



# WOLFPACK EXPRESS

*Focusing On Activities In The School District of Manawa*

December 14, 2017

**THIS ISSUE**

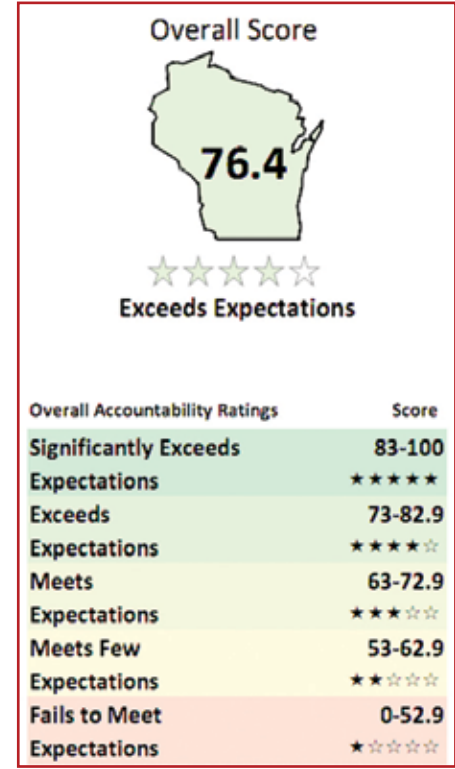
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## School District of Manawa Report Card

**BY DR. MELANIE J. OPPOR**  
DISTRICT ADMINISTRATOR

The School District of Manawa has made a 15.9 point jump in the overall district report card score from 2012-13 to 2016-17. Manawa Elementary School is proud to “meet expectations” with three stars. Little Wolf Jr./Sr. High School boasts five stars in the “significantly

exceeds” category for the second year in a row.

Dr. Oppor reports, “The district’s significant growth was made possible by a number of deliberate steps taken by the district. First, the district established rigorous academic goals for the past three years. Second, comprehensive support has been provided to school personnel in achieving these aspirational goals focused on meeting the needs of all students. Third, plans for curriculum writing, professional development, and materials adoption have been aligned. In this way, the School District of Manawa has pursued a systematic approach to continuously improving learning opportunities for all students. Deliberate step-by-step processes have been put in place to ensure the success of all students.”

Who should receive credit for these positive results? When any child

succeeds, it is due to a team effort. During a single school day, various staff members play an integral role in a child’s education. Parents, teachers, support staff, administrators, advisors, and coaches are all significant stakeholders in the process.

The district and school report cards show significant growth scores. These growth scores represent the change in student knowledge in English language arts and math from one year to the next. The many steps that the district has taken as described in the paragraph above are among the reasons that these impressive growth scores have occurred. These large leaps in growth and other scores helped the district and schools to achieve such high report card ratings. Now, the more difficult work is to raise the student achievement score.

The student achievement score

*continued on page 2*

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

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## Project-Based Learning Using Defined STEM

Mr. Brad Johnson, sixth grade teacher at Manawa Elementary School, presented information on project-based learning using a software program called Defined STEM at the Nov. 20 Board of Education Meeting. STEM stands for Science, Technology, Engineering and Mathematics. Mr. Johnson explained how he is using the STEM process in sixth grade social studies, giving students the opportunity to use a real-world problem and demonstrate solutions through a variety of tasks. Students use the GRASP model (goal, role, audience, situation and product). This means that students need to learn how to present to various audiences and adjust their presentation style to keep the audience's interest.



## Flying Above Manawa with the Civil Air Patrol

What does Manawa look like from 2800 feet in the air? Conner Weir, a junior at Little Wolf High School, can answer that because he had the opportunity to fly over Manawa in a Cessna 182 G1000 as part of the Civil Air Patrol. Conner joined the Fox Cities Composite Squadron this summer and is currently a Cadet Airman. The Civil Air Patrol is the official auxiliary of the United States Air Force. The cadet program teaches about leadership, physical fitness and aerospace. Cadets must pass levels to earn certain ranks. "Civil Air Patrol is a great start for joining the military and volunteering for your community," Conner Weir stated. Weir hopes to earn an additional rank yet this month. His flight instructor is Mr. Barry Yarbro.

