



Community Stakeholders Meeting

Overview of District Operations

Tuesday, August 1, 2017

Presented by
Dr. Melanie J. Oppor
District Administrator

BOARD OF EDUCATION

Joanne Johnson	President
Russell Johnson	Vice President
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Hélène Pohl	Treasurer
Stan Forbes	Director
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DISTRICT ADMINISTRATOR

Dr. Melanie J. Oppor	District Administrator
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PRINCIPALS

Daniel Wolfgram	Little Wolf Jr. /Sr. High School
Michelle Pukita	Manawa Elementary School

SPECIAL EDUCATION/CURRICULUM DIRECTOR

Danielle Brauer	Special Education Director
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BUSINESS MANAGER

Carmen O'Brien	Business Manager
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TECHNOLOGY DIRECTOR

Bryant Cobarrubias	Technology Director
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Students Choosing to Excel, Realizing their Strengths

School District of Manawa Board of Education

Mission Statement:

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

Vision Statement:

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

Guiding Principles Grouped by Core Values:

1. ***Student Success*** - **The District focuses on addressing the needs of all students by creating a student-centered learning environment conducive to all learners.**
2. ***Highly Effective Staff*** – **The District demonstrates accountability to the students and community it serves by promoting high standards for:**
 - *Creating academically rigorous curriculum and instruction for ALL.*
 - *Closing the achievement gaps between sub-groups of students and their peers.*
 - *Engaging in regular professional development on research-based best practices.*
 - *Supporting and rewarding innovative and progressive initiatives.*
 - *Fostering a positive attitude toward change.*
 - *Expecting the highest degree of professionalism.*
 - *Creating a culture of competent and passionate employees.*
3. ***Innovative Leadership*** – **The District demonstrates accountability to the students and community it serves by holding high leadership standards for:**
 - *Developing proactive planning procedures for curriculum, instruction, assessment, and record-keeping.*
 - *Budgeting with the needs of all learners as the first priority.*
 - *Recruiting and retaining highly effective educators.*
 - *Creating balanced programming options for remediation and enrichment.*
4. ***Parent-Community Engagement*** – **The District is a centers of community life and enhances the community’s quality of life to the extent that it promotes and supports:**
 - *Collaborating with all stakeholders involved in issues prior to decision-making.*
 - *Being transparent in communications.*
 - *Maintaining an open door policy.*
 - *Creating a culture that develops and sustains school/district pride.*
 - *Offering academic and social programs for families and the community.*
5. ***Learning Environment*** – **Successful teaching and learning are nurtured in an institutional climate characterized by:**
 - *Maintaining the facilities to ensure they are safe, clean, welcoming, inspirational, and reliable work spaces for all.*
 - *Nurturing a learning community that provides stability and a sense of satisfaction and fulfillment for all students and personnel.*
 - *Supplying and maintaining contemporary technology.*

District Description

The School District of Manawa is a progressive small, rural district dedicated to students choosing to excel and realizing their strengths. The district serves about 700 students in four-year-old kindergarten through twelfth grade. The district operates two school buildings. Manawa Elementary School at 800 Beech Street houses grades 4K to six. Little Wolf Junior/Senior High School located at 515 Fourth Street serves students in grades seven to twelve.

A full complement of programs and services are available to students such as gifted/talented enrichment, Title I Schoolwide programming (MES), English language support, and special educational services to name a few. The district also takes great pride in offering a large variety of district-sponsored clubs, organizations, and extra-curricular sports and activities.

The district is committed to staying on the cutting edge in education for our youth. Our goal is to be recognized in the top ten percent of small Wisconsin school districts. To that end, staff are encouraged to pilot innovative practices with the approval and support of the Board of Education. A district-wide Positive Behavioral Interventions and Supports program is being implemented to enhance the schools' culture and climate. Students in grades seven through twelve will each have their own computer to use both at school and at home to ensure access to modern learning resources.

School District of Manawa Educators are expected to:

- Create a classroom environment that is conducive to learning and appropriate to the maturity and interests of all students.
- Collaborate effectively with colleagues to further student, school, and district goals.
- Guide the learning process to the achievement of curricular goals.
- Establish rapport and relationships with parents.
- Use highly effective, research-based instructional strategies.
- Stay current in their field of expertise.
- Differentiate instruction as appropriate to the needs of children.
- Assess the accomplishments of students on a regular basis.
- Provide progress reports for students, parents, and Building Consultation Teams as designated by Administration.

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

Community Stakeholders Committee

What has brought the District to this point?

Dr. Oppor, District Administrator, was hired on August 1, 2014 with the charge of bringing a systems approach to all district operations. Further, Dr. Oppor was asked to serve as a change agent to guide the district to a place of sustainability for the future --- academically and financially. Over the past three years, numerous systems have been put into place such as (but not limited to):

- Updating all Board policies to current legal standards using the NEOLA platform.
- Defining Board by Committee roles and responsibilities with an annual timeline.
- Creating processes for things like annual Staff and Program Changes, Open Enrollment, budgeting, maintenance and repairs, hiring, and overseeing the development of processes by principals and directors.
- Completing handbooks for the following programs and services:

Professional Educator
Support Staff
Salary and Stipend Guide (includes PACE)
Mentor
Gifted and Talented
Wellness
District Response to Intervention (RtI)
M.E.S. Student
Jr./Sr. H.S. Student
Coaches/Advisors
Section 504
One-to-One Computing Guide
Information Technology Plan
English Learner Plan
Special Education
District Safety Plan

- Cleaning up the records in the Student Information System (SIS) used for generating mandated state and federal reports.
- Generating regular communications like the Weekly Update to the Board of Education and Administrative Team and the Board Briefs (an informal summary of Board meeting action items).

Earlier this spring, representatives from Scherrer and Hoffman met with all employee groups in the district. The focus groups were kept to small numbers of people in similar jobs so that employees would feel comfortable and have ample time to have their perspectives heard.

Similarly, six community listening sessions were held across the district in May. Locations included Manawa City Hall, the Town of Union Hall, St. Paul's Lutheran Church, the Manawa Masonic Lodge, Bear Lake Resort, Kegler's Bowling Alley, and the St. Lawrence Town Hall. The public was invited to share their points of view on:

- Strengths of the district's schools.
- Ways the district can continue to improve.
- The community's vision for the future of the district.

Discussions included the academic programs, co-curricular opportunities, facilities, and sites.

All district residents were invited to attend a meeting at a time and location of their convenience through a district-wide mailing, radio and television ads, district website postings, and the Skylert system. Additionally, a listening session for high school students was conducted in a sociology class comprised of juniors and seniors who had expressed a curiosity about and interest in this process.

The following information is being provided to enable the Community Stakeholders group to share factual data with the broader community and to make informed decisions about the future direction of the School District of Manawa.

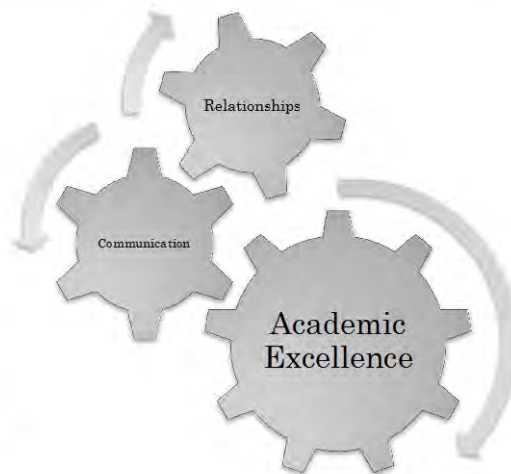
Historical Perspective

2014-15

BUILDING FOR THE FUTURE



ENTRY PLAN --- EARLY RESULTS



COMMUNICATION

- Visibility
- Bulletins
- Board Briefs
- Professional Development
- Collaborative Teams
- Mentoring Program
- And more ideas...



RELATIONSHIPS

- Transparency
- Mutual Respect
- Trust
- Core Values



ACADEMIC EXCELLENCE

- Raise state, local, and classroom scores overall.
- Close the achievement gap between students in certain sub-groups and their peers to include:
 - Students identified as socio-economically disadvantaged
 - Student identified with disabilities
- Improve attendance rate



WHAT IS THE SCHOOL DISTRICT OF MANAWA DOING IN 2014-15?

Manawa Elementary School

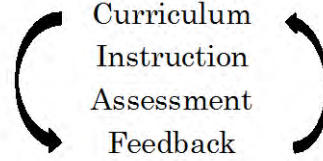
- Math Expressions
- Balanced Literacy
- Literacy Coaching
- RtI Implementation
- Data Analysis
- Formative Assessment (Bill Banks)

Little Wolf Jr./Sr. High School

- 4 x 4 Block Schedule
- Big Ideas
- RtI Implementation
- Data Analysis (Wall)
- PBIS
- Gr. 6-12 Career & College Readiness Portfolio

ADJUSTING THE SYSTEM

- One of the questions we (educators) need to ask is how we can adjust the SYSTEM to cause a growth profile?



MULTIPLE MEASURES... A PHOTO ALBUM NOT A SNAPSHOT

- Common Grade-level/ Course Assessments
- Classroom Assessments
 - Observation
 - Writing Rubrics
 - Discussion
 - Tasks
 - Tests
 - Projects
- Universal Reading and Math Screener - STAR
- New Wisconsin Assessments
 - Smarter Balanced Assessment gr. 3-8
 - ACT Aspire gr. 9 & 10
 - ACT gr. 11
 - WKCE gr. 4, 8, & 10 (Science & Social Studies only)
- National Assessment of Educational Progress
- Skyward Attendance & Behavioral Data



WHAT SHOULD WE DO?

- Continue Focus on Literacy
- Continue Developing Math Practices
- Further Develop Frequent and Rigorous Writing Across all Subject Areas
- Monitor Attendance & Behavioral Data

Then take ACTION STEPS...

- Check student learning progress
- Make adjustments based on the data



IDENTIFYING AREAS FOR RESEARCH AND FUTURE GOALS:

- Systems thinking about GROWTH
- Setting School and Student Learning Objectives (SLO)
- Closing the Achievement Gap between Sub-groups and their Peers



- RtI Group Identification
 - Identifying who needs help
 - Finding the most strategic ways to provide help





Press Release - Long Range Action Plan Teams Forming

January 27, 2015

Over 40 School District of Manawa residents participated in a long range planning process during the summer of 2014. Work has actively begun on the strategies identified over the summer. The district is now gathering Long Range Action Plan Teams around three of the ten major goals:

- Building Capacity for Leadership
- Fostering Positive Communication
- Creating a Culture of Academic Success

Work is taking place in the school setting on the additional strategies listed below:

- Preparing Students for Success Beyond School (Agenda 2017)
- Supporting Staff
- Partnering with the Community
- Promoting a Positive District Image
- Engaging Families in the School/Community Connection
- Balancing Quality Resource Allocation
- Maintaining and Attracting Families to Our District

Individuals and/or groups will be contacted to assist with these strategies beginning in the summer of 2015 and continuing into the school year.

Each of these Goal Teams will be developing both short- and long-term outcomes that will enhance important aspects of the school district for students, families, staff, and the districtwide community.

An overview of the Action Plan Team process will take place on January 27 from 6:00-7:30 p.m. in the Manawa Elementary School cafeteria. Action Plan Teams will then meet the first and third Tuesdays of each month through May, 2015.

If you would like to join a School District of Manawa Long Range Action Plan Team or just learn more about the action plan process, please contact Mrs. Frazier by Monday, January 20 at:

920-596-2525

or

jfrazier@manawa.k12.wi.us

Child care will be provided. Drop-ins are welcome!

What have we accomplished?

- Creating systems thinking
 - Professional Educator Handbook
 - Professional Advancement Compensation Eligibility (PACE)
 - Attendance/Truancy Plan
 - District Rtl Model
 - Section 504 Plan
- Professional Development
 - Multi-year Plan for systemic improvement
 - Instructional Coaching
- Academic Excellence
- Leadership
- Communication



Change is Difficult

- Having cheese makes you happy.
 - Imagining myself enjoying new cheese even before I find it, leads me to it.
 - It is safer to search the maze than to remain in a cheeseless situation.
 - Enjoy change! Savor the adventure and enjoy the taste of new cheese!
-
- Quotes from “Who Moved My Cheese”
Written by Spencer Johnson, M.D.



Building for the Future



Entry Plan / Long-Range Plan



Academic Excellence



- Raise state, local, and classroom scores overall.
- Close the achievement gap between students in certain sub-groups and their peers to include:
 - Students identified as socio-economically disadvantaged
 - Student identified with disabilities
- Improve attendance rate



What Should We Do?



- Continue Focus on Literacy
- Continue Developing Math Practices
- Further Develop Frequent and Rigorous Writing Across all Subject Areas
- Monitor Attendance & Behavioral Data

Then take ACTION STEPS...

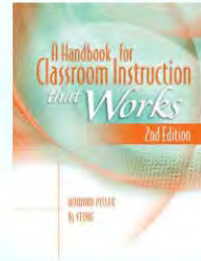
- Check student learning progress
- Make adjustments based on the data



How are we going to get there?



- Continued District-wide Literacy Focus – Writing
 - Lucy Calkins Units of Study
- Book Study – *A Handbook for Classroom Instruction that Works*
- Instructional Coaching
- Working toward 1 to 1 Computing
- Defined STEM
- Research-based Best Practices and Innovation



BUILDING FOR OUR FUTURE



The School District of Manawa will be rated in the top 10% of all rural Wisconsin school districts!

How will we make this happen?



ENTRY PLAN / LONG-RANGE PLAN



ACADEMIC EXCELLENCE

- By January 20, 2017, all SDM teachers will post "I can"/"I will" statements for all courses daily.
- Using STAR Reading results, all students in the School District of Manawa will read at or above grade level by grade 3 by the end of 2018-2019.
- Using STAR Math results, all students through grade 8 in the SDM will perform at or above grade-level by the end of the 2016-17 school year/course.
- By the end of 2017-18, all K- 8 students will have achieved a 3 or above on post on-demand writing assessments according to the Lucy Calkins Writing Rubrics.

ACADEMIC EXCELLENCE CONTINUED...

- By the end of the 2017-18 school year, all instructional staff in Little Wolf Jr./Sr. High School will implement the five basic practices of the Fundamental 5 into every lesson with 100% fidelity. This will be measured by observations, and supported by professional development.
 - Frequent, Small-Group, Purposeful Talk About the Learning
 - Every 10-15 minutes, groups of 2-4 students briefly discuss a preplanned "seed" question
 - Teacher stays in the power zone for the discussion

COMMUNICATION

- During the 2016-17 school year, the administrative team (staff as approved by administration) will develop a minimum of once weekly social media message shared through single district Facebook and Twitter accounts to consistently provide a positive district message to constituents.
- Throughout the 2016-17 school year, Manawa Elementary School will communicate the change from traditional to Standards-based Grading to 100% of families as measured by parent meetings, informational brochures, teacher communication at parent/teacher conferences, social media, and community publications.

RELATIONSHIPS

- Teachers and administrators will actively engage parents of all SDM students regarding their child's education by using the following strategies: communication logs (conferences, emails, telephone calls), family events, surveys, home visits, presence at community activities.

PLANNING FOR A 21ST CENTURY LEARNING SPACE

SCHOOL DISTRICT OF MANAWA

2016-17



WHAT ARE THE DISTRICT'S LONG-TERM NEEDS?



➤ Questions to Ask

- What are the immediate building needs in order to provide effective instruction to students?
- What will be needed in the next five years?
- What will be needed 10 years from now and beyond?

See Addendum A for full slideshow presentation of the State of the District 2016-17.

See Addendum B for the State of the District handouts for 2014-15, 2015-16, and 2016-17.

See Addendum C for the Wisconsin Department of Public Instruction District and School Report Cards for the 2015-16 school year.

Wolf Pack Express – Summer Edition/Public Notices

Welcome to the School District of Manawa! The 2017-18 school year is filled with exciting new opportunities for students, parents, and the community. The district serves about 700 students in four-year-old kindergarten through twelfth grade. The district operates two school buildings. Manawa Elementary School at 800 Beech Street houses grades 4K to six. Little Wolf Junior/Senior High School located at 515 Fourth Street serves students in grades seven to twelve.

Programs and Services:

A full complement of programs and services are available to students such as gifted/talented enrichment, Title I Schoolwide programming (MES), English language support, and special educational services to name a few. The district also takes great pride in offering a large variety of district-sponsored clubs, organizations, and extra-curricular sports and activities.

Little Wolf Senior High School offers the following courses that are articulated with Fox Valley Technical Institute:

- Animal Science/Veterinary Medicine
- Shielded Arc Metal Welding
- Gas Metal Arc Welding
- Microsoft Office Application

In addition, the following Advanced Placement Courses are offered:

- AP Calculus
- AP US History
- AP Psychology
- AP Literature
- AP Language and Composition

Cutting Edge:

The district is committed to staying on the cutting edge in education for our youth. Our goal is to be recognized in the top ten percent of small Wisconsin school districts. To that end, staff are encouraged to pilot innovative practices with the approval and support of the Board of Education. One example of innovation is the addition of an engineering and robotics program to the secondary technology education department. Students will now be able to participate in futuristic learning opportunities to prepare them for this rapidly growing area of the job market.

Site Analysis and Feasibility Study:

The Manawa Board of Education has undertaken a comprehensive Site Analysis and Feasibility Study with Scherrer Construction and Hoffman Planning, Design, and Construction, Inc. This spring all personnel participated in focus groups, six community listening sessions were held across the district, a student listening session was conducted with a high school sociology class, and a team of architects and engineers scrutinized every aspect of district-owned properties including the three buildings.

The next phase of the process will be the compiling and prioritizing all the information gathered to date. This work will be done by a Community Stakeholder Group that is representative of the district's diversity. The group will meet on July 11, July 25, August 1, August 15, September 5, and September 26 from 6:00-8:00 p.m. in the MES Library. A final public report is anticipated in October.

Transportation:

Kobussen Buses, Ltd. has taken over transportation responsibilities for the District as of July 1, 2017. The District is confident that this decision will benefit all stakeholders. First, all drivers have the opportunity to work for Kobussen at the same rate of pay they are currently earning. Kobussen offers summer driving opportunities as well as unemployment and other benefits the District cannot provide. Second, all buses will be equipped with digital cameras and a passive GPS system. This works to ensure the safety of all riders and drivers. Third, the District will no longer have to depend on an aging bus fleet. This also increases safety as well as eliminating repair and replacement costs. Because transportation is the only thing Kobussen does, they will be able to focus on giving SDM students and parents the best service possible. In turn, this allows for the School District of Manawa to do what we do best - educating children.

Infrastructure Projects – Summer 2017:

Hardware Server and Switch Upgrades - This project includes upgrading mission critical hardware servers and network equipment in the secondary school main server room. The equipment cost \$48,000 and is primarily funded by the federal e-rate program.

Expand Library Wire Closet - Some of the network equipment from the main server room will be repurposed in the library wire closet. This will support the 25 desktop computers in the new Technology Lab in Room 304.

Install Electricity / Network Access - The new lab in Room 304 requires additional electricity bandwidth to support the high-powered computer equipment. Poles are planned to carry the electricity and network cables to the computers.

1 GB Internet Upgrade - The district internet bandwidth is due for an upgrade. Equipment has been upgraded to support the change. The district is still waiting for an upgrade date from the state.

Migrate Old Hardware Servers - The hardware server in the secondary school will be moved to the elementary school. A possible future project to upgrade the old hardware server and repurpose it as a backup for the primary server may be considered. Additional research is needed to ensure the value is worth the cost.

Battery Backup Replacement - A battery allows the server to run a few minutes during a power outage. This device is used more than typically expected as the district/community often experience power outages during storms. The battery will be serviced in early August.

Remove Unused Equipment - Over the years old equipment has been decommissioned but remained in the server room. This unused equipment will be removed and repurposed or recycled.

District Website Upgrade:

The district is working on an upgrade to the district's website. CTM4Schools is the software used to create the website. This software is supported by CESA #6. The district is moving from the basic website software to the customizable version in order to provide the features requested by district users.

PAES Lab:

The district's Special Education Department is working on an exciting new program aimed at supporting students with disabilities to make the transition to life after high school. The Board is considering the rental of a downtown storefront. With the new law on transitions, the former sheltered workshop model is being phased out. Students and adults with disabilities were often segregated from the community at large. In the new model, students are supported as they develop into contributing members of their community by learning life skills, securing meaningful employment, and building lasting relationships across the community. This is done by creating an authentic work environment that is centrally located in the hub of the downtown business community. There is one Wisconsin program of this type that has been functioning for several years in New Glarus. Eau Claire is in the start-up phase. The SDM would have the first program of this type in central Wisconsin.

BUDGET OVERVIEW

Budget information is broken down into separate accounts referred to by the State as Funds. Each fund is used for a specific source and use of funds. A brief explanation of each fund follows:

Fund 10 General Fund includes all expenditures for the regular education program as well as administration, maintenance, insurance and utilities. Fund 10 also includes the net cost of Fund 27 (the budget for students with exceptional needs).

Fund 21 Special Revenue Trust includes revenues that are gifts or donations from parent teacher organizations, individuals, and/or businesses. Parent teacher organization purchases for the school district such as playground equipment or classroom supplies are charged here and the funds to pay for the items go here as well.

Fund 27 Special Education Fund accounts for all cost of programs for students with exceptional needs. This includes our own programs as well as tuition to send students to programs in other districts when we do not have the specialized program that some students require. This fund also includes cost for physical and occupational therapy provided to students needing those services.

Fund 38 Non-Referendum Debt Service accounts for all receipts and expenditures specifically for payment of long and short-term debt. This is debt that was not approved through a referendum. A district can have up to a total of \$1,000,000 of debt without having a referendum. However, funds to pay for this debt must come from the fund 10 general operational fund of the district and may not be levied separately.

Fund 39 Referendum Approved Debt Service accounts for all receipts and expenditures specifically for payment of referendum approved debt. This is debt for which a special referendum election is held. Currently the Manawa Middle School building debt, which have been approved by Manawa residents, is the only item in this fund.

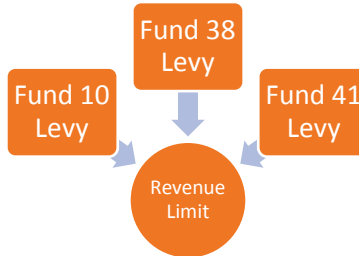
Fund 49 Capital Projects Fund accounts for money for the Athletic Complex raised by via donations.

Fund 50 Food Service Fund includes all receipts and expenditures for the lunch, breakfast, and special milk.

Fund 80 Community Services Fund are funds collected and spent on programs for residents of the School District of Manawa, but not regular instruction programs for the students. Our fund 80 includes the operation of the Junior High School sports, and the Senior Tax Exchange Program (STEP). The STEP program is a program to help seniors in our district earn some additional funds to help pay their property taxes by volunteering time in the schools in various programs.

Revenue Limits/Equalization Aid/Tax Levy Overview

Revenue Limit: A district's revenue limit is the maximum amount of revenue that may be raised through state general aid and property tax for the General, Non-Referendum Debt, and Capital Expansion Funds, also referred to as Funds 10, 38, and 41 respectively. Manawa does not currently levy into Funds 38 or 41.



The revenue limit calculation is based upon multiple factors. The first factor is the district's prior year controlled revenue. This consists of the prior year's levy, equalization aid, computer aid, and the reduction of the non-recurring exemptions.

Enrollment is the second factor that affects a district's revenue limit. Both the 3rd Friday count and 40% of the summer school FTE are summed to determine a district's membership. The table below lists summer school as 40% of the total FTE. To determine your membership count for the revenue limit calculation, a district will compare their current three-year average (listed as 754) to last year's three-year average (751) to determine if they are considered to have increasing or decreasing enrollment.

	ACTUAL ENROLLMENT						
	2012	2013	2014	2015	2016	2017	2018
SEPTEMBER COUNTS							
Summer School	25	21	21	19	22	20	20
Summer School (40%)	10	8	8	8	9	8	8
September FTE	756	755	736	746	728	754	754
TOTAL FTE	766	763	744	754	737	762	762
FTE Change		(3)	(19)	10	(17)	25	0
% Change		-0.39%	-2.49%	1.34%	-2.25%	3.39%	

	ACTUAL				
	FY-2014	FY-2015	FY-2016	FY-2017	FY-2018
CURRENT AVERAGE	758	754	745	751	754
Change		(4)	(9)	6	3
% Change		-0.53%	-1.19%	0.81%	0.40%

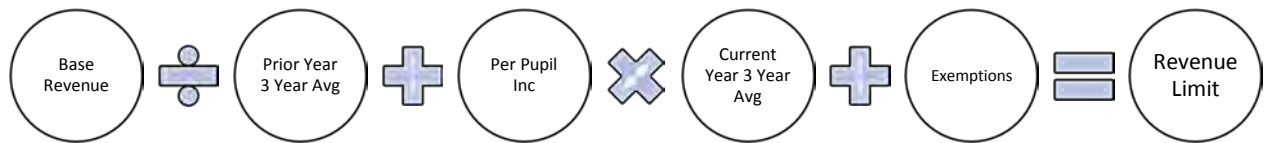
Inflationary Per Pupil Increase			
Year	Base	Increase	Rev/ Member
2006-07	8,100	300	8,400
2007-08	8,427	273	8,700
2008-09	8,699	301	9,000
2009-10	9,000	200	9,200
2010-11	9,200	200	9,400
2011-12	9,400	(400)	9,000
2012-13	9,000	50	9,050
2013-14	9,050	75	9,125
2014-15	9,125	75	9,200
2015-16	9,200	-	9,200
2016-17	9,200	-	9,200
2017-18	9,200	-	9,200

A third factor is the inflationary per-pupil increment. In past years, districts were usually allowed to add in a per-pupil inflationary increase that was tied into the CPI calculation. For the 2011-12 school year, each district was required to reduce their revenue per member by 5.5%. Please see the table at the left that lists changes in the per-pupil per member amounts. As the table indicates our 2015-16 revenue per member will be approximately equal to the 2009-10 factor.

A final set of factors that determine a revenue limit calculation are any recurring and non-recurring exemptions that have been approved by DPI. There are currently no recurring exemptions for Manawa.

Non-recurring exemptions that flow into Manawa’s revenue limit calculation are Energy Efficiency Exemption and the Private School Voucher Aid Deduction.

After the previously mentioned factors have been finalized a district will be able to determine their revenue limit for the year. Please see the graphic below for a review of the revenue limit calculation.



Equalization Aid: The State provides financial assistance in the form of Equalization/General Aid to school districts in order to:

- Reduce the reliance upon the local property tax as the sole source of revenue for educational programs.
- Guarantee that a basic educational opportunity is available to all pupils regardless of the local fiscal capacity of the district in which they reside.

The fundamental purpose of the Equalization Aid formula is to “level the playing field” by providing assistance to districts with lower property value to make up for what they can’t get from their property tax base.

The three local factors that determine Equalization aid are membership, property value, and shared costs.



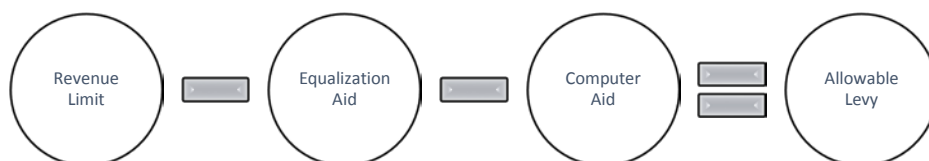
A district will use their third Friday and second Friday student counts from the previous year, as well as the full amount of the summer school FTE. The certified equalized values from the previous May are used in determining the property values. The final local factor is shared costs. Shared costs can be defined as the sum of all Fund 10, 38, and 39 expenses and subtracting all local revenues, grant revenues, and categorical aids used to pay these expenses. There are also various state factors; these are determined by how every other district is reflected in the equalization aid formula.

Depending on district value-per member, some districts increase their aid by increasing expenses, while others decrease their aid by increasing expenses. In our case, we will receive more aid as we increase expenses.

Please see the table below for historic equalization aid amounts for our district. The equalization aid in the 2015-16 budget is based upon the July 1st estimate provided by D.P.I. They will provide a certified equalization aid per district on Oct. 15th which will be used in the final budget. We will also be able to determine the final tax levy after this date.

