



# WOLFPACK EXPRESS

*Focusing On Activities In The School District of Manawa*

January 11, 2018

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## Merry in Manawa



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# Merry in Manawa



# When You Hear It, Do It!

BY DR. MELANIE J. OPPOR  
DISTRICT ADMINISTRATOR



Dr. Melanie J. Oppor,  
District Administrator

The “When You Hear It, Do It!” emergency management plan was first launched across the School District of Manawa in September 2016. The SDM joined the rest of the Waupaca County school districts in using a common set of emergency procedures. The procedures are adapted from a nation-wide program called K12 Standard Response Protocol. Having a common set of county-wide procedures enables school personnel, emergency responders, and law enforcement to be more effective in responding to situations. This system was put to the test on December 11 when a threatening message was found at Little Wolf Jr. /Sr. High School. While adjustments will be made to the district’s Emergency Management Plan, the overall handling of the situation was exemplary by all personnel involved. (See also the article entitled “Put to the Test.”)

continued on page 3

## IN AN EMERGENCY WHEN YOU HEAR IT. DO IT.

### LOCKDOWN! LOCKS, LIGHTS, OUT OF SIGHT.

#### STUDENTS

Move away from sight  
Maintain silence  
Do not open the door

#### TEACHER

Lock interior doors  
Turn out the lights  
Move away from sight  
Do not open the door  
Maintain silence  
Take attendance



### LOCKOUT! SECURE THE PERIMETER.

#### STUDENTS

Return inside  
Business as usual

#### TEACHER

Bring everyone indoors  
Lock perimeter doors  
Increase situational awareness  
Business as usual  
Take attendance



### EVACUATE! TO ANNOUNCED LOCATION.

#### STUDENTS

Bring your phone  
Leave your stuff behind  
Follow instructions

#### TEACHER

Lead evacuation to location  
Take attendance  
Notify if missing, extra or injured students



### SHELTER! HAZARD AND SAFETY STRATEGY.

#### STUDENTS

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

#### TEACHER

Lead safety strategy  
Take attendance



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# Put to the Test

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

On Monday, December 11, the School District of Manawa's Emergency Management Plan was put to the test. Little Wolf Jr./Sr. High School received a threat that prompted both the high school and elementary school to move into a "Lock Out" situation. The situation was handled admirably thanks to the quick thinking of Mr. Wolfram, Mrs. Pukita, and all school personnel. No system is perfect and unexpected challenges arise during emergencies. For this reason, district personnel will work with the Manawa Police Department, and staff from St. Paul Lutheran School to review the Emergency Management Plan. While the district hopes that the plan won't need to be used again anytime soon, it is wise to make additions and revisions as personnel reflect on the recent incident. Following is a short Q and A.

## 1. Why were secondary students screened and released?

Dr. Oppor had an open channel of communication with Mr. Wolfram and police throughout the incident. The district administrator is the communication officer for the district and usually manages the "command center" for emergency situations. Principals and the police determined at both schools that it was safe to release students because it had been determined through investigation that the threat/person of interest was inside the high school. An exit check point was established at the high school and students were screened prior to exiting to ensure that no other persons of interest would attempt to leave the building. With the younger children, Mrs. Pukita had students escorted to waiting buses and cars to keep things calm and orderly with younger children. It helped to prevent mix-ups for dismissal where little children can be confused when the routine is disrupted.

## 2. Why were police not present at MES?

The threat assessment by administration and police indicated the immediate threat potential was isolated to the high school. Mrs. Pukita put MES into "Lock Out" in the event that the threat/person of interest left the high school as an added layer of protection. Had there been a need for police at MES, the building would have been provided with officers. The district was being protected by the Manawa Police Department and the Waupaca Co. Sheriff's Department so the district had access to all the trained officers that the situation required.

## 3. Why weren't parents provided more details about exactly what occurred in the incident?

Dr. Oppor said, "As a mom, I understand a parent's desire to have more detailed information about the incident. I would, no doubt, feel the same way in those circumstances and have actually experienced this fear as a parent when my child was in school. As an administrator, I have to ask our public to trust the district staff. We love your children and can attest that staff members (myself included) would put our lives on the line to protect and keep all children safe. You trust us with your children every day and we take that responsibility very seriously."

That being said, the administration and police have to be cautious in limiting the details of an investigation while in the active phase and in the aftermath. In the active phase of investigation, it is imperative that the district not share details of the case in a way that would provide the suspect(s) with information that could be used to create further chaos or harm. With the prevalence of social media, information travels almost instantly and can be shared widely in ways that can be dangerous. In the aftermath, these situations are tried in due process hearings and often, courts of law. For this reason, details are shared in the appropriate official settings. There is also the matter of confidentiality to which all district personnel are held (including the Board of Education) per Board policy and legal requirements designed to protect all children.

