



# WOLFPACK EXPRESS

Focusing On Activities In The School District of Manawa

April 7, 2022

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## Food Service - Changing with the Times

**BY DR. MELANIE OPPOR**  
DISTRICT ADMINISTRATOR



The School District of Manawa is fortunate to have an amazing Food Service Team that provides healthy breakfasts and lunches to our Manawa youth every day.

At the March Board of Education meeting, the Food Service Team was showcased and recognized for being recipients of the Breakfast Hero Award for ensuring food security to children across the district throughout the pandemic.

But did you know that today's modern food service also reaches out beyond the school walls?

During the height of the pandemic, the Manawa Community Nursing Center kitchen staff were very shorthanded. They reached out to Mrs. Suehs, Food Service Manager, and arranged for the School District Food Service Team to prepare and deliver meals for about a week to bridge the staffing shortage. The SDM Food Service Team stepped up their daily production of meals and were able to assist our neighbors in their time of need.

The Food Service Team also provides catering services for small or large events. The District has hosted luncheons for our STEP volunteers as well as the Manawa Area Chamber of



2022 Breakfast Hero Award SDM Food Service - Tammy Heger, Denise Buschke, Sharon Baldwin, Food Service Manager Brenda Suehs, and Board President Joanne Johnson.

Commerce. Our Food Service Team can provide a wide array of menu items such as: pasta dishes, baked potato bars, soups, sandwiches, wraps, fresh fruit or vegetable salads, yogurt parfaits, and much more. Plus, their dessert options are sure to satisfy any sweet tooth! Whatever the event, Mrs. Suehs and her team can help you design a creative and unique selection of delicious foods. They handle everything from set-up to clean-up so you can enjoy time with



your guests. No one will go home hungry!

For more information about catering menu options and pricing for your next event, contact Mrs. Suehs by calling the MS/HS office at 920-596-5800.



Mrs. McCoy's 4th grade students earned a prize of playing leadership games with Manawa FFA students for collecting the most items in a food pantry drive.

**GO WOLVES! GO WOLVES! GO WOLVES! GO WOLVES!**

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# MES Forward Exam

BY DANNI BRAUER  
ELEMENTARY  
SCHOOL PRINCIPAL



Students in third through fifth grade will take the state-mandated Forward Exam in April this year. Below are the test dates:

DATE	GRADE	TEST
Monday, April 11th	4th	Social Studies Sessions 1 & 2
Tuesday, April 12th	4th	Science Session 1
Wednesday, April 13th	4th	Science Session 2
Thursday, April 14th	3rd, 4th, and 5th	English-Language Arts Session 1
Tuesday, April 19th	3rd, 4th, and 5th	English-Language Arts Session 2 & 3
Wednesday, April 20th	3rd, 4th, and 5th	English-Language Arts Session 4
Thursday, April 21st	3rd, 4th, and 5th	Math Session 1
Friday, April 22nd	3rd, 4th, and 5th	Math Session 2

Ensure your child gets a good night's sleep and nutritious breakfast before taking a test.

Offer praise and encouragement for achievement and improvement.

Share your enthusiasm and interest in reading, mathematics, and science with your child.

Being in the right mindset can make all the difference. Encourage your child to think positively when heading into an exam.

Get into a morning routine that ensures your child arrives at school on time every day.

## English Language Arts Test Preparation

Read to your child and encourage him or her to read to you.

Have your child try crossword puzzles.

Encourage your child to read the newspaper, magazines, and recreational books; and to discuss what they have read.

Play games that involve spelling and vocabulary (scrabble, apples to apples, boggle, balderdash, etc.)

Discuss the events and stories you read about.

## Mathematics Test Preparation

Play games that involve numbers and/or computation.

Encourage your child to make connections between their everyday lives and what they are learning about in math class.

Encourage the use of math every day through measuring recipes, adding prices at the store, creating a budget, explaining graphs and charts in the newspaper or magazine articles, and taking measurements while doing home projects or sewing.

## How to help your child prepare?

### General Preparation

When possible, it is beneficial to establish a daily routine for meals, homework, chores, bedtime, and family time.

Provide your child with a designated study area at home.

Encourage your child to practice good study habits and set aside time every day for homework.




Ms. Rene' Lehman recently donated money to help provide new learning opportunities and leadership development for Manawa students. Pictured are Trevor Evers, Rene' Lehman, Alivia Trinrud, and Spencer Strebe.



