	MASSMUTUAL FINANCIAL	P9	10/15/2019	Payroll accrual	GENERAL FUND/HARTFORD INS - TSA/ROTH	0	1,438.80
201900085	MASSMUTUAL FINANCIAL	P9	10/15/2019	Payroll accrual	GENERAL FUND/HARTFORD INS - TSA/ROTH	0	50.00
						Totals for 201900085	1,488.80
201900086	WEA TAX SHELTERED AN	P9	10/15/2019	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	175.00
201900086	WEA TAX SHELTERED AN	P9	10/15/2019	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	250.00
201900086	WEA TAX SHELTERED AN	P9	10/15/2019	Payroll accrual	SPECIAL EDUCATION FUND/WEA TRUST - TSA/ROTH	0	25.00
						Totals for 201900086	450.00
201900087	WISCONSIN DEPT OF RE	P9	10/15/2019	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	95.00
201900087	WISCONSIN DEPT OF RE	P9	10/15/2019	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	5.00
201900087	WISCONSIN DEPT OF RE	P9	10/15/2019	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	47.57
201900087	WISCONSIN DEPT OF RE	P9	10/15/2019	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	6,298.00
201900087	WISCONSIN DEPT OF RE	P9	10/15/2019	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	792.12
201900087	WISCONSIN DEPT OF RE	P9	10/15/2019	Payroll accrual	FOOD SERVICE FUND/STATE INCOME TAX	0	147.00
						Totals for 201900087	7,384.69
201900089	WEA MEMBER BENEFIT T	P9	10/15/2019	Payroll accrual	GENERAL FUND/WEA TRUST ADVANTAGE	0	156.09
201900089	WEA MEMBER BENEFIT T	P9	10/15/2019	Payroll accrual	GENERAL FUND/WEA TRUST ADVANTAGE	0	53.18
201900089	WEA MEMBER BENEFIT T	P9	10/15/2019	Payroll accrual	GENERAL FUND/WEA TRUST ADVANTAGE	0	215.00
						Totals for 201900089	424.27
201900094	BMO MASTERCARD	COCCSE	09/20/2019	Credit Card Payment AP Invoice.	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	551.66
201900094	BMO MASTERCARD	COCCSE	09/20/2019	Credit Card Payment AP Invoice.	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	134.64
201900094	BMO MASTERCARD	COCCSE	09/20/2019	Credit Card Payment AP Invoice.	GENERAL FUND/EMPLOYEE	0	122.36

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
201900094	BMO MASTERCARD	COCCSE	09/20/2019	Credit Card Payment AP Invoice.	TRAVEL/STAFF SERVICES GENERAL FUND/EMPLOYEE TRAVEL/STAFF SERVICES	0	122.36
201900094	BMO MASTERCARD	COCCSE	09/20/2019	Credit Card Payment AP Invoice.	GENERAL FUND/EMPLOYEE TRAVEL/STAFF SERVICES	0	122.36
201900094	BMO MASTERCARD	COCCSE	09/20/2019	Credit Card Payment AP Invoice.	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	115.88
201900094	BMO MASTERCARD	COCCSE	09/20/2019	Credit Card Payment AP Invoice.	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	169.22
201900094	BMO MASTERCARD	COCCSE	09/20/2019	Credit Card Payment AP Invoice.	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/BOARD MEMBERS	0	1,565.00
201900094	BMO MASTERCARD	COCCSE	09/20/2019	Credit Card Payment AP Invoice.	GENERAL FUND/GENERAL SUPPLIES/DISTRICT ADMINISTRATION	0	18.71
201900094	BMO MASTERCARD	COCCSE	09/20/2019	Credit Card Payment AP Invoice.	GENERAL FUND/EMPLOYEE TRAVEL/GENERAL ATHLETICS	0	112.19
201900094	BMO MASTERCARD	COCCSE	09/20/2019	Credit Card Payment AP Invoice.	GENERAL FUND/OTHER NON-CAPITOL OBJECTS/INSTRUCTIONAL STAFF TRAINING	0	19.95
201900094	BMO MASTERCARD	COCCSE	09/20/2019	Credit Card Payment AP Invoice.	GENERAL FUND/EMPLOYEE TRAVEL/OFFICE OF SUPERINTENDENT	0	24.99
201900094	BMO MASTERCARD	COCCSE	09/20/2019	Credit Card Payment AP Invoice.	GENERAL FUND/EMPLOYEE DUES AND FEES/ADMINISTRATIVE TECHNOLOGY SERV	0	299.00
201900094	BMO MASTERCARD	COCCSE	09/20/2019	Credit Card Payment AP Invoice.	GENERAL FUND/TECH/SOFTWARE SERVIC/ADMINISTRATIVE TECHNOLOGY SERV	0	114.00
201900094	BMO MASTERCARD	COCCSE	09/20/2019	Credit Card Payment AP Invoice.	GENERAL FUND/TECHNOLOGY RELATED HARDWARE/ADMINISTRATIVE TECHNOLOGY SERV	0	848.16
201900094	BMO MASTERCARD	COCCSE	09/20/2019	Credit Card Payment AP Invoice.	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/ART	0	25.00
201900094	BMO MASTERCARD	COCCSE	09/20/2019	Credit Card Payment AP Invoice.	GENERAL FUND/GENERAL SUPPLIES/TECHNOLOGY EDUCATION	0	963.63

<u>CHECK</u>	<u>BATCH</u>	<u>CHECK</u>	<u>INVOICE</u>	<u>ACCOUNT</u>	<u>PO</u>		
<u>NUMBER</u>	<u>VENDOR</u>	<u>NUMBER</u>	<u>DATE</u>	<u>DESCRIPTION</u>	<u>DESCRIPTION</u>	<u>NUMBER</u>	<u>AMOUNT</u>
201900094	BMO MASTERCARD	COCCSE	09/20/2019	Credit Card Payment AP Invoice.	GENERAL FUND/APPAREL (Instructional only)/VOCAL MUSIC	0	487.50
201900094	BMO MASTERCARD	COCCSE	09/20/2019	Credit Card Payment AP Invoice.	SPECIAL EDUCATION FUND/FOOD/MULTI-CATEGORICAL	0	24.57
201900094	BMO MASTERCARD	COCCSE	09/20/2019	Credit Card Payment AP Invoice.	GENERAL FUND/GENERAL SUPPLIES/ART	0	75.34
201900094	BMO MASTERCARD	COCCSE	09/20/2019	Credit Card Payment AP Invoice.	GENERAL FUND/GENERAL SUPPLIES/ART	0	112.78
201900094	BMO MASTERCARD	COCCSE	09/20/2019	Credit Card Payment AP Invoice.	GENERAL FUND/NON-CAPITAL EQUIPMENT/GENERAL MUSIC	0	-0.93
201900094	BMO MASTERCARD	COCCSE	09/20/2019	Credit Card Payment AP Invoice.	GENERAL FUND/NON-CAPITAL EQUIPMENT/OPERATION	0	28.94
201900094	BMO MASTERCARD	COCCSE	09/20/2019	Credit Card Payment AP Invoice.	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	43.94
201900094	BMO MASTERCARD	COCCSE	09/20/2019	Credit Card Payment AP Invoice.	GENERAL FUND/TEXTBOOKS & WORKBOOKS/SOCIAL SCIENCES	0	19.99
						Totals for 201900094	6,121.24
						Totals for checks	483,080.10

CREDIT CARD STATEMENT - September			WUFAR Code						
Date	Vendor	Amount	Fund	E	Location	Object	Function	Project	Description
Dan Wolfgram									
8/27/2019	ONE STORE	\$19.99	10	E	400	470	127000	000	E-BOOK FOR KATHARINE MCARTHUR-THE SCIENCE OF PYSCHOLOGY
8/27/2019	MILLS FLEET FARM (MES POR	\$28.94	10	E	101	440	253000	000	MIKE THOMACK - BUILDING & GROUNDS
	MILLS FLEET FARM (LWHS PC	\$43.94	10	E	400	411	253000	000	MIKE THOMACK - BUILDING & GROUNDS
		\$72.88							
8/2/2019	CREDIT FROM DOLLAR TREE FOR TAX (SEE ABOVE)	-\$0.93	10	E	400	440	125000	000	ELLEN CHRISTENSEN - BINDERS
9/3/2019	FLEET FARM-STEVEN'S POINT	\$112.78	10	E	400	411	121000	000	NANCY ZABLER - CLASSROOM SUPPLIES
9/3/2019	WALMART	\$75.34	10	E	400	411	121000	000	NANCY ZABLER - CLASSROOM SUPPLIES
9/6/2019	ALDI (THEY PAID TAX)	\$24.57	27	E	400	415	158000	019	SPEC ED
9/9/2019	UNIFORMALWAREHOUSE	\$487.50	10	E	400	420	125400	000	ELLEN CHRISTENSEN - CHOIR APPAREL
9/10/2019	MENARDS E-COMMERCE	\$963.63	10	E	400	411	136000	000	DAN KOEHLER-CLASS ROOM SUPPLIES
9/17/2019	UNIVERSITY WI - STEVEN'S PC	\$25.00	10	E	400	940	121000	000	NANCY ZABLER - MIDWEST ART EDUCATORS CONFERENCE
	TOTAL	\$1,853.64							
Jeanne Frazier									
08/20/19	Crisis Prevention	\$19.95	10	E	400	490	221300	365	NVCI Refresher Workbook for Staff
09/10/19	Kalahari Resort	\$112.19	10	E	400	342	162000	0	AD to AD Convention Nov 2019
09/15/19	Walmart	\$18.71	10	E	500	411	232000	0	Dist Office - batteries for devices
09/16/19	WASDA	\$1,565.00	10	E	800	940	231100	0	Renewal SY1920 Wis. Assoc. School District Administrators
09/17/19	Fleet Farm	\$115.88	10	E	400	411	253000	0	HS Custodial Materials - picked up by M. Thomack
09/17/19	Fleet Farm	\$169.22	10	E	101	411	253000	0	ES Custodial Materials - picked up by M. Thomack
09/17/19	Kalahari Resort	\$122.36	10	E	800	342	264000	0	Skyward User Group Conv. Kalahari J. Frazier- Tax refunded next month
09/17/19	Kalahari Resort	\$122.36	10	E	400	342	264000	0	Skyward User Group Conv. Kalahari C. Koehn - Tax refunded next month
09/17/19	Kalahari Resort	\$122.36	10	E	400	342	264000	0	Skyward User Group Conv. Kalahari S. Keller - Tax refunded next month
	TOTAL	\$2,368.03							
Bryant Cobarrubias									
08/23/2019	HootSuite	\$114.00	10	E	800	360	295000	000	Social media software subscription - annual
08/23/2019	CDW G	\$848.16	10	E	800	581	295000	000	Tripp Lite Mobile TV Floor Stand Cart Height-Adjustable LCD 60-100" Display
09/07/2019	PluralSight	\$299.00	10	E	800	942	295000	000	Online IT training site
	TOTAL	\$1,261.16							
Michelle Pukita									
Aug. 21	Menards	\$551.66	10	E	101	411	253000		MIKE THOMACK - BUILDING & GROUNDS
Aug.22	MillsFleet Farm	\$134.64	10	E	101	411	253000		MIKE THOMACK - BUILDING & GROUNDS
	TOTAL	\$686.30							
Melanie Oppor									
09/20/19	The Old Fashioned Tavern	\$24.99	10	E	500	342	232100	0	Meal at State Superintendent's Conference
	TOTAL	\$24.99							

Name	Reference	Trans Date	Description	Post Date	Amount
		09/06/2019	MES LUNCH FOOD SERVICE DEPOSIT	09/06/2019	455.00
			Totals for 14070		455.00
		09/06/2019	FOOD SERVICE HS WEEK ENDING 9/6/19	09/06/2019	1,049.61
			Totals for 14079		1,049.61
		09/06/2019	FOOTBALL 8/30 VOLLEYBALL 9/3	09/06/2019	1,052.00
			Totals for 14080		1,052.00
		09/06/2019	16 ADULT & 2 STUDENT PASSES	09/06/2019	410.00
			Totals for 14081		410.00
		09/13/2019	MES LUNCH FOOD SERVICE DEPOSIT	09/13/2019	864.00
			Totals for 14069		864.00
		09/13/2019	SUMMER SCHOOL DEPOSIT	09/13/2019	20.00
			Totals for 14071		20.00
		09/13/2019	SOLARUS PARTNER IN EDUCATION DONATION	09/13/2019	1,000.00
			Totals for 14072		1,000.00
		09/13/2019	LIONS STUFF THE BUS DONATION	09/13/2019	301.34
			Totals for 14073		301.34
		09/13/2019	PROJECT BACKPACK DONATION FROM TAKE CHAR	09/13/2019	187.06
			Totals for 14074		187.06
		09/13/2019	BOOSTER CLUB DONATION FOR HUDL FOR VOLLE	09/13/2019	800.00
			Totals for 14075		800.00
		09/13/2019	RESTITUTION PAYMENT FOR CITATION #8T800L	09/13/2019	50.00
			Totals for 14076		50.00
		09/13/2019	REFUND FROM ANSAY FOR REMOVAL OF VACANT	09/13/2019	1,170.00
			Totals for 14077		1,170.00
		09/13/2019	REDEPOSIT OF NSF CHECK FROM J. WEBER	09/13/2019	185.00
			Totals for 14078		185.00
		09/13/2019	ADMISSIONS FOR FB VS BONDUEL 9-6-19	09/13/2019	795.00
			Totals for 14087		795.00
		09/13/2019	DISTRICT FEE	09/13/2019	20.00
			Totals for 14088		20.00
		09/13/2019	INSTRUMENT FEE	09/13/2019	30.00
			Totals for 14089		30.00
		09/13/2019	LYCEUM FEE	09/13/2019	2.00
			Totals for 14090		2.00
		09/13/2019	STUDENT PARKING FEE	09/13/2019	40.00
			Totals for 14091		40.00
		09/13/2019	STUDENT PASS	09/13/2019	15.00
			Totals for 14092		15.00
		09/13/2019	YEARBOOK 9-12 1 YEARBOOK 7-8 1	09/13/2019	62.00
			Totals for 14093		62.00
		09/13/2019	CHROMEBOOK FINES	09/13/2019	38.00
			Totals for 14094		38.00
		09/13/2019	HS FOOD SERVICE FOR WEEK ENDING 9/13	09/13/2019	871.50
			Totals for 14097		871.50
		09/20/2019	MES FOOD SERVICE DEPOSIT 9/20/19	09/20/2019	432.00
			Totals for 14098		432.00
		09/20/2019	MES DEPOSIT FOR RECORDER RESALE 9/20/19	09/20/2019	115.00
			Totals for 14101		115.00
		09/20/2019	COLLECTED CASH FOR NSF CHECK L. REYES	09/20/2019	25.00
			Totals for 14102		25.00
		09/20/2019	CRIME POLICY REIMBURSEMENT	09/20/2019	398.00
			Totals for 14103		398.00
		09/20/2019	REDEPOSIT OF NSF CHECK FOR J. DAIN	09/20/2019	15.00

Name	Reference	Trans Date	Description	Post Date	Amount
			Totals for 14104		15.00
		09/20/2019	MOBILE HOME TAX PAYMENT FOR 2017, 2018,	09/20/2019	7,307.07
			Totals for 14105		7,307.07
		09/20/2019	HS FOOD SERVICE DEPOSIT FOR 9/20/19	09/20/2019	1,807.50
			Totals for 14106		1,807.50
		09/20/2019	FB VS OCONTO	09/20/2019	519.00
			Totals for 14107		519.00
		09/20/2019	VB VS MARION	09/20/2019	246.00
			Totals for 14108		246.00
		09/20/2019	ADULT PASS	09/20/2019	25.00
			Totals for 14109		25.00
		09/20/2019	7-8 ATHLETIC FEE	09/20/2019	15.00
			Totals for 14110		15.00
		09/20/2019	9-12 ATHLETIC FEE	09/20/2019	60.00
			Totals for 14111		60.00
		09/20/2019	DISTRICT FEE	09/20/2019	100.00
			Totals for 14112		100.00
		09/20/2019	PARKING FEE	09/20/2019	25.00
			Totals for 14113		25.00
		09/20/2019	STUDENT PASS FEE	09/20/2019	10.00
			Totals for 14114		10.00
		09/20/2019	YEARBOOK HS FEE	09/20/2019	50.00
			Totals for 14115		50.00
		09/20/2019	YEARBOOK JR HIGH FEE	09/20/2019	12.00
			Totals for 14116		12.00
		09/20/2019	CHROMEBOOK FEE	09/20/2019	30.00
			Totals for 14117		30.00
		09/27/2019	FOOD SERVICE DEPOSIT FOR MES 9/27	09/27/2019	1,957.80
			Totals for 14122		1,957.80
		09/27/2019	FERGS DRIVING SCHOOL	09/27/2019	150.00
			Totals for 14123		150.00
		09/27/2019	HS FOOD SERVICE	09/27/2019	1,090.75
			Totals for 14140		1,090.75
			Total for Cash Receipts		23,807.63



School District of Manawa

"Students Choosing to Excel, Realizing Their Strengths"

800 Beech Street | Manawa, WI 54949 | (920) 596-2525

District Fax (920) 596-5308 | Elementary Fax (920) 596-5339 | Jr./Sr. High Fax (920) 596-2655

www.manawaschools.org

66.03 CONTRACT

(Section 66.0301)

Pursuant to a resolution adopted by each of the following school districts:

The School District of Manawa and the Iola-Scandinavia School District agree to share the services for teachers, aides, and therapists for three students.

Said school districts hereby mutually agree, pursuant to Section 66.0301 of the Wisconsin Statutes, to the following conditions:

1. That said above parties agree and contract for the cooperation of a special education program;
2. That the School District of Manawa is to be the operator and fiscal agent for this program;
3. That the fiscal agent district will include all program expenditures and receipts in Fund 27 per Wisconsin Uniform Financial Accounting Requirements (WUFAR) as set by the Wisconsin Department of Public Instruction;
4. That the proration of costs to each participating district be determined prior to August 1, annually, on the basis of pupil participation for each school district;
5. The district of residence shall receive special education aid and the non-fiscal agent district also may claim aid if applicable;
6. That variations from the budget will require prior approval of all school district parties hereto;
7. That the fiscal agent agrees to file a plan of service and the required financial reports with the Department of Public Instruction if applicable;
8. That each participating district agrees to correlate its calendar with the host school's calendar in the program area covered by this contract;
9. That the plan for operation and the plan of payments to said operator or fiscal agent will consist of two payments from the Iola-Scandinavia School District to the School District of Manawa of \$ by December 15, 2019 and \$ +/- any cost variations and salary increases incurred throughout the school year by June 15, 2020.

Dated

School District of Manawa

(President)

(Clerk)

(District Administrator)

Iola-Scandinavia School District

Diana Jones

(President)

Leah Hamilton

(Clerk)

Paul Blunt

(District Administrator)

Dr. Melanie J. Oppor
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Curriculum/Special Ed. Dir.
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(920) 596-5301

SCHOOL DISTRICT OF MANAWA

Summary Cost Breakdown - 2019-20

Staff		Caseload	I-S	Salary	Salary + Fringe	S&F / Caseload cost per student	* number I-S cost for I-S	
Darren Carson	Teacher	6	2	\$41,600.00	\$72,753.11	\$12,125.52	\$24,251.04	
Jill Krause	Adaptive PE	3	1	\$48,600.00	\$10,095.14	\$3,365.05	\$3,365.05	
Ann Warning	Teacher	10	1	\$60,100.00	\$88,328.83	\$8,832.88	\$8,832.88	
Ann Romberg	Speech	60	2	\$54,600.00	\$72,206.86	\$1,203.45	\$2,406.90	
Marie Zirbel	Para	26	3	\$15,664.50	\$17,920.19	\$689.24	\$2,067.71	
Jessie Ort	Para	26	3	\$17,219.07	\$19,693.98	\$757.46	\$2,272.38	
Dana Bonikowske	Para	26	3	\$16,645.46	\$19,037.92	\$732.23	\$2,196.68	
Coleen Phelan	Para	26	3	\$16,390.52	\$18,746.34	\$721.01	\$2,163.04	
Renee Behnke	Para	26	3	\$16,248.60	\$18,588.40	\$714.94	\$2,144.82	
							Subtotal	\$49,700.50
O & M	CESA #6		1	\$540.00				
							Subtotal	\$540.00
PAES Lab		Total Students	I-S	Lab Cost	Cost per student	I-S share		
Rent	\$7,200.00	7.5	2.5	\$11,075.00	\$1,476.67	\$3,691.67		
Electric	\$850.00							
Gas	\$825.00							
Water	\$400.00							
Phone/Internet	\$1,800.00							
Lab Cost	\$11,075.00							
							Subtotal	\$3,691.67
							TOTAL	\$53,932.16



Collection of this information is a requirement of s. 115.361.

I. GENERAL INFORMATION			
Name of School District School District of Manawa		Name of School Little Wolf Jr./Sr. High School	
Mailing Address <i>Street, City, State, ZIP</i> 515 E Fourth Street, Manawa, WI 54949			
District/Agency Administrator <i>First and Last Name</i> Dr. Melanie Oppor		CESA 6	School Phone <i>Area/No.</i> (920) 596-5800
Advisor Contact <i>First and Last Name</i> Janine Connolly		Advisor Title School Counselor	Telephone <i>Area/No.</i> (920) 596-5802
Advisor Mailing Address <i>Street, City, State, ZIP</i> 515 E. Fourth Street, Manawa, WI, 54949		Advisor Email Address jconnolly@manawaschools.org	
Name of Student Organization Little Wolf Jr./Sr. High School Choir		Project Name Please Stay Suicide Awareness	
Business Services Manager <i>First & Last Name</i> Carmen O'Brien		Email Address cobrien@manawaschools.org	Telephone <i>Area/No.</i> (920) 596-5332
Total Grant Funds Requested \$588	Local Match (20% Required) \$118	Grant Period Beginning <i>Mo/Day/Yr.</i> 11/21/19	Ending <i>Mo/Day/Yr.</i> 6/8/20

II. PROJECT ABSTRACT			
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Enter a brief description of the program and activities to be developed and implemented by students at a building, district, or community level. Limit response to space provided.

The Little Wolf Jr./Sr. High School choirs were looking to become involved in a service project for the students and community that would showcase their singing talents but also expand their use of technology and benefit the school. Choir leaders approached the school counselor to discuss ideas and topics. The choir director also showed students the performance of a song " Please Stay " written for suicide prevention. Students expressed a desire to learn and perform the song, and to also create a video public service announcement not only for our school student body, but for the local community and surrounding communities as well. Students discussed writing and sharing small vignettes on video to the background of the song sung by the student choir. This would showcase their writing skills but also have students involved in the filming and editing of the vignettes. The project would be performed for the community at an upcoming choir concert and shared widely within the community for local television and radio audiences.

III. CERTIFICATION/SIGNATURES	
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WE, THE UNDERSIGNED, CERTIFY that the information contained in this application is complete and accurate to the best of our knowledge; that the necessary assurances of compliance with applicable state and federal statutes, rules, and regulations will be met; and, that the indicated agency designated in this application is authorized to administer this grant.

WE FURTHER CERTIFY that the assurances listed above have been satisfied and that all facts, figures, and representation in this application are correct to the best of our knowledge.

Signature of District Administrator or Building Principal ➤ <i>David J. Wolfgram</i>	Date Signed <i>Mo./Day/Yr.</i> 10/8/19
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IV. GENERAL ASSURANCES

The Applicant understands and agrees that the following assurances are pre-award requirements generally imposed by state law or regulation, and do not include all state regulations that may apply to the Applicant or its project.

Each Applicant is ultimately responsible for compliance with the certifications and assurances selected on its behalf that apply to its project or award.

Assurance is hereby provided that:

1. **Applicant agrees** to comply with all terms and conditions set forth in the grant program's Application Guidelines document provided with this application. Services provided under this grant will be used to address the needs set forth in the guidelines document. Applicant agrees to implement the activities within the prescribed timeline as outlined in their work plan section of their proposal. Applicant will provide fiscal information within the fiscal year timeline established for new and reapplying programs. Wis. Stat. § 35.93; Wis. Admin. Code § PI 38.008 (Grant reporting).
2. **Legal and Regulatory Compliance:** Administration of the program, activities, and services covered by this application will be in accordance with all applicable state and federal statutes, regulations, and the approved application.
3. **Allowable Costs:** Costs incurred shall be allowable and meet grant goals and objectives.
4. **Confidentiality:** The Applicant shall comply with provisions applicable to public schools regarding confidentiality of student information for any pupil record created, obtained, or maintained under this grant, regardless of whether those provisions would not otherwise apply to the Applicant but for the Applicant's participation in this grant. Wis. Stat. § 118.125 (Pupil records).
5. **Conflict of Interest:** No board or staff member of an LEA or CESA may use his or her position to obtain financial gain or anything of substantial value for the private benefit of himself or herself or his or her immediate family, or for an organization with which he or she is associated, such as a royalty, commission, contingent fee, brokerage fee, consultant fee, or other benefit. Wis. Stat. § 19.59(1)(a).
6. **Contracts and Procurement:** The Applicant will use its own procurement procedures that reflect applicable state and local laws and regulations.
7. **Cooperation with Evaluation:** The Applicant shall cooperate with the performance of any evaluation of the program by the WDPI or by their contractors. Wis. Stat. § 35.93; Wis. Admin. Code § PI 38.008 (Grant reporting).
8. **Copyright, Acknowledgement, and Publications:** The Applicant/Recipient will comply with all copyright and materials acknowledgement requirements as addressed in the projects' grant guidelines. The WDPI reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish or otherwise use, and to authorize others to use, for WDPI purposes: the copyright in any work developed under this grant; and any rights of copyright to which the Applicant or a contractor purchases ownership with grant support.

The content of any grant-funded publication or product may be reprinted in whole or in part, with credit to the WDPI acknowledged. However, reproduction of this product in whole or in part for resale must be explicitly authorized by the WDPI. When issuing statements, press releases, and other documents describing projects or programs funded in whole or in part with grant funds, the grant award recipient shall clearly acknowledge the receipt of grant funds in a statement.
9. **Fiscal Control:** The Applicant will use fiscal control and fund accounting procedures and will ensure proper disbursement of, and accounting for, funds received and distributed under this program Wis. Stat. § 16.41 (Agency and authority accounting; information; aid).
10. **Indirect Costs:** If the fiscal agent is allowed to claim indirect costs, the total amount budgeted for indirect costs is limited to and cannot exceed the negotiated indirect rate established with the WDPI. Indirect costs cannot be charged against capital objects.
11. **Programmatic Changes:** The Applicant will obtain the prior approval of the WDPI whenever any of the following actions is anticipated:
 - a. Any revision of the scope or objectives of the project;
 - b. Changes in key persons where specified in the application or grant award;
 - c. A disengagement from the project for more than three months, or a 25 percent reduction in time devoted to the project, by the approved project director;
 - d. Contracting out or otherwise obtaining services of a third party to perform activities central to the purpose of the award;
 - e. Changes in the amount of approved cost-sharing or matching provided by the grant recipient. Wis. Stat. § 35.93; Wis. Admin. Code § PI 38.008 (Grant reporting).
12. **Record Retention: The applicant will ensure records created or obtained under this grant are maintained in accordance with the Wisconsin Records Retention Schedule for School Districts**, regardless of whether this retention schedule would not otherwise apply to the Applicant but for the Applicant's participation in this grant. The retention schedule is available online here: <http://publicrecordsboard.wi.gov/docview.asp?docid=15892&locid=165>
13. **Reporting:** The Applicant will ensure all required financial and program data and information is reported to the WDPI timely on a schedule established by the WDPI. Wis. Stat. § 35.93; Wis. Admin. Code § PI 38.008 (Grant reporting).
14. **Grant Evaluation:** The Applicant shall ensure that all grant evaluation reporting will be timely on a schedule established by the WDPI. Grant evaluation information provided to the WDPI staff shall accurately assess the completeness of grant goals, activities, benchmarks and target dates. Wis. Stat. § 35.93; Wis. Admin. Code § PI 38.008 (Grant reporting).

V. PROJECT NARRATIVE

1. Describe how the idea for this project was developed including the extent of student participation. *Limit response to space provided.*

Choir leadership students met with the choir director and subsequently with the counselor to showcase the song " Please Stay " by Jake Runestad and its impact on suicide prevention. The students suggested obtaining rights and music to learn the song, but take their message further by writing and videotaping positive messages of support to be shown to the background music. Students were excited to be involved in a project that would allow their creative musical, writing, and technology talents to be showcased and to assist in a project with far-reaching magnitude to help other students and those struggling with suicidal thoughts.

2. What problem(s) at your school will this mini-grant project address? Describe how this project will help prevent or reduce student alcohol and drug abuse or other risk behaviors (tobacco use, violence, bullying, suicide, traffic safety, and sexual risk behaviors). *Limit response to space provided.*

This mini-grant would address the issues of teen suicide prevention. According to our school ' s 2019 Youth Risk Behavior Survey data, 24% of our high school students and 23% of our junior high students reported dealing with depression. Further, 17% of high school students and 14% of junior high students reported that they have seriously considered suicide in the past year. 13% of high schoolers reported making a suicide plan and 6% of junior high students reported making a plan. This statistic shows the continued need for suicide prevention efforts. According to the same 2019 YRBS Survey, 47% of high school students report turning to peers for emotional support and 44% of junior high students report turning to peers for emotional support.

This data shows both a clear need for updated suicide prevention materials and a clear need for students to take an active role in the prevention process.

V. PROJECT NARRATIVE (cont'd)

3. What steps (activities) will be done to address the problem(s) you described in your answer to question 3.

What is the Action Step?	Who is Responsible?	When Will it be Done?
Order music for Please Stay	Choir Director	End of October 2019
Fill out rights form for Jakre Runestad music	Choir Director	End of November 2019
Meet with students to assist with ideas and writing for video vignette	School Counselor	End of November 2019
Write video vignettes, create posters for video, rehearse video ideas	Junior high and senior high choir members	End of January 2020
Learn and rehearse song and do practice recording	Junior high and high school choir members	End of January 2020
Record song sung by choir	Junior high and high school choir members with assistance of choir director and IT student aide	Mid-February 2020
Film student vignettes	Junior high and high school choir members with assistance of choir director and IT student aide	End of February 2020
Edit film and add student music	All choir students with instruction and assistance of IT Director	End of March 2020
Create survey for students, staff and parent to assess reaction to video	All choir members with assistance of school counselor	End of March 2020
Hold student premiere at PBIS Assembly	All choir members	End of April 2020
Hold premiere night for community members and parents	All choir members	By mid-May 2020
Collect data and prepare report for school board and community stakeholders	Choir members, Choir Director, and School Counselor	By June 2020
Continued publicity of video to community stakeholders	Choir Director, all choir members, School Counselor	Ongoing

V. PROJECT NARRATIVE (cont'd)

4. Describe how you will measure your success in addressing the problem(s) described in question 3. (Changes in behaviors, attitudes, knowledge, or skills measured through pre-post-surveys, related statistics, etc.). *Limit response to space provided.*

Students will design a google survey to send out to the student body following the presentation of the video. This will assist in creating data. A short form of the survey pen and paper will be available for the concert and parent evaluation. During the month of May, choir students will collect and prepare a short data presentation for the school board in June 2020. The next YRBS cycle is not until 2021, but this film can be used and shown for students in subsequent years and shared with the community.

5. Describe who and how many people will benefit from your project, including skills, knowledge, behaviors, or attitudes they are expected to acquire. *Limit response to space provided.*

The students in junior high and high school choirs will benefit from their preparation and production of the please stay project. More far reaching is the impact of showing this video project to the entire school, parents, and larger community as a whole. Students expressed an interest in sharing this video project with other schools and community groups (churches, nonprofits) for an even larger reach of impact to get the message out about suicide warning signs and the benefits of seeking help and making the decision not to end life by suicide.

VI. BUDGET DETAIL

6. Budget Detail—(Individual Mini Grant awards cannot exceed \$1,000.). WUFAR (Wisconsin Uniform Financial Accounting Requirements) functions and object codes are for the benefit of your business office.

List and describe the following:

- a. **Item/Purpose/Cost** for each expenditure. (No capital objects allowed, e.g., computers, furniture, or video equipment) *Maximum daily speaker/consultant rate is \$800. Incentive items (trinkets, food, t-shirts/clothing, water bottles, etc.) limited to a total of 20% of total budget. Note that mock crashes must be coordinated with community partners. This grant will no longer fund purchase or towing of vehicles used in mock crashes but they can be donated by a community partner and count as match towards the project. *Limit response to space provided.*

Music is \$2.50 for \$75 members= \$188

Secure rights to use song from Jake Runestad (Written permission gained already)= \$250

Supplies for filming=\$150

- b. **Any local contributions (match)** to this project. At a minimum, twenty percent (20%) of the grant total must be matched by local contributions of funding or time equivalent (in-kind). *Limit response to space provided.*

In kind contributions of money for rubber Please Stay bracelets to hand out to students, staff, and community from school guidance and chorus budget. Food will also be donated for the post-premiere performances by choir members.

VII. BUDGET SUMMARY

To be completed by district business office.

WUFAR Function	WUFAR Object	Amount Requested
Support Services —Pupil and Instructional Staff Services (in 210 000 and 220 000) Support Services are those which facilitate and enhance instructional or other components of the grant. This category includes staff development, supervision, and coordination of grant activities.	Purchased Services (300s) e.g., transportation, etc.	\$188
	Purchased Services (300s)—speaker/consultant fee costs (capped at \$800)	\$250
	Non-Capital Objects (400s)—materials/supplies	\$150
	Non-Capital Objects (400s)—Incentives (capped at 20% of total budget, e.g., trinkets, food, t-shirts/clothing, water bottles, etc.)	
	Others (e.g., entrance fees)	
	TOTAL Grant Funds Requested	\$588



Collection of this information is a requirement of s. 115.361.

I. GENERAL INFORMATION			
Name of School District School District of Manawa		Name of School Little Wolf Jr./Sr. High School	
Mailing Address <i>Street, City, State, ZIP</i> 515 E. Fourth Street, Manawa, WI, 54949			
District/Agency Administrator <i>First and Last Name</i> Dr. Melanie Oppor		CESA 6	School Phone <i>Area/No.</i> (920) 596-5800
Advisor Contact <i>First and Last Name</i> Janine Connolly		Advisor Title School Counselor	Telephone <i>Area/No.</i> (920) 596-5802
Advisor Mailing Address <i>Street, City, State, ZIP</i> 515 E. Fourth Street, Manawa, WI, 54949		Advisor Email Address jconnolly@manawaschools.org	
Name of Student Organization FOR Club		Project Name FOR Club Sources of Strength	
Business Services Manager <i>First & Last Name</i> Carmen O'Brien		Email Address cobrien@manawaschools.org	Telephone <i>Area/No.</i> (920) 596-5332
Total Grant Funds Requested \$1,000	Local Match (20% Required) \$200	Grant Period Beginning <i>Mo/Day/Yr.</i> 11/21/19	Ending <i>Mo/Day/Yr.</i> 6/8/20

II. PROJECT ABSTRACT

Enter a brief description of the program and activities to be developed and implemented by students at a building, district, or community level. Limit response to space provided.

Little Wolf Jr./Sr. High has a FOR Club (Friends of Rachel) which is named after the Columbine school shooting survivor Rachel Scott. This student club came into existence in 2015 following a presentation from Rachel Scott Friends of Rachel organization. Since 2015, the FOR club's mission has been to spread kindness to students in school. They have done this in a variety of ways, from painting and placing decorated rocks around school and in the community, to hosting a pancake breakfast for students, to painting a kindness mural in the school hallway. In August 2019, the FOR Club held a planning meeting and expressed a desire to become more involved in building community school-wide. At the same time, the school counselor became aware of a peer-led program being offered with sponsorship of a local organization, but requiring an initial school contribution of over \$1000. The students researched Sources of Strength and expressed an interest in being trained in the program. Students would be trained and then lead the projects for Sources of Strength for this first year.

III. CERTIFICATION/SIGNATURES

WE, THE UNDERSIGNED, CERTIFY that the information contained in this application is complete and accurate to the best of our knowledge; that the necessary assurances of compliance with applicable state and federal statutes, rules, and regulations will be met; and, that the indicated agency designated in this application is authorized to administer this grant.

WE FURTHER CERTIFY that the assurances listed above have been satisfied and that all facts, figures, and representation in this application are correct to the best of our knowledge.

Signature of District Administrator or Building Principal ➤ <i>Daniel J. Wolfgram</i>	Date Signed <i>Mo./Day/Yr.</i> 10/8/19
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IV. GENERAL ASSURANCES

The Applicant understands and agrees that the following assurances are pre-award requirements generally imposed by state law or regulation, and do not include all state regulations that may apply to the Applicant or its project.

Each Applicant is ultimately responsible for compliance with the certifications and assurances selected on its behalf that apply to its project or award.

Assurance is hereby provided that:

1. **Applicant agrees** to comply with all terms and conditions set forth in the grant program's Application Guidelines document provided with this application. Services provided under this grant will be used to address the needs set forth in the guidelines document. Applicant agrees to implement the activities within the prescribed timeline as outlined in their work plan section of their proposal. Applicant will provide fiscal information within the fiscal year timeline established for new and reapplying programs. Wis. Stat. § 35.93; Wis. Admin. Code § PI 38.008 (Grant reporting).
2. **Legal and Regulatory Compliance:** Administration of the program, activities, and services covered by this application will be in accordance with all applicable state and federal statutes, regulations, and the approved application.
3. **Allowable Costs:** Costs incurred shall be allowable and meet grant goals and objectives.
4. **Confidentiality:** The Applicant shall comply with provisions applicable to public schools regarding confidentiality of student information for any pupil record created, obtained, or maintained under this grant, regardless of whether those provisions would not otherwise apply to the Applicant but for the Applicant's participation in this grant. Wis. Stat. § 118.125 (Pupil records).
5. **Conflict of Interest:** No board or staff member of an LEA or CESA may use his or her position to obtain financial gain or anything of substantial value for the private benefit of himself or herself or his or her immediate family, or for an organization with which he or she is associated, such as a royalty, commission, contingent fee, brokerage fee, consultant fee, or other benefit. Wis. Stat. § 19.59(1)(a).
6. **Contracts and Procurement:** The Applicant will use its own procurement procedures that reflect applicable state and local laws and regulations.
7. **Cooperation with Evaluation:** The Applicant shall cooperate with the performance of any evaluation of the program by the WDPI or by their contractors. Wis. Stat. § 35.93; Wis. Admin. Code § PI 38.008 (Grant reporting).
8. **Copyright, Acknowledgement, and Publications:** The Applicant/Recipient will comply with all copyright and materials acknowledgement requirements as addressed in the projects' grant guidelines. The WDPI reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish or otherwise use, and to authorize others to use, for WDPI purposes: the copyright in any work developed under this grant; and any rights of copyright to which the Applicant or a contractor purchases ownership with grant support.

The content of any grant-funded publication or product may be reprinted in whole or in part, with credit to the WDPI acknowledged. However, reproduction of this product in whole or in part for resale must be explicitly authorized by the WDPI. When issuing statements, press releases, and other documents describing projects or programs funded in whole or in part with grant funds, the grant award recipient shall clearly acknowledge the receipt of grant funds in a statement.
9. **Fiscal Control:** The Applicant will use fiscal control and fund accounting procedures and will ensure proper disbursement of, and accounting for, funds received and distributed under this program Wis. Stat. § 16.41 (Agency and authority accounting; information; aid).
10. **Indirect Costs:** If the fiscal agent is allowed to claim indirect costs, the total amount budgeted for indirect costs is limited to and cannot exceed the negotiated indirect rate established with the WDPI. Indirect costs cannot be charged against capital objects.
11. **Programmatic Changes:** The Applicant will obtain the prior approval of the WDPI whenever any of the following actions is anticipated:
 - a. Any revision of the scope or objectives of the project;
 - b. Changes in key persons where specified in the application or grant award;
 - c. A disengagement from the project for more than three months, or a 25 percent reduction in time devoted to the project, by the approved project director;
 - d. Contracting out or otherwise obtaining services of a third party to perform activities central to the purpose of the award;
 - e. Changes in the amount of approved cost-sharing or matching provided by the grant recipient. Wis. Stat. § 35.93; Wis. Admin. Code § PI 38.008 (Grant reporting).
12. **Record Retention: The applicant will ensure records created or obtained under this grant are maintained in accordance with the Wisconsin Records Retention Schedule for School Districts**, regardless of whether this retention schedule would not otherwise apply to the Applicant but for the Applicant's participation in this grant. The retention schedule is available online here: <http://publicrecordsboard.wi.gov/docview.asp?docid=15892&locid=165>
13. **Reporting:** The Applicant will ensure all required financial and program data and information is reported to the WDPI timely on a schedule established by the WDPI. Wis. Stat. § 35.93; Wis. Admin. Code § PI 38.008 (Grant reporting).
14. **Grant Evaluation:** The Applicant shall ensure that all grant evaluation reporting will be timely on a schedule established by the WDPI. Grant evaluation information provided to the WDPI staff shall accurately assess the completeness of grant goals, activities, benchmarks and target dates. Wis. Stat. § 35.93; Wis. Admin. Code § PI 38.008 (Grant reporting).

V. PROJECT NARRATIVE

1. Describe how the idea for this project was developed including the extent of student participation. *Limit response to space provided.*

Students in the FOR Club held a planning meeting and discussed the desire to become more active in helping the culture and student body at Little Wolf Jr./Sr. High School for students in all levels as the FOR Club is. One student mentioned a friend in a school that uses Sources of Strength and presented the idea to the club and the counselor. Students called Theda Care and found that Waupaca County schools were offered a chance to implement the program for the first year with a school contribution of \$1200. Students continued to express a desire to be trained as peer leaders and to bring something fresh and a new focus to the FOR Club. Students liked how the program is an evidence-based program to be used for a wide variety of prevention efforts like Alcohol and other drugs, vaping, suicide prevention, bullying, but also for a positive flair to help students identify and use their own strengths.

2. What problem(s) at your school will this mini-grant project address? Describe how this project will help prevent or reduce student alcohol and drug abuse or other risk behaviors (tobacco use, violence, bullying, suicide, traffic safety, and sexual risk behaviors). *Limit response to space provided.*

According to the website for Sources of Strength, this peer prevention program uses an upstream approach that focuses on helping students build their strengths to navigate any variety of challenges, from mental health to bullying to use of substances. Sources of strength also works to increase student and adult connections and increase help-seeking behavior norms among students. According to our 2019 Youth Risk Behavior Survey data, 36% of high school and 21% of junior high students have experienced bullying, 48% of high school students and 46% of junior high students have reported anxiety, 24% of high school and 23 % of junior high students have reported depression, 17% of high school and 14% of junior high students have seriously considered suicide, 52% of high schoolers and 11% of junior high students have tried vaping, and 39% of high schoolers and 13% of junior high students have used alcohol. These numbers show that students could benefit from identifying strengths and help-seeking behaviors, which are provided through the Sources of Strength program. It is particularly of interest to students in the FOR Club that the focus of this program is more broad to increase strength and positive connections, which blends well with the FOR Club and their mission.

V. PROJECT NARRATIVE (cont'd)

3. What steps (activities) will be done to address the problem(s) you described in your answer to question 3.

What is the Action Step?	Who is Responsible?	When Will it be Done?
Contact ThedaCare when grant is obtained to order materials for first year	School Counselor	End of November 2019
Create list of possible adult mentors to train	FOR Club members, School Counselor	December 2019
Initial training about entire SOS program to FOR Club members	School Counselor, FOR Club Members, SOS Staff Trainer	December 2019
Adult Mentor Training	SOS Staff Trainer	January 2020
Youth Mentor Training for FOR Club Student Members	FOR Club Students, SOS Trainer, School Mentors	February 2020
Present SOS Curriculum School Wide	FOR Club Students, School Mentors	February-May 2020
Create School-wide student survey	FOR Club Students	February 2020
Gather student data from developed survey	FOR Club Students	May 2020
Complete Year 1 Evaluation	FOR Club Students	May 2020

V. PROJECT NARRATIVE (cont'd)

4. Describe how you will measure your success in addressing the problem(s) described in question 3. (Changes in behaviors, attitudes, knowledge, or skills measured through pre-post-surveys, related statistics, etc.). *Limit response to space provided.*

The students in FOR Club will design a survey to present to the student body and staff to gain their input. While YRBS Data will not be collected again until the 2021 cycle, students could assess certain behaviors as part of the survey developed. This Sources of Strength Program is on a multi year cycle, so it is hoped that the data will present a need to continue with all 4 years of programming.

5. Describe who and how many people will benefit from your project, including skills, knowledge, behaviors, or attitudes they are expected to acquire. *Limit response to space provided.*

The students in the FOR Club (approximately 75) will benefit from learning the skills and participating in the training for being peer mentors. The SOS activities for implementation are school wide and will reach the entire student body of 335 students. It is hoped that from the first year, more students will have a desire to be trained by the student mentors each year.

While it is difficult to assess the attitude and behavior changes as a result of programming the survey would target feelings of connectedness and attitudes toward risky behaviors, since the YRBS will not cycle around until 2021.

VI. BUDGET DETAIL

6. Budget Detail—(Individual Mini Grant awards cannot exceed \$1,000.). WUFAR (Wisconsin Uniform Financial Accounting Requirements) functions and object codes are for the benefit of your business office.

List and describe the following:

- a. **Item/Purpose/Cost** for each expenditure. (No capital objects allowed, e.g., computers, furniture, or video equipment) *Maximum daily speaker/consultant rate is \$800. Incentive items (trinkets, food, t-shirts/clothing, water bottles, etc.) limited to a total of 20% of total budget. Note that mock crashes must be coordinated with community partners. This grant will no longer fund purchase or towing of vehicles used in mock crashes but they can be donated by a community partner and count as match towards the project. *Limit response to space provided.*
 SOS Training and Curriculum Materials=\$1000

b. **Any local contributions (match)** to this project. At a minimum, twenty percent (20%) of the grant total must be matched by local contributions of funding or time equivalent (in-kind). *Limit response to space provided.*
 \$250 contributed as match from guidance budget

VII. BUDGET SUMMARY

To be completed by district business office.

WUFAR Function	WUFAR Object	Amount Requested
Support Services —Pupil and Instructional Staff Services (in 210 000 and 220 000) Support Services are those which facilitate and enhance instructional or other components of the grant. This category includes staff development, supervision, and coordination of grant activities.	Purchased Services (300s) e.g., transportation, etc.	\$1,000
	Purchased Services (300s)—speaker/consultant fee costs (capped at \$800)	
	Non-Capital Objects (400s)—materials/supplies	
	Non-Capital Objects (400s)—Incentives (capped at 20% of total budget, e.g., trinkets, food, t-shirts/clothing, water bottles, etc.)	
	Others (e.g., entrance fees)	
	TOTAL Grant Funds Requested	\$1,000



Collection of this information is a requirement of s. 115.361.

I. GENERAL INFORMATION			
Name of School District School District of Manawa		Name of School Little Wolf Jr./Sr. High School	
Mailing Address <i>Street, City, State, ZIP</i> 515 E. Fourth Street, Manawa, WI, 54949			
District/Agency Administrator <i>First and Last Name</i> Dr. Melanie Oppor		CESA 6	School Phone <i>Area/No.</i> (920) 596-5800
Advisor Contact <i>First and Last Name</i> Mary Eck		Advisor Title Student Council Advisor	Telephone <i>Area/No.</i> (920) 596-5804
Advisor Mailing Address <i>Street, City, State, ZIP</i> 515 E. Fourth Street, Manawa, WI 54949		Advisor Email Address meck@manawaschools.org	
Name of Student Organization Little Wolf Jr./Sr. High School Student Council		Project Name Student Council Suicide Prevention	
Business Services Manager <i>First & Last Name</i> Carmen O'Brien		Email Address cobrien@manawaschools.org	Telephone <i>Area/No.</i> (920) 596-5332
Total Grant Funds Requested \$1,000	Local Match (20% Required) \$200	Grant Period Beginning <i>Mo/Day/Yr.</i> 11/21/20	Ending <i>Mo/Day/Yr.</i> 6/8/20

II. PROJECT ABSTRACT			
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Enter a brief description of the program and activities to be developed and implemented by students at a building, district, or community level. Limit response to space provided.

Little Wolf Jr./Sr. High School currently delivers a suicide prevention program SOS (Signs of Suicide) which includes videos for classroom presentations and screening tools for students. These sessions are typically led by the School Counselor and presented in classrooms. While this is a research-based and well-tested program, there is no student involvement in the presentation of the program. Little Wolf Jr./Sr. High School student council is comprised of student leaders in grades 7-12 and has made it their mission to increase their involvement in building community and improving student mental health. They would assist with bolstering the SOS presentations with student-led discussions and skits depicting the Acknowledge-Care-Tell directive from the SOS video presentations.

III. CERTIFICATION/SIGNATURES	
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WE, THE UNDERSIGNED, CERTIFY that the information contained in this application is complete and accurate to the best of our knowledge; that the necessary assurances of compliance with applicable state and federal statutes, rules, and regulations will be met; and, that the indicated agency designated in this application is authorized to administer this grant.

WE FURTHER CERTIFY that the assurances listed above have been satisfied and that all facts, figures, and representation in this application are correct to the best of our knowledge.

Signature of District Administrator or Building Principal ➤	Date Signed <i>Mo./Day/Yr.</i> 10/8/19
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IV. GENERAL ASSURANCES

The Applicant understands and agrees that the following assurances are pre-award requirements generally imposed by state law or regulation, and do not include all state regulations that may apply to the Applicant or its project.

Each Applicant is ultimately responsible for compliance with the certifications and assurances selected on its behalf that apply to its project or award.

Assurance is hereby provided that:

1. **Applicant agrees** to comply with all terms and conditions set forth in the grant program's Application Guidelines document provided with this application. Services provided under this grant will be used to address the needs set forth in the guidelines document. Applicant agrees to implement the activities within the prescribed timeline as outlined in their work plan section of their proposal. Applicant will provide fiscal information within the fiscal year timeline established for new and reapplying programs. Wis. Stat. § 35.93; Wis. Admin. Code § PI 38.008 (Grant reporting).
2. **Legal and Regulatory Compliance:** Administration of the program, activities, and services covered by this application will be in accordance with all applicable state and federal statutes, regulations, and the approved application.
3. **Allowable Costs:** Costs incurred shall be allowable and meet grant goals and objectives.
4. **Confidentiality:** The Applicant shall comply with provisions applicable to public schools regarding confidentiality of student information for any pupil record created, obtained, or maintained under this grant, regardless of whether those provisions would not otherwise apply to the Applicant but for the Applicant's participation in this grant. Wis. Stat. § 118.125 (Pupil records).
5. **Conflict of Interest:** No board or staff member of an LEA or CESA may use his or her position to obtain financial gain or anything of substantial value for the private benefit of himself or herself or his or her immediate family, or for an organization with which he or she is associated, such as a royalty, commission, contingent fee, brokerage fee, consultant fee, or other benefit. Wis. Stat. § 19.59(1)(a).
6. **Contracts and Procurement:** The Applicant will use its own procurement procedures that reflect applicable state and local laws and regulations.
7. **Cooperation with Evaluation:** The Applicant shall cooperate with the performance of any evaluation of the program by the WDPI or by their contractors. Wis. Stat. § 35.93; Wis. Admin. Code § PI 38.008 (Grant reporting).
8. **Copyright, Acknowledgement, and Publications:** The Applicant/Recipient will comply with all copyright and materials acknowledgement requirements as addressed in the projects' grant guidelines. The WDPI reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish or otherwise use, and to authorize others to use, for WDPI purposes: the copyright in any work developed under this grant; and any rights of copyright to which the Applicant or a contractor purchases ownership with grant support.

The content of any grant-funded publication or product may be reprinted in whole or in part, with credit to the WDPI acknowledged. However, reproduction of this product in whole or in part for resale must be explicitly authorized by the WDPI. When issuing statements, press releases, and other documents describing projects or programs funded in whole or in part with grant funds, the grant award recipient shall clearly acknowledge the receipt of grant funds in a statement.
9. **Fiscal Control:** The Applicant will use fiscal control and fund accounting procedures and will ensure proper disbursement of, and accounting for, funds received and distributed under this program Wis. Stat. § 16.41 (Agency and authority accounting; information; aid).
10. **Indirect Costs:** If the fiscal agent is allowed to claim indirect costs, the total amount budgeted for indirect costs is limited to and cannot exceed the negotiated indirect rate established with the WDPI. Indirect costs cannot be charged against capital objects.
11. **Programmatic Changes:** The Applicant will obtain the prior approval of the WDPI whenever any of the following actions is anticipated:
 - a. Any revision of the scope or objectives of the project;
 - b. Changes in key persons where specified in the application or grant award;
 - c. A disengagement from the project for more than three months, or a 25 percent reduction in time devoted to the project, by the approved project director;
 - d. Contracting out or otherwise obtaining services of a third party to perform activities central to the purpose of the award;
 - e. Changes in the amount of approved cost-sharing or matching provided by the grant recipient. Wis. Stat. § 35.93; Wis. Admin. Code § PI 38.008 (Grant reporting).
12. **Record Retention:** The applicant will ensure records created or obtained under this grant are maintained in accordance with the *Wisconsin Records Retention Schedule for School Districts*, regardless of whether this retention schedule would not otherwise apply to the Applicant but for the Applicant's participation in this grant. The retention schedule is available online here: <http://publicrecordsboard.wi.gov/docview.asp?docid=15892&locid=165>
13. **Reporting:** The Applicant will ensure all required financial and program data and information is reported to the WDPI timely on a schedule established by the WDPI. Wis. Stat. § 35.93; Wis. Admin. Code § PI 38.008 (Grant reporting).
14. **Grant Evaluation:** The Applicant shall ensure that all grant evaluation reporting will be timely on a schedule established by the WDPI. Grant evaluation information provided to the WDPI staff shall accurately assess the completeness of grant goals, activities, benchmarks and target dates. Wis. Stat. § 35.93; Wis. Admin. Code § PI 38.008 (Grant reporting).

V. PROJECT NARRATIVE

1. Describe how the idea for this project was developed including the extent of student participation. *Limit response to space provided.*

Student Council held a student planning retreat in August 2019 and discussed ideas for the year and projects they wanted to undertake. Students discussed becoming more active in reaching the students in school with positive messages and wanted to further help the student body look out for one another. Student council members and advisor approached the school counselor and learned that there were newly updated SOS (Signs of Suicide) materials available for both junior high and high school levels. The students were shown the video vignettes and decided that they could further support the valuable message of ACT--Acknowledge Care and Tell by providing skits and discussion questions that they themselves would lead as follow-up session to the one-time SOS presentations done by the counselor. Students further related that they would like to create posters and displays throughout the year to remind students of the Acknowledge-Care-Tell message. This grant will allow for the purchase of the updated SOS program as well as supplies to assist with posters for the students and a training and practice event for the student council. Student council members reported that they would like to share this information with 6th grade students at the elementary school and to have a parent presentation. In-kind donations of food for both events would assist in the implementation of the programs.