## 4. Why wasn't there more communication during this incident?

There were several technical glitches with the Skylert emergency communication system that were not present during the annual fall test of the system to the best of the district's knowledge. The fall test was conducted on September 19, 2017 using voice, email, and text messaging. The Technology Director is actively working through these glitches to ensure the system functions optimally. It appears that some of the district administrator's communications were not getting to the staff or public. However, the district had no way of knowing the communications were not being received. It required the analysis of a person with technical expertise to diagnose and correct the glitches. That process is actively happening.

### There were three email/text messages regarding:

- Schools in lock out.
- Buses running 45 minutes late.
- All clear. Concert is on.

### Some of the issues:

a. St. Paul families only have phone numbers entered into Skylert not emails or cell phone numbers

identified for social media messages. Mr. Cobarrubias, Technology Director, is working with Principal Brian Elmhorst to determine if families would like to receive emails and text messages.

b. The district system allowed the first email message through but when the second email message came through, the system saw the large volume of incoming messages and sent them all to Spam. Mr. Cobarrubias had identified and corrected this problem before the third message was sent.

c. People who had earlier asked for text messages seem not to be reflected that way in Skylert.

d. Voice mail messages work well for statements prepared in advance for delayed delivery. It takes several steps and about 10-15 minutes to prepare, record, and save a voice message. Then, Skylert asks for a one-hour window to deliver the message. Text messages and emails send to a large number of recipients (1743 as an example from the December 11 incident) in three to five minutes. The third message was sent in under one minute.

a. Why use email and text messages? There are times the public needs to know the district is in Lock Out or Lock Down right now --- not an hour or more from now. If the buses are running 45 minutes late, it does a worrying parent no good to get a voice message 15 minutes after the child has arrived home.

b. Ordinarily a voice message as an all clear is a good idea. However, in this case, the public needed to know that the choir concert was on as scheduled. A voicemail might have been delivered after the start of the concert potentially causing performers and guests to miss the concert.

## 5. What happens next?

This incident will be reviewed in what is called a "table top" assessment. Administrators (public and private) and law enforcement will sit down and assess each step of the emergency management plan. Refinements to the plan will be made as needed. In addition, the Waupaca Co. Superintendents and Emergency Management meet several times a year. This is the type of thing the group discusses to learn from each other. Dr. Oppor shared an overview of the initial assessment of the emergency response with the Board of Education on December 18.

The district hopes never to have to put the Emergency Management Plan into action again, but rest assured all personnel will be ready should the situation call for it.

## When You Hear It. Do It. *from page 2*

The four-color emergency posters are prominently displayed near doorways throughout both schools. The posters are available in both English and Spanish. On the first day of school, students in four-year old kindergarten through 12th grade learn and practice the four drills. The drills are:

- **RED** – Lockdown! Locks, Lights, Out of Sight.
- **BLUE** – Lockout! Secure the Perimeter.
- **GREEN** – Evacuate! To Announced Location.
- **ORANGE** – Shelter! Hazard and Safety Strategy. (Used for tornadoes)

These emergency procedures ensure that everyone at school "speaks the same safety language." Local police, fire, and rescue

personnel along with the Waupaca County Sheriff's Department all know and use this four-color system. The simple color-coded posters and directions make it easy for our youngest learners as well as guests in the district to understand what to do in an emergency. So, when you hear it, do it!



# Little Wolf Students Present at “The Power of Us”

Several talented servant leaders from Little Wolf Jr./Sr. High School not only attended the Fall 2017 Wisconsin Association of School Council’s Fall Leadership summit, “The Power of Us”, but students presented at this annual event, held in Oshkosh on Nov. 17. Thompson Moser, Megan Pethke, and Cade Poppy presented on “The Power of Kindness” and shared many activities with other schools and their leaders on how to make school a kinder place. Later in the afternoon, Little Wolf’s Ethan Michalowski, who is a regional Student Council officer, presented on the importance of being involved in an association at the regional level. Presenting to large numbers of peers came easy to these leaders and Little Wolf is proud to have their skills in our school.



## Acts of Kindness

During a very busy, chaotic holiday season it is easy to forget why we celebrate during this time of year. After doing a book study on the novel Wonder, the 5th grade teachers, Mrs. Highlander and Mrs. Whitman, wanted to keep the theme of kindness in the hearts and minds of the fifth-grade students.