FFA Animal Science students demonstrated knowledge of digestive systems, animal breeds, conformation, and exhibiting livestock through their project-based learning assignment.




Manawa FFA officers Morgan Rosenau and Emily Loughrin delivered milk and cookies to high school students to help celebrate National FFA Week. Students also participated in dress-up days, teacher appreciation activities, and service activities.




## Proud Supporter of the Manawa Wolves

**Cindy Jaeckle**  
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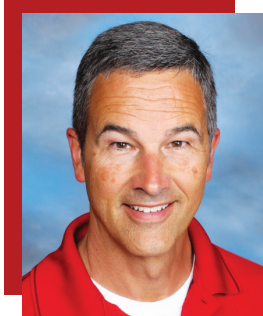


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# Upcoming State Testing - ACT Aspire and Forward

BY DAN WOLFGRAM  
MIDDLE SCHOOL  
HIGH SCHOOL PRINCIPAL



Spring is here and that means it is time for Wisconsin state standardized testing. The ACT Aspire assesses student readiness in English, Math, Reading, Science, and Writing. Results will indicate both strengths and weaknesses in each area and predict how a student may score on the ACT taken in their Junior year.

The Wisconsin Forward Exam is designed to gauge how well students are doing in relation to the Wisconsin Academic Standards. These standards outline what students should know and be able to do in order to be college and career ready. The Forward Exam is administered online and tests grades 6-8 in English Language Arts (ELA) and mathematics, and grades 8 and 10 in Social Studies.

HS ACT Aspire tests to be administered on Tuesday, April 12, 2022:

- English: 31-60 items (grade-level dependent) - 40-45 minutes.
- Mathematics: 28-46 items (grade-level dependent) - 65-75 minutes.
- Reading: 29-32 items (grade-level dependent) - 65 minutes.
- Science: 33-40 items (grade-level dependent) - 60 minutes.

The following HS ACT Aspire assessments will be given during class time during the week of April 18-22:

- Writing: 40-45 minutes.
- Forward Social Studies - HS Sophomores - 2 sessions - 35 minutes each.

The Wisconsin Forward Exam will also be administered to middle school students the week of April 11-14.

For more information on the Wisconsin Forward Exam, please go to <https://dpi.wi.gov/assessment/forward>, and for more information on the ACT Aspire please go to <https://dpi.wi.gov/assessment/act/resources/aspire>.

Attendance on these days is important, along with a healthy amount of sleep and a good breakfast.



The Manawa Athletic Booster Club recently donated \$140,000 to rubberize the Manawa School District's track this summer. Team members and coaches gathered on the track March 15 to accept the donation from the Manawa Athletic Booster Club. *Holly Neumann Photo*

## Athletic Booster Club Gives Track Program a Boost

BY HOLLY NEUMANN

Little Wolf High School's track is getting a major facelift.

The Manawa Athletic Booster Club presented the school's track coaches and team members with a \$140,000 check March 15. The money will be used to resurface the existing track, located at the Manawa Athletic Complex.

"I am so grateful for the Manawa Athletic Booster Club," said Patrick Collins, the school's track coach. "This group is not afraid to take on big projects and go after them. The initial timeline set seemed aggressive, but there were a lot of people that stepped up to make this project work."

Principal Dan Wolfram agreed.

"We are very fortunate in the Manawa community to have such an energized group of parents in the Manawa Athletic Booster Club," he said. "I am amazed at the level of generosity from the community considering the short timeline that was present to raise the funds."

The new track will give the district the opportunity to host more competitions, according to Collins.

"As a track and field program, we are always competing on rubberized tracks," he said. "Many other schools that are our size have rubber tracks to train on. This track will

allow us to train faster and stay healthier.

"Most importantly, the Athletic Booster Club and community support we received through this project demonstrates a belief in our track program," he said. "Our kids know that what they do matters and Manawa wants to support them."

The resurfacing is scheduled to be completed over the summer and the track will not be usable this season. The first competition on the new track will take place in the spring of 2023.

Wolfram and Collins sent a special thank you to Mary Griffin, who spearheaded the project.

"Mary worked relentlessly to help raise the funds," Collins said. "She is so dedicated to making improvements for our student-athletes in Manawa and this project is just another example of that."

