

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

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+1 336-948-0144 PIN: 889 532 238#

Date: June 3, 2020

Time: 5:00 p.m.

VIRTUAL MEETING

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

In Attendance:

Timer: _____

Recorder: _____

1. Consider endorsement of a one-year waiver of the timelines included in AG 5112A - Admission to Kindergarten for those families early admission to kindergarten for the 2020-2021 school year due to the limitations created by the COVID-19 pandemic. (Action)
2. Consider updating protocol for driving a district vehicle/transporting students to a DOT point-based system. (Action)
3. Discuss School Perceptions Parent/School Safety School Perceptions Survey next steps. (Information/Action)
 - a. Review survey results. (Information)
 - b. Consider endorsement of PO 8407 - School Resource Officer Program. (Action)
 - c. Other next steps. (Information/Action)
4. Filling Board Vacancies Policy 0142.5 Updates (Information)
5. Policy & Human Resources Committee Planning Guide (Information)
6. Set Next Meeting Date _____
7. Next Meeting Items:
 - a. Handbook Updates (Action)
 - i. Professional Educator
 - ii. Support Staff
 - iii. District Safety Plan
 - b. District Reopening Plan ??? - Consider which committee is best suited for the initial review.
8. Adjourn



Book	Administrative Guideline Manual
Section	5000 Students
Title	ADMISSION TO KINDERGARTEN
Code	ag5112A
Status	Active
Adopted	August 20, 2018

5112A - **ADMISSION TO KINDERGARTEN**

Kindergarten Registration

The following guidelines shall be followed for the registration of all kindergarten students.

- A. Children must be five (5) years old on or before September 1st.
- B. Children must be registered by their parent(s) or guardian(s). Guardians must present proper certification of legal guardianship and, when applicable, a parent is to provide a copy of any custody arrangements.

If a birth certificate is not provided, the parent is to submit documentary evidence. If custody has been established by the courts, a copy of the court order must be provided.

- C. Children transferring from another public or private kindergarten who do not meet the age requirements may be admitted.
- D. All registrants shall receive a kindergarten screening as determined by the principal.
- E. Individual classroom assignments will be made by the building principal.

Early Entrance Criteria

A. Rationale

The District shall provide for early admission to kindergarten and first grade for qualified students.

B. Application

Referrals are made by school principals or directly by parent request at the time of kindergarten screening but no later than May 15th.

The evaluation shall be made prior to the enrollment date.

C. Early Entrance to Kindergarten

The parent or guardian of a child who will not be five (5) years of age by September 1st in the school year the child proposes to enter kindergarten, may apply to have their child admitted to kindergarten at the onset of the upcoming school year.

The following procedures shall be followed:

1. A referral for evaluation shall be completed by the parent/guardian and submitted to the Special Education Director. Completion of this document shall include rationale for early entrance, summary of the child's strengths/weaknesses and serve as the application for early admission. The completed referral shall be discussed with parent/guardian by the Special Education Director and/or other pupil services personnel. The intent is to review Board Policy on early entrance, ensure all appropriate information has been obtained and explain rationale for the ensuing school psychological evaluation.
2. At the discretion of the Special Education Director, it is possible that other District personnel may be asked to complete an evaluation.
3. A written report summarizing results and recommendation for or against early entrance to kindergarten shall be provided to and discussed with parent/guardian.
4. The child must participate in the District's kindergarten screening if the child has not been a participant in the District's 4K program.
5. Screening must be completed and results explained to parents/guardian prior to parents requesting an early entrance to kindergarten evaluation.
6. An evaluation of the child's potential to benefit from early admission to kindergarten shall be the focus of the school psychological evaluation and, ultimately, central to the decision for early admission. This evaluation will be conducted by School District of Manawa personnel. The evaluation shall address the child's emotional stability, social/emotional/mental maturity, physical health and pre-academic readiness skills (i.e., cognitive, motor, language, letter/number concepts), all of which must be exceedingly well established.
7. This evaluation shall be at no cost to the parent/guardian.
8. Subsequent to the evaluation being completed, a conference shall be held with parent/guardian to review results and consider the appropriateness of early entrance into kindergarten. Participants shall include the Building Administrator, Special Education Director and where appropriate, other District personnel may participate. If the conclusion is to allow early entrance to kindergarten, a written recommendation will be made to the District Administrator and Board of Education.
9. If the conclusion is to not allow early entrance to kindergarten, the parent/guardian may provide a written appeal to the Board of Education. The Board of Education has the final authority for deciding whether or not the child is to be admitted for early entrance to kindergarten. The Building Administrator will provide the parent/guardian a written summary of the Board of Education's conclusion.
10. Early admission to kindergarten may be granted if the child has started a certified kindergarten program. This will generally apply to transfer students from states with a later entrance date than Wisconsin's. The same will apply to children who request early admission to first grade.

D. Early Entrance to First Grade

The parent or guardian of a child who will not be six (6) years of age by September 1st in the school year the child proposes to enter first grade, may apply to the Board of Education to have their child admitted to first grade at the onset of the upcoming school year.

The following procedures shall be followed:

1. The child who has been approved for early admission to kindergarten and successfully completed kindergarten, started first grade in another school or completed a program the District deems equivalent to kindergarten may be approved for early admission to first grade. Given the latter scenario, the parent/guardian will have responsibility to provide the Building Administrator with all necessary documentation pertaining to the curriculum provided the child. Subsequently, a conference shall be held with the parent/guardian and district personnel to review information provided and consider the appropriateness of early entrance to first grade.
2. The child who has not met the aforementioned conditions but who has, nevertheless, met standards outlined in other sections of this guideline and whose educational welfare would best be served by placement in first grade may be considered for early admission to first grade. Procedures in the Early Entrance to Kindergarten of this guideline shall then be followed.

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Last Modified by Kayla Reichley on September 9, 2019



Students choosing to excel; realizing their strengths.

To: Board of Education
From: Dr. Melanie J. Oppor
Date: April 6, 2020
Re: Background Check Restrictions

The purpose of this memo is to describe the protocol for reviewing police background check documents. Per Board policy, the district completes a background at the point of initial employment and then updates it every three years except in cases where the Department of Transportation contact the district that an employee has a new “event.”

When the protocols were established about five years ago, it was suggested by Mr. Renning, District Legal Counsel, that the review of the record should be the most recent five years. This means the look-back is a rolling five-year window except in the case of felonies. Felonies are considered on a case-by-case basis based on the criminal activity and any ongoing pattern of similar illegal activity.

Restrictions include:

- No handling of money or school equipment (netbooks, iPads, etc.)
 - This is used when the person owes \$100 or more in debt (one debt or a cumulative total of debts). In most instances in the district, the amount is usually in the thousands and often shows no pattern of attempting to pay the debt.
- Group setting only, no one-on-one with students
 - This is used when the person’s background indicates one or more acts of violence whether against an adult or child. The violence can be verbal, emotional, physical, or a combination thereof. This includes family disputes as it is not uncommon for those disputes to spill over into the school setting or when the person/family attempts to place the district/school in the middle of their dispute.
- No driving of school vehicle or transporting children other than own
 - This is used when the person has more than one routine (i.e. speeding, improper registration, seatbelt violation, no proof of insurance, etc.) traffic violation.
 - Individuals with traffic accidents are evaluated on whether the person/driver was found to be negligent (running a stop sign, inattentive driving, driving too fast for conditions, etc.) Hitting a deer is excluded.
 - No one with an OWI within the five-year window is allowed to use the district vehicles or transport students.
- Other
 - This may have been used once but Mrs. Frazier nor I could recall the instance that wasn’t included in the above three categories but it is available “just in case.”

Denial is also an option. It is used very judiciously in cases where multiple restrictions would apply to the point that the person could not be effective in their paid or voluntary assignment or the burden on the district supervisor becomes burdensome particularly if it detracts from the supervisors’ ability to provide proper attention to students. It could also be used when there are one or more felonies particularly if any of them occurred in the past five years or when it appears there is an ongoing pattern of felonious behavior. Multiple misdemeanors in the past five-year window can also be of concern.

<h2 style="margin: 0;">School District of Manawa</h2> <h3 style="margin: 0;">Background Check Report</h3>

Applicant (Last, First, MI) _____

- | | |
|--|---|
| <input type="checkbox"/> Parent Volunteer
<input type="checkbox"/> Classroom Volunteer
<input type="checkbox"/> Clinical/Student Teacher | <input type="checkbox"/> STEP Program
<input type="checkbox"/> Other _____
<input type="checkbox"/> Sub Teacher |
|--|---|

Date	Check	By	Results
	Dept. of Justice (Initial Hires/Volunteers) Crime Information Bureau	Jeanne Frazier	_____ cases attached
	CCAP Advanced Case Search	Jeanne Frazier	_____ cases attached
	CCAP Judgment Search	Jeanne Frazier	_____ cases attached
	DOT – PARS online Motor vehicle report – WI	Jeanne Frazier	_____ violations _____ accidents _____ suspensions
	Social Security Administration (for new employees once hired)	Jeanne Frazier	Completed After Employment
	Wis Registered Sex Offender Website	Jeanne Frazier	

Other information:

<input type="checkbox"/> Approved <input type="checkbox"/> Denied <input type="checkbox"/> Approved with Restrictions	Restrictions: <input type="checkbox"/> No handling of money or school equipment (netbooks, iPads, etc.) <input type="checkbox"/> Group setting only, no one-on- one with students	<input type="checkbox"/> No driving of school vehicle or transporting children other than own <input type="checkbox"/> Other:
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Administrative Assistant

Date

District Administrator

Date

Wisconsin's point system

[How to apply](#)

[Motorcycle](#)

[Documentation requirements](#)

[Renewal and changes](#)

[Lost or stolen](#)

[Suspended or revoked](#)

[Occupational license](#)

[New residents](#)

[Driver license/ID cards](#)

[Commercial license](#)

[Teen drivers](#)

[Vehicles](#)

If you are convicted of a moving-traffic violation, you will receive demerit points on your driving record.

- The more demerit points you have, the more severe the penalties will be (see list below).
- Persons with a Probationary driver license are assessed double demerit points for their second and subsequent convictions.
- Courts report all moving-traffic convictions to the DMV.

Suspension of driving privilege

When you accumulate 12 or more demerit points within a 12-month period, your driving privilege will be suspended. The type of driver license you have determines the requirements and timeframe of a suspension:

If you have a probationary driver license, instruction permit or have never been issued a license:

- 12-30 points assessed – 6 month suspension
- More than 30 points assessed – 1 year suspension

If you have a regular driver license including a commercial driver license (CDL):

- 12-16 points assessed – 2 month suspension
- 17-22 points assessed – 4 month suspension
- 23-30 points assessed – 6 month suspension
- More than 30 points assessed – 1 year suspension

Occupational driver license

Under some circumstances you may be eligible for an Occupational driver license.

- Check your eligibility for an [occupational driver license](#).

Point reduction

- You may reduce your point total by three points for attending an approved [traffic safety course](#).
 - Only one reduction is allowed in a three-year period

Points assessed for convictions

You can obtain a complete listing of moving-traffic violations and the points assessed by downloading either of the following two publications:

- Driver Licensing Abbreviation Codes with Charge and Points [BDS108](#)
- Driver Licensing Conviction Charge Codes and Points with Statute Numbers [BDS109](#)

[Chapter Trans 101](#), Wisconsin Administrative Code provides complete details on the Wisconsin Point System.

