

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

**Google Meet joining info**

Video call link: <https://meet.google.com/kkc-fyqo-eth>

Or dial: (US) +1 413-398-0056 PIN: 573 799 645#

**Date: February 13, 2023**

**Time: 4:30 p.m.**

**Hybrid Meeting Format (In-person Meeting for Board of Education at MES Board Room, 800 Beech Street & Virtual Components)**

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

**In Attendance:**

**Timer:** \_\_\_\_\_ **Recorder:** \_\_\_\_\_

1. Consider Endorsement of Adding Alternative Graduation Pathways to Policy 5461 - Graduation Requirements as Presented (Information / Action)
2. Consider Endorsement of NEOLA Technical Changes as Presented (Information / Action)
3. Consider Endorsement of Proposed Calendar and Professional Educator Handbook Language Change as Presented (Information / Action)
4. Consider Elementary/Secondary School Work Hours Equity Issue Related to The Water Main Break as Presented (Information / Action)
5. Discuss Custodial/Maintenance Position Hours (Information)
6. Discuss Maintenance Coordinator Position and Food Service Manager Assignment Options - Will be added to Staff and Program Changes as Needed (Information)
7. Discuss Orientation and On-Boarding Process (Information / Action)
8. Support Staff Concerns (10/10/22 meeting) - Special Education Paraprofessional Coverage Summary Report as Presented (Information)
9. Set Next Meeting Date \_\_\_\_\_
10. Next Meeting Items:
  - a. Discuss Alternative Policy-Administrative Guideline Development Options (Information / Action)
  - b. Discuss Next Steps in School Safety System
    - i. Staff Safety Survey Results
    - ii. School Resource Officer - Chief Severson
  - c. Other
11. Adjourn



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

To: Board of Education  
From: Dr. Melanie J. Oppor  
Date: February 8, 2023  
Re: Alternative Pathways to Graduation

Presently, there is one Board approved alternative pathway to graduation for regular education students as found in Policy 5460 – Graduation Requirements under E, Alternative Provisions for earning a Manawa Little Wolf High School diploma as shown below:

*“A post-high school candidate is a student who is less than twenty-two (22) years of age at the time of their requested re-enrollment and whose class has previously graduated. District Administrator approval is required for all students who are twenty-two (22) years of age or older.*

*Post-high school candidates must meet the graduation requirements as established at the time of their re-enrollment and not the requirements that previously existed for the class of which s/he was a member.”*

Essentially this means a student may continue to do LWHS coursework until the student’s 22<sup>nd</sup> birthday.

There are some students for which the typical coursework is not successful for a wide array of reasons. This creates circumstances where the student is highly at-risk of not graduating from high school with a diploma.

In these rare instances, additional alternative pathways to graduation would be beneficial. The following language is recommended to be added to Policy 5460:

*2. The student must be enrolled in an alternative program as approved by the building principal and complete at least 17 of 24 credits earned in traditional classes. The remaining seven credits to equal a total of 24 are acquired through a job-based learning log (Work Study/Youth Apprenticeship) and/or an academic portfolio.*

*3. GED Option 2 – The student must receive a passing score on the 4 tests or receive credits in SDM courses, or the student must receive a green score on the GED2 Ready Exam. Additionally, the student must pass the civics exam and complete the SDM required financial literacy course to include completing a portfolio containing a resume, cover letter, and autobiography project.*

Wisconsin Statutes currently state the following:

# Graduation Requirements

## Graduation Requirements

The state graduation requirements under [Wis. Stats. 118.33](#) and [118.33\(1m\)\(a\)1](#), [Section 3266R](#) total 15 credits and the successful passing of a civics exam. The 15 credits including the following:

- English/Language Arts - 4 Credits
- Math - 3 Credits
- Science - 3 Credits
- Social Studies - 3 Credits
- Physical Education - 1.5 credits
- Health - 0.5 credits (in grades 7-12)

The School District of Manawa also currently requires that each LWHS student take .5 credit of Government (includes passing the Civics Exam) and .5 credit of Financial Literacy. The newly proposed alternative pathway to graduation would then allow the student 1.0 credit of an elective of the student's choice (could include resource class credits) in order to reach the total required 17 credits as proposed in this recommendation.

The GED Option 2 allows authorized school districts to use the GED test battery to measure proficiency in lieu of high school credit. The SDM in 2006 applied for and received the option to offer the GED Option 2 via submitting a PI-8201 form to the Wisconsin Department of Public Instruction. The student who completes the requirements is entitled to the traditional LWHS diploma.

Please do not hesitate to contact Ms. Mary Eck or Dr. Oppor if you have any questions regarding this proposal. Thank you for your thoughtful consideration of these options to support the unique learning needs of students at-risk of not graduating from LWHS.