"Our track team, under the direction of Coach Patrick Collins, has steadily grown in numbers and demonstrated definitive growth as a sport," Wolfram said. "The school will now be able to showcase a venue where teams will want to come and compete. Thank you to the many contributors and to the Manawa Athletic Booster Club for their continued support for the students."



Showing school spirit and cheering on the boys basketball team are students Brennan Kettleton, Rylee Kettleton, Jaden Jaeger, Jolie Jaeger, and Amber Fietzer.

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# Understanding Dyslexia: Discovering Research to Best Support our Children



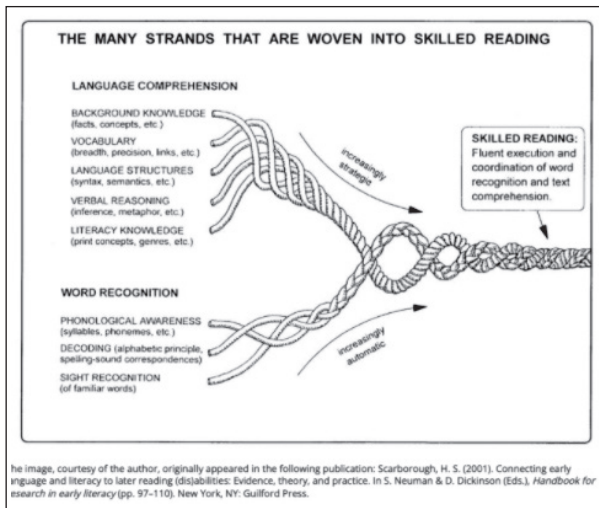
**BY MICHELLE JOHNSON**  
DISTRICT READING SPECIALIST

The complexity of skills needed to decode, comprehend, write about, discuss and expand our thinking when it comes to literacy are far and vast.

It takes purposeful practice, engaging topics, and various texts to build and foster these skills from year to year as our children's minds expand. When students who are identified as those observed having key indicators of dyslexia, this world of literacy may feel as if they are underwater throughout the school day, their self confidence wavers, and the reading process can become exhausting for our children.

That is why the time is now. As a collective team of educators, family and community members, it is our responsibility to become more aware of the characteristics of dyslexia in correlation with the practices to best support our students.

The International Dyslexia Association (IDA) and National Institute of Child Health and Human Development (NICHD) defines dyslexia as: "a specific learning disability that is neurobiological in origin. Dyslexia is characterized by difficulties with accurate and fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge."



The image, courtesy of the author, originally appeared in the following publication: Scarborough, H. S. (2001). Connecting early language and literacy to later reading (disabilities): Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), *Handbook for research in early literacy* (pp. 97-110). New York, NY: Guilford Press.

Foundational instruction of phonemic awareness and phonics, fluency practice, and a well-developed (E-MLSS) Equitable Multi-Level System of Supports where regularly reviewed data identifies student strengths and areas of need are a few factors in supporting our students.

Additionally, according to Wisconsin's Informational Guidebook on Dyslexia and Related Conditions, the following support is also recommended:

- Providing more time for targeted instruction.
- Reducing group size for explicit instruction and/or practice.
- Grouping children with similar learning needs.
- Increasing engagement strategies.
- Support for applying new and developing learning in independent reading and writing.

Together, we continue to research, explore, and identify strategies to help our students who may be struggling the most when it comes to decoding, understanding, extending, and finding joy in reading.

For more information, please visit the following resources below:

- International Dyslexia Foundation...Until Everyone Can Read! (<https://dyslexiaida.org/>)
- Wisconsin Department of Instruction Summary Reference Dyslexia Guide Book. ([https://dpi.wi.gov/sites/default/files/imce/reading/Guidebook\\_-\\_Summary.pdf](https://dpi.wi.gov/sites/default/files/imce/reading/Guidebook_-_Summary.pdf))
- Wisconsin Department of Instruction Summary Reference Dyslexia Guide Book. ([https://dpi.wi.gov/sites/default/files/imce/reading/Guidebook\\_-\\_Summary.pdf](https://dpi.wi.gov/sites/default/files/imce/reading/Guidebook_-_Summary.pdf))
- \* The Yale Center for Dyslexia and Creativity. (<https://dyslexia.yale.edu/resources/parents/>)

## All the Things You Were Afraid to Ask About Math Class (in grades 6-12)

**BY MARY ECK, JEFF BORTLE, CASEY JOHNSON, PATRICK COLLINS**

As many of you already know, the School District of Manawa adopted new math materials at the beginning of the 2021-2022 school year. With the adoption of the College Preparatory Mathematics (CPM) materials, there have been many changes to the expectations of the students both in the classroom and out. One of the biggest changes with CPM has been homework.

