



thinkingbeyondnow

BUSINESS MEETING

February 28, 2017

School District of Beloit
we are tomorrow



1633 Keeler Avenue
Beloit, Wisconsin 53511
(608) 361-4000
FAX (608) 361-4122

Board of Education

Lisa Anderson-Levy, President
Nora Gard, Vice President
Shelly Cronin, Treasurer
Kris Klobucar, Clerk
Dennis Baskin, Member
Pam Charles, Member
Laurie Endres, Member

Superintendent

Dr. Tom Johnson

The School District of Beloit complies with all federal, state and local laws prohibiting discrimination against students based on their membership in any protected class.

The School District of Beloit complies with all federal, state and local laws prohibiting discrimination in employment based on a person's membership in a protected class.

The mission of the School District of Beloit, committed to excellence and strengthened and enriched by diversity, is to prepare each student to compete, contribute and thrive as an admirable citizen in a rapidly changing world by engaging students in a wide variety of high quality, relevant programs in partnership with families, schools and the stateline community.

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AGENDA – BOARD OF EDUCATION

BUSINESS MEETING

Tuesday, February 28, 2017 - 7:00 p.m.
Kolak Education Center • The Roosevelt Building - Board Room
1633 Keeler Avenue
Beloit, WI 53511

- I. CALL TO ORDER BY THE PRESIDENT
- II. APPROVAL OF AGENDA
- III. PLEDGE OF ALLEGIANCE
- IV. ANNOUNCEMENTS/RECOGNITIONS
 - A. Announcements and Appointments
 - 1. March Board Meeting Schedule 1-2
 - B. Recognitions
 - 1. Recognition of Brian Leaf, Public Information Officer 3
 - 2. Recognition of Martin Luther King Essay Winners..... 4
 - C. Citizens or Delegations – Areas of Interest Not Included on Agenda. **Citizens may speak on business/action items as these items are called by the Board President.**
- V. SUPERINTENDENT'S REPORTS TO THE BOARD
 - A. State of the Union – Athletics (J. Beard) 5-16
 - B. Summer School Update (A. Bonds/R. Berkley) 17
 - C. Equity Update (D. Williams) 18-26
- VI. REPORTS TO THE BOARD
 - A. (E)Quality Committee Report
 - 1. Report and Minutes from February 13, 2017 Meeting 27-30
 - B. Student Board Member Report
 - C. Committee Reports
 - 1. Finance/Transportation and Property Committee
 - a) Minutes of February 14, 2017 Meeting 31-32
 - 2. Curriculum & Instruction
 - a) Minutes of February 14, 2017 Meeting 33-35
 - b) Minutes of February 16, 2017 Meeting 36
 - 3. Policy & Personnel
 - a) Minutes of January 23, 2017 Special Meeting 37
 - b) Minutes of January 24, 2017 Special Meeting 39
 - c) Minutes of February 14, 2017 Meeting 40-41
- VII. CONSENT LIST

Please note that all items listed with an (*) will be enacted by in one motion. There will be no separate discussion of the items unless a Board member or citizen so requests, in which event the items will be removed from the general order of business and considered in their normal sequence on the agenda. 42
- VIII. APPROVAL OF MINUTES OF PREVIOUS MEETINGS:
 - A. *Special Board Meeting, January 24, 2017 43-45
 - B. *Board Business Meeting, January 24, 2017..... 46-47
 - C. *Special Board Meeting, January 30, 2017 48-49
 - D. *Special Board Meeting, February 14, 2017 50-54

IX. BUSINESS/ACTION ITEMS

A. *Approval of December Financial Summary	55-65
B. Audit Services RFP Award.....	66-68
C. Technology ITB Award.....	69-70
D. College and Career Readiness New Course Proposals	71-83
E. African American Studies Textbook Adoption	84-87
F. Single Gender Course Proposal including Research.....	88-92
G. HVAC Job Description	93-96
H. High School Principal Job Description.....	97-99
I. New Job Description Template	100-102
J. Policies for First Reading	
1. 141.2 Board Officer Duties	103-110
2. 185.3 Policy-Personnel Committee	111-112
3. 225.1 Administrative Staff Evaluations	113-114
4. 481 Student Work Permits.....	115-116
K. Policies for Second Reading	
1. 142 Legal Counsel.....	117-118
2. 342.10 RULE 1 Homeless Education Program Guidelines	119-123
3. 424 RULE 1 State Public School Open Enrollment Full-Time (Resident & Non-Resident)	124-129
4. 470 RULE 1 Student Fees/Fines/Charges	130-134
5. 522.11 Pre-Employment Drug Testing	135-136
6. 522.11 RULE 1 Pre-Employment Drug Testing	137-138
7. 523.6 Identification Badges – Employees	139-140
8. 530 Professional Educator Policies (Deletion)	141-142
9. 531 Professional Educator Positions	143-144
10. 662.1 Management of Student Activities	145-147
L. Personnel Recommendations	
1. Personnel Recommendations (Exhibit A) General Employment	148-149

X. DISCUSSION ITEMS

- A. Items of interest for consideration at future meetings
- B. Announcement of future Board Meeting dates
 - 1. Committee Meetings: March 14
 - a) Finance, Transportation & Property
 - b) Curriculum & Instruction
 - c) Policy & Personnel
 - 2. Business Meeting: March 28

XI. ADJOURNMENT

Dr. Lisa Anderson-Levy, President
Dr. Darrell Williams, Interim Superintendent

You can watch this meeting live on Charter PEG channel 96 or digital channel 991. Meetings are rebroadcast throughout the month on Mondays and Wednesdays at 7:00 p.m. and everyday at 8:00 a.m. and 1:00 p.m. You can also watch the rebroadcast at your convenience on our Board of Education website:
<https://ws3.sdb.k12.wi.us/sites/SchoolBoard/default.aspx>.



School District of Beloit Board of Education Report

February 28, 2017

I. BASIC INFORMATION

Topic or Concern: March Board Meeting Schedule

Which strategy in the Strategic Plan does this support?

Your Name and Title: Lisa Anderson-Levy, Board President

Others assisting you in the presentation:

My report is for: Action

II. TOPICAL INFORMATION

A. What is the purpose of presenting this to the Board of Education?

To see if the board members wish to change the schedule for the board meetings scheduled during Spring Break.

B. What information must the Board of Education have to understand the topic/concern and provide any requested action?

Please see the attached calendar. Spring Break this year falls during the fourth week of March. This is an opportunity for the board to move its meetings up one week should there be a need due to Spring Break. Spring Break does not always fall during the week of board meetings therefore, this is not always an option.

C. If you are seeking Board of Education action, what is the rationale for your recommendation?

Not applicable.

D. What are your conclusions?

Not applicable.

MOTION: TBD, if chosen to move meetings.

I propose using N/A

Long Term Committed Funds? No

BUDGET LOCATION: Not applicable.

FISCAL IMPACT: Not applicable.

September 2016						
S	M	T	W	R	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2016						
S	M	T	W	R	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2016						
S	M	T	W	R	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2016						
S	M	T	W	R	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2017						
S	M	T	W	R	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Sept. 1 First Day of School

Sept. 5 NO SCHOOL
Labor Day

Sept. 29 H.S.
Evening Conferences

Oct. 4 & 6
Gr. 4-8 Evening
Conferences

Oct. 14 NO
SCHOOL
(Staff Professional
Development Day /
PM Conferences for
4K-3)

Oct. 18 & 20 K4-3
Evening Conferences

Nov. 4 End of Term 1

Nov. 11 No School
(Staff Professional
Development Day)

Nov. 23-25 NO
SCHOOL -
Thanksgiving Recess

Dec. 8 H.S. Evening
Conferences

Dec. 23-Jan. 2
Winter Break

Jan. 3 School
Resumes

Jan. 13 No School
(Staff Professional
Development Day)

Jan. 16 NO SCHOOL
- Martin Luther King
Day

Jan. 20
End of Term 2

Feb. 10 NO SCHOOL
(Staff Professional
Development Day/ PM
Conferences for 4K-3)

Feb. 7 & 9 K4-3
Evening Conferences

Feb. 23 H.S. Evening
Conferences

Feb. 28 - March 2
Gr. 4-8 Evening
Conferences

March 10 No School
(Staff Professional
Development Day)

March 27-31
NO SCHOOL - Spring
Break

April 3 School
Resumes

March 24
End of Term 3

April 13 No School
(Staff Professional
Development Day)

April 14 No School

April 27 H.S.
Evening Conferences

May 12 No School
(Staff Professional
Development Day)

May 29 NO SCHOOL
- Memorial Day

June 7 Last Day of
School
End of Term 4

June 10 Graduation
10 AM
Jacobson Field/
Barkin Arena

February 2017						
S	M	T	W	R	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2017						
S	M	T	W	R	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2017						
S	M	T	W	R	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2017						
S	M	T	W	R	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2017						
S	M	T	W	R	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

 No School – Holiday / Break
 No School – Staff Professional Development Days
 Parent Teacher Conferences
 Graduation



School District of Beloit Board of Education Report

February 28, 2017

I. BASIC INFORMATION

Topic or Concern: Recognition of Brian Leaf, Public Information Officer

Which strategy in the Strategic Plan does this support?

Your Name and Title: Dr. Darrell Williams, Interim Superintendent

Others assisting you in the presentation: Board Members & Administrators

My report is for: Information

II. TOPICAL INFORMATION

A. What is the purpose of presenting this to the Board of Education?

To share with the board members and community the district employees' deepest sympathies to Brian Leaf's family, colleagues and friends. Brian, although only here a short-time, had an overwhelming positive impact on everyone he came into contact with. He will be missed very much and remembered fondly.

B. What information must the Board of Education have to understand the topic/concern and provide any requested action?

Our thoughts and prayers go out the family, colleagues and friends of Brian Leaf as we all move forward during this difficult time.

C. If you are seeking Board of Education action, what is the rationale for your recommendation?

Not applicable.

D. What are your conclusions?

Not applicable.

MOTION: Not applicable.

I propose using N/A

Long Term Committed Funds? No

BUDGET LOCATION: Not applicable.

FISCAL IMPACT: Not applicable.



School District of Beloit Board of Education Report

February 28, 2017

I. BASIC INFORMATION

Topic or Concern: Recognition of Martin Luther King Essay Winners

Which strategy in the Strategic Plan does this support? Strategy 3 Student Engagement

Your Name and Title: Michelle Shope, Administrative Assistant

Others assisting you in the presentation: Dr. Darrell Williams, Interim Superintendent

My report is for: Information

II. TOPICAL INFORMATION

A. What is the purpose of presenting this to the Board of Education?

To share with the board members and community the students who were the essay winners of the Martin Luther King Essay Contest.

B. What information must the Board of Education have to understand the topic/concern and provide any requested action?

The district would like to recognize the achievements of Kayln Vences, Sydnee Marshall, Shaniya Harrell, Braelyn Miller, Zoe Reynolds, Mariana Guzman, Madyson Hernandez, Llani Froeber, Adrianne Sanderson, Leah Cohen, and Asharia Koch.

C. If you are seeking Board of Education action, what is the rationale for your recommendation?

Not applicable.

D. What are your conclusions?

Not applicable.

MOTION: Not applicable.

I propose using N/A

Long Term Committed Funds? No

BUDGET LOCATION: Not applicable.

FISCAL IMPACT: Not applicable.



School District of Beloit Board of Education Report

February 28, 2017

I. BASIC INFORMATION

Topic or Concern: State of the Union-Athletics

Which strategy in the Strategic Plan does this support? Strategy 3 Student Engagement

Your Name and Title: Joel Beard, Athletic Director

Others assisting you in the presentation:

My report is for: Information

II. TOPICAL INFORMATION

A. What is the purpose of presenting this to the Board of Education?

To inform the Board of Education and the community of the Athletic Programming in the district.

B. What information must the Board of Education have to understand the topic/concern and provide any requested action?

Please see attached information.

C. If you are seeking Board of Education action, what is the rationale for your recommendation?

Not applicable.

D. What are your conclusions?

Not applicable.

MOTION: Not applicable.

I propose using N/A

Long Term Committed Funds? No

BUDGET LOCATION: Not applicable.

FISCAL IMPACT: Not applicable.



Beloit Memorial High School

Purple Knights Athletics

OVERVIEW

MISSION STATEMENT

The mission of the Athletic Department is to provide a supportive learning environment in order to ensure success in athletics and academics. We are committed to excellence, integrity, fairness, good sportsmanship, and competitiveness.

ATHLETIC PROGRAMS OFFERED

FALL SPORTS	WINTER SPORTS	SPRING SPORTS
Football	Wrestling	Softball
Boys Volleyball	Girls Basketball	Baseball
Girls Volleyball	Boys Basketball	Girls Track
Boys Soccer	Boys Swim	Boys Track
Girls Swim	Girls Hockey	Boys Tennis
Girls Golf	Boys Hockey	Boys Golf
Girls Tennis	Cheer	
Girls Cross Country		
Boys Cross Country		
Cheer		

ATHLETIC DEPARTMENT

Athletic Director: Joel Beard

Athletic Assistant: Bobbi Jo Thiering

FALL HEAD COACHES	WINTER HEAD COACHES	SPRING HEAD COACHES
Rodney Wedig - Football	Stephen Jacobson - Wrestling	Vickie Noss - Softball
Andre Dekok - Boys Volleyball	Gary Stuedemann - (Interim) Girls Basketball	Ryan Schmitz - Baseball
Jenna Boggs - Girls Volleyball	Jay Bryant - Boys Basketball	Bob Shaver - Girls Track
Brian Denu - Boys Soccer	Dick Vogel - Boys Swim	Bob Shaver - Boys Track
Kim Waite - Girls Swim	Dave Soddy - Girls Hockey	Leigha Francis - Boys Tennis
Tod Clarey - Girls Golf	Kurt Buchs - Boys Hockey	Tod Clarey - Boys Golf
Leigha Francis - Girls Tennis	Regina Hendrix - Cheer	
Bob Shaver - Girls Cross Country		
Bob Shaver - Boys Cross Country		
Regina Hendrix - Cheer		

COACHING STAFF

- ▶ Outstanding group of people, care about our student-athletes
- ▶ More coaches in the building as teachers
- ▶ More coaches for supervision, different points of view, support
- ▶ Coaches are involved with youth programs and summer camps
 - ▶ Make Connections
 - ▶ Attend Games

**Beloit Memorial
Purple Knights Athletics**

“Raise The Bar”



COMMUNITY

- ▶ Development of Youth Programs for Grades 1-8
- ▶ Athletic Community Outreach Sessions (Next Session March 6th @ 6pm – Beloit Rotary Center
- ▶ Reading Tour (March 2nd/ 3rd)
- ▶ Relationship with Beloit College
- ▶ Visit Beloit!!
- ▶ Booster Club (Starting in March)

RESTORING BELOIT PRIDE

- ▶ Trophy Cases / Facilities
- ▶ Booster Clubs
- ▶ Connecting the High School to the Intermediate and Elementary Schools
- ▶ Beloit Memorial Athletics Golf Outing
- ▶ Communication
- ▶ Relationships with other departments within the building
- ▶ Face of the Community

CURRENT STUDENT-ATHLETES

- ▶ Academic Resource Room
- ▶ Strength/Conditioning Coach/Teacher for Athletes
- ▶ Academic Coordinator
- ▶ Education of NCAA Eligibility (EXPO)
- ▶ Possible Guest Speaker
- ▶ Possible Weight Lifting Block
- ▶ “Raise The Bar”

ATHLETIC DEPARTMENT

- ▶ **Booster Club**
- ▶ **Fundraising – Banner Program**
 - ▶ **Commercials**
 - ▶ **Game Announcements**
 - ▶ **Game Sponsorships**
 - ▶ **Facilities**
- ▶ **Golf Outing**
- ▶ **Assistants**
 - ▶ **Intermediate Schools**
 - ▶ **Academics**
 - ▶ **Events**

BUDGET – WHAT IT IS USED FOR

Current Budget is \$80,000 (Last in Big 8 Conference)

- ▶ Officials
- ▶ Events Workers
- ▶ Uniforms
- ▶ Office Supplies
- ▶ Individual Sport Equipment
- ▶ Entry Fees
- ▶ Membership Dues (Conference)
- ▶ Equipment Repair (Helmets, Fitness Center)
- ▶ Fitness Center Supervision
- ▶ CPR Training
- ▶ Concession Equipment
- ▶ Miscellaneous (Tournaments)

Intermediate School Budget is \$13,500/school

- ▶ Officials
- ▶ Events Workers
- ▶ Uniforms
- ▶ Individual Sport Equipment
- ▶ Entry Fees
- ▶ Equipment Repair (Helmets)
- ▶ CPR Training



School District of Beloit Board of Education Report

February 28, 2017

I. BASIC INFORMATION

Topic or Concern: Summer School Update

Which strategy in the Strategic Plan does this support? Strategy 2 Marketing, Strategy 3 Student Engagement, Strategy 6 Family Engagement

Your Name and Title: Anthony Bonds, Assistant Superintendent of Teaching, Learning & Innovation

Others assisting you in the presentation: Ralph Berkley

My report is for: Information

II. TOPICAL INFORMATION

A. What is the purpose of presenting this to the Board of Education?

To share updates on the district's progress in planning for the 2017 Summer School programming.

B. What information must the Board of Education have to understand the topic/concern and provide any requested action?

Anthony and Ralph will provide an update at Tuesday's meeting.

C. If you are seeking Board of Education action, what is the rationale for your recommendation?

Not applicable.

D. What are your conclusions?

Not applicable.

MOTION: Not applicable.

I propose using N/A

Long Term Committed Funds? No

BUDGET LOCATION: Not applicable.

FISCAL IMPACT: Not applicable.



School District of Beloit Board of Education Report

February 28, 2017

I. BASIC INFORMATION

Topic or Concern: Equity Plan Update

Which strategy in the Strategic Plan does this support? Strategy 2 Marketing, Strategy 3 Student Engagement, Strategy 6 Family Engagement

Your Name and Title: Dr. Darrell Williams, Assistant Superintendent, Administration, Operations & Equity

Others assisting you in the presentation:

My report is for: Information

II. TOPICAL INFORMATION

A. What is the purpose of presenting this to the Board of Education?

To share updates on the district's progress on the equity plan as well as implementation of recommendations from the Ad Hoc Diversity Committee work.

B. What information must the Board of Education have to understand the topic/concern and provide any requested action?

Please see attached information.

C. If you are seeking Board of Education action, what is the rationale for your recommendation?

Not applicable.

D. What are your conclusions?

Not applicable.

MOTION: Not applicable.

I propose using N/A

Long Term Committed Funds? No

BUDGET LOCATION: Not applicable.

FISCAL IMPACT: Not applicable.