Equalization Aid by Year								
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Equalization Aid	5,267,813	4,742,026	4,649,756	4,456,591	4,351,982	4,490,019	4,065,368	4,601,477
Increase/(Decrease)		-525,787	-92,270	-193,165	-104,609	138,037	-424,651	536,109
Percentage		-9.98%	-1.95%	-4.15%	-2.35%	3.17%	-9.46%	13.19%

Tax Levy: Upon receipt of our Oct. 15th equalized aid amounts, the tax levy for the year can be determined. The tax levy is calculated as follows:



There is an inverse relationship between equalization aid and property taxes. As state aid falls, property taxes will rise. As state aid rises, property taxes will decrease.

The district's exempt computer state aid for 2017 is \$2,829.

Included on the next page is a table that lists the revenue limit levy for the last few years, broken down by funds 10, 38, and 41. Keep in mind the data for 2017-18 is still an estimate.

Revenue Limit Levy by Year								
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Fund 10	2,621,966	2,619,177	2,326,055	2,492,151	3,027,000	2,920,819	3,247,819	3,082,636
Fund 38	62,874	0	0	0	0	0	0	0
Fund 41	0	0	0	0	0	0	0	0
Revenue Limit Levy	2,684,840	2,619,177	2,326,055	2,492,151	3,027,000	2,920,819	3,247,819	3,082,636
Increase/(Decrease)		-65,663	-293,122	166,096	534,849	-106,181	327,000	-165,183
Percentage		-2.45%	-11.19%	7.14%	21.46%	-3.51%	11.20%	-5.09%

Please see the chart below for a comparison of key revenue limit factors between the two years:

Category	Actual	Projected	Increase	Percent
	2016-17	2017-18		
3 Year Membership Average	751	754	3	0.40%
Revenue per Member	9,200	9,200	0	0.00%
Revenue Limit	7,316,016	7,686,800	370,784	5.07%
Equalization Aid	4,065,368	4,601,477	536,109	13.19%
Fund 10 levy	3,247,819	3,082,636	-165,183	-5.09%
Fund 80 Levy	40,000	40,000	0	0.00%
Total Levy	3,287,819	3,122,636	-165,183	-5.02%
Mill Rate	9.14	8.49	(0.65)	-7.11%

It should be noted that values for 2017-18 are projections and are subject to change. In addition, 2017-18 includes a proposed \$750,000 Energy Efficiency Exemption.

Major Revenue Sources Outside Revenue Limits

Per Pupil Categorical Aid

Per Pupil Aid provides additional funding to school districts in Wisconsin based on the three-year average membership from the district’s revenue limit calculation. It is provided at the same rate per student to all districts in Wisconsin. Please see the table below for a history of Per Pupil Categorical Aid for Manawa.

Per Pupil Categorical Aid					
Year	2013-14	2014-15	2015-16	2016-17	2017-18
Rate	\$75	\$150	\$150	\$250	\$250
FTE	758	754	745	751	754
Total	\$56,850	\$113,100	\$111,750	\$187,750	\$188,500

Monthly Enrollment/Membership Count

Monthly Enrollment Count to the Board 2016-2017														
Grade	22-Aug-16	19-Sep-16	3rd Friday		17-Oct-16	21-Nov-16	19-Dec-16	December		23-Jan-17	20-Feb-17	20-Mar-17	24-Apr-17	15-May-17
			Breakdown	Less 9 wk Waivers				Corrected						
EC / Speech .5	1	1	4	1	4	4	4	4	4	4	4	4	4	4
4K .6	42	42	42		41	41	41	41	43	43	42	41	41	41
Kdg	37	36	35		36	36	39	36	35	34	34	34	34	34
1	37	38	35		35	34	34	34	34	33	33	33	33	33
2	58	59	59		59	59	59	59	60	60	60	60	60	60
3	46	46	46		48	50	50	50	50	50	50	49	49	49
4	42	42	42		42	42	40	40	40	40	40	41	41	41
5	49	49	48		50	49	49	49	51	51	51	52	52	52
6	51	53	52		53	53	52	52	53	53	52	55	55	55
7	49	48	48		48	48	48	48	48	48	49	48	48	48
8	60	58	59		59	59	59	59	61	60	59	59	59	60
9	55	55	55		55	53	53	53	53	54	56	56	56	56
10 / Charter	61	61	63		64	62	63	63	63	62	61	61	61	61
11	60	59	59	1	59	60	59	59	59	59	59	59	59	59
12	54	53	52		52	51	51	51	51	50	50	50	50	50
Less OE IN	-25	-27	-24		-24	-24	-24	-24	-24	-24	-24	-24	-24	-24
Plus OE OUT	106	105	100		100	95	97	97	91	90	89	89	89	89
Total Enrollment	783	778	775	773	781	772	774	771	772	767	765	767	768	768
3rd Friday Sept 2015	745													

Monthly Enrollment Count to the Board 2017-2018

Grade		15-May-17	17-Jul-17	
EC / Speech .5		4		
4K .6		41	32	
Kdg		34	43	
1		33	34	
2		60	33	
3		49	60	
4		41	49	
5		52	41	
6		55	52	
7		48	55	
8		60	49	
9		56	67	
10 / Charter		61	57	
11		59	62	
12		50	60	
Less OE IN		-24	too early for #'s	
Plus OE OUT		89	too early for #'s	
Total Enrollment		768		
3rd Friday Sept 2016	745			

See Addendum D for Revenue Trend Data PowerPoint Presentation slides.

See Addendum E for Breakdown of the 2016-17 Buildings and Grounds budget.

Debt Free

The School District of Manawa has been proud of the fact that the District has been debt-free since the 2015-16 school year and the District has not asked the public for an operational override referendum. Of the 425 public school districts in Wisconsin, about fifty-three districts are like the SDM in being both debt-free and not operating with additional referenda dollars. The demographics of the districts in this category are very diverse. However, one would make some assumptions that conservative and judicious use of public funds have played a role in maintaining this status.

Zero-based Budgeting Process

To: District Staff
From: Administrative Team
Date: February 25, 2016
Re: 2016-17 Budget

The 2016-17 budgeting process is beginning. Budgets are due on or before **April 6** to your principal/supervisor. Administrative budgets will be due on **April 18**. Attached to this cover memo, you will find a sample of the Composite Budget Summary. Forms needed for preparing your classroom/departmental budget will be provided online in a fillable format. The SDM will be using zero-based budgeting as a basic premise.

Where can I find the forms?

Budget forms can be found on the district website under the “Staff” tab inside the folder called “District Forms.” There you will find a copy of this budget memo, the Budget Request Form, and the Composite Budget Summary.

What is zero-based budgeting?

Zero-based budgeting is a method of budgeting in which all expenses must be justified for each new year. Zero-based budgeting starts from a "zero base" and each request is analyzed for its needs and costs. Budgets are then built around what is needed for the upcoming period regardless of whether the budget is higher or lower than the previous one. Zero-based budgeting provides for the efficient allocation of resources, as it is based on needs and benefits rather than history.

Do I need to budget for Central Supply items?

No, the principals and their secretaries will stock the central supply storage area. The only consumable items you need to place in your budget are those that do not appear in the list of over 800 central supplies from School Specialty.

What process should I follow to request items I need for next school year?

- Consider the items you need including all registrations and fees for yourself and students.
- Check in catalogs (online or paper) for current prices. To this end, be sure you are looking at the most up-to-date prices and that the prices hold through July 1st as that is when the new fiscal year begins and orders will be placed.
- Be sure to include any relevant discounts, rebates, shipping & handling, etc.
- The district does NOT pay tax on anything.
- Single items over a thousand dollars should be sent out to multiple vendors by the teacher for competing quotes. Quotes may also be secured for large departmental purchases like

art or physical education where many items are purchased from the same vendor and a discounted price may be offered for the size of the purchase.

- One vendor per form.
- One object number per form.
- Total all forms with the same object number and put that total on the Composite Budget Summary.
- Total all object number totals and record this number next to “Grand Total.”
- Clip all the forms to the Composite Budget Summary and submit it to your building principal/supervisor.
- Budget requests are due to your building principal/supervisor on or before **April 6**.

What is a “contingency” fund?

A contingency fund is setting aside an amount of money you will need for a specified purpose for something that would not be practical or purposeful to purchase in advance. For example, elementary teachers sometimes have a small contingency fund for Food – 415 because they may do a cooking experience once or twice a year for which a food purchase will be needed. On the requisition for Food – 415, the teacher would write the word “contingency” in the description section. Name the cooking activity if known. Indicate the total amount of money needed for the cooking experience.

What do I do if I can’t find an object number that fits the description of the item I wish to purchase?

The Wisconsin Uniform Financial Accounting Requirements (WUFAR) booklet contains literally hundreds of possible codes. The list provided has been simplified for ease of use. Contact your principal, Dr. Oppor, or Mrs. Burr for additional information on other available codes.

Do clubs and organizations need to create a budget?

Yes, any club or organization that spends money to live its purpose should have a spending plan (budget) whether the club or organization pays for the items through an activity account or the building budget. A budget ensures that the club or organization is living within its means. For groups that rely solely on activity accounts, care should be taken to ensure that expenses do not exceed fees or fundraising revenues.

How will fees and fundraising be assessed?

Principals will be working with Dr. Oppor to compile comprehensive spreadsheets for all district fees and all district fundraising. The Board of Education will be reviewing and approving fees and fundraising in April. The fees will be included in summer registration packets to families. In this way, parents can anticipate the various fees and fundraisers that may impact the family

budget. All fees will be collected in advance and deposited in the appropriate accounts. (Ex. Elementary field trip fee will be deposited into grade-level activity accounts.)

How can I keep track of my budget?

Principals and other administrators will be entering all requisitions into Skyward which will populate the budget fields. In this way, the budget will reflect actual planned spending. The Business Office will then be able to produce accurate budget reports that will show how much has been spent from each account, how much has been encumbered, and how much remains to be spent.

Federal Entitlements (2017-18 Anticipated Allocations)

IDEA Part B Flow-through Allocations: (as per the Wisconsin Department of Public Instruction at: <https://dpi.wi.gov/sped/educators/fiscal/flow>)

Allocation: \$170,692

Program Description: Funds under the Individuals with Disabilities Education Act are provided to school districts on an entitlement basis for programs and services to children with disabilities. Part B flow-through provides funds for special education services to children ages 3-21. Funds may be used for staffing, educational materials, equipment, and other costs to provide special education and related services, as well as supplementary aids and services, to children with disabilities.

Who is Eligible to Apply: Wisconsin School Districts (including 2r Independent Charter Schools), Department of Health Services and Department of Corrections

Amount of Funds Available: The entitlement amounts found on the DPI website are for Wisconsin Local Educational Agencies (LEAs) share of Individuals With Disabilities Education Act (IDEA) Part B flow-through entitlement funding. Part B funds are distributed in accordance with an allocation formula. Each district generates a "base amount" with the base amount determined by the federal government equal to the December 1, 1998, child count. Additional dollars are distributed on the basis of the district's public and private elementary and secondary school enrollment (85%) and the relative number of children living in poverty (15%). Wisconsin is utilizing the number of Title I formula children in each district as the poverty indicator.

IDEA – Preschool

Allocation: \$7,759

Title I, Part A Schoolwide:

Allocation: \$103,411 (Down \$17,056 from the 2016-17 school year.)

Overview

Title I is a federal program that provides funds to school districts and schools with high numbers or high percentages of children who are disadvantaged to support a variety of services. Its overall purpose is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and assessments. The grant contains provisions for ensuring that children who are disadvantaged enrolled in private schools also benefit from the academic enrichment services funded with Title I, Part A funds.

Program Elements

Critical program elements are:

- needs assessment and program plan design,
- parent involvement,
- services to students enrolled in private schools,
- high-quality teachers and paraprofessionals,
- coordination of services for homeless students in non-Title I schools,
- support for Title I Focus and Priority schools and
- comparability.

Title II, Part A – Teacher and Principal Training and Recruiting Fund Grant:

Allocation: \$22,750 (Down \$6,227 from the 2016-17 school year.)

The purpose of Title II programs is to increase student achievement and close achievement gaps by offering professional development opportunities in core academic areas.

Title II funding is used to recruit, train, and prepare candidates to become highly qualified teachers in core academic areas. The programs offer opportunities for K-12 and higher education systems to form strong partnerships to develop and provide programs that are challenging for all students.

Title III, Part A – English Language Acquisition, Language Enhancement, and Academic Achievement Act:

Allocation: Usually several hundred dollars managed by the CESA #6 Consortium

The Wisconsin Department of Public Instruction receives funding under Title III based on the total number of EL students and immigrant youth identified by schools in the state. The U.S. Department of Education will use American Community Survey data to determine this count, pursuant to the Elementary and Secondary Education Act (ESEA) Section 3111(c). In turn, districts receive funds based on the number of students identified.

All school districts with identified ELs are required to develop a plan which describes how they plan to support ELs within their district or schools. All schools are federally required to identify ELs, assess their English Language Proficiency (ELP) annually, while providing them with English Language services. Title III provides supplemental support to schools serving ELs. Districts accessing Title III funds must submit a plan for how Title III funds will be used to provide supplemental core educational services for ELs within their district. Approvable plans have the following priorities:

- Increase English proficiency and academic achievement in core academic subjects of LEP students by providing high quality language instruction programs and content area teaching;
- Provide high-quality professional development to enable classroom teachers to deliver effective sheltered content and English language instruction; and
- Develop, implement, and provide extended day, weekend, and summer opportunities for English language and academic content instruction for LEP students.

Carl Perkins State Plan:

85% of the State's basic grant is awarded based on a federally determined formula awarded to secondary school districts to develop, implement, and/or refine Programs of Study that:

- Integrate academics with CTE programs via a coherent sequence of courses
- Link CTE at secondary and post-secondary level by offering relevant elements of not less than 1 CTE Program of Study
- Provide students with all aspects of an industry which may include work-based learning
- Develop, improve, expand the use of technology in CTE
- Provide professional development programs to teachers/faculty/counselors/administrators involved in integrated CTE programs

- Develop and implement evaluations of CTE programs including assessment of how the needs of special populations are being met
- Initiate/improve/expand/modernize quality CTE programs including relevant technology
- Provide services and activities that are of sufficient size, scope, and quality
- Provide activities to prepare special populations enrolled in CTE program for high skill/high wage or high demand occupations.

School districts are required to form a consortium if the formula award of \$15,000 threshold is not met for their district.

The remaining 15% of funds is directed to leadership and administration.

Special Grants

School District of Manawa personnel also wrote several grants. The largest of the grants for the 2017-18 school year is the Wisconsin Technology Initiative grant for \$25,000 for the new secondary engineering and robotics program. Grants for a Maker's Space at the elementary school and several agriculture education grants were also received.

Senior Tax Exchange Program (S.T.E.P.) – Fund 80

The School District of Manawa is pleased to offer a property tax rebate program for eligible senior volunteers who serve in programs at Manawa Elementary School, Manawa Little Wolf Jr./Sr. High School, and St. Paul's Lutheran School. Qualifying senior citizens will receive a credit to be used to help reduce their property tax bill.

Program Parameters

1. The program is focused on volunteers in roles that primarily provide a direct connection with students with an emphasis on academic tutoring.
2. Maximum number of enrolled fulltime participants is 39 people district-wide or equivalent hours of 2574 hours.
3. Enrollment is first come, first served. Once there are 39 people district-wide or the equivalent hours, the program will be considered full for that tax year.

Eligibility

1. Age 62 or older.
2. Eligible to receive Social Security.
3. Live in the home for which the person pays property taxes in the School District of Manawa.
4. Confirm annually or enroll in the STEP program with the school district through Mrs. Ruth Lord, STEP Coordinator. The program provides screening, orientation, and background checks.

Property Tax Credit

1. Credit of \$6.50 per hour.
2. Volunteers may be credited up to maximum of 66 hours in a calendar year (December 1 – November 30) for a total of \$429.00.
3. Credit will be a check, payable to the municipality and is to be applied to property tax payments.

Process

1. Volunteers must be enrolled in the STEP Volunteer Program through Mrs. Ruth Lord. All requests for use of STEP volunteers will be submitted to the building principal for approval. If approved, the principal will add the approved volunteer activity and the hours needed to provide the service. Principals will not approve additional volunteer activities if the number of volunteer hours are already fully used for the year.
2. The STEP program runs from December 1 to November 30. Thirty-nine volunteers would equate to 2,574 hours per year. We then divided the hours between the SDM and St. Paul's based on the number of enrolled students. St. Paul's would use about 12% or 309 volunteer hrs. The SDM would use about 88% or 2265 hrs.
3. STEP volunteers may not exceed the number of approved hours for the activity without the advanced written consent of the building principal and Mrs. Lord to ensure that there are available hours remaining in the STEP program.
4. The principal may generate a "waiting list" at the bottom of the spreadsheet for approved concepts. In the event that not all hours are utilized for other previously approved volunteer activities, tasks from the waiting list can be acted upon.
5. STEP Volunteers record their hours on a time sheet that must be submitted every two weeks on or before the 15th and final business day of each month.

6. Hours will be recorded and tabulated bi-monthly by Mrs. Lord.
7. Mrs. Lord will keep volunteer activities and hours documentation in a shared spreadsheet with the Business Manager, District Administrator, and School Principals.
8. The School District of Manawa will generate a check made out to the municipality and mailed to the municipality in January to be used as a property tax credit.

Revenue Limit Worksheet (Draft)

DISTRICT:	Manawa	▼	3276	▼
DATA AS OF 5/26/2017, 11:20 AM				
Line 1 Amount may Not Exceed Line 11 - (Line 7B+Line 10) of Final 16-17 Revenue Limit				
2016-17 General Aid Certification (16-17 Line 12A, src 621)	+		4,065,368	
2016-17 Computer Aid Received (16-17 Line 17, Src 691)	+		2,829	
2016-17 Hi Pov Aid (16-17 Line 12B, Src 628)	+		0	
2016-17 Fnd 10 Levy Cert (16-17 Line 18, Levy 10 Src 211)	+		3,247,819	
2016-17 Fnd 38 Levy Cert (16-17 Line 14B, Levy 38 Src 211)	+		0	
2016-17 Fnd 41 Levy Cert (16-17 Line 14C, Levy 41 Src 211)	+		0	
2016-17 Aid Penalty for Over Levy (16-17 FINAL Rev Limit Wksht)	-		0	
2016-17 Total Levy for All Levied Non-Recurring Exemptions*	-		406,816	
*NET 2017-18 Base Revenue Built from 16-17 Data (Line 1)	=		6,909,200	
<p style="font-size: small;">*For 2016-17 Non-Recurring Exemptions Levy Amount, enter actual amount for which district levied; (7B Hold Harmless, Non-Recurring Referenda, Declining Enrollment, Energy Efficiency Exemption, Refunded/Rescinded Taxes, Prior Year Open Enrollment Pupils, Reduction for Ineligible Fund 80 Expend, Environmental Remediation, Private School Voucher Aid Deduction.)</p>				
September & Summer FTE Membership Averages				
Count Ch. 220 Inter-District Resident Transfer Pupils @ 75%.				
Line 2: Base Avg:	$(14+.4ss)+(15+.4ss)+(16+.4ss) / 3 =$			751
	2014	2015	2016	
Summer fte:	19	22	20	
% (40,40,40)	8	9	8	
Sept fte:	746	728	755	
Special Needs Vouchers	0	0	0	
Total fte	754	737	763	
Line 6: Curr Avg:	$(15+.4ss)+(16+.4ss)+(17+.4ss) / 3 =$			754
	2015	2016	2017	
Summer fte:	22	20	20	
% (40,40,40)	9	8	8	
Sept fte:	728	755	755	
Special Needs Vouchers	0	0	0.00	
Total fte	737	763	763	
<p style="text-align: center;">"Current Average" for use in 17-18 Per-Pupil Aid calc (does not include Special Needs Voucher children). Average without SNSP: 754</p>				
Line 10B: Declining Enrollment Exemption	=			
Average FTE Loss (Line 2 - Line 6, if > 0)				
	X	1.00	=	
X (Line 5, Maximum 2017-2018 Revenue per Memb)	=			
Non-Recurring Exemption Amount:				
Line 17: State Aid for Exempt Computers	=			
Line 17 = A X (Line 16 / C) (to 8 decimals)	Round to Dollar			
Fall 2017 Property Values (estimate until Oct '17 values are available)				
A. 2017 Exempt Computer Property Valuation	Required	+	309,600	
B. 2017 TIF-Out Tax Apportionment Equalized Valuation		+	359,790,236	
C. 2017 TIF-Out Value plus Exempt Computers (A + B)		=	360,099,836	
<i>Computer aid replaces a portion of proposed Fund 10 Levy</i>				
Src 691 = Computer Value X (Proposed Levy / (TIF-Out Val + Computer Value))				
CELL COLOR KEY: Auto-Calc DPI Data District-Entered				
Worksheet is available at: http://dpi.wi.gov/sfs/limits/worksheets/revenue				
Calculation Revised: 11/14/2016				

2017-2018 Revenue Limit Worksheet (CURRENT LAW. See cell comment.)			
1.	2016-17 Base Revenue (Funds 10, 38, 41)	(from left)	6,909,200
2.	Base Sept Membership Avg (14+.4ss, 15+.4ss, 16+.4ss/3)	(from left)	751
3.	2016-17 Base Revenue Per Member (Ln 1 / Ln2)	(with cents)	9,200.00
4.	2017-18 Per Member Change (A+B+C)		0.00
	A. Allowed Per-Member Change	0.00	
	B. Low Rev Incr ((9,100 - (3 + 4A))-4C) Not < 0	0	
	C. Low Rev Dist in CCDEB (Enter DPI Adjustment)	0.00	
5.	2017-18 Maximum Revenue / Member (Ln 3 + Ln 4)		9,200.00
6.	Current Membership Avg (15+.4ss, 16+.4ss, 17+.4ss/3)	(from left)	754
7.	2017-18 Rev Limit, No Exemptions (Ln7A + Ln 7B)	(rounded)	6,936,800
	A. Max Rev/Memb x Cur Memb Avg (Ln 5 x Ln 6)	6,936,800	
	B. Hold Harmless Non-Recurring Exemption	0	
8.	Total 2017-18 Recurring Exemptions (A+B+C+D+E)	(rounded)	0
	A. Prior Year Carryover	0	
	B. Transfer of Service	0	
	C. Transfer of Territory/Other Reorg (if negative, include sign)	0	
	D. Federal Impact Aid Loss (2015-16 to 2016-17)	0	
	E. Recurring Referenda to Exceed (If 2017-18 is first year)	0	
9.	2017-18 Limit with Recurring Exemptions (Ln 7 + Ln 8)		6,936,800
10.	Total 2017-18 Non-Recurring Exemptions (A+B+C+D+E+F+G+H)		765,392
	A. Non-Recurring Referenda to Exceed 2017-18 Limit	0	
	B. Declining Enrollment Exemption for 2017-18 (from left)		
	C. Energy Efficiency Net Exemption for 2017-18 (see pg 4 for details)	750,000	
	D. Adjustment for Refunded or Rescinded Taxes, 2017-18	0	
	E. Prior Year Open Enrollment (uncounted pupil[s])	0	
	F. Reduction for Ineligible Fund 80 Expenditures (enter as negative)	0	
	G. Environmental Remediation Exemption	0	
	H. Private School Voucher Aid Deduction per 2015 Act 289	15,392	
11.	2017-18 Revenue Limit With All Exemptions (Ln 9 + Ln 10)		7,702,192
12.	Total Aid to be Used in Computation (12A + 12B)		4,465,368
	A. 2017-18 October 15 General Aid Certification	4,465,368	
	B. State Aid to High Poverty Districts (not all districts)	0	
DISTRICTS MUST ESTIMATE AN AID AMOUNT FOR LINE 12 UNTIL THE JULY 1 ESTIMATE OF 2017-18 GENERAL AID.			
13.	Allowable Limited Revenue: (Line 11 - Line 12) (10, 38, 41 Levies + Src 691. Src 691 is DOR Computer Aid.)		3,236,824
14.	Total Limited Revenue To Be Used (A+B+C)	Not > line 13	3,236,824
Entries Required Below: Enter amnts needed by purpose and fund:			
	A. Gen Operations: Fund 10 including Src 211 & Src 691	3,236,824	(Proposed Fund 10)
	B. Non-Referendum Debt (inside limit) Fund 38 Src 211	0	(to Budget Rpt)
	C. Capital Exp, Annual Meeting Approved: Fund 41 Src 211	0	(to Budget Rpt)
15.	Total Revenue from Other Levies (A+B+C+D)		40,000
	A. Referendum Apprvd Debt (Fund 39 Debt-Src 211)	0	
	B. Community Services (Fund 80 Src 211)	40,000	(to Budget Rpt)
	C. Prior Year Levy Chargeback for Uncollectible Taxes (Src 212)	0	(to Budget Rpt)
	D. Other Levy Revenue - Milwaukee & Kenosha Only	0	(to Budget Rpt)
16.	Total Levy + Src 691, "Proposed Levy" (Ln 14 + Ln 15)		3,276,824
17.	Est Src 691 (Comp Aid) Based on Ln 16 & Values Entered		2,817
18.	Fnd 10 Src 211 (Ln 14A-Ln 17), 2017-18 Budget		3,234,007
Line 18 (not 14A) is the Fund 10 Levy certified by the Board.			
19.	Total Fall, 2017 All Fund Tax Levy (14B + 14C + 15 + 18)		3,274,007
	Line 19 is the total levy to be apportioned in the PI-401.	Levy Rate =	0.00909977
Districts are responsible for the integrity of their revenue limit data & computation. Data appearing here reflects information submitted to DPI and is unaudited.			

#NAME?		
Fund 10, PI-401	3,234,007.00	
Fund 38, PI-401	0.00	
Fund 41, PI-401	0.00	
	3,234,007.00	
Chargeback, PI-401	0.00	
Fund 39, PI-401	0.00	
Fund 80, PI-401	40,000.00	
Fund 48/Other, PI-401	0.00	
Total, PI-401	3,274,007.00	
Computer Aid	2,817.00	<----- don't change
Carryover Computation Based on Levy Information in the PI-401		
0		0
0		0
You have levied to your maximum.		
0		
0		
		0
0		
0		
18-19 Base-Building Information		
Total Non-Recurring Exemptions:	765,392	
LEVIED Total Non-Recurring Exemptions:	765,392	
(to be removed from subsequent year's base)		

Manawa

2017-18 Per-Pupil Categorical Aid

We do not yet know the per-pupil amount for 2017-18, as this will be decided during the 17-19 Biennial Budget process. (In 2016-17, the Per-Pupil aid amount was \$250 multiplied by Line 6 Current 3-Year Average of the Revenue Limit computation.) Note the Current 3-Year Average does NOT include Special Needs Voucher students, new charter students, or 2x charter students. See Cell F34 for the Current 3-Year Average to be used for Per-Pupil Aid. Per-Pupil revenue is coded to Source 695 (note new source code). The Per-Pupil Aid computation uses information from the district's Revenue Limit Computation, but is paid OUTSIDE of the Revenue Limit. See <http://dpi.wi.gov/sfs/aid/categorical/per-pupil-aid> for more information.

2017-18 ENERGY EFFICIENCY EXEMPTION NET TOTAL - LINE 10C.

(Carry bright yellow box amount to Line 10C. on page 1. See detail computation boxes below.)

ENTER ALL NUMBERS AS POSITIVE EXCEPT WHERE INDICATED. FORMULAS WILL AUTO-CALCULATE.

1.) 2015-16 Adjustment for Unspent Debt Energy Exemption (see box below)		\$0
2.) 2016-17 Adjustment for Unspent Non-Debt Energy Exemption (see box below)		\$0
3.) 2017-18 EE Expenses for Non-Debt (1-Year Project) per Board Resolution		\$0
4.) 2017-18 EE Expenses for Debt per Board Resolution		\$0
5.) Measured Utility Savings Applied to 2017-18 (entered as a negative)		\$0
6. Total 2017-18 Energy Efficiency Exemption (carry to Line 10 C. on page 2)		\$0

(Amount can be < 0.)

