

School District of Manawa

Special Board of Education Meeting Agenda

January 09, 2023



Google Meet joining information

Video call link: <https://meet.google.com/bky-bgdv-yrg>

Or dial: (US) +1 315-965-2471 PIN: 303 430 480#

1. Call to Order – President Reiersen – **6:00 p.m.** – MES Board Room, 800 Beech Street Hybrid Meeting Format (In-person Meeting for Board of Education at MES Board Room, 800 Beech Street & Virtual Components)
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:
 - a. Consider Approval of the K-12 Financial Literacy Instructional Plan as Presented.
 - b. Consider Approval of the Little Wolf High School Course of Study Guide as Presented.
7. New Business:
 - a. Consider Approval of Contract with Be. // Child and Adolescent Mental Health, LLC, for Counseling Services for up to 2.5 Days per Week.
 - b. Consider Approval of Candidate for the 0.15 Limited-Term Substitute to Service Title I Students at St. Paul Lutheran as Presented.
 - c. Consider Approval of Increasing a Special Education Paraprofessional From 15 to 28 Hours per Week as Presented.
 - d. Consider Appointment of a Temporary Board of Education Clerk.
8. Next Meeting Dates:
 - a. January 9, 2023 Finance Committee Meeting - 6:00 p.m. - MES Board Room
 - b. January 10, 2023 Policy & Human Resources Committee Meeting – 5:00 p.m. – MES Board Room
 - c. January 11, 2023 Curriculum Committee Meeting – 5:00 p.m. – MES Board Room
 - d. January 16, 2023 Buildings & Grounds Meeting – 5:00 p.m. - MES Board Room
 - e. **January 23, 2023 Board of Education Meeting – 6:00 p.m. – MES Board Room**
Special note — Discuss changing the date of the Jan. 23, 2023 meeting. It appears that it falls on the Rock the Gym basketball night that creates a scheduling conflict for Board member parents.
9. Closed Session – the Board of Education Shall Move into Closed Session Pursuant to the Provisions of 19.85(1)(c) and (f), Wis. Statutes, for the Purposes of: Discussing the

Employment Status of Employees Over Which the Board Has Jurisdiction or Exercises Responsibility 1) Administrator Contracts 2) Summary of Investigation

10. Board May Act on Items Discussed in Closed Session

11. 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 accommodations 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 the 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.



Students choosing to excel; realizing their strengths.

To: Board of Education
From: Danni Brauer
Date: 1/3/23
Re: Financial Literacy at MES

At the elementary level, financial literacy is embedded in the current curriculum for social studies and mathematics. Financial literacy standards have not been identified in the current curriculum maps, though.

Teachers will work in their PLCs in February to identify where the standards are being taught and ways financial literacy instruction can be improved.

1. Teachers will take time to review the financial literacy standards to be sure that they understand the expectations for each grade band (K-2, 3-5).
2. Teachers will begin with Social Studies curriculum maps to identify where standards are addressed. Teachers will add financial literacy standards to these units.
3. Teachers will review mathematics curriculum maps to find links to financial literacy standards and add standards as appropriate.
4. Teachers will get together in grade bands (K-2, 3-5) to identify standards that are not, yet, covered and agree upon the grade level and subject where they would fit the best.
5. Curriculum maps will be edited and sent to the Curriculum Committee for review.



School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

To: Board of Education
From: Dr. Melanie J. Oppor
Date: January 6, 2023
Re: Grades 6-12 Financial Literacy

The purpose of this memo is to recommend a plan for addressing Financial Literacy for students in grades 6-12.

The following document is the Wisconsin K-12 Personal Financial Literacy Standards:

<https://dpi.wi.gov/sites/default/files/imce/standards/New%20pdfs/PersonalFinancialLiteracyStandards2020.pdf>

The 2017 Wisconsin Act 94 requires school districts to adopt academic standards for financial literacy and incorporate instruction into the curriculum in grades kindergarten through 12. The Wisconsin Standards for Personal Financial Literacy are divided into six strands: • Financial Mindset • Education and Employment • Money Management • Saving and Investing • Credit and Debt • Risk Management and Insurance. These six strands combine to support the learning of personal financial literacy as students advance to the workplace or post-secondary educational opportunities. The personal financial literacy skills and knowledge learned in Wisconsin schools support all students in becoming college and career ready. Wisconsin communities are made stronger through these positive results for students.

Proposal:

The Curriculum Committee in collaboration with LWHS/MMS staff are proposing a hybrid that combines the best elements from the previous options document as shown in the table below.

Timeline	Activity	Who?
Spring Semester 2023	During PLC time, teachers will articulate in their existing curriculum maps where Financial Literacy standards are already embedded in their curriculum. This information will be added as a notation to the	Dr. El Manssouri with Manawa Middle School & Little Wolf High School Teachers

School District of Manawa
800 Beech Street
Manawa, WI 54949

Phone: (920) 596-2525
Fax: (920) 596-5308

**Little Wolf High School
Manawa Middle School**

515 E. Fourth St
Manawa, WI 54949
Phone: (920) 596-2524
Fax: (920) 596-2655

Manawa Elementary

800 Beech Street
Manawa, WI 54949

Phone: (920) 596-2238
Fax: (920) 596-5339

ManawaSchools.org



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	document, summarized in a Financial Literacy Scope and Sequence document, and be submitted to Dr. Oppor no later than April 15, 2023.	
Spring 2023 – Due no later than April 30, 2023	Submit a new course proposal to create a Grade 8 Financial Literacy Exploratory Course.	Dr. El Manssouri and Mrs. Cordes
Summer 2023 - Due no later than September 1, 2023 for September Committee and Full Board approval	Write curriculum map for the new Grade 8 Financial Literacy Exploratory Course. Refine Senior-level Financial Literacy curriculum map as needed.	Mrs. Cordes and perhaps a middle school teacher
Fall 2023	Instructional materials review and recommendation to Board of Education will occur. LWHS Course of Study Guide will be updated (October) and approved by the Curriculum Committee and Board of Education.	Mrs. Cordes and whomever is assigned to teach the MS Grade 8 Financial Literacy Course.
2024-25 School Year	Implementation of new MS Grade 8 Financial Literacy Course. Implementation of revised Senior-level Financial Literacy Course.	Teacher to be assigned. Mrs. Cordes

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Students choosing to excel; realizing their strengths.

To: Dr. Melanie Oppor

Fr: Michelle Johnson

Date: Monday, January 2, 2023

**Re : Private School Title I Reading Interventionist Long Term Sub- Mr. Wade Turner
(.15 position)**

This memo is to recommend Mr. Wade Turner for the Title I Private School Reading Interventionist Long Term Sub position while Mrs. Porter is out on maternity leave from mid January-end of April for the 2022-2023 school year. In retirement, Mr. Wade Turner was interested in this position as he is seeking part-time employment near his home in New London working with children. Previously, he has had 9 years of administrative experience as an Elementary Principal in the Bowler School District. He currently holds DPI principal, elementary/middle level education and a reading teacher licenses grades K-12. He brings to our team additional experience as a published journalist. Additionally, as a teacher/administrator, he consistently dedicated his work in raising both math and reading scores on the DPI state report card over the past nine years. He has years of experience in guided reading, Title I intervention with specific RtI strategies in reading and math, and AGR instruction (utilizing small class sizes to maximize student learning in reading and math.) Additionally, he taught remedial reading in summer school as well as served as a summer school principal, and has shared that he may be interested in teaching summer school for the School District of Manawa.