2. What problem(s) at your school will this mini-grant project address? Describe how this project will help prevent or reduce student alcohol and drug abuse or other risk behaviors (tobacco use, violence, bullying, suicide, traffic safety, and sexual risk behaviors). *Limit response to space provided.*

This mini-grant would address the issues of teen suicide prevention. According to our school ' s 2019 Youth Risk Behavior Survey data, 24% of our high school students and 23% of our junior high students reported dealing with depression. Further, 17% of high school students and 14% of junior high students reported that they have seriously considered suicide in the past year. 13% of high schoolers reported making a suicide plan and 6% of junior high students reported making a plan. This statistic shows the continued need for suicide prevention efforts. According to the same 2019 YRBS Survey, 47% of high school students report turning to peers for emotional support and 44% of junior high students report turning to peers for emotional support.

This data shows both a clear need for updated suicide prevention materials and a clear need for students to take an active role in the prevention process.

V. PROJECT NARRATIVE (cont'd)

3. What steps (activities) will be done to address the problem(s) you described in your answer to question 3.

What is the Action Step?	Who is Responsible?	When Will it be Done?
Train student council members in SOS and share statistics	School Counselor and Student Council Advisor.	By November 30, 2019
Order updated materials	School Counselor	By November 30, 2019
Provide initial SOS training to student body	School Counselor	By January 30, 2020
Write and perfect skits in student council meetings	Student council members overseen by Student Council Advisor and School Counselor	By January 30, 2020
Schedule dates to perform skits with school staff at Jr High, High School, and Elementary school	School Counselor and Student Council Advisor	By January 30, 2020
Perform Skits in classrooms	Overseen by School Counselor	By mid-March 2020
Create parent evaluation, student evaluation, and schedule district parent night	School Counselor and student council members	By end February 2020
Perform Skits at Parent Night with evaluations	Student Council Members	By mid-April 2020
Student council follow up/debriefing meeting	Student Council Members, Student Council Advisor, School Counselor	By end May, 2020
Data compilation and create report to share with community stakeholders	Student council members, Student Council Advisor, School Counselor	By end June 2020

V. PROJECT NARRATIVE (cont'd)

4. Describe how you will measure your success in addressing the problem(s) described in question 3. (Changes in behaviors, attitudes, knowledge, or skills measured through pre-post-surveys, related statistics, etc.). *Limit response to space provided.*

The initial SOS program has a behavior risk survey and self-reported evaluation component, which does produce valuable data. The students themselves will present a survey following their presentations to assess the level of success and change in attitude and behaviors. The YRBS survey will not be administered school-wide until 2021, but this data will continue to assess the effectiveness of two years of implementation (2019-20 and 2020-21) of student-led followup presentations. The students will also provide a similar survey to the parent group when presenting in 2019-20 and 2020-21 school years.

5. Describe who and how many people will benefit from your project, including skills, knowledge, behaviors, or attitudes they are expected to acquire. *Limit response to space provided.*

The impact of this student-led project will be far-reaching. In addition to the students involved in the writing and presentation of the skits and follow up questions, the entire student body will be trained and receive information on suicide prevention. In addition, parents will receive the information as well to further assist them in recognizing warning signs for students. If any student is seriously considering suicide and making active plans to end their lives and is stopped due to the efforts of this program, the program is worth it!

VI. BUDGET DETAIL

6. Budget Detail—(Individual Mini Grant awards cannot exceed \$1,000.). WUFAR (Wisconsin Uniform Financial Accounting Requirements) functions and object codes are for the benefit of your business office.

List and describe the following:

- a. **Item/Purpose/Cost** for each expenditure. (No capital objects allowed, e.g., computers, furniture, or video equipment) *Maximum daily speaker/consultant rate is \$800. Incentive items (trinkets, food, t-shirts/clothing, water bottles, etc.) limited to a total of 20% of total budget. Note that mock crashes must be coordinated with community partners. This grant will no longer fund purchase or towing of vehicles used in mock crashes but they can be donated by a community partner and count as match towards the project. *Limit response to space provided.*
 SOS program for middle school \$495, SOS program for junior high \$495, materials and supplies-\$10 for poster board.

b. **Any local contributions (match)** to this project. At a minimum, twenty percent (20%) of the grant total must be matched by local contributions of funding or time equivalent (in-kind). *Limit response to space provided.*

Match would be district provided additional supplies and food for parent and student training events, this will be provided by in kind donations from student council members and school staff.

VII. BUDGET SUMMARY

To be completed by district business office.

WUFAR Function	WUFAR Object	Amount Requested
Support Services —Pupil and Instructional Staff Services (in 210 000 and 220 000) Support Services are those which facilitate and enhance instructional or other components of the grant. This category includes staff development, supervision, and coordination of grant activities.	Purchased Services (300s) e.g., transportation, etc.	\$990
	Purchased Services (300s)—speaker/consultant fee costs (capped at \$800)	
	Non-Capital Objects (400s)—materials/supplies	\$10
	Non-Capital Objects (400s)—Incentives (capped at 20% of total budget, e.g., trinkets, food, t-shirts/clothing, water bottles, etc.)	\$0
	Others (e.g., entrance fees)	
	TOTAL Grant Funds Requested	\$1,000

Target field trip grants

Some of the best learning opportunities happen outside the classroom. We're bringing students once-in-a-lifetime learning experiences through field trips they'll never forget.



explore philanthropy

[Target field trip grants](#) ▶

[Target public safety grants](#) ▶

[Target youth soccer grants](#) ▶

apply

Applications are open between noon CT on Aug. 1 and 11:59 pm CT Oct. 1, 2019. To apply: <https://www.cybergrants.com/target/fieldtrip>.

background

It's become increasingly difficult for schools to fund learning opportunities outside the classroom. To help them out, we launched Target field trip grants in 2007. Since then, we've made it possible for millions of students to go on a field trip.

guidelines

As part of the program, Target stores award field trip grants to K-12 schools nationwide. Each grant is valued at \$700. We accept grant applications between noon CT Aug. 1 and 11:59 p.m. CT Oct. 1.

rules & eligibility

Who is eligible for a grant?

Education professionals who are at least 18 years old and employed by an accredited K-12 public, private or charter school in the United States that maintains a 501(c)(3) or 509(a)(1) tax-exempt status are eligible to apply. Educators, teachers, principals, paraprofessionals or classified staff of these institutions must be willing to plan and execute a field trip that will provide a demonstrable learning experience for students.

Who is not eligible?

- Parents
- Volunteers
- Childcare centers
- After-school programs

- Pre-K groups
- Any other individuals who do not meet the eligibility criteria listed above

How are grant recipients selected?

The Target Field Trip Grants program is managed and administered entirely by Scholarship America. Scholarship America will evaluate applications and award grants based on the following criteria:

- Applicant's description of the field trip and its objectives
- Benefits to the students, including overall student learning experience, relevance to curriculum and number of students who may benefit from the grant
- Proposed use of funds
- Trip to be taken between January 1, 2020 and the end of the 2019-20 academic year (May/June 2020)

If selected to receive a Target Field Trip Grant, the applicant must provide verification, by the school superintendent, principal or immediate supervisor of the proposed trip and other information listed in the application.

Application deadline

Applications must be submitted online via this website to Scholarship America between August 1, 2019 at Noon CT and October 1, 2019 at 11:59 p.m. CT. No emailed or hard copy paper applications will be accepted. SPONSOR (Target and Scholarship America) is not responsible for late, misdirected or incomplete applications or applications not received by Scholarship America. All applicant submissions become property of the SPONSOR and will not be returned. By submitting an application, applicants agree to provide other information and documentation as may be reasonably requested by judges or SPONSOR.

Applications will be judged by Scholarship America, whose decisions will be final in all respects. In the event of a tie, the applications will be re-judged based on the criteria.

Recipient notification/claiming grants

All applicants will be notified by e-mail by December 15, 2019. Potential recipients will also be notified by U.S. Mail at their home address and must follow instructions to verify their application information and sign a publicity release form. Grant checks are made payable to recipient's school. In the event a recipient does not implement the field trip by the end of the 2019-20 school year, the grant will be forfeited and funds returned to the SPONSOR. Any tax liability is the responsibility of the school.

Additional terms

No purchase necessary. Void where prohibited. Applicants must be 18 years of age or older. By participating, entrants agree: a) to the Rules and decisions of Scholarship America and Target, which shall be final in all respects; b) where legal, to the use of their names and/or likeness for advertising, promotional and publicity purposes without written consent or compensation; and c) to release, discharge and hold harmless Target Community Fund, Target Corporation and Scholarship America, Inc. from damages or claims arising out of their participation in the Field Trip Grants program or use of the grant.

All rights, title and interest, including copyrights of information submitted as part of the application, belong to Target. Target reserves the right to edit, adjust, modify, abridge, condense, publish, and/or excerpt application information.

SPONSOR is not responsible for electronic transmission errors resulting in omission, interruption, deletion, defect, delay in operations or transmission, or for technical, network, telephone equipment, electronic, computer, hardware or software malfunctions of any kind or failure to receive entry information by SPONSOR.

Grant restrictions

No substitutions or transfers permitted. Recipients may receive a grant only once in a given school year. Grants are to be used to cover field trip costs and fees. In the event the costs and fees are less than the grant amount, the balance of the grant may be utilized for other education costs such as materials, books and resources related to the curriculum. Grants may not be used to supplant expenditures that are the normal responsibility of the school district (e.g. substitute teacher salaries). SPONSOR reserves the right to interpret these rules and to make decisions concerning the grant, its acceptance and use, in situations not covered by these rules.

[read more grants FAQs here](#)

[promote your partnership with us](#)

October 1, 2019

To Members of the Board of Education:

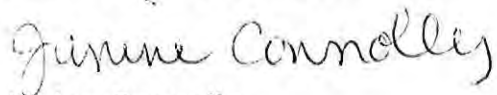
The following is the listing of the students that have requested Start College Now (f/k/a Youth Options) Applications for the Spring semester of 2019-2020 for the following courses:

Fox Valley Technical College online

2 Students Certified Nursing Assistant (CNA)

3 credits

Respectfully submitted,



Janine Connolly

Little Wolf JR/SR High

Attachments



10-2-19

School District of Manawa
Field Trip/Transportation Permit Form

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

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

Teacher/Coach (responsible for trip) Brad Johnson Grade/Class Football HS
Date(s) of trip October 26 to _____

Destination and Address: Tola or New London Pool

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

Team Bonding and water rehab workout.

Purpose of trip (include curriculum guide learner outcome or competency references):

Team Bonding Workout

No. of Students 41 No. of Teachers 4 No. of Chaperones 10 GROUP TOTAL 51

Departure time 8:00 Return time 9:30 Total hours 1.5 No. of Buses 1

Start (pick up) point HS Return (drop off) point HS

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

Non-transportation costs (Planner completes for all field trips)

A. Total school-paid miscellaneous costs (admission, tickets, supplies, etc.) A. \$ _____
FD _____ LOC _____ OBJ _____ FUNCTION _____ PROJ _____

B. Per pupil student-paid miscellaneous costs B. \$ _____

- C. Lunch plans (check all that apply)
- Students will bring a sack lunch from home _____
 - Food service staff will prepare box lunches _____
 - Lunch will be purchased at site of field trip _____
 - Not applicable _____

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

Staff member(s) responsible for administering medication to students Brad Johnson

APPROVED Dan Weyers DATE 10/15/19
Principal

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

D. TRANSPORTATION: (Complete all that apply.)

School Van – Call Jr./Sr. H.S. Office to reserve van. **Reservation completed by:** _____

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

Private vehicle data submitted by: _____

Principal confirms submission of required documents to District Office: _____

Bussing costs (To be completed by Kobussen)

Total transportation charge: \$ _____

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

FD _____ LOC _____ OBJ _____ FUNCTION _____ PROJ _____

- Covered By Booster Club

Transportation paid by other organization name and address:

Transportation Request Directions

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

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

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

October 21, 2019 – Board of Education Recognition

The following students earned a Level One - Youth Apprenticeship Certificate of Occupational Proficiency from the State of Wisconsin Department of Workforce Development.

Alex Wepner (Agriculture, Food & Natural Resources)

Conor Schuelke (Agriculture, Food & Natural Resources)

Colton Wegener (Agriculture, Food & Natural Resources)

Key elements of the youth apprenticeship program include:

- Industry-developed skill standards
- Exposure to multiple aspects of the industry
- Skilled mentors assigned to train the students
- Paid on-the-job work experience
- Related classroom instruction concurrent with work-based learning
- Curriculum guidelines for all programs
- Performance evaluation of demonstrated competencies
- State-issued skill certificate

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Sandy Piechowski Cordes
Little Wolf High School
Agricultural Education & FFA Advisor
515 E. 4th St.
Manawa, WI 54949

Proclamation

Whereas the National School Lunch Program plays an important role in helping to ensure that every child in the nation is ready to learn, because a hungry or undernourished child is less likely to be an eager and attentive student; and

Whereas the National School Lunch Program has a demonstrated commitment to our children's health and well-being, serving nutritious meals that are balanced for vitamins and calories which supports healthy eating patterns; and

Whereas in Wisconsin, over 2,400 public and private schools participate in the National School Lunch Program and serve 478,000 lunches each school day, directly supporting Wisconsin's Every Child a Graduate agenda; and

Whereas the success of this effort is due largely to resourceful and creative local food service administrators, managers, and staff working in cooperation with parents, teachers, community groups, government personnel, and students;

Therefore, be it resolved that October 14-18, 2019, be proclaimed as National School Lunch Week, a time to celebrate the importance of a program that helps keep students nourished so they can learn.

National School Lunch Week

School Lunch: What's on Your Playlist?

October 14-18, 2019



A handwritten signature in black ink that reads "Carolyn S. Taylor". The signature is written in a cursive style.

Carolyn Stanford Taylor, State Superintendent

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Proclamation

Whereas our children and youth are one of Wisconsin's greatest resources; accordingly, all students with intellectual, academic, creative, leadership, and artistic gifts and talents need to be appropriately identified, instructed, and supported; and

Whereas just as giftedness comes in a variety of domains, it has no limits related to age; race, ethnicity, or national origin; economic status; sex, gender identity, or gender expression; sexual orientation; religion; multilingualism; or exceptionalty; and

Whereas collaboration between school district staff, families, organizations, community members, nations, and the students themselves serve as the critical foundation for supporting all high-ability and high-potential children and youth; and

Whereas the Wisconsin Department of Public Instruction joins the leadership of the Wisconsin Association for Talented and Gifted, the Wisconsin Center for Academically Talented Youth, the Wisconsin Association of School District Administrators, the Wisconsin Association of School Boards, the Association of Wisconsin School Administrators, the Wisconsin Association for Supervision and Curriculum Development, the Wisconsin RtI Center, and the Cooperative Educational Service Agencies as we work together to support Wisconsin's children with gifts and talents;

Therefore, be it resolved that I, Carolyn Stanford Taylor, State Superintendent of Public Instruction, do hereby proclaim in the state of Wisconsin,

Gifted Education Month

October 1–31, 2019



A handwritten signature in black ink that reads "Carolyn S. Taylor". The signature is fluid and cursive.

Carolyn Stanford Taylor, State Superintendent

September 2019 - 3rd Friday - Corrected							September 2018 - 3rd Friday - CORRECTED						
	Enrollment in Attendance	Less OE, Tuition Waiver & Tuition Sharing	Add Resdnt Open Enroll Out	Add Resdnt in Out of District Placmnt	Total Students	FTE Mmbrshp Rounded Up		Enrollment in Attendance	Less OE & Tuition Sharing	Add Resdnt Open Enroll Out	Add Resdnt in Out of District Placmnt	Total Students	FTE Mmbrshp Rounded Up
Speech @ .5	1				1	1	Speech @ .5	1				1	1
ECE @ .5	5				5	3	ECE @ .5	2				2	1
4K (@.6)	31		7		38	23	4K (@.6)	35	3	7		39	23
4K (@.5)							4K (@.5)						
Kdg OE @ .5							Kdg OE @ .5						
Kdg OE @ .6							Kdg OE @ .6						
Kdg	39	3	6		42	42	Kdg	29	0	5		34	34
Gr. 1	30	1	4		33	33	Gr. 1	45	1	6		50	50
Gr. 2	52	1	7		58	58	Gr. 2	30	1	7		36	36
Gr. 3	30		6		36	36	Gr. 3	32	1	7		38	38
Gr. 4	34	2	7		39	39	Gr. 4	51	0	4		55	55
Gr. 5	55	1	2		56	56	Gr. 5	37	0	6		43	43
Gr. 6	37		6	1	44	44	Gr. 6	39	2	7		44	44
Gr. 7	38	1	7		44	44	Gr. 7	50	3	7		54	54
Gr. 8	52	3	7		56	56	Gr. 8	52	1	6		57	57
Gr. 9	60	4	3		59	59	Gr. 9	54	4	9		59	59
Gr. 10	52	3	9		58	58	Gr. 10	66	3	10		73	73
Gr. 11	64	4	9		69	69	Gr. 11	54	4	10		60	60
Gr. 12	54	5	9		58	58	Gr. 12	62	2	11		71	71
Totals	634	28	89	1	696	679 FTE	Totals	639	25	102		716	699 FTE
Includes 3 Tuition Sharing Students							Includes Tuition Sharing Students						
							Corrected: 2 OE Out Students Not Yet Residing in Manawa:						
							Changes Total Students (F:26) and FTE (G:26)						
							Corrected: 2 Students Moved from Pk to Kdg Per Non-Resident District						
							which changed the FTE from 701 to 699						

Monthly Enrollment Count for SY2019-2020

Grade	21-May-18	16-Sep-19	3rd Fri SEPT	OCT	NOV	DEC	JAN	FEB	MA	APR	MAY
EC / Speech .5	7	6	6	6							
4K .6	37	30	31	31							
Kdg	30	38	39	39							
1	46	29	30	30							
2	31	52	52	52							
3	33	30	30	30							
4	50	34	34	34							
5	37	55	55	55							
6	37	38	37	37							
7	52	38	38	37							
8	54	52	52	52							
9	53	59	60	60							
10	66	52	52	52							
11	50	63	64	63							
12	62	54	54	54							
Subtotal Students	645	630	634	632							
Less OE IN	-18	-22	-25	-25							
Plus OE OUT	91	107	89	89							
Less Tuition Sharing	-2	-3	-3	-3							
Plus Cty Sch Enrollment		1	1	2							
Total Enrollment	716	713	696	695							
3rd Friday Sept 2018	716										

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



Students choosing to excel; realizing their strengths.

To: Dr. Melanie Oppor
From: Michelle Pukita
Date: October 14, 2019
Re: Staff and Program Highlights

- **Wolf Walk:** This year's Wolf Walk was done to promote MES's theme of "We Belong Here." This event supports District-wide involvement. The children did a fantastic job walking and running around the track. Quite a few miles were put on. Thank you to the elementary staff for walking with and supervising the children. Thank you to the high school staff, especially Sandra Cordes, for allowing some of the high school students to help, to Austin Rohan, and the band for leading us in the National Anthem and then leading us around the track. Thank you to the PTO and all our parent volunteers for making this a fun and successful Wolf Walk.

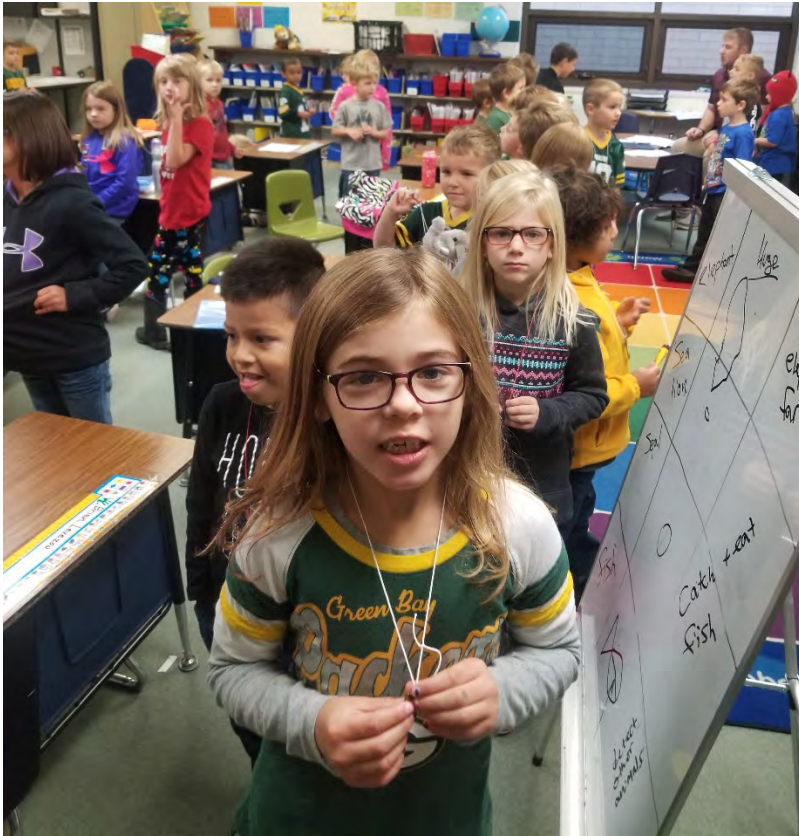




- **“Key” Readers:** Ms. Poppy, Ms. Harvey, and Ms. Sernau planned a celebration for our "newest" readers in kindergarten. They have learned to "Read the World." The students began the celebration by partner reading with a friend. Dr. Oppor and Ms. Pukita handed out "keys to reading the world" necklaces. The students then paraded through the school to show off their keys. This was a great way to inspire the students to love reading and make it a lifelong habit.







- **Visit from Manawa Police Department and Waupaca County Sheriff Department with the Canine:** On September 26, Chief Gorman and the Waupaca County Sheriff Department stopped by MES for a friendly visit. The overall intent was to build relationships with the students. The students enjoyed petting the Canines and talking with the officers.







Students choosing to excel; realizing their strengths.

To: Dr. Melanie Oppor
Fr: Dan Wolfgram
Date: 10/14/2019
Re: Staff and Program Highlights – October

Staff Social Emotional Learning – Cesa 6: As part of an ongoing effort to support students, Principal Wolfgram along with Janine Connolly, Jill Krause, Mary Eck, Michele Koshollek, and Tracy Breaker has been receiving training with Becky McMorrow of Cesa 6. The professional development is focusing on, “*Systems Approach to Supporting Learners with Challenging Behavior.*” The team met at Cesa 6 in late August and onsite on October 2.

The team’s mission is to develop and evaluate processes and procedures to empower staff to make meaningful changes for students. Part of this process is to take a Needs Assessment of what is currently working well, and what is not. The team identified that the referral process for the Building Consultation Team needs review. The team is optimistic and eager to work together in the upcoming months. The next scheduled meeting date is for Thursday October 17 at Cesa 6, where the focus will be on “*Common Sense Strategies: Learners with Emotional & Behavioral Needs.*”

Hallway Construction: Staff has been briefed on the upcoming hallway construction that will begin in late October and continue into January. Athletic events and practices that are in conflict will be moved to the MES. AD Millard is working on a practice schedule.

Musical Preparation: For the first time in recent memory, the Vocal Music Department under the direction of Mrs. Ellen Christensen is going to be producing a musical. *You're a Good Man, Charlie Brown* is a 1967 musical comedy with music and lyrics by Clark Gesner, based on the characters created by cartoonist Charles M. Schulz in his comic strip Peanuts. The musical has been a popular choice for amateur theatre productions because of its small cast and simple staging. Production dates are November 16 at 7:00 p.m. and Sunday November 17 at 2:00 p.m.

Athletic Update: The fall sports season is coming to a close with the Manawa Wolves preparing for post-season playoff opportunities. Excitement is building in football, volleyball and cross country as student’s hard work and dedication have translated into preferred playoff seeding.

2019 Homecoming: Kudos to staff and students! The cooperation and flexibility that staff and students demonstrated combined with a true sense of school pride are to be applauded. I am proud of our student body for demonstrating self-restraint when it came to toilet papering the school.

Mayor Smith and the Manawa Police Department rallied to support the students by allowing the toilet papering of Triangle Park. Mayor Smith’s encouraging and supportive post on Facebook demonstrates his support for the student body. Thank you to Mr. Carson and his students who assisted in the cleanup of the park! The school was contacted by one community member who sustained toilet papering and some minor vandalism.





Students choosing to excel; realizing their strengths.

To: Dr. Melanie Oppor
From: Carmen O'Brien
cc: Board of Education
Date: October 2019
Re: Business Office Highlights and Updates

The 2019-20 budget has consumed my time for the past month. From the audit, I can determine how close the actual spending came to the budget for the 2018-19 school year. Then, it is a very quick turnaround to adjust for this school year. The BOE will make the final decisions and adopt the 2019-20 budget at the annual meeting on October 28, 2019.

I met with Mrs. Suehs this past month to discuss food service finances. Starting on September 23, 2019, the food service staff began cleaning the commons at the high school after lunch service to keep expenses in check. A new substitute for food service was also approved this past month.

I met with representatives from S&S Excavating and Ryan from Hoffman to walk the grounds and discuss the snow removal plan. Mike Thomack, working for us and using our Kubota, will take care of snow removal for all district sidewalks. Mike also assisted me in planning for who will remove snow at each entrance of the building. I made maps for each building and will also give copies to S&S.

I attended a floor event at Nassco headquarters in Wausau with Diane Teuscher, MES custodian. We learned about maintaining different types of flooring and were able to talk with vendors about products and equipment that may be needed after the remodeling is complete.

Mrs. Koehn, Mrs. Thompson, Mrs. Flynn and I have been trained to work in a program called Bus Hive through Kobussen. This allows the District to schedule transportation using an online platform. Mrs. Koehn will request all high school field trip transportation, Mrs. Thompson will request for MES, and Mrs. Flynn will schedule all athletic trips. This could lead to teachers and coaches eventually requesting their own transportation for events.

The custodians, Mrs. Buttles, Ms. Lowney, and Mrs. Teuscher, Dr. Oppor and I met with representatives from Nassco to look at a gently used floor scrubber, an Advance Adphibian. This scrubber can be used on both hard floors and carpeting. A decision was made to purchase so that we will have the proper equipment to care for and maintain the new flooring that will be in both buildings after the remodel projects. We will meet with the custodians again in the Spring to discuss if a machine like this will be needed for the high school.

KOBUSSEN BUSES LTD.

October 17, 2019

Subject: Transportation report, August & September 2019

To: Manawa School District

The Manawa School District had 5 days of school in August and 20 days of school in September. We ran 83 trips out of the terminal, in addition to the daily routes. This school year we have seen an increase in activity, as expected, coming from the terminal.

The biggest change is we now run two school districts out of our terminal (Manawa & IS). We continue to operate the Valley Packaging and Sturm Foods routes year round. We do have a satellite office in Iola that is staffed on a need be basis. The Manawa and IS drivers have worked very well with each other and have really accepted the “One-Fist concept” (One team). Below is a list of notable changes that have taken place in the past couple months.

- Sherida Genereau has moved to a substitute bus driver position
- Jake Elsner is the Manawa/ IS terminal manager. Jake was the assistant manager at New London School District & sub driver at Manawa SD
- Jamie Stroud moved from Manawa part-time dispatcher to Manawa Full time Assistant Manager.
- Blaise Bodway & Scott Kobussen continue to manage, fix and perform preventative maintenance on our Manawa/ IS fleet. We continue to look for a long term solution for our mechanic position. If you know of anyone interested in a Full time mechanic position at the bus garage, please put them in contact with Jake or Casey
- We continue to hope for Mitch Patri’s health to improve.
- Roger Luedke was hired on in September and drives a full time route AM & PM for Manawa. Roger has prior driving experience with the Waupaca School District.
- Fortunately, we had all of our drivers return for this school year.
- We have had a couple of driver safety meetings over the past month and a half.

- On September 6th, we had food catered in from “Aftershock” for a driver thank you / welcome back to school party.

As always, we continue to look for good people that want to support their community, by driving students to and from school. Also, driving field trips and sporting events. If you can think of anyone that would be a good fit for the Manawa School District and Kobussen Buses, please steer them in the direction of Jake, Jamie or Casey

Respectfully Submitted,
Casey Fields
Regional Manager
Kobussen Buses LTD

W914 County Road CE • Kaukauna, WI 54130
Phone: 920-766-0606 / 920-538-1719
casey.fields@kobussen.com



School District of Manawa

“Students Choosing to Excel, Realizing Their Strengths”

800 Beech Street | Manawa, WI 54949 | (920) 596-2525

District Fax (920) 596-5308 | Elementary Fax (920) 596-5339 | Jr./Sr. High Fax (920) 596-2655

To: Dr. Melanie J. Oppor, BOE
From: Danni Brauer
Date: 10/14/19
Re: October Update

Special Education

- The special education staff continues to impress me with their dedication to the students they serve. I've had some phenomenal conversations and have observed some unbelievable lessons. They truly care about their students and are very thoughtful about how to best work with them. I have begun the year with setting up one-on-one meetings with each of the teachers. This gives us a chance to touch-base and for me to coach them through any tough situations. I learn a lot about our system and how we can improve it. The meetings last about 30 minutes and teachers choose when to schedule their monthly meeting.
- This month for our staff meeting we will begin to dig into our students' state-wide assessment scores and will celebrate some successes with the scores. We will also look for opportunities for improvement and take some time to learn from a colleague.

Curriculum

- The C&I Advisory Committee has been instrumental in planning for Wednesday collaboration time. I continue to enjoy working with this hard working and thoughtful group of professionals. We push each other to do our best for the district and each school. There have been times that I sit back during one of their discussions and am in awe of their dedication to the district.
- Mrs. Seka, Mrs. Stormoen, Mrs. Ziemer, Ms. Breaker, Mrs. Konkol, Mrs. Eck and I am attending the 2nd Leading for Learning workshop at CESA 6 on October 15th on behalf of the rest of the C&I Advisory Committee. This session is titled “Measuring What Matters Most: Gathering evidence on Essentials”.
- Mrs. Sernau and I manned a table at the Fall Festival. See pictures below.



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Technology Board Report

October 16, 2019



Network Security Breach

Earlier this month we learned a person or persons gained access to parts of our district network. Immediate steps were taken to eliminate unauthorized access. The process of investigating and documenting the incident began last week and is still ongoing. At this time, the District has no evidence any personally identifiable information has been compromised.

District Wireless Access Points

This spring we are planning to upgrade our wireless access points. The exact time frame will change depending upon the existing construction projects. Proposals will be sent to the appropriate board committees for review and approval.

Help Desk Tickets

We are over the initial rush of tickets that accompanies the start of the school year. These reports help understand the flow of open, resolved, and pending IT help desk tickets.



Minutes of the October 9, 2019 Curriculum Committee Meeting

Meeting called to order by Scheller at 4:02 p.m. in the MES Board Room

Board Committee Members: Scheller (C), Pohl. Hollman absent

In Attendance: Mary Eck, Dr. Oppor (4:15 p.m.)

Motion Scheller/Pohl to adjust the agenda to place Item #1: Phoenix (At-Risk) Program Presentation Overview & Handbook Review after Item #3: Consider K-6 Math Curriculum Maps. Motion carried.

Consider Employability & Financial Skills Curriculum Map (Information / Action)
Motion by Pohl/Scheller to recommend employability & financial skills curriculum map to BOE for adoption. Motion carried.

Motion by Scheller/Pohl to adjust the agenda to place new Item #3: Phoenix (At-Risk) Program Presentation Overview & Handbook Review before Item #2: Consider K-6 Math Curriculum Maps. Motion carried.

Phoenix (At-Risk) Program Presentation Overview & Handbook Review (Information / Action)
Motion by Pohl/Scheller to recommend the Phoenix (At-Risk) handbook to BOE for adoption. Motion carried.

Consider K-6 Math Curriculum Maps (Information / Action)
Motion by Pohl/Scheller to recommend K-6 math curriculum maps to BOE as amended. Motion carried.

Next Meeting Date: Thursday November 13 at 4:30 p.m.

Motion by Scheller/Pohl to adjourn at 4:33 p.m. Motion carried.

Submitted by Hélène Pohl

Minutes of the October 3, 2019 Finance Committee Meeting

Meeting called to order by Pohl at 5:02 p.m. in the MES Board Room

Board Committee Members: Pohl (C), J. Johnson, Pethke

In Attendance: Pohl, J. Johnson, Pethke. Dr. Oppor, Mrs. O' Brien.

Recorder: Pethke

1. Short-term Borrowing RFP Opening (Action) There were 2 proposals received.
Motion by Johnson / Pethke to accept Premier Bank RFP for short-term borrowing. Motion carried.

2. Alternate Add Option Procedure for Referendum Projects (Informational)
Dr. Oppor provided information on the Alternate Add Option procedure. The spreadsheet includes what money is spent with the referendum as a base and use to upgrade from the list i.e. fire alarm at MES which needed to be updated. This is something on the 20 year maintenance plan. Establishing criteria on how money is used. Infrastructure and health and safety concerns, cost, impact on learning environment/students.

3. 4K Shared Enrollment Agreement with School District of Waupaca (Informational)
Dr. Oppor and Mrs. O'Brien reviewed the 4K Shared Enrollment agreement with the committee.

4. 66.0301 Contract Between SDM and Iola-Scandinavia School District (Informational)
SDM services 3 students from Iola. Mrs. O'Brien shared the cost summary breakdown and proposed contract which SDM would potentially receive payment in 2 installments.

5. Referendum Budget Report (Informational) Review of referendum budget BP1 to BP2.
 - a. Questions
 - b. Is there additional financial information you would like to have?
Pohl would like information in a chart/graph as well.

6. Monthly Financial Summary - August (Informational)
Review of monthly financial summary by Mrs. O'Brien.

7. Annual Meeting Projections (Informational)
Discussion of revenue limit worksheet and increase to the governor's budget. Decision to schedule another Finance committee meeting prior to the annual meeting on Oct 22, 2019 at 5:00 p.m.

8. Finance Committee Planning Guide (Information)
9. Next Finance Committee Meeting Date: October 22, 2019 at 5:00 p.m. in the MES Board Room
10. Next Finance Committee Items: None listed at this time
11. Adjourn: Motion by J. Johnson / Pethke to adjourn at 6:06 p.m. Motion carried.

Bobbi Jo Pethke, Recorder

Minutes of the October 9, 2019 Policy & Human Resources Committee Meeting

The meeting was called to order by Pethke at 5:30 p.m. in the MES Board Room
Board Committee Members: Pethke (C), Forbes, J. Johnson

In Attendance: (List all in Attendance): Pethke, Forbes, J. Johnson, Pohl, Scheller, Dr. Oppor,
Mrs. Krueger, Mr. LaVallee

Timer: Pethke Recorder: J. Johnson

1. Fundraising and Fee Practices - Information
 - a. Conversation Starter - Informational
<https://www.bakeryandsnacks.com/Article/2018/01/19/Campbell-Soup-s-school-rewards-program-to-end-and-health-experts-urge-General-Mills-to-follow-suit>
 - b. Policy and Administrative Guidelines - 9700 series (advertising): Informational.
2. NEOLA: Clarification on Nondiscrimination Language: Informational.
3. NEOLA Updates - Vol. 28 No. 2 (Information / Action):
Motion by J. Johnson/Forbes to recommend NEOLA Updates - Vol. 28 No. 2 to the full Board as presented for a first reading. Motion carried.
4. Policy & Human Resources Committee Planning Guide (Information)
5. Set Next Meeting Date: November 11, 2019 at 5 pm
6. Next Meeting Items: None at this time
7. Adjourn: Motion by J. Johnson/Forbes to adjourn at 6:26 p.m. Motion carried.

Minutes of the October 16, 2019 Buildings & Grounds Committee Meeting

The meeting was called to order by R. Johnson at 5:30 p.m. in the Board Room.

Board Committee Members: R. Johnson (C), Scheller, Forbes

In Attendance: S. Forbes, R. Johnson, Scheller (arrived 5:40 p.m.) , C. Buttles, Dr. Oppor

Recorder: Stan Forbes

Football Field Drainage:

- a. Immediate for Playoff Game(s)
- b. Long-Term Repair

Motion by Forbes / R. Johnson to authorize the DA to have Rettler do a short-term solution.

Motion carried.

Endorse TruGreen 3-Year Lawn Care Contract:

Motion by Forbes / R. Johnson to recommend to the full Board a 3-Year Lawn Care Contract with TruGreen. Motion carried.

Referendum Project Updates: Informational

- a. Alternate Add Options Criteria
 - i. Cost
 - ii. Health & Safety
 - iii. Infrastructure
 - iv. Impact on Learning
 - v. Other?
- b. RFPs
 - i. Fitness Center Equipment
 - ii. Tech. Ed. Equipment

Buildings & Grounds Budget Review: Informational

Equipment Purchase: Informational

- a. Truck (District) - a priority - needs replacing; is being looked into
- b. Scissors Lift (HS) - informational
- c. Multi-purpose Floor Machine (Both) informational
- d. Pallet Jack (District)- informational

Repair Updates: Informational

- a. MES Domestic Hot Water - Fixed
- b. MES HVAC Controls - Fixed
- c. HS Parking Lot Lights- Added a 3rd Light
- d. Other

Buildings & Grounds Committee Planning Guide - Informational

Next Meeting Date: November 13, 2019 – 5:30 p.m. - MES Board Room

Upcoming Meeting Items:

- a. Bleacher Solutions
- b. Mid-State Tree Trimming
- c. S & S Excavating - MES Playground Drain Tile & Woodchips

Adjourn Motion by Scheller / Forbes to adjourn at 6:11 p.m.



September 16, 2019

School District of Manawa
800 Beech Street
Manawa, WI 54949

Dear Ms. O'Brien

I am pleased to convey Premier Community Bank's approval of your request

Loan Purpose: Short term borrowing .

Loan Amount: Up to \$1M

Interest Rate: 3% fixed with interest due monthly and principal due at maturity

Term: Up to 12 months

Fee: \$0

Disbursements: A formal request form signed by the School Board members charged with the authority to do so. This disbursement request would be delivered to the loan officer via email, in-person, or mail with instructions on transferring the funds

Thank you for giving Premier Community Bank the opportunity to help you with your financial needs

Sincerely



James J Dietzler

VP Ag/Commercial Loan Officer

Exhibit A

RESOLUTION NO. SY1920#2

**RESOLUTION AUTHORIZING A TAXABLE TAX AND REVENUE ANTICIPATION
PROMISSORY NOTE FOR CASH FLOW PURPOSES
IN AN AMOUNT NOT TO EXCEED \$1,000,000**

WHEREAS, the School District of Manawa, Waupaca County, Wisconsin (the "District"), may be in temporary need of funds from time to time in an amount not to exceed \$1,000,000 outstanding at any one time to meet the immediate expenses of operating and maintaining the public instruction in the District during the current school year and in anticipation of taxes, state aids, income, revenue, cash receipts and other monies to be received by the District for the current school year (the "Expenses");

WHEREAS, the school districts are authorized by the provisions of Section 67.12(8)(a)1, Wisconsin Statutes, to borrow money for such Expenses;

WHEREAS, Premier Community Bank (the "Bank") has agreed to provide the District with a taxable revolving line of credit (the "Line of Credit") to cover such Expenses which Line of Credit shall be authorized by this Resolution in accordance with the provisions of Section 67.12(8)(a)1, Wisconsin Statutes;

WHEREAS, as required by Section 67.12(8)(a)1, Wisconsin Statutes, the total amount borrowed pursuant to the Line of Credit shall be for the purpose of meeting the immediate expenses of operating and maintaining the public instruction in the District during the current school year, and together with any other borrowings for such purposes during the current school year, shall not exceed one-half of the estimated receipts for the operation and maintenance of the District for the current school year as heretofore certified by the District Clerk;

WHEREAS, any draws or disbursements pursuant to the Line of Credit shall be made on or before June 30 of the current school year, and the Line of Credit shall repaid in full by November 1 of the next school year;

WHEREAS, the tax for the operation and maintenance of the schools of the District for the current school year will be voted to be collected on the next tax roll prior to any draw or disbursement on the Line of Credit; and,

WHEREAS, to the best of the knowledge, information and belief of the School Board, the District complies with the revenue limits set forth in Sections 121.91 and 121.92, Wisconsin Statutes.

NOW, THEREFORE, BE IT RESOLVED by the School Board of the District that:

1. **Authorization.** The District be authorized to borrow funds for the purpose of paying the immediate expenses of operating and maintaining the public instruction in the District pursuant to Section 67.12(8)(a)1, Wisconsin Statutes, from the Bank from time to time as needed pursuant to the Line of Credit so that the amount outstanding at any one time does not exceed \$1,000,000 in accordance with the terms and conditions of the Bank's commitment letter attached hereto as Exhibit A-1 (the "Commitment"). To the extent the District has a policy regarding borrowing with requirements that are not met with respect to this financing, such policy requirements are hereby waived.

2. **Terms of the Note(s).** To evidence such borrowing, the District President and District Clerk are hereby authorized, empowered and directed to make, execute, issue, sell and deliver to the Bank, as set forth below, for and on behalf of the District, its Taxable Tax and Revenue Anticipation Promissory Note (the "Note") payable to the Bank.

The Note shall be dated as of its date of issuance; shall bear interest at the fixed rate of 3.00% per annum from the respective dates the outstanding principal amounts are advanced until paid; and shall mature no later than November 1 of the following fiscal year. In no event will the interest rate on the Note exceed the rate permitted by applicable law. Interest on the Note shall be paid from the date of the Note monthly on the first business day of the month during the time any disbursement or draw remains outstanding. The Note is subject to optional redemption at the option of the District at any time.

3. **Irrepealable Tax; Segregated Fund; Compliance With Revenue Limits.** So long as the Note, or interest thereon, remain unpaid, the aforesaid tax for operation and maintenance of the District (including the amount budgeted to pay interest on the Note) shall be and continues irrepealable. The District shall segregate in a special fund, tax monies and other available revenues received for operation and maintenance of the District sufficient to pay the principal of and interest on the Note as the same becomes due. Said special fund shall be used for the sole purpose of paying the principal of and interest on the Note. If there shall be insufficient sums in said special fund to meet such payments, the District shall promptly pay the same when due from other monies available in or attributable to the current school year. This covenant specifically includes monies (i.e. deferred tax and state aid payments) attributable to the current school year which are not received prior to the end of the current school year. The District complies with and covenants to continue to comply with the revenue limits set forth in Sections 121.91 and 121.92, Wisconsin Statutes.

4. **Form, Execution and Payment of Note; Disbursement Requests; Appointment of Acting Officers.** The Note shall be issued as a master note and delivered to the Bank in substantially the form attached hereto as Exhibit B-1 (the "Master Note"). Any disbursements under the Master Note shall be made pursuant to a disbursement request in substantially the form attached hereto as Exhibit C-1 (the "Disbursement Request"). The Master Note and any Disbursement Requests shall be executed on behalf of the District by the District President and District Clerk, or other authorized officer under Section 120.05, Wisconsin Statutes to sign on their behalf, sealed with its official or corporate seal, if any, and delivered to the Bank. A facsimile signature of either of the officers may be imprinted on the Master Note in lieu of the manual signature of such officer, but unless the District has contracted with a fiscal agent under Section 67.10(2), Wisconsin Statutes, at least one of the signatures shall be manual. In the event that any of the officers whose signatures appear on the Master Note shall cease to be such officers before the delivery of the Master Note or any Disbursement Request, such signatures shall, nevertheless, be valid and sufficient for the purposes to the same extent as if they remained in office until such delivery. The Master Note and any Disbursement Request shall be payable in lawful money of the United States of America by the District Clerk or District Treasurer. In accordance with Section 120.05(3), Wisconsin Statutes, the School Board hereby appoints the Vice President to discharge the duties of the President and any one of the other School Board members to discharge the duties of the District Clerk as Acting Clerk in connection with the issuance of the Master Note and any Disbursement Request in the event the President and/or the District Clerk are unable to discharge such duties due to disability or absence.

5. **Certification and Draw Request; Disbursement.** The appropriate officers and agents are hereby authorized and directed to present any certifications or other documents requested by the Bank at the times amounts are borrowed pursuant to this Resolution. Each draw or disbursement under the Master Note shall be evidenced by a Disbursement Request to be delivered to the Bank.

6. **Summary of Disbursements.** The District hereby directs the Bank to keep a record of the amounts disbursed pursuant to this Resolution and any Disbursement Request on Exhibit D-1.

7. **Conflicting Resolutions; Severability; Effective Date.** All prior resolutions, rules or other actions of the School Board or any parts thereof in conflict with the provisions hereof shall be, and the same are, hereby rescinded insofar as the same may so conflict. In the event that any one or more provisions hereof shall for any reason be held to be illegal or invalid, such illegality or invalidity shall not affect any other provisions hereof. The foregoing shall take effect immediately upon adoption and approval in the manner provided by law.

Adopted and recorded this 21st day of October 2019.

By: _____
Joanne L. Johnson
District President

(SEAL)

And: _____
Bobbi Jo Pethke
District Clerk

EXHIBIT B-1

(Master Note)

UNITED STATES OF AMERICA
STATE OF WISCONSIN
WAUPACA COUNTY
SCHOOL DISTRICT OF MANAWA

TAXABLE TAX AND REVENUE ANTICIPATION PROMISSORY NOTE

DATED NOVEMBER 8, 2019

MASTER NOTE

FOR VALUE RECEIVED, the School District of Manawa, Waupaca County, Wisconsin (the "District") hereby acknowledges itself to owe and promises to pay in lawful money of the United States of America to Premier Community Bank, or registered assigns (the "Bank"), on or before November 1, 2020 (the "Maturity Date"), the sum of not to exceed ONE MILLION DOLLARS (\$1,000,000), (but only so much as shall have been advanced and remain outstanding) together with interest on the unpaid principal balance from the respective dates the outstanding principal amounts were advanced at the fixed rate of 3.00% per annum. Moreover, in no event will the interest rate on the Note exceed the rate permitted by applicable law. Interest shall be payable from the day any amount is drawn. Interest shall be payable monthly on the first business day of the month during the time any disbursement or draw remains outstanding. This is a revolving Note so principal can be drawn and repaid in any amounts and/or at any time prior to the Maturity Date; provided, however, that no draws be made after June 30, 2020. Disbursements of the proceeds of this Note shall be made by the Bank to the District from time to time within two (2) business days after the receipt of one or more Disbursement Requests in the form attached to the Resolution as Exhibit C-1. During the term of this Master Note, multiple disbursements may be made so long as the total amount outstanding at any time during the term of this Note does not exceed ONE MILLION DOLLARS (\$1,000,000). The Bank shall record such disbursements and corresponding principal repayment schedule on a cumulative basis in the format attached to the Resolution as Exhibit D-1.

The principal and interest on this Note will be paid by the District Clerk or District Treasurer at the District office: 800 Beech Street, Manawa, Wisconsin.

Interest shall be paid based on the actual number of days elapsed over a 365 day year.

This Note may be prepaid by the District at any time without penalty.

This Note is issued pursuant to Section 67.12(8)(a)1, Wisconsin Statutes, for the public purpose of paying the immediate expenses of operating and maintaining the public instruction in the District during the current school year; does not exceed one half of the estimated receipts for the operation and maintenance of the District for the current school year and shall not extend beyond November 1 of the next school year as authorized by a resolution of the governing body of the District duly adopted at a lawful open meeting held on October 21, 2019. Said resolution is recorded in the official minutes of said governing body for said date.

It is hereby certified and recited that all conditions, things and acts required by law to exist or to be done prior to and in connection with the issuance of this Note have been done, have existed and have been performed in due form and time; that the aggregate indebtedness of the District, including this Note and others issued simultaneously herewith, does not exceed any limitation imposed by law or the Constitution of the State of Wisconsin; and that the District has irrevocably pledged taxes heretofore levied and other revenues, including state aids, sufficient to pay this Note, together with interest thereon, when and as payable.

IN WITNESS WHEREOF, the District, by its governing body, has caused this Note to be executed by its duly qualified officers and to be sealed with its official or corporate seal, if any, as of the day and year first above written.

By: _____
Joanne L. Johnson
District President

(SEAL)

And: _____
Bobbi Jo Pethke
District Clerk

EXHIBIT C-1

(Disbursement Request)

UNITED STATES OF AMERICA
STATE OF WISCONSIN
WAUPACA COUNTY
SCHOOL DISTRICT OF MANAWA
TAXABLE TAX AND REVENUE ANTICIPATION PROMISSORY NOTE

DISBURSEMENT REQUEST

No. _____ \$ _____

For value received, the School District of Manawa, Waupaca County, Wisconsin (the "District"), acting by and through its School Board (the "Governing Body"), and pursuant to a resolution adopted by the Governing Body on October 21, 2019 (the "Resolution") and the District's Taxable Tax and Revenue Anticipation Promissory Note, dated November ____, 2019, in the maximum outstanding principal amount of \$1,000,000 (the "Master Note"), requests the disbursement of \$_____, which when added to the previous disbursements made pursuant to the Master Note which are outstanding and have not been repaid as of the date of this Disbursement Request, represents a total amount outstanding as of the date of this Disbursement Request of \$_____ which amount does not exceed \$1,000,000.

This Disbursement Request shall be subject to the terms and provisions of the Master Note.

The undersigned hereby certify that the total amount borrowed by the District during the current school year pursuant to Section 67.12(8)(a), Wisconsin Statutes, including the amount borrowed pursuant to this Disbursement Request and all amounts previously borrowed pursuant to the Master Note or other tax and revenue anticipation promissory notes issued pursuant to Section 67.12(8)(a), Wisconsin Statutes, does not exceed one-half the estimated receipts for the operation and maintenance of the District for the current school year.

The undersigned further certify that as of the date of this Disbursement Request, there is no legislation, reorganization, proceeding, order, controversy, investigation or litigation pending or threatened in any manner questioning or affecting (a) the corporate existence or boundaries of the District; (b) the right or title of any of its officers to his or her respective office; (c) any of the proceedings authorizing the issuance of the Notes; (d) the validity or enforceability of the Notes; (e) the budget or any of the taxes heretofore voted or levied by the District; or (f) any amounts pledged for the payment of the Notes under the Resolution.

IN WITNESS WHEREOF, said District, by its Governing Body, has caused this Disbursement Request to be executed by the District and its corporate seal (if any) to be hereunto affixed, as of this ____ day of _____, 20__.

SCHOOL DISTRICT OF MANAWA,
WISCONSIN

Joanne L. Johnson
District President

(SEAL)

Bobbi Jo Pethke
District Clerk

EXHIBIT D-1

\$1,000,000

SCHOOL DISTRICT OF MANAWA, WISCONSIN
TAXABLE TAX AND REVENUE ANTICIPATION PROMISSORY NOTE

<u>Number of Disbursement Request</u>	<u>Date of Disbursement</u>	<u>Amount of Disbursement</u>	<u>Date of Repayment</u>	<u>Principal Repaid</u>	<u>Available Principal Under Master Note</u>
_____	_____	\$ _____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
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_____	_____	_____	_____	_____	_____

School District of Manawa

Memo

To: Manawa Board of Education, Dr. Oppor
From: Mary Eck, At-Risk Coordinator
cc: Mr. Wolfgram, Ms. Brauer
Date: October 7, 2019
Re: At Risk Data

General note about the data: The 2018-2019 school year was the second year under the At-Risk Handbook. This memo will outline any changes or impacts that the program had on certain aspects of student success.

Graduation rate: Last year's graduation rate was 86%. This year, the program had nine students who began the year as seniors. One student was expelled. Another transferred out before the end of the year. Of the seven remaining students, six graduated on time. The seventh student is scheduled to take his last GED test this month, to complete his GEDO #2 program. That is an 86% graduation rate for the students who were eligible. It is tricky to compare the rates as the numbers of seniors have been so small the past few years, which means that a one or two student swing will cause the rate to change by a relatively large amount.

Dropout rate: No students would be considered dropouts this past year, as the student who did not graduate will be completing his work this fall.

Attendance rate: Attendance rate was calculated by averaging each student's attendance rate. Calculating this way allows for slight differences in expected days of attendance (i.e. seniors and those who transferred in or out during the school year). Not including the student who was expelled and the student who transferred before the end of the first semester, the students averaged an attendance rate of 86%. The range was from a low of 58% to a high of 98%. If the average is calculated without that outlier, the average goes up to 88%.

Legal Referrals: One of the at-risk students was referred for a truancy ticket. Another student was expelled. The expulsion of that student was related to a deferred expulsion agreement that the student had entered into last school year.

Disciplinary Referrals: This past year, there was one student who was expelled. The other students were referred for Out of School Suspensions a total of ten times. That piece of data is a bit skewed because five of those suspensions were one student. The bulk of the suspension were because of vaping in school.

Course Failures: Looking at the semester grades for the students enrolled in the At-Risk program, the failure rate was calculated by taking the courses failed divided by the courses attempted. There were some exemptions: two students who had started the GEDO #2 program (which does not follow a traditional schedule), and one student who was expelled. The failure rate for the students was 20%. There were a few outliers in that one student had a failure rate of 60 % for one semester and another had a failure rate of 43 %.

Students Choosing to Excel, Realizing their Strengths

School District of

Manawa

Home of the

Wolves



At-Risk Handbook

Gr. 6-12

Phoenix Program



Approved by Manawa Board of Education on

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

School District of Manawa

Mission Statement:

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

Vision Statement:

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

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

Contact Person:

At Risk Coordinator

Mary Eck

(920) 596-5804

meck@manawaschools.org

STUDENTS AT-RISK PROGRAM GOALS:

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

CRITERIA USED TO IDENTIFY STUDENTS AT RISK:

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

- One or more years behind their age group in the number of high school credits attained
- Two or more years behind their age group in basic skill levels
- Habitual truants as defined by §118.16(1)(a)
- Parents
- Adjudicated delinquents
- Eighth grade pupils whose score in each subject area on the examination administered under §118.30(1m)(am) was below the basic level
- Eighth grade pupils who failed the examination administered under §118.30(1m)(am)
- Eighth grade pupils who failed to be promoted to the ninth grade
- Students with AODA use/ abuse
- Students with documented mental health issues

IMPLEMENTATION OF AT-RISK PROGRAMMING

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

DISTRICT INSTRUCTIONAL AND BEHAVIORAL SERVICES

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

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

Instructional Services:

- Standards-based instructional design
- Frequent classroom formative assessments
- Classroom intervention and progress monitoring
- Universal screening
- Parent access to Skyward database and district website
- Progress and Grade Reports
- School nursing services
- Curriculum adaptations/modifications
- Enrichment programs
- Summer School
- Career Counseling Conferences

Behavioral Services:

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

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

Instructional Services

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

Behavioral Services:

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

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

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

PARENT NOTIFICATION

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

- The name and telephone number/email of a person the parent/guardian or pupil can contact regarding the school district's at-risk plan or program
- A description of the at-risk plan
- A statement that the pupil is eligible to be enrolled under the district's plan to serve children at-risk
- A description of the at-risk programs available and how the pupil may participate in a specific program if more than one program is offered
- A statement to inform the parent/guardian that he or she may select one or more programs in which the pupil may participate
- Description of the enrollment process
- Process for the parent/guardian if he or she disagrees with the planned services

- Assurance that the special education and related services needs of a pupil with a disability, as defined in § 115.76 (3)(5) are first addressed in the pupil's individualized education program developed pursuant to §115.787, whenever that pupil is also eligible to be served in an at-risk program

EVALUATION

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

- Increase in graduation rates
- Decrease in dropout rates
- Improved school attendance
- Decrease in legal referrals
- Decrease in disciplinary referrals
- Decrease in course failures

COMMUNICATION

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

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

REFERRAL PROCESS

Students who meet the criteria for being a student at-risk can be brought to the attention of the school principals by the teaching staff, administration team, parents, or social service personnel. Once the list of students is compiled by the principals, the Building Consultation Team (BCT) reviews it and ensures that the students meet either the state, district, or discretionary criteria. Next, parents of students identified are notified of their eligibility for at-risk programming. A Personalized Education Plan (PEP) meeting is then scheduled. Then the PEP meeting takes place where parents, student, at-risk coordinator, and counselor discuss options for the student. At this point the parent and/or the student can decide to accept or reject the offer of programming by indicating their choice on the placement offer letter (addendum B) If the offer is rejected, the student is then placed in the traditional classroom for educational services. At the meeting, a Personalized Education Plan (addendum A) is developed and a monitoring system is put in place for any educational or behavioral goals laid out in the plan. The at-risk coordinator

and the BCT will monitor the goals every four weeks or more often as needed. If sufficient progress is not being made, the parents are notified, and modifications are made to the PEP at a meeting attended by the parents, student, at-risk coordinator, and counselor. Once the goals of the PEP are achieved, the student may be released from at-risk programming and will then receive educational services in the traditional classroom.

