

AGENDA
SCHOOL DISTRICT OF MANAWA
BOARD OF EDUCATION
NOVEMBER 20, 2017

1. Call to Order –President Johnson – **7:00 p.m.** – Board Room at MES – 800 Beech Street, Manawa
2. Pledge of Allegiance
3. Roll Call
4. Verify Publication of Meeting
5. Presentation: Project-Based Learning Using Defined STEM – Brad Johnson
6. Announcements:
 - a. Contributions to the District
7. Consent Agenda
 - a. Approve Minutes of October 16, 23 Board Meetings and October 23, 2017 Annual Meeting
 - b. Treasurer’s Report/Approve Expenditures & Receipts (**on website**)
 - c. Donations:
 - i. Manawa Booster Club – Trailer Valued at \$4,200
 - ii. Manawa Booster Club – PLT4M Software Annual License - \$1,200 (One-year License Payment & Annual Review)
 - iii. Manawa FFA Alumni \$775 to Manawa FFA for Convention Expenses
 - iv. First Lutheran Church, Ogdensburg - \$82.87 to Project Backpack from August Mission
 - v. Nancy J. & John Nesbitt, Green Bay - \$100 to Urgent Needs in Memory of Thomas J. Hoffmann
 - vi. Leon & Patricia Spiegelberg \$50 to Urgent Needs Fund
 - vii. First State Bank - \$360 for Project Backpack and Urgent Needs Fund
 - d. Consider Approval of a 1 FTE Science Teacher for 2nd Semester 2017-18
8. Any Item Removed from Consent Agenda
 - a.
 - b.
9. Public Comments (Register to Speak Prior to Start of Meeting / Guidelines on Reverse)
10. Correspondence:
 - a. Thank You Card from the Family of Thomas J. Hoffmann
 - b. Premier Community Bank – Support of Services with Contribution to Food Pantry
11. Board Recognition:
 - a. FFA Students Attending FFA Convention: Matayah Pethke, Megan Pethke, Brooklynn Wepner and Zachary Kriesel
 - b. MES Garden – Carol Wortz
 - c. Sydney Bailey – Volleyball Positive Leadership
 - d. Secondary Special Education Team – Catering Business: Paving the Way, STAR Growth
12. District Administrator’s Report:
 - a. Legislative Update
 - b. Monthly Enrollment Report
 - c. Site Analysis & Feasibility Study Update
 - d. American Education Week Nov. 13-17, 2017 (DPI Video)
13. School Operations Reports:
 - a. ES Principal: Highlights - Included in Board Packet
 - b. HS Principal: Highlights - Included in Board Packet
14. Business Related Reports:
 - a. Wisconsin Dept. of Revenue Charge Back Payment Notice 68 251 (**on website**)
 - b. Kobussen Transportation Report
15. Director’s Reports:
 - a. Curriculum / Special Education Director Highlights
 - b. Technology Director Highlights
16. Board Comments:
 - a. Treasurer Pohl- Nov. 4, 2017 Legislative Advocacy Conference
 - i. Resolution in Support of the Wis. Voucher Taxpayer Transparency Bill (Assembly Bill 267)

& Senate Bill 183)

17. Committee Reports:

- a. Finance Committee (Pohl)
 - i. Fundraising Update
 - ii. Budget Overview
 - iii. CPI Projections
 - iv. Consider Approval of Lease Agreement with Manawa Lodge #82 F and AM
- b. Buildings & Grounds (R. Johnson)
 - i. Football Field Updates – Athletic Director Liebzeit
 - ii. Special Education Rental Property - 407 S. Bridge St. (Building owned by Masons)
 1. Review Rental Agreement
 2. Snow Removal
 - iii. Site Analysis & Feasibility Study
 1. Recommendation to Board
 - iv. Update on Energy Efficiency Projects
 1. HS Storefront
 2. MES Boilers and Water Heaters
 3. Timeline
 4. Additional Projects 2017-18: MES Chiller, Windows and Lighting
 - v. SY1718 Maintenance Budget
 1. Consider Purchase of Portable Generator (track timer, former elementary building, power outages, etc)
 2. Consider Purchase of a Fork Lift
 - vi. Lift Inspection
 - vii. Lawn Mowing 2018
 - viii. Lawn Treatment 2018
- c. Policy & Human Resources Committee (Pethke)
 - i. Special Education Handbook 2017-2018 (Action)
 - ii. NEOLA Updates – Vol. 26 No. 2 (Information / Action)
 - iii. Retirement Incentive (Information / Action)
 - iv. Mr. Harley – RAPHA Onsite Counseling
 - v. Policy 7230 - Gifts, Grants & Bequests
 1. Booster Club Trailer Donation
 2. Software Application
 - vi. Retirement Incentive (Information / Action)
 - vii. Update Professional Educator Handbook 2017-18
 1. Update Support Staff Handbook 2017-18
 2. Update Salary & Stipend Guide 2017-2018
- d. Curriculum Committee (Scheller)
 - i. 6th Gr. Social Studies Curriculum Map Adoption
 - ii. Update on Transition Program

18. Unfinished Business:

- a. Consider Approval of the Lease Agreement with the Masonic Lodge for use of the Building Located at 407 South Bridge Street, Manawa for use as a Classroom
- b. Consider Approval of the Naming of “Paving the Way” at 407 Bridge Street as Presented**

19. New Business:

- a. 1st Reading of Policy Updates Vol. 26 No2 (Pkt 1 & 2) (**on website**)
- b. Consider Approval of the Special Education Handbook as Presented (**on website**)
- c. Consider Approval of the 6th Gr. Social Studies Curriculum Map Adoption as Presented with the Provision that the 6th Grade Teachers Re-Evaluate and Adjust the Curriculum as Needed at the end of the School Year
- d. Consider Approval of the “Kiss the Pig” Fundraiser by the FOR Club as Presented
- e. Consider Approval to Allow Space for RAPHA Onsite Counseling with Mr. James Harley Pending a Clear Background Check as Presented
- f. Consider Approval of the Updated Professional Educator Handbook for 2017-18 as Presented

- g. Consider Approval of the Updated Support Staff Handbook for 2017-18 as Presented
 - h. Consider Approval of the Updated Salary & Stipend Guide for 2017-18 as Presented
 - i. Consider Approval of the Hire of a Seasonal Employee for 2018 as Presented
20. Next Meeting Dates:
- a. Nov. 27, 2017 – Tentative – Expulsion Hearing – 6:00 p.m. (Closed Session) MES Board Room
 - b. Dec. 5, 2017 – Curriculum Committee Meeting – 4:30 p.m. – MES Board Room
 - c. Dec. 5, 2017 – Buildings & Grounds Meeting – 5:30 p.m. – MES Board Room
 - d. Dec. 7, 2017 - Policy & HR Committee Meeting – 5:15 p.m. - MES Board Room
 - e. Dec. 12, 2017 – Finance Committee Meeting – 5:30 p.m. – MES Board Room
 - f. Dec. 18, 2017 – Regular BOE Mtg – 6:30 p.m. Book Study – 7:00 p.m. – Open Session MES Brd Rm
21. Closed Session – the Board of Education Shall Move into Closed Session Pursuant to the Provisions of Wis. Statutes 19.85(1)(a)(c) and (f), as well as 120.13(1)(c) and 118.22 and 118.125, for the Purposes of 1) **Considering the Expulsion of a Student from the District** and 2) Discussing the Employment Status of Employees Over Which the Board Has Jurisdiction or Exercises Responsibility a) Administrator Evaluation
22. Board May Act on Items Discussed in Closed Session
23. Adjourn

PLEASE NOTE: Any person with a qualifying disability under the Americans with Disabilities Act that requires the meeting or material to be in accessible format, please contact the District Administrator to request reasonable accommodation. The meeting room is wheelchair accessible.

Bylaws 0167.3

Public Participation at Board Meetings

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

Agenda Item

Any person or group wishing to place an item on the agenda shall register their intent with the District Administrator no later than fifteen (15) days prior to the meeting and include:

- A. name and address of the participant;
- B. group affiliation, if and when appropriate;
- C. topic to be addressed.

Such requests shall be subject to the approval of the District Administrator and the Board President.

Public-Participation Section of the Meeting

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

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

The presiding officer shall be guided by the following rules:

- A. Public participation shall be permitted as indicated on the order of business, at the discretion of the presiding officer, and for individuals who live or work within the District and parents/guardians of students enrolled in the District.
- B. Attendees must register their intention to participate in the public portion of the meeting upon their arrival at the meeting.
- C. Participants must be recognized by the presiding officer and will be requested to preface their comments by an announcement of their name; address; and group affiliation, if and when appropriate.
- D. Each statement made by a participant shall be limited to three (3) minutes duration.

- E. No participant may speak more than once on the same topic unless all others who wish to speak on that topic have been heard.
- F. Participants shall direct all comments to the Board and not to staff or other participants.
- G. All statements shall be directed to the presiding officer; no person may address or question Board members individually.
- H. The presiding officer may:
 - 1. interrupt, warn, or terminate a participant's statement when the statement is too lengthy, personally directed, abusive, obscene, or irrelevant;
 - 2. request any individual to leave the meeting when that person does not observe reasonable decorum;
 - 3. request the assistance of law enforcement officers in the removal of a disorderly person when that person's conduct interferes with the orderly progress of the meeting;
 - 4. call for a recess or an adjournment to another time when the lack of public decorum so interferes with the orderly conduct of the meeting as to warrant such action;
 - 5. waive these rules with the approval of the Board when necessary for the protection of privacy or the administration of the Board's business.
- I. The portion of the meeting during which the participation of the public is invited shall be limited to fifteen (15) minutes, unless extended by a vote of the Board.
- J. Recording, filming, or photographing the Board's open meetings is permitted. Recording, filming, or photographing the Board's closed session is only permitted pursuant to Bylaw 0167.2 – Closed Session. The person operating the equipment should contact the District Administrator prior to the Board meeting to review possible placement of the equipment, and must agree to abide by the following conditions:
 - 1. No obstructions are created between the Board and the audience.
 - 2. No interviews are conducted in the meeting room while the Board is in session.
 - 3. No commentary, adjustment of equipment, or positioning of operators is made that would distract either the Board or members of the audience or otherwise disrupt the meeting while the Board is in session.

19.90, Wis. Stats.

Minutes of the October 16, 2017 Board of Education Meeting

Call to Order – President Johnson – 6:15 p.m. – MES Board Room, 800 Beech Street

Motion by Pohl / R. Johnson at 6:22 p.m. to Adjourn and Reconvene at in Closed Session for the Purpose of Student Conduct Issues in Regard to the Matter Submitted Pursuant to Wis. Statutes 119.85(1)(f) and Section 118.125. Motion carried by roll call: Pohl, Pethke, R. Johnson, J. Johnson. Absent: Scheller, Forbes, Hollman.

Motion by Pohl / R. Johnson to Reconvene in Open Session - 6:30 p.m. for the Book Study. Motion carried.

Pledge of Allegiance – 7:00 p.m. Lead with the BOE Mission
Roll Call: Scheller, Forbes, Pethke, Hollman, Pohl, R. Johnson and J. Johnson.
Verify Publication of Meeting – Dr. Oppor verified.

Presentations:

Cash Flow – Short Term Borrowing – Mike Morse, First State Bank. Annual visit. The line of credit is a taxable line, has been used as agreed, sparingly. Rolled out to Oct 31, 2018. No changes from the bank side.

Summer School Report – Kevin Keller & Mary Eck, Coordinators: report was in the board packet. Plan to look at online registration for next year. Mrs. Eck will be exploring the possibility of 4 credit classes for next year.

HS English Teachers – Innovative Practices – Michele Koshollek, Tracy Konkol. Redeveloped the English curriculum this past summer. Connected the curriculum to social studies. Included two AP course assignments for the 2017-18 school year.

Announcements:

Contributions to the District - Gary & Kerry Jepson, 116 books for 4K Classroom, Mitch’s Furniture, Clintonville: 2 carpets for 4K Classroom Valued at \$188, St. Paul Lutheran Church, from Church Picnic on 9/17/17 - \$367.27 for Project Backpack, First Lutheran Church, Ogdensburg, \$35 for Project Backpack, Crosscut Solutions, Inc., \$225 for Science Garden, Zoetis, Inc – United Veterinary Ser. - \$278.73 for Urgent Needs Funds, Green Bay Packers – Pink Gloves for Football Team in Honor of Breast Cancer Awareness, Knights of Columbus - \$163.80 for Project Backpack, Zion Evangelical Lutheran Congregation - \$300 – for Project Backpack, Culvers of Waupaca - \$250 for Project Backpack. President Johnson thanked all contributors for their generous donations.

Addition to the Consent agenda: Resignation from Mr. Harley Peterson.