Equity Update Report

Current Practice	Data - What data can be used to measure this? What does the data show?	Proposed practices/strategies to address this:	District Action 2016-2017
Speaking at events (such as orientation) and written materials for the same are not always in Spanish as well as English.	Anecdotal - Personal parental experiences.	Increased Spanish translation in presentations and information materials. 1) Slides are in both English and Spanish 2) A separate event in all Spanish when necessary or needed. 3) Copies of speeches or slides available in printable form for the events.	*PBIS Conference at Wisconsin Dells (Tasha Bell - Aug 2016) Panelist, CESA 2, Closing the Achievement Gap in Whitewater (Nov 2016) Participated in the Educators Rising Conference in Whitewater (Nov 2016) Tasha Bell (Re-SEED Training) Jan 2017 David Wilson Speaker at Youth to Youth Conference (Jan 18, 2017) David and Tasha (Diversity training for the Rock County Leadership Board (Jan 2017)
Social Media not always bilingual.	Anecdotal - Personal parental experiences.	1) Every post will be posted in English and Spanish.	1) District media communicated in both English and Spanish
Student mental health issues - depression, bullying, self-esteem.	At Risk Report about Safety/ Violence - Bullying/Harassment Sad or Hopeless >30%, 1 of 8 attempting suicide. Drugs/Alcohol/Gangs ALL THE LEVELS REPORTED ¹ ON THESE SHOULD BE RED FLAGS.	Programs such as "Project Semicolon" ² or "Tell Me about Your Day Bracelets" ³ Continue or expand the Mental Health Clinic. Encourage greater awareness of its services.	1) Planning/Conducting Anti-Bullying Campaign next month (Oct/Nov 2016) *Ongoing! 2) Supported Hispanic Heritage month at BMHS (LULAC parent & student councils collaborated with League of Women Voters for voter registration 3) Conducted LULAC Student assembly with the Omeyocan Dance Company on October 11, 2016 4) Supported Latino Service Providers Luncheon (16 Nov 16) 5) Dr. MLK Jr. Celebrations all over SDB
Student acceptance and involvement can be improved.	Anecdotal - It was brought to our attention by the student representative that she witnessed each day, kids that would gather in the High School	Expand after school programming, by partnering with businesses, organizations and reaching out to corporations and agencies to help staff	*Student LULAC Council attended National Convention in Washington, DC July 2016

Equity Update Report

Current Practice	Data - What data can be used to measure this? What does the data show?	Proposed practices/strategies to address this:	District Action 2016-2017
<p>After School Programs for High School - Limited at this time outside of sports and clubs. We feel that the kids that are in the most need of activities to do after school do not get involved in sports and clubs. This could be due to grades, lack of self-esteem, it being looked at as "uncool", etc. But these kids may be the ones that are going home to an empty or unsafe house and need a "safe place" to be for a couple more hours.</p>	<p>after school and then get shooed out. From At Risk Report - Percentage of students who strongly agree or agree that students have lots of chances to get involved in sports, clubs and other activities outside of class.</p> <p>2013 composite over 84% AND percentage of student s who strongly agree or agree that there are lots of chances to be part of class discussions or activities.</p> <p>2013 composite over 75% - HOWEVER, does this mean that 15 to 25% don't find a fit?</p>	<p>it. (e.g. Boy's and Girl's club, The Castle, ABC.) All staff would still need to go through background checks and other needed training.</p>	<p>*National Night Out (EvenStart) Aug 2, 2016) *Merrill Acad/Rec Program (200 Students) Museum or Science and Industry Aug 13, 2016</p> <p>Chess Expansion in SDB (November 2016)</p> <p>Tour of African American Museum in Washington, DC (Feb 2017)</p> <p>LULAC Monthly Giving for the Homeless (Jan 19, 2017)</p>
<p>School/Parent Communication Policy and Practice are not always in sync. Tracking missing assignment/failing students (different practices for each school and or each teacher.)</p>	<p>Anecdotal (E)Quality Committee minutes of 2-9-15 <i>Group 1 Goal:</i> ⁴</p>	<p>Better efforts to update Skyward</p> <p>Strive for greater and earlier teacher/parent communication, especially when assignments are not turned in or student is failing to master the work.</p>	<p>1) Will ensure Skyward is updated with timely information</p> <p>2) Parent Academy (Monthly Oct 2016 - May 2017) * Held on Oct. 10</p>
<p>Gaps in Parent/School Relations Engagement and being supportive of our community members, particularly parents is weak. Parental involvement is weak in schools and what students are expected to learn is too often NOT clear to parents.</p>	<p>(E)Quality Committee minutes of 2-9-15 <i>Group 1 Goal:</i> ⁴ lists many areas to address and from the All Staff Survey parent involvement is strong in this school. Question #31 26% Agree or Strongly Agree vs. 43% Disagree or Strongly Disagree⁵ and I communicate with parents often about their child's progress #30 over 80% Agree or Strongly Agree. ⁶ and</p>	<p>Teacher Home Visits ^{10,11} and/or Liaisons/Navigators to make visits with parents (and help them navigate the school system) and gather information and share it with teachers</p>	<p>*Administrator Academy (Aug, 2016)</p> <p>Monthly Truancy Meeting (Oct. 12) and Interjurisdictional Team</p> <p>State of the Schools for parents *each school (Nov/Dec 2016)</p> <p>Parent Academy (Dec 12, 2017) Discussed School report card</p>

Equity Update Report

[illegible]

Equity Update Report

Current Practice	Data - What data can be used to measure this? What does the data show?	Proposed practices/strategies to address this:	District Action 2016-2017
Skyward training for parents done at some schools for Open House	Number of access by parents in Skyward	Train parents at workshop, conference nights, PTA, summer orientation	
Internet access needed for Skyward and homework		Develop list of internet access centers Example: Library, McDonald's, Boys and Girls Club, Merrill Center, churches	
No District wide or school wide homework policy	Board homework policy Administrators at each level/school	Each school should develop consistent homework policy - school wide or by grade level Use homework hotlines, school websites, homework agendas	
Report Cards Elementary - given to student and parents return signed envelope Intermediate - mailed High School - Skyward	Administrators/Skyward	Intermediate parents should return a slip indicating they have seen the report card Home School Liaisons/Teachers/Counselors to contact those not returned Fan out phone calls to parents to let them know when report cards are available	1) A call will be made to parents to announce the arrival of report cards. (Ongoing)
After school programs more focused at Elementary schools Knights table for athletes	School site plans	Tutoring programs and after school tutoring and study groups/hall - especially for math and language arts	1) David Wilson (CLC Coordinator) (Sept 16)
Summer school focused only on academics not attracting students who need it most	Summer school reports	Allow student to take one fun course and one academic course in an area recommended by his/her teacher	Mr. Bonds (ongoing)
Mentor Programs --Lunch and Learn --Lunch Buddies --One on One --ABC Supply tutors/ Merrill School	Students have a role model	Community organized volunteers/adopt a school Organizations --Black Male Role Model Group --BAREA --Companies --Churches	African American/Latino Mentoring/ Tutoring (started Nov 8, 2016) LULAC at Merrill School Community Action Mentors/BMHS (Nov 2016) Beloit College LGBT (Oct 2016) Faith Community (Oct 2016)

Equity Update Report

Current Practice	Data - What data can be used to measure this? What does the data show?	Proposed practices/strategies to address this:	District Action 2016-2017
		--Beloit College --UW Whitewater (i.e. fraternities, sororities, etc.)	Men of Power *Student Leadership(Nov 16) Community Action Mentors *Read-in at local schools (DEC 2016) MEO/LULAC Mentors (Milwaukee College Tour/Bucks Game) *DEC 23rd Student Leadership Initiative *Discussed with staff at each intermediate school. *Discussed with parents from 3 intermediate schools (Feb 1-17, 2017)
PTA, PTSO, Home and School, Minority Parent Organization	Parent involvement directly correlates to student achievement	Encourage schools/community to reinvigorate these groups	Discussion of formal PTO, etc. (Aug. 16) Monthly (all schools)
Porter Scholar Program	Apply as Juniors through counselors	Better recruitment effort through counselors, social media and websites	1) Ongoing at BMHS
Transition from 5th to 6th Middle School Counselors and Students visited 5th graders, 5th grade visit to Middle Schools summer/school orientation	Students develop confidence and level of comfort	5th grade parents & student orientation day at their location-no transportation needed due to new grade configuration Offer summer school transition class, same could be done for 8th grade transitioning to BMHS	Started March 2016 and with additional focus on Tech ED) Intermediate to High School
Parent individual or school level surveys P-5 requirement, site teams	Survey results and actions taken to resolve issues Comparison to previous years	Required for each site to be given beginning of 2nd semester so results can be analyzed and acted on before the next school year	
Text adoption by staff and approved by Board	Not always culturally relevant to all	Look at images used, topics, inclusion of all cultures, races, ethnicities & genders	1) Will review the process
Parents unaware of curriculum goals & standards for each grade	State standards first introduced well and communicated, on some report cards	Each grade or area should give out benchmarks/goals	Printed documents will be given to parents(ongoing) Monthly Parent Academy (Nov 16) Parent Academy (DEC 12th) *Discussed school report card

Equity Update Report

Current Practice	Data - What data can be used to measure this? What does the data show?	Proposed practices/strategies to address this:	District Action 2016-2017
School websites	Often out of date, newsletters posted, not used for continuous communication	Staff directory should be included, monthly calendar, code of conduct summary sheet, staff email and school phone numbers listed	1) Conducted meeting with webmasters (Nov 13, 15) In process of updating at each school site (Dec 9)
Implementation of the Code of Conduct & Zero Tolerance Police Intervention	Disproportionate # of minority students are affected by Zero Tolerance Policies. 2014-2015 school yr. 69 students were expelled up from 58 in previous yr. BDN interview quoted then Asst. Supt. Johnson as stating, "There is a wide body of research that has discounted zero tolerance for a litany of disciplinary infractions as not effective. In addition, zero tolerance has been shown to cause racial disproportionality, negative educational outcomes, elevated dropouts and increasing rates of suspensions and expulsions."	Complete review of code of conduct. Reexamination of zero tolerance policy. Reduce need for police intervention. Explore wrap around services to be restructured in school suspensions. These include conflict mediation (peer & staff) training, restorative justice (with parent, student and referring school personnel), youth court, parenting courses, out of school behavioral services or any other interventions to address the problem. Recognize those who are displaying good behavior ex: PBIS recognitions. Hearing officer should be included in cultural competency training.	1) Code of Conduct policy is under review. Some revisions of the policy have been approved for the 2016-2017 school year. *B.A.S.S. at Merrill Center (15 students participated) (September 23, 2016) *B.A.S.S. at Merrill Center 26 students participated) (Sept 23-Oct 13, 2016) Mindfulness for students (Tavita Martinez) *Demonstration at (E)Quality Meeting (DEC 12th) All admin meeting (Admin role vs SRO role (Feb 9, 2017)
Truancy Letters sent to parents, Fines, Truant Officer contacts	Attendance data 2014-2015 (up to end of December 2014) Hispanic and African American students are 27.5% of moderate or severe chronic absences.	Be sure calls are made to home if not notified by parent. Truancy letters should be sent in a timely manner. Truancy officer(s) should be used at all grade levels. Create a task force of district officials and community members to address chronic attendance problems. Explore options other than fines for truancy. Re-evaluate staffing needs for truant officer at elementary & intermediate levels.	1) Interjurisdictional Team (Sept 16) 2) Interjurisistical Team (Feb 15, 2017)

Equity Update Report

Current Practice	Data - What data can be used to measure this? What does the data show?	Proposed practices/strategies to address this:	District Action 2016-2017
Scholarship Banquets Honor Rolls	Athletes receive a lot of recognition. Elementary students and intermediate students receive less public recognition.	Academic accomplishments need to be more widely recognized at all grade levels. Use newspapers, websites and newsletters.	*2nd Annual Veterans Day celebration (November 10, 2016) MG Marcia Anderson guest speaker 1) Beloit Dr. MLK Jr. Program (Jan 17) 2) Beloit Teacher/Student/Parent Recognition (May 5, 2017) 3) Men of Power *Student Leadership *Received Certificates of Appreciation from Kiwanis Club (DEC 13, 2016) 4) Dr. Martin Luther King Jr. Essay/Speech Winners (DEC 14th) David Wilson *Game Changer
Counselors at all levels Social Workers at all levels	Caseloads are too high.	Increase staff at all levels to decrease caseload and improve level of service. Determine a specific # of counselor contacts/students each at the high school.	Discussed at Board Level (DEC 13th)
Mid quarter progress reports have been sent home by some schools and individual teachers.	Administrators, individual teachers, school site plans	Mid quarter reports need to be sent out to students who are failing, not meeting proficiency standards or have multiple missing assignments. Provide signature slip so parents can confirm receipt.	
Low % of minority professional educators	Children relate more easily to those they can identify with.	Increase efforts to hire more minority teachers. Use inservice/retired minority teachers to recruit.	1) See 2016-2017 Affirmative Action Report 2) Grow Your Own Multicultural Teacher Scholarship Program (\$44,322) *Goal = \$50,000 *Scholar Dollars *Teacher Recruitment (Ongoing) GYO went live on Stateline Community Foundation DEC 1st
Career Center staff hired	No apparent start up	Expedite a startup. Enabling students to see a reason for education and career path for a promising future.	CTE/Hillas at BMHS YMCA Teen Achievers Program (Feb 2016)

Equity Update Report

Current Practice	Data - What data can be used to measure this? What does the data show?	Proposed practices/strategies to address this:	District Action 2016-2017
CESA Parent advocate	No formal advocate program or referral to CESA advocate	Connect with CESA or other agencies for parent advocacy training for volunteers	Implementing
Elementary Conferences Scheduled 6-8 unscheduled - go from room to room at McNeel & Cunningham BMHS Unscheduled - All educators located in gym	Anecdotal from parents The conference process for 6-8 is time consuming and frustrating at some intermediate sites. Many times parents are not able to conference with all of their children's teachers in the time allotted, especially when they have more than one child.	If 6-8 teachers were all located in one area like the high school, Aldrich and Fruzen, parents would be able to see which teachers are available and it would cut out the unnecessary travel time back and forth to classes to check availability. This would increase parent teacher contacts.	Ongoing Communication
Roy Chapman Andrews and Beloit Learning Academy often unable to attend or unaware of events at BMHS	Site Calendars Parent/Board member from sites Event Registration and attendance list.	BMHS, Beloit Learning Academy and Roy Chapman Andrews Academy administrators need to coordinate their calendars so there are no conflicting events to allow students to be involved in fairs and other BMHS activities. Parents at RCAA/BLA need to be made aware that their children can participate in these activities.	Communication enhanced and participation in recent events have occurred and should continue in the future at BMHS (Dec 8th) RCAA Access to BMHS (April 18, 2016) RCAA relocated to BMHS (Sept. 2016)

Recommendation #1:

The Beloit Board of Education must articulate a broad vision that converts a district-wide commitment to diversity into a concrete achievable plan to recruit and retain a diverse body of high quality faculty and administrators. This must then be integrated with the district's larger strategic plans while also reflecting the diversity of the student body. Further, the board must affirm its commitment and intent to assess successes in order to ensure that the district reaches and maintains the visionary goal it sets. The goals, assessment criteria, and progress toward goals must be shared with community members through board meetings at regular intervals.

Recommendations #2:

The Beloit Board of Education and the district administration must articulate the importance of producing and maintaining an organizational climate that is inclusive, respectful, and effective in allowing employees to work to their highest potential. This goes hand-in-hand with acknowledging the importance of a diverse workforce. In order to establish baseline and other data sets about climate, it is crucial that periodic (at least annual) climate and exit surveys be administered to ALL employees. These data must then be used to both assess and improve the climate on an ongoing basis.



SCHOOL DISTRICT OF BELOIT

(E)Quality Committee - Minutes

Monday, February 13, 2017

Note Location Change: Held at ROTARY CENTER

Call to Order

- 4:08 pm

Review of previous minutes

- Moved to accept - Ms. L. Evans
- Seconded - Ms. D. Harrell

MLK Breakfast hi-lights – Dr. Williams

- Thank you all for your support of the event
- Reminder that Dr. Williams always looks back through the report of the Diversity Ad Hoc committee to implement new ideas and to make current pieces more robust
- VERY good program, lots of positive comments from students, parents, etc.
- Even BETTER next year!
- Even though the weather was awful, it was still an amazing turnout
- Feedback makes us better, not bitter

Career Pathways Presentation - Linda Hickman- Fair

- Career Pathways Specialist @ Blackhawk Technical College
- Stackable Credentials
- Move beyond the misperception, "I'll just start at BTC" -- can establish a solid base and receive credentials - have agreements in place with all major universities for transferable credits
- Career Pathways book available

- Foundations of Education program starting - working closely with SDB
- 3 summer camps available this summer - grades 6-11 -- 72 spots available and dedicated to Beloit

School District of Beloit Family Affair – Parental Event update – Dr. Williams/David Wilson

- Saturday, April 22 - 10 am - 2pm - don't miss it!
- Activities for parents and students
- Mahmoud Abdul-Rauf - Chris Jackson - #1 draft pick - HOPEFULLY coming to talk with kids and participating in the event
https://en.wikipedia.org/wiki/Mahmoud_Abdul-Rauf

Announcements

- Blackhawk Tech Soul Food Luncheon - Feb. 28 - \$10 per ticket -- 11:30 am - 1pm - Harland Jefferson will be there
- Aldrich cultural heritage night - Thursday 2/16 - 5:30 - 7pm - open to all
- Immigration resources from Margarita (will be attached)}
- Beloit College Upcoming Events
 - Feb. 17 - #GetWoke session - "Pushout & Profit: Education & Prison Industrial Complex" - 7 pm @ Richardson Auditorium
 - Feb. 20 - 4pm - NAACP Environmental Climate Justice Program - Richardson Auditorium - Jacqueline Patterson "Intersectionality In the Environment: Race, Class & Gender in the Movement for a Sustainable Planet"
 - Feb. 23 - "The Meeting" play - fictional meeting with Dr. Martin Luther King Jr & Malcom X - 7 pm @ Wilson Theater
 - Ongoing - Gallery show - Black Students United - ABBA Gallery 437 E. Grand Ave. until March 3
- March 6 - Athletics Town Hall Meeting - 6:00 pm (location TBD, hopefully Rotary Center) - Joel Beard - Athletic Director

Family Immigration Resources Workshop
**Taller de recursos de inmigración para
familias inmigrantes**

Hackett Elementary Gymnasium
El gimnasio de Hackett
625 8th St, Beloit

2-4pm, Sunday, February 19, 2017
2-4 de la tarde, Domingo, 19 de febrero de 2017

Enter through door number 5 next to the
playground
**Entre por la puerta 5, que está al lado del patio
de recreo**

Child Care, food and drinks will be available
**Habrà cuidado de niños, comida y bebida
disponible**

If you participate in this event, you will obtain:
Al participar de este evento usted podrá:

- A completed form that can temporarily give power of attorney of your children to a person of your choosing, in case of emergency with immigration;
- **Llevarse un formulario completo que le permita otorgar el cuidado de sus hijos de manera temporal, a una persona de su elección, en caso de una emergencia con inmigración;**
- Information regarding Dual Citizenship, Education in Mexico, Children's Passports and maintaining mental health during stress;
- **Información sobre doble nacionalidad, Educación en México, Pasaporte para sus niños y cómo mantener la salud mental durante tiempos de estrés;**
- Write letters to government officials advocating for immigrant rights;
- **Escribir cartas a los funcionarios gubernamentales en defensa de los derechos de los inmigrantes;**
- Sign a petition in support of Beloit municipality ID cards;
- **Firmar una petición para las tarjetas de identificación en la municipalidad de Beloit;**
- Know your immigration and parental rights within this country;
- **Conocer sus derechos en este país;**
- Have a folder to begin collecting important documents in case of an emergency;
- **Tener una carpeta para comenzar a recolectar documentos importantes en caso de una emergencia.**



Please join us for
Merrill Elementary's



Read Your Heart Out

**In Honor of National African American Parent
Involvement Day
Friday, February 17th**

Schedule of Events

9:00 African Dance with Ina Onilu Dance Company

10:00-1:00 Readers and art project

11:15-12:35 Soul Food Lunch

1:15 Stepping with the BMHS Knightengales

Parent and community volunteers will be welcomed into classrooms to read books to students for this special event. All families are invited to attend this event Please RSVP by **Wednesday, February 15th** if you are staying for lunch

RSVP for lunch on February 17th

Child's Name _____

Number of adults _____

Number of Children _____

Adjournment

- 5:03 pm
 - Moved Ms. D. Harrell
 - Seconded Ms. S. Washington

**FINANCE/TRANSPORTATION AND PROPERTY COMMITTEE
SCHOOL DISTRICT OF BELOIT**

February 14, 2017

1. CALL TO ORDER

The meeting was called to order by Cronin, Committee Chair at 6:01p.m. in Room 106, the Superintendent's Conference Room, at the Kolak Education Center.