List of frequently assessed point violations

Points	Regular convictions
6	Attempting to elude an officer
6	Failure to perform duty after accident
3	Operating while revoked or suspended
6	Operating under the influence of intoxicant or drugs
6	Reckless driving or racing

6	Speeding 20 mph or more over limit
6	Violation of occupational license
4	Deviating from traffic lane
4	Driving on wrong side of highway or street
4	Failure to yield right of way
4	Failure to yield to emergency vehicle
4	Imprudent driving, too fast for conditions, failure to have vehicle under control
4	Inattentive driving
4	Failure by operator to stop for school bus when red lights are flashing
4	Speeding 11 through 19 mph over limit
4	Unnecessary acceleration
3	Arterial or traffic control violation
3	Driving wrong way on one way street
3	Failure to dim lights
3	Failure to give proper signal
3	Following too closely
3	Illegal passing
3	Improper brakes or lights
3	Operating with expired license or without any license
3	Operating with multiple licenses
3	Prohibited or illegal turn
3	Speeding 1 through 10 mph over limit

3	Violation of restriction
2	Obstructing traffic
2	Parking on highway in traffic lane, defective speedometer
0	License not in person's immediate possession
0	No registration plate light
Points	Commercial motor vehicle convictions
6	Operating while disqualified
6	Operating with alcohol concentration of 0.04 or more but less than 0.08 causing injury
6	Commercial speeding in excess (20 or more mph over limit)
4	Commercial speeding intermediate (15 through 19 mph over limit)
3	Possession of intoxicating beverage while operating or being on duty time with respect to a commercial motor vehicle
3	Unlawful commercial motor vehicle license or endorsement
0	Operating a commercial motor vehicle or being on duty time with respect to a commercial motor vehicle while having any measured alcohol concentration above 0.0 but less than 0.04 or within 4 hours of having consumed or having been under the influence of an intoxicating beverage, regardless of alcohol content
0	Operating with alcohol concentration of 0.04 or more but less than 0.08 and not causing injury
Points	Motorcycle convictions
3	Headlights not lit (daylight hours 0 points)
3	No cycle license
2	Defective or repaired handlebars
2	More than 2 riders (operator)

2	No eye protection (operator)
0	No protective headgear

Driver Information Section

P.O. Box 7983

Madison, WI 53707-7983

Email [Wisconsin DMV email service](#)

Phone (608) 264-7447

Fax (608) 267-3812

Parent/Community Survey Results

Manawa School District

Spring 2020

SCHOOL PERCEPTIONS

Our mission is to help educational leaders gather, organize and use data to make strategic decisions.

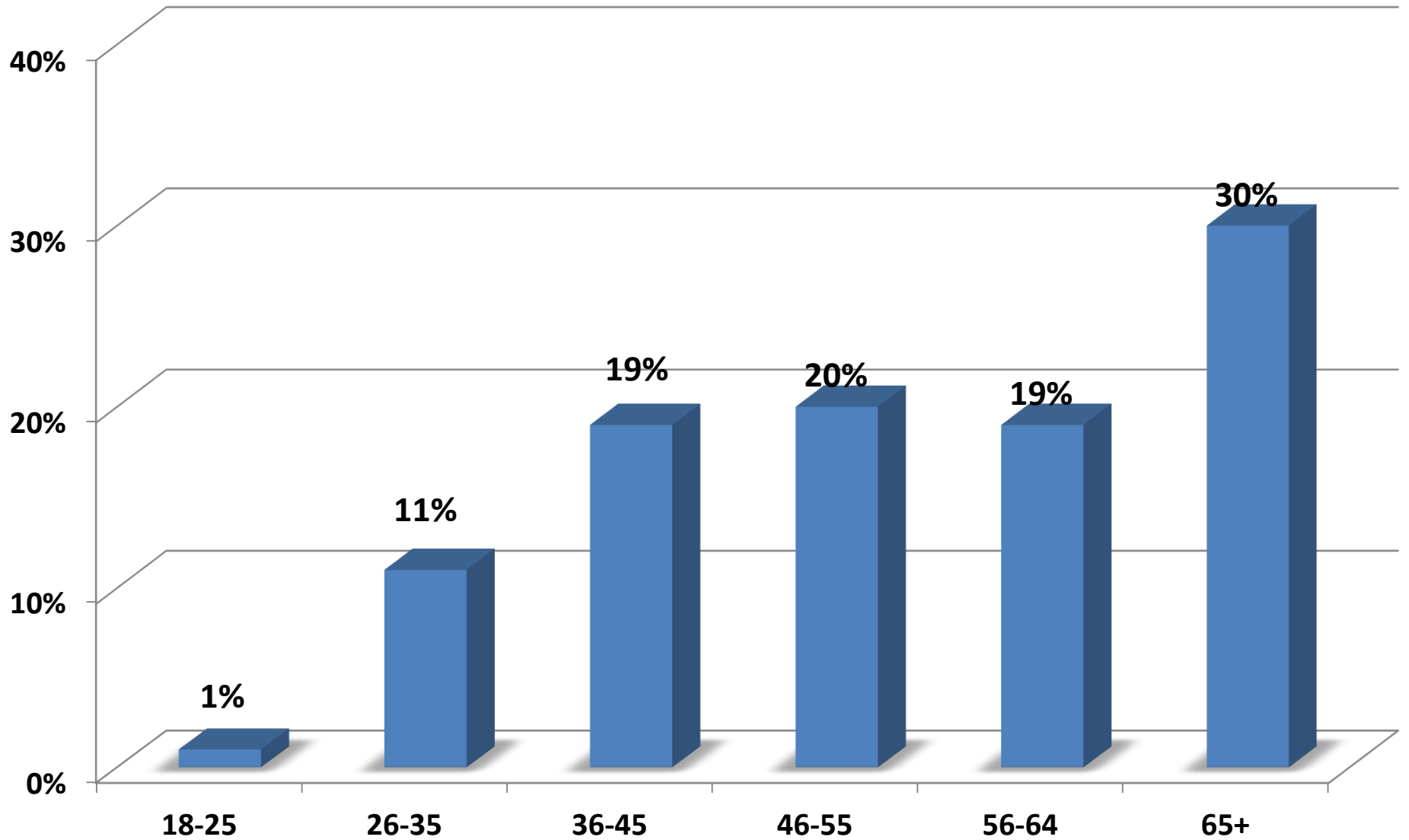
- Founded in 2002 to provide independent and unbiased research
- Conducted over 10,000 parent, staff, student, and community surveys for school improvement
- Helped more than 600 districts navigate the strategic planning and referendum planning process

Survey Summary

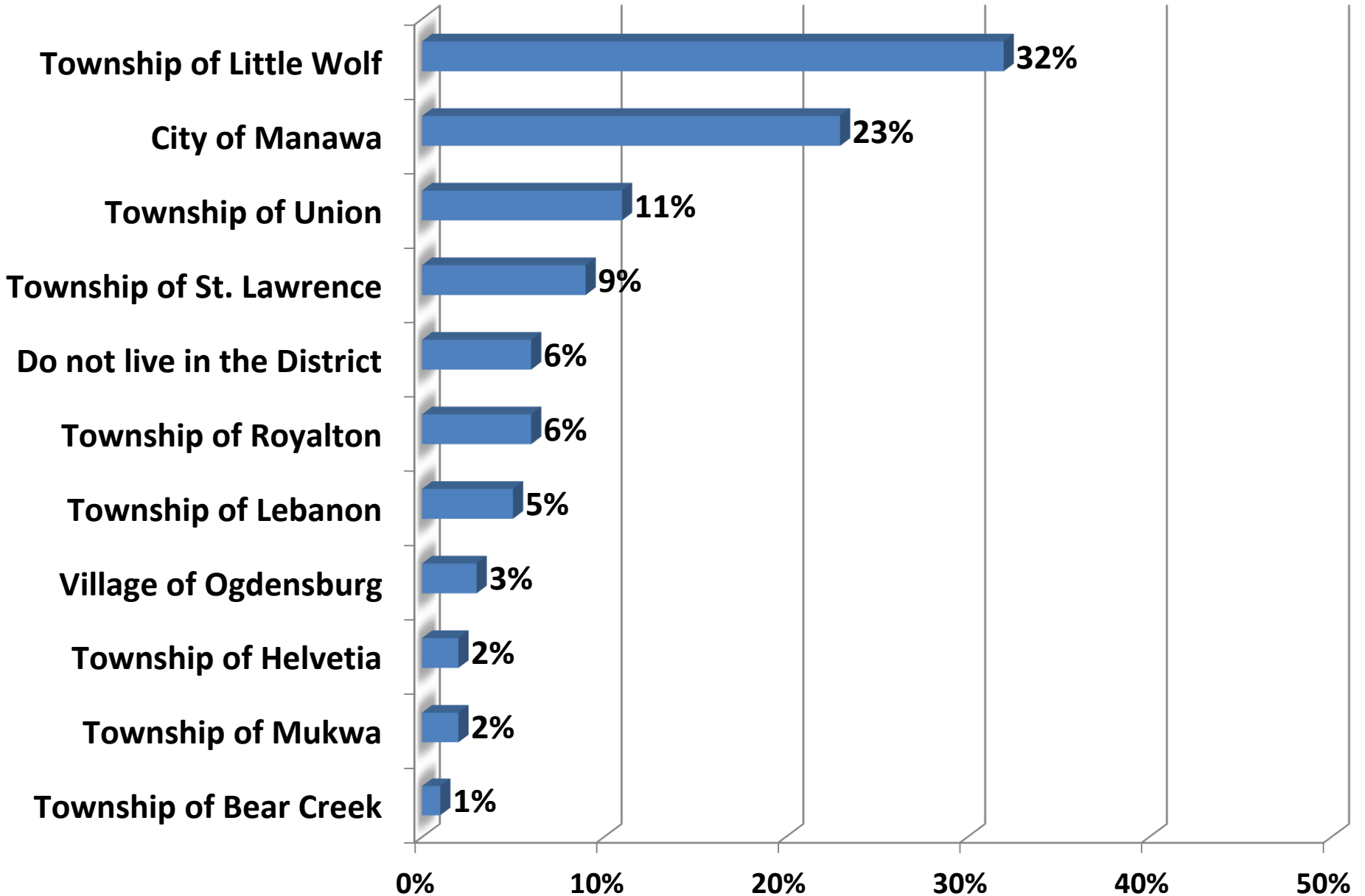
- The Parent Survey was conducted in mid-March – early April of 2020.
- Residents within the District were mailed a paper survey. Each survey included a unique survey access code for those who preferred to take the survey online. Each code could only be used once.
- Total responses = 693
- Participation rate = 29%
- Margin of error = +/- 3.7%

Respondent Information

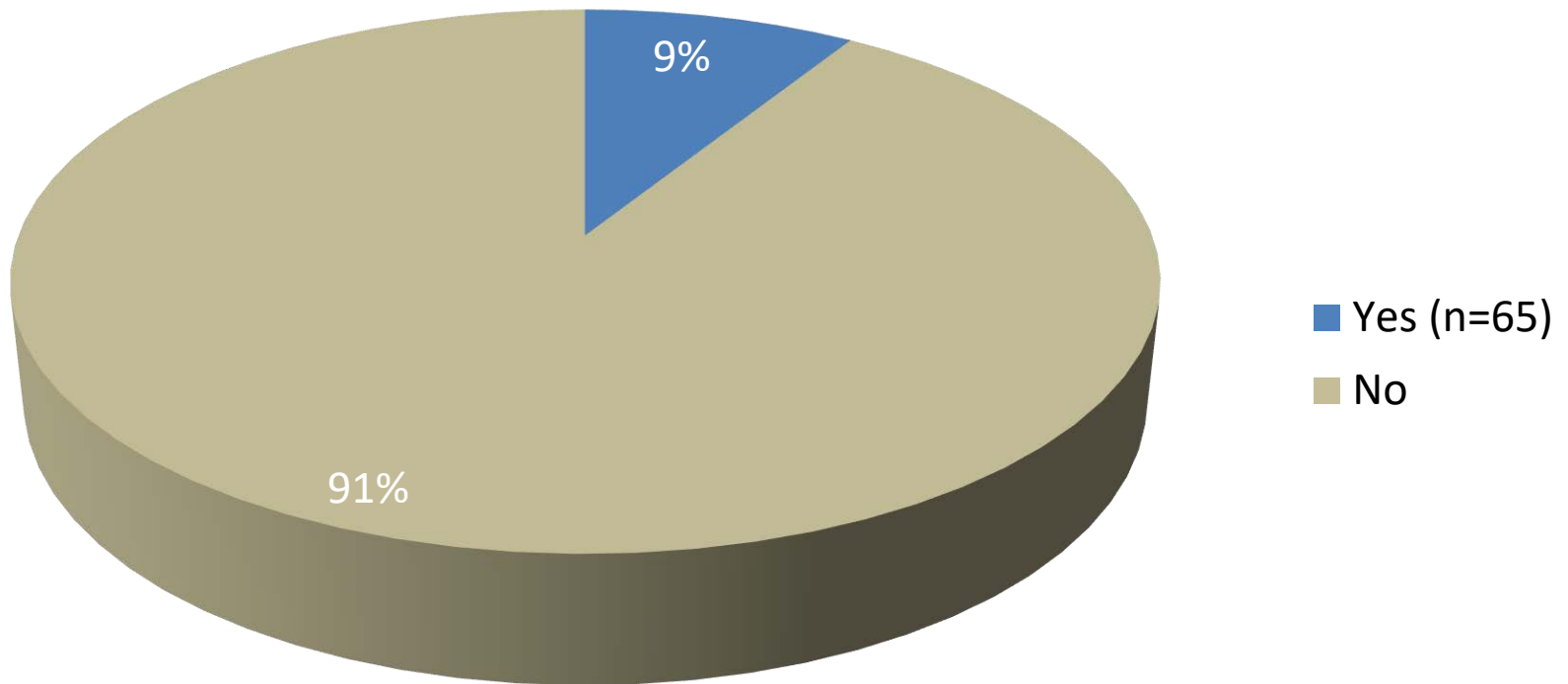
What is your age?



