



School District of Manawa

Curriculum COMMITTEE MEETING

Manawa School District Office - Board Room
800 Beech Street, Manawa WI
(920)596-2525

Monday, July 1, 2024
5:00 P.M.

Board of Education MISSION Statement: *We Will Represent Our Community while Advocating For Our Stakeholders by Developing Strong Policy and Providing Direction For Our Future.*

Board of Education Committee Members: Emmert (C), Fietzer, and Risko

*Notice is hereby given that School Board members who are not members of the **Curriculum Committee**, up to and possibly including all Board members, may attend the above-noticed committee meeting so as to constitute a quorum of the Board. However, the role of any Board member who is not a member of the above-identified committee is limited to information gathering and participation in the committee's discussion. The Board shall take no action as a governmental body as part of the committee meeting.*

❖ **CALL TO ORDER**

❖ **PLEDGE OF ALLEGIANCE**

❖ **ROLL CALL - Verification of Quorum**

➤ *B.O.E. Members Present:*

❖ **COMPLIANCE WITH OPEN MEETING LAW NOTIFICATION** [*§19.84(2) Wis. Stats.*]

❖ **AGENDA**

1. Review & Discussion Handbook(s) and/or District Plan(s)
 - a. Student/Parent Handbook
 - b. District Attendance/Truancy Plan
 - c. At-Risk Plan
 - d. Title Handbook
 - e. Code of Conduct
2. Review & Discussion related to the District Curriculum Writing Process
 - a. Document / Timeline
3. Discussion of end-of-year expectations (instruction and activities)

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

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

❖ **FUTURE MEETING AGENDA ITEMS**



❖ **AUGUST COMMITTEE MEETING DATE - Discussion**

- Can we switch the August meeting to the 2nd Wednesday, August 14th?

❖ **ADJOURN**

UPCOMING MEETING(S):

Regular Board of Education Meetings

- Regular *Board of Education* Meetings take place the 4th Monday every month.

Committee Meeting Dates and Times may be altered (June, July, & August)

- *Buildings, Grounds & Finance Committee* - August Meeting TBD
- *Curriculum Committee* - August Meeting TBD
- *Policy & Human Resource Committee* - August Meeting TBD



SCHOOL DISTRICT OF MANAWA

Student/Parent Handbook

2024-25



The policies/procedures referenced in the handbook are found on the district website (<https://www.manawaschools.org>). Copies of any policy/procedure can be obtained by contacting the District Office.

The School District of Manawa does not discriminate against individuals on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability. Federal law prohibits discrimination in education and employment on the basis of age, race, color, national origin, sex, religion, or disability.

School District of Manawa

■ ADMINISTRATION/BOARD OF EDUCATION

800 Beech Street
Manawa, WI 54949
920-596-2525
Ryan Peterson - District/Business Administrator

■ LITTLE WOLF HIGH SCHOOL/MANAWA MIDDLE SCHOOL

515 East 4th
Street Manawa,
WI 54949
920-596-2524
Michelle Johnson - Principal; 6-12 Curriculum Director
Jeff Bortle – Dean of Students
Lance Litchfield – Athletic Director

■ MANAWA ELEMENTARY SCHOOL

800 Beech Street
Manawa, WI 54949
920-596-2559
Danielle Brauer – Principal; Special Education Director; 4K-5 Curriculum Director

■ FOOD SERVICE

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

■ KOBUSSEN BUSES, LTD.

109 N. Bridge
Street Manawa, WI
54949
920-389-1500



FIND US ON FACEBOOK

at: <https://www.manawaschools.org/district/>

SCHOOL DISTRICT OF MANAWA

Student/Parent Handbook

TABLE OF CONTENTS

Vision - Mission - Priorities - Core Values	6
Attendance – Safety – School Closings – School Hours	9
■ Attendance/Tardiness/Truancy	9
■ Honors Pass (HS)	11
■ Leaving School Grounds	11
■ Picking Up & Dropping Off Students	11
■ Safety & Security	12
■ School Closing/Cancellation	12
■ School Hours	12
■ School-to-Work Program (HS)	12
■ Withdrawal and Transfer	12
■ Age of Majority (HS)	9
Student Behavior - Conduct	13
■ Behavior	13
■ Bullying /Anti-harassment	16
■ Due Process	16
■ Student Backpacks/Book Bags/Handbags/Purses	17
■ Student Dress	17
■ Social Events	18
■ Student Relationships	18
Academics	19
■ Class Assignments	19
■ Co-Curricular/Academic Conflicts	19
■ Communication Home/School	19
■ Conferences	19
■ Graduation Requirements	20
■ Modifications in Instructional Delivery or Academic Day	20
Transportation	21
■ Bus Transportation (Kobussen Buses, Ltd.)	21
■ Bus Conduct	21
■ Bus Surveillance	22
■ Self-Transportation	22

Food Service	23
■ Free and Reduced Meal Applications.....	23
■ Food Service Fees.....	23
School Nursing Services – Special Education – Other Services	24
■ Emergency Contact Information.....	24
■ Illness/Injury/Accidents.....	24
■ Immunization Requirements.....	24
■ Medication.....	24
■ Release of Information.....	25
■ School Counselors.....	25
■ School Nursing Services.....	25
■ School Psychologist.....	25
■ Special Education Program and Services.....	25
■ Student Welfare.....	26
Miscellaneous	
■ Agendas.....	27
■ Animals on School Property.....	27
■ Birthday Parties, Treats, Snacks.....	27
■ Change of Personal Information.....	27
■ Fees.....	27
■ Field Trips.....	28
■ Locker Room Privacy.....	28
■ Lockers.....	28
■ Lost and Found.....	28
■ Money.....	29
■ Outdoor Play.....	29
■ Parent Involvement.....	29
■ Parking Regulation -Automobiles, Snowmobiles, ATVs, Tractors.....	29
■ Personal Belongings.....	30
■ Posters.....	30
■ Student Activities & Organizations.....	30
■ Student Pictures.....	30
■ Technology.....	30
■ Technology Devices.....	31
■ Telephone Use.....	31
■ Visitors.....	31
■ Volunteers.....	31
Legal Notices	
■ Equal Educational Opportunities/Nondiscrimination.....	33
■ Complaint Procedures.....	34

- Directory Information..... 34
- Parent/Legal Guardian Rights and Responsibilities..... 35
- Parent Right to Know..... 35
- Place of Residence..... 35
- Policies..... 35
- Student Records.....36

Addendum A:

- School Sponsored Organizations, Clubs, & Activities..... 37

Addendum B:

- Signature Page.....44

School District of Manawa

Our Vision

Empowering Learners, Building Leaders, Shaping Futures!

Our Mission

*We build relationships and cultivate excellence through
Personalized support to prepare every learner for lifelong success.*

Our Priorities

Learning & Academic Excellence

*We will provide comprehensive and relevant high-quality
learning and teaching experiences to engage every learner.*

Supportive Environment for Students & Staff

*We will create a culture where all students and staff are engaged and
invested in student success and valued for their contributions.*

Facilities, Finance & Operations

*We will provide quality materials, facilities, and technology to support effective
learning environments for our school community while being fiscally responsible.*

Community Engagement

*We will create meaningful connections where all families and community members
are engaged and invested in student success and valued for their contributions.*

Our Core Values

*Students First
Excellence
Collaboration*

*Relationships
Integrity
Engagement*

Board of Education Meetings/Members

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

- Sondra Reiersen - *President*
- Pete Griffin - *Vice President*
- Craig Fietzer - *Treasurer*
- Stephanie Riske - *Clerk*
- Brianna Coyle - *Director*
- Scott Emmert - *Director*
- Shannon Hansen - *Director*

Attendance

Attendance

There is strong evidence of a direct correlation between good attendance and student achievement. Wisconsin state law (*Board Policy 5200 - Attendance*) mandates all school age children must attend school unless they are ill or officially withdrawn from school. It is very important that we have the full cooperation of parents/guardians to ensure we verify each child's safe arrival at school and that we accurately record each student's daily attendance. We ask that parents/guardians call the school office before the start of the school day that their child is absent from school. When calling the attendance line, please provide the following information:

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

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

All excused planned absences require that written verification be provided by parents/guardians in advance of the absence. Requests for Planned Absence forms (Gr. 6-12 only) are available in the office and online, and forms **MUST** be completed and returned to the office at least one week in advance of a planned absence.

Parents will be asked to provide verification of medical appointments. Class work and tests will be allowed to be made up, but the responsibility for make-up work rests with the student. In order to provide work in advance of a planned absence, notification of at least one week is required. The school attendance officer or designee is authorized to approve a legal excuse for any student for the following reasons:

1. Evidence that the student is not in proper physical or mental condition to attend school or an educational program. The district may request the parent/guardian to obtain a written statement from a physician or licensed practitioner as proof of the physical or mental condition of the student upon three consecutive days of illness and/or all or part of 10 cumulative days of illness. Such excuse will be in writing and will state the period of time (not to exceed 30 days) for which it is valid.
2. An emergency in the family or other crisis which requires the absence of the student.
3. Observance of a religious holiday.
4. A quarantine imposed by a public health officer.
5. An in-school or out-of-school suspension from school.
6. Approved school activities during class time.
7. Special circumstances that show good cause.

Policy 5200 - Attendance

Tardiness

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

Attendance Procedure

Parents may excuse their child for up to 10 days in a school year, including family trips. A parent/guardian must contact the school if their child will not be attending school for any reason. Office staff will contact parent(s)/guardian(s) if no information is given to the school by 9:00 a.m. on the day of the absence. If excused absences exceed 10 days, additional documentation, or administrative approval will be required for additional absences to be considered excused.

****Each student absence situation is determined and reviewed by administration case by case.***

Planned Absences:

When possible, family trips should be planned so as not to interfere with a student's school attendance and

education. Arrangements for work completion prior to the student's absence must be made at least 1 week prior to the absence.

Unexcused Absences:

Each unexcused absence is communicated with families, discussed with students and the Dean of Student/ Administration. All unexcused absences will be addressed using school restorative practices and procedures.

Truancy

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

Little Wolf High School Honors Pass

Little Wolf High School issues an Honors Pass to students who maintain a 3.25 GPA or higher for the previous quarter and have less than 10 absences for the year. The privileges associated with the Honors Pass are as follows:

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

Leaving School Grounds

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

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

Picking Up and Dropping Off Students

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

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

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

Safety and Security

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

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

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

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

Emergency Communication - The School District of Manawa will provide emergency information through the Skylert

(phone/email/text messaging) messaging system.

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

- Evacuation
- Hold
- Lockout
- ALICE – Alert, Lockdown, Inform, Counter, Evacuate

School Closing/Cancellation

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

School Hours

SCHOOL	SCHOOL DAY	EARLIEST ARRIVAL/ BREAKFAST PROGRAM
Manawa Elementary School	8:00 a.m. – 3:00 p.m.	7:30 – 7:55 a.m. Arrival 7:40 a.m. Breakfast Served
Manawa Middle school	7:45 a.m. - 3:10 p.m.	7:30 – 7:45 a.m. 7:30 a.m. Breakfast Served
Little Wolf High School	7:45 a.m. - 3:10 p.m.	7:30 – 7:45 a.m. 7:30 a.m. Breakfast Served

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

Please contact the school office in advance of the event or extenuating circumstances.

School-to-Work Program (High School)

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

Withdrawal and Transfer

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

Age of Majority (High School)

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

Behaviors

Student Behavior

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

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

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

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

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

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

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

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

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

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

- **Suspensions and Disciplinary Leaves** are meant to positively modify student behavior. If a student continues to exhibit inappropriate behaviors which warrant further suspension, additional strategies may be implemented in an attempt to improve student behaviors. Parent conferences, counseling, behavior contracts, assessments and referrals to outside agencies are examples of such strategies. Continued violation of rules could eventually lead to expulsion.
- **Expulsion** is an action by the Board of Education that prohibits an enrolled pupil from further attendance as per Wisconsin State Statute. The Board of Education may expel a student whenever it finds them guilty of repeated refusal or neglect to obey the rules or finds that they engaged in conduct while at school or while under the supervision of a school authority which endangers the property, health, or safety of others, and is satisfied that the interest of the school demands their expulsion.
- **Referral to Law Enforcement or Juvenile Authorities** - If a student's misbehavior is such that a legal violation is involved, law enforcement officers or juvenile authorities may be contacted by the principal or a designated representative. If the officer indicates that they are arresting the pupil, with or without a warrant, that officer will have complete jurisdiction and responsibility in the matter and the principal will not interfere with the pupil's removal from the building.

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

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

Violations against persons:

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

Violations against property:

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

Violations against school administrative procedures:

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

Violations against technology regulations:

- Using the District Network or Internet for purposes with no clear educational value.
- Storing, accessing, creating or displaying obscene, pornographic, profane, threatening, racially offensive or illegal material.
- Attempting to gain access to the local drive of a machine or a network drive and/or attempting to modify, destroy, or abuse in any way system components including hardware and software.
- Vandalizing, harassing, or inciting insulting attacks on others.
- Violating copyright laws.
- Academic Dishonesty: Students are expected to do their own work. Copying, cheating, and plagiarizing are not allowed. includes inappropriate use of artificial intelligence websites or applications to dishonorably complete student work. Staff who assign work which is susceptible to plagiarism are asked to teach the definition of plagiarism and how to avoid it through quotations, citations, and rewording.
- Using another person's password.
- Trespassing or attempting to trespass in another person's folders, work, or files.

- Downloading and/or installing of any file not for clear, educational purposes. Absolutely no program files (.exe) games of any sort, or shortcuts should be present in a user's assigned network space.
- Posting any contact/personal information.
- Personal accounts on school devices.
- Vandalizing Chromebooks or other district devices.