Homework has been one aspect of the curriculum that has changed drastically. Parents should expect students to have homework four out of five days a week (with Wednesdays being the exception). The homework assignments should take an average of thirty minutes per night. The purpose of the homework is to allow students to practice the skills beyond the lesson for that day.

The homework for CPM is very important to the program's success rate. It's not the same style of homework that our adopted materials have had in the past (i.e. here is what we learned in math class, now do

these thirty problems that are exactly the same as what we did in class).

The homework has multiple important functions. The first two problems have to do with what we did in class that day. These are imperative for multiple reasons. It gives students a chance to practice those skills at a later point in the day, away from the instructional period. This aids in the retention process.

These problems are set up in slightly different ways so that students can apply the concepts, rather than just mimicking the way they were taught in class. This process allows students to build a deeper understanding with these concepts, while also giving them a chance to practice it on their own.

The other problems on the homework are equally important, if not slightly more important, than the first few problems. The homework assignment for each lesson is found at the bottom of the lesson page and is called the "Review and Preview." The majority of the problems

from the homework are reviewing important math concepts that they have learned from earlier in the year or from a previous class.

Continuing to work on these important math concepts, even when we are not specifically using them in class at that point in time, is vital when it comes to retention of the concept. The math skills will continue to come back up and tie into other concepts that we work with, so it is imperative that they remember them. Retention of concepts and the ability to apply them in a variety of situations will be what allows your math student to excel.

Another added bonus to the CPM materials and its style of homework is that we are starting to see our students become better problem-solvers not just in math class, but in other situations that come up in their day. They are learning to think critically about things and problem-solve their way through them. For all of these reasons, completing the math homework is essential for students' growth and development in these concepts.

# Students Attend STEAMPoint Days

BY MERIA WRIGHT

The University of Wisconsin-Stevens Point offers STEAMPoint Days every year for students in grades 7 and 8. The days are separated according to one day for boys and one day for girls but all are welcome to attend either day. A few Manawa Middle School students were chosen to attend this wonderful opportunity.

STEAM is an approach to learning using Science, Technology, Engineering, the Arts, and Mathematics. These one-day conferences were geared toward boys and girls in grades 7 and 8. Students were engaged in hands-on workshops and learned about the many career paths available within a STEAM education.

Students were given a list of 20 different choices to rate according to preference and were then assigned three choices based on preference and availability. Choices varied from such opportunities as *Professional Cyber-Hunting: Open-Source Intelligence* to *Making Graphic Design the Old Fashion Way*.

Some of the Manawa Middle School students learned about how to determine a deer's age via their teeth in the course named *How Old is my Deer?* Other students learned how to create a simple motor in the *Renewable Energy and the Curse of the Second Law* course. Students learned a wide variety of information throughout the course of the day and enjoyed the opportunity to experience being on a college campus.



Logan Zirbel, Jacob Kravetz, Xeon Lonewolf, and Kale Fenske attending STEAMPoint Days for Boys.



Kale Fenske and Xeon Lonewolf creating simple motors.



Taelyn Bonikowski, Zoe Ziemer, Adalynn Bortle, and Andie Panko attending STEAMPoint Days for Girls.



Taelyn Bonikowski learning to age a deer by the teeth.

Taelyn Bonikowski, Andie Pankow, Stevie (UW-Stevens Point mascot), Adalynn Bortle, and Zoe Ziemer at STEAMPoint Days for Girls.



Jacob Kravetz and Logan Zirbel attending Professional Cyber-Hunting.



The Little Wolf High School Marching Band performing at the New Dublin St. Patrick's Day Parade.



The Little Wolf High School Marching Band received the Best Musical Entry trophy March 19 at the New Dublin parade in New London.



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## TIPS for parents of Preschoolers

Read early and read often. The early years are critical to developing a lifelong love of reading. It's never too early to begin reading to your child! The tips below offer some fun ways you can help your child become a happy and confident reader. Try a new tip each week. See what works best for your child.