### Oppor from page 1

compares student scores in the district with their counterparts across the state and nation. The district goal focus is to have all students proficient or advanced in reading and math. It was noted that this year's MES assessment scores showed fewer students scoring at the advanced level. In response, the district has developed and the Board of Education has approved a Gifted/Talented Program Plan to offer more opportunities for highly able students. Mrs. Pukita proudly notes, "Project-based learning is a new teaching method being used across the district. Students have the opportunity to gain knowledge and skills by investigating real world problems and creating innovative solutions." Students in the below basic level also increased slightly. The district has implemented a comprehensive Response to Intervention Program that provides personalized extra support for students who are struggling academically.

At Little Wolf Jr./Sr. High School, the trends were slightly different. There is a positive flow of students out of below basic into the basic category. This represents the three years of dedicated work by teachers and students on the district literacy and math goals. It is notable that math exceeds the state average in the total percent of students scoring at proficient and advanced. Targeted math development with the secondary math educators has led to the development of a new course for seniors to focus on math skills needed as they enter postsecondary education. The new professional development this school year and next year at the Jr./Sr. High School is content literacy. Teachers across the school are learning how to teach the vocabulary of their content area. For example, science has its own set of terms and

ideas that are distinctly different from those taught in music or business education.

In educational circles, people have been talking about closing the achievement gap for quite a few years now. What does this really mean? The achievement performance of students with disabilities and students identified as in poverty are compared with their same age peers who are not disabled or in poverty. Both schools have been analyzing student learning progress during the new weekly early release sessions. This time has been extremely valuable to the teachers as they plan personalized learning opportunities to challenge the gifted and support those who are struggling.

Another statistic to consider is the weekly changes in student enrollment. It is not unusual for each school to have about one or two students move in or out of the school per week. This means that not all learners have the benefit of the many programs and services offered by the district. This coming and going of students in a class size of forty students can make a huge statistical difference in a grade-level's overall achievement score.

Some have asked if the district and school report card scores are a fair assessment of what is happening. It is fair from the perspective that all districts in the state are being compared against the same criteria. However, there are other criteria that makes the SDM unique. For example, the SDM is promoting innovative practices by including project-based learning, Defined STEM experiences, and a new robotics and engineering program to name but a few. Teachers are encouraged to think progressively and bring new ideas forward. The administrative team continues to work closely with the Board

of Education to implement systemic planning for all district programs and services. Instructional coaches support teachers on a regular basis to continuously improve teaching and learning.

All of the hard work by the dedicated teachers and staff of the SDM of Manawa over the past three years is beginning to show in student performance. Change research indicates that to see the full impact of any change, it can take as many as ten to twelve years – roughly the number of years it takes for a child to move through the K-12 system.

The School District of Manawa is exceedingly proud of the accomplishments as noted on the report cards for both schools and the district as a whole, however, at the same time we do not rest on our laurels. To ensure high-quality educational experiences for all students in the School District of Manawa, the district must provide innovative programming and 21st century learning opportunities for all students. A crucial component will be a continued investment in maintaining and upgrading technology and facilities. When asked about secondary growth areas, Mr. Wolfgram stated, "Little Wolf Jr./Sr. High School will continue to diversify the curriculum to meet the needs of all our learners and provide a wide array of student choices. Curriculum needs to be updated for classes that are articulated with Fox Valley Technical College for college credit, as well as provide instruction that makes our students career ready for the workforce; which includes seeking our community partnerships to provide internship and apprentice opportunities for our students." Looking forward, each school and the district will continue to build for the future.



# Science in Second Grade

The second-grade classes have finished up their life science unit!

“I like this unit because we got to make projects in a group without people judging our work,” Zoe Kruger said.

They have learned about what plants need to grow, modeled clay into an animal to explain how that animal pollinates or disperses seeds, and constructed poster board models of different habitats. Students used their habitat models to teach other students about the plants, animals, insect and interesting facts related to their habitat. Students are using what they learn in science and applying it to life situations.



# Thanksgiving Feast

Each week Mrs. Anderson’s and Mrs. Seka’s classes participate in a collaborative group activity alongside the speech and language pathologist, Ann Romberg, the occupational therapist, Tara McPeak and the physical therapist, Julie Cartwright. These activities work to strengthen not only student academics, but also social, language, fine motor and gross motor skills. Activities are differentiated to be meaningful and functional for students from the 4K to the fifth grade level. This month, students worked together to plan and cook a Thanksgiving feast that they were able to enjoy during their lunch hour.