The 2017-18 Net EE exemption will include adjustments for unspent Fall, 2015 Levy (DEBT) and Fall, 2016 Levy (NON-DEBT) BOE resolutions. Actual expenditures will be reported to DPI by your auditor in August, 2017 via the PI-1506-AC. Until then, districts are to enter their estimates of expenditures made related to the respective EE BOE resolutions.

If, after you enter your anticipated expenditures, negative numbers appear in Line 1 (cells X35 and X44) in either or both the 2015-16 or 2016-17 tables below, this indicates the estimated expenditures entered are less than the amount of the exemption that year. Call a finance consultant if you have questions.

2015-16 Energy Efficiency Reconciliation - Debt

1.) 2015-16 Adjustment for Unspent Energy Exemption (-A+B+C+D, can be < 0)		\$0
A. 2015-16 EE Debt Resolution Expenses per Portal (entered as a negative)	\$0	
B. Jan-Jun 2016 Debt Service Payment (per 16-17 PI-1506AC)	\$0	
C. Jul-Dec 2016 Debt Service Payment (per 16-17 PI-1506AC)	\$0	

(If Line 1 < 0, see "2017-18 Net Energy Efficiency Exemption" box above.)

2016-17 Energy Efficiency Reconciliation - Non-Debt

1.) 2016-17 Adjustment for Unspent Energy Exemption (-A+B, can be < 0)		\$0
A. 2016-17 EE Non-Debt Resolution Expenses per Portal (entered as a negative)	-\$769,568	
B. 2016-17 Actual EE Expenses per 16-17 PI-1506AC (August, 2017)	\$769,568	

(If Line 1 < 0, see "2017-18 Net Energy Efficiency Exemption" box above.)

The 2016-17 Adjustment for Unspent Energy Exemption related to debt cannot be calculated until the 2017-18 PI-1506-AC is submitted in September, 2018, after actual calendar year 2017 debt payments (funded by the Fall, 2016 levy) are available. This adjustment will be incorporated into Line 10C of the 2017-18 Revenue Limit Calculation.

Energy Efficiency Levy

Revenue Limit Exemption for Energy Efficiencies: (as per the Wisconsin Department of Public Instruction website at: <https://dpi.wi.gov/sfs/limits/exemptions/overview>)

“A school board may adopt a resolution to increase the revenue limit otherwise applicable to a school district under s. 121.91 (2m), Stats., in any school year by an amount spent by the school district in that school year on a project to implement energy efficiency measures or to purchase energy efficiency products. District may use this non-recurring exemption to the revenue limit to pay for an energy efficiency project in a single year or to repay a note, bond, or loan used to finance the project.

Performance Contract

Before passing a resolution, the Board must enter into a performance contract under §66.0133. A properly executed performance contract will provide the Board with the information required for the resolution. The Department of Public Instruction (DPI) provides a sample resolution and a table for districts to use to collect the required information to list each energy efficiency measure/product with related cost recovery performance indicators, estimated cost, and estimated savings and payback period.

Resolutions (or amendments) shall be passed by **October 1st**. Submit a copy of the resolution (or amendment) to the department within 10 (ten) days of passage. This is done in the SAFR Reporting Portal by choosing Referenda and adding a "New Referendum/Resolution.""

<i>Year</i>	<i>Project</i>	<i>Levy/Cost</i>
2014-15	LWJSHS energy recovery system, addition of air conditioning, and HVAC controls upgrade; fascia brickwork on exterior corners of gym (McKinstry)	\$397,538
2015-16	MES shingled roofs replaced with standing metal seam; R-value increased with addition of insulation; rubber membrane repairs on flat roofs at MES & LWJSHS (Nexus Solutions)	\$388,141
2016-17	MES VAV box replacement in roughly ½ the building & new open source controls with remote access (Nexus Solutions)	\$388,094

2017-18 (Proposed)	MES Boiler Replacement; MES Water Heater Replacement; LWJSHS Replace exterior bank of main entrance doors	\$765,392
2018-19 or beyond (Proposed)	MES window upgrades; MES security entrance & door upgrades; MES controls upgrades (complete conversion to new system) and replace remaining 28 plunger style VAV boxes; MES chiller replacement; MES interior and exterior LED lighting upgrades; LWJSHS security entrance; LWJSHS interior and exterior LED lighting upgrades;	\$1,479,328

See Addendum F for Energy Efficiency Facilities Upgrade Plan Phase 3.

Research on Contemporary School Design

Eight Keys for Transformative School Design (Retrieved from ASCD Express/Ideas from the Field at: http://www.ascd.org/ascd-express/vol12/1222-sheninger.aspx?utm_source=ascdexpress&utm_medium=email&utm_campaign=Express-12-22; July 27, 2017/Volume 12/Issue 22)

Eric Sheninger and Thomas C. Murray

Change is not just coming to education; it is already on our doorstep. With advances in technology and a radically evolving society, it is incumbent upon schools to take a critical lens to their culture and determine whether students will be prepared to succeed in the new world of work. Our students need to be able to create new industries, find new cures, and solve tomorrow's global problems. We have identified eight keys to design tomorrow's schools so that today's learners are prepared for success far beyond earning a high school diploma. Each of these eight keys serves as a puzzle piece for redesigning the education system.

1. **Leadership and school culture lay the foundation for improvement.** School improvement efforts rely heavily on collaborative leadership. Education leaders are tasked with establishing a collective vision for school improvement and with initiating change to spur innovation, ensure student learning, and increase achievement. In a world where the acceleration of change continues to grow exponentially, school cultures need to evolve at a faster rate to keep pace. A new foundation must be established through relationship-oriented, innovative leadership practices to create a culture of learning that will prepare students for their future, not our past.
2. **The learning experience must be redesigned and made personal.** Studies in neuroscience have indicated that students typically forget most of the fact-based information that they memorize while in school. Shoving this information into students' brains wastes time and resources, while engagement plummets. Learners crave the opportunity to follow their passions, explore their interests, and engage in relevant opportunities. Student agency in classrooms (voice, choice, and advocacy) must become the norm, not the exception. Instructional pedagogy must focus on higher-order skills and problem solving, while anytime, anywhere learning must become a realistic possibility for today's learners.
3. **Decisions must be grounded in evidence and driven by a "return on instruction" (ROI).** The evolution of educational structures has created a generation of students focused on grades, not learning. Students need to be afforded authentic opportunities to use real-world tools to do real-world work that matters. Improving assessment is a step in the right direction, but a more concerted effort to provide evidence that technology affects learning and achievement is needed. There must be an ROI that gives evidence of

improved student learning outcomes supported by data (qualitative and quantitative), artifacts, improved observation/evaluation procedures, and portfolios.

4. **Learning spaces must become learner-centered.** A shift in pedagogy mandates a shift in learning space design. Such changes are not merely isolated ideas drawn from the latest Pinterest board, but rather wholesale reorientations born of necessity. Schools and classrooms must be transformed from a teacher-centered, industrial-era model to personal, learner-centered spaces that correlate with research on how design influences learning. Learning spaces need to be flexible, provide areas for movement, and promote collaboration and inquiry.
5. **Professional learning must be relevant, engaging, ongoing, and personal.** Various studies indicate that the top-down, one-size-fits-all, hours-based, sit-and-get approach to professional learning has little to no effect on student achievement. Nevertheless, many schools continue down this path. A more personalized approach to professional learning, where growth is valued more than hours obtained, is needed to shift instructional pedagogy.
6. **Technology must be used to accelerate student learning.** Many of today's classrooms use amazing 21st-century tools in 20th century learning environments. Research indicates that one of the most common forms of integration—using tablets or other devices as platforms for digital drill-and-kill—has no effect on achievement. School districts continue to buy more educational technology than ever before, often with little to show for it. However, when it is effectively used, technology can amplify great instruction, adapt to the individual needs of the learner, and make learning more personal. Transformative school design promotes responsible use of and equitable access to technology.
7. **Community collaboration and engagement must be woven into the fabric of a school's culture.** Parents are instrumental in their children's academic success. Yet while some schools work to create a welcoming environment, many others create cultures in which parents hardly feel welcome at all. The majority of businesses and universities have little to no relationship with their local schools. From daily collaboration to consistent, relevant communications, today's schools need to be collaborative partners and the hub of the local community.
8. **Schools that successfully transform learning long-term are financially, politically, and pedagogically sustainable.** A budget impasse. A political attack. A shift in instructional pedagogy. How will your school district's success stand the test of time? With the average district superintendent tenure lasting only a handful of years and the pending retirement of a generation of experienced school leaders, long-term sustainability is needed to avoid turmoil that will negatively affect future generations. Is your school built to last?

It's time to fundamentally redesign schools to overcome obstacles, help families break the chains of poverty, and provide dynamic learning opportunities for all students. We must create and lead schools that are relevant for the world our students live in—not the world we grew up in—starting now. The solution begins with you!

[Eric Sheninger](#) is a senior fellow and thought leader on digital leadership and learning with the International Center for Leadership in Education. [Thomas C. Murray](#) serves as the director of innovation for Future Ready Schools, a project of the Alliance for Excellent Education, located in Washington, D.C. Preview their new book, [*Learning Transformed: 8 Keys to Designing Tomorrow's Schools, Today.*](#)

STATE OF THE DISTRICT



2016-17 SCHOOLYEAR

DR. MELANIE J. OPPOR
DISTRICT ADMINISTRATOR

LESSONS LEARNED

- The School District of Manawa is a place for all people – students, parents, family, staff, community, and as far as our connections reach around the world.

BUILDING FOR OUR FUTURE



The School District of Manawa will be rated in the top 10% of all rural Wisconsin school districts!

How will we make this happen?



ENTRY PLAN / LONG-RANGE PLAN



ACADEMIC EXCELLENCE

- By January 20, 2017, all SDM teachers will post "I can"/"I will" statements for all courses daily.
- Using STAR Reading results, all students in the School District of Manawa will read at or above grade level by grade 3 by the end of 2018-2019.
- Using STAR Math results, all students through grade 8 in the SDM will perform at or above grade-level by the end of the 2016-17 school year/course.
- By the end of 2017-18, all K- 8 students will have achieved a 3 or above on post on-demand writing assessments according to the Lucy Calkins Writing Rubrics.

ACADEMIC EXCELLENCE CONTINUED...

- By the end of the 2017-18 school year, all Instructional staff in Little Wolf Jr./Sr. High School will implement the five basic practices of the Fundamental 5 into every lesson with 100% fidelity. This will be measured by observations, and supported by professional development.
 - Frequent, Small-Group, Purposeful Talk About the Learning
 - Every 10-15 minutes, groups of 2-4 students briefly discuss a preplanned "seed" question
 - Teacher stays in the power zone for the discussion

COMMUNICATION

- During the 2016-17 school year, the administrative team (staff as approved by administration) will develop a minimum of once weekly social media message shared through single district Facebook and Twitter accounts to consistently provide a positive district message to constituents.
- Throughout the 2016-17 school year, Manawa Elementary School will communicate the change from traditional to Standards-based Grading to 100% of families as measured by parent meetings, informational brochures, teacher communication at parent/teacher conferences, social media, and community publications.

RELATIONSHIPS

- Teachers and administrators will actively engage parents of all SDM students regarding their child's education by using the following strategies: communication logs (conferences, emails, telephone calls), family events, surveys, home visits, presence at community activities.

PLANNING FOR A 21ST CENTURY LEARNING SPACE SCHOOL DISTRICT OF MANAWA

2016-17



WHAT ARE THE DISTRICT'S LONG-TERM NEEDS?

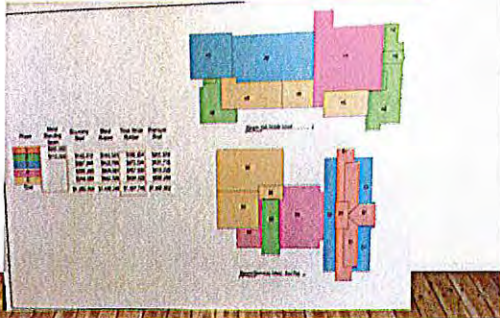


- Questions to Ask
 - What are the immediate building needs in order to provide effective instruction to students?
 - What will be needed in the next five years?
 - What will be needed 10 years from now and beyond?

IMMEDIATE NEEDS

- Roof Replacement Plan
 - MES Shingled Roof Replacement - **Completed**
 - HS Flat Roof over Original Instructional Portion of Building
- Handicap Accessibility for Students & Community
- MES Playground Drainage - **Completed**
- MES Drain Field (front) - **Completed**
- HS HVAC System Repairs - **Completed**

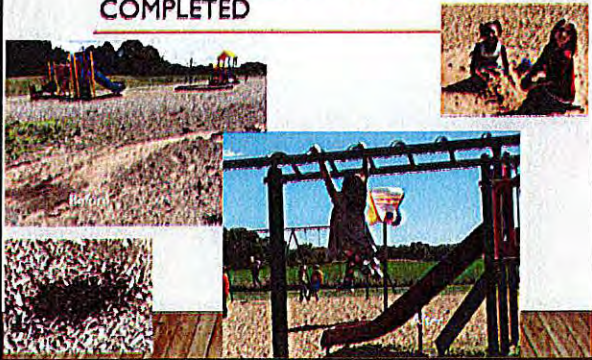
ROOF REPLACEMENT PLAN – DISTRICT-WIDE



MES STANDING METAL SEAM ROOF – COMPLETED



MES PLAYGROUND DRAINAGE - COMPLETED



MES DRAIN FIELD (FRONT) - COMPLETE



LITTLEWOLF JR./SR. HS – BALLASTED ROOFS

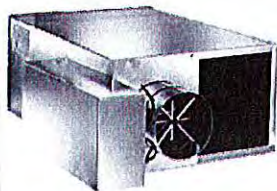


HS HANDICAP ACCESSIBILITY FOR STUDENTS & COMMUNITY



HS HVAC SYSTEM REPAIRS

Roughly \$11,580 in parts and repairs.



THE NEXT 5 YEARS

- MES Window Replacement with Kolbe Partner
- MES Entryway and Parking Lot Re-engineering & Replacement
- HS Tile Replacement & Asbestos Abatement
- School & Community Fitness Center
- MES Solar Energy Project
- MES On-Site Childcare
- District-wide After School Program & Mentoring

THE NEXT 5 YEARS CONTINUED...

- HS Stage Curtains – Flame Retardant Material
- HS Stage/Auditorium Sound System
- HS Integrated Fire, Clock, Alarm, & Intercom System
- MES Boiler Replacement
- MES Carpet/Flooring Replacement
- District-wide Surveillance & Monitoring
- District-wide Tuck-pointing – Inside HS Gym & All Exteriors
- HS Blacktop Seal Coating
- MES Water Softening System

THE NEXT 5 YEARS CONTINUED...

- Former Elementary School Building & Site
- Re-crowning the Football Field
- Replacement Plan for District-owned Vehicles
- Athletic Complex Bleachers
- Flexible Learning Spaces

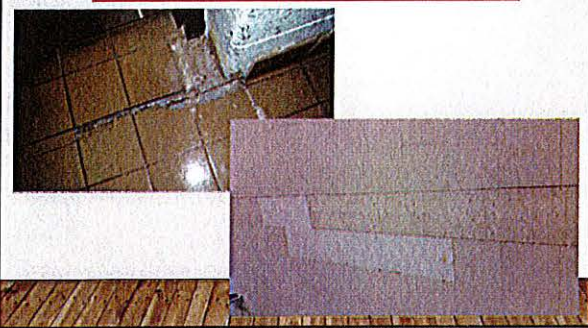
MES WINDOW REPLACEMENT SINGLE PANE TO EE RATED WITH KOLBE PARTNER



MES ACCESS & PARKING LOT RE-ENGINEERING - SAFETY CONCERN



HS TILE REPLACEMENT & ASBESTOS ABATEMENT



SCHOOL & COMMUNITY FITNESS CENTER



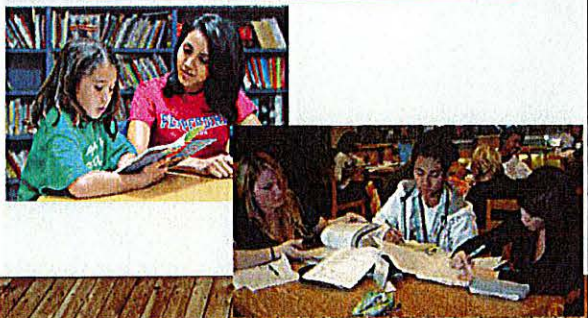
MES SOLAR PANEL EE PROJECT SCHOOL/COMMUNITY PARTNERSHIP



MES ON-SITE CHILDCARE



DISTRICT-WIDE AFTER SCHOOL PROGRAM & MENTORING



STAGE OR AUDITORIUM FLAME RETARDANT MATERIALS



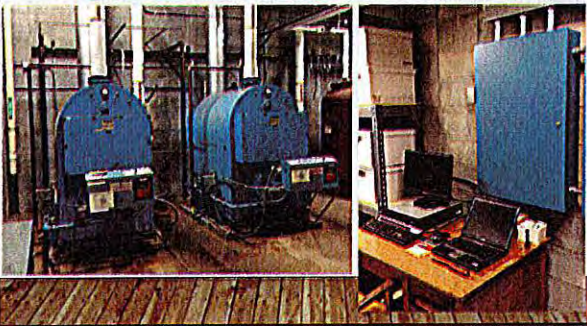
HS STAGE/AUDITORIUM SOUND SYSTEM



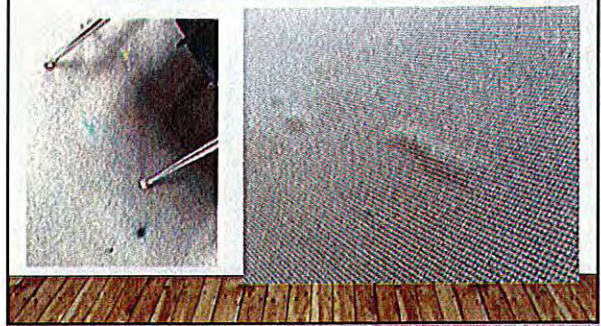
HS INTEGRATED FIRE, CLOCK, ALARM, & INTERCOM SYSTEM



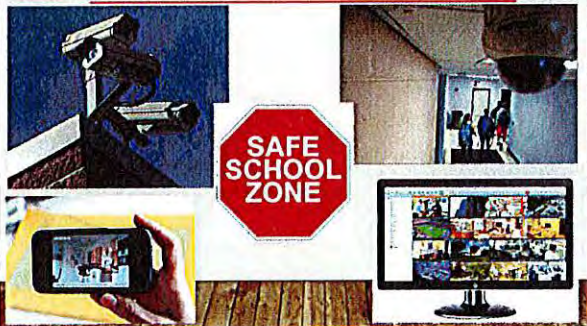
MES BOILER REPLACEMENT, VAV BOXES, & CONTROLS



MES CARPET/FLOORING REPLACEMENT



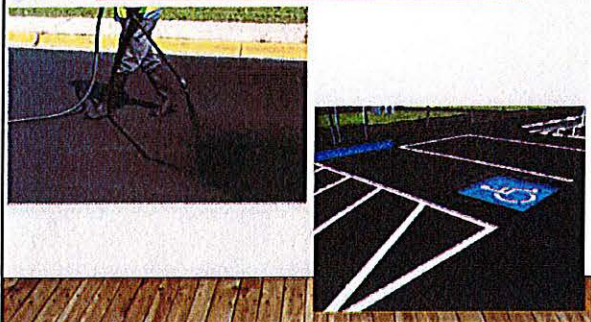
SURVEILLANCE & MONITORING



DISTRICT-WIDE TUCK-POINTING INSIDE (HS GYM) & OUTSIDE



HS SEALCOATING BLACKTOP & RESTRIPING



MES WATER SOFTENING SYSTEM



THE FORMER ELEMENTARY SCHOOL BUILDING & SITE



RE-CROWNING THE FOOTBALL FIELD



REPLACEMENT OF DISTRICT-OWNED VEHICLES



ATHLETIC COMPLEX BLEACHERS



FLEXIBLE LEARNING SPACES

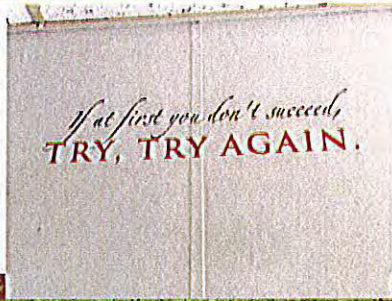


10 YEARS AND BEYOND

- 1969 Jr./Sr. High School Structure Replacement Plan



QUOTE FROM WALL OF FORMER ELEMENTARY BUILDING



NEXT STEPS...

- Deciding a Course of Action
 - Issuing an RFP for a Site Analysis & Feasibility Study
 - Community Listening Sessions
 - Staff Focus Groups
 - Establishing Priorities (Community Group - 6 meetings from July to September)
 - Plan release tentatively scheduled for October



OBJECTIVES & RESULTS WHERE ARE WE GOING?

- Objectives
 - Objective 1
 - Objective 2
 - Objective 3
- Results
 - Expected results
- Financial Plan
 - Phase 1
 - Phase 2



QUESTIONS/DISCUSSIONS



- Question One
 - Discussion
 - Discussion
- Question Two
 - Discussion
- Questions Three
 - Discussion





3 Goals for Academic Excellence

- Raise state, local, and classroom scores overall.
- Close the achievement gap between students in sub-groups and their peers to include:
 - Students identified as socio-economically disadvantaged
 - Students identified with disabilities
- Improve attendance rate




What is new?

- 4K-12 Literacy Focus
- Instructional Coaches for Literacy & Math
- 4 New Administrators; 19 new teachers, 8 aides, 1 bus driver, 1 nurse, & 1 custodian
- Wolf River Career Pathways



District & School Report Cards Meet Expectations

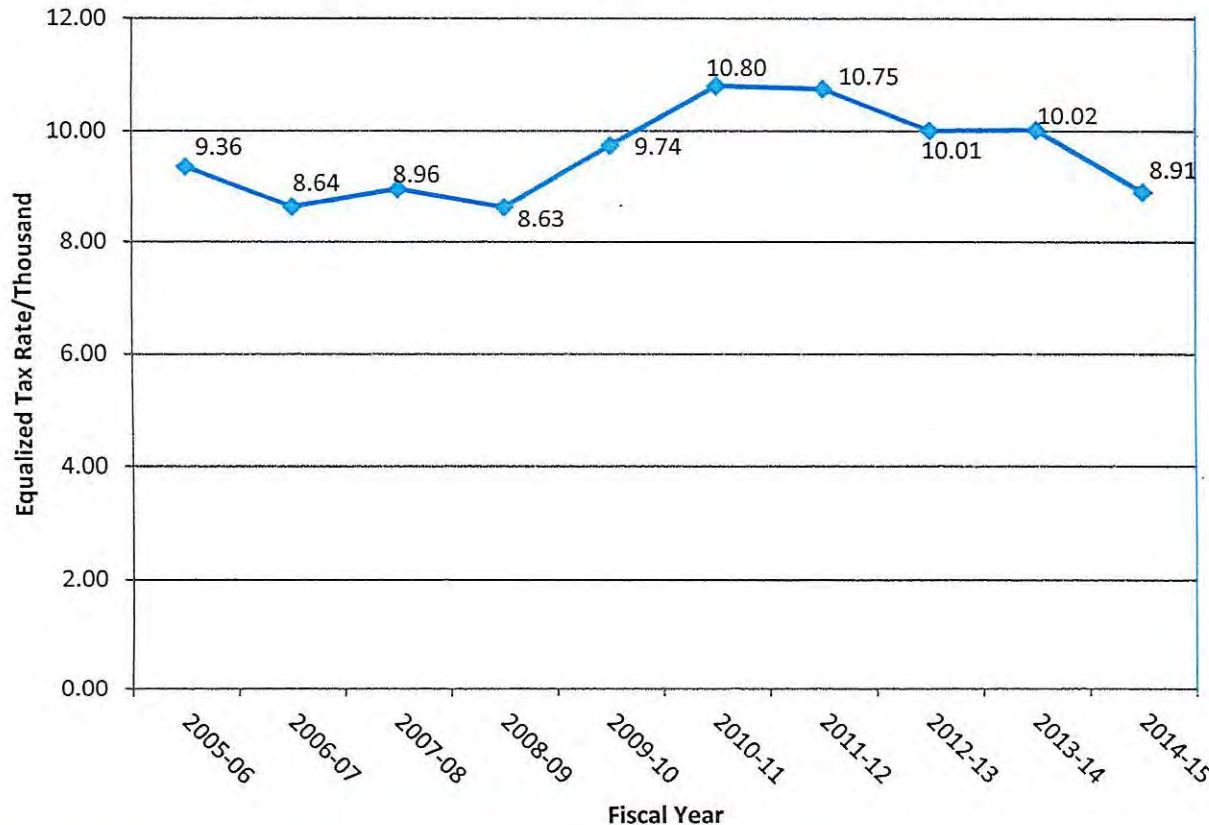
FINAL - PUBLIC REPORT - FOR PUBLIC RELEASE

WISCONSIN PUBLIC INSTRUCTION		Manawa District Report Card 2013-14 Summary			
Overall Accountability Score and Rating  68.5 Meets Expectations		Priority Areas Student Achievement Reading Achievement Mathematics Achievement		District Score 63.8/100	State Score 66.4/100
		Student Growth Reading Growth Mathematics Growth		69.8/100	62.4/100
		Closing Gaps Reading Achievement Gaps Mathematics Achievement Gaps Graduation Rate Gaps		54.8/100	66.3/100
		On-Track and Postsecondary Readiness Graduation Rate Attendance Rate 3rd Grade Reading Achievement 8th Grade Mathematics Achievement ACT Participation and Performance		85.7/100	85.3/100
Overall Accountability Ratings				Student Engagement Indicators	
Significantly Exceeds Expectations	83-100			Total Deductions: 0 Test Participation Lowest Group Rate (goal ≥95%) Absenteeism Rate (goal <13%) Dropout Rate (goal <6%)	
Exceeds Expectations	73-82.9			Goal met: no deduction Goal met: no deduction Goal met: no deduction	
Meets Expectations	63-72.9				
Meets Few Expectations	53-62.9				
Falls to Meet Expectations	0-52.9				

Addendum B

State of the District 2014 – School District of Manawa

HISTORY OF MANAWA SCHOOL PROPERTY TAX RATE



TAX LEVY

Be it resolved by the electors of the School District of Manawa that the proposed tax levy for 2014-15 be approved as follows:

Fund 10	\$3,027,000
Fund 80	<u>40,000</u>
Total Levy	\$3,067,000



Debt Service is Paid in Full!

This means that the District is totally free of debt --- a very rare accomplishment in today's financial climate.

What is new?

- Energy Efficiency Project
 - Heating/Cooling System at Jr./Sr. High School
 - District-wide Security Camera System
 - Nearly 400 Computers across the District
- 1st Playoff Game at New Athletic Complex
- New Sound System in Jr./Sr. High School Gym

On October 20, 2014, the Board of Education approved a school property tax of \$8.91. This represents roughly a \$110 tax savings on a \$100,000 property. A property tax rate under \$9.00 has not been seen in over 5 years.

Make it Manawa – School District of Manawa

3 Goals for Academic Excellence

- Raise state, local, and classroom scores overall.
- Close the achievement gap between students in sub-groups and their peers to include:
 - Students identified as socio-economically disadvantaged
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For more information, contact us at:
<http://www.manawa.k12.wi.us>



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~~2014-15 Budget Highlights Revenues – Categorical Aid~~



2015-17 State Budget Proposal

Governor Walker's 2015-17 State Budget proposal will have major impacts on all public schools. The issues can be categorized in three general areas:

1. Proposed \$150 per pupil categorical aid cut in the first year of the biennium — Net loss of \$113,000 for the School District of Manawa
2. Dramatic expansion proposals for private school vouchers and privately-run charter schools in effect diverting general revenues from public education
3. Damaging educational policy on Common Core, school accountability, assessments, and teacher preparation & licensure; as well as the elimination of the Local Government Property Insurance Fund



School
District
of



Make it Manawa!