- **Read together every day.**  
Read to your child every day. Make this a warm and loving time when the two of you can cuddle close.
- **Give everything a name.**  
Build your child's vocabulary by talking about interesting words and objects. For example, "Look at that airplane! Those are the wings of the plane. Why do you think they are called wings?"
- **Say how much you enjoy reading.**  
Tell your child how much you enjoy reading with him or her. Talk about "story time" as the favorite part of your day.
- **Read with fun in your voice.**  
Read to your child with humor and expression. Use different voices. Ham it up!
- **Know when to stop.**  
Put the book away for awhile if your child loses interest or is having trouble paying attention.
- **Be interactive.**  
Discuss what's happening in the book, point out things on the page, and ask questions.
- **Read it again and again.**  
Go ahead and read your child's favorite book for the 100th time!
- **Talk about writing, too.**  
Mention to your child how we read from left to right and how words are separated by spaces.
- **Point out print everywhere.**  
Talk about the written words you see in the world around you. Ask your child to find a new word on each outing.
- **Get your child evaluated.**  
Please be sure to see your child's pediatrician or teacher as soon as possible if you have concerns about your child's language development, hearing, or sight.

Visit [www.ReadingRockets.org](http://www.ReadingRockets.org) for more information on how you can launch a child into a bright future through reading.

Reading Rockets is a project of public television station WETA, and is funded by the U.S. Department of Education, Office of Special Education Programs.

# Read Across America



Read Across America - Books Help Us Relax - Pajama Day Mrs. Rosin's 1st Grade Class.

Read Across America Books Give Us Super Powers - Super Hero Day - Mrs. Rosin's Class.



www.ReadingRockets.org

## TIPS for parents of Kindergartners

Play with letters, words, and sounds! Having fun with language helps your child learn to crack the code of reading. The tips below offer some fun ways you can help your child become a happy and confident reader. Try a new tip each week. See what works best for your child.

- **Talk to your child.**  
Ask your child to talk about his day at school. Encourage him to explain something they did, or a game he played during recess.
- **Say silly tongue twisters.**  
Sing songs, read rhyming books, and say silly tongue twisters. These help kids become sensitive to the sounds in words.
- **Read it and experience it.**  
Connect what your child reads with what happens in life. If reading a book about animals, relate it to your last trip to the zoo.
- **Use your child's name.**  
Point out the link between letters and sounds. Say, "John, the word *jump* begins with the same sound as your name. *John, jump*. And they both begin with the same letter, J."
- **Play with puppets.**  
Play language games with puppets. Have the puppet say, "My name is *Mark*. I like words that rhyme with my name. Does *park* rhyme with *Mark*? Does *ball* rhyme with *Mark*?"
- **Trace and say letters.**  
Have your child use a finger to trace a letter while saying the letter's sound. Do this on paper, in sand, or on a plate of sugar.
- **Write it down.**  
Have paper and pencils available for your child to use for writing. Working together, write a sentence or two about something special. Encourage your child to use the letters and sounds he or she is learning about in school.
- **Play sound games.**  
Practice blending sounds into words. Ask "Can you guess what this word is? *m - o - p*." Hold each sound longer than normal.
- **Read it again and again.**  
Go ahead and read your child's favorite book for the 100th time! As you read, pause and ask your child about what is going on in the book.
- **Talk about letters and sounds.**  
Help your child learn the names of the letters and the sounds the letters make. Turn it into a game! "I'm thinking of a letter and it makes the sound mmmmm."

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## TIPS for parents of First Graders

Give your child lots of opportunities to read aloud. Inspire your young reader to practice every day! The tips below offer some fun ways you can help your child become a happy and confident reader. Try a new tip each week. See what works best for your child.