Book	Policy Manual
Section	5000 Students
Title	Copy of Copy of GRADUATION REQUIREMENTS
Code	po5460
Status	Proposed to Policy & Human Resources Committee
Adopted	June 20, 2016
Last Revised	May 16, 2022

#### 5460 - **GRADUATION REQUIREMENTS**

It shall be the policy of the Board to acknowledge each student's successful completion of the instructional program appropriate to the achievement of District goals and objectives as well as personal proficiency by the awarding of a diploma at fitting graduation ceremonies.

The Board shall award a regular high school diploma to every student enrolled in this District who meets the requirements of graduation established by this Board as provided by State law.

A student must meet the following graduation requirements in order to be eligible to receive a Little Wolf High School diploma:

- A. Students must attend high school for eight (8) semesters. Students may be eligible for early graduation in accordance with established policies and procedures. Students may have this requirement waived if the early graduation procedures established in the rules are followed.
- B. In accordance with State law, a board may not grant a high school diploma to any student unless, during the high school grades, the student has been enrolled in a class or has participated in an activity approved by the Board during each class period of each school day, or the student has been enrolled in an alternative education program (defined in s. 115.28(7)(e)1) or is participating in a Board-approved program that allows a student enrolled in the high school grades who has demonstrated a high level of maturity and personal responsibility to leave the school premises for up to one (1) class period each day if the student does not have a class scheduled during that class period.
- C. Credits - A Little Wolf High School diploma shall be granted upon successful completion of a total of 24 credits for the Class of 2023 and 25 credits for the Class of 2024 and beyond in grades 9 through 12 to include :

English	4 credits
Social Studies	3 credits
Physical Education	1 ½ credits
Health	½ credit
Math	3 credits
Science	3 credits
Financial Literacy/Employability Skills	1/2 credit
Electives for 2023	8.5 credits
Electives for 2024 and beyond	9.5 credits

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

A student must also have participated in a curriculum relating to financial literacy in order to earn a diploma.

The Board may approve a course or courses in career and technical education that it determines may satisfy up to a total of one (1) credit of mathematics and/or science credit. 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 following criteria must be met for participation in a sport to be eligible for substituting an English, social studies, mathematics, or science course for one-half (.5) credit of physical education.

- A. ~~The student (not a manager) must participate in a junior varsity level or varsity level high school sport for an entire season during grade 11 or the fall season of grade 12.~~
- B. ~~The student must submit to the Principal confirmation of regular attendance at practices and participation in competitions with a verification form completed by the coach no later than two (2) weeks after the conclusion of the season.~~
- C. ~~The student must not have been out for more than two (2) weeks for injury or illness during the sport season.~~
- D. ~~The student must not have had any violation of the Co-Curricular Code resulting in a suspension of one (1) or more competitions during the sport season.~~
- E. The student must be an athlete who is eligible to practice ~~compete~~ for the entire season.

A student who participates in marching band for three high school years as confirmed by a verification form completed by the band director will be eligible for one .5 credit of physical education.

Waivers are not approved for physical education credit per this policy.

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.

- A. Students with disabilities who properly complete the programs specified in their I.E.P. and have received the recommendation of the I.E.P. team may participate in graduation activities and may be awarded a diploma (provided the student satisfied the District's high school graduation requirements). The IEP team and any other necessary members will review the student's academic progress and the alternative achievement standards for graduation criteria.
- B. Alternative Provisions for Earning a Manawa Little Wolf High School Diploma
  - Option 1: A post-high school candidate is a student who is less than twenty-two (22) years of age at the time of their requested re-enrollment and whose class has previously graduated. District Administrator approval is required for all students who are twenty-two (22) years of age or older.
  - Option 2: The student must be enrolled in an alternative program as approved by the principal and complete at least 17 of 24 credits earned in traditional classes for the 2023 school year and 17 of 25 credits earned in traditional classes for the 2024 school year and beyond. The remaining credits to total 24 or 25 respectively are acquired through a job-based learning log (Work Study/Youth Apprenticeship) and/or an academic portfolio.
  - Option 3: GED Option 2 - The student must receive a passing score on the four (4) tests or receive credits in high school courses, or the student must receive a green scores on the GED Option 2 Ready Exam. Additionally, the student must pass the civics exam and complete the District required financial literacy course to include completing a portfolio containing a resume, cover letter, and autobiographical project.
- C. Post-high school candidates must meet the graduation requirements as established at the time of their re-enrollment and not the requirements that previously existed for the class of which ~~s/he~~ the student was a member.
- D. Post-Secondary Course Work

Post-secondary course work to be applied toward a high school diploma must be taken through

1. correspondence/online school.

Such courses must be evaluated and approved by the high school principal in order to apply toward the high school diploma.

2. accredited college/technical college.

Course work taken at a college/technical college will be approved and credits earned apply toward a high school diploma if:

- a. The college/technical college course is not a duplicate of a high school course.
- b. If the course is a logical next step course in the subject sequence and is not offered in any form by the high school.
- c. If the desired course is not offered by the high school but is determined, by the principal, to meet the educational goals and interests of the student.

