

School District of Manawa

Special Board of Education Meeting Agenda **Revised**

November 30, 2022

Special Board of Education Meeting



Google Meet joining information

Video call link: <https://meet.google.com/cbe-uhvz-zgk>

Or dial: (US) +1 904-300-0240 PIN: 719 524 297#

1. Call to Order – President Reiersen – **6:30 p.m.** – MES Board Room, 800 Beech Street
2. Pledge of Allegiance
3. Roll Call
4. Verify Publication of Meeting
5. Public Comment (Register to Speak Prior to Start of Meeting / Guidelines Listed Below Agenda)
6. Unfinished Business: None
7. New Business:
 - a. Consider Approval of a 1.0 FTE Grade 5 Teacher on a Limited Term Contract for School Year Semester 2022-23.
 - b. Consider Approval of Secondary School Counselor Candidate as Presented
 - c. Consider Approval of PO5460 - Graduation Requirements as Presented
 - d. Consider Approval of CAPP Crime and Punishment in American Society as Presented**
8. Adjourn

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

Upon request to the District Administrator, submitted twenty-four (24) hours in advance, the District shall make reasonable accommodation including the provision of informational material in an alternative format for a disabled person to be able to attend this meeting.

0167.3 - PUBLIC COMMENT AT BOARD MEETINGS

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

Agenda Item

Any person or group who would like to have an item put on the agenda shall submit their request to the District Administrator no later than ten (10) days prior to the meeting and include:

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

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

Public Comment Section of the Meeting

To permit fair and orderly public expression, the Board may provide a period for public comment at any regular or special meeting of the Board and publish rules to govern such comment in Board meetings.

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

The presiding officer shall be guided by the following rules:

- A. Public comment shall be permitted as indicated on the order of business, at the discretion of the presiding officer, and for individuals who live or work within the District and parents/guardians of students enrolled in the District.
- B. Attendees must register their intention to participate in the public portion of the meeting upon their arrival at the meeting.
- C. Participants must be recognized by the presiding officer and will be requested to preface their comments by an announcement of their name; address; and group affiliation, if and when appropriate.
- D. Each statement made by a participant shall be limited to three (3) minutes duration.
- E. No participant may speak more than once on the same topic unless all others who wish to speak on that topic have been heard.
- F. Participants shall direct all comments to the Board and not to staff or other participants.
- G. Participants shall address only topics within the legitimate jurisdiction of the Board.
- H. All statements shall be directed to the presiding officer; no person may address or question Board members individually.
- I. The presiding officer may:
 - 1. interrupt, warn, or terminate a participant's statement when the statement is too lengthy, personally directed, abusive, obscene, or irrelevant;

2. request any individual to leave the meeting when that person does not observe reasonable decorum;
 3. request the assistance of law enforcement officers in the removal of a disorderly person when that person's conduct interferes with the orderly progress of the meeting;
 4. call for a recess or an adjournment to another time when the lack of public decorum so interferes with the orderly conduct of the meeting as to warrant such action.
 5. waive these rules with the approval of the Board when necessary for the protection of privacy or the administration of the Board's business.
- J. The portion of the meeting during which the comment of the public is invited shall be limited to fifteen (15) minutes unless extended by a vote of the Board.
- K. Recording, filming, or photographing the Board's open meetings is permitted. Recording, filming, or photographing the Board's closed session is only permitted pursuant to Bylaw 0167.2 – Closed Session. The person operating the equipment should contact the District Administrator prior to the Board meeting to review possible placement of the equipment, and must agree to abide by the following conditions:
1. No obstructions are created between the Board and the audience.
 2. No interviews are conducted in the meeting room while the Board is in session.
 3. No commentary, adjustment of equipment, or positioning of operators is made that would distract either the Board or members of the audience or otherwise disrupt the meeting while the Board is in session.

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19.90, Wis. Stats.



Students choosing to excel; realizing their strengths.

To: Board of Education, Dr. Melanie Oppor
From: Dr. Abe El Manssouri
Date: 11/28/2022
Re: Recommendation for a Secondary School Counselor

Position: Secondary School Counselor
School: Manawa Middle School/ Little Wolf High School
FTE: 1.0
of Applicants: 2
Interviewed: 1
Verbal Acceptance Date: 11/19/2022
Start Date: 2022-2023 School Year: December, 2022

Please accept this memo as my recommendation of Ms. Emily A. Mueller for the secondary school counselor position for the 2022-2023 school year.