Members present: Shelly Cronin, Dennis Baskin and Kris Klobucar. Others present: Lisa Anderson-Levy, Pam Charles, Laurie Endres, Nora Gard(6:15), Anthony Bonds, Jamie Merath, Emily Pelz, Deetra Sallis, and Darrell Williams.

2. APPROVAL OF THE AGENDA

Klobucar moved approval of the agenda. Seconded by Cronin, motion carried.

3. APPROVAL OF JANUARY MINUTES

Klobucar moved approval of the January minutes. Seconded by Cronin, motion carried.

4. REVIEW OF JANUARY PO'S BETWEEN \$15,000-\$25,000

Members reviewed the purchase orders in January between \$15,000-\$25,000.

5. AUDIT SERVICES RFP

Merath reviewed the request for district audit services. There were 5 respondents evaluated on a variety of factors. Administration is recommending Schenk who received the highest number of points based on the criteria.

Baskin moved to recommend to the full Board of Education hiring Schenck for the purpose of Audit Services in an amount not to exceed \$78,000 over three years. Seconded by Klobucar, motion carried.

6. TECHNOLOGY ITB AWARD

Merath explained that the bid was for desktop and laptop computers to be placed at Gaston, BMHS and McNeel libraries. The computers are on a replacement cycle and will be paid for from common school funds. Cronin asked if the district was replacing items to just replace or is it really necessary. Merath explained that it is common school funds and not paid from the general fund. It is evaluated and is funding from DPI. Anderson-Levy inquired as to who bid last time. Cronin asked if it met the specifications.

Baskin moved to recommend to the full Board of Education the approval of the purchase desktop and laptops from VPC in the amount of \$45,458.42. Seconded by Klobucar, motion carried.

7. FUTURE BUDGET PLANNING

Merath explained that the packet contained a five year projection. She did indicate that the numbers in the forecast assumes no revenue increases, employees will receive a 1.5% salary increase, utilities will increase, as well as other expenses. It also means that unless the district makes cuts, the deficit continues to grow. There has been budget discussions at the state level that the governor will be putting money back into education.

Baskin indicated that the information could prove misleading in the fact that it shows that we didn't balance our budget and historically, the district does balance its budget through cuts or other revenue sources. He requested that Merath send a modified scenario out to board members right away.

Anderson-Levy stated that she has asked what happens if we would not balance our budget. She stated this forecast is a worst case scenario. Charles clarified the revenue limit energy exemption. Baskin struggled with this scenario versus one that more accurately reflects what the district actually has done with budget cuts, using the revenue energy limit, etc. He referenced the governor's budget proposal and 12% insurance premium payments for staff and its affect as well.

This item was for information only.

8. WAIVER OF RENTAL FEES – LEAGUE OF WOMEN VOTERS

Baskin moved approval of the request by the League of Women Voters to waive the rental fees of Kolak on March 20, 2017. Seconded by Klobucar, motion carried.

9. WAIVER OF RENTAL FEES – TURTLE CREEK CHAMBER ORCHESTRA

Baskin moved approval of the request from the Turtle Creek Chamber orchestra to waive the rental fees of Fruzen for July 16-20, 2017. Seconded by Klobucar, motion carried.

10. WAIVER OF RENTAL FEES – BELOIT INTERNATIONAL FILM FESTIVAL

Baskin moved approval of the request by the Beloit International Film Festival to waive the rental fees of Beloit Memorial High School for March 4, 2017. Seconded by Klobucar, motion carried.

11. WAIVER OF RENTAL FEES – HERITAGE BAPTIST CHURCH

Baskin moved approval of the request by the Heritage Baptist Church to waive the rental fees of Beloit Memorial High School on April 8, 2017. Seconded by Klobucar, motion carried.

12. FUTURE ITEMS FOR DISCUSSION

No items were requested.

13. ADJOURNMENT

The meeting was adjourned at 6:27 p.m.

School District of Beloit
CURRICULUM AND INSTRUCTION COMMITTEE MEETING

Tuesday, February 14, 2017
Kolak Education Center—Room 210

MINUTES

1. Call to Order

The Curriculum and Instruction Committee Meeting was called to order by Kris Klobucar at 4:32 p.m.

Committee members present: Kris Klobucar, Dennis Baskin and Pam Charles(4:37)

Also present: Lisa Anderson-Levy, Shelly Cronin, Laurie Endres, Anthony Bonds, Peggy Muehlenkamp, Carole Campbell, Heidi Andre, Ralph Berkley, Deetra Sallis, Jamie Merath, and Darrell Williams.

2. Approval of Agenda

Baskin moved approval of the agenda. Klobucar seconded the motion. Motion carried 2-0.

3. Approval of January 2017 Meeting Minutes

Baskin moved approval of the January 10, 2017 minutes. Klobucar seconded the motion. Motion carried 2-0.

4. College and Career Readiness New Course Proposals

Bonds explained the college and career readiness courses indicating required courses for 9 and 10th grades and that the courses for 11th and 12th grade would be elective courses. This would be three courses in all.

Charles asked about testing timelines, courses for 10th grade students, etc. Bonds indicated that the courses are required in 9th grade and 10th grade. Charles asked if the district needs to hire more teachers and if not, what is being cut to accommodate them. Bonds indicated that there are currently academic labs that will be replaced with these courses and the teachers that teach these courses. Students will still have opportunities to study like in the academic labs as well as the benefits of the college and career readiness courses.

Baskin moved approval of the two new one-term, .5 credit College and Career readiness required courses to replace the current academic labs and the new one-term .5 College and Career Readiness elective course to replace the current academic labs. Klobucar seconded the motion. Motion carried 3-0.

5. African American Studies Textbook Adoption

Nicole Powers, BMHS teacher, presented the textbook adoption. She indicated that the books are very outdated. She chose two books that she felt were an increase in rigor. One of the two was very expensive and college level. She had six students from very diverse backgrounds who reviewed the two texts and then selected the one to be submitted for approval, which was also the text that Powers recommended.

Baskin moved approval of the adoption of "African American History" as the textbook used in both African American Studies classes. Klobucar seconded the motion. Motion carried 3-0.

6. Single Gender Course Proposal Including Research

Bonds reviewed the research that was provided to the committee indicating that DPI has approved single gender courses. He indicated that the district has determined that it is an approved process. Muehlenkamp indicated that there will also be sections offered multigender.

Charles shared concerns with not seeing research specific to this issue versus single gender education versus STEM. She was also concerned with issues with the ACLU like happened with the Robinson single gender program. She was concerned about not having enough young girls interested and having too many boys and turning them away instead of making a multigender program. Charles asked if counselors could push girls into one section and then fill in with boys as needed.

Anderson-Levy expressed her thoughts and favor for the program. She shared her support and agreed that the research supports learning. Baskin also shared his thoughts and asked questions regarding the research.

Baskin recommended tabling the item and review it at the next meeting. Klobucar inquired as to the deadline for the course book and the selections for students. Members discussed recommending it for approval provided the legal opinion is favorable as well.

Endres shared that the purpose is to give girls a voice and a solid start to the coursework. Campbell agreed to the intent. An audience member asked if transgendered students would be allowed to participate. Bonds indicated that we would follow current practice.

Charles moved approval of the course proposal pending legal opinion in support and favor and compliance of this course. Baskin seconded the motion. Motion carried 3-0.

7. Data Reports

There were no reports this month.

8. Achievement Gap Efforts

Summer School Update – Berkley presented goals of 2017 summer school indicating increasing enrollment. Registration information was given to parents at winter conferences. Feedback from parents has been very positive. All sites will have online and paper registration available. Memorial will begin registration on March 24th. Specific PD will be provided for reading, writing, math and stem offering to support teachers in these courses. Staff evaluation and incentives will be included. Some option may be teaching 3 of the 6 weeks or possibly day care services offered onsite by a vendor. He shared opportunities for students like extended days, extended learning opportunities for Merrill and Hackett, field trips, and more.

Klobucar is excited by the after school onsite programming which will eliminate additional transportation costs. Baskin likes the robust plan, the extra intervention at Merrill and Hackett, and cannot offer extra suggestions.

Baskin moved approval of the recommended changes and improvement as presented in the February 8, 2017 purple packet for Summer School 2017. Klobucar seconded the motion. Motion carried 3-0.

Intermediate School Scheduling Proposal Ideas – Tony Bosco, Matt Kleinschmidt, Joe Vrydaghs, Intermediate Principals as well as Amy Mueller, Reading Specialist presented the scheduling process used, including surveys, representatives from each intermediate schools as well as central office, analyzing current schedule and researching other scheduling options. Their goal was to select two options and send them to curriculum and instruction for feedback so they could then be sent to parents for feedback.

Klobucar asked questions and Baskin asked their preference. Bosco indicated they didn't have one at this time. Charles asked for clarification on the minutes. Bonds indicated this is an opportunity for input from the Board. Anderson-Levy indicated that she felt the minutes seemed long at 70 minutes. Bosco, Kleinschmidt, and Vrydaghs explained how the 70 minute period is broken down. Mueller explained that the reduction in the English Language Arts (ELA) time is acceptable since the Springboard curriculum is actually written for 50 minutes and therefore, they are getting more than the required 50 minutes but less than they currently are getting, which seems to be too much.

This item was for information only.

High School Programming Proposal Idea; Implementation of Academies - Heidi Andre and Carole Campbell presented the high points. Andre indicated that students come to BMHS and are not sure what courses they should be taking. She stated the idea of a career academy is to have students consider if I wanted to be x, y or z, what kinds of classes would I need to take. The purpose is to explore what students want to do, all academies are college ready, no child is limited to a specific track, and any type of schedule built can be put into an academy. One of the courses that needs to be built is a course that explores different careers. Andre also indicated that the district and high school needs to market itself and gave the example of being one of the few high schools that went to a block schedule 20 years ago which was big news at that time.

Baskin stated this is great, wished it would have come a long time ago, is very relevant, needed and what students want. Charles asked what the difference is between this proposal and the front of the selection book

that has career clusters. Campbell indicated that the academies would have advisories similar to the Career Tech model. Charles asked what happens if a student doesn't want to be in a specific academy. Mr. Gamble, counselor at the BMHS, indicated that teachers would be able to connect better with students. Students can take courses and graduate even if they don't buy into an academy per se. Sallis asked about the "coach" model that Nashville uses and whether Beloit is considering that model. Andre indicated that probably would not be used and the board or advisory would be due to FTE constraints. Bonds indicated that dual credit courses, youth options, college course credits, etc are also being considered and looked into. Board members felt they were on the right track.

This item was for information only.

9. Students on the Move Ad Hoc Committee Update

Bonds apologized for the minutes not being in the packet. Shope will get them posted on line. He stated that DPI was contacted to see if a waiver was needed. In order to seek the waiver, instructional minutes would need to be added to the day and therefore, the committee opted to not seek a waiver.

This item was for information only.

10. Future Agenda Items:

-Advanced Placement (AP) Presentation (March)

Klobucar announced a special meeting on Thursday at 4:00 p.m. for data review in preparation for the Ad Hoc Academic Achievement Committee.

11. Adjournment

The meeting was adjourned at 5:47 p.m.

Respectfully submitted by Michelle Shope

School District of Beloit
CURRICULUM AND INSTRUCTION COMMITTEE SPECIAL MEETING

Thursday, February 16, 2017
Kolak Education Center—Room 210

MINUTES

1. Call to Order

The Curriculum and Instruction Committee Meeting was called to order by Kris Klobucar at 4:09 p.m.

Committee members present: Kris Klobucar, Dennis Baskin and Pam Charles

Also present: Shelly Cronin, Anthony Bonds, Peggy Muehlenkamp, and Darrell Williams

2. Approval of Agenda

Baskin moved approval of the agenda. Charles seconded the motion. Motion carried 3-0.

3. Achievement Data Review Workshop

Bonds indicated that the committee was gathered for a workshop to review data that will be shared at the second meeting of the Ad Hoc Academic Achievement Committee meeting to thoroughly inform them of the district's strengths, opportunities and challenges.

Peg Muehlenkamp, who oversees district testing in the district, reviewed the data. City of Beloit Data was reviewed versus the State of Wisconsin from the 2010 census report.

She reviewed the enrollment breakdown from 2015-2016 including private school enrollments. Enrollment numbers by grade level were also broken down and enrollment trends.

Trends and Pathways to Graduation were also reviewed. Post Graduation Data was reviewed - those enrolled in a one, two or four year program and trends over 5 years.

Muehlenkamp reviewed state assessments indicating the many changes over the last several years. Baskin inquired about NAEP testing which is National. Bonds and Muehlenkamp indicated it is a very random sampling of data and may or may not have Beloit specific information. Data was disaggregated by Math and English, as well as by building for each of the state assessments: WKCE-WAA; Badger Exam; and Forward Exam. Aspire testing data was reviewed by grade levels for the 14-15 school year.

Muehlenkamp reviewed district assessments: MAPS and PALS with Mean RIT scores, both NWEA norms and district norms then broken down by buildings and further by grade levels.

Comparison District Data was also reviewed using five other districts with similar demographics in economics, English Language Learners, race and ethnicity. The same type of information was shared such as graduation trends, post-graduation data, state assessment data, etc.

Bonds and members discussed the presentations for the committee, having a reference page for definitions, terms, acronyms, separating Beloit only from Beloit and comparison districts, having binders for each committee member, and showing the committee how to access DPI's Wisedash.

Bonds reviewed the state report card information with the committee to determine when and how to bring it to the ad hoc committee.

4. Adjournment

The meeting was adjourned at 6:02 p.m.

Respectfully submitted by Michelle Shope

**POLICY AND PERSONNEL COMMITTEE
SCHOOL DISTRICT OF BELOIT**

January 23, 2017

1. CALL TO ORDER

The Policy and Personnel Committee was called to order by Nora Gard, Chair at 12:06 p.m. at the Kolak Education Center, Room 106, Superintendent's Conference Room.

Members present: Pam Charles and Nora Gard. Member excused: Lisa Anderson-Levy. Others present: Laurie Endres, Deetra Sallis and Darrell Williams(12:16).

2. APPROVAL OF THE AGENDA

Charles moved approval of the agenda. Seconded by Gard. Motion carried.

3. ADMINISTRATOR CONTRACT DISCUSSION

Charles moved to convene the Policy/Personnel Committee into Closed Session Section 19.85(1)(c) of the Wisconsin Statutes relative to considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility and Section 19.85(1)(f) of the Wisconsin Statutes considering financial or personal histories or disciplinary data of specific persons, preliminary consideration of specific personnel problems for the investigation of charges against specific persons except where par. (b) applies which, if discussed in public, would be likely to have an adverse effect upon the reputation of any person referred to in such histories or data or involved in such problems or investigations. Seconded by Gard. Motion carried on a roll call vote 2-0.

Members discussed an administrator's contract.

4. THE POLICY AND PERSONNEL COMMITTEE MAY RECONVENE TO PUBLIC SESSION IN ORDER TO TAKE ANY ACTION, IF NECESSARY, ON ITEMS DISCUSSED IN CLOSED SESSION.

Charles moved to convene to open session. Seconded by Gard. Motion carried.

5. ADJOURNMENT

The meeting adjourned at 1:18 p.m.

**POLICY AND PERSONNEL COMMITTEE
SCHOOL DISTRICT OF BELOIT**

January 24, 2017

1. CALL TO ORDER

The Policy and Personnel Committee was called to order by Nora Gard, Chair at 4:15 p.m. at the Kolak Education Center, Room 106, Superintendent's Conference Room.

Members present: Lisa Anderson-Levy, Pam Charles and Nora Gard. Others present: Anthony Bonds, Emily Pelz, Deetra Sallis and Darrell Williams.

2. APPROVAL OF THE AGENDA

Anderson-Levy moved approval of the agenda. Seconded by Gard. Motion carried.

3. PERSONNEL RECOMMENDATIONS – EXHIBIT A & EXHIBIT B

Charles moved to convene the Policy/Personnel Committee into Closed Session Section 19.85(1)(c) of the Wisconsin Statutes relative to considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility. Seconded by Gard. Motion carried on a roll call vote 3-0.

Closed session minutes from December were not approved.

4. THE POLICY AND PERSONNEL COMMITTEE MAY RECONVENE TO PUBLIC SESSION IN ORDER TO TAKE ANY ACTION, IF NECESSARY, ON ITEMS DISCUSSED IN CLOSED SESSION.

Anderson-Levy moved to convene to open session. Seconded by Charles. Motion carried.

Charles moved to recommend to the full Board of Education approval of the revised Personnel Recommendation-Exhibit A General Employment Recommendations. Seconded by Anderson-Levy. Motion carried.

5. FUTURE ITEMS FOR DISCUSSION

Items requested for future discussion included Gard working on a policy for random drug testing of students in extra-curricular activities; Charles working on a policy update on board duties; all addendums and stipends including the pay matrix, how employment contracts are approved, and employee evaluations.

6. ADJOURNMENT

The meeting adjourned at 4:30 p.m.

**POLICY AND PERSONNEL COMMITTEE
SCHOOL DISTRICT OF BELOIT**

February 14, 2017

1. CALL TO ORDER

The Policy and Personnel Committee was called to order by Nora Gard, Chair at 3:03 p.m. at the Kolak Education Center, Room 106, Superintendent's Conference Room.

Members present: Lisa Anderson-Levy, Pam Charles (3:04) and Nora Gard. Others present: Laurie Endres (3:52), Kris Klobucar (3:25), Anthony Bonds, Jamie Merath, Emily Pelz, Deetra Sallis, and Darrell Williams.

2. APPROVAL OF THE AGENDA

Anderson-Levy moved approval of the agenda. Seconded by Gard. Motion carried.

3. APPROVAL OF JANUARY COMMITTEE MINUTES

Anderson-Levy moved approval of the January 10 and 24, 2016 committee minutes. Seconded by Gard. Motion carried.

4. JOB DESCRIPTIONS

Merath and Sallis reviewed the HVAC job description. Members made a couple suggested changes and asked questions about calls after hours.

Anderson-Levy moved to recommend to the full Board of Education the attached job description for HVAC Technician. Seconded by Charles. Motion carried.

Members reviewed the high school principal job description. There was concern with the number of years experience. There was also a question about the physical expectations. Sallis explained that it makes the description ADA compliant, however, she will add a disclaimer that the district will make necessary accommodations. Members also discussed grammatical changes. Members felt strongly that they would like administrative experience in a high school setting added from the old job description. Gard also asked about the process that will be used and if Sallis had talked to Campbell at all to see if she would stay another year. Charles stated that she would like to see if Campbell would stay since she is hearing requests from parents and staff that would like her to stay. Klobucar also stated that she was interested in Campbell's interest especially in light of possible programming and scheduling changes for BMHS and then hiring someone who will fit the model versus someone who may want to move in a different direction. Anderson-Levy felt the opposite of Charles and Klobucar.