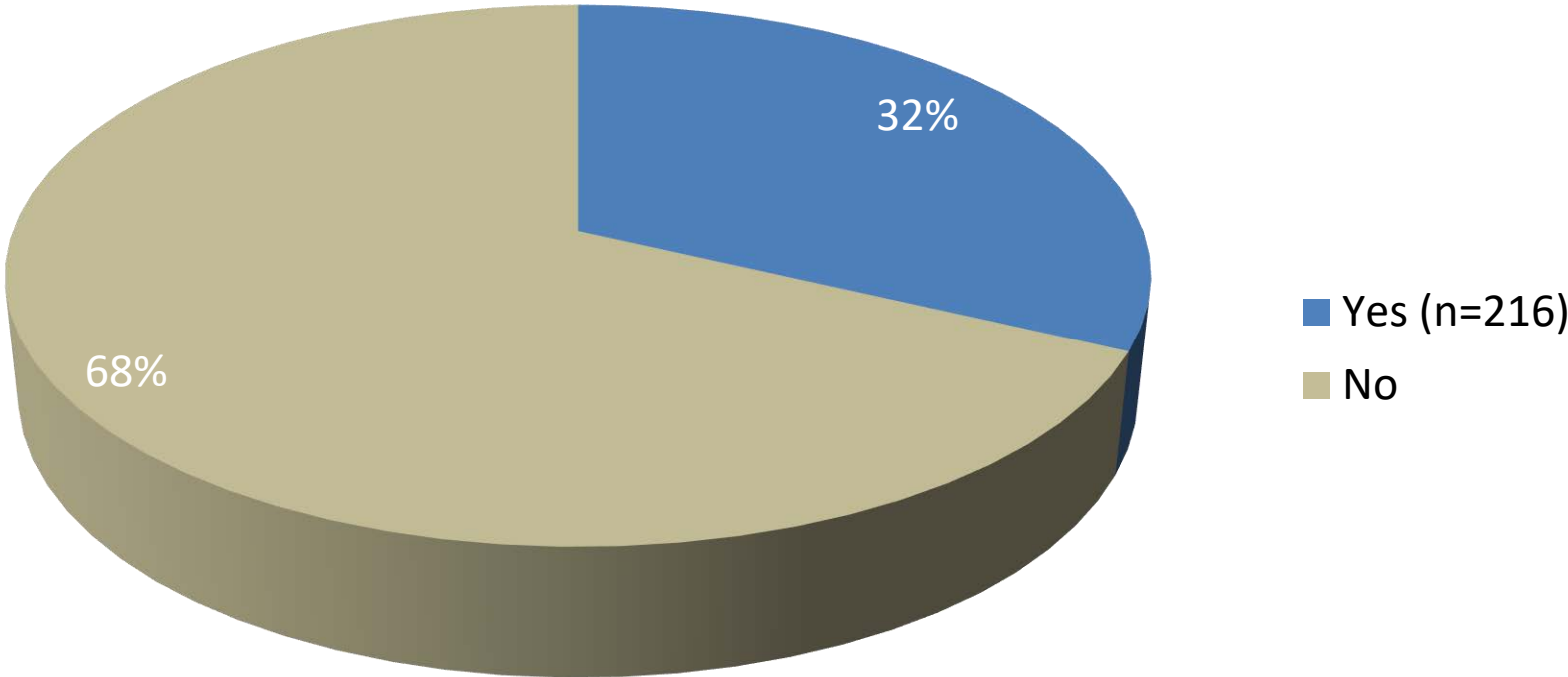
In which municipality do you reside?



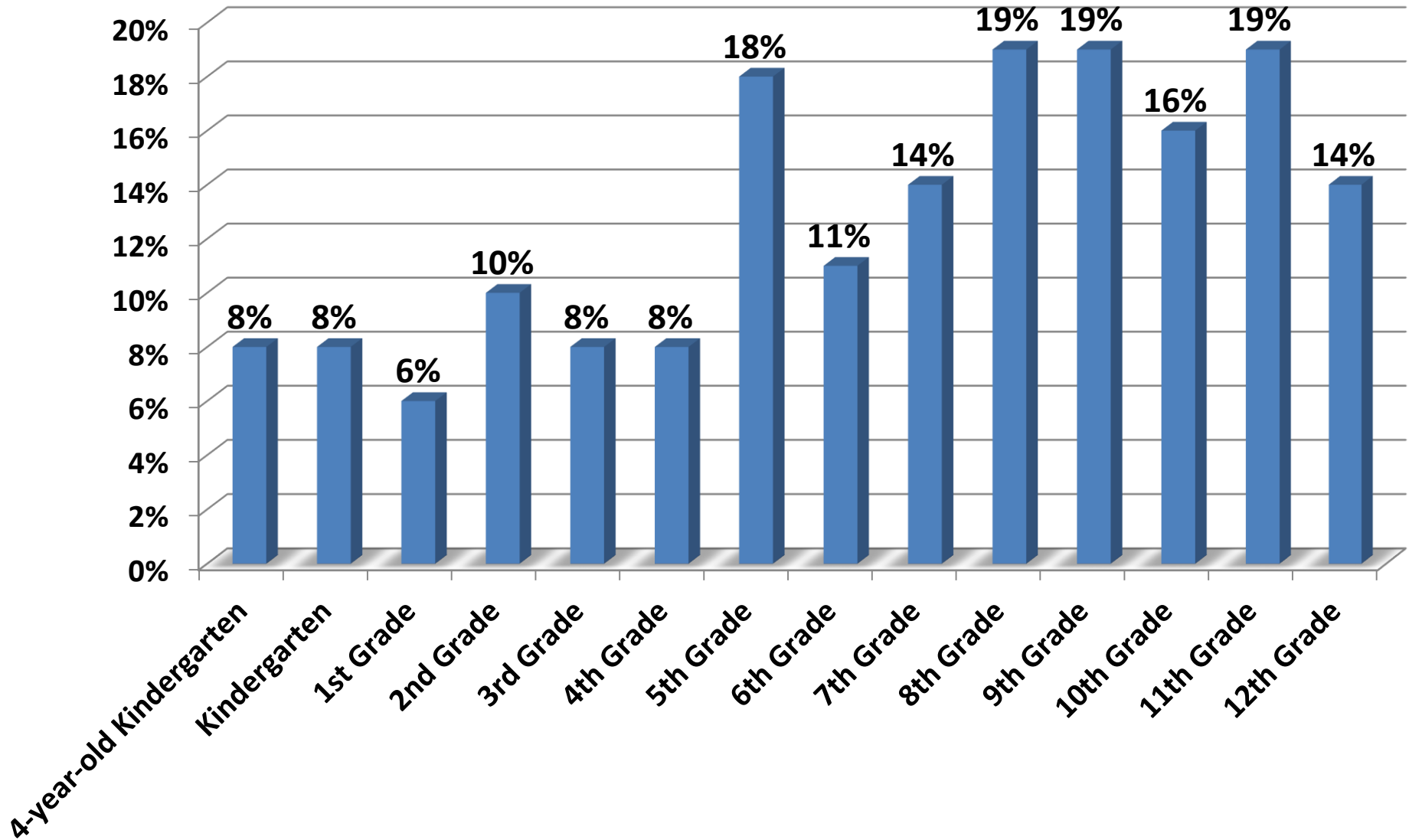
Are you an employee of the School District of Manawa?



Do you have school-age children attending the School District of Manawa?



If yes, what is the grade level of your child(ren)?



Planning for Our Future

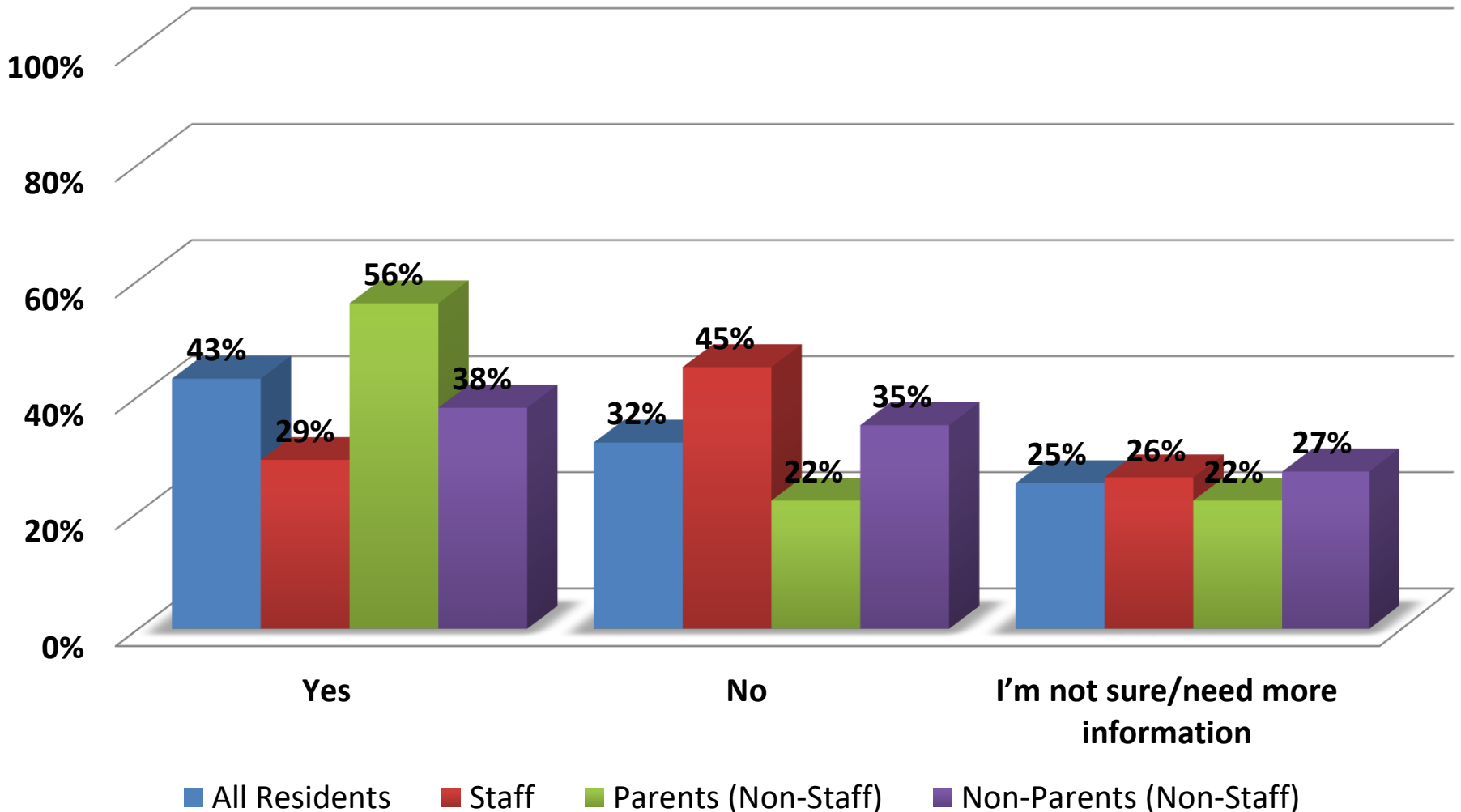
To provide a quality education for our students, please select your top five highest funding priorities:

Item	Parents	Non-Parents
Prepare students for life after high school (college and/or career)	66%	73%
Maintain/strengthen opportunities in the career and technical education areas	42%	52%
Increase student achievement in literacy/reading	37%	50%
Recruit and retain high-quality staff	48%	46%
Maintain small class sizes	49%	40%
Increase student achievement in math	27%	39%
Increase school safety and security	49%	38%
Expand technology access for students and staff	35%	33%
Provide additional services for students with learning difficulties	23%	31%
Maintain/improve school facilities	30%	22%
Increase co-curricular and extra-curricular programs (forensics, drama, athletics, etc.)	28%	17%
Provide additional services to special education students	15%	17%
Maintain/strengthen opportunities in the fine arts	7%	12%
Increase AP/honors/gifted & talented opportunities	21%	11%