The costs for the above-described course work will be based upon and follow the policies established via the Early College Credit Program (ECCP).

#### G. Attendance

Current seniors, like all students, must comply with all attendance expectations as set forth in the district's Attendance/Tuancy Plan. A senior identified as truant during their last semester of coursework will not be permitted to participate in the graduation ceremony.

#### H. School Program Obligations

All fees, fines, detentions, and similar obligations arising from student participation in school programming must be fulfilled before the student can participate in the commencement ceremony.

The Board may waive graduation requirements, except for the core requirements, in exceptional cases to suit the needs of a student subject to Wis. Admin Code, §§ PI 18.03 and PI 18.04.

### **Graduation Credit as a Middle School Student**

The Board permits students in 7th or 8th grade to earn credit towards a high school diploma in any class taken that is approved by the Board for such purpose, provided that the student is academically prepared based on performance on approved student assessments. Any course designated for high school credit at the middle school level must be taught by a teacher with high school certification in the subject matter and must be taught using curriculum and assessments equivalent to those used in the subject at the high school level.

High School courses taken by middle school students shall appear on the student's high school transcript, along with the grade received however the grade and class will not be factored into the student's high school grade point average.

Courses qualifying for high school credit may be taken at the District High School or through Distance Learning/online options when those options are deemed appropriate by the administration. Where classes are held at the high school, appropriate transportation shall be arranged by the student's parent with the principal prior to a student being enrolled in an approved high school course. Students are eligible to acquire as many high school credits as are available and for which the student qualifies.

### **Graduation Activities and Ceremony**

A student may be denied participation in graduation activities for disciplinary reasons and/or for non-payment of fees. The District Administrator and high school principal may establish additional requirements for participation in the graduation activities and may organize said activities to have the appearance and decorum deemed reflective of the District.

Only those students who have met all District graduation requirements as set forth in this policy and are wearing the prescribed cap and gown and complying with administrative behavioral expectations shall be permitted to participate in the commencement ceremony.

### **Policy Reporting and Review**

The principal of the high school shall prepare a report describing the District's policies on high school graduation standards, including a list of courses required under State law and the number of hours in each school term required to earn one (1) credit for those courses. Additionally, any change to the District's policies shall also be reported to the Department of Public Instruction or other appropriate agency after it has been approved by the Board and signed by the Board president, the District Administrator, and the principal.

It shall be the policy of the Board to periodically review and revise this policy specifying the criteria for awarding a diploma.

Revised 1/21/19  
Revised 11/18/19  
Revised 11/16/20  
Revised 2/28/22

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Legal                      115.28, Wis. Stats.  
                                  118.30, Wis. Stats.  
                                  118.33, Wis. Stats.

**Last Modified by Melanie J Oppor on February 12, 2023**

<b>Policy #</b>	<b>Changes</b>	<b>Notes</b>
<b>AG 1630.01B</b>	Removing 'of Education' Remove AG & add Policy	Not needed There is no Policy 8310A!
<b>AG 3362.01</b>	District Office vs central office	OK
<b>AG 4362.01</b>	District Office vs central office	OK
<b>AG 5610</b>	Removal of Form 5610 F2  A 4. their student's his/her own  A 6. Removal of 'or his/her designee'  B 6. c. designee is noted	Have we ever used this form? If we are informing parents/guardians in writing, is there a template? How about just saying - or if the student is not authorized to leave on their own.....  If that verbiage is removed, the rest of the paragraph doesn't make sense.  Leaving designee here - does this conflict with section A 6?
<b>AG 5320</b>	Removal of Department of Health Services  Removal of the Website address	Seems like busy work - non-value added to the policy Why is this being removed? Is it not accurate? Does the website not stay current?
<b>AG 7540.02</b>	Removing 'of Education' Form 7540 F4 is noted  District Administrator retains final authority.....  Pg 2 statement 'a notice to persons with disabilities regarding how to request the webmaster...'  Use of Student..."appropriate release form"  Organization of the Site Structure -> D. 'include the school name in the'  Website/Page Evaluation -> 'central office'	Not needed Where is this form located? Is it really being used? Technology Director is referenced to making changes, staff job descriptions state making changes to the website - what is the process for approval/agreement?  Is our webpage/website in compliance?  What form and where is it found? Do we have 'appropriate release' for the images put on our District Facebook page?  Statement is incomplete and needs to state what is intended in the title bar.  In AG 3362.01 central office was changed to District Office - language should be consistent between documents.