For more information, contact
us at:

<http://www.manawa.k12.wi.us>

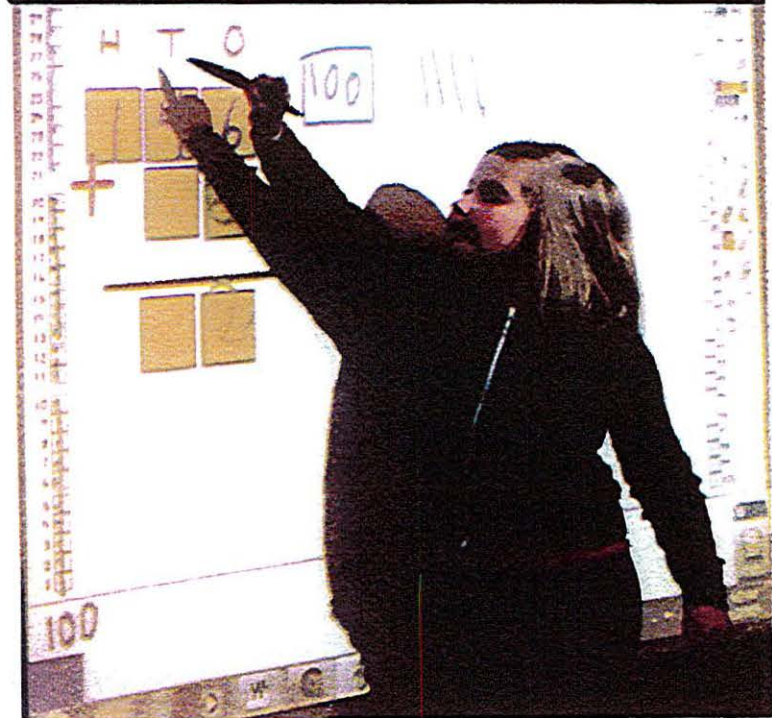
Long Range Planning Action Teams

- Action Teams have formed to develop both short- and long-term outcomes that will enhance important aspects of the school district for students, families, staff, and the district-wide community around the following 3 goals:
 - Building Capacity for Leadership
 - Fostering Positive Communication
 - Creating a Culture of Academic Success
- Action Teams meet on the second and fourth Tuesdays of the month in the Manawa Elementary School Library at 6:00 p.m.

Why Make it the School District of Manawa?

- Small Elementary Class Sizes of 18:1 on average in Grades K-2
- Highly Qualified Teachers
 - Instructional Coaching
 - Ongoing Professional Development
- District & School Report Cards Meet State Expectations
- Best Practice in Research
 - Standards-based Curriculum
 - Balanced Literacy
 - Math Expressions K-6 and Math Practices K-12
- 21st Century Student Resources
 - 1-to-1 Computing planned for Little Wolf Senior High for 2015-16
 - Online Student Learning Materials - Defined STEM
- Community Partnerships
 - Wolf River Career Pathways
 - Manawa Downtown Revitalization
 - Sturm Memorial Library

Developing Lifelong Learners & Responsible Citizens





Building for our Future

Students Choosing to Excel, Realizing their Strengths

Vision Statement:

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

The School District of Manawa serves about 770 students in four-year-old kindergarten through twelfth grade. The district operates Manawa Elementary School at 800 Beech Street housing grades 4K to six and Little Wolf Junior/Senior High School located at 515 Fourth Street serving grades seven to twelve.

The School District of Manawa is comprised of the City of Manawa, Village of Ogdensburg, Towns of Bear Creek, Helvetia, Lebanon, Little Wolf, Mukwa, Royalton, St. Lawrence and Union. The district spans roughly 117 square miles in Waupaca County, Wisconsin.

School District of Manawa
800 Beech Street
Manawa, WI 54949

Telephone - 920-596-2525
FAX - 920-596-5308
www.manawaschools.org



School District of Manawa

Proudly serving area
youth since 1962



Home of The Wolves

Academic Excellence

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Relationships

- Teachers and administrators will actively engage parents of all SDM students regarding their child’s education by using the following strategies: communication logs (conferences, emails, telephone calls), family events, surveys, home visits, presence at community activities.

Education is the passport to the future, for tomorrow belongs to those who prepare for it today. “

---Malcolm X

Board of Education

Joanne Johnson	President
Russell Johnson	Vice President
Stan Forbes	Director
Bruce Scheller	Director
Helene Pohl	Treasurer
Russell Hollman	Director
Bobbi Jo Pethke	Clerk

Administration

Melanie J. Oppor, PhD	District Administrator
Dan Wolfgram	Secondary Principal
Michelle Pukita	Elementary Principal
Carmen O’Brien	Curriculum Director
Samuel Mosey	Technology Director
Danielle Brauer	Special Ed. Director
Kathryn Burr	Business Manager
Jacquelyn Gast	District Reading Specialist



Manawa

District Report Card | 2015-16 | Summary

Overall Score



Exceeds Expectations

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100 ★★★★★
Exceeds Expectations	73-82.9 ★★★★★
Meets Expectations	63-72.9 ★★★☆☆
Meets Few Expectations	53-62.9 ★★☆☆☆
Fails to Meet Expectations	0-52.9 ★☆☆☆☆

Priority Areas

Student Achievement

English Language Arts (ELA) Achievement
Mathematics Achievement

District Score	Max Score	State Score	Max Score
66.4/100		67.5/100	
33.4/50		33.6/50	
33.0/50		33.9/50	

Student Growth

English Language Arts (ELA) Growth
Mathematics Growth

99.2/100	66.0/100
49.2/50	33.0/50
50.0/50	33.0/50

Closing Gaps

English Language Arts (ELA) Achievement Gaps
Mathematics Achievement Gaps
Graduation Rate Gaps

64.6/100	60.8/100
30.5/50	16.7/25
34.1/50	16.2/25
NA/NA	27.9/50

On-Track and Postsecondary Readiness

Graduation Rate
Attendance Rate
3rd Grade English Language Arts (ELA) Achievement
8th Grade Mathematics Achievement

89.2/100	86.6/100
38.4/40	36.4/40
37.1/40	37.0/40
6.7/10	6.8/10
7.0/10	6.4/10

Student Engagement Indicators

Test Participation Lowest Group Rate (goal ≥95%)
Absenteeism Rate (goal <13%)
Dropout Rate (goal <6%)

Total Deductions: 0

NA
Goal met: no deduction
Goal met: no deduction

District Information

Grades	K4-12
Enrollment	683
Within District Mobility	0.0%
Between District Mobility	2.6%

Race/Ethnicity

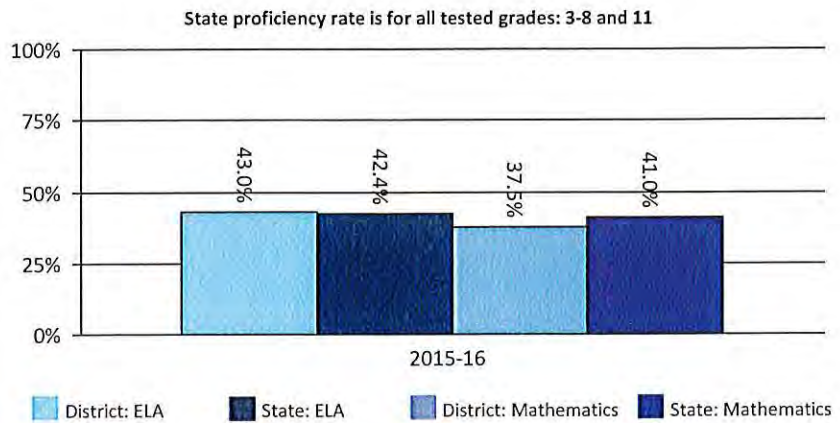
American Indian or Alaskan Native	0.3%
Asian	0.4%
Black or African American	0.4%
Hispanic/Latino	2.3%
Native Hawaiian or Other Pacific Islander	0.0%
White	94.6%
Two or More Races	1.9%

Student Groups

Students with Disabilities	12.0%
Economically Disadvantaged	40.6%
Limited English Proficient	0.7%

Wisconsin Student Assessment System Percent Proficient and Advanced

Includes Forward Exam (grades 3-8), ACT (grade 11) and Dynamic Learning Maps (grades 3-8 and 11).



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Manawa

District Report Card | 2015-16 | Notes

Rating Category Descriptions

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Priority Areas

- **Student Achievement** measures the level of knowledge and skills among students in the district, compared to state and national standards. It includes a composite of English language arts (ELA) and mathematics performance by the "all students" group in the Wisconsin Student Assessment System (WSAS) for all tested grades in the district.
- **Student Growth** describes how much student knowledge of ELA and mathematics in the district changes from year to year. It uses a value-added score that compares the change in a student's scores to those of observationally similar students.
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- **On-Track and Postsecondary Readiness** indicates the success of students in the district in achieving educational milestones that predict postsecondary success. It includes the graduation rate and the attendance rate as applicable to the district. It also includes measures of third-grade ELA and eighth-grade mathematics achievement as applicable to the district.

Student Engagement Indicators

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- **Dropout Rate:** The goal for all districts is to have a dropout rate of less than 6%. A district not meeting the goal has five points deducted from its score. Note that dropout rate is not the opposite of graduation rate. A dropout rate includes any student who leaves school in grades 7-12 without expecting to earn a high school diploma, while a graduation rate counts students who earn a high school diploma within a certain time (four or six years) after starting ninth grade.

About the Data

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Manawa Elementary
Manawa | Public - All Students
 School Report Card | 2015-16 | Summary

Overall Score



Exceeds Expectations

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100 ★★★★★
Exceeds Expectations	73-82.9 ★★★★☆
Meets Expectations	63-72.9 ★★★☆☆
Meets Few Expectations	53-62.9 ★★☆☆☆
Fails to Meet Expectations	0-52.9 ★☆☆☆☆

Priority Areas

Student Achievement

	School Score	Max Score	K-5 State	K-5 Max
Student Achievement	67.7/100		69.9/100	
English Language Arts (ELA) Achievement	33.5/50		34.0/50	
Mathematics Achievement	34.2/50		35.9/50	

Student Growth

	School Score	Max Score	K-5 State	K-5 Max
Student Growth	82.2/100		66.0/100	
English Language Arts (ELA) Growth	41.6/50		33.0/50	
Mathematics Growth	40.6/50		33.0/50	

Closing Gaps

	School Score	Max Score	K-5 State	K-5 Max
Closing Gaps	73.6/100		62.1/100	
English Language Arts (ELA) Achievement Gaps	35.0/50		32.6/50	
Mathematics Achievement Gaps	38.6/50		29.5/50	
Graduation Rate Gaps	NA/NA		NA/NA	

On-Track and Postsecondary Readiness

	School Score	Max Score	K-5 State	K-5 Max
On-Track and Postsecondary Readiness	88.0/100		88.6/100	
Graduation Rate	NA/NA		NA/NA	
Attendance Rate	74.5/80		74.9/80	
3rd Grade English Language Arts (ELA) Achievement	13.5/20		13.7/20	
8th Grade Mathematics Achievement	NA/NA		NA/NA	

Student Engagement Indicators

Indicator	Goal	Result
Test Participation Lowest Group Rate	goal ≥95%	Goal met: no deduction
Absenteeism Rate	goal <13%	Goal met: no deduction
Dropout Rate	goal <6%	Goal met: no deduction

Total Deductions: 0

School Information

Grades	K4-6
School Type	Elementary School
Enrollment	355
Percent Open Enrollment	3.1%
Percent Choice Enrollment	Not Applicable

Race/Ethnicity

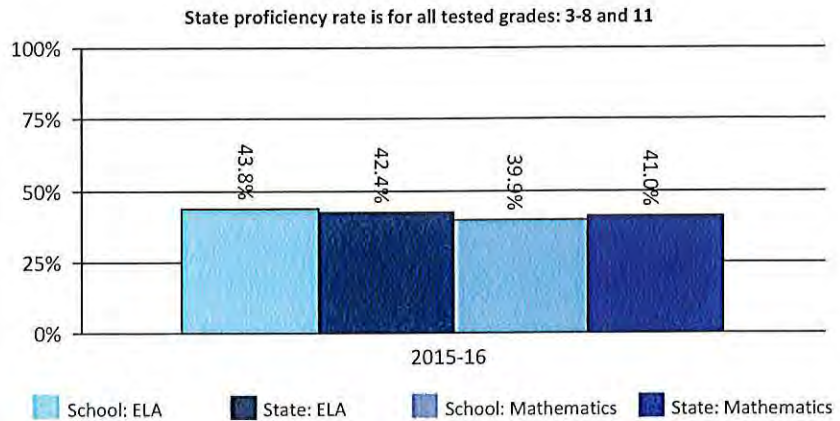
American Indian or Alaskan Native	0.3%
Asian	0.6%
Black or African American	0.0%
Hispanic/Latino	2.0%
Native Hawaiian or Other Pacific Islander	0.0%
White	95.8%
Two or More Races	1.4%

Student Groups

Students with Disabilities	14.1%
Economically Disadvantaged	42.1%
Limited English Proficient	0.8%

Wisconsin Student Assessment System Percent Proficient and Advanced

Includes Forward Exam (grades 3-8), ACT (grade 11) and Dynamic Learning Maps (grades 3-8 and 11).



Notes: Overall Accountability Score is an average of Priority Area Scores, minus Student Engagement Indicator deductions. The average is weighted differently for schools that cannot be measured with all Priority Area Scores, to ensure that the Overall Accountability Score can be compared fairly for all schools. Accountability Ratings do not apply to Priority Area Scores. Details can be found at <http://dpi.wi.gov/accountability/report-cards>.



Manawa Elementary
Manawa | Public - All Students
 School Report Card | 2015-16 | Notes

Rating Category Descriptions

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Priority Areas

- **Student Achievement** measures the level of knowledge and skills among students in the school, compared to state and national standards. It includes a composite of English language arts (ELA) and mathematics performance by the "all students" group in the Wisconsin Student Assessment System (WSAS) for all tested grades in the school.
- **Student Growth** describes how much student knowledge of ELA and mathematics in the school changes from year to year. It uses a value-added score that compares the change in a student's scores to those of observationally similar students.
- **Closing Gaps** provides a measure that reflects the statewide goal of having all students improve, while narrowing the achievement and graduation gaps between groups of students. This measure acknowledges schools that raise the performance of traditionally lagging student groups, contributing to the closure of statewide gaps.
- **On-Track and Postsecondary Readiness** indicates the success of students in the school in achieving educational milestones that predict postsecondary success. It includes the graduation rate and the attendance rate as applicable to the school. It also includes measures of third-grade ELA and eighth-grade mathematics achievement as applicable to the school.

Student Engagement Indicators

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- **Test Participation Rate:** Every school has a goal of 95% participation in the Wisconsin Student Assessment System (WSAS). The school's performance is measured by the participation rate of the lowest-participating student group. If this rate is less than 95%, but at least 85%, five points are deducted from the school's overall score; if this rate is less than 85%, 10 points are deducted.
- **Absenteeism Rate:** This indicator describes the proportion of students in the district who attend school less than 84.1% of the time. If the absenteeism rate in the district is 13% or more, five points are deducted. The absenteeism rate is different from the attendance rate because it measures students who are absent from school a certain amount of time, not how often students are present in school.
- **Dropout Rate:** The goal for all schools is to have a dropout rate of less than 6%. A school not meeting the goal has five points deducted from its score. Note that dropout rate is not the opposite of graduation rate. A dropout rate includes any student who leaves school in grades 7-12 without expecting to earn a high school diploma, while a graduation rate counts students who earn a high school diploma within a certain time (four or six years) after starting ninth grade.

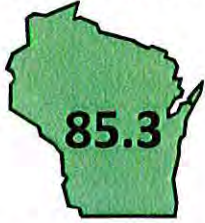
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Little Wolf Junior/Senior High
Manawa | Public - All Students
 School Report Card | 2015-16 | Summary

Overall Score



Significantly Exceeds Expectations

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100 ★★★★★
Exceeds Expectations	73-82.9 ★★★★☆
Meets Expectations	63-72.9 ★★★☆☆
Meets Few Expectations	53-62.9 ★★☆☆☆
Fails to Meet Expectations	0-52.9 ★☆☆☆☆

Priority Areas

Student Achievement

English Language Arts (ELA) Achievement
 Mathematics Achievement

School Score	Max Score	6-12 State	6-12 Max
64.7/100		65.8/100	
33.2/50		33.5/50	
31.5/50		32.3/50	

Student Growth

English Language Arts (ELA) Growth
 Mathematics Growth

96.3/100	66.0/100
46.3/50	33.0/50
50.0/50	33.0/50

Closing Gaps

English Language Arts (ELA) Achievement Gaps
 Mathematics Achievement Gaps
 Graduation Rate Gaps

85.9/100	60.4/100
40.1/50	16.3/25
45.8/50	16.2/25
NA/NA	27.9/50

On-Track and Postsecondary Readiness

Graduation Rate
 Attendance Rate
 3rd Grade English Language Arts (ELA) Achievement
 8th Grade Mathematics Achievement

90.9/100	85.3/100
76.8/80	72.5/80
NA/NA	NA/NA
NA/NA	NA/NA
14.1/20	12.8/20

Student Engagement Indicators

Test Participation Lowest Group Rate (goal ≥95%)
 Absenteeism Rate (goal <13%)
 Dropout Rate (goal <6%)

Total Deductions: 0

Goal met: no deduction
 Goal met: no deduction
 Goal met: no deduction

School Information

Grades	7-12
School Type	High School
Enrollment	328
Percent Open Enrollment	3.4%
Percent Choice Enrollment	Not Applicable

Race/Ethnicity

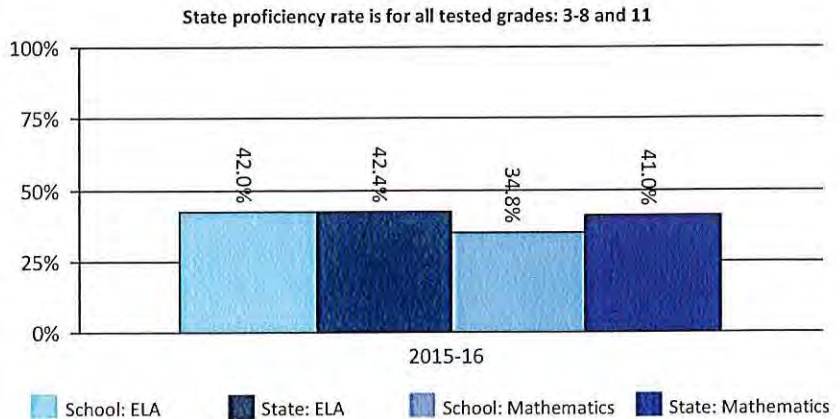
American Indian or Alaskan Native	0.3%
Asian	0.3%
Black or African American	0.9%
Hispanic/Latino	2.7%
Native Hawaiian or Other Pacific Islander	0.0%
White	93.3%
Two or More Races	2.4%

Student Groups

Students with Disabilities	9.8%
Economically Disadvantaged	39.0%
Limited English Proficient	0.6%

Wisconsin Student Assessment System Percent Proficient and Advanced

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Little Wolf Junior/Senior High
Manawa | Public - All Students
 School Report Card | 2015-16 | Notes

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School District of Manawa

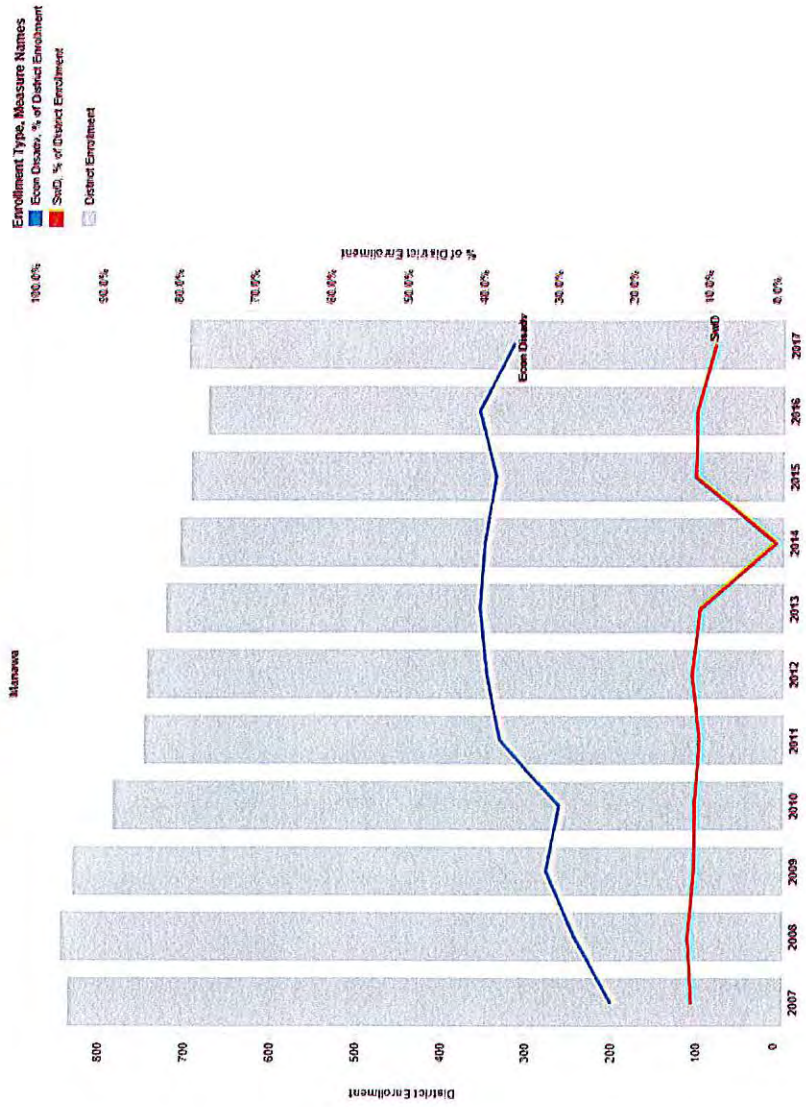
Revenue Trend Data

Summer 2017

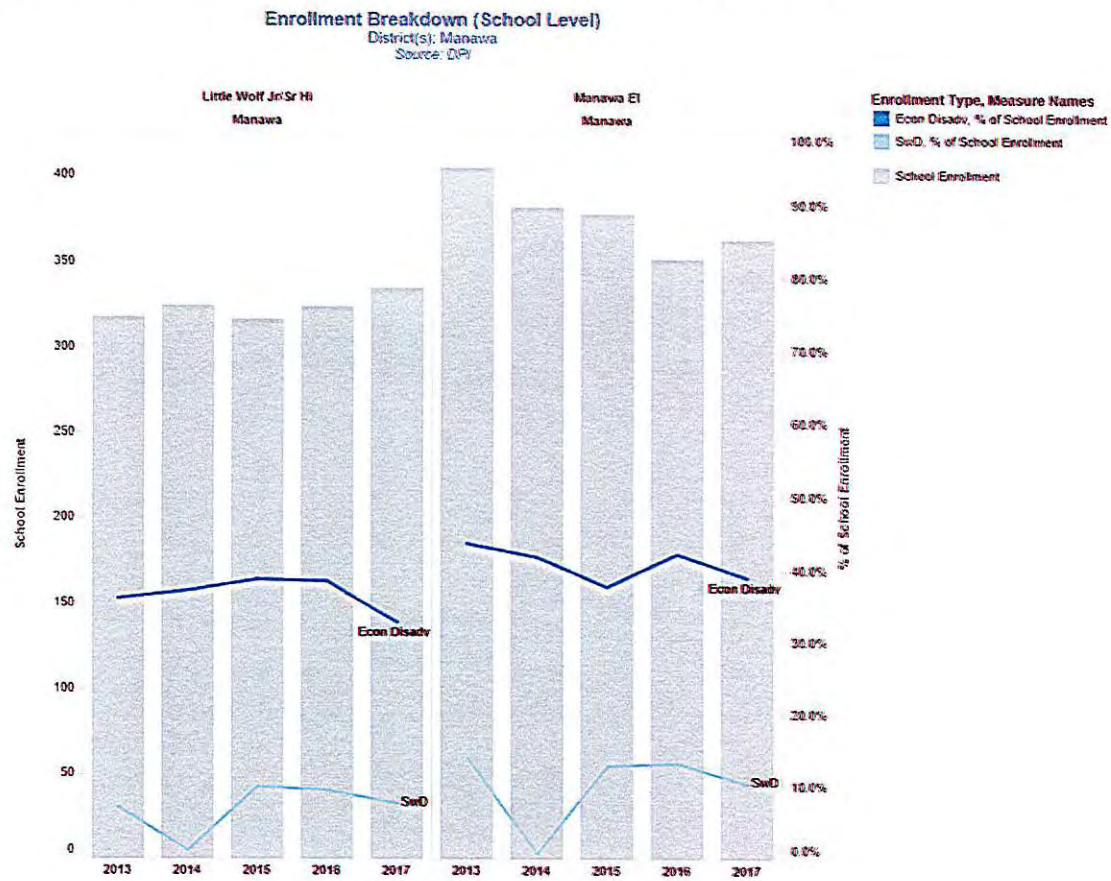
Enrollment, Low Income, and Special Ed. Trends

Enrollment Breakdown (District Level)