ADDENDUM A
Personalized Education Plan
Phoenix Program
School District of Manawa

Student Name: _____ Grade: _____ Date of Birth: _____

Parent/Guardian: _____ Phone: _____(h)_____ (w)

School Attendance for Previous School Year (number of days present) _____

Student Retained in Grade(s) (Circle Appropriate): K 1 2 3 4 5 6 7 8

Date PEP Developed _____ Date PEP Completed _____

Strengths		Areas Needing Improvement	
Instructional Goal (1st Semester)	Resources	Strategies	Beginning/Ending Dates
Behavioral Goal (1st Semester)	Resources	Strategies	Beginning/Ending Dates

 Student Signature/Date

 Parent/Guardian Signature/Date

 Teacher Signature/Date

 Principal Signature/Date

Instructional Goal (2nd Semester)	Resources	Strategies	Beginning/Ending Dates
Behavioral Goal (2nd Semester)	Resources	Strategies	Beginning/Ending Dates

Student Signature/Date

Parent/Guardian Signature/Date

Teacher Signature/Date

Principal Signature/Date

Comments (Teacher/Parent):

Building Consultation Team Review

Name: _____ Title: _____ Date: _____

Name: _____ Title: _____ Date: _____

Name: _____ Title: _____ Date: _____

Name: _____ Title: _____ Date: _____

Principal: _____ Date: _____

ADDENDUM B (Which will be on District Letterhead)

Placement Offer

Date: _____

Student: _____ Grade: _____

Parent/Guardian: _____

Address: _____

Phone: _____ Email: _____

Dear Parent/Guardian,

This is to inform you that the At-Risk Coordinator, acting on behalf of the School District of Manawa, has offered to place your child in the Phoenix Program at Little Wolf High School. Your son/ daughter will be in the GEDO #2 Program /Credit Phoenix Recovery Program as explained in the enclosed brochure. We encourage you to take advantage of these valuable services.

Your son/daughter has met one of the criteria outlined on the next page: the state, district, or discretionary criteria.

Involvement in this program is voluntary. If you believe that the Phoenix Program will not meet the needs of your son/daughter, you may decline placement in this educational program. Please return this signed form to me at the high school. Please call or email with questions and/or concerns.

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

Parent Consent

I hereby give my consent for the placement of my child in the Phoenix Program.

Parent (or Student) Signature/Date

Parent Rejection

I do not give my consent for the placement of my child in the program offered above.

Parent (or Student) Signature/Date

I am unsure at this time and would like more information.
Please contact me to schedule a meeting to discuss my child's educational options.
The best time/ day to get a hold of me is: _____

Parent (or Student) Signature/ Date

Original to cumulative file

Student has met the criteria checked:

State Criteria for Credit Recovery

- One or more years behind in high school credits
- Two or more years behind in basic skills
- Habitual Truant
- Parent
- Adjudicated Delinquent
- Student with AODA use/abuse
- Student with documented mental health issues
- Student who failed to be promoted to the ninth grade
- Student who failed the standardized test in eighth grade
- Student whose score in each subject area of the standardized test was below the basic level

District Criteria for Credit Recovery

- Potential Dropout
- Student who failed at least two core classes

Discretionary Criteria for Credit Recovery

As determined by Building Consultation Team

State Criteria for GEDO #2

- At least 17 years old
- At least one year behind in high school credits
- Able to demonstrate the ability to read at the 9th grade level

School District of Manawa does not discriminate on the basis of race, sex, age, religion, handicap or national origin.

Course:	Employability/Financial Skills		
Credits:	0.5		
Prerequisites:	Senior Status (or junior if approved)		
Description:	<p>This class provides an opportunity to develop positive attitudes, knowledge, skills and linkages that will empower the successful transition from high school to postsecondary options. Curriculum study units will include: assessment, transition, Covey's 7 Habits of Highly Effective People, core abilities, job writing, college survival, etc. Additionally, this course will help prepare students for planning and managing their personal finances. Students will be introduced to budgeting, saving, credit and debt, taxes, and other financial matters.</p>		
Academic Standards:	Wisconsin Standards for Agriculture, Food and Natural Resources and Next Gen Personal Finance standards adapted by Jump\$tart National Standards.		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Career Readiness Checklist	6 Days	CD1 CD2 CD3	Students will review the top 20 career readiness skills and establish a plan to incorporate these lessons in their school and work plans.
7 Habits of Highly Effective Students	15 days	CD1 CD4 IMT1 LE1	Implement leadership skills to accomplish team goals and objectives. Identify strengths and weaknesses and develop a plan for success. Creation of a personal plan for employability skills.
Personal Career Prep	15 days	CD4.b	Identify the qualities employers may seek in a candidate. Use technology to assist in career exploration and job-seeking activities. Compare and contrast personal attributes with employment needs and trends. Complete required employment forms and documentation.
Communication Skills	6 days	4C3 CD4	Communicate thoughts and feelings with others using verbal and non-verbal language. Demonstrate skills related to seeking and applying for employment to find and obtain a desired job. Identify and exhibit traits for retaining employment.
Interview Skills	12 days	CD2 CD4 LE1	Evaluate how performance and connections within the learning community enhance future opportunities. Apply academic information from a variety of sources to enhance career preparedness and lifelong learning. Participate in civic and community leadership and teamwork opportunities to enhance skills to develop leadership potential.

Workplace Ethics & Security	3 days	4C2 4C3 IMT1	Develop effective resolutions for a given problem, decision or opportunity using available information. Predict how an action could result in unintended consequences, both positive and negative. Choose appropriate sources of data and information for a given purpose.
Goal Setting & Goal Burning	4 days	CD1 CD3	Identify personal strengths, aptitudes and passions. Demonstrate effective decision-making, problem solving and goal setting. Investigate the world of work in order to gain knowledge of self in order to make informed career decisions. Examine and evaluate opportunities that could enhance life and career plans and articulate plan to guide decisions and actions.
Taxes	4 days	3c, 3b, 3b, 3c, 3d	Students will examine how a career impacts their taxes, how to file taxes and employment forms.
Banking	4 days	2a, 2d, 2e, 2f, 2a, 3a, 3b; Spending & Saving: 1a, 1d; Investing: 1d, 1e; Financial Decision Making: 4d, 8c	Investigation into banking, researching about checking accounts and the banking industry. This unit will help students to understand how vital it is to our economy to save and how they can start saving.
Credits/Loans	6 days	Spending & Saving: 4c, 1a; Financial Decision Making: 2a; Credit & Debt: 1f; Financial Decision Making: 2a, 1c, 8b, 1g, 3d; Credit & Debt: 1c, 1d, 1b, 6b, 1e, 1h; Credit and Debt: 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2i, 2j, 3b, 3c, 3d, 3e, 4f, 4a; Risk Management & Insurance: 7a, 7c	An in-depth look into personal expenses, savings, and spending. This unit will also cover borrowing money and how to pay it back. Students will be looking at how they can also raise their credit score.
Insurance	3 days	Risk Management & Insurance; 3a, 1c, 3b, 3e, 2a, 2b, 2c, 2d; Financial Decision Making: 6c, 6d	Students will understand the importance of having the law required insurance to protect themselves monetarily as well as risk management strategies.

<p>Unit Name: Career Readiness</p>	<p>Length: 6 days</p>
<p>Standards: CD1: Students will consider, analyze and apply an awareness of self, identity and culture to identify skills and talents. CD2: Students will identify the connection between educational achievement and work opportunities in order to reach personal and career goals. CD3: Students will create and manage a flexible and responsive individualized learning plan to meet their career goals.</p>	<p>Outcomes: Students will review the top 20 career readiness skills and establish a plan to incorporate these lessons in their school and work plans.</p>
<p>Essential Questions: What are essential 21st century (and beyond!) skills? How can we prepare you, as seniors, for the world of work? What are transferable skills for the world of work?</p>	<p>Learning Targets: Identify individual likes and dislikes related to utilizing skills and abilities. Assess personal strengths, aptitudes and passions related to potential future careers. Use a decision-making and problem-solving model. Apply academic experiences to the world of work, inter-relationships and the community. Assess attitudes and skills that contribute to successful learning in school and across the life span.</p>
<p>Topic 1: Career Clusters & Perceptions</p>	<p>Length: 3 days</p>
<p>Standard(s): CD1, CD2, CD3</p>	<p>Academic Vocabulary: skills gap, career clusters, readiness, entrepreneurship, punctuality, ethics, active listening, non verbal communication, analytical skills, quantitative skills</p>
<p>Lesson Frame: Personal Traits Inventory</p>	<p>We will: discuss 21st century skills and identify strengths, passions & aptitude. I will: assess current standing in each of the discussed skill areas.</p>
<p>Lesson Frame: Connection of educational achievement and work opportunities.</p>	<p>We will: brainstorm transferable skills from education to work. I will: determine individual skills.</p>
<p>Lesson Frame: Attitudes and Perceptions of Career Clusters</p>	<p>We will: review each of the career clusters. I will: denote individual pros and cons for each of the cluster areas.</p>
<p>Performance Tasks: perceptions survey, self-assessment of strengths/aptitudes/passions, career cluster wheel</p>	<p>Notes:</p>
<p>Topic 2: Career Readiness</p>	<p>Length: 3 days</p>
<p>Lesson Frame: Personal Path/Where am I headed?</p>	<p>We will: explore options for continuing education and the world of work. I will: identify educational and work options beyond high school.</p>
<p>Lesson Frame: What is career readiness?</p>	<p>We will: examine the top of career readiness. I will: complete exit ticket on 20 top traits.</p>

Performance Tasks: survey on career readiness, video of personal traits, and group work on 21st century skills	Notes:

Unit Name: 7 Habits of Highly Effective Students	Length: 15 days
Standards: CD1: Students will consider, analyze and apply an awareness of self, identity and culture to identify skills and talents. CD4: Students will identify and apply employability skills. IMT1: Students will access, interpret and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, ideas and initiatives. LE1: Students will apply leadership skills in real-world, family, community and business and industry applications.	Outcomes: Implement leadership skills to accomplish team goals and objectives. Identify strengths and weaknesses and develop a plan for success. Creation of a personal plan for employability skills using Covey's 7 Habits of Highly Effective Students.
Essential Questions: How can Steven Covey's 7 principles be incorporated into your life as a student and employee? How does Maslow's hierarchy of needs change at different points in life?	Learning Targets: Identify behaviors that demonstrate self-discipline, self-worth, positive attitude and integrity. Describe positive work-qualities typically desired in each of the career cluster pathway. Select relevant information necessary for making decisions and solving problems. Demonstrate skills such as enthusiasm, creativity, conviction, mission, courage, concept, focus, principle-centered living and change when interacting with others in general. Assess personal strengths, aptitudes and passions related to potential future careers.
Topic 1: Seven Habits	Length: 13 Days
Standard(s): CD7, IMT1, LE1	Academic Vocabulary: habit, personal bank account, self-paradigm, principle centered
Lesson Frame: Overview of habits	We will: take notes on each habit. I will: use evidence from the text to determine the important traits of each habit.
Lesson Frame: 7 Habits Self-Awareness	We will: review each of the seven habits. I will: complete a self-awareness survey.
Lesson Frame: Personal Bank Account	We will: learn about Covey's personal bank accounts for employability. I will: log daily deposits and withdrawals during this unit.
Performance Tasks: personal bank account log, multimedia presentation of habits, habits tree, Kohn partner review activity	Notes:
Topic 2: Maslow's Hierarchy of Needs	Length: 2 days
Standards: CD1, LE1	Academic Vocabulary: hierarchy, self-actualization, esteem, physiological needs, safety needs, concrete, abstract
Lesson Frame: Maslow's	We will: learn Maslow's Hierarchy of Needs. I will: sketch the pyramid into notes.
Lesson Frame: Self-Actualization	We will: determine steps necessary to achieve self-actualization. I will: determine self care steps.
Performance Tasks: Maslow pyramid creation, self analysis survey, word wall, jigsaw activity	Notes:

Unit Name: Personal Career Prep	Length: 15 days
Standards: CD4.b: Demonstrate skills related to seeking and applying for employment to find and obtain a desired job.	Outcomes: Identify the qualities employers may seek in a candidate. Use technology to assist in career exploration and job-seeking activities. Compare and contrast personal attributes with employment needs and trends. Complete required employment forms and documentation.
Essential Questions: How do you best portray yourself in employment documents (resume, cover letter, job applications, etc)? How has social media and technology changed the world of work? How can you utilize ACP for your future plans?	Learning Targets: Prepare a resume, cover letter, employment application.
Topic 1: Resumes	Length: 5 days
Standard(s): CD4.b	Academic Vocabulary: action words, active vs passive voices, infographic, chronological, functional, combination and targeted
Lesson Frame: Types of Resumes	We will: distinguish between all the different types of resumes. I will: compare and contrast the purposes of each type.
Lesson Frame: Action Words	We will: review top 100 action verbs in resumes. I will: highlight 10 that I can quantify examples for.
Lesson Frame: Resume Formats	We will: learn about formats of paper and electronic resumes. I will: select the format that best meets my experience.
Performance Tasks: create a resume, peer evaluation, explore online portals, Career Cruising project	Notes:
Topic 2: Professional Communications	Length: 4 days
Standard(s): CD4.b	Academic Vocabulary: resignation, cover letter, inquiries, correspondence, cultural expectations
Lesson Frame: Cover Letter	We will: review components of a professional cover letter. I will: save examples of cover letter formats in portfolio.
Lesson Frame: Professional Communications	We will: learn techniques for communicating with prospective employers. I will: develop skills in completing applications.
Performance Tasks: accurately complete paper and online applications, review online and paper sources of employment, create an information sheet with positive references, compare and contrast job applications	Notes:
Topic 3: Business Communications	Length: 4 days

Standard(s): CD4.b	Academic Vocabulary: references, desired wage, social security number, privacy, equal opportunity employer, scholastic, qualifications, termination, disability, course of study
Lesson Frame: Paper Applications	We will: learn the components of a job application. I will: obtain information on 5 positive references.
Lesson Frame: Online Applications	We will: discuss etiquette and tips of completing an online application. I will: develop skills in completing applications.
Lesson Frame: Job Postings/Seeking	We will: explore how to find job postings and what descriptions mean. I will: understand parts of a job description.
Performance Tasks: accurately complete paper and online applications, review online and paper sources of employment, create an information sheet with positive references, compare and contrast job applications	Notes:
Topic 4: Employment Documents	
Length: 2 days	
Standard(s): CD4.b:	Academic Vocabulary: at-will agreement, benefits enrollment, non compete agreement, withholding
Lesson Frame: Review of essential documents and forms for a newly hired employee	We will: review definitions of essential forms and documents. I will: correctly match the definition to term.
Lesson Frame: Withholding information	We will: review tax implications for new hires. We will: complete a withholding form.
Performance Tasks: comparison of employment agreements, word wall, document completions	Notes:

Unit Name: Communication Skills	Length: 6 days
Standards: 4C3: Students will communicate and collaborate with others to accomplish tasks and develop solutions to problems and opportunities. CD4: Students will identify and apply employability skills.	Outcomes: Communicate thoughts and feelings with others using verbal and non-verbal language. Demonstrate skills related to seeking and applying for employment to find and obtain a desired job. Identify and exhibit traits for retaining employment.
Essential Questions: What non-verbal and verbal cues happen in the world of work? What messages are you conveying with non-verbal skills? What would your "elevator speech" be?	Learning Targets: Describe various ways people communicate with each other without using words. Demonstrate effective listening skills. Explore non-verbal and non-written means of communication. Recognize the appropriate behavior and communication skills necessary in adult interactions.
Topic 1: Non-verbal and verbal communication	Length: 3 days
Standard(s): 4C3, CD4	Academic Vocabulary: communication, tone, non-verbal, body language, cues
Lesson Frame: Importance of verbal and nonverbal communication	We will: compare and contrast verbal and nonverbal communication. I will: sort positive and negative examples of each.
Lesson Frame: Delivery of Messages	We will: discuss communication delivery methods. I will: select appropriate communication method.
Performance Tasks: listening activity, non-verbal communication tasks, nonverbal vs verbal	Notes:
Topic 2: Elevator Speech	Length: 3 days
Lesson Frame: 30 second "Tell me about yourself" speech	We will: discuss what to include in 30 second elevator speech. I will: craft a 30 second personal speech.
Lesson Frame: Positive Personal Critiques	We will: create a rubric to evaluate 30 second speeches. I will: practice listening skills and positive non-verbal skills.
Performance Tasks: elevator speech partner introductions, Flipgrid video creation, Top 5 About Me	Notes:

Unit Name: Interview Skills	Length: 12 days
Standards: CD2: Students will identify the connection between educational achievement and work opportunities in order to reach personal and career goals. CD4: Demonstrate skills related to seeking and applying for employment to find and obtain a desired job. LE1: Students will apply leadership skills in real-world, family, community and business and industry applications	Outcomes: Evaluate how performance and connections within the learning community enhance future opportunities. Apply academic information from a variety of sources to enhance career preparedness and lifelong learning. Participate in civic and community leadership and teamwork opportunities to enhance skills to develop leadership potential.
Essential Questions: How do you best prepare for a job interview? What questions should you ask and be ready to be asked in an interview? How can career opportunities match personal skills, interests and aptitudes?	Learning Targets: Give examples of positive personal characteristics (e.g., honesty, dependability, responsibility, integrity and loyalty). Identify career opportunities of interest; match personal interests and aptitudes. Build an ongoing awareness of personal abilities, skills, interests and motivation and determine how these fit with chosen career pathway. Identify the qualities employers may seek in a candidate.
Topic 1: Character Education	Length: 6 days
Standard(s): CD2, CD4	Academic Vocabulary: reputation, integrity, aptitude, values, service learning, intrinsic value, resume enhancement
Lesson Frame: Strengths and Weaknesses for Success	We will: identify individual personal characteristics and methods. I will: create a descriptive self-bio of action words.
Lesson Frame: Service Learning Project	We will: discuss the 6 steps of service learning. I will: self-reflect on the 6 steps after completing a project.
Lesson Frame: FFA Motto & Genius Hours	We will: learn the 4 lines of the FFA Motto. I will: complete an exit ticket assessing self on the motto.
Performance Tasks: biography creation, FFA motto evaluation, 6 steps of service learning reflection, personal surveys of strengths and weaknesses, Genius Hour Lessons	Notes:
Topic 2: Interviewing	Length: 6 days
Standard(s): CD4	Academic Vocabulary: business casual, scheduler, active dialogue, concise, timeline, interpersonal skills, hygiene
Lesson Frame: Pre-Interview	We will: review tips to prepare prior to the interview. I will: be aware of dos/don'ts.
Lesson Frame: Interview	We will: practice successful interviews. I will: participate in a mock interview.

Lesson Frame: Post-Interview	We will: learn what to do after an interview.
Performance Tasks: mock interviews, interview interactive notebook, dos/don'ts checklists, follow-up thank you notes, feedback activity	I will: practice responses when offered/not offered employment. Notes:

Unit Name: Workplace Ethics & Security	Length: 3 days
Standards: 4C2: Students will formulate and defend judgments and decisions by employing critical thinking skills. 4C3: Students will communicate and collaborate with others to accomplish tasks and develop solutions to problems and opportunities. IMT1: Students will access, interpret and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, ideas and initiatives.	Outcomes: Develop effective resolutions for a given problem, decision or opportunity using available information. Predict how an action could result in unintended consequences, both positive and negative. Choose appropriate sources of data and information for a given purpose.
Essential Questions: What are ethics and how does it affect your life? What are workplace violations in ethics and how can you navigate the situation? How do you you utilize information from a variety of sources to make an informed decision?	Learning Targets: Differentiate between problems and symptoms. Analyze the impact of a decision using a systems thinking model. Explain how information can be portrayed differently by groups with varying purposes and perspectives. Show organizational skills necessary to be a successful leader and citizen and practice those skills in real-life situations.
Topic 1: Ethics Violations	Length: 2 days
Standard(s): 4C2, 4C3, IMIT1	Academic Vocabulary: discrimination, conflict of interest, harassment, breach, policy, conduct, code
Lesson Frame: Ethical Scenarios of the World of Work	We will: discuss workplace ethics scenarios. I will: defend my position on scenarios.
Lesson Frame: Illegal Questions/Workplace	We will: learn about illegal interview and hiring questions. I will: formulate a response when asked a question that is not allowed.
Performance Tasks: ethics scenarios, ethics puzzles, teamwork challenge	Notes:
Topic 2: Workplace Cybersecurity	Length: 1 days
Standard(s): 4C3, IMT1	Academic Vocabulary: cyber security, passwords, data, insecure data, malware, PINs
Lesson Frame: Cybersecurity	We will: utilize a systems thinking model to learn about cybersecurity in the workplace. I will: create a systems thinking model.
Lesson Frame: Electronic Expectations	We will: review policies and expectations of electronic usage in the workplace. I will: complete a sorting exit ticket.
Performance Tasks: security rebus puzzle, word wall, categorization	Notes:

Unit Name: Goal Setting & Goal Burning	Length: 4 days
Standards: CD1: Students will consider, analyze and apply an awareness of self, identity and culture to identify skills and talents. CD3: Students will create and manage a flexible and responsive individualized learning plan to meet their career goals.	Outcomes: Identify personal strengths, aptitudes and passions. Demonstrate effective decision-making, problem solving and goal setting. Investigate the world of work in order to gain knowledge of self in order to make informed career decisions. Examine and evaluate opportunities that could enhance life and career plans and articulate plan to guide decisions and actions.
Essential Questions: What does it mean to burn your goals and trust the process? What education and steps are needed to reach personal and career goals?	Learning Targets: Evaluate various occupations and career pathways to identify personal, academic and career goals based on personal strengths, aptitudes and passions. Define a goal and describe why it is important to have goals. Identify long and short-term goals. Locate, evaluate and interpret career information. Describe educational levels (e.g., work-based learning, certificate, two-year, four-year and professional degrees) and performance skills needed to attain personal and career goals.
Topic 1: Chop Wood, Carry Water	Length: 2 days
Standard(s): CD1, CD3	Academic Vocabulary: adversity, sensei, warrior, goals
Lesson Frame: What does it mean to burn your goals?	We will: discuss the concept of "burn your goals". I will: reflect on the process of goals.
Lesson Frame: Persistence and Grit	We will: view TED TALK on grit and perseverance. I will: complete a self assessment.
Performance Tasks: reading from Chop Wood/Carry Water, personal beliefs essay, grit meter	Notes:
Topic 2: Goal Setting	Length: 2 days
Lesson Frame: Goal setting process.	We will: identify components of SMART goals. I will: write a goal in SMART format.
Lesson Frame: Understand the difference between a goal and a SMART goal.	We will: evaluate goals to see if they are in SMART format. I will: develop a personal SMART goal.
Lesson Frame: Growth Mindset	We will: review the concept of fixed vs. growth mindset. I will: reflect on personal goals.
Performance Tasks: FFA journey SMART goals, Smarties competition, Carol Dweck reading	Notes:

Unit Name: Taxes	Length: 4 days
Standards: 3c, 3b, 3b, 3c, 3d	Outcomes: Students will exam how a career impacts their taxes, how to file taxes and employment forms.
Essential Questions: What do you think are the top three categories the government spends our tax dollars on? Do you (or another teenager you know) file taxes? Why or why not? When do people file their tax returns? What method do you think most millennials (ages 18-24) prefer to use when filing their taxes? Why?	Learning Targets: Explain where income taxes are collected from and how they provide revenue for public expenses. Read a pay stub and describe the different deductions. Understand what a W-4 form is used for and how it impacts the taxes withheld from their paycheck. Explain why making contributions to a Roth IRA with their earnings and/or tax refunds can be a good saving strategy. Identify important dates of the tax cycle. Explain the purpose of a W-4 and what withholdings mean for their paycheck. Understand the purpose of a W-2 form and how to use it to file their taxes.
Topic: Taxes	Length: 4 days
Standards: 3c, 3b, 3b, 3c, 3d	Academic Vocabulary: income tax, social security, medicare, 401K, W-4, W-2, dependents, I-9, 1040EZ, tax cycle, 1099, pay stub
Lesson Frame: Taxes and Your Pay Stub	We will: differentiate between gross, net and taxable income. I will: read a pay stub.
Lesson Frame: Teens and Taxes	We will: explain where income taxes are collected. I will: understand what a W-4 form is used for.
Lesson Frame: The Tax Cycle & Job Paperwork	We will: determine the optimal amount to withhold for personal income tax. I will: explain the different ways to file taxes.
Lesson Frame: How to File Your Taxes	We will: complete a 1040EZ and complete all forms associated with filling my taxes next year. I will: use a simulation to prepare a tax form.
Performance Tasks: Diagnostic exams,unit tests, pay stub simulation, exit tickets and final project.	Notes: use exit ticket on Taxes and Your Pay Stub

Unit Name: Banking	Length: 4 days
Standards: 2a, 2d, 2e, 2f, 2a, 3a, 3b; Spending & Saving:1a,1d; Investing: 1d, 1e; Financial Decision Making: 4d, 8c	Outcomes: An investigation into banking will be done by students, who will research about checking accounts and the banking industry. This unit will help students to understand how vital it is to our economy to save and how they can start saving.
Essential Questions: What are some of the advantages and disadvantages of having a checking account? What are the reasons to use mobile banking? What are some of the risks are for using online and mobile banking? The average U.S. household spends \$290 a year on bank fees according to MarketWatch. What fees do banks charge on checking accounts?	Learning Targets: Explain what a checking account is used for. Understand the variety of ways they can deposit and withdraw funds from their checking account. Conduct various banking activities, such as write a check, use an ATM, and more. Read a bank statement. Explain the advantages and disadvantages of using online and mobile banking. Identify ways they can protect their checking account. Understand what direct deposit is and how they can use it. Explain how overdraft protection works and the impact of overdraft fees. Understand fundamentals of saving such as reasons for saving, how much to save, and strategies to enable saving. Explain why it is important to start investing for retirement when you are still young. Understand why it is important to maintain an emergency fund. Determine whether a direct deposit or manually saving is the better strategy for them. Understand how compound interest works to increase savings. Identify important criteria to consider when selecting accounts.
Topic: Checking	Length: 2 days
Standards: 2a, 2d, 2e, 2f, 2a, 3a, 3b	Academic Vocabulary: bank statement, ATM, mobile banking, direct deposit, reconcile, fees, overdraft, reorder, agreement
Lesson Frame: How Checking Works	We will: trace the steps a check takes from start to finish. I will: properly write a check out.
Lesson Frame: Online & Mobile Banking	We will: read a bank statement I will: explain the difference between a debit card and credit card
Lesson Frame: Beware of Banking Fees	We will: explain how overdraft protection works I will: complete an overdraft fee analysis
Performance Tasks: Diagnostic exams, check ledger simulation, exit tickets and final project.	Notes: Reconcile a bank statement
Topic: Saving	Length: 2 days

<p>Standards: Spending & Saving: 1a, 1d; Investing: 1d, 1e; Financial Decision Making: 4d, 8c</p>	<p>Academic Vocabulary: investing, retirement, emergency fund, unemployment, compound interest</p>
<p>Lesson Frame: Save Early & Often</p>	<p>We will: illustrate how the concept of the time value of money applies to retirement planning. I will: read a graph to compare saving over time.</p>
<p>Lesson Frame: Saving Only Seems Hard</p>	<p>We will: research tricks to save money. I will: make an infographic on saving money.</p>
<p>Lesson Frame: Where to Save</p>	<p>We will: investigate financial institutions that provide the best services for me. I will: understand compound interest.</p>
<p>Performance Tasks: Diagnostic exams, projects, exit tickets and infographic.</p>	<p>Notes:</p>

<p>Unit Name: Credit and Loans</p>	<p>Length: 6 days</p>
<p>Standards: Spending & Saving: 4c, 1a; Financial Decision Making: 2a; Credit & Debt: 1f; Financial Decision Making: 2a, 1c, 8b, 1g, 3d; Credit & Debt: 1c, 1d, 1b, 6b, 1e, 1h; Credit and Debt: 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2i, 2j, 3b, 3c, 3d, 3e, 4f, 4a; Risk Management & Insurance: 7a, 7c</p>	<p>Outcomes: This part of the course will take a more indepth look into personal expenses, savings, and spending. Student loans will be a focus. This unit will also cover borrowing money and how to pay it back. Students will be looking at how they can also raise their credit score. Determining where credit comes from and how to avoid debt will be the focus.</p>
<p>Essential Questions: Why do you think savings, scholarships, and state aid are good “preparation” steps to take before applying for federal financial aid? Your friend asks you, “How early do you think I should start saving and searching for scholarships and state aid?” What do you recommend? Why? What do you think are some of the advantages and disadvantages to having and using a credit card vs a debit card? Why do most people need a mortgage to buy a home? If someone were to grade you on your financial habits, what grade would you get? Why do you think identity theft is so common?</p>	<p>Learning Targets: Understand and correctly use the three basic components of lines of credit: principal, interest rate, and term. Understand how the use of a credit card can impact the total cost of purchasing goods and services. Understand how down payment, term, and principal influence the overall cost of a mortgage and the size of monthly payments. List ways that teens can begin establishing credit. Enumerate the components of a credit report and how long each data type is retained. Understand which people or organizations may review your credit report and why. Understand the importance of reviewing one’s credit report and the steps to take to find and dispute errors.</p>
<p>Topic: Paying for College</p>	<p>Length: 1 day</p>
<p>Standards: Spending & Saving: 4c, 1a; Financial Decision Making: 2a; Credit & Debt: 1f; Financial Decision Making: 2a, 1c, 8b, 1g, 3d</p>	<p>Academic Vocabulary: financial aid, loans, scholarship, grants</p>
<p>Lesson Frame: Paying for College</p>	<p>We will: research ways to pay for college. I will: list options of payment.</p>
<p>Lesson Frame: Applying for the FAFSA</p>	<p>We will: learn components of FAFSA. I will: understand deadlines and necessary paperwork.</p>
<p>Lesson Frame: Scholarships & Grants</p>	<p>We will differentiate between loans, scholarships, and grants. I will: compare and contrast various methods.</p>
<p>Lesson Frame: Student Loans</p>	<p>We will: differentiate between the various types of loans. I will: explain the differences between federal and private loans.</p>
<p>Performance Tasks: ACP meeting, sample loan form, projects, exit tickets and final project. Analyze three student profiles and choose a repayment option that works best for them.</p>	
<p>Topic: Types of Credit</p>	<p>Length: 3 days</p>

Standards: Credit & Debt: 1c, 1d, 1b, 6b, 1e, 1h	Academic Vocabulary: credit, principal, interest rate, term, statement, debit card, financing
Lesson Frame: Introduction to Credit	We will: explain why a person needs or wants credit. I will: identify the major types of credit.
Lesson Frame: How Credit Cards Work	We will: explain how credit card grace periods and interest work for billing purposes. I will: how to make cc billing payments and how to avoid interest.
Lesson Frame: Select a Credit Card	We will: find information needed when applying for credit. I will: avoid marketing schemes that might lead to bad credit decisions.
Lesson Frame: Loan Fundamentals	We will: learn essential loan vocabulary and systems. I will: create an exit ticket on loan fundamentals.
Lesson Frame: Understanding Mortgages	We will: differentiate between adjustable and fixed-rate mortgages. I will: explain what a mortgage is and why most people need one to finance a home.
Performance Tasks: Diagnostic exams, midterm and final exam, unit tests, projects, exit tickets and final project.	Notes: Use end of unit test.
Topic: Managing Credit	Length: 2 days
Standards: Credit and Debt: 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2i, 2j, 3b, 3c, 3d, 3e, 4f, 4a; Risk Management & Insurance: 7a, 7c	Academic Vocabulary: credit, credit report, credit score, identity theft
Lesson Frame: Why You Need Credit	We will: explain the value of a credit report. I will: list ways teens can begin establishing credit.
Lesson Frame: Your Credit History	We will: summarize online information about the Fair Credit Reporting Act. I will: understand which people or organizations may review your credit report and why.
Lesson Frame: Read a Credit Report	We will: outline the process of disputing inaccurate credit report data. I will: read a credit report.
Lesson Frame: Intro to Credit Scores	We will: summarize factors that affect a particular credit scoring system. I will: identify ways of finding out one's credit score.
Lesson Frame: Identity Theft	We will: outline steps to resolve identity theft problems. I will: explain actions to take if they become a victim of identity theft.
Performance Tasks: Reading a credit report, researching credit bureau reporting options, projects, exit tickets, credit history poster.	

Unit: Insurance	Length: 3 days
Standards: Risk Management & Insurance; 3a, 1c, 3b, 3e, 2a, 2b, 2c, 2d; Financial Decision Making: 6c, 6d	Outcomes: Students will understand the importance of having the law required insurance to protect themselves monetarily.
Essential Questions: What risks do you take in an average day? What are the consequences to risk? What (if anything) do you do to protect yourself against those risks? Do you already have any types of insurance? Consider your life and identify other things (aside from your health and car) that you might want to receive insurance for. List as many as you can and explain why it may be important to get insurance for them.	Learning Targets: Identify risks and protection strategies. Illustrate how everyone risks financial loss and how insurance shares that risk. Discuss factors that impact insurance premiums and the relationship between premiums and out-of-pocket expenses. Describe the main types of auto insurance policies and compare state requirements. Explain a deductible, out-of-pocket expenses, and what insurance will pay for in different situations.
Topic: Insurance	Length: 3 days
Standards: Risk Management & Insurance; 3a, 1c, 3b, 3e, 2a, 2b, 2c, 2d; Financial Decision Making: 6c, 6d	Academic Vocabulary: insurance premiums, policy, risk, deductible, coverage, accident
Lesson Frame: Insurances a Vital Risk Management	We will: find conditions where it is appropriate for you to have various insurance coverage. I will: identify risk strategies.
Lesson Frame: Fundamentals of Insurance	We will: investigate the requirements for health insurance. I will: conduct online research to understand basic policy types.
Lesson Frame: Types of Insurance	We will: explain the purpose of long-term care. I will: find differences between different types of insurance.
Lesson Frame: Auto Insurance	We will: list factors that determine auto insurance premiums. I will: describe the main types of auto insurance policies and compare state requirements.
Performance Tasks: research of types of insurance, vocabulary word wall, personal risk assessment tolerance	

Course Name:	Kindergarten Math		
Credits:	N/A		
Prerequisites:	N/A		
Description:	Topics covered: numbers 0-100, sorting, classifying, adding, subtracting, measurement,		
Academic Standards:	Wisconsin State Standards in Mathematics (2011)		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Numbers	60-65 days	KCC.1, KCC.2, KCC.3, KCC.4, KCC.5, KCC.6, KCC.7, K.G.1-K.G.6, KNBT.1, K.OA.1-K.OA.4	Identify numbers 0-19, compare numbers 1-10, count and explore numbers to 100, and compare sets.
Classification and Sorting	20-25 days	KCC.1, KCC.2, KCC.3, KCC.4, KCC.5, KCC.6, K.MD.1-K.MD.3, K.G.1-K.G.6, K.OA.1-K.OA.4	Sort and classify numbers, objects, and shapes, identify 2D shapes, identify 3D shapes
Measurement	10-12 days	K.CC.1, K.CC.2, K.CC.3, K.CC.4, K.CC.5, K.CC.6, K.MD.1-K.MD.3, K.OA.1-K.OA.4	Determine which object is the heaviest or lightest, compare objects by height, weight, and length using short, shorter, shortest, heavy, heavier, heaviest, long, longer, and longest.
Addition	20-25 days	K.CC.1, K.CC.2, K.CC.3, K.CC.4, K.CC.5, K.CC.6, K.MD.1-K.MD.3, K.OA.1-K.OA.4	Identify the addition sign, add numbers from 0 -10, solve addition story problems using manipulatives.
Subtraction to 10	10-12 days	K.CC.1, K.CC.2, K.CC.4, K.CC.5, K.CC.6, K.G.1-K.G.5, K.OA.1-K.OA.4	Identify the minus sign, subtract numbers from 0 -10, solve subtraction story problems using manipulatives.

Unit Name: Numbers	Length: 60-65 days
Standards: KCC.1, KCC.2, KCC.3, KCC.4, KCC.5, KCC.6, KCC.7, K.G.1-K.G.6, KNBT.1, K.OA.1-K.OA.4	Outcomes: Identify numbers 0-19, compare numbers 1-10, count and explore numbers to 100, and compare sets.
Essential Questions: What number is this? How do you know a number/set is bigger than another? Smaller (less)? How can you tell if sets are equal?	Learning Targets: Students can identify numbers 0-20, compare numbers 1-10, count to 100, compare different groups and tell which group is greater, less than or equal.
Topic: Numbers 0-10	Length: 20-25 days
Standard(s): KCC.1, KCC.2, KCC.3, KCC.4, KCC.5, KOA.1-KOA.4	Academic Vocabulary: count, one, two, three, four, five, six, seven, eight, nine, ten
Lesson Frame:	I can count to 10.
Lesson Frame:	I can recognize and write numbers 1-10.
Lesson Frame:	I can order numbers 1-10.
Lesson Frame:	I can state the quantity of a set.
Performance Tasks: Make a number book, games	Notes: KinderMath Units 1 & 3
Topic: Comparing Numbers and Sets	Length: 20-25 days
Standard(s): KCC.1, KCC.2, KCC.3, KCC.4, KCC.5, KCC.6, KCC.7, KNBT.1, KOA.1-KOA.4	Academic Vocabulary: count, quantity, compare, greater, less, same
Lesson Frame:	I can tell which number is bigger or smaller.
Lesson Frame:	I can tell which set has more or less.
Lesson Frame:	I can tell if two numbers or sets are equal.
Performance Tasks: Ten frames, games, projects	Notes: KinderMath Untis 4 & 9
Topic: Numbers 10-100	Length: 20-25 days
Standard(s): KCC.1, KCC.2, KCC.3, KCC.4, KCC.5, KCC.6, KNBT.1, K.OA.1-K.OA.4, K.G.1-K.G.6	Academic Vocabulary: count, tens, ones, digits, pairs, twos, fives, tally
Lesson Frame:	I can count and understand a group of 10 or more.

Lesson Frame:	I can show numbers on a set of two ten frames.
Lesson Frame:	I can recognize and use pairs to assist in counting by 2's, 5's, and 10's.
Performance Tasks: ten frames, games, number charts	Notes: KinderMath Units 6 & 8

Unit Name: Classification and Sorting	Length: 20-25 days
Standards: KCC.1, KCC.2, KCC.3, KCC.4, KCC.5, KCC.6, K.MD.1-K.MD.3, K.G.1-K.G.6, K.OA.1-K.OA.4	Outcomes: Sort and classify numbers, objects, and shapes, identify 2D shapes, identify 3D shapes.
Essential Questions: Which number/group is bigger? smaller? Which number/group has more? less? What would come next in this pattern? How do you know? Is this a 2D or a 3D shape? How do you know?	Learning Targets: Students can sort and classify numbers, objects, and shapes, identify 2D shapes, identify 3D shapes.
Topic: Sort and Classify	Length: 10-12 days
Standard(s): KCC.1, KCC.2, KCC.3, KCC.4, KCC.5, K.MD.1-K.MD.3	Academic Vocabulary: alike, different, same, sort, pair, more, less, pattern
Lesson Frame:	I can recognize same and different.
Lesson Frame:	I can group into pairs or matches.
Lesson Frame:	I can sort by attributes.
Performance Tasks: Snap cubes, ten frames, games, projects	Notes: KinderMath Unit 2
Topic: 2D and 3D Shapes	Length: 10-12 days
Standard(s): KCC.1, KCC.2, KCC.3, KCC.4, KCC.5, KCC.6, K.G.1-K.G.6, K.OA.1-K.OA.4	Academic Vocabulary: cubes, cones, cylinders, spheres, sides, faces, triangle, circle, square, rectangle, hexagon, corners, vertices
Lesson Frame:	I can identify 2D shapes.
Lesson Frame:	I can identify 3D shapes.
Lesson Frame:	I can compare and sort 2D and 3D shapes.
Performance Tasks: Riddle cards, 3D and 2D shapes, games, projects	Notes: KinderMath Unit 7

Unit Name: Measurement	Length: 10-12 days
Standards: K.CC.1, K.CC.2, K.CC.3, K.CC.4, K.CC.5, K.CC.6, K.MD.1- K.MD.3, K.OA.1-K.OA.4	Outcomes: Determine which object is the heaviest or lightest, compare objects by height, weight, and length using short, shorter, shortest, heavy, heavier, heaviest, long, longer, and longest.
Essential Questions: Which object is heavier? Which object is lighter?	Learning Targets: Students can compare objects by height, weight, and length.
Topic: Measurement	Length: 10-12 days
Standard(s): K.CC.1, K.CC.2, K.CC.3, K.CC.4, K.CC.5, K.CC.6, K.MD.1- K.MD.3, K.OA.1-K.OA.4	Academic Vocabulary: bigger, smaller, mid-sized, same, longer, shorter, longest, shortest, length, taller, height, same as, tallest, weight, heavier, lighter, equal to, heaviest, lightest, capacity, holds more, holds less, holds the same, capacity
Lesson Frame:	I can compare two objects by height.
Lesson Frame:	I can compare two objects by length.
Lesson Frame:	I can compare two objects by weight.
Performance Tasks: games, projects, weight cards	Notes: Kindermath Unit 5

Unit Name: Addition	Length: 20-25 days
Standards: KCC.1, KCC.2, KCC.4, KCC.5, KCC.6, K.G.1-K.G.6, K.OA.1-K.OA.4	Outcomes: Identify the addition sign, add numbers from 0 -10, solve addition story problems using manipulatives.
Essential Questions: What information do you need to solve that problem? What would happen if? Can you explain that more?	Learning Targets: Students can identify the addition sign, add numbers from 0 -10 and solve addition story problems using manipulatives.
Topic: Addition to 10	Length: 10-12 days
Standard(s): KCC.1, KCC.2, KCC.4, KCC.6, K.OA.1-K.OA.4	Academic Vocabulary: combine, add
Lesson Frame:	I can combine sets of objects to make a number and understand all the possible sets up to that number.
Lesson Frame:	I can understand that addition is combining two sets of objects.
Lesson Frame:	I can practice and explore solving addition problems.
Performance Tasks: Playing cards, ten frames, number bonds, games, projects	Notes: KinderMath Unit 10
Topic: Addition with Word Problems	Length: 10-12 days
Standard(s): KCC.1, KCC.2, KCC.4, KCC.5, KCC.6, K.G.1-K.G.6, K.OA.1-K.OA.4	Academic Vocabulary: combine, add, equal
Lesson Frame:	I can understand addition is combining 2 sets of objects.
Performance Tasks: Playing cards, ten frames, number bonds, games, projects.	Notes: KinderMath Unit 11

Unit Name: Subtraction to 10	Length: 10-12 days
Standards: K.CC.1, K.CC.2, K.CC.4, K.CC.5, K.CC.6, K.G.1-K.G.5, K.OA.1-K.OA.4	Outcomes: Identify the minus sign, subtract numbers from 0 -10, solve subtraction story problems using manipulatives.
Essential Questions: What is a minus sign? What is the difference between numbers? Why does your answer make sense? How could you use this skill in real life? How could you use manipulatives to help you solve this subtraction problem?	Learning Targets: Students can identify the minus sign. Students can subtract up to 10. Students can use pictures and other manipulatives to help them subtract.
Topic 1: Subtraction to 10	Length: 10-12 days
Standard(s): K.CC.1, K.CC.2, K.CC.4, K.CC.5, K.CC.6, K.G.1-K.G.5, K.OA.1-K.OA.4	Academic Vocabulary: difference, left, minus, subtract
Lesson Frame:	I can subtract numbers up to 10.
Lesson Frame:	I can understand the name and use of the minus sign.
Lesson Frame:	I can solve subtraction word problems.
Performance Tasks: snap cubes, counters, games, projects, ten frames, five frames	Notes: KinderMath Unit 12

Course Name:	1st Grade Math		
Credits:	N/A		
Prerequisites:	N/A		
Description:	In Grade 1, instructional time focuses on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.		
Academic Standards:	Wisconsin State Standards in Mathematics (2011)		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Patterns and Number Patterns to 10	16 days	CC.1.OA.1; CC.1.OA.3; CC.1.OA.5; CC.1.OA.6; CC.1.OA.8	Develop a basic understanding of numbers 1-10, number patterns, and number partners.
Addition and Subtraction Strategies	24 days	CC.1.OA.1; CC.1.OA.6; CC.1.OA.7; CC.1.OA.3; CC.1.OA.5; CC.1.OA.8	Developing understanding of addition, subtraction, and strategies for addition and subtraction within 20.
Unknown Numbers in Addition and Subtraction	19 days	CC.1.OA.1; CC.1.OA.5; CC.1.OA.6; CC.1.OA.8; CC.1.OA.4; CC.1.OA.7	Using number patterns and partners to find unknown numbers.
Place Value Concepts	24 days	CC.1.OA.1; CC.1.OA.3; CC.1.OA.5; CC.1.OA.6; CC.1.OA.8; CC.1.NBT.1; CC.1.NBT.1; CC.1.NBT.2; CC.1.NBT.2a; CC.1.NBT.2b; CC.1.NBT.2c; CC.1.NBT.3; CC.1.NBT.5; CC.1.NBT.4	Developing a basic understanding of place value concepts and utilizing place value when adding.
Place Value Situations	19 days	CC.1.OA.1; CC.1.OA.2; CC.1.OA.3; CC.1.OA.4; CC.1.OA.5; CC.1.OA.6; CC.1.OA.8; CC.1.NBT.1; CC.1.NBT.2; CC.1.NBT.2c; CC.1.NBT.4; CC.1.NBT.5	Developing a further understanding of place value and discovering more strategies for addition and subtraction using place value concepts.
Comparisons and Data	15 days	CC.1.OA.1; CC.1.OA.2; CC.1.MD.4;	Students will be able to organize and compare data effectively.
Geometry, Measurement, and Equal Shares	23 days	CC.1.MD.1, CC.1.MD.2, CC.1.MD.3, CC.1.G.1, CC.1.G.2, CC.1.G.3	Students will learn the attributes of specific shapes. Students will begin to discover concepts of length and time measurements.
Two-Digit Addition	10 days	CC.1.NBT.3, CC.1.NBT.4, CC.1.NBT.6	Students will apply prior knowledge along with modeling skills to perform two-digit addition.

Unit Name: Partners and Number Patterns Through 10	Length: 16 days
Standards CC.1.OA.1; CC.1.OA.3; CC.1.OA.5; CC.1.OA.6; CC.1.OA.8	Outcomes: Develop a basic understanding of numbers 1-10, number patterns, and number partners.
Essential Questions: How can we use number partners and number patterns to help us in addition and subtraction?	Learning Targets: The students will focus on the 1- more and 1- less pattern with counting numbers, finding partners, and with addition and subtraction.
Topic 1: Numbers Through 10	Length: 3 days
Standard(s): CC.1.OA.1; CC.1.OA.3; CC.1.OA.5; CC.1.OA.6; CC.1.OA.8	Academic Vocabulary: more, less, 5-group, plus, plus sign, equal sign, equation
Lesson Frame: Discuss Numbers 1-10	I can represent numbers 1-10.
Lesson Frame: Visualize Numbers as a 5-group and ones	I can visualize and represent numbers 1-10.
Performance Tasks: Quick Quiz 1	Notes:
Topic 2: Patterns with Partners Through 10	Length: 13 days
Standard(s): CC.1.OA.1; CC.1.OA.3; CC.1.OA.5; CC.1.OA.6; CC.1.OA.8	Academic Vocabulary: partner, total, circle drawing, break-apart, Math Mountain, add, subtract, pattern, double switch the partners, difference
Lesson Frame: Partners of 2 Through 5	I can add and subtract within 5.
Lesson Frame: Partners of 6	I can add and subtract within 6.
Lesson Frame: Partners of 7	I can add and subtract within 7.
Lesson Frame: Partners of 8	I can add and subtract within 8.
Lesson Frame: Partners of 9	I can add and subtract within 9.
Lesson Frame: Partners of 10	I can add and subtract within 10.
Lesson Frame: Focus on Mathematical Practices	I can use the Common Core Content Standards and Practices in a variety of real world problem solving situations.
Performance Tasks: Plant Flowers Quick Quiz 2, Unit 1 Review and Test	Notes: Rubric assessment for Report Card:OA: Add within 10, demonstrating fluency

Unit Name: Addition and Subtraction Strategies	Length: 24 Days
Standards: CC.1.OA.1; CC.1.OA.6; CC.1.OA.7; CC.1.OA.3; CC.1.OA.5; CC.1.OA.8	Outcomes: Developing understanding of addition, subtraction, and strategies for addition and subtraction within 20.
Essential Questions: What different types of strategies can we use for addition and subtraction? How do we determine if number sentences are true or false?	Learning Targets: The students will recognize addition and subtraction problem types and write equations to represent addition and subtraction situations. The students will discuss different types of equations, decide if they are true or false, and develop strategies for adding and subtracting within 10.
Topic 1: Represent Addition Situations	Length: 5 days
Standard(s): CC.1.OA.1, CC.1.OA.6, CC.1.OA.7	Academic Vocabulary: add, partners, plus sign, total, circle drawing, equal, equal sign (=), not equal sign, equation
Lesson Frame: Represent Addition; Addition with Circle Drawings	I can use addition to solve story problems and visualize equality.
Lesson Frame: Addition Equations	I can use = to write addition equations and determine if an equation is true.
Lesson Frame: Addition Equations and Stories	I can represent and solve addition story problems and determine if addition equations are true.
Performance Tasks: Quick Quiz 1, Fluency Check 1	Notes:
Topic 2: Solve Addition Equations	Length: 7 days
Standard(s): CC.1.OA.3, CC.1.OA.5, CC.1.OA.6, CC.1.OA.8	Academic Vocabulary: count all, count on, unknown total, count on,
Lesson Frame: Explore Solution Methods; Adding Strategies: Counting On	I can find the total in addition equations.
Lesson Frame: Count On from the Greater Number	I can count on from the greater number to add.
Lesson Frame: Addition Game: Unknown Totals; Practice Counting On	I can solve addition equations.
Performance Tasks: Quick Quiz 2, Fluency Check 2	Notes:
Topic 3: Solve Subtraction Equations	Length: 5 days
Standard(s): CC.1.OA.1, CC.1.OA.6, CC.1.OA.7, CC.1.OA.8	Academic Vocabulary: minus, minus sign (-), subtract, proof drawing, subtraction story problem, vertical forms
Lesson Frame: Represent Subtraction	I can solve subtraction problems and equations.
Lesson Frame: Subtraction with Drawings and Equations	I can represent and solve subtraction problems, and write subtraction equations.
Lesson Frame: Practice with Subtraction	I can solve subtraction problems, and write and solve subtraction equations.
Lesson Frame: Generate Subtraction Problems	I can write and solve subtraction equations and problems.
Performance Tasks: Quick Quiz 3, Fluency Check 3	Notes:

Topic 4: Equation Exploration	Length: 7 days
Standard(s):	Academic Vocabulary: vertical forms
Lesson Frame: Relate Addition and Subtraction	I can relate addition and subtraction and solve vertical forms.
Lesson Frame: Mixed Practice with Equations	I can write and solve addition and subtraction equations and vertical forms.
Lesson Frame: Focus on Mathematical Practices	I can use the Common Core Content Standards and Practices in a variety of real world problem solving situations.
Performance Tasks: How Many? Quick Quiz 4, Fluency Check 4, Unit Review and Test	Notes: Rubric assessment Subtract within 10.

Unit Name: Unknown Numbers in Addition and Subtraction	Length: 19 days
Standards: CC.1.OA.1; CC.1.OA.5; CC.1.OA.6; CC.1.OA.8; CC.1.OA.4; CC.1.OA.7	Outcomes: Using number patterns and partners to find unknown numbers.
Essential Questions: How can we use number patterns and number partners to help us discover unknown numbers?	Learning Targets: The students will focus on unknown partners represented as both addition and subtraction situations; the students will adapt strategies for finding an unknown total to finding an unknown partner.
Topic 1: Counting On with Addition Situations	Length: 7 days
Standard(s): CC.1.OA.1, CC.1.OA.5, CC.1.OA.6, CC.1.OA.8	Academic Vocabulary: unknown partner, story problem, label
Lesson Frame: Explore Unknowns	I can relate partners and totals and find an unknown partner.
Lesson Frame: Problems with Unknown Partners	I can solve story problems with unknown partners.
Lesson Frame: Solve equations with Unknown Partners; Addition Game: Unknown Partners	I can solve equations with unknown partners.
Lesson Frame: Practice with Unknown Partners	I can identify and find unknown partners.
Performance Tasks: Quick Quiz 1, Fluency Check 5	Notes:
Topic 2: Counting On with Subtraction Situations	Length: 4 days
Standard(s): CC.1.OA.1, CC.1.OA.4, CC.1.OA.5, CC.1.OA.6, CC.1.OA.8	Academic Vocabulary: difference, subtraction story problem
Lesson Frame: Subtraction Strategies	I can solve subtraction story problems.
Lesson Frame: Subtraction Stories and Games	I can solve subtraction story problems and equations.
Lesson Frame: Practice with Subtraction Stories	I can create and solve subtraction stories.
Performance Tasks: Quick Quiz 2, Fluency Check 6.	Notes:
Topic 3: Mixed Story Problems	Length: 8 days
Standard(s): CC.1.OA.1, CC.1.OA.4, CC.1.OA.5, CC.1.OA.6, CC.1.OA.7, CC.1.OA.18	Academic Vocabulary:
Lesson Frame: Relate Addition and Subtraction Situations	I can model and relate addition and subtraction situations.
Lesson Frame: Solve Mixed Problems	I can solve story problems with unknown partners and totals.
Lesson Frame: Practice with Mixed Problems	I can solve for unknown partners or totals in story problems and equations.
Lesson Frame: Focus on Mathematical Practices	I can use the Common Core Content Standards and Practices in a variety of real world problem solving situations.