Approve by consent: Approve Minutes of September 18, 2017 Board Meeting, Treasurer’s Report/Approve Expenditures (& Receipts (on website), Donations: Gary & Kerry Jepson, 116 books for 4K Classroom, Mitch’s Furniture, Clintonville: 2 carpets for 4K Classroom Valued at \$188, St. Paul Lutheran Church, from Church Picnic on 9/17/17 - \$367.27 for Project Backpack, First Lutheran Church, Ogdensburg, \$35 for Project Backpack, Crosscut Solutions, Inc., \$225 for Science Garden, Zoetis, Inc – United Veterinary Ser. - \$278.73 for Urgent Needs Funds, Green Bay Packers – Pink Gloves for Football Team in Honor of Breast Cancer Awareness, Knights of Columbus - \$163.80 for Project Backpack, Zion Evangelical Lutheran Congregation - \$300 – for Project Backpack, Culvers of Waupaca - \$250 for Project Backpack, Resignation – Katelyn Langman, Cheer and Stunt Coach, Resignation of Mr. Harley Peterson, Summer School Co-Coordinator Contracts for Mary Eck & Kevin Keller.

Any Item Removed from Consent Agenda: None this month

Public Comments: None this month

Correspondence: None this month

Board Recognition: National School Lunch Program Week October 9-13, 2017

District Administrator’s Report:

WASDA Conference - “No Time to Lose”. Keynote speaker at convention. Challenging states to take on what other countries have done. Legislative Update: Sparsity Aid. Pipeline awareness – information from Alliant Energy is available. Third Friday Enrollment: calculation of students in the seats, summer school,

FTE's impacts state aid. Report on Open Enrollment Reasons from Alternative Applications was shared. Site Analysis & Feasibility Study Update: Administrators have assignments from Scherrer and Hoffman. Information to (staff and parents) about what will happen going forward. Tours of the former elementary school will be held this Thursday, 2 to 5:30 and Saturday morning 9 to 11 am. Will contact School Perceptions regarding a survey while plans are under development. Shared 2018 Election Schedule, Zone 1 City of Manawa and Zone 2 Town of Little Wolf. WASB Annual Convention – January 16-19, 2018 in Milwaukee.

School Operations Reports: ES Principal and HS Principal - Included in Board Packet

Business Related Reports:

Update on 2017-18 Budget - final piece of revenue puzzle available. Revenue limit worksheet is finalized. State aid was certified – it decreased since the Finance Committee, which is what we wanted to happen. State aid decrease allows revenue limit to increase. Use the Energy Efficiency project to keep it balanced. Mil rate is at \$9.14 per thousand. Working to adjust budget to present a balanced budget at the annual meeting. Kobussen Transportation Report in the packet.

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

Board Comments: R. Johnson – football players receiving the gloves that were donated from the Green Bay Packers were valued at \$64 per pair. At last Friday's football game the one official asked that the tarp be removed for the safety of the official.

Committee Reports: Finance Committee (Pohl), Consider Approval of Food Service Equipment Purchase, Revenue Limit Worksheet Review, 2017-18 Budget. Buildings & Grounds (R. Johnson), Special Education Rental Property - 407 S. Bridge St. (Building owned by Masons), Review Rental Agreement, Annual Meeting to Secure Elector Approval of Lease Agreement (Wis. Stat. § 120.10(5)), Site Analysis & Feasibility Study, Recommendation to Board, Tours: Virtual Tour Needs Voiceover; Community Adult-Only Tour Oct. 19, 2017, Update on Energy Efficiency Projects, HS Storefront, MES Boilers and Water Heaters, Timeline, Additional Projects 2017-18: MES Chiller, Windows and Lighting, SY1718 Maintenance Budget, Lift Inspection. Curriculum Committee (Scheller) Proposed Courses:, Art Department Changes, Personal Fitness 101 (Zero Hour), World Cultures, Business Education, Advanced Robotics, Employability Skills Course Recommendation, Course of Study Guide Changes, HS English Curriculum Map Adoption, K-5 Social Studies Curriculum Map Adoption.

Unfinished Business: None this month

New Business:

Motion by R. Johnson / Pethke to approve the Youth Options Requests for 2nd Semester 2017-18 as presented. Motion carried.

Motion by Pohl / Scheller to approve of a Resolution SY201718 #3 Authorizing a Taxable Tax and Revenue Anticipation Promissory Note for Cash Flow Purposes in an Amount not to Exceed \$750,000. Motion carried.

Motion by Forbes / Hollman to approve the Food Service Equipment Purchase as Presented. Motion carried.

Motion by Forbes / Hollman to approve the Art Department Course Changes as Presented. Motion carried.

Motion by Scheller / Forbes to approve the Personal Fitness 101 (Zero Hour/Early bird Hour) Course as Presented. Motion carried.

Motion by Forbes / Pohl to approve the World Cultures Course as Presented. Motion carried.

Motion by Hollman / Forbes to approve the Business & Personal Law Course as Presented. Motion carried.

Motion by Forbes / Hollman to approve the Introduction to Computers Course as Presented. Motion carried.

Motion by R. Johnson / Scheller to approve the Computer Applications I and II Courses as Presented. Motion carried.

Motion by R. Johnson / Forbes to approve the Entrepreneurship Course as Presented. Motion carried.

Motion by Forbes / R. Johnson to approve the Web 2.0 Course as Presented. Motion carried.

Motion by R. Johnson / Hollman to approve the Website Design Course as Presented. Motion carried.

Motion by Forbes / Pohl to approve the Advanced Robotics Course as Presented. Motion carried.

Motion by Scheller / Pethke to approve the Employability Skills Course Recommendation as Presented. Motion carried.

Motion by R. Johnson / Scheller to approve the HS English Curriculum Map Adoption as Presented (on website). Motion carried.

Motion by Scheller / Pohl to approve the grades K-5 Social Studies Curriculum Map Adoption as Presented (on website). Motion carried.

Motion by Pethke / Hollman to approve the 2018-2019 Little Wolf Senior High School Course Study Guide as Presented (on website). Motion carried.

Next Meeting Dates: Oct. 17, 2017 – Policy & HR Comm Meeting at 5:15 p.m. – MES Board Rm, Oct. 23, 2017 – Annual District Meeting – 7:00 p.m. – MES Board Room, Nov. 6, 2017 - Curriculum Committee Meeting – 4:30 p.m. – MES Board Room, Nov. 6, 2017 – Buildings & Grounds Committee Meeting, 6:00 p.m. – MES Board Room, Nov. 7, 2017 – Finance Committee Meeting – 5:30 p.m. – MES Board Room, Nov. 20, 2017 – Regular BOE Meeting, 6:30 p.m. Book Study – 7:00 p.m. Open Session – MES Board Room.

Motion by Pohl / Scheller to adjourn at 8:25 p.m. to closed Session – the Board of Education Shall Move into Closed Session Pursuant to the Provisions of 19.85(1)(c)(f), 118.22 and 118.125 Wis. Statutes, for the Purposes of: Discussing the Employment Status of Employees Over Which the Board Has Jurisdiction or Exercises Responsibility 1) Staff Evaluations. Motion carried by roll call vote: Scheller, Forbes, Hollman, Pethke, Pohl, R. Johnson, J. Johnson.

Motion by Pohl / Scheller to adjourn and reconvene into open session at 9:43 p.m. Motion carried by roll call vote: Scheller, Forbes, Hollman, Pethke, Pohl, R. Johnson, J. Johnson.

Motion by Scheller / Hollman to adjourn at 9:44 p.m. Motion carried.

Jeanne Frazier, Recorder

Minutes of the October 23, 2017 Special Board of Education Meeting

The meeting was Called to Order by President Johnson at 6:30 p.m. in the MES Board Room – 800 Beech Street, Manawa.

Pledge of Allegiance – done

Roll Call: Hollman- Absent, Forbes, Scheller, Pohl, Pethke, R. Hollman, J. Johnson

New Business:

Motion by Pohl / R. Johnson directing District Administrator draft a letter of support to the City of Manawa regarding their Economic Development Grant. Motion carried – Hollman absent.

The Board reviewed preparations for the Annual Meeting.

Motion by Scheller / Pohl to suspend the special meeting for the Annual District Meeting at 7:06 p.m. Motion carried. Roll call: Scheller, Forbes, Pohl, Pethke, R. Johnson, J. Johnson. Hollman absent.

Immediately following the Annual District Meeting at approximately 8:06 p.m.:

Motion by R. Johnson / Pohl to approve the final budget adoption (\$9,956,228) for 2017-18 as presented. Motion carried – Hollman absent.

Motion by Scheller/ Pohl to certify the full tax levy at \$3,401,092 as presented. Motion carried – Hollman absent.

Motion by Pohl / Scheller to adjourn at 8:16 pm. Motion carried – Hollman absent.

Jeanne Frazier, Recorder

Minutes of the October 23, 2017 Annual District Meeting

Call Meeting to Order by Board of Education President, Joanne Johnson at 7:07 p.m. in the Board Room. Board members present: J. Johnson, R. Johnson, Pohl, Pethke, Scheller and Forbes; Hollman was absent. Besides the Board of Education, there were 7 in attendance.

Pledge of Allegiance

Board President Johnson Appointed a Secretary of the Annual Meeting – Jeanne Frazier

Election of Temporary Chairman of the Meeting Motion by R. Johnson / Pethke to nominate Joanne Johnson. There were no other nominations. Motion carried – Hollman absent.

Annual Meeting Ground Rules – read by President Johnson. Motion by Pohl / Forbes to approve the ground rules of the Annual Meeting. Motion carried – Hollman absent.

Reading of the 2015 Annual Meeting Minutes by Clerk, Bobbi Jo Pethke: Motion by R. Johnson / Scheller to dispense with the reading of the 2016 Annual Meeting Minutes. Motion carried – Hollman absent.

Reading of the Treasurer's Report by Treasurer, Helene Pohl – Erickson & Associates, S.C., district auditors, is currently working on the Audit of the district's financial statements for the year ended June 30, 2017 in accordance with generally accepted auditing standards. The audit is being performed as required by State Statute 120.14 and Wisconsin Administrative Code PI 14.03.

District Administrator's Report:

Dr. Oppor prepared a State of the District (PowerPoint Presentation) Good news happening in the district and prepared a PowerPoint presentation: attended 3 townships recently. Board Mission statement, administrator statements, building mission statement; Building for the Future – original vision spoke to academic growth; over the past year with Site Analysis includes caring for our sites and structures. Goal: rated in the top 10% of all rural Wisconsin districts academically. Site Analysis and Feasibility Study; the website contains information that's been used during the study; shared a 20-year maintenance plan that was developed during the study. Seven meetings were held with 23 community residents participating on a regular basis. Energy Efficiency Levy: projects included must be recoverable in energy savings; summary of the projects in handout.

Budget Overview – Carmen O'Brien, Business Manager reviewed the different budget funds including General Fund, Special Education, Non-Referendum Debt Service, Referendum Approved Debt Service, Capital Projects, Food Service, Community Service and Post-Employment Benefits (OPEB), comparison of revenues and expenditures. Fund 46 Long-Term Capital Improvement is used to save for future projects. Money may be deposited into this separate account to be used for future projects. The District implemented this fund on September 18, 2017. Funds can be used five years after implementation towards items on the capital projects plan. The district has been debt free since the 2014-15 school year. Anticipate closing out fund 49 capital projects which was used for the MAC Manawa Athletic Complex fund for the athletic field. Anticipate short-term borrowing in December until state aid moneys are received. Recommend passing the tax levy of \$3,401,092 which is 3.45% higher than the 2016-17 tax levy of \$3,287,819. The district equalized valuation for 2017-18 is \$372,167,274 compared to \$359,790,236 in 2016-17 or a 3.33% increase. The mill rate for 2017-18 is \$9.13 / \$1000 compared to \$9.14 / \$1000 in 2016-17. Energy Efficiency Exemption total for the 2017-18 school year total \$816,673 for VAV Box Replacement, Boiler replacement and water softener system at the elementary school.

Resolutions:

Resolution SY201718#4: Motion by Pohl / Scheller to levy upon the taxable property of the School District of Manawa, the sum of \$3,363,963 for defraying the operation and maintenance of the public schools for the school

year 2017-2018 and \$40,000 for Community Service and less the computer aide amount of \$2,871 for a combined total of \$3,401,092. Motion carried.

Resolution SY201718#5: Motion by R. Johnson / Pohl that the following yearly salaries be adopted for the members of the Board of Education: \$1,500 for President, Vice President, Clerk and Treasurer, \$1,200 for Directors and that the Board members shall be paid \$50 per day when traveling outside the district to attend meetings, workshops, etc., in the performance of his/her duties. No payment shall be made unless authorized by the Annual or special common school district meeting, all being in accordance with provisions of Section 120.10 (3), Wisconsin Statutes. Motion carried.

Resolution SY201718#6: Motion by Pethke / Forbes that the Board of Education furnish free textbooks for use in the school system and to establish a penalty for unusual and unreasonable wear according to rules that may be established by said Board. (Section 120.10 (15) of Wisconsin Statutes). – Motion carried.

Resolution SY201718#7: Motion by Forbes / Scheller that the Board of Education is to furnish hot lunches and milk to any and all students of said District at such places and times and at such cost as shall be set by said School Board, and the School Board is hereby authorized to pay any deficiency which may result from said lunch program. (Section 120.10 (16) Wisconsin Statutes). Motion carried.

Resolution SY201718#8: Motion by Scheller / R. Johnson that the Board of Education sell any property belonging to and not needed by said District for school purposes. Be it further resolved that the conduct of sale of such property be determined by said Board of Education. (Section 120.10 (12) Wisconsin Statutes). Motion carried.