Anderson-Levy moved to recommend to the full Board of Education the attached job description with revisions for the high school principal. Seconded by Charles. Motion carried.

5. NEW JOB DESCRIPTION TEMPLATE

Sallis reviewed the new template indicating the two descriptions just approved used the new template. The goal is to make them ADA compliant, keep them up to date and help them to be aligned to the evaluation process and expectations. Sallis also asked if the committee and board would consider not having to approve job descriptions to not bog down the process.

Charles moved to recommend approval to the full Board of Education of the job description template. Seconded by Anderson-Levy. Motion carried.

6. SUMMER SCHOOL PAY PROPOSAL

Sallis reviewed the proposal indicating that there was a revised proposal given to the committee members. Bonds indicated that Merath ran budget numbers and the increase in the pay would be covered by the summer school program revenue minus expenses. Merath explained the summer school budget from last year indicating a revenue of \$900,000+, expenses of \$600,000+ with a profit of \$250-\$300,000+. Charles inquired why others were not being offered a pay increase. Sallis explained it's harder to recruit teachers to fill the positions and they are not paid the same rate that they make during the school year, whereas the other positions do. Gard inquired about job descriptions for summer school staff.

Charles moved to recommend to the full Board of education approval of the \$2.00 per hour summer school pay increase for teachers for the 2017 summer school year as well as administrators working summer school contingent on the approval of the program and changes. Seconded by Anderson-Levy. Motion carried.

7. POLICIES FOR FIRST READING

Charles moved to recommend the revisions and layover of Policy 141.2 Board Officer Duties with revisions and hand signatures in #5 under clerk duties and 48 hours notice for postings to the full Board of Education for first reading. Seconded by Anderson-Levy. Motion carried.

Gard recessed the meeting at 4:26 p.m. Until after the special board meeting tonight.
Gard reconvened the meeting at 10:59 p.m.

Due to the late hour, it was decided to postpone the rest of the agenda items until Monday, February 27, 2017.

8. POLICIES FOR SECOND READING

Items were postponed.

9. CLOSED SESSION ITEMS

Items were postponed.

10. RECONVENE BACK TO OPEN SESSION

n/a

11. LABOR LIAISON UPDATES

No update was given.

12. LEGISLATIVE UPDATE

Items were postponed.

13. FUTURE ITEMS FOR DISCUSSION

None

14. ADJOURNMENT

The meeting adjourned at 11:05 p.m.



School District of Beloit Board of Education Report

I. BASIC INFORMATION

Topic or Concern: Consent List

Your Name and Title: Lisa Anderson-Levy, President, Board of Education

Others assisting you in the presentation:

My report is for: Action

II. TOPICAL INFORMATION

A. What is the purpose of presenting this to the Board of Education?

To facilitate Board action.

B. What information must the Board of Education have to understand the topic/concern and provide any requested action?

Consent List items are noted with an asterisk (*). Statement of action requested is included in the normal sequence in the agenda packet.

C. If you are seeking Board of Education action, what is the rationale for your recommendation?

All items listed with an asterisk (*) will be enacted by one motion. There will be no separate discussion of the items unless a Board member or citizen so requests, in which event the items will be removed from the General Order of Business and considered in their normal sequence on the agenda.

D. What are your conclusions? (NOTE: Reports requesting action must contain a specific motion for Board of Education consideration and a fiscal note.)

MOTION: The Board of Education of the School District of Beloit approves the items on the Consent List.

FISCAL: Any fiscal impact is noted on the individual agenda pages.

**SPECIAL MEETING OF THE BOARD OF EDUCATION
SCHOOL DISTRICT OF BELOIT
January 24, 2017**

The Board of Education held a special board meeting on January 24, 2017 at the Kolak Education Center in Room 106. President Anderson-Levy called the meeting to order at 4:31 p.m.

Members Present: Lisa Anderson-Levy, Dennis Baskin, Pam Charles, Shelly Cronin, Laurie Endres, Nora Gard, and Kris Klobucar. Also present: Anthony Bonds, Emily Pelz, Deetra Sallis, and Darrell Williams.

Gard moved approval of the agenda. Seconded by Endres. Motion carried unanimously of the members present.

Baskin moved approval of the request by Beloit Turner Youth Sports to waive the rental fees of one of our schools from February through April, 2017 and the request by Beloit Area Youth Wrestling to waive the rental fees of BMHS on February 8, 2017. Seconded by Cronin. Motion carried unanimously of the members present.

Williams presented the Student Leadership Initiative. He shared the goals and motto of the program. He reviewed staff, student and parent expectations. The intermediate and high schools are to hold ongoing weekly or bi-weekly group meetings with the parents as communication is key! Other key pieces will be parent support and accountability, school accountability and support as well as support from the ISS or L rooms and staff members. At a district level, mentoring, advisement and professional development support will be provided as necessary; mindfulness training, skills alternative to aggression training and exploring a youth court program will also be included. Williams stated the program needs, timeline, and barriers. Williams shared that he was involved in a successful Milwaukee program and shared photos.

Board members shared concerns including the number of programs thrown at teachers, how they are being measured and consistency of tools provided to teachers. Endres requested hearing from principals if there is program support, how effective is it, how often and how well is it implemented. Other concerns included hearing about the initiative and supporting it before it was rolled out to administrators. Cronin also asked if anything is offered at the elementary/primary level and how students are selected. Williams indicated he is open to expanding it to the primary level and students are selected by the principal and students services staff. Charles asked what the qualities are when choosing students. Williams stated that leadership is primary and secondary is getting along with other students. She also asked what pitfalls he experienced. He stated the two largest pitfalls are getting teachers and students to participate and change their mindsets. Charles would like to see it at the elementary level as well. Baskin indicated that the research shows this program is intended for college campus and high school level; this is where it is successful. Klobucar asked about consequences for students who do not do well and steps and goals. She also discussed staff buy-in and feels it could be very difficult. Gard asked if the program should go through curriculum or board for approval and asked about books used. Williams indicated there is no cost since the books used are those used by Community Action and David Wilson. She asked questions about classroom management, code of conduct, and financial implications. Endres asked for buy-in numbers and if PBIS is working in the elementary level. Baskin tried to clarify that this is an alternative to traditional discipline and suggested starting it as a pilot program. Anderson-Levy is most concerned with the roll out, she cautioned how other parents may feel and agreed with community buy-in and support. Williams expressed the importance of staff and parent buy-in. Members agreed that staff and community buy-in, community support with time, talent and possibly donations would also be key.

Members discussed the composition of the Ad Hoc Academic Achievement Committee. Baskin shared his frustration with the size of the committee proposed at the last meeting. He stated that the committee composition should begin again. Charles stated after talking with people that she now feels that teachers, academic people and Mr. Bonds should develop the plan after input from parents, the community and stakeholders.

Tia Johnson 1621 Indian Road, indicated that they moved and approved the composition of the ad hoc committee at the previous meeting per their minutes.

Baskin reviewed the list proposed by Bonds at the December meeting. Endres asked how many parents showed interest in serving. Bonds indicated that 30 parents showed interest. Members discussed the committee charge and agreed the charge would be to examine and recommend actionable strategies to close the achievement and opportunity gap in the School District of Beloit. Gard thanked Bonds for his work with the policy and the steps the board needs to take with this committee. Members discussed the committee make up and determined that 2 Board of Education members; 3 administrators being the Executive Director of Pupil Services, Director of Curriculum, and the Assistant Superintendent of Teaching, Learning and Innovation; 5 parents being a broad section from elementary, intermediate, high school or having students at multiple levels be chosen; 2 students, 1 elementary principal, preferably one from Hackett or Merrill and one other school; 1 intermediate principal, 1 high school principal; 1 truancy officer, 6 teachers from across the district in elementary, intermediate, high school and regular education, special education or itinerant areas; 2 para professionals from a cross section as well; 1 counselor; 1 psychologist; 1 social worker; 1 nurse; 1 community representative which the board felt should be from Community Action; 1 representative from higher education and 2 business leaders.

The four suggested focus areas are Academic Achievement, Parent/Family and Community, Leadership and Instructional Capacity, and Learning Environment. Anderson-Levy appointed Baskin and Klobucar to serve on the committee as the Board representatives. The first meeting will be on Monday, February 20th, and the committee would run for one year. Bonds suggested a budget of \$1,000 and indicated he could support it from his budget with an increase if necessary. Baskin asked if it would be beneficial to have an expert come to guide this process. Williams agreed it would be helpful. Baskin suggested increasing the budget to either \$7,500 or \$10,000. Bonds and Board members agreed to the \$10,000. Anderson-Levy indicated this is an advisory committee that will then make a recommendation back to the Board of Education. Baskin requested that Bonds provide a monthly update at the televised meeting like Williams does for the Diversity/Equity Report. He also requested that Bonds review the volunteers for serving on the committee to fill the positions determined. Bonds stated that he will have the list of names at the next special board meeting for board approval and he will provide a monthly update as the Superintendent's Report to the Board.

Gard moved to approve the committee make up as described above in detail, the first meeting held on Monday, February 20, 2017, the charge to examine and recommend actionable strategies to close the achievement and opportunity gap in the School District of Beloit, with a length of one year, a budget of \$10,000 and Baskin and Klobucar as the board liaisons. Seconded by Baskin. Cronin asked for a friendly amendment to strike "and opportunity" from the charge. Gard and Baskin accepted the friendly amendment.

Gard moved approval of the revised personnel recommendations – Exhibit A. Seconded by Cronin. Motion carried unanimously of the members present.

Anderson-Levy recessed the meeting at 6:48 p.m. to attend the televised business meeting. Anderson-Levy reconvened the meeting at 8:34 p.m. following the televised business meeting.

Sallis presented the exit survey and interview process for discussion. She explained the necessity of an exit process, that the exit survey is a tool used to assess what drives an employee to leave an organization, what the employee valued and what the individual thinks needs to improve in order to increase employee engagement performance and loyalty. The exit survey currently used is three years old with 63 responses. She stated the current survey is very, very basic and has some aesthetic issues as well. She reviewed the current survey with the members. She then indicated that she has created a new survey that will be available electronically but will also be available on paper. It will also be emailed to them with a direct link. She reviewed the new survey with the members. Sallis compared the turnover data over the last three years.

Charles indicated she would like an independent third party to collect the survey data to see if people would respond and respond honestly. She also inquired about the estimated \$20,000 cost to the district every time an employee resigns. Sallis indicated it is an estimate based on the cost of posting the position, subs in the position, training for the new hire, etc. Cronin indicated that she would like to see some of the survey questions used in the climate survey for all staff who are here. Gard asked how Sallis would use data regarding supervisor concerns and expressed concern with the \$20,000 cost. Members indicated they were interested in making sure evaluations were completed timely, implementing the new survey, investigating the use of a third party for exit surveys, and doing a climate survey for all staff.

Gard moved to go into closed session pursuant to Section 19.85 (1)(c) of the Wisconsin Statutes relative to considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility and Section 19.85(1)(f) of the Wisconsin Statutes considering financial or personal histories or disciplinary data of specific persons, preliminary consideration of specific personnel problems or the investigation of charges against specific persons, except where par. (b) applies which, if discussed in public, would be likely to have an adverse effect upon the reputation of any person referred to in such histories or data or involved in such problems or investigations. Seconded by Cronin. Motion carried on a roll call vote 7-0.

Cronin moved to reconvene to open session. Seconded by Gard. Motion carried unanimously of the members present.

Klobucar moved the Board of Education directive to eliminate an addendum and time card for Pam Weise effective immediately. Seconded by Charles. Motion carried unanimously of the members present.

Klobucar moved the Board of Education directive to terminate Tammy Flanders' contract effective June 30, 2017 due to financial constraints and district needs. Seconded by Gard. Motion carried unanimously of the members present.

Members discussed recessing until 7:30 p.m. the next evening or posting a new meeting for the next evening to continue closed session discussion on the superintendent evaluation. It was decided to repost as soon as possible and to add exemptions b and f for closed session.

The meeting adjourned at 11:19 p.m.

Michelle Shope, Board Secretary

Approved at the Regular Business Meeting on February 28, 2017

Lisa Anderson-Levy, President

REGULAR MEETING OF THE BOARD OF EDUCATION
SCHOOL DISTRICT OF BELOIT
January 24, 2017

The Board of Education held its regular meeting on January 24, 2017 at the Kolak Education Center in the Board Room. President Anderson-Levy called the meeting to order at 7:00 p.m.

Members Present: Lisa Anderson-Levy, Dennis Baskin, Pam Charles, Shelly Cronin, Laurie Endres, Nora Gard, and Kris Klobucar. Others Present: Darrell Williams, Assistant Superintendent.

Baskin moved approval of the agenda. Seconded by Gard. Motion carried unanimously of the members present. Baskin led the group in the pledge of allegiance.

Endres gave the monthly announcements. Leaf recognized Noe Mar García, Security Office at BMHS for his exemplary work.

Anderson-Levy opened up the podium for citizens to speak on items not on the agenda. Dorothy Harrell, 2284 Boulder Court, thanked Williams for the wonderful Martin Luther King Program and the essays from the students were excellent. She also spoke about the newspaper article regarding the gentlemen from community action as well as the prison pipeline in schools. She would also like to see the high school principal position posted. Tia Johnson, 1621 Indian Road, addressed the board regarding students bringing textbooks home. She also reviewed parental involvement policies. John Wong, 2719 Sharon Drive, with wife Becky Wong, regarding behavior and equity in the schools.

Williams introduced Anthony Bonds who along with Carole Campbell, BMHS Principal and Jaymee Thompson, BMHS Assistant Principal presented the ACT prep for 2016-17 as well as next steps. Katherine Severson, 1631 Morgan Terrace, spoke regarding volunteering and helping students before they get to high school. Endres indicated that the gap is a multifactoral problem, the district and community needs to work together on the problem not become divisive over it. Baskin indicated that there needs to be robust programs and concrete strategies to change the data. Charles thanked Bonds for the presentation and agreed that it needs to improve by determining where the problem is and attacking it. She appreciates Bonds' realistic goals. Tia Johnson, a parent who came back to the district, stated the other parent was not trying to be divisive, but if parents can't help students at home how can they help the district with students' scores. Baskin questioned textbook policies. Bonds indicated there are no policies preventing textbooks from going home; however some class materials are in textbooks, some online and some on paper. He also indicated that if more textbooks need to be purchased, his budget will do so. Baskin requested Williams to bring the policy on charging for lost textbooks to the next board meeting. Severson accused BMHS of putting students in classes to meet numbers and stated students are placed in algebra when they should be in remedial math. Campbell indicated that students are not arbitrarily placed in classes and never to just get enough numbers. Anderson-Levy re-directed the conversation. Members stated that making sure parents know about some of these initiatives such as the question a day would help parents assist their students.

Darrell Williams gave the Equity update. Tasha Bell highlighted the (E)Quality Committee Report from January. Yolonda Johnson, Student Board Representative, highlighted events at the high school.

Cronin reviewed the topics of the January Finance, Transportation and Property Committee meeting. Klobucar reviewed the topics of the January Curriculum and Instruction Committee meeting. Gard reviewed the topics of the December Special and January Regular Policy and Personnel Committee meetings.

Baskin stepped out of the meeting.

Gard moved approval of the consent list: 1) Special Board Meetings of December 20, 2016 and January 10, 2017; 2) Regular Business Meeting of December 20, 2016 and 3) Approval of the November Financial Summary. Seconded by Charles. The motion carried unanimously of the members present.

Cronin moved approval of the 2015-16 annual audit report. Seconded by Klobucar. Motion carried unanimously of the members present.

Gard moved approval of the termination of the Bassett Mechanical contract and hire three full time HVAC specialists no later than July 1, 2017. Seconded by Cronin. Motion carried unanimously of the members present.

Baskin rejoined the meeting.

Gard moved approval of the budget adjustments as listed in the January 24, 2017 business meeting packet. Seconded by Baskin. Motion carried unanimously of the members present.

Klobucar moved approval of the course name of "PLTW Computer Science Principles" to "AP Computer Science Principles (PLTW)." Seconded by Baskin. Motion carried unanimously of the members present.

Baskin moved approval of the new course proposals for 2017-18: Algebra 1 Honors, Geometry Honors, Algebra 2 Honors, Trigonometry Honors, and African American Literature. Seconded by Gard. Motion carried unanimously of the members present.

Gard moved approval of the revisions and layover of Policy 142 Legal Counsel, Policy 342.10 RULE 1 Homeless Education Program Guidelines, Policy 424 RULE 1 State Public School Open Enrollment Full-Time (Resident & Nonresident), Policy 470 RULE 1 Guidelines Regarding Student Fees/Fines/Charges, Policy 522.11 Pre-employment Drug Testing, Policy 522.11 RULE 1 Pre-Employment Drug Testing Procedures, Policy 523.6 Identification Badges – Employees, Policy 531 Professional Educator Positions, Policy 662.1 management of Student Activities, and the deletion and layover of Policy 530 Professional Educator Policies for first reading. Seconded by Charles. Motion carried unanimously of the members present.

Gard moved approval of the revisions of Policy 723.4 RULE 1 Emergency School Closing Procedures for final reading. Seconded by Baskin. Motion carried unanimously of the members present.

Baskin moved approval of the revised personnel recommendations, Exhibit A from the personnel committee. Seconded by Klobucar. Motion carried unanimously of the members present. Tia Johnson indicated that someone just got hired at Blain's Farm and Fleet at \$14/hr. while Para educators will be starting at \$11.94 per hour.

Items requested at future meetings included the textbook policy, taking books home and the culture for that, athletics for the entire school district, summary of strategic planning, Tech Ed update with department transitions, math curriculum (algebra), an anonymous school climate survey for all staff and action plans for each school.

The meeting adjourned at 8:24 p.m.

Michelle Shope, Board Secretary

Approved at the regular meeting of February 28, 2017

Lisa Anderson-Levy, President

**SPECIAL MEETING OF THE BOARD OF EDUCATION
SCHOOL DISTRICT OF BELOIT
January 30, 2017**

The Board of Education held a special board meeting on January 30, 2017 at the Kolak Education Center in Room 106. President Anderson-Levy called the meeting to order at 5:04 p.m.

Members Present: Lisa Anderson-Levy, Dennis Baskin, Pam Charles, Shelly Cronin, Laurie Endres, Nora Gard, and Kris Klobucar. Also present: Anthony Bonds, Emily Pelz, Jamie Merath, Deetra Sallis, and Darrell Williams.

moved approval of the agenda. Seconded by Motion carried unanimously of the members present.

In an effort to quell some of the rumors, at the February 10 professional development meeting, the administration would hold a town hall meeting with the staff after the keynote speaker. Anderson-Levy felt it would be a good idea due to the volume of calls she has been receiving. She suggested that as many board members as possible attend, unfortunately, she is going to be out of town. She indicated that one of the ground rules would be that people could speak with no recrimination. Gard asked if board members would just be present. Anderson-Levy indicated that persons should be there to listen only unless they are able to answer questions. Klobucar stated she would not be able to attend either as she will be out of town. Members generally felt this was an excellent idea. Baskin felt the board should set the stage then open it up. He indicated that it should include updates on diversity, staff surveys, update on administration, discipline, etc. Williams indicated that the idea would also be to have listening session throughout the rest of the month. Anderson-Levy suggested 90 minutes for the whole thing with 20 minutes being the opening and framing. Baskin felt that the email invitation should come directly from the Board of Education and not go through the administration. Anderson-Levy asked for a Board Volunteer to be front and center stage. Baskin was nominated to be this person. Other members Cronin, Charles, Gard and Endres will try to attend as well. It was decided to have notes taken. It was decided to give two \$35.00 gas cards as a raffle at the end. The board members will each donate \$10. Members discussed having couch chairs and plants on the stage for a less formal feel. Bonds will pay from his budget for those staff who are scheduled to work. Anderson-Levy will draft the email to be sent to staff.