Violations involving drug and alcohol:

- The unlawful manufacture, distribution, dispensing, possession, or use of a mood-altering substance, look-alike substance, controlled substance, drug paraphernalia, and/ or alcohol on school district property, including all district-owned vehicles is prohibited at all times. These same provisions shall be in effect at all school-sponsored events including extracurricular activities while off school premises. Failure to abide by this policy will result in disciplinary action up to and including suspension and/or expulsion, and police involvement.
- All doctor prescribed medication must be stored and distributed within the Health Office. Any prescription medication consumed or stored in the school building outside of the Health Office will be in violation of the drug and alcohol policy.

Violation involving smoking/tobacco/vaping:

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

Violations involving weapons:

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

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

Policy exceptions include:

- A. weapons under the control of law enforcement personnel while on duty, or qualified former law enforcement officers, off duty law enforcement officers, or out-of-state law enforcement officers;
- B. items pre-approved by the Board as part of a class or individual presentation under adult supervision, including, but not limited to Hunters' Education and Archery Education courses, if used for the purpose and in the manner approved (working firearms and live ammunition are never approved); and
- C. theatrical props used in appropriate settings with the approval of the building principal.

Policy 7540.03 - Student Technology Acceptable Use and Safety
Policy 5136.01 - Technology Resources and Other Electronic Equipment
Policy 7540 - Technology Policy 7540.07 - District-Issued Student EMail Account
Policy 7544 - Use of Social Media Policy 7542 - On-Site Access to District Technology Resources
from Personally-Owned Communication Devices
Policy 5500 - Student Code of Classroom Conduct Policy 5610 - Suspension and Expulsion
Policy 5605 - Suspension/Expulsion of Students with Disabilities
Policy 5772 - Weapons

Bullying

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

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

Bullying behavior can be:

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

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

*Policy 5517.01 - Bullying
Policy 5517 - Student Anti-Harassment*

Due Process

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

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

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

Prior to such expulsion, the Board of Education will hold a hearing. Not less than five (5) calendar days' written notice of the hearing will be sent to the pupil. If the pupil is a minor, the parent/ guardian will also be notified of the hearing and informed of the particulars of the alleged refusal, neglect or conduct, the time and place of the hearing and that the hearing may result in the pupil's expulsion. The pupil and, if the pupil is a minor, his/ her parent/guardian may be represented at the hearing by counsel. The Board of Education will keep written minutes of the hearing. Upon the order by the Board of Education for the expulsion of a pupil, a copy of the order will be mailed to the pupil and, if the pupil is a minor, to his/her parent/guardian. The expelled pupil or, if the pupil is a minor, his/her parent/ guardian may appeal the expulsion to the state superintendent. An appeal from the decision of the state superintendent may be taken within 30 days to the circuit court of the county in which the school is located.

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

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

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

Student Dress

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

Dress Code Guidelines

While fashions change, the reason for being in school does not; School District of Manawa is a safe learning environment for all students, first and foremost. Any fashion (dress, accessory, or hairstyle) that disrupts the educational process or presents a safety risk according to administration, is not permitted. The school recognizes that a student's individual dress is primarily a parental responsibility which should reflect concern for health and safety of the students and others and to school property. When the dress of an individual student constitutes a health or safety problem, seems to be unsuitable for school wear, is a physical danger to any person, or when the student's manner of dress or grooming causes a disruption or disturbance, staff shall take appropriate corrective action.

With these thoughts in mind, School District of Manawa has adopted the following dress code:

- The principal shall serve as the initial arbiter of student dress and grooming in his/her building; before taking action to enforce dress code requirements, including by requiring that a student remove, cover, or otherwise conceal the item or depiction at issue, the principal shall determine whether the item constitutes protected speech in so far as the item independently makes a statement of a discernable nature to the observer by depiction, words, or combination of the two that does not require separate explanation. (Refer to policy 5511)
- Appropriate footwear must be worn.
- Clothing must not resemble undergarments and must provide coverage to the chest and back, waist/ midriff and lower back, buttocks, etc. Bare midriff is not permitted. Shorts, dresses, and skirts must be long enough to cover the mid-thigh area.

- Apparel should not be contrary to any health and safety considerations.
- Displays of lewd, obscene, profane or vulgar language or images, or promotion of alcohol, tobacco, or other drugs (on T-shirts, etc.) are not acceptable in school or at school functions.
- All students will refrain from wearing any hats or hoods in school during the school day. Caps will be kept in lockers during the school day.
- Coats or backpacks will not be worn during the school day. Coats, backpacks, purses, etc., will be kept in lockers during the school day.

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

Policy 5511 - Dress and Grooming

Social Events (Middle/High School)

All Manawa Middle School social events are restricted to School District of Manawa Middle School students only. A Little Wolf High School student who wishes to bring a guest to a school-sponsored dance must receive written approval by the administration at least two days in advance. Middle School students and/or those over the age of 19 are not permitted attendance at High School dances. School administrators or their designee reserve the right to restrict student attendance at any event.

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

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

Student Relationships / Public Affection

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

Academics

Class Assignments (Elementary/Middle School)

Class assignments are made with a variety of factors in mind to include, but not limited to, ability levels, peer interaction, and/or a student's learning style. A parent/guardian may provide information about his/her child to assist in this process, but we ask that a parent/guardian avoid making specific teacher requests. Please share any pertinent information in writing with the building principal by April 30. The principal is responsible for final decisions on all class assignments. Finalized class rosters are made available to students and parents/guardians in August.

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

There are numerous benefits to co-curricular involvement, and participation is highly encouraged. Teachers and advisors will work to decrease the likelihood of conflicts in schedules, but avoiding all conflicts may not always be possible. Students are asked to notify teachers and/or coaches if there are unavoidable conflicts. Each circumstance is unique, so the Athletic Director will review each situation with the student, teacher, advisor, and/or coach and make a recommendation. Students who miss an academic activity to compete in a co-curricular activity will not be penalized for the decision made. Students will be required to make up any assignments that are missed.

Communication Home/School

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

Conferences

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

Graduation Requirements

A Little Wolf High School diploma shall be granted upon successful completion of a total of 25 credits

English	4 credits
Social Studies	3 credits
Physical Education	1 ½ credits
Health	½ credit
Math	3 credits
Science	3 credits
Financial Literacy/Employability Skills	1/2 credit
Electives for 2024 and beyond	9.5 credits

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

The Board may approve a course or courses in career and technical education that it determines may satisfy up to a total of one (1) credit of mathematics and/or science credit. If the Board approves a career and technical education

course as qualifying for mathematics and/or science credit, any student may satisfy a total of one (1) credit of required science and/or mathematics credits through the Board-approved career and technical education course.

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

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

Policy 5460 Graduation Requirements

Modifications in Instructional Delivery or Academic Day

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

Additional Services

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

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

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

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

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

Bus Conduct

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

Parents are responsible for:

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

Students shall:

Previous to loading:

- wait until the bus has come to a complete stop before moving forward to enter;
- cross the road, when necessary, at least ten (10) feet from the front of the bus only after the driver signal it is safe;
- go immediately to a seat and be seated;

During the trip

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

Leaving the bus

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

Bus Surveillance

In accordance with Board policy, the transportation contractor may install the appropriate equipment for video recording the interior of the buses while transporting students. Any disciplinary action resulting from the use of the video recording device shall be determined by the appropriate building principal who shall ensure that due process is provided to the students involved, in accordance with board policy and administrative guidelines related to discipline. Any use of photographs obtained through the use of the video recording devices shall be in accordance with Federal and State law.

Self-Transportation to School

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

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

Policy 5514 - Student Use of Bicycles

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

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

Policy – 8600 Transportation

Free and Reduced Meal Applications

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

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

Food Service

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

Breakfast

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

Elementary	\$1.40
Middle School	\$1.60
High School	\$1.60
Milk	\$0.40

Lunch

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

Elementary	\$2.90
Middle School	\$3.10
High School	\$3.10
Milk	\$0.40

Milk Break (Elementary School)

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

Milk	\$0.40
------	--------

Emergency Contact Information

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

Illness/Injury/Accidents

Please follow these guidelines when your child is ill:

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

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

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

Immunization Requirements

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

written evidence of immunizations within 30 days of admission.

*Policy 5320 - Immunization
Administrative Guideline 5320 - Immunization of Students in School*

Medication

If you wish to have the school office personnel administer medications to your son/daughter, you must bring it in the original pharmacy labeled container, properly marked with name of student, name of medication, dosage, and time to be given. The parent/guardian is responsible for personally delivering controlled substances to the school office personnel or school health paraprofessional.

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

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

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

Release of Information

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

School Counselors

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

School Nursing Services – Health Paraprofessional

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

*Policy 5310.01 - Emergency Nursing Services
Policy 8453 - Direct Contact Communicable Diseases
Policy 8450 - Control of Casual-Contact Communicable Diseases*

School Psychologist

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

Special Education Programs and Services

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

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

Student Welfare

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

Policy 8462 - Child Abuse and Neglect

Agendas (Grades 1-5)

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

Animals in School Buildings

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

Policy 8390 - Animals On District Property

Birthday Parties, Treats, Snacks (Elementary School)

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

Change of Personal Information

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

Fees

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

- Manawa Elementary School
 - District Fee (Grades K-5) \$15.00
 - Class Fee (Grades 4K-5) \$10.00
- Manawa Middle School
 - District Fee \$20.00
 - Class Fee (Grades 6-8) \$5.00
- Little Wolf High School

- District Fee \$20.00
- Senior Class Fee \$10.00
- Freshmen, Sophomore, Junior Class Fee \$5.00

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

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

Policy 6152 - Student Fees, Fines, And Charges

Field Trips

Field trips are an important part of learning for students. They help students apply what they have been taught in the classroom and learn more about the community in which they live. All students attending field trips throughout the year must have a completed Field Trip Permission Slip on record. Permission slips will be sent home with a reasonable amount of time for parents to grant permission. It is especially important for students to dress appropriately for field trips.

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

Policy 2340 - District-Sponsored Trips

Locker Room Privacy (Middle/High Schools)

The School District of Manawa enforces measures intended to protect the privacy rights of individuals using school locker rooms. Locker rooms are provided for the use of physical education students, athletes, and other activity groups and individuals authorized by the building principal or by District policy. No one is permitted to enter the locker room or remain in the locker room without permission. No cameras, video recorders, cell phones, or other devices that can be used to record or transfer images may be used in the locker room at any time. Students and staff violating this policy will be subject to school disciplinary action and possible legal referral.

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

Lockers/Cubbies/Desks

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

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

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

replacement/repair fee.

Policy 5771 - Search and Seizure

Lost and Found

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

Money (Elementary/Middle Schools)

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

Outdoor Play (Elementary School)

Physical activity is an important part of the school day. Recess takes place outdoors, weather permitting. Please make sure students are dressed appropriately for outdoor play. At the elementary level, snow pants, boots, and mittens are needed for children to play in the snow. If temperatures fall below zero, including the wind chill factor, recess will be held indoors.

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

Parent Involvement

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

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

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

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

*Policy 9250 - Relations with Parents
Policy 2261.01- Parent and Family Engagement in Title I Programs*

Parking Regulations (High School)

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

- All student vehicles must be parked in the west high school parking lot. Any vehicle not parked in this designated area may lose parking privileges.
- All vehicles must have permits to park in any the high school parking lot. This includes students, and staff. Permits are available at the school office.
- Permits stay with the vehicle of which it is registered.
- Permits and permit number must be seen from the outside of vehicle. Permits should be displayed on rearview mirror.
- Parking lots are monitored daily.
- Snowmobiles, ATVs, UTVs, or other motorized vehicles are allowed on properties in designated areas where principal permission has been granted.

Refer to: Policy 5515 - Student Use of Motor Vehicles Policy 5514.01 - Student Use of Motor Vehicles

Personal Belongings

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

Posters

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

Student Activities and Organizations

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

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

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

Student Pictures

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

Technology

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

The District supports and respects each family's right to decide whether or not to allow for independent student access to the Internet. If a parent/guardian decides that the student is not to have Internet access, they must inform

the building principal. Personal technology, other than cell phones, should not be brought to school.

Policy 7540.03 - Student Technology Acceptable Use and Safety

Technology Devices

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

Building administration may involve law enforcement if the device is used for illegal purposes or for a purpose that causes harm to others.

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

Policy 7540.03 - Student Technology Acceptable Use and Safety

Communication During Instructional Time

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

Messages concerning changes in after-school procedures will be taken for students before 2:30 p.m. These messages will then be relayed to the student before dismissal. Whenever possible, make arrangements and send a note with the student about their after-school plans. Unless there is an emergency, students will not be called to the phone without permission of the building principal. Student calls for forgotten items will also need staff approval.

Visitors

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

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

Policy 9150 - School Visitors

Volunteers

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

Policy 8120 - Volunteers

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

a direct connection with students with an emphasis on academic tutoring.

Equal Educational Opportunities/Nondiscrimination

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

Any questions concerning district/school operations, policy, curriculum, etc. should be directed to:

Ryan Peterson District/Business Administrator School District of Manawa
800 Beech Street
Manawa, WI 54949
(920) 596-5300

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

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

Any questions concerning Title IX should be directed to:

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

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

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

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

Christy Hintz
Assistant Director of Literacy
800 Beech Street
Manawa, WI 54949
920-596-5738

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

Complaint Procedures

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

Policy 9130 - Public Requests, Suggestions, or Complaints

Directory Information

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

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

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

Policy 8330 - Student Records

Parent/Legal Guardian Rights and Responsibilities

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

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

Only a legal document (e.g., final divorce decree which includes specific denial of visitation rights or a restraining order denying visiting rights) can prevent an individual from participating in the activities as noted above. In cases where parents are separated or divorced and one parent has legal custody, the school must have written proof in the form of a copy of the court order that explains both custody and visitation rights.