Mr. Turner received his Bachelor of Science in Education degree in 1987 from UW. Stevens Point with a minor in Business and Writing. Extending his educational journey, Mr. Turner earned his licensure in Elementary Education in grades 1-6 at UW Milwaukee in 1997. In 2005, he earned his Masters in Education in earning his Reading licensure. To achieve administrative licensure, he completed the Certification Program through Viterbo University in 2012. As an added bonus, Mr. Turner is a Nationally Board Certified Teacher.

As a selected candidate, Mr. Turner's references shared that some of his best strengths are found in his collaborative nature. He is known for the positive relationships he has built with parents, students and key stakeholders. He is a colleague who is "dedicated to finding creative solutions through small group instruction and is knowledgeable about the RtI process." References would hire Mr. Turner in a heartbeat. Throughout his interview, he was well-researched, shared data driven ideas based on our DPI state report card scores, and had a very kind demeanor. Our team highly recommends Mr. Turner for the limited term Title I position with the vision that he could bring beyond this position opportunities for our district and our children.

Wade W Turner

#161816 - Title I Reading Teacher - Limited Term Sub (.15 FTE)

Date submitted: 12/9/2022 3:16:29 PM

Profile

Name	Phone	Alternate Phone
Wade W Turner	7158519224	Not specified
Personal Email	District Name	District Email
wadeturner8282@gmail.com	Not specified	Not specified
Address		
500 S. Almon St.		
Bowler Wisconsin 54416		
United States		

General Information

Position(s) Seeking	Date Available
<ul style="list-style-type: none">Part Time	1/2/2023
	Your DPI File Number
	524056
	Nationally Board Certified Teacher <small>NO</small>
Will you now or in the future require sponsorship for employment visa status (e.g. H-1B visa status)?	
No	
Years of Experience as Teacher	Years of Experience as Administrator
13 year(s)	9 year(s)

Education

Certification Program (Viterbo University)		
Education Level	School	Date Earned
Certification Program	Viterbo University	12/2012
Major/Area of Study/Certification	Minor	GPA
Principal	No minor specified.	4.0
Master of Education (UW-Stevens Point)		
Education Level	School	Date Earned
Master of Education	UW-Stevens Point	08/2005
	Minor	GPA

Major/Area of Study/Certification Reading license	No minor specified.	4.0
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Certification Program (UW-Milwaukee)		
Education Level Certification Program	School UW-Milwaukee	Date Earned 12/1997
Major/Area of Study/Certification Elementary Education Grades 1-6	Minor Social Studies	GPA 3.8

Bachelor of Science (UW-Stevens Point)		
Education Level Bachelor of Science	School UW-Stevens Point	Date Earned 05/1987
Major/Area of Study/Certification Communication	Minor Business and Writing	GPA 3.1

Licenses

Principal		
License Levels K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, PK, Higher Education	State Wisconsin	Seeking a position No
Expected 07/2018	Expiration	Lifetime Yes

Elementary/Middle Level Education		
License Levels K, 1, 2, 3, 4, 5, 6	State Wisconsin	Seeking a position No
Expected 07/2018	Expiration	Lifetime Yes

Reading Teacher

License Levels

K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11,
12, PK, Higher Education

State

Wisconsin

Seeking a position

Yes

Expected

07/2018

Expiration

Lifetime

Yes

Education Work Experience

Elementary Principal

Subject(s)

Elementary Ed -
Intermediate (4-6),
Elementary Ed -
Kindergarten/Preschool
, Elementary Ed -
Primary (1-3)

Grade(s)

K, 1, 2, 3, 4, 5, 6

Site/School

Bowler Elementary

District

Bowler School District

City

Bowler

State

Wisconsin

Zip Code

54416

Country

United States

Supervisor Name

Glenda Butterfield-
Boldig

Supervisor Email

boldig@bowler.k12.wi.
us

Supervisor Phone

715-793-4101

Supervisor Alternate

Phone

Dates

08/2000 - 07/2022 (22
years)

Full-time Equivalent/%

Appointment
1.0

Salary

\$78,000

Student Teacher?

No

Reason for Leaving

Retired

Non-Renewed?

Have you ever been non-renewed for reasons other than budgetary or program elimination?

No

Non Education Work Experience

No work experiences found.

References

Kim Ninabuck

Organization	Position	Email	Phone
Bowler School District	Former HS principal		(715) 470-3697

Faith Gagnon

Organization	Position	Email	Phone
Bowler School District	Former superintendent		(920) 570-1018

Jeff DePerry

Organization	Position	Email	Phone
Bowler School District	Athletic Director	jeffdeperry@bowler.k12.wi.us	(715) 793-4101

Personal Statement

I am passionate about education as I have been in the education for the majority of my adult life. I have worked in the Bowler School District, working with students from preschool all the way through high school students. I just recently retired as an elementary principal at the school. After initially working in journalism for about seven years, I decided to go back to school to get my teaching certification. This is a move I do not regret. I worked mainly in the 3rd and 5th grades but I also taught a 1st/2nd-grade split. In an effort to help out my students in reading, I received my reading license nearly five years after I began at Bowler. After 13 years in the classroom, I decided to make a difference with all the students by becoming the school's principal for nine years, consistently raising our state DPI report card in reading and math scores on a consistent basis. I put an emphasis on implementing updated curriculum series to offer some continuity to the students' learning. I currently officiate football and basketball on the high school level as well as writing freelance stories for Referee magazine, a national monthly publication that caters to officials from youth to the professional levels.

Training or Experience in Specific Educational Areas

Guided reading, PBIS, Title I intervention with specific Rtl strategies in reading and math, AGR instruction (utilizing small class sizes to maximize student learning in reading and math)

Activities

Formerly coached football and basketball. Currently officiate football and basketball. Taught remedial reading in summer school as a teacher. Served as summer school principal during my time as elementary principal.

Question Sets

12 Standard Teacher and Pupil Services

1. What do you want to accomplish as a teacher?

To make a positive difference in the lives of my students. Also to be a positive role model for them and to be a valuable resource for them when needed.

2. How will (do) you go about finding out about students' attitudes and feelings about your class?

I will ask them and then ask for their feedback. I will make an effort to find out their interests and use that in helping to formulate lesson plans. Transparency is the key to success in any classroom. If I am honest toward them and hopefully this will resonate with them and they can also be honest with me.

3. An experienced teacher offers you the following advice: "When you are teaching, be sure to command the respect of your students immediately and all will go well." How do you feel about this?