<b>Policy #</b>	<b>Changes</b>	<b>Notes</b>
<b>PO 0165.2</b>	<p>????</p> <p>Changes in the NEOLA document Vol. 31, No. 2, Technical Corrections, July 2022, included an option of 'on the front door of the Administrative Office Building and'</p>	<p>There are no changes noted - why is this in the packet?</p> <p>The optional item appears to have been added to the document included within the packet. This is a change to policy which will require training to this new requirement. Therefore it needs to go through the policy approval process.</p>
<b>PO 0171.1</b>	<p>D. Changing Chapters 115 and 121 to Chapters 115 to 121</p>	<p>Do each of these Statutes 115 'to' 121 talk about prosecuting actions brought by the District and an action for the recovery of any forfeiture incurred? If so, then the legal reference should note each of the applicable areas within Statutes 115 'to' 121 and if we are changing this policy it needs to go through the policy approval process.</p>
<b>PO 2330</b>	<p>Removal of -&gt;The District Administrator shall develop administrative guidelines for the assignment of homework according to these guidelines:</p>	<p>Are we getting rid of AG 2330 titled Academic Practice? Verbiage between Policy and AG - if the Policy is establishing standards then the AG would be expanding /giving more detail of the standards?</p>
<b>PO 2340</b>	<p>Changing school administration to Administration.</p>	<p>Changing to just the word 'Administration' would lead one to believe that anyone considered Administration can approve things. So if there is a field trip planned for the high school, the elementary school principal can approve the field trip. The verbiage 'school administration' should lead us to the person who has authority over the staff member who is in charge of the trip and students.</p>
<b>PO 2370</b>	<p>Addition to the Policy under Summer School</p>	<p>This is a change to policy that includes verbiage that the District offers a Youth Apprenticeship program. According to the Course of Study Guide this is not specifically a 'Summer School' option. This needs to be a clarified and is an additional component to the Policy so it needs to undergo the formal approval process.</p>
<b>PO 2430</b>		<p>Changes noted OK</p>

<b>Policy #</b>	<b>Changes</b>	<b>Notes</b>
<b>PO 3340</b>	Change in C. 'determined to determines'	Change noted OK
<b>PO 3440</b>	Removing 'of Education'	Not needed
<b>PO 4340</b>	Change in C. 'determined to determines' - Removal of 'that'	Why is 'that' being removed in this policy when it wasn't listed for removal in PO 3340? In removing 'that' the sentence is awkward.
<b>PO 4440</b>	Header lists 'Added Statute'	What statute was added? There is no green colored font for a Statute reference.
<b>PO 5335</b>	Addition of Policy & AG titles	OK
<b>PO 5461</b>	Verbiage change ok	<p>Policy states that 'The District shall identify all children at-risk enrolled in the District. The District shall annually develop a plan describing how the Board will meet the needs of such students. Each plan shall be completed on or before August 15th of each year.' Which plan is this?</p> <p>Policy also states 'Students shall be identified and referred to these programs and services in accordance with State regulations and guidelines established by the administration. An annual report concerning "children-at-risk" shall be made to the Board.' What guidelines are being referred to here -( there doesn't appear to be an AG that defines this policy in greater detail)? What is the timing of the 'annual report'; i.e. Beginning of school year, end of school year?</p>
<b>PO 5512</b>	Added 'possess' to policy	Adding the word possess adds additional constraints to the Policy - therefore it needs to go through the normal policy approval process.
	Exceptions lists Policy 5330	PO 5330 title is incorrect.
<b>PO 5513</b>	Removing 'of Education'	Not needed
	Adding reference to Policy 5540	Adding this reference adds additional Policy requirements as the word 'shall' is used within added verbiage. Therefore it needs to go through the normal policy approval process.

<b>Policy #</b>	<b>Changes</b>	<b>Notes</b>
<b>PO 6520</b>	Statute addition & verbiage	OK
<b>PO 7543</b>	Removal of Forms	Do we have 'applicable agreement forms'? Did we use the forms listed?
<b>PO 8330</b>	Added - Reference in this policy to "directory data," includes reference to "directory information," in the context of the Family Educational Rights and Privacy Act (FERPA).	If we are adding this statement covering directory data and directory information, why are we changing directory information to directory data? In the areas that directory information is used the word information is more understandable for parents. So if there wasn't a change to FERPA why are we changing?
<b>PO 8500</b>	Added statement in Nondiscrimination section	This statement should not be added as the Federal rulemaking process, which provides for public notice and comment and requires federal agencies to take public comments into account when promulgating regulations that change federal policy or apply it in new ways has not been followed for this additional verbiage. The WASB convention covered 'Federal agency mandates imposed without use of rulemaking process' which included the referenced USDA items noted in green in the proposed change. The addition of the statement in the Nondiscrimination section is a major change and needs to go through the formal change and approval process.
<b>PO 8800</b>	Statute added	OK

Policy #	Changes	Notes
PO 9130	Guidelines for Matters Regarding..... Addition of 'classroom'	<p>Why are we adding the word 'classroom'? Policy 5780 added as reference - the title is incorrect. In PO 5780 we state: 'inspect any instructional materials used as part of the educational curriculum for their student. Instructional materials means instructional content, regardless of format, that is provided to the student, including printed or representational materials, audio-visual materials, and materials available in electronic or digital formats.'" Verbiage between policies should be consistent.</p> <p>Why are we deleting the such as references? If left in, they help define the statement found in PO 5780.</p>



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

To: Board of Education  
From: Dr. Melanie J. Oppor  
Date: February 10, 2023  
Re: Professional Educator Handbook Language Change

The purpose of this memo is to request the Board consider a Professional Educator Handbook language change that would affect the teacher's calendar. In the years since Act 10, the Professional Educator Handbook has stood in the place of the former negotiated "Board/Teacher Agreement".