Schools must have the appropriate legal documentation in order to assure compliance with any limiting court order. This would include restraining orders. Requests for additional copies of report cards, newsletters, etc., should be made in writing to the building principal including name and a current mailing address. It is the responsibility of the parent and/or legal custodian to inform the school office of his/her name, address, and telephone number if they wish to be consulted regarding the child or wish to be placed on the school's mailing list.

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

Parent Right to Know

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

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

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

Place of Residence/Open Enrollment

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

Policy 5113 - Open Enrollment Program (Inter-District)

Board of Education Policies

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

Student Records

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

Policy 8330 - Student Records

ADDENDUM A

SCHOOL SPONSORED CLUBS AND ORGANIZATION

2024-25 School District of Manawa

District-Sponsored Organizations, Clubs, and Activities

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

Policy 2430 - District Sponsored Clubs and Activities

Extracurricular Clubs and Activities:

HS Forensics

Advisors: Mrs. Konkol

Meeting Location, Date, & Time: Planning and introductory meetings begin in December and January when participants meet with coaches individually and as a team to practice for competitions occurring February through mid-April. Meetings occur in Mrs. Konkol's classroom and practices occur in Mrs. Konkol's/Ms.

Gruman's classrooms. Practices are held before school, during prep time, during lunch, or after school by appointment. Participants must attend team meetings and practices with coaches, as well as all meets to try to earn passing scores that allow them to advance to the next level of competition. Manawa occasionally hosts a competition, but most are held at neighboring schools; the state competition is held at UW-Madison.

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

MS Forensics

Advisors: Mrs. Konkol

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

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

The MMS forensics program belongs to the middle level of the WHSFA (Wisconsin High School Forensic Association), follows its rules, and attends meets through this organization. Manawa occasionally hosts a meet, but most are held at neighboring schools. There is no student fee associated with this program.

Art Team

Advisor: Mrs. Zabler

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

Mission and Purpose: The Wisconsin Art Education Association's mission is to promote excellence in visual art and design education for all students, art advocates, and art educators.

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

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

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

HS Debate

Advisor: Mr. Polkki

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

Mission and Purpose: The purpose of debate is to offer a wide range of benefits while appealing to many students by providing them chances to improve in areas such as public speaking skills, research skills, teamwork, note-taking and listening skills, knowledge of current event issues, and self-confidence. Debate is open to all High School Students. High School Debate is an organization with a set format to create a fair and challenging debating contest in which participants will often debate both sides of an issue. Debates are centered on a resolution (a controversial statement). Resolutions are about a variety of topics, chosen largely by the students participating in the league. In every debate, the affirmative (Pro) side speaks in favor of the resolution and the negative side (Con) speaks against it. A debate takes about 45 minutes and consists of a series of speeches for and against the resolution. There is also cross-examination, in which competing teams challenge each other's ideas. Each debate has a judge who listens carefully to the arguments presented and chooses a winner. Debate meets feature 4-5 rounds in a Tournament.

High School Quiz Bowl

Advisor: Mr. Collins

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

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

Manawa FFA

Advisor: Mrs. Cordes

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

Mission and Purpose: (National Mission Statement) FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education. Manawa FFA is a youth organization for students in grades 9 - 12 who wish to develop premier leadership, personal growth, and career success through agricultural education. **Students in 7th and 8th grade may join FFA to complete

a specific independent study project, e.g. exhibiting at the county fair or participating in a career development event (CDE) or leadership development event (LDE).

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

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

High School Gay-Straight Alliance (GSA) Club

Advisors: Mrs. Zabler

Meeting Location, Date, & Time: Weekly meetings on Fridays in the choir room during lunch.

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

National Honor Society (NHS)

Advisor: Mrs. Koshollek

Meeting Location, Date, & Time: Meetings occur in the LWHS/MMS Commons once per month during homerooms.

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

HS Student Council

Advisor: Ms. Eck

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

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

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

HS Art Club

Advisor: Mrs. Zabler

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

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

Museum, and The Chicago Art Institute.

Ski Club

Advisors: Mr. Bortle and Mrs. Bortle

Meeting Location, Date, & Time: Nordic Mountain, Dates to be determined 4:30 p.m. - 7:00 p.m.

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

HS FOR (Friends of Rachel) Club

Advisors: Ms. Eck and Mrs. Krause

Meeting Location, Date, & Time: One to two times a month during homeroom. Meetings occur in the LWHS/ MMS Commons, in order to plan small and large activities to promote kindness.

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

MS FOR (Friends of Rachel) Club

Advisors: Ms. Eck and Mrs. Krause

Meeting Location, Date, & Time: One to two times a month during homeroom. Meetings occur in the LWHS/ MMS Commons, in order to plan small and large activities to promote kindness.

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

HS Yearbook

Advisor: Ms. Meria Wright

Meeting Location, Date, & Time: TBD

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

MS Yearbook

Advisor: Ms. Meria Wright

Meeting Location, Date, & Time: TBD

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

Drama Club

Advisor: Mr. Etzweiler

Meeting Location, Date, & Time: TBD

Mission and Purpose: The Mission of the Drama Club is to educate students on theater production both onstage and off stage and to promote the growth of their skills in all aspects of theater while providing performance opportunities. Drama Club is an extracurricular group that produces musicals, plays, and one-act plays periodically throughout the school year. It is open to students in grades 6-12 enrolled in the School District in Manawa. Students will participate in all aspects of theatrical production from the crew, building, costumes, lighting, sound, acting, etc. The final production will be performed for the public.

MS Class Officers

Advisors: Middle School Core Teachers

Meeting Location, Date, & Time: Meetings are held in the MMS Suite and MMS classrooms and meet at various times throughout the school year to plan activities in the MMS area.

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

HS ESports Club

Advisor: Ms. Meria Wright

Meeting Location, Date, & Time: 1-2 times per week after school throughout the school year.

Additional meetings will occur leading up to ESports competitions. Students will meet to play approved online video games via computer, create teams for various competitions, and participate in state competitions. Competitions are held via remote access to certified servers.

Students will practice and compete in Ms. Wright's classroom. There are a total of 3 seasons throughout the school year which includes Fall, Winter, and Spring. Students can choose which season(s) they would like to participate in. The current game titles for the 22-23 season include: Smite, Fortnite, Rocket League, League of Legends, and Valorant. Teams consist of 3-5 students per team depending upon the game.

Mission and Purpose: The mission of the LWHS Esports Club is to help provide team-building opportunities for students while building their confidence, and sharing their talents and love of gaming in a supportive atmosphere. The LWHS ESports Club will be part of the Wisconsin High School Esports Association. Through WHSEA, students will participate in preselected games, follow the WHSEA rules, and participate in various state competitions through this organization. The program is open to all high school students. There is no student fee associated with this program.

HS Robotics Club

Advisor: Ms. Meria Wright

Meeting Location, Date, & Time: Planning and introductory meetings will begin in September when participants will meet and discuss Vex Competitions. Students will work as a team to build 2 robots and practice for tournaments that take place from December through February. Meetings will occur in Ms. Wright's classroom and practices will occur in Ms. Wright's Fablab. Practices are held before school, during prep time, during lunch, or after school by group consensus. Participants must attend team meetings and practices with the team advisors to be able to participate in the tournaments. Tournaments are held at schools in Wausau, Appleton, Neenah, Menasha, Green Bay, etc.

Mission and Purpose: The mission of the LWHS Robotics Club is to help provide team-building opportunities for students while improving their computer programming and engineering design skills. By working with peers in a nonjudgmental zone, students will build their confidence, and share their talents in a supportive atmosphere. The program is open to all high school students. Participants choose their own categories and deliver speeches, readings from pieces of literature, or small group dramas in front of peers and for evaluation from a judge. The LWHS Robotics Club will work with the Robotics Education & Competition Foundation to participate in VEX Robotics Competitions, following their rules, and attending various state competitions through this organization. There is no student fee associated with this program.

Sources of Strength

Advisors: Mr. Jake Kaczorowski and Counseling Team

Meeting Location, Date, & Time: Meetings occur during school hours minimally once per month during homeroom in the commons.

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

Manawa Elementary Student Council

Advisors: Mrs. Ziemer

Meeting Location, Date, & Time: Over lunch or Wolf Time

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

ADDENDUM B – SIGNATURE PAGE

STUDENT/PARENT HANDBOOK

SIGNATURE PAGE

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

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

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

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

Student Name (print) _____

Date _____

Parent/Guardian Signature _____

Date _____

Print Name _____

Student Signature _____

** High School Student Signature is Mandatory*



SCHOOL DISTRICT OF MANAWA

DISTRICT ATTENDANCE/TRUANCY PLAN



The policies/procedures referenced in the handbook are found on the district website (<https://www.manawaschools.org>).
Copies of any policy/procedure can be obtained by contacting the District Office.

The School District of Manawa does not discriminate against individuals on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability. Federal law prohibits discrimination in education and employment on the basis of age, race, color, national origin, sex, religion, or disability.

{ THIS PAGE IS INTENTIONALLY LEFT BLANK }

Table of Contents

SECTION	PAGE #
Introduction	2
Section A Wis. Stats. 118.162 (4)(a) – Notifying Parents & Guardians	3
Section B Wis. Stats. 118.162 (4)(b) – Identifying Truant Children	4
Section C Wis. Stats. 118.162 (4)(c) – Public Awareness	5
Section D Wis. Stats. 118.162 (4)(d) – Return to School	6
Section E Wis. Stats. 118.162 (4)(e) – Truancy Referral District Attorney	7
Section F Wis. Stats. 118.162 (4)(f) – Social Service Agencies	9
Section G Wis. Stats. 118.162 (4)(g) – Solving the Truant Problem	11
Appendix A – Truancy Overview & Checklist	12
Appendix B – Formal Truancy Procedure	14
Appendix C – Truancy Materials	16

Introduction

State law requires that any person having a child under their control who is between the ages of 6 and 18, shall cause the child to regularly attend school. The state law now also requires the parent or guardian of a child who is enrolled in a 5-year-old kindergarten class to cause the child to attend school regularly until the end of the school term. Any student who misses a part of any day of school without an acceptable excuse is truant. If a student misses all or part of 5 or more days during a school semester without an acceptable excuse, they are considered to be a habitual truant.

In addition to legal requirements, truancy results in significant consequences for students who miss school as well as for the community as a whole. The economic prosperity of the county, its crime rate and the general quality of life are all greatly impacted by truancy. Waupaca County competes economically, in the state as well as nationally and internationally. An educated workforce that can understand and perform tasks beyond the simplest levels is critical to local economic success. Criminal justice issues and the need to protect our community are also significantly influenced by truancy. Experts in the juvenile justice field overwhelmingly recognize that one of the greatest predictors of a young person's committing delinquent or criminal acts is a history of truancy. However, the biggest victims are the truants themselves. Statistics of the

U.S. Census Bureau show that a person who graduates from high school can earn almost twice as much as someone who does not. An education will help students be informed citizens and have a better quality of life.

Wisconsin State Statute 118 states that each school board shall adopt a plan to address truancy. Therefore, the School District of Manawa adopts the following plan to address truancy:

Section A

Wis. Stats §118.162(4)(a)

Procedures to be followed for notifying the parents or guardians of the unexcused absences of habitual truants under §118.16(2)(cr) and for meeting and conferring with such parents or guardians.

State law requires that a school district notify parent(s)/guardian(s) of an absence by the end of the 2nd school day after the absence. Notice may be by personal contact, phone, or mail, but notice by personal contact or phone shall be attempted before notice by mail may be issued. The School District of Manawa will attempt to notify parent(s)/guardian(s) of a student's truancy on the day the unexcused absence occurred. A written record will be kept of all notices.

When the school notifies the parent(s)/guardian(s) of a child's truancy, it will direct the parent(s)/guardian(s) to return the child to school or provide a written request that the absences be excused under §118.15 by no later than the next day on which school is in session.

In the event that the district does due diligence in the truancy process and has circumstantial data that verifies the student is no longer residing within the School District of Manawa, the student can retroactively be end dated in the district's student information system as of the last day the student was documented to have been in attendance in the school district. This process would be applicable in a situation such as (but not limited to) when a student/family no longer resides within the school district boundaries and no known forwarding address has been provided to the district.

Due diligence shall include (but is not limited to):

- telephone call
- follow-up mailed letter summarizing telephone communications
- certified letter and regular mail
- welfare visit made to the last known home address by at least two of the following:
Principal, School Counselor, School Nurse, or Police Officer

When a student meets the criteria to be considered a habitual truant (any part of five days of a semester), the school official will schedule a truancy conference pursuant to Wis. Stats. §118.16(2)(cg) with the parents/guardians and the child. Notice shall be by certified mail, restricted delivery.

If a student continues to be truant, after the truancy conference has been attempted or held, a truancy referral may be submitted to the Waupaca County Department of Human/Social Services Juvenile Intake Offices. It is important to note that truancy referrals are not submitted on all habitual truants. School officials assess each case and determine the most appropriate way to address the truancy problem. This does not always include a truancy referral. Other options are considered and may be pursued.

In certain cases, when it is determined by school personnel that the parent or guardian is contributing to the truancy of the child, a referral must be done through the Manawa Police Department or Waupaca County Sheriff's Department. Wis. Stats. §118.15. (See Section E)

Section B

Wis. Stats §118.162(4)(b)

Plans and procedures for identifying truant children of all ages and returning them to school, including the identity of school personnel to whom a truant child shall be returned.

The School District of Manawa believes that the primary purpose of schooling is for students to learn and be successful. In order for students to learn, they must attend school and attend school on a consistent basis. We also believe that all students can learn given sufficient time and appropriate support. School failures are often created by students not having sufficient time to master essential skills due to numerous hours and days away from the learning environment. Major gaps in learning are created by this lack of exposure to new materials and lack of sufficient time to process the new information.