Yes, you should command their respect, but it must be done in a way that will not intimidate them. The rules in the classroom should be a collaboration between the students and the teachers. Often times when students determine their consequences, they are more strict than that of the teacher. Be firm, but also do so in a nurturing manner.

4. How do you go about deciding what it is that should be taught in your class?

Determine what the goals and learning targets are for what you are teaching. Then lay out a tentative road map for the school year, making adjustments as they should correspond with district goals and curriculum.

5. A parent comes to you and complains that what you are teaching his child is irrelevant to the child's needs. How would you respond?

I would first tell the parent that I truly appreciate his/her commitment to the education of his/her child. I would then ask the parent what they think is the major problem in the curriculum. I would say why I believe the content is relevant, and why I am teaching that. I would continue to tell the parent to keep a keen interest in all of his/her child's classes, since the school is trying to give the best education possible to all students.

6. What do you think will (does) provide you with the greatest pleasure in teaching?

Seeing the growth of the students that you are working with and the ability to teach a concept to a student, and then watching them flourish. If the students remark that the content is easy and they are mastering the content, that means you've done your job.

7. When you have some free time, what do you enjoy doing the most?

I enjoy reading and watching documentaries on television. I also like to officiate sporting events and exercise on a consistent basis. I also like spending time with my family.

8. How do you go about finding what students are good at?

By simply asking them what they enjoy doing. When they enjoy doing something, they are most likely good at that. I would compliment those students if they are good at something, and also encourage them to try different things so they can become a more well-rounded student. I would say, "to succeed, you first have to fail." And, there is no shame in that. I would also give them my own personal experiences of failure and how I used that as incentive to get better at something.

9. Would you rather try a lot of way-out teaching strategies or would you rather try to perfect the approaches that work best for you? Explain your position.

As a teacher and administrator I have also tried new things and encouraged teachers to try new things as well. If something does work well and the students are receptive to those types of strategies, I would build upon that foundation while monitoring how the students are doing. It should always be a work in progress.

10. Do you like to teach with an overall plan in mind for the year, or would you rather just teach some interesting things and let the process determine the results? Explain your position

I have always taught with an overall plan in mind. Determine the curriculum followed by the school district and then go from there. Within the framework of the curriculum, interesting elements can be infused into the curriculum to make it more relevant and interesting for the students to be engaged in the lesson.

11. A student is doing poorly in your class. You talk to her, and she tells you that she considers you to be the poorest teacher she has ever met. What would you do?

Talking to her, I would say I appreciate her honesty and willingness to talk. I would listen to all of her concerns, write those down and tell her she can be part of the solution in making me a better teacher for her and the rest of the class. Just don't be defensive and give her some ownership in what and how it is being taught.

12. If there were absolutely no restrictions placed upon you, what would you want to do in life?

I would love to travel all around the world and see and learn about different cultures. I think it would be fun to try what they like to eat, what they do for fun and sharing experiences. At least this could be a reality as we navigate the post-COVID era.

Title I Teacher (June 2020)

1. What do you consider your greatest asset as a teacher?

My flexibility and ability to adapt to the needs of the students, both academically and socially, and understanding that all students learn in a different. If plan A doesn't work, it's time to implement plan B.

2. Describe how you are continuing to grow and develop as an educator.

Taking professional development classes, both in-house and training offered by the area CESA. Not being afraid to ask my colleagues to share their ideas that have been successful with their students.

3. How do you provide for the diverse literacy needs of your students?

Making sure to follow an IEP, if the student has one, or the results from their summative testing from either PALS, STAR, MAPS, their reading series, or other testing the school may use. Use different teaching strategies, such as small group, peer tutoring or computer-based learning.

4. How do you determine support for struggling readers?

Determine their ability level and start at that point for selecting books. If it's an older student, you do not want to demean them by using books that are designated for a younger grade levels. Try to find books of interest for those students to keep their interest at a high level.

5. List three words or phrases that your cooperating teacher or a master teacher would use to characterize your teaching style.

Flexibility, ability to use humor and always trying to think "outside the box" in planning lessons.

6. What do you think is the single greatest challenge facing educators today?

Not enough time. With so many areas to cover, it's hard to do each subject justice. You can't just go on the next concept with your class continuing to struggle. I would rather teach with fidelity and make sure all my students master the concept before moving on.

Cover Letter

12-9-22

Hello,

My name is Wade Turner, and I am interested in the part-time reading interventionist position posted

in your district.

I am a recently retired educator from the Bowler School District. During my 22 years there, I spent the first 13 years as primarily a 3rd- and 5th-grade teacher. During that time, I obtained my 316 reading license since I was interested in how I could better reach my students and the different strategies I could implement. I also used these strategies as I taught remedial summer school reading classes for elementary students.

After those 13 years, I then became the elementary principal at the same school for my remaining nine years in the district. During this role, I was able to observe a number of teachers and have meaningful conversations about their teaching of reading and other subjects as well. This also helped me see how the more successful teachers ran their classrooms, conducted their lessons and interacted with students. I was also the summer school principal.

With this base of knowledge, I think I would be a strong candidate for your reading interventionist position.

I look forward to a response so we can further discuss this position.

Sincerely,
Wade Turner

Documents

Attach the required documents below. All other document types are optional.

This vacancy requires:

- Resume
- Transcripts & Licenses/Certifications
- Letter of Recommendation

Attached Documents

To attach documents, click on the green "Edit" button; select the documents that you want included, and then click on "Save". The documents should then be listed in your application. Click on the "Manage My Documents" button below to edit a file name or move it to a different category.

Resume

- desktop [\(View\)](#)

Transcripts & Licenses/Certifications

- desktop [\(View\)](#)
- desktop [\(View\)](#)
- desktop [\(View\)](#)
- desktop [\(View\)](#)
- desktop [\(View\)](#)
- desktop [\(View\)](#)

Letters of Recommendation

- desktop [\(View\)](#)
- desktop [\(View\)](#)
- desktop [\(View\)](#)
- desktop [\(View\)](#)
- desktop [\(View\)](#)

Authorization, Release, and Certification

I authorize the Employer to investigate my personal employment history and I authorize any current/former employer, person, firm, corporation or government agency to give the Employer any information regarding my employment history.

If I should be offered a position, I understand that a criminal information records check will be conducted on me. (A criminal record does not constitute an automatic bar to employment. Non-felony convictions will be considered only if the circumstances of the conviction substantially relate to the particular job in question.)

In consideration of the Employer's review of this application, I release from all liability and/or legal claims the Employer and every person seeking or providing information, whether it be oral or written. A photocopy of this release shall be as valid as the original, and may be relied upon by all persons providing information.

Further, I certify that all information on this application is true, complete and correct to the best of my knowledge. I understand that any false or misleading statements made by me, or material omissions of information requested of me, shall constitute grounds for rejection of my application, or if employed, my immediate dismissal.

If employed, I agree to comply with all the rules and regulations of the Employer. I also understand that employment is subject to the satisfactory investigation of the application and a favorable physical examination report, including a chest x-ray or tuberculosis screening. I understand any false statements or misrepresentation of facts are grounds for dismissal.