Enhanced School Security Measures

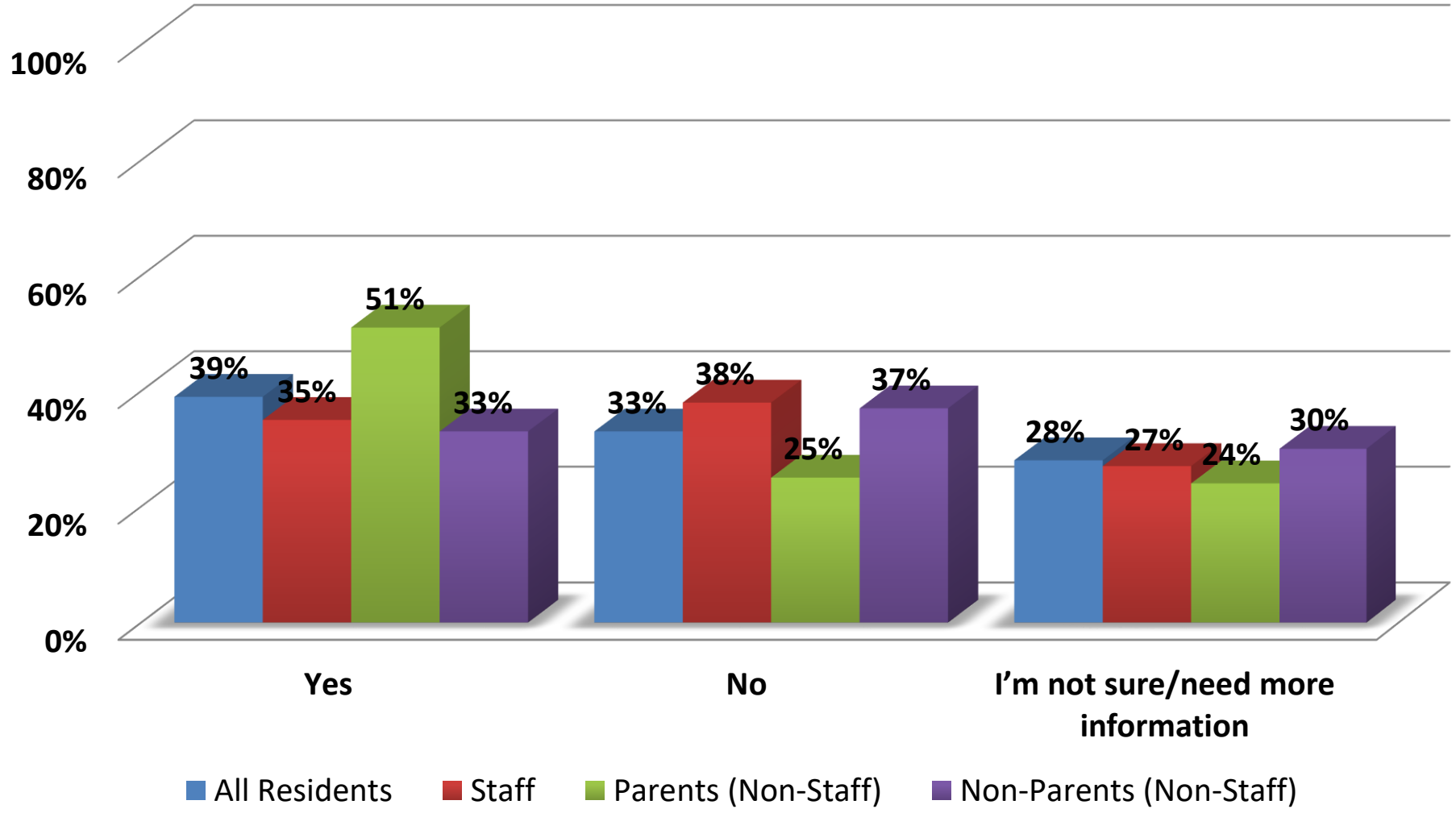
Should the District explore hiring a school resource officer (SRO)?

(School District of Manawa Residents Only)



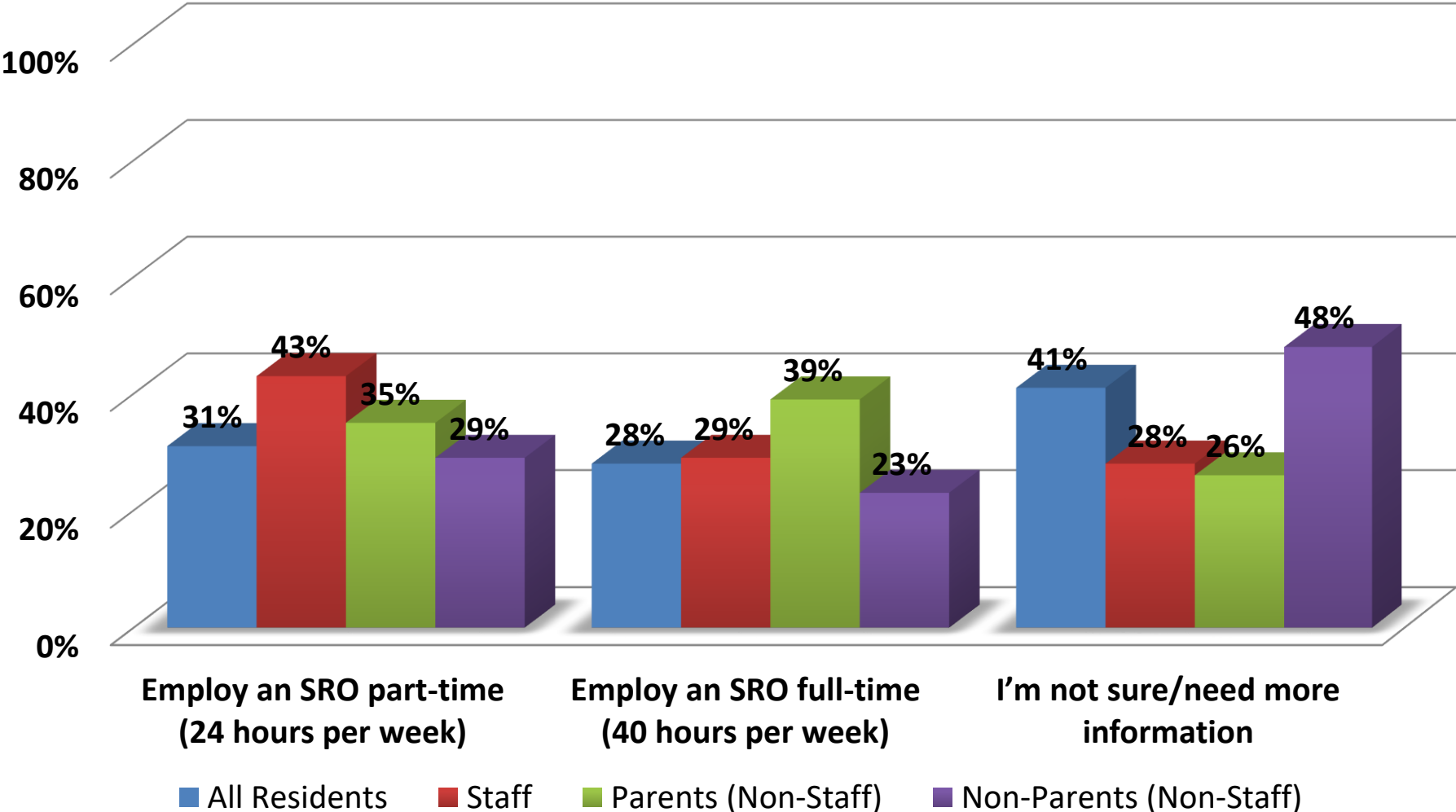
Would you support the District paying for a school resource officer (SRO) through Fund 80?

(School District of Manawa Residents Only)



If the District were to add an SRO, what advice would you give regarding the staffing level?

(School District of Manawa Residents Only)



School Feedback

(Parents Only)

Manawa Elementary

Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	% Strongly agree/Agree	Average
I feel welcomed at my child's school.	95%	4.26
My child enjoys going to school.	91%	4.13
My child feels safe at school.	93%	4.05
I believe the school staff inspires my child's best efforts.	88%	4.03
There is a healthy culture at our school.	89%	3.95
I receive enough information to understand my child's progress.	82%	3.93
Technology is used effectively to support teaching and learning.	87%	3.90
I am satisfied with the communication that comes from the school.	81%	3.77
A climate of openness and trust exists between school administration and parents.	81%	3.77

Little Wolf Junior High School

Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	% Strongly agree/Agree	Average
I feel welcomed at my child's school.	96%	4.15
My child enjoys going to school.	91%	4.05
I believe the school staff inspires my child's best efforts.	87%	4.00
My child feels safe at school.	89%	3.98
I receive enough information to understand my child's progress.	87%	3.94
There is a healthy culture at our school.	87%	3.87
Technology is used effectively to support teaching and learning.	85%	3.87
I am satisfied with the communication that comes from the school.	81%	3.79
A climate of openness and trust exists between school administration and parents.	74%	3.69

Little Wolf Senior High School

Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	% Strongly agree/Agree	Average
I feel welcomed at my child's school.	87%	3.96
My child feels safe at school.	84%	3.84
Technology is used effectively to support teaching and learning.	82%	3.79
I am satisfied with the communication that comes from the school.	77%	3.69
I believe the school staff inspires my child's best efforts.	75%	3.68
I receive enough information to understand my child's progress.	74%	3.66
My child enjoys going to school.	69%	3.48
There is a healthy culture at our school.	68%	3.43
A climate of openness and trust exists between school administration and parents.	65%	3.40

Thank you!



Parent Surveys - Staff Surveys - Student Surveys - Community Surveys
www.schoolperceptions.com
(262) 644-4300



Survey Analysis System

Accessing results summary from "2020 Parent/Community Survey, page: [← Back](#)
 Enhanced School Security Measures from Manawa School District.

Should the District explore hiring a school resource officer (SRO)? (n=671)		
Yes (10)	288 (42.9%)	
No (1)	216 (32.2%)	
I'm not sure/need more information (0)	167 (24.9%)	
Average Response: 6.14 s= 4.46		

Comments/suggestions: (n=69)

🔗 If the district needs an SRO shouldn't there be one in each building? Response time is moot if an incident occurs in one building and the SRO is in another. The presence of SRO's has not appeared to decrease incidents in schools but I recognize that is my perception and may not be fact. The MPD does a great job responding to calls - I know this from first hand experience. I would rather see the MPD be supported by more training in mental health, trauma informed services, and backed up by a social worker position at the schools. The presence of armed officers in schools does not, in my opinion, make people feel safer. Having said all this, I emphasize with today's police officers and the many many crises they have to deal with. My answer to this question in no way reflects a lack of respect for the work they do. The officers in this community have always had the safety of the people a priority. I do feel that if they feel an SRO is necessary they are trying to tell us something and we need to listen with an open mind.

🔗 I feel with the growing concern for safety, we must do what is needed. I think that having a part time SRO would help in this area.

🔗 Too bad the teachers can't be trained to act as SRO's.

🔗 It should be a joint effort of the school district and local law enforcement to create a presence in the school after all we pay taxes for both.

👉 This is unnecessary. If you look at all the school shootings and compare the death rates to the flu, reactions from medications, car accidents, etc. the risk of dying in a school shooting is way below any of the other situations. The hype and media lies are what makes it seem much more prevalent than what it actually is.

👉 Utilize local law enforcement as needed.

👉 In today's world, why wouldn't we want an on-site SRO. It just makes sense. I know there are funds that pay almost all of it through the city.

👉 We need to protect our students.

👉 I think \$66,000 is a small price to pay to head off major issues in the school, reduce the teacher workload in order to focus more on actually teaching, and protect the children. Teachers are so over-taxed having to protect the students, care for their physical needs not taken care of at home, counsel them, and so much more on top of just trying to teach them the subjects.

👉 I think those funds would be better spent on supporting the staff you already have.

👉 I would feel more safe in our district if we had an SRO. I think students would think about the choices they have and what the consequences might be if a bad choice were made. In a small district, an SRO can build a positive relationship with students and be a familiar face the community. Employing an SRO would also transfer some of the duties away from the administrators, so they could spend their time on issues other than truancy, behavior, abuse, etc.