Source: DPS

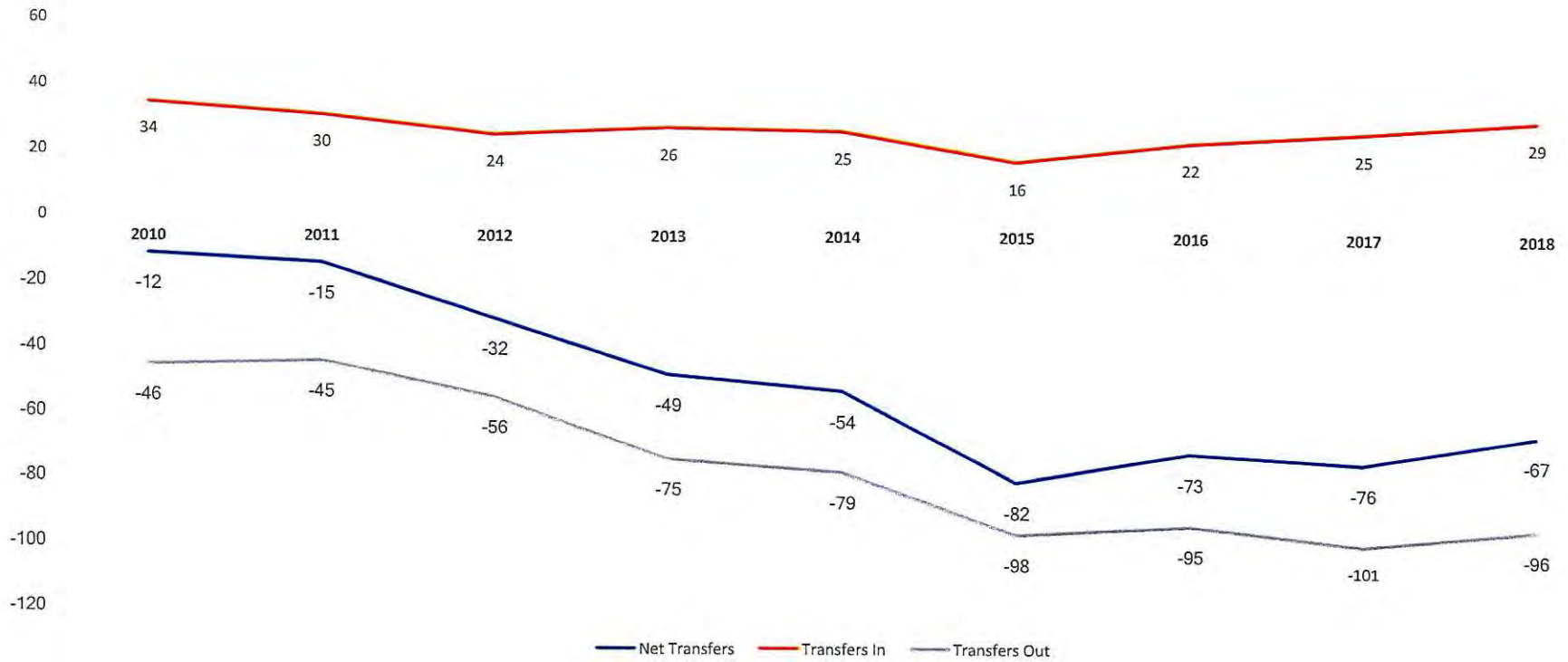


Enrollment and Low Income Trends

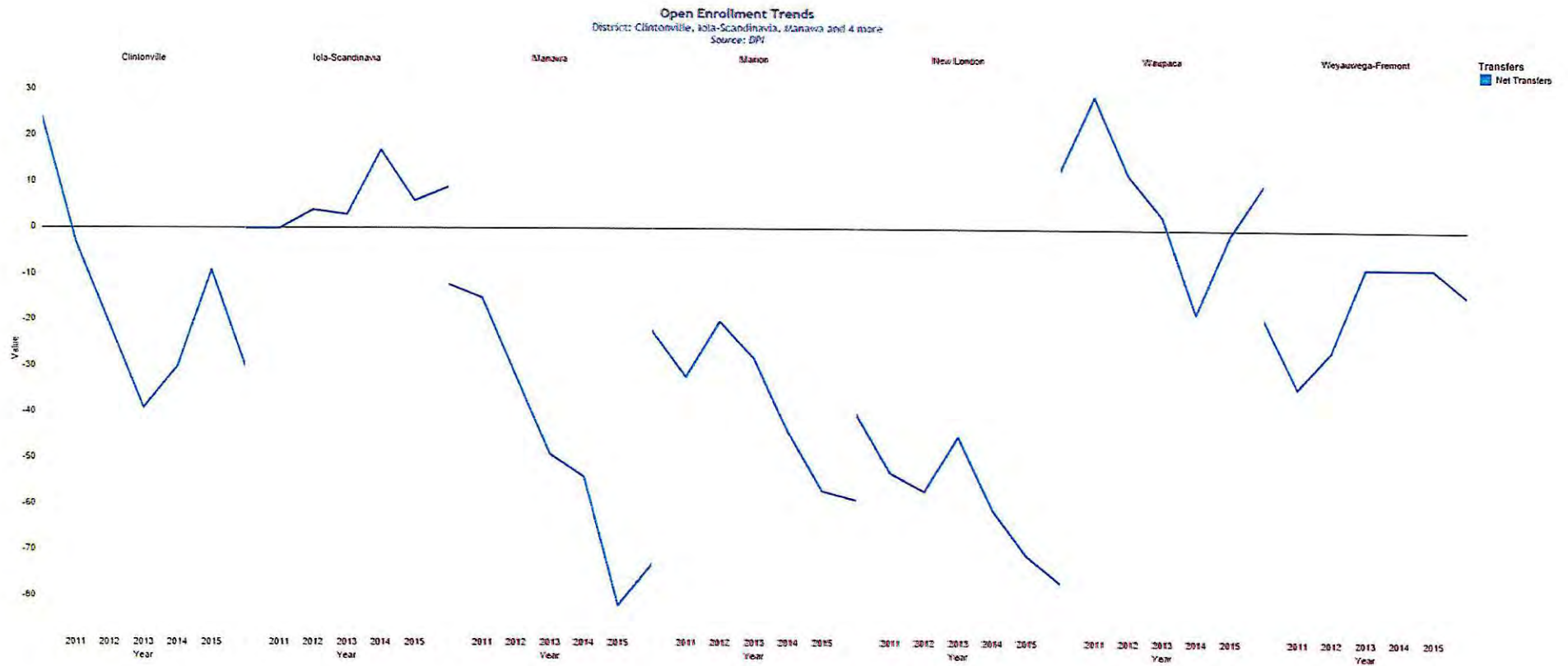


Open Enrollment Trends

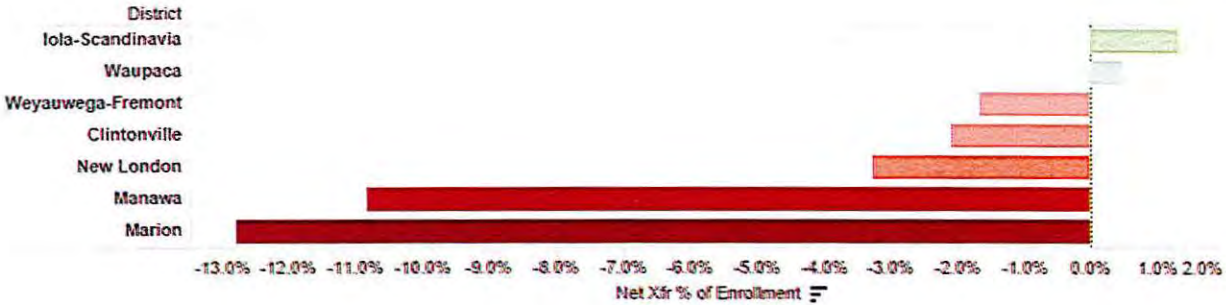
Manawa Open Enrollment 2010-2018



Waupaca County Net Open Enrollment 2010-2016

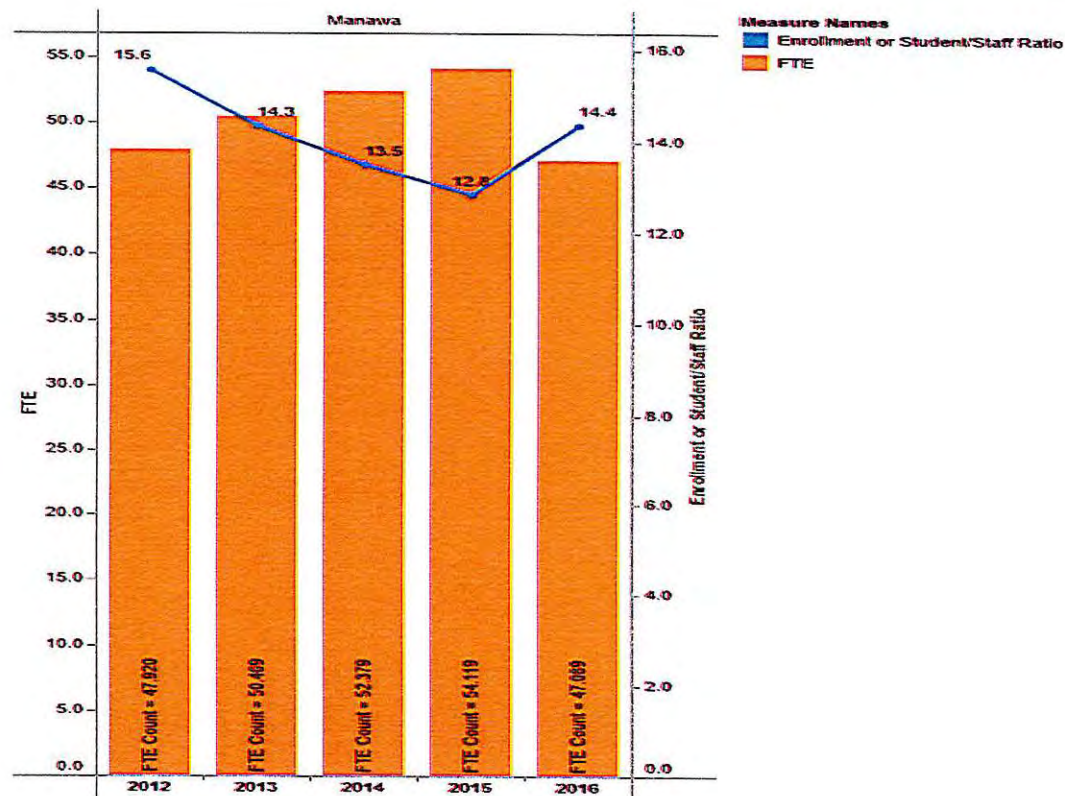


Waupaca County Net Open Enrollment as % of Enrollment

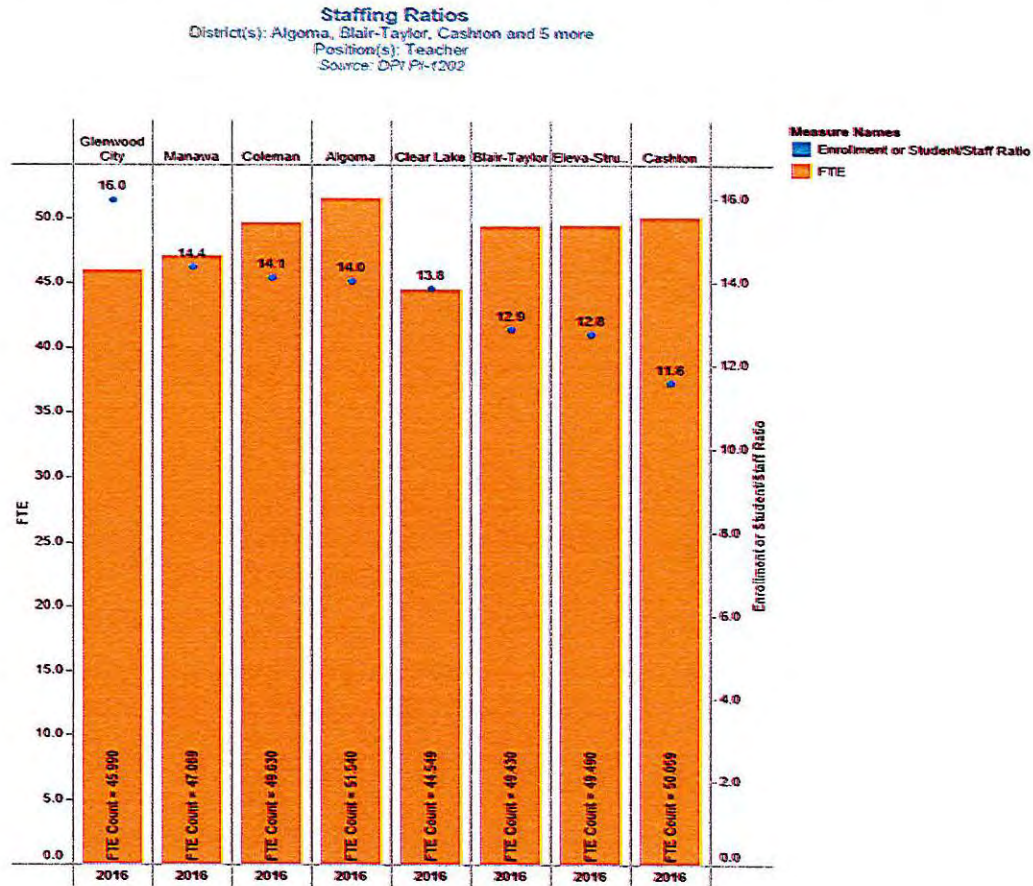


Teacher FTE Count (Orange) & Students/Teacher Ratio (Blue)

Staffing Ratios
District(s): Manawa
Position(s): Teacher
Source: DPI PR-1202

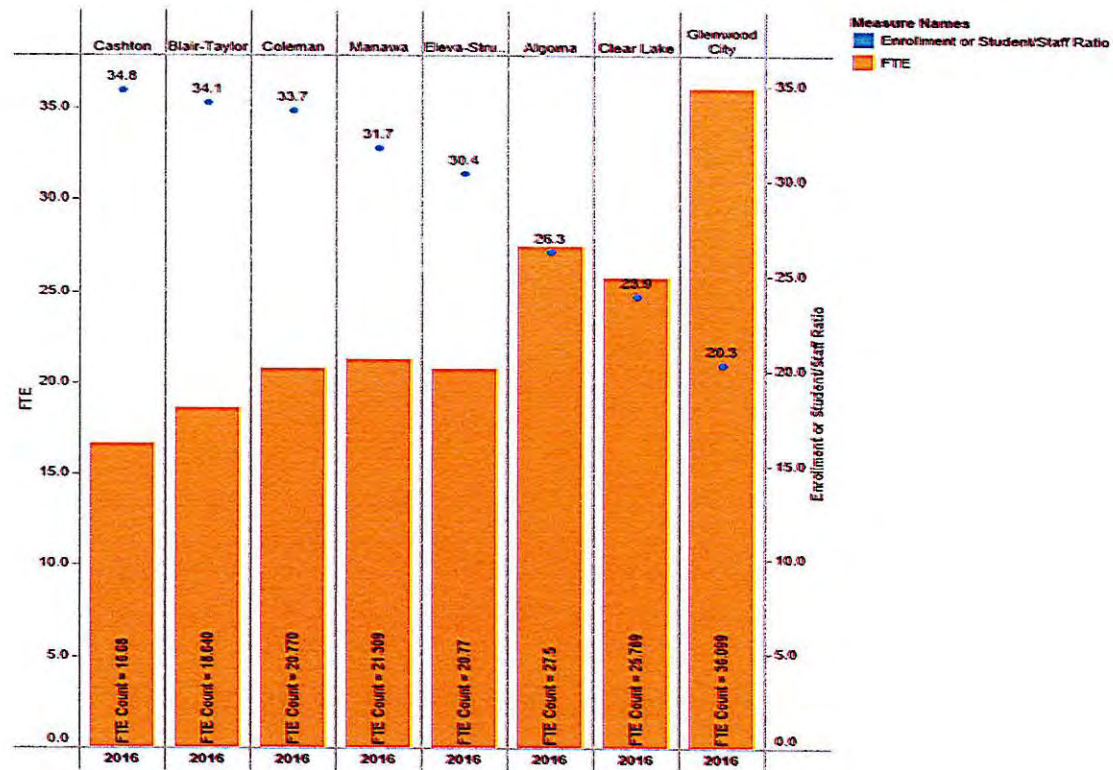


Student/Teacher Ratio – Like Peers



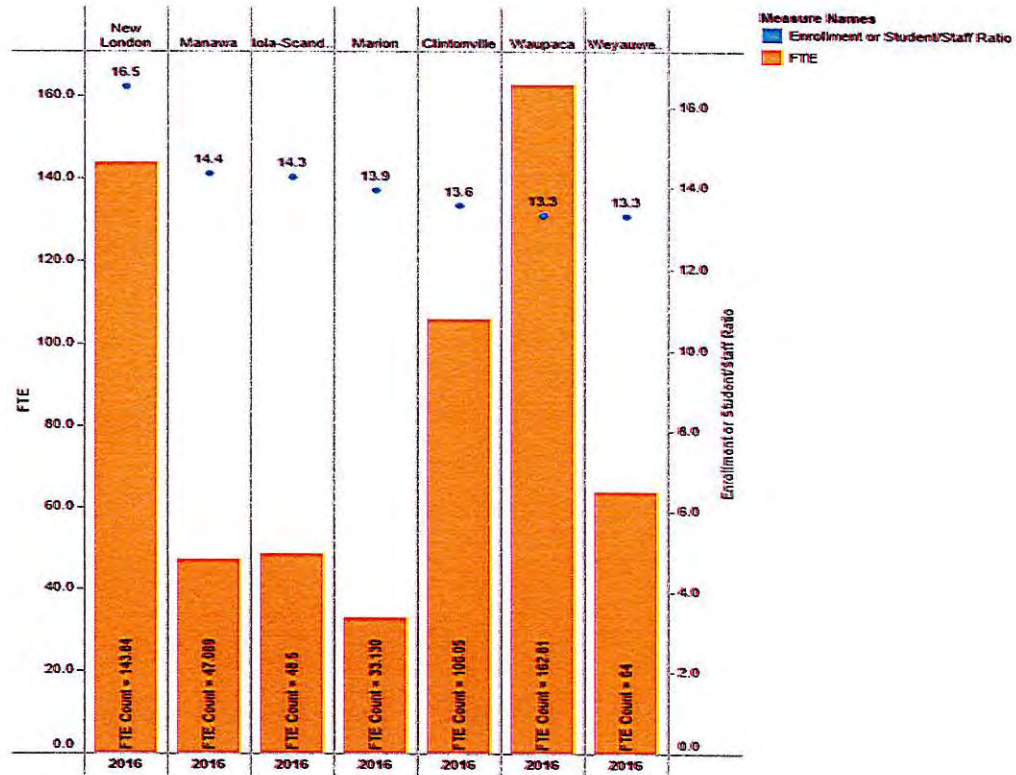
Student/Support Staff Ratio – Like Peers

Staffing Ratios
 District(s): Algoma, Blair-Taylor, Cashton and 5 more
 Position(s): Other Professional Staff in a Non-educational role, Other Support Staff, Paraprofessional and 1 more
 Source: DPI PY-r202

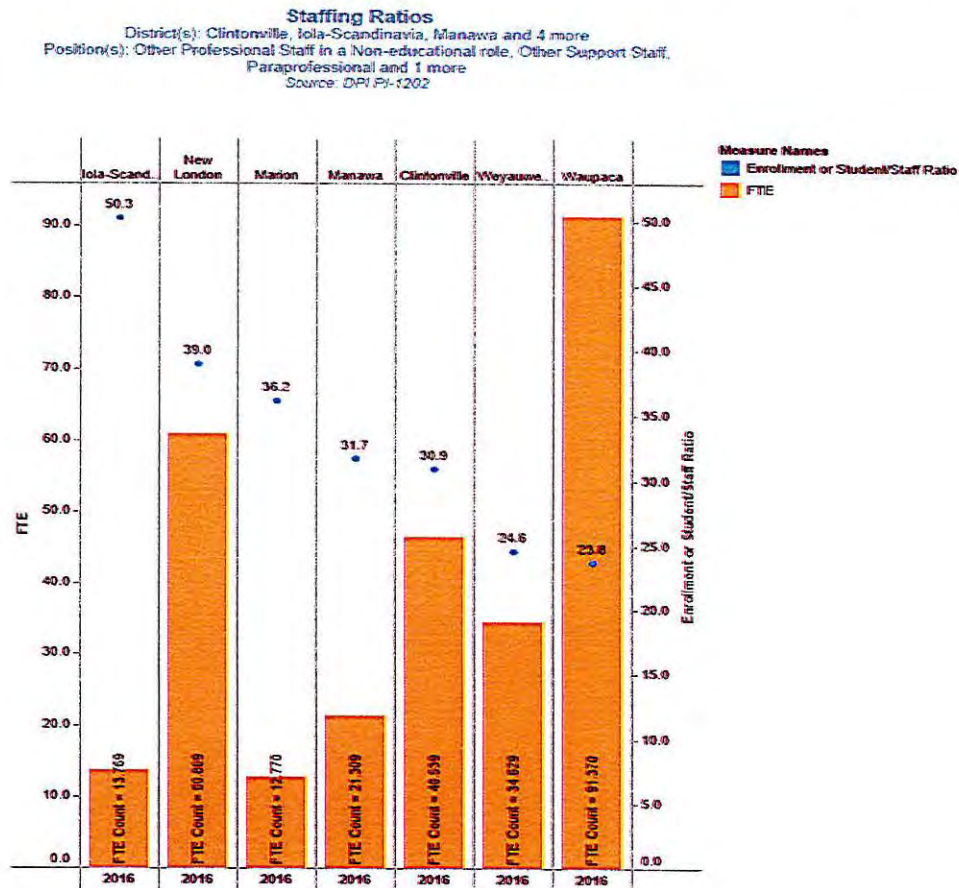


Student/Teacher Ratio – Waupaca County

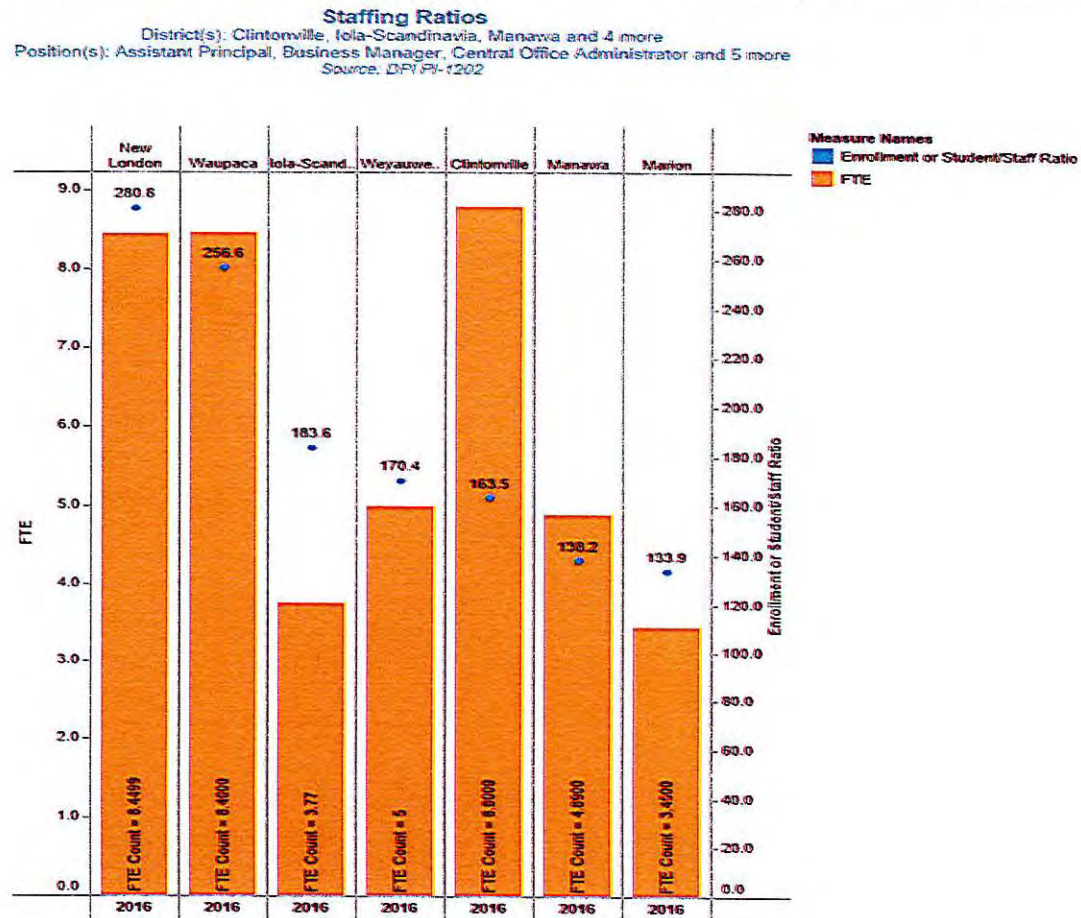
Staffing Ratios
 District(s): Clintonville, Iola-Scandinavia, Manawa and 4 more
 Position(s): Teacher
 Source: DPI PR-1202



Student/Support Staff Ratio – Waupaca County

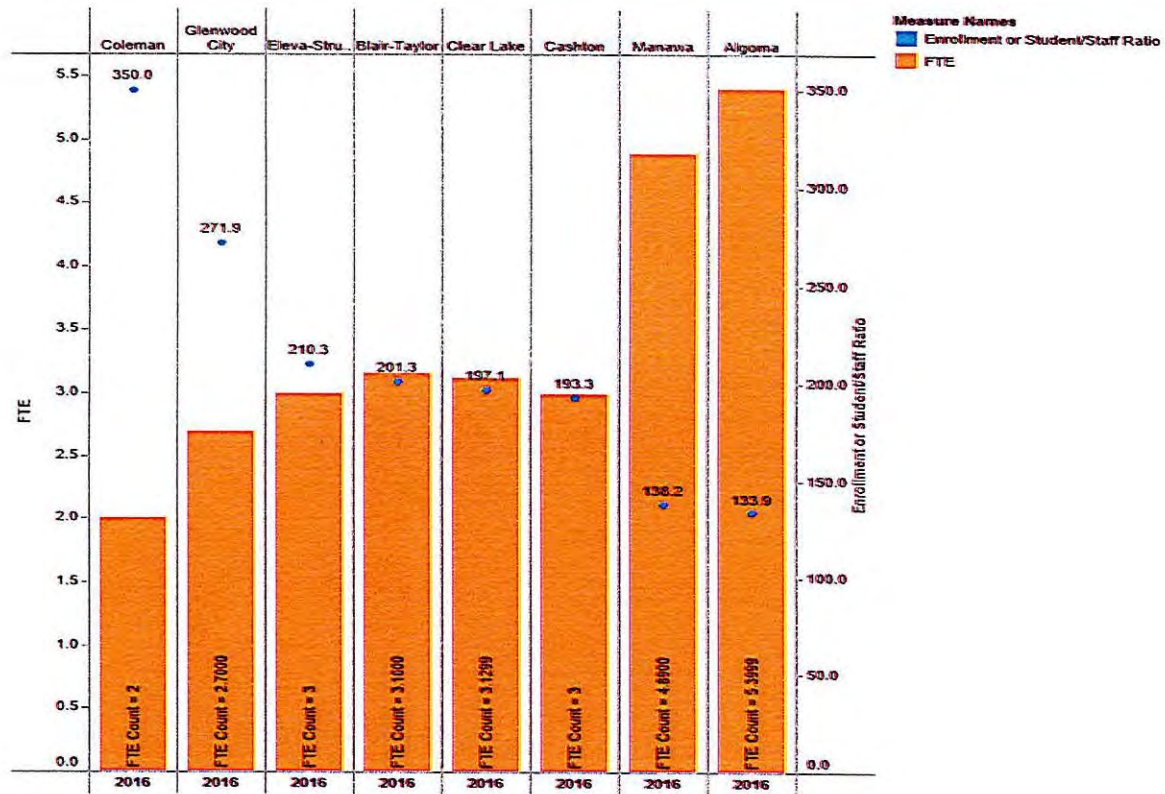


Student/Administrator Ratio – Waupaca County



Student/Administrator Ratio – Like Peers

Staffing Ratios
 District(s): Algoma, Blair-Taylor, Cashton and 5 more
 Position(s): Assistant Principal, Business Manager, Central Office Administrator and 5 more
 Source: DPI PI-1202