By clicking the checkbox below, I hereby certify that the statements above are true and correct to the best of my knowledge and belief.

Date Authorized

12/9/2022

Wade Turner

230 Austin Court #56
New London, WI 54961
(715) 851-9224
wadeturner8282@gmail.com



Objective

- To secure a job within a school district to help students achieve their greatest potential.

Experience

August 2013 - July 2022

Bowler School District - Elementary principal (retired)

- Was in charge of a staff of nearly 40 employees
- Led all curriculum design for the elementary
- Conducted observations and offered feedback to all personnel
- Was in charge of the hiring process for all teachers and paras

August 2000 - July 2013

Bowler School District - Elementary teacher, coach

- Primarily taught in 3rd grade and 5th grade
- Also taught a muliage 1st- and 2nd-grade class
- Focused on a hands-on approach to instruction using best practices
- Also coached junior varsity football for seven years (2000-06)

June 2001-July 2022

Bowler School District - Summer school teacher, principal

- Taught elementary school remedial reading classes (2001-2012)
- Served as summer school principal for grades PK-12th grade (2013-2022)

Education

September 2009- May 2012

Viterbo University, La Crosse, Wis. - Principal certification

GPA: 3.9

June 2002 - June 2005

Unviversity of Wisconsin-Stevens Point, Stevens Point, Wis. - Master of Education: Reading Certification

GPA: 4.0

January 1995 - December 1997

Unviversity of Wisconsin-Milwaukee, Milwaukee, Wis. - Teaching Certification (Grades 1-6)

GPA: 3.8

September 1982 - May 1987

University of Wisconsin-Stevens Point, Stevens Point, Wis. - *Bachelor of Science: Major: Communication; Minor: Business Administration and Writing*

GPA: 3.1

References

Available upon request

NAME: Turner, Wade W

UNIVERSITY OF WISCONSIN - STEVENS POINT
STEVENS POINT, WI 54481
(715) 346-4301

ISSUED TO: Wade Taylor

PAGE: 1

ID:

110 10th St
Clintonville WI 54929

HS: New Holstein High School
New Holstein 53061-1292

UNDERGRADUATE TRANSCRIPT

UWSP

COURSE	DESCRIPTION	CRS	GR	PTS	COURSE	DESCRIPTION	CRS	GR	PTS	COURSE	DESCRIPTION	CRS	GR	PTS							
ADMITTED: SEM I 1982-83					CONTINUED SEM II 1985-86					CONTINUED SEM II 1985-86											
PREVIOUS INSTITUTIONS ATTENDED					SEM UNDERGRAD CRS 15.0 GPR 2.78 PTS 41.67					ENGL 498 WRITING INTERNSHIP 3.0 A 12.00											
UNIV OF WI-MILWAUKEE WI					CUM UNDERGRAD CRS 61.0 GPR 2.79 PTS 170.34					G PE 196 ATHLETICS M-A/A 1.0 A 4.00											
SEM I 1982-83					SEM I 1984-85					TRACK											
AMER 102	SOCIAL CONSCIENCE	3.0	B+	10.00	ACCT 210	INTRO FINANCIAL ACCTG	3.0	C+	7.00	SEM UNDERGRAD CRS	19.0	GPR 3.11	PTS 59.00								
COMM 101	ORAL COMMUNICATION	3.0	B-	8.00	ECON 200	PRINCIPLES ECON I	3.0	C+	7.00	CUM UNDERGRAD CRS	130.0	GPR 2.95	PTS 383.67								
ENGL 101	FRESHMAN ENGLISH	3.0	B	9.00	ENGL 254	EDITING&PUBLISHING	3.0	B	9.00	SUMMER 1986											
GEOG 100	PHYSICAL GEOGRAPHY	3.0	C+	7.00	ENGL 344	HIST OF ENGLISH LANG	3.0	C-	5.00	COMM 480	INTERNSHIP	8.0	GPR 3.67	PTS 29.33							
POLI 101	AMERICAN POLITICS	3.0	B	9.00	G PE 196	ATHLETICS M-A/A	1.0	A	4.00	SEM UNDERGRAD CRS	8.0	GPR 3.67	PTS 29.33								
SEM UNDERGRAD CRS	15.0	GPR 2.87	PTS 43.00	SPAN 101	FIRST YEAR SPANISH	4.0	B+	13.33	CUM UNDERGRAD CRS	138.0	GPR 2.99	PTS 413.00									
CUM UNDERGRAD CRS	15.0	GPR 2.87	PTS 43.00	SEM UNDERGRAD CRS	17.0	GPR 2.67	PTS 45.33		SEM UNDERGRAD CRS	138.0	GPR 2.99	PTS 413.00									
SEM II 1982-83					SEM II 1984-85					SEM I 1986-87											
EDUC 100	INTRO TO EDUCATION	2.0	B-	5.33	BUS 380	MANAGEMENT PRINCIPLES	3.0	B	9.00	BUS 330	MARKETING PRINCIPLES	3.0	B	9.00							
ENGL 102	FRESHMAN ENGLISH	3.0	B-	8.00	ECON 201	PRINCIPLES ECON II	3.0	C+	7.00	BUS 385	ORGANIZATNL BEHAVIOR	3.0	B+	10.00							
GEOG 100	GEOLOGY AND MAN	3.0	B+	10.00	ENGL 214	AMERICAN LITERATURE	3.0	C	6.00	COMM 207	MESSAGE ANALYSIS&DESIGN	3.0	B	9.00							
HIST 106	MEDIAEVAL HISTORY	3.0	C	6.00	ENGL 382W	U.S. ETHNIC LIT	3.0	B	9.00	COMM 319W	ART OF CRITICISM	3.0	B+	10.00							
MATH 051	ESSENTLS BEG ALG&GEOM	2.0	C+	4.67	G PE 196	ATHLETICS M-A/A	1.0	A	4.00	P ED 399	SPECIAL WORK	3.0	A	12.00							
MATH 100	ALGEBRA TRIANGL TRIG	2.0	B	6.00	SPAN 102	FIRST YEAR SPANISH	4.0	A	16.00	SEM UNDERGRAD CRS	15.0	GPR 3.33	PTS 50.00								
P ED 101	PHYSICAL EDUCATION	W			SEM UNDERGRAD CRS	17.0	GPR 3.00	PTS 51.00	CUM UNDERGRAD CRS	155.0	GPR 3.03	PTS 463.00									
SEM UNDERGRAD CRS	15.0	GPR 2.67	PTS 40.00	CUM UNDERGRAD CRS	95.0	GPR 2.81	PTS 266.67		SEM II 1986-87												
CUM UNDERGRAD CRS	30.0	GPR 2.77	PTS 83.00	SEM I 1985-86					COMM 322					COMM GRAPHICS LAB	3.0	A-	11.00				
SEM I 1983-84					ACCT 211					INTRO MANAGERL ACCTG	3.0	B+	10.00	COMM 323W			JOURNALSM WRITING LAB	3.0	B+	10.00	
ENGL 200	INTRO TO STUDY OF LIT	3.0	B	9.00	COMM 210	INTRO MASS COMM	3.0	A	12.00	G PE 152	INDEPNNT JOGGING-A/A	1.0	A	4.00	FEATURE WRITING						
ENGL 213	AMERICAN LITERATURE	3.0	C+	7.00	COMM 217	ORGANIZATIONAL COMM	3.0	B+	10.00	G PE 193	INTRAMURAL-INDVNL-A/A	1.0	A	4.00	G PE 196			ATHLETICS M-A/A	1.0	A	4.00
HIST 211	UNITED STATES TO 1865	3.0	B	9.00	COMM 227W	BASIC COMM LAB	3.0	A	12.00	TRACK AND FIELD											
P ED 101	PHYSICAL EDUCATION	1.0	A-	3.67	COMM 305	MAN AND COMMUNICATION	3.0	B+	10.00	IRES 231	BASIC PHOTOGRAPHY	3.0	A	12.00	SEM UNDERGRAD CRS			12.0	GPR 3.75	PTS 45.00	
PSYC 110	GENERAL PSYCHOLOGY	3.0	B	9.00	G PE 196	ATHLETICS M-A/A	1.0	A	4.00	CUM UNDERGRAD CRS	165.0	GPR 3.08	PTS 508.00	SEMESTER HIGH HONORS							
SOC 101	INTRO SOCIOLOGY(MNS)	3.0	B-	8.00	SEM UNDERGRAD CRS					16.0	GPR 3.63	PTS 58.00	DEGREE: BACHELOR OF SCIENCE					MAY 16, 1987			
SEM UNDERGRAD CRS	16.0	GPR 2.85	PTS 45.67	CUM UNDERGRAD CRS					111.0	GPR 2.92	PTS 324.67	MAJOR: COMMUNICATION									
CUM UNDERGRAD CRS	46.0	GPR 2.80	PTS 128.67	SEMESTER HONORS					MINOR: BUSINESS ADMINISTRATION					WRITING							
SEM II 1983-84					SEM II 1985-86					***** END OF RECORD *****					08/11/05						
ASTR 100	UNVEILING OF UNIVERSE	3.0	B-	8.00	BUS 340	BUSINESS LAW I	3.0	C	6.00	ISSUED TO THE STUDENT											
ENGL 212	ENGLISH LITERATURE	3.0	B	9.00	COMM 103	SYMBOLS AND COMM	3.0	B+	10.00												
ENGL 250	EXPOSITORY WRITING	3.0	B-	8.00	COMM 211	INTERPERSONAL COMM	3.0	B+	10.00												
HIST 212	U S SINCE 1865	3.0	B+	10.00	COMM 331W	PRINT LAB	3.0	A-	11.00												
MATH 106	TRIGONOMETRY	2.0	D+	2.67	ENGL 350	ADV EXPOSITORY WRITNG	3.0	C	6.00												
P ED 101	PHYSICAL EDUCATION	1.0	A	4.00																	
TRACK																					