Resolution SY201718#9: Motion by Pethke / Forbes that the Board of Education is directed to provide for the prosecution or defense of any action or proceeding in the District's interest for the remainder of the 2017-2018 school year. Motion carried.

Resolution SY201718#10: Motion by Forbes / R. Johnson that the Board of Education may provide for accident insurance covering pupils in the District and that the cost and expenditures for said insurance is hereby authorized. (Section 20.13 (2a) Wisconsin Statutes). Motion carried.

Resolution SY201718#11: Motion by R. Johnson / Pohl that the Board of Education is hereby authorized to do all things necessary to negotiate and reach agreement on a lease for use of the Masonic Lodge, located at 407 South Bridge Street, Manawa, Wisconsin, by the District, pursuant to such terms and conditions as determined to be reasonable and appropriate by the School Board. Motion carried.

Resolution SY201718#12: Motion by Scheller / Pethke that the Board of Education of the School District of Manawa, Waupaca County, Wisconsin, set the dates for the 2017-18 Board of Education meetings as follows: July 17, 2017, August 21, 2017, September 18, 2017, October 16, 2017, November 20, 2017, December 18, 2017, January 15, 2018, February 19, 2018, March 19, 2018, April 23, 2018, May 21, 2018 and June 18, 2018. Motion carried.

Resolution SY201718#13: Motion by Pethke / Forbes to set the date of the 2018 Annual Meeting to Monday, October 22, 2018 at 7:00 pm. Motion carried.

Any Other Business Legally Considered at the Annual Meeting – None

The meeting adjourned at 8:06 p.m.

Jeanne Frazier, Recording Secretary



November 6, 2017

Dr. Melanie Oppor
Manawa Public Schools
800 Beech St.
Manawa, WI 54949

Dear Dr. Oppor:

You may recall that First State Bank pledged to make a \$20 donation to our local schools for every new personal checking account opened from August 24 through October 6. Customers were able to choose the school to which the donation would be made.

We are pleased to enclose a check for \$360 for accounts opened in our Manawa office designated to Manawa Public Schools. In all, over 100 new checking accounts were opened across all of our locations resulting in more than \$2,100 in donations to schools in and around the communities First State Bank serves.

These dollars can be split between Project Backpack and the Urgent Needs Fund. Please contact me if you have any questions. Thank you!

Sincerely,

A handwritten signature in black ink that reads 'Brenda Hansen'. The signature is fluid and cursive, with the first name 'Brenda' being more prominent than the last name 'Hansen'.

Brenda Hansen
Vice President - Marketing

Memo

To: Dr. Melanie Oppor
From: Dan Wolfgram
Date: November 9, 2017
Re: Recommendation for 1.0 FTE HS Science Teacher

This memo is to recommend Mr. Erik Duhn as a 1.0 FTE high school science teaching position, for the remainder of the 2017-18 school year.

Mr. Duhn is entering his fourth year as an initial educator. He comes to Manawa from the Adams-Friendship School District where he has taught a variety of science classes including Honors Chemistry, Applied Chemistry, Advanced Chemistry, and Physics. His first teaching assignment was at Assumption High School in Wisconsin Rapids where he taught Honors Chemistry, Chemistry, Physics, Computer Programming, AutoCAD, and Robotics. He received his Bachelor of Physics Education from the University of Northern Iowa in Cedar Falls and is currently pursuing his Master of Chemistry from South Dakota State University.

In addition to his passion for science, Mr. Duhn would be willing to coach or advise, cross country, wrestling, golf, robotics, and math team.

Adams-Friendship Principal Kevin Moore states, "Mr. Duhn has a firm grasp of the science content. His calm demeanor and passion for science have served him well. He does a solid job of differentiating for his students."

Currently, the state of Wisconsin is experiencing a teacher shortage in specialized content areas. In discussion with fellow principals in the CWC conference, there are several schools that are currently without highly qualified teachers in math and science. The School District of Manawa is fortunate to have the opportunity to acquire a highly qualified educator in the middle of the school year.

I enthusiastically recommend Mr. Erik Duhn for the 1.0 FTE High School Science teaching position for the remainder of the 2017-18 school year.



THANK YOU

Thank for very much for allowing us to have our Dad's wake in the school gym. We greatly appreciated it.

Enclosed is a check we received as a memorial for our Dad. Please use it whenever it is needed.

Once again, thanks!

*To know you are with us
In our time of sorrow,
Sharing our prayers,
Today and tomorrow.
God gives us comfort
in the form of family and friends
May His peace be with you,
His love never ends.*

*By the family of
Thomas J. Hoffmann*

THANK YOU

Kathy Renee
Jessie
Conwe Rhonda
Aynonne
Linda



The staff of Premier Community Bank would like to thank you for your support of bank, insurance and investment services.

In recognition of that support, we are making a contribution to your local food pantry so they can provide assistance to the community we both believe in.

We appreciate your relationship and look forward to partnering with you for all of your financial needs.

Memo

To: Dr. Melanie Oppor
From: Michelle Pukita
Date: November 14, 2017
Re: November Staff and Program Highlights

The following are highlights from October through the beginning of November:

- **Dave Gunderson's Memorial Commemoration:** MES had a brief memorial commemoration to remember some good times shared with Mr. Gunderson. This idea came about during summer school. A few students told Mrs. Ujazdowski (Mrs. U) that it would be cool if there was a bench outside in the grassy area facing the playground. This way Mr. Gunderson could watch over the students as they played at outside. I want to thank Judy Connelly for the follow-through of the bench being made. I also want to thank Mr. Abrahamson for creating this custom designed bench in Mr. Gunderson's memory. Mr. Johnson's class has taken the memory of Mr. Gunderson one step further. They are leading a school wide time capsule project. The students are going to collect memories written by the MES student body and place those memories inside a kickball. That kickball will then be buried behind the school. The kickball was chosen because Mr. Gunderson went onto the roof on a weekly basis to retrieve kickballs and footballs that have been kicked onto the roof by students.



The completed bench. Notice the hunting and fishing theme.

- **Wolf Walk:** Wolf Walk was very successful. The children did a fantastic job walking and running around the track. Quite a few miles were put on. Thank you to the elementary staff for helping at the stations, walking the children, and supervising the children. Thank you to the high school staff, especially Sandra Cordes for allowing some of the high school students to help, for the band and Austin Rohan for leading us in the National Anthem and then leading us around the track. Thank you to the PTO and all our parent volunteers for making this day a huge success. Finally, thank you to all our sponsors for your donations. We could not have this day without your support.



The elementary and the high school students are enjoying walking around the track, putting on miles.



Staff and students take a break from walking to do some dancing.



Students say "Hi" to Wolfie, the Manawa Mascot.



Students gather at their wolf den before walking back to MES.

Coaching Teachers: I have been in classrooms on a weekly basis to observe half of my teaching staff for 15-20 minutes. I then meet with those teachers for 30-minutes a week. I coach them on being intentional when doing their lesson planning. This includes being intentional with asking students higher level questions that may not have an answer along with questions that are analytical. I also coach the teachers on being intentional with the strategy groupings they are doing during student independent work time. The teachers and I work through looking at what kind of data is being collected and how that data is being used. The teachers are doing a fantastic

job. I have been pushing and supporting them to grow beyond their comfort level to use evidenced based teaching practices. The teachers are very receptive to this and have been trying new teaching strategies. The second half of my teaching staff will have this type of coaching beginning 2nd semester. I thoroughly enjoy going into the classrooms and observing the amazing things the teachers do.

PBIS update: Students earn tickets when they are caught making good choices. Those tickets are put into classroom containers. Once a week, teachers draw one name from those tickets. Those students claim a prize. All the tickets are then entered into a monthly drawing. The monthly drawing takes place in the gym after a PBIS celebration assembly. Students that have received five points in Office Referrals do not participate in the assembly. Those students are with the guidance counselor practicing good choices. Each month the points for Office Referrals begin at zero. Each quarter, students that have less than 5 points in Office Referrals participate in a larger celebration. This quarter is free time in their classrooms.

Little Wolf Jr./Sr. High School

Memo

To: Dr. Melanie Oppor
From: Dan Wolfgram
Date: 11/14/2017
Re: Staff and Program Highlights - November

Division One Signings: On Monday, November 14th, a special assembly was organized to honor two Little Wolf Jr./Sr. High School Seniors - Ryan Schuelke and Carlene Beyer. Ryan received a full scholarship to the University of Wisconsin Green Bay for his excellence in golf, while Carlene received a full scholarship to Stephen F. Austin State University for his accomplishments in bowling. Both students are currently undeclared for their course of study. This is the first recollection of any Little Wolf Jr./Sr. High School student being recognized for a Division one signing.



Veterans Day Assembly: On Friday, November 10th, the 7th and 8th grades hosted the time-honored Veterans Day Assembly. Students recited patriotic works and performed patriotic music selections. A reception for veterans and their families followed immediately after the program. Congratulations to all students and staff that were an integral part of the ceremony.



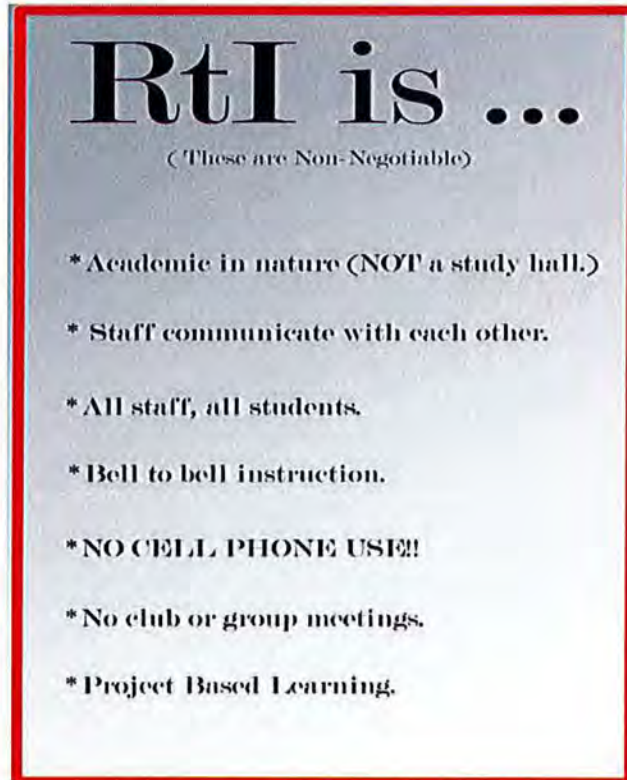


Manawa Area Veterans Freedom Park Dedication: The Little Wolf Jr./Sr. High School Music Department had a very busy weekend with a second performance at the Manawa Area Veterans Freedom Park Dedication Ceremony. A special thank you to Mr. Austin Rohan and Ms. Molly Schlaak as they prepared students for multiple performances this week!



PBIS: Students had the opportunity to participate in the first quarter PBIS reward on Monday, November 13th. Students qualified for a movie of their choice, via the PBIS data benchmark of not having any referrals and not appearing on the quarter F list.

RtI Rotation: Through the process of analyzing data during early-release Wednesdays, the staff has restructured their Response to Intervention (RtI) groups for the 2nd quarter. Staff has committed to the non-negotiables listed below;



RtI is ...
(These are Non-Negotiable)

- * Academic in nature (NOT a study hall.)
- * Staff communicate with each other.
- * All staff, all students.
- * Bell to bell instruction.
- * NO CELL PHONE USE!!
- * No club or group meetings.
- * Project Based Learning.

KOBUSSEN BUSES LTD.

November 01, 2017

Subject: Transportation update, November, 2017

To: Manawa School District

The Manawa School District completed 34 Trips during the month of October. Terminal Manager, Sherida Genereau and Regional Safety Director, Jeff Muskevitsch conducted a 1 ½ hour safety meeting at the Manawa Terminal on October 25th. The meeting was well attended by drivers and staff. Topics that were discussed are listed below,

- *Bus evacuation drills in case of an emergency.
- *Proper use of a fire extinguisher – demonstrated.
- *Proper protocol for the drivers if they are involved in or witness an emergency situation while on a trip or route. (Contacting Sherida, Contact made with Dr. Oppor & Casey)
- *Post Trip – checking the bus for any damage or students that may still be on the bus
- *Controlling your bus, intersections, turning, and backing maneuvers
- *Greg, Mechanic, spoke with drivers regarding the importance of keeping buses clean (interior/exterior)
- *Discussed the importance of PATIENCE while driving, especially at intersections. Make sure you see what you think you are seeing....

Sue Suehs (Driver Trainer) is now Air Brake Certified. This allows Sue to now train new and current drivers on air brake buses as well as hydraulic buses.

Jamie Stroud, Adam Iverson, and Dennis Hoffman continue to train for driving school bus. They are at various stages in the training process.

Herman Bessette, Former Lamers/Clintonville school bus driver has been hired and joined Kobussen. Herman lives near Clintonville. Herman will primarily be driving out of the Seymour terminal but will assist at our Manawa terminal when needed.