Performance Tasks:

Hide and Seek, Quick Quiz 3, Fluency Check 7, Unit 3 Review and Test

Notes:

Rubric Assessment: OA: add and subtract within 10, demonstrating fluency

Unit Name: Place Value Concepts	Length: 24 days
Standards: CC.1.OA.1; CC.1.OA.3; CC.1.OA.5; CC.1.OA.6; CC.1.OA.8; CC.1.NBT.1; CC.1.NBT.1; CC.1.NBT.2; CC.1.NBT.2a; CC.1.NBT.2b; CC.1.NBT.2c, CC.1.NBT.3; CC.1.NBT.5; CC.1.NBT.4	Outcomes: Developing a basic understanding of place value concepts and utilizing place value when adding.
Essential Questions: What is place value and how can we use it to help us add?	Learning Targets: The students will explore tens and ones groupings using physical groupings and math drawings. The students will extend place value concepts to add with 1 and 2 digit numbers.
Topic 1: Tens and Teens	Length: 7 days
Standard(s): CC.1.OA.1; CC.1.OA.3; CC.1.OA.5; CC.1.OA.6; CC.1.OA.8; CC.1.NBT.1; CC.1.NBT.1; CC.1.NBT.2; CC.1.NBT.2a; CC.1.NBT.2b; CC.1.NBT.2c, CC.1.NBT.3; CC.1.NBT.5	Academic Vocabulary: decade number, tens, ones, digit, teen number, 10-stick, compare, is equal to (=), is greater than (>), is less than (<), teen total, make a ten, Make a Ten strategy, doubles, doubles plus 1, doubles plus 2, doubles minus 1, doubles minus 2
Lesson Frame: Introduction to Tens Groupings	I can recognize 10 as a group of ten ones and count decade numbers as groups of ten.
Lesson Frame: Explore Teen Numbers	I can recognize that teen numbers are composed of a ten and extra ones.
Lesson Frame: Represent and Compare Teen Numbers	I can model and compare teen numbers.
Lesson Frame: Visualize Teen Addition	I can represent teen totals as a group of ten and extra ones.
Lesson Frame: Teen Addition Strategies	I can add and solve story problems to find teen totals.
Lesson Frame: Investigate Doubles	I can add with doubles.
Performance Tasks: Quick Quiz 1, Fluency Check 8	Notes:
Topic 2: Place Value to 100	Length: 8 days
Standard(s): CC.1.OA.5; CC.1.OA.6; CC.1.OA.8; CC.1.NBT.1; CC.1.NBT.2; CC.1.NBT.2a; CC.1.NBT.2b; CC.1.NBT.2c; CC.1.NBT.3; CC.1.NBT.4	Academic Vocabulary: number word, 10-group, tens digit, ones digit, compare, is greater than (>), is less than (<), is equal to (=)
Lesson Frame: Understand Tens and Ones	I can represent 2-digit numbers as tens and ones.

Lesson Frame: Integrate Tens and Ones	I can identify the tens and ones in 2-digit numbers, and read and write numerals and number words.
Lesson Frame: Practice Grouping Ones into Tens	I can add a 1-digit number to a 2-digit number.
Lesson Frame: Add with Groups of Ten	I can use tens and ones to add.
Lesson Frame: Practice with Tens and Ones	I can identify tens and ones in 2-digit numbers and add with tens and ones.
Lesson Frame: Use Place Value to Compare Numbers	I can compare two 2-digit numbers.
Performance Tasks: Quick Quiz 2, Fluency Check 9	Notes: Rubric assessment: NBT: Understand that the two digits of a two-digit number represent amounts of tens and ones
Topic 3: Addition Strategies	Length: 9 days
Standard(s): CC.1.OA.5; CC.1.NBT.1; CC.1.NBT.2; CC.1.NBT.2a; CC.1.NBT.2c; CC.1.NBT.3; CC.1.NBT.4	Academic Vocabulary:
Lesson Frame: Add Tens or Ones	I can distinguish between adding ones and adding tens, and add 1 or 10 other numbers.
Lesson Frame: Mixed Addition with Tens and Ones	I can add ones or tens to decade numbers.
Lesson Frame: Counting On Strategy: 2-Digit Numbers	I can add a 1-digit number to a 2-digit number.
Lesson Frame: Practice with 2-Digit Numbers	I can count on into the next decade and compare 2-digit numbers.
Lesson Frame: 2-Digit Addition Games	I can add with tens and ones.
Lesson Frame: Focus on Mathematical: Practices	I can use the Common Core Content Standards and Practices in a variety of real world problem solving situations.
Performance Tasks: Snack Time, Quick Quiz 3, Fluency Check 10, Unit 4 Review and Test	Notes: Rubric Assessment: NBT: Add within 100, including a two-digit number and a one-digit number

Unit Name: Place Value Situations	Length: 19 days
Standard(s): CC.1.OA.1; CC.1.OA.2; CC.1.OA.3; CC.1.OA.4; CC.1.OA.5; CC.1.OA.6; CC.1.OA.8; CC.1.NBT.1; CC.1.NBT.2; CC.1. NBT.2c; CC.1.NBT.4; CC.1.NBT.5	Outcomes: Developing a further understanding of place value and discovering more strategies for addition and subtraction using place value concepts.
Essential Questions: What other place value strategies can we use to help us with addition and subtraction?	Learning Targets: The students will learn more strategies for unknown partners in addition and subtraction situations. The students will access prior knowledge from previous unit to work with greater numbers.
Topic 1: Teen Solution Methods	Length: 10 days
Standard(s): CC.1.OA.1; CC.1.OA.2; CC.1.OA.3; CC.1.OA.4; CC.1.OA.5; CC.1.OA.6; CC.1.OA.8	Academic Vocabulary: unknown partner, addend
Lesson Frame: Unknown Partners with Teen Totals	I can solve teen addition problems with unknown partners.
Lesson Frame: Subtraction with Teen Numbers	I can solve teen subtraction.
Lesson Frame: Mixed Practice with Teen Problems	I can solve and write addition and subtraction problems to find teen totals and unknown partners.
Lesson Frame: Small Group Practice with Teen Problems	I can solve teen addition and subtraction problems with various unknowns.
Lesson Frame: Teen Problems with Various Unknowns	I can create and solve story problems to find unknown partners and teen totals.
Lesson Frame: Problems with Three Addends	I can solve problems with three addends.
Performance Tasks: Quick Quiz 1, Fluency Check 11	Notes: Assessment Rubric: Operations and Algebraic Thinking: Apply properties of operations as strategies to add and subtract
Topic 2: Find Patterns and Relationships	Length: 9 days
Standard(s): CC.1.OA.1; CC.1.OA.2; CC.1.OA.6; CC.1.NBT.1; CC.1.NBT. 2; CC.1.NBT.2c; CC.1.NBT.4; CC.1.NBT.5	Academic Vocabulary: 10-group, hundred, column, row, grid
Lesson Frame: Count with Groups of 10	I can count with groups of 10.
Lesson Frame: Numbers Through 120	I can count and write numbers to 120 and find 10 more and 10 less than a given number.
Lesson Frame: Add and Subtract Tens	I can add tens to 2-digit numbers and subtract tens from decade numbers.
Lesson Frame: Add and Subtract Multiples of 10	I can add and subtract decade numbers.

Lesson Frame: Focus on Mathematical Practices	I can use the Common Core Content Standards and Practices in a variety of real world problem solving situations.
Performance Tasks: Beach Day, Quick Quiz 2, Fluency Check 12, Unit Review and Test	Notes: Rubric Assessment: OA: Add and subtract within 20 NBT: Add a two-digit number and multiple of 10 (i.e. $38 + 10$)

Unit Name: Comparisons and Data	Length: 15 days
Standards: CC.1.OA.1; CC.1.OA.2; CC.1.MD.4;	Outcomes: Students will be able to organize and compare data effectively.
Essential Questions: How can we collect data and use it to make comparisons in math?	Learning Targets: The students will organize, represent, and interpret data. The students will build on what they know about comparing numbers to develop comparison statements for a set of data, and solve comparison story problems.
Topic 1: Represent and Compare Data	Length: 7 days
Standard(s): CC.1.OA.1; CC.1.OA.2; CC.1.MD.4	Academic Vocabulary: sort, data, compare, more, most, fewer, fewest, category
Lesson Frame: Explore Representing Data	I can organize and represent categorical data.
Lesson Frame: Organize Categorical Data	I can organize, represent, and interpret categorical data.
Lesson Frame: Use Stair Steps to Represent Data	I can organize, represent, and interpret data.
Lesson Frame: Data Sets with Three Categories	I can organize, represent, and interpret data with three categories.
Lesson Frame: Data Collecting	I can collect, organize, represent, and interpret data with three categories.
Performance Tasks: Quick Quiz 1, Fluency Check 13	Notes: Rubric Assessment: Measurement and Data: Organize, Represent, and interpret data with up to three categories
Topic 2: Compare Problem Types	Length: 8 days
Standard(s): CC.1.OA.1; CC.1.OA.2; CC.1.MD.4	Academic Vocabulary: comparison bars
Lesson Frame: Introduce Comparison Bars; Comparison Bars and Comparing Language; Solve Compare Problems	I can solve <i>Compare</i> bars.
Lesson Frame: Focus on Mathematical Practices	I can use the Common Core Content Standards and Practices in a variety of read world problem solving situations.
Performance Tasks: Activity: Sort and Compare Quick Quiz 2, Fluency Check 14, Unit Review and Test	Notes:

Unit Name: Geometry, Measurement, and Equal Shares	Length: 23 days
Standards: CC.1.MD.1, CC.1.MD.2, CC.1.MD.3, CC.1.G.1, CC.1.G.2, CC.1.G.3	Outcomes: Students will learn the attributes of specific shapes. Students will begin to discover concepts of length and time measurements.
Essential Questions: How can we tell different shapes apart? What is measurement and how can measurements be used to solve problems? Why do we need to tell time?	Learning Targets: The students will distinguish between defining and non-defining attributes of shapes, and compose shapes; The students will learn more basic concepts about length measurements (including time).
Topic 1: Tell and Write Time	Length: 6 days
Standard(s): CC.1.MD.3	Academic Vocabulary: clock, hour, minute, hour hand, minute hand, half-hour
Lesson Frame: Introduction to Time; Time in Our Day	I can tell and write time in hours.
Lesson Frame: Tell and Write Time in Hours	I can show, tell, and write time in hours.
Lesson Frame: Tell and Write Time in Half-Hours	I can tell and write time in half-hours.
Lesson Frame: Practice Telling and Writing Time	I can tell and write in hours and half-hours.
Performance Tasks: Quick Quiz 1, Fluency Check 15	Notes:
Topic 2: Shapes and Equal Shares	Length: 11 days
Standard(s): CC.1.G.1, CC.1.G.2, CC.1.G.3	Academic Vocabulary: rectangle, square, side, corner, square corner, triangle, circle, halves, fourths, quarters, equal shares, half of, fourth of, quarter of, trapezoid, cube, rectangular prism, cone, cylinder, sphere, face, edge, vertex
Lesson Frame: Squares and Other Rectangles	I can distinguish between defining and non-defining attributes of squares and other rectangles.
Lesson Frame: Triangles and Circles	I can distinguish between defining and non-defining attributes of triangles and circles.
Lesson Frame: Equal Shares	I can partition circles and rectangles into two and four equal shares.
Lesson Frame: Compose 2-Dimensional Shapes	I can compose 2-dimensional shapes, and compose new shapes from the composite shape.
Lesson Frame: 3-Dimensional Shapes	I can identify attributes of 3-dimensional shapes and composite rectangular prisms.
Lesson Frame: Compose 3-Dimensional Shapes	I can compose 3-dimensional shapes, and compose new shapes from the composite shape.
Performance Tasks: Quick Quiz 2, Fluency Check 16	Notes: Rubric assessment: Geometry: Distinguish between defining attributes and build and draw shapes to possess defining attributes.

Topic 3: Measure and Order by Length	Length: 6 days
Standard(s): CC.1.MD.1, CC.1.MD.2, CC.1.MD.3, CC.1.G.3	Academic Vocabulary: compare, order, longer, longest, shorter, shortest
Lesson Frame: Order by Length	I can compare and order objects by length.
Lesson Frame: Measure with Length Units	I can measure objects with same-size length units.
Lesson Frame: Focus on Mathematical Practices	I can use the Common Core Content Standards and Practices in a variety of real world problem solving situations.
Performance Tasks: Busy Bug's Bedtime, Quick Quiz 3, Fluency Check 17, Unit Review and Test	Notes: Rubric Assessment: Measure the length of an object as a whole number and length units

Unit Name: Two-Digit Addition	Length: 10 days
Standards: CC.1.NBT.3, CC.1.NBT.4, CC.1.NBT.6	Outcomes: Students will apply prior knowledge along with modeling skills to perform two-digit addition.
Essential Questions: How can we use our prior knowledge and modeling skills to help us perform two-digit addition?	Learning Targets: The students will use modeling skills, place value, and addition concepts to add with 2 digit numbers when grouping a ten is and is not required.
Topic 1: Add 2-Digit Addition	Length: 10 days
Standard(s): CC.1.NBT.3, CC.1.NBT.4, CC.1.NBT.6	Academic Vocabulary: group, New Group Below method, New Group Above method, Proof Drawing, Show All Totals method,
Lesson Frame: Explore 2-Digit Addition	I can add 2-digit numbers.
Lesson Frame: Methods of 2-Digit Addition	I can add 2-digit numbers.
Lesson Frame: Addition of Tens and Ones	I can add 2-digit numbers.
Lesson Frame: Discuss Solution Methods	I can add 2-digit numbers.
Lesson Frame: Practice 2-Digit Addition	I can add 2-digit numbers.
Lesson Frame: Focus on Mathematical Practices	I can use Common Core Content Standards and Practices in a variety of real world problem solving situations.
Performance Tasks: Picking Pears, Quick Quiz 1, Fluency Check 18, Unit Review and Test	Notes: Rubric Assessment: OA: Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking away from, putting together, taking apart, and comparing with unknowns in all positions.

Course Name:	Grade 2 Mathematics		
Description:	A comprehensive collection of Mathematics topics including: addition, subtraction, telling time, place value, money, graphing, and fractions.		
Academic Standards:	Wisconsin State Standards in Mathematics (2011)		
Units:	Unit Length:	Unit Power Standards:	Unit Outcomes:
Operations & Algebraic Thinking	4 Quarters	2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	Students represent and solve problems with addition and subtraction and work with equal groups of objects to gain foundations for multiplication. Addition and subtraction can be represented on various models. Numbers are composed of other numbers. Mental strategies help in solving problems quickly and accurately. There are different problem solving structures which can be used to solve problems in multiple ways. Flexible methods of computation involve grouping numbers in strategic ways. Even numbered objects can be modeled using pairs or rectangular arrays.
Number Base Ten	1 Quarter	2.NBT.3 Read and write numbers to 1,000 using base-ten numeral, number names, and expanded-form.	Students focus on understanding and using place value and the properties of operations to add and subtract. Numbers are composed of other numbers. Place value is based on groups of ten. Place value can be used to understand and model properties of operations. Number patterns repeat predictable and can be generalized and applied.
Measurement & Data	1 Quarter	2.MD.7 Tell and write time from analog and digital clocks to the nearest 5 minutes, using A.M. and P.M.	Students show time to the nearest 5 minutes using analog and digital clocks. We use measurement and data, telling time, and money in our everyday life.

Unit Name: Operations & Algebraic Thinking	Length: Four Quarters
Standards: I can fluently add & subtract within 10. I can fluently add & subtract within 20.	Outcomes: Addition and subtraction can be represented on various models. Numbers are composed of other numbers. Mental strategies help in solving problems quickly and accurately. There are different problem solving structures which can be used to solve problems in multiple ways. Flexible methods of computation involve grouping numbers in strategic ways. Even numbered objects can be modeled using pairs or rectangular arrays.
Essential Questions: What are some ways to think about addition and subtraction? What are strategies for finding addition and subtraction facts? Why do we have to know how to add and subtract quickly without mistakes? How can numbers be put together and taken apart to solve problems?	Learning Targets: 1. Students will add and subtract accurately and efficiently. 2. Students will be able to determine whether a group of objects is odd or even. 3. Students will be able to skip-count by 2s, 5s, 10s, and 100s.
Topic 1: Fluent computation to add and subtract	Length: ongoing
Standard(s): I can add and subtract using accuracy (correct answer) and efficiency (within 3-4 seconds).	Academic Vocabulary: addend, sum, difference, double
Lesson Frame: Addition & Subtraction within 10	I can add and subtract within 10.
Lesson Frame: Addition & subtractions within 20	I can add and subtract within 20.
Performance Tasks: Progress monitoring with flashcards 1:00 Math assessment	Notes: 0-9 facts flashcards 10-20 facts flashcards Teach double facts and Double plus 1
Topic 2: Math Patterns	Length: Ongoing
Standard(s): I can determine if a number is odd or even. I can use number patterns.	Academic Vocabulary: odd, even
Lesson Frame: Odd and Even Numbers	I can: determine if a number is odd or even.
Lesson Frame: Skip Counting	I can count by 2's to 100. I can count by 5's to 200. I can count by 10's to 200. I can count by 100's to 1,000.
Performance Tasks: Progress monitoring with flashcards 1:00 Math assessment orally recite skip counting patterns Completion of rubric	Notes: Activities may vary depending on individual needs. Various videos Dry erase math boards and other manipulatives

Unit Name: Numbers & Operations Base 10	Length: January through May
Standards: I can read numbers to 1,000 using base-ten numerals. I can read numbers to 1,000 using number names. I can read numbers to 1,000 using expanded-form. I can write numbers to 1,000 using base-ten numerals. I can write numbers to 1,000 using number names. I can write numbers to 1,000 using expanded-form. I can add and subtract 2-digit numbers using place value. I can add and subtract 3-digit numbers using place value.	Outcomes: Numbers are composed of other numbers. Place value is based on groups of ten. Place value can be used to understand and model properties of operations. Number patterns repeat predictable and can be generalized and applied.
Essential Questions: How can numbers to 100 be shown and compared? What number patterns are helpful in reading and writing numbers to 1,000? How does the position of a digit in a number affect its value? How do predictable patterns help me understand how number work? In what ways can numbers be composed or decomposed? What are efficient methods for finding sums and differences?	Learning Targets: 1. Students will compare numbers based on the value of the hundreds, tens, and ones digits, using $>$, $<$, and $=$ symbols. 2. Students will read and write numbers to 1,000 using base-ten numerals, number names, and expanded form. 3. Students will fluently add and subtract within 1,000, using strategies based on place value.
Topic 1: Reading numbers to 1,000	Length: January through May
Standard(s): I can read numbers using base-ten numerals, number names, and expanded-form.	Academic Vocabulary: base-ten numerals, secret code cards, pattern, ones, tens, hundreds, thousands, decade numbers, expanded form, number name, greater than, less than, equal to
Lesson Frame: Base-ten numerals	I can: read numbers to 1,000 using base-ten numerals.
Lesson Frame: Number Names	I can: read numbers to 1,000 using number names.
Lesson Frame: Expanded-Form	I can: read numbers to 1,000 using expanded form.
Performance Tasks: Progress monitoring with flashcards 1:00 Math assessment	Notes: Activities may vary depending on individual needs. Various videos Dry erase math boards and other manipulatives Secret Code Cards
Topic 2: Write Numbers to 1,000	Length: January through May
Standard(s): I can write numbers using base-ten numerals, number names, and expanded-form.	Academic Vocabulary: base-ten numerals, secret code cards, pattern, ones, tens, hundreds, thousands, decade numbers, expanded form, number name, greater than, less than, equal to
Lesson Frame: Base-Ten Numerals	I can write numbers to 1,000 using base-ten numerals.

Lesson Frame: Number Names	I can write numbers to 1,000 using number names.
Lesson Frame: Expanded-Form	I can write numbers to 1,000 using expanded-form.
Performance Tasks: Progress monitoring with flashcards 1:00 Math assessment Completion of rubric	Notes: Activities may vary depending on individual needs. Various videos Dry erase math boards and other manipulatives Secret Code Cards
Topic 3: Addition and Subtraction using Place Value	Length: January through May
Standards(s): I can add numbers fluently without regrouping. I can add numbers fluently with regrouping. I can subtract numbers fluently without ungrouping. I can subtract numbers fluently with ungrouping.	Academic Vocabulary: sum, difference, ones, ten, hundreds, thousands, regroup, ungroup
Lesson Frame: Addition without regrouping	I can add numbers fluently without regrouping.
Lesson Frame: Addition with regrouping	I can add numbers fluently with regrouping.
Lesson Frame: Subtraction without ungrouping	I can subtract numbers fluently without ungrouping.
Lesson Frame: Subtraction with ungrouping	I can subtract numbers fluently with ungrouping.
Performance Tasks: Formal and informal assessment completion of rubric	Notes: Activities may vary depending on individual needs dry erase boards math manipulatives

Unit Name: Measurement & Data	Length: One Quarter
Standards: I can measure the length of an object with the correct tool. I can recognize and draw shapes with specific attributes. I can tell and write time using analog and digital clocks to the nearest 5 minutes. I can draw a picture graph and a bar graph with single unit scale to represent a data set with up to four categories. I can count quarters, dimes, nickels and pennies up to one dollar. I can solve word problems involving dollar bills, quarters, dimes, nickels and pennies using \$ and cent symbols.	Outcomes: We use measurement and data, telling time, and money in our everyday life.
Essential Questions: What is the process for measuring length? How can bar graphs and pictographs be used to show data and answer questions? How do we tell time to 5 minutes? What strategies can be used to count money?	Learning Targets: 1. Students will measure the length of an object using units of inch, feet, centimeter, and meter. 2. Students will draw and identify shapes with specific attributes. 3. Students will use analog and digital clocks to tell time to the nearest 5 minutes. 4. Students will draw a picture graph to represent a data set with up to four categories. 5. Students will solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using symbols appropriately.
Topic 1: Measuring Length	Length: 2 weeks
Standard(s): I can measure the length of an object with the correct tool.	Academic Vocabulary: length, inch, foot, yard, centimeter, meter, ruler, horizontal, vertical, width, height
Lesson Frame: measure in inches with a ruler	I can measure objects in inches using a ruler accurately.
Lesson Frame: measure in feet with a ruler or yardstick	I can measure objects in feet with a yardstick.
Lesson Frame: measure in centimeters with a ruler	I can measure objects in cm with a ruler.
Performance Tasks: informal and formal assessment Completion of Rubric	Notes: Activities may vary depending on individual needs. Materials needed: Inch and Centimeter rulers
Topic 2: Geometry	Length: 2 weeks
Standard(s): I can recognize and draw shapes with specific attribute.	Academic Vocabulary: square, rectangle, triangle, quadrilateral, measure the length of an object with the correct tool, hexagon, opposite sides, rectangular prism, face, view, cube, angle, right angle, 2-D, 3-D

Lesson Frame: Identify Shapes: 2D and 3D, square, rectangle, triangle, quadrilateral, pentagon, hexagon, rectangular prism, cube	I can tell the name of 2-D and 3D shapes.
Lesson Frame: Draw 2-D and 3-D shapes with specific attributes; sides, opposite sides, angles, face, & view.	I can draw 2-D shapes with specific attributes. I can draw 3D shapes with specific attributes.
Performance Tasks: Formal and informal assessments Completion of Rubric	Notes: Activities may vary depending on individual needs. Materials needed: 3-D shapes, dry erase boards
Topic 3: Telling Time to Nearest 5 minutes	Length: 2 weeks
Standard(s): I can read and write the time on an analog and digital clock to the nearest five minutes.	Academic Vocabulary: clock, analog, digital, minute hand, hour hand, AM, PM
Lesson Frame: Tell time to Hour and Half Hour	I can tell time on analog and digital clocks to hour and half hour.
Lesson Frame: Tell time using Quarter after and Quarter to	I can tell time on analog clocks that represent quarter after and quarter to.
Lesson Frame: Tell time to the nearest 5 minutes	I can tell time on analog clocks and digital clocks to the nearest five minutes.
Lesson Frame: Determine if a time is AM or PM	I can tell if a time is AM or PM.
Performance Tasks: formal and informal assessment Completion of Rubric	Notes: Activities may vary depending on individual needs. Materials needed: clock manipulatives, dry erase boards
Topic 4: Money	Length: 2 weeks
Standard(s): I can identify and count quarters, dimes, nickels, and pennies. I can solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using symbols appropriately.	Academic Vocabulary: penny, nickel, dime, quarter, dollar
Lesson Frame: Identify and count quarters, dimes, nickels & pennies	I can identify and count coins within a dollar.
Lesson Frame: Solve word problems using dollars and coins	I can count coins and dollars. I can solve word problems related to counting coins and dollars.
Performance Tasks: Formal and informal assessment Completion of rubric	Notes: Activities may vary depending on individual needs. Materials needed: coin manipulatives, dry erase boards
Topic 5: Represent and Interpret Data	Length: 2 weeks

Standard(s): I can draw a picture graph and bar graph to represent data from a table. I can solve simple put-together, take-apart, and comparing problems using information presented in a bar graph.	Academic Vocabulary: picture graph, bar graph, data, table, horizontal, vertical, sort, survey, title, more, most, fewest, less, fewer, line segment, line plot
Lesson Frame: Picture Graphs and Bar Graphs	I can draw a picture graph and bar graph to represent data from a table.
Lesson Frame: Answer questions using a Bar Graph	I can put -together, take-apart, and compare numbers from a bar graph so solve simple problems.
Lesson Frame: Plot Lines	I can plot points on a line segment to represent data.
Performance Tasks: Formal and informal assessment Completion of rubric	Notes: Activities may vary depending on individual needs. Manipulatives- dry erase boards

Course Name:	3rd Grade Math		
Credits:	N/A		
Prerequisites:	N/A		
Description:	In Grade 3, instructional time should focus on four critical areas: 1) develop an understanding of operations and algebraic thinking: multiplication and division and strategies for multiplication and division within 100; 2) develop an understanding of numbers and operations in base ten: adding and subtracting within 1000 using regrouping; 3) develop an understanding of measurement and data; use rectangular arrays to find area and perimeter; and 4) develop an understanding of fractions and geometry: divide shapes into parts with equal areas to find unit fractions and understand fractions as a whole differentiating between numerator and denominator.		
Academic Standards:	Wisconsin State Standards in Mathematics (2011)		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Multiplication and Division with 0-5, 9, and 10	30 days (+ on going through out 4 quarters)	CC.3.OA.1, CC.3.OA.2, CC.3.OA.3, CC.3.OA.4, CC.3.OA.5, CC.3.OA.6, 3.OA.7, CC.3.OA.8, CC.3.OA.9, CC.k-12.MP.1,CC.k-12.MP.2,CC.k-12.MP.3, CC.k-12.MP.4, CC.k-12.MP.5,CC.k-12.MP.6, CC.k-12.MP.7,CC.k-12.MP.8	Students will understand that multiplication and division are inverse operations, and that there are patterns in arithmetic and the larger world. Students will observe that mathematical explanations can be given using words, pictures, numbers, or symbols.
Multiplication and Division with 6s, 7s, 8s and Multiply with Multiples of 10	22 days	CC.3.OA.1, CC.3.OA.2, CC.3.OA.3, CC.3.OA.4, CC.3.OA.5, CC.3.OA.6, 3.OA.7, CC.3.OA.8, CC.3.OA.9, CC.3.NBT.3, CC.3.MD.5, CC.3.MD.7	Students will understand that multiplication and division are inverse operations and that there are patterns in arithmetic and the larger world. Students will observe that mathematical explanations can be given using words, pictures, numbers, or symbols.
Measurement, Time, and Graphs	23 days	CC.3.OA.3, CC.3.NBT.2, CC.3.MD.1, CC.3.MD.2, CC.3.MD.3, CC.3.MD.4	Students independently use their learning to measure and describe attributes of real world objects using quantified unit amounts. They will independently use their learning to solve real world problems involving time and elapsed time. They will use their learning to represent a data set with a scaled picture or bar graph and solve problems using that information.
Multidigit Addition and Subtraction	25 days	CC.3.NBT.1, CC.3.NBT.2	Students understand every number in a multi digit number has a value based on its location. Students know that each place value implies 10 units. Students interpret sums and differences of larger digit numbers in real world problems.

Write Equations to Solve Word Problems	17 days	CC.3.OA.3, CC.3.OA.4, CC.3.OA.8, CC.3.NBT.1, CC.3.NBT.2	Students use drawings and equations with a symbol for the unknown number to represent the problem. Students use information presented in scaled bar graphs to solve comparison problems. Students will use properties of operations to explain patterns.
Polygons, Perimeter, and Area	17 days	CC.3.G.1, CC.3.G.2, CC.3.MD.5, CC.3.MD.5a, CC.3.MD.5b, CC.3.MD.6, CC.3.MD.7, CC.3.MD.7a, CC.3.MD.7b, CC.3.MD.7c, CC.3.MD.7d, CC.3.MD.8, CC.3.G.1	Students identify, classify, and describe properties of standard two-and three-dimensional shapes independently in order to recognize geometry in the world around them. Students use their understanding of geometric measurement and use the concept of area to relate area to multiplication and division. Students recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.
Explore Fractions	16 days	CC.3.NF.1, CC.3.NF.2a, CC.3.NF.2b, CC.3.NF.3d, CC.3.G.2, CC.3.NF.3a, CC.3.NF.3b, CC.3.NF.3c, CC.3.NF.3d	Students develop an understanding of fractions as numbers and like whole numbers fractions have a place on the number line. Students refer to a fraction as relative to the size of the whole and know that different but equivalent fractions can be used to represent the same amount. Students can now independently use their learning to represent and interpret real world items as fractional parts by reasoning with shapes and their attributes.
Geometry	13 days	CC.4.MD.5, CC.4.MD.5a, CC.4.MD.5b, CC.4.MD.6, CC.4.MD.7, CC.4.G.1, CC.4.G.2, CC.4.G.3, CC.4.OA.5	Students classify and draw angles, triangles, and quadrilaterals. They identify and draw parallel and perpendicular lines, as well as lines of symmetry in geometric figures.

Unit 1 Name: Multiplication and Division with 0-5, 9, and 10	Length: 30 days (+ on going through out 4 quarters)
Standards: CC.3.OA.1, CC.3.OA.2, CC.3.OA.3, CC.3.OA.4, CC.3.OA.5, CC.3.OA.6, 3.OA.7, CC.3.OA.8, CC.3.OA.9, CC.k-12.MP.1,CC.k-12.MP.2,CC.k-12.MP.3, CC.k-12.MP.4, CC.k-12.MP.5,CC.k-12.MP.6, CC.k-12.MP.7,CC.k-12.MP.8	Outcomes: Students will understand that multiplication and division are inverse operations, and that there are patterns in arithmetic and the larger world. Students will observe that mathematical explanations can be given using words, pictures, numbers, or symbols.
Essential Questions: How can you use your knowledge of multiplication and division to solve problems or answer questions? How do you write a good mathematical explanation? What patterns can be found in multiplication tables? How can you write a story to describe a multiplication and a division fact?	Learning Targets: Students will interpret and solve word problems with products and quotients of whole numbers using different mathematical tools. Students will understand the inverse relationship of addition, subtraction, multiplication, and division. Students will appropriately apply the associative, commutative, and distributive properties of operations as a strategy to multiply and divide. Students will demonstrate understanding of multiplication and division tables 0-5, 9 and 10. Students will demonstrate understanding and the ability to solve two-step word problems including an unknown quantity. Students will demonstrate the ability to identify patterns on addition and multiplication tables and explain how they work.
Topic 1: Meanings of Multiplication and Division: 5s and 2s	Length: 10 days
Standard(s): CC.3.OA.1, CC.3.OA.2, CC.3.OA.3, CC.3.OA.4, CC.3.OA.5, CC.3.OA.6, 3.OA.7, 3.OA.9	Academic Vocabulary: count-by, equation, multiplication, factor, product, multiplier, multiples, equal groups, equal shares drawing, function table, array, row, column,
Lesson Frame: Multiply with 5	I can identify and use patterns to multiply with 5
Lesson Frame: Multiplication as Equal Groups	I can use multiplication and drawings to represent equal groups situations
Lesson Frame: Multiplication and Arrays	I can use multiplication and drawings to represent array situations and the Commutative Property.
Lesson Frame: The Meaning of Division	I can relate division to multiplication with an unknown factor.
Lesson Frame: Multiply and Divide with 2	I can identify patterns in 2s count-bys and multiplications and relate multiplication and division.
Lesson Frame: Building Fluency with 2s and 5s	I can build fluency with 2s and 5s multiplications and divisions
Performance Tasks: Remembering Sheets, weekly fact fluency checks, Quick Quiz 1	Notes:
Topic 2: Patterns and Strategies: 9s and 10s	Length: 5 days
Standards: CC.3.OA.1, CC.3.OA.2, CC.3.OA.3, CC.3.OA.4, CC.3.OA.6, 3.OA.7, CC.3.OA.9	Academic Vocabulary: equation, variable, quick 9s, multiplier finger, fast array drawing
Lesson Frame: Multiply and Divide with 10	I can explore patterns in 10s count-bys, multiplications, and divisions and represent and solve problems involving multiplication and division with 10.
Lesson Frame: Multiply and divide with 9	I can identify patterns in 9s multiplications and divisions and learn a strategy for quickly multiplying and dividing with 9s.
Lesson Frame: Building Fluency with 2s, 5s, 9s, and 10s	I can build fluency with 2s, 5s, 9s, and 10s multiplications and divisions.

Performance Task: Remembering Sheets, weekly fact fluency checks, Quick Quiz 2	Notes:
Topic 3: Strategies for Factors and Products: 3s and 4s	Length: 8 days
Standards: CC.3.OA.1, CC.3.OA.2, CC.3.OA.3, CC.3.OA.4, CC.3.OA.5, CC.3.OA.6, 3.OA.7, CC.3.OA.9, CC.3.MD.5a, 5b, CC.3.MD.6, 7a, 7b, 7c, 7d	Academic Vocabulary: product, multiplier, commutative, divisor
Lesson Frame: Multiply and Divide with 3	I can look for patterns in and practice 3s count-bys, multiplications, and divisions.
Lesson Frame: Multiplication and Area	I can use the area model for multiplications.
Lesson Frame: Multiply and Divide with 4	I can look for patterns in 4s multiplications and count-bys and learn a strategy for finding 4s and solving problems involving 4s.
Lesson Frame: Use the Strategy Cards	I can develop multiplication and division strategies and use them to solve problems.
Lesson Frame: Building Fluency with 2s, 3s, 4s, 5s, 9s, and 10s	I can build fluency with 2s, 3s, 4s, 5s, 9s, and 10s multiplications and divisions.
Performance Tasks: Remembering Sheets, weekly fact fluency checks, Quick Quiz 3	Notes:
Topic 4: Multiply with 1 and 0	Length: 8 days
Standards: CC.3.OA.1, CC.3.OA.2, CC.3.OA.3, CC.3.OA.4, CC.3.OA.5, CC.3.OA.6, 3.OA.7, CC.3.OA.9	Academic Vocabulary: Commutative Property of Multiplication, Associative Property of Multiplication, Identity Property of Multiplication, Zero Property of Multiplication, equal groups, array, multiples, quotient, divisor
Lesson Frame: Multiply and Divide with 0 and 1	I can use multiplication properties and division rules as strategies to multiply and divide with 1 and 0.
Lesson Frame: Solve and Create Word Problems	I can identify, solve, and create word problems for multiplication and division.
Lesson Frame: Play Multiplication and Division Games	I can practice with 2s, 3s, 4s, 5s, 9s, and 10s multiplications and divisions.
Lesson Frame: Building Fluency with 0s, 1s, 2s, 3s, 4s, 5s, 9s, and 10s	I can practice with 0s, 1s, 2s, 3s, 4s, 5s, 9s, and 10s multiplications and divisions.
Performance Tasks: Remembering Sheets, weekly fact fluency checks, Quick Quiz 4, Unit 1 Review, Unit 1 Test	Notes:

Unit Name: Multiplication and Division with 6s, 7s, 8s and Multiply with Multiples of 10	Length: 22 days
Standards: CC.3.OA.1, CC.3.OA.2, CC.3.OA.3, CC.3.OA.4, CC.3.OA.5, CC.3.OA.6, 3.OA.7, CC.3.OA.8, CC.3.OA.9, CC.3.NBT.3, CC.3.MD.5, CC.3.MD.7	Outcomes: Students will understand that multiplication and division are inverse operations and that there are patterns in arithmetic and the larger world. Students will observe that mathematical explanations can be given using words, pictures, numbers, or symbols.
Essential Questions: How can you use your knowledge of multiplication and division to solve problems or answer questions? How do you write a good mathematical explanation? What patterns can be found in multiplication tables? How can you write a story to describe a multiplication and a division fact?	Learning Targets: Students will interpret and solve word problems with products and quotients of whole numbers using different mathematical tools. Students will understand the inverse relationship of addition, subtraction, multiplication, and division. Students will appropriately apply the associative, commutative, and distributive properties of operations as a strategy to multiply and divide. Students will demonstrate understanding of multiplication and division tables 6-8 and square numbers while continuing to build fluency with 0-5, 9, and 10. Students will demonstrate understanding and the ability to solve two-step word problems including an unknown quantity. Students will demonstrate the ability to identify patterns on addition and multiplication tables and explain how they work. Students will develop and understanding of multiplying with multiples of 10.
Topic 1: The Remaining Multiplications	Length: 11 days
Standards: CC.3.OA.1, CC.3.OA.2, CC.3.OA.3, CC.3.OA.4, CC.3.OA.5, CC.3.OA.6, 3.OA.7, CC.3.OA.9, CC.3.NBT.3, CC.3.MD.5a-b, CC.3.MD.7a-b	Academic Vocabulary: length, width, area, fast area drawing, fast array drawing, array problem, equal groups problem, area problem, square number
Lesson Frame: Multiply and Divide with 6	I can explore patterns in 6s count-bys, multiplications, and divisions, and solve multiplication problems.
Lesson Frame: Solve Area Word Problems	I can develop strategies for solving real-world area problems.
Lesson Frame: Multiply and Divide with 8	I can explore patterns in 8s count-bys, multiplications, and divisions, and solve multiplication problems.
Lesson Frame: Write Word Problems and Equations	I can write multiplication and division problems of various types.
Lesson Frame: Multiply and Divide with 7	I can explore patterns in 7s count-bys, multiplications, and divisions and solve word problems.
Lesson Frame: Square Numbers	I can understand what a square number is and describe square number patterns in the multiplication table.
Lesson Frame: Practice with 6s, 7s, and 8s	I can practice 6s, 7s, 8s ,multiplications and divisions.
Lesson Frame: Building Fluency with 0s - 10s	I can build fluency with 0s-10s.
Performance Tasks: Quick Quiz 1, weekly fact fluency checks	Notes:

Topic 2: Problem Solving and Multiples of 10	Length: 11 days
Standards: CC.3.OA.1, CC.3.OA.2, CC.3.OA.3, CC.3.OA.4, CC.3.OA.5, CC.3.OA.6, 3.OA.7, CC.3.OA.8.CC.3.OA.9, CC.3.NBT.3	Academic Vocabulary: expression, evaluate, multiple
Lesson Frame: Equations and Word Problems	I can represent and solve word problems using the four operations.
Lesson Frame: Write First Step Questions for Two Step Problems	I can develop strategies for solving two step word problems.
Lesson Frame: Make Sense of Two Step Word Problems	I can develop strategies for solving two step word problems.
Lesson Frame: Multiply with Multiples of 10	I can use place value and properties to multiply one digit numbers by multiples of 10.
Lesson Frame: Play Multiplication and Division Games	I can use strategies to fluently multiply and divide within 100 and solve two step word problems.
Lesson Frame: Building Fluency with 0s-10s	I can build fluency with 0-10s multiplications and divisions
Performance Tasks: Quick Quiz 2, weekly fact fluency checks, Unit 2 Review, Unit 2 Test	Notes:

Unit 3 Name: Measurement, Time, and Graphs	Length: 23 days
Standards: CC.3.OA.3, CC.3.NBT.2, CC.3.MD.1, CC.3.MD.2, CC.3.MD.3, CC.3.MD.4	Outcomes: Students independently use their learning to measure and describe attributes of real world objects using quantified unit amounts. They will independently use their learning to solve real world problems involving time and elapsed time. They will use their learning to represent a data set with a scaled picture or bar graph and solve problems using that information.
Essential Questions: What are the different types of measurement units? What are some ways to measure weight and time? How can we represent real world measurement situations visually? How do we measure time and intervals of time? Why do we analyze data? Describe when using a graph would be meaningful?	Learning Targets: Tell and write time to the nearest minute. Solve word problems involving time intervals. Use number lines to represent time intervals. Use drawings to represent a problem involving liquid volume and mass. Represent and interpret data. Generate measurement data and make a line plot.
Topic 1: Length, Capacity, Weight, and Mass	Length: 7 days
Standard(s): CC.3.OA.3, CC.3.MD.2, CC.3.MD.4	Academic Vocabulary: inch, foot, ruler, line segment, cup, fluid ounce, pint, quart, gallon, liquid volume, liter, milliliter, liquid volume, weight, pound ounce, mass, gram, kilogram
Lesson Frame: Customary Units of Length	I can measure length in inches, half inches, and quarter inches with a ruler.
Lesson Frame: Customary Units of Liquid Volume	I can use customary units of liquid volume.
Lesson Frame: Metric Units of Liquid Volume	I can use metric units of liquid volume.
Lesson Frame: Customary Units of Weight and Metric Units of Mass	I can measure and estimate weight and mass.
Lesson Frame: Solve Word Problems Involving Liquid Volume and Mass	I can solve word problems involving liquid volumes or masses using addition, subtraction, multiplication, and division.
Performance Tasks: Quick Quiz 1, Remembering Pages, weekly fact fluency checks	Notes:
Topic 2: Time and Data	Length: 11 days
Standard(s): CC.3.MD.1	Academic Vocabulary: A.M., P.M., elapsed time
Lesson Frame: Tell Time	I can tell and write time to the minute, quarter hour, half hour, and hour.
Lesson Frame: Before and After the Hour	I can tell and write the time before and after the hour to the nearest minute.
Lesson Frame: Elapsed Time	I can find elapsed time.
Lesson Frame: Add and Subtract Time	I can solve word problems involving addition and subtraction of time intervals in minutes.

Lesson Frame: Solve Word Problems Involving Time	I can solve word problems involving addition and subtraction of intervals of time.
Performance Tasks: Quick Quiz 2, Remembering pages, weekly fact fluency checks	Notes:
Topic 3: Pictographs, Bar Graphs, and Line Plots	Length: 10 days
Standards: CC.3.OA.3, CC.3.NBT.2, CC.3.MD.1, CC.3.MD.3, CC.3.MD.4	Academic Vocabulary: vertical axis, horizontal axis, vertical bar graph, horizontal bar graph, pictograph, axes, scale, key
Lesson Frame: Read and Create Pictographs and Bar Graphs	I can draw scaled pictographs and bar graphs and solve comparison problems using data in pictographs and bar graphs.
Lesson Frame: Read and Create Bar Graphs with Multi Digit Numbers	I can analyze to create horizontal and vertical bar graphs.
Lesson Frame: Represent and Organize Data	I can construct and analyse frequency tables and line plots.
Lesson Frame: Use Graphs to Solve Time and Measurement Problems	I can solve word problems using data in line plots and scaled bar graphs.
Performance Tasks: Quick Quiz 3, Remembering pages, weekly fact fluency checks, Unit 3 Review, Unit 3 Test	Notes:

Unit 4 Name: Multidigit Addition and Subtraction	Length: 25 days
Standards: CC.3.NBT.1, CC.3.NBT.2	Outcomes: Students understand every number in a multidigit number has a value based on its location. Students know that each place value implies 10 units. Students interpret sums and differences of larger digit numbers in real world problems.
Essential Questions: How does place value support addition and subtraction? How can you use addition and subtraction to solve problems? What does it mean when a number is rounded? In what situations would rounding/estimating numbers be useful?	Learning Targets: Students use place value understanding to round whole numbers to the nearest 10 and 100. Students fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
Topic 1: Understand Place Value and Rounding	Length: 7 days
Standards: CC.3.NBT.1, CC.3.NBT.2	Academic Vocabulary: Place value, place value drawing, ten stick, hundred stick, thousand bar
Lesson Frame: Make Place Value Drawings	I can make and interpret place value drawings.
Lesson Frame: Build Numbers	I can identify the value of a digit.
Lesson Frame: Place Value in Word Problems	I can use an understanding of place value to group and ungroup multi digit numbers and solve word problems.
Lesson Frame: Practice with Place Value	I can identify numbers from scrambled place value names and solve word problems.
Lesson Frame: Round to the Nearest Hundred	I can round numbers to the nearest hundred to estimate sums and differences.
Lesson Frame: Round to the Nearest Ten	I can round numbers to the nearest ten to estimate sums and differences.
Performance Tasks: Quick Quiz 1, Remembering pages, weekly fact fluency checks	Notes:
Topic 2: Addition and Subtraction Strategies and Group to Add	Length: 6 days
Standard(s): CC.3.NBT.1, CC.3.NBT.2	Academic Vocabulary: proof drawing, show all totals method, new groups below method, new groups above method, expression, grouping
Lesson Frame: Explore Multidigit Addition	I can discuss and apply multidigit addition methods.
Lesson Frame: Discuss Addition Methods	I can apply and discuss multidigit addition methods with place value alignment.
Lesson Frame: The Grouping Concept in Addition	I can decide when and how to group in multidigit addition.
Lesson Frame: Practice Addition	I can identify and explain errors in addition and solve word problems.
Performance Tasks: Quick Quiz 2, Remembering pages, weekly fact fluency checks	Notes:

Topic 3: Ungroup to Subtract	Length: 12 days
Standards: CC.3.OA.8, CC.3.OA.9, CC.3.NBT.1, CC.3.NBT.2	Academic Vocabulary: ungrouping, subtract, grouping, math mountain, addend, total, associative property of addition, commutative property of addition, identity property of addition
Lesson Frame: Ungroup to Subtract	I can explore methods for subtracting multi digit numbers.
Lesson Frame: Subtract Across Zeros	I can subtract with zeros in the top number.
Lesson Frame: Discuss Methods of Subtracting	I can subtract using two different methods.
Lesson Frame: Relate Addition and Subtraction	I can relate grouping in addition and ungrouping in subtraction.
Lesson Frame: Subtraction Practice	I can practice and discuss subtraction methods.
Lesson Frame: Addition and Subtraction Practice	I can practice and discuss addition and subtraction methods.
Lesson Frame: Solve Word Problems	I can solve word problems that involve two or more steps and assess reasonableness.
Performance Tasks: Quick Quiz 3, Remembering pages, weekly fact fluency checks	Notes:

Unit 5 Name: Write Equations to Solve Word Problems	Length: 17 days
Standards: CC.3.OA.3, CC.3.OA.4, CC.3.OA.8, CC.3.NBT.1, CC.3.NBT.2	Outcomes: Students use drawings and equations with a symbol for the unknown number to represent the problem. Students use information presented in scaled bar graphs to solve comparison problems. Students will use properties of operations to explain patterns.
Essential Questions: How can visual models and equations assist you in solving for the unknown in word problems? How can using the properties of operations help you to explain patterns in one and two step word problems, solve them, and write equations of your own?	Learning Targets: Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities. Solve two-step word problems using the four operations. Solve one- and two-step "how many more" and "how many less" problems. Identify arithmetic patterns (including patterns in the addition table or multiplication table).
Topic 1: Addition and Subtraction Situations	Length: 9 days
Standard(s): CC.3.OA.3, CC.3.OA.4, CC.3.NBT.1, CC.3.NBT.2	Academic Vocabulary: unknown addend, equation, total, sum, equality, inequality, addend, add to, take from, put together/take apart, expression, unknown start, situation equation, solution equation, compare, equal to (=), greater than (>), comparison problem, comparison bars, unknown amount
Lesson Frame: Addition and Subtraction Situations	I can solve addition and subtraction word problems.
Lesson Frame: Word Problems with Unknown Addends or Unknown Factors	I can represent and solve word problems with unknown addends and unknown factors.
Lesson Frame: Word Problems with Unknown Starts	I can solve word problems with unknown starts and write situation and solution equations for word problems.
Lesson Frame: Comparison Problems	I can solve comparison word problems.
Lesson Frame: Comparison Problems with Misleading Language	I can represent and solve comparison word problems with misleading language.
Lesson Frame: Word Problems with Extra, Hidden, or Not Enough Information	I can represent and solve word problems with extra, hidden or not enough information.
Performance Tasks: Quick Quiz 1, Remembering pages, weekly fact fluency checks	Notes:
Topic 2: Solve Two Step Word Problems	Length: 9 days

Standard(s): CC.3.OA.3, CC.3.OA.8, CC.3.NBT.2	Academic Vocabulary: Associative Property of Addition, Commutative Property of Addition, Identity Property of Addition, Associative Property of Multiplication, Commutative Property of Multiplication, Identity Property of Multiplication, Zero Property of Multiplication, Distributive Property of Multiplication
Lesson Frame: Write First Step Questions for Two Step Problems	I can use addition subtraction multiplication, and division to solve two step problems.
Lesson Frame: Solve Two Step Word Problems	I can solve word problems requiring two steps.
Lesson Frame: Equations and Two Step Word Problems	I can Solve word problems requiring two operations.
Lesson Frame: Practice with Two Step Word Problems	I can solve word problems using two step equations and decide if answers are reasonable.
Performance Tasks: Quick Quiz 2, Remembering pages, weekly fact fluency checks Unit 5 Review, Unit 5 Test	Notes:

Unit 6 Name: Polygons, Perimeter, and Area	Length: 17 days
Standard(s): CC.3.G.1, CC.3.G.2, CC.3.MD.5, CC.3.MD.5a, CC.3.MD.5b, CC.3.MD.6, CC.3.MD.7, CC.3.MD.7a, CC.3.MD.7b, CC.3.MD.7c, CC.3.MD.7d, CC.3.MD.8, CC.3.G.1	Outcomes: Students identify, classify, and describe properties of standard two- and three-dimensional shapes independently in order to recognize geometry in the world around them. Students use their understanding of geometric measurement and use the concept of area to relate area to multiplication and division. Students recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.
Essential Questions: What is a solid figure? How can you describe parts of solid figures? What is a polygon? How can you describe triangles? What are some special names for quadrilaterals? How can you use the attributes of two- and three-dimensional shapes to classify them? What are some ways to determine the area of rectangles? How are perimeter and area related? How do we use multiplication to find area?	Learning Targets: Recognize attributes of triangles, quadrilaterals, and other polygons. Decompose polygons into triangles and compose polygons from triangles. Recognize perimeter and area as attributes of plane figures and find ways to measure both attributes. Investigate the relationship between perimeter and area. Solve real world problems involving area, perimeter, and unknown side lengths.
Topic 1: Analyzing Triangles and Quadrilaterals	Length: 5 days
Standard(s): CC.3.G.1, CC.3.G.2	Academic Vocabulary: angle, concave, convex, decagon, hexagon, octagon, polygon, pentagon, ray, right angle, opposite, parallelogram, rectangle, rhombus, square, trapezoid, parallel, quadrilateral,
Lesson Frame: Triangles	I can understand the relationship between angles, triangles, and polygons.
Lesson Frame: Parallelograms, Rectangles, Square, and Rhombuses	I can explore the relationships among parallelograms, rectangles, squares, rhombuses, and trapezoids.
Lesson Frame: Draw Quadrilaterals	I can draw quadrilaterals.
Lesson Frame: Classify Quadrilaterals	I can describe the relationships among various types of quadrilaterals and draw quadrilaterals that match a description.
Performance Tasks: Quick Quiz 1, Remembering pages, weekly fact fluency checks	Notes:
Topic 2: Area and Perimeter	Length: 11 days

Standard(s): CC.3.G.1, CC.3.MD.5, CC.3.MD.5a, CC.3.MD.5b, CC.3.MD.6, CC.3.MD.7, CC.3.MD.7a, CC.3.MD.7b, CC.3.MD.7c, CC.3.MD.7d, CC.3.MD.8, CC.3.G.1	Academic Vocabulary: area, perimeter, unit square, side length, decompose, rectilinear polygon, dimensions, tangram
Lesson Frame: Perimeter and Area	I can develop concepts of perimeter and area.
Lesson Frame: Side Lengths with Area and Perimeter	I can use side lengths in area and perimeter calculations and problems.
Lesson Frame: Compare Areas and Perimeters	I can recognize that rectangles with the same perimeter can have different areas, and rectangles with the same area can have different perimeters.
Lesson Frame: Area of Rectilinear Figures	I can find the area of figures by decomposing them into rectangles.
Lesson Frame: Solve Perimeter and Area Problems	I can use concepts of perimeter and area to solve real world problems.
Lesson Frame: Tangram Shapes and Area	I can use tangram shapes to find areas of figures.
Performance Tasks: Quick Quiz 2, Remembering pages, weekly fact fluency checks, Unit 6 Review, Unit 6 Test	Notes:

Unit 7 Name: Explore Fractions	Length: 16 days
Standards: CC.3.NF.1, CC.3.NF.2a, CC.3.NF.2b, CC.3.NF.3d, CC.3.G.2, CC.3.NF.3a, CC.3.NF.3b, CC.3.NF.3c, CC.3.NF.3d	Outcomes: Students develop and understanding of fractions as numbers, and like whole numbers fractions have a place on the number line. Students refer to a fraction as relative to the size of the whole, and know that different but equivalent fractions can be used to represent the same amount. Students can now independently use their learning to represent and interpret real world items as fractional parts by reasoning with shapes and their attributes.
Essential Questions: What is a unit fraction? How do we use a number line to show fractions? How can fractions be used to represent numbers and their parts? How can we show equivalent fractions? How can we compare fractions with the same numerator or the same denominator?	Learning Targets: Understand the meaning of fractions and see that fractions must be equal parts of the same whole. Build non-unit fractions from unit fractions. Represent fractions in various ways, including fraction bars, number lines, and fraction strips. Compare unit fractions and compare fractions with either the same numerator or the same denominator. Find equivalent fractions.
Topic 1: Fraction Concepts	Length: 8 days
Standards: CC.3.NF.1, CC.3.NF.2a, CC.3.NF.2b, CC.3.NF.3d, CC.3.G.2	Academic Vocabulary: fraction, numerator, denominator, unit fraction, whole, number line, locate
Lesson Frame: Understand Fractions	I can develop a conceptual understanding of unit fractions and how they are used to build other fractions.
Lesson Frame: Model Fractions	I can use fraction bars and number lines to represent fractions.
Lesson Frame: Locate Fractions on the Number Line	I can locate fractions on the number line.
Lesson Frame: Compare Unit Fractions	I can use fraction bars and number lines to compare unit fractions.
Lesson Frame: Compare Fractions	I can use fraction circles to develop understanding of comparing fractions with the same denominator or with the same numerator.
Performance Tasks: Quick Quiz 1, Remembering pages, weekly fact fluency checks	Notes:
Topic 2: Equivalent Fractions	Length: 8 days
Standard(s): CC.3.NF.1, CC.3.NF.2a, CC.3.NF.2b, CC.3.NF.3d, CC.3.G.2, CC.3.NF.3a, CC.3.NF.3b, CC.3.NF.3c, CC.3.NF.3d	Academic Vocabulary: equivalent fractions, denominator, numerator, equivalence chain, equivalent
Lesson Frame: Introduce Equivalence	I can develop understanding of equivalent fractions.
Lesson Frame: Equivalent Fractions	I can find two or more equivalent fractions using number lines.
Lesson Frame: Problem Solving with Fractions	I can use fraction concepts to solve real world problems.
Performance Tasks: Quick Quiz 2, Remembering pages, weekly fact fluency checks, Unit 7 Review, Unit 7 Test	Notes:

Unit Name: Geometry	Length: 13 days
Standards: CC.4.MD.5, CC.4.MD.5a, CC.MD.5b, CC.4.MD.6, CC.4.MD.7, CC.4.G.1, CC.4.G.2, CC.4.G.3, CC.4.OA.5	Outcomes: Students classify and draw angles, triangles, and quadrilaterals. They identify and draw parallel and perpendicular lines, as well as lines of symmetry in geometric figures.
Essential Questions: How are the different types of lines and angles related to the creation of polygons?	Learning Targets: Use a protractor to measure angles. Use an equation with a symbol for an unknown angle measure.
Topic 1: Measuring and Drawing Angles	Length: 3 days
Standard(s): CC.4.MD.5, CC.4.MD.5a, CC.MD.5b, CC.4.MD.6, CC.4.MD.7, CC.4.G.1	Academic Vocabulary: point, line, line segment, endpoint, angle, ray, vertex, right angle, acute angle, obtuse angle, straight angle, degree, protractor, circle, reflex angle
Lesson Frame: Points, Rays, and Angles	I can draw and describe points, rays, angles, and other simple geometric figures.
Lesson Frame: Measuring Angles	I can draw and measure angles.
Lesson Frame: Circles and Angles	I can identify, measure, and draw angles in a circle.
Performance Tasks: Quick Quiz 1	Notes:
Topic 2: Triangles and Angle Measurements	Length: 3 days
Standard(s): CC.4.MD.6, CC.4.MD.7, CC.4.G.1, CC.4.G.2	Academic Vocabulary: triangle, right triangle, obtuse triangle, acute triangle, congruent, equilateral triangle, isosceles triangle, scalene triangle, adjacent angles, compose, decompose
Lesson Frame: Name Triangles	I can draw and classify triangles by their angles and sides.
Lesson Frame: Compose and Decompose Angles	I can find unknown angle measures.
Lesson Frame: Real World Problems	I can add and subtract angle measures in real world situations.
Performance Tasks: Quick Quiz 2	Notes:
Topic 3: Analyzing Quadrilaterals	Length: 3 days
Standard(s): CC.4.G.1, CC.4.G.2	Academic Vocabulary: parallel, perpendicular, quadrilateral, adjacent, opposite, trapezoid, parallelogram, rhombus, rectangle, square, diagonal, congruent, vertex
Lesson Frame: Parallel and Perpendicular Lines and Line Segments	I can demonstrate understanding of parallel and perpendicular figures.
Lesson Frame: Classify Quadrilaterals	I can name and classify quadrilaterals based on sides and angles.
Lesson Frame: Decompose Quadrilaterals and Triangles	I can decompose quadrilaterals and triangles into other figures.