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THE FACE OF THIS DOCUMENT HAS A COLORED BACKGROUND ON WHITE PAPER

387-66-4755
TURNER, WADE WILLIAM

UNDERGRADUATE OFFICIAL TRANSCRIPT

03/27/98
PAGE 01

MR: TEACHER CERTIFICATION
COLLEGE ADMITTED: UNIVERSITY OF WISCONSIN-STEVENS POINT STEVENS POINT WISCONSIN
COLLEGE(S) ATTENDED: UNIVERSITY OF WISCONSIN-EXTENSION MADISON WISCONSIN

2-1994-95 US 9 SPECIAL
SESSION ZD : 01/23/95 05/13/95 3-1996-97 EDCS 9 SPECIAL
EXCEDUC 530 MAINSTREAMING-ELEMENTARY 02 A 8.00 CURRINS 322 INTRO INSTRUCTNL COMPUTNG 01 A 4.00
SESSION HC : 01/17/95 05/13/95 CURRINS 325 INSTRUCTL STRAT-CPTR USE 01 A 4.00
ED POL 375 CULTURAL FOUNDATNS OF ED 03 A 11.00 SEM: DEG CR 0 GPA CR 2 GPA 4.000
ED PSY 320 CLSRM APPRSL & EVALUATN 02 A 8.00
ED PSY 330 INTRO-LEARNING & DEVLPMNT 03 A 11.00 1-1997-98 EDCS 9 SPECIAL
MATH 176 MTH EXPLRTNS-ELM TCHR II 03 B+ 10.00 CURRINS 308 CURRICULUM IN GRADES 1-6 02 A 8.00
SEM: DEG CR 0 GPA CR 13 GPA 3.692 48.00 CURRINS 406 STU TCHG IN GRADES 1-6 05 A 20.00
1-1995-96 US 9 SPECIAL
SESSION ZC : 09/11/95 12/23/95 12/21/97 WISCONSIN DEPARTMENT OF PUBLIC
ANTHRO 314 AMER INDIAN SOCIETY,CLTRE 03 C+ 7.00 INSTRUCTION APPROVED PROGRAM COMPLETED
CURRINS 322 INTRO INSTRUCTNL COMPUTNG 01 W TO TEACH GRADES ONE THROUGH SIX
MATH 106 CONTEMPRY APPLCS OF MATH 03 A 11.00 AND SOCIAL STUDIES
SEM: DEG CR 0 GPA CR 6 GPA 3.000 18.00
2-1995-96 EDCS 9 SPECIAL
SESSION GD : 01/22/96 05/11/96 02/26/98 - HAS SATISFIED UW-MILWAUKEE HUMAN
CURRINS 310 CURRIC PRE/EARLY ADOLSCNT 03 A 12.00 RELATIONS REQUIREMENT.
CURRINS 545 RDG CNTNT AREAS:MID, JR, SR 03 A 12.00
CURRINS 326 ENVRNMNTL EDUCATN & TCHRS 01 A 4.00
SESSION HC : 02/19/96 03/30/96
PHY ED 353 PHYS EDUC IN ELEM SCHOOLS 02 A 8.00
SEM: DEG CR 0 GPA CR 9 GPA 4.000 36.00 IF COURSES IN PROGRESS INCLUDE ANY REPEAT OF
PREVIOUS COURSEWORK, STATED GPA MAY NOT BE ACCURATE
3-1995-96 EDCS 9 SPECIAL
SESSION 6H : 06/17/96 07/27/96 END OF RECORD
ART ED 130 ART & VISUAL LRNG ELEM ED 03 A 12.00
SEM: DEG CR 0 GPA CR 3 GPA 4.000 12.00
1-1996-97 EDCS 9 SPECIAL
SESSION ZC : 09/09/96 12/21/96
EDUC 350 FUNDAMNTLS CLSRM MNGMNT 02 A 8.00
PHY ED 414 ELEM SCHOOL HEALTH EDUC 02 A 8.00
SESSION GB : 09/03/96 12/21/96
CURRINS 343 TEACHING OF READING 03 A 12.00
CURRINS 551 TCHNG OF LANGUAGE ARTS 03 A 12.00
EDUC 360 FUNDAMNTLS OF INSTRUCTION 03 A 12.00
SEM: DEG CR 0 GPA CR 13 GPA 4.000 52.00
2-1996-97 EDCS 9 SPECIAL
SESSION HC : 01/13/97 03/09/97
CURRINS 323 TCH SOC STUDIES-ELEMENTARY 02 A 11.00
CURRINS 327 TCHNG OF SCIENCE-ELEM 03 A 12.00
CURRINS 331 TCHG MATH-ELEMENTARY SCHLS 02 A 8.00
MUS ED 379 MUSIC IN ELEMENTARY SCHLS 02 A 8.00
SEM: DEG CR 0 GPA CR 11 GPA 3.818 42.00