Respectfully Submitted,

Casey Fields
Regional Manager
Kobussen Buses LTD

W914 County Road CE • Kaukauna, WI 54130

Phone: 920-766-0606 / 920-538-1719

casey.fields@kobussen.com



To: Dr. Melanie J. Oppor, BOE
From: Danni Brauer
Date: 11/9/17
Re: Special Ed/Curriculum Update

Special Education

- Transition Program Update:
 - The program that will be based out of the Bridge St location will officially be called “Paving the Way”. The significance of the name is that the program is paving the way for students to have a successful and fulfilling life after high school. Staff is in the process of designing a logo for the program which will be made into a sign for the outside of the building.
 - Mr. Carson is working on writing up a “Paving the Way” program summary. This will include what the program will look like this school year along with years down the road. He is working on how the program will fit into a student’s high school career. What courses will they need to take prior to entering the program and what skills will be the focus of the program.
 - The “Paving the Way” group starting a catering business this month. They are catering Admin Team meetings with delicious treats. I also had the pleasure of attending a workshop that they catered lunch for. The food was absolutely scrumptious and the kids did a great job serving us. Pictures were posted on the district Facebook page. Mrs. Gloria Suehs was gracious enough to teach some lessons on baking break and also traveled with the group to CESA 6 to support the students with their catering job. THANK YOU MRS. SUEHS!!
 - The Bridge St location is not quite ready for us to get into. The bathroom needs fixtures. We are hoping to get in there in a couple weeks. As soon as we have a firm start date we will schedule the grand opening.
 - There has been a high level of student engagement in the program already. Students are motivated to get the chance to get out of the building to try out their skills in the community. Students have been working extra hard to keep their grades up in all their classes.
 - We are still looking for an electric stove. If anyone knows where we can get one, let me know.
- Mrs. Anderson is starting a new writing program with her students who have skills that are significantly below their same-aged peers called First Author and was approved by the BOE last school year. We are excited to see the growth of her students. The curriculum includes Author’s Chair time where students share their writing in class. Mrs. Anderson expressed how great it was to see the students excited about their writing.
- I attended a workshop on the product Project Discovery. Project Discover has 18 hands-on job skills courses to train students for 100+ careers offered at basic and enhanced levels. This would be a good next step for students after careers are identified in the PAES assessment.

- The Special Education Department has met as a PLC (professional learning community) twice during the Wednesday early release time. We are focusing our work on monitoring student progress on IEP (individual educational plan) goals and objectives. Have this time for teachers to collaborate has been invaluable. This is the first time I have witnessed special ed teachers across buildings collaborate about what is best for students and how to make sure students are learning at a high level. Teachers are willing to think outside the box and take risks. Students, in turn, have a higher level of engagement this year and we are seeing tremendous growth as a result.

Curriculum

- The Pupil Services Committee is planning professional development themes for future years. We are working to organize PD to build up to our vision of the future of instructional practices in the future.
- I am meeting with staff to ensure the Human Growth & Development scope and sequence is being taught. The 7-12 health teachers will work with Ms. Koehn to partner when teaching Sexual Behavior and Sexual Health. The Pupil Services committee will create parent opt-out requests that will be sent home prior to any lessons on sexuality or reproduction. Ms. Koehn will also teach some lessons at the upper elementary level. Curriculum maps will be written this coming summer.
- Below you will see the process for writing curriculum that went to the BOE last school year. Please note steps 9 and 10. It has always been our (administration's) philosophy that curriculum maps are "living" documents. Being a "living" document, a course map is continually being adjusted based on student need and pacing. It is understood that teachers may realize that they over-planned when they wrote their maps and, in turn, may need to revisit their map to condense or simplify it.

Curriculum Writing Process:

1. During the summer staff, identified in the Curriculum Writing Long-Range Plan, write course curriculum using backward design.
2. K-12 team meets to review the curriculum maps to look for vertical alignment.
3. School Board Curriculum Committee reviews all curriculum maps and recommends changes or for the entire board to consider approval.
4. Upon approval from school board, teacher stipends are paid. Teachers research and select materials needed to teach the curriculum for recommendation to School Board Curriculum Committee.
5. School Board Curriculum Committee reviews material recommendations and recommends changes or passes to the entire board for approval.
6. Budget is created for the new materials.
7. Materials are ordered July 1.

8. Teachers attend New Curriculum Day in August for training on new materials.
9. New materials and curriculum are taught. Teachers take note of any needed changes.
10. Curriculum is updated based on teacher notes.

Technology Board Report

November 15, 2017



Teaching & Learning Integration

Personally-Owned Devices: We are updating our position regarding student-owned technology in the classroom. Teachers have requested we not allow computers from home because they are a distraction in the classroom.

Security, Privacy, & Safety Rubric: There is a need to review online educational services which use student data to ensure the terms of use are appropriate for school use. This is an initial step towards a broader software vetting procedure. A rubric is being reviewed by committee and will allow us to evaluate software.

Technology Support

Help Desk Tickets: We presently have five open help desk tickets

Budget & Planning

Chromebook Program Changes: We are planning changes to the Chromebook program for the next school year. The changes are to address classroom management and device rotation. A document with suggested changes will be reviewed in committees before bringing to the board.

Administrative Computing

District Website: The website project is proceeding as planned. We have received feedback from the administration team and a student focus group.

Network Operations

Internet Bandwidth Upgrade: The upgrade successfully completed on November 8. Presently the district has 1 Gb / second. This is 10x faster than our previous speed.



**RESOLUTION in Support of the Wisconsin Voucher Taxpayer Transparency Bill
(Assembly Bill 267 and Senate Bill 183)**

WHEREAS, the Eau Claire School Board, administrators, educators, staff, parents and community members of Eau Claire are united in our effort to provide all children with the highest quality educational opportunities possible; and

WHEREAS, the Eau Claire Area School District (ECASD) supports local control and the ability of the elected School Board to make decisions to support the learning of our students; and

WHEREAS, private school voucher advocates have consistently pushed for expanding the use of taxpayer-funded vouchers to pay tuition for students in private schools in Wisconsin; and

WHEREAS, the Governor and members of the Wisconsin Legislature have proposed expanding voucher programs into many more communities and have proposed increasing state payments to voucher schools; and

WHEREAS, a recent memo from the nonpartisan Legislative Fiscal Bureau demonstrated that payments to voucher schools under the Governor's proposed budget would range from \$7,757 to \$8,403 per student by 2018. Including all of Governor Walker's proposed increases, in some cases public schools might receive as much as \$1,700 less per student at \$6,703; and

WHEREAS, the same memo also shows that tax dollars for voucher operators are increasing 12 times faster than total public school aids and that voucher payments would more than double over eight years. At the same time, net general aids that support public schools and reduce property taxes would fall by 1.3%; and

WHEREAS, the voucher amount is \$7,323 for pupils in grades K-8 and \$7,969 for pupils in grades 9-12; and

WHEREAS, Assembly Bill 267 and Senate Bill 183, the "Wisconsin Voucher Taxpayer Transparency Bill," authored by state Rep. Dana Wachs (D-Eau Claire) would require property tax bills to include information from the school district where the property is located regarding the amount of any net reduction in state aid, if any, to the district as a result of pupils enrolled in the statewide voucher program, the Racine voucher program, or the Milwaukee voucher program; and

WHEREAS, the increase in statewide property taxes due to school boards levying to offset lost aid due to the voucher system was over \$25 million in 2016-17. The statewide property tax impact is estimated to grow to \$37 million in 2017-18 and to \$47 million in 2018-19; and

WHEREAS, the ECASD was required to levy \$513,039 in taxpayer dollars to be allocated to the statewide voucher program in 2016-17, and local taxpayers are not provided with information about their tax dollars being spent on private and voucher schools. When private school

voucher programs expand in our community, ECASD loses state aid (to the voucher schools) and our School Board must raise additional property taxes to replace the aid lost to the voucher schools or lose that funding permanently under the state-imposed revenue limits; and

WHEREAS, just as property tax bills show how much money goes to public schools and technical colleges, taxpayers deserve to know the cost of expanding the voucher program; and

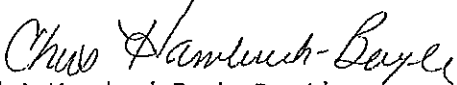
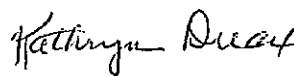
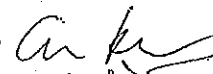
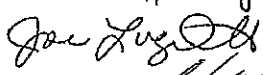

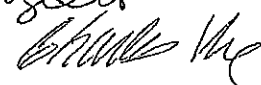

WHEREAS, it bears repeating that voucher schools are not bound by most state instructional requirements or graduation standards, are not subject to either the state's accountability system (i.e., no school report cards are issued for voucher schools), are not held to the public accountability requirements contained in major federal laws, including special education, are not governed by locally elected school board members who must stand for election or reelection, do not have to accept all students, nor do they have to provide students with the same due process protections in public schools, do not have to employ teachers who have a background in the subjects they teach, and do not have to adhere to open meetings and public records laws; and

WHEREAS, the voters of Wisconsin have never had an opportunity to vote on whether or not Wisconsin should have a taxpayer-supported voucher program; and

FURTHER, multiple studies throughout the nation have shown that school voucher programs do not perform better in reading and math than students in public schools, and the nonpartisan Wisconsin Legislative Audit Bureau released a five-year longitudinal study in 2011 which concluded that students in Milwaukee using vouchers to attend private schools perform no better on standardized tests than their counterparts in public schools.

THEREFORE, BE IT RESOLVED that the Eau Claire School Board calls on Governor Walker, the Wisconsin State Assembly, and the Wisconsin Senate to support the Wisconsin Voucher Taxpayer Transparency Bill in an effort to be open, honest, and transparent with the taxpayers of Eau Claire and Wisconsin.

IN WITNESS WHEREOF, the undersigned, being all of the members of the School Board for the Eau Claire Area School District, have executed this resolution this 19th day of June, 2017.

 Chris Hambuch Boyle, President	 Kathryn Duax, Vice President
 Aaron Harder, Treasurer	 Joe Luginbill, Clerk
 Eric Torres, Board Member	 Charles Vue, Board Member
 Jennifer Fager, Board Member	

Minutes of the November 7, 2017 Finance Committee Meeting

Call to Order at 5:32 p.m. by Chair Pohl

Present: Pohl, J. Johnson, R. Johnson, Scheller, Hollman, Mrs. O'Brien, and Dr. Oppor.

1. Fundraising Update Motion by Pohl/R. Johnson to recommend to the full Board the "Kiss a Pig" Fundraiser presented by the FOR Club. Motion carried.
2. Budget Overview: Informational
3. CPI Projections: Informational
4. Consider Approval of Lease Agreement with Manawa Lodge #82 F & AM: Motion by R. Johnson/J. Johnson to recommend the approval of the lease agreement with Manawa Lodge #82 F &AM to the full Board. Motion Carried.

Next Finance Committee Meeting Date: December 12, 2017 at 5:30 p.m.

Motion by: J. Johnson/R. Johnson to adjourn 6:07 p.m.

Joanne L. Johnson, Recorder

AGENDA
SCHOOL DISTRICT OF MANAWA
BUILDINGS & GROUNDS COMMITTEE MEETING

Date: November 13, 2017

Time: 6:00 p.m.

MES Board Room
800 Beech St., Manawa

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

Forbes In Attendance:

Timer: 6:00 PM

Chair: Russ Johnson

Recorder: Stan Forbes

1. Football Field Updates – Athletic Director Liebzeit (Information)
2. Special Education Rental Property - 407 S. Bridge St. (Building owned by Masons) (Information / Action)
 - a. Review Rental Agreement
 - b. Snow Removal
3. Site Analysis & Feasibility Study (Information / Action)
 - a. Recommendation to Board
4. Update on Energy Efficiency Projects (Information / Action)
 - a. HS Storefront
 - b. MES Boilers and Water Heaters
 - c. Timeline
 - d. Additional Projects 2017-18: MES Chiller, Windows and Lighting
5. SY1718 Maintenance Budget (Information / Action)
 - a. Consider Purchase of Portable Generator (track timer, former elementary building, power outages, etc)
 - b. Consider Purchase of a Fork Lift (deliveries on pallets, moving larger items between buildings, etc.)
6. Lift Inspection (Information)
7. Lawn Mowing 2018 (Information / Action)
8. Lawn Treatment 2018 (Information / Action)
9. Set Next Meeting Date _____

1. Football Field Updates Action _____ Table _____
Possible recrowning in 2 yrs. Airation should be done
Spring of 2018,

2. Special Education Rental Property 407 S. Bridge St. (Building owned by Masons)

- a. Review Rental Agreement
- b. Snow Removal

Action Table _____
Motion to approve the rental agreement

3. Site Analysis & Feasibility Study
a. Recommendation to Board Action _____ Table _____
Informational

4. Update on Energy Efficiency Projects
a. HS Storefront

- b. MES Boilers and Water Heaters
- c. Timeline
- d. Additional Projects 2017-18: MES Chiller, Windows & Lighting

Action _____ Table _____

11/21 11/22 storefront installation

June ²⁰¹⁸⁻¹⁹ ~~2018~~ window installation & Lighting & Chiller

- 5. SY1718 Maintenance Budget
 - a. Consider Purchase of Portable Generator
 - b. Consider Purchase of a Fork Lift

Action _____ Table _____

Informational

- 6. Lift Inspection

Action _____ Table _____

~~Informational~~ Being scheduled

- 7. Lawn Mowing 2018

Action Table _____

Hire Art Pethke for Lawn Mowing Summer 2018

- 8. Lawn Treatment 2018

Action _____ Table _____

Informational

- 9. Set Next Meeting Date 12/5/17

Chair: Russ Johnson
Signature

Date: ~~12/5/17~~ ~~12~~ 11/13/17 Time: 7:28 P.M.