Ms. Mueller will complete her formal training at the University of Wisconsin – Oshkosh in December, 2022, with an emphasis in school counseling and will earn a Master of Science in Education. Prior to that, Ms. Mueller completed her education in psychology and sociology at the University of Wisconsin Stevens Point (UWSP).

Ms. Mueller is eager to use the knowledge she has gained to impact young minds. She is also excited to grow in the school counseling field with a more direct experience that this role can provide, especially in this highly regarded school district. Through her educational background and experiences, Ms. Mueller has gained valuable skills for a school counselor position. As a graduate student, She has completed many courses in understanding youth behavior and in the school counseling field. Courses, such as Counseling Children and Adolescents, Comprehensive School Counseling, Practicum, and Internship have provided knowledge on a wide array of topics related to working with various age levels. Additionally, she has had a variety of experiences in multiple settings. In the past two years, Ms. Mueller has been a substitute teacher in multiple school districts and several teacher roles. Through UWO's Counseling Children and Adolescents course, she had the opportunity to develop focused guidance lessons for a group of third graders. Additionally, she completed her practicum at Little Chute Middle School in the Fall of 2021. She also completed her Internship I placement at Bay Port High School in the Howard-Suamico School District and Banta Elementary in Menasha Joint School District. Currently, she is finishing her last placement at J.R. Gerritts Middle School in Kimberly. Within these experiences, Ms. Mueller learned about Second Step



Students choosing to excel; realizing their strengths.

Curriculum, Kelso's choices, Infinite Campus, Xello, scholarships, and course registration. She acted as a secondary school counselor, under supervision, with her own caseload of students, facilitating groups, and responding to crisis situations.

The initial candidate pool consisted of two candidates, one of whom only accepted the interview. I recommend Ms. Mueller for the secondary school counselor position without hesitation.

Signature of principal/administrator:

Abe El Manssouri

For HR to complete:

Salary Offered: Level B4 - \$49,600

Former Employee's Name if replacement:

Former Employee's Salary: \$70,100

School Board Approval Date:



Completion of this course fills your first-year college writing requirement at UWO.
It also counts as three credits of College Writing at most UW schools.

Crime and Punishment in American Society

English 12: Composition/UWO Writing 101, (3 credits)

2022/2023

Instructor: Mrs. Koshollek

Email: mkoshollek@manawaschools.org

Room 1061

Grading Scale:

| | | |
|--------------|--------------|--------------|
| 95%-100% = A | 80%-82% = C+ | 65%-67% = D- |
| 92%-94% = A- | 77%-79% = C | 60%-64% = F |
| 89%-91% = B+ | 74%-76% = C- | |
| 86%-88% = B | 71%-73% = D+ | |
| 83%-85% = B- | 68%-70% = D | |

Texts:

- *50 Essays* - Samuel Cohen (Resource)
- *Thank you for Arguing* - Jay Henrichs (Resource)
- *In Cold Blood* - Truman Capote
- *Columbine* - Dave Cullen
- *Just Mercy* - Brian Stevenson
- Serial Season 3 - Podcast (used WITH *Just Mercy*)
- *The Last Lecture* - Randy Pausch
- Miscellaneous articles, essays, documentary films, and op-ed pieces

Supplies:

- Folder/Binder
- Notebook (spiral or composition)
- Loose-leaf paper
- Blue or Black pen & highlighters
- Fully Charged Chromebook

Course Description:

CAPP English/Writing 101 focuses on rhetorical analysis of nonfiction texts and the development and revision of well-reasoned, evidence-centered analytic and argumentative writing. While writing represents a significant component of this course, another important skill is the ability to read well. In reading another's work, students must be able to address four fundamental questions about composition:

- What is being said?
- To whom is it being said?
- How is it being said?
- Why is it being said

The answers to these questions inform students' own composition process as they learn to read like writers and write like readers. Students will develop critical thinking and informational literacy skills as they explore topics in depth.