ISSUED TO STUDENT

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LICENSE**

ENTITY NUMBER: 524056

VALID 07/01/2018 THROUGH

Administrator - Lifetime License

WADE WILLIAM TURNER

5051 - Principal (EC-A)

This is to verify that the person named herein has furnished the State Superintendent of Public Instruction with satisfactory evidence of preparation and experience and is licensed for the position, subject and/or grade herein listed.

IN WITNESS WHEREOF, I HAVE HEREUNTO AFFIXED MY SIGNATURE AND OFFICIAL SEAL.



Handwritten signature of Tony G. Turner in black ink.

STATE SUPERINTENDENT



**WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
LICENSE**

ENTITY NUMBER: 524056

VALID 07/01/2018 THROUGH

Administrator - Lifetime License

WADE WILLIAM TURNER

5051 - Principal (EC-A)

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IN WITNESS WHEREOF, I HAVE HEREUNTO AFFIXED MY SIGNATURE AND OFFICIAL SEAL.



A handwritten signature in black ink, appearing to read "Tony G. Turner".

STATE SUPERINTENDENT



NAME: Turner, Wade W
ID: [REDACTED]

UNIVERSITY OF WISCONSIN - STEVENS POINT
STEVENS POINT, WI 54481
(715) 346-4301

ISSUED TO: Wade Taylor
110 10th St
Clintonville, WI 54929

PAGE: 1

GRADUATE TRANSCRIPT

UMSP

COURSE	DESCRIPTION	CRS	GR	PTS	COURSE	DESCRIPTION	CRS	GR	PTS	COURSE	DESCRIPTION	CRS	GR	PTS
SUMMER SESSION 2002														
EDUC 588	INTERPERSNL RELATIONS	3.0	A	12.00										
SEM GRAD	CRS	3.0	GPR 4.00	PTS 12.00										
CUM GRAD	CRS	3.0	GPR 4.00	PTS 12.00										
SEM I 2002-03														
EDUC 796	INDEPENDENT STUDY	3.0	A	12.00										
SEM GRAD	CRS	3.0	GPR 4.00	PTS 12.00										
CUM GRAD	CRS	6.0	GPR 4.00	PTS 24.00										
SUMMER SESSION 2003														
EDUC 707	EDUCATIONAL RESEARCH	3.0	A	12.00										
SEM GRAD	CRS	3.0	GPR 4.00	PTS 12.00										
CUM GRAD	CRS	9.0	GPR 4.00	PTS 36.00										
SEM II 2003-04														
EDUC 701	PHIL FOUNDATIONS	3.0	A	12.00										
EDUC 796	INDEPENDENT STUDY	3.0	A	12.00										
SEM GRAD	CRS	6.0	GPR 4.00	PTS 24.00										
CUM GRAD	CRS	15.0	GPR 4.00	PTS 60.00										
SUMMER SESSION 2004														
EDUC 721	FUNDAMNTLS CURRICULUM	3.0	A	12.00										
SEM GRAD	CRS	3.0	GPR 4.00	PTS 12.00										
CUM GRAD	CRS	18.0	GPR 4.00	PTS 72.00										
SEM I 2004-05														
EDUC 741	IMPROVEMNT IN READING	3.0	A	12.00										
SEM GRAD	CRS	3.0	GPR 4.00	PTS 12.00										
CUM GRAD	CRS	21.0	GPR 4.00	PTS 84.00										
SEM II 2004-05														
EDUC 746	DGNSEVAL RDNG ABILTS	3.0	A	12.00										
SEM GRAD	CRS	3.0	GPR 4.00	PTS 12.00										
CUM GRAD	CRS	24.0	GPR 4.00	PTS 96.00										
SUMMER SESSION 2005														
EDUC 747	REMEDIAl READING	3.0	A	12.00										
EDUC 748	REMEDIAl READING PRAC	3.0	A	12.00										
SEM GRAD	CRS	6.0	GPR 4.00	PTS 24.00										
CUM GRAD	CRS	30.0	GPR 4.00	PTS 120.00										



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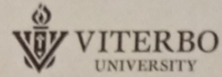
Mr. Wade W Turner
 34795 State Rd 22110
 Manawa WI 54943-9008

Issue Date: 12/08/22

Graduate
 ID Number: 046480

Birth Name:
 Birth Date: 06/22

Page: 1 of 1



Course	Title	Hours	Grade	Points	Course	Title	Hours	Grade	Points
EDUC704	SUMMER 2009-10 (08/17/2010 to 08/20/2010) LEADERSHIP ASSESSMENT	3.00	A	12.00	Term	3.00	3.00	12.00	3.00
	06/14/2010 to 06/18/2010				Cum	24.00	24.00	93.00	24.00
	Attempt	Earned	Points	Divisor	GPA				
Term	3.00	3.00	12.00	3.00	4.00				
Cum	3.00	3.00	12.00	3.00	4.00				
EDUC722	FALL 2010-2011 (08/30/2010 to 12/17/2010) PRINCIPALSHIP I LEADERSHIP	3.00	A	12.00					
	09/24/2010 to 11/13/2010								
	Attempt	Earned	Points	Divisor	GPA				
Term	3.00	3.00	12.00	3.00	4.00				
Cum	6.00	6.00	24.00	6.00	4.00				
EDUC723	SPRING 2010-2011 (01/17/2011 to 05/13/2011) PRINCIPALSHIP II CREDIT MGMT	3.00	A	12.00					
	01/23/2011 to 02/19/2011								
EDUC748	LEGAL ASPECTS OF EDUCATION	3.00	A	12.00					
	03/04/2011 to 04/23/2011								
	Attempt	Earned	Points	Divisor	GPA				
Term	6.00	6.00	24.00	6.00	4.00				
Cum	12.00	12.00	48.00	12.00	4.00				
EDUL637	SUMMER 2010-2011 (05/16/2011 to 08/19/2011) POLITICS OF EDUCATION	3.00	A	12.00					
	07/18/2011 to 07/22/2011								
	Attempt	Earned	Points	Divisor	GPA				
Term	3.00	3.00	12.00	3.00	4.00				
Cum	15.00	15.00	60.00	15.00	4.00				
EDUL767	SPRING 2011-2012 (01/16/2012 to 05/11/2012) PRACTICUM IN EDUC LEADERSHIP	3.00	B	9.00					
	01/26/2012 to 04/28/2012								
	Attempt	Earned	Points	Divisor	GPA				
Term	3.00	3.00	9.00	3.00	3.00				
Cum	18.00	18.00	69.00	18.00	3.83				
EDUL639	SUMMER 2011-2012 (05/14/2012 to 08/17/2012) HUMAN RESOURCES DVLPMNT	3.00	A	12.00					
	07/23/2012 to 07/27/2012								
	Attempt	Earned	Points	Divisor	GPA				
Term	3.00	3.00	12.00	3.00	4.00				
Cum	21.00	21.00	81.00	21.00	3.85				
EDUL640	FALL 2012-2013 (08/27/2012 to 12/14/2012) CURR DEV AND INSTR IMPROV	3.00	A	12.00					
	11/02/2012 to 12/08/2012								
	Attempt	Earned	Points	Divisor	GPA				