School attendance and engagement is a major focus for the School District of Manawa. We know that without these features, students may not learn to their potential. Students who have high rates of nonattendance or truancy issues do not feel connected to the school. Without this engagement, it becomes very easy for students to walk away from the school, which leads to minimizing their future potential and success.

The School District of Manawa truancy plan is a collaborative model. It includes the students, parents, administrators, faculty, staff, and pupil services team. Teachers will take attendance every day in each class. From the teacher reports, school office staff will create absentee reports, which will be disseminated to all appropriate school personnel. Parents/guardians will be notified of their child's absences. School staff will attempt to contact them by phone and inform them of their child's absence(s). Messages will be left on home answering machines regarding the absence. Letters will be mailed to the home when parents/guardians are not directly contacted. Parents must notify the school of their child's absence, by calling the school or by sending a note to school regarding their child's absence(s). This collaborative team must work together responsibly, for it is a major foundation in keeping our students in school on a consistent basis.

The school administrators are the fulcrum of this collaborative model. They will maintain contact with the students and parents regarding their absences. The school administrator along with a school counselor, nurse, or law enforcement officer may make home visits to see if the family has special needs that may be addressed. If the absences do not decrease or cease, the school administrator may implement a truancy referral.

If social and/or learning problems are identified, the school must see that services are made available to the family to address these problems. Services may be provided on campus or the student and/or family may be referred to outside counseling agencies. Where appropriate, the school district will offer counseling services, which are not of a clinical nature, through the school counselors, and at times, the school psychologist.

The relationship between the school and the home should be a shared, collaborative effort, which is focused on keeping the student in school, with consistent school attendance and with academic success.

Section C

Wis. Stats. §118.62(4)(c)

Methods to increase and maintain public awareness of and involvement in responding to truancy within the School District.

The School District of Manawa, in conjunction with the Waupaca County Truancy Committee, will, as a part of the Truancy Plan, prepare and submit for publication in local newspapers, periodic articles, commentaries and/or press releases. These pieces, relating to truancy statistics, court procedures, the consequences of truancy, and intervention options, should be published as can be arranged, but preferably in the beginning of the fall and/or spring semesters.

The School District of Manawa shall provide each student and their parents with a written attendance plan that includes the school's response to the truancy contained within each school's handbook.

The School District of Manawa, in conjunction with the Waupaca County Truancy Committee, will engage school staff and/or students in educational programming designed to teach them about the legal system's response to truancy. This program will cover, among other things, county circuit court prosecution for individual or multiple truanies, circuit court procedures and the possible outcome of circuit court intervention for habitual truants. This training may include presentations by staff from the Waupaca County District Attorney's Office, City of Manawa Police personnel, the county department of human/social services, and school counselor.

The goal of all of these efforts is to increase and maintain public awareness and involvement in truancy issues within the school district. It is ultimately intended to reduce truancy in the School District of Manawa by making students aware of the negative impact truancy has on the student's education as well as the consequences of violations of state and local laws related to truancy.

Section D

Wis. Stats §118.162(4)(d)

The immediate response to be made by school personnel when a truant child is returned to school.

Every possible attempt will be made by the school district to eliminate the barriers to the student's education and his/her engagement with the school.

The schools may use a transitional process to re-engage the student. Assessment of familial, psychosocial, academic and other special needs will be conducted. The school team responsible for completing the assessment may include the counselor, administrator, a law enforcement officer, school psychologist, nurse, teachers, and where appropriate, the county human services agent.

Mentoring or tutoring programs may be used to help minimize the academic gaps. The student may be given informal assessments to measure academic progress.

All students who are have truancy issues will be discussed at a school's building consultation team (BCT) meeting. The BCT may develop academic alternatives and/or an intervention plan to help the student become successful. If the student continues to have academic distress and to be truant, the BCT may make a referral for further assessment which may include the school psychologist. This assessment, along with other school data, will advise the parents and the school officials if the student may have any learning or emotional needs.

Any support services staff member, i.e., school counselor, or school psychologist, may provide counseling services. If more intense psychosocial services or family counseling is needed, a referral may be made to the appropriate agency.

Section E

Wis. Stats. §118.162(4)(e)

The types of truancy cases to be referred to the District Attorney for the filing of information under §938.24 or prosecution under §118.15(5) and the time periods within which the District Attorney will respond to take action on the referrals.

Where appropriate, the school district will refer habitual truancy cases to the appropriate county's department of human/social services juvenile intake office pursuant to §938.24 after the school has completed the requirements under §118.15(5).

The school district will use forms as directed by the district attorney for the student's county of home residence. This will ensure that the necessary information for successful prosecution of the case is provided to the district attorney's office.

An intake worker reviews the referral and decides initially how to best address the situation. A decision may be made to close the case, to handle the matter informally, or to send the matter on to the district attorney's office so that court action can be pursued. Upon receipt of a request for prosecution of a habitual truancy case from an intake worker, the representative of the district attorney's office may file a JIPS petition under §938.13(6), or otherwise act upon the request. The final decision whether or not to file a JIPS petition shall be at the discretion of the assistant district attorney (ADA) assigned to this case.

The district attorney's office is responsible for prosecuting habitual truants and/or their parents. When prosecuting parents or legal guardians of habitually truant students, the district attorney's office must look at two separate factors. Prior to commencing a prosecution, evidence must be provided to show that the school complied with all of the requirements under §118.16(5), Wis. Stats. Next, the situation must be evaluated to ensure that all of the elements of the offense can be proven beyond a reasonable doubt.

When prosecuting parents, the elements of the offense require that the child be 17 years of age or under when the truanancies occurred, that the child was under the control of the individual charged, and that the person charged did not cause the child to regularly attend school. Here failure to "regularly attend school" means five or more unexcused absences. Failing to "cause a child to regularly attend school" includes preventing the child from attending and failing to make the child attend.

Section 118.16(5) Wis. Stats. sets forth procedural requirements a school must meet prior to referring a truancy situation for prosecution. First, a school representative must meet or attempt to meet with a parent or guardian. This meeting is designed to discuss and to try and resolve the truancy problem. For a meeting to be attempted, the school must notify the parent/guardian of the situation and establish a time and place to meet. If the parent/guardian either fails to appear or to contact the school to reschedule, or refuses to meet, the attempt is complete. State statute requires that a school send notice of this meeting, via registered or certified mail. The meeting shall be within 5 school days after the date that the notice is sent, except with the consent of the parent or guardian the date for the meeting may be extended for an additional 5 school days. Second, the school must provide an opportunity for educational counseling to determine whether a change in class schedule will resolve the truancy problem. The majority of cases involving the prosecution of parents involve elementary school children where a change in curriculum is not available. Third, the child must be evaluated to determine if a learning problem is contributing to the truancy. A new evaluation is not necessary if an evaluation was completed within the last school year. If it is determined that there are learning problems that are contributing to the truancy, the school must take steps to overcome the learning problems. Lastly, the child must also be evaluated to determine whether a social problem exists that is contributing to the truancy. If such a problem is found,

the school must take appropriate action to resolve or refer the matter to the appropriate agency for resolution.

Once all the procedural requirements under §118.16(5) are met, the matter is evaluated to determine whether the evidence will prove the elements of the offense. If the procedural requirements are not met, the matter is referred back to the school for compliance with §118.16(5).

Section F

Wis. Stats. §118.162(4)(f)

Plans and procedures to coordinate the responses to the problems of habitual truancy, as defined under 118.16(1)(a), with public and private social service agencies.

Habitual school truancy is a problem that can have a serious impact on a community. The county department of human/social services and the schools of Waupaca County are working cooperatively to address school truancy.

The county department of human/social services is responsible to address all habitual truancy referrals received from the county school districts. This is done in accordance with and in compliance with Chapters 938 and 118 of the Wisconsin Statutes. The county departments of human/social services have established the following procedures to respond to the habitual truancy referrals and to service and supervise habitual truants.

After completing all of the requirements under 118.16(5) the schools may submit a truancy referral to the Human Services Juvenile Intake Office of the student's county of residence. Once a referral is received in the Juvenile Intake office, an intake worker will be assigned to access the situation and to make an appropriate intake decision. The referral may be closed if the intake worker determines that there is not enough information in the referral to support the charge or if all of the statutory requirements have not been met. When appropriate, the intake worker will attempt to enter into a Deferred Prosecution Agreement and handle the truancy referral outside of court. In some cases, the referral will have to be forwarded to the District Attorney's office so that the violation can be processed through the juvenile court system.

Whenever an intake worker determines that an attempt should be made to handle a truancy referral outside of court, an intake conference will be scheduled to discuss the situation with the student and their parents/guardians. A school representative is to attend these intake conferences. The following factors will be considered at the intake conference when determining whether or not to set up a Deferred Prosecution Agreement: prior referral history, the student's and the family's cooperation with prior services, the extent of the family's treatment needs, and the family's cooperation at the intake conference.

In some cases, the Deferred Prosecution Agreement will hold the case open without services. If this should be agreed upon at the intake conference, it will be the school's responsibility to notify the juvenile intake office of further problems. Depending on the circumstances, the Deferred Prosecution Agreement can be amended or the original referral can be processed through court.

When services are provided as part of the Deferred Prosecution Agreement or when a student is placed on a JIPS Court Order for habitual truancy, the following plan of action is implemented by the county department of human/social services:

1. A case manager is assigned to work with the family and the school.
2. The case manager will complete a thorough assessment of the family situation so as to identify the needs of the family and the issues that are contributing to the student's truant behavior.
3. The case manager will formulate a case plan with the family and the school that addresses the identified needs and establishes outcome objectives.
4. Mentors/tutors are assigned to work with the students on their case plan, collaborating with school staff as needed.

5. The case manager will make appropriate referrals to outside resources to address the identified needs. These community service providers will provide a variety of services that might include counseling, family support, tutoring, mentoring, life skills, AODA treatment, psychological and psychiatric evaluations, and psychotherapy and psychiatric care.
6. The case manager will monitor the family's progress in meeting their case plan and will maintain regular contact with the family, school staff, and community service providers. To assist in monitoring the student's attendance, the school will send weekly attendance reports to the case manager.
7. The case manager will notify the court or the juvenile intake worker of the family's progress and any problems the family had complying with the Court Order or the Deferred Prosecution Agreement.

Section G

Wis. Stats §118.162(4)(g)

Methods to involve the truant child's parent or guardian in dealing with and solving the child's truancy problem.

It is School District of Manawa's belief that parental involvement in solving a child's truancy problems is critical. Where appropriate, the truant child's parent(s) or guardian(s) will be asked to be an active participant in solving the child's truancy problem. That involvement may include weekly checks with the school to make sure the child is attending school as required as well as doing the work and avoiding behavior problems, all of which are important elements in the child's educational success.

The school district's goal is to increase student engagement. Engagement increases attendance and academic success. In order to increase the student's engagement and thereby his/her attendance, there must be a collaborative relationship between the school and the parents/guardians of the students.

The school district must help the parent to understand the importance of regular school attendance. Parents must also understand how important their support is in getting the student to attend school.

Parental support of the educational process is key to the success of children. School officials and/or truancy committee members may conduct presentations that make parents aware of the importance of school and the importance of their support. As attendance increases, school engagement increases, which leads to academic success.

A school official will contact the parents regarding attendance infractions. Home visits will be made to help the family minimize or eliminate barriers to regular attendance. Referrals may be made to social service agencies to assist the families with other needs that may be causing an attendance issue.

Parenting skills groups may be used to help parents learn skills in managing and promoting student attendance. Discipline and behavior management skills will be introduced to parents who have a difficult time with these skills.

Parent/teacher conferences will be held so that the parent and the school may discuss the student's needs. The purpose of the meeting will be to formulate an action plan that the family may use to encourage and increase school attendance. Parents will be asked to help the school better understand their child. It is believed that this collaborative approach will enhance the student's future and his/her level of excellence.

Overview

A student shall not be expelled for truancy. A habitual truant is a student who is absent from school without a valid excuse for all or part of five days in one school semester or one-half of the school year. The period during which a student is absent from school due to a suspension or expulsion is neither an absence without an acceptable excuse nor an absence without legal cause under the compulsory attendance law.

Truancy means any absence for part or all of one or more days from school during which the school attendance officer, principal or teacher has not been notified of the legal cause of such absence by the parent or guardian of the absent student, and also means intermittent attendance carried on for the purpose of defeating the intent of §118.15.

The School Board designates the building principal to serve as the school attendance officer.