# Board Recognitions!

At the November 20, 2017, Board of Education Meeting, President Joanne Johnson presented the following certificates of recognition on behalf of the Board of Education to the following students and staff: FFA Students for attending the FFA National Convention: Matayah Pethke, Megan Pethke, Brooklynn Wepner and Zachary Kriesel; Carol Wortz for her time and dedication to ensure the MES Garden was successful in 2017. Sydney Bailey for showing Positive Leadership in Volleyball (not available for photo) and the Secondary Special Education Team – Catering Business under the name of Paving the Way and STAR Growth; staff included Paraprofessionals: Jessie Ort, Renee Behnke and Dana Bonikowske and Ann Warning, Cross-Categorical Special Education Teacher.



Carol Wortz, left, and Joanne Johnson, right.  
Holly Neumann photos



Pictured is Megan Pethke, Brooklynn Wepner and Zachary Kriesel and Joanne Johnson. Missing is Matayah Pethke.



Jessie Ort, Renee Behnke, Dana Bonikowske, Ann Warning and Joanne Johnson.



# Exciting English Department Updates at LWHS

BY TRACY KONKOL AND MICHELE KOSHOLLEK

The English department is pleased to announce important advancements in curriculum development and research-based teaching strategies in all high school classes. Over the course of summer 2017, English instructors, Mrs. Tracy Konkol and Mrs. Michele Koshollek, developed multiple new classes and enhanced already existing curriculum to best serve the needs of all students. In addition, two Advanced Placement classes, AP English Literature and Composition and AP English Language and Composition, allow juniors and seniors the opportunity to challenge themselves with rigorous coursework based on The College Board recommendations. Students who earn passing scores on the AP test administered in May 2018 will earn college credit at participating universities.

English 9 and World Literature students are already enjoying an increase in the time devoted to student-selected, independent novel reading. Students' attitudes about reading are improving. Instead of asking, "Do we have to read today?" many students are asking, "Do we get to read our novels today?" Other changes to English 9 and World Literature include: nonfiction articles of the week, vocabulary study of words with Latin and Greek roots, book talks, thematic units, project-based learning, goal setting for STAR Reading tests, and English/social studies connections when relevant. In addition, students in World Literature have been listening to a teacher read aloud of Elsewhere by Gabrielle Zevin. It is exciting when they come into class and ask, "Are you going to read aloud today?" The units of American Literature are now arranged chronologically and thematically to allow students to make connections to history curriculum and optimize points of discussion and analysis. ACT test practice is also a very beneficial element of American Literature since the ACT test is given to all juniors each spring.

New curriculum in English 12 is centered around the all-encompassing theme of "Who am I now and who do I hope to become?" Students are working on a year-long project based on the book Encyclopedia of an Ordinary Life by Amy Krouse Rosenthal. Through this project,



students will create encyclopedias of their own lives, beginning with birth and continuing to the moment of their graduation through traditional scrapbooking or digital book-making programs. The project will include writing, photos, and artifacts from students' personal collections. Coming up, senior English students will be focusing on life after high school with career exploration through guest speakers and a formal research paper. In AP Language

and Composition, students are learning to understand rhetorical devices, identify mood and tone, and analyze author's purpose all while improving their ability to write cohesively and academically on demand. Students across all grade levels are beginning to see the benefits of a rigorous curriculum which will follow them into their post-secondary educational experiences and career choices.

## F.O.R. Club Brings Kindness to Manawa

The 7-12 F.O.R. (Friends of Rachel) Club members have been working hard on creating kindness rocks to hide around the School District of Manawa campus. The rocks are decorated with positive comments, pictures, etc. The idea behind this project is to not only spread kindness but also make someone smile when they find a kindness rock. The finders have a choice to keep the rock or to re-hide it for someone else to find.

The F.O.R. Club has recently created a public F.O.R. Club page on Facebook. Club members would really like the word to get out that if you, a student, or your family finds a rock, please post a photo and message on the F.O.R. Club Facebook page. Please like us at Manawa Jr./Sr. High F.O.R. Club on Facebook.

And remember, "No act of kindness, no matter how small, is ever wasted." ~Aesop



**Our Students are Our Future, Go Wolves!**

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 05017294



# MES Code of Ethics

BY MICHELLE PUKITA

MANAWA ELEMENTARY SCHOOL PRINCIPAL

MES is in the second year of implementing school-wide Positive Behavior Interventions and Supports (PBIS). PBIS is a positive approach when working with students' behaviors. Students are given a clear set of expectations based upon behavioral goals chosen by staff and administration.