👉 Our children's safety comes before anything else. Also human trafficking/sex trafficking has now been reported in every county in Wisconsin including Waupaca Co. It is extremely important for students parents and staff to gain knowledge in this to be able to keep our kids and communities safe. Please ask Dr. Oppor to reply to emails with 5 Stones Anti trafficking Outreach.

👉 If offered benefits to an SRO, benefits should also be offered to all school staff such as teachers, office personnel, custodial staff, and nurse.

👉 Only if we can gain an officer without losing a program or staff member(s).

👉 Let our teachers and administrators do some discipline and not allow cell phones in classrooms. Not that hard to enforce just do it.

👉 When I attended school in Manawa there was an onsite officer and knowing that I felt safer. We even had a bomb threat happen when he was there and he had headed up the evacuation of the entire high school to the middle school at the time. Having students look up to the officer in a time of a threat is a must. I still remember this event to this day and when I get a message from the school now in regards to a threat, now that I have kids in school, that comes back to play in my head and how i felt safe having him lead us to the other school.

👉 I question the reasoning behind the selection of a select panel of individuals that had a discussion about mental health a few months back. Please be more careful about who you have counseling our students. I understand that a minister from Zion church was on that panel and does not have any qualifications to speak about mental health.....His top level of education is a GED. Please do not put the mental health of anyone in the hands of someone with no education. How far would a teacher or administrator in the district get without at least a Bachelor's degree? Is there a school (district) psychologist?

👉 If there is funding for this please allocate it elsewhere. Technology, staff growth, student programs, etc. MPD is just a few blocks away. Previous SROs have become vice principals and remove staff from being authority figures to students.

👉 I THINK THIS IS A PRIORITY FOR OUR CHILDREN

👉 Safety of students should always be our first priority.

👉 Of course. There should have been one in place this whole time

👉 I believe having a SOR could help respond to serious issues like threats due to it could take an office up to 15minutes to get to the school. If one is on hand, the threat could possibly be taken care of in a better time frame.

👉

👉

👉

👉 Explore idea but not hiring at expense of current programs or teachers

👉 I think the exploration work has been done and it's now time to make the decision to hire an SRO.

👉 My perspective is we have the Manawa Police for all business and home owners and school district! Why should the school be any different! Lets have the police department and school work as one

👉 The family unit is not as healthy as i was 25 years ago. Only 15% of famlies have a mom/dad present at all times. There are no more morals being taught at home! Kids need help!

👉 Fund it with what you have. If education staff needs to put in. Then so be it

👉 Believe this size of own, school etc. Doesn't need a full time officer. Local police are close by when needed

👉 Fair/ consistant investigations must be done w/ all students

👉 Make the school drug free

👉 School officials that are in the office should have a concealed carry license and carry a weapon and be trained and first to act on a situation and the Manawa police department needs to be present at both schools more

👉 I hate to say no, but I'm not sure we totally need this.

👉 We should be worrying about our surrounding conditions donating it to community for help to all

👉 Taxes pay our law enforcement

👉 Training for a qualified current staff member

👉 Depends on how many students per class especially if over crowded classes.

👉 Call the police when need be. Keep teachers to help teach our children

👉 I maintain that focus on the top 5 selected to help encourage positive culture change in the community rather than stooping to the lowest common denominator type parents. Authorize the same parents who doesn't want different ages to mix? How thinly veiled racist signs in their yards etc?

👉 We never had an officer at the school when I was in school, let the parents discipline kids, like it used to be.

👉 You can't even pay for the staff that is needed or Not replaced! Cut administrators this year

👉 Concealed carry of the teachers provide teacher training

👉 Only if I don't have to pay for it or have my taxes raised

👉 Our kids are picked on regularly at the highschool by other students. For YEARS!

👉 My student is home schooled via internet school & you don't give n/a option

👉 Parents need to be more provided with their kids parents. Kids need to be held responsible for their actions.

👉 Too small of a school district

👉 If parents would discipline their kids at home, they would then know how to behave at school etc. And an officer would not be needed

👉

👉 There is little evidence that such a person actually makes students safer.

👉 I feel it is unnecessary to hire an SRO due to financial constraints. School funds should be spent on educational priorities.

👉

👉 I KNOW THAT SRO CAN DO MANY THINGS BUT I FEEL IT IS IMPORTANT TO HAVE A NURSE BECAUSE HEALTHY STUDENTS LEARN BETTER. STUDENT HEALTH NEEDS TO BE A PRIORITY.

👉 We have a small school system, our police department could use the resource money for other programs.

👉 With a gun, stop the threat, no matter what

👉 Have you explored the option of sharing an officer with the City of Manawa? 50% time at each then it's a shared expense.

👉 I listed school safety/security as one of my top 5 priorities not because I am 100% on board with the district needing an SRO, but because we need to do a much better job of not allowing students in and out of doors that go right into classrooms/shops and making sure that ALL doors are secure during the school day regardless of nice weather, deliveries, or convenience. The only way in and out of the building unless in an emergency should be the main entrance so that all visitors, staff, and students check in with office staff and are accounted for.

👉 Our chief if police is lazy. We have zero officer presence during school release. This should be the utmost priority between 2:45 and 3:15 daily. Children are frightened enough to go to school. A police officer adds a false sense of security and elevates anxiety. Quit allowing every kid that has been kicked out of other districts to attend our school. Too many years we have been to dumping grounds for problematic students coming to our school

👉 We are on both sides of this. If you are going to hire a SRO then they need to be in the building during the week (even at sporting events for half hour) when the students are in the building. If you only hire one for part time there is no point of that. Students are able to find out the schedule they will be there and could defeat the whole purpose of having one hired.

👉 Aren't there currently school system staff that are taking care of the job duties listed about? What staff will be eliminated if an SRO is hired - as we obviously won't need multiple during the same job responsibilities.

👉 Use extra money to hire more or better teachers

👉 I believe there are better ways to spend tax payers money. Lets add some programming at the High School instead.

👉 I'd like you to explore hiring a SRO, but I don't necessarily agree to hiring one. If what the studies show are true, it may very well be a great investment. If I base it on our past SRO, I would have to say definitely not. I don't believe that the SRO would have provided any of the things that "studies" showed. I like the idea of an SRO because I don't believe that the Administration, staff and teachers should be expected to deter dangerous situations, although any one of us, could and should step up if the situation warrants. I think it might be a great idea to provide concealed carry training for all staff over the course of a couple of years....but leave it up to the individual to decide if they want to become certified and actually carry and it should be kept confidential - so no-one knows who carries and how doesn't. This to me would be a real deterrent. We could even have it posted at the entrances to our parking lots and buildings that states that Employees of SDM are permitted to conceal carry.

👉 Focus on adding programs back that have been cut. The students survey said they felt safe and that is what matters.

👉 We don't offer enough to our High School students as it is. Why spend money on a SRO when we need to offer more to our students as far as school electives.

👉 I am a retired teacher who has taught in inner city schools in several large schools. If an SRO is hired, the person should be versed not only the laws pertaining to minors, but have additional experience with social work or counseling of adolescents.

👉 Maybe a closer, friendlier relationships with an officer would grant more respect for police

Would you support the District paying for a school resource officer (SRO) through Fund 80? (n=665)

Yes (10)	256 (38.5%)	
No (1)	223 (33.5%)	
I'm not sure/need more information (0)	186 (28%)	

Average Response: 5.81 s= 4.49

If the District were to add an SRO, what advice would you give regarding the staffing level? (n=618)

Employ an SRO part-time (24 hours per week) (0)	198 (32%)	
Employ an SRO full-time (40 hours per week) (0)	169 (27.3%)	

I'm not sure/need more information (0)

251 (40.6%)

Comments/suggestions: (n=76)

👉 If I were to provide more funding for the school, I would prefer that it be spent on small classroom size, excellent teachers and staff, preparing students for life beyond high school, mental health support, and reducing the school's carbon footprint. Employing an SRO is not a priority for me.

👉 If implemented, in my opinion, it would need to be fulltime. Otherwise, it can easily be worked around by evildoers.

👉 It would be nice if the SRO would have specialized training in mental health for law enforcement. Many agencies have officers with this specialized training.

👉 Again, adding a SRO is unnecessary.

👉 Again, utilize local law enforcement. This "city" isn't big enough to warrant something like this.

👉 It would be important to have the SRO there full-time; otherwise, it seems like it schemes could be "planned" around the SRO not being there.

👉 Not needed

👉 Take it out of the administrative fund.

👉 What do studies/data show about effectiveness of a part-time SRO vs. a full-time SRO?

👉 COULD POSSIBLY DO SOME CLASSES IN PUBLIC TRAINING AS IN POLICE, FIRE AND EMS SIMILAR TO EXPLORER PROGRAMS HAVE A PEER GROUP TO HELP IN AREAS OF BULLYING, SUICIDE AND MENTAL HEALTH

👉 I think if a family cannot afford \$18 extra to add such a powerful resource to the schools, there is an issue. Most people spend that on needless purchases each day.

👉 I'd rather see the kids taught self defense classes in physical education. I'd rather see kids taught to value life and to respect others and themselves. I'd rather see these skills taught so they can learn to serve others, protect themselves, to increase awareness, to help them make better choices in school and out of school. An officer is 1 person. A school with students who have a mindset of awareness, value, and service creates a safer community and a stronger student body.

<p>👉 I did not answer yes to the question about using Fund 80 funds to pay for an SLO because I am not a taxpayer in the district and do not feel I have a vote because of it.</p>
<p>👉 f/t vs p/t hours of operation and is there any clinical/studied data to present for either.</p>
<p>👉 If it is not full time the students will know when they are there and when they are not. I feel if we need one, we need it full time.</p>
<p>👉 If it is not full time what's the point of having one at all!</p>
<p>👉 I would pay anything to make sure my children return home to me everyday. If an event happens at our school timing is everything. Just having someone there at all times might just deter someone from acting out a threat or potentially lower the number of injured.</p>
<p>👉 As long as a SRO would know their limitations and refer issues to a professional mental health individual.</p>
<p>👉 What is the point in part time if safety is the concern? Who can predict when a situation would arise? Either jump in or walk away, but dont dip your toe in the water.</p>
<p>👉 ALL SCHOOL HOURS AND EXTRA CURRICULAR ACTIVITIES/EVENTS HAPPENING AT THE SCHOOL</p>
<p>👉 It should be taken out of administrative fund</p>
<p>👉 The district and parents partnering to be a strong influence on students. Mentoring and showing them how to be good citizens, how to respect themselves and others. Police/SRO is a reactive; need to be proactive not reactive.</p>
<p>👉 If hiring an officer means cutting more teachers and programs, I am against it.</p>
<p>👉 I would suggest it starting out as a part time position and then if there is definite added value and the position requires addition time then you increase to full time.</p>
<p>👉 I don't believe an SRO is necessary .</p>
<p>👉 I believe full time due to if a threat came in they would possibly wait till the SRO leave if part time.</p>
<p>👉</p>
<p>👉</p>
<p>👉 I feel that would need to be determined by administration</p>

👉 If one is hired, they should be available full time. That said, with a smaller district, they may have some idle time where they should be able to help out in other areas and help reduce needed staffing elsewhere. Do not get stuck with a situation where the person will not help out because "It's not my job".

👉 I have read the overview for Fund 80 and it doesn't seem to me that it applies to a resource officer.

👉 If the school board and teachers feel threatened then maybe you would have to hire an officer until circumstance were removed.

👉 E,ploy as long as students are present

👉 Do it, but with in your means. No new taxes

👉 Do not support adding an SRO

👉 Students need to know there is law enforcement demand at all times

👉 What's the point of having a part time sro,either full time which I disagree with or someone in office where main entrance is to watch cameras and cameras should be on all entrances on a consistent basis and if that person steps out another official should fill in

👉 Taxes are already some of the highest in the area. If you want to add an SRO make cuts somewhere else in budget

👉 Hpw many incidents occur? Is full time warranted Give public data on number of problems/duration/type of problem

👉 I am requesting Fund 80 disbursements for the past 4 years! I will make a decision with facts

👉 How would this work? Emergency happens at anytime. Train a current qualified employee of the school district

👉 If we have enough SRO trained personal for the school size per class room per year. Maybe start part-time hours

👉 The school doesn't need this If its not this, it will be something else

👉 What good would 24 dollars a week do? You'd still have to depend on the local police to respond to issues

👉 I am 83 years old priest/monk and am tax exempt

👉 Walk on the Manawa image instead. People in surrounding communities call it "mean"awa. Parents at sports games are an embarrassment and apparently that's the tip of the iceberg. Spend the money on positive culture things. Gardens, gathering area outside, quality staff, winter outdoors activities, literacy, small class sizes. SRO businesses is fear mongering.