The school attendance officer:

- Shall determine daily which students enrolled in the school district are absent from school and whether that absence is excused under §118.15, Wis. Stats.
- Annually, on or before August 1, shall determine how many students enrolled in the school district were absent in the previous year and whether the absences were excused under §118.15, Wis. Stats., and shall notify the State Superintendent of the determination.
- Recognizes that a student may be excused in writing by his or her parent or guardian for not more than ten school days in a school year and shall be allowed to complete any missed coursework.
- Except as provided under §118.16(2)(cg) and (cr), Wis. Stats., shall notify the parent or guardian of a child who has been truant of the child's truancy and direct the parent or guardian to return the child to school no later than the next day on which school is in session or to provide an excuse under §118.15, Wis. Stats. The notice under this paragraph shall be given before the end of the second school day after receiving a report of an unexcused absence. The notice may be made by personal contact, mail or telephone call of which a written record is kept, except that notice by personal contact or telephone call shall be attempted before notice by mail may be given.
- Shall notify the parent or guardian of a child who is a habitual truant, by registered or certified mail, when the child initially becomes a habitual truant. The notice shall include all of the following:

Checklist

- ✓ A statement of the parent's or guardian's responsibility, under §118.15(1)(a), Wis. Stats., to cause the child to attend school regularly.
- ✓ A statement that the parent, guardian or child may request program or curriculum modifications for the child under §118.15(1)(d), Wis. Stats., and that the child may be eligible for enrollment in a program for children at risk under §118.153(3).
- ✓ A request that the parent or guardian meet with appropriate school personnel to discuss the child's truancy. The notice shall include the name of the school personnel with whom the parent or guardian should meet, a date, time and place for the meeting and the name, address and telephone number of a person to contact to arrange a different date, time or place. The date of the meeting shall be within five school days after the date that the notice is sent, except that with the consent of the child's parent or guardian the date for the meeting may be extended for an additional five school days.
- ✓ A statement of the penalties, under §118.15(5), Wis. Stats., that may be imposed on the parent or guardian if he or she fails to cause the child to attend school regularly as required under §118.15(1)(a), Wis. Stats.
- ✓ Except as provided under par. (d), unless the child is excused under sub. (3), any person having under his or her control a child who is enrolled in 5-year-old kindergarten shall cause the child to attend school regularly, religious holidays excepted, during the full period and hours that kindergarten is in session at the public or private school in which the child is enrolled until the end of the school term.

- After the notice required under §118.16(1)(cg), Wis. Stats., has been given, shall notify the parent or guardian of a habitual truant of the habitual truant's unexcused absences as provided in the plan under §118.162(4)(a), Wis. Stats. After the notice required under §118.16(1)(cg), Wis. Stats., has been given, §118.16(c) does not apply.
- May visit any place of employment in the school district to ascertain whether any minors are employed there contrary to law. The officer shall require that school certificates and lists of minors who are employed there be produced for inspection, and shall report all cases of illegal employment to the proper school authorities and to the Department of Workforce Development.
- Shall have access to information regarding the attendance of any child between the ages of 6 and 18 who is a resident of the school district or who claims or is claimed to be in attendance at a private school located in the school district.

Formal Truancy Procedure

1. When a student is absent from school, the school office telephones the parent/guardian the morning of an absence if the parent/guardian has not already notified the school via the attendance reporting line to determine the reason for the absence.
2. If the school office is unable to reach a parent to confirm the reason for the absence, the absence will be recorded as unexcused and a letter to confirm a student absence will be sent to the parent at the end of that school week requesting information that could lead to the absence being excused.
3. If the absence is determined by school personnel to be an unexcused absence, the parent/guardian will be notified within 48 hours. The school will keep a communication log documenting notification attempts. A letter of concern documenting the unexcused absence will be sent to the parent.
4. When a child is truant from school (an unexcused absence), one or more of the following actions shall be taken by the School District of Manawa:
 - a. A letter of concern is mailed to the parent requesting medical excuse documentation. A copy of Statute 118 will be included on the back of the letter.
 - b. Principal with a second person (school nurse, school counselor, etc.) may make a home visit that could include providing one-time transportation to school and would include the development of a plan and support systems to facilitate positive school attendance.
 - c. Meet with parent or guardian to develop a plan for positive attendance
 - d. Make referral to school counselor
5. If truancy concerns continue following the attempted actions described in number 4 above, a certified letter will be mailed to the parent and a request for law enforcement to issue a citation will be made. Legal truancy is defined as any unexcused absences for all or part of a day on which school is held during a semester (part of a day is 15 minutes after school has begun). When the student reaches a minimum of five documented unexcused absences in a semester/half school year, the next step is to set up the Habitual Truancy Meeting. To meet requirements, the habitual truancy letter must be sent through certified mail and designate a date and time for a parent meeting. Regular mail delivery will also be used. Documentation of this mailing should also be maintained. The parent meeting needs to be set up within five school days of sending out the certified letter. The principal or the designee keeps all copies of the certified letter and receipts, as this will need to be sent along with the paperwork to Juvenile Intake. If the parent fails to attend the meeting, the principal shall document that they did not participate. The principal must allow them the opportunity to reschedule and wait at least 10 school days after the initial notice before proceeding.
6. Citation may be issued by local law enforcement officials (Citation fines range from \$175.50 to \$500.)
 - a. For students 12 years of age or older, the student may receive a citation as well as the parent.
 - b. For students under 12 years of age, the parent may receive a citation.
7. After the Habitual Truancy meeting, a court referral can be submitted if the student has one more unexcused class period. If necessary/appropriate truancy paperwork may be submitted to Juvenile Intake in the student's county of residence.

Formal Truancy Procedure

8. When a student is absent from school, the school office telephones the parent/guardian the morning of an absence if the parent/guardian has not already notified the school via the attendance reporting line to determine the reason for the absence.
9. If the school office is unable to reach a parent to confirm the reason for the absence, the absence will be recorded as unexcused and a letter to confirm a student absence will be sent to the parent at the end of that school week requesting information that could lead to the absence being excused.
10. If the absence is determined by school personnel to be an unexcused absence, the parent/guardian will be notified within 48 hours. The school will keep a communication log documenting notification attempts. A letter of concern documenting the unexcused absence will be sent to the parent.
11. When a child is truant from school (an unexcused absence), one or more of the following actions shall be taken by the School District of Manawa:
 - a. A letter of concern is mailed to the parent requesting medical excuse documentation. A copy of Statute 118 will be included on the back of the letter.
 - b. Principal with a second person (school nurse, school counselor, etc.) may make a home visit that could include providing one-time transportation to school and would include the development of a plan and support systems to facilitate positive school attendance.
 - c. Meet with parent or guardian to develop a plan for positive attendance
 - d. Make referral to school counselor
12. If truancy concerns continue following the attempted actions described in number 4 above, a certified letter will be mailed to the parent and a request for law enforcement to issue a citation will be made. Legal truancy is defined as any unexcused absences for all or part of a day on which school is held during a semester (part of a day is 15 minutes after school has begun). When the student reaches a minimum of five documented unexcused absences in a semester/half school year, the next step is to set up the Habitual Truancy Meeting. To meet requirements, the habitual truancy letter must be sent through certified mail and designate a date and time for a parent meeting. Regular mail delivery will also be used. Documentation of this mailing should also be maintained. The parent meeting needs to be set up within five school days of sending out the certified letter. The principal or the designee keeps all copies of the certified letter and receipts, as this will need to be sent along with the paperwork to Juvenile Intake. If the parent fails to attend the meeting, the principal shall document that they did not participate. The principal must allow them the opportunity to reschedule and wait at least 10 school days after the initial notice before proceeding.
13. Citation may be issued by local law enforcement official (Citation fines range from \$175.50 to \$500.)
 - a. For students 12 years of age or older, the student may receive a citation as well as the parent.
 - b. For students under 12 years of age, the parent may receive a citation.
14. After the Habitual Truancy meeting, a court referral can be submitted if the student has one more unexcused class period. If necessary/appropriate truancy paperwork may be submitted to Juvenile Intake in the student's county of residence.

Materials for Truancy Meeting

1. Attendance Solutions Contract
2. Agenda for Truancy Meeting and Court Disposition for Truancy Violations
3. Explanation of Responsibilities, Rights, and Penalties Related to State Statutes
4. Additional Materials needed for Truancy Meeting:

Student current grades/teacher input

Student current attendance

Court dispositions for truancy

Attendance Solutions Contract

The Manawa School District believes there is a positive relationship between school attendance and student success. It further believes that school attendance is a responsibility shared by students, parents, schools, and community.

School attendance, all day, every day, is incredibly impactful on students' academic success starting in preschool and continuing through high school. Even as your students grow older and more independent, our families play a key role in making sure students get to school safely every day and understanding why attendance is so important for success in school and in life.

We realize some absences are unavoidable due to health problems or other circumstances. However, we also know that when students miss too much school—regardless of the reason—it can cause them to fall behind academically. **Your student is less likely to succeed if he or she is chronically absent—which means missing 10 or more days over the course of an entire school year.** Research shows:

- Students chronically absent in preschool through 1st grade are much less likely to read at grade level by the end of 3rd grade.
- By 6th grade, chronic absence is a proven early warning sign for students at risk of dropping out of school.
- By 9th grade, good attendance can predict graduation rates even better than 8th-grade test scores.

We don't want your student to fall behind in school and get discouraged. Please ensure that your student attends school every day and arrives on time.

Here are a few practical tips to help support regular attendance:

- Make sure your student keeps a regular bedtime and establishes a morning routine.
- Lay out clothes and pack backpacks the night before.
- Ensure your student goes to school every day unless they do not feel well.
- Avoid scheduling vacations when school is in session. Families are encouraged to take vacations during the eight weeks of summer vacation, two weeks near the holidays, or over spring break.
- Try to schedule regular doctor and dentist appointments at the beginning or end of the day or days students are off of school so that your student will only miss a portion of the day.
- Talk to teachers and counselors for advice if your student feels anxious about going to school.

Agenda:

Date:

*Scheduled truancy meeting within seven days from sending the letter/date on the letter.

Name of Student:

Members in Attendance:

1. Review current grades, strengths, and areas of growth.
2. Review current attendance and explanation.
3. Copy of DPI/WI Truancy Law.

What is preventing you from coming to school on time on a regular basis?

Are you facing any challenges academically, your schedule?

Are there any social or emotional challenges that are preventing you from attending regularly?

What Can We Do to Help/Action Steps?

Commitments: I agree to...

1. -

2. -

3. -

Student Signature:

Parent Signature:

Administration Signatures:

Explanation of Responsibilities, Rights, and Penalties Relating to State Statutes

The compulsory school attendance law [Wis. Stats. §118.15(1)(a)] requires that:

“...any person having under control a child who is between the ages of 6 and 18 years shall cause the child to attend school regularly during the full period and hours, religious holidays excepted, that the public or private school in which the child should be enrolled is in session until the end of the school term, quarter, or semester of the school year in which the child becomes 18 years of age.”

You, as a parent, guardian, or child (if over age 18), may request program or curriculum modifications if you feel the need to do so. Further, you may also wish to review eligibility for enrollment in a program for children at risk as we discuss alternatives that may assist improved attendance.

Please also be informed that if after evidence has been provided that: (1) the activities under W.S. 118.16(5) have been completed as set forth above and in the letter on the reverse side and (2) an evaluation has determined if learning or social problems may be the cause of your child’s truancy with appropriate action having been taken, the school attendance officer may file information on any child who continues to be truant with Winnebago County Circuit Court under Ch. 938 in accordance with §938.24. Filing information on a child under this subsection also allows concurrent prosecution of the child’s parent or guardian under §118.15(5). The penalties for violating this section include a fine of not more than \$500 or imprisonment of not more than 30 days or both. By working with us to resolve this matter, such action will not be necessary.



SCHOOL DISTRICT OF MANAWA

AT-RISK PLAN



The policies/procedures referenced in the handbook are found on the district website (<https://www.manawaschools.org>).
Copies of any policy/procedure can be obtained by contacting the District Office.

The School District of Manawa does not discriminate against individuals on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability. Federal law prohibits discrimination in education and employment on the basis of age, race, color, national origin, sex, religion, or disability.

At-Risk Handbook

Phoenix Program



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

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

School District of Manawa

Our Vision

Empowering Learners, Building Leaders, Shaping Futures!

Our Mission

*We build relationships and cultivate excellence through
Personalized support to prepare every learner for lifelong success.*

Our Priorities

Learning & Academic Excellence

*We will provide comprehensive and relevant high-quality
learning and teaching experiences to engage every learner.*

Supportive Environment for Students & Staff

*We will create a culture where all students and staff are engaged and
invested in student success and valued for their contributions.*

Facilities, Finance & Operations

*We will provide quality materials, facilities, and technology to support effective
learning environments for our school community while being fiscally responsible.*

Community Engagement

*We will create meaningful connections where all families and community members
are engaged and invested in student success and valued for their contributions.*

Our Core Values

*Students First
Excellence
Collaboration*

*Relationships
Integrity
Engagement*

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.

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

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

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

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: _____		

(Official document 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 or 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

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



SCHOOL DISTRICT OF MANAWA

TITLE I Plan



The policies/procedures referenced in the handbook are found on the district website (<https://www.manawaschools.org>).
Copies of any policy/procedure can be obtained by contacting the District Office.

The School District of Manawa does not discriminate against individuals on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability. Federal law prohibits discrimination in education and employment on the basis of age, race, color, national origin, sex, religion, or disability.

Title I Schoolwide Program Implementation

(In cooperation with Federal Title funding)



School: Manawa Elementary School
Academic Year: 2023-2024

Plan Components:

Needs Assessment	3
Schoolwide Reform Strategies	5
Effective Employees	6
Highly Quality Professional Development	6
Strategies to Attract High Quality Teachers	7
Strategies to Increase Family Engagement	7
Transition Plan	8
Academic Assessment	9
At-Risk Students	9
Coordination of Services	10
Relevant Policy Information	11

School District of Manawa
800 Beech Street, WI 54940
920-596-2525

District Title I Coordinator
Christy Hintz, Assistant Director of Literacy/Reading Specialist
Kara Tohm, Title Grant Coordinator

Schoolwide Contacts and Planning Committee

Ryan Peterson	District Administrator
Danni Brauer, Principal	Manawa Elementary
Michelle Johnson, Principal	Manawa Middle and High School
Val Pari, Math Specialist	Manawa Elementary
Luann Ujazdowski, Guidance Counselor	Manawa Elementary
Cathy McCoy, Interventionist	Manawa Elementary
Strategic Planning Committee Members	Staff, Parents, Community of Manawa
Building Leadership Committee Members	Staff Manawa Elementary

Schoolwide Planning Committee	Meeting Date(s)
Strategic Planning Committee	1x per month February, March, April, May, June 5:15-8
Building Leadership Team	Monthly for one hour after school
Building Consultation Team	Weekly for one hour

Needs Assessment

Annually, a building leadership team studies data from multiple sources and includes historical trends, subgroup analysis, and cohorts of students. School Success Plans in line with the district’s focus areas are written based on this data analysis. These also align to long-term goals. Data includes, but is not limited to, screeners in math and literacy (i-Ready Diagnostic & Growth Monitoring), Really Great Reading Early Lit Screener, Core Phonics Survey, Oral Reading Fluency Assessments, PreACT, ACT, Forward, ACCESS, DLM, academic grades, survey data, and demographic data. Information analyzed at this planning event in conjunction with monthly data analysis at building leadership meetings, community and school stakeholder input opportunities, and parent input meetings, is used to determine goals and improvement plans. Goals have been made in both Mathematics and Literacy. However, literacy is the area determined to be in most need for intensive improvement projects utilizing Title I funds. Other areas of concern may also have goals for improvement.