While working on the 2023-24 calendar, a group of teachers offered an idea for Board consideration. The items found in the professional duties list are required to be completed by professional educators but are not compensated for in addition to the individual's salary. The following list of "professional duties" are considered to be included in the responsibilities for which teachers are compensated.

As per the Professional Educator Handbook, page 21...

*"Professional Duties*

*The District recognizes that each professional educator performs many duties not directly related with the regular classroom teaching assignment or other professional assignment nor specifically itemized in the position assignment. Professional duties are those considered to be part of the professional educators traditional workday and include, but are not limited to the following enumerated duties. The District, at its sole discretion, may add to or change this list. (See Policy 3120.01)*

- a. The assignment itself;*
- b. Faculty meeting attendance and participation;*
- c. District-level committee attendance and participation;*
- d. School-level committee attendance and participation;*
- e. Varied ad hoc committees on which professional educators have traditionally served;*
- f. Open house(s) as scheduled;*
- g. Parent conferences as scheduled;*
- h. Implementation of discipline plans, IEPs, 504 plans, RtI plans, EL plans, G/T plans or other student assistance/accommodation plans as determined appropriate by the District;*
- i. Supervision of students assigned during the workday (i.e., hallway, detention, to lunch or midday recess);*

- j. Letters of recommendation for students except in cases where the student's performance would result in a negative response;*
- k. Daily check of mailbox, minimally before school and in the afternoon;*
- l. Daily monitoring of and response to email and voicemail;*
- m. Summer monitoring of and response to email;*
- n. Adherence to deadlines for submission of information and data to administration;*
- o. Written/electronic lesson plans developed in advance in accordance with District format and expectations;*
- p. Professional sharing of information obtained from workshop/conference attendance, site visit, school meeting, or District meeting.”*

The teachers would like to ask the Board to consider removing “f. open house(s) as scheduled” as a required duty for which extra financial compensation is not given. They are proposing that the fall open house evening held before school starts in August would be considered as part of the professional development hours that are annually expected by the Board of Education.

The pros and cons of this proposal will be discussed at the next P and HR meeting.

- Any change to required duties could change the staff calendar but would not alter the student/parent calendar. It is suggested that a half Professional Learning Community day (when students would not be attending) like Friday, September 29, 2023, would be a half day for both students and staff.
- The above proposal would not cost the Board any additional budget dollars but it would result in fewer hours of professional development in school years moving forward. Fewer professional development hours or professional learning community time can be a concern because there is much data analysis and planning to be done. It seems teachers and administrators often express that there is not enough time for all the PLC work that informs daily lesson plans, interventions, and daily classroom decision-making.
- Another alternative is to remove letter f. regarding open houses and pay teachers for an additional half day of work. This would increase the teacher contracted days by .5 days from 188 contract days to 188.5 contract days. This alternative would result in an added compensation cost to teachers.

Please let Dr. Oppor know if you have any questions regarding this teacher request. Thank you for your thoughtful consideration of this Professional Educator Handbook language proposal.

## Calendar Committee Process

### 188 Contract Days

176 Student days

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

2 Parent/Teacher Conference days - 15 hours total

8 Inservice/Workdays (to fulfill the contract)

6 scheduled, 2 Summer Sponsored Workshop Choice

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

First Parent Teacher Conference at the end of October

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

Inservice Days

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

35 hours of PLC

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

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

# School District of Manawa

## 2023-2024 School Calendar - Teachers

July 2023						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 2023						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 2023						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
						19.5 days

October 2023						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	PLC	27	28
29	30	31				
						39.5 days

November 2023						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
						58.5 days

December 2023						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						74.5 days

January 2024						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
						95.5 days




February 2024						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	PLC	17
18	IS	20	21	22	23	24
25	26	27	28	29		
						114 days




March 2024						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						129 days

April 2024						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	PLC	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
						149.5 days

May 2024						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
						171.5 days

June 2024						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						176 days

-  School Closed
-  Student Half day
-  Conferences

-  PLC and/or In-Service (no students)
-  Report Cards
-  First and Last Day of School