👉 School board and everyone in administration needs mental assessment

👉 We need more parents to control their children, not an SRO. Get parents more involved in disciplinary their own children

👉 Not needed

👉 Reduce administrators, do not contract admin out! Then you could afford an SRO

👉 Get rid of snowflake teachers. Hire pro gun teachers and promote concealed carry.

👉 If it cost me money i'll sell my house! Move to a low tax state, taxes in Wisconsin are already very high.

👉 However, who will oversee this officer to be sure the job is being done adequately?

👉 IF this did happen I'd be very interested in having the SRO be very active in assisting in the attendance of our students and have a goal of significantly decreasing truancy.

👉 My student is home schooled via internet school & you don't give n/a option

👉 Employ SRO - school hours and school days only. Plus outside training as required by their certification requirements

👉 There would be no need for an officer if parents would discipline and kids would behave.

👉 Why do you think the people in this school district have an unending supply of money to keep pouring in to your school?

👉 Ask the community people, like retired citizens as volunteers to guard the school. Multiple concealed carry, with 2 way radios.

👉 Child safety has no price tag! Keeping our children safe is #1 priority

👉 Seeing that Manawa doesn't have a strong community presence the need to have dedicated law enforcement staffing for the school seems reasonable. The only way to find a quality staff and avoid turnover is to have a full-time position.

👉 Don't do it. I will be angry if we raise our mill rate for this -- when there is so little evidence that it helps -- when we have so many more needs that are so much more important. How about another language teacher? How about more support with mental health? My child was recommended to a guidance counselor at school and still has NOT seen that person because she is "over worked." He needs extra help with learning, but he tests "right on the line" so doesn't get any services. So instead of taking care of his mental health needs and his learning needs, you'll hire someone with a gun, what? to keep him in line? Because there is NO EVIDENCE that SRO's make schools safer -- schools themselves where there have been mass shootings do not think that the presence of an SRO made a measurable difference -- in spite of what some of the men in our town will argue, without evidence, except that it "saved seconds" on police response time -- all the evidence says that what DOES help is better student-teacher relationships and more mental health support. Is it too much to ask that the board base its decisions on evidence instead of feelings? I suppose that, in this district, it probably is. Shame on us.

👉 Don't like using the Fund 80 -where is the accountability for townships, the city to give input. They are under levy limits while Fund 80 could increase the mill rate by \$18 per \$100,000 absolutely too much increase for our older population.

👉 I cannot believe that we have lowered ourselves to this. But we are a retired military family whose daughters were raised with high standards of behavior.

👉 Need more than 1 for all schools, when there was one before, officer was too busy.

👉 I'm not sure what the school needs. I support either one, Keeping the kids, teachers and school employees safe is one of the utmost importance.

👉 If it is deemed that the district does need an SRO, then I believe the position would need to be full-time to be effective. If we had an SRO would we still have a Dean of Students as well?

👉 I am not against hiring of an SRO, however it should not take away any other programs that are currently in process at the school. Also, if we can't have one full time, I am not sure it is worth the funding.

👉 Although I currently do not support the addition of an officer, you have to employ full time or staffing patterns will quickly be learned and problems will be planned around their absence

👉 I also would vote to have them present during sporting events for even just half hour. You go to other school districts and even on weekends when there is sporting events going on the Police Dept. or their SRO goes and does a walk through to check and make sure things are safe.

👉 I don't want one hired. Based on the job duties listed above you give no indication of the current amount of time needed to complete the duties. Based on my past experience with similar job duties -- 120 hours for the entire year is about all that is needed. If the school system does not already have safety systems in place and a system to update them as required by OSHA and state and federal guidelines an SRO officer is not the answer. If staff is not currently trained in/or capable of doing safety drills or understanding potentially dangerous situation an SRO officer is not the answer. What are the amount of hours over the last 5 years that local police interacted with the school? What is the % of hours for this interaction? 0.05%? For those needed interactions what was the range of response times? What is the acceptable response time? If the response time was outside of the acceptable time what actions were/are being taken to improve the response time? Please don't ask for money from the tax payer for additional non-value added personnel. Value added personnel are those actually teaching a student on a regular basis, all others are non-value added as the purpose of a school is for a student to be taught and to learn.

👉 Educate teachers and students to self enforce

👉 I would be okay with full or part time - as long as the days and hours were not publicized or made known only to those with a need to know. It'd be terrible if we made it public knowledge (including to the students/parents) saying the SRO works part-time and here are the days/hours they work. Then if someone really did want to do harm, they would target the time the SRO wouldn't be on duty.

👉 If for some reason this goes through the only thing that I would recommend is that we get rid of the dean of students and have him teach full time which could help with math.

👉 I pay enough taxes and you want to add more. No to hiring a SRO.

👉 Please see the comments in the above question. This needs to be a position that adequately fills the void left between enforcing truancy and the causes of truancy such as personal or family addictions, low socio-economic status and distrust of authorities such as schools and government.



Book Policy Manual
Section School Resource Officer Policy for Review
Title SCHOOL RESOURCE OFFICER PROGRAM
Code po8407
Status Proposed to Policy & Human Resources Committee

8407 - SCHOOL RESOURCE OFFICER PROGRAM

To promote a safe, secure, and supportive school environment, the Board believes it appropriate for the District to have a collaborative relationship with the law enforcement agency(ies) with jurisdiction in the District through a School Resource Officer (SRO) Program.

The SRO Program shall provide appropriate and relevant information, instruction, and resource services to students, teachers, and parents. These services along with ~~and~~ the District's and the law enforcement agency's(ies)' duties and obligations regarding the SRO Program, shall be set forth in an agreement between the District and the law enforcement agency(ies), including:

- A. placement of a designated School Resource Officer in specific schools on specific days and times;
- B. development of positive law enforcement officer/student relationships;
- C. investigation of alleged violations of law, consistent with the authority and duties of law enforcement officers, that involve student or staff conduct on or off of school property;
- D. educational presentations/discussions;
- E. preventative and/or informational discussions with students/parents;
- F. patrol and supervision of various school functions;
- G. creation and implementation of crime prevention and safety programs; and
- H. performance of duties of regular patrol officers that pertain to school resource matters;
- I. a requirement the law enforcement agency(ies) to provide the ~~(-) District Administrator~~ Board **[END-OF-OPTIONS]** with an annual report regarding the SRO Program.

This report shall summarize activities conducted throughout the previous school year and shall include recommendations for the upcoming school year. **[END-OF-OPTION]** The Board may request additional updates or reports. **[END-OF-OPTION]**

The building principal(s) shall serve as the designated liaisons between the District and the law enforcement agency(ies) and shall oversee the SRO Program as it pertains to the specific building(s). The District and the law enforcement agency(ies) shall collaborate in determining various responsibilities and requirements under the SRO Program, including programming services and development of the school safety plan (See Policy 8420 - School Safety). Any services or activities provided or performed by the law enforcement agency(ies) via the SRO Program shall not serve as a substitute for any responsibilities assigned to District personnel.

Sharing of confidential information and/or student record information with the law enforcement agency(ies) by the District shall fully comply with all relevant statutory provisions and District policies. Use of any devices by any member of the law enforcement agency(ies) to gather or store information in the course of an investigation (e.g., body camera footage) shall be

done in full compliance with all law enforcement agency(ies) policies, as well as State and Federal law regarding the use of any such devices.

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Legal

Wis. Stat. §§ 968.07(1)(d), (2)

Wis. Stat. § 165.85(2)(c)

Wis. Stat. § 121.02(1)(i)

Wis. Stat. § 120.44 (unified school districts)

Wis. Stat. § 120.13

Wis. Stat. § 118.257

Wis. Stat. § 118.127

Wis. Stat. § 118.125

Wis. Stat. § 118.001

Wis. Stat. § 66.0301

Last Modified by Melanie Oppor on June 2, 2020



Book	Policy Manual
Section	For Board Review - Vol. 29, No. 1
Title	Copy of VACANCIES PROPOSED
Code	po0142.5
Status	
Adopted	April 25, 2016
Last Revised	July 18, 2016

0142.5 - **VACANCIES**

The office of a Board member shall become vacant immediately upon the occurrence of any one (1) of the following events:

- A. the death of the incumbent, or the incumbent's being found mentally incompetent by the proper court;
- B. the incumbent's resignation
- C. the incumbent's removal from office;
- D. the incumbent's conviction of a felony or imprisonment for one (1) or more years;
- E. the incumbent's election or appointment being declared void by a competent tribunal;
- F. the incumbent's neglect or failure to file the oath of office or to give or renew an official bond, if required
- G. the incumbent's ceasing to possess the legal qualifications for holding office;
- H. the incumbent moving his/her residence out of the District;
- I. the incumbent is absent from the territory of the District for a period of sixty (60) continuous days, unless such absence is due to active duty in the armed forces, in which case the vacancy shall be temporary for the remainder of the term or until the incumbent returns and files a notice of his/her intent to return to his/her unexpired term.

A vacancy shall be filled by the remaining members of the Board in accordance with 17.26, Wis. Stats.

Filling a Board Vacancy

Vacancies on the Board shall be filled by appointment made by the remaining Board members in accordance with State law and the guidelines in this policy.

Public notice of the Board vacancy shall be given by the District Administrator and shall include a deadline for filing letters of interest.

Any qualified elector of the District, and a resident of the apportioned geographical area when applicable, who is interested in filling the vacancy may submit a letter of interest to District Administrator or designee by the date specified in the vacancy notice. If one (1) or no letter of interest is received by the deadline, the deadline may be extended by a majority vote of the Board.

Candidates for a vacancy on the Board shall be considered at a properly noticed open meeting of the Board, unless there are exceptional reasons to consider the candidates in closed session. The Board may consider candidate(s) in a closed session only if the discussion involves financial, medical, social or personal histories or disciplinary data that, if discussed in public, would be likely to have a substantial adverse effect upon the reputation of the candidate(s).

A majority vote shall be required for all appointments to the Board. All votes shall be recorded, preserved and open to public inspection to the extent prescribed in Wis. Stat. Chapter 19. Secret ballots may only be used when Board members are electing officers. When

making the appointment, Board members should consider the candidate's residency in the appropriate zone and interest and devotion to public education.

Appointment by the Board to fill a vacancy shall be by a majority vote of the existing Board. If the vacancy is not filled within sixty (60) days of the date on which the vacancy first exists, the vacancy shall be filled by appointment of the Board President from among the applicants who completed the process noted above.

The appointee shall hold office until a successor is elected and takes office under Wis. Stats., 120.06(4). When a vacancy occurs in the office of a Board member who is in the last year of his/her term, or when a vacancy occurs after the spring election but on or before the last Tuesday in November in the office of a Board member who is not in the last year of his/her term, the successor shall be elected at the next spring election. When a vacancy occurs after the last Tuesday in November and on or before the date of the next spring election in the office of a Board member who is not in the last year of his/her term, the successor shall be elected at the 2nd following spring election. Elections to fill unexpired terms shall be held simultaneously with the elections for regular terms.

Any person upon being notified of his/her appointment shall be deemed to have accepted the appointment unless within five (5) days s/he files with the Clerk a written refusal to serve. Any newly appointed Board member shall, pending the filing of the oath of office, be seated on the Board and shall hold office until a successor is elected and takes office in accordance with State law.

Revised 7/18/16

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Legal 17.03 et seq., Wis. Stats

Last Modified by Steve LaVallee on March 12, 2020

Title I Schoolwide Program Plan for

Manawa Elementary School

Written during the 2017-2018 School Year

Updated May 2020



School Information

School Name:	Manawa Elementary School
School Address:	800 Beech Street
Building Principal:	Ms. Danni Brauer
Email Address:	dbrauer@manawaschools.org
Phone:	(920) 596-2559
FAX:	(920) 596-5308
Title IA Coordinator:	Melanie Oppor/Jacquelyn Sernau
Phone:	(920) 596-5300/ (920) 596-5738
Email Address:	moppor@manawaschools.org / jsernau@manawaschools.org

Planning Year:	2017-2018 revised annually	Local School Board approval date:	June 15, 2020
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District Information

School District Name:	School District of Manawa
Superintendent:	Dr. Melanie J. Oppor
Phone:	(920) 596-5308
Email address:	moppor@manawaschools.org

Superintendent's Signature

Date

Schoolwide Planning Team

Date when Plan will be implemented: 2020-2021 school year

Parents:	Jen Rosin, Katie Sitter
School Staff: <i>(include position)</i>	Valerie Pari- Math Specialist/Interventionist Judy Connelly- Reading Interventionist
Administrator(s): <i>(include position)</i>	Danni Brauer- Elementary Principal Jacquelyn Sernau District Reading Specialist
Community Members:	Jen Rosin, Katie Sitter *due to covid 19 restrictions, the same people will serve as both parents and community members*
Others (Optional):	

Planning Process

This schoolwide plan is designed around the “Ten Comprehensive Components of a Schoolwide Plan.”