Performance Tasks: Quick Quiz 3	Notes:
Topic 4: Analyzing Polygons	Length: 4 days
Standard(s): CC.4.G.1, CC.4.G.2, CC.4.G.3, CC.4.OA.5	Academic Vocabulary: polygon, line symmetry, line of symmetry
Lesson Frame: Classify Polygons	I can sort triangles and quadrilaterals by a number of different rules.
Lesson Frame: Line Symmetry	I can recognize and draw lines of symmetry and determine when figures have line symmetry.
Lesson Frame: Unit Review and Test	I can classify and draw angles, triangles, and quadrilaterals and identify and draw parallel and perpendicular lines, as well as lines of symmetry in geometric figures.
Performance Tasks: Quick Quiz 4, Unit 8 Review, Unit 8 Test	Notes:

Course Name:	4th Grade Math		
Credits:	N/A		
Prerequisites:	N/A		
Description:	In Grade 4, instructional time focuses on four critical areas: 1) develop an understanding of strategies used in solving multidigit multiplication and division problems, 2) develop an understanding of fractions and how to compare them, 3) develop an understanding of converting Customary and metric units of measurement, and 4) develop an understanding of basic geometry (lines, angles, polygons, etc).		
Academic Standards:	Wisconsin State Standards in Mathematics (2011)		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Place Value and Multidigit Addition and Subtraction	15 days	CC.4.NBT.1, CC.4.NBT.2, CC.4.NBT.3, CC.4.NBT.4, CC.4.OA.3, CC.4.MD.2	Students use place value to compare and round multidigit numbers. They use place value concepts and grouping and ungrouping methods to add and subtract multidigit numbers.
Multiplication with Whole Numbers	20 days	CC.4.NBT.1, CC.4.NBT.2, CC.4.NBT.3, CC.4.NBT.5, CC.4.OA.3, CC.4.MD.2	Students use place value, area models, and numerical methods to multiply one-digit numbers by two-, three-, and four-digit numbers. They also solve two-digit by two-digit multiplication problems.
Division with Whole Numbers	12 days	CC.NBT.3, CC.4.NBT.6, CC.4.OA.3	Students adapt methods they learned for multiplying to divide with whole numbers. They interpret quotients and remainders in the context of real world problems.
Equations and Word Problems	13 days	CC.4.NBT.4, CC.4.NBT.5, CC.4.NBT.6, CC.4.MD.2, CC.4.OA.1, CC.4.OA.2, CC.4.OA.3, CC.4.OA.4, CC.4.OA.5	Students write and solve equations to solve real world problems involving addition, subtraction, multiplication, and division. They also find factors and multiples of whole numbers, and identify and extend numerical and geometric patterns.
Measurement	9 days	CC.4.MD.1, CC.4.MD.2, CC.4.MD.3, CC.4.MD.4	Students develop their understanding of U.S. Customary and metric measurement units, including converting from larger units to smaller units. Students apply their knowledge to area and perimeter formulas.
Fraction Concepts and Operations	11 days	CC.4.NF.2, CC.4.NF.3, CC.4.NF.3a, CC.4.NF.3b, CC.4.NF.3c, CC.4.NF.3d, CC.4.NF.4, CC.4.NF.4a, CC.4.NF.4b, CC.4.NF.4c, CC.4.MD.2, CC.4.MD.4	Students apply fraction concepts to add and subtract fractions and mixed numbers with like denominators and multiply whole numbers by fractions.

Fraction and Decimals	14 days	CC.4.NF.1, CC.4.NF.2, CC.4.NF.5, CC.4.NF.6, CC.4.NF.7, CC.4.MD.2, CC.4.MD.4	Students compare fractions with like and unlike denominators. They model related fractions, mixed numbers, and decimals.
Geometry	13 days	CC.4.MD.5, CC.4.MD.5a, CC.4.MD.5b, CC.4.MD.6, CC.4.MD.7, CC.4.G.1, CC.4.G.2, CC.4.G.3, CC.4.OA.5	Students classify and draw angles, triangles, and quadrilaterals. They identify and draw parallel and perpendicular lines, as well as lines of symmetry in geometric figures.

Unit 1 Name: Place Value and Multidigit Addition and Subtraction	Length: 15 days
Standards: CC.4.NBT.1, CC.4.NBT.2, CC.4.NBT.3, CC.4.NBT.4, CC.4.OA.3, CC.4.MD.2	Outcomes: Students use place value to compare and round multidigit numbers. They use place value concepts and grouping and ungrouping methods to add and subtract multidigit numbers.
Essential Questions: How does place value understanding assist in addition and subtraction computation?	Learning Targets: Use place value drawings to help them conceptualize numbers and understand the relative sizes of place values. Use different methods to add and subtract whole numbers.
Topic 1: Place Value to One Million	Length: 5 days
Standard(s): CC.4.NBT.1, CC.4.NBT.2, CC.4.NBT.3	Academic Vocabulary: place value drawings, dot array, digit, standard form, word form, expanded form, greater than, less than
Lesson Frame: Place Value to Thousands	I can identify the place value of numbers through thousands.
Lesson Frame: Place Value Patterns	I can read, write, and model numbers to thousands.
Lesson Frame: Round Numbers	I can round and compare multidigit whole numbers by value of the digits in each place.
Lesson Frame: Numbers to One Million	I can identify the place value of numbers to one million.
Lesson Frame: Compare and Round Greater Numbers	I can compare and round multidigit whole numbers.
Performance Tasks: Quick Quiz 1	Notes:
Topic 2: Addition with Greater Numbers	Length: 3 days
Standard(s): CC.4.NBT.3, CC.4.NBT.4, CC.4.OA.3, CC.4.MD.2	Academic Vocabulary: groups, sum, digit
Lesson Frame: Make New Groups for Addition	I can add four digit numbers.
Lesson Frame: Add Greater Numbers	I can add multidigit numbers.
Lesson Frame: Estimation and Mental Math	I can add using estimation and mental math.
Performance Tasks: Quick Quiz 2	Notes:
Topic 3: Subtraction with Greater Numbers	Length: 7 days
Standard(s): CC.4.NBT.3, CC.4.NBT.4, CC.4.OA.3, CC.4.MD.2	Academic Vocabulary: difference, inverse operations, addend
Lesson Frame: Subtract from Thousands	I can subtract multi digit whole numbers.
Lesson Frame: Subtraction Undoes Addition	I can relate subtraction to addition.

Lesson Frame: Subtract Greater Numbers	I can use methods for ungrouping to subtract any size numbers.
Lesson Frame: Practice Addition and Subtraction	I can add and subtract multi digit numbers.
Lesson Frame: Problem Solving with Greater Numbers	I can solve addition and subtraction word problems with greater numbers.
Performance Tasks: Quick Quiz 3, Unit 1 Review, Unit 1 Test	Notes:

Unit 2 Name: Multiplication With Whole Numbers	Length: 20 days
Standards: CC.4.NBT.1, CC.4.NBT.2, CC.4.NBT.3, CC.4.NBT.5, CC.4.OA.3, CC.4.MD.2	Outcomes: Students use place value, area models, and numerical methods to multiply one-digit numbers by two-, three-, and four-digit numbers. They also solve two-digit by two-digit multiplication problems.
Essential Questions: How can visual models assist you in solving multidigit multiplication problems?	Learning Targets: Draw visual array and area diagrams to represent multiplication. Reason repeatedly about the connection between math drawings and written numerical work. See that multiplication and division algorithms are summaries of their reasoning about quantities.
Topic 1: Multiplication with Tens and Hundreds	Length: 3 days
Standard(s): CC.4.NBT.1, CC.4.NBT.5	Academic Vocabulary: array, area, area model, square unit, factor, product
Lesson Frame: Arrays and Area Models	I can use area models for multiplication of ones and tens.
Lesson Frame: Connect Place Value and Multiplication	I can use place value understanding to multiply tens.
Lesson Frame: Mental Math and Multiplication	I can use patterns in multiplication with ones, tens, and hundreds.
Performance Tasks: Quick Quiz 1	Notes:
Topic 2: Multiply by One-Digit Numbers	Length: 8 days
Standard(s): CC.4.NBT.2, CC.4.NBT.3, CC.4.NBT.5, CC.4.OA.3, CC.4.MD.2	Academic Vocabulary: estimate, rounding, place value section method, expanded notation method, Distributive Property, partial products, Algebraic Notation Method, Shortcut Method
Lesson Frame: Model One-Digit by Two-Digit Multiplication	I can represent one-digit by two-digit multiplication using area models.
Lesson Frame: Estimate Products	I can use estimation and multiplication with tens to check products and solve real world word problems.
Lesson Frame: Use Place Value to Multiply	I can relate the area model of multiplication to numerical methods of multiplication.
Lesson Frame: Algebraic Notation Method	I can relate the Distributive Property to multiplication.
Lesson Frame: Compare Methods of One-Digit by Two-Digit Multiplication	I can use area models and numerical methods of multiplication.
Lesson Frame: Discuss Different Methods	I can compare and analyze methods of multiplication.
Lesson Frame: One-Digit by Three-Digit Multiplication	I can model one-digit by three-digit multiplication.
Lesson Frame: Multi Step Word Problems	I can solve real world problems.

Performance Tasks: Quick Quiz 2	Notes:
Topic 3: Multiplication with Two-Digit Numbers	Length: 4 days
Standard(s): CC.4.NBT.2, CC.4.NBT.5, CC.4.OA.3	Academic Vocabulary: No new vocabulary
Lesson Frame: Two-Digit by Two-Digit Multiplication	I can represent two-digit by two-digit multiplication using area models.
Lesson Frame: Different Methods for Two-Digit Multiplication	I can use different methods of two-digit by two-digit multiplication.
Lesson Frame: Check Products of Two-Digit Numbers	I can compare methods of multiplication and estimate products of two-digit numbers.
Lesson Frame: Practice Multiplication	I can practice two-digit by two-digit multiplication.
Performance Tasks: Quick Quiz 3	Notes:
Topic 4: Multiplication with Thousands	Length: 5 days
Standard(s): CC.4.NBT.2, CC.4.NBT.3, CC.4.NBT.5, CC.4.OA.3, CC.4.MD.2	Academic Vocabulary: No new vocabulary
Lesson Frame: Multiply One-Digit and Four-Digit Numbers	I can multiply with thousands.
Lesson Frame: Use the Shortcut Method	I can multiply one-digit numbers by four-digit numbers.
Lesson Frame: Practice Multiplication	I can perform multi digit multiplication with up to one-digit by four-digits.
Performance Tasks: Quick Quiz 4, Unit 2 Review, Unit 2 Test	Notes:

Unit 3 Name: Division With Whole Numbers	Length: 12 days
Standards: CC.NBT.3, CC.4.NBT.6, CC.4.OA.3	Outcomes: Students adapt methods they learned for multiplying to divide with whole numbers. They interpret quotients and remainders in the context of real world problems.
Essential Questions: How can visual models assist you in solving multidigit division problems? What is the relationship between multiplication and division?	Learning Targets: Draw visual array and rectangle diagrams to represent multiplication. Reason repeatedly about the connection between math drawings and written numerical work. See that division algorithms are summaries of their reasoning about quantities.
Topic 1: Dividing Whole Numbers	Length: 6 days
Standard(s): CC.4.NBT.6	Academic Vocabulary: divisor, dividend, quotient
Lesson Frame: Divide With Remainders	I can divide with remainders. I can use multiplication patterns to divide with zeros.
Lesson Frame: Relate 3-Digit Multiplication to Division	I can use multiplication methods to divide.
Lesson Frame: Discuss 2-Digit and 4-Digit Quotients	I can divide with 2-digit and 4-digit quotients.
Lesson Frame: Digit-by-Digit Method	I can use the Digit-by-Digit Method to divide.
Lesson Frame: Relate Three Methods	I can divide with 4-digit dividends.
Lesson Frame: Divide by Any Method	I can solve division problems by using any method.
Performance Tasks: Quick Quiz 1	Notes:
Topic 2: Division Issues and Word Problems	Length: 6 days
Standard(s): CC.NBT.3, CC.4.NBT.6, CC.4.OA.3	Academic Vocabulary: situation equation, solution equation
Lesson Frame: Just-Under Quotient Digits	I can determine the correct-size multiplier for a division quotient.
Lesson Frame: Estimate to Check Quotients	I can use rounding and estimation to check quotients.
Lesson Frame: Make Sense of Remainders	I can understand different ways to interpret remainders in division.
Lesson Frame: Mixed Problem Solving	I can solve word problems with mixed operations.
Performance Tasks: Quick Quiz 2, Unit 3 Review, Unit 3 Test	Notes:

Unit 4 Name: Equations and Word Problems	Length: 13 days
Standards: CC.4.NBT.4, CC.4.NBT.5, CC.4.NBT.6, CC.4.MD.2, CC.4.OA.1, CC.4.OA.2, CC.4.OA.3, CC.4.OA.4, CC.4.OA.5	Outcomes: Students write and solve equations to solve real world problems involving addition, subtraction, multiplication, and division. They also find factors and multiples of whole numbers, and identify and extend numerical and geometric patterns.
Essential Questions: How can real world problems be represented in an equation?	Learning Targets: Use drawings and equations with a symbol for the unknown number to represent the problem. Represent verbal statements of multiplicative comparisons as multiplication equations. Write equations to represent problems with more than one step.
Topic 1: Reasoning and Solving Problems	Length: 3 days
Standard(s): CC.4.NBT.4, CC.4.NBT.5, CC.4.NBT.6, CC.4.MD.2	Academic Vocabulary: expression, equation, simplify, term, evaluate, sum, difference, inverse operations, break-apart drawing, situation equation, solution equation, factor pair.
Lesson Frame: Properties and Algebraic Notation	I can demonstrate an understanding of properties and algebraic notation.
Lesson Frame: Situation and Solution Equations for Addition and Subtraction	I can read, write, and solve addition and subtraction equations.
Lesson Frame: Situation and Solution Equations for Multiplication and Division	I can write equations to solve multiplication and division problems.
Performance Tasks: Quick Quiz 1	Notes:
Topic 2: Comparison Word Problems	Length: 3 days
Standard(s): CC.4.OA.1, CC.4.OA.2	Academic Vocabulary: compare, comparison bars, comparison situation, fewer, pictograph
Lesson Frame: Multiplication Comparisons	I can write and solve multiplication and division equations for comparison problems.
Lesson Frame: Discuss Comparison Problems	I can write, solve, and compare addition and multiplication comparison problems.

Lesson Frame: Graphs and Comparison Problems	I can answer comparison questions about a pictograph and a bar graph.
Performance Tasks: Quick Quiz 2	Notes:
Topic 3: Problems with More Than One Step	Length: 3 days
Standard(s): CC.4.OA.3	Academic Vocabulary: No new vocabulary
Lesson Frame: Solve Two-Step Problems	I can use equations to solve two-step word problems involving all four operations.
Lesson Frame: Solve Multi-Step Problems	I can use equations to solve multi-step word problems involving all four operations.
Lesson Frame: Practice with Multi Step Problems	I can use addition, subtraction, multiplication, and division to solve problems that involve more than one step.
Performance Tasks: Quick Quiz 3	Notes:
Topic 4: Analyzing Patterns	Length: 4 days
Standard(s): CC.4.NBT.4, CC.4.NBT.5, CC.4.NBT.6, CC.4.MD.2, CC.4.OA.1, CC.4.OA.2, CC.4.OA.3, CC.4.OA.4, CC.4.OA.5	Academic Vocabulary: prime number, composite number, multiple, pattern, sequence, term
Lesson Frame: Factors and Prime Numbers	I can practice with factors, multiples, and prime and composite numbers.
Lesson Frame: Analyze Patterns	I can generate number or shape patterns.
Performance Tasks: Quick Quiz 4, Unit 4 Review, Unit 4 Test	Notes:

Unit 5 Name: Measurement	Length: 9 days
Standards: CC.4.MD.1, CC.4.MD.2, CC.4.MD.3, CC.4.MD.4	Outcomes: Students develop their understanding of U.S. Customary and metric measurement units, including converting from larger units to smaller units. Students apply their knowledge to area and perimeter formulas.
Essential Questions: How does converting units of measurement (both U.S. Customary and metric) relate to equivalent quantities? How does finding area and perimeter relate to real world situations?	Learning Targets: Use a two column table to record measurement equivalents. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. Apply the perimeter and area formulas for rectangles in real world and mathematical problems.
Topic 1: Converting Measurements	Length: 5 days
Standard(s): CC.4.MD.1, CC.4.MD.2, CC.4.MD.4	Academic Vocabulary: millimeter, centimeter, decimeter, meter, kilometer, prefixes, metric system, liquid volume, liter, kiloliter, milliliter, mass, gram, kilogram, milligram, line plot, inch, foot, yard, mile, pound, ounce, ton, cup, fluid ounce, quart, pint, gallon
Lesson Frame: Measure Length	I can explore the system of metric units of length.
Lesson Frame: Metric Measures of Liquid Volumes and Mass	I can recognize and measure metric units of liquid volume and mass.
Lesson Frame: Units of Time	I can solve problems involving different units of time.
Lesson Frame: Customary Measures of Length	I can apply knowledge of customary units of length.
Lesson Frame: Customary Measures of Weight and Liquid Volume	I can understand and use customary units of weight and liquid volume.
Performance Tasks: Quick Quiz 1	Notes:
Topic 2: Perimeter and Area	Length: 4 days
Standard(s): CC.4.MD.1, CC.4.MD.2, CC.4.MD.3	Academic Vocabulary: perimeter, length, width, formula, area, square unit
Lesson Frame: Perimeter and Area of Rectangles	I can explore the general methods for finding perimeter and area of rectangles.
Lesson Frame: Solve Measurement Problems	I can solve real world measurement word problems involving all four operations.
Performance Tasks: Quick Quiz 2, Unit 5 Review, Unit 5 Test	Notes:

Unit 6 Name: Fraction Concepts and Operations	Length: 11 days
Standards: CC.4.NF.2, CC.4.NF.3, CC.4.NF.3a, CC.4.NF.3b, CC.4.NF.3c, CC.4.NF.3d, CC.4.NF.4, CC.4.NF.4a, CC.4.NF.4b, CC.4.NF.4c, CC.4.MD.2, CC.4.MD.4	Outcomes: Students apply fraction concepts to add and subtract fractions and mixed numbers with like denominators and multiply whole numbers by fractions.
Essential Questions: How can fraction models be used to make comparisons? How can fraction models be used to solve addition and subtraction problems?	Learning Targets: Decompose a fraction into a sum of fractions with the same denominator in more than one way. Justify decompositions by using a visual fraction model. Use visual fraction models and equations to represent a problem.
Topic 1: Fractions with Like Denominators	Length: 3 days
Standard(s): CC.4.NF.2, CC.4.NF.3, CC.4.NF.3a, CC.4.NF.3b, CC.4.NF.3d, CC.4.NF.4a, CC.4.MD.2	Academic Vocabulary: unit fraction, fraction numerator, denominator
Lesson Frame: Understand Fractions	I can understand fractions as sums of unit fractions.
Lesson Frame: Fractions that Add to One	I can find pairs of fractions that add to one.
Lesson Frame: Add and Subtract Fractions with Like Denominators	I can add and subtract fractions with like denominators.
Performance Tasks: Quick Quiz 1	Notes:
Topic 2: Mixed Numbers with Like Denominators	Length: 3 days
Standard(s): CC.4.NF.2, CC.4.NF.3, CC.4.NF.3a, CC.4.NF.3b, CC.4.NF.3c, CC.4.NF.3d, CC.4.NF.4a, CC.4.MD.2, CC.4.MD.4	Academic Vocabulary: mixed number
Lesson Frame: Mixed Numbers and Fractions Greater Than 1	I can understand mixed numbers and fractions greater than 1.
Lesson Frame: Add and Subtract Mixed Numbers with Like Denominators	I can understand addition and subtraction with fractions greater than 1 and mixed numbers.
Lesson Frame: Practice with Fractions and Mixed Numbers	I can solve problems involving addition and subtraction of fractions and mixed numbers.
Performance Tasks:	Notes:

Topic 3: Multiply Fractions and Whole Numbers	Length: 4 days
Standard(s): CC.4.NF.2, CC.4.NF.3, CC.4.NF.3a, CC.4.NF.3b, CC.4.NF.3c, CC.4.NF.3d, CC.4.NF.4, CC.4.NF.4a, CC.4.NF.4b, CC.4.NF.4c, CC.4.MD.2	Academic Vocabulary: No new vocabulary
Lesson Frame: Multiply a Fraction by a Whole Number	I can understand multiplication of fractions by whole numbers.
Lesson Frame: Practice Multiplying a Fraction by a Whole Number	I can solve problems that require multiplying a fraction by a whole number.
Lesson Frame: Mixed Practice	I can practice operations with fractions.
Lesson Frame: Review and Test	I can apply fraction concepts to add and subtract fractions and mixed numbers with like denominators and multiply whole numbers by fractions.
Performance Tasks: Quick Quiz 3, Unit 6 Review, Unit 6 Test	Notes:

Unit 7 Name: Fraction and Decimals	Length: 14 days
Standards: CC.4.NF.1, CC.4.NF.2, CC.4.NF.5, CC.4.NF.6, CC.4.NF.7, CC.4.MD.2, CC.4.MD.4	Outcomes: Students compare fractions with like and unlike denominators. They model related fractions, mixed numbers, and decimals.
Essential Questions: How does creating common denominators or numerators assist in comparing fractions?	Learning Targets: Use visual fraction models to explain equivalent fractions. Create common denominators or numerators by comparing to a benchmark to compare fractions. Use the symbols $>$, $<$, or $=$ to compare fractions and justify conclusions using a visual model.
Topic 1: Comparing Fractions	Length: 3 days
Standard(s): CC.4.NF.2	Academic Vocabulary: No new vocabulary.
Lesson Frame: Compare Fractions	I can compare non-unit fractions.
Lesson Frame: Fractions on the Number Line	I can use the number line model for fractions.
Lesson Frame: Fractions of Different-Size Wholes	I can understand that the size of a fraction depends on the size of the whole.
Performance Tasks: Quick Quiz 1	Notes:
Topic 2: Equivalent Fractions	Length: 4 days
Standard(s): CC.4.NF.1, CC.4.NF.2, CC.4.NF.5, CC.4.MD.4	Academic Vocabulary: equivalent fractions, simplify, common denominator
Lesson Frame: Equivalent Fractions Using Multiplication	I can find equivalent fractions using multiplication.
Lesson Frame: Equivalent Fractions Using Division	I can find equivalent fractions using division.
Lesson Frame: Compare Fractions with Unlike Denominators	I can compare fractions with unlike denominators.
Lesson Frame: Fractions and Line Plots	I can make and use line plots with fractions.
Performance Task: Quick Quiz 2	Notes:
Topic 3: Understanding Decimals	Length: 7 days
Standard(s): CC.4.NF.1, CC.4.NF.2, CC.4.NF.6, CC.4.NF.7, CC.4.MD.2, CC.4.MD.4	Academic Vocabulary: tenths, hundredths, decimal number
Lesson Frame: Relate Fractions and Decimals	I can model related fractions, decimals, and mixed numbers.
Lesson Frame: Explore Decimal Numbers	I can recognize equivalent tenths and hundredths and model decimal numbers.

Lesson Frame: Compare Decimals to Hundredths	I can write and compare decimals in tenths and in hundredths.
Lesson Frame: Decimals Greater Than 1	I can read, write, and model decimals greater than 1.
Lesson Frame: Compare Decimals Greater Than 1	I can compare decimal numbers.
Lesson Frame: Unit Review and Test	I can compare fractions with like and unlike denominators and model related fractions, mixed numbers, and decimals.
Performance Tasks: Quick Quiz 3, Unit 7 Review, Unit 7 Test	Notes:

Unit Name: Geometry	Length: 13 days
Standards: CC.4.MD.5, CC.4.MD.5a, CC.MD.5b, CC.4.MD.6, CC.4.MD.7, CC.4.G.1, CC.4.G.2, CC.4.G.3, CC.4.OA.5	Outcomes: Students classify and draw angles, triangles, and quadrilaterals. They identify and draw parallel and perpendicular lines, as well as lines of symmetry in geometric figures.
Essential Questions: How are the different types of lines and angles related to the creation of polygons?	Learning Targets: Use a protractor to measure angles. Use an equation with a symbol for an unknown angle measure.
Topic 1: Measuring and Drawing Angles	Length: 3 days
Standard(s): CC.4.MD.5, CC.4.MD.5a, CC.MD.5b, CC.4.MD.6, CC.4.MD.7, CC.4.G.1	Academic Vocabulary: point, line, line segment, endpoint, angle, ray, vertex, right angle, acute angle, obtuse angle, straight angle, degree, protractor, circle, reflex angle
Lesson Frame: Points, Rays, and Angles	I can draw and describe points, rays, angles, and other simple geometric figures.
Lesson Frame: Measuring Angles	I can draw and measure angles.
Lesson Frame: Circles and Angles	I can identify, measure, and draw angles in a circle.
Performance Tasks: Quick Quiz 1	Notes:
Topic 2: Triangles and Angle Measurements	Length: 3 days
Standard(s): CC.4.MD.6, CC.4.MD.7, CC.4.G.1, CC.4.G.2	Academic Vocabulary: triangle, right triangle, obtuse triangle, acute triangle, congruent, equilateral triangle, isosceles triangle, scalene triangle, adjacent angles, compose, decompose
Lesson Frame: Name Triangles	I can draw and classify triangles by their angles and sides.
Lesson Frame: Compose and Decompose Angles	I can find unknown angle measures.
Lesson Frame: Real World Problems	I can add and subtract angle measures in real world situations.
Performance Tasks: Quick Quiz 2	Notes:
Topic 3: Analyzing Quadrilaterals	Length: 3 days
Standard(s): CC.4.G.1, CC.4.G.2	Academic Vocabulary: parallel, perpendicular, quadrilateral, adjacent, opposite, trapezoid, parallelogram, rhombus, rectangle, square, diagonal, congruent, vertex
Lesson Frame: Parallel and Perpendicular Lines and Line Segments	I can demonstrate understanding of parallel and perpendicular figures.

Lesson Frame: Classify Quadrilaterals	I can name and classify quadrilaterals based on sides and angles.
Lesson Frame: Decompose Quadrilaterals and Triangles	I can decompose quadrilaterals and triangles into other figures.
Performance Tasks: Quick Quiz 3	Notes:
Topic 4: Analyzing Polygons	Length: 4 days
Standard(s): CC.4.G.1, CC.4.G.2, CC.4.G.3, CC.4.OA.5	Academic Vocabulary: polygon, line symmetry, line of symmetry
Lesson Frame: Classify Polygons	I can sort triangles and quadrilaterals by a number of different rules.
Lesson Frame: Line Symmetry	I can recognize and draw lines of symmetry and determine when figures have line symmetry.
Lesson Frame: Unit Review and Test	I can classify and draw angles, triangles, and quadrilaterals and identify and draw parallel and perpendicular lines, as well as lines of symmetry in geometric figures.
Performance Tasks: Quick Quiz 4, Unit 8 Review, Unit 8 Test	Notes:

Course Name:	5th Grade Math		
Credits:	N/A		
Prerequisites:	N/A		
Description:	In Grade 5, instructional time focuses on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.		
Academic Standards:	Wisconsin State Standards in Mathematics (2011)		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Addition and Subtraction with Fractions	20 days	CC.5.NF.1, CC.5.NF.2, CC.5.MD.2	Fractions and decimals represent a relationship between two numbers. Fractions are division models. The use of area models, fraction strips, and number lines are effective strategies to model sums and differences. Use equivalent fractions as a strategy to add and subtract fractions. Use number sense of fractions to estimate and assess reasonableness of answers to word problems.
Addition and Subtraction with Decimals	17 days	CC.5.NBT.1, CC.5.NBT.3, CC.5.NBT.3a, CC.5.NBT.3b, CC.5.NBT.4, CC.5.NBT.7, CC.5.MD.1	The number system is based on a well-defined system. In a multidigit number, a number in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. Multiplying by a power of 10 shifts the digits of a whole number or decimal that many places to the left. The exponent not only indicates how many places the decimal is moving, but also that you are multiplying or making the number 10 times greater, three times, when you multiply 10. Convert like measurement units within a given measurement system.
Multiplication and Division with Fractions	23 days	CC.5.NF.1, CC.5.NF.2, CC.5.NF.4, CC.5.NF.4a, CC.5.NF.4b, CC.5.NF.5, CC.5.NF.5a, CC.5.NF.5b, CC.5.NF.6, CC.5.NF.7, CC.5.NF.7a, CC.5.NF.7b, CC.5.NF.7c, CC.5.MD.2	Fractions can be used to aid in explaining real world problems. The use of area models, fraction strips, and number lines are effective strategies to model products and quotients. Multiply a fraction or whole number by a fraction. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by fractions.

Multiplication with Whole Numbers and Decimals	18 days	CC.5.NF.5, CC.5.NF.5a, CC.5.NF.5b, CC.5.NBT.1, CC.5.NBT.2, CC.5.NBT.3, CC.5.NBT.3b, CC.5.NBT.4, CC.5.NBT.5, CC.5.NBT.7	Perform operations with multi-digit whole numbers and with decimals to hundredths. Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Understand and explain patterns in whole numbers and decimals.
Division with Whole Numbers and Decimals	16 days	CC.5.NBT.2, CC.5.NBT.3b, CC.5.NBT.5, CC.5.NBT.6, CC.5.NBT.7, CC.5.NF.5, CC.5.NF.5a	Find whole number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is divided or multiplied by a power of 10. Interpret multiplication as scaling.
Operations and Word Problems	18 days	CC.5.NBT.4, CC.5.NBT.5, CC.5.NBT.6, CC.5.NBT.7, CC.5.NF.1, CC.5.NF.2, CC.5.NF.4, CC.5.NF.4a, CC.5.NF.4b, CC.5.NF.5, CC.5.NF.5a, CC.5.NF.5b, CC.5.NF.6, CC.5.NF.7, CC.5.NF.7a, CC.5.NF.7b, CC.5.NF.7c	Fluently multiply multidigit whole numbers using the standard algorithm. Write and interpret numerical expressions. Solve real world problems involving addition, subtraction, multiplication, division, fractions, and decimals problems. Use models or drawings and strategies based on place value, properties of operations,
Algebra, Patterns, and Coordinate Graphs	12 days	CC.5.OA.1, CC.5.OA.2, CC.5.OA.3, CC.5.G.1, CC.5.G.2	Write and interpret numerical expressions. Analyze patterns and relationships. Graph points on the coordinate plane to solve real-world mathematical problems. There is an order of operations that must be followed in all mathematical expressions. Parentheses, brackets, or braces are used to guide the order of operations when simplifying expressions. An algebraic expression or equation can be represented in a variety of ways that have the same value. On the coordinate plane, a point represents the two facets of information associated with an ordered pair. In a coordinate plane, the first number indicates how far to travel from the origin in the direction of the x-axis and the second number indicates how far to travel in the direction of the y-axis.
Measurement and Geometry	26 days	CC.5.MD.1, CC.5.MD.2, CC.5.MD.3, CC.5.MD.3a, CC.5.MD.3b, CC.5.MD.4, CC.5.MD.5, CC.5.MD.5a, CC.5.MD.5b, CC.5.MD.5c, CC.5.G.3, CC.5.G.4, CC.5.NF.4b	Measurement processes are used in everyday life to describe and quantify the world. Measurement problems can be solved using the appropriate tools. Volume is an attribute of three-dimensional space and is measured in cubic units. Multiple rectangular prisms can have the same volume. Volume can be found by repeatedly adding the area of the base or by multiplying all three dimensions. Data analysis is formulating questions that can be addressed, explored, and synthesized with relevant information. Two-dimensional shapes can be described and classified by their properties. Two-dimensional shapes are composed of various parts that are described with precise vocabulary.

Unit Name: Addition and Subtraction with Fractions	Length: 20 days
Standards: CC.5.NF.1, CC.5.NF.2, CC.5.MD.2	Outcomes: Fractions and decimals represent a relationship between two numbers. Fractions are division models. The use of area models, fraction strips, and number lines are effective strategies to model sums and differences. Use equivalent fractions as a strategy to add and subtract fractions. Use number sense of fractions to estimate and assess reasonableness of answers to word problems.
Essential Questions: How is computation with fractional numbers similar or different to whole number computation? What does it mean to add and subtract fractions with unlike denominators? How do you add and subtract fractional parts with like and unlike denominators? What does it mean to add and subtract mixed numbers? What is a standard procedure for adding and subtracting fractions?	Learning Targets: Students will be able to add and subtract fractions and mixed numbers. Students will be able to represent the addition and subtraction of fractions with unlike denominators as equivalent problems with like denominators.
Topic 1: Equivalent Fractions	Length: 8 days
Standard(s): CC.5.NF.1, CC.5.NF.2	Academic Vocabulary: denominator, fraction, numerator, unit fraction, equivalent fractions, multiplier, n-split, simplify, unsimplify, benchmark, common denominator, common factor, greater than, >, less than, <, mixed number
Lesson Frame: Introduce the MathBoard	I can use the MathBoard fraction bars to discuss basic fraction ideas.
Lesson Frame: Explain Equivalent Fractions	I can generate and explain simple equivalent fractions.
Lesson Frame: Equivalent Fractions and Multipliers	I can understand the role of the multiplier in equivalent fractions.
Lesson Frame: Strategies for Comparing Fractions	I can use a variety of strategies to compare fractions.
Lesson Frame: Fractions Greater Than One	I can convert between fractions and mixed numbers.
Performance Tasks: Quick Quiz 1, Math Challenges to start class, differentiated online practice through games, check understanding	Notes: Teach GCF (Greatest Common Factor) during Lesson 4.
Topic 2: Addition and Subtraction with Fractions	Length: 12 days
Standard(s): CC.5.NF.1, CC.5.NF.2, CC.5.MD.2	Academic Vocabulary: add on, regroup, ungroup, line plot, benchmark, estimate, round, situation equation, solution equation
Lesson Frame: Add and Subtract Like Mixed Numbers	I can add and subtract mixed numbers with like denominators.
Lesson Frame: Add Unlike Fractions	I can add fractions with different denominators.
Lesson Frame: Subtract Unlike Fractions	I can subtract fractions with different denominators.
Lesson Frame: Solve with Unlike Mixed Numbers	I can add and subtract mixed numbers with unlike denominators.

Lesson Frame: Practice with Unlike Mixed Numbers	I can add and subtract mixed numbers with unlike denominators.
Lesson Frame: Reasonable Answers	I can estimate sums and differences of fractions and mixed numbers and decide whether answers are reasonable.
Lesson Frame: Real World Problems	I can use estimates to determine whether answers to word problems are reasonable.
Lesson Frame: Focus on Mathematical Practices	I can use the Common Core Content Standards and Practices in a variety of real world problem solving situations.
Performance Tasks: Quick Quiz 2, Math Challenges to start class, differentiated online practice through games, check understanding, Unit Review and Test	Notes:

Unit Name: Addition and Subtraction with Decimals	Length: 17 days
Standards: CC.5.NBT.1, CC.5.NBT.3, CC.5.NBT.3a, CC.5.NBT.3b, CC.5.NBT.4, CC.5.NBT.7, CC.5.MD.1	Outcomes: The number system is based on a well-defined system. In a multidigit number, a number in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. Multiplying by a power of 10 shifts the digits of a whole number or decimal that many places to the left. The exponent not only indicates how many places the decimal is moving, but also that you are multiplying or making the number 10 times greater, three times, when you multiply 10. Convert like measurement units within a given measurement system.
Essential Questions: How does understanding the structure of the number system help you solve problems? How can you represent decimal numbers in multiple ways? How can sums and differences of decimals be estimated? What are the standard procedures for adding and subtracting whole numbers and decimals?	Learning Targets: Students will be able to extend their understanding of the base-ten system to decimals. Students will observe that the process of composing and decomposing a base-ten unit is the same for decimals as for whole numbers. Students will observe the same methods of recording operations work can be used with decimals.
Topic 1: Read and Write Whole Numbers and Decimals	Length: 5 days
Standard(s): CC.5.NBT.1, CC.5.NBT.3, CC.5.NBT.3a, CC.5.NBT.3b	Academic Vocabulary: decimal, tenth, hundredth, thousandth, notation, standard form, word form, expanded form, power of ten, equivalent decimal
Lesson Frame: Decimals as Equal Divisions	I can understand decimals as equal divisions of a whole.
Lesson Frame: Thousands to Thousandths	I can read, write, and model whole and decimal numbers.
Lesson Frame: Equate and Compare Thousandths	I can model and identify equivalent decimals.
Performance Tasks: Quick Quiz 1, Math Challenges to start class, differentiated online practice through games, check understanding	Notes:
Topic 2: Addition and Subtraction	Length: 6 days
Standard(s): CC.5.NBT.7, CC.5.MD.1	Academic Vocabulary: meter (m), decimeter (dm), centimeter (cm), millimeter (mm), grouping, ungrouping, break apart drawing, ungroup, Commutative Property of Addition, Associative Property of Addition, Distributive Property of Multiplication over Addition
Lesson Frame: Adding and Subtracting Decimals	I can model adding and subtracting decimals.
Lesson Frame: Add Whole Numbers and Decimals	I can add whole numbers and decimals.
Lesson Frame: Subtract Whole and Decimal Numbers	I can subtract whole and decimal numbers to hundredths.
Lesson Frame: Properties and Strategies	I can use the Commutative, Associative, and Distributive Properties to compute mentally.
Performance Tasks: Quick Quiz 2, Math Challenges to start class, differentiated online practice through games, check understanding	Notes:

Topic 3: Round and Estimate with Decimals	Length: 6 days
Standard(s): CC.5.NBT.3b, CC.5.NBT.4, CC.5.NBT.7	Academic Vocabulary: round, estimate
Lesson Frame: Round and Estimate with Decimals	I can estimate decimal sums and differences.
Lesson Frame: Graph with Decimal Numbers	I can read and construct graphs with decimal scales and decimal numbers.
Lesson Frame: Focus on Mathematical Practices	I can use the Common Core Content Standards and Practices in a variety of real world problem solving situations.
Performance Tasks: Quick Quiz 3, Math Challenges to start class, differentiated online practice through games, check understanding, Unit 2 Review and Test	Notes:

Unit Name: Multiplication and Division with Fractions	Length: 23 days
Standards: CC.5.NF.1, CC.5.NF.2, CC.5.NF.4, CC.5.NF.4a, CC.5.NF.4b, CC.5.NF.5, CC.5.NF.5a, CC.5.NF.5b, CC.5.NF.6, CC.5.NF.7, CC.5.NF.7a, CC.5.NF.7b, CC.5.NF.7c, CC.5.MD.2	Outcomes: Fractions can be used to aid in explaining real world problems. The use of area models, fraction strips, and number lines are effective strategies to model products and quotients. Multiply a fraction or whole number by a fraction. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by fractions.
Essential Questions: How do you use previous understandings of multiplication and division to multiply or divide fractions? How does multiplication and division of fractions help to solve real world problems? What does it mean to multiply a number by a fraction? What are the standard procedures for estimating and finding products and quotients of fractions and mixed numbers?	Learning Targets: Students will be able to extend work with multiplication and fractions and explore fractions and division. Students will be able to interact with visual models and read world situations to illustrate important fraction concepts.
Topic 1: Multiplication with Fractions	Length: 9 days
Standard(s): CC.5.NF.4, CC.5.NF.4a, CC.5.NF.4b, CC.5.NF.5a, CC.5.NF.5b, CC.5.NF.6	Academic Vocabulary: comparison bar, multiplicative comparison, factor, product, area model for multiplication, fraction-bar model for multiplication, multiply and simplify method, simplify and multiply method, unit fraction method
Lesson Frame: Basic Multiplication Concepts	I can connect multiplying by $1/n$ to dividing by n , and use this idea to make multiplicative comparisons.
Lesson Frame: Multiplication with Non-Unit Fractions	I can interpret a/b times a quantity as a of b equal parts of that quantity.
Lesson Frame: Multiplication with Fractional Solutions	I can multiply a whole number by a fraction to produce a fraction.
Lesson Frame: Multiply a Fraction by a Fraction	I can multiply any two fractions.
Lesson Frame: Multiplication Strategies	I can compare and apply strategies for multiplying fractions.
Lesson Frame: Multiply Mixed Numbers	I can multiply with mixed numbers.
Performance Tasks: Quick Quiz 1, Math Challenges to start class, differentiated online practice through games, check understanding	Notes:
Topic 2: Multiplication Links	Length: 4 days
Standard(s): CC.5.NF.1, CC.5.NF.2, CC.5.NF.4, CC.5.NF.4a, CC.5.NF.5, CC.5.NF.5a, CC.5.NF.5b, CC.5.NF.6	Academic Vocabulary: Associative Property, Commutative Property, Distributive Property
Lesson Frame: Relate Fraction Operations	I can relate operations with fractions and whole numbers, and discuss properties of arithmetic.
Lesson Frame: Solve Real World Problems	I can add, subtract, compare, and multiply fractions to solve word problems.

Lesson Frame: Make Generalizations	I can predict the size of a product relative to the size of one factor based on the size of the other factor.
Performance Tasks: Quick Quiz 2, Math Challenges to start class, differentiated online practice through games, check understanding	Notes:
Topic 3: Division with Fractions	Length: 10 days
Standard(s): CC.5.NF.1, CC.5.NF.2, CC.5.NF.3, CC.5.NF.4, CC.5.NF.4a, CC.5.NF.5, CC.5.NF.5a, CC.5.NF.5b, CC.5.NF.6, CC.5.NF.7, CC.5.NF.7a, CC.5.NF.7b, CC.5.NF.7c, CC.5.MD.2	Academic Vocabulary: decimal fraction, dividend, divisor, quotient
Lesson Frame: When Dividing is also Multiplying	I can relate division by a unit fraction or whole number to multiplication.
Lesson Frame: Solve Division Problems	I can write and solve division word problems.
Lesson Frame: Distinguish Multiplication from Division	I can determine whether solving a word problem requires multiplication or division.
Lesson Frame: Review Operations with Fractions	I can solve numerical and word problems involving all four operations with fractions.
Lesson Frame: Focus on Mathematical Practices	I can use the Common Core Content Standards and Practices in a variety of real world problem solving situations.
Performance Tasks: Quick Quiz 3, Math Challenges to start class, differentiated online practice through games, check understanding, Unit 3 Review and Test	Notes:

Unit Name: Multiplication with Whole Numbers and Decimals	Length: 18 days
Standards: CC.5.NF.5, CC.5.NF.5a, CC.5.NF.5b, CC.5.NBT.1, CC.5.NBT.2, CC.5.NBT.3, CC.5.NBT.3b, CC.5.NBT.4, CC.5.NBT.5, CC.5.NBT.7	Outcomes: Perform operations with multi-digit whole numbers and with decimals to hundredths. Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Understand and explain patterns in whole numbers and decimals.
Essential Questions: How can we use models/aides to help understand decimals? How do you compare decimals using place value? What patterns can we identify in the base ten system? What are the standard procedures for estimating and finding products involving decimals?	Learning Targets: Students will be able to shift the decimal when multiplying decimals. Students will be able to multiply with numbers greater than 1 and less than 1 using the traditional algorithm. Students will begin to develop fluency for multiplying multidigit whole numbers.
Topic 1: Multiplication with Whole Numbers	Length: 7 days
Standard(s): CC.5.NBT.1, CC.5.NBT.2, CC.5.NBT.5, CC.5.NBT.7	Academic Vocabulary: shift, base, exponent, exponential form, power of ten, odd, even, partial products, Place Value Sections, Expanded Notation, New Groups Below, Place Value Rows, Short Cut
Lesson Frame: Shift Patterns in Multiplication	I can understand the shift pattern when multiplying by 10, 100, or 1,000.
Lesson Frame: Patterns with Fives and Zeros	I can understand that multiples of 5 need extra attention in the zeros pattern.
Lesson Frame: Sharing Methods for Multiplication	I can understand how a place value model can be used to solve multidigit multiplication problems.
Lesson Frame: Multiply Two-Digit Numbers	I can solve two-digit multiplication problems using various methods.
Lesson Frame: Practice Multiplication	I can practice multiplying multidigit numbers.
Performance Tasks: Quick Quiz 1, Fluency Check 1, Math Challenges to start class, differentiated online practice through games, check understanding	Notes:
Topic 2: Multiplication with Decimal Numbers	Length: 11 days
Standard(s): CC.5.NF.5, CC.5.NF.5a, CC.5.NF.5b, CC.5.NBT.1, CC.5.NBT.2, CC.5.NBT.3, CC.5.NBT.3b, CC.5.NBT.4, CC.5.NBT.5, CC.5.NBT.7	Academic Vocabulary: Commutative Property of Multiplication, Associative Property of Multiplication, Distributive Property of Multiplication over Addition
Lesson Frame: Multiply Decimals by Whole Numbers	I can solve multiplication problems in which one factor is a decimal number.
Lesson Frame: Multiply by Decimals	I can solve multiplication problems in which at least one factor is a decimal number.
Lesson Frame: Multiply with Decimals Greater Than 1	I can multiply with decimal numbers greater than 1.

Lesson Frame: Compare Shift Patterns	I can understand and apply shift patterns when multiplying by 10,100, 1000, 0.1, or 0.01.
Lesson Frame: Estimate Products	I can round whole numbers and decimal numbers to estimate the product in a multiplication problem.
Lesson Frame: Multiplication Practice	I can perform multidigit multiplication with decimal numbers.
Lesson Frame: Focus on Mathematical Practices	I can use the Common Core Content Standards and Practices in a variety of real world problem solving situations.
Performance Tasks: Quick Quiz 2, Fluency Check 2, Math Challenges to start class, differentiated online practice through games, check understanding, Unit 4 Review and Test	Notes:

Unit Name: Division with Whole Numbers and Decimals	Length: 16 days
Standards: CC.5.NBT.2, CC.5.NBT.3b, CC.5.NBT.5, CC.5.NBT.6, CC.5.NBT.7, CC.5.NF.5, CC.5.NF.5a	Outcomes: Find whole number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is divided or multiplied by a power of 10. Interpret multiplication as scaling.
Essential Questions: What occurs when decimals are multiplied, divided, or ordered by 10 or powers of 10? What are the standard procedures for estimating and finding quotients involving decimals?	Learning Targets: Students will extend their understanding of division to include 2-digit divisors. Students will explore dividing with decimal numbers. Students will solve real world problems and interpret the remainders in the context of the problem.
Topic 1: Division with Whole Numbers	Length: 6 days
Standard(s): CC.5.NBT.6	Academic Vocabulary: Digit-by-Digit Method, dividend, divisor, Expanded Notation Method, Place Value Sections Method, quotient, remainder, overestimate, underestimate
Lesson Frame: Divide Whole Numbers by One Digit	I can divide multidigit numbers by single-digit divisors.
Lesson Frame: Explore Dividing by Two-Digit by Two-Digit Whole Numbers	I can solve division problems having two-digit divisors.
Lesson Frame: Too Large, Too Small, or Just Right?	I can understand several ways to adjust the estimated divisor when it is too small.
Lesson Frame: Interpret Remainders	I can express and interpret remainders for a variety of problem types.
Lesson Frame: Division Practice	I can practice dividing whole numbers.
Performance Tasks: Quick Quiz 1, Fluency Check 3, Math Challenges to start class, differentiated online practice through games, check understanding	Notes:
Topic 2: Division with Decimal Numbers	Length: 10 days
Standard(s): CC.5.NBT.2, CC.5.NBT.3b, CC.5.NBT.5, CC.5.NBT.6, CC.5.NBT.7, CC.5.NF.5, CC.5.NF.5a	Academic Vocabulary: no new vocabulary for this topic
Lesson Frame: Divide Decimal Numbers by Whole Numbers	I can divide decimal numbers by one- and two-digit whole numbers.
Lesson Frame: Divide Whole Numbers by Decimal Numbers	I can solve division problems that have decimal divisors.
Lesson Frame: Divide with Two Decimal Numbers	I can solve division problems in which both numbers are decimals.
Lesson Frame: Division Practice	I can solve division problems involving whole numbers and decimals numbers.
Lesson Frame: Distinguish Between Multiplication and Division	I can solve problems that require multiplying or dividing whole numbers and decimal numbers.

Lesson Frame: Focus on Mathematical Practices	I can use the Common Core Content Standards and Practices in a variety of real world problem solving situations.
Performance Tasks: Quick Quiz 2, Fluency Check 4, Math Challenges to start class, differentiated online practice through games, check understanding, Unit 5 Review and Test	Notes:

Unit Name: Operations and Word Problems	Length: 18 days
Standards: CC.5.NBT.4, CC.5.NBT.5, CC.5.NBT.6, CC.5.NBT.7, CC.5.NF.1, CC.5.NF.2, CC.5.NF.4, CC.5.NF.4a, CC.5.NF.4b, CC.5.NF.5, CC.5.NF.5a, CC.5.NF.5b, CC.5.NF.6, CC.5.NF.7, CC.5.NF.7a, CC.5.NF.7b, CC.5.NF.7c	Outcomes: Fluently multiply multi-digit whole numbers using the standard algorithm. Write and interpret numerical expressions. Solve real world problems involving addition, subtraction, multiplication, division, fractions, and decimals problems. Use models or drawings and strategies based on place value and properties of operations.
Essential Questions: How do numbers allow people to communicate? How can you apply addition, subtraction, multiplication, and division to real life situations? How does knowing how to compute fraction and decimal problems connect to real life?	Learning Targets: Students will be able to interpret problems and represent them. Students will engage in the problem solving process, emphasizing problem types utilizing whole numbers, fractions, and decimals.
Topic 1: Equations and Problem Solving	Length: 5 days
Standard(s): CC.5.NBT.4, CC.5.NBT.5, CC.5.NBT.6, CC.5.NBT.7, CC.5.NF.1, CC.5.NF.2, CC.5.NF.4, CC.5.NF.4a, CC.5.NF.4b, CC.5.NF.6, CC.5.NF.7, CC.5.NF.7a, CC.5.NF.7b, CC.5.NF.7c	Academic Vocabulary: situation equation, solution equation, break apart drawing, rectangle model, benchmark
Lesson Frame: Situation and Solution Equations for Addition and Subtraction	I can write situation and solution equations to solve addition and subtraction problems.
Lesson Frame: Situation and Solution Equations for Multiplication and Division	I can write situation and solution equations to solve multiplication and division problems.
Lesson Frame: Write Word Problems	I can write word problems for equations involving fractions and decimals and model the product.
Lesson Frame: Determine Reasonable Answers	I can use a variety of methods to determine reasonable answers.
Performance Tasks: Quick Quiz 1, Fluency Check 5, Math Challenges to start class, differentiated online practice through games, check understanding	Notes:
Topic 2: Comparison Word Problems	Length: 5 days
Standard(s): CC.5.NBT.5, CC.5.NBT.6, CC.5.NBT.7, CC.5.NF.2, CC.5.NF.5, CC.5.NF.5a, CC.5.NF.5b, CC.5.NF.6, CC.5.NF.7c	Academic Vocabulary: comparison, leading language, misleading language, scaling, additive, multiplicative
Lesson Frame: Language of Comparison Problems	I can understand and apply comparison language.
Lesson Frame: Multiplicative Comparison Problems	I can model and solve multiplicative comparison problems.
Lesson Frame: Types of Comparison Problems	I can solve comparison problems.
Performance Tasks: Quick Quiz 2, Fluency Check 6, Math Challenges to start class, differentiated online practice through games, check understanding	Notes:
Topic 3: Problems with More Than One Step	Length: 10 days
Standard(s): CC.5.OA.1, CC.5.NBT.5, CC.5.NBT.6, CC.5.NBT.7, CC.5.NF.2, CC.5.NF.3, CC.5.NF.6, CC.5.NF.7c	Academic Vocabulary: parentheses, equation
Lesson Frame: Equations and Parentheses	I can solve two-step problems.
Lesson Frame: Multistep Word Problems	I can solve multistep problems.