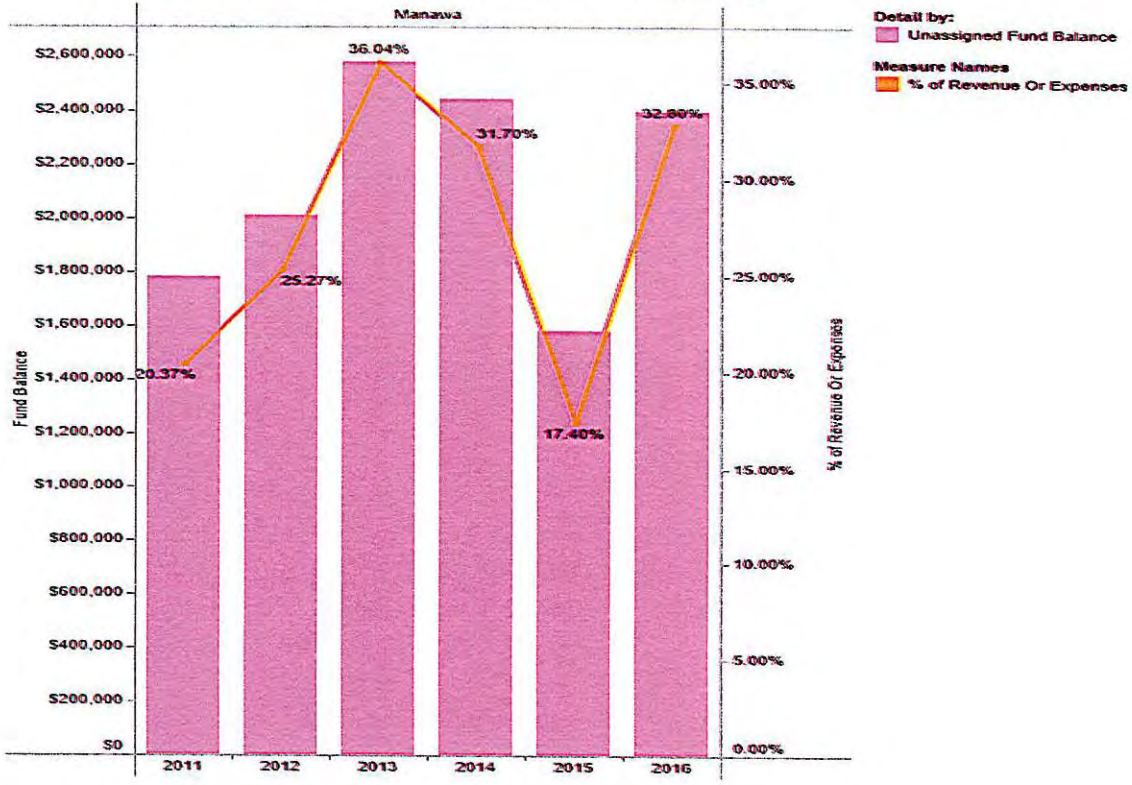


General Fund Balance and % of Expenditures

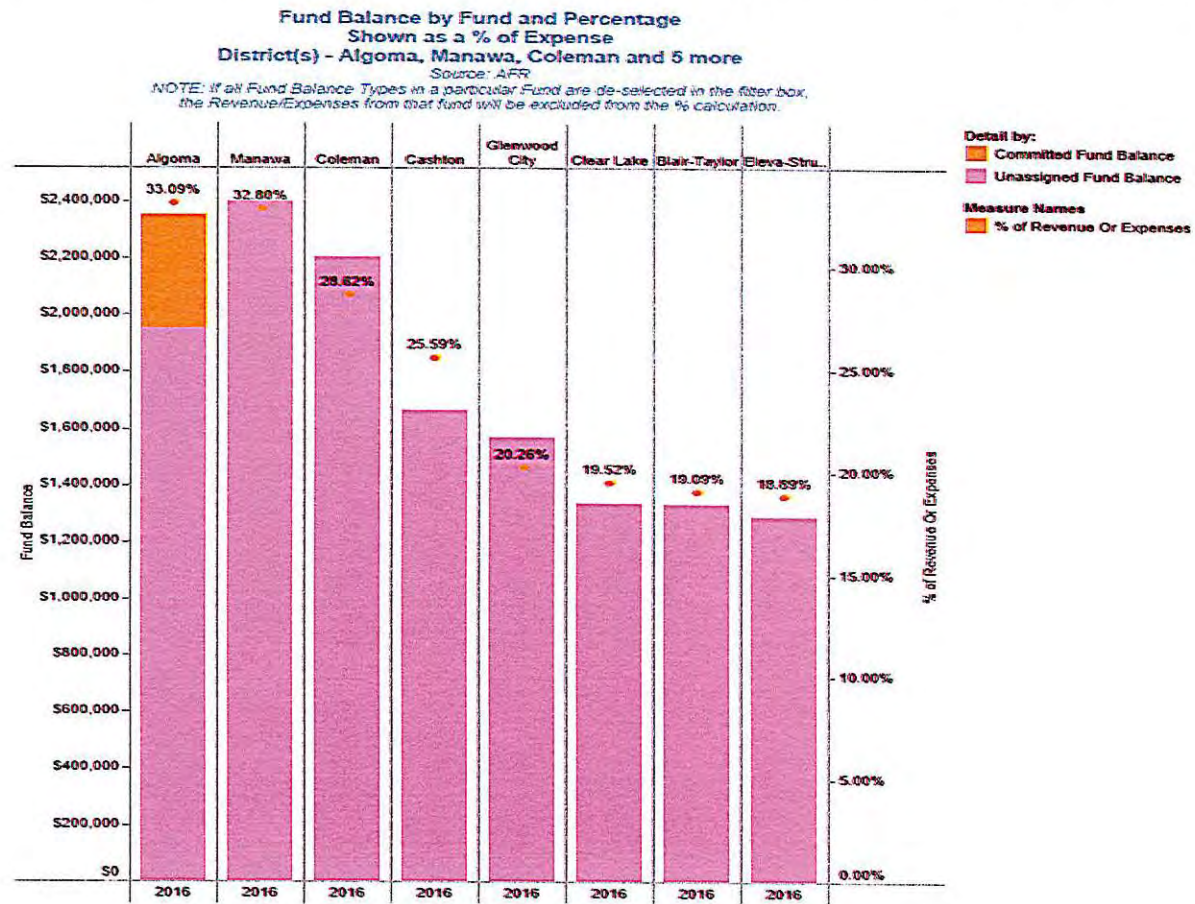
Fund Balance by Fund and Percentage
Shown as a % of Expense
District(s) - Manawa

Source: AFR

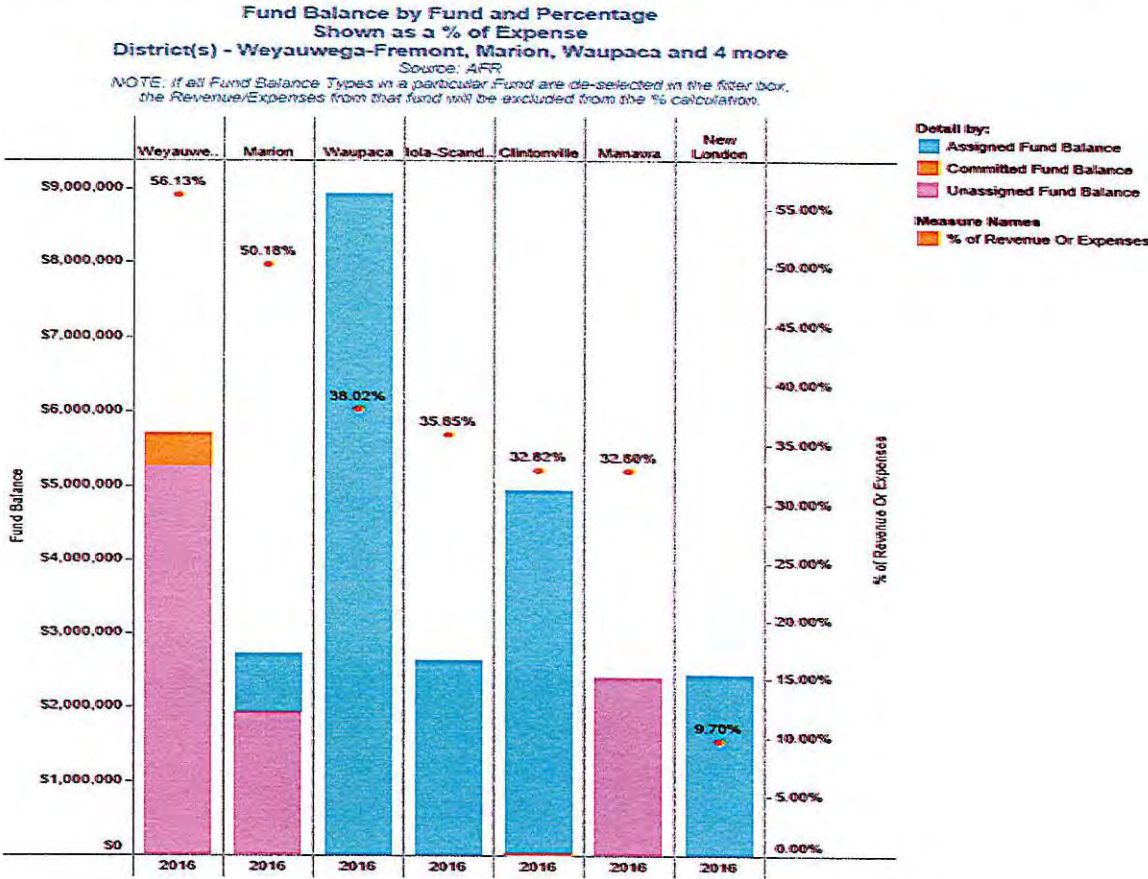
NOTE: If all Fund Balance Types in a particular Fund are de-selected in the filter box, the Revenue/Expenses from that fund will be excluded from the % calculation.



General Fund Balance & % of Expenditures – Like Peers

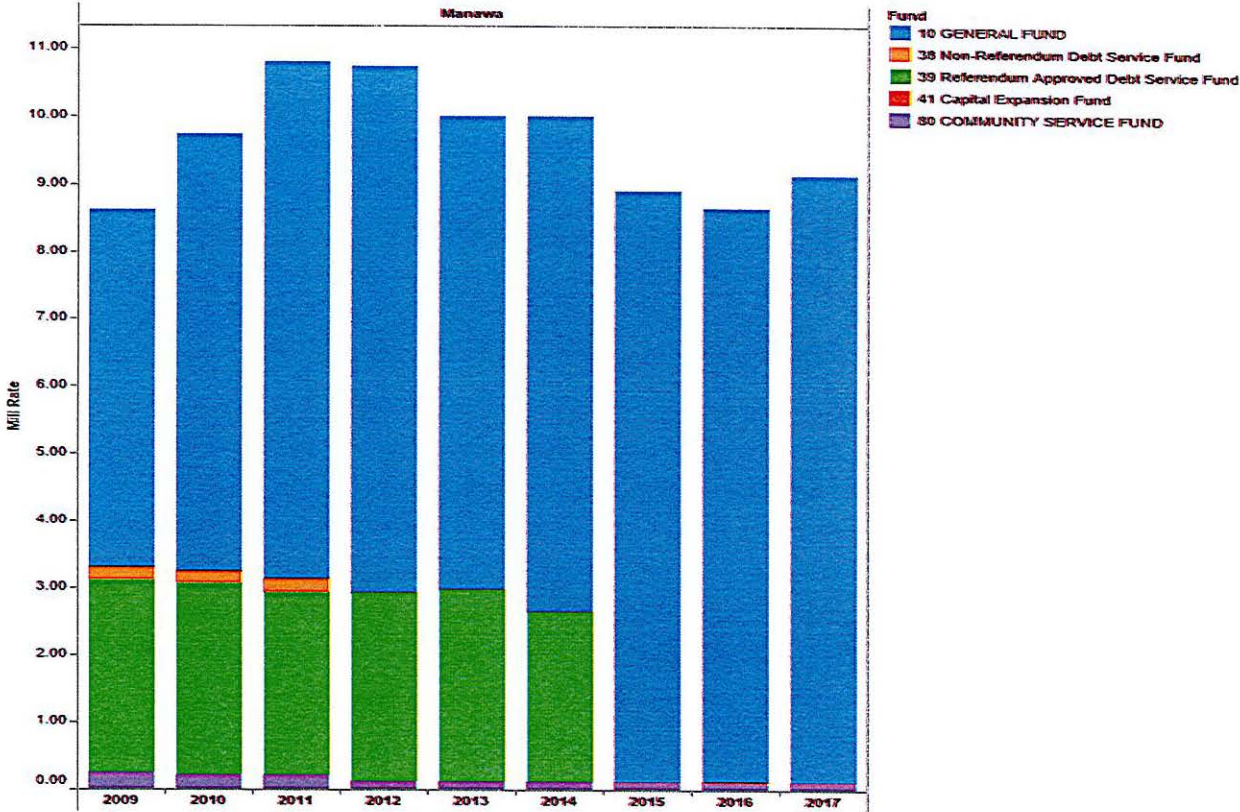


General Fund Balance & % of Expenditures – Waupaca County



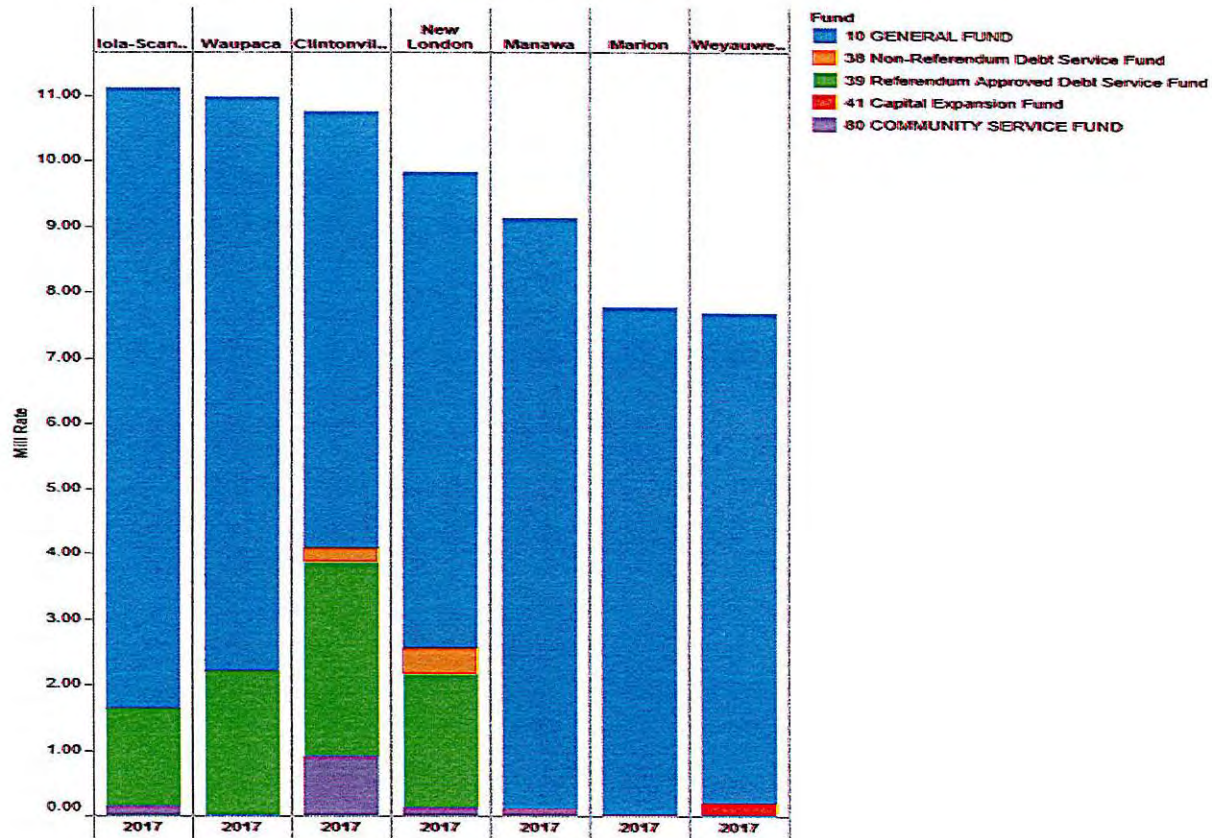
Manawa Mill Rate

Mill Rates
 Source: W1 Certification of Tax Levy Summary Per DPI



Waupaca County Mill Rate

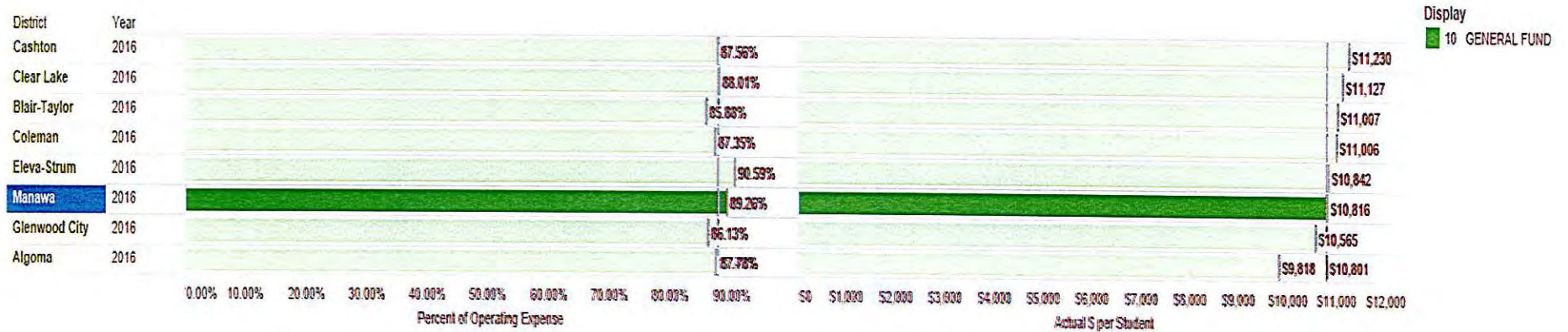
Mill Rates
 Source: WI Certification of Tax Levy Summary Per DPJ



General Fund Expense Comparison – Like Peers

Line Item Spending Comparison

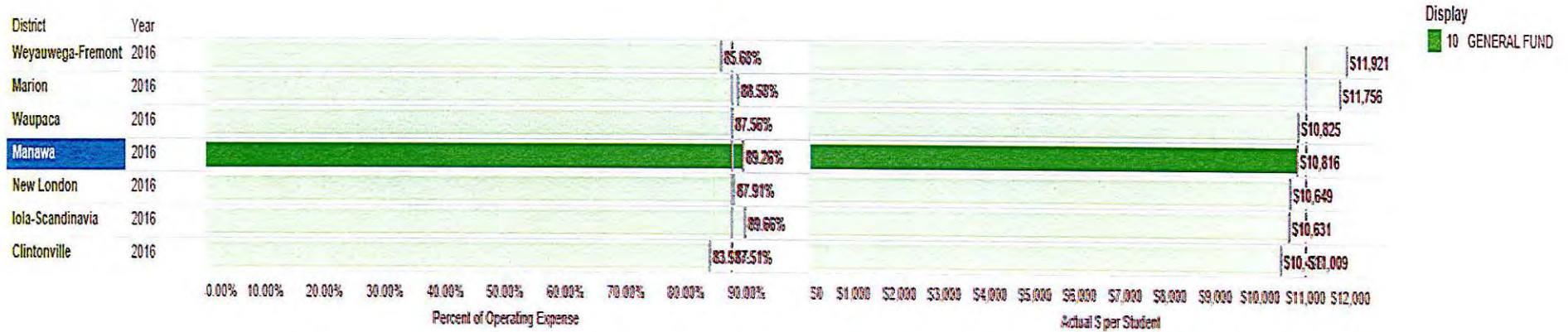
Note: "Total Operating Expense" is all expenses from funds 10 & 27
 Source: Budget and Annual Reports per DPI



General Fund Expense Comparison – Waupaca County

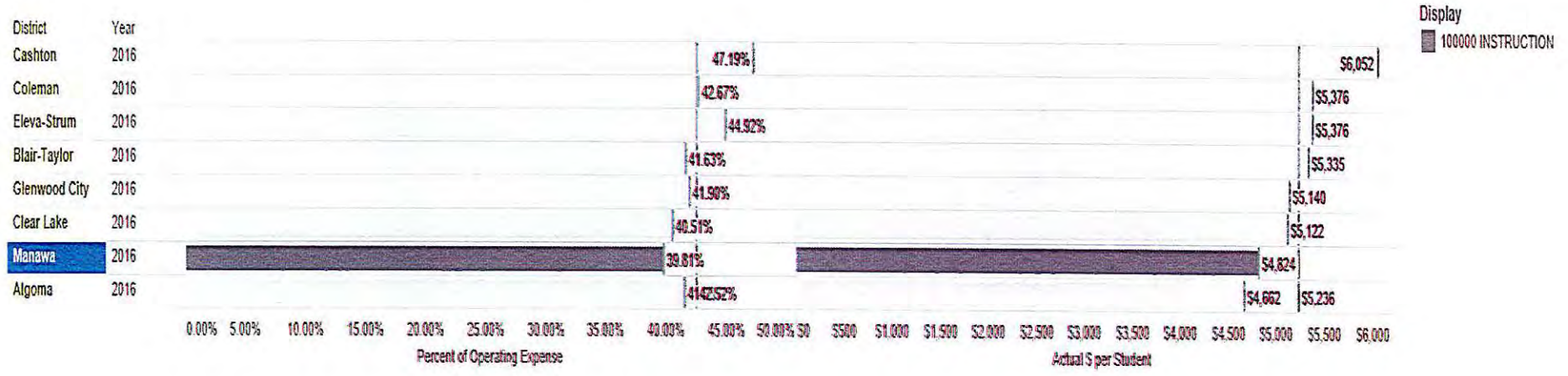
Line Item Spending Comparison

Note: "Total Operating Expense" is all expenses from funds 10 & 27
 Source: Budget and Annual Reports per DPI



Instructional Expense Comparison – Like Peers

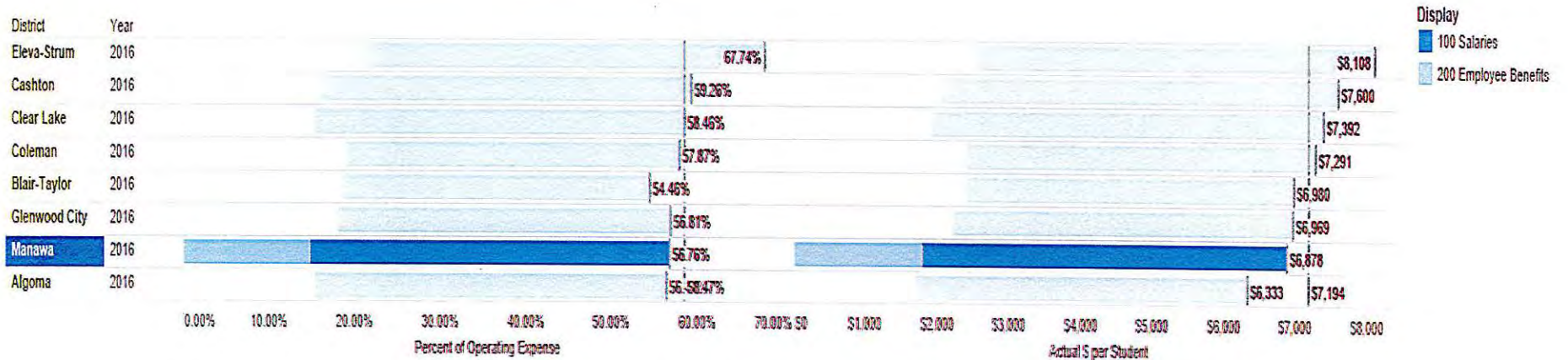
Line Item Spending Comparison
 Note: "Total Operating Expense" is all expenses from funds 10 & 27
 Source: Budget and Annual Reports per DPI



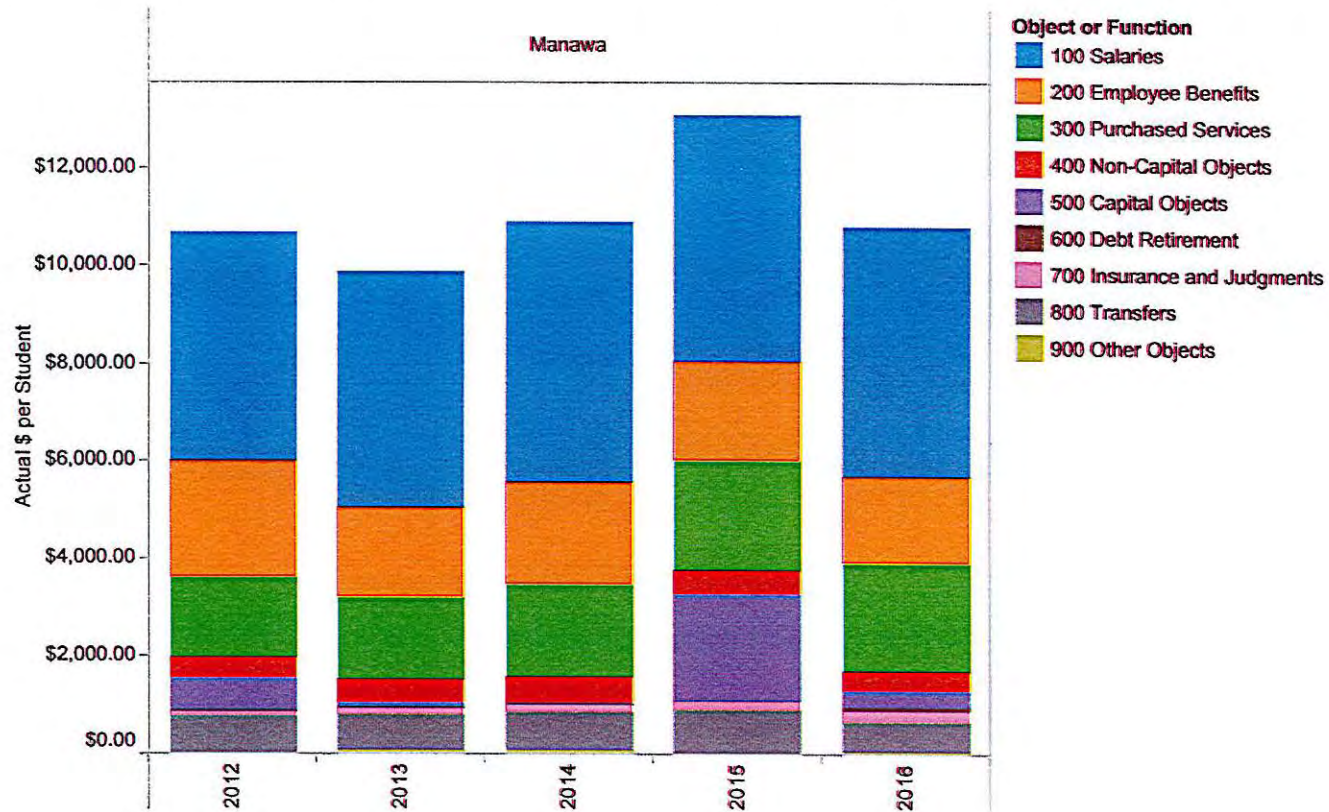
Salaries/Benefits Expense Comparison – Like Peers

Line Item Spending Comparison

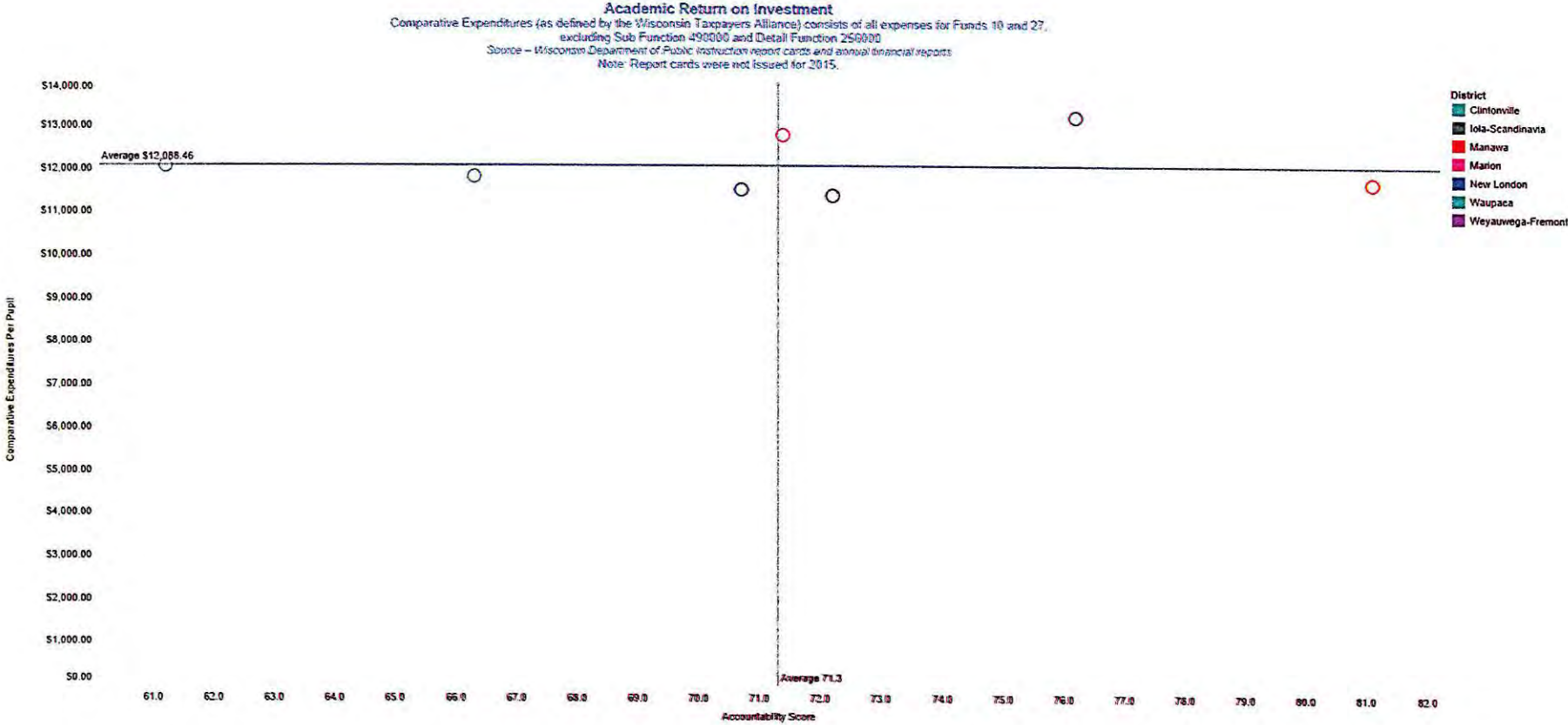
Note: "Total Operating Expense" is all expenses from funds 10 & 27
 Source: Budget and Annual Reports per DPI