Recommended Licensure: Principal

END OF TRANSCRIPT

Issued To:

WADE WILLIAM TURNER

Kris F. Salas
 Registrar

Bowler School District

500 S. Almon Street, P.O. Box 8, Bowler, WI 54416 Phone: 715-793-4101 Fax: 715-793-1302
www.bowler.k12.wi.us

October 22, 2017

Dear Members of the Wisconsin State Reading Association,

I am writing this letter, on behalf of our local council to nominate Mr. Wade Turner for the Outstanding Administrator Award. I am a member of WSR, and our local chapter, the Wolf River Reading Council. We feel Mr. Turner promotes reading in our schools and community.

When Wade is able, he attends our Wolf River Council meetings and then shares the information with members of the staff at Bowler Elementary School, where he is the principal of the preschool through sixth grade.

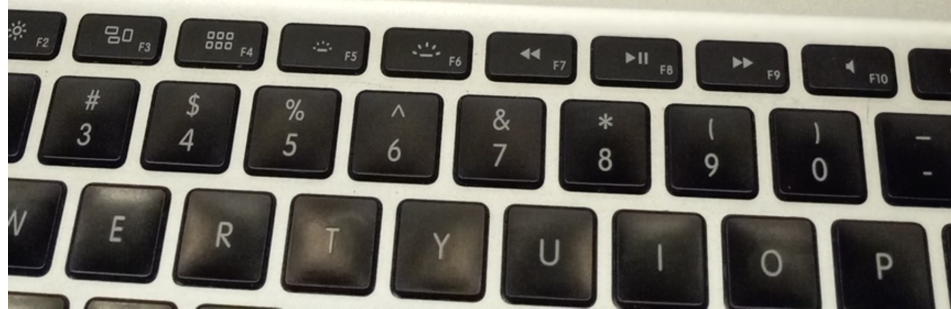
Wade also listens to questions and ideas about reading interventions and other curriculum issues. He guides Bowler Elementary by embracing working together as a staff in order to support learning from each other. Wade also encourages opportunities to share knowledge in professional meetings. Wade inspires his staff to attend workshops and training seminars to learn more about literacy, and urges the teachers to incorporate the new concepts they learned.

As a principal, he is witty, intelligent, and generous to all of the staff and students. Mr. Turner is a wonderful principal in our Wolf River Reading Council region who has promoted reading in the area for many years.

Thank you for your consideration,

Jody Siahann
Wolf River Reading Council

The Bowler School District does not discriminate on the basis of any characteristic protected under State or Federal law including, but not limited to sex, age, race, color, national origin, ancestry, creed, religion, pregnancy, marital or parental status, sexual orientation, handicap, or physical, mental, emotional, or learning disability, citizenship status, arrest record, conviction record, veteran status, membership in the national guard, state defense force or any other reserve component of the military forces of the United States or this state, or use or nonuse of lawful products off the Bowler School District's premises during nonworking hours.



MIKE GALLAGHER
8TH DISTRICT, WISCONSIN

1007 LONGWORTH HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
PHONE (202) 225-5665

DISTRICT OFFICES:
333 WEST COLLEGE AVENUE
APPLETON, WI 54911
PHONE (920) 903-9806

1915 S. WEBSTER AVENUE
SUITE D
GREEN BAY, WI 54301
PHONE (920) 301-4500
FAX (920) 301-3492



Congress of the United States
House of Representatives

COMMITTEE ON
HOMELAND SECURITY
SUBCOMMITTEES:
CYBERSECURITY AND INFRASTRUCTURE
COUNTERTERRORISM AND INTELLIGENCE
COMMITTEE ON ARMED SERVICES
SUBCOMMITTEES:
SEAPOW AND PROJECTION FORCES
READINESS

March 12, 2018

Wade Turner
c/o Bowler Elementary School
500 Almon Street
Bowler, WI 54416

Dear Principal Turner,

I am writing to congratulate you on your selection for the Wisconsin State Reading Association's Outstanding Administrator Award. This achievement reflects your hard work and commitment to the success of Bowler Elementary School students and their teachers. Your caring attitude toward students and desire to make a difference sets a fine example for us all.

You have shown many admirable qualities as an administrator that make this award well-deserved. Your involvement with the Wisconsin State Reading Association indicates a drive to discover what Wisconsin's best teachers are doing and how it can help your own students succeed. You have encouraged your staff to identify new approaches in the classroom that can improve student learning. This suggests an innovative and collaborative mindset that will benefit Bowler Elementary and your partner schools. These are no doubt some of the many reasons the Wolf River Reading Council nominated you for the Outstanding Administrator Award.

We are fortunate to have educators like you who give so much to see their students learn and grow. The skills you impart and the interests you help nurture will aid students far beyond the classroom. Congratulations on the Outstanding Administrator Award and thank you for everything you do to help Wisconsin children succeed.

Best wishes,

Mike Gallagher
Member of Congress

MG:ag

5-24-10

To Whom It May Concern,

This is a letter of recommendation for Wade Turner. This is his 10th year teaching in the Bowler School District. He has taught from first through third grade but has mainly taught third grade. This year he is teaching a split second/third grade class. This shows his versatility and willingness to teach a wide range of students. Wade is also a person I can count on to support change, when it is in the best interest of our students. He is very cooperative and carries that positive attitude we need, on a daily basis.

Throughout his years in the district he has also been active in supervisory roles such as coaching and officiating various sports. Being a former journalist, he also writes stories about the district which are published in local newspapers.

I would recommend him as a strong principal candidate in your master's program.

Sincerely,

Kathy DeLorme
Kathy DeLorme

Elementary Principal, Bowler

Bowler School District
Administrator Summative Performance Evaluation (2020-2021)

Administrator: Wade Turner Position: Elementary Principal

1 = Exceeds Job Requirements 2 = Meets Job Requirements 3 = Area of Concern 4 = Unsatisfactory

1. The Administrator Manages Faculty, Staff and Finances Effectively.

Rating

1-2

A. Delineates personnel responsibilities and authority.

2

B. Is knowledgeable of effective discipline techniques.

1-2

C. Maintains accurate personnel, student and financial records.

1

D. Provides organization, planning and leadership.

1

E. Monitors school, office and equipment maintenance and reports needs.

1-2

F. Establishes rules and procedures.

Comments:

Wade puts in a lot of extra time to make sure he is visible within the school and at activities. Wade is dedicated to his leadership position and has established rules for both students and staff. When discipline issues came about, Wade made sure to deal with them in a professional manner and properly included all who needed to be involved.