Gard moved to go into closed session pursuant to Section 19.85 (1)(c) of the Wisconsin Statutes relative to considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility and Section 19.85(1)(f) of the Wisconsin Statutes considering financial or personal histories or disciplinary data of specific persons, preliminary consideration of specific personnel problems or the investigation of charges against specific persons, except where par. (b) applies which, if discussed in public, would be likely to have an adverse effect upon the reputation of any person referred to in such histories or data or involved in such problems or investigations and Section 19.85(1)(g) of the Wisconsin Statutes conferring with legal counsel for the governmental body who is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved. Seconded by Cronin. Motion carried on a roll call vote 7-0.

Baskin moved to reconvene the Board of Education into open session. Seconded by Gard. Motion carried unanimously of the members present.

Klobucar moved to waive the superintendent evaluation policy and timeline as stated in Policy 225 Superintendent Procedures and 225 RULE 1 Superintendent Procedure Guidelines. Seconded by Gard. Motion carried unanimously of the members present.

Future items for discussion included: None were requested.

The meeting adjourned at 8:06 p.m.

Michelle Shope, Board Secretary

Approved at the Regular Business Meeting on February 28, 2017

Lisa Anderson-Levy, President

**SPECIAL MEETING OF THE BOARD OF EDUCATION
SCHOOL DISTRICT OF BELOIT
February 14, 2017**

The Board of Education held a special board meeting on February 14, 2017 at the Kolak Education Center in Room 106. President Anderson-Levy called the meeting to order at 6:30 p.m.

Members Present: Lisa Anderson-Levy, Dennis Baskin, Pam Charles, Shelly Cronin, Laurie Endres, Nora Gard, and Kris Klobucar. Also present: Anthony Bonds, Jamie Merath, Emily Pelz, Deetra Sallis, and Darrell Williams.

Baskin moved approval of the agenda. Seconded by Klobucar. Motion carried unanimously of the members present.

Baskin moved to convene the Board of Education into closed session pursuant to section 19.85(1)(a) of the Wisconsin Statutes relative to deliberating concerning a case which may be the subject of any judicial or quasi-judicial trial or hearing. Seconded by Endres. Motion carried on a roll call vote 7-0.

Baskin indicated that he was happy with the information and explanation of the cases. Cronin asked where the process was with one student. Members discussed the significant mental health issues of this student and the amount of services he has already received in the community. Endres inquired about another student and the intervention in the situation. Baskin discussed making decisions based on due process and safety of the buildings. Members inquired about the number of schools the student attended. Pelz explained that the important part is having a consistent record of behavior and it's hard if it's schools in and out of our district versus in our district.

Baskin moved to reconvene to open session. Seconded by Endres. Motion carried unanimously of the members present.

Gard moved to uphold the Hearing Officer's order of expulsion for B.P. Seconded by Charles. Motion carried on a roll call vote 6-0-1 with Gard abstaining.

Gard moved to uphold the Hearing Officer's order of expulsion for A.L. Seconded by Klobucar. Motion carried on a roll call vote 7-0.

Gard moved to uphold the Hearing Officer's order of expulsion for N.E. Seconded by Charles. Motion carried on a roll call vote 7-0.

Merath explained that there was a petition to alter school district boundaries and asked the parent to come forward. Shana Walenga spoke on behalf of the family petitioning to move the property into the Turner School District. Her son is currently in 3rd grade and has attended Beloit Turner since he started school. There are three districts who all have boundaries on her street, Minnie Lane, making their property unique and stating she does not feel there will be a financial hardship on the district by detaching the home from the School District of Beloit.

Charles inquired if money was received back for open enrolled out students. Merath explained that those students do not attend our district, there are other students on that street that open enroll out to both Beloit Turner and Clinton. She also explained that it is a permanent detachment and that the tax base would go to Beloit Turner. Baskin inquired of the parent what Beloit Turner is providing to the family that the School District of Beloit is not able to provide. The parent indicated they wanted a smaller school district. Baskin indicated that he feels the house structure is part of the Beloit district. Anderson-Levy asked what the

hardship is to the family that Walenga alluded to. Walenga indicated that there are not many daycares who provide transportation, which is an issue for them as they both work.

Anderson-levy moved approval of Resolution 2016-17.03 Order Altering School District Boundary Lines which states that 3684 Minnie Lane will remain attached to the School District of Beloit. Seconded by Klobucar. Motion carried on a roll call vote 6-1, with Gard voting in the negative.

Bonds indicated that the summer school programming for 2017 was approved at the curriculum committee. Baskin, Klobucar and Gard were all in favor of the summer school program changes and Gard stated it may generate additional revenue. Bonds agreed that it could increase enrollment which would increase the revenue generated as well as engage students, provide enrichment and please parents. Gard also noted that it has been many years since there has been an increase in pay. Gard moved approval of summer school programming changes for 2017 and the pay increase for educators and administrators. Seconded by Baskin. Baskin praised Bonds for the changes especially those for Merrill and Hackett. Motion carried unanimously of the members present.

Bonds indicated that the board needs to approve the proposed ad hoc academic achievement committee members. He indicated that at the time of the packet, he had not heard from a nurse nor a psychologist so substitutions were made on the list. Since that time, a nurse and a psychologist have come forward indicating they would serve. Baskin asked for a friendly amendment to add the nurse and the psychologist but does not believe that the replacements should be removed since they were willing to serve as replacements. Charles requested that another business leader, John Wong, be added to the list. Board members weighed in on this request indicating that the representation was set and filled.

Baskin moved approval of the proposed list with the addition of the nurse and the psychologist who came forward. Seconded by Charles with the friendly amendment to add John Wong. The amendment was not accepted by Baskin. Charles then made it an amendment. The amendment to add John Wong as a business representative failed 2-5 with Charles and Gard voting in the affirmative and Anderson-Levy, Baskin, Cronin, Endres and Klobucar voting in the negative. The original motion carried unanimously of the members present.

Anderson-Levy indicated that she would like Board members to have an opportunity to share a few observations from the town hall meeting. She did indicate that the written comments were still being tabulated, however there seemed to be some general trends that came out of the meeting. She also indicated that she would hear some comments from the audience. Anderson-Levy again stated her regrets for not being able to attend as did Klobucar. Anderson-Levy also asked the administrators who were present to share their top items as well.

Gard indicated that discipline issues, too many students, and not enough prep time were issues she heard. Three board members are tabulating the comments from staff. Endres thanked everyone who attended. Her concern is how do we, with great speed, get to a point where we are educating our children as a team as a board, as a community because they are all of our kids. Charles indicated that she was drained all weekend but is sure it is how teachers feel all week or all year. She was saddened hearing all of the information and is hoping to hear some immediate action from the administration tonight. Cronin stated her initial reaction was how did it get to this point. She stated she heard the same things over and over, feels like the district needs to back to the basics, there may be too many initiatives going on and if she is feeling overwhelmed by all of the initiatives just sitting in the boardroom, she can't imagine how principals and teachers are feeling out in the buildings. She thanked everyone for showing up to work every day. Baskin indicated that he has been inundated with community concerns, agrees with board member Charles' call for action, and he stated that the conduct of students he read in the paper turns his stomach. He also

stated it appears there is a disconnect in the implementation of policy, heard the teachers, want to move with a sense of urgency and wants to look at this from a long term approach with professional development and training. In regards to innuendos he has heard about the lowering of staff expectations, he requested that the human resources director and administration provide data over the last 10 years by ethnicity, gender, and classification for those getting emergency licensing so he can see if there is a trend. He would also like to have a 10 year study of the number of administrators in the district. Baskin also shared concerns he received from about 20 African Americans which is that some individuals are very disruptive and need to be dealt with, others who need to develop relationships with students and felt that people were given permission to be ugly and disrespectful as well as feeling racial undercurrents at the meeting. Gard indicated that she was emotionally drained while tabulating comments, but has also had people contact her with comments of loving working in the district and some had good suggestions and offered to help with solutions. Anderson-Levy reminded people she did not attend but has read some of the comments and liked that they held not only administrators accountable but also Board members. She stated that when the board stated that expulsions ought not to be the first course of action, people mistook that to mean that there should be no expulsions. She addressed the issue of those being hired without qualifications.

Kyle Larson 427 Newville Street in Edgerton, was employed for 3 1/2 years, and still has children in the district. He left because he felt he could not make it better even though he loves this district. He stated that teachers felt abandoned for a year and half, while the board discussed Steve and Shannon. He would like to see the Board in the classrooms, would like a third party to interview current and past employees, provide PD half days and let professionals work in their buildings in the afternoon, consider more time for report card and conference prep. He stated that no one trusts Human Resources and he has dissatisfaction with assistant superintendents who drive in and do not live in Beloit. He stated that Kolak has the highest turnover in the district and he feels it is spreading to the buildings. He said the ball is in Board's court to be taken seriously. Cronin asked him what is different in Delavan. Larson stated 50 minute preps, no lunch or recess supervision because they have enough support staff to cover, they only have meetings one night a week for 30-45 minutes, he is in a building for 4K and KG so he does not see a lot of behavior issues. Baskin asked him what is different from him living in Edgerton vs. someone driving in from Milwaukee. He stated that his kids attend school here, he did live in Beloit and is moving from Edgerton back to Beloit, he grew up in Milton but Beloit became his home.

Rachelle Brown, Asst. Principal at Fruzen, born and raised in Beloit, feels this year has been a challenge as was Aldrich last year. She stated most colleagues she connects with at the elementary level and that many of the messages from speakers on PD Fridays have fallen on deaf ears. She feels PD needs to be around relationships, culture sensitivity, and diversity. She felt there is too much negativity and people feed on it.

Barbara Hickman, was in the district for many, many years and attended the town hall meeting. When she left the meeting she asked herself if we were back in the 50's and 60's, questioning one's commitment and desire to be there for all children. She indicated she is in the schools once a week and has not observed the behaviors spoken of and firmly believes in establishing relationships with students. She felt sorry for all district administrators and was not sure she could go to work and feel safe. She felt that the board should ask all of its African American staff how they are feeling as she doesn't feel that they were heard from. She asked if the board was going to get any feedback from parents or students stating it is important to hear from all not just one group.

Emma Harrell, stated she was disappointed and hurt by the indication that minority teachers are not at a level they are supposed to be. She heard a teacher say "we can't work with the good students because of the bad students" and has never heard a teacher say that before. She has always felt that when a child can do better, they will do better. She feels that students need help and have issues that need to be addressed,

including mental health issues. She stated that most parents want their child to get the best education they can. She had a wonderful teacher, but not everyone is.

Stephan Henning, 3rd Grade Teacher at Todd, stated that he was born and raised here. His girlfriend is Caucasian and teaches in Detroit with some of the roughest kids but her classroom management is on point. He stated that many of his colleagues feel teaching comes first, but he feels that the social aspect goes hand in hand with teaching. He feels if we only focus on academics, then behavior issues will continue.

Kevin Young, stated he was one of those “bad kids”. He went through expulsion hearings multiple years and finally was expelled for half of his freshman year and has now created a program for kids like him. He feels there is a gap with teachers knowing how to communicate or reach him. He feels behaviors are always going to be there, you have to know how to address it and deal with it. He stated students today are different than when he was in school and he just graduated in 2012. He feels teachers need to revisit how they address students and deal with behaviors.

Sheila Marshall, 950 Johnson Street, came 25 years ago from Tennessee. She stated that this is a time for self-reflection and come together and work collaboratively. She feels that then people will want to stay and will want to be invested.

Scotty Davidson, 1806 Arrowhead, he was raised here. He is asking what happened to the special needs classes that the district use to have. He said it doesn't matter what color they are or who they are, but there are a lot of students who need to be addressed differently. He feels there are a lot of students with all kinds of special needs like handicaps, ADHD, mental health needs. He wants to go back to special education teachers who know how to handle and talk to these kids. He feels you have to respect everyone, including the kids. He stated to get back to special needs even if you need to put a program at the Kolak Center.

Anderson-Levy stated she appreciated everyone's comments. She feels it is going to be important that the board is thoughtful about the decisions that are made and not impulsive so that the changes can be implemented and sustainable but agrees with the urgency as well.

Dr. Williams thanked the board for allowing him to sit in the interim superintendent's seat. He also commended the board for holding the town hall meeting. He thanked everyone for coming out to express their views, stating that not every problem can be solved, but those that can be, will be solved by rolling up sleeves and working together. He addressed diversity and the work of the Ad Hoc Diversity Committee providing examples of how the district has addressed discipline since he first started. He also talked about family engagement and how that was addressed with parent walks. He stated that there is still more to do, but the district is making changes, it takes everyone to move the district forward and to instruct our children, the answer is not pointing the finger, but rather making a fist and fighting the good fight together. He also stated the last thing we want to do is go back, but rather move forward and continually listen.

Gard indicated that the board has asked him to take on quite a bit and wondered if there was anything that he might need help with or that could be put off for a bit and does not want him to be overwhelmed. Williams stated that the work needs to be done and there was nothing at this time.

Baskin moved to go into closed session pursuant to Section 19.85 (1)(c) of the Wisconsin Statutes relative to considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility and Section 19.85(1)(f) of the Wisconsin Statutes considering financial or personal histories or disciplinary data of specific persons, preliminary consideration of specific personnel problems or the investigation of charges against specific persons, except where par. (b) applies which, if discussed in public, would be likely to have

an adverse effect upon the reputation of any person referred to in such histories or data or involved in such problems or investigations and Section 19.85(1)(g) of the Wisconsin Statutes conferring with legal counsel for the governmental body who is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved. Seconded by Endres. Motion carried on a roll call vote 7-0.

Baskin moved to reconvene to open session. Seconded by Endres. Motion carried unanimously of the members present.

Gard moved approval of the revised personnel recommendations – Exhibit A with 15% additional pay for Dr. Williams. Charles seconded with a friendly amendment to add 5% additional pay for Anthony Bonds. Gard accepted the friendly amendment. Gard additionally added that the pay would begin December 28, 2016 through April 15, 2017. Seconded by Baskin and accepted by Charles as well. Motions carried unanimously of the members present.

Members discussed an additional day to meet on the tabled items. Baskin moved to table the Administrative Contracts Discussion and Updates and the Ongoing Superintendent Evaluation until February 27, 2017. Seconded by Endres. Motion carried unanimously of the members present.

There were no future items for discussion.

The meeting adjourned at 10:57 p.m.

Michelle Shope, Board Secretary

Approved at the Regular Business Meeting on February 28, 2017

Lisa Anderson-Levy, President



I. BASIC INFORMATION

Topic or Concern: Approval of December Financial Summary

Which strategy in the Strategic Plan does this support?

Your Name and Title: Jamie Merath, Executive Director of Business Services

Others assisting you in the presentation:

My report is for: Action

II. TOPICAL INFORMATION

A. What is the purpose of presenting this to the Board of Education?

Information to support legal action as required by Wisconsin Statutes.

B. What information must the Board of Education have to understand the topic/concern and provide any requested action?

See attached summary or full reports online.

C. If you are seeking Board of Education action, what is the rationale for your recommendation?

Comply with legal requirements and Wisconsin Statutes.

D. What are your conclusions? (NOTE: Reports requesting action must contain a specific motion for Board of Education consideration and a fiscal note.)

MOTION: The Board of Education approves the financial summary for the month of December, 2016.

Please indicate if you are using an Existing Budget, requesting Fund Balance Monies or placement on the Budget Priority List:

Long Term Committed Funds?

BUDGET LOCATION:

FISCAL IMPACT:

**Board Report Summary
December 2016**

<u>Fund</u>	<u>Description</u>	<u>Revenue</u>	<u>Expense</u>	<u>Net Change</u>
Fund 10 & 27	General Fund & Special Ed	16,426,895.16	7,961,808.44	8,465,086.72
Fund 21	Donation	23,139.46	16,807.44	6,332.02
Fund 38 & 39	Debt Service	109.99	133,178.41	(133,068.42)
Fund 50	Food Service	477,297.77	786,365.02	(309,067.25)
Fund 60	Student Activities		(2,847.53)	2,847.53
	Total Revenue & Expense	\$ 16,927,442.38	\$ 8,895,311.78	\$ 8,032,130.60

This is to certify that the expenditures listed above have been incurred and that the Board of Education has audited and approved the same.