*Michelle Pukita,  
Manawa Elementary  
School Principal*

The MES staff believes that building relationships with students form the foundation of teaching. The happiest students are those that have limits and boundaries. The teachers set the model for respect and dignity. Misbehavior and poor decisions are viewed as opportunities for learning. Students are capable of solving many problems, especially when offered many positive, teacher approved choices.

The MES teachers have created a code of ethics to establish a climate of appropriate, positive behavior. When creating the code of ethics, the teachers followed the MES mission statement: "The mission of the elementary staff is to faithfully provide service to students, parents, co-workers, and community through dedication and determination." The code of ethics is the staff's promise to students and parents to follow in disciplinary situations.

## MES CODE OF ETHICS

OUR PROMISE TO STUDENTS AND PARENTS

- ❖ I believe that every attempt should be made to maintain the dignity of both the adult and the student.
- ❖ I believe that students should know that misbehavior results in loss of privileges.
- ❖ I believe that students should be guided and expected to solve the problems they create without making problems for anyone else.
- ❖ I believe that students should be given the opportunity to make decisions and live with the results.
- ❖ I believe that misbehavior should be viewed as an opportunity for individual problem solving and preparation for the real world as opposed to a personal attack on the school or staff.
- ❖ I believe that there should be a logical connection between misbehavior and resulting consequences.



# New Front Entrance to Little Wolf Jr./Sr. High School

BY DAN WOLFGRAM  
HIGH SCHOOL PRINCIPAL



*Daniel Wolfram,  
Little Wolf Jr./Sr. High  
School Principal*

Upon returning from the Thanksgiving break, students and staff were welcomed by a new entrance to the building. The entire front bank of exterior doors has been replaced. The project qualified and was included in the 2017-18 Energy Efficiency Levy project. It qualifies as an Energy Efficiency project as the older style doors did not have the R-value of modern door installations. R-value is the capacity of an insulating material to resist heat flow. The higher the R-value, the greater the insulating power. So, not only does the district benefit from

increased safety and security, the district will also see energy cost savings over the long term. The door design also incorporates the newly designed Manawa logo.





# Planning for the Future

**BY DR. MELANIE J. OPPOR**  
DISTRICT ADMINISTRATOR



*Dr. Melanie J. Oppor,  
District Administrator*

Last month, Dr. Oppor reported a tentative timeline for the Site Analysis and Feasibility Study (SAFS) Action Plan. This is a detailed plan being developed by the Administrative Team in coordination with Jody Andres from Hoffman Planning, Design, & Construction, Inc. (Appleton) and Cody Holzauer and Keri Anne Connaughty of Scherrer Construction Company, Inc. (Wausau). The timeline has been revised to provide a comprehensive plan complete with descriptive details, drawings, and estimated pricing. The Community Stakeholders group will hold a meeting to review the SAFS Action Plan when it is complete.

**ANTICIPATED TIMELINE:**

**JANUARY/FEBRUARY 2018** - The administrative team, Hoffman, and Scherrer will present the proposed plan to the Community Stakeholders. The Community Stakeholders will suggest any revisions, deletions, or refinements to be made before the plan is sent to the full Board of Education for consideration.

**EARLY 2018** - The Board of Education will review the SAFS Action Plan and conduct a district-wide survey to solicit community input on the SAFS Action Plan.

**SPRING 2018** - The Board of Education and community will begin considering funding options should any part, or all, of the recommended plan be endorsed.

**YEARS 2018-2020** - Once funding options have been established, actual repairs and construction would be accomplished over about a 1 ½ to 2-year span.

All information from the site analysis and feasibility study is publicly available on the district web site at: <http://www.manawaschools.org/site-analysis.cfm> Please refer to the "Resources" section of the web page. No decisions on specific actions have been made to date. The district-wide community's voice needs to be heard on the plan that is being developed.