To launch the holiday season, the fifth graders performed “secret ninja elf” acts of kindness throughout the building. Some of the projects were: sending thank you cards, creating kindness posters, and reading with younger students. The culminating project was to create fleece blankets for the community. Instead of having a gift exchange, students brought in the money they would have spent on a gift to purchase fleece fabric. Students worked in teams to cut and tie blankets. The fifth grade was then able to coordinate with the Manawa Rural Fire Department and have them deliver the blankets along with meals to members of the community. The community members were overjoyed with the deliveries and one woman cried because she was so thankful for the delivery. This was truly a meaningful and memorable event that touched the lives of students and the broader community.



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# Disciplinary Literacy in Secondary Classrooms

**BY DAN WOLFGRAM**  
JR/SR HIGH PRINCIPAL

The “vaccination” theory – the idea that after the teaching of reading and writing in the elementary grades, literacy will take care



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

of itself in the secondary grades has not always panned out. According to research, once students master basic literacy skills in elementary school, students need specialized instruction by content-area teachers in “disciplinary literacy” – the skills specific to history, science,

mathematics, literature, and other subject areas. Many educators are familiar with the concept that there is a difference between learning to read, and reading to learn. So, what is to be done to pull up below-level reading skills in secondary schools?

Little Wolf Jr./Sr. High School has targeted professional development this year for

supporting teachers in expanding their knowledge of disciplinary literacy. Erin Loritz Literacy Coordinator for CESA 6, has been visiting the School District of Manawa this year with a focus on disciplinary literacy. CESA stands for Cooperative Educational Service Agency. There are 12 CESAs in the state of Wisconsin.

The complexity of secondary content requires teachers to be experts in their field. This level of content proficiency means that secondary teachers must step out of their expert role and consider what it looks like, feels like and sounds like to be a novice in their content. Teachers are asked to articulate the literacy of their disciplines to teach students how to read like a historian, think like a mathematician, write like a scientist, and listen like a musician.

Sandra Cordes, high school agriculture teacher and FFA advisor comments, “It has been a positive experience for me to be able to plan and implement strategies to build content knowledge. Erin’s enthusiasm and caring demeanor have given me a renewed desire to try new techniques in a supported environment.”



## Thanksgiving Songs

As part of the Social Studies curriculum, the Kindergarten classes discussed things for which they are thankful for and learned about the history of Thanksgiving itself. Many of the students were thankful for their families and friends. Mrs. Poppy’s class and Mrs. Stilen’s class decided a way to show their thankfulness for their friends was to perform a Thanksgiving song for each other and share food. The morning of the celebration each class baked cornbread muffins, made butter, and created pumpkin pie in a cup. The Kindergarteners learned about different cooking utensils and how to follow a recipe while they were cooking. After preparing the food, students were surprised about how much effort it took to make food, especially to shake heavy cream in a jar to make butter. During the celebration, each class sang to each other. Mrs. Poppy’s class sang the song Albuquerque Turkey and Mrs. Stilen’s class sang the song Five Little Turkeys. Then we went to the lunchroom to enjoy the food they made. The students enjoyed being able to eat food that they made and share time with each other.







## The Importance of Good Character

“If you want others to be happy, practice compassion. If you want to be happy, practice compassion.” Dalai Lama

Fifth and sixth graders explored the meaning behind this quote, along with other quotes about character, this fall as they participated in an extensive project assigned to them for their Health portion of Physical Education.

For the project, they worked in small groups, researching one of the five character traits MES is focusing on this year. These traits include:

- Respect
- Responsibility
- Citizenship
- Compassion
- Perseverance

From their research, they had to design and create a poster for children of a certain age and then present their poster, and information about their character trait, to the students in their age group.

Fifth grade students, who created their posters for 4K and Kindergarten children, were challenged to explain what compassion means to small children and providing examples that may be observed in their daily lives. They talked about how respect is focused around the Golden Rule (Treat others the way you would like to be treated.) and how perseverance means to never give up. The sixth graders who presented to third and fourth graders, explored how citizenship means taking pride in your community and school and how responsibility is reflected in their work.

The project allowed for in depth exploration into key aspects of character development, along with the opportunity to practice these traits by being required to work in teams. By the time they presented their posters to their assigned age levels, they were expected to be experts on their character trait. What better way to learn a concept than to teach others about it?