Minutes of the November 7, 2017 Curriculum Committee Meeting

Call to order by Chair Scheller at 4:38 p.m.

In attendance: Bruce Scheller, H  l  ne Pohl, Russ Hollman, Danni Brauer, Melanie Oppor:

1. 6th Gr. Social Studies Curriculum Map - Actionable

Motion by Pohl/Hollman to recommend to BOE 6th Gr. Social Studies curriculum map adoption with the provision 6th grade teachers re-evaluate and adjust the curriculum as needed at the end of the school year. Motion carried.

2. Update on Transition Program - Informational

Paving the Way is the new program title.

Painting and cabinets hanging are in progress for the PAES locale.

3. Next Meeting Date: December 5, 2017 at 4:30 p.m.

Meeting Adjourned at 5:17 p.m.

H  l  ne Pohl, Recorder

Minutes of the October 17, 2017 Policy & Human Resources Committee Meeting

Called to Order at 5:15 pm by Chair Pethke

In attendance: Pethke, Forbes, J. Johnson, Dr. Oppor, Steve LaValle

Agenda reordered to accommodate Mr. LaValle from NEOLA, Item 2 moved to Item 1 on the agenda.

1. NEOLA Updates- Vol. 26 No. 2: Motion by J. Johnson/Forbes to recommend NEOLA Updates Vol. 26 No. 2 to full board as presented. Motion carried.
2. Special Education Handbook: Motion by J. Johnson/Forbes to recommend Special Education Handbook to full board as presented. Motion carried.
3. Retirement Incentive: Informational. More information needed.

Next meeting date: November 14, 2017 at 6 pm.

Motion by J. Johnson/Forbes to adjourn at 6:29 pm. Motion carried.

J. Johnson, Recording Secretary

Minutes of the November 14, 2017 Policy & Human Resources Committee Meeting

Called to Order at 6:02 pm by Chair Pethke

In attendance: Pethke, Forbes, J. Johnson, Dr. Oppor, Mrs. O'Brien, Scheller, Mr. Harley

1. Mr. Harley RAPHA Onsite Counseling: Motion by J. Johnson/Forbes to recommend allowing space for RAPHA Onsite Counseling with Mr. Harley pending a clear background check to full board as presented. Motion carried.
2. Policy 7230 – Gifts, Grants, & Bequests:
 - a. Booster Club Trailer Donation: Informational.
 - b. Software Application: Informational
3. Retirement Incentive: Informational, will revisit
4. Update Professional Educator Handbook 2017-18: Motion by J. Johnson/Forbes to recommend to the full board as presented. Motion carried.
5. Update Support Staff Handbook 2017-18: Motion by J. Johnson/Forbes to recommend to the full board as presented. Motion carried.
6. Update Salary & Stipend Guide 2017-18: Motion by J. Johnson/Forbes to recommend to the full board as presented. Motion carried.

Next meeting date: December 7, 2017 at 5:15 pm.

Motion by J. Johnson/Forbes to adjourn at 7:55 pm. Motion carried.

J. Johnson, Recording Secretary

LEASE AGREEMENT

THIS LEASE AGREEMENT (the “Agreement”) is made and entered into by and between **MANAWA LODGE #82 F & AM** (“Landlord”) and the **SCHOOL DISTRICT OF MANAWA** (“Tenant”).

WITNESSETH:

WHEREAS, Landlord desires to lease to Tenant and Tenant desires to lease from Landlord, certain real estate described herein, upon the terms and conditions hereinafter set forth.

NOW, THEREFORE, Landlord and Tenant hereby agree to the following terms and conditions:

1. Leased Premises. Landlord hereby leases to Tenant and Tenant hereby leases from Landlord, the Masonic Lodge, located at 407 South Bridge Street, Manawa, Wisconsin (the “Leased Premises”). Tenant shall have access to and use of the Leased Premises on all days and at all times during the term of this lease.
2. Term. This lease shall be for a term of Three (3) years (November 1, 2017 (provided all alterations to the Leased Premises are complete) through October 31, 2020), unless earlier terminated as provided herein. This lease shall automatically renew for successive one-year periods until such time as the District gives written notice, on or before the first day of the month Ninety (90) days prior to termination of this lease, of its intent not to extend the term or extension of this lease for such additional one-year term.

Notwithstanding the foregoing, this lease is subject to termination before the expiration of the Term or any extension of the Term under the following circumstances:

- A. By mutual agreement of the parties, at any time.
- B. Subject to the obligations set forth in Paragraph 17 (Default), at the sole discretion of the Landlord, if the Tenant fails to perform any of the Tenant’s obligations hereunder or breaches the terms and conditions of this lease and such failure is not otherwise cured within a reasonable period of time after written notice from the Landlord.
- C. At the sole discretion of the Tenant, if the Landlord fails to perform any of the Landlord’s obligations hereunder or breaches the terms and conditions of this lease and such failure is not otherwise cured within a reasonable period of time after written notice from the Tenant.

3. Rent. Tenant shall pay to Landlord rent in the amount of Six Hundred and 00/100 Dollars (\$600.00) per month for each of the initial Thirty-Six (36) months of this lease. Such rent shall be payable in advance on the 1st day of each month during the Term hereof to Landlord. The rent shall be subject to negotiation, if any, prior to any extension.

Within ten (10) business days after commencement of this lease, Tenant shall make a one-time lump sum payment to Landlord in the amount of zero (\$0.0) and 00/100 Dollars (\$0.00) for storage of furnishings and equipment belonging to the District on the Leased Premises prior to the commencement of this lease.

4. Permitted Use. The Leased Premises shall be used primarily for student instruction, as a Practical Assessment Exploration System (PAES) Lab (The PAES Lab is a prevocational and life skills program for students providing work and life skill training, vocational work assessment, work exploration, appropriate work behavior development and data collection and student reporting) but may also be used by the District for any other activities the District may elect to be involved with provided District policies allow for said activities. Non-use or limited use of the Leased Premises at any time shall not prevent Tenant from later use of the Leased Premises to the fullest extent authorized in this Agreement. Tenant shall obtain any necessary permits and licenses required for operation of the Leased Premises as contemplated herein. Tenant is permitted to place signs inside and outside of the Leased Premises to identify the School District of Manawa (and, specifically, the PAES Lab) provided such signs comply with applicable laws, rules and regulations.
5. Compliance with Laws and Rules and Regulations. Tenant shall not use the Leased Premises or permit anything to be done on or about the Leased Premises which will in any way conflict with any law, statute, ordinance, or governmental rule or regulation now in force or hereafter enacted or promulgated.
6. Security. Tenant shall be responsible for security of the Leased Premises at all times during the term of this lease. Tenant shall have the discretion to require any individuals seeking entry to the Leased Premises during the term of this lease to pass a criminal background check.
7. Maintenance. Tenant shall at all times maintain the Leased Premises in good condition and repair and keep the Leased Premises in a neat and safe condition free of accumulated paper, debris and other refuse for the uses and purposes described in this Agreement. Tenant shall remove or arrange for the removal of all trash, waste and rubbish. Tenant shall be responsible for snow and ice removal. Tenant shall maintain the Leased Premises and keep all interior, non-structural components of the Leased Premises in good and substantial order and repair, normal wear and tear excepted. Landlord shall keep the exterior and all interior structural components of the Leased Premises in good and substantial order and repair, unless the repairs are required because of misuse or negligence by Tenant, its employees or invitees, in which case the repairs shall be made by Tenant.

8. Utilities. During the term of this lease, Tenant shall pay for all water, gas and heat services supplied to or for the Leased Premises.
9. Alterations. Tenant shall not make any alterations, additions or improvements on or to the Leased Premises or any part thereof without the prior written consent of Landlord, which consent shall not unreasonably be withheld. Any such alterations, additions or improvements on or to the Leased Premises shall at once become a part of the Leased Premises and belong to Landlord.
10. Assignment and Sublease. Tenant shall not assign, pledge or mortgage or otherwise encumber this lease without the prior written consent of Landlord. Landlord may assign, pledge, mortgage or otherwise encumber this lease or the Leased Premises with at least sixty (60) calendar days' prior written notice to Tenant.
11. Taxes. During the term of this lease, Landlord shall pay all real estate taxes attributable to the Leased Premises and Tenant shall pay any personal property taxes attributable to the Leased Premises or its contents.
12. Special Assessments. In the event any special assessments are made against the Leased Premises, Landlord and Tenant shall determine the purpose of such special assessment. If the special assessment is made because of Tenant's use of the Leased Premises, then Tenant shall be responsible for and shall pay for the special assessment. If the special assessment is unrelated to Tenant's use of the Leased Premises, then Landlord shall pay said special assessment.
13. Indemnity. Tenant shall indemnify and defend Landlord and its officers, agents and employees from all liability, suits, actions, claims, costs, damages and expenses of every kind and description, including court costs and legal fees, for claims of any character, including liability and expenses in connection with loss of life, personal injury or damage to property, brought because of any injuries or damages received or sustained by any person, persons or property on account of or arising out of the use of the Leased Premises by Tenant or its agents, contractors, subcontractors, invitees or employees.

Nothing contained herein is intended to be a waiver on the part of the Tenant or its insurer to rely upon the limitations, defenses and immunities contained within Wis. Stat. §§ 345.05 and 893.80. To the extent that indemnification is available and enforceable, Tenant or its insurer shall not be liable in indemnity, contribution or otherwise for an amount greater than the limits of liability of municipal claims established by Wisconsin law.

14. Insurance. Landlord shall procure and maintain in effect at all times during the Term of this lease property insurance to insure against property damage. Tenant shall procure and maintain in effect at all times during the Term of this lease property and liability insurance naming Landlord as an additional insured, to insure against damage

to property, injury to person or loss of life arising out of Tenant's use, occupancy or maintenance of the Leased Premises with limits of coverage that are at levels customarily maintained by businesses in the community. Tenant shall provide Landlord with a copy of the insurance policy endorsement demonstrating that Landlord has been added as an additional insured. Insurance required under this Agreement shall be written by an entity duly qualified to do business in the State of Wisconsin and shall be satisfactory in all respects to Landlord. No such policy shall be cancelable or subject to reduction of coverage or modification except after thirty (30) calendar days' prior written notice to Landlord.

15. Entry by Landlord. Landlord reserves and shall at all times have the right to enter upon the Leased Premises to inspect the same, to supply any service to be provided by Landlord to Tenant hereunder, to show the Leased Premises to prospective purchasers or mortgagees and to alter, improve or repair the Leased Premises, without abatement of rent; provided, however, such entry shall not unreasonably interfere with Tenant's use and occupancy of the Leased Premises.
16. Destruction. If all or part of the Leased Premises are destroyed or damaged, Landlord shall have the option to restore the Leased Premises to the condition in which it existed immediately before the destruction or damage or to terminate this lease effective as of the date of destruction or damage by giving written notice to Tenant within Thirty (30) calendar days after destruction or damage. If Landlord terminates this lease, all rent will cease as of the date of destruction or damage. If Landlord elects to repair or restore the Leased Premises, Landlord shall thereupon proceed with due diligence and the Tenant's rent shall abate until such time as the repair or restoration is complete.
17. Default. If default is made in the payment of the rent or any additional obligation payable hereunder by Tenant, and such default shall continue for a period of Fifteen (15) calendar days, or default shall be made in any of the other covenants or conditions contained herein on the part of the Tenant and such default shall continue for a period of Fifteen (15) calendar days after written notice thereof shall have been given to Tenant, then Tenant shall be in breach of this lease and Landlord shall have the right to terminate this lease by giving Tenant Fifteen calendar (15) days' prior written notice. Upon any such termination, Landlord may enter the Leased Premises, remove any of Tenant's personal property and re-let the same as Landlord deems fit. If a sufficient sum is not realized from such a re-letting after payment of the expenses of such re-letting to equal the rent specified herein, Landlord shall, at its option, be entitled to recover as damages an amount equal to the rent payable for the balance of the lease term, less the rent received for the Leased Premises for the balance of the lease term, plus all reasonable costs and expenses incurred in terminating this lease and re-letting the premises. In addition to the rights and remedies specified herein, Landlord shall have any and all rights and remedies provided by law.
18. Surrender of Premises. Upon the termination of this lease, by expiration or otherwise, Tenant shall surrender the Leased Premises to Landlord in as good condition and

repair as when delivered by Landlord, ordinary wear and tear excepted. All alterations, additions and improvements made to the Leased Premises by Tenant shall remain and become the property of Landlord; provided, however, that Landlord may, at its discretion, require Tenant, at Tenant's expense to remove any and all such items and repair the damage caused by such removal and to restore the Leased Premises to the condition as when delivered by Landlord.