President

Secretary

OBJ	OBJ	2016-17 Original Budget	2016-17 Revised Budget	December 2016-17 Monthly Activity	2016-17 FYTD Activity	2016-17 FYTD %
110	GENERAL OPERATI	8,889,805.00	8,241,805.00			
1--	INTERFUND TRANS	8,889,805.00	8,241,805.00			
211	PROPERTY TAXES	7,846,146.00	7,846,146.00			
212	PROPERTY TAX CH	217.00	217.00			
213	MOBILE HOME TAX	20,000.00	20,000.00	1,243.76	8,706.32	43.53
244	PYMTS FOR SERVI	79,212.00	79,212.00		16,106.00	20.33
262	RESALE OF OBJEC			1,505.00	23,436.71	
263	SALE OF VOCATIO	23,655.00	23,655.00		23,690.44	100.15
271	ADMISSIONS	50,000.00	50,000.00	8,717.00	30,779.00	61.56
279	OTHER SCHOOL AC	10,000.00	10,000.00	1,185.00	6,675.00	66.75
280	INTEREST ON INV	30,000.00	30,000.00	9,100.43	34,450.29	114.83
291	GIFTS	544,155.00	552,940.00		544,154.87	98.41
292	STUDENT FEES	150,000.00	150,000.00	2,090.00	98,678.43	65.79
293	RENTALS	10,000.00	10,000.00	1,233.70	11,369.01	113.69
297	STUDENT FINES	1,500.00	1,500.00	30.00	275.99	18.40
2--	REVENUE FROM LO	8,764,885.00	8,773,670.00	25,104.89	798,322.06	9.10
343	CO-CURRICULAR A	3,800.00	3,800.00	1,304.80	1,404.80	36.97
345	GENERAL TUITION	1,148,547.00	1,304,547.00			
347	OE SPEC ED TUIT	156,000.00				
348	TRANSP FEES FRO	30,000.00	30,000.00	3,536.00	10,162.16	33.87
3--	INTERDISTRICT P	1,338,347.00	1,338,347.00	4,840.80	11,566.96	0.86
516	TRANSIT OF STAT	15,000.00	15,000.00		3,789.59	25.26
517	FEDERAL AID TRA		2,000.00		2,000.00	100.00
5--	INTERMEDIATE SO	15,000.00	17,000.00		5,789.59	34.06
611	HANDICAPPED AID	2,950,192.00	2,950,192.00	420,178.00	840,355.00	28.48
612	TRANSPORTATION	30,000.00	30,000.00			
613	LIBRARY AID STA	303,372.00	303,372.00			
618	BILINGUAL/BICUL	150,000.00	150,000.00	192,960.40	192,960.40	128.64
619	OTHER CATEGORIC	1,824,000.00	1,824,000.00			
621	EQUALIZATION AI	63,507,031.00	63,507,031.00	15,461,119.00	24,969,429.00	39.32
625	HIGH COST SPEC	155,000.00	155,000.00			
628	HIGH POVERTY AI	493,079.00	493,079.00			
630	SPECIAL PROJECT		25,000.00		900.48	3.60
650	SAGE PROGRAM RE	3,116,090.00	3,116,090.00		1,107,805.00	35.55
691	STATE TAX EXEMP	37,369.00	37,369.00			
6--	REVENUE FROM ST	72,566,133.00	72,591,133.00	16,074,257.40	27,111,449.88	37.35
711	FED HIGH COST S	115,000.00	115,000.00			
713	FEDERAL VOC ED	90,916.00	90,916.00			
719	OTHER FEDERAL A	595,000.00	595,000.00		187,190.54	31.46
730	FED SPECIAL PRO	3,227,387.00	3,315,666.00	258,367.18	971,446.01	29.30
751	EASA TITLE I	3,482,180.00	3,500,180.00		690,793.25	19.74
780	FED REV THRU ST	900,000.00	900,000.00	43,110.16	43,110.16	4.79
799	OTHER FEDERAL R	70,000.00	70,000.00	5,478.97	30,269.44	43.24
7--	REVENUE FROM FE	8,480,483.00	8,586,762.00	306,956.31	1,922,809.40	22.39
862	LAND AND PROPER	62,000.00	62,000.00		54,273.52	87.54

OBJ	OBJ	2016-17 Original Budget	2016-17 Revised Budget	December 2016-17 Monthly Activity	2016-17 FYTD Activity	2016-17 FYTD %
8--	OTHER FINANCING	62,000.00	62,000.00		54,273.52	87.54
964	INSURANCE REIMB		1,130.00		1,129.12	99.92
971	AIDABLE REFUND	157,267.00	157,267.00	192.78	31,280.74	19.89
989	OTHER MEDICAL		1,000.00	130.00	962.00	96.20
990	MISCELLANEOUS R	104,000.00	101,870.00	15,412.98	68,377.93	67.12
9--	OTHER REVENUES	261,267.00	261,267.00	15,735.76	101,749.79	38.94
---		100,377,920.00	99,871,984.00	16,426,895.16	30,005,961.20	30.04
111	TEACHER SALARY	29,261,831.00	29,257,780.00	3,241,965.67	9,993,047.14	34.16
112	ADMINISTRATOR S	3,228,196.00	3,228,196.00	363,259.97	1,535,382.24	47.56
114	ADMIN ASST SALA	1,526,247.00	1,526,264.00	171,565.26	727,612.86	47.67
115	CLERICAL SALARY	1,059,800.00	1,059,051.00	124,227.89	542,426.75	51.22
116	INSTRUCTIONAL S	1,085,654.00	1,095,175.00	119,067.98	390,863.93	35.69
117	COORDINATOR SAL	101,888.00	101,888.00	11,938.31	47,665.87	46.78
118	PARA PROFESSION	1,892,102.00	1,892,839.00	216,837.75	707,047.22	37.35
120	CROSSING GUARD	47,000.00	47,000.00	7,379.44	20,929.50	44.53
122	MONITOR/NOON HR	4,124.00	4,124.00			
123	INTERN SALARY	8,000.00	8,000.00		7,383.79	92.30
124	TUTOR SALARY	90,000.00	90,000.00	5,137.50	14,275.00	15.86
125	STUDENT WORKER	12,000.00	13,000.00	2,231.76	2,231.76	17.17
131	TEACHER CURRIC	600.00	600.00			
132	EVENT WORKER SA	28,660.00	28,660.00	3,890.00	8,940.00	31.19
133	ADDENDUM SALARY	721,430.00	729,023.00	99,792.09	316,328.95	43.39
135	TEACHER SPEC ED	2,000.00	2,000.00	12.21	81.23	4.06
136	TEACHER ADDL CL	31,300.00	31,300.00	4,495.12	11,579.57	37.00
141	TEACHER OTHER S	851,917.00	858,425.00	90,169.37	322,265.25	37.54
144	ADMIN ASST ADDL	7,200.00	15,207.00	7,223.71	20,865.69	137.21
145	CLERICAL ADDL/O	28,270.00	28,801.00	1,117.82	11,023.26	38.27
146	INST SUPPORT AD		386.00	1,480.57	3,837.45	994.16
148	PARA ADDL/OVTM	59,527.00	90,810.00	12,511.52	30,970.38	34.10
170	SUB TEACHER LON			10,000.00	10,000.00	
171	SUB TEACHER	708,813.00	715,333.00	121,719.67	310,769.87	43.44
172	SUB SECURITY	30,000.00	30,000.00	4,429.11	21,036.18	70.12
174	SUB CLERICAL SA	26,500.00	26,573.00	4,252.39	18,226.91	68.59
175	SUB AIDE SALARY	189,244.00	190,244.00	36,056.13	77,710.37	40.85
178	SUB CROSSING GU	3,000.00	3,000.00	202.50	585.00	19.50
179	SUB NURSING	14,000.00	14,000.00	1,429.62	4,570.59	32.65
180	SUB ADMINSTRATO				28,400.00	
181	TEMP/SEASONAL S	33,040.00	33,040.00	669.13	2,799.66	8.47
182	BOARD OF ED SAL	31,500.00	31,500.00	2,850.00	18,287.50	58.06
1--	SALARIES	41,083,843.00	41,152,219.00	4,665,912.49	15,207,143.92	36.95
212	EMPLOYER'S RETI	2,772,625.00	2,776,072.00	289,185.81	1,024,901.02	36.92
218	OPEB	2,468,292.00	2,459,585.00	258,147.09	855,071.49	34.76
220	SOCIAL SECURITY	3,012,863.00	3,018,157.00	341,351.13	1,130,258.42	37.45
230	LIFE INSURANCE	64,690.00	64,808.00	7,072.56	22,276.07	34.37
242	HEALTH INSURANC	10,715,828.00	10,704,467.00	1,107,165.41	3,447,875.66	32.21
243	DENTAL INSURANC	895,927.00	896,650.00	96,676.85	301,119.89	33.58
244	HRA				176.65	
245	HSA	1,685,140.00	1,685,590.00	21,850.00	1,519,615.00	90.15
251	INCOME PROTECT	145,296.00	144,845.00	12,229.33	38,638.35	26.68
290	OTHER EMPLOYEE	95,000.00	115,000.00		113,195.60	98.43
291	COLLEGE CREDIT	50,000.00	50,000.00		3,115.31	6.23

OBJ	OBJ	2016-17 Original Budget	2016-17 Revised Budget	December 2016-17 Monthly Activity	2016-17 FYTD Activity	2016-17 FYTD %
297	EMPLOYEE PHYSIC	13,000.00	13,000.00	900.00	3,223.01	24.79
298	MEMBERSHIPS	25,000.00	25,000.00	269.00	20,107.00	80.43
2--	EMPLOYEE BENEFI	21,943,661.00	21,953,174.00	2,134,847.18	8,479,573.47	38.63
310	PERSONAL SERVIC	2,217,194.00	2,234,789.00	158,014.54	1,069,269.67	47.85
312	LAB SERVICES	53,000.00	53,000.00		16,679.60	31.47
313	PRESCRIPTIONS	10,000.00	10,000.00		743.94	7.44
314	GENERAL	8,500.00	8,500.00		1,430.52	16.83
320	PROPERTY SERVIC	7,594,538.00	7,487,003.00	409,732.79	2,655,783.61	35.47
331	GAS FOR HEAT	450,300.00	450,510.00	32,267.68	54,679.56	12.14
336	ELECTRIC OTHER	984,200.00	985,478.00	63,077.55	437,757.85	44.42
337	WATER SERVICES	41,865.00	42,279.00	2,782.94	18,026.19	42.64
338	SEWERAGE SERVIC	62,690.00	63,551.00	3,315.63	14,558.92	22.91
339	STORM WATER	31,370.00	31,496.00	2,728.60	16,698.90	53.02
341	PUPIL TRAVEL	2,116,421.00	2,127,801.00	187,613.71	717,213.37	33.71
342	EMPLOYEE TRAVEL	438,935.00	415,735.00	18,619.49	116,958.90	28.13
348	VEHICLE FUEL	163,100.00	163,100.00	8,878.31	36,696.55	22.50
351	ADVERTISING	20,355.00	20,736.00	62.00	9,809.17	47.31
353	POSTAGE	55,350.00	55,427.00	5,937.26	23,480.74	42.36
354	PRINTING/BINDIN	45,389.00	44,774.00	9,553.63	17,279.51	38.59
355	TELEPHONE/TELEG	82,275.00	105,181.00	23,682.13	90,470.29	86.01
358	ON-LINE COMMUNI	296,000.00	294,000.00	1,653.04	42,449.80	14.44
360	DATA PROCESSING	28,000.00	28,000.00	2,145.00	12,870.00	45.96
370	EDUCATIONAL SER	1,043,947.00	985,031.00	61,300.00	315,125.25	31.99
381	PAYMENTS TO MUN	228,691.00	228,691.00	1,180.19	4,952.63	2.17
382	PAYMENTS TO WI	5,109,394.00	5,109,394.00			
385	PAYMENT TO COUN	4,200.00	18,462.00	1,895.45	20,356.54	110.26
386	PAYMENTS TO CES	215,350.00	217,350.00		59,869.00	27.54
387	PAYMENTS TO STA	370,349.00	370,349.00	735.00	4,405.20	1.19
389	PAYMENTS TO VTA	72,213.00	72,213.00	880.00	4,675.62	6.47
3--	PURCHASED SERVI	21,743,626.00	21,622,850.00	996,054.94	5,762,241.33	26.65
411	GENERAL SUPPLIE	1,490,622.00	1,510,805.00	54,082.77	337,534.45	22.34
415	FOOD SUPPLIES	65,437.00	77,751.00	5,311.09	30,572.13	39.32
420	APPAREL	11,850.00	12,330.00		860.71	6.98
430	INSTRUCTIONAL M	701,959.00	859,847.00	50,635.92	359,675.67	41.83
435	INSTRUCTIONAL C	4,760.00	4,760.00			
446	TOOLS AND IMPL	500.00	500.00			
449	OTHER NON-CAPIT	113,165.00	116,995.00	15,248.89	70,952.81	60.65
452	RESALE EXPENDIT			12,941.42	18,782.40	
470	TEXTBOOKS	926,228.00	840,434.00	4,104.95	189,310.35	22.53
480	NON-INSTRUCTION	348,372.00	358,263.00	378.00	339,053.71	94.64
490	NON-INSTR NON-C	13,356.00	7,507.00	365.45	2,624.98	34.97
4--	NON-CAPTIAL OBJ	3,676,249.00	3,789,192.00	143,068.49	1,349,367.21	35.61
517	RENTAL		1,500.00	-1,250.00	1,500.00	100.00
537	BUILDING RENTAL	47,000.00	47,000.00	1,477.59	38,779.46	82.51
551	EQUIPMENT PURCH	91,333.00	70,870.00	379.00	7,362.81	10.39
553	EQUIPMENT PURCH	78,566.00	149,482.00	6,882.10	55,632.29	37.22
571	EQUIPMENT RENTA	186,222.00	186,359.00	8,472.50	57,999.10	31.12
572	VEHICLE RENTAL	200.00	200.00			
5--	CAPITAL OBJECTS	403,321.00	455,411.00	15,961.19	161,273.66	35.41

OBJ	OBJ	2016-17 Original Budget	2016-17 Revised Budget	December 2016-17 Monthly Activity	2016-17 FYTD Activity	2016-17 FYTD %
678	CAPITAL LEASES	1,725,221.00	1,725,221.00		1,725,220.23	100.00
688	CAPITAL LEASES	34,388.00	34,388.00		34,387.19	100.00
6--	DEBT RETIREMENT	1,759,609.00	1,759,609.00		1,759,607.42	100.00
711	DISTRICT LIABIL	78,339.00	78,339.00		78,612.00	100.35
712	DISTRICT PROPER	154,437.00	154,437.00		153,631.00	99.48
713	DISTRICT WORKER	291,133.00	291,133.00		309,183.00	106.20
730	UNEMPLOYMENT CO	40,000.00	40,000.00	1,689.14	7,332.04	18.33
7--	INSURANCE AND J	563,909.00	563,909.00	1,689.14	548,758.04	97.31
827	SP ED INTERFUND	8,889,805.00	8,241,805.00			
899	CO-OP TRANSFER	5,993.00	5,993.00			
8--	TRANSFERS	8,895,798.00	8,247,798.00			
940	DUES AND FEES	128,430.00	132,248.00	4,275.01	82,837.83	62.64
971	AIDABLE REFUND	50,000.00	66,100.00		14,625.60	22.13
990	MISCELLANEOUS				2,750.00	
999	OTHER MISCELLAN	129,474.00	129,474.00			
9--	OTHER OBJECTS	307,904.00	327,822.00	4,275.01	100,213.43	30.57
---		100,377,920.00	99,871,984.00	7,961,808.44	33,368,178.48	33.41
	Grand Revenue T	100,377,920.00	99,871,984.00	16,426,895.16	30,005,961.20	30.04
	Grand Expense T	100,377,920.00	99,871,984.00	7,961,808.44	33,368,178.48	33.41
	Grand Totals			8,465,086.72	3,362,217.28	
				Profit	Loss	

Number of Accounts: 6126

***** End of report *****

OBJ	OBJ	2016-17 Original Budget	2016-17 Revised Budget	December 2016-17 Monthly Activity	2016-17 FYTD Activity	2016-17 FYTD %
291	GIFTS			23,139.46	103,016.41	
299	MISCELLANEOUS R				196,618.19	
2--	REVENUE FROM LO			23,139.46	299,634.60	
---				23,139.46	299,634.60	
310	PERSONAL SERVIC			742.77	1,477.77	
341	PUPIL TRAVEL			252.16	7,316.10	
3--	PURCHASED SERVI			994.93	8,793.87	
411	GENERAL SUPPLIE			4,090.75	14,734.74	
415	FOOD SUPPLIES			2,528.28	9,836.79	
420	APPAREL			803.50	8,735.34	
430	INSTRUCTIONAL M			2,735.48	3,147.17	
449	OTHER NON-CAPIT				5,627.97	
470	TEXTBOOKS				27.90	
480	NON-INSTRUCTION			241.00	241.00	
4--	NON-CAPTIAL OBJ			10,399.01	42,350.91	
517	RENTAL			1,500.00	1,500.00	
551	EQUIPMENT PURCH				1,289.83	
5--	CAPITAL OBJECTS			1,500.00	2,789.83	
940	DUES AND FEES			3,913.50	3,913.50	
9--	OTHER OBJECTS			3,913.50	3,913.50	
---				16,807.44	57,848.11	
Grand Revenue T				23,139.46	299,634.60	
Grand Expense T				16,807.44	57,848.11	
Grand Totals				6,332.02	241,786.49	
				Profit	Profit	

Number of Accounts: 267

***** End of report *****

OBJ	OBJ	2016-17 Original Budget	2016-17 Revised Budget	December 2016-17 Monthly Activity	2016-17 FYTD Activity	2016-17 FYTD %
211	PROPERTY TAXES	5,477,120.00	5,477,120.00			
280	INTEREST ON INV	9,000.00	9,000.00	109.99	2,442.51	27.14
291	GIFTS				44,000.00	
2--	REVENUE FROM LO	5,486,120.00	5,486,120.00	109.99	46,442.51	0.85
971	AIDABLE REFUND	60,674.00	60,674.00		30,418.63	50.13
9--	OTHER REVENUES	60,674.00	60,674.00		30,418.63	50.13
---		5,546,794.00	5,546,794.00	109.99	76,861.14	1.39
673	LONG TERM LOANS	54,867.00	54,867.00	96,824.15	96,824.15	176.47
675	LONG TERM BONDS	3,433,875.00	3,433,875.00	33,347.61	507,222.61	14.77
678	CAPITAL LEASES	33,348.00	33,348.00			
683	LONG TERM LOANS	5,677.00	5,677.00	3,006.65	3,006.65	52.96
685	LONG TERM BONDS	1,958,372.00	1,958,372.00		981,877.51	50.14
6--	DEBT RETIREMENT	5,486,139.00	5,486,139.00	133,178.41	1,588,930.92	28.96
---		5,486,139.00	5,486,139.00	133,178.41	1,588,930.92	28.96
	Grand Revenue T	5,546,794.00	5,546,794.00	109.99	76,861.14	1.39
	Grand Expense T	5,486,139.00	5,486,139.00	133,178.41	1,588,930.92	28.96
	Grand Totals	60,655.00	60,655.00	133,068.42	1,512,069.78	-2,492.90
		Profit	Profit	Loss	Loss	

Number of Accounts: 15

***** End of report *****

OBJ	OBJ	2016-17 Original Budget	2016-17 Revised Budget	December 2016-17 Monthly Activity	2016-17 FYTD Activity	2016-17 FYTD %
990	MISCELLANEOUS			-2,847.53	-85,350.72	
9--	OTHER OBJECTS			-2,847.53	-85,350.72	
---				-2,847.53	-85,350.72	

Grand Revenue T		
Grand Expense T	-2,847.53	-85,350.72
Grand Totals	2,847.53	85,350.72
	Profit	Profit

Number of Accounts: 54

***** End of report *****

OBJ	OBJ	2016-17 Original Budget	2016-17 Revised Budget	December 2016-17 Monthly Activity	2016-17 FYTD Activity	2016-17 FYTD %
251	PUPIL	110,068.00	110,068.00	1,486.54	7,602.32	6.91
252	ADULT	10,000.00	10,000.00	496.85	1,933.34	19.33
259	OTHER FOOD SERV	25,000.00	25,000.00	75.00	6,120.37	24.48
280	INTEREST ON INV	7,000.00	7,000.00			
291	GIFTS				-500.00	
2--	REVENUE FROM LO	152,068.00	152,068.00	2,058.39	15,156.03	9.97
714	DONATED COMMODI	200,000.00	200,000.00			
717	FOOD SERVICE AI	4,511,848.00	4,511,848.00	456,011.74	1,567,407.33	34.74
730	FED SPECIAL PRO			19,227.64	45,457.65	
7--	REVENUE FROM FE	4,711,848.00	4,711,848.00	475,239.38	1,612,864.98	34.23
---		4,863,916.00	4,863,916.00	477,297.77	1,628,021.01	33.47
112	ADMINISTRATOR S	13,680.00	13,680.00	1,545.69	7,213.25	52.73
122	MONITOR/NOON HR	23,778.00	23,778.00	3,842.81	11,418.33	48.02
1--	SALARIES	37,458.00	37,458.00	5,388.50	18,631.58	49.74
212	EMPLOYER'S RETI	2,518.00	2,518.00	355.67	1,229.64	48.83
218	OPEB	1,012.00	1,012.00	95.82	483.65	47.79
220	SOCIAL SECURITY	2,836.00	2,836.00	399.85	1,380.80	48.69
230	LIFE INSURANCE	23.00	23.00	2.64	10.92	47.48
242	HEALTH INSURANC	2,259.00	2,259.00	260.70	1,225.45	54.25
243	DENTAL INSURANC	183.00	183.00	21.09	98.41	53.78
245	HSA	360.00	360.00		360.00	100.00
251	INCOME PROTECT	53.00	53.00	4.59	18.96	35.77
2--	EMPLOYEE BENEFI	9,244.00	9,244.00	1,140.36	4,807.83	52.01
310	PERSONAL SERVIC	3,952,236.00	3,952,136.00	747,697.30	1,281,954.37	32.44
320	PROPERTY SERVIC	860,000.00	845,200.00	13,567.09	42,713.00	5.05
336	ELECTRIC OTHER	58,145.00	58,145.00	9,916.88	9,916.88	17.06
348	VEHICLE FUEL	10,000.00	10,000.00	186.68	909.91	9.10
354	PRINTING/BINDIN	500.00	500.00		324.00	64.80
387	PAYMENTS TO STA	4,000.00	4,000.00			
3--	PURCHASED SERVI	4,884,881.00	4,869,981.00	771,367.95	1,335,818.16	27.43
411	GENERAL SUPPLIE	26,000.00	35,500.00	-180.00	3,196.35	9.00
415	FOOD SUPPLIES	200,000.00	195,000.00			
449	OTHER NON-CAPIT	35,000.00	40,000.00	3,743.00	4,692.00	11.73
4--	NON-CAPTIAL OBJ	261,000.00	270,500.00	3,563.00	7,888.35	2.92
551	EQUIPMENT PURCH				7,290.00	
553	EQUIPMENT PURCH	225,000.00	225,000.00			
5--	CAPITAL OBJECTS	225,000.00	225,000.00		7,290.00	3.24
940	DUES AND FEES		5,400.00	4,905.21	5,006.00	92.70
9--	OTHER OBJECTS		5,400.00	4,905.21	5,006.00	92.70
---		5,417,583.00	5,417,583.00	786,365.02	1,379,441.92	25.46

OBJ	OBJ	2016-17 <u>Original Budget</u>	2016-17 <u>Revised Budget</u>	December 2016-17 <u>Monthly Activity</u>	2016-17 <u>FYTD Activity</u>	2016-17 <u>FYTD %</u>
	Grand Revenue T	4,863,916.00	4,863,916.00	477,297.77	1,628,021.01	33.47
	Grand Expense T	5,417,583.00	5,417,583.00	786,365.02	1,379,441.92	25.46
	Grand Totals	553,667.00	553,667.00	309,067.25	248,579.09	-44.90
		Loss	Loss	Loss	Profit	

Number of Accounts: 72

***** End of report *****



I. BASIC INFORMATION

Topic or Concern: Audit Services RFP Award

Which strategy in the Strategic Plan does this support? Strategy 1 – Finance/Facilities

Your Name and Title: Jamie Merath, Executive Director of Business Services

Others assisting you in the presentation:

My report is for: Action

II. TOPICAL INFORMATION

A. What is the purpose of presenting this to the Board of Education?

Per policy 672.1 the board of education shall approve contracts that are over \$25K.