2. The Administrator Acts as the Instructional Leader.

Rating

1-2

A. Establishes and implements clear instructional goals and specific achievement objectives for the areas supervised.

2

B. Plans, implements and evaluates instructional programs, including learning objectives and instructional strategies for designated areas of responsibility.

1

C. Organizes and participates in staff meetings to clarify problems and policies and provides professional guidance to staff members.

1

D. Demonstrates knowledge of curriculum and its relevance to areas of responsibility.

1-2

E. Is familiar with effective teaching techniques.

1

F. Budgets work time and provides for effective supervision in the school.

1-2

G. Clarifies District and School goals and objectives and monitors achievement or implementation of the goals and objectives.

1

H. Effectively supports the District's instructional programs.

1-2

I. Aids supervised personnel in formulating and implementing instructional objectives.

1-2

J. Provides staff with supplies and equipment within limits of available resources.

1

K. Regularly attends scheduled administrator meetings and board meetings.

Comments:

Staff respect the time and effort Wade put into his job. Wade made sure to hold timely and regular meetings with his staff, keeping them aware of issues and keeping staff motivated and on track. I much appreciate Wade's efforts to be a team player and to take on additional responsibilities as needed. Wade is seen as a leader by his peers.

Administrator Summative Performance Evaluation – Page 2

1 = Exceeds Job Requirements 2 = Meets Job Requirements 3 = Area of Concern 4 = Unsatisfactory

3. The Administrator Effectively Evaluates The Educational Programs and Staff.

Rating

 1
 1-2
 1-2
 1-2

- A. Supervises all assigned personnel.
- B. Evaluates the programs in areas of responsibility.
- C. Evaluates the job performance of all assigned personnel.
- D. Helps certified staff members develop appropriate professional growth plans.

Comments:

This was a very difficult school year with the Pandemic. Even though we received a waiver from Educator Effectiveness for this school year, Wade made a point of getting into classrooms and continued to do classroom evaluations with staff. Through Wade's leadership, staff often times went above and beyond through a very difficult time and made the best during a difficult time.

4. The Administrator Demonstrates Good Communication and Interpersonal Skills with Faculty Members, Staff, Students and the Community.

Rating

 1
 1
 1
 2
 1

- A. Shows concern for staff and District personnel and encourages open discussion of issues.
- B. Supports policies established by Federal Law, State School Law, and Board of Education Policies.
- C. Demonstrates effective oral and written communication skills.
- D. Performs effectively under pressure; exhibits stress tolerance.
- E. Demonstrates respect for and works collaboratively with administrators and staff.

Comments:

Wade has the respect of students and staff members. Wade makes sure to put in the necessary time for his position and will often times help where needed most. This was a difficult year to be involved within the community and I am sure that in the future, Wade will make every effort to be involved within the Bowler community.

5. The Administrator Provides In-service Education Based on Needs Assessments.

Rating

 N/A
 N/A
 N/A
 N/A

- A. Establishes and maintains a professional library and resources for personnel.
- B. Assists and encourages personnel in investigating and evaluating new developments in education.
- C. Provides or participates in the organization and leadership for in-service education programs.
- D. Seeks personnel input in planning in-service activities and programs.

Comments:

In dealing with this Pandemic school year, very little time was put into in-service planning and needs assessments. More time and efforts were put into helping our staff understand how we can best meet the educational needs of students learning remotely and helping staff maintain face-to-face instruction. With the uniqueness of this school year, this area was put on hold.



Students choosing to excel; realizing their strengths.

To: Board of Education
From: Danni Brauer
Date: 1/5/23
Re: Paraprofessional Extension of Hours

Recommendation:

I recommend increasing Ms. Tamara Johnson's scheduled hours from 15 to 28 hours per week. This would be an increase of \$4,505.70.

Rationale:

The Early Childhood Special Education class is becoming too big to have only 1 section. Ms. Jill Seka started the school year with 4 students in Early Childhood Special Education (EC) and 2 students in 4K. At the time it was determined that there was no need for Ms. Johnson's support in the afternoons in 4K with Ms. Seka providing services and support to the students in that classroom. Since the start of the school year, 3 students have qualified and started attending EC with 2 evaluations in process. With a typical class size of 6 in EC there is need to offer an afternoon section.

Beginning January 16th, Ms. Jill Seka will begin an afternoon section. In order to do this well and continue to provide specially designed instruction for 2 students in 4K, we need Ms. Tamara Johnson's day to be extended. Ms. Tamara Johnson is currently working 15 hours a week to assist in the morning EC class. This increase will bring her to 28 hours per week and allow her to assist in the morning and afternoon EC/4K classes. This will be an increase of 13 hours a week.

An increase in caseload over the school year is typical at this age level as children are not eligible for special education until their 3rd birthday. This year it happens that we have a more than typical increase.



Book	Policy Manual
Section	0000 Bylaws
Title	OFFICERS
Code	po0152
Status	Active
Adopted	October 1, 2015
Last Revised	April 25, 2022

0152 - **OFFICERS**

The Board shall elect, from among its members, a President, Vice-President, Treasurer, and a Clerk and a school board secretary who need not be a member of the school board. Such election shall occur at the Annual Reorganization Meeting on or within thirty (30) days after the fourth Monday in April.

Election of officers shall be by a majority vote of existing Board members present at a Board meeting. Secret ballots may be utilized only for the election of officers. Where no such majority exists on the first ballot vote, a second vote shall be cast for the two (2) candidates who received the greatest number of ballot votes.

Except for those appointed to fill a vacancy, officers shall serve for one (1) year and until their respective successors are elected and shall qualify. In the event of an officer's absence or inability to act, or a Board officer vacancy, the Board shall elect another Board member to discharge the officer's duties using the same voting method as outlined above. When an officer is elected to fill a vacancy, the person shall serve until the next organizational meeting. The Vice President shall automatically carry out the duties and responsibilities of the President in his/her temporary absence or inability to act.

Removal of any Board officer from his/her position as an officer prior to the expiration of his/her term as an officer shall be handled in accordance with the requirements of State law and upon advice of legal counsel regarding the appropriate procedures.

Except for those appointed to fill a vacancy, officers shall serve for one (1) year and until their respective successors are elected and shall qualify.

The Board shall, in addition to other statutory requirements:

- A. designate depositories for school funds;
- B. designate those persons authorized to sign checks, contracts, agreements, and purchase orders;
- C. designate a day, place, and time for regular meetings which shall be held at least once a month.

Revised 6/19/17

Revised 4/23/18

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Legal	120.10, Wis. Stats.
	120.15 et seq., Wis. Stats

Last Modified by Brenna Sparger on May 3, 2022