Lesson Frame: Practice Problem Solving	I can practice solving multistep problems.
Lesson Frame: Focus on Mathematical Practices	I can use the Common Core Content Standards and Practices in a variety of real world problem solving situations.
Performance Tasks: Quick Quiz 3, Fluency Check 7, Math Challenges to start class, differentiated online practice	Notes:

Unit Name: Algebra, Patterns, and Coordinate Graphs	Length: 12 days
Standards: CC.5.OA.1, CC.5.OA.2, CC.5.OA.3, CC.5.G.1, CC.5.G.2	Outcomes: Write and interpret numerical expressions. Analyze patterns and relationships. Graph points on the coordinate plane to solve real-world and mathematical problems. There is an order of operations that must be followed in all mathematical expressions. Parentheses, brackets, or braces are used to guide the order of operations when simplifying expressions. An algebraic expression or equation can be represented in a variety of ways that have the same value. On the coordinate plane, a point represents the two facets of information associated with an ordered pair. In a coordinate plane, the first number indicates how far to travel from the origin in the direction of the x-axis and the second number indicates how far to travel in the direction of the y-axis.
Essential Questions: How can patterns help us problem solve? How are the values of an algebraic expression and numerical expression found? How is the order of an expression determined? What is the purpose of a coordinate plane? How do you plot a point on a coordinate plane? How can graphing points on a coordinate plane help you predict and interpret a given situation?	Learning Targets: Students will read, write, simplify, and evaluate algebraic expressions using the Order of Operations. Students will explore patterns and relationships. Students will plot and locate points in the coordinate plane.
Topic 1: Algebraic Reasoning and Expressions	Length: 4 days
Standard(s): CC.5.OA.1, CC.5.OA.2	Academic Vocabulary: expression, Order of Operations, simplify, evaluate, variable
Lesson Frame: Read and Write Expressions	I can read and write expressions.
Lesson Frame: Simplify Expressions	I can simplify numerical expressions.
Lesson Frame: Evaluate Expressions	I can write and evaluate expressions that contain variables.
Performance Tasks: Quick Quiz 1, Fluency Check 8, Math Challenges to start class, differentiated online practice through games, check understanding	Notes:
Topic 2: Patterns and Graphs	Length: 8 days
Standard(s): CC.5.OA.1, CC.5.OA.2, CC.5.OA.3, CC.5.G.1, CC.5.G.2	Academic Vocabulary: numerical pattern, term, coordinate plane, ordered pair, origin, x-coordinate, y-coordinate, x-axis, y-axis
Lesson Frame: Patterns and Relationships	I can generate and extend numerical patterns and identify relationships of corresponding terms.
Lesson Frame: The Coordinate Plane	I can locate and plot points in the first quadrant of the coordinate plane.
Lesson Frame: Graph Ordered Pairs	I can graph ordered pairs and use them to represent and solve real world problems.
Lesson Frame: Focus on Mathematical Practices	I can use the Common Core Content Standards and Practices in a variety of real world problem solving situations.

Performance Tasks:

Quick Quiz 2, Fluency Check 9, Math Challenges to start class, differentiated online practice through games, check understanding, Unit 7 Review and Test

Notes:

Unit Name: Measurement and Geometry	Length: 26 days
Standards: CC.5.MD.1, CC.5.MD.2, CC.5.MD.3, CC.5.MD.3a, CC.5.MD.3b, CC.5.MD.4, CC.5.MD.5, CC.5.MD.5a, CC.5.MD.5b, CC.5.MD.5c, CC.5.G.3, CC.5.G.4, CC.5.NF.4b	Outcomes: Measurement processes are used in everyday life to describe and quantify the world. Measurement problems can be solved using the appropriate tools. Volume is an attribute of three-dimensional space and is measured in cubic units. Multiple rectangular prisms can have the same volume. Volume can be found by repeatedly adding the area of the base or by multiplying all three dimensions. Data analysis is formulating questions that can be addressed, explored, and synthesized with relevant information. Two-dimensional shapes can be described and classified by their properties. Two-dimensional shapes are composed of various parts that are described with precise vocabulary.
Essential Questions: In the real world, how do you solve problems relating to measurement? What is volume and how is it used in real life? How do you determine the volume of a cube or rectangular prism? How can three-dimensional shapes be represented and analyzed? How do you compare and convert units of measure using the metric system? What are the metric measurement units and how are they related? What occurs when whole numbers are multiplied or divided by 10 or a power of 10? How can problems be solved using information represented in a line plot? How can we describe, classify, and name different shapes (polygons, triangles, and quadrilaterals)? How can angles be measured and classified? Why is it important to use precise language and mathematical tools in the study of two-dimensional shapes?	Learning Targets: Students will convert units within the same measurement system using both multiplication and division. Students will review perimeter and area and explore the concept of volume of a rectangular prism. Students will classify and draw polygons according to properties. Students will begin to formulate the idea of a hierarchy of quadrilateral properties.
Topic 1: Measurements and Data	Length: 9 days
Standard(s): CC.5.MD.1, CC.5.MD.2	Academic Vocabulary: meter, millimeter, centimeter, decimeter, dekameter, hectometer, kilometer, liter, milliliter, centiliter, deciliter, dekaliter, hectoliter, kiloliter, mass, gram, milligram, centigram, decigram, dekagram, hectogram, kilogram, mile (mi), ton, frequency table, line plot
Lesson Frame: Convert Metric Units of Length	I can convert among metric units of length.
Lesson Frame: Metric Units of Liquid Volume	I can convert among metric units of liquid volume.
Lesson Frame: Metric Units of Mass	I can convert among metric units of mass.
Lesson Frame: Customary Units of Length	I can convert among customary units of length.
Lesson Frame: Customary Units of Liquid Volume	I can convert among customary measures of liquid volume.
Lesson Frame: Customary Units of Weight	I can convert among customary measures of weight.
Lesson Frame: Read and Make Line Plots	I can make and analyze line plots.

Performance Tasks: Quick Quiz 1, Fluency Check 10, Math Challenges to start class, differentiated online practice through games, check understanding	Notes:
Topic 2: Area and Volume	Length: 8 days
Standard(s): CC.5.NF.4b, CC.5.MD.3, CC.5.MD.3a, CC.5.MD.3b, CC.5.MD.4, CC.5.MD.5, CC.5.MD.5a, CC.5.MD.5b, CC.5.MD.5c	Academic Vocabulary: perimeter, area, square centimeter, square unit, face, edge, rectangular prism, cube, unit cube, volume, cubic unit, one-dimensional, two-dimensional, three-dimensional, composite
Lesson Frame: Perimeter and Area of Rectangles	I can use a formula to find the perimeter and area of a rectangle with fractional side lengths.
Lesson Frame: Cubic Units and Volume	I can use a formula to find the volume of a rectangular prism.
Lesson Frame: Visualize Volume	I can compute the volume of a rectangular prism.
Lesson Frame: Introduce Volume Formulas	I can use a formula to find the volume of a rectangular prism.
Lesson Frame: Relate Length, Area, and Volume	I can identify whether a situation involves length, area, or volume.
Lesson Frame: Volume of Composite Solid Figures	I can find the volume of a composite solid figure.
Performance Tasks: Quick Quiz 2, Fluency Check 11 Math Challenges to start class, differentiated online practice through games, check understanding	Notes:
Topic 3: Classify Geometric Figures	Length: 9 days
Standard(s): CC.5.MD.3, CC.5.MD.5, CC.5.MD.5b, CC.5.G.3, CC.5.G.4	Academic Vocabulary: acute angle, adjacent angle, adjacent sides, congruent, counterexample, line of symmetry, opposite angle, opposite sides, parallel, parallelogram, perpendicular, quadrilateral, rectangle, rhombus, right angle, square, trapezoid, acute triangle, congruent angles, congruent sides, equilateral triangle, isosceles triangle, obtuse angle, obtuse triangle, perpendicular sides, right triangle, scalene triangle, closed, concave, convex, open, polygon, reflex angle, regular polygon
Lesson Frame: Attributes of Quadrilaterals	I can understand attributes of different types of quadrilaterals.
Lesson Frame: Attributes of Triangles	I can understand attributes of different types of triangles.
Lesson Frame: Attributes of Two-Dimensional Shapes	I can understand attributes of polygons and other two-dimensional shapes.
Lesson Frame: Focus on Mathematical Practices	I can use the Common Core Standards and Practices in a variety of real world problem solving situations.
Performance Tasks: Quick Quiz 3, Fluency Check 12, Math Challenges to start class, differentiated online practice through games, check understanding, Unit 8 Review and Test	Notes:

Course Name:	6th Grade Math		
Credits:	N/A		
Prerequisites:	N/A		
Description:	In Grade 6, instructional time focuses on these 6 critical areas: 1.) Understanding the concept of a ratio and using ratio language to describe a ratio relationship between two quantities. 2.) Interpreting and computing quotients of fractions, and solving word problems involving division of fractions by fraction. 3.) Fluently adding, subtracting, multiplying, and dividing multi-digit decimals using the standard algorithm for each operation. 4.) Writing, reading, and evaluating expressions in which letters stand for numbers. 5.) Identifying when two expressions are equivalent and 6.) Finding the areas of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; and applying these techniques in the context of solving real world and mathematical problems.		
Academic Standards:	Wisconsin State Standards in Mathematics (2011)		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Rates, Ratios, and Proportions	21 days	CC.6.RP.1, CC.6.RP.2, CC.6.RP.3, CC.6.RP.3a, CC.6.RP.3b, CC.6.NS.4, CC.6.EE.6, CC.6.EE.9	This unit introduces rates and ratios by connecting rate and ratio to whole number multiplication and division and using concepts of rate and ratio to solve problems.
Area of Polygons	13 days	CC.6.G.1, CC.6.G.3, CC.6.EE.2, CC.6.EE.2c, CC.6.EE.3, CC.6.EE.6	Students explore formulas for the area of different polygons in this unit. They compose and decompose rectangles and parallelograms as they derive formulas.
Operations with Whole Numbers, Fractions, and Decimals	24 days	CC.6.NS.1, CC.6.NS.2, CC.6.NS.3, CC.6.NS.4	Unit 3 builds upon the concept of place value and its relationship to multiplication and division of whole numbers and decimals.
Surface Area of Prisms and Pyramids	10 days	CC.6.G.1, CC.6.G.4, CC.6.EE.2, CC.6.EE.2c, CC.6.EE.6	Hands-on activities help students explore the properties of prisms and pyramids. They use the area concepts they learned in Unit 2 to find the surface area of these figures.
Expressions and Equations	24 days	CC.6.EE.2, CC.6.EE.2b, CC.6.EE.2c, CC.6.EE.1, CC.6.EE.2a, CC.6.EE.4, CC.6.G.1, CC.6.G.4, CC.6.EE.3, CC.6.NS.4, CC.6.EE.6, CC.6.EE.9, CC.6.EE.5, CC.6.EE.7, CC.6.EE.8	Students write and evaluate algebraic expressions and analyze their underlying structures. They also learn to use the properties of arithmetic to recognize and write equivalent expressions. Students learn to find solutions for equations and inequalities.
Volume of a Rectangular Prism	8 days	CC.6.G.1, CC.6.G.2, CC.6.G.4, CC.6.EE.2, CC.6.EE.2c, CC.6.EE.6	Students bring their prior knowledge to this unit as they explore volume for prisms that have fractional edge lengths.

Ratios and Rates with Fractions, Decimals, and Percents	20 days	CC.6.RP.1, CC.6.RP.2., CC.6.RP.3, CC.6.RP.3a, CC.6.RP.3b, CC.6.EE.6, CC.6.EE.7, CC.6.RP.3c, CC.RP.3d, CC.6.EE.9, CC.6.G.1, CC.6.G.4	Unit 7 builds upon the concepts of rates, ratios, and proportions introduced in Unit 1. The concept of unit rate is extended to all ratios, and unit rates are used to solve proportions, including those with non whole-number solutions.
Analyzing Statistics	19 days	CC.6.SP.1, CC.6.SP.4, CC.6.SP.5, CC.6.SP.5a, CC.6.SP.2, CC.6.SP.3, CC.6.SP.5c, CC.6.SP.5d, CC.6.SP.5b	Students begin to think statistically as they make sense of data. They explore measures of center and variability as ways to describe data.
Rational Numbers and the Coordinate Plane	15 days	CC.6.NS.5, CC.6.NS.6, CC.6.NS.6a, CC.6.NS.6b, CC.6.NS.6c, CC.6.NS.7, CC.6.NS.7a, CC.6.NS.7.b, CC.6.NS.7c, CC.6.NS.7d, CC.6.NS.8	This unit extends our base-ten number system to include positive and negative rational numbers, using both number lines and the coordinate plane.

Unit Name: Rates, Ratios, and Proportions	Length: 21 days
Standards: CC.6.RP.1, CC.6.RP.2, CC.6.RP.3, CC.6.RP.3a, CC.6.RP.3b, CC.6.NS.4, CC.6.EE.6, CC.6.EE.9	Outcomes: This unit introduces rates and ratios by connecting rate and ratio to whole number multiplication and division and using concepts of rate and ratio to solve problems.
Essential Questions: How do ratios and proportions relate to multiplication and division? What is a constant rate and how does it apply to a rate table? How can a graph of a rate table aid in understanding if a rate is a constant rate? How do ratio tables relate to rate tables? How do ratios relate to proportions?	Learning Targets: Students can solve a ratio problem. Students can use ratio language to describe a ratio relationship between two quantities.
Topic 1: Multiplication and Rates	Length: 7 days
Standard(s): CC.6.RP.2, CC.6.RP.3, CC.6.RP.3a, CC.6.RP.3b	Academic Vocabulary: column, row, Factor Puzzle, factors, product, multiple, rate table, unit rate, ratio, rate, constant rate, every, each, per, scrambled rate table
Lesson Frame: Factor Puzzles and the Multiplication Table	I can relate Factor Puzzles to four numbers in the Multiplication table. I can use various strategies to solve Factor Puzzles.
Lesson Frame: Solving Factor Puzzles	I can solve and make Factor Puzzles.
Lesson Frame: Rate Situations and Rate Tables	I can understand rate situations as involving a constant increase. I can make a table to show a rate situation for many multiples of the situation.
Lesson Frame: Rate Situations and Unit Rate Language	I can understand unit rate and totals made from rates. I can understand unit rate language.
Lesson Frame: Unit Rates, Products, and Rate Tables	I can decide if a constant rate is reasonable for a given situation. I can identify rate tables and make up rate situations. I can find the unit rate and use it to make a rate table. I can make drawings to show a unit rate situation.
Performance Tasks: Unit 1: Quick Quiz 1, Daily Quick Practice Assessments	Notes:
Topic 2: Special Rate Situations and Graphing	Length: 3 days
Standard(s): CC.6.RP.2, CC.6.RP.3, CC.6.RP.3a, CC.6.RP.3b, CC.6.EE.6, CC.6.EE.9	Academic Vocabulary: unit price, coordinate plane, x-axis, y-axis, ordered pair, coordinates, x-coordinate, y-coordinate, unit rate triangle, speed, distance, time
Lesson Frame: Unit Pricing	I can determine missing values in a rate table. I can solve unit pricing problems.

Lesson Frame: Constant Speed	I can solve constant speed problems. I can graph a rate table in the coordinate plane. I can make a rate table using a given graph.
Performance Tasks: Unit 1: Quick Quiz 2, Daily Quick Practice Assessments	Notes:
Topic 3: Solve Problems with Ratio and Proportion	Length: 5 days
Standard(s): CC.6.RP.1, CC.6.RP.2, CC.6.RP.3, CC.6.RP.3a	Academic Vocabulary: ratio, rate, Linked Rate Table, ratio table, basic ratio, equivalent ratios, proportion, solving a proportion
Lesson Frame: Ratio as Linked Rates	I can understand that a ratio table is made from two related rate tables. I can make drawing to show ratios.
Lesson Frame: Finding Linked Values in Ratio tables	I can use ratio language and the 2:3 written form. I can understand basic ratios and equivalent ratios. I can recognize ratio and non-ratio tables.
Lesson Frame: Seeing Proportions in Ratio Tables	I can understand that a proportion is made up of two equal ratios. I can solve a proportion problem by solving a Factor Puzzle.
Lesson Frame: Identify and Solve Proportion Situations	I can tell the assumptions that must be stated to make a situation a proportion problem. I can understand that a Factor Puzzle can have the rows or columns switched and still represent a proportion.
Performance Tasks: Unit 1: Quick Quiz 3, Daily Quick Practice Assessments	Notes:
Topic 4: Identify, Solve, and Write Proportion Situations	Length: 4 days
Standard(s): CC.6.RP.1, CC.6.RP.2, CC.6.RP.3, CC.6.RP.3a, CC.6.RP.3b, CC.6.NS.4	Academic Vocabulary: greatest common factor, scale
Lesson Frame: Solve Numeric Proportion Problems	I can solve numeric proportion problems. I can create proportion problems for numeric proportions. I can differentiate proportion from non-proportion problems.
Lesson Frame: Basic Ratio Solution Strategies	I can solve proportion problems containing greater numbers. I can use the greatest common factor to find a basic ratio.
Lesson Frame: Write and Solve Proportion Problems	I can solve problems that use a basic ratio. I can solve, explain, and edit proportion problems.
Lesson Frame: Focus on Mathematical Practices	I can apply mathematical concepts and skills in meaningful contexts.

Performance Tasks: Unit 1: Quick Quiz 4, Daily Quick Practice Assessments	Notes:

Unit Name: Area of Polygons	Length: 13 days
Standards: CC.6.G.1, CC.6.G.3, CC.6.EE.2, CC.6.EE.2c, CC.6.EE.3, CC.6.EE.6	Outcomes: Students explore formulas for the area of different polygons in this unit. They compose and decompose rectangles and parallelograms as they derive formulas.
Essential Questions: How can you use a rectangle to find the area of a triangle, a parallelogram, and a trapezoid? How could graphing a figure on a coordinate plane aid in finding the length of a side of that figure? What does it mean to decompose a compound figure? How does decomposing aid in the ability to find the area of a compound figure?	Learning Targets: Students will be able to find the area of triangles. Students will be able to find the area of quadrilaterals. Students will be able to find the area of polygons. Students will be able to find the area of compound figures.
Topic 1: Derive Area Formulas and Solve Problems: Parallelograms and Triangles	Length: 5 days
Standard(s): CC.6.G.1, CC.6.EE.2, CC.6.EE.2c	Academic Vocabulary: perimeter, area, square unit, base, height, square inch, square foot, square centimeter, right triangle, perpendicular, related rectangle, right angle, parallelogram, rhombus, perpendicular, related parallelogram, acute triangle, obtuse triangle, vertex, dimensions
Lesson Frame: Units of Area	I can express measurements using exponents. I can use formulas to solve problems involving perimeter and area.
Lesson Frame: Area of Any Right Triangle	I can derive formulas for the area of a right triangle. I can use formulas to solve problems involving perimeter and area.
Lesson Frame: Area of Any Parallelogram	I can derive formulas for the area of a parallelogram using a rectangle. I can use formulas to solve problems involving perimeter and area.
Lesson Frame: Area of Any Triangle	I can identify the height of any triangle. I can recognize that the area of a triangle is always $\frac{1}{2}$ the area of a parallelogram with the same height and base.
Lesson Frame: Select the Needed Measurements	I can select or infer the dimensions needed to find the area and perimeter of triangles and parallelograms. I can solve real-world problems.
Performance Tasks: Unit 2: Quick Quiz 1, Daily Quick Practice Assessments	Notes:
Topic 2: Derive Area Formulas and Solve Problems: Trapezoids and Other Polygons	Length: 6 days
Standard(s): CC.6.G.1, CC.6.G.3, CC.6.EE.2, CC.6.EE.2c, CC.6.EE.3, CC.6.EE.6	Academic Vocabulary: trapezoid, complex figures, pentagon, hexagon, octagon, polygon, regular polygon, ordered pair, regular polygon, coordinates
Lesson Frame: Area of Trapezoid	I can derive the formula for the area of a trapezoid. I can use formulas to solve problems involving perimeter and area.

Lesson Frame: Area of a Complex Figure	I can decompose complex figures into simpler figures. I can solve problems involving perimeter and area.
Lesson Frame: Area of Any Regular Polygon	I can decompose regular polygons into triangles. I solve problems involving perimeter and area.
Lesson Frame: Graph Polygons in the Coordinate Plane	I can draw polygons in the coordinate plane. I can use coordinates to determine the side lengths of polygons.
Lesson Frame: Focus on Mathematical Practices	I can apply mathematical concepts and skills in meaningful contexts. I can solve real world problems.
Performance Tasks: Unit 2: Quick Quiz 2, Daily Quick Practice Assessments	Notes:

Unit Name: Operations with Whole Numbers, Fractions, and Decimals	Length: 24 days
Standards: CC.6.NS.1, CC.6.NS.2, CC.6.NS.3, CC.6.NS.4	Outcomes: Unit 3 builds upon the concept of place value and its relationship to multiplication and division of whole numbers and decimals.
Essential Questions: How can you use place value to help you solve a multidigit division problem? How can estimating aid in solving division problems? Is there a pattern when multiplying by 0.1 or 0.01? How can this pattern aid in multiplication and division problems? What would you need to know to be able to compare fractions and decimals? What is a common denominator and how can it aid in adding and subtracting fractions? Are there predictable patterns that happen when you multiply or divide by fractions less than or greater than 1? How does this aid in solving multiplications and division problems involving fractions?	Learning Targets: Students will be able to identify reciprocals. Students will be able to divide fractions by whole numbers. Students will be able to divide fractions by fractions. Students will be able to divide fractions and mixed numbers. Students will be able to solve world problems using the division of fractions. Students will be able to add decimals. Students will be able to subtract decimals. Students will be able to multiply decimals. Students will be able to divide decimals. Students will be able to solve word problems containing decimal numbers.
Topic 1: Multiplication and Division of Whole Numbers and Decimals	Length: 7 days
Standard(s): CC.6.NS.2, CC.6.NS.3	Academic Vocabulary: dividend, divisor, quotient, remainder, ungrouping
Lesson Frame: Place Value and Whole Number	I can explain the meaning of place value. I can solve multi digit division with whole numbers
Lesson Frame: Estimated Multipliers in Division	I can use appropriate strategies to estimate and adjust multipliers in division problems. I can solve subtraction problems using regrouping strategies.
Lesson Frame: Multiplying by a Decimal	I can observe patterns in multiplication by 0.1 and 0.01. I can multiply by a decimal.
Lesson Frame: Decimal Divisors	I can observe patterns in division by 0.1 and 0.01. I can divide by a decimal.
Lesson Frame: Multiplication or Division	I can can identify whether a situation requires multiplication or division. I can place the decimal points in products and quotients.
Performance Tasks: Unit 3: Quick Quiz 1, Daily Quick Practice Assessments	Notes:
Topic 2: Relating, Composing, and Decomposing Decimals and Fractions	Length: 5 days
Standard(s): CC.6.NS.3, CC.6.NS.4	Academic Vocabulary: numerator, denominator, equivalent fractions, simplifying, unsimplifying, common factor, and common denominator, least common multiple
Lesson Frame: Comparing, Adding, and Subtracting with the Same Unit	I can compare fractions and decimals I can add and subtract fractions, mixed numbers, and decimals.

Lesson Frame: Equivalent Fractions or Decimals	I can write equivalent fractions and decimals. I can add, subtract, and compare fractions and decimals with different unit fractions or different numbers of decimal places.
Lesson Frame: Finding a Common Unit Fraction	I can find common denominators when the denominators have no common factors and are not multiples.
Lesson Frame: Mixed Problem Solving	I can discuss different strategies for finding a common denominator. I can write equations to solve real world problems involving fractions and decimals.
Performance Tasks: Unit 3: Quick Quiz 2, Daily Quick Practice Assessments	Notes:
Topic 3: Multiplying Fractions and Dividing with Fractions and Whole Numbers	Length: 4 days
Standard(s): CC.6.NS.1, CC.6.NS.3, CC.6.NS.4	Academic Vocabulary: reciprocal
Lesson Frame: Multiplying with Fractions	I can multiply fractions and whole numbers. I can multiply mixed numbers. I can multiply fractions.
Lesson Frame: Dividing with Fractions and Whole Numbers	I can divide fractions and whole numbers.
Lesson Frame: Is It Multiplying or Dividing?	I can identify problems as multiplication or division situations.
Performance Tasks: Unit 3: Quick Quiz 3, Daily Quick Practice Assessments	Notes:
Topic 4: Dividing a Fraction by a Fraction	Length: 6 days
Standard(s): CC.6.NS.1, CC.6.NS.3	Academic Vocabulary: inverse operations, unsimplify
Lesson Frame: Dividing Numerators and Denominators	I can relate division to finding an unknown factor in a multiplication problem. I can divide fractions by dividing numerators and dividing denominators.
Lesson Frame: Dividing by Unsimplifying	I can understand the idea of dividing by unsimplifying. I can connect dividing by unsimplifying to multiplying by the reciprocal.
Lesson Frame: Dividing by Multiplying by the Reciprocal	I can divide fractions by multiplying by the reciprocal.
Lesson Frame: Is it Multiplying or Dividing?	I can understand that numbers change in predictable ways when multiplied and divided by fractions less than 1 and fractions greater than 1.
Lesson Frame: Mixed Practice with Decimals and Fractions	I can understand and apply decimal and fraction operations.

Lesson Frame: Focus on Mathematical Practices	I can apply mathematical concepts and skills in meaningful contexts.
Performance Tasks: Unit 3: Quick Quiz 4, Daily Quick Practice Assessments	Notes:

Unit Name: Surface Area of Prisms and Pyramids	Length: 10 days
Standards: CC.6.G.1, CC.6.G.4, CC.6.EE.2, CC.6.EE.2c, CC.6.EE.6	Outcomes: Hands-on activities help students explore the properties of prisms and pyramids. They use the area concepts they learned in Unit 2 to find the surface area of these figures.
Essential Questions: What is a net and how can it be used to model a prism? How can a net aid in finding the surface area of a prism? How can the formula for finding the area of a triangle aid in finding the surface area of a pyramid?	Learning Targets: Students will be able to use nets to model rectangular prisms. Students will be able to use nets to model non rectangular prisms. Students will be able to use nets to model pyramids. Students will be able to find the surface area of prisms. Students will be able to find the surface area of pyramids.
Topic 1: Nets and Surface Area of Prisms	Length: 4 days
Standard(s): CC.6.G.1, CC.6.G.4, CC.6.EE.2, CC.6.EE.2c	Academic Vocabulary: face, lateral face, edge, vertex, base, congruent, prism, rectangular prism, net, surface area, cube
Lesson Frame: Nets and Surface Area for Rectangular Prisms	I can use nets to model rectangular prisms.
Lesson Frame: Nets and Surface Area for Non rectangular Prisms	I can use nets to model non rectangular prisms.
Lesson Frame: Surface Area for Prisms	I can find the surface area of prisms.
Performance Tasks: Unit 4: Quick Quiz 1, Daily Quick Practice Assessments	Notes:
Topic 2: Nets and Surface Area of Pyramids	Length: 4 days
Standard(s): CC.6.G.1, CC.6.G.4, CC.6.EE.2, CC.6.EE.2c, CC.6.EE.6	Academic Vocabulary: pyramid, face, edge, vertex, base, slant height, congruent
Lesson Frame: Nets for Pyramids	I can use nets to model pyramids.
Lesson Frame: Surface Area of Pyramids	I can find the surface area of pyramids.
Lesson Frame: Focus on Mathematical Practices	I can apply mathematical concepts and skills in meaningful contexts.
Performance Tasks: Unit 4: Quick Quiz 2, Daily Quick Practice Assessments	Notes:

Unit Name: Expressions and Equations	Length: 24 days
Standards: CC.6.EE.2, CC.6.EE.2b, CC.6.EE.2c, CC.6.EE.1, CC.6.EE.2a, CC.6.EE.4, CC.6.G.1, CC.6.G.4, CC.6.EE.3, CC.6.NS.4, CC.6.EE.6, CC.6.EE.9, CC.6.EE.5, CC.6.EE.7, CC.6.EE.8	Outcomes: Students write and evaluate algebraic expressions and analyze their underlying structures. They also learn to use the properties of arithmetic to recognize and write equivalent expressions. Students learn to find solutions for equations and inequalities.
Essential Questions: What are some ways that one can simplify a numerical expression that will involve exponents? What are ways to read and write algebraic expressions?	Learning Targets: Students will write and simplify numerical expressions involving exponents. Students will use graphs, tables, and equations to represent and analyze relationships between dependent and independent variables. Students will write and evaluate algebraic expressions, and use properties of operations to recognize and generate equivalent expressions. Students will solve problems by writing and solving equations of the form $x + a + b$ and $ax + b$. Write inequalities of the form $x < c$ or $x > c$ to represent real world or mathematical situations, and graph the solutions on a number line.
Topic 1: Writing, Interpreting, and Analyzing Expressions	Length: 6 days
Standards: CC.6.EE.2, CC.6.EE.2b, CC.6.EE.2c, CC.6.EE.1, CC.6.EE.2a, CC.6.EE.4, CC.6.G.1, CC.6.G.4, CC.6.EE.3, CC.6.NS.4, CC.6.EE.6, CC.6.EE.9, CC.6.EE.5, CC.6.EE.7, CC.6.EE.8	Academic Vocabulary: column, row, Factor Puzzle, factors, product
Lesson Frame: Expressions and Order of Operations	I can use the order of operations to simplify numerical expression.
Lesson Frame: Expressions with Exponents	I can use expressions with exponents to represent figures.
Lesson Frame: Interpreting and Analyzing Expressions	I can translate algebraic expressions and words.
Lesson Frame: Modeling and Simplifying Expressions	I can identify and write expressions for dot diagrams.
Lesson Frame: Expressions for Area and Surface Area	I can write expressions for areas of complex figures.
Performance Tasks: Daily Quick Practice Assessment, Quick Quiz 5-1	Notes:
Topic 2: Equivalent Expressions	Length: 6 days
Standards: CC.6.EE.2, CC.6.EE.2b, CC.6.EE.2c, CC.6.EE.1, CC.6.EE.2a, CC.6.EE.4, CC.6.G.1, CC.6.G.4, CC.6.EE.3, CC.6.NS.4, CC.6.EE.6, CC.6.EE.9, CC.6.EE.5, CC.6.EE.7, CC.6.EE.8	Academic Vocabulary: equivalent expressions, Associative Property of Addition, Commutative Property of Addition, coefficient, like terms, Associative Property of Multiplication, Commutative Property of Multiplication, simplify
Lesson Frame: Equivalent Expressions	I can connect real world situations, models, and expressions.

Lesson Frame: The Commutative and Associative Properties	I can simplify expressions by combining like terms.
Lesson Frame: Practice with Expressions	I can simplify and evaluate expressions.
Performance Tasks: Daily Quick Practice Assessment, Quick Quiz 5-2	Notes:
Topic 3: Representing and Describing Quantitative Relationships	Length: 5 days
Standards: CC.6.EE.2, CC.6.EE.2b, CC.6.EE.2c, CC.6.EE.1, CC.6.EE.2a, CC.6.EE.4, CC.6.G.1, CC.6.G.4, CC.6.EE.3, CC.6.NS.4, CC.6.EE.6, CC.6.EE.9, CC.6.EE.5, CC.6.EE.7, CC.6.EE.8	Academic Vocabulary: double number line, dependent and independent variables
Lesson Frame: Relating Two Quantities	I can recognize quantities that vary together.
Lesson Frame: Motion at a Constant Speed	I can use different representations to find or estimate distances traveled in given amount of time.
Lesson Frame: Relating Equations, Tables, and Graphs	I can make a table and a graph based on an equation.
Lesson Frame: Writing Equations	I can write and relate cost equations to situations.
Performance Tasks: Daily Quick Practice Assessment, Quick Quiz 5-3	Notes:
Topic 4 : Solving Equations and Equalities	Length: 5 days
Standards: CC.6.EE.2, CC.6.EE.2b, CC.6.EE.2c, CC.6.EE.1, CC.6.EE.2a, CC.6.EE.4, CC.6.G.1, CC.6.G.4, CC.6.EE.3, CC.6.NS.4, CC.6.EE.6, CC.6.EE.9, CC.6.EE.5, CC.6.EE.7, CC.6.EE.8	Academic Vocabulary: inequality, solution of an inequality, solution, solve, inverse operations, multiplicative inverse
Lesson Frame: Solutions of Equations and Inequalities	I can solve equations by reasoning about which value of the variable will make the sides equal.
Lesson Frame: Addition and Subtraction Equations	I can model and solve addition and subtraction equations.
Lesson Frame: Multiplication and Division Equations	I can model and solve multiplication and division equations.
Lesson Frame: Focus on Mathematical Practices	I can apply mathematical concepts and skills in meaningful contexts.
Performance Tasks: Daily Quick Practice Assessment, Quick Quiz 5-4, UNIT 5 TEST	Notes:

Unit Name: Volume of a Rectangular Prism	Length: 8 days
Standards: CC.6.G.1, CC.6.G.2, CC.6.G.4, CC.6.EE.2, CC.6.EE.2c, CC.6.EE.6	Outcomes: Students bring their prior knowledge to this unit as they explore volume for prisms that have fractional edge lengths.
Essential Questions: How can students find the volume of specific prisms using appropriate formulas? How can students solve real world problems that involve volume by using their prior knowledge?	Learning Targets: Students will find the volume of a right triangular prism with fractional lengths by packing it with unit cubes of the appropriate unit fraction edge lengths. Students will solve real world and mathematical problems involving volume. Students will show that counting unit cubes is the same as multiplying the edge lengths of the prism. Students will apply the formulas $V=lwh$ and $V=Bh$ to find volumes of right rectangular prisms with fractional edge lengths.
Topic 1: Volume Formulas for Rectangular Prisms	Length: 8 days
Standards: CC.6.G.1, CC.6.G.2, CC.6.G.4, CC.6.EE.2, CC.6.EE.2c, CC.6.EE.6	Academic Vocabulary: volume, unit cube, centimeter cube, inch cube, cubic unit, cubic centimeters, cubic inch
Lesson Frame: What is Volume?	I can express volume using an exponent.
Lesson Frame: Fractional Unit Cubes	I can find the volume of prisms with fractional edge lengths by packing them with cubes of appropriate unit fraction edge lengths.
Lesson Frame: Compose Rectangular Prisms with Fractional Edge Lengths	I can compose a rectangular prism with fractional edge lengths by layers.
Lesson Frame: Volume of Prisms with Fractional Edge Lengths	I can solve real world problems involving volume.
Lesson Frame: Write and Solve Equations about Volume	I can understand how the variables of the volume formula are related.
Lesson Frame: Focus on Mathematical Practices	I can apply mathematical concepts and skills in meaningful contexts.
Performance Tasks: Daily Quick Practice Assessment, Quick Quiz 6-1, UNIT 6 TEST	Notes:

Unit Name: Ratios and Rates with Fractions, Decimals, and Percents	Length: 20 days
Standards: CC.6.RP.1, CC.6.RP.2,, CC.6.RP.3, CC.6.RP.3a, CC.6.RP.3b, CC.6.EE.6, CC.6.EE.7, CC. 6.RP.3c, CC.RP.3d, CC.6.EE.9, CC.6.G.1, CC.6.G.4	Outcomes: Unit 7 builds upon the concepts of rates, ratios, and proportions introduced in Unit 1. The concept of unit rate is extended to all ratios, and unit rates are used to solve proportions, including those with non whole-number solutions.
Essential Questions: How can one solve proportions with non-whole number solutions? How can one use ratio reasoning to convert measurement units?	Learning Targets: Students will solve proportions with non-whole number solutions. Students will represent ratios in fraction form. Students will solve proportions involving both part-to-part and part-to-whole ratios. Students will find a percent of a quantity as a rate per 100 and solve problems involving finding the whole given a part and the percent. Students will use equations to represent proportional relationships. Students will use ratio reasoning to convert measurement units.
Topic 1: Ratios, Fractions, Unit Rates, and Cross-Multiplying	Length: 5 days
Standards: CC.6.RP.1, CC.6.RP.2,, CC.6.RP.3, CC.6.RP.3a, CC.6.RP.3b, CC.6.EE.6, CC.6.EE.7, CC. 6.RP.3c, CC.RP.3d, CC.6.EE.9, CC.6.G.1, CC.6.G.4	Academic Vocabulary: compare ratios, unit rate strategy, cross multiplication
Lesson Frame: Comparing Ratios	I can use tables of equivalent ratios to compare ratios.
Lesson Frame: Unit Rates	I can use unit rates to describe and compare ratios.
Lesson Frame: Ratios, Fractions, and Fraction Notation	I can write ratios in fractional notation.
Lesson Frame: Understanding Cross-Multiplication	I can understand why the cross-multiplication method works.
Performance Tasks: Daily Quick Practice Assessment, Quick Quiz 7-1	Notes:
Topic 2: Ratios with Tape Diagrams and Equations	Length: 4 days
Standards: CC.6.RP.1, CC.6.RP.2,, CC.6.RP.3, CC.6.RP.3a, CC.6.RP.3b, CC.6.EE.6, CC.6.EE.7, CC. 6.RP.3c, CC.RP.3d, CC.6.EE.9, CC.6.G.1, CC.6.G.4	Academic Vocabulary: tape diagram, multiplicative comparison
Lesson Frame: Describing Ratios with Tape Diagrams	I can use tape diagrams to solve proportions.
Lesson Frame: Ratios and Multiplicative Comparisons	I can describe ratios using equations.

Lesson Frame: Solve Ratio and Rate Problems	I can recognize problems that are not proportion problems.
Performance Tasks: Daily Quick Practice Assessment, Quick Quiz 7-2	Notes:
Topic 3: Percent	Length: 5 days
Standards: CC.6.RP.1, CC.6.RP.2,, CC.6.RP.3, CC.6.RP.3a, CC.6.RP.3b, CC.6.EE.6, CC.6.EE.7, CC. 6.RP.3c, CC.RP.3d, CC.6.EE.9, CC.6.G.1, CC.6.G.4	Academic Vocabulary: percent
Lesson Frame: The Meaning of Percent	I can understand the meaning of percent.
Lesson Frame: Percent of a Number	I can learn methods for calculating a percent of a number.
Lesson Frame: Percent Calculations	I can find the percent of a number.
Lesson Frame: Solve Percent Problems	I can calculate the percent one number is of another.
Performance Tasks: Daily Quick Practice Assessment, Quick Quiz 7-3	Notes:
Topic 4 Relate Different Measurement Units	Length: 4 days
Standards: CC.6.RP.1, CC.6.RP.2, CC.6.RP.3, CC.6.RP.3a, CC.6.RP.3b, CC.6.EE.6, CC.6.EE.7, CC. 6.RP.3c, CC.RP.3d, CC.6.EE.9, CC.6.G.1, CC.6.G.4	Academic Vocabulary: liquid volume, bar graph, circle graph
Lesson Frame: Convert Units of Length	I can convert units of length in order to calculate area.
Lesson Frame: Convert Units of Liquid Volume, Mass, and Weight	I can convert units of liquid volume, mass, and weight within the same measurement system.
Performance Tasks: Daily Quick Practice Assessment, Quick Quiz 7-4, UNIT 7 TEST	Notes:

Unit Name: Analyzing Statistics	Length: 19 days
Standards: CC.6.SP.1, CC.6.SP.4, CC.6.SP.5, CC.6.SP.5a, CC.6.SP.2, CC.6.SP.3, CC.6.SP.5c, CC.6.SP.5d, CC.6.SP.5b	Outcomes: Students begin to think statistically as they make sense of data. They explore measures of center and variability as ways to describe data.
Essential Questions: How can one find the mean and median of data displayed in histograms, and make inferences about the displays? How can one interpret box plots and use examples/counterexamples to prove/disprove statements about those plots? How can students add values to dot plots to change the mean, median, or range of the data by a given amount?	Learning Targets: Students will understand that a set of data can be described by its center, spread, and overall shape. Students will recognize that a measure of center, such as mean and median, summarizes a set of data values with a single number. Students will recognize that a measure of variation, such as range, interquartile range, and mean absolute deviation, summarizes a set of data values with a single number. Students will display numerical data on dot plots, histograms, and box plots. Students will describe the nature of the attribute under investigation, including how it was measured and its units of measurement. Students will relate the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered. Students will display and interpret real world data.
Topic 1: Displaying Data	Length: 3 days
Standard(s): CC.6.SP.1, CC.6.SP.4, CC.6.SP.5, CC.6.SP.5a	Academic Vocabulary: numerical data, dot plot, histogram, interval
Lesson Frame: Making Sense of Data	I can display, interpret, and summarize numerical data.
Lesson Frame: Dot Plots and Histograms	I can interpret and construct a dot plot and a histogram.
Performance Tasks: Daily Quick Practice Assessment, Quick Quiz 8-1	Notes:
Topic 2 : Summarizing Data: The Mean and the Median	Length: 5 days
Standards: CC.6.SP.1, CC.6.SP.4, CC.6.SP.5, CC.6.SP.5a, CC.6.SP.2, CC.6.SP.3, CC.6.SP.5c, CC.6.SP.5d, CC.6.SP.5b	Academic Vocabulary: leveling out, fair share, mean, median, symmetric
Lesson Frame: Making Data Groups Equal	I can calculate the mean.
Lesson Frame: Use the Mean	I can use the mean to summarize and compare data in context.
Lesson Frame: The Mean as a Balance Point	I can understand that the mean is a balance point of a dot plot.
Lesson Frame: Find and Use the Median	I can find the median of a numerical set of data.

Performance Tasks: Daily Quick Practice Assessment, Quick Quiz 8-2	Notes:
Topic 3: Describing Variability in Data	Length: 9 days
Standards: CC.6.SP.1, CC.6.SP.4, CC.6.SP.5, CC.6.SP.5a, CC.6.SP.2, CC.6.SP.3, CC.6.SP.5c, CC.6.SP.5d, CC.6.SP.5b	Academic Vocabulary: range, quartiles, first quartile, third quartile, box plot, interquartile range, mean absolute deviation, cluster, peak, gap, outlier
Lesson Frame: Variability in Data	I can calculate the range of a set of numerical data.
Lesson Frame: Box Plots	I can draw and interpret a box plot for a set of numerical data.
Lesson Frame: Mean Absolute Deviation	I can compare and interpret mean absolute deviations.
Lesson Frame: Clusters, Peaks, Gaps, and Outliers	I can choose an appropriate measure to describe a set of data.
Lesson Frame: Collect, Display, and Interpret Data	I can collect and analyze data.
Lesson Frame: Focus on Mathematical Practices	I can apply mathematical concepts and skills in meaningful ways.
Performance Tasks: Daily Quick Practice Assessment, Quick Quiz 8-3, UNIT 8 Assessment	Notes:

Unit Name: Rational Numbers and the Coordinate Plane	Length: 15 days
Standards: CC.6.NS.5, CC.6.NS.6, CC.6.NS.6a, CC.6.NS.6b, CC.6.NS.6c, CC.6.NS.7, CC.6.NS.7a, CC.6.NS.7.b, CC.6.NS.7c, CC.6.NS.7d, CC.6.NS.8	Outcomes: This unit extends our base-ten number system to include positive and negative rational numbers, using both number lines and the coordinate plane.
Essential Questions: How can students understand positive and negative numbers related to a number line? How can students understand opposite numbers on a number line? How can students write, interpret, and explain rational numbers and integers in real world situations?	Learning Targets: Students will understand that positive and negative numbers can describe quantities having opposite directions on a number line or opposite values. Students will locate and plot points that represent integers and other rational numbers on the number line and in all four quadrants of the coordinate plane. Students will write, interpret, and explain statements that compare integers and other rational numbers. Students will recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. Students will understand absolute value of a number and use this idea to compare numbers and to find distance in the coordinate plane. Students will solve real world and mathematical problems involving integers and rational numbers.
Topic 1: Discuss, Compare and Graph Integers	Length: 6 days
Standards: CC.6.NS.5, CC.6.NS.6, CC.6.NS.6a, CC.6.NS.6b, CC.6.NS.6c, CC.6.NS.7, CC.6.NS.7a, CC.6.NS.7.b, CC.6.NS.7c, CC.6.NS.7d, CC.6.NS.8	Academic Vocabulary: opposites, positive numbers, negative numbers, origin, integers, absolute value
Lesson Frame: Negative Numbers in the Real World	I can identify positive and negative numbers in real world situations.
Lesson Frame: Integers on a Number Line	I can locate and plot integers on a horizontal or vertical number line.
Lesson Frame: Compare and Order Integers	I can compare and order integers using number lines and in real world situations.
Lesson Frame: Integers and the Coordinate Plane	I can locate and plot integers in all four quadrants of the coordinate plane.
Performance Tasks: Daily Quick Practice Assessment, Quick Quiz 9-1	Notes:
Topic 2: Discuss, Compare, and Graph Rational Numbers	Length: 6 days
Standards: CC.6.NS.5, CC.6.NS.6, CC.6.NS.6a, CC.6.NS.6b, CC.6.NS.6c, CC.6.NS.7, CC.6.NS.7a, CC.6.NS.7.b, CC.6.NS.7c, CC.6.NS.7d, CC.6.NS.8	Academic Vocabulary: rational number, reflected point
Lesson Frame: Rational Numbers on a Number Line	I can identify rational number opposites.
Lesson Frame: Compare and Order Rational Numbers	I can compare and order numbers using a number line.

Lesson Frame: Rational Numbers and the Coordinate Plane	I can identify the effect on coordinates for reflections in the coordinate plane.
Lesson Frame: Focus on Mathematical Practices	I can apply mathematical concepts and skills in meaningful contexts.
Performance Tasks: Daily Quick Practice Assessment, Quick Quiz 9-2, UNIT 9 Assessment	Notes:



Book	Policy Manual
Section	For Board Review - Vol. 28, No. 2
Title	Overview & Comments
Code	1 - Explanations & Comments - Vol. 28, No. 2
Status	

WISCONSIN OVERVIEW AND COMMENTS

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BYLAWS & POLICIES

Policy 0142.4 – Oath (Revised)

The policy has been revised to clarify some of the procedural aspects of administering the oath to Board members, as well as to cover the timing of administration of the oath for appointed members who will take office at different points in the year. An additional statutory citation has been added to the legal references. These changes are recommended for consistency with statute and practice.

Policy 0165.1 – Notice of Regular Meetings (Revised)

The title of this policy has been changed to “Notice of Regular Meetings” to better reflect its content, and the reference to the official newspaper has been clarified to be consistent with statute. The change is recommended for clarity and consistency with law.

Policy 0168.1 – Meeting Minutes (Revised)

The title of this policy has been changed to “Meeting Minutes” to better reflect the content of the policy and the options for distribution of meeting proceedings have been clarified. A drafting note is also included for those districts where a newspaper is published within the District. Clarification of the options for meeting minutes content has also been clarified. The changes are recommended but not required.

Policy 2260 – Nondiscrimination and Equal Access (Revised)

This policy has been revised in response to an audit of a Neola client by the U.S. Department of Education. The OCR auditor determined that the policy was inconsistent with Section 504 because the investigation and review process does not permit the respondent a right of appeal. Although the OCR auditor stated that such a requirement is “specifically required by Section 504” the regulations referenced in support of that proposition do not state anything with specificity. The regulation (34 C.F.R. Section 104.7) requires that a School District “adopt grievance procedures that incorporate appropriate due process standards and that provide for the prompt and equitable resolution of complaints alleging any action prohibited by this part.”

The policy presently provides that the decision on the complaint following investigation will be provided to the Complainant. Neola policy contemplates the potentially sensitive nature of a complaint’s topic and facts under this policy. For that reason, the current policy balances between the inherent chilling effect associated with the policy language that in every case necessitates sharing of a report with a Respondent in a complaint and a Respondent who is subject to adverse action as a result of a complaint being permitted to defend themselves. The policy as written requires communication with the Complainant regarding the investigation decision, and notes the limitation on confidentiality, specifically stating that the Complainant’s identity may become known to a Respondent.

The OCR auditor in this instance concluded that “due process” requires automatic disclosure of a decision on a complaint to the Respondent. It is not Neola’s position that this is necessarily required by law, but clients are informed that at least one auditor has concluded it is. There may be circumstances where disclosure is inappropriate or limited, such as in the case where allegations are not

substantiated and no disciplinary action is issued, or where sensitive information not pertaining to the Respondent is part of the investigation. For these reasons, this policy revision is provided as an option and included in the option are provisions allowing for the redaction of certain elements of any written decision or report.

That same audit noted that the policy does not provide the Respondent with the right to appeal the decision following an investigation. The policy templates include a grievance procedure and, to the extent that adverse action resulted from a complaint filed pursuant to the policy, the individual would have an extensive process by which to challenge the decision. The policy is revised simply to explicitly point out the existence of those grievance policies. Presumably, if a complaint resulted in no action against a Respondent, that Respondent would not wish to appeal such a decision.

Neola advises districts, as to the first issue in this section, to consult with their legal counsel before adopting revisions that require all complaint decisions be automatically communicated to the Respondent or target of the complaint.

Policy 2260.01 - Section 504/ADA Prohibition Against Discrimination Based on Disability (Revised)

This policy is revised to incorporate the same language, per the same OCR auditor, as was incorporated into Policy 2260, described above.

Policy 2260.02 - English Language Proficiency (Revised)

This policy is revised to incorporate language which was removed from Policy 2411. This language relates to the delivery of EL services and is, therefore, more appropriately discussed in this policy. The revision is recommended, but not required.

Policy 2340 – District-Sponsored Trips (Revised)

The policy is revised to better distinguish between school-sponsored trips that are part of the regular lesson plan of a part of the curriculum (i.e. field trips), those trips that are part of an extra-curricular or co-curricular program (i.e. a band trip), overnight trips, and other trips that, while arranged and/or coordinated by the District are not directly part of either a course or school district club or group (i.e. summer trip).

Policy 2411 – School Counseling and Academic and Career Planning (Revised)

The policy is revised by removing reference to English Learners in the policy. The English Learner provisions are covered in Policy 2260.02 and therefore are redundant here and, to avoid confusion and/or inconsistencies in the language interpretation, it is recommended that it be removed in this policy.

Policy 2451 – Program or Curriculum Modifications (Revised)

The policy has been revised to reflect the more detailed requirements of State law as it pertains to such programs and to expressly reference a different policy which deals with a related topic, namely, programming for students identified as being at risk of not graduating high school.

Policy 3111/4111 – Creating a Position (Revised)

The policy is revised to remove and replace setting salary/wages based on a collective bargaining agreement with reference to other sources of wage determination. The policy is also revised to remove reference to U.S. citizens to avoid the appearance of a U.S. Citizen hiring preference, which a District is not permitted to have. Finally, revision is made to eliminate the option to verify the authorized employment of all new hires, as that is a required function of the District and should not be presented as an option.

Adoption of these revisions is recommended.

Policy 3132/4132 – Vacancies (Revised)

The policy is revised to remove reference to collective bargaining agreements.

Policy 5111 – Eligibility of Resident/Nonresident Students (Revised)

Policy revisions are made to clarify tuition payment situations and to clarify, by adding additional statutory requirements in situations of conditional enrollment (i.e. enrollment of a student who has been expelled from another district but permitted to attend a new district under a set of conditions). Adoption of these revisions is recommended to assure the policy communicates State law requirements.

Policy 5112 – Entrance Age (Revised)

The policy is revised to clarify that 4-year-old kindergarten is an optional program and to make other clarifications.

Adoption of the revisions is recommended, particularly depending on the situation regarding the availability of 4-year-old kindergarten in a particular district.

Policy 5113 – Open Enrollment Program (Inter-District) (Revised)

Some questions have arisen with respect to additional language incorporated into Policy 5113 concerning the alternative open enrollment procedures. The policy is revised in this update to reflect DPI's final regulations regarding alternative procedures.

Language was added in update Volume 28, Part 1 in reaction to a Department of Public Instruction's Emergency Rule 1832, adopted December 26, 2018, which temporarily amended PI 36.04(7). The Emergency Rule created additional restrictions on the approval of alternative procedures applications. The emergency rule placed a higher burden on an alternative procedure applicant, namely that they can only qualify if the subsequent year's class or service has not been limited at all by the nonresident school district, as opposed to the traditional evaluation which is whether there is space available at the time of review and decision on the application.

The statute, conversely, expressly excludes the application timelines and the waiting list procedures in relation to alternative procedures; however, DPI's rule, places a much higher burden on those applications by imposing a space limitation consideration not found in the statute.

Likewise, the rule imposes a restrictive interpretation relative to alternative procedures applications received prior to the 3rd Friday in September. The rule now prohibits approval of such an application unless all applications for the same level received during the regular application period were approved, without regard to permissible reasons to reject an application that are not space related (i.e. prior expulsion, habitual truancy, pending evaluation for special services).

This emergency rule has now become incorporated into the Administrative Code and as such is the regulation followed by DPI. The policy is accordingly revised to reflect the Code. Districts are cautioned to seek legal counsel in the event an alternative application is subject to denial due to the regulatory language despite the present availability of space.

Policy 5340 – Student Accidents/Illness/Concussions (Revised)

The policy is revised to assure that the requirements relative to concussion paperwork and training is consistent with State law.

Adoption of these revisions is recommended to assure the policy communicates State law requirements.

Policy 5460 – Graduation Requirements (Revised)

The policy is revised to provide more accurate representation and to provide the option to include more detail of graduation requirements and for alternative diploma requirements. Also, a provision is added to the policy to clarify that participation in graduation ceremonies is a right and that student conduct issues may result in the loss of that right. This is intended to put students and parents on notice of this in the event it later arises.

These revisions are recommended, but not required.

Policy 5710 – Student Complaints (Revised)

The policy has been modified to include references to other specific policies which contain complaint procedures, as well as the addition of general language for instances not covered by the specific policies.

These revisions are recommended but not required.

Policy 5830 – Student Fund-raising (Revised)

The policy is revised to incorporate DPI's determination relative to student fund-raising activities pursuant to Federal law. Federal law leaves the regulation of fund-raising involving the sale of foods up to the states. The policy reflects DPI's determination under this authority.

Adoption of this revision is recommended to assure compliance with the law.

Policy 6152 – Student Fees, Fines, and Charges (Revised)

The policy has been revised to place additional controls on the collection and accounting of monies collected to better protect against fraud or loss of such funds. These revisions are recommended but not required.

Policy 6470 – Payment of Invoices (Revised)

This policy has been revised to more accurately address the process of paying invoices and to account more accurately for the use of electronic means of paying invoices. These revisions are recommended but not required.

Policy 6510 – Payroll Authorization (Revised)

This policy is revised to remove reference to collective bargaining agreements. Likewise, language is added to account for the common practice of incorporating school year payroll elections in the individual teaching contracts or, for other employees, providing a District-specific form. There is also a form provided for that purpose as part of Neola's forms service.

Policy 6610 – Student Activity Fund (Revised)

Minor revisions are made to the policy to reference appropriate regulations and restrictions on the handling of those funds. These revisions are recommended but not required.