End of Quarter

- Aug 18 - New Teacher(s)
- Aug 21- Teacher In-Service
- Aug 22 - District In-Service (AM) / Teacher Work time (PM)
- Open House 3:30 p.m. - 7:30 p.m.
- Aug 23 - Teacher In-Service
- Sept 29 - PLC (PM)
- Oct 26 - PLC (AM) / 11:30 a.m. - 7:30 p.m. Conferences
- Nov 7 - End of Quarter 1 - 44.5 days
- Jan 19 - End of Quarter 2/Semester 1 - 44 days
- Jan 22 - Records/Prep

- Feb 15 - 12:30 p.m. - 7:30 p.m. Conferces
- Feb 16 - PLC
- Feb 19 - In-Service
- Mar 4-8 - Spring Break
- Apr 5 - End of Quarter 3 - 44.5 days
- Apr 12 - PLC
- May 25 - GRADUATION
- May 27 - Memorial Day
- June 7 - End of Quarter 4/Semester 2 - 43 days
- Last Day of School



# School District of Manawa

## 2023-2024 School Calendar

July 2023						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 2023						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 2023						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 2023						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 2023						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December 2023						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January 2024						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			




February 2024						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		




March 2024						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2024						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2024						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2024						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

-  School Closed
-  Student Half day
-  Conferences

-  PLC and/or In-Service (no students)
-  Report Cards
-  First and Last Day of School

End of Quarter

- Aug 22 - Open House 3:30 p.m. - 7:30 p.m.
- Sept 29 - PLC (PM)
- Oct 26 - PLC (AM) / 11:30 a.m. - 7:30 p.m. Conferences
- Nov 7 - End of Quarter 1
- Jan 19 - End of Quarter 2/Semester 1
- Jan 22 - Records/Prep
- Feb 15 - 12:30 p.m. - 7:30 p.m. Conferences
- Feb 16 - PLC
- Feb 19 - In-Service
- Mar 4-8 - Spring Break

- Apr 5 - End of Quarter 3
- Apr 12 - PLC
- May 25 - GRADUATION
- May 27 - Memorial Day
- June 7 - End of Quarter 4/Semester 2, Last Day of School



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

To: Board of Education  
From: Dr. Melanie J. Oppor  
Date: February 8, 2023  
Re: Teacher Instructional Equity Hours

The purpose of this memo is to bring a concern to the Board's attention.

On the Thursday evening that Little Wolf High School experienced a water main break, the school needed to be closed on Friday as the water needed to be turned off throughout the day in order for plumbing repairs to occur.

MMS/LWHS staff were contacted by Dr. El Manssouri to determine if the MMS/LWHS staff could report to MES to deliver a synchronous learning lesson to their secondary students. Ms. Brauer had confirmed that there were adequate spaces for all teachers to have space at MES. Dr. El Manssouri determined that staff were not prepared to deliver a synchronous learning lesson. Therefore, secondary staff did not report to work on Friday, January 6, 2023. Elementary staff had a regular instructional day.

The issue brought forward is that the elementary staff has taught one more instructional day than their secondary counterparts. The request is to find a way to create an equitable number of work hours for both elementary and secondary educators.

The following options are offered for your consideration:

- Option A: Make Monday, April 10 (first snow makeup day) a PLC day for secondary teachers and the principal.
- Option B: Make Monday, April 10 (first snow makeup day) an in-person student contact day for secondary students, teachers, and the principal. Bussing and food service needs should be considered.
- Option C: Make Monday, April 10 (first snow makeup day) a virtual synchronous student contact day for secondary students, teachers, and an in-person day for the principal.
- Option D: Make Monday, April 10 (first snow makeup day) a virtual asynchronous student contact day for secondary students and an in-person day for the teachers and the principal.
- Other

Options A and D have the least overall impact on student/family schedules. The one factor still being reviewed is whether the secondary has enough instructional minutes to meet the Wisconsin Department of Public Instruction requirements.

Please do not hesitate to contact Dr. Oppor if you have any questions regarding this proposal. Thank you for your thoughtful consideration of the teacher instructional equity hours' issue.



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

To: Board of Education  
From: Danni Brauer  
Date: 2/8/23  
Re: Secondary Special Education Paraprofessionals

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The week of January 9th, 2023 Mrs. Trice, Mrs. Persells, and I had several conversations regarding the scheduling of paras and the needs of the students who receive special education services at Manawa Elementary. Mrs. Trice and I found ways to change schedules in order to increase student success along with changing paraprofessional schedules to under 30 hours a week. On January 13, 2023, Mrs. Trice, Mrs. Persells, Dr. El Manssouri, and I met as a team to discuss the best use of the paraprofessionals and strategies to prepare students for increase independence after graduation or aging out of high school and agree on new schedules. The updated schedules put paraprofessionals at the following weekly hours: Para A 29.15 hours, Para B 29.15 hours, and Para C 29 hours.

One of the paras reached out to me after receiving her new schedule. *“After thinking about it I was also looking into next year with students coming up here, I was wondering if full-time is an option for any paras next school year. My goal is to be full-time with benefits.”* My response was that there are no plans of having full-time paraprofessionals at any level in the School District of Manawa.