Throughout this course, students will discover why and how language matters, while learning to use their voices as they express ideas that make a difference, not only to them but also to those around them. The hope is that students become educated individuals who care about the character and quality of their public as well as their private lives.

The emphasis throughout this course is on nonfiction text, immersing students in "real-life" texts in order to allow them to learn to value their own voice, as well as the voices of others.

Resources:

Google Classroom will be used extensively. Be sure to join the course site using the code provided in class. Secondly, it will be important that you check your email regularly for notifications or additional information. Please note that only announcements will be posted in the stream, but materials and assignments will be added to the Classwork tab. You will need to be familiar with both. The Classwork tab will be organized by week. Assignments will be posted the week they are assigned with a due date attached.

Expectations:

- Cell Phones: They are not allowed. (School-wide rule).
- Be dedicated, self-disciplined, teachable, and motivated.
- Be prepared for writing, discussions, quizzes, and exams on any of the readings throughout the course.
- Stay on top of your assignments and requirements for class. This is a college-level course and will be taught with the same rigor and expectations.
- **Participate** in class discussion thoughtfully and regularly.
- Be “**well-read**”. As you read, your vocabulary becomes broader and richer. Exposure to a variety of literature will allow you to recognize strong writing styles and to use those skills in your own writing.
- Develop a writing style that incorporates depth of thinking in analysis of writing techniques, methods, styles and use this style to produce intelligent papers on assorted topics.
- Understand argument and how to use research to back up an argument.
- Develop strong close reading skills in order to effectively analyze prose and informational text.
- **WRITE** (and write and write and write).
- Study grammar and rhetoric extensively.
- Expand your academic vocabulary ten-fold

Dialectical Journal

- Will be kept for every major and some minor works read for this course.
- Will be completed as you read works (novels/excerpts/essays/articles).
- Will focus on unknown vocabulary, strong quotation analysis and response to reading, rhetorical elements, and questions about passages.
- Will focus on ways the author uses language to create an effect, answering such questions as:
 - What about the language stands out and makes the passage distinctive?
 - How does the passage reflect the author’s style and reveal larger themes?
 - The answers to these questions should be a minimum of 60 words in response. (More of that WRITING discussed earlier)
- Journals will be used in class for discussion and need to be kept neat, organized, and detailed. They will be collected for a grade twice each quarter.

EXAMPLE:

| | | |
|--|--|---|
| Quote (Here you would select a quote that stands out - and offer some literary analysis of the content) | “It was an old half-dead mongrel, brittle-boned and mangy, and the impact, as it met the car, was little more than what a bird might make. But Dick was satisfied. ‘Boy!’ he said- and it was what he always said after running down a dog, which was something he did when the opportunity arose. ‘Boy! We sure splattered him!’” (Capote 112). | This, with the other talk of Perry’s unraveling conscience, has started to create a feeling of mental unease. Capote’s inclusion of this was definitely an addition to the idea of the twisted, spiraling mental states of the two men. I think he was effective in creating a mood of unease and unravelment. It also feels like a little bit of foreshadowing, like it could be hinting at what is to come. |
| Vocabulary | Unfamiliar Word | Definition of unknown word(s). |
| Rhetorical Move | “But Herb was gone. Gone. And Bonnie, too” (Capote 121). | SYNTAX: Here, Capote uses short interjections and choppy sentences at the end of a long-sentenced, detailed paragraph. He uses this to effectively highlight the idea that the people who were once there, the way of life that once was, is no longer there. He wants to make it seem like a punch to the gut. The position in the paragraph makes it unexpected and all the more effective. |

Major Writing Requirements

- An Encyclopedia of your Ordinary Life Project (30 pages)
- Dialectical Journals (*Columbine, In Cold Blood, Just Mercy*)
- Personal Narrative (3 pages in length)
- Rhetorical Analysis (3 pages in length)
- Argument Essay and Speech (3-5 pages and 10 minutes)
- Research Paper (8-10 pages)

Academic Behavior:

All students are expected to do their own work. Cheating/plagiarizing will result in zeros on the tests/quizzes/papers (no chance to redo) and could also constitute an activity code violation.