Building level planning meetings ensure that we are regularly evaluating the students considered most at risk, prioritizing support for those students. This ensures that we have an on-going plan to look at recent relevant data, making informed decisions.

Mathematics-Elementary	
<p>Data Summary:</p> <p>According to our 2022-23 Forward (Longitudinal State Testing) Grades 3-5, 28.7 % of students are proficient or advanced</p> <p>According to our 2023-34 iReady Testing Grades K-5, 53% of our students are at or above grade level.</p>	<p>Goal:</p> <p>Per our district strategic plan, our goal is to have 81% of students K-5 perform at grade level on spring math diagnostics.</p>

Literacy-Elementary	
<p>Data Summary:</p> <p>According to our 2022-23 Forward (Longitudinal State Testing) Grades 3-5, 24.6% of students are proficient or advanced</p> <p>According to our 2023-34 iReady Testing Grades K-5, 59% of our students are at or above grade level.</p> <p>According to our 2023-24 Early Literacy Screener Data, 65% of kindergarteners are on track with phonemic awareness, 35% are on track with decoding, and 35% are on track with high frequency word reading</p>	<p>Goal:</p> <p>Per our district strategic plan, our goal is to have 81% of students K-5 perform at grade level on spring reading diagnostics.</p>

Schoolwide Reform Strategies

Data analysis, goals, and action plans are used to inform the work we do each year. While certain high quality practices are embedded, there are new focus areas for improvement that we utilize until these practices or systems are institutionalized. Overarching strategies for improvement include:

- Development, implementation, and monitoring of district comprehensive literacy and mathematics achievement improvement goals/plans. This includes strategies for ensuring all students receive the instruction they need for closing of gaps, meeting learning goals, and enrichment.
- Identification of universal, mathematics, and literacy practices identified as high leverage and expected to be implemented across the district.
- Ongoing meetings reviewing needs of students in
 - Mathematics
 - Literacy
 - Student Social/Emotional/Behavioral
- Professional Development time
- Professional learning focused staff meetings
- Interventionists utilized to improve student performance and instruction.
- Skill specific intervention or re-teaching groups based on needed skills of a group or individual.

Specific Strategies for Improvement-Elementary	
Mathematics	Literacy
<p>During the 2024-25 school year, K-5 teachers will implement math centers and receive coaching from a math specialist. Data will inform students receiving intervention with a math specialist.</p>	<p>During the 2024-25 school year, PK-5 teachers will continue to implement a foundational skills program to improve student phonological awareness and phonics to increase students' decoding and encoding at grade level. K-2 teachers will implement a curriculum that will increase students fluency, knowledge, vocabulary, ability to write, speak and listen. 3-5 teachers will implement a curriculum that will increase students' fluency, vocabulary, knowledge, and ability to read complex grade level text, ability to write, speak and listen.</p>

Effective Employees

Employee positions are posted on staff recruitment websites for a comprehensive search of the best staff to meet our needs. Each candidate's materials are reviewed and top candidates in the pool are invited for interviews. Licensure, background, and experiences all factor into decision making. The District Administrator is the final evaluator of offering positions.

Emergency licensure of any type is only utilized when other alternatives are not available. When this occurs, every effort is made to assist the candidate in becoming highly qualified.

Paraprofessionals also follow hiring requirements that include holding a HS Diploma and 1) have obtained an associate degree, 2) have two years post-secondary education, or 3) have taken and passed one of the required assessments.

For this school year, 100% teachers hold licensure for the areas in which they teach. For this school year, 100% paraprofessionals meet the highly qualified distinction to serve in a Title I schoolwide program.

Highly Quality Professional Development

The following are strategies and practices are in place for professional development:

- Professional development time is reserved on the calendar and is a part of a professional development plan.
- Professional development by staff trained in the particular area or outside qualified support is used to educate and collaborate in areas of need.
- Building meetings are utilized monthly with a professional learning focus.
- Common planning is used to facilitate Professional Learning Community discussions. Collaborative teams exist to analyze data, collaborate, and improve instruction.
- Principals and administrators act as instructional coaches to actively coach teachers in educational practices.
- Team meetings include collaboration around best practices.
- Title II funding is used to support needs determined in the needs analysis/continuous improvement process.

Specific Plans for High Quality Professional Development-Elementary
--

All staff professional development during the 2024-25 school year will focus on implementing evidence-based literacy practices:

- PK-5 staff will be completing 36 hours and two in-person professional development on instructing phonological awareness, phonics, oral language, fluency, vocabulary, comprehension, struggling and dyslexic students, and assessment.
- 6-12 staff will be completing 3 days of in-person training on adolescent literacy, content writing, and vocabulary.

Strategies to Attract High Quality Teachers

The School District of Manawa advertises positions on staff recruitment websites. The district also is willing to host student teachers and practicum students to build relationships with universities and potential educators. The district has a mentorship program in place for attraction and retention that includes licensure support. The school board uses comparable salaries to attract qualified staff.

Strategies to Increase Family Engagement

Monthly school newsletters, communication from teachers, conference nights, annual open house/family nights, and PTO activities are all practices used to engage families. In addition to these events, the school works to create partnerships with parents through parent groups advising the work of the school and parent education opportunities to help link school efforts with family efforts at home. Such activities strive to go beyond involvement and toward engagement.

The following are specific plans to utilize family engagement to make an impact on student learning and performance of the school as a whole:

Parent Involvement Opportunities

- Elementary PTO
- Parent/Teacher Conferences
- Open House
- Literacy & Math Night
- Art Show
- Concerts
- Parent volunteer opportunities within classrooms and on field trips

- Phone calls, emails, Facebook communication
- STEP community volunteers
- End of the year volunteer recognition
- Open Board of Education meetings

Parent Education Opportunities

- Weekly newsletters with informative tips
- Literacy and Math Nights with literature and games for parents to utilize at home
- Teacher communication to support families with homework
- 4K family fun and informational night

Specific Plans to Increase Family Engagement

- Initiate a parent engagement survey in the 2024-45 school year
- Develop a process to regularly review survey data and create action plans to positively impact future results
- Develop family engagement campaigns to increase engagement
- Continue to create over the top moments for families

Parent Feedback and Input Opportunities to Provide Feedback for the Schoolwide Plan

- Parent feedback was sought for strategic planning process with a community survey and invitation to join the team
- Stakeholder driven planning team included several parents
- PTO meets regularly to support the elementary school

Transition Plan

In order to assist students in transitioning from grade level to grade level the following occurs:

- Teachers provide detailed information to pass on to the future teacher regarding data and student needs.

- Summer courses are offered to assist transition, particularly where building transitions occur.
- Summer courses are offered in areas of academic need and enrichment.
- Students with high needs have transition meetings with new staff the student will be working with.
- Early Childhood Program
- 4K program
- Into 4K and Into 5K summer programs
- 5th grade tour of the middle school

Academic Assessment

District and State assessments are administered in accordance with law and guidelines to ensure measurement of growth and that we are informing our own instruction. This is utilized in getting students additional support, informing our RtI process, informing our professional development, and informing staffing needs. Local assessments include universal screening assessments (i-Ready), RGR/Core Phonics assessments, ORF, developmental spelling assessments. Teams meet to analyze the data and make informed decisions. Teams also analyze the data to improve student performance and instruction at the content or grade level.

Each school will notify the family of a student of their performance on state required assessments and other assessment or performance information necessary to inform the parent of the student's progress.

At-Risk Students

A District RtI committee (Building Consultation Team) assists in developing interventions and supports needed for students. RtI processes have also been identified and integrated at the school level. Locally, school teams meet monthly to evaluate specific student needs and measure progress in interventions or in the classroom. These meetings occur in Literacy, Mathematics, and Social/Emotional/Behavioral areas. Intervention minutes (Wolf Time) are integrated into daily schedules for students to receive remedial or enrichment as identified by data. Students receiving Tier 2 and 3 support will be progress monitored weekly or bi-weekly.

Coordination of Services

Title I & Title II planning starts with data analysis PK-12 and are coordinated together in determining school success plans, professional development plans, and budgeting. Title I funds are primarily utilized to fund specialists in the area of literacy. This is a high area of need and one that we are implementing specific practices for improvement. Title II funds are utilized to meet the needs of our staff around the established goals through professional development and retention of high quality educators.

Plan for Monitoring and Revision

Manawa Elementary School will ensure that this plan is regularly updated and revised with input from educators, paraprofessionals, families, and students (where applicable). The plan for regular monitoring and revision includes:

- Posting the plan on the school website to share with stakeholders
- Sharing the plan with staff at a staff meeting to elicit feedback
- Sharing the plan annually with the Board of Education
- Utilizing monthly and weekly data review meetings to inform revisions
- Utilizing strategic planning meeting details to inform revisions

Relevant Policy Information

Manawa SCHOOL BOARD POLICY:

2261 - TITLE I SERVICES

The Board elects to augment the educational program of educationally disadvantaged students by the use of Federal funds and in accordance with Title I of the Elementary and Secondary Education Act of 1965, as amended.

The District Administrator shall prepare and present to the Department of Public Instruction a plan for the delivery of services which meets the requirements of the law, including those described below. The plan shall be developed by appropriate staff members and parents of students who will be served by the plan. The District will periodically review and revise the plan, as necessary.

A. Assessment

The District shall annually assess the educational needs of eligible children, as determined by Federal and State criteria. Such assessment shall include performance measures mandated by the Department of Public Instruction as well as those determined by the District professional staff that will assist in the diagnosis, teaching, and learning of the participating students.

B. Scope

Each school shall determine whether the funds will be used to upgrade the educational program of an entire school, in Title I schools that qualify as schoolwide schools, and/or to establish or improve programs that provide services only for eligible students in greatest need of assistance. The schoolwide program, for an entire school and/or a Targeted Assistance School shall include the components required by law as well as those agreed upon by participating staff and parents.

C. Participation

The Title I program shall be developed and evaluated in consultation with parents and professional staff members, including teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, administrators, and other appropriate school personnel involved in its implementation.

Appropriate training will be provided to staff members who provide Title I services. Parent participation shall be in accord with Board Policy 2261.01 and shall meet the requirements of Section 1116 of the Act.

D. Supplement Not Supplant and Comparability of Services

Title I funds will be used only to supplement, not supplant, State, and local funds. The District will document its compliance with the supplement not supplant provisions by using a written methodology that ensures State and local funds are allocated to each school on the same basis, regardless of whether a school receives Title I funding.

The District Administrator shall use State and local funds to provide educational services in schools receiving Title I assistance that, taken as a whole, are at least comparable to services being provided in schools that are not receiving Title I assistance. The determination of the comparability of services may exclude State and local funds expended for language instruction educational programs and the excess costs of providing services to children with disabilities as determined by the District. The determination of comparability of services will not take into account unpredictable changes in student enrollments or personnel assignments that occur after the beginning of a school year.

In order to achieve comparability of services, the District Administrator shall assign teachers, administrators, and auxiliary personnel and provide curriculum materials and instructional supplies in such a manner as to ensure equivalence throughout the District.

E. Professional Development

Members of the professional staff participate in the design and implementation of staff development activities that:

1. involve parents in the training, when appropriate;
2. combine and consolidate other available Federal and District funds;
3. foster cooperative training with institutions of higher learning and other educational organizations including other school districts;
4. allocate part of the staff development to the following types of strategies:
 - a. performance-based student assessment
 - b. use of technology
 - c. working effectively with parents
 - d. early childhood education
 - e. meeting children's special needs
 - f. fostering gender-equitable education
5. provide opportunities for paraprofessionals to work toward certification as professional educators.

2261.02- **TITLE I – PARENTS’ RIGHT TO KNOW**

In accordance with the requirement of Section 1111 of Title I, for each school receiving Title I funds, the District Administrator shall make sure that all parents of students in that school are notified that they may request, and the District will provide the following information on the student’s classroom teachers:

- A. Whether the teacher(s) have met the State qualification and licensing criteria for the grade level and subject areas they are teaching.
- B. Whether the teacher(s) is teaching under any emergency or provisional status in which the State requirements have been waived.
- C. The undergraduate major of the teacher(s) and the area of study and any certificates for any graduate degrees earned.
- D. The qualifications of any paraprofessionals providing services to their child(ren).
- E. In addition, the parents **shall** be provided:
 - 1. information on the level of achievement of their child(ren) on the required State academic assessments;
 - 2. timely notice if the parent’s child has been assigned, or has been taught for four (4) or more consecutive weeks by a teacher who is not "highly qualified".

The notices and information shall be provided in an understandable format, and to the extent possible, in a language the parent(s) understand.

2261.01 – PARENT AND FAMILY MEMBER PARTICIPATION IN TITLE I PROGRAMS

In accordance with the requirements of Federal law, programs supported by Title I funds must be planned and implemented in meaningful consultation with parents and family members of the students being served.