B. What information must the Board of Education have to understand the topic/concern and provide any requested action?

The District recently issued a request for proposal for district audit services. There were five (5) respondents and all respondents were evaluated based on a variety of different factors.

C. If you are seeking Board of Education action, what is the rationale for your recommendation?

Schenck is based out of Milwaukee, Wisconsin and received the highest total points based on the award selection criteria. Schenck audit firm currently has 67 Wisconsin school district clients and have been in business for more than 85 years.

D. What are your conclusions? (NOTE: Reports requesting action must contain a specific motion for Board of Education consideration and a fiscal note.)

With your approval, administration will award the three year contract to Schenck. The total base for all-inclusive audit services cost over three years is \$78,000.

MOTION: The Board of Education approves hiring Schenck for the purpose of Audit Services in an amount not to exceed \$78,000.

Please indicate if you are using an Existing Budget, requesting Fund Balance Monies or placement on the Budget Priority List: Existing Budget

Long Term Committed Funds? Yes – 3 years

BUDGET LOCATION: 801

FISCAL IMPACT: Maximum of \$78,000 to be paid over three years excluding membership audit and audit package completion.

**Audit Coverage, Adequacy
of sampling techniques,
Adequacy of analytical
procedures**

	Jamie	Jo Ann
Baker Tilley	17	16
RPB	16	15
Schenck	20	19
Wegner	18	18
WIPFLI	16	17

**Auditing simliar
entities
(size/budget)**

	Jamie	Jo Ann
Baker Tilley	10	10
RPB	10	10
Schenck	20	20
Wegner	18	15
WIPFLI	20	10

**Size and
Structure of
the firm**

	Jamie	Jo Ann
Baker Tilley	10	10
RPB	10	8
Schenck	10	10
Wegner	10	10
WIPFLI	10	10

**Realistic time estimates of
each major segment of the
work plan and the estimated
number of hours for each
staff level including
consultants assigned**

Baker Tilley	8	8
RPB	10	8
Schenck	10	9
Wegner	9	9
WIPFLI	6	8

**Firm or staff
auditing
experience with
this district**

Baker Tilley	0	0
RPB	1	2
Schenck	0	0
Wegner	5	5
WIPFLI	0	0

**Total Points
before Cost**

Baker Tilley	162
RPB	156
Schenck	204
Wegner	201
WIPFLI	169

**Copy of an audit conducted
last year for another district
similar to School District of
Beloit**

Baker Tilley	0	0
RPB	0	0

**Qualifications of
the audit team
(including staff
and consultants to
be assigned to the
audit)**

Baker Tilley	15	18
RPB	14	12

Cost

Baker Tilley	24
RPB	21

Schenck	0	0	Schenck	19	19	Schenck	23
Wegner	0	0	Wegner	19	19	Wegner	22
WIPFLI	0	0	WIPFLI	16	18	WIPFLI	25



I. BASIC INFORMATION

Topic or Concern: Technology ITB (Initiation to Bid) Award

Which strategy in the Strategic Plan does this support? Strategy 1 – Finance/Facilities

Your Name and Title: Jamie Merath, Executive Director of Business Services

Others assisting you in the presentation:

My report is for: Action

II. TOPICAL INFORMATION

A. What is the purpose of presenting this to the Board of Education?

Per policy 672.1 the board of education shall approve contracts that are over \$25K.

B. What information must the Board of Education have to understand the topic/concern and provide any requested action?

The District issued an invitation to bid for desktop and laptop computers to be placed within the following school libraries: Gaston, BMHS and McNeel. There were nine (9) respondents for the desktop computers and seven (7) for the laptops (see attached rubric). The computers are being replaced per the district computer lab refresh plan.

C. If you are seeking Board of Education action, what is the rationale for your recommendation?

VPC submitted a bid that matched the district specifications for the desktop and laptop computers as well as provided the best price.

D. What are your conclusions? (NOTE: Reports requesting action must contain a specific motion for Board of Education consideration and a fiscal note.)

Upon board approval administration will place an order for the desktops and laptops reflected in the invitation to bid. These devices will be placed within the following buildings libraries: Gaston, BMHS and McNeel.

MOTION: The Board of Education approves to purchase desktops and laptops from VPC in the amount of \$45,458.42.

Please indicate if you are using an Existing Budget, requesting Fund Balance Monies or placement on the Budget Priority List: Existing Budget

Long Term Committed Funds? No

BUDGET LOCATION: 805 – Common School Monies

FISCAL IMPACT: \$45,458.42

Desktop Computers

Vendor	Manufacturer	Model	Price/Unit	Total Cost
Camera Corner/Connecting Point	HP	400 G3	\$515.00	34,505.00
Ampro Data Services	HP	400 G3	\$575.00	38,525.00
VPC	HP	400 G2	\$396.16	26,542.72
VPC	HP	400 G2	\$478.54	32,062.18
OM Office Supply	HP	400 G3	\$522.00	34,974.00
PDS	HP		\$525.78	35,227.26
Computers on the Move	HP	400 G3	\$507.61	34,009.87
Entre	HP	400 G3	\$535.00	35,845.00
Trinity Technology	HP	400 G3	\$579.00	38,793.00
Dell	OptiPlex	3046SFF	\$499.95	33,496.65

Laptop Computers

Vendor	Manufacturer	Model	Price/Unit	Total Cost
Camera Corner/Connecting Point	HP	Probook 440	\$545.00	23,435.00
Ampro Data Services	HP	Probook 640	\$787.00	33,841.00
VPC	Acer	Travel Mate	\$439.90	18,915.70
OM Office Supply	HP	Probook 640	\$699.00	30,057.00
PDS	HP	Probook 640	\$709.25	30,497.75
Entre	HP	Probook 640	\$1130.00	48,590.00
Dell	Latitude	3460	\$599.95	25,797.85



School District of Beloit Board of Education Report

February 28, 2017

I. BASIC INFORMATION

Topic or Concern: New Course Proposals:
College and Career Readiness 9
College and Career Readiness 10
College and Career Readiness 11 and 12

Which strategy in the Strategic Plan does this support? Strategy 4-Assessment & Instruction

Your Name and Title: Anthony Bonds, Assistant Superintendent, of Teaching, Learning, and Innovation

Others assisting you in the presentation: Carole Campbell and Jaymee Thompson

My report is for: Action

II. TOPICAL INFORMATION

A. What is the purpose of presenting this to the Board of Education?

The purpose of the presentation is to propose two new required courses for the high school. Each course will be a single semester for .5 credit. We are also proposing one new elective course for grades 11 & 12 at the high school. The course will be a single semester for .5 credit.

B. What information must the Board of Education have to understand the topic/concern and provide any requested action?

Please see attached course proposal information.

C. If you are seeking Board of Education action, what is the rationale for your recommendation?

Please see the attached narrative for the rationale of this change.

D. What are your conclusions?

Data for ACT, ACT Aspire, failure rates, and AP completion at the high school suggests students would benefit from classes that focus on study skills, test preparation, and academic and career planning.

MOTION: The Board of Education approves the two new one-term, .5 credit College and Career Readiness required courses 9 and 10 to replace the current academic labs and the new one-term .5 credit College and Career Readiness elective course for grades 11 & 12 to replace current academic labs.

I propose using an existing budget.

Long Term Committed Funds? No

BUDGET LOCATION: 805 Curriculum

FISCAL IMPACT: \$9,600 (\$3,200 each)

COURSE INFORMATION:

This course will be: Elective x Required

If Yes, please explain:

This course will be:	<u>Elementary</u>	<u>Middle School</u>	<u>High School</u>
	_____	_____ nine weeks	_____ x ½ credit
		_____ semester	_____ 1 credit
		_____ year	_____ other
		_____ other	

If other, please specify:

This course will be: ☒ offered for credit ☐ offered without credit

The building contact person for discussion of this new course is:

Jaymee Thompson/Carole Campbell

The person(s) above will be asked to present this proposal to the Board of Education Curriculum and Instruction Committee.

Texts/Materials/Software: \$

Curriculum Hours: \$3200

Teacher Training: \$ _____

Funding Source: Curriculum Dept. Budget

F.T.E. Implications: none

F.T.E. Funding Source:

Proposed course description for course description book/guide that includes:

- Target audience
 - Key curricular concepts
 - Pre-requisites with rationale as to why the prerequisites are required
- Need & Impact
- Data that indicates why this course is needed
 - Impact on grade level or department
 - Impact on vertical K-12 program
- Curriculum
- Main essential understandings
 - Main critical content
 - Main required skills & process
 - Content standards
- Instruction
- Proposed resources, main projects, etc.
- Assessment
- Proposed student assessment methods
 - How will the effectiveness of this course be assessed and who will be responsible for this assessment?

NARRATIVE:

This course will be required as a one semester class for all 9th grade students. There will be no prerequisites for this class. The class will focus on a combination of study skills, standardized test prep, Academic and Career Planning, preparation for taking Advanced Placement courses in the future, and a guided study hall. This class will replace the academic labs that are currently in use.

This course is designed to support incoming freshmen as they transition to the high school and move from a non-credit system in the intermediate schools to the credit system of the high school. Data shows that freshmen fail classes at a greater rate than other grade levels which puts them behind early in their high school careers. This class will help make the high school system more understandable to students so they understand the importance of studying, strategies for studying, the impact of grades on future opportunities, and the connections between grades and college and career opportunities. Additional data shows that enrollment of students in Advanced Placement courses is low, especially among students of color. This course will help students understand why Advanced Placement classes may be a desired option for them, how the classes help them pursue post-secondary education, and will help them develop the skills necessary to be successful in AP classes.

Curriculum, resources, and assessments for this course will be developed/determined by a team of teachers at the high school and will incorporate critical thinking, problem-solving, close reading, and development of academic vocabulary. Students will also begin to develop their Academic and Career Planning documents that will help guide them through high school classes that support their future goals. The effectiveness of this course will further be determined through review of freshmen failure rates in classes and enrollment data in AP classes.

PROJECTED COSTS:

The intent of this section is to specifically outline the projected costs for program implementation and sustainability. **Please be as precise and specific as possible***. Please add to the suggested category listings as needed.

Category	Initial Projected	Ongoing	Initial Funding	Sustaining
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	Cost	Projected Costs	Source	Funding Source
Teacher Training				
Curriculum Writing (number of total hours & costs)	30 hours per teacher 4-5 teachers approx. \$3200		Curriculum Dept. Budget	High School Budget
Course Materials: <ul style="list-style-type: none"> • Books • Software • Hardware • Consumables • Licensing costs 				

*Expenditures not listed on this form may not receive funding.

Total Expenditure for this course: \$3200

NEW COURSE PROPOSAL

Signature Page

(Signatures affirm support for the new course proposal)

Signature: _____ Date: _____

(Person/Group making the recommendation)

Signature: _____ **Date:** _____
(Department Chairperson)

Signature: _____ **Date:** _____
(Building Principal)

Reviewed by: _____ **Date:** _____
(Director of Secondary/Elementary Curriculum)

Reviewed by: _____ **Date:** _____
(Assistant Superintendent of Curriculum, Instruction, and Assessment)

NEW COURSE PROPOSAL

COURSE INFORMATION:

The title of this course will be: College & Career Readiness 10

This course will be: Elective x Required

Will this course have an impact on graduation requirements? x Yes No

If Yes, please explain:

This course will be:	<u>Elementary</u>	<u>Middle School</u>	<u>High School</u>
	<u> </u>	<u> </u> nine weeks	<u> x </u> ½ credit
		<u> </u> semester	<u> </u> 1 credit
		<u> </u> year	<u> </u> other
		<u> </u> other	

If other, please specify:

This course will be: x offered for credit offered without credit

The building contact person for discussion of this new course is:

Jaymee Thompson/Carole Campbell

The person(s) above will be asked to present this proposal to the Board of Education Curriculum and Instruction Committee.

FISCAL IMPACT:

Texts/Materials/Software: \$

Curriculum Hours: \$3200

Teacher Training: \$

Funding Source: Curriculum Dept. Budget

F.T.E. Implications: none

F.T.E. Funding Source:

Below, in a short narrative, include the following:

Proposed course description for course description book/guide that includes:

- Target audience
 - Key curricular concepts
 - Pre-requisites with rationale as to why the prerequisites are required
- Need & Impact
- Data that indicates why this course is needed
 - Impact on grade level or department
 - Impact on vertical K-12 program
- Curriculum
- Main essential understandings
 - Main critical content
 - Main required skills & process
 - Content standards
- Instruction
- Proposed resources, main projects, etc.
- Assessment
- Proposed student assessment methods
 - How will the effectiveness of this course be assessed and who will be responsible for this assessment?

NARRATIVE:

This course will be required as a one semester class for all 10th grade students. There will be no prerequisites for this class. The class will focus on a combination of study skills, ACT prep, Academic and Career Planning, preparation for taking Advanced Placement courses in the future, and a guided study hall. This class will replace the academic labs that are currently in use.

This course is designed to continue academic support for 10th graders as they begin to take more rigorous classes and prepare for the ACT. Data shows that most students at BMHS struggle with the ACT and a disproportionate number of students of color test below proficiency level. Additional data shows that enrollment of students in Advanced Placement courses is low, especially among students of color. This course will help students understand why Advanced Placement classes may be a desired option for them, how the classes help them pursue post-secondary education, and will help them develop the skills necessary to be successful in AP classes.

Curriculum, resources, and assessments for this course will be developed/determined by a team of teachers at the high school and will incorporate critical thinking, problem-solving, close reading, and development of academic vocabulary. Students will also continue to work with their Academic and Career Planning documents that will help guide them through high school classes that support their future goals. The effectiveness of this course will further be determined through review of sophomore failure rates in classes and enrollment data in AP classes.

PROJECTED COSTS:

The intent of this section is to specifically outline the projected costs for program implementation and sustainability. **Please be as precise and specific as possible***. Please add to the suggested category listings as needed.

Category	Initial Projected Cost	Ongoing Projected Costs	Initial Funding Source	Sustaining Funding Source
----------	------------------------	-------------------------	------------------------	---------------------------

Teacher Training				
Curriculum Writing (number of total hours & costs)	30 hours per teacher 4-5 teachers approx. \$3200		Curriculum Dept. Budget	High School Budget
Course Materials: <ul style="list-style-type: none"> • Books • Software • Hardware • Consumables • Licensing costs 				

*Expenditures not listed on this form may not receive funding.

Total Expenditure for this course: \$3200

NEW COURSE PROPOSAL

Signature Page

(Signatures affirm support for the new course proposal)

Signature: _____ Date: _____
 (Person/Group making the recommendation)

Signature: _____ **Date:** _____
(Department Chairperson)

Signature: _____ **Date:** _____
(Building Principal)

Reviewed by: _____ **Date:** _____
(Director of Secondary/Elementary Curriculum)

Reviewed by: _____ **Date:** _____
(Assistant Superintendent of Curriculum, Instruction, and Assessment)

NEW COURSE PROPOSAL

COURSE INFORMATION:

The title of this course will be: College & Career Readiness

This course will be: x Elective Required

Will this course have an impact on graduation requirements? Yes x No
If Yes, please explain:

This course will be:	<u>Elementary</u>	<u>Middle School</u>	<u>High School</u>
	<u> </u>	<u> </u> nine weeks	<u> x </u> ½ credit
		<u> </u> semester	<u> </u> 1 credit
		<u> </u> year	<u> </u> other
		<u> </u> other	

If other, please specify:

This course will be: x offered for credit offered without credit

The building contact person for discussion of this new course is:

Jaymee Thompson/Carole Campbell

The person(s) above will be asked to present this proposal to the Board of Education Curriculum and Instruction Committee.

FISCAL IMPACT:

Texts/Materials/Software: \$

Curriculum Hours: \$3200

Teacher Training: \$

Funding Source: Curriculum Dept. Budget

F.T.E. Implications: none

F.T.E. Funding Source:

Below, in a short narrative, include the following:

Proposed course description for course description book/guide that includes:

- Target audience

- Key curricular concepts
 - Pre-requisites ~~with rationale~~ as to why the prerequisites are required
- Need & Impact
- Data that indicates why this course is needed
 - Impact on grade level or department
 - Impact on vertical K-12 program
- Curriculum
- Main essential understandings
 - Main critical content
 - Main required skills & process
 - Content standards
- Instruction
- Proposed resources, main projects, etc.
- Assessment
- Proposed student assessment methods
 - How will the effectiveness of this course be assessed and who will be responsible for this assessment?

NARRATIVE:

This course will be offered as a one semester elective class for all 11th and 12th grade students. There will be no prerequisites for this class. The class will focus on a combination of study skills, ACT prep for 11th graders, Academic and Career Planning, resume development, college applications and scholarship applications. This class will replace the academic labs that are currently in use.

This course is designed to continue academic support for 11th and 12th graders as they continue to take more rigorous classes and prepare for college and/or careers following high school. Data shows that most students at BMHS struggle with the ACT and a disproportionate number of students of color test below proficiency level. This class will support 11th grade students in their preparation for the ACT. The course will also include support for students in resume writing, and completing job, college entry, and scholarship applications.