Final Thoughts:

This course is going to be rigorous. Challenging. Hard. There are high expectations and it is fast-paced because there is so much to learn in a relatively short amount of time. It is MY job to prepare you as best I can for college next year. As a result, you do need to keep up with the rigors of the course. If you do not feel that you are up to the challenge of what this course has to offer you, it is a good idea to change your schedule sooner rather than later. It is my hope that you are all up for the challenge and are willing to work hard to earn an A or B and earn college credit! I am here to help you with whatever you need. I am dedicated to making this the best experience possible for you. However, I will not sugarcoat the truth; this course is hard. If at any time during the course of the semester your grade falls into the failing range, you will need to meet with me to discuss an alternate plan of action in order to assure you obtain your needed English credit to graduate.

Please be sure to go over this syllabus and the UWO information again with a parent/guardian. I am looking forward to getting to know each and every one of you and hope you are ready to improve your skills as college-ready readers and writers.

UW Oshkosh Information

Writing 101 UWO Course description: In this course, students will develop their writing, critical reading, critical thinking, and information literacy skills by exploring a single topic in depth. Students are expected to participate actively in their own learning through class discussions and group activities. The theme will vary, depending on the instructor. Students should check with their adviser or the First-Year Writing website to determine the theme for each section. Successful completion of WRT 101 fulfills the English composition or Quest Writing general education requirement.

UWO Course objectives/goals (Note: These Learning Goals are Compatible with the Common Core Standards (CCSS-ELA See Attached Syllabus))

- **Written Communication**
Students will learn strategies for effectively transmitting their ideas through the written word. They will learn to organize and connect their ideas clearly in writing. They will build their awareness of conventions of genre, style, mechanics, and grammar, remaining conscious of how these conventions may vary depending on context.
- **Writing Process Strategies**
Students will receive guidance throughout their writing process. They will practice generating productive research questions and effective thesis statements. As they compose, revise, and edit their drafts, they will engage in critical reflections on their work and their own writing process.
- **Critical Thinking**
Students will build strategies for understanding and interpreting written texts, as well as for critically evaluating these texts' clarity, form, reliability, and rhetorical effectiveness. In the process, they will build awareness of how audience, genre, content, and purpose affect writing decisions. They will apply critical analysis to class readings and to their own and their peers' in-progress writing.
- **Collaborative Work**
Students will engage in productive discussions and collaborative activities that allow them to practice critical thinking and problem-solving. Students may collaborate on a variety of tasks, such as discussions of class readings or potential paper topics, activities for learning documentation and writing skills, or reviews of one another's paper plans or drafts.
- **Source Use and Information Literacy**
Students will develop skills in retrieving, evaluating, and utilizing sources appropriately and ethically in college-level writing. They will practice incorporating effective and correctly documented summary, paraphrase, and quotations into their writing. They will

build their ability to synthesize multiple viewpoints and enhance their understanding of how writers use citation practices to engage in academic conversation.

UWO Academic Integrity Statement:

<https://www.uwosh.edu/deanofstudents/documents/AcademicIntegrityStatement.pdf>

CAPP students and families, please note:

All CAPP students, through their UW Oshkosh student ID number, email, Net ID, and Titan Card have access to UW Oshkosh on-campus and online events and resources, just as regular UWO students do. These include the Polk Library database and research resources, on-campus clubs, events, contests as well as **CAPP scholarships**.

If a CAPP student plans to enroll at UW Oshkosh as an incoming freshman, they may apply for a:

CAPP Scholarship of \$500 or, if eligible, **CAPP Honors College Scholarship of \$1000**.

For more information on the CAPP Scholarships

<http://www.uwosh.edu/capp/students/capp-student-scholarship>

If you or your parents would like further information about studies in XXX at UW Oshkosh, please contact the CAPP English 101 liaison, Dr. Margaret Hostetler at hostetle@uwosh.edu

Statement on the Liberal Arts

At UW Oshkosh, the foundation to your learning is a liberal arts education. Liberal Education is an approach to learning that empowers individuals and prepares them to deal with complexity, diversity, and change. It provides students with broad knowledge of the wider world (e.g. science, culture, and society) as well as in-depth study in a specific area of interest. A liberal education helps students develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real world settings.