# Website Accessibility

The School District of Manawa strives to be inclusive and responsive to the needs of all district residents. Anyone finding district information or website functionality to be inaccessible to persons with disabilities is asked to contact the District Webmaster, Mr. Cobarrubias, by telephoning 920-596-5737 or emailing him at: [bcobarrubias@manawaschools.org](mailto:bcobarrubias@manawaschools.org)

The following links provide direct access to the School District of Manawa Policies related to Section 504 and Title II along with the names and contact information for the District's 504/ADA Compliance Officers and can be accessed from the district website under Board of Education > Board Policies > Link to Policies:

- 2260.01 - SECTION 504/ADA PROHIBITION AGAINST DISCRIMINATION BASED ON DISABILITY
- 1623 - SECTION 504/ADA PROHIBITION AGAINST DISABILITY DISCRIMINATION IN EMPLOYMENT
- 3123 - SECTION 504/ADA PROHIBITION AGAINST DISABILITY DISCRIMINATION IN EMPLOYMENT
- 4123 - SECTION 504/ADA PROHIBITION AGAINST DISABILITY DISCRIMINATION IN EMPLOYMENT
- 2260 - NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY
- 1422 - NONDISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY
- 3122 - NONDISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY
- 4122 - NONDISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY

The School District of Manawa's Section 504 and ADA Compliance Officers are as follows:



**Carmen O'Brien**  
*Business Manager*  
School District of Manawa  
800 Beech Street  
Manawa, WI 54949  
920-596-5332  
[cobrien@manawaschools.org](mailto:cobrien@manawaschools.org)



**Daniel Wolfram**  
*High School/Junior High School Principal*  
School District of Manawa  
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# High School Band Marches with Santa

The High School Marching Band was invited to participate in the 47th Annual Appleton Christmas Parade on Tuesday, November 21, 2017 for the second consecutive year. The Little Wolf High School Band was one of 22 local bands to perform in the 75-float parade. It's the largest nighttime Christmas parade in the nation.





# Teen Smartphone Use

It seems that smartphones are everywhere these days and many people feel lost without one. Dr. Larry Rosen (2017), an expert on how technology impacts people, fears that “today’s students are spending less time on homework, taking longer to complete assignments, and feeling more stressed in the process.” Dr. Rosen has appeared on 60 Minutes and The Daily Show as well as writing a book on the subject. Smartphones provide a way to call for emergency help, get directions when lost, and look up useful information. However, smartphones can also be a major distraction. Dr. Rosen reports, “About 80% of teens say they rarely, if ever, sleep well, usually because they have a smartphone at their bedside and check it before going to sleep and during the night. ... The average adolescent finds it difficult to study for fifteen minutes at a time.” Dr. Rosen’s article includes even more alarming statistics. So, what is a parent to do? Dr. Rosen offers the following suggestions:

- **“YOUR BRAIN NEEDS AN OCCASIONAL “RESET.”**

Elementary-age children should spend no more than a half hour at a time on a device, followed by a break at least that long. Preteens and adolescents should spend no more than 90 minutes at a time with technology, followed by at least 10-15 minutes on an activity that calms their brain – going outside, exercising, listening to music, meditating, taking a shower, having an in-person conversation with a friend, playing a musical instrument, practicing a foreign language.

- **BUILD STAMINA FOR STUDYING WITHOUT TECHNOLOGY.**

Treat this like any kind of strength training, says Rosen: start off easy and gradually increase the amount of time without a tech break. He suggests 15 minutes at first, turning off all websites and apps that aren’t relevant to the study topic, setting an alarm, and placing the phone within sight, face down. When the alarm goes off, the student can check for messages and notifications for a minute, then set another 15-minute alarm. When the student can tolerate 15 minutes, perhaps finishing a paragraph when the alarm goes off



rather than immediately grabbing the phone, push the time to 20 minutes, then 25, and so on. During this strength-building sequence, it’s helpful for the teen to notify friends that there might not be an instant response to messages so they don’t keep texting.

- **SLEEP IS SACRED.**

Nine hours is the recommended amount for high-school students, and kids should know that melatonin is naturally secreted in the hours before bedtime to produce sleepiness – unless they’re peering at a blue-light device. Ways to keep the melatonin pumping: use a pink-light setting in the hour before bedtime, or listen to familiar music or TV shows, read a paper book, and ramp down mental effort.

- **CUT DOWN ON THE NUMBER OF ALERTS AND NOTIFICATIONS.**

It may not occur to teens that they can de-activate apps that aren’t of strong interest, cutting down on distracting notifications. Rosen says he’s amazed at the number of apps he uses each day, often without even thinking.