# School Safety Survey

The Manawa Board of Education would like your feedback on your overall feeling of safety within the School District of Manawa and particularly, the school where you spend most of your time. Please take about five minutes to respond to this short survey by the close of the school day on Wednesday, February 8. Thank you for your time.

Special Note - The district portion of an SRO's salary would be paid from Fund 80-Community Fund. The levy for Fund 80 would cover the costs for the current budget cycle. Having an SRO would not impact school staffing or instructional budgets.

**\* Required**

1. Where do you spend most of your work time? \*

*Mark only one oval.*

- MES
- MS/HS
- Both buildings
- District Office
- Other: \_\_\_\_\_

2. On a scale of one to ten, how safe do you feel in your school? If you are a district employee, please rate how safe you feel in the district. \*

Mark only one oval.

Never feel safe.

1

2

3

4

5

6

7

8

9

10

Always feel safe.

3. Which safety measures make you feel most safe? Check all that apply. \*

*Check all that apply.*

- Office check-in procedure for visitors.
- Locked classroom doors.
- Security cameras - indoors and outdoors.
- Security cameras being monitored by Manawa Police Department and Waupaca County Sheriff's Department.
- Monthly safety drills.
- Having the ALICE program.
- Having shatterproof glass film on the vestibule door glass/windows.
- Having safety inspections by outside groups (i.e. MacNeil Environmental, Waupaca County Emergency Management, Manawa Rural Fire Department, etc.)
- Other: \_\_\_\_\_

4. Do you feel adding a School Resource Officer would make you feel safer at school? \*

*Mark only one oval.*

- Yes
- No
- Unsure
- Other: \_\_\_\_\_

5. If you answered yes to the question above: What services would an SRO provide that would make you feel safer?

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6. Comments or suggestions:

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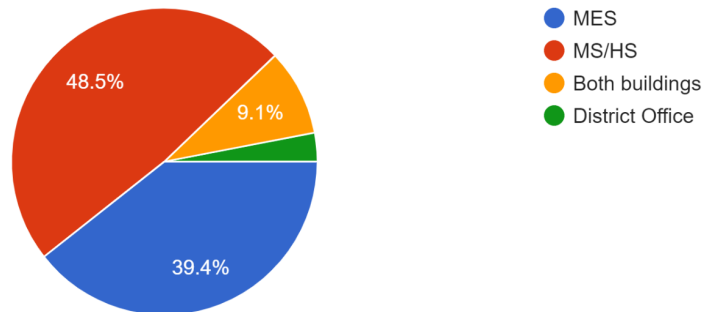
**Students choosing to excel; realizing their strengths.**

To: Board of Education  
From: Dr. Melanie J. Oppor  
Date: February 8, 2023  
Re: School Safety Survey of All District Staff

33 Responses were received.

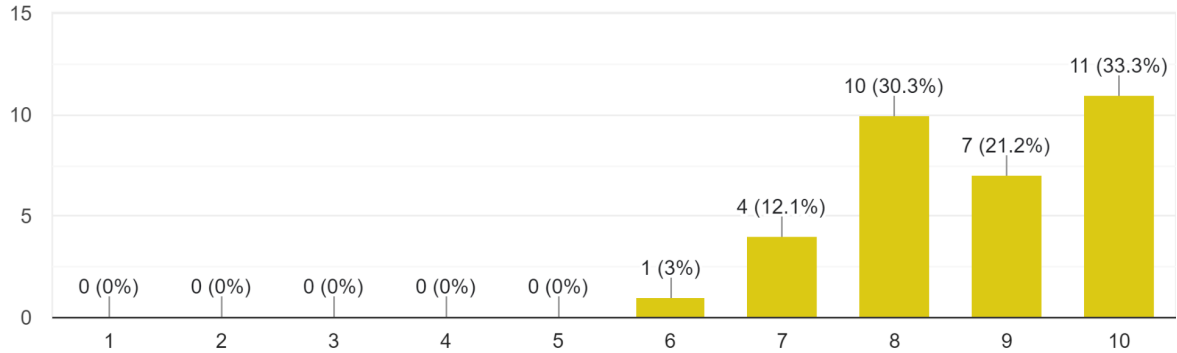
Where do you spend most of your work time?