- **Don't leave home without it.**  
Bring along a book or magazine any time your child has to wait, such as at a doctor's office. Always try to fit in reading!
- **Once is not enough.**  
Encourage your child to re-read favorite books and poems. Re-reading helps kids read more quickly and accurately.
- **Dig deeper into the story.**  
Ask your child questions about the story you've just read. Say something like, "Why do you think Clifford did that?"
- **Take control of the television.**  
It's difficult for reading to compete with TV and video games. Encourage reading as a free-time activity.
- **Be patient.**  
When your child is trying to sound out an unfamiliar word, give him or her time to do so. Remind your child to look closely at the first letter or letters of the word.
- **Pick books that are at the right level.**  
Help your child pick books that are not too difficult. The aim is to give your child lots of successful reading experiences.
- **Play word games.**  
Have your child sound out the word as you change it from *nut* to *fat* to *sat*; from *sat* to *sag* to *sap*; and from *sap* to *sip*.
- **I read to you, you read to me.**  
Take turns reading aloud at bedtime. Kids enjoy this special time with their parents.
- **Gently correct your young reader.**  
When your child makes a mistake, gently point out the letters he or she overlooked or read incorrectly. Many beginning readers will guess wildly at a word based on its first letter.
- **Talk, talk, talk!**  
Talk with your child every day about school and things going on around the house. Sprinkle some interesting words into the conversation, and build on words you've talked about in the past.
- **Write, write, write!**  
Ask your child to help you write out the grocery list, a thank you note to Grandma, or to keep a journal of special things that happen at home. When writing, encourage your child to use the letter and sound patterns he or she is learning at school.

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# Read Across America



Read Across America - Books Take Us to Other Places - Ms. Meier's 3rd Grade Class Lexi, Ivy, Payton, Farrah, Savannah, Raelynn.



Read Across America Books Give Us Superpowers - Super Hero Day Mrs. Harvey's Kindergarten Class.



Read Across America Books Allow Us to Dream - Career Day Mrs. Harvey's Class.



Read Across America Books Bring Us Together - Color Day Mrs. Harvey's Kindergarten Class.



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## TIPS for parents of Second Graders

Find ways to read, write, and tell stories together with your child. Always applaud your young reader and beginning story writer! The tips below offer some fun ways you can help your child become a happy and confident reader. Try a new tip each week. See what works best for your child.

- **Tell family tales.**  
Children love to hear stories about their family. Talk about a funny thing that happened when you were young.
- **Create a writing toolbox.**  
Fill a box with drawing and writing materials. Find opportunities for your child to write, such as the shopping list, thank you notes, or birthday cards.
- **Be your child's #1 fan.**  
Ask your child to read aloud what he or she has written for school. Be an enthusiastic listener.
- **One more time with feeling.**  
When your child has sounded out an unfamiliar word, have him or her re-read that sentence. Often kids are so busy figuring out a word they lose the meaning of what they've just read.
- **Invite an author to class.**  
Ask an author to talk to your child's class about the writing process. Young children often think they aren't smart enough if they can't sit down and write a perfect story on the first try.
- **Create a book together.**  
Fold pieces of paper in half and staple them to make a book. Ask your child to write sentences on each page and add his or her own illustrations.
- **Do storytelling on the go.**  
Take turns adding to a story the two of you make up while riding in a car or bus. Try making the story funny or spooky.
- **Point out the relationship between words.**  
Explain how related words have similar spellings and meanings. Show how a word like *knowledge*, for example, relates to a word like *know*.
- **Use a writing checklist.**  
Have your child create a writing checklist with reminders such as, "Do all of my sentences start with a capital? Yes/No."
- **Quick, quick.**  
Use new words your child has learned in lively flash card or computer drills. Sometimes these help kids automatically recognize and read words, especially those that are used frequently.

Visit [www.ReadingRockets.org](http://www.ReadingRockets.org) for more information on how you can launch a child into a bright future through reading.

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## TIPS for parents of Third Graders

Read about it, talk about it, and think about it! Find ways for your child to build understanding, the ultimate goal of learning how to read. The tips below offer some fun ways you can help your child become a happy and confident reader. Try a new tip each week. See what works best for your child.

- **Make books special.**  
Turn reading into something special. Take your kids to the library, help them get their own library card, read with them, and buy them books as gifts. Have a favorite place for books in your home or, even better, put books everywhere.
- **Get them to read another one.**  
Find ways to encourage your child to pick up another book. Introduce him or her to a series like *The Boxcar Children* or *The Magic Tree House* or to a second book by a favorite author, or ask the librarian for additional suggestions.
- **Crack open the dictionary.**  
Let your child see you use a dictionary. Say, "Hmm, I'm not sure what that word means... I think I'll look it up."
- **Talk about what you see and do.**  
Talk about everyday activities to build your child's background knowledge, which is crucial to listening and reading comprehension. Keep up a running patter, for example, while cooking together, visiting somewhere new, or after watching a TV show.
- **First drafts are rough.**  
Encourage your child when writing. Remind him or her that writing involves several steps. No one does it perfectly the first time.
- **Different strokes for different folks.**  
Read different types of books to expose your child to different types of writing. Some kids, especially boys, prefer nonfiction books.
- **Teach your child some "mind tricks".**  
Show your child how to summarize a story in a few sentences or how to make predictions about what might happen next. Both strategies help a child comprehend and remember.
- **"Are we there yet?"**  
Use the time spent in the car or bus for wordplay. Talk about how jam means something you put on toast as well as cars stuck in traffic. How many other homonyms can your child think of? When kids are highly familiar with the meaning of a word, they have less difficulty reading it.