19. Hold Over. In the event Tenant remains in possession of the Leased Premises after the expiration of this lease and without the execution of a new lease, it shall be deemed to be occupying the Leased Premises as a month-to-month Tenant, subject to all of the conditions, provisions and obligations of this lease insofar as the same are applicable to a month-to-month tenant.
20. Notices. All notices and demands which may be or are required to be given by either party to the other hereunder shall be in writing and delivered in person or sent by United States mail, postage prepaid. Notices and demands shall be addressed to such place(s) as Landlord and Tenant may from time to time designate in writing.
21. Binding Effect of Lease. The covenants, agreements and obligations herein contained, except as otherwise herein specifically provided, shall extend to, bind and inure to the benefit of the parties hereto and their respective personal representatives, heirs, successors and assigns (but in the case of assigns only to the extent that assignment is permitted hereunder).
22. Waiver. No waiver by Landlord of any default of Tenant hereunder shall be implied from any omission by Landlord to take any action on account of such default if such default persists or is repeated, and no express waiver shall affect any default other than the default specified in the express waiver and then only for the time and to the extent therein stated. One or more waivers of any covenant, term or condition of this lease by Landlord shall not be construed as a waiver of subsequent breach of the same or any other covenant, term or condition.
23. Governing Law. This Agreement shall be construed and enforced in accordance with the internal laws of the State of Wisconsin.
24. Entire Agreement. This Agreement sets forth the entire understanding of the parties and may not be changed except by a written document executed and acknowledged by all parties to this Agreement.
25. Invalidity. If any term or condition of this Agreement, or the application of this Agreement to any person or circumstance, shall be deemed invalid or unenforceable, the remainder of this Agreement, or the application of the term or condition to persons or circumstances other than those to which it is held invalid or unenforceable, shall not be affected thereby, and each term and condition shall be valid and enforceable to the fullest extent permitted by law.

26. Enforcement. Enforcement of this Agreement may be by proceedings at law or in equity against any person or persons violating or attempting or threatening to violate any term or condition of this Agreement, either to restrain or prevent the violation or to obtain any other relief. If a suit is brought to enforce this Agreement, the prevailing party shall be entitled to recover its costs, including reasonable attorney's fees, from the non-prevailing party.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as follows.

LANDLORD

TENANT

Date

Board President Date

Board Clerk Date



To: Dr. Melanie J. Oppor, BOE
From: Danni Brauer
Date: 11/9/17
Re: Special Ed/Curriculum Update

Special Education

- Transition Program Update:
 - The program that will be based out of the Bridge St location will officially be called “Paving the Way”. The significance of the name is that the program is paving the way for students to have a successful and fulfilling life after high school. Staff is in the process of designing a logo for the program which will be made into a sign for the outside of the building.

Course Name:	6th Grade Social Studies		
Description:	Students will learn about World History, Global Connections, US Government, and Current Events.		
Academic Standards:	National Curriculum Standards for Social Studies (NCSS)		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Geography & Global Connections	22-25 days	<p>I can label/create a map of other countries or regions of the world.</p> <p>I can use charts, maps, and graphs to interpret data and answer questions.</p> <p>I can predict how geography (latitude/longitude, climate, resources, etc.) affects living things.</p> <p>I can explain how natural resources and physical features have affected settlement around the world.</p> <p>I can identify the effects of global connections and the increased rate of global connectivity.</p>	<p>In this unit students will be will utilize a variety of maps, charts, graphs, etc. to answer questions and identify why certain regions or areas of the world have the characteristics they do. They will also explore how Global Connectivity has increased in recent years and the results of this recent increase.</p>
History of the Ancient World	50-55 days	<p>I can explain how key historical events relate to me.</p> <p>I can explain how historical events have influenced the world.</p> <p>I can analyze primary and secondary sources from history.</p> <p>I can demonstrate how science and technology positively or negatively affect international society.</p> <p>I can describe how different beliefs and values can lead to unity and division.</p>	<p>In this unit students will study the regions of the world noticing their make up and change based on geography, culture, religion, conflict, natural disaster and much much more. This will help them to see how we got where we are today and notice the ever changing world that we live in.</p>
Economics	6-8 days	<p>I can define economic language.</p> <p>I can identify how economic activity affect people's behavior.</p> <p>I can differentiate between goods and services produced by the market and those produced by governments.</p>	<p>In this unit students will learn that the economy system is a circular flow. They will learn about the role of services and produce as well as the government affect on the entire system.</p>
Community & Me	15 days	<p>I can explain how my choices affect others and myself.</p> <p>I can differentiate between physical, social, and emotional growth affect my interactions with others.</p> <p>I can identify and describe examples of tensions and conflict between and within individuals and groups.</p> <p>I can explain how membership in more than one group may cause conflict or cooperation.</p> <p>I can gather information using surveys and interviews.</p>	<p>In this unit students will learn about the changes they will go through related to their position in relationships, community, and groups. They will learn about how their choices will affect others and their interactions will change as they grow as individuals.</p>

Current Events	24 days	<p>I can describe how culture continues to unify and divide United States citizens (current events).</p> <p>I can describe how different beliefs and values can lead to unity and division.</p> <p>I can identify how groups of people and government can help or hurt the common good (current events).</p> <p>I can analyze civic concepts and ideals. I can defend a position on a civic issue (school or local issue).</p> <p>I can analyze how government decisions can affect conflict and cooperation among nations.</p> <p>I can differentiate how multiculturalism can add to the unity and diversity of society (current events).</p>	<p>In this unit we will study a broad range of current events, both locally and worldwide. In doing so we will learn about unification and division, helping and hurting the common good, beliefs and values, civic concepts, and how multiculturalism and government decisions affect our country and the world.</p>
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Unit Name: Geography & Global Connections	Length: 22-25 days
Standards: I can label/create a map of other countries or regions of the world. I can use charts, maps, and graphs to interpret data and answer questions. I can predict how geography (latitude/longitude, climate, resources, etc.) affect living things. I can explain how natural resources and physical features have affected settlement around the world. I can identify the effects of global connections and the increased rate of global connectivity.	Outcomes: In this unit students will be will utilize a variety of maps, charts, graphs, etc. to answer questions and identify why certain regions or areas of the world have the characteristics they do. They will also explore how Global Connectivity has increased in recent years and the results of this recent increase.
Essential Questions: How does physical features and natural resources affect the environment and those inhabiting it?	Learning Targets: Students will create accurate maps of countries of the world depicting major cities, land formations, etc. Students will study the effects of the land, climate, etc. on those inhabiting it. Students will explore global connectivity and decide how it is affecting the world and themselves.
Topic 1: Maps of Other Countries	Length: 3-4 days
Standard(s): I can label/create a map of other countries or regions of the world.	Academic Vocabulary: Compass Rose, Longitude, Latitude, Scale, Hemisphere, Political Map, Physical Map, Thematic Map
Lesson Frame: Map Identification and Review	I can identify the necessary parts of a map and what they mean.
Lesson Frame: Create a Map	I can use the necessary parts of a map to create a map.
Performance Tasks (Assessments): Create and label an assigned map of another country of the world.	Notes:
Topic 2: Using Data to Answer Questions	Length: 1-2 days
Standard(s): I can use charts, maps, and graphs to interpret data and answer questions.	Academic Vocabulary: Analyze, Cluster, Sample, Population, Survey
Lesson Frame: Data Correlation	I can use provided maps of information to answer questions and make assumptions about the area or the people living there.
Performance Tasks: Use charts, maps, and graphs to track data and answer questions about society.	Notes:
Topic 3: Geography and Living Things	Length: 3-4 days
Standard(s): I can predict how geography (latitude/longitude, climate, resources, etc.) affect living things.	Academic Vocabulary: Longitude, Latitude, Climate, Resources, Affect, Environment
Lesson Frame: Longitude/Latitude	I can identify locations on earth using longitude and latitude.
Lesson Frame: Climate	I can see and predict patterns of climate throughout the world based on their location.

Lesson Frame: Resources	I can identify the 5 regions of the US and tell what makes them different and how the resources affect those living there.
Performance Tasks: Explain in detail how the geography of provided images affect what is living in the specific environment.	Notes:
Topic 4: Natural Resources and Physical Features	Length: 4-5 days
Standard(s): I can explain how natural resources and physical features have affected settlement around the world.	Academic Vocabulary: Natural Resources, Physical Features, Settlement
Lesson Frame: Natural Resources	I can identify natural resources and how they affect people and the way they live.
Lesson Frame: Physical Features	I can explain how physical features of a specific region affect those living there.
Lesson Frame: Resource Availability	I can explain how resources are limited and how we can change the way we live to help sustain life.
Performance Tasks: Give examples of how different environmental features affect the settlement of people.	Notes:
Topic 5: Global Connections	Length: 5-6 days
Standard(s): I can identify the effects of global connections and the increased rate of global connectivity.	Academic Vocabulary: Global Connectivity
Lesson Frame: Global Connections	I can explain what global connections are and give examples of them relating to me.
Lesson Frame: Expanding Global Connections	I can explain how global connections have expanded and continue to expand around me.
Lesson Frame: Effects of Global Connections	I can identify the effects of global connections on relationships and dependency among countries.
Lesson Frame: Global Challenges	I can list global challenges facing the world and how they affect me.
Performance Tasks: Paper based test on Global Connections, how it is done, why it is done, and the what has done for us.	Notes:

Unit Name: History of the Ancient World	Length: 50-55 days
Standards: I can explain how key historical events relate to me. I can explain how historical events have influenced the world. I can analyze primary and secondary sources from history. I can demonstrate how science and technology positively or negatively affect international society. I can describe how different beliefs and values can lead to unity and division.	Outcomes: In this unit students will study the regions of the world noticing their make up and change based on geography, culture, religion, conflict, natural disaster and much much more. This will help them to see how we got where we are today and notice the ever changing world that we live in.
Essential Questions: How do artifacts tell how people from long ago lived? How do oral traditions help preserve a culture? Why did many ancient cultures develop along rivers? How are techniques from hunter-gatherers still used today?	Learning Targets: Students will be able to relate and explain various historical events that either changed the world or affect us still today. Students will decipher primary and secondary sources and analyze the information provided. Students will note how science and technology changed the world we live in both positively and negatively.
Topic 1: Rivers and Civilizations	Length: 11-12 days
Standard(s): I can explain how key historical events relate to me. I can explain how historical events have influenced the world.	Academic Vocabulary: hunter-gatherer, Old Stone Age, artifact, agriculture, surplus, specialize, barter, domesticate, irrigation, city-state, polytheism, empire, scribe, covenant, monotheism, astronomy, pharaoh, dynasty, hieroglyphics, pyramid, deity, artisan, caste, raja, export, import, epic, loess, warlord, oracle, pictograph, standardization, civil service, Silk Road
Lesson Frame: Early People	I can explain how key historical events affect civilizations throughout the world.
Lesson Frame: The Beginning of Agriculture	I can explain what the development of farming did for people and how it changed their lives.
Lesson Frame: The Fertile Crescent	I can explain how development in farming and writing changed the world.
Lesson Frame: Babylonia, Israel, and Assyria	I can explain how empires began and the affect they had on civilians.
Lesson Frame: The Kingdoms of Egypt	I can explain why Egypt was chosen as a place to settle and name the 3 kingdoms.
Lesson Frame: The Culture of Egypt	I can explain the major advances made during this time period and the belief in life after death.
Lesson Frame: Early Indian Civilizations	I can explain the affects of religion and how trade developed.
Lesson Frame: Early Indian Empires	I can explain the culural advances and change in the empires.
Lesson Frame: China's First Dynasties	I can explain the development of the first Chinese empire and how the power changed hands in C
Lesson Frame: The Chinese Empire	I can explain the first forms of government in China and the major scientific advancements.
Performance Tasks: Written Assessment about the first people and how the way they lived has changed so much to today. Also, identifying the things they started that we still follow today.	Notes:
Topic 2: The Ancient World	Length: 7-9 days

Standard(s): I can explain how key historical events relate to me. I can explain how historical events have influenced the world.	Academic Vocabulary: philosopher, monarchy, tyrant, oligarchy, democracy, plague, republic, patrician, plebeian, consul, civil war, Pax Romana, census, inflation, adobe, totems, codex, glyphs, hydroponics, quipus
Lesson Frame: Greek Civilization	I can explain how early civilizations shaped Greek culture.
Lesson Frame: Alexander's Empire	I can explain how different government systems affected Greek civilizations.
Lesson Frame: The Roman Republic	I can describe how the Roman society shaped the Republic.
Lesson Frame: The Roman Empire	I can explain how change impacted the Roman world.
Lesson Frame: Ancient North Americans	I can explain how early civilizations adapted to North America.
Lesson Frame: Toltec, Aztec, and Inca	I can explain how empires developed in the Americas.
Performance Tasks: Written test asking them to explain what causes the rise and fall of empires and civilizations. Give some examples of rises and falls from this time period.	Notes:
Topic 3: Trade and Tradition	Length: 7-9 days
Standard(s): I can explain how historical events have influenced the world. I can describe how different beliefs and values can lead to unity and division. I can analyze primary and secondary sources from history.	Academic Vocabulary: oasis, caravan, Muslim, pilgrimage, caliph, bazaar, mosque, minaret, astrolabe, sultan, divan, grand vizier, Janissaries, Grand Mufti, sickle, textile, supply, demand, griot, granary, dhow
Lesson Frame: The Arab World	I can explain how the growth of Islam changed Arabia.
Lesson Frame: The Muslim Empire	I can explain how the Muslim empire changed the places it conquered.
Lesson Frame: The Ottoman Empire	I can explain how diversity affected the Ottoman Empire.
Lesson Frame: Early African Kingdoms	I can explain how outside cultures influenced early African kingdoms.
Lesson Frame: West African Empires	I can explain how trade affected the Kingdoms in West Africa.
Lesson Frame: Great Zimbabwe	I can explain how trade changed African coastal communities.
Performance Tasks: Written based assessment asking students to explain how cultures influenced each other in the past and how this changed the makeup of civilizations long ago.	Notes:
Topic 4: Cultures and Change	Length: 8-10 days
Standard(s): I can explain how historical events have influenced the world. I can describe how different beliefs and values can lead to unity and division.	Academic Vocabulary: feudalism, manor, vassal, serf, guild, monastery, convent, cathedral, Crusade, Renaissance, humanism, Inquisition, Reformation, annul, Forbidden City, Mogul, shah, Shinto, shogun, shogunate, daimyo, samurai, Wat
Lesson Frame: The Middle Ages	I can explain how life changed for Europeans during the Middle Ages.