Manawa Elementary School is considered a Schoolwide Title I school. Schoolwide programs serve **all** children in a school. **All** staff, resources, and classes are part of the overall Schoolwide program. The purpose is to generate high levels of academic achievement in core subject areas for **all** students, especially those students most in need

Schoolwide Planning Summary

The following table summarizes the steps and activities of our planning process. This includes planning team meetings, subcommittee work sessions, parent meetings, staff meetings, etc. when planning took place as well as other activities conducted that contributed toward the development of this plan (i.e. needs assessment data collection and analysis, inquiry process).

Meeting Dates	Agenda Topics/ Planning Steps	Participants at Meetings (check all that apply)		
		School/ District Staff	Parents	Community Members
10/18/17	Began digging into Data for Needs Assessment	X		
10/19/17	Discussed school data	X		
10/20/17	Drew up a plan for committee and assigned roles	X		
12/1/17	Check in on plan writing	X		
2/9/18	Check in on plan writing and sharing progress	X		
3/14/18	Check in progress and projection for finishing plan	X		
4/17/18	Review and Revision of Plan	X	X	X
5/3/19	Review and Revision	X		
5/6/19	Review and Revision	X		
5/13/19	Shared Plan with teachers/parents-- gathered input for changes	X	X	X

***Schoolwide plan has been reviewed and updated during the 2020 school year but due to covid 19 restrictions, specific dates will not be listed.**

Communication Plan

Processes and opportunities to develop the SW plan:

The School District of Manawa will establish a Title I team to work on our schoolwide plan. It is essential that we have representation from administration, teachers, and community members. The reading specialist will coordinate the meetings that will take place to review data and discuss the plan. The reading specialist and the interventionists will attend CESA 6 Title I Schoolwide Program Writing workshops throughout the year to keep abreast of new information and receive guidance and support. This plan will be reviewed annually.

Processes and opportunities to inform, solicit and receive input from stakeholders:
Once the initial meetings have taken place, the reading specialist will contact the community members that are part of the team. We will meet to discuss the progress of the plan and review and make changes based on stakeholder input.



School Profile

Manawa Elementary School

400 Beech Street
Manawa, WI 54949
(920)596-5700

Manawa Elementary School is a 4K-5 grade school proudly serving approximately 265 young learners in central Wisconsin. The following profile is a brief summary of our school's mission statement and annual goals based on our assessment data. Our entire staff is committed to working in partnership with our families and community to make this the best school possible for our kids. We want all to feel welcomed and valued.

MES Mission Statement:

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

Our Strengths:

In addition to our amazing students, our dedicated staff, families, and community are what make Manawa Elementary a great place to be. As a school that serves young learners from 4K-5th grade, we understand and value the uniqueness and talents of all learners. Through our continual work with student achievement data, we as a school work hard to meet the needs of ALL students.

Manawa Elementary School Principal:

Danni Brauer

State Report Card:

Please use the following Department of Public Instruction site to access our school report card: <https://apps2.dpi.wi.gov/reportcards/home>

Fast Facts: 2018-2019 *Please note this is the most recent data available

Grades	K4-6
School Type	Elementary
Enrollment	301
Percent Open Enrollment	2.7%
Race/Ethnicity	
American Indian/Alaska Native	0%
Asian	0%
Black or African American	.3%
Hispanic/Latino	3.3%
White	93.4%
Students with Disabilities	16.6%
Economically Disadvantaged	41.5%
English Learners	2.0%

Ten Components of the a Schoolwide Plan

I. Data/Conclusions (Needs Assessment)

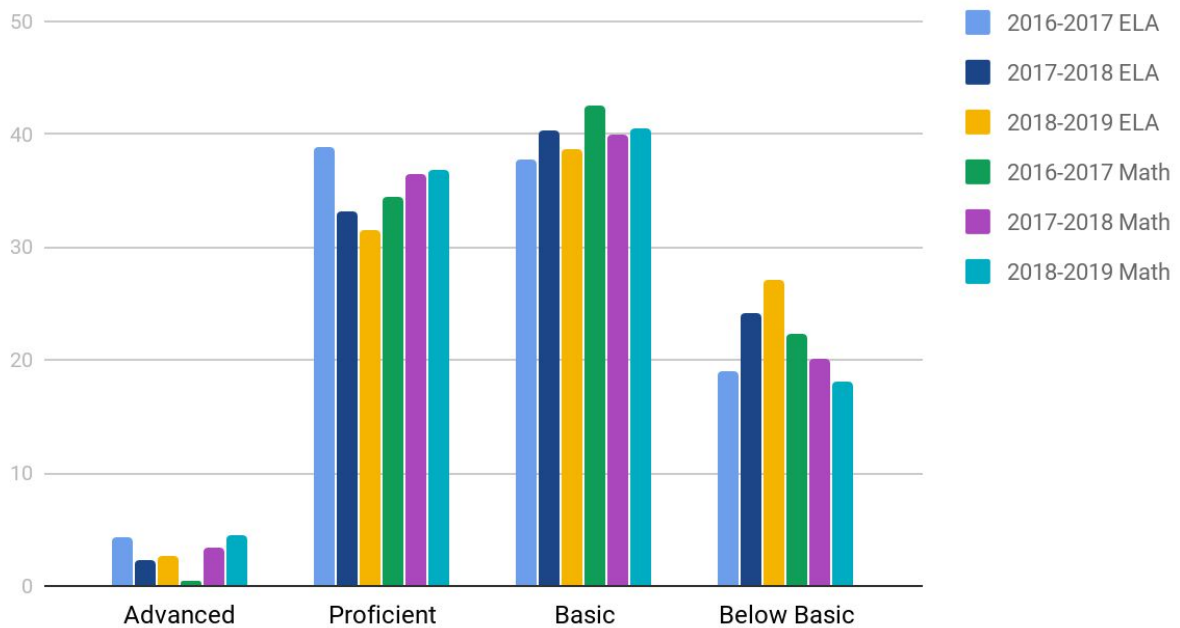
Analyzing data is a daily practice at Manawa Elementary School. Not only do the interventionists review their students' data often, but a building consultation team (BCT) sits down for an hour and a half each week to discuss our students' progress. Teachers also have an hour and a half early release time for data review and discussion each week.

This Comprehensive Needs Assessment will review our Standardized State Test data (the Forward Exam) along with STAR data (our universal screener) and our Fountas and Pinnell Running Record Assessment data. A Parent Perception Survey was also used to get a general feel for our stakeholders feelings regarding communication with the school and other valuable information that will help us to improve our building and our student achievement.

Forward Data

Overall Snapshot

Forward



Fountas and Pinnell Running Records (Fall/Winter) 2019/2020

Grade	Percentage of Students Below Grade Level (Fall)	Percentage of Students Below Grade Level (Winter)
Grade 1	20	13
Grade 2	21	17
Grade 3	13	6
Grade 4	13	6

Grade 5	10	12
Grade 6	10	15

STAR Reading	Fall 2019	Winter 2020
Grade Level	Percentage of Students Below Benchmark	Percentage of Students Below Benchmark
1		
2	71	56
3	64	50
4	28	30
5	51	43
6	57	56

STAR Math	Fall 2019	Winter 2020
Grade Level	Percentage of Students Below Benchmark	Percentage of Students Below Benchmark
1	23	11
2		
3	64	39
4	28	27
5	29	28
6	35	36

The data from our statewide assessment (The Forward) is not as positive as we were hoping for. It does appear that the number of advanced students has increased slightly in both ELA and Math. Our percentages for basic and below basic are still too high as our proficiency in ELA has decreased and maintained its level in Math. We want to be able to push our high achievers into the advanced category and keep all of our students growing. We need to look to close the gap and analyze this data more in depth.

The Fountas and Pinnell running records seem to show growth in some grades and not in others. Due to the expected achievement levels at each grade band, some students are making gains, but they are not quite up to the projected goal. Hopefully, with the work of small group instruction (both strategy groups and guided reading groups), these students can make the growth that is expected.

The STAR screening data is showing a different snapshot of the growth of our students in both reading and math. While both areas are still in need of improvement, it appears students are improving and that the number of students that were below grade level in reading and math are decreasing. With our added focus on math achievement, it makes sense that our data is reflecting those improvements in math. We now need to establish a way to balance our instructional initiatives and attention to all subject areas to bolster student growth.

The parent perception survey that was handed out at parent/teacher conferences indicates that overall, parents are happy with the school and the communication they receive from their child's teacher. Every survey returned showed that parents feel welcome in our school. One of the common themes was the desire to learn more about how to help their student with homework and support in both reading and math. This is an area we will be sure to address as we plan upcoming family engagement nights.

II. School-Wide Reform Strategies

There are many ways that the staff at Manawa Elementary School is working to improve the quality of instruction. The first is with our weekly early release Wednesday PLC time. Grade level teams of teachers meet to work on pinpointing essential standards and working on pacing guides. The hope is to then discuss student data and adjust pacing and instructional plans to meet the students' needs. Along with this, teachers

develop common assessments to measure the success of students as they work through the standards of each unit.

The staff at MES has discovered that our Forward assessment data shows we are increasing in the number of students who are scoring Basic or Below Basic in the areas of math and reading. Because of this, many of our teachers have decided to make their SLO based on increasing math achievement. They have decided to spend more time allowing students to write out their thoughts when they solve a problem and analyze math errors. They plan to include more “Math talk” in class so students have an opportunity to share their thinking with their peers. They have also committed to look at sample questions from the Forward exam so that they can adjust the way in which they are asking questions of students. All of these strategies are in place to hopefully close the gaps with our math achievement data.

According to our Forward data, we are not doing as well in reading as we are in math. We are dropping with the number of students who qualify for the Advanced level and our Basic category is increasing. Part of this is that we, as a school, have spent so much focus on helping to improve our struggling students that we have neglected to provide enrichment for our advanced students. We are working to change this. This year we have written/revised and adopted a Gifted and Talented Plan that sets some guidelines for teachers and parents to refer students they feel qualify. We have identified these students in each individual class and are providing them Project Based Learning opportunities during our intervention time each day. These students also are being challenged by working on reading and math programs that are adaptable to their level of proficiency.

According to our STAR data, students are making growth in both reading and math as the year continues, but there is still a long way to go to have all students at benchmark. One of the strategies that we have implemented is to train teachers on how to look at their individual student’s data and goal setting within the program. If they take the time to look at the exact skills that their students are doing poorly in, they can find resources to help fill these gaps. Taking a more active role in using the STAR data will hopefully decrease the number of students falling into the category of below benchmark need.

Another reform strategy we have used as a whole-school is to work to make our daily intervention time (Wolf Time) more beneficial and useful for students. Grade levels meet every 8-10 weeks to see if students are being placed where they belong. For

example, if a student shows they need math intervention in the beginning of the year based on their previous data, but over the course of the first quarter they are making large gains, they may be moved out of the intervention and receive basic math fact work time or math enrichment. The same goes for reading. Our teachers work with students on comprehension and fluency in reading if their scores indicate they need that support. If they do not, they are assigned a group for Project Based Learning opportunities. Understanding that we need to make sure the system is “fluid” and able to change according to data and student need shows that we are cognizant and vigilant making sure our students’ needs are being met.

Beginning in the 2019-2020 school year, the reading specialist and principal will meet with grade level teams to discuss pacing of instruction and student data. These meetings should allow an opportunity to look very specifically at each class’s achievement levels so that instruction can be data-driven. Hopefully this will help to increase reading and math success.

One last reform strategy to mention is the fact that our school offers a summer school remediation program for our struggling readers and math students. Programming is designed to be as individualized as possible to meet the specific needs of our struggling students. It is offered to anyone who signs up and wants to work on their skill deficits. We do not require students to attend; however, if a student is falling below benchmark, it is strongly encouraged that they participate.