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## Summer School Adventure 2022

Can you believe that warm summer days are just around the corner?

Summer School Adventure 2022 is an opportunity for our children (PK-12) to create, explore, build friendships, and learn through various course options. This year, registration is all online and will be open through Skyward April 4th-14th.

Summer school is available for all district residents. For example, are you a grandparent residing in the School District of Manawa and have your grandchildren visiting this summer? You can register your grandchildren for summer school at the in-district rates.

Visit our summer school website for our course catalog and more information, and mark your calendars for a new summer adventure!



## “Friend of Education” Award

The District’s Recognition Committee is currently taking nominations from any district resident for the “Friend of Education” award to be given on May 11, 2022. This award will be given to a SDM Community member, organization or company that donates their time and/or resources to our school district. Fill out the short online nomination form at: <https://forms.gle/DWHXAoMAkUk4MXWV6> or request a paper copy from the District Office. Describe the contributions of the nominee in a short paragraph. Submissions will be accepted until 3:00 p.m. on Friday, April 15. Previous award recipients are not eligible for nomination. Previous award winners include: Manawa FFA Alumni, Bruce Scheller, Mike Frazier and Gloria Suehs,. Thank you to all the generous donors who enrich the lives of School District of Manawa students every day!



## School District of Manawa Information

### District Office

Phone: 920-596-2525  
800 Beech Street  
District Administrator: Dr. Melanie J. Oppor  
Business Manager: Carmen O’Brien  
Special Ed. Director: Danielle Brauer  
Technology Director: Dean Marzofka  
District Reading Specialist: Michelle Johnson

### Little Wolf High School

Grades 9-12

### Manawa Middle School

Grades 6-8  
Phone: 920-596-2524  
515 E. 4th Street  
Principal: Daniel Wolfgram

### Manawa Elementary School

Grades 4K – 5  
Phone: 920-596-2238  
800 Beech Street  
Principal: Danielle Brauer

### Paving the Way

Phone: 920-596-2526  
407 S. Bridge St.  
Director: Danielle Brauer

### Manawa Board of Education

President:..... Joanne Johnson  
Vice President ..... Russ Johnson  
Clerk..... Russell Hollman  
Treasurer..... Bobbi Jo Pethke  
Director..... Pete Griffin  
Director..... Kerri Jepson  
Director..... Sondra Reiersen

### Board Meetings:

Regular Board Meetings are held on the third Monday of each month (except April – 4th Monday) in the Board Room located at the Manawa Elementary School at 7:00 pm. Any additional meetings are duly posted on the district’s website, in the City Hall and at Sturm Memorial Library. For additional information please contact the District Office at 920-596-2525.

The Board of Education and Administrative Team would like to thank all the individuals, groups, and businesses that so generously contribute to the District. Your gifts of money, time, materials, and talents support and enhance programs for all our students and staff!

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

### Mission Statement:

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

### Vision Statement:

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

## Website Accessibility

<https://www.manawaschools.org/district/website-accessibility.cfm>

### WOULD YOU LIKE TO BECOME A SUB?

We are in need of custodial subs, paraprofessional subs, food service subs, as well as teacher subs. You can apply by going to [www.manawaschools.org/district/employment.cfm](http://www.manawaschools.org/district/employment.cfm)

### STEP VOLUNTEERS:

Senior citizens can save on their property taxes by volunteering in the schools through the Senior Tax Exchange Program. Contact Ruth Lord, Director at 920-596-5673 for more information.

**The SCHOOL DISTRICT OF MANAWA is the place where STUDENTS choose to EXCEL academically and realize their STRENGTHS.**

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 [@manawaschools](https://twitter.com/manawaschools)