33 responses



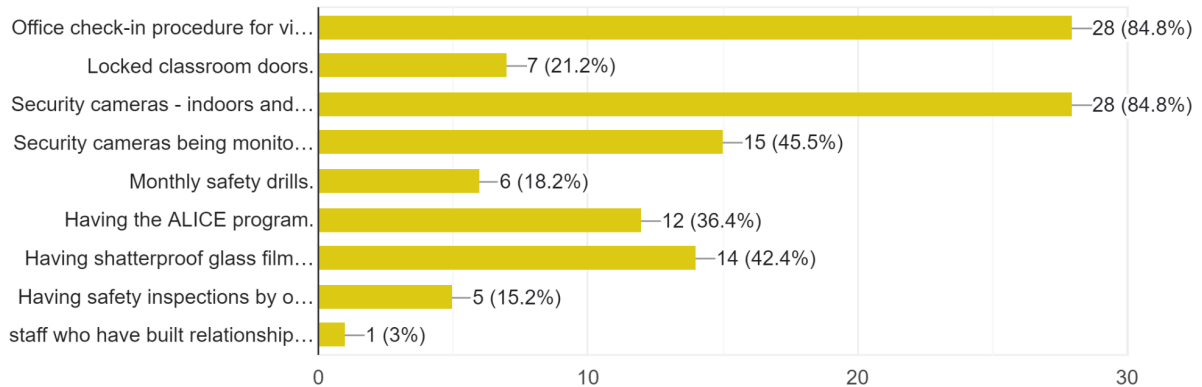
On a scale of one to ten, how safe do you feel in your school? If you are a district employee, please rate how safe you feel in the district.

33 responses



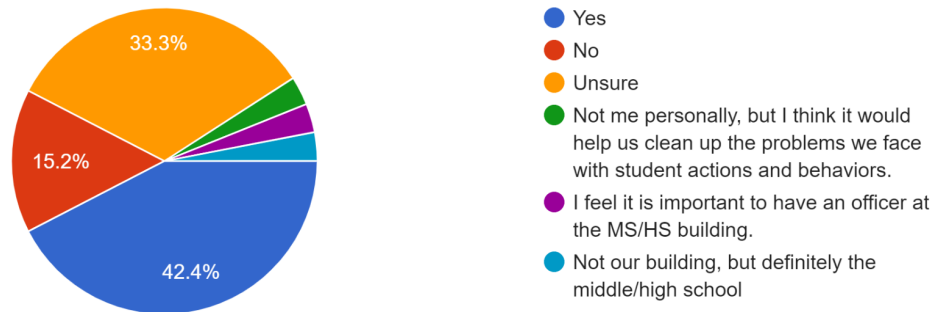
Which safety measures make you feel most safe? Check all that apply.

33 responses



Do you feel adding a School Resource Officer would make you feel safer at school?

33 responses



If you answered yes to the question above: What services would an SRO provide that would make you feel safer?

- Immediate response to crisis
- Not necessarily safer, but having an SRO would send a message to students that there are consequences to their behaviors.
- Just being in the building and being seen by students would help. If there was a situation that needed immediate attention, a SRO would be right there in the building.
- Provide a sense of security for students and staff.
- It is absolutely ridiculous that in this day and age we do not have an SRO. We need police presence on campus. Period. Having a trained officer on campus would make me feel not only safe, but would also help with issues that occur where administration is unable to deal with them appropriately.
- They could help deal with the behaviors that are more severe.
- Just their presence in the building would make that building safer.
- I answered yes. I already feel pretty safe at school, so I'm not saying it's a necessity. I just think the presence of an officer would put me a little more at ease to know they are here if anything were to happen.
- Just having a designated person on-hand.
- The SRO would provide another level of deterrence. Also, it gives an additional avenue for students/staff to report issues that may come up.

- I feel having an SRO would add the ability to bridge the gap between our schools and community. I believe a resource officer is about so much more than safety. My own children grew up with a resource officer and my son struggled so the resource officer would play basketball with him when he needed a break or be a sounding board. It helps our youth realize that police are not just about punishment but are trusted adults and community members.
- Run the ALICE drill more often and get an officer into the school to have an assembly to explain to grades K-5 on how the procedure works and what we will do as a school to stay safe.
- Having a police presence would definitely make staff and students feel safer. I have had students tell me they do not feel safe in school. Police presence would also cut down on everything that falls on Jeff's plate. He is only one person and everything gets piled on his plate.

#### Comments or suggestions:

- Is the glass on the big sliding doors in the ms/hs shatterproof?
- Has the ALICE program been FULLY implemented? I don't think we have spent enough time on this with STUDENTS to make a difference in an emergency situation. I think this needs to be reviewed and talked about more and more often.
- I feel like a guidance counselor would be MUCH more important for the school district. Our student's mental health is being so neglected and overlooked. The school board are doing the students a GREAT disservice to ignore the cause of the behavior and worrying about the squeaky wheel community member and ignoring our students needs. We should be doing EVERYTHING in our power for a full time QUALIFIED guidance counselor and stop trying to make the teachers, school nurse, secretaries, principals, reading specialist and dean do a job we are not qualified to do. I find this problem far more alarming then not having a SRO.
- A school resource officer would be a welcomed addition. The officer would be able to help with building relationships with students and helping them to feel more comfortable in school.
- A resource officer is needed for our youth to learn to trust the people in our community as of now school and the community have a gap between them it's time to bridge that gap.
- Would an SRO respond to students that have IEPs but are physically out of control? If so, that would greatly increase my sense of safety.