Each year the District Administrator shall work with parents and family members of children served in Title I Programs in order to jointly develop and agree upon a proposed written parent and family engagement policy to establish expectations for the involvement of such parents and family members in the education of their children. The proposed policy shall be reviewed and approved annually by the Board and distributed to parents and family members of children receiving Title I services. The proposed policy must establish the District's expectations and objectives for meaningful parent and family involvement, and describe how the School District will:

- A. involve parents and family members in the development of the School District's Title I plans and any State-mandated comprehensive support and improvement plans;
- B. provide coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family member involvement activities to improve student achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
- C. coordinate and integrate parent and family member engagement strategies, to the extent feasible and appropriate, with other Federal, State, and local laws and programs;
- D. with meaningful involvement of parents and family members, annually evaluate the content and effectiveness of the parent and family member engagement policy in improving the academic quality of schools, including:
 1. identifying barriers to greater parent participation (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
 2. the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
 3. strategies to support successful school and family interactions;
- E. use the findings of the above-referenced evaluation to:
 1. design evidence-based strategies for more effective parental involvement; and,
 2. revise the parent and family member engagement policy, if necessary;
- F. involve parents in the activities of the District's Title I schools, which may include establishing a parent advisory board that may be charged with developing, revising and reviewing the parent and family member engagement policy;
- G. provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency and/or disabilities, and parents and family members of migratory children) including providing information and school reports in a format, and to the extent practicable in a language, such parents can understand;
- H. conduct meetings with parents including provisions for flexible scheduling and assistance to parents to better assure their attendance at meetings;
- I. develop agendas for parent meetings to include review and explanation of the curriculum, means of assessments, and the proficiency levels students are expected to achieve and maintain;
- J. provide opportunities for parents to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decision-making about the program and revisions in the plan;
- K. involve parents in the planning, review, and improvement of the Title I program;
- L. communicate information concerning school performance profiles and their child's individual performance to parents;
- M. assist parents in helping their children in achieving the objectives of the program by such means as ensuring regular attendance, monitoring television-watching, providing adequate time and the proper environment for homework, guiding nutritional and health practices, and the like;

- N. provide timely responses to parental questions, concerns, and recommendations;
- O. coordinate and provide technical assistance and other support necessary to assist Title I schools to develop effective parent participation activities to improve academic achievement;
- P. conduct other activities as appropriate to the Title I plan and State and Federal requirements.

The Board will reserve the requisite percent of its allocation of Federal Title I funds to carry out the above-described activities. Parents and family members of children receiving Title I services shall be involved in the decisions regarding how the reserved funds are allotted for parent and family member involvement activities. Reserved funds shall be used to carry out activities and strategies consistent with the Board's parent and family member engagement policy (Policy 2261.01), including at least one (1) of the following:

- A. Supporting schools and nonprofit organizations in providing professional development for the District and school personnel regarding parent and family member engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.
- B. Supporting programs that reach parents and family members at home, in the community, and at school.
- C. Disseminating information on best practices focused on parent and family member engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
- D. Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family member engagement.
- E. Engaging in any other activities and strategies that the Board determines are appropriate and consistent with its parent and family member engagement policy.

The District Administrator must also assure that each Title I participating school develops a specific written plan, with parental involvement and agreement, which includes provisions regarding the following:

- A. Each principal must convene an annual meeting at a convenient time to which all parents of participating children are invited and encouraged to attend to explain the parents' rights to be involved and the school's obligations to develop a parent and family member engagement policy.
- B. Meetings with parents of children receiving Title I services must be scheduled at flexible times with assistance such as child care, transportation, home visits, or similar aid offered to parents to encourage their involvement.
- C. Parents must be involved in an organized, on-going and timely way in the development, review, and improvement of parent involvement activities, including the planning, review, and improvement of the school parent and family member engagement policy, and the joint development of the schoolwide program plan, if appropriate.
- D. Parents of participating students must be provided with:
 - 1. timely information about the Title I program and the school's parent and family member engagement policy;
 - 2. description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels expected;
 - 3. regular meetings, upon request, for parents to make suggestions, and to participate as appropriate, in decisions relating to the education of their children, and receive responses regarding the parents' suggestions about their student's education as soon as practicably possible.
- E. If the written plan is not satisfactory to the parents of participating children, the school must submit any parents' comments when it presents the plan to the District Administrator.
- F. As a component of the school-level parent and family member engagement policy, the principal for each school shall coordinate the development of a school-parent compact jointly with parents of children served under Title I which outlines how the school staff, the parents, and the student will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help students achieve the State's high standards. The compact must:

1. describe the school's responsibility to provide a high-quality curriculum and instruction in a supportive, effective learning environment;
 2. describe the ways in which each parent is responsible for supporting their child's learning environment such as monitoring attendance, homework, extra-curricular activities, and excessive television watching; volunteering in the classroom; and participating, as appropriate, in decisions relating to the education of their children and their positive use of extra-curricular time;
 3. address the importance of parent/teacher communication on an on-going basis through at least annual parent-teacher conferences to discuss the child's achievement and the compact; frequent progress reports to the parents on their child's progress; reasonable access to the staff and to observe and participate in classroom activities and regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.
- G. Parents of children receiving Title I services must be notified about their school's parent and family member engagement policy in an understandable and uniform format, and to the extent practicable, in a language the parents can understand. These policies must also be made available to the community.
- H. School-level parent and family member engagement policies must be updated periodically to meet the changing needs of parents and the schools.

In order to involve parents in the education of their children and to support a partnership among the school, parents and the community for improving student academic achievement, the District Administrator and building principals must include provisions in the School District and school-level parent and family member engagement policies regarding:

- A. assisting parents of children served under Title I in understanding such topics as the State's academic standards, State and local academic assessments Title I, and how to monitor their child's progress and how to work with educators to improve their child's achievement;
- B. providing materials and training to help parents work with their children to improve achievement, such as literacy training and using technology (including education about the harms of copyright privacy);
- C. educating teachers, specialized instructional support personnel, school leaders (including principals), and other staff, with the assistance of parents, about the value and utility of contributions of parents, how to reach out to, communicate with, and work with parents as equal partners, how to implement and coordinate parent programs, and how to build ties between parents and the school;
- D. to the extent feasible and appropriate, coordination and integration of parent involvement programs and activities with other Federal, State and local programs (including public preschool programs), and conducting other activities that encourage and support parents more fully participating in the education of their children (e.g., parent resource centers);
- E. providing information related to school and parent programs, meetings, and other activities to parents of participating children in a format, and, to the extent practicable, in a language the parents can understand;
- F. providing such reasonable support for parent involvement activities as parents may request.

In order to build the School District's capacity for parent involvement, the District Administrator and building principals may also:

- A. involve parents in the development of training for teachers and administrators and other educators to improve the effectiveness of such training;
- B. provide necessary literacy training from Title I funds if the District has exhausted all other reasonably available sources of funding for such training;
- C. pay reasonable and necessary expenses associated with parental involvement activities to enable parents to participate in school-related meetings and training sessions, including transportation and child care costs;
- D. train parents to enhance the involvement of other parents;
- E. arrange school meetings at a variety of times, or conduct in-house conferences between teachers or other educators who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;

- F. adopt and implement model approaches to improving parental involvement in Title I programs;
- G. establish a District-wide parent advisory council to provide advice on all matters related to parental involvement programs;
- H. develop appropriate roles for community-based organizations and businesses in parental involvement activities.



SCHOOL DISTRICT OF MANAWA

CODE OF CONDUCT Grades 6-12



The policies/procedures referenced in the handbook are found on the district website (<https://www.manawaschools.org>).
Copies of any policy/procedure can be obtained by contacting the District Office.

The School District of Manawa does not discriminate against individuals on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability. Federal law prohibits discrimination in education and employment on the basis of age, race, color, national origin, sex, religion, or disability.

{ THIS PAGE IS INTENTIONALLY LEFT BLANK }

TABLE OF CONTENTS

I.	CODE OF CONDUCT OVERVIEW	4
II.	VIOLATION OF TRAINING RULES	5
III.	PENALTIES FOR VIOLATIONS	6
IV.	APPEAL PROCEDURE	7
V.	MEMBERSHIP	8
VI.	ACADEMIC ELIGIBILITY	9
VII.	ATTENDANCE	9
VIII.	TRAVEL CONDUCT, INJURIES/INSURANCE	10
IX.	CARE OF EQUIPMENT	11
X.	PRACTICE, COMPETITIONS, CONTESTS	11
XI.	MULTI SPORT PARTICIPATION	12
XII.	ATHLETIC/ACTIVITY AWARDS	13
XIII.	FAMILY SUPPORT AND INVOLVEMENT	13
XV.	FEES	14

School District of Manawa

Our Vision

Empowering Learners, Building Leaders, Shaping Futures!

Our Mission

*We build relationships and cultivate excellence through
Personalized support to prepare every learner for lifelong success.*

Our Priorities

Learning & Academic Excellence

*We will provide comprehensive and relevant high-quality
learning and teaching experiences to engage every learner.*

Supportive Environment for Students & Staff

*We will create a culture where all students and staff are engaged and
invested in student success and valued for their contributions.*

Facilities, Finance & Operations

*We will provide quality materials, facilities, and technology to support effective
learning environments for our school community while being fiscally responsible.*

Community Engagement

*We will create meaningful connections where all families and community members
are engaged and invested in student success and valued for their contributions.*

Our Core Values

*Students First
Excellence
Collaboration*

*Relationships
Integrity
Engagement*

CODE OF CONDUCT

Student-participants/athletes are reminded that they represent the school both at athletic contests and elsewhere. All participants/athletes are expected to follow all school rules and to display high standards of behavior, including good sportsmanship, respect for others, and use of appropriate language and dress at all times. Participants/athletes must refrain from any conduct at any time that would reflect unsatisfactorily on the student, the school or the district. This code applies to all School District of Manawa students on a year-round basis. This code applies to all school activities, both curricular and extracurricular, that occur outside of the normal school day.

Conduct that would reflect unsatisfactorily on a participant/athlete or on the school includes, but is not limited to, the following:

- Any crime dealing with, but not limited to, sexual behavior, vandalism or property damage, theft.
- Possession, use, sale or purchase of any controlled substance/intoxicant or drug paraphernalia.
- Purchase use or possession of tobacco products or E-cigarettes or any look-alike substance/device.
- The possession of any weapon or look-alike weapons.
- Hosting, sponsoring, or organizing a party/gathering at which alcohol or drugs are being used, consumed, or offered. Being in the presence of others who are illegally possessing or using alcohol or controlled substances. It is the expectation of this code that a student will leave the premises the moment they become aware of others illegally possessing and/or using alcohol or controlled substances, even if the student is not consuming or using the illegal substances.
- If a student records 5 or more unexcused absences in a semester, the student shall serve a code of conduct violation.
- If a student accumulates 3 referrals in a semester, they will be suspended for 1 contest/activity.
- If a student accumulates 5 or more referrals in a semester, the student shall serve a code of conduct violation.

Code violations may be presented, in writing, to the Administration by any staff member, liaison officer and/or credible person who has knowledge of a possible infraction. A confidential complaint will be investigated to the extent possible.

Violations of the school rules/conduct shall also be a violation of the Extra-Curricular Code and the participant/athlete is to be disciplined accordingly as established by the principal, athletic director, and/or advisor.

Violation of Training Rules

Athletic Activities:

An athlete who is charged with a violation of training rules or any W.I.A.A. regulation shall be suspended until such time as his/her violation is reviewed by his/her coach, the athletic director and the principal. The athlete must participate for the entire season in order for the suspension to be considered served.

Athletic & Non-Athletic Activities:

A student/athlete will be determined to have committed a violation of the Co-Curricular Code if any of the following have occurred:

1. The student/athlete admits the conduct constituting a violation
2. The building administrator or designee obtains information, which in his/her judgment is clear and convincing evidence that the student/athlete engaged in conduct constituting a violation.

All students/athletes attending the School District of Manawa schools must abide by the rules and regulations of this handbook.

The Athletic Director will maintain an ongoing record of all co-curricular violations to the rules of this handbook.

Penalties for Violation of Co-Curricular Code

Athletic Activities

First offense: suspension from 25% of the contests in the present season or a minimum of two (2) contests. Percentages of games lost due to code infractions is based on the total number of games in the season, not what may remain in the rest of that season.

Second Offense: suspension from 50% of the contests in the present season. Percentages of games lost due to code infractions is based on the total number of games in the season, not what may remain in the rest of that season.

Third and subsequent offenses: suspension from all activities for one (1) calendar year.

Grade violations will follow the evaluation identified under academics of this handbook.

The co-curricular rules/violations will pertain to all athletes in grades six through twelve. Code of conduct violations will stay with incoming freshmen from the Middle School until the entirety of the suspension is fulfilled. Once a middle school infraction is fulfilled, future infractions as a student will be treated as a first offense.

Code violations will be cumulative during a participant's high school career.

Students who must serve an In-School Suspension (ISS) are not allowed to leave school for any sport or co-curricular activity during the school day.

Any student, who in good faith, self reports or parents/guardians who refer their son or daughter for violations of the co-curricular rules within 24 hours of the violation occurring may have their penalty reduced by one (1) event/contest if deemed appropriate by the building administrator or athletic director. Once the investigation begins, self reporting will not result in a reduction of suspension. Self reporting must go to the Athletic Director and/or principal.

Community service determined by the secondary administrative team may be used to reduce the suspension by 1 event/contest.

At minimum, a student will be suspended for 1 event/contest per code violation.

All fractions of percentages will be rounded up to the next full number. Any enforcement of individual or multi-game/meet dates will be considered as individual games scheduled. Other types of tournaments, when not individual or dual tournaments, will count as one game or meet scheduled.