Lesson Frame: The Middle Ages and the Church	I can explain how faith influenced life in the Middle Ages.
Lesson Frame: Renaissance and Reformation	I can explain how new ideas and conflicts changed Europe.
Lesson Frame: China's Dynasties	I can explain how trade changed China.
Lesson Frame: The Indian Empire	I can explain how Mogul rule changed India.
Lesson Frame: Feudal Japan	I can explain how the feudal period affected Japan's culture.
Lesson Frame: Southeast Asian Kingdoms	I can explain how the rise and fall of kingdoms affected life in Southeast Asia.
Performance Tasks: Paper based essay asking students to answer the question, 'What makes civilizations change?' and then compare it to the changes in civilization we see today and what causes them.	Notes:
Topic 5: Changing Ideas	Length: 8-9 days
Standard(s): I can demonstrate how science and technology positively or negatively affect international society. I can explain how historical events have influenced the world.	Academic Vocabulary: theory, geocentric, heliocentric, Enlightenment, caravel, circumnavigate, Northwest Passage, conquistador, triangular trade, Middle Passage, divine right, boycott, Bastille, mestizo, confederation, Industrial Revolution, union, strike, imperialism, nationalism, spheres of influence
Lesson Frame: The Age of Ideas	I can explain how scientific discoveries change how Europeans looked at the world.
Lesson Frame: Exploring the World	I can explain how Europe's sea explorations changed the world.
Lesson Frame: Europeans in the Americas	I can explain how European settlement changed the Americas.
Lesson Frame: The First Revolutions	I can explain how new ideas lead to changes in government.
Lesson Frame: Independence Spreads	I can explain how the idea of independence affected the Americas.
Lesson Frame: The Industrial Revolution	I can explain how the Industrial Revolution changed how people lived and worked.
Lesson Frame: The Age of Imperialism	I can explain how imperialism changed the world.
Performance Tasks: Written Assessment: How do new ideas change people's lives? How have new ideas changed your life?	Notes:
Topic 6: A Century of Challenge	Length: 9-10 days
Standard(s): I can explain how historical events have influenced the world. I can demonstrate how science and technology positively or negatively affect international society. I can describe how different beliefs and values can lead to unity and division.	Academic Vocabulary: alliance, armistice, communist, command economy, totalitarian, depression, propaganda, fascist, concentration camps, genocide, Great Leap Forward, commune, Cultural Revolution, NATO, Warsaw Pact, Cold War, arms race, space race, civil disobedience, Green Revolution, anti-Semitism, sharia, terrorist, apartheid, sanctions, refugee, archipelago, coup, guerilla, martial law
Lesson Frame: War and Revolution	I can explain how political and economic change lead to conflict in Europe.
Lesson Frame: World War II	I can explain how WWII affected the world.
Lesson Frame: Modern China	I can explain the effect communism had on China.

Lesson Frame: The Cold War	I can explain the reasons for and the outcomes of the Cold War for the world.
Lesson Frame: Struggles in India	I can identify the source of the struggles in India and the affect on its people living there.
Lesson Frame: Searching for Peace	I can explain why conflict brokeout in Southwest Asia.
Lesson Frame: Independence in Africa	I can explain the importance of freedom and the work that had to be done to overcome the struggles for Africa.
Lesson Frame: Southeast Asia and the Pacific	I can explain how the fight for independence ended and how new nations took their hold in the world.
Performance Tasks: Written Assessment: Write about what causes conflict among people and give examples of those learned about in this unit. How did science and technology cause conflict among these groups and how did this change to world?	Notes:

Unit Name: Economics	Length: 6-8 days
Standards: I can define economic language. I can identify how economic activity affects people's behavior. I can differentiate between goods and services produced by the market and those produced by governments.	Outcomes: In this unit students will learn that the economy system is a circular flow. They will also learn about the role of the private market and the role of the government in our economy.
Essential Questions: How does economics affect you? How do supply and demand affect the market?	Learning Targets: Students will be able to define basic economic language. Students will be able to identify goods and services and how wants and needs affect people's economic behavior.
Topic 1: Basic Economics	Length: 2-4 days
Standard(s): I can define economic language.	Academic Vocabulary: goods, services, supply, demand, economic flow,
Lesson Frame: Review Common Terms	I can explain economics and role it plays in studying human interaction.
Lesson Frame: Create an Economic System showing Circular Flow	I can create an economic system showing circular flow.
Performance Tasks: Create an economic system depicting a circular flow using the correct terminology.	Notes:
Topic 2: The Effect of Economic Behavior	Length: 1-2 days
Standard(s): I can identify how economic activity affects people's behavior.	Academic Vocabulary:
Lesson Frame: How Economy Affects its People	I can explain the affects an economy can and does have on its people in different parts of the world.
Lesson Frame: How Does Supply and Demand Affect the Market and Economy	I can identify how supply and demand affects the economy and people in a given location.
Performance Tasks: Explain the affect of supply and demand on the economy.	Notes:
Topic 3: Production of Goods and Services	Length: 2-4 days
Standard(s): I can differentiate between goods and services produced by market and those produced by governments.	Academic Vocabulary: government services, government produce
Lesson Frame: Services Provided by the Private Market	I can explain services that the private market provides.
Lesson Frame: Services Provided by the Government	I can explain services that are provided by the government.

<p>Performance Tasks: Research project comparing the goods produced by the market and those by the government.</p>	<p>Notes:</p>
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Unit Name: Community & Me	Length: 15 days
Standards: I can explain how my choices affect others and myself. I can differentiate how physical, social, and emotional growth affect my interactions with others. I can identify and describe examples of tensions and conflict between and within individuals and groups. I can explain how membership in more than one group may cause conflict or cooperation. I can gather information using surveys and interviews.	Outcomes: In this unit students will learn about the changes they will go through related to their position in relationships, community, and groups. They will learn about how their choices will affect others and their interactions will change as they grow as individuals.
Essential Questions: How can a simple decision you make affect you and others?	Learning Targets: Students will be able to understand how their choices affect others and themselves. Students will be able to identify conflicts and tensions between groups and individuals. Students will be able to create a survey or conduct an interview to gather information.
Topic 1: The Effects of My Choices	Length: 3-4 days
Standard(s): I can explain how my choices affect others and myself.	Academic Vocabulary: consequences, actions, cause and effect, peers, clicks
Lesson Frame: Making Choices	I can explain how good/bad decisions can impact my life.
Lesson Frame: Relationships and the Effects on You	I can explain how my relationships can affect my success in life.
Lesson Frame: Choose Who You Surround Yourself with Wisely	I can explain how my surrounding cast not only affects what people think of me but a lot of times what I think/feel about myself.
Performance Tasks: Role play scenarios depicting the wrong choice and then the right choice.	Notes:
Topic 2: Growth and Relationships	Length: 3-4
Standard(s): I can differentiate how physical, social, and emotional growth affect my interactions with others.	Academic Vocabulary: physical growth, social growth, emotional growth
Lesson Frame: Physical Growth	I can explain physical growth.
Lesson Frame: Social Growth	I can explain how one might grow socially.
Lesson Frame: Emotional Growth	I can explain the phases of emotional growth from primary grades through adult hood.

Performance Tasks: Create a situation with a group and role play how one might respond as an elementary schooler, a middle schooler, a high schooler, and finally a mature adult.	Notes:
Topic 3: Tension and Conflict	Length: 2
Standard(s): I can identify and describe examples of tensions and conflict between and within individuals and groups.	Academic Vocabulary: ethnic conflict, human rights, activists
Lesson Frame: Ethnic Conflict	I can identify the major issues and conflicts and describe how it is affecting a certain group of people.
Performance Tasks: Write a profile on Rajani about the conflicts in Sri Lanka.	Notes: https://pov-tc.pbs.org/pov/downloads/2006/pov-nomoretears-lesson-plan.pdf
Topic 4: Membership	Length: 3
Standard(s): I can explain how membership in more than one group may cause conflict or cooperation.	Academic Vocabulary: membership, ethnicity, religion characteristics
Lesson Frame: Context and Motivation	I can explain how membership in more than one group may cause conflict or cooperation.
Lesson Frame: Development and Difference	I can explain how membership in more than one group may cause conflict or cooperation.
Performance Tasks: Create a collage using magazines depicting the groups you are a part of and give a short summary explaining each picture and how that depicts you.	Notes: http://sciencenetlinks.com/lessons/groups-we-belong-to/
Topic 5: Gathering Data	Length: 2
Standard(s): I can gather information using surveys and interviews.	Academic Vocabulary: data, analysis, survey, interview, variability, conclusion
Lesson Frame: Data Collection	I can create a survey to gather information about my peers.
Lesson Frame: Data Analysis	I can analyze my collected data to come up with a conclusion about my peers.
Performance Tasks: Complete packet of evidence collected through data collection.	Notes: https://momath.org/wp-content/uploads/RosenthalPrize2012_Winning_Lesson_Plan.pdf

Unit Name: Current Events	Length: 24 days
Standards: I can describe how culture continues to unify and divide United States citizens (current events). I can describe how different beliefs and values can lead to unity and division. I can identify how groups of people and government can help or hurt the common good (current events). I can analyze civic concepts and ideals. I can defend a position on a civic issue (school or local issue). I can analyze how government decisions can affect conflict and cooperation among nations. I can differentiate how multiculturalism can add to the unity and diversity of society (current events).	Outcomes: In this unit we will study a broad range of current events, both locally and worldwide. In doing so we will learn about unification and division, helping and hurting the common good, beliefs and values, civic concepts, and how multiculturalism and government decisions affect our country and the world.
Essential Questions: How does this world with so much diversity in its people co-exist? What things can we do to help unify those around us?	Learning Targets: Students will understand that many local, national and world decisions have effects on many different groups of people. Students will also note that different beliefs, values, and cultures can either divide or unify based on decisions and intentions.
Topic 1: Cultural Differences	Length: 2
Standard(s): I can describe how culture continues to unify and divide United States citizens (current events).	Academic Vocabulary: unification, division, citizen, current events, culture
Lesson Frame: Cultural Differences	I can explain and give examples of cultural differences.
Lesson Frame: NewsELA Article Hunt & Report	I can find issues of cultural difference near me.
Performance Tasks: Find an article that shows unification or division based on culture in the US and write a paper explaining how this event is either unify, dividing, or both.	Notes:
Topic 2: Beliefs and Values	Length: 2
Standard(s): I can describe how different beliefs and values can lead to unity and division.	Academic Vocabulary: beliefs, values
Lesson Frame: Beliefs and Values	I can explain how beliefs and values can lead to unification and division.
Performance Tasks: Write a paper explaining how your beliefs and values might be different from some else's and how that could divide you from them.	Notes:
Topic 3: The Effect of Action	Length: 5
Standard(s): I can identify how groups of people and government can help or hurt the common good (current events).	Academic Vocabulary: sustainable future, common good,