III. Instruction by Highly-Qualified Teachers

All staff in the School District of Manawa are highly qualified. Not only do we ensure that we have the correct licensure each time we hire for a position, but all our support staff have either had classroom experience or have completed the Master Teacher requirements.

The School District of Manawa is working at a plan for teacher retention because we believe that retaining teachers not only helps our students, but it makes for a more unified teaching staff that can work together to carry out our vision. Most recently, the pupil services committee has worked hard at identifying the qualities for effective instruction. This will be shared with current staff for personal reflection as well as for newly hired staff to ensure they fit our expectations. Please find the complete document below that identifies these qualities.

Effective Instruction

- Instructional Delivery
 - Teaching occurs in the middle of the learners
 - 80% student talk, 20% teacher talk
 - Technology is used in a purposeful and innovative manner
 - Lesson objective is written, verbalized, and reinforced throughout the lesson
 - Real-world application and high order questioning; includes open-ended questions
 - Differentiation of materials and lesson delivery
 - Student goal setting and student reflection
- Instructional Planning
 - Backward planning - start with the end in mind
 - Intentionally planning questions, transitions, content, differentiation, and assessments linked to the standards
 - Collaborate with colleagues (interdisciplinary, specialists, guidance, etc.) to ensure all student needs are met
- Professional Knowledge
 - Demonstrates accurate knowledge of the subject matter
 - Knowledgeable of research/evidence-based practices
- Assessment for and of Learning
 - Formative assessment results are used to differentiate, inform, and guide instruction
 - Summative assessments are written before the unit/lesson is taught
 - Timely feedback of assessment results to all stakeholders
 - Common assessments are used to measure learning
- Learning Environment
 - Builds relationships with students, parents, and colleagues
 - Creates an environment that is conducive to engaging all learners
 - Effective routines and procedures
 - Promotes digital citizenship
- Professionalism
 - Collaborates with colleagues to share responsibility for all learners
 - Networks with professionals in and outside the district
 - Reflects on instructional practices
 - Demonstrates appropriate communication with students, colleagues, administration, parents, and community

- Willingness to seek out professional development opportunities to grow as a teacher

IV. High Quality and Ongoing Professional Development (may be included in implementation activities)

The administrative team has taken up the task of writing a five-year professional development plan for the school district. After looking at student achievement data along with teacher perception surveys, the following has been determined as our focus area and goals in which to measure our progress. Please use attached link to an overview of our plan: ([Plan on a Page](#)) Along with forward planning for professional development, the district also provides some current PD for our staff. The elementary teachers receive STAR data training to learn how to more specifically understand and use their student data. The staff also participates in ongoing book studies on various topics. The reading specialist also serves as an instructional coach and offers both reading and writing support for teachers.

V. Strategies to attract highly-qualified teachers

The School District of Manawa takes great pride in its staff and wants the very best instructors. The district's SAM (Salary Advancement Model) is salary program that allows us to remain competitive with surrounding school districts and provides incentives for teachers to pursue professional development opportunities.

Below is the Hiring Process and Timeline for Hiring Effective/Quality Instructors for our school district.

Hiring Process and Timeline for School District of Manawa

Posting Process

- Review position description
- Establish timeline for posting, interviews and approval of candidate
- Post internally via email by District Office Secretary simultaneously with external posting; internal candidate requests transfer to a different position
- Post externally to WECAN and District Webpage to include qualifications and job description (or local newspapers, radio, local t.v., etc.) by District Office Secretary and send to Board of Education Members via email
- Develop interview questions

- Determine interview team(s)

Searching Timeline

- Post for at least two weeks or until filled
- Develop interview questions (drafted by District Administration with Admin. Team for administrative and teaching positions; drafted by principals for support staff)
- Determine interview teams
 - 1st Round for teachers is conducted by a combination of stakeholders to include the principal, teachers, parents, and students (if age appropriate).
 - 2nd Round for teachers is conducted by the Admin. Team.
 - 1st Round for administrators is conducted by a combination of stakeholders to include the superintendent, teachers, parents, and students (if age appropriate).
 - 2nd Round for administrators is conducted by the Board of Education.
- Review applications
- Conduct initial reference checks
- Call candidates for 1st round of interviews
- 1st round interviews
- Call candidates for 2nd round of interviews
- Conduct final reference and background checks
- 2nd round of interviews
- Confirming interview with District Administrator (financial and district expectations)
- Recommend candidate to Board of Education

Transition Process

- Candidate to be introduced
- Transition plan developed and shared with candidate for a smooth entry into the position
- Transition days to occur
- Position start day

Staff and Program Change Proposals

- November - Written proposal is submitted to District Administrator by principals and directors for the following school year
- December – District Administrator compiles list of staff and program change

proposals

- December – Business Manager assigns dollar value to each change proposal
- January - Finance Committee meets with Administrative Team to balance additions and reductions based on presenting a total balanced budget to the full Board
- January/February – Full Board of Education approval of staff and program changes as part of the balanced budget; apprise personnel affected by changes prior to the Board meeting
- February/March – Create job descriptions, post new positions, and begin timeline beginning at the beginning of this procedure
- March – Issue contracts
- April 15 – Contracts due

VI. Parent Involvement Strategies

The following is our school district's policy for parent involvement:

9250 - RELATIONS WITH PARENTS

The Board of Education believes that the education of children is a joint responsibility, one it shares with the parents of the school community. To ensure that the best interests of the child are served in this process, a strong program of communication between home and school must be maintained.

The Board believes that it is the parents who have the ultimate responsibility for their children's in-school behavior, including the behavior of students who have reached the legal age of majority, but are still, for all practical purposes, under parental authority. During school hours, the Board, through its designated administrators, acts *in loco parentis* or in place of the parents.

The Board recommends that the following activities be implemented to encourage parent-school cooperation:

- A. parent-teacher conferences to permit two-way communication between home and school
- B. meetings of staff members and groups of parents of those students having special abilities, disabilities, needs, or problems
- C. special events of a cultural, ethnic, or topical nature which are initiated by parent groups, involve the cooperative effort of students and parents, and are of general interest to the schools or community

- D. open houses in District schools to provide parents with the opportunity to see the school facilities, meet the faculty, and sample the program on a first-hand basis

Each school in the District shall hold an open house at least annually.

For the benefit of children, the Board believes that parents have a responsibility to encourage their child's career in school by:

- A. supporting the schools in requiring that the children observe all school rules and regulations, and by accepting their own responsibility for children's intentional in-school behavior;
- B. sending children to school with proper attention to their health, personal cleanliness, and dress;
- C. maintaining an active interest in the student's daily work and making it possible for the student to complete assigned homework by providing a quiet place and suitable conditions for study;
- D. reading all communications from the school, signing, and returning them promptly when required;
- E. cooperating with the school in attending conferences, meetings, and workshops set up for the exchange of information of the child's progress in school.

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Manawa Elementary School recognizes the importance of the home and school connection. Student success is enhanced when students, parents, and teachers all work together. We strive to create a welcoming environment where families feel comfortable and are confident that we focus on their child's safety and success.

When asked on the annual parent survey, parents overall felt comfortable at our school. Our attendance at Parent/Teacher conferences averages about 90%. While this is positive, the same participation isn't always prevalent at literacy/math nights. We have offered many different opportunities for families including learning about the reading and writing workshop, math night, and other read with your child nights. We will continue to survey our parents to find out what they are interested in learning about as well as a preferable time to attend.

Typically there is a list of parent engagement opportunities listed below.

***Covid 19 and the forced school closure did not allow for any spring gatherings.**

VII. Transitioning Students

Manawa Elementary School offers an Early Childhood Program as well as a 4K program. The Early Childhood teacher makes sure that her students not only receive the individual skills practice they need, but they are included in many of the 4K learning opportunities as well.

Last year, in coordination with our Title I program, the 4K team invited all parents of incoming preschool students to participate in a family fun and information night. Families had the opportunity to explore many different stations with hands-on activities they could complete with their child. They also got a tour of the school, an opportunity to meet the 4K teacher and principal, and ask any questions regarding their child and their transition into school. There is also a summer school program offered for our students transitioning into kindergarten. These activities could not take place this spring (2020) due to Covid 19 and the forced school closure.

Manawa Elementary School continues to work hard at helping the transition of our students from sixth grade to the Jr/Sr high building which is grades 7-12. When semester rolls around, many of the sixth-grade teachers will no longer allow their students to leave their notebooks and books in their classroom desk. They are asked to learn how to become organized and rely solely on keeping their materials in their locker. This simulates the experience they will have in junior high. Students and teachers also take a day to tour the junior high and meet the teachers. This is often a time for many apprehensive students to get their questions answered and get a feel for what to expect. As a district, we also offer a Summer School Transitions class for our students where they learn how to use their locker, stay organized, test-taking skills, and other useful strategies to make their transition to junior high successful. In addition, all teachers in each grade fill out transition forms for students so that their next teacher is aware of their strengths, needs, and any additional support they will need to provide to ensure the students start the new year set up for success.

There is an exciting change happening at the Jr. High. As of fall of 2020, there will be a separate wing in our secondary building just for Middle School students (grades 6-8). So in addition to transitioning our normal 6th graders for 7th grade, we included our 5th graders in on this transition as they will also be changing buildings. The transition night happened virtually this past month with a virtual tour of the new building along with

information and a question and answer session provided by the principal, guidance counselor, and middle school staff.

VIII. Teacher Participation in Assessment Decisions

Beginning in the 2017-2018 school year, teachers are given an hour and a half each Wednesday for PLC time. During this time, teachers can work with their grade level team on reviewing student achievement data, goal-setting, and developing common assessments. Teachers have also been given training on how to use our STAR assessments to provide skill intervention or enrichment to our students. Having a key role in analyzing and using data makes it more relevant for teachers so there is a strong connection between data and the curriculum.

IX. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

MES prides itself on our continually-improving Rtl model. A Building Consultation Team meets weekly to discuss students that are not making gains or having difficulty mastering the standards. Teachers sign up to be part of the meetings and bring useful data, so the team can decide for intervention and support. The following link will take you to the [District Rtl Plan](#).

We feel it is critical to find our students strengths and weaknesses and create ways to either help enhance their skills or improve their skills. Because of this, thirty minutes a day are set aside for Wolf Time. Wolf Time is an opportunity to work on skill deficits with a teacher that re-teaches and uses programs to close gaps, or it is an enrichment time to work on Project-Based Learning opportunities to enhance our above-benchmark students. Students that do need remediation for their skills are put into a Tier 2 intervention. They are given small group support from either a teacher or a math or reading interventionist. We monitor these students using progress monitoring tools to see if they are making improvements.

The most important part of our Rtl process is that we realize that our groups of students are always changing. Grade level teams meet quarterly or sometimes sooner if there is new data, and they determine their new groupings of students. This constant monitoring and willingness to provide useful, tailored support for students makes our Wolf-Time an imperative part of the school day.

X. Coordination and Integration of Federal, State, and Local Resources

Manawa Elementary School utilizes its Title I resources to provide teachers who specialize in reading and math instruction. These staff members work with all children in the school, but they are the main resource people for students needing additional support. In addition to these federal funds, MES uses other state and local resources to best meet the needs of our students and our school's mission. Utilization of all these resources follows federal requirements.

The following is a list of programs that have been made possible through state and local resources:

- Free and Reduced meals for qualifying families
- After School Care on Early Release Days
- School Counselor, Nurse, Speech Therapist and Part-Time Psychologist
- Special Education Services
- Physical and Occupational Therapy
- Seal-A-Smile Dental Assistance
- Routine screenings for hearing, vision, or academic concerns
- Growth and Human Development Classes
- Red Ribbon Week
- Project Backpack (food for families in need)
- Project Back-to-School Backpack (school supplies for students in need)
- Clothing Drive
- Summer School Program for extended learning opportunities
- Intervention materials and support programming for both gifted and at-risk students
- PD opportunities for all staff
- PBIS incentive program
- Student Council

Dissemination, Review and Revision

This schoolwide plan will be shared at the spring PTO meeting (this year it will be shared electronically as we cannot meet) along with an upcoming school board presentation. It will also get linked to the district's website under the Title I tab. Review and revision of this plan will take place annually. Once the initial assessment data is

gathered during the next school year, the committee will begin to meet and analyze the findings and begin the Needs Assessment to determine focus areas. There will be meetings throughout the school year to reassess and add data and new programming. The plan will continue to be shared with all stakeholders on the district website.