Teams that automatically qualify for Regional competition are counted in the total number of competitions. -Consider deleting due to WIAA rule stating any code violation that in playoffs will consider the student ineligible for the entire playoffs.

Completion of Suspension

Any remaining percentage of the suspension not served during the initial sports season shall be applied toward the season of the next sport in which the athlete participates (for example, if an athlete is suspended for a percentage of football games with less than the percentage remaining in the season, he/she will be suspended from a percentage of contests of the next sport in which he/she competes) A suspension will need to be repeated if a student who is on suspension for part of the season does not complete the season of his/her sport or activity. Students who join a sport after the first contest, and are fulfilling a current suspension, must have 100% attendance and complete the sport in order for the suspension to be satisfied.

Non-Athletic Activities

- Other co-curricular students will abide by suspension expectations specific to the activities they're involved with during the school year.
- For those activities with limited scheduled events, a violation could result in exclusion from that activity. Administrative discretion regarding specific penalties may have to be applied to those situations where students are participating in only one event.

Appeal Procedure

The parent of a student/athlete may apply in writing within ten (10) calendar days from the date of student/parent notification to the building principal for an appeal to the Appeal Board. The Appeal Board will consist of the Principal, Athletic Director, and two faculty members and a co-curricular advisor who are not directly involved with the individual student's co-curricular activities. Disciplinary action administered for academic reasons will not be heard in appeal. The Appeal Board will be selected by the building principal. The right to appeal will not serve as a pardon for participation purposes or suspend the enforcement of the suspension. All appeals must be based on proof of innocence, not with the intention to shorten the suspension. All decisions rendered by the appeal board are considered final.

Sportsmanship

All students and parents/guardians are required to practice good sportsmanship during all school-related events. Poor sportsmanship may result in removal from sporting events.

Membership

1. As stated in the WIAA High School Handbook - Article VII -- Health and Behavior/Compliance:

Section 1 - Required Documentation

A student may not practice for or participate in interscholastic athletics until the school has written evidence on file in its office attesting to:

1. Annual parent permission, including an acknowledgment of receiving the school athletic code.
2. Acknowledgement of receiving the WIAA rules of Eligibility.
3. Current physical exam form to participate in sports or alternate year card.
4. Sports fee paid or fee waive turned into school office.
5. Concussion information sheet must be obtained by the Athletic Director.
6. **Impact Testing is completed**

Section 2 - Physical Examination

A current physical exam card to participate in sports as determined by a licensed physician or advanced practice nurse prescriber (APNP) no less than every other school year with April 1 the earliest date of examination. School policy determines when an athlete may return to competition following an injury, except where rule book or WIAA tournament policies apply.

~~Physical examinations are good for two years from the date the physical was given.~~ **(Replace With the following:)** Physical examinations after April 1st 2024 will be valid for the 2024-2025 school year. Physical examinations before April 1st 2024 will be valid for the 2024-2025 school year but will need an alternate year card to be submitted. All physicals before April 1st 2023 are expired.

Be an amateur in all sports. You violate your amateur status if you: "Accept any amount of money or merchandise, awards for athletic services, or sign a contract for athletic services." Example: 2. League Teams, Golf outings – "hole in one win a car"

Student athletes and a parent/guardian must attend the summer parent/athlete meeting. If they are unable to attend, other arrangements must be made.

Academic Eligibility

Academic eligibility for extracurricular activities shall be determined according to the following:

A student who has earned a failing grade for the last completed grading period will be placed on academic probation. (ADD for clarification) Official grading periods are reported at the following times: Quarter 1, Semester 1, Quarter 3, & Semester 2. The student will be allowed to practice but not participate in scheduled contests and may be assigned to after-school study time with teachers, coaches or a school approved tutor. All eligibility for the fall extracurricular season will be based on the previous school year's second semester grades (NOT fourth quarter grades) grades. For students who fail a semester course the option to make up the credit in summer school is available.

- After a minimum of 15 days of instruction (count begins the day grades are due in the office) per WIAA rules, the student on probation may obtain his/her grades on a school-issued grade check form available from the athletic director's office. If the student is passing all classes the student may return to full activity participation. If failing after the 15 student school days of instruction, the student is ineligible until the next grading period.
- Students who become ineligible due to the previous school year's second semester (not fourth quarter) grades will serve their academic probation in the fall per WIAA regulations unless participation in approved summer classes renders them eligible. A student may erase ineligibility status for fall sports by successfully completing summer school classes for not less than the same courses that caused the ineligibility.
- Academically ineligible students are not allowed to leave school early in order to travel for a contest.

Attendance: (Athletic & Non-Athletic Activities)

Student Athletes must attend a full school day to participate in athletics that evening or provide an excuse from a doctor or have prior administrative approval. School-related absences do not apply. Exceptions to this are excused school-related activities and appointments that are approved in advance by Administration and/or a written doctor's excuse.

- Exception: acceptable absences as they fall under Wisconsin State Statute 118 regarding compulsory education
- If a student is truant from an assigned class period or is displaying a pattern of habitual tardiness to a specific class, he/she will be referred to the principal and will not be allowed to compete until the situation is resolved.
- Students may not compete, perform, practice or attend on days of an out-of-school suspension.
- Students suspended from co-curricular activities are expected to remain as part of the team or group. Due to the diversity of co-curricular activities, it will be up to the advisor or coach to determine what level of involvement the student will have in the group and whether or not the student will be required to attend all contests and activities. Members of athletic teams are required to attend all practices and be non-participants during the time of their suspension.

Travel, Conduct, Trips

Students/athletes who participate in activities outside of the School District of Manawa will conduct themselves as responsible young adults. This includes but is not limited to the following

- Show appropriate respect for all adults and authority figures.
- Show courteous and well-mannered behavior.
- Show appropriate sportsmanship at all times.

It is the student/athlete's responsibility to represent our school and community in a positive manner

Non-athletic activities must have a Field Trip form filled out and signed by a parent/guardian and returned to the advisor prior to their field trip. (forms may be picked up from an advisor or in the main office)

A student/athlete may ride home from away events with their parent/legal guardian provided they sign the student out with the coach. Student athletes may NOT ride home with emergency contacts, siblings, friends, or other adults.

If no prior approval, permission by a parent/guardian/guardian must be given to the coach and/or advisor at the event and abide by provisions of rule four (4).

Injuries, Accident Reports and Insurance Coverage

The school has purchased a group insurance policy, but it will not cover any interscholastic sports injuries. If a parent would like to purchase a voluntary interscholastic athletic insurance plan that would be available at the school offices upon request. (Under Review in P&HR - May need to omit)

All injuries must be reported immediately to the coach and/or advisor. Coaches and advisors should be notified prior to any medical treatment on the part of the student/athlete whenever possible or as soon as possible after treatment. The injury must also be reported immediately to the office by the coach or advisor for insurance purposes. The report should be handed into the high school office.

It is the policy of W.I.A.A. and the School District of Manawa to have a medical release from a medical physician following any severe injury.

All head injuries severe enough to have received medical treatment require a medical release from a medical physician before the athlete may return to any practice or competition. (please refer to the W.I.A.A. for further requirements for head injuries/concussions).

Care of Equipment

Each student/athlete is responsible for the proper care and safekeeping of equipment issued to him/her. Lockers should be securely locked during and after every practice/game/event.

Equipment issued to a student/athlete shall be the responsibility of that individual. These individuals shall pay for any equipment not returned at the current replacement cost.

School issued equipment is school property and is used during a particular season/event only. At the conclusion of a season/event equipment must be turned in to the coach/advisor in charge on the team equipment turn-in day or within two weeks of the final competition or practice. Bills for missing equipment will be sent out one week after the team equipment turn-in day. Parent/guardian assistance in this matter will be greatly appreciated. It is the responsibility of the student/athlete and the parent/guardian to have equipment turned in at the proper time.

A student/athlete will not participate in another activity until all equipment is returned and fines have been paid.

A student/athlete will not receive any "end of the season" awards until all equipment is returned and fines have been paid.

Practice. Competition, Contests (Athletic & Non-Athletic Activities)

All athletes/members are expected to attend all practices and events of that activity unless excused by their coach/advisor, principal or athletic director.

Violations such as being late for practices, missing practice and disrespect shall be dealt with at the coach/advisor, principal or athletic director's discretion.

All athletes/members and/or parent/guardians/guardians are asked to give each coach and/or advisor a 24-hour courtesy time limit prior to discussing an issue or concern following an event.

Changing a Sport/Activity

A student/athlete may not quit one sport/activity and begin another during the same season without the consent of both head coaches/advisors involved in the change and permission from the athletic director, advisor and principal. Any disciplinary actions that are in place will remain in place in the new activity.

Multi Sport Participation

The Multi-Sport Participation Policy allows students to participate in two (2) sports/organizations during the same season, regardless if the sports are individual or team-oriented. If a student desires to participate in multiple sports during the school year, they must do the following prior to the start of any season:

Submit a completed contract to the Athletic Director prior to the first scheduled contest.

This form includes:

- Permission from his/her parent or guardian to compete in multiple sports in the same season.
- Declaration by the student of the priority sport for tournaments in the event of scheduling conflicts.
- Approval by the Head Coach(s) of each sport.
- Signature of student's agreement to coordinate the practice/contest schedule for the season in coordination with the coaches.
- Signature of the Athletic Director.

The athlete must participate in at least one regular season event in the secondary sport so that they are eligible to participate in the conference tournament in that sport.

The Athletic Director will share the list of multi-sport athletes with the Central Wisconsin Conference Commissioner and the other CWC Athletic Directors prior to the start of each season.

It is the expectation of the Athletic Department to have continuous communication between student athletes, coaching staff, and the Athletic Department to avoid putting athletes in difficult situations.

1. If a student quits a primary sport, the student will need consent from both coaches to participate in any of the secondary sports from that point forward that season. If a student quits a secondary sport, the student will only be able to participate in the primary sport from that point forward that season.
2. The following Multi- Sport priorities have been established for the benefit of all athletes:
 - Games come before practices.
 - Tournaments come before games.
 - **Districts** **Conference** come before games and tournaments.
 - State comes before all else.

Athletic/Activity Awards

1. A letter "M" and certificate will be awarded the first time to the athlete who fulfills the varsity requirements set forth by the coach, provided he/she has not been expelled from athletic participation due to training rule violations and finishes the season in good standing.
2. Any athlete who earns additional varsity letters shall be presented with a certificate and bar pin signifying this honor.
3. Participation certificates are awarded to all athletes who successfully complete a season, but who do not earn a varsity letter.
4. All awards will be received and displayed with honor, pride and dignity.
5. Any "M" which becomes too shabby to be worn while an award winner is still in school may be turned in to the athletic director for a new letter.
6. Any student having a code violation will forfeit the privilege of having their name submitted for any special awards (conference, state, etc.) or honors during the season in which the code violation was committed and/or served.

Parent/Guardian Involvement

Pre-Season Meeting

Portions of this Student Handbook shall be presented to each student during a mandatory pre-season meeting and/or the first day that he/she reports for a co-curricular activity. A physical card, Emergency Form, Concussion Form and Athletic Fee information shall be distributed at this time as well. The original signed form for the Student Handbook, physical card, Concussion Form, and Emergency Form shall be kept on file in the High School office. The Pre-Season Meeting shall be offered in the fall prior to the beginning of the co-curricular season.

Parent/guardian attendance at pre-season meetings is required and involvement throughout the season is encouraged. If a parent/guardian cannot attend they are required to view the presentation either on DVD or online if available.

ATHLETIC CO-CURRICULAR ACTIVITY FEES - 2024-2025

Following is the list of Athletic Co-Curricular Activities and their fees for the High/Middle School:

Middle School Sport	\$15.00
High School Sport	\$30.00
Maximum per Middle School student	\$30.00
Maximum per High School student	\$75.00
Maximum per family (Middle School and High School)	\$150.00

*Checks are to be made payable to Manawa Middle/ Little Wolf High School.

Curriculum Revision/Rewriting Process

This document is intended to provide a systemic process guide but also needs to allow for professional flexibility.

Process:

1. Each year identified in the Curriculum Writing Long-Range Plan, select subject areas will revise/rewrite course curriculum using backward design.
2. Late summer, the Administrative Team will assemble the needed district-wide curriculum revision/rewriting team and review the curriculum writing process with them.
3. The district-wide curriculum revision/rewriting team will spend the school year reflecting on the course curriculum. They will note areas for improvement that will be used to make improvements to the existing curriculum.
4. Throughout the school year, professional development time will be dedicated to the curriculum writing process (several times per year).
5. After a year of reflection, this team will meet in early summer to focus on curriculum map drafts and district-wide scope and sequence for the selected subject area. It is critical to ensure vertical alignment across grade levels.

The following items need to be completed on or before June 30th:

- a. Curriculum Map Drafts (for existing courses)
 - b. New Course Requests
 - c. New Curriculum Material Requests
6. In July, the Administrative Team will review drafts and requests from the curriculum writing team.
 7. At the August meeting, the B.O.E. Curriculum Committee will review curriculum maps from the curriculum writing team that include revisions for existing courses.
 8. Late summer and early Fall, teachers research and write draft curriculum maps for new course requests and/or begin exploring possible curricular material additions. This information will be provided to the building principal(s) by October 15th.
 9. Administration will present requests to the B.O.E. Curriculum Committee by the November meeting and have a recommendation available for the full B.O.E. that month.

*The curriculum writing stipend is:

- \$750 for a year-long course (1.0 credit)
- \$375 for a half-year course (.5 credit)

Curriculum Writing Rotation

School Year	Departments/Subjects
2024-25	Social Studies Performing Arts
2025-26	ELA / Literacy Performing Arts
2026-27	Physical Education/Health Visual Arts
2027-28	Science Visual Arts
2029-30	Math CTE Courses
2030-31	Social Studies CTE Courses