General Fund per Student Expense Trend

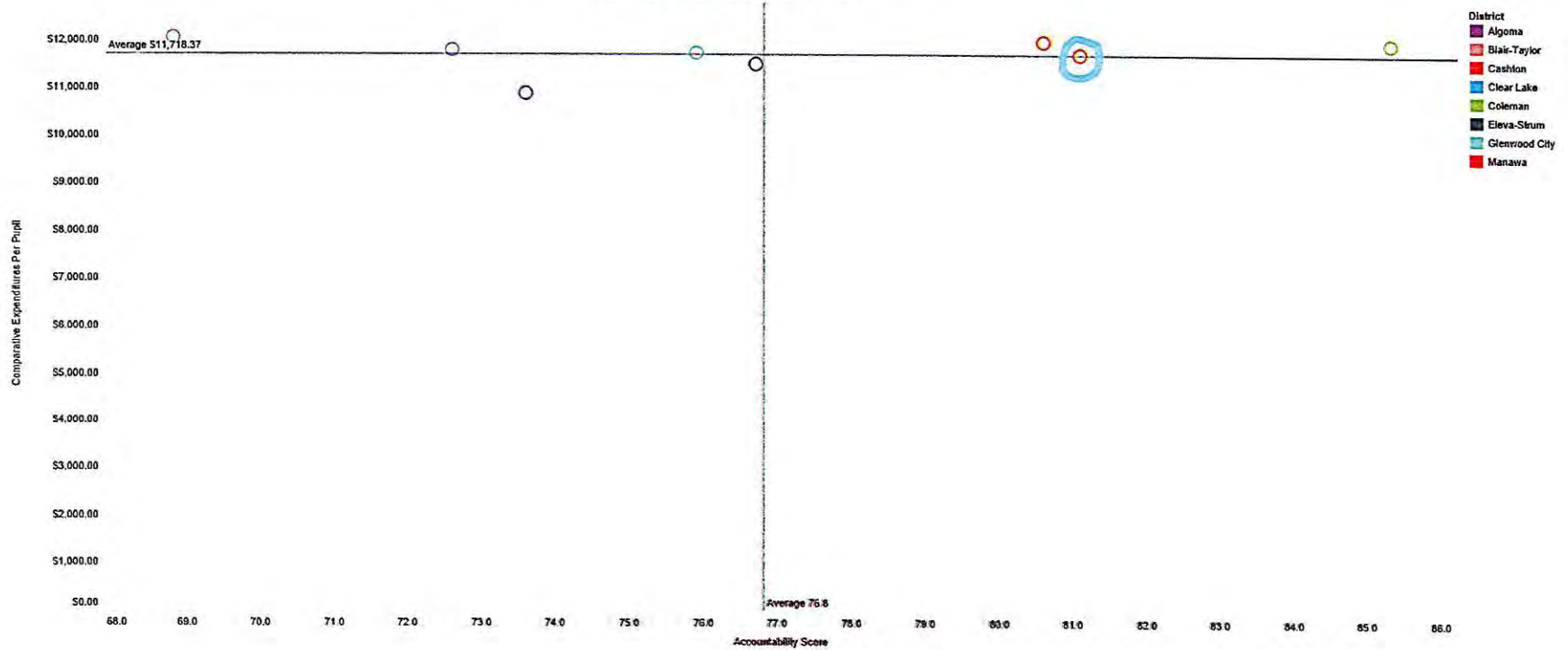


Academic Return on Investment – Waupaca County



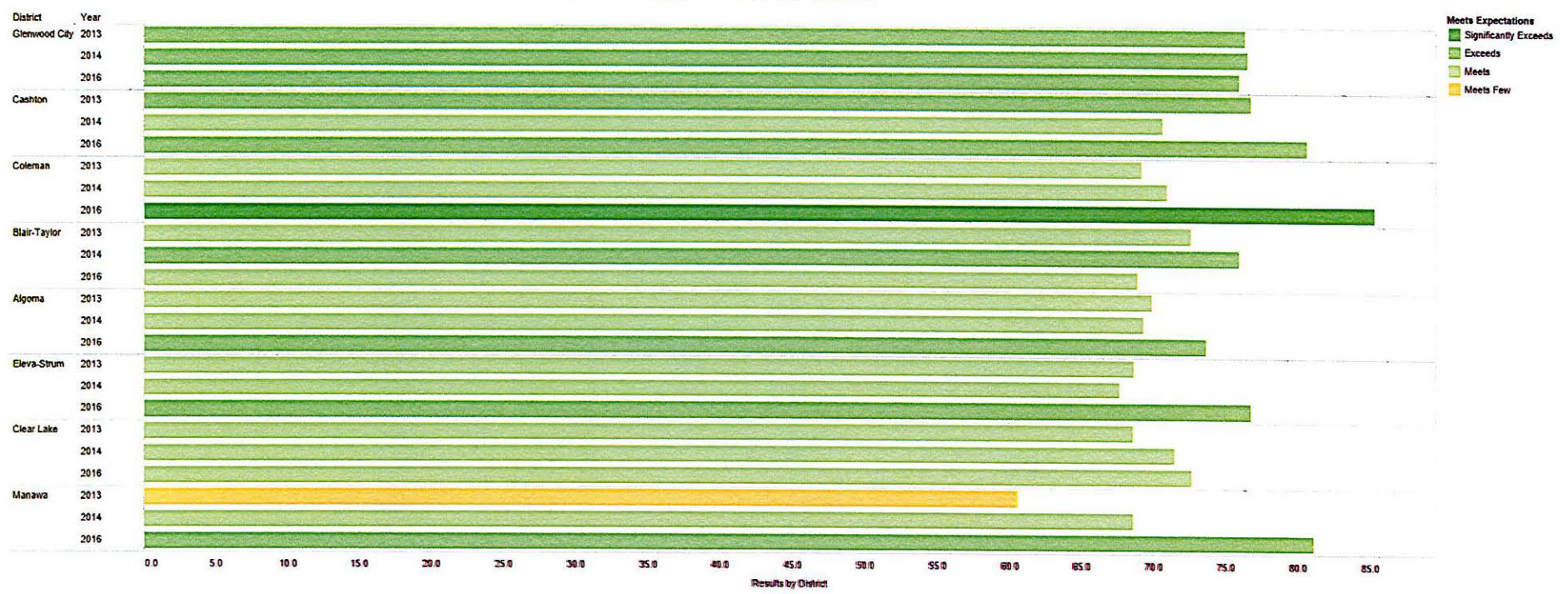
Academic Return on Investment – Like Peers

Academic Return on Investment
 Comparative Expenditures (as defined by the Wisconsin Taxpayers Alliance) consists of all expenses for Funds 10 and 27, excluding Sub Function 490000 and Detail Function 256000
 Source – Wisconsin Department of Public Instruction report cards and annual financial reports
 Note: Report cards were not issued for 2015.



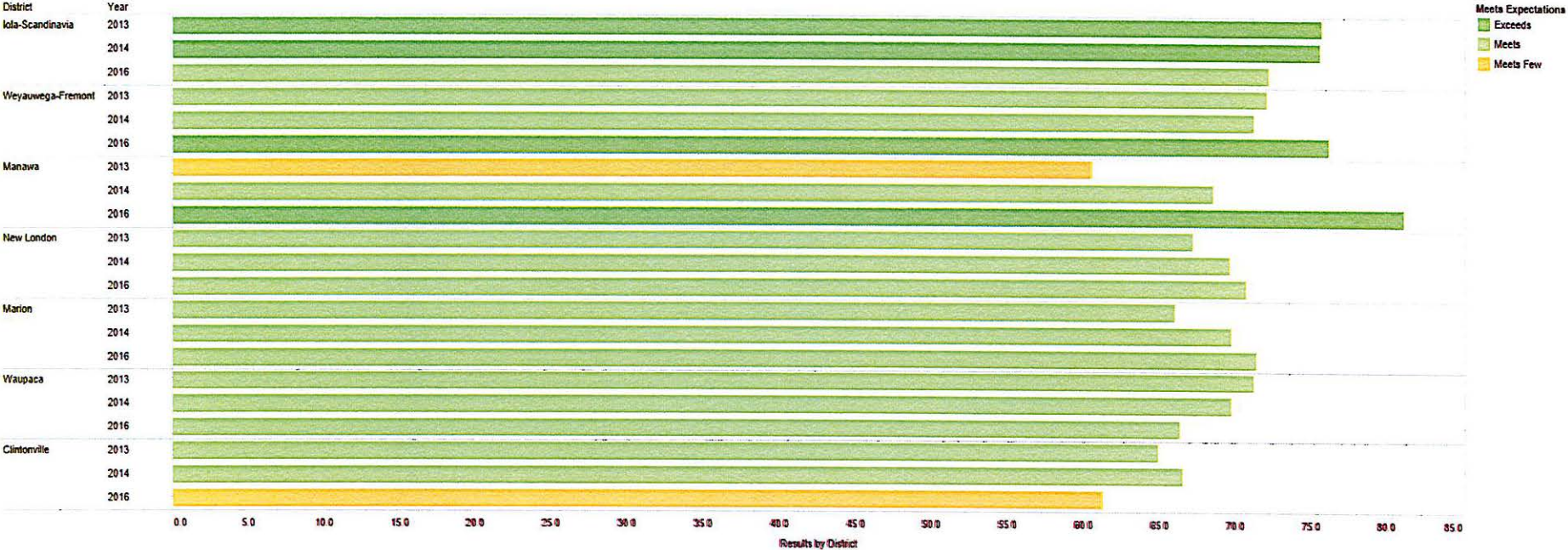
Report Card Score Trend – Like Peers

Accountability Ratings - District
 Source: Wisconsin Department of Public Instruction Report Cards



Report Card Score Trend – Waupaca County

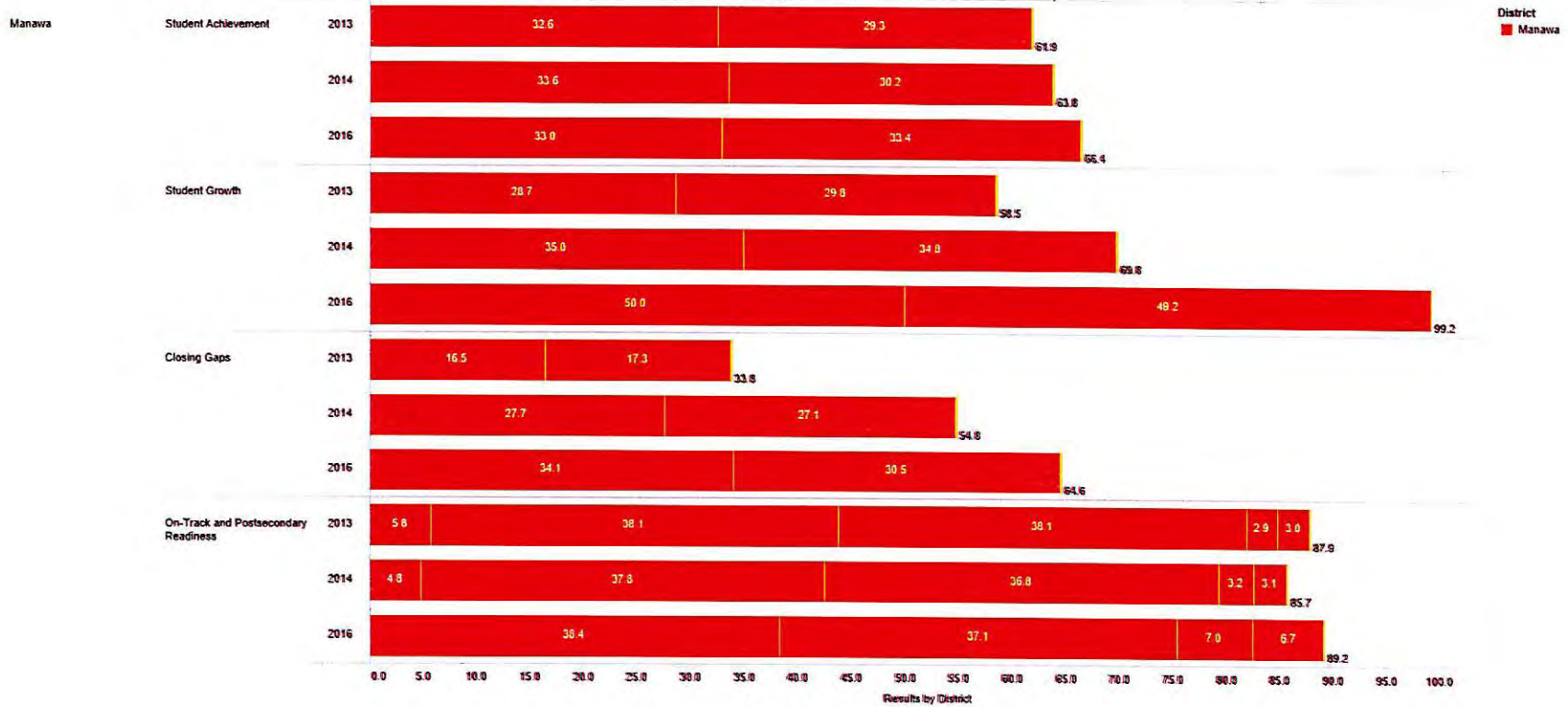
Accountability Ratings - District
 Source: Wisconsin Department of Public Instruction Report Cards



Manawa Report Card Breakdown Score Trend

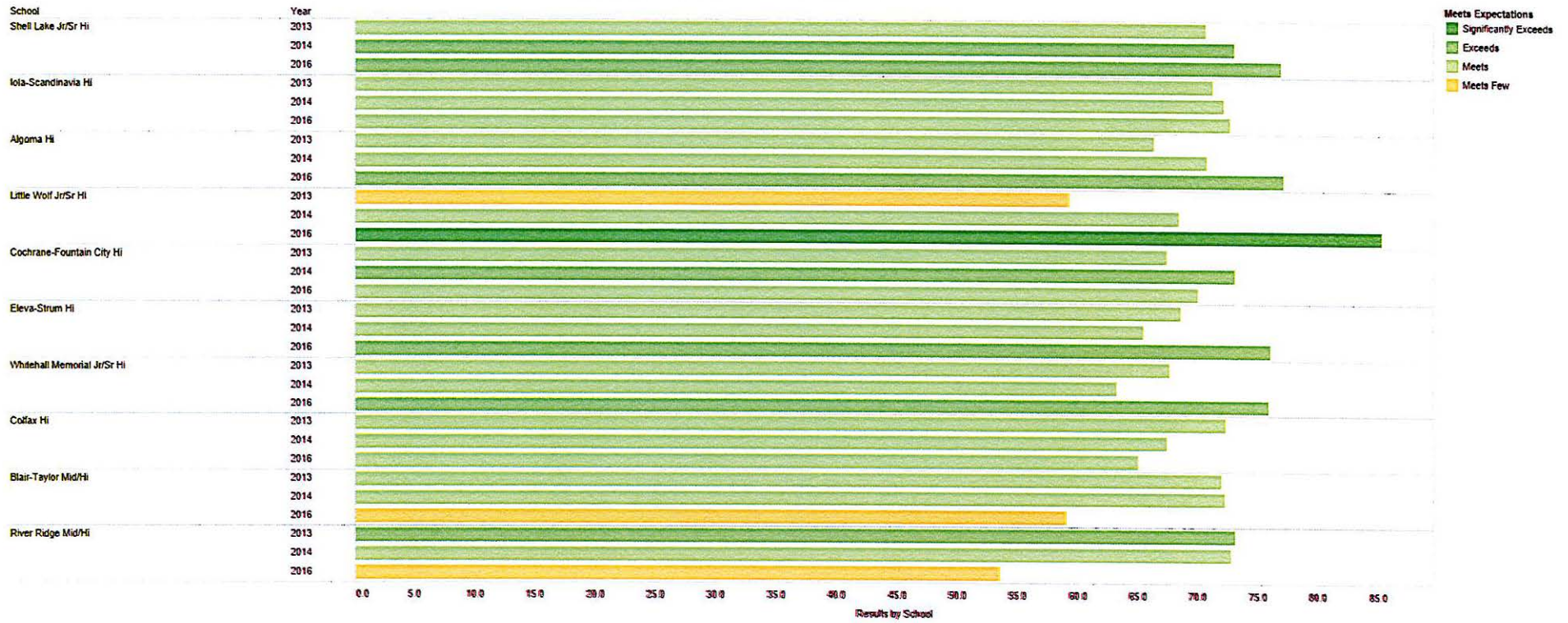
Accountability Breakdown - District

Source: Wisconsin Department of Public Instruction Report Cards



Little Wolf vs. Similar Peers – Report Card Score Trend

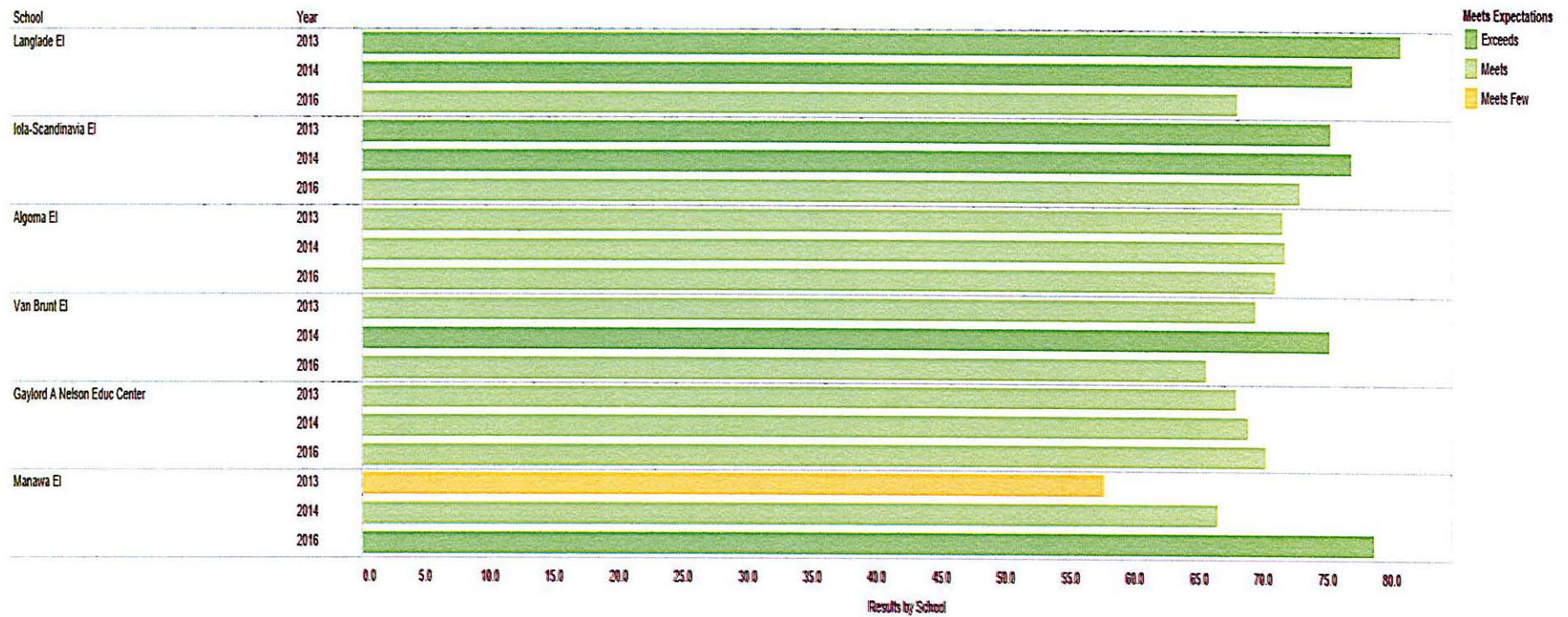
Accountability Ratings - School
 Source: Wisconsin Department of Public Instruction Report Cards



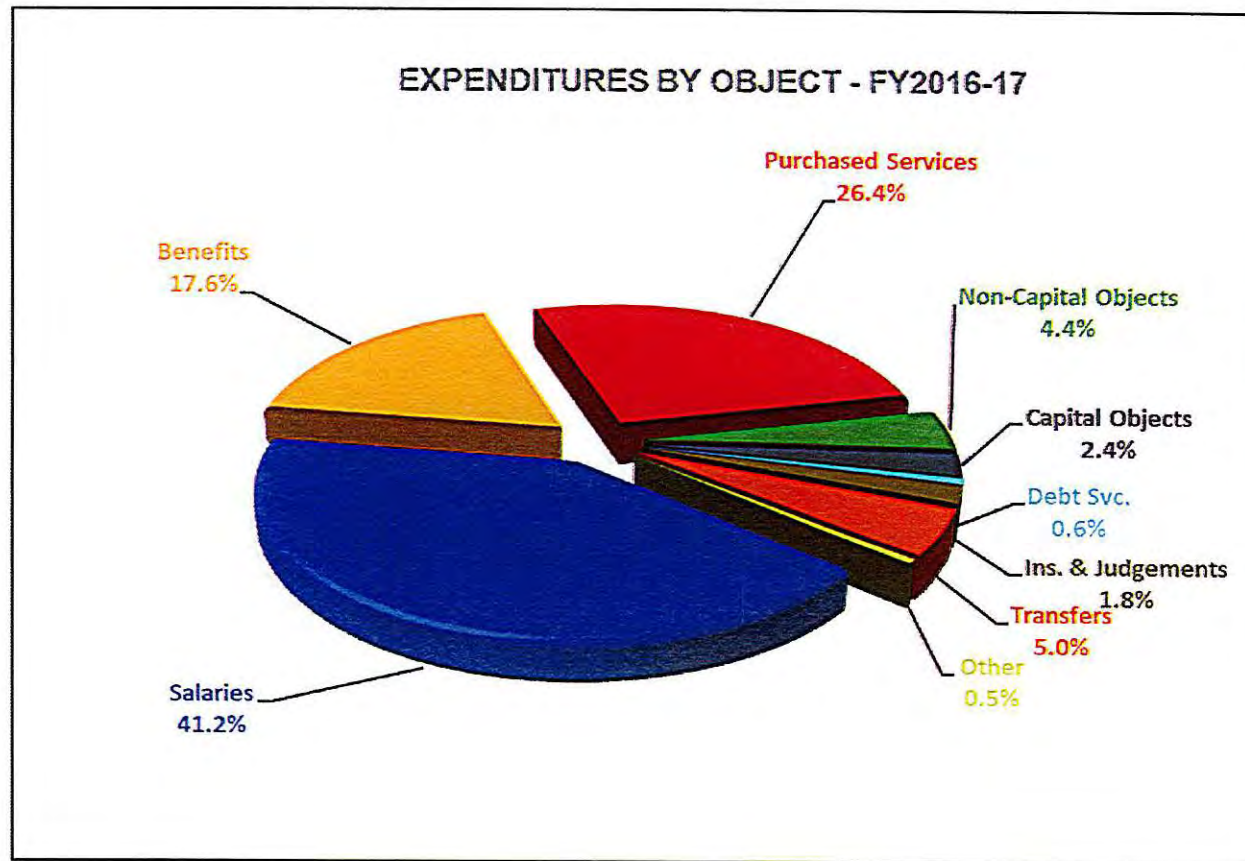
MES vs. Similar Peers – Report Card Score Trend

Accountability Ratings - School

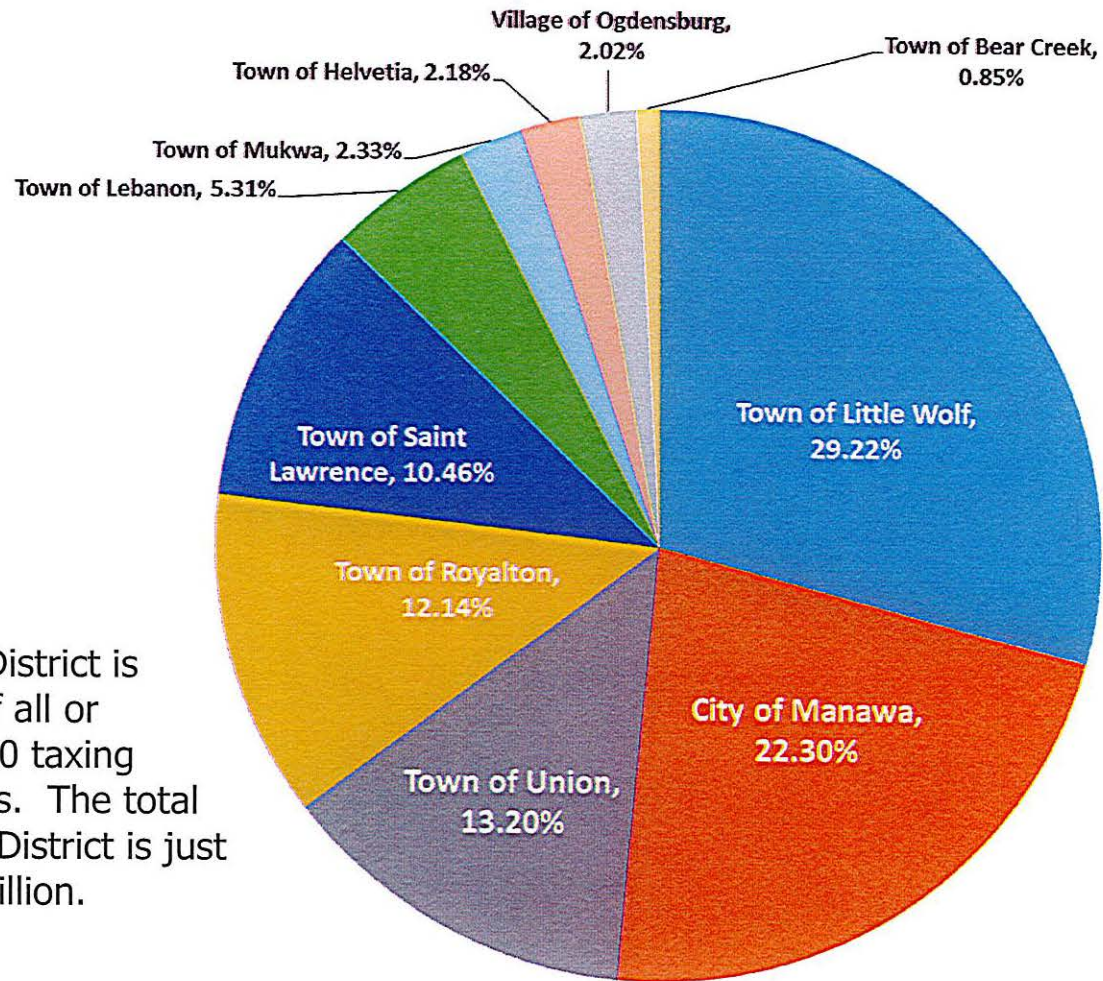
Source: Wisconsin Department of Public Instruction Report Cards



General Fund Expenditures by Object 16-17



Distribution of Equalized Values



The School District is comprised of all or portions of 10 taxing municipalities. The total value of the District is just over \$344 million.