Policy 6630 – Cash Handling and Deposits (New)

This policy is provided as an option to govern the handling of cash received in the course of various District operations. Specifically, the policy requires secure storage and retention of sufficient documentation to audit and verify the proper handling of such funds. This policy is recommended but not required.

Policy 6830 – Audit (Revised)

The policy has been modified to reflect that Section 120.14 Wis. Stat. and PI 14 do not require a school board to “approve” the audit. The auditor submits its report to the Board and to DPI, and while Board minutes may reflect that the Board has received or discussed the audit, the Board does not approve or disapprove of the audit, as it is an independent work product of the auditor. The modifications also better reflect the required components of the audit, and PI14 has been added to the legal references.

The revisions are recommended for closer consistency with statute and regulations.

Policy 7300 – Disposition of Real Property (Revised)

This policy is revised to separate policy concerning real and personal property (See Policy 7310, below). The policy is also revised to remove reference to a “public” board meeting in order to avoid confusion that this policy requires that all offers to purchase involving a potential real estate transaction must be reviewed in open session. While such offers are considered at a board meeting subject to the open meetings law, in most cases at least initial discussion will likely occur in an authorized closed session for competitive bargaining purposes.

Adoption of this revision is recommended.

Policy 7310 – Disposition of Personal Property (Revised)

This policy is revised to reflect that it applies only to personal property, and to cross-reference District policy concerning the disposition of real property in Policy 7300. Additional clarification is included to better apply to the various types of personal property owned by a District that it may wish to dispose of in some fashion.

Policy 7434 – Use of Tobacco on School Premises (Revised)

This policy is revised to reflect that the District prohibits the use of tobacco products at outdoor facilities as well as indoor facilities.

Adoption of this policy revision is recommended.

Policy 7455 – Accounting System for Fixed Assets (Revised)

This policy is revised to incorporate reference to Policies 7300 - Disposition of Real Property and 7310 - Disposition of Personal Property which deal directly with the sale of District property.

Adoption of this revision is recommended.

Policy 7540.01 - Technology Privacy (Revised)

The two versions have been merged into a single version for ease of decision making as it relates to technology privacy and how technology can be used.

These revisions are strongly recommended.

Policy 8210 – School Calendar (Revised)

Language has been added to this policy for inclusion of the virtual instruction option to supplement school hours and the requirements for that option, along with a legal reference to PI 8.01. The revisions are recommended for closer consistency with statute and regulations.

Policy 8330 – Student Records (Revised)

This policy has been revised to reference terminology used in Wisconsin law, specifically "adult student," in addition to the term "eligible student" used in Federal law. Likewise, the policy has been revised to reference the adult student's right to restrict parental access to his/her records by providing written notice to the District.

Adoption of these revisions is recommended to assure compliance with applicable law.

Policy 8660 – Transportation by Private Vehicle (Revised)

This policy is revised to more accurately reflect the statutory language governing the transportation of students using vehicles that are not classified as school buses. The transportation requirements are less stringent but do still require some oversight if authorized by a District.

Adoption of these revisions is recommended to more fully incorporate legal requirements.

Policy 9600 - Staff/Student Participation in Community Events (Revised)

The policy is revised to remove reference to administrative guidelines. There presently is not such a guideline. Upon consideration, the diversity of community activities and events makes it difficult to adequately set guidelines without creating exposure to the district in terms of allegations of censorship or the promotion of certain beliefs.

ADMINISTRATIVE GUIDELINES

AG 5460 - Graduation Requirements (Delete)

The guideline has been deleted and pertinent components incorporated into the policy for greater clarity and consistency in practice. The deletion is recommended but not required.

AG 5751 – Education and Service for School-Age Parents (Revised)

This guideline has been revised to incorporate additional legal standards and accommodation provisions, along with statutory citations in the legal references. Adoption of these revisions is recommended to more fully incorporate legal requirements.

AG 8330 - Student Records (Revised)

The guideline is revised consistent with revisions made to Policy 8330 (see Note above).

Last Modified by Steve LaVallee on October 2, 2019



Book Policy Manual
Section For Board Review - Vol. 28, No. 2
Title Copy of OATH
Code po0142.4
Status
Adopted April 25, 2016

0142.4 - **OATH**

Each newly-elected or appointed Board member shall file the oath of office with the Clerk, ~~and shall take an oral oath of office administered by the Clerk.~~

On or prior to the fourth Monday in April, any Board member elected or re-elected to office at the spring election shall take and file the official oath. Board members appointed to office between elections shall take and file the oath prior to taking office. The School District Clerk has authority to administer the oath of office, unless s/he was re-elected in the spring election. A notary public or other person with authority to administer oaths may also administer the oath to members.

The official oath shall be in writing and subscribed and sworn to as required by law. The oath does not need to be administered at or in conjunction with a Board meeting. If desired, the oath may also be administered orally in addition to the written oath.

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Legal 120.06 (10), Wis. Stats.

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Section For Board Review - Vol. 28, No. 2
Title NOTICE of REGULAR MEETINGS
Code po0165.1
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Adopted April 25, 2016

0165.1 - NOTICE OF REGULAR MEETINGS

Public notice of all meetings shall be given pursuant to statute. The Board shall cause to be posted at the Board office and in other locations considered appropriate by the Board, a notice listing the date, time, place, and subject matter of each regularly-scheduled meeting of the Board, including subjects intended for the consideration at any closed session, in the form which is reasonably likely to inform members of the public and the news media. To assure that notice of a meeting is specific enough to apprise the public of the purpose of the meeting, the following factors shall be considered: (1) the time and effort required to provide detailed notice; (2) the level of public interest in the particular subject; and (3) whether the meeting will involve routine or novel issues. The notice shall contain the name and address of the District and its telephone number. The notice shall be given at least twenty-four (24) hours prior to the meeting unless for good cause such notice is impossible or impractical, but in no case may the notice be less than two (2) hours in advance of the meeting.

The notice shall also contain the following statement:

"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."

The notice shall be given to the Racine Journal and, upon the written request, to an individual, organization, firm, or corporation. The news media shall be entitled to receive, at their request, copies of such notices free of charge.

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Legal 120.11(4), Wis. Stats.
985.05(3), Wis. Stats.
19.84, Wis. Stats.

Last Modified by Steve LaVallee on October 2, 2019



Book Policy Manual
Section For Board Review - Vol. 28, No. 2
Title MEETING MINUTES
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Status
Adopted April 25, 2016

0168.1 - **OPEN MEETING MINUTES**

The Clerk, or a temporary clerk appointed by the presiding officer, shall designate a person to keep minutes of each meeting showing the date, time, place, members present, members absent, any decisions made at a meeting open to the public, and the purpose or purposes for which a closed session is called. These minutes must be approved by the Board and endorsed by the Clerk; or by a person designated by the presiding officer which should ordinarily occur at the next regular meeting. The minutes shall include all votes taken at the meeting.

Proceedings of each meeting shall be published as a Class I notice and copies of the minutes shall be posted on the District's website within forty-five (45) days of the meeting. The notice shall also contain a listing of receipts and expenditures in the aggregate. There will also be a detailed record of all receipts and expenditures available for inspection at each regular Board meeting and upon written request.

The minutes shall be available for inspection at the District Administrator's office and shall be available for purchase at a fee estimated by the business office to cover the cost of printing and copying.

The official minutes shall be bound together by years and kept in the office of the Board of Education.

Minutes of the preceding meetings shall be approved by the Board as part of the consent agenda unless there is a request for removal from the consent agenda at its next regular meeting.

The minutes shall show only the date, time, place, members present, members absent, any action(s) taken at a meeting open to the public, and the purpose or purposes for which a closed session is called.~~action taken.~~

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Legal 120.11, Wis. Stats.

Last Modified by Steve LaVallee on October 2, 2019



Book	Policy Manual
Section	For Board Review - Vol. 28, No. 2
Title	Copy of NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY
Code	po2260
Status	
Adopted	October 17, 2016
Last Revised	July 22, 2019

2260 - **NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY**

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

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

This policy is intended to support and promote nondiscriminatory practices in all District and school activities, particularly in the following areas:

- A. use of objective bases for admission to any school, class, program, or activity;
- B. prohibition of harassment towards students and procedures for the investigation of claims (see Policy 5517);
- C. use of disciplinary authority, including suspension and expulsion authority;
- D. administration of gifts, bequests, scholarships and other aids, benefits, or services to students from private agencies, organizations, or persons;
- E. selection of instructional and library media materials in a nondiscriminatory manner and that reflect the cultural diversity and pluralistic nature of American society;
- F. design and implementation of student evaluation practices, materials, and tools, but not at the exclusion of implementing techniques to meet students' individual needs;
- G. design and configuration of facilities;
- H. opportunity for participation in extra-curricular and co-curricular activities, provided that separate programs for male and female students may be available provided comparable activities are made available to all in terms of type, scope, and District support; and
- I. the school lunch program and other school-sponsored food service programs.

The Board is also committed to equal employment opportunity in its employment policies and practices as they relate to students. The Board's policies pertaining to employment practices can be found in Policy 1422, Policy 3122, and Policy 4122 - Nondiscrimination and Equal Employment Opportunity.

In furtherance of the aforesaid goal, the District Administrator shall:

- A. Curriculum Content

review current and proposed courses of study and textbooks to detect any bias based upon the Protected Classes ascertaining whether or not supplemental materials, singly or taken as a whole, fairly depict the contribution of both sexes various races, ethnic groups, etc. toward the development of human society; provide that necessary programs are available for students with limited use of the English language;

B. Staff Training

develop an ongoing program of staff training and in-service training for school personnel designed to identify and solve problems of bias based upon the Protected Classes in all aspects of the program;

C. Student Access

1. review current and proposed programs, activities, facilities, and practices to ensure that all students have equal access thereto and are not segregated on the basis of the Protected Classes in any duty, work, play, classroom, or school practice, except as may be permitted under State regulations;
2. verify that facilities are made available in a non-discriminatory fashion, in accordance with Board Policy 7510 - Use of District Facilities, for non-curricular student activities that are initiated by parents or other members of the community, including but not limited to any group officially affiliated with the Boy Scouts of America or any other youth group listed in Title 36 of the United States Code as a patriotic society;

D. District Support

require that like aspects of the District program receive like support as to staff size and compensation, purchase and maintenance of facilities and equipment, access to such facilities and equipment, and related matters;

E. Student Evaluation

verify that tests, procedures, or guidance and counseling materials, which are designed to evaluate student progress, rate aptitudes, analyze personality, or in any manner establish or tend to establish a category by which a student may be judged, are not differentiated or stereotyped on the basis of the Protected Classes.

The District Administrator shall appoint and publicize the name of the compliance officer(s) who is/are responsible for coordinating the District's efforts to comply with the applicable Federal and State laws and regulations, including the District's duty to address in a prompt and equitable manner any inquiries or complaints regarding discrimination or equal access. The Compliance Officer(s) also verify that proper notice of nondiscrimination for Title II of the Americans with Disabilities Act (as amended), Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, Section 504 of the Rehabilitation Act of 1973 (as amended), is provided to students, their parents, staff members, and the general public.

The District Administrator shall attempt annually to identify children with disabilities, ages 3 - 21, who reside in the District but do not receive a public education. In addition, s/he shall establish procedures to identify students who are Limited English Proficient, including immigrant children and youth, to assess their ability to participate in District programs, and develop and administer a program that meets the English language and academic needs of these students. This program shall include procedures for student placement, services, evaluation, and exit guidelines and shall be designed to provide students with effective instruction that leads to academic achievement and timely acquisition of proficiency in English. As a part of this program, the District will evaluate the progress of students in achieving English language proficiency in the areas of listening, speaking, reading and writing, on an annual basis (see AG 2260F).

Reporting Procedures

Students, parents and all other members of the School District community are encouraged to promptly report suspected violations of this policy to a teacher or administrator. Any teacher or administrator who receives such a complaint shall file it with the District's Compliance Officer at his/her first opportunity.

Students who believe they have been denied equal access to District educational opportunities, in a manner inconsistent with this policy may initiate a complaint and the investigation process that is set forth below. Initiating a complaint will not adversely affect the complaining individual's participation in educational or extra-curricular programs unless the complaining individual makes the complaint maliciously or with knowledge that it is false.

Title IX Complaint Coordinators/Compliance Officers (hereinafter referred to as the "COs").

The Board designates the following individuals to serve as the District's CO's: "Title IX Complaint Coordinators/Compliance Officers" (hereinafter referred to as the "COs").

Carmen O'Brien
Business Manager
School District of Manawa
800 Beech Street

Manawa, WI 54949
920-596-5840
cobrien@manawaschools.org

Daniel Wolfgram
High School/Junior High School Principal
800 Beech Street
Manawa, WI 54949
920-596-5310
dwolfgram@manawaschools.org

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

A CO will be available during regular school/work hours to discuss concerns related to student discrimination in educational opportunities under this policy.

Investigation and Complaint Procedure

The CO shall investigate any complaints brought under this policy. Throughout the course of the process as described herein, the CO should keep the parties informed of the status of the investigation and the decision-making process.

All complaints must include the following information to the extent it is available: a description of the alleged violation, the identity of the individual(s) believed to have engaged in, or to be actively engaging in, conduct in violation of this policy, if any; a detailed description of the facts upon which the complaint is based; and a list of potential witnesses.

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

Upon receiving a complaint, the CO will consider whether any action should be taken during the investigatory phase to protect the Complainant from further loss of educational opportunity, including but not limited to a change of class schedule for the Complainant, tentative enrollment in a program, or other appropriate action. In making such a determination, the CO should consult the Principal or District Administrator if the principal is the compliance officer prior to any action being taken. The Complainant should be notified of any proposed action prior to such action being taken.

As soon as appropriate in the investigation process, the CO will inform any individual named by the Complainant in connection with an alleged violation of this policy, that a complaint has been received. The person(s) must also be provided an opportunity to respond to the complaint.

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

The investigation will include:

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

At the conclusion of the investigation, the CO shall prepare and deliver a written report to the District Administrator that summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definitions in this Policy, as well as in State and Federal law as to whether the Complainant has been denied access to educational opportunities on the basis of one of the protected classifications, based on a preponderance of evidence standard. The CO's recommendations must be based upon the totality of the circumstances, including the ages and maturity levels of those involved. The CO may consult with the Board Attorney before finalizing the report to the District Administrator.

Absent extenuating circumstances, within ten (10) business days of receiving the report of the CO, the District Administrator must either issue a final decision regarding the complaint or request ~~the complaint~~ further investigation. A copy of the District Administrator's final decision will be delivered to the Complainant. The District Administrator may redact information from the decision in the event the

release of information raises concerns regarding the integrity of the complaint or investigation process. The Board authorizes the District Administrator to consult with legal counsel to determine the extent to which information in an investigation report must be provided to either the Complainant or Respondent.

If the District Administrator requests additional investigation, the District Administrator must specify the additional information that is to be gathered, and such additional investigation must be completed within ten (10) business days. At the conclusion of the additional investigation, the District Administrator must issue a final written decision as described above. The decision of the District Administrator will be reviewed by the Board upon request.

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

Any person, including the Respondent in a complaint, who is subject to disciplinary action up to and including termination as a result of a complaint may choose to file a Grievance utilizing the District's grievance procedure as outlined in Policy 3430 or Policy 4430.

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

Additional School District Action

If the evidence suggests that any conduct at issue violates any other policies of the Board, is a crime, or requires mandatory reporting under the Children's Code (Sec. 48.981, Wis. Stat.) (Policy 8462), or threats of violence (Policy 8462.01), the CO or District Administrator shall take such additional actions as necessary and appropriate under the circumstances, which may include a report to the appropriate social service and/or law enforcement agency charged with responsibility for handling such investigations.

Confidentiality

The District will make reasonable efforts to protect the privacy of any individuals involved in the investigation process. Confidentiality cannot be guaranteed however. All Complainants proceeding through the investigation process should be advised that as a result of the investigation, allegations against individuals may become known to those individuals, including the Complainant's identity.

During the course of an investigation, the CO will instruct all members of the School District community and third parties who are interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of an investigation is expected not to disclose any information that s/he learns or that s/he provides during the course of the investigation.

Retention of Public Records, Student Records, and Investigatory Records and Materials

All individuals charged with conducting investigations under this policy shall retain all information, documents, electronically stored information ("ESI"), and electronic media (as defined in Policy 8315) created and received as part of an investigation, including but not limited to:

- A. all written reports;
- B. narratives of all verbal reports or statements;
- C. a narrative of all actions taken by District personnel;
- D. any written documentation of actions taken by District personnel;
- E. written witness statements;
- F. narratives or audio, video, or digital recordings of verbal witness statements;
- G. any documentary evidence;
- H. handwritten and contemporaneous notes;
- I. e-mails, texts, or social media posts related to the investigation and allegations;
- J. dated written determinations;
- K. dated written descriptions of verbal notifications to the parties;
- L. written documentation of any interim measures offered and/or provided to Complainants, including no-contact orders; and

M. documentation of all actions taken to stop the discrimination or harassment, prevent its recurrence, eliminate any hostile environment, and remedy the discriminatory effects.

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

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

Revised 12/18/17

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Legal

- 118.13 Wis. Stats.
- P.I. 9, Wis. Adm. Code
- P.I. 41, Wis. Adm. Code
- Fourteenth Amendment, U.S. Constitution
- 20 U.S.C. Section 1681, Title IX of Education Amendments Act
- 20 U.S.C. Section 1701 et seq., Equal Educational Opportunities Act of 1974
- 20 U.S.C. Section 7905, Boy Scouts of America Equal Access Act
- 29 U.S.C. Section 794, Rehabilitation Act of 1973, as amended
- 42 U.S.C. Section 2000 et seq., Civil Rights Act of 1964
- 42 U.S.C. Section 2000ff et seq., The Genetic Information Nondiscrimination Act
- 42 U.S.C. 6101 et seq., Age Discrimination Act of 1975
- 42 U.S.C. 12101 et seq., The Americans with Disabilities Act of 1990, as amended
- Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services, Department of Education, Office of Civil Rights, 1979

Last Modified by Melanie Oppor on October 9, 2019



Book	Policy Manual
Section	For Board Review - Vol. 28, No. 2
Title	Copy of SECTION 504/ADA PROHIBITION AGAINST DISCRIMINATION BASED ON DISABILITY
Code	po2260.01
Status	
Adopted	October 17, 2016

2260.01 - **SECTION 504/ADA PROHIBITION AGAINST DISCRIMINATION BASED ON DISABILITY**

Pursuant to Section 504 of the Rehabilitation Act of 1973 ("Section 504"), the Americans with Disabilities Act of 1990, as amended ("ADA"), and the implementing regulations (collectively "Section 504/ADA"), no otherwise qualified individual with a disability shall, solely by reason of his/her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. The Board does not discriminate in admission or access to, or participation in, or treatment in its programs or activities. As such, the Board's policies and practices will not discriminate against students with disabilities and will make accessible to qualified individuals with disabilities its facilities, programs, and activities. No discrimination will be knowingly permitted against any individual with a disability on the sole basis of that disability in any of the programs, activities, policies, and/or practices in the District.

"An individual with a disability" means a person who has, had a record of, or is regarded as having, a physical or mental impairment that substantially limits one or more major life activities. Major life activities are functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, eating, sleeping, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.

Major life activities also include the operation of a major bodily function, including, but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, and digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal and reproductive functions. The operation of a major bodily function includes the operation of an individual organ within a body system.

An impairment that is episodic in nature or in remission is considered a disability if it would substantially limit a major life activity when active.

The determination of whether an impairment substantially limits a major life activity must be made without regard to the ameliorative effects of mitigating measures such as medication, medical supplies, equipment or appliances, low-vision devices (not including ordinary eyeglasses or contact lenses), prosthetics (including limbs and devices), hearing aids and cochlear implants or other implantable hearing devices, mobility devices, oxygen therapy equipment or supplies, assistive technology, reasonable accommodations or auxiliary aids or services, or learned behavioral or adaptive neurological modifications.

With respect to public preschool, elementary and secondary educational services, a qualified person with a disability means a disabled person:

- A. who is of an age during which nondisabled persons are provided educational services;
- B. who is of any age during which it is mandatory under Wisconsin law to provide educational services to disabled persons; or
- C. to whom the State is required to provide a free appropriate public education pursuant to the Individuals with Disabilities Education Improvement Act (IDEIA).

With respect to vocational education services, a qualified person with a disability means a disabled person who meets the academic and technical standards requisite to admission or participation in the vocational program or activity.

District Compliance Officer

The following persons are designated as the District Section 504 Compliance Officers/ADA Coordinators ("hereinafter referred to as the COs").

Carmen O'Brien
Director of Curriculum & Assessment
School District of Manawa
800 Beech Street
Manawa, WI 54949
920-596-5840
cobrien@manawa.k12.wi.us

Daniel Wolfgram
High School/Junior High School Principal
School District of Manawa
800 Beech Street
Manawa, WI 54949
920-596-5310
dwolfgram@manawa.k12.wi.us

The names, titles, and contact information of these individuals will be published annually in the staff [and student](#) handbooks and on the School District's web site.

The CO is responsible for coordinating the District's efforts to comply with and fulfill its responsibilities under Section 504 and Title II of the ADA. A copy of Section 504 and the ADA, including copies of their implementing regulations, may be obtained from the CO.

The CO will oversee the investigation of any complaints of discrimination based on disability, which may be filed pursuant to the Board's adopted internal complaint procedure, and will attempt to resolve such complaints.

The Board will provide for the prompt and equitable resolution of complaints alleging violations of Section 504/ADA. The Board will further establish and implement a system of procedural safeguards in accordance with Section 504, including the right to an impartial due process hearing.

Training

The CO will also oversee the training of employees of the Board so that all employees understand their rights and responsibilities under Section 504 and the ADA, and are informed of the Board's policies, administrative guidelines and practices with respect to fully implementing and complying with the requirements of Section 504/ADA.

The Board will provide in-service training and consultation to staff responsible for the education of persons with disabilities, as necessary and appropriate.

Facilities

No qualified person with a disability will, because the District's facilities are inaccessible to or unusable by persons with disabilities, be denied the benefits of, be excluded from participation in, or otherwise be subjected to discrimination under any program or activity to which Section 504/ADA applies.

For facilities constructed or altered after June 3, 1977, the District will comply with applicable accessibility standards. For those existing facilities constructed prior to June 3, 1977, the District is committed to operating its programs and activities so that they are readily accessible to persons with disabilities. This includes, but is not limited to, providing accommodations to parents with disabilities who desire access to their child's educational program or meetings pertinent thereto. Programs and activities will be designed and scheduled so that the location and nature of the facility or area will not deny a student with a disability the opportunity to participate on the same basis as students without disabilities.

Education

The Board is committed to identifying, evaluating, and providing a free appropriate public education ("FAPE") to students within its jurisdiction who are disabled within the definition of Section 504, regardless of the nature or severity of their disabilities.

If a student has a physical or mental impairment that significantly limits one or more major life activities, the Board will provide the student with a free appropriate public education ("FAPE"). An appropriate education may include regular or special education and related aids and services to accommodate the unique needs of students with disabilities. For disabled students who are not eligible for specially designed instruction under the Individuals with Disabilities Education Improvement Act ("IDEIA"), the related aids and services (including accommodations/modifications/interventions) they need in order to have their needs met as adequately as the needs of nondisabled students are met, shall be delineated, along with their placement, in a Section 504 Plan (Form 2260.01A F13).

Parents/guardians/custodians ("parents") are invited and encouraged to participate fully in the evaluation process and development of a Section 504 Plan.

The Board is committed to educating (or providing for the education of) each qualified person with a disability who resides within the District with persons who are not disabled to the maximum extent appropriate. Generally, the District will place a person with a disability in the regular educational environment unless it is demonstrated that the education of the person in the regular environment even with the use of supplementary aids and services cannot be achieved satisfactorily. If the District places a person in a setting other than the regular educational environment, it shall take into account the proximity of the alternate setting to the person's home.

The Board will provide non-academic extracurricular services and activities in such a manner as is necessary to afford qualified persons with disabilities an equal opportunity for participation in such services and activities. Nonacademic and extracurricular services and activities may include counseling services, physical recreational athletics, transportation, health services, recreational activities, special interests groups or clubs sponsored by the District, referrals to agencies that provide assistance to persons with disabilities, and employment of students. In providing or arranging for the provision of meals and recess periods, and nonacademic and extracurricular services and activities, including those listed above, the District will verify that persons with disabilities participate with persons without disabilities in such services and activities to the maximum extent appropriate.

Investigation and Complaint Procedure

The CO shall investigate any complaints brought under this policy. Throughout the course of the process as described herein, the CO should keep the parties informed of the status of the investigation and the decision making process.

All complaints must include the following information to the extent it is available: a description of the alleged violation, the identity of the individual(s) believed to have engaged in, or to be actively engaging in, conduct in violation of this policy, if any; a detailed description of the facts upon which the complaint is based; and a list of potential witnesses.

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

Upon receiving a complaint, the CO will consider whether any action should be taken during the investigatory phase to protect the Complainant from further loss of educational opportunity, including but not limited to a change of class schedule for the Complainant, tentative enrollment in a program, or other appropriate action. In making such a determination, the CO should consult the Principal or District Administrator if the principal is the compliance office prior to any action being taken. The Complainant should be notified of any proposed action prior to such action being taken.

As soon as appropriate in the investigation process, the CO will inform any individual named by the Complainant in connection with an alleged violation of this policy, that a complaint has been received. The person(s) must also be provided an opportunity to respond to the complaint.

Within five (5) business days of receiving the complaint, the CO will initiate an investigation

Although certain cases may require additional time, the CO will attempt to complete an investigation into the allegations of harassment within fifteen (15) calendar days of receiving the formal complaint. The investigation will include:

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

At the conclusion of the investigation, the CO shall prepare and deliver a written report to the District Administrator which summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definitions in this Policy, as well as in State and Federal law as to whether the Complainant has been denied access to educational opportunities on the basis of one of the protected classifications, based on a preponderance of evidence standard. The CO's recommendations must be based upon the totality of the circumstances, including the ages and maturity levels of those involved.

The CO may consult with the Board Attorney before finalizing the report to the District Administrator.

Absent extenuating circumstances, within ten (10) business days of receiving the report of the CO, the District Administrator must either issue a final decision regarding the complaint or request further investigation. A copy of the District Administrator's final decision will be delivered to the Complainant. The District Administrator may redact information from the decision in the event the release of information raises concerns regarding the integrity of the complaint or investigation process. The Board authorizes the District Administrator to consult with legal counsel to determine the extent to which information in an investigation report must be provided to either the complainant or respondent.

If the District Administrator requests additional investigation, the District Administrator must specify the additional information that is to be gathered, and such additional investigation must be completed within ten (10) business days. At the conclusion of the additional investigation, the District Administrator must issue a final written decision as described above. The decision of the District Administrator will be reviewed by the Board upon request.

If the Complainant feels that the decision does not adequately address the complaint s/he may appeal the decision to the State Superintendent of Public Instruction.

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

Additional School District Action

If the evidence suggests that any conduct at issue violates any other policies of the Board, is a crime, or requires mandatory reporting under the Children's Code (Sec. 48.981, Wis. Stat.), the CO or District Administrator shall take additional such actions as necessary and appropriate under the circumstances, which may include a report to the appropriate social service and/or law enforcement agency charged with responsibility for handling such investigations.

Confidentiality

The District will make reasonable efforts to protect the privacy of any individuals involved in the investigation process. Confidentiality cannot be guaranteed. All Complainants, through the investigation process shall be advised that as a result of the investigation, allegations against individuals may become known to those individuals, including the Complainant's identity.

During the course of an investigation, the CO will instruct all members of the School District community and third parties who are interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of an investigation is expected not to disclose any information that s/he learns or that s/he provides during the course of the investigation.

Retention of Public Records, Student Records, and Investigatory Records and Materials

All individuals charged with conducting investigations under this policy shall retain all information, documents, electronically stored information ("ESI"), and electronic media (as defined in Policy 8315) created and received as part of an investigation, including but not limited to:

- A. all written reports;
-
- B. narratives of all verbal reports or statements;
-
- C. a narrative of all actions taken by District personnel;
-
- D. any written documentation of actions taken by District personnel;
-
- E. written witness statements;
-
- F. narratives or audio, video, or digital recordings of verbal witness statements;
-
- G. any documentary evidence;
-
- H. handwritten and contemporaneous notes;
-
- I. e-mails, texts, or social media posts related to the investigation and allegations;
-
- J. dated written determinations;
-
- K. dated written descriptions of verbal notifications to the parties;
-
- L. written documentation of any interim measures offered and/or provided to Complainants, including no contact orders; and
-
- M. documentation of all actions taken to stop the discrimination of harassment, prevent its recurrence, eliminate any hostile environment, and remedy the discriminatory effects.

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

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



Book	Policy Manual
Section	For Board Review - Vol. 28, No. 2
Title	Copy of ENGLISH LANGUAGE PROFICIENCY
Code	po2260.02
Status	
Adopted	October 17, 2016
Last Revised	April 23, 2018

2260.02 - ENGLISH LANGUAGE PROFICIENCY

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

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

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

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

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

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

The Board shall provide the following services, through the school counselors' office, for students who have limited English proficiency:

- A. an effective instructional program and supportive services appropriate to meet the needs of the student;
- B. the opportunity to access supportive services, such as language development and speech therapy as appropriate to the individual needs of the student; and
- C. programs and services that reflect the cultural background of students who have limited English proficiency. This may include instruction in the student's native language to assist the student in becoming proficient or advanced in all subject areas.

School counseling personnel are directed to provide information and direction to students with EL regarding access to programs and offerings within the District. Such personnel are also directed to provide information and direction to students with sensory impairments regarding available resources and access to those resources.

Book	Policy Manual
Section	For Board Review - Vol. 28, No. 2
Title	DISTRICT-SPONSORED TRIPS
Code	po2340
Status	
Adopted	October 17, 2016

2340 - ~~FIELD AND OTHER~~ DISTRICT-SPONSORED TRIPS

The Board recognizes the value of organized trips or other excursions away from the classroom as a valuable part of the District's educational programming and a valuable opportunity to obtain additional educational experiences not offered directly in the curriculum offerings. These opportunities occur in four (4) primary forms addressed in this policy: (a) field trips; (b) extra-curricular/co-curricular program related trips; (c) overnight trips; and (d) other District-sponsored trips.

Field Trips

The Board recognizes that field trips, when used for teaching and learning integral to the curriculum, are an educationally sound and important ingredient in the instructional program of the schools. For purposes of this policy, a field trip shall be defined as any planned journey by one (1) or more students away from District premises, which is under the supervision of a professional staff member, approved by the school administration and furthers or supplements an integral part of a course of study as planned for and incorporated into that course of study by the teacher. ← Properly planned and executed field trips should:

- A. supplement and enrich classroom procedures by providing learning experiences in an environment outside the schools;
- B. arouse new interests among students;
- C. help students relate school experiences to the reality of the world outside of school;
- D. bring the resources of the community - natural, artistic, industrial, commercial, governmental, educational - within the student's learning experience;
- E. afford students the opportunity to study real things and real processes in their actual environment.

~~For purposes of this policy, a field trip shall be defined as any planned journey by one or more students away from District premises, which is under the supervision of a professional staff member and an integral part of a course of study.~~

~~← Out-of-state field trips that do not include an overnight stay must be approved by the school administration.~~

Extra-Curricular/Co-Curricular Trips

The Board recognizes that student trips will occur for reasons that are not directly incorporated into the curriculum as part of a class, but rather are part of the extra-curricular/co-curricular activities offered by the District. For example, a District athletic team may travel to away games, or take a trip to an out of town tournament. Any such trips must be identified at the beginning of the activity for the school year, or for the particular season. Extra-curricular or co-curricular trips shall be approved by the school administration in accordance with the same procedures used for approving field trips. In cases where such advance notice is not possible (such as travel to State tournament competition), the staff member responsible for such activity shall notify the (.) athletic director District Administrator of the activity and pertinent information.

Extra-curricular trips that extend to an overnight stay are considered overnight travel, other than WIAA athletic teams participating in State tournaments/meets.

Overnight and Water-Related Travel

Overnight travel is defined as a field trip that involves one or more overnight stays. Overnight travel includes foreign travel. The District views overnight travel outside of the District related to the curriculum/program as an adjunct to that curriculum/program. As such it is an important feature of the overall educational program. The District recognizes the importance of overnight travel outside of the District to amplify and enhance studies that occur in the schools' classrooms through unique enrichment opportunities that are not available locally. Overnight travel shall first be approved by the principal, District Administrator in accordance with the District's overnight travel guidelines, and then must be submitted to the Board for final approval.

Other District-Sponsored Trips

Other District-sponsored trips shall be defined as any planned, student-travel activity which is approved as part of the District's total educational program, but not a part of a particular course and not expressly connected to an established extra-curricular/co-curricular activity. These trips may include such trips as summer trip programs, youth service trips, and other types of day trips that are organized by or through school staff or facilitated in some fashion through the District.

Trip Approval Process

No staff member may offer or lead any trip no matter the type unless the trip has been approved in the manner prescribed in this policy.

A list of field trips may be approved annually. Each proposed field trip not so listed must be separately approved

~~The District Administrator shall approve those field trips and other District sponsored trips that are planned to keep students out of the District overnight or longer or out of the State.~~

General Trip Provisions

Students may be charged fees for District-sponsored trips.

Students on all District-sponsored trips remain under the supervision of this Board and are subject to the District's administrative guidelines.

The Board does not endorse, support, or assume liability in any way for any staff member, volunteer, or parent of the District who takes students on trips not approved by the Board or District Administrator. No staff member may solicit students of this District for such trips within the facilities or on the school grounds of the District without permission from the District Administrator. Permission to solicit neither grants nor implies approval of the trip. Such approval must be obtained in accordance with the District's Administrative Guidelines for Extended Trips.

~~The District Administrator shall prepare administrative guidelines for the operation of both field and other District sponsored trips, including athletic trips, which shall ensure:~~

- ~~A. the safety and well-being of students;~~
- ~~B. parental permission is sought and obtained before any student leaves the District on a trip;~~
- ~~C. each trip is properly planned, and if a field trip, is integrated with the curriculum, evaluated, and followed up by appropriate activities that enhance its usefulness;~~
- ~~D. the effectiveness of field trip activities is judged in terms of demonstrated learning outcomes;~~
- ~~E. each trip is properly monitored;~~

- ~~F. student behavior while on all field trips complies with the Student Code of Conduct and on all other trips complies with an approved code of conduct for the trip;~~
- ~~G. a copy of each student's Emergency Medical Authorization Form is in the possession of the staff member in charge.~~

A professional staff member shall not change a planned itinerary while the trip is in progress, except where the health, safety, or welfare of the students in his/her charge is imperiled or where changes or substitutions beyond his/her control have frustrated the purpose of the trip.

In any instance in which the itinerary of a trip is altered, the professional staff member in charge shall notify the administrative superior immediately.

~~The distance traveled outside the State and the use of non-district vehicles shall be consistent with Chapter 121 Wis. Stats.~~

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Legal 121.54(7), Wis. Stats.

Last Modified by Melanie Oppor on October 9, 2019

Book	Policy Manual
Section	For Board Review - Vol. 28, No. 2
Title	Copy of SCHOOL COUNSELING AND ACADEMIC AND CAREER PLANNING
Code	po2411
Status	
Adopted	October 1, 2015
Last Revised	April 23, 2018

2411 - **SCHOOL COUNSELING AND ACADEMIC AND CAREER PLANNING**

The Board requires that a planned program of school counseling be an integral part of the educational program of the District. The plan shall be developed by licensed school counselors in collaboration with student services staff, teachers, parents, and community health and human service professionals. The developed plan will be adopted by the Board and maintained by the District. Such a program shall be available to all students without regard to race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex, (including transgender status, change of sex or gender identity), or physical, mental, emotional, or learning disability ("Protected Classes").

Academic and career planning services, including individualized support and access to software tools and staff assistance, shall be provided to students in grades 6 to 12. The mission of academic and career planning is to provide a comprehensive plan, which will be developed and maintained by a student, that includes the student's academic, career, personal, and social goals and the means by which the student will achieve those goals both before and after high school graduation.

~~The Board shall provide the following services, through the counselors' office, for students who have limited English proficiency:~~

- ~~A. an effective instructional program and supportive services appropriate to meet the needs of the student;~~
- ~~B. the opportunity to access supportive services, such as language development and speech therapy as appropriate to the individual needs of the student; and~~
- ~~C. programs and services that reflect the cultural background of students who have limited English proficiency. This may include instruction intended to improve the skills of such students in the use of their native language to assist the student in becoming proficient or advanced in all subject areas.~~

~~Guidance and counseling personnel are directed to provide information and direction to students with limited English proficiency regarding access to English Learner (EL) programs and offerings within the District. Such personnel are also directed to provide information and direction to students with sensory impairments regarding available resources and access to those resources.~~

Revised 6/19/17

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Legal

121.02 (1)(e) Wis. Stats.

P.I. 8.01(2)(e), Wis. Adm. Code

34 C.F.R. 100.3(b)(I)

34 C.F.R. 100.3(b)(iv)

34 C.F.R. 100.3(b)(v)

34 C.F.R. 106.36

34 C.F.R. 104.37(b)

28 C.F.R. 35.130, Guidelines V-D

Vocational Educational Guidelines, Appendix B, Title 6

Last Modified by Steve LaVallee on October 2, 2019

Book	Policy Manual
Section	For Board Review - Vol. 28, No. 2
Title	PROGRAM OR CURRICULUM MODIFICATIONS
Code	po2451
Status	
Adopted	October 17, 2016
Last Revised	June 19, 2017

2451 - **PROGRAM OR CURRICULUM MODIFICATIONS** ~~ALTERNATIVE EDUCATION PROGRAMS~~

The Board recognizes that the regular school program may not be appropriate for all students. Some students may need ~~an alternative education~~ program or curriculum modifications to successfully meet the District's academic goals and/or graduation requirements. ([See Policy 5461 - Children At-Risk of Not Graduating from High School](#)).

Any student's parent, or the student if the parent is notified, may submit a written request to the Board, to provide the student with program or curriculum modifications, including, but not limited to:

-
- A. modifications within the student's current academic program;
-
- B. a school work training or work-study program;
-
- C. enrollment in an alternative public school or program located in the School District in which the student resides;
-
- D. enrollment in any nonsectarian private school or program, or tribal school, located in the School District in which the student resides, which complies with the requirements of State and Federal law;
-
- E. homebound study, including nonsectarian correspondence courses or other courses of study approved by the Board or nonsectarian tutoring provided by the school in which the child is enrolled;
-
- F. enrollment in any public educational program located outside the School District in which the student resides, pursuant to a contractual agreement between school districts.

The Board or an administrator who is designated to do so, must render its decision, in writing, within ninety (90) days of a request, except that if the request relates to a student who has been evaluated by an Individualized Education Program team and has not been recommended for special education, the decision must be made within thirty (30) days of the request. If the request is denied, the reasons for the denial must be included. A parent may request reconsideration of any decision made by the Board or the designated administrator in response to a request for program or curriculum modifications and such request must be reviewed by the Board. The Board is required to render its determination upon review in writing.

~~The Board may provide an alternative high school education program for such students. In implementing this policy, the District Administrator will comply with the requirements specified in Section 118.15, Wis. Stats.~~

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Legal 118.15, Wis. Stats.

Last Modified by Steve LaVallee on October 2, 2019



Book	Policy Manual
Section	For Board Review - Vol. 28, No. 2
Title	Copy of CREATING A POSITION
Code	po3111
Status	
Adopted	May 16, 2016

3111 - CREATING A POSITION

The Board recognizes the need to establish positions that, when filled by competent, qualified professional staff members, will assist the District in achieving the education goals set by the Board. The District employs only persons ~~U.S. citizens and others lawfully~~ authorized to work in the United States.

The District Administrator shall verify all new full-time and part-time employees' identity and authorization ~~right~~ to work in the United States according to ~~the~~ Federal law ~~Immigration Reform and Control Act of 1986~~.

The Board reserves the right to create new positions; specify the number of persons to be employed with each job category; and set the initial salary subject to the staffing program change process.

The Board shall, upon the advice of the District Administrator, consider the advisability of creating a new position or of increasing the number of professional staff members in an existing position.

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Legal	Immigration Reform and Control Act of 1986 8 U.S.C. 1255a
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Book	Policy Manual
Section	For Board Review - Vol. 28, No. 2
Title	Copy of VACANCIES
Code	po3132
Status	
Adopted	May 16, 2016

3132 - **VACANCIES**

It shall be the policy of the Board to employ the person best suited to perform the duties of a particular District vacancy at any level.

Vacancies shall be announced in accordance with established District procedures. Vacancies will be posted externally and internally simultaneously with no preference given to current employees. The best candidate, as determined by the administration, will be selected for approval by the Board.

The District Administrator shall establish procedures to facilitate identification and evaluation of candidates for administrative, supervisory, and other leadership positions.

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Book Policy Manual
Section For Board Review - Vol. 28, No. 2
Title Copy of CREATING A SUPPORT STAFF POSITION
Code po4111
Status
Adopted May 16, 2016

4111 - CREATING A SUPPORT STAFF POSITION

The Board recognizes the need to establish positions that, when filled by competent and qualified support staff, will assist the District in achieving the education goals set by the Board. The District employs only persons ~~U.S. citizens and others lawfully~~ authorized to work in the United States.

The District Administrator shall verify all new full-time and part-time employees' and substitutes' identity and authorization ~~right~~ to work in the United States according to ~~the~~ Federal law ~~Immigration Reform and Control Act of 1986~~.

The Board shall, upon the advice of the District Administrator, creating a new support position or of increasing the number of support staff in an existing position.

The Board delegates the right to fix and prescribe the duties of support staff to the District Administrator.

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Legal Immigration Reform and Control Act of 1986
8 U.S.C. 1255a

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Book	Policy Manual
Section	For Board Review - Vol. 28, No. 2
Title	Copy of VACANCIES
Code	po4132
Status	
Adopted	May 16, 2016

4132 - **VACANCIES**

It shall be the policy of the Board to employ the person best suited to perform the duties of a particular District vacancy at any level.

Vacancies shall be announced in accordance with established District procedures. Vacancies will be posted externally and internally simultaneously with no preference given to current employees. The best candidate, as determined by the administration, will be selected for approval by the Board.

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Book	Policy Manual
Section	For Board Review - Vol. 28, No. 2
Title	Copy of ELIGIBILITY OF RESIDENT/NONRESIDENT STUDENTS
Code	po5111
Status	
Adopted	June 20, 2016
Last Revised	July 22, 2019

5111 - **ELIGIBILITY OF RESIDENT/NONRESIDENT STUDENTS**

The Board establishes the following policy for determining the eligibility of students to attend the schools of this District.

- A. The Board will educate, tuition-free, students who are residents of the District. Proof of residency will be required for registration in the District. If residency is with individuals other than a parent, the living arrangement must not be solely for purposes of attending the District's schools.
- B. The District shall not make residency determinations on the basis of an individual's alienage.
- C. The District shall consider students who are homeless or in foster placement to be residents unless residency is determined to be in another district.
- D. Upon request of a student's parent, or the request of an adult student, students who have gained twelfth-grade status and who no longer reside within the District shall be permitted to complete their high school education tuition free.
- E. Resident students in grades 9-12 who attend a tribal school, private school or home-based private educational program shall be accepted into the District's educational programs for up to two (2) classes if the student satisfies the high school admission standards and sufficient space is available in the classes.
- F. A high school student who now resides in a different school district as a result of a reorganization under Chapter 117 and who has completed 9th and 10th grade at his/her former school district shall be allowed to complete his/her education at the former school district, ~~provided the other district agrees.~~ The school board of residence shall pay the student's tuition, and if the parent has paid such tuition, the resident board shall reimburse the parent, upon request of the parent, within three (3) years. The school of attendance shall count the student in its membership.
- G. If a parent (or adult student) presents information to the District certifying that the parent (or adult student), his/her child, or a member of the parent's household is a participant in the Safe at Home/Address Confidentiality Program administered by the Wisconsin Department of Justice, the Board shall use the address designated by the Department of Justice to serve as the student's address for enrollment purposes. The District shall place a copy of any certification provided by the parent in the enrollment files.
- H. Children of joint custody orders may attend school without payment of tuition if the student otherwise meets residency requirements, unless a court order specifies a different District of attendance.
- I. Foreign students, participating in a bona fide, foreign-exchange program may be admitted tuition-free and consistent with Federal law.
- J. Students whose parents do not reside within the District, but who present evidence that they will move into the District within a short period of time, may enroll in the schools of this District as tuition students for the time not in residence. Tuition will be refunded in accordance with State law.
- K. Minor students residing in the District, but not living with a parent, may be required to provide information sufficient to allow the administration to properly determine resident status under law.

- L. Tuition students may be accepted in accordance with State law and the approval of the District Administrator.
- M. Nonresidents may be accepted into the District's Adult Education classes upon payment of the appropriate fees.
- N. Nonresident students may be accepted into the District's Summer or Interim Session School Program upon payment of appropriate fees.
- O. Nonresident students may be accepted into the District's program under the Part-Time and Full-Time Open Enrollment Program. Nonresident students accepted into the District's Part-Time Open Enrollment Program may attend no more than two (2) courses at any time.
- P. Students who have begun the school year as residents and who no longer reside in the District may be permitted to complete the school year tuition-free.
- Q. The following provisions apply to a student who has been expelled from another school or district and seeks to enroll in the District during the term of the expulsion order:

1. If the student has been expelled from another Wisconsin public school district, the student is not entitled to enroll. The District Administrator may choose whether to recommend the student be enrolled. In the event that the District Administrator intends to enroll a student during the term of an expulsion order issued by another Wisconsin public school District, the enrollment must be approved by the Board.
2. If the student has been expelled by a public school in another state or by a Wisconsin charter school, the District Administrator may choose to enroll the student, but if the decision is not to enroll the student, the Board must determine that the conduct giving rise to expulsion would have been grounds for expulsion from the District under Policy 5610. The student, or if the student is a minor, the student's parent, shall request that the governing body of the charter school or the public school in another state provide the Board with a copy of the expulsion findings and order as well as a written explanation of the expulsion reasons and terms.
3. Conditional Enrollment

If a student has been expelled by another Wisconsin or out-of-State The Board may specify in a written order one (1) or more enrollment conditions instead of, or in addition to, any early reinstatement conditions, if any, imposed by the board that expelled the student instead of, or in addition to, any conditions imposed, if any, by the out-of-state public school that expelled the student. Any enrollment conditions must relate to the reasons for the student's expulsion and may not extend the term of expulsion specified in the expulsion order. The School District Clerk shall mail two (2) copies of the order to the student or, if the student is a minor, to the student's parent. The expelled student or, if the student is a minor, the student's parent shall sign and return one (1) copy of the order to the Board. Within fifteen (15) days after the date on which the order is issued, the expelled student or, if the student is a minor, the student's parent may appeal the determination regarding whether an enrollment condition specified in the order is related to the reasons for the student's expulsion to the Board. The decision of the Board regarding that determination is final and not subject to appeal. If the District Administrator determines that the student has met the enrollment conditions established in a written order, the District Administrator may grant the student conditional enrollment in a school in the District. The determination of the District Administrator is final. public school district, and will not be otherwise enrolled under this policy, the student may be enrolled during the period of expulsion if the Board, following input from the District Administrator, sets forth one (1) or more conditions of enrollment that are related to the reasons for the student's expulsion, and which are agreed to by the student, or if the student is a minor, the student's parents. Acceptance of the enrollment conditions is evidenced by continued enrollment during the period of expulsion. ~~During any period of conditional enrollment, if an alleged violation of any enrollment condition occurs:~~

- a. If a student granted conditional enrollment violates an enrollment condition that the student was required to meet after his/her conditional enrollment, but before the expiration of the term of expulsion, the District Administrator may revoke the student's conditional enrollment. Before revoking the student's conditional enrollment, the District Administrator shall advise the student of the reason for the proposed revocation, including the enrollment condition alleged to have been violated, provide the student an opportunity to present his/her explanation of the alleged violation, and make a determination that the student violated the enrollment condition and that revocation of the student's conditional enrollment is appropriate. If the District Administrator revokes the student's conditional enrollment, the District Administrator shall give prompt written notice of the revocation and the reason for the revocation, including the enrollment condition violated, to the student and, if the student is a minor, to the student's parent. Within five (5) school days after the revocation of a student's conditional enrollment, the student or, if the student is a minor, the student's parent, may request a conference with the District Administrator who shall be someone other than a principal, administrator, or teacher in the student's school. If a conference is requested, it shall be held within five (5) school days following the request. If, after the conference, the District Administrator finds that the student did not violate an enrollment condition or that the revocation was inappropriate, the student shall be enrolled in school under the same enrollment conditions under the order previously issued and the conditional enrollment revocation shall be expunged from the student's record.

If the District Administrator finds that the student violated an enrollment condition and that the revocation was appropriate, s/he shall mail separate copies of the decision to the student and, if the student is a minor, to the student's parent. The decision of the District Administrator is final.

- b. If a student's conditional enrollment is revoked, the student's expulsion shall continue to the expiration of the term of the expulsion specified in the expulsion order unless the student or, if the student is a minor, the student's parent and the school board that expelled the student, or the independent hearing panel or independent hearing officer, or the out-of-state public school, agree, in writing, to modify the expulsion order.
 - 1. ~~If a student granted conditional enrollment violates an enrollment condition that the student was required to meet after his/her conditional enrollment, but before the expiration of the term of expulsion, the District Administrator may revoke the student's conditional enrollment. Before revoking the student's conditional enrollment, the District Administrator shall advise the student of the reason for the proposed revocation, including the enrollment condition alleged to have been violated, provide the student an opportunity to present his/her explanation of the alleged violation, and make a determination that the student violated the enrollment condition and that revocation of the student's conditional enrollment is appropriate. If the District Administrator revokes the student's conditional enrollment, the District Administrator shall give prompt written notice of the revocation and the reason for the revocation, including the enrollment condition violated, to the student and, if the student is a minor, to the student's parent.~~
- c. ~~If the District Administrator determines that the student has met the enrollment conditions established in a written order, the District Administrator may grant the student conditional enrollment in a school in the District. The determination of the District Administrator is final.~~
- d. ~~The Board may specify in a written order one (1) or more enrollment conditions instead of, or in addition to any early reinstatement conditions, if any, imposed by the school board that expelled the student or instead of or in addition to any conditions imposed, if any, by the out-of-state public school that expelled the student. Any enrollment conditions must relate to the reasons for the student's expulsion and may not extend the term of expulsion specified in the expulsion order. The School District Clerk shall mail two (2) copies of the order to the student or, if the student is a minor, to the student's parent. The expelled student or, if the student is a minor, the student's parent shall sign and return one (1) copy of the order to the Board. Within fifteen (15) days after the date on which the order is issued, the expelled student or, if the student is a minor, the student's parent may appeal the determination regarding whether an enrollment condition specified in the order is related to the reasons for the student's expulsion to the Board. The decision of the Board regarding that determination is final and not subject to appeal.~~
- R. ~~Students who have begun the school year as residents and who no longer reside in the District may be permitted to complete the school year tuition free.~~
- S. ~~Nonresident students may be accepted into the District's program under the Part Time Open Enrollment Program. Nonresident students accepted into the District's Part Time Open Enrollment Program may attend no more than two (2) courses at any time.~~

Revised 8/22/16
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Revised 11/19/18

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Legal 118.51, Wis. Stats.
 118.52, Wis. Stats.
 120.13(1), Wis. Stats.
 121.77, Wis. Stats.
 121.78(2)(a), Wis. Stats.
 121.81, Wis. Stats.
 121.84, Wis. Stats.
 42 U.S.C. 11431 et seq.

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Book	Policy Manual
Section	For Board Review - Vol. 28, No. 2
Title	Copy of ENTRANCE AGE
Code	po5112 - No Revision
Status	
Adopted	June 20, 2016
Last Revised	July 22, 2019

5112 - **ENTRANCE AGE**

The Board of Education shall establish student entrance age requirements that are consistent with Wisconsin Law and sound educational practice and that ensure equitable treatment.

A. Kindergarten

1. A child is eligible for entrance into four-(4)-year-old kindergarten if s/he attains the age of four (4) on or before September 1st of the year in which s/he applies for entrance and meets the residency requirements.
2. A child is eligible for five-(5)-year-old kindergarten when s/he attains the age of five (5) on or before September 1st of the year in which s/he applies for entrance and meets residency requirements. The child may not be placed in an alternative program without permission of the parent.

B. First Grade

A child must be six (6) years of age on or before September 1st in the year in which s/he enrolls. A student must have completed a kindergarten program or must receive a waiver of this requirement.

Any student who has not completed a five-(5)-year-old kindergarten program, but seeks to enroll into first grade must receive a waiver of the requirement. The following students are eligible to receive a waiver:

1. Any student who has moved to the District from another state or country where completion of a five-(5)-year-old kindergarten program is a prerequisite to enrollment in first grade and that student has received a waiver of the requirement in his or her prior state or country.
2. Any student who has moved to the District from another state or country that does not require the completion of five (5)-year old kindergarten prior to enrollment in first grade.
3. Any student who, at the discretion of the building principal, in consultation with the first grade teacher(s) of the District, determines that, notwithstanding that the student has not completed a five-(5)-year-old kindergarten program, the student has demonstrated sufficient aptitude in all core competencies normally required of kindergarten students in the District upon completion of the kindergarten program.

The Principal shall perform any required testing to establish the student's academic capabilities and shall prepare a written evaluation that either grants or denies the waiver and provides explanation as to the decision.

C. Appeal of Denial of Waiver

The parents of any student denied a waiver under this section by the building principal may appeal that decision to the District Administrator by submitting a written request to the Administrator within ten (10) days of the decision of the principal.

The decision of the District Administrator is final.

D. Initial Entry

Children entering the District for the first time must comply with State law. Students must have an immunization record on file at the school. Any student who does not have the proper immunization may be excluded or permitted to remain in school pursuant to Policy 5320 - Immunization.

A child may be exempt from the required immunizations upon written request of the parent of such child stating the objection to immunizations on religious grounds, personal conviction, or for medical reasons certified by a competent medical authority.

E. Verification of Residence

Verification of a parent's residence shall be required at the time the child registers in a District school. Verification of residence may also be required at any other time at the discretion of the District Administrator.

F. Early Admission

The District shall prescribe procedures, conditions, and standards for early admission to four-year old and five-year old kindergarten and first grade.

G. Older Students

A person who is a resident of the District and over twenty (20) years of age may enroll providing the District Administrator does not think his/her enrollment will interfere with the education of the other students.

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Legal Wis. Stats 118.14, 118.15, 120.12(25)

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Book	Policy Manual
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5113 - **OPEN ENROLLMENT PROGRAM (Inter-District)**

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

DEFINITIONS

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

A. Non-Resident District

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

B. Non-Resident Student

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

C. Tuition Student

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

D. Full-Time Enrollment

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

E. Class Size

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

F. Program Size

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

G. Resident Student

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

A. Procedures for Processing of Open Enrollment Applications

If there are more applications than spaces, the Board will fill the available spaces by random selection, provided that first priority will be given to non-resident students already attending District schools and their siblings.