- **CARVE OUT TECH-FREE ZONES.**

These might include the dinner table, restaurant meals, the car, the family den, and the bedroom. During the day, teens might need occasional one-minute breaks to check their phones and keep FOMO (fear of missing out) under control.”

For more information, check out Dr. Rosen’s article in Kappan Magazine. Retrieved from “The Distracted Student Mind: Enhancing Its Focus and Attention” by Larry Rosen in Phi Delta Kappan, October 2017 (Vol. 99, #2, p. 8-14), [www.kappanmagazine.org](http://www.kappanmagazine.org)



## Manawa Elementary Holiday Program

Mark your calendars for Friday, Dec. 22, at 1:30 for the K-4 Holiday program.

This year the theme is “The Rhythm of The Season.”

Students will perform some new and traditional carols using a variety of instruments.

They will be directed by Mrs. Shelley Radley and accompanied by Janine Connolly.

The performance will take place in the elementary gymnasium.

Come join us to celebrate the holiday season.







# Color Run 2016 - 2017

Thanks to your generous donations and support for the 2016/2017 Color Run, the School District of Manawa was able to purchase some amazing technology! Our libraries at both the elementary and high school have received two new iPads each.

Both buildings are being set up to have green screen rooms. A green screen is used as a backdrop in chroma key photography, which is a process that replaces a solid-colored background from behind the subject of a video with a new background. When you watch the weather forecaster on TV standing in front of a map, or King Kong climbing up a building, you are seeing chroma key photography at work! Green screens allow students to record video much like newscasters or movie artists do to produce special effects.

The elementary school and special education department each received a new Osmo software program that offers all sorts of exciting opportunities for students to use on iPads. Osmo fosters learning



in key areas such as: creative problem-solving, art, STEM (science, technology, engineering and mathematics) and core instructional areas. Students can learn how to do coding along with applying their critical thinking skills.

All of these things will enhance the wonderful makerspaces started and maintained by District Librarian, Mrs. Krueger. A makerspace is an area for students to work in groups with hands-on materials to demonstrate their creativity and innovative thinking. Students get a chance to “think outside the box.” The district was also able to purchase three more sets of Lego Mindstorm kits to continue to grow the robotics program at the elementary and junior high levels. A new digital editing camera was purchased for the high school, as well.

Thank you to community members who donated to this amazing set of creative learning resources for students that will surely help them in their future career explorations. The district appreciates your continued support!



**Snow Day / Inclement Weather information can be found at:**

**RADIO STATIONS:**  
WDUX 92.7 FM, WDUX 800 AM, WROE 94.3 FM

**TV STATIONS:**  
Channel 2, 5, 7, 11 & 26

**JANUARY EVENTS:**

**January 3rd and 10th** – Quiz Bowl Team travels to Wild Rose and Weyauwega-Fremont and to Almond-Bancroft on January 31st

**JANUARY 18TH  
END OF SEMESTER**

January 19th no school for students. Professional Educators will spend the day on staff development and updating student records for report cards.

**JANUARY 20TH** – the HS Band / Chorus will participate in the All Star Festival in Shiocton

**All athletic events are on the Calendar of Events page on the district website.**



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!

**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.

**WAYS YOU CAN HELP MANAWA SCHOOLS**

Boxtops Needed – Clip the Boxtops for Education logo on many household products and drop-off at any school office. Some of the many products with the logo are: Betty Crocker, Pillsbury, General Mills, Ziploc, Hefty, Kleenex and Huggies.

**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  
Curriculum & Special Ed. Director: Danielle Brauer  
Technology Director: Bryant Cobarrubias

**Little Wolf Jr./Sr. High School**

Grades 7-12  
Phone: 920-596-2524  
515 E. 4th Street  
Principal: Daniel Wolfram

**Manawa Elementary School**

Grades PK – 6  
Phone: 920-596-2238  
Principal: Michelle Pukita

**Manawa Board of Education**

President: .....Joanne Johnson  
Vice President .....Russ Johnson  
Clerk ..... Bobbi Jo Pethke  
Treasurer.....Hélène Pohl  
Director.....Russell Hollman  
Director.....Stan Forbes  
Director.....Bruce Scheller

**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 Public Library. For additional information please contact the District Office at 920-596-2525.

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.



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



**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.