00 = purchased services

Fd	T	Loc	Obj	Func	Prj	Fd T Loc Obj Func Prj	2016-17 Revised Budget	2016-17 FY Activity	Encumbered Amount	Unencumbered Balance - FY Act	2016-17 FY %	2017-18	Notes
10	E	101	323	253400								\$ 5,000.00	upkeep, inspection, etc. of MES equipment
10	E	101	324	254300								\$ 20,000.00	repairs to MES buildings
10	E	101	324	254300	695	GENERAL FUND/MAINTENANCE SERVICES/BUILDINGS - EE	\$ 769,568.00	\$ 750,322.12	\$ 210,556.98	\$ (191,311.10)	124.86		
10	E	101	324	254410	0	GENERAL FUND/MAINTENANCE SERVICES/INSTRUCTIONAL EQUIPMENT	\$ 330.00	\$ 268.85	\$ -	\$ 61.15	81.47	\$ 350.00	Plano tuning - MES
10	E	101	324	254490	0	GENERAL FUND/MAINTENANCE SERVICES/NONINSTR EQUIP REPAI	\$ 12,170.00	\$ 4,243.79	\$ -	\$ 7,926.21	34.87	\$ -	No Use
10	E	101	331	253000	0	GENERAL FUND/GAS FOR HEAT/OPERATION	\$ 23,000.00	\$ 30,608.47	\$ -	\$ (7,608.47)	133.08	\$ 30,000.00	MES gas for heat
10	E	101	336	253000	0	GENERAL FUND/ELECTRICITY OTHER THAN HEAT/OPERATION	\$ 60,000.00	\$ 50,203.17	\$ 14,601.77	\$ (4,804.94)	108.01	\$ 60,000.00	MES electricity
10	E	101	337	253000	0	GENERAL FUND/WATER/OPERATION	\$ 1,000.00	\$ 1,449.99	\$ -	\$ (449.99)	145	\$ 2,000.00	MES water
10	E	101	338	253000	0	GENERAL FUND/SEWERAGE/OPERATION	\$ 2,000.00	\$ 1,835.43	\$ 164.57	\$ -	100	\$ 2,000.00	MES sewer
10	E	101	342	253000	0	GENERAL FUND/EMPLOYEE TRAVEL/OPERATION	\$ -	\$ 16.20	\$ -	\$ (16.20)	0	\$ -	No Use (800)
10	E	400	310	253000	0	GENERAL FUND/PERSONAL SERVICES/OPERATION	\$ 500.00	\$ 2,356.25	\$ -	\$ (1,856.25)	471.25	\$ -	
10	E	400	323	253400								\$ 7,500.00	upkeep, inspection, etc. of HS equipment
10	E	400	324	253400	0	GENERAL FUND/MAINTENANCE SERVICES/EQUIPMENT	\$ 1,500.00	\$ 1,084.85	\$ 174.00	\$ 241.15	83.92	\$ -	
10	E	400	324	254300	0	GENERAL FUND/MAINTENANCE SERVICES/BUILDINGS	\$ 15,000.00	\$ 2,770.61	\$ -	\$ 12,229.39	18.47	\$ 25,000.00	repairs to HS building
10	E	400	324	254410	0	GENERAL FUND/MAINTENANCE SERVICES/INSTRUCTIONAL EQUIPMENT	\$ 540.00	\$ 506.41	\$ -	\$ 33.59	93.78	\$ 400.00	Plano tuning - HS
10	E	400	324	254490	0	GENERAL FUND/MAINTENANCE SERVICES/NONINSTR EQUIP REPAI	\$ 1,000.00	\$ 2,852.26	\$ -	\$ (1,852.26)	285.23	\$ -	No Use
10	E	400	324	254900	0	GENERAL FUND/MAINTENANCE SERVICES/OTHER MAINTENANCE	\$ 1,700.00	\$ 1,695.00	\$ -	\$ 5.00	99.71	\$ -	
10	E	400	331	253000	0	GENERAL FUND/GAS FOR HEAT/OPERATION	\$ 30,000.00	\$ 32,735.73	\$ -	\$ (2,735.73)	109.12	\$ 32,000.00	HS gas for heat
10	E	400	336	253000	0	GENERAL FUND/ELECTRICITY OTHER THAN HEAT/OPERATION	\$ 84,000.00	\$ 67,115.25	\$ 15,308.03	\$ 1,576.72	98.12	\$ 82,000.00	HS electricity
10	E	400	337	253000	0	GENERAL FUND/WATER/OPERATION	\$ 1,500.00	\$ 1,772.85	\$ -	\$ (272.85)	118.19	\$ 2,400.00	HS water
10	E	400	338	253000	0	GENERAL FUND/SEWERAGE/OPERATION	\$ 1,500.00	\$ 2,390.60	\$ -	\$ (890.60)	159.37	\$ 3,200.00	HS sewer
10	E	800	310	253300	0	GENERAL FUND/PERSONAL SERVICES/BUILDINGS	\$ 1,200.00	\$ 950.00	\$ 350.00	\$ 500.00	58.33	\$ -	No Use (move to 323 253300)
10	E	800	323	253200	0	GENERAL FUND/OPERATIONAL SERVICES/SITES	\$ 45,000.00	\$ 61,759.05	\$ 2,265.00	\$ (19,024.05)	142.28	\$ 65,000.00	Upkeep, Inspection, etc. of the sites (grounds)
10	E	800	323	253300	0	GENERAL FUND/OPERATIONAL SERVICES/BUILDINGS	\$ 4,000.00	\$ 3,658.90	\$ 5,008.77	\$ (4,667.67)	216.69	\$ 12,000.00	Upkeep, Inspection, etc. of both buildings
10	E	800	323	253400								\$ 1,500.00	upkeep, inspection, etc. of District equipment
10	E	800	323	253500	0	GENERAL FUND/OPERATIONAL SERVICES/VEHICLE SERV/NOT PUPIL TRANSP	\$ 5,000.00	\$ 929.32	\$ -	\$ 4,070.68	18.59	\$ 1,500.00	upkeep, inspection, etc. to Kubota, truck, vans
10	E	800	324	253000	999	GENERAL FUND/MAINTENANCE SERVICES/OPERATION - E-RATE	\$ 59,551.00	\$ 48,401.45	\$ -	\$ 11,149.55	81.28	\$ 30,000.00	E-rate project
10	E	800	324	253300	694	GENERAL FUND/MAINTENANCE SERVICES/BUILDINGS - HVAC	\$ -	\$ 10,376.00	\$ -	\$ (10,376.00)	0	\$ -	HVAC
10	E	800	324	254200	0	GENERAL FUND/MAINTENANCE SERVICES/SITE REPAIRS	\$ 1,800.00	\$ -	\$ 600.00	\$ 1,200.00	33.33	\$ 20,000.00	repairs to the sites (grounds)
10	E	800	324	254300	0	GENERAL FUND/MAINTENANCE SERVICES/BUILDINGS	\$ 10,000.00	\$ 10,423.59	\$ -	\$ (423.59)	104.24	\$ -	No Use
10	E	800	324	254410	0	GENERAL FUND/MAINTENANCE SERVICES/INSTRUCTIONAL EQUIPMENT	\$ 5,000.00	\$ 87.40	\$ -	\$ 4,912.60	1.75	\$ -	No Use
10	E	800	324	254490	0	GENERAL FUND/MAINTENANCE SERVICES/NONINSTR EQUIP REPAI	\$ 50,000.00	\$ 46,337.04	\$ -	\$ 3,662.96	92.67	\$ 5,000.00	Repairs to non-instructional district equipment: furnishings
10	E	800	324	254500	0							\$ 10,000.00	Repairs to Kubota, truck, vans
10	E	800	324	254900	0	GENERAL FUND/MAINTENANCE SERVICES/OTHER MAINTENANCE	\$ 18,000.00	\$ 7,180.65	\$ 7,554.00	\$ 3,265.35	81.86	\$ -	
10	E	800	337	253000	0	GENERAL FUND/WATER/OPERATION	\$ 1,200.00	\$ 70.90	\$ 1,129.10	\$ -	100	\$ 1,200.00	Old ES water
10	E	800	338	253000	0	GENERAL FUND/SEWERAGE/OPERATION	\$ 1,600.00	\$ 133.08	\$ 1,466.92	\$ -	100	\$ 1,600.00	Old ES sewer
10	E	800	342	253000	0	GENERAL FUND/EMPLOYEE TRAVEL/OPERATION	\$ -	\$ 584.05	\$ -	\$ (584.05)	0	\$ 650.00	Custodial staff travel for operational supplies or training

Addendum E

400 = Non-capital objects (Suppl-)

2



Fd	T	Loc	Obj	Func	Prj	Fd	T	Loc	Obj	Func	Prj	2016-17 Revised Budget	2016-17 FY Activity	Encumbered Amount	Unencumbered Balance - FY 2016-17	2016-17 FY %	2017-18	Notes
10	E	101	411	253000	0	10	E	101	411	253000	0	\$ 14,000.00	\$ 15,165.00	\$ -	\$ (1,165.00)	108.32	\$ 16,000.00	Consumable supplies for building operations (up
10	E	101	411	253000	700	10	E	101	411	253000	700	\$ 820.00	\$ -	\$ -	\$ 820.00	0	\$ -	No Use - money for garden, should be moved to
10	E	101	440	253000	0	10	E	101	440	253000	0	\$ -	\$ 344.08	\$ -	\$ (344.08)	0	\$ -	No Use
10	E	101	440	253400	0	10	E	101	440	253400	0	\$ 7,000.00	\$ 517.25	\$ -	\$ 6,482.75	7.39	\$ -	No Use
10	E	400	411	253000	0	10	E	400	411	253000	0	\$ 17,000.00	\$ 11,822.36	\$ 4,973.75	\$ 203.89	98.8	\$ 17,000.00	Consumable supplies for building operations (uj
10	E	400	440	253000	0	10	E	400	440	253000	0	\$ -	\$ 136.82	\$ -	\$ (136.82)	0	\$ -	No Use
10	E	400	440	253300	0	10	E	400	440	253300	0	\$ 750.00	\$ -	\$ -	\$ 750.00	0	\$ -	No Use (use 800 253000)
10	E	800	411	253000	0	10	E	800	411	253000	0	\$ -	\$ 26.99	\$ -	\$ (26.99)	0	\$ -	No Use
10	E	800	411	253200	0	10	E	800	411	253200	0	\$ -	\$ 830.00	\$ -	\$ (830.00)	0	\$ 10,000.00	Consumable supplies for sites/grounds operatio
10	E	800	411	253400		10	E	800	411	253400							\$ 500.00	Consumable supplies for equipment operations
10	E	800	411	254200		10	E	800	411	254200							\$ 500.00	Consumable supplies for site/grounds repairs - g
10	E	800	411	254300		10	E	800	411	254300							\$ 500.00	Consumable supplies for building repairs - hardw
10	E	800	411	254500	0	10	E	800	411	254500	0	\$ -	\$ 3.78	\$ -	\$ (3.78)	0	\$ -	No Use (outsource maintenance of vehicles)
10	E	800	440	253000	0	10	E	800	440	253000	0	\$ -	\$ -	\$ -	\$ -	0	\$ 3,000.00	Durable things (<\$300) used for more than 1 ye
10	E	800	440	254200	0	10	E	800	440	254200	0	\$ 3,500.00	\$ 3,484.58	\$ -	\$ 15.42	99.56	\$ 1,000.00	Durable things (<\$300) used for more than 1 ye
10	E	800	440	254300	0	10	E	800	440	254300	0	\$ -	\$ -	\$ -	\$ -	0	\$ 3,000.00	Durable things (<\$300) used for more than 1 ye

500 = Capital Objects



Fd	T	Loc	Obj	Func	Prj	Fd T Loc Obj Func Prj	2016-17 Revised Budget	2016-17 FY Activity	Encumbered Amount	Unencumbered Balance - FY Act	2016-17 FY %	May change to the account	2017-18	Notes
10	E	101	520	254200	0	GENERAL FUND/SITE COMPONENTS/REMODELING/SITE REPAIRS	\$ -	\$ -	\$ -	\$ -	0	\$ -		
10	E	101	561	254200	0	GENERAL FUND/EQUIPMENT PURCHASE REPLACEMENT/SITE REPAIRS	\$ 8,000.00	\$ 7,227.50	\$ -	\$ 772.50	90.34	\$ (770.00)	\$ -	No Use
10	E	101	563	253400	0	GENERAL FUND/EQUIP/VEH-REPLACE-INDIV->\$300/EQUIPMENT	\$ 9,000.00	\$ 3,968.98	\$ -	\$ 5,031.02	44.1	\$ (5,000.00)	\$ -	No Use
10	E	400	541	253300	0	GENERAL FUND/PURCHASE-ADDITION/BUILDINGS	\$ -	\$ -	\$ -	\$ -	0	\$ -		
10	E	400	550	253300	0	GENERAL FUND/EQUIP/VEHICLE ADDITION/BUILDINGS	\$ 16,250.00	\$ 5,150.00	\$ -	\$ 11,100.00	31.69	\$ (11,100.00)	\$ -	No Use
10	E	400	550	253400	0	GENERAL FUND/EQUIP/VEHICLE ADDITION/EQUIPMENT	\$ 1,100.00	\$ 1,099.00	\$ -	\$ 1.00	99.91	\$ -	\$ -	No Use
10	E	400	561	253400	0	GENERAL FUND/EQUIPMENT PURCHASE REPLACEMENT/EQUIPMENT	\$ 5,750.00	\$ 5,750.00	\$ -	\$ -	100	\$ -	\$ -	No Use
10	E	400	571	253000	0	GENERAL FUND/EQUIPMENT RENTAL/OPERATION	\$ -	\$ 225.00	\$ (225.00)	\$ -	0	\$ 225.00	\$ 500.00	Sound System
10	E	800	550	253000										New leased equipment
10	E	800	550	254500	0	GENERAL FUND/EQUIP/VEHICLE ADDITION/VEHICLE MAINT/NOT PUPIL TRANS	\$ 4,000.00	\$ -	\$ -	\$ 4,000.00	0	\$ (4,000.00)		No Use
10	E	800	551	253000										\$ 10,000.00 New Equipment \$300-\$5000 for upkeep of site
10	E	800	551	254200										New Equipment (\$300-\$5000) used for repairs
10	E	800	551	254300										New Equipment (\$300-\$5000) used for repairs
10	E	800	552	253000										\$ 7,500.00 New Equipment over \$5000 for upkeep of site
10	E	800	552	254200										New Equipment (>\$5000) used for repairs of s
10	E	800	552	254300										New Equipment (>\$5000) used for repairs of b
10	E	800	560	253000										Replacement leased equipment
10	E	800	561	253000										\$ 10,000.00 Replacement Equipment \$300-\$5000 for upke
10	E	800	561	254200										\$ 8,000.00 Replacement Equipment (\$300-\$5000) used fc
10	E	800	561	254300										Replacement Equipment (\$300-\$5000) used fc
10	E	800	562	253000										\$ 7,500.00 Replacement Equipment (>\$5000) used for upkeep o
10	E	800	562	254200										Replacement Equipment (>\$5000) used for rep
10	E	800	562	254300										Replacement Equipment (>\$5000) used for rep
10	E	800	563	253600	0	GENERAL FUND/EQUIP/VEH-REPLACE-INDIV->\$300/VEHICLE ACQUISITION	\$ 40,000.00	\$ 37,655.50	\$ -	\$ 2,344.50	94.14	\$ (2,340.00)		Vehicle purchase not for pupil transportation
10	E	800	570	253000										Equipment or Vehicle Rental for upkeep to site
10	E	800	570	254200										Equipment or Vehicle Rental for repairs of site
10	E	800	570	254300										Equipment or Vehicle Rental for repairs of bul



Manawa School District
Facilities Upgrade Plan
Phase 3



June 2017

School District of Manawa

Energy and Operation Improvements • Scope of Work



Elementary School - Window Replacements

The original, 20+ year-old windows throughout the elementary school are failing, causing fogged panes and condensation. Many of them have lost their thermal properties, causing condensation during the cold months, and contributing to rot and degradation of the existing wood jams and casements. Internal flashings and sealant failure has additionally contributed to continuous water infiltration at the sills on many window units.

Nexus Solutions proposes to replace the existing window units with new, wood-frame, vinyl-clad, energy-efficient windows and correct the existing installation/flashings issues contributing to the current problems the District is experiencing.





School District of Manawa

Energy and Operation Improvements • Scope of Work

Elementary School - Main Entrance Vestibule Replacement

The District is currently experiencing security concerns at the main entrance to the Elementary School. The current entry configuration allows unregulated access throughout the school. The proposed solution involves the relocation of the existing interior vestibule storefront assembly to create a regulated flow for visitors to check in through the administration desk. This allows much greater security and awareness of visitors on the premises.



School District of Manawa

Energy and Operation Improvements • Scope of Work



BIM #	Elementary School Window and Door Upgrades
ES-DM-4	Window Replacements <ul style="list-style-type: none"> • Replace wood frame/vinyl clad windows throughout the school (qty. 42) • Provide new similar style Kolbe, operable windows
ES-DM-5	Main Entrance Vestibule Replacement <ul style="list-style-type: none"> • Rework interior doors at the Elementary School to provide secure entrance

BIM #	Benefits of Elementary School Window and Door Upgrades
ES-DM-4	<ul style="list-style-type: none"> • Increased energy savings with reduced air infiltration • Improved indoor air comfort • Reduced future maintenance • Extended operational life of the building
ES-DM-5	



School District of Manawa

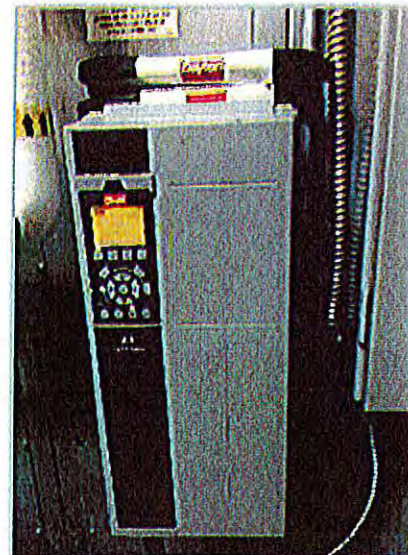
Energy and Operation Improvements • Scope of Work

Elementary School - Mechanical and Controls Upgrades

The District started the implementation of a modern Direct Digital Controls (DDC) at the Elementary School last year. This laid the ground work for a system that would monitor, control, and sequence the heating, cooling, and ventilation system in the building for improved occupancy comfort and energy savings. This effort involves removing the remaining BATI controls and original Variable Air Volume (VAV) Boxes and replacing them with new controls and VAV boxes. The new controls would standardize the building and provide maximum operational benefits and indoor comfort.



We will replace remaining outdated controls with new ones and commission them to ensure proper operation. New VAV boxes will be installed for proper heating and cooling. Existing air-handling units and unitary equipment (Cabinet Heaters and Convectors) will remain in place, but be fitted with new controls and connected to the new DDC System.



School District of Manawa

Energy and Operation Improvements • Scope of Work



Elementary School - Boiler Replacements

The existing boilers are original to the building construction. These boilers are older, fire-tube construction with atmospheric combustion. They are very inefficient compared to today's boiler systems. Additionally, they are 20+ years old and continually require service. We propose to install new, high-efficiency, condensing boilers and new pumps, along with new piping accessories to create a modern, reliable heating system.



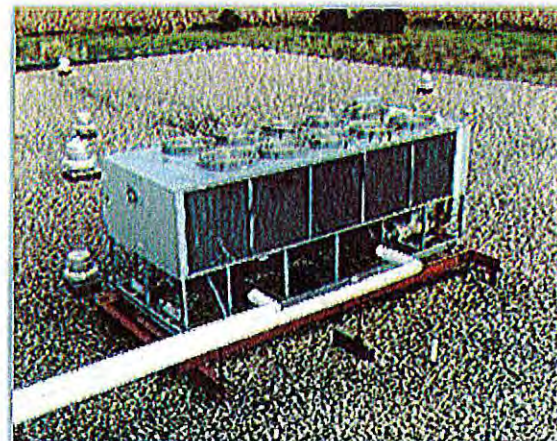
Elementary School - Water Heater Replacements

The majority of the hot water for the building lavatories, showers, and janitor sinks are provided by the gas-fired water heaters in the boiler room. These units, along with the associated storage tank, have passed their useful life expectancy. One of the water heater is not currently working, and the other was recently serviced and may fail at any moment. We propose to replace these units with new, seal-combustion water heaters for improved efficacy and hot water consistency.



Elementary School - Chiller Replacement

The building is cooled by an air-cooled chiller located on the roof outside the boiler room. This chiller provides chilled water to several air handling units (AHUs), which then cool the air delivered to the building. The chiller is 20+ years old and should be replaced as part of a planned upgrade instead of a costly replacement following an emergency failure. We propose to replace this unit with a new chiller and associated pumping system for improved energy efficiency.





School District of Manawa

Energy and Operation Improvements • Scope of Work

BIM #	Elementary School Mechanical/Controls Upgrades
ES-ES-2c	<p><u>Elementary School - VAV Box Replacement</u></p> <ul style="list-style-type: none"> • Replace existing 28 Trane VAV boxes (associated with AHU-2 & 5) with reheat coils in same location as existing • Coils shall be sized for 140 F entering water temperature and 20 F delta • Disconnect heating piping and reconnect to new VAV Boxes • Drain and re-fill heating water system and provide chemical treatment • Disconnect ductwork and reconnect as required for new VAV boxes • Provide new VAV controllers for each box and wire to new direct digital control (DDC) building automation system (BAS) • Provide new air handling unit (AHU) controllers on AHU-2, 4, 5, 6, 7, and connect to existing base head-end system for new school wide DDC system • Permanently fasten open existing inlet guide vanes (IGV) and disconnect (or remove) actuators. Utilize existing variable frequency drives (VFD) for AHU control • Provide new supervisory controller for the heating and cooling water systems. • Provide programming for new devices and control sequencing • Test and balance
ES-ES-4	<p><u>Elementary School - Boiler Replacements</u></p> <ul style="list-style-type: none"> • Replace remaining 2 original boilers with two (2) new fully-condensing boilers • Replace and revised heating pumps and piping as needed • Provide all general, electrical, and controls work required for this work
ES-ES-5	<p><u>Elementary School - Water Heater Replacements</u></p> <ul style="list-style-type: none"> • Replace 2 original water heaters with new sized for current usage • Provide all general and electrical work required for this work
ES-ES-6	<p><u>Elementary School - Chiller Replacement</u></p> <ul style="list-style-type: none"> • Replace one original air-cooled chiller with new air-cooled chiller of the same size • Replace and revise the chilled water pumping and piping as needed • Provide all general, electrical, and controls work required for this work

BIM #	Benefits of Elementary School - Mechanical/Controls Upgrades
ES-1 through ES-3	<ul style="list-style-type: none"> • Increased energy savings with proper equipment control • Improved control of each zone with new controls • Improved occupant comfort • Reduced future maintenance on mechanical equipment • Extended operational life of the building



Elementary School - Lighting Improvements

The District currently has 32 watt fluorescent fixtures throughout the building. We propose to upgrade them to LED fixtures throughout the facility. New fixtures will provide energy saving and improved light quality. LEDs offer a longer life-cycle which reduces maintenance. The most cost effective way to implement LED upgrades is to provide the dimmable LED panels in classrooms and offices where this function can be utilized for reduced room lighting when needed. In the common areas, storage and mechanical rooms, the TLED retrofit is utilized for all the same benefits except dimming, at a lower cost.



The District has begun the process of switching from high pressure sodium (HPS) exterior wall packs and canopy fixtures to LED style light fixtures. We propose to continue this upgrade plan for the exterior parking lot pole fixtures.

BIM #	Elementary School Lighting Improvements
ES-L-1 & ES-L-2	<ul style="list-style-type: none"> • Replace T8 lamps and CFLs with new LED Retro-Fit Kit or LED fixtures • Most locations with 2x4 fixtures receive LED Retro-Fit Kit with dimmable controls • Support areas (locker rooms, restrooms, mechanical, etc.) with 2', 3', 4', and 8' linear fluorescent lamps receive TLED lamps and new instant-start ballasts • Provide 2% TLED lamps and 1% instant start ballasts attic stock • Re-engineer where appropriate to maintain proper light levels and reduce energy usage • Properly dispose/recycle removed lamps and ballasts • Replace exterior pole fixture with LED style fixtures at Elem School

BIM #	Benefits of Elementary School Lighting Improvements
ES-L-1&2	<ul style="list-style-type: none"> • Extend building life expectancy • Reduced energy usage • Reduced future maintenance



School District of Manawa

Energy and Operation Improvements • Scope of Work

High School - Main Entrance Vestibule Replacement

The District is experiencing both functional, security, and energy efficiency complications with the existing vestibule arrangement at the Jr/Sr High School main entrance. The existing aluminum storefront framing and doors have deteriorated beyond repair at the thresholds and vertical mullions, causing unreliable operation and latching for security. This condition, combined with faulty door hardware and air infiltration contributes to excessive condensation and frost within the vestibule during cold months. The installation of new door systems will remedy these problems.



BIM #	High School Vestibule Upgrades
HS-DM-5	<ul style="list-style-type: none"> • Replace main vestibule exterior and interior doors at the High School • Provide new door systems with side and transom glass components

BIM #	Benefits of High School Vestibule Upgrades
HS-DM-5	<ul style="list-style-type: none"> • Increased energy savings with reduced air infiltration • Improved indoor air comfort • Reduced future maintenance • Extended operational life of the building

School District of Manawa

Energy and Operation Improvements • Scope of Work



High School - Exterior Lighting Improvements

The District has begun the process of switching from high pressure sodium (HPS) exterior wall packs and canopy fixtures to LED style light fixtures. We would propose to continue this upgrade plan for the exterior parking lot pole fixtures.

BIM #	High School Exterior Lighting Improvements
HS-L-2	<ul style="list-style-type: none">• Replace exterior wall-packs and pole fixture with LED style fixtures at High School• Properly dispose/recycle removed lamps and ballasts

BIM #	Benefits of High School Exterior Lighting Improvements
HS-L-2	<ul style="list-style-type: none">• Extend building life expectancy• Reduced energy usage• Reduced future maintenance

**School District of Manawa - Phase 3
Project Selection Tool**

Project Selection Worksheet			Project Benefits			Project Costs		
Selected Projects	BIM #	Building Improvement Measure (BIM) Description	Annual Utility Savings	Annual O&M Savings	Total Savings	Total Project Budget	Qualified for Revenue Limit Exemption	Estimated Focus on Energy Incentive
School District of Manawa								
Elementary School								
X	ES-DM-4	Window Upgrades - Replacement Windows in 352 Locations	\$2,320	\$220	\$7,476	\$156,964	\$156,964	\$0
X	ES-DM-5	Exterior Door Upgrades - Replace Doors and Add Secure Entrance Features	\$56	\$55	\$12,034	\$379,185	\$379,185	\$0
X	ES-ES-2c	Controls Upgrades - VAV Box Replacement - Replace VAV Box (quantity-28) and Remaining DDC Conversion	\$475	\$898	\$9,116	\$235,441	\$235,441	\$0
X	ES-ES-4	Mechanical Upgrades - Boiler Replacements	\$4,400	\$279	\$19,456	\$469,941	\$469,941	\$6,500
X	ES-ES-5	Mechanical Upgrades - Water Heater Replacements	\$364	\$98	\$2,660	\$69,885	\$69,885	\$400
X	ES-ES-6	Mechanical Upgrades - Chiller Replacement	\$1,960	\$351	\$14,644	\$392,212	\$392,212	\$9,000
	ES-L-1a	Lighting Upgrades - TLED Upgrades	\$10,971	\$1,583	\$12,554	\$148,482	\$148,482	\$2,500
X	ES-L-1b	Lighting Upgrades - Hybrid LED Upgrade	\$11,080	\$1,583	\$12,663	\$225,473	\$225,473	\$2,500
X	ES-L-2	Lighting Upgrades - Exterior LED Upgrade - Parking Lot Pole Lights	\$1,495	\$56	\$1,551	\$29,684	\$29,684	\$1,000
Total Elementary School Projects			\$22,151	\$3,540	\$79,600	\$1,958,785	\$1,958,785	\$19,400
Jr./Sr. High School								
X	HS-DM-5	Exterior Door Upgrades - Replace Doors and Add Secure Entrance Features	\$72	\$55	\$7,946	\$248,666	\$248,666	\$0
	HS-L-1a	Lighting Upgrades - TLED Upgrades	\$18,708	\$1,745	\$20,453	\$174,978	\$174,978	\$0
	HS-L-1b	Lighting Upgrades - Hybrid LED Upgrade	\$18,895	\$1,745	\$20,640	\$262,467	\$262,467	\$3,000
X	HS-L-2	Lighting Upgrades - Exterior LED Upgrade - Parking Lot Pole Lights	\$1,074	\$32	\$1,106	\$15,311	\$15,311	\$500
Total High School Projects			\$1,146	\$87	\$9,052	\$263,977	\$263,977	\$500
District Wide								
X	DW-1	Project Development Expense	\$0	\$0	\$0	\$13,162	\$13,162	\$0
X	DW-2	Measurement and Verification Reporting	\$0	\$0	\$0	\$8,796	\$8,796	\$0
Total District Projects			\$23,297	\$3,627	\$88,652	\$2,244,720	\$2,244,720	\$19,900