If the District determines that space is not otherwise available for open enrollment students in the grade or program to which an individual has applied, the District may nevertheless accept a student or the sibling of a student who is already attending in the District.

The District will establish a numbered waiting list of all applicants. When all available slots have been filled by randomly selecting names from all applicants, the remaining names will be drawn randomly and placed on the waiting list in order of selection.

After the date specified in s. 118.51(3)(a)3., Wis. Stats., the nonresident school board may approve applications it had initially denied if any of the following cause spaces to become available:

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

1. A parent notifies the nonresident school board that the student will not attend the nonresident school district.
2. A parent fails to provide the notification required in s. 118.51(3)(a)6., Wis. Stats.
3. The Board determines that additional spaces have become available since its determination at the January Board meeting.

B. Decisional Criteria for Non-Resident Applications

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

1. Whether there is space available for non-resident transfer students. The School Board shall determine during a regular meeting each January the anticipated space available for the next school year in the schools, programs, classes and grades of the District. In determining the amount of space available, the District will count resident students, tuition waiver students under 121.84 Wis. Stats., and may include in its counted occupied spaces students and siblings of students who have applied under Section 118.51(3)(a) and are already attending public school in the District.

Other factors the District Administrator shall consider include, but shall not be limited to the following:

- a. District practices, policies, procedures or other factors regarding class size ranges for particular programs or classes.
 - b. District practices, policies, procedures or other factors regarding faculty-student ratio ranges for particular programs, classes or buildings.
 - c. Enrollment projections for the schools of the District that include, but are not limited to, the following factors: the likely short-and long-term economic development in the community, projected student transfers in and out of the District, preference requirements for siblings of non- resident open enrollment students, the required length of K-12 attendance opportunities for open enrollment students, and current and future space needs for special programs, laboratories (e.g. in technology or foreign languages) or similar District educational initiatives.
 - d. The number of non-resident students currently attending the schools of the District for whom tuition is paid by another district under Section 121.78(1)(a), Wis. Stats.
 - e. The number of resident home schooled or private school students likely to attend the schools of the District in accordance with Section 118.415, Wis. Stats.
2. Whether an applicant for a pre-kindergarten, early childhood resides in a district that offers the program for which application is made.
 3. Whether the non-resident student has been expelled from any school district within the current school year or the two (2) preceding school years, or is pending any disciplinary proceeding, based on any of the following activities:
 - a. Conveying or causing to be conveyed any threat or false information concerning an attempt or alleged attempt being made or to be made, to destroy school property by means of explosives.
 - b. Engaging in conduct while at school or under school supervision that endangered the health, safety or property of others.

- c. Engaging in conduct while not at school or while not under the supervision of a school authority that endangered the health, safety, or property of others at school or under the supervision of a school authority or of any school employee or Board member.
- d. Possessing a dangerous weapon (as defined in Section 939.22(10), Wis. Stats.) while on school property or under school supervision.

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

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

4. Whether the special education program or related services described in the non-resident student's individualized education program ("IEP"), if any, are available in the District. The District shall prepare an estimate of costs associated with providing the special education or related services required by a non-resident student's IEP to the resident school district no later than the 3rd Friday following the first Monday in May, or within ten (10) days of receipt of an application from a student with an IEP under the alternative procedures.
5. Whether there is space available in the District for the special education program identified in the non-resident student's IEP, after consideration of class size limits, student-teacher ratios, and enrollment projections. (See paragraph B. 1. above).
6. Whether the non-resident student has been screened by the resident School Board to determine if there is reasonable cause to believe that s/he is a child with exceptional educational needs.
7. Whether the resident School Board has been informed that the non-resident student may have exceptional education needs that have not yet been evaluated by an IEP Team.
8. Whether the application of a non-resident student has been denied by the District of which s/he is a resident.

(Note: If a non-resident student's IEP is developed or changed after starting in the District, and it is then discovered that the District does not have necessary programs available or does not have space in the special education program, the non-resident may be returned to the resident school district.)

9. Whether the non-resident school board has made a determination that a student attending the non-resident school district is habitually truant from the non-resident school district during either semester of the current school year, the non-resident school board may prohibit the student from attending the non-resident school district in the succeeding semester or school year.

C. Procedure for Evaluating Applications by District Residents to Transfer to Another District

The Board will consider only the following criteria for denying resident applications:

Whether the resident student is a special education student and the implementation of his/her IEP in the other district would impose an undue financial burden on the District.

Financial burden is determined through review of actual increased expenses relative to providing services specific to the student in question, not including pro-rated costs of facilities and materials and including expenses for instructional faculty only if those faculty are added as a result of the student and devoted primarily to that student.

(Note: Notwithstanding the Board's approval of a resident student's application, the Board may withdraw approval if, after the District student has begun in the other school district, the IEP as implemented by the non-resident school district would impose an undue financial burden on the District.)

D. Reapplication Procedures

The Board will not require accepted non-resident students to reapply under the open enrollment policy when the non-resident student enters junior high school or high school.

E. Transportation

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

Book	Policy Manual
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Title	Copy of STUDENT ACCIDENTS/ILLNESS/CONCUSSION
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5340 - STUDENT ACCIDENTS/ILLNESS/CONCUSSION

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

Accidents

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

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

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

Illness

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

Concussion

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

At the beginning of a season of any athletic sport, the District Administrator () Athletic Director shall distribute a concussion and head injury information sheet to each coach and to each student participant. No student will be permitted to participate in any athletic activity unless that student, or if the student is under age nineteen (19) his/her parent, has returned a signed concussion and head injury information sheet. A student is only required to return one (1) signed sheet per school year in order to participate in athletics. ~~() Each school year, students/parents shall be provided with an information sheet regarding concussion and head injury. If a student is going to participate in an activity where a concussive event may occur, the appropriate release must be signed at least once per school year.~~

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

~~Further, pursuant to AG 5340A -- Student Accident/Illness/Concussion, p~~ Parents who inform coaches and teachers that their child is being treated by a healthcare professional for a concussion must provide written clearance from that healthcare professional for full or limited participation in class, practice, activity, or competition. Prior to receiving written clearance from a healthcare professional, students who have sustained a concussion may not participate in any school-related physical activities.

Legal

118.29, 118.293, Wis. Stats.

Last Modified by Melanie Oppor on October 9, 2019



Book	Policy Manual
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Title	Copy of GRADUATION REQUIREMENTS
Code	po5460
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Last Revised	January 21, 2019

5460 - GRADUATION REQUIREMENTS

It shall be the policy of the Board to acknowledge each student's successful completion of the instructional program appropriate to the achievement of District goals and objectives as well as personal proficiency by the awarding of a diploma at fitting graduation ceremonies.

~~The Board directs the District Administrator to prepare a list of specific criteria for granting a high school diploma which includes the student's academic performance, the recommendations of teachers, the statutory credit requirements, and any additional Board-approved credit requirements.~~

High School courses taken by junior high school students shall appear on the student's high school transcript, along with the grade received however the grade and class will not be factored into the student's high school grade point average.

The Board shall award a regular high school diploma to every student enrolled in this District who meets the requirements of graduation established by this Board as provided by State law.

~~Beginning with the graduating class of 2013,~~ a student must meet the following graduation requirements in order to be eligible to receive a Little Wolf High School diploma:

- A. Student must attend high school for eight (8) semesters. Students may be eligible for early graduation in accordance with established policy and procedures. Students may have this requirement waived if the early graduation procedures established in the rules are followed.
- B. ~~In accordance with State law, a board may not grant a high school diploma to any student unless, during the high school grades, the student has been enrolled in a class or has participated in an activity approved by the Board during each class period of each school day, or the student has been enrolled in an alternative education program (defined in s. 115.28(7)(e)1) or is participating in a Board-approved program that allows a student enrolled in the high school grades who has demonstrated a high level of maturity and personal responsibility to leave the school premises for up to one (1) class period each day if the student does not have a class scheduled during that class period. A student must be enrolled in a class or participating in a Board-approved activity during each class period of each school day while attending high school.~~
- C. Credits - A Little Wolf High School diploma shall be granted upon successful completion of a total of ~~at least 26 credits for the Class of 2018, and~~ 24 credits for Class of 2019 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
Electives for 2018	11 credits
Electives for 2019 and beyond	9 credits

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

A student must also have participated in curriculum relating to financial literacy in order to earn a diploma

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.

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

D. Students with disabilities who properly complete the programs specified in their I.E.P. and have received the recommendation of the I.E.P. team may participate in graduation activities and may be awarded a diploma (provided the student satisfied the District's high school graduation requirements).

E. Alternative Provisions for Earning a Manawa Little Wolf High School Diploma

A post-high school candidate is a student who is less than twenty-two (22) years of age at the time of their requested re-enrollment and whose class has previously graduated. District Administrator approval is required for all students who are twenty-two (22) years of age or older.

Post-high school candidates must meet the graduation requirements as established at the time of their re-enrollment and not the requirements that previously existed for the class of which s/he was a member.

F. Post-Secondary Course Work

Post-secondary course work to be applied toward a high school diploma must be taken through

1. correspondence/online school.

Such courses must be evaluated and approved by the high school principal in order to apply toward the high school diploma.

2. accredited college/technical college.

Course work taken at a college/technical college will be approved and credits earned apply toward a high school diploma if:

a. The college/technical college course is not a duplicate of a high school course.

b. If the course is a logical next step course in subject sequence and is not offered in any form by the high school.

c. If the desired course is not offered by the high school but is determined, by the principal, to meet the educational goals and interests of the student.

The costs for the above described course work will be based upon and follow the policies established via the Early College Credit Program (ECCP).

G. Attendance

Current seniors, like all students, must comply with all attendance expectations as set forth in the district's Attendance/Truancy Plan. A senior identified as truant during their last semester of coursework will not be permitted to participate in the graduation ceremony.

H. School Program Obligations

All fee, fine, detention, and similar obligations arising from student participation in school programming must be fulfilled before the student can participate in the commencement ceremony.

Graduation Activities and Ceremony

A student may be denied participation in graduation activities for disciplinary reasons and/or for non-payment of fees. The District Administrator and high school principal may establish additional requirements for participation in the graduation activities and may organize said activities to have the appearance and decorum deemed reflective of the District.

Only those students who have met all District graduation requirements as set forth in this policy and are wearing the prescribed cap and gown and complying with administrative behavioral expectations shall be permitted to participate in the commencement ceremony.

Policy Reporting and Review

The principal of the high school shall prepare a report describing the District's policies on high school graduation standards, including a list of courses required under State law and the number of hours in each school term required to earn one (1) credit for those courses. Additionally, any change to the District's policies shall also be reported to the Department of Public Instruction or other appropriate agency after it has been approved by the Board and signed by the Board president, the District Administrator, and the principal. A student may be denied participation in graduation activities for disciplinary reasons and for non-payment of fees.

It shall be the policy of the Board to periodically review and revise this policy specifying the criteria for awarding a diploma.

~~The Board may approve a course or courses in career and technical education that it determines may satisfy up to a total of one credit of mathematics and/or science credit.~~

~~A student may be denied participation in graduation activities for disciplinary reasons and for non-payment of fees.~~

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Legal 115.28, Wis. Stats.
 118.30, Wis. Stats.
 118.33, Wis. Stats.

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5710 - STUDENT COMPLAINTS

The Board recognizes that, as citizens, students have the right to request redress of grievances. Furthermore, the Board believes that the inculcation of respect for lawful procedures is an important part of the educational process. Accordingly, individual and group complaints should be provided for and appropriate appeal guidelines implemented.

Multiple policies provide complaint procedures available to students which include but may not be limited to:

- A. Policy 5517.01- Bullying;
- B. Policy 2260.01- Section 504/ADA Prohibition Against Discrimination Based on Disability;
- C. Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity;
- D. Policy 5517 - Student Anti-Harassment; and
- E. Policy 9130 - Public Requests, Suggestions, or Complaints.

If a student has a complaint which does not appear to fit any of the above categories or another adopted policy of the Board, the student should present the complaint to the student's Principal or the District Administrator for review and response.

~~A student complaint shall be any such that arises out of actions, guidelines, and policies of this Board or its employees or the lack of such policy or guidelines.~~

~~The Board or its employees will hear the complaints of the students of this District provided that such complaints are made according to guidelines established by the District Administrator.~~

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Legal 118.13 Wis. Stats.
P.I. 9, 41, Wis. Adm. Code
Fourteenth Amendment, U.S. Constitution
20 U.S.C. 1681, Title IX of Education Amendments Act
20 U.S.C. 1701 et seq., Equal Educational Opportunities Act of 1974
29 U.S.C. 794, Rehabilitation Act of 1973
42 U.S.C. 12101 et seq., The Americans with Disabilities Act of 1990
42 U.S.C. 2000 et seq., Civil Rights Act of 1964
Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services, Department of Education, Office of Civil Rights, 1979



Book	Policy Manual
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Title	Copy of STUDENT FUNDRAISING
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Last Revised	December 18, 2017

5830 - **STUDENT FUNDRAISING**

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

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

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

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

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

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

In accordance with Policy 2430, use of the name, logo, or any assets of the District, including but not limited to facilities, technology, or communication networks, is prohibited without the specific permission of the District Administrator.

Crowdfunding activities aimed at raising funds for a specific classroom or school activity, including extra-curricular activity, or to obtain supplemental resources (e.g., supplies or equipment) that are not required to provide a free, appropriate, public education to any students in the classroom may be permitted, but only with the specific approval of the Board upon the recommendation of the District Administrator.

All crowdfunding activities are subject to AG 6605.

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

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

Revised 6/19/17

Legal

Wis. Stat. 103.23

Last Modified by Steve LaVallee on October 2, 2019



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6152 - **STUDENT FEES, FINES, AND CHARGES**

The Board may levy certain charges to students to facilitate the utilization of adequate, appropriate learning materials used in the course of instruction. If the District determines that a student is in serious financial need, it may choose to provide any or all such materials free of charge.

A charge shall not exceed the combined cost of the material used, freight and/or handling charges. Money received from resale of such material shall be returned to the Business office with an accurate accounting of all transactions.

Fines

When school property, equipment, or supplies are damaged, lost, or taken by a student, a fine will be assessed. The fine will be reasonable, seeking only to compensate the school for the expense or loss incurred.

The late return of borrowed books or materials from the school libraries will be subject to appropriate fines.

Any fees (including trip fees) or fines collected by members of the staff are to be turned into the school office no later than the end of the day on which the money was collected. If the school office is not open or accessible, the collected monies should be deposited in the financial institution designated by the District or in another secure location specified by the District no later than the end of the day on which the money was collected. Staff are prohibited from leaving collected money in classrooms overnight or taking collected money home. Money shall be deposited by the District no less than one (1) week after collected with a full accounting of all transactions. ~~school office within twenty-four (24) hours after collection.~~

In the event the above course of action does not result in the fee being collected, the Board authorizes the Business Manager to take the student and/or his/her parents to Small Claims Court for collection. The District shall not permit or elicit the assistance of volunteers in efforts to collect unpaid student fees or expenses, including food service balances.

Nothing in this policy restricts the right of access of a parent or student to school records or to receive copies of such records, as required by Federal and State laws.

Revised 8/22/16

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Last Modified by Steve LaVallee on October 2, 2019



Book Policy Manual
Section For Board Review - Vol. 28, No. 2
Title Copy of PAYMENT OF INVOICES
Code po6470
Status
Adopted July 18, 2016

6470 - PAYMENT OF **INVOICES**~~CLAIMS~~

The Board directs the prompt payment of **invoic**~~es~~**claim**s by suppliers of goods and services to the School District.

Each bill or obligation must be itemized fully, and verified before payment may be issued, ~~a voucher can be drawn for its payment.~~

When an invoice is received, the Business Manager shall verify that a check voucher or record of electronic payment is submitted properly, that acceptable goods were received or satisfactory services rendered, that the expenditure is included in the Board's budget and funds are available for its payment, and that the amount of the invoice is correct.

Each verified **invoic**~~e~~**claim** is to be paid within thirty (30) days.

All payments shall be submitted for Board review in the form of a listing that includes the vendor name; the number and amount of the check.

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Legal 66.0607, 66.0135, Wis. Stats.

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Book Policy Manual
Section For Board Review - Vol. 28, No. 2
Title Copy of PAYROLL AUTHORIZATION
Code po6510
Status
Adopted July 18, 2016

6510 - PAYROLL AUTHORIZATION

Employment of all District personnel whether by the year, term, month, week, day, or hour in contract, temporary, or substitute form must be approved by the Board except where authority to appoint certain personnel of the District has been specifically delegated to the District Administrator by the Board.

Each motion of the Board to employ or reemploy a staff member shall include the name of the individual and the position title.

Eligible District personnel employed on a school year basis may voluntarily request payment over a twelve (12) month period for service performed during the school year, pursuant to 109.03, Wis. Stats, Employees who wish to receive their compensation over a twelve (12) month-period must complete [the appropriate District form or section of the employee's contract if applicable.](#) ~~Form 6510-F6.~~

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Legal 109.03, Wis. Stats.

Last Modified by Steve LaVallee on October 2, 2019



Book	Policy Manual
Section	For Board Review - Vol. 28, No. 2
Title	Copy of STUDENT ACTIVITY FUND
Code	po6610 - District Specific
Status	
Adopted	July 18, 2016
Last Revised	July 18, 2016

6610 - **STUDENT ACTIVITY FUND**

It is the purpose of this policy to establish financial controls for the administration of the normal, legitimate, co-curricular and extra-curricular activities of student organizations. [The Board authorizes the maintenance of approved student activity funds as allowed by DPI regulations and the auditor's recommendations.](#)

Each class or student club shall be assigned a faculty advisor by the District Administrator or his/her designee. Upon the election of officers, each class shall submit an annual listing of class officers to the building principal. The class treasurer and faculty advisor shall be responsible to the building principal for documentation of the collection and disbursements of all class funds.

All funds collected or raised by student classes or clubs shall be under the financial control of the Board and shall be deposited in the District account after being received by the Board Treasurer. Any interest earned on the deposit shall be credited to the student activity fund.

Disbursements of student class/club funds may be made only with the recommendation of the faculty advisor upon the approval of the building principal. Proper documentation of vouchers or receipts must accompany each disbursement.

No student class or club may be allowed to operate with a negative balance. Exceptions may be made with the approval of the building principal based on a reasonable expectation that such negative balance is a temporary condition that will be corrected by incoming receipts.

[All collected money shall be handled, secured, and deposited in accordance with Policy 6630.](#)

[Misappropriation of activity funds, which includes theft or any other misuse of funds, will result in discipline up to and including suspension, expulsion and/or termination.](#)

If an account has had no activity for twelve (12) consecutive months, it may be considered inactive and the building principal may close the account and notify the bookkeeping office. Funds from inactive accounts shall be transferred to the District general fund.

Complete records relating to student class/club funds shall be submitted at the end of each school year to the Board through the building principal. An audit of all student class/club funds shall be made at the same time as the annual audit of school funds at District's expense.

At the end of the school year, balances of all student classes and clubs except the graduating class, will be carried over to the next school year. After covering its expenses and before the end of the school year, the graduating class, or its class officers, may designate how any remaining balance will be spent. Such designation must be approved by the building principal. Any funds remaining in a graduating class treasury at the end of the school year of graduation must be moved to a community bank before June 30 of the current year. If the money is transferred, the class officers are responsible for maintaining the account and the funds may only be used to help cover the expenses of holding a class reunion. If the funds are not moved by June 30, the funds will be transferred into the District general fund.

Revised 7/18/16

Legal

120.14(1), Wis. Stats.

120.16, Wis. Stats.

120.18, Wis. Stats.

Last Modified by Steve LaVallee on October 2, 2019

Book Policy Manual
Section For Board Review - Vol. 28, No. 2
Title NEW POLICY - VOL. 28, NO. 2 - CASH HANDLING AND DEPOSITS
Code po6630
Status

~~NEW POLICY - VOL. 28, NO. 2~~

6630 - CASH HANDLING AND DEPOSITS

The Board requires that cash be handled in accordance with generally accepted accounting practices and specific recommendations provided by the District's independent auditor. Receipts and records of all cash transactions must be maintained for accounting and auditing.

Specifically, it is prohibited to leave cash in an unsecured location overnight. All collected money shall be submitted to the school office no later than the end of the day on which the money was collected, and the money shall be secured in a ~~()~~ locked safe, ~~() designated location or night depository~~. If there is not access to the school office and its ~~()~~ locked safe ~~() designated secure location or night depository~~, then the money shall be secured overnight in accordance with the procedures established by the District. Cash may not be removed from District premises or retained overnight by a District employee or volunteer without permission of the District Administrator.

Cash shall be accounted for and deposited in a financial institution within one week of being collected. Whenever possible, cash shall be counted and cross-checked by two persons.

The District Administrator shall implement cash handling safeguards that include, but are not limited to, the following:

- A. ~~() Safe combinations should always be changed whenever an employee holding that safe combination leaves employment.~~
- B. ~~()~~ Two (2) or more people should be counting/verifying the cash counts () and ticket count reconciliation with cash counts **[END OF OPTION]** at all times.
- C. ~~()~~ A Cash Count Sheet that provides the names of the people counting the cash and the cash breakdown of coins, currency, checks and credit card slips should always be used.
- D. ~~() The Cash Count Sheet should always be signed by all people counting the cash.~~
- E. ~~()~~ Bank deposit slip amounts should match the Cash Count Sheets and the deposit receipt from the bank.
- F. ~~()~~ Copies of the Cash Count Sheet(s), deposit slip(s), and the bank deposit receipt(s) should all be retained together for auditing purposes.

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Legal 120.14, Wis. Stats.

Last Modified by Melanie Oppor on October 9, 2019



Book Policy Manual
Section For Board Review - Vol. 28, No. 2
Title Copy of AUDIT
Code po6830
Status
Adopted July 18, 2016
Last Revised November 19, 2018

6830 - **AUDIT**

The Board requires that, after the close of the fiscal year (June 30th), an audit of all accounts of the District be made annually by an independent, certified public accountant. The audit examination shall be conducted in accordance with generally accepted auditing standards and the Wisconsin Uniform Financial Accounting Requirements of the DPI (WUFAR). The audit shall include all funds over which the Board has direct or supervisory control.

The District Auditor shall prepare a detailed report which shall be submitted to the Board and Department of Public Instruction. ~~each year after it has been presented to and approved by the Board. The District Administrator shall assure that the audit report is completed timely and submitted prior to the deadline established by DPI.~~

The auditor's report shall include:

- A. the financial audit statement for the fiscal year;
- B. a management letter;
- C. the auditor's communication with those charged with governance, including any significant findings or issues from the audit; and
- D. Federal and State program audit reports and schedules, as appropriate.

The District Administrator shall assure that the audit report is completed timely and submitted prior to the deadline established by DPI.

~~The Board minutes shall reflect receipt of the annual audit report by the Board and compliance with the above submission).~~

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Legal 120.14, Wis. Stats.

Last Modified by Melanie Oppor on October 9, 2019



Book Policy Manual
Section For Board Review - Vol. 28, No. 2
Title Copy of DISPOSITION OF REAL PROPERTY
Code po7300
Status
Adopted October 1, 2015
Last Revised June 19, 2017

7300 - **DISPOSITION OF REAL PROPERTY**

The Board believes that the efficient administration of the District requires the disposition of property and goods no longer necessary for the maintenance of the educational program or the operation of the School District.

"Real Property" means land, including land improvements, structures and appurtenances thereto, but excludes moveable machinery and equipment.

"Personal Property" means tangible property other than real property. It may be tangible, having physical existence, or intangible and may include automotive vehicles, equipment, and materials. [Disposition of Personal Property shall be determined in accordance with Policy 7310 - Disposition of Personal Property.](#)

The Board shall direct the periodic review of all District property and authorize the disposition by sale, donation, trade, or discard of any property not required for school purposes. Approval of the electorate at an annual or special meeting shall be obtained to the extent required by law.

- A. Written offers shall be referred to the Board Finance Committee for review and recommendations. Offers, when received, will be distributed to the members of the Board.
- B. All property considered for (sale) disposition shall be subjected to a current, outside, professional appraisal prior to the solicitation of offers.
- C. The authorized agents of the Board to review all purchase or lease offers pertaining to sale or lease of property shall be the District Administrator and the Board Finance Committee. The Board shall give final approval of all contracts.
- D. In consideration of the best interest of the District and of the residents and taxpayers, the Board reserves the right to reject any and all offers at its sole discretion, regardless of price and terms.
- E. Potential purchasers or lessees shall demonstrate financial capability to meet the terms and conditions of their purchase or lease offer.
- F. Potential purchasers shall demonstrate reasonable likelihood of obtaining necessary city/township approvals and/or compliance with city/township zoning ordinances.

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Legal 120.10(12), Wis. Stats.

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Book	Policy Manual
Section	For Board Review - Vol. 28, No. 2
Title	Copy of DISPOSITION OF PERSONAL PROPERTY (SURPLUS MATERIAL AND EQUIPMENT)
Code	po7310
Status	
Adopted	October 1, 2015
Last Revised	June 19, 2017

7310 - **DISPOSITION OF PERSONAL PROPERTY (SURPLUS MATERIAL AND EQUIPMENT)**

The Board requires the District Administrator to review the personal -property of the District periodically and to dispose of that material and equipment that is no longer usable in accordance with the terms of this policy.

"Personal property" means property other than real property. It may be tangible, having physical existence, such as vehicles, equipment, or instructional materials or intangible, such as intellectual property.

"Real property" means land, including land improvements, structures, and appurtenances thereto, but excludes moveable machinery and equipment.

A. Instructional Material

The District shall review instructional materials (i.e. textbooks, library books, manuals, support materials, etc.) periodically to determine the relevance of such materials to the present world and current instructional programs. The following criteria will be used to review instructional materials for redistribution and possible disposal:

1. concepts or content that do not support the current goals of the curriculum
2. information that may not be current
3. worn beyond salvage

B. Equipment

The District shall inspect the equipment used in the instructional program and other equipment owned by the District and maintenance programs periodically, to determine the condition and usability of such equipment. Should the equipment be deemed no longer serviceable or usable, the following criteria will be used to determine possible disposal:

1. repair parts for the equipment no longer are readily available
2. repair records indicate the equipment has no usable life remaining
3. equipment is obsolete and no longer contributing to the educational program or in use for other operational purposes
4. equipment has some potential for sale ~~at a school auction~~
5. equipment creates a safety or environmental hazard

C. Disposition

The District Administrator is authorized to dispose of obsolete instructional and other equipment by selling it to the highest bidder, by donation to appropriate parties, or by proper waste removal. Disposal of personal surplus materials or equipment



Book Policy Manual
Section For Board Review - Vol. 28, No. 2
Title Copy of USE OF TOBACCO ON SCHOOL PREMISES
Code po7434
Status
Adopted November 21, 2016

7434 - USE OF TOBACCO ON SCHOOL PREMISES

The Board is committed to providing students, staff, and visitors with a tobacco- and smoke-free environment. The negative health effects of tobacco use for both users and non-users, particularly in connection with second hand smoke, are well- established. Furthermore, providing a non-smoking and tobacco-free environment is consistent with the responsibilities of teachers and staff to be role models for our students. The Board also recognizes, however, the right of individuals under State law to use lawful products, including tobacco, during non-working hours, off District premises.

For purposes of this policy, "use of tobacco" means to chew or maintain any substance containing tobacco, including smokeless tobacco, in the mouth to derive the effects of tobacco, as well as all uses of tobacco, including cigars, cigarettes, pipe tobacco, chewing tobacco, snuff, any other matter or substances that contain tobacco, in addition to papers used to roll cigarettes and/or the smoking of electronic, "vapor," or other substitute forms of cigarettes, clove cigarettes and any other lighted smoking devices for burning tobacco or any other substance. Accordingly, the Board prohibits the use of tobacco in any form on District premises, in District vehicles, within any indoor or outdoor facility owned or leased or contracted for by the District, and used to provide education or library services to children and at all District-sponsored events.

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Legal 120.12(20), Wis. Stats.
111.321, Wis. Stats.
20 U.S.C. 6081 et seq.
U.S.D.O.E. Memorandum, 1995
20 U.S.C. 7182

Last Modified by Steve LaVallee on October 2, 2019



Book Policy Manual
Section For Board Review - Vol. 28, No. 2
Title Copy of ACCOUNTING SYSTEM FOR FIXED ASSETS
Code po7455
Status
Adopted November 21, 2016

7455 - **ACCOUNTING SYSTEM FOR FIXED ASSETS**

The Board shall maintain a fixed-asset accounting system. The fixed-asset system shall maintain sufficient information to permit the following:

- A. the preparation of year-end financial statements in accordance with generally-accepted, accounting principles
- B. adequate insurance coverage
- C. control and accountability

The Business Manager shall be responsible for the development and maintenance of the fixed-asset accounting system. The District Administrator shall develop procedures to ensure compliance with all fixed-asset policies. Each principal shall also be assigned fixed-asset responsibilities.

Fixed assets are defined as those tangible assets of the District system with a useful life in excess of one (1) year and an initial cost equal to or exceeding \$300.00. Some items may be identified as "controlled" assets that, although they do not meet all fixed-asset criteria, are to be recorded on the fixed-asset system to maintain control.

Fixed assets shall be classified as follows:

- A. land
- B. building
- C. improvements other than building
- D. machinery and equipment
- E. furniture and fixtures
- F. vehicles
- G. plant (aerator)
- H. underground lines
- I. construction-in-progress

Leased fixed assets and assets that are jointly-owned shall be identified and recorded on the fixed-asset system.

[An asset to be disposed of by sale shall be done in accordance with Policy 7300 - Disposition of Real Property or Policy 7310 - Disposition of Personal Property.](#)

In accordance with Generally Accepted Accounting Principles (GAAP), assets must be depreciated over their estimated useful lives and approved by the auditor. ~~Depreciation shall be recorded for fund fixed assets.~~

Accumulated depreciation shall be calculated on a straight line basis and be recorded for general fixed assets.

The following information shall be maintained for all fixed assets:

- A. description
- B. asset classification (land, building, equipment, etc.)
- C. location
- D. purchase price
- E. date purchased
- F. replacement cost
- G. appropriation
- H. manner of asset disposal

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Book	Policy Manual
Section	For Board Review - Vol. 28, No. 2
Title	Copy of TECHNOLOGY PRIVACY
Code	po7540.01
Status	
Adopted	November 21, 2016
Last Revised	April 23, 2018

7540.01 - TECHNOLOGY PRIVACY

The Board recognizes its staff members' right to privacy in their personal lives. This policy serves to inform staff members of the Board's position with respect to staff-member privacy in the educational and workplace setting and to protect the Board's interests.

All Board-owned District technology resources (as defined in Bylaw 0100) are the Board's property and are to be used primarily for business and educational purposes. The Board retains the right to access and review all information resources (as defined in Bylaw 0100), including but not limited to electronic and voice mail, computer files, databases, and any other electronic transmissions contained in or used in conjunction with the Board's computer system/network, telephone system, electronic mail system, and voice mail system. Board-owned technology resources may also be referred to as District technology resources and includes all those technology resources purchased by or authorized for acquisition and/or usage by the Board in the District's activities.

Review of such information may be done by the (.) Board (.) District [END OF OPTIONS] with or without notice or the staff member's knowledge. The use of passwords does not guarantee confidentiality, and the Board retains the right to access information in spite of a password.

~~Personal messages via Board-owned technology should be limited in accordance with the District Administrator's guidelines. Staff members are encouraged to keep their personal records and personal business at home. Because District technology resources are to be used primarily for business and educational purposes, staff members are prohibited from sending offensive, discriminatory, or harassing computer, electronic, or voice mail messages. District technology resources must be used properly. Review of computer files, electronic mail, and voice mail will only be done in the ordinary course of business and will be motivated by a legitimate business reason. If a staff member's personal information is discovered, the contents of such discovery will not be reviewed by the Board, except to the extent necessary to determine if the Board's interests have been compromised. Any information discovered will be limited to those who have a specific need to know that information.~~

The administrators and supervisory staff members authorized by the District Administrator have the authority to search and access information electronically.

All District technology resources and District information resources are the property of the Board. Staff members shall not copy, delete, or remove any information/data contained on the Board's computers/servers without the express permission of the District Administrator or communicate any such information to unauthorized individuals. In addition, staff members may not copy software on to any District technology resources and may not bring software from outside sources for use on District technology resources without the prior approval of the Technology Director. Such pre-approval shall include a review of any copyright infringements or virus problems associated with such outside software.

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Legal	948.11, Wis. Stats.
	995.55, Wis. Stats.
	947.0125, Wis. Stats.



Book Policy Manual
Section For Board Review - Vol. 28, No. 2
Title Copy of SCHOOL CALENDAR
Code po8210
Status
Adopted November 21, 2016

8210 - SCHOOL CALENDAR

The Board recognizes that the preparation of a calendar for the instructional program of the schools is necessary for orderly educational planning and for the efficient operation of the District.

Classes shall not begin prior to September 1st, except when holding year-round school or when so authorized by the Department of Public Instruction.

The Board shall determine annually the number of days when the schools will be in session for instructional purposes. The school year shall consist of student contact days, sufficient to meet all required student instruction time mandates set by State law, and shall contain a number of non-instructional days for parent-teacher conferences, staff education and training, or other reasons during which staff are required to report. When compensatory instruction is offered virtually for days when schools are closed for inclement weather or for parent-teacher conferences, staff in-services, or other reasons, such instruction may be counted when computing the minimum number of instructional hours required by the State, provided such instruction applies to the entire school or grade level and accessibility requirements have been satisfied.

The District Administrator is authorized to work with the CESA on the development of a common calendar for all of the districts in the service area.

If school days are lost due to inclement weather, or other reason such that the amount of instructional time would fall below the required amount of time, the Board shall determine whether additional school days during which student instruction will occur will be scheduled or whether additional instructional time shall be added to existing school days such that the required instructional time is reached. Non-instructional days lost due to inclement weather or other reasons may be made up at the discretion of the Board.

The District Administrator shall certify to the Department of Public Instruction the number of hours of student instruction during the previous school year.

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Legal PI 8.01
115.01(10), 118.045, 121.02(1)(f)(1), Wis. Stats.

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Book	Policy Manual
Section	For Board Review - Vol. 28, No. 2
Title	Copy of STUDENT RECORDS
Code	po8330
Status	
Adopted	November 21, 2016
Last Revised	July 22, 2019

8330 - **STUDENT RECORDS**

In order to provide appropriate educational services and programming, the Board must collect, retain, and use information about individual students. Simultaneously, the Board recognizes the need to safeguard students' privacy and restrict access to students' personally identifiable information.

Except for data identified by policy as "directory data," student "personally identifiable information" includes, but is not limited to: the student's name; the name of the student's parent or other family members; the address of the student or student's family; a personal identifier, such as the student's social security number, student number, or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who the District reasonably believes knows the identity of the student to whom the education record relates.

The Board is responsible for the records of all students who attend or have attended schools in this District. Only records mandated by the State or Federal government and/or necessary and relevant to the function of the School District or specifically permitted by this Board will be compiled by Board employees.

In all cases, permitted, narrative information in student records shall be objectively-based on the personal observation or knowledge of the originator.

Student records shall be available only to students and their parents, eligible students, designated school officials who have a legitimate educational interest in the information, or to other individuals or organizations as permitted by law.

Address Confidentiality Program

Students who are verified participants in the Safe at Home/Address Confidentiality Program administered by the Wisconsin Department of Justice shall be permitted to use their substitute assigned address for all District purposes. The Board shall refrain from including the student's actual/confidential residential address in any student records or files (including electronic records and files) or disclosing the student's actual/confidential residential address when releasing student records. The Board shall only list the address designated by the Wisconsin Department of Justice to serve as the student's address in any student records or files, including electronic records and files. Further, the Board shall use the student's substitute assigned address for any and all communications and correspondence between the Board and the parent(s) of the student (or adult student). The student's actual/confidential residential address shall be maintained in a separate confidential file that is not accessible to the public or any employees without a legitimate purpose. The intentional disclosure of a student's actual/confidential residential address is prohibited.

The Board may enter into a memorandum of understanding with a county department under State statutes (s. 46.215, 46.22 or 46.23) or a tribal organization, as defined under Federal law, that permits disclosure of information contained in student records as provided under State law in cases in which the student's parent, if the student is a minor, or the student, if the student is an adult, does not grant permission for such disclosure.

The term "parents" includes legal guardians or other persons standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child). The term "eligible student" or "adult student" refers to a student who is eighteen (18) years of age or older, or a student of any age who is enrolled in a postsecondary institution.

Both parents shall have equal access to student records unless stipulated otherwise by court order or law. In the case of eligible students, parents may be allowed access to the records without the student's consent, provided the student is considered a dependent under section 152 of the Internal Revenue Code, and provided that the student has not made a written request to the District that his/her parents not be permitted access to personally identifiable information from his/her records.

A school official is a person employed by the Board as an administrator, supervisor, teacher/instructor (including substitutes), or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board; a person or company with whom the Board has contracted to perform a special task (such as an attorney, auditor, or medical consultant); a contractor, consultant, volunteer or other party to whom the Board has outsourced a service otherwise performed by Board employees (e.g. a therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks (including volunteers).

"Legitimate educational interest" is defined as a "direct or delegated responsibility for helping the student achieve one (1) or more of the educational goals of the District" or if the record is necessary in order for the school official to perform an administrative, supervisory, or instructional task or to perform a service or benefit for the student or the student's family. The Board directs that reasonable and appropriate methods (including but not limited to physical and/or technological access controls) are utilized to control access to student records and to make certain that school officials obtain access to only those education records in which they have legitimate educational interest.

The Board authorizes the administration to:

- A. forward student records, including disciplinary records with respect to suspensions and expulsions, upon request to a private or public school or school district in which a student of this District is enrolled, seeks or intends to enroll, or is instructed to enroll, on a full-time or part-time basis, upon condition that:
 1. a reasonable attempt is made to notify the student's parent or eligible student of the transfer (unless the disclosure is initiated by the parent or eligible student; or the Board's annual notification - Form 8330 F9 - includes a notice that the Board will forward education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer);
 2. the parent or eligible student, upon request, receives a copy of the record;
 3. the parent or eligible student, upon request, has an opportunity for a hearing to challenge the content of the record; and
 4. no later than the next working day, the District shall transfer to another school, including a private or tribal school, or school district, all student records relating to a specific student if the transferring school district or private school has received written notice from the student if s/he is an adult or his/her parent or guardian if the student is a minor that the student intends to enroll in the other school or school district or written notice from the other school or school district that the student has enrolled or from a court that the student has been placed in a juvenile correctional facility, as defined in s. 938.02(10p), or a secured residential care center for children and youth, as defined in s. 938.02(15g);

In this subsection, "school" and "school district" include any juvenile correctional facility, secured residential care center for children and youth, adult correctional institution, mental health institute, or center for the developmentally disabled that provides an educational program for its residents instead of, or in addition to, that which is provided by public, private, and tribal schools.
- B. forward student records, including disciplinary records with respect to suspensions and expulsions, upon request to a juvenile detention facility in which the student has been placed, or a juvenile court that has taken jurisdiction of the student;
- C. disclose student records that are pertinent to addressing a student's educational needs to a caseworker or other representative of the department of children and families, a county department under s. 46.215, 46.22, or 46.23, or a tribal organization, as defined in 25 USC 450b(L), that is legally responsible for the care and protection of the student, if the caseworker or other representative is authorized by that department, county department, or tribal organization to access the student's case plan;
- D. provide "personally-identifiable" information to appropriate parties, including parents of an eligible student, whose knowledge of the information is necessary to protect the health or safety of the student or other individuals, if there is an articulable and significant threat to the health or safety of a student or other individuals, considering the totality of the circumstances;
- E. report a crime committed by a child to appropriate authorities, and, with respect to reporting a crime committed by a student with a disability, to transmit copies of the student's special education and disciplinary records to the authorities for their consideration;
- F. release de-identified records and information in accordance with Federal regulations;
- G. disclose personally identifiable information from education records, without consent, to organizations conducting studies "for, or on behalf of" the District for purposes of developing, validating or administering predictive tests, administering student aid

programs, or improving instruction;

Information disclosed under this exception must be protected so that students and parents cannot be personally identified by anyone other than a representative of the organization conducting the study, and must be destroyed when no longer needed for the study. In order to release information under this provision, the District will enter into a written agreement with the recipient organization that specifies the purpose of the study. (See Form 8330 F14.)

- H. disclose personally identifiable information from education records without consent, to authorized representatives of the Federal government, as well as State and local educational authorities. The disclosed records must be used to audit or evaluate a Federal or State-supported education program, or to enforce or comply with Federal requirements related to those education programs. A written agreement between the parties is required under this exception. (See Form 8330 F16)

The District will verify that the authorized representative complies with FERPA regulations.

- I. request each person or party requesting access to a student's record to abide by Federal regulations and State laws concerning the disclosure of information.

The Board will comply with a legitimate request for access to a student's records within a reasonable period of time but not more than forty-five (45) days after receiving the request or within such shorter period as may be applicable to students with disabilities. Upon the request of the viewer, a record shall be reproduced, unless said record is copyrighted, or otherwise restricted, and the viewer may be charged a fee equivalent to the cost of handling and reproduction. Based upon reasonable requests, viewers of education records will receive explanation and interpretation of the records.

The Board shall maintain a record of each request for access and each disclosure of personally identifiable information. Such disclosure records will indicate the student, person viewing the record, their legitimate interest in the information, information disclosed, date of disclosure, and date parental/eligible student consent was obtained (if required).

Only "directory information" regarding a student shall be released to any person or party, other than the student or his/her parent, without the written consent of the parent, or, if the student is an eligible student, without the written consent of the student, except as provided by applicable law.

DIRECTORY INFORMATION

Each year the District Administrator shall provide public notice to students and their parents of the District's intent to make available, upon request, certain information known as "directory information." The Board designates as student "directory information":

- A. a student's name;
- B. photograph;
- C. participation in officially-recognized activities and sports;
- D. height and/or weight, if a member of an athletic team;
- E. date of graduation;
- F. degrees and awards received.

Parents and eligible students may refuse to allow the Board to disclose any or all of such "directory information" upon written notification to the Board within fourteen (14) days after receipt of the District Administrator's annual public notice. Any parent or eligible student that refuses to allow disclosure of directory data and participates in the extra-curricular activity must complete Form 2431 F1 – Parent Acknowledgement of Risk and Release, which includes a limitation on the refusal to disclose directory information obtained during the course of the student's participation in extra-curricular activities.

In accordance with Federal and State law, the Board shall release the names, addresses, and telephone listings of secondary students to a recruiting officer for any branch of the United States Armed Forces or an institution of higher education who requests such information. A secondary school student or parent of the student may request in writing that the student's name, address, and telephone listing not be released without prior consent of the parent(s)/eligible student. The recruiting officer is to sign a form indicating that "any information received by the recruiting officer shall be used solely for the purpose of informing students about military service and shall not be released to any person other than individuals within the recruiting services of the Armed Forces." The District Administrator is authorized to charge mailing fees for providing this information to a recruiting officer.

Whenever consent of the parent(s)/eligible student is required for the inspection and/or release of a student's health or education records or for the release of "directory information," either parent may provide such consent unless agreed to otherwise in writing by both parents or specifically stated by court order. If the student is under the guardianship of an institution, the District Administrator shall appoint a person who has no conflicting interest to provide such written consent.

The Board may disclose "directory information," on former students without student or parental consent, unless the parent or eligible student previously submitted a request that such information not be disclosed without their prior written consent.

The Board shall not collect or use personal information obtained from students or their parents for the purpose of marketing or for selling that information.

INSPECTION OF INFORMATION COLLECTION INSTRUMENT

The parent of a student or an eligible student has the right to inspect upon request any instrument used in the collection of personal information before the instrument is administered or distributed to a student. Personal information for this section is defined as individually identifiable information including a student or parent's first and last name, a home or other physical address (including street name and the name of the city or town), a telephone number, or a Social Security identification number. In order to review the instrument, the parent or eligible student must submit a written request to the building principal at least fourteen (14) business days before the scheduled date of the activity. The instrument will be provided to the parent or eligible student within fourteen (14) business days of the principal receiving the request.

The District Administrator shall directly notify the parent(s) of a student and eligible students, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when such activities are scheduled or expected to be scheduled.

This section does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as the following:

- A. college or other postsecondary education recruitment, or military recruitment
- B. book clubs, magazine, and programs providing access to low-cost literary products
- C. curriculum and instructional materials used by elementary and secondary schools
- D. tests and assessments used by elementary and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments
- E. the sale by students of products or services to raise funds for school-related or education-related activities
- F. student recognition programs

The District Administrator is directed to prepare administrative guidelines so that students and parents are adequately informed each year regarding their rights to:

- A. inspect and review the student's education records;
- B. request amendments if the parent believes the record is inaccurate, misleading, or violates the student's privacy rights;
- C. consent to disclosures of personally identifiable information contained in the student's education records, except to those disclosures allowed by the law;
- D. challenge Board noncompliance with a parent's request to amend the records through a hearing;
- E. file a complaint with the United States Department of Education;
- F. obtain a copy of the Board's policy and administrative guidelines on student records.

The District Administrator shall also develop procedural guidelines for:

- A. the proper storage and retention of records including a list of the type and location of records;
- B. informing Board employees of the Federal and State laws concerning student records.

The Board authorizes the use of the microfilm process or electromagnetic processes of reproduction for the recording, filing, maintaining, and preserving of records.

No liability shall attach to any member, officer, or employee of this Board as a consequence of permitting access or furnishing student records in accordance with this policy and regulations.

Any entity receiving personally identifiable information pursuant to a study, audit, evaluation or enforcement/compliance activity must comply with all FERPA regulations. Furthermore, such an entity must enter into a written contract with the Board delineating its responsibilities in safeguarding the disclosed information. Specifically, the entity must demonstrate the existence of a sound data security plan or data stewardship program, and must also provide assurances that the personally identifiable information will not be redisclosed without prior authorization from the Board. In addition, the entity conducting the study, audit, evaluation or enforcement/compliance activity is required to destroy the disclosed information once it is no longer needed or when the timeframe for the activity has ended, as specified in its written agreement with the Board. See Form 8330 F14 and Form 8330 F16 for additional contract requirements.

Revised 11/21/16

Revised 7/17/17

Revised 12/18/17

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Legal

46.23 Wis. Stats.

46.22 Wis. Stats.

46.215 Wis Stats.

115.298 Wis. Stats.

118.125, Wis. Stats.

118.125(2)(q) Wis. Stats.

25 U.S.C. 450b(L)

34 C.F.R. Part 99

20 U.S.C. Section 1232f (FERPA)

20 U.S.C. Section 1232g (FERPA)

20 U.S.C. Section 1232h (FERPA)

20 U.S.C. Section 1232i (FERPA)

26 U.S.C. 152

20 U.S.C. 1400 et seq., Individuals with Disabilities Education Improvement Act

20 U.S.C. 7165(b)

20 U.S.C. 7908

Last Modified by Steve LaVallee on October 2, 2019



Book Policy Manual
Section For Board Review - Vol. 28, No. 2
Title Copy of TRANSPORTATION BY PRIVATE VEHICLE
Code po8660
Status
Adopted November 21, 2016

8660 - TRANSPORTATION BY PRIVATE VEHICLE

The Board authorizes the transportation by private vehicle of students of the District for school-sponsored activities in a vehicle transporting nine (9) or fewer passengers in addition to the operator unless emergency permission to use a larger capacity vehicle is obtained in writing from the Wisconsin Department of Transportation.

Any ~~such~~ transportation of students in a private vehicle must be approved in advance and in writing by the District Administrator in accordance with the District Administrator's administrative guidelines.

No person shall be approved for the transportation of students in a private vehicle who is not an employee of this Board, an approved volunteer, the parent of a student enrolled in this District, and the holder of a currently-valid license to operate a motor vehicle in the State of Wisconsin, is at least eighteen (18) years of age, be physically capable of operating a vehicle including use of both hands and foot required to operate the vehicle, or has medical certification or has such requirement waived by the Board upon proof of a modified vehicle and Department of Transportation driving test completion, and has signed the form provided by the District.

Any person otherwise qualified to transport students shall agree not to carry a concealed weapon while transporting students, other than the person's own children, even if they are a holder of a concealed carry permit. This stipulation does not apply to law enforcement personnel.

No person shall be permitted to transport students who is not the holder of automobile liability and personal injury insurance in the amount required by applicable law ~~District administrative guidelines~~. The District Administrator may withdraw the authorization of any private vehicle driver or vehicle whose insurance is not adequate or the vehicle is not in good working order.

Any private vehicle used for the transportation of students must be owned by the approved driver or the spouse of the approved driver and must conform to registration requirements of the State.

The responsibility of professional staff members for the discipline and control of students will extend to their transportation of students in a private vehicle. Drivers who are not professional staff members are requested to report student misconduct to the principal.

Expenses incurred by drivers of private vehicles in the course of transporting students will be reimbursed by the Board at the approved mileage rate and upon presentation of evidence of costs for tolls and parking fees.

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Legal 121.52, 121.53, Wis. Stats.

Last Modified by Steve LaVallee on October 2, 2019



Book Policy Manual
Section For Board Review - Vol. 28, No. 2
Title Copy of STAFF/STUDENT PARTICIPATION IN COMMUNITY EVENTS
Code po9600
Status
Adopted November 21, 2016

9600 - STAFF/STUDENT PARTICIPATION IN COMMUNITY EVENTS

The Board recognizes that the local community offers many programs and events that provide learning experiences that are not available in the schools and which can help students become more literate, cultured, productive human beings.

The Board seeks to maintain continuing communication with those groups and organizations that enrich the life of the community and authorizes the District Administrator to cooperate with their leaders both in the use of District resources and in the communication to staff and the student body of the group's activities. Furthermore, the Board encourages members of the staff to make their many talents and specialized knowledge available, as time permits, to enhance the quality of such community activities.

The Board supports and encourages staff participation in: ~~The District Administrator shall develop administrative guidelines that will better ensure:~~

- A. community activities and events that are related to District Courses of Study ~~are incorporated~~, as appropriate, ~~into such courses~~ as either required or enrichment assignments;
- B. school activities to which the public is invited are scheduled, to the extent possible, so as not to conflict with other events in the community that appeal to the same audience.

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Last Modified by Steve LaVallee on October 2, 2019



2015 W SPENCER ST
APPLETON, WI 54914
(920) 734-4198 ext.2

September 24, 2019

Manawa School District:

Thank you for choosing TruGreen as your lawn care provider in 2017 - 2019 and the opportunity to bid again for the 2020 - 2022 growing season. It was our pleasure to provide the district with their fertilizing and weed control needs plus sponsoring TruGreen signage at the football field.

Per bid specifications:

- Type of equipment: TruGreen only uses the most efficient equipment available. Hand sprayers, push spreaders, ride on machines and tractors may be used during an application.
- Seed Specifications: Our seed is 98% weed free. All of our seeding would be done in conjunction with lawn aerating for the highest chance of germination. ***TruGreen will charge \$6/per 1000 square feet to aerate a requested area and \$18/per 1000 square feet to aerate and apply seed to any requested area.***
- Fertilizer specifications: We will use a 25-0-5 all mineral fertilizer. We can provide specialty products if requested; however, the added cost for said products would be discussed with the district first before applying.
- The recommended dates (approximate) would be 4/1 – 4/30 for the early spring treatment, 5/10 – 6/10 late spring treatment, 6/15 - 7/15 early summer, 8/15 – 9/15 early fall, and 10/1 – 11/1 late fall.
- We will however provide 2 CPE's (commercial property evaluations).
- Insurance: documentation included

Once again, thank you for this opportunity and don't hesitate to contact me with additional questions or concerns.

Sincerely,

Corey Van Dera
Commercial Accounts Manager
920-378-0459 (cell)
920-733-1956 (fax)
920-378-0459 (cell)
coreyvandera@trugreenmail.com

FUNDRAISER INFORMATION			
2019-20 Budget Year			
Name of Fundraiser (4K-6)	Class or Club	Purpose	Dates
Box Tops for Education	All Grades	To purchase unbudgeted teacher items.	All Year
PTO Wolf Walk	PTO	To fund PTO activities to support school functions.	Fall - Optional
PTO Penny War	PTO	To offset unbudgeted expenses and support positive school climate activities at MES.	Spring
Hansen's Food	All Grades	To fund field trips and other class activities.	All Year
Student Council Fundrasier; No more than 2 per year	Student Council	To fund Student Council activities.	Two Per Year
Book Fair/BOGO Fair	Librarian	To fund books for library, book room, and/or classrooms.	November & May
Mocha Mondays and/or Java Fridays	Special Education	Self-sustaining work experience for students.	All Year
MES Playground Equipment	MES - All Grades	To offset the cost of new playground equipment	All Year - various fundraisers
Waupaca County Humane Society	Grade 2	Donation of goods to support the humane society	October
Name of Fundraiser (7-12)	Class or Club	Purpose	Dates
Jr. High Dances	Grades 7 and 8	Offset costs of PBIS Reward Trips/Washington D.C. Trip	All Year
Finals Munchies & Beverages	NHS	Fund activities	January/June
Seroogy's	Art Club/Art Team	To fund an artistic venue field trip.	All Year
Concessions	Student Council	To pay for projects.	Football season, volleyball season, girls basketball season, boys basketball season, track season, and a portion of the wrestling season

Vandewalls Chocolate	Grades 7 and 8	To fund 2021 Washington D.C. trip.	All Year
Shirt Sales	Student Council	To pay for projects.	September
Fruit Sales	Choir/Band	To fund various fees for solo ensemble.	October/November
Sale of Shakes	Student Council	To pay for projects.	February & March
Flower Sales	Student Council	To pay for projects.	February & March
FFA Dessert Auction (At Banquet)	FFA	To pay for leadership development/chapter expenses.	March or April
To Be Determined	Cross Country	Awards; end of year banquet.	September
50/50 Raffle Tickets	Choir	Replenish Activity Account for future travel.	Choir Concerts
Gourmet Delights Cheesecake Sale	HS & MS Bands/Choirs	individual accounts for travel and other educational activities.	February & March
Concessions	Choir	Resplenish Activity Account for future travel.	Choir Concerts
Cookie Dough (Great American Opp)	Band	Fund trip.	January/June
50-50 Raffle Tickets Football Games	Girls Basketball	Uniforms/other activities.	September/October
50-50 Raffle Tickets Basketball Game	Junior Class	Prom.	Winter
Holiday Bread Order	Special Education	Self-sustaining work experience for students. To fund community outings.	November-January
Lollipop Sale	Junior Class	Prom.	All Year
Various Projects	Think Pink	Raising money to donate to the American Cancer Society.	All Year
Bottled Water Vending Machine	FFA	Various projects and activities.	All Year
Name of Fundraiser (Districtwide)	Class or Club	Purpose	Dates
Project Backpack	Manawa Project Backpack Club	To support the ongoing food and supply costs for student program participants.	Solicitation of donation letter

Color Run	Secondary Special Education	District technology or academic enhancements.	May - Every Other Year - 2018/2020/2022/ etc.
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RED = eliminated fundraisers
YELLOW = updated/revised fundraisers