Lesson Frame: Common Good Game https://www.populationeducation.org/content/common-good	I can identify how my decisions can affect the environment I live in and the common good of its people.
Lesson Frame: Working for the Common Good	I can identify ways in which I can work for the common good of my community.
Lesson Frame: Who Works for the Common Good in Our Community	I can identify and give examples of those who work for the common good in our community.
Lesson Frame: Planning a Service Project	I can create a service learning project.
Performance Tasks: Present each groups service learning project and explain how it will help the common good.	Notes: http://teacherlink.ed.usu.edu/tlresources/units/Gallagher2004Fall/ResponsibleCitizen.pdf
Topic 4: Civic Concepts	Length: 3
Standard(s): I can analyze civic concepts and ideals.	Academic Vocabulary: constitution, bill of rights, justice, judiciary, point of view
Lesson Frame: Civics in Literature Reading	I can identify civic concepts and ideals while taking an active role as a citizen.
Lesson Frame: Civics in Literature Reading	I can identify civic concepts and ideals while taking an active role as a citizen.
Lesson Frame: Civics in Literature Reading	I can identify civic concepts and ideals while taking an active role as a citizen.
Performance Tasks: Written assessment.	Notes: https://constitutioncenter.org/learn/educational-resources/we-the-civics-kids
Topic 5: Defending a Position	Length: 2
Standard(s): I can defend a position on a civic issue (school or local issues).	Academic Vocabulary: point of view, civic issue
Lesson Frame: Define, Point of View - School Uniform	I can defend a position on a civic issue in schools.
Lesson Frame: Choose a Civic Issue and Defend	I can defend a position on a local civic issue.
Performance Tasks: Civic issue defense paper.	Notes: https://constitutioncenter.org/learn/educational-resources/we-the-civics-kids
Topic 6: Governmental Relationships	Length: 3
Standard(s): I can analyze how government decisions can affect conflict and cooperation among nations.	Academic Vocabulary: conflict, cooperation
Lesson Frame: Reasons for Conflict & Cooperation Between Locations & Cultures http://study.com/academy/lesson/reasons-for-conflict-cooperation-between-locations-cultures.html	I can identify reasons for conflict and cooperation between locations and cultures.
Lesson Frame: NewsELA Article Hunt on Major Government Decisions Affecting Other Nations	I can analyze how government decisions can affect conflict and cooperation among nations.
Performance Tasks: Write a report on a chosen article analyzing how the government's decision can/will create conflict or cooperation among nations.	Notes:
Topic 7: Multiculturalism	Length: 7

Standard(s): I can differentiate how multiculturalism can add to unity and diversity of society (current events).	Academic Vocabulary: multiculturalism, diversity, cultural diffusion, ethnic group
Lesson Frame: Introduce & Discuss Vocabulary (Quizlet.com)	I can explain what multiculturalism is and give examples of it.
Lesson Frame: Ability	I can explain how people with disabilities face prejudice and discrimination and what I can do to help fight that.
Lesson Frame: Cultural Diversity	I can identify cultural diversity in a society.
Lesson Frame: Gender	I can identify how gender stereo types affect me and explain how the media plays a role in this.
Lesson Frame: Human Rights and Social Justices	I can explain how human rights create a reciprocal relationship in which we both have the right to be treated equally in dignity and justice and also have the responsibility to treat others this way.
Lesson Frame: Overcoming Discrimination/Prejudice/Stereotypes	I can consider stereotypes and demonstrate desired actions to help end them.
Lesson Frame: Race/Ethnicity	I can make a connection between myself and refugee children and list the struggles and injustice they may face.
Performance Tasks: Written assessment.	Notes: https://www.diversitycouncil.org/diversity-lesson-plans-middle

September	October	November	December	January	February	March	April	May	June
Geography & Global Connections (22-25 days) September 11-15- 3 GGC September 18-22- 3 GGC September 25-29- 3 GGC	October 2-6- October 9-13- October 16-20- October 23-25- October 30- November 3-	November 6-10- November 13-17- November 20-21- November 27- December 1-	December 4-8- December 11-15- December 18-22-	January 2-5- January 8-12- January 15-18- January 22-26- January 29- February 2-	February 5-7- February 12-16- February 19-23- February 26- March 2-	March 12-16- March 19-23- March 26-29-	April 2-6- April 9-13- April 16-20- April 23-27- April 30-May 4-	May 7-11- May 14-18- May 21-25- May 29-June 1- June 4-8-	

Unit Name: Geography & Global Connections	Length: 22-25 days
Unit Name: History of the Ancient World	Length: 50-55 days
Unit Name: Economics	Length: 6-8 days
Unit Name: Community & Me	Length: 15 days
Unit Name: Current Events	Length: 24 days

Memo

To: Carmen O'Brien – Finance Committee

Fr: Dan Wolfgram

Date: 11/03/2017

Re: Request to update FOR Club Fundraiser

This memo is to request a switch in fundraisers proposed by the FOR Club. The Lollipop sale originally intended to be from September through November did not run. In place of this event, students would like to run a "Kiss the Pig" contest to raise funds to underwrite the return of the Lyceum program that started the FOR Rachel Club.

The fundraiser spreadsheet accompanies this memo and is highlighted in yellow to indicate the proposed change.



To: Board of Education

From: Dr. Melanie J. Oppor

Date: August 2, 2017

Re: Private Counseling Services Offered In-District

The purpose of this memo is to request the Board of Education to permit Mr. Jim Harley of Papha Christian Counseling to offer onsite counseling services to students .5 to 1.0 day per week within the School District of Manawa. This service could be on a contracted basis or based on student/family need. Some considerations include:

- Mr. Harley would need the use of a private meeting room (H.S. Guidance Office?) at no cost.
- Mr. Harley would work with the District to select a consistent date/time to be present.
- Mr. Harley would bill the family directly for services or Medicaid as appropriate.
- Rapha Christian Counseling focuses on the values of the client and helping the person find his/her foundation. Religious education is not a part of the counseling unless that is the foundation that the person brings to the counseling session.
- Mr. Harley does currently serve the Weyauwega-Fremont School District where students are released from school to walk to his downtown Weyauwega office.

The Rapha Christian Counseling website for further details is located at:

<http://www.raphawaupaca.com/>

Professional Educator Handbook

Page	Revision
28	The District will pay one hundred ninety percent (100 90%) of the premium for group dental and vision insurance (family or single).

the final authority to establish, modify, rescind, add, or in any way affect employee benefits. Annually, in conjunction with the budget process, the anticipated share cost of all employee benefits, specifying both the employee and employer share, shall be approved through Board action.

Insurance coverage will commence on the professional educator's first day of employment. Except for cases of misconduct, professional educators whose employment is terminated at the conclusion of a school year shall have their health, dental, life, and long-term disability insurance coverage continued and paid at the same District rate through August of the same year in which the employment was terminated. Professional educators whose employment terminates during the school year shall have their health, dental, life, and long-term disability insurance coverage continued and paid at the same District rate through the last day of the last month of their employment.

The Board reserves the right to select the carriers and plans for any insurance provided by the District.

1. Wisconsin Retirement System (WRS)

The Board will comply with the requirements as to contributions for employees to the Wisconsin Retirement System (WRS) as established by State Statutes and the Department of Employee Trust Funds.

2. Health, Dental, and Vision Insurance

The District reserves the right to select the carrier(s) and to determine the plan benefits including deductibles, co-pays, and other coverage for health and dental insurances. The District reserves the right to change the structure of the benefit plan, including eligibility, at any time. Specific information concerning the plan may be found in the appropriate Summary Plan Description which governs all conditions of coverage. The plan documents are maintained in the Business Office and provided to employees who enroll in the coverages.

Eligible employees who are covered under fully insured group health, vision, and dental plans are assured the privacy protections required by Federal and State Law.

3. Eligibility for Health, Dental, and Vision Insurance

A teacher teaching less than full-time (1.0 FTE) will have the District's percentage of contribution pro-rated as a percentage of full-time employment for purposes of group health and dental insurance, long-term disability benefits and life insurance (e.g., a teacher teaching 0.5 FTE will receive half of the District's contribution for a full-time (1.0 FTE) teacher). Teachers working less than 0.5 FTE are not eligible for the District's health, vision, and dental insurance.

Hours worked beyond those set forth in the individual contract shall not be used to determine insurance eligibility or insurance contributions as per Affordable Care Act regulations. Such hours excluded may include, but not be limited to the following: extended contracts, summer classes, co-curricular assignments, substitute assignments, etc.

4. Premium Contributions for Health Insurance

The District will pay a portion of the premium for group health insurance (family or single) depending on the employee election. Those who choose to participate in the Health Risk Assessment (HRA) are eligible for applicable incentives. 86% of the monthly premium rate is paid by the District and 14 % is paid by the employee. The insurance carrier(s), program(s), and coverage(s) will be selected and determined by the Board.

5. Premium Contributions for Dental and Vision Insurance

The District will pay one hundred percent (100%) of the premium for group dental and vision insurance (family or single).

Support Staff Handbook

Page	Revision
20	The District will pay one hundred ninety percent (100 90%) of the premium for group dental and vision insurance (family or single) for employees working twenty (20) thirty (30) or more hours per week.

Wisconsin Retirement System (WRS)

The Board will comply with the requirements as to contributions for employees to the Wisconsin Retirement System (WRS) as established by State Statutes and the Department of Employee Trust Funds.

Health, Dental, and Vision Insurance

The District reserves the right to select the carrier(s) and to determine the plan benefits including deductibles, co-pays, and other coverage for health and dental insurances. The District reserves the right to change the structure of the benefit plan, including eligibility, at any time. Specific information concerning the plan may be found in the appropriate Summary Plan Description which governs all conditions of coverage. The plan documents are maintained in the Business Office and provided to employees who enroll in the coverages.

Eligible employees who are covered under fully insured group health, vision, and dental plans are assured the privacy protections required by Federal and State Law.

Eligibility for Health Insurance

A Support Staff member working more than 30 hours per week will have the District's percentage of contribution pro-rated as a percentage of full-time employment for purposes of group health and dental insurance, long term disability and life insurance.

Premium Contributions for Health Insurance for Eligible Employees

The District will pay a portion of the premium for group health insurance (family or single) depending on the employee election. Those who choose to participate in the Health Risk Assessment (HRA) are eligible for applicable incentives. Eighty-six percent (86%) of the monthly premium rate is paid by the District and fourteen percent (14%) is paid by the employee. The insurance carrier(s), program(s) and coverage(s) will be selected and determined by the Board.

Eligibility & Premium Contributions for Dental and Vision Insurance for Eligible Employees

The District will pay one hundred percent (100%) of the premium for group dental and vision insurance (family or single) for employees working twenty (20) or more hours per week.

Group Term Life Insurance for Eligible Employees

The District will pay the full amount of the premium for life insurance equal to the annual amount of the employee's total salary for employees working twenty (20) or more hours per week.

Group Long-Term Disability Insurance for Eligible Employees

The District will pay the full amount towards the premium of a long-term disability insurance plan that provides sixty percent (60%) of the annual wage to employees working twenty (20) or more hours per week.

Liability Insurance

Employees are covered by the District's liability policy while acting within the scope of their defined duties and responsibilities. The District's liability policy shall be in accordance with Wisconsin Statutes.

Voluntary Benefits for Support Staff Working Over 20 Hours per Week

Short-Term Disability

The Board shall make Short-Term Disability Insurance available to eligible employees at the employee's expense. The insurance carrier(s), program(s) and coverage(s) will be selected and determined by the Board.

Salary & Stipend Guide

Page	Revision
Add p. 17	Support Staff Wage Matrix

Lane	Support Staff Wage Matrix*					Sub Rate
	2017-18					
	A	B	C	D	E	
	1-5 Years	6-10 Years	11-15 Years	16-20 Years	21+ Years	
District Admin Asst.	\$ 16.29	\$ 17.05	\$ 17.81	\$ 18.57	\$ 19.33	N/A
Financial Support Staff	\$ 15.76	\$ 16.52	\$ 17.27	\$ 18.03	\$ 18.79	N/A
Food Service - Manager	\$ 14.89	\$ 15.64	\$ 16.40	\$ 17.16	\$ 17.92	N/A
Special Ed. Aide	\$ 14.73	\$ 15.49	\$ 16.25	\$ 17.01	\$ 17.77	\$ 10.64
Building Secretary	\$ 14.27	\$ 15.03	\$ 15.79	\$ 16.55	\$ 17.31	\$ 10.64
Clerical/Support Staff	\$ 14.27	\$ 15.03	\$ 15.79	\$ 16.55	\$ 17.31	\$ 10.64
Program/Health Aide	\$ 14.23	\$ 14.99	\$ 15.75	\$ 16.51	\$ 17.26	\$ 10.64
Custodian/Maintenance	\$ 13.58	\$ 14.34	\$ 15.10	\$ 15.86	\$ 16.62	\$ 11.09
Food Service	\$ 13.21	\$ 13.97	\$ 14.73	\$ 15.49	\$ 16.25	\$ 10.64
Instructional Aide	\$ 13.21	\$ 13.97	\$ 14.73	\$ 15.49	\$ 16.25	\$ 10.64

*The calendar year hired will be considered the "start year" of employment (i.e. February 20, 2010). The calendar year at the end of the current school year will be used as the "current year" (i.e. 2017-18 school year). Years of experience for wage purposes will be calculated using the "current year" minus the "start year" for the above wage matrix (i.e. 2018-2010 = 8 years).



Students choosing to excel; realizing their strengths.

To: Board of Education
From: Dr. Melanie J. Oppor
Date: November 13, 2017
Re: Lawn Mowing and Weed Trimming

The purpose of this memo is to recommend Mr. Arthur Pethke as a seasonal employee to provide lawn mowing services and weed trimming for the 2018 lawn care season. Mr. Pethke took over the lawn care during the 2017 mowing season. His performance on the job was positive. He is receptive to feedback and takes pride in the appearance of the district's grounds. In addition, when the district's mower was unavailable due to a need for repairs, Mr. Pethke used his own mowers to provide the service. In this way, he was able to ensure that the grounds were maintained consistently. It is for these reasons, I recommend Mr. Arthur Pethke as a seasonal employee to provide lawn mowing and weed trimming services for the 2018 lawn care season.