## 4K Buddies Help Build School Culture

BY MICHELLE PUKITA  
ELEMENTARY PRINCIPAL

There are many ways that we work to build character at MES, and one of these is by having four-year-old kindergarten and grade six learning buddies. The sixth-grade classes visit 4K classes every other week to do activities with the 4K students. They rotate to make sure that both the morning and afternoon session students get a chance to join in the fun. Both the 4K students and sixth graders work together on the activities such as art and craft projects, reading, and doing learning centers.



*Michelle Pukita,  
Manawa Elementary  
School Principal*

The sixth-grade buddies benefit from teaching their 4K buddies how to cut, glue, color, count, and other skills 4K students need to know. The 4K buddies benefit from having someone special to spend time with while learning their 4K skills. Both 4K and sixth-grade groups also get to practice social skills and enjoy spending time together. It is a perfect way to share learning and put into practice our character traits of compassion, citizenship, and responsibility.





# High School Gaming Class Teaches the 5th Graders

Mrs. Hraban's Gaming and Animation class went to the elementary school to teach the fifth-grade classes how to code using the Hour of Code website games. Mrs. Whitman's and Mrs. Highlander's classes spent about an hour learning a variety of games, including: Moana, Physics Cannon, Play That Tune and Make a Flappy Game on the Chromebooks. The basis of most of the activities available from this website focus on teaching sequencing and introducing students to computer coding. The games are fun and educational. The benefits can go well beyond the classroom. It is reported that students of the future need to be better prepared for the new careers in technology and this type of opportunity gives them exposure to a new learning experience. "Learning to write programs stretches your mind, and helps you think better, creates a way of thinking about things that I think is helpful in all domains," stated Microsoft founder Bill Gates.

Comments from Mrs. Highlander about the Gaming students:

- Did a wonderful job of explaining, providing support, and keeping the students engaged.
- Overall students were approachable, flexible, and stayed in contact with students.

Comments from Mrs. Whitman about the Gaming students:

- Very knowledgeable and were well-spoken to me; helped the kids the whole time.
- Jumped right in to help kids understand, gave personalized attention; kids liked game choice; made positive impact on my students.

From a high school to elementary experience, Mrs. Hraban was extremely pleased with the attitudes and behaviors of all the students involved.



## Updates in the Math Department

The world of education is ever-changing. The high school math department has been busy this year trying to keep up with all the changes. Some of the changes included creating new common assessments, continued work with the concept of Number Talks, and the addition of a new staff member. The math department has been working hard this year!

One of the most exciting changes this year is the addition of Ms. Tongtong Zhang to the high school math department. Hailing from China, Ms. Zhang has spent the last three years teaching at U.W. - Stevens Point. While her area of expertise is statistics, Ms. Zhang has done an outstanding job with her algebra and geometry classes. Her enthusiasm and content knowledge has been a welcome addition to the district.

The department was once again able to spend some time this past summer with math coach, Pam Plamann. Ms. Plamann continued to guide the staff with new innovations to "Number Talks." These brief warm-up conversations have led to increased engagement and number sense for students. Ms. Plamann also worked with the math department to write common assessments. Staff members spent time this summer writing tests together in their shared classes. This process was done to ensure fidelity in assessing student learning schoolwide.



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# Toys for Tots Generosity in Manawa

Toys for Tots, through the generous donations of many, was able to help serve twenty-two families in Manawa for Christmas. Families received gifts for their children that were dropped off at Little Wolf Jr./Sr. High School just in time for Christmas. Students at Little Wolf helped the area Toys for Tots Coordinator, Brenda Mazemke, of the Central Wisconsin Electric Cooperative deliver the toys to the school for families. Many thanks to the members of the community for helping to make the holidays bright for families.



**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:**

- **Jan. 18** End of Semester
- **Jan. 19** no school for students.
- **Jan. 20** – the HS Band / Chorus
- **Jan. 31** - Quiz Bowl vs Almond-Bancroft
- **Feb. 1** - MS Forensics
- **Feb. 7** - Quiz Bowl vs Rosholt
- **Feb. 8** - Early Dismissal; P/T Conf. 12:30 to 7:30 p.m.
- **Feb. 9** - No School for Students; Teacher In-service
- **Feb. 10** - Jazz Dinner Dance
- **Feb. 12** - HS Forensics
- **Feb. 14** - Quiz Bowl @ Tri-County
- **All Athletic Events are on the Calendar of Events page on the district website..**

## 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 Wolgram

**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.

# 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

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  
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 cobrien@manawaschools.org

**Daniel Wolgram**  
 High School/Junior High School  
 Principal  
 School District of Manawa  
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 Manawa, WI 54949  
 920-596-5310  
 dwolgram@manawaschools.org



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.

## 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.**