Curriculum, resources, and assessments for this course will be developed/determined by a team of teachers at the high school and will incorporate critical thinking, problem-solving, close reading, and development of academic vocabulary. Students will also continue to work with their Academic and Career Planning documents that will help guide them through high school classes that support their future goals. The effectiveness of this course will further be determined through review of junior and senior level failure rates in classes, successful completion of AP classes, numbers of students applying to college and for scholarships, and the number of students who leave high school with a solid plan for their immediate futures.

PROJECTED COSTS:

The intent of this section is to specifically outline the projected costs for program implementation and sustainability. **Please be as precise and specific as possible***. Please add to the suggested category listings as needed.

Category	Initial Projected Cost	Ongoing Projected Costs	Initial Funding Source	Sustaining Funding Source
----------	------------------------	-------------------------	------------------------	---------------------------

Teacher Training				
Curriculum Writing (number of total hours & costs)	30 hours per teacher 4-5 teachers approx. \$3200		Curriculum Dept. Budget	High School Budget
Course Materials: <ul style="list-style-type: none"> ● Books ● Software ● Hardware ● Consumables ● Licensing costs 				

*Expenditures not listed on this form may not receive funding.

Total Expenditure for this course: \$3200

NEW COURSE PROPOSAL

Signature Page

(Signatures affirm support for the new course proposal)

Signature: _____
(Person/Group making the recommendation)

Date: _____

Signature: _____ **Date:** _____
(Department Chairperson)

Signature: _____ **Date:** _____
(Building Principal)

Reviewed by: _____ **Date:** _____
(Director of Secondary/Elementary Curriculum)

Reviewed by: _____ **Date:** _____
(Assistant Superintendent of Curriculum, Instruction, and Assessment)



School District of Beloit Board of Education Report

February 28, 2017

I. BASIC INFORMATION

Topic or Concern: African American Studies Textbook Adoption

Which strategy in the Strategic Plan does this support? Strategy 4-Assessment & Instruction

Your Name and Title: Anthony Bonds, Assistant Superintendent of Teaching, Learning, and Innovation

Others assisting you in the presentation: Nicole Powers, Social Studies Educator, BMHS

My report is for: Action

II. TOPICAL INFORMATION

A. What is the purpose of presenting this to the Board of Education?

The purpose of the presentation is to propose the adoption of a new textbook for African American Studies.

B. What information must the Board of Education have to understand the topic/concern and provide any requested action?

All information will be provided.

C. If you are seeking Board of Education action, what is the rationale for your recommendation?

Please see the attached documents for the rationale for this adoption.

D. What are your conclusions?

The students and teacher reviewed textbook options and feel this book is the most approachable and comprehensive of the textbooks reviewed.

MOTION: The Board of Education approves the adoption of African American History as the textbook used in African American Studies I and II classes.

I propose using an existing budget

Long Term Committed Funds? No

BUDGET LOCATION: 805 Curriculum

FISCAL IMPACT: \$5,400

Curriculum Materials Review

* With students:
Shata'ja Grady
Paola Martinez
Levi Johnson

Reviewer Name: Nicole Powers *

Program: Social Studies - AASI + II

Criteria	Evidence 0 No Evidence 1 Poor 2 Adequate 3 Good 4 Excellent	Comments/Notes
The materials address the ELTs.	3	The ELT's will be based upon this text being the primary book for ^{for} class ^{classes} .
The materials and lessons are appropriate for the age of the intended students.	4	My students, 15-18, agree with me that this text is completely age appropriate.
The materials encourage inquiry, problem-solving, and higher level thinking.	3	I think the skill-building exercises are good for problem-solving. Higher level thinking comes from the subject.
The materials support the development of academic vocabulary.	4	Absolutely. My student reviewers agreed that the format of the key terms is user-friendly.
The materials are culturally appropriate and responsive.	4	Unlike some texts, this book IS both culturally responsive & appropriate & my students agree.
The sequence and pacing of the materials are appropriate for the length of the class.	4	Because this text will be used for a chronologically based course, it's pacing is perfect.
The materials allow for differentiation based on student need, with opportunities to support and extend learning.	4	The text is designed for grades 10-12. For students who need help or more of a challenge, it is easily adaptable.
The materials support on-going formative assessment.	4	There are reading comprehension and skill-building questions throughout each chapter.
The materials are sufficient with little or no supplemental materials needed.	3	I'm not as familiar w/ the supplementals yet. I've used the book on its own.
The materials are organized in a teacher-friendly way.	4	For me, this means that the text is student-friendly, which this is.

Comments:

1. What are the strengths of these materials? Lexile scores match our students. According to my students, this text allows for students to work at their own pace and makes learning important vocabulary easy. Chapters are short and engaging. Information is presented well.

2. What are the weaknesses of these materials?

Without teacher differentiating, not as challenging for the Gifted/Talented students. Chapters are reasonably short.

3. If these materials are adopted, what supplemental materials would need to be considered?

Although the order would include teaching supplementals, the student text can stand on its own.

4. Other comments

I asked a diverse sample of students in my African American Studies class to help evaluate both of the textbooks. Many of the review information comes from them.

Instructional Materials Adoption Recommendation

Signature Page

(Signatures affirm endorsement of the materials and their purchase.)

Title of First Choice Materials: African American History

Title of Second Choice Materials: From Slavery to Freedom

Course Title, Grade(s), Department: African American Studies I and II, 10th-12th, Social Studies.

Applicant:

Nicole M. Powers

Date:

2/5/17

Department Chair:

John

Date:

2/7/17

Building Principal:

Carol Campbell

Date:

2-7-17

Director of Curriculum:

Bugie Montoya

Date:

2-8-17

Assistant Superintendent of Curriculum:

Anthony Babb

Date:

2/8/17



School District of Beloit Board of Education Report

February 28, 2017

I. BASIC INFORMATION

Topic or Concern: Single Gender Course Proposal Including Research

Which strategy in the Strategic Plan does this support? Strategy 4 - Assessment & Instruction

Your Name and Title: Carole Campbell, Principal, BMHS, and Blake Shaver, Technology Educator, BMHS

Others assisting you in the presentation: Peg Muehlenkamp, Director of Data and Assessment

My report is for: Action

II. TOPICAL INFORMATION

A. What is the purpose of presenting this to the Board of Education?

For Board of Education approval to offer a "girls only" section of the PLTW Introduction to Computer Science course.

B. What information must the Board of Education have to understand the topic/concern and provide any requested action?

See attached Course Name Proposal and additional information.

C. If you are seeking Board of Education action, what is the rationale for your recommendation?

Board of Education approval is required.

D. What are your conclusions?

See motion below.

MOTION: The Board of Education approves the addition of a "girls only" section to the PLTW Introduction to Computer Science course.

I propose using an existing budget

Long Term Committed Funds? No

BUDGET LOCATION: 805 Curriculum

FISCAL IMPACT: Not applicable.

Single Gender Section Information - Introduction to Computer Science

Proposal:

It has been proposed that a single gender section of females be offered for selection at the high school for the PLTW (Project Lead the Way) Introduction to Computer Science course. Along with a single gender section, a section of introduction to computer science would also be offered that would be open to all genders.

Legality:

<http://dpi.wi.gov/sped/pupil-nondiscrimination/single-sex>
<http://docs.legis.wisconsin.gov/2005/related/acts/346>

On April 14, 2006, the Governor approved Act 346, which allows school boards and charter schools to establish single-sex schools and courses.

§ 120.13(38), Wis. Stats., allows school boards to operate one or more schools that enroll only one sex or provide one or more courses that enroll only one sex if the school board makes available to the opposite sex, under the same policies and criteria of admission, schools or courses that are comparable to each such school or course. Thus, the statute creates an exception to the general prohibition against sex discrimination by school districts as identified in § 118.13(1), Wis. Stats., and revises § 118.13(1), Wis. Stats., accordingly.

Rationale:

It is believed that by offering a single gender female section of introduction to computer science that more female students would be willing to take the course. The data at the national level is showing that STEM related careers, especially in computer science, are projected to grow 15 - 20% and add 1.7 million jobs over the coming years. This trend begins well before entering the job market and AP Computer Science is the fastest growing AP course in the country. Nationally, on all AP tests, girls account for more than half of all test-takers, yet in AP Computer Science boys outnumbered girls 4:1 in computer science exams. In some states, not even one girl took the AP Computer Science exam in 2014.

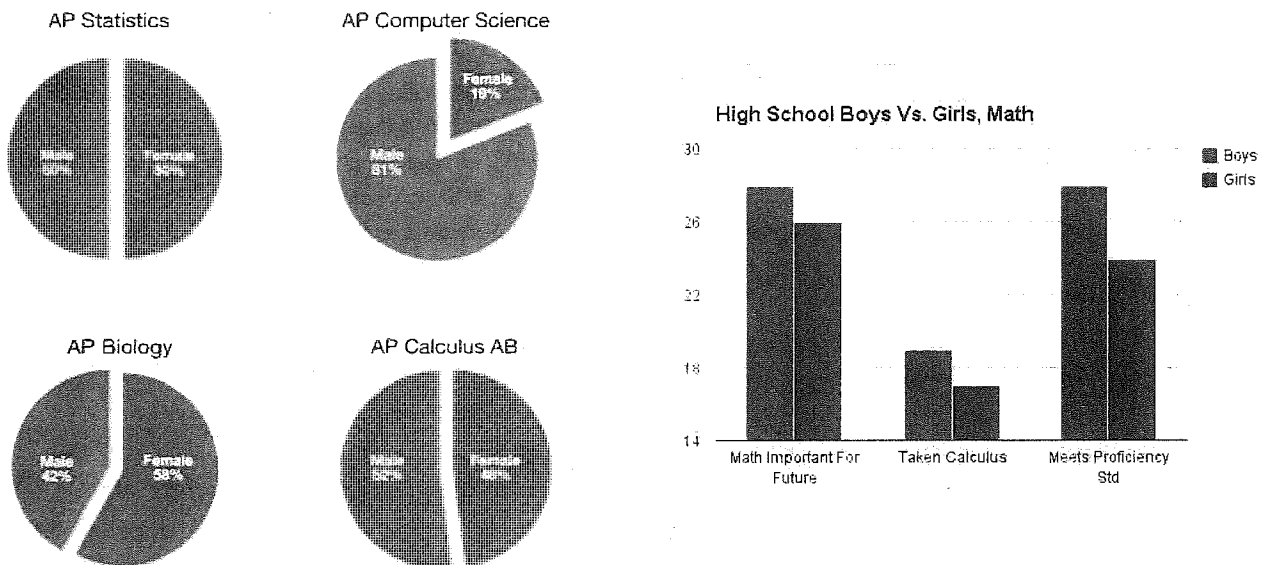
At Beloit Memorial High School we have offered 3 sections of Introduction to Computer Science from 2015 - 2017, and 3 sections of Computer Science Principles (now AP Computer Science Principles PLTW) from 2015 - 2017. In those 6 courses, there have been a total of 135 students. **Of those 135 students, 9 have been female.** To contrast that, currently in our sections of AP Statistics classes 20 out of 44 students are female. Also, in 2 sections of AP Calculus, 19 out of 48 students are female.

Students who excel in math courses are generally excellent problem solvers, and those skills transfer to being good at programming and computer science.

It is believed that by offering a female only section of Introduction to Computer Science that more female students will feel comfortable selecting a traditionally male dominated class. Since Introduction to Computer Science is the first offering of computer science, the idea would be to funnel those female sections into the “traditional” next level offering which would be AP Computer Science Principles (PLTW).

Data & Support:

<http://venturebeat.com/2014/05/07/the-high-school-gender-gap-between-math-computer-science-is-huge-in-2-graphs/>



What these graphs show, and the article argues, is that the problem isn't a **skills** gap, the problem is a **cultural** gap. As a culture, we encourage males to take computer classes and to be involved in computer science. When computers became “nerdy” and “geeky” in the 1980's is when this trend starting to take place. Offering a section to females would allow the stigma to be set aside.

<https://www.pltw.org/blog/guest-post-how-we-built-a-program-to-recruit-girls-in-engineering-and-manufacturing>

A PLTW teacher in South Carolina ran a program to promote engineering and manufacturing to female students. In the program they ran a survey which included asking about what might get more female students involved. They found the following:

“ The stigmas are tougher. **Our participants reported not wanting to be the only girl in a class and reported that they would be interested in taking classes with only girls.** We try to schedule girls to take the same class at the same time so that they will not be the only one in a class. As for the girls-only class, we are still trying to see if we can make that happen. **Our surveys this year still came back with a strong interest in a girls-only class offering.** After that initial girls-only class, the students could funnel right back into our regular classes. I believe their confidence levels would be through the roof after one class and that they would have broken through the nontraditional stigma. One class could make the difference of them discovering that this would be a career that they would love, no matter what tradition says. ”

<http://www.nea.org/tools/17061.htm>

The National Education Association did research on single gender education and found the following:

Girls who learn in all-girl environments are believed to be more comfortable responding to questions and sharing their opinions in class and more likely to explore more “nontraditional” subjects such as math, science, and technology. In addition, advocates believe that when children learn with single-gender peers, they are more likely to attend to their studies, speak more openly in the classroom, and feel more encouraged to pursue their interests and achieve their fullest potential

<https://www.agsa.org.au/why-a-girls-school-the-research/>

Girls attending girls' schools are more confident and assertive in single-sex environments. Research demonstrates that girls feel empowered to behave in a more competitive ways without the presence of boys. Girls in girls' schools are free to pursue academic excellence in any area they choose, including in the 'gender atypical' areas of science, technology, engineering and maths (STEM). **Statistics show that girls from girls' schools are more likely to study STEM at school and pursue university studies and careers in STEM fields.**

Additional Resources:

Girls in STEM Programs

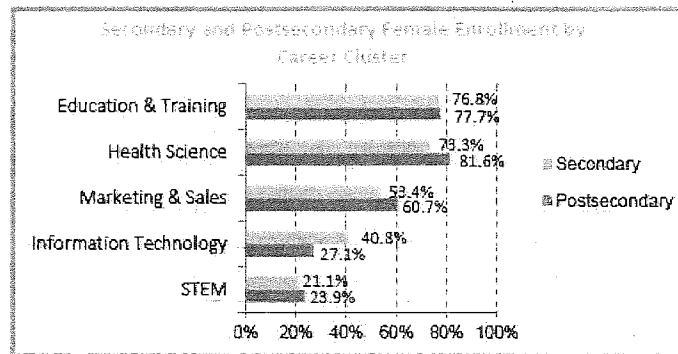
<https://sustainable-nano.com/2014/06/18/girls-in-stem-programs-my-single-sex-education-experience/>

Gender Equity in Education

Career and Technical Education

Despite women's gains in some nontraditional fields as a whole, the rate of female enrollment in certain career clusters remains at persistently low levels.

- In 2009-2010, females made up less than 25% of participants in science, technology, engineering, and math programs nationally (21% at the secondary level and 24% at the postsecondary level).



Source: U.S. Department of Education, Office of Vocational and Adult Education, 2009-10



School District of Beloit Board of Education Report

February 28, 2017

I. BASIC INFORMATION

Topic or Concern: HVAC Technician Job Description

Which strategy in the Strategic Plan does this support? Strategy 1 - Finance & Facilities

Your Name and Title: Deetra Sallis, Executive Director of Human Resources

Others assisting you in the presentation: Jamie Merath & Sean Winters

My report is for: Action

II. TOPICAL INFORMATION

A. What is the purpose of presenting this to the Board of Education?

The board approved bringing three (3) HVAC technician positions into the District after services have been contracted by Bassett Mechanical. Upon review, the concern is that SDB has not been receiving an acceptable level of sufficient service. The attached job description, in detail, outlines the skills, knowledge, qualification and duties of the full positions we are seeking to fill.

B. What information must the Board of Education have to understand the topic/concern and provide any requested action?

Knowledge of the needs of the District's HVAC maintenance, repair and installation needs. Over the last year it was analyzed that contracted services with Bassett Mechanical has cost the District \$295,914 but we anticipate a savings of at least \$34,767 by bringing the services in house.

C. If you are seeking Board of Education action, what is the rationale for your recommendation?

To reduce cost with a contracted vendor and increase efficiency for the HVAC needs of the full District.

D. What are your conclusions?

To approve the attached job description to start the posting and hiring process.

MOTION: The Policy & Personnel Committee recommends that the full Board of Education approve the attached job description for HVAC Technician.

I propose using an existing budget

Long Term Committed Funds? Yes, indefinite

BUDGET LOCATION: 810 Facilities Services

FISCAL IMPACT: The estimate cost of 3 full time staff with salaries, benefits and other financial cost - \$261,147.00 (versus \$295,914.00 cost of Bassett Mechanical). Also facilities budget to cover one-time expenses of \$87,000 for vehicles and tools in 2016-2017.

Job title	<i>HVAC Technician</i>
Contract Terms	<i>52 weeks; year-round</i>
Reports to	<i>Coordinator of Facilities</i>

Job purpose

To provide HVAC services on a variety of HVAC equipment with the specific responsibility for identifying repair and/or replacement needs, installing, repairing, maintaining and upgrading HVAC systems.

Duties and responsibilities

1. Inspects HVAC systems and their components to evaluate condition identifying necessary repairs and recommending preventative maintenance
2. Diagnoses causes of problems and/or failures in HVAC systems and energy management control systems for the purpose of identifying equipment and/or systems repair and/or replacement needs ensuring responsive and corrective action for urgent building operation items, indoor air quality, thermal comfort parameters
3. Installs heating, ventilation and cooling equipment and systems as needed.
4. Fabricates equipment parts as needed
5. Analyzes blue prints, schematics, and drawings for the purpose of identifying the location of new and existing HVAC systems and determining the efficient installation of additional systems
6. Repairs heating, ventilation and cooling systems to ensure efficiency and comfortable work and learning environments
7. Cleans air conditioning and heating units (e.g. coils, condensation pans, drain lines, cooling towers, etc.) for the purpose of ensuring units are operating efficiently, correctly and within safety guidelines
8. Lubricates bearings, replaces and adjusts belts and pulleys, cleans coils and replaces filters
9. Cleans air handling units, checks fan/blowers, checks temperatures of bearings, test motors for amperage
10. Tracks preventative maintenance into district software.
11. Maintains all tools and equipment
12. Performs routine and preventative maintenance as needed to ensure efficient running systems
13. Monitors contract work for the purpose of ensuring contract terms are fulfilled and work standards are met
14. Maintains inventory of all HVAC equipment, supplies and assets of the District.
15. Responds to emergency situations during and after hours to address immediate safety concerns
16. Installs and repairs systems using hazardous materials such as refrigerant and Freon gases

- Prioritizes work orders for the purpose of addressing health and safety problems first
- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit

Qualifications

Required Qualifications

- Minimum of a high school diploma or GED equivalent.
- **Minimum of 2 years' direct work experience.**
- Successful completion of an apprenticeship.

Preferred Qualifications

- Associates degree and/or HVAC EPA certification.
- Experience working in a school environment.
- Commercial refrigerant certification.

Skills and Knowledge

1. Knowledge of general math, algebra and geometry
2. Ability to read technical information such as blueprints, mechanics, electronics and manuals
3. Ability to compose a variety of documents and analyze situations to define issues and draw conclusions
4. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: indoor air monitoring equipment and interpret resulting data; standards for design and construction; air conditioning and heating codes; and hazards and safety precautions
5. Ability to schedule activities, meetings, and/or events
6. Gather, prioritize work, collate, and/or classify data; and consider a number of factors when using equipment
7. Work with data utilizing defined and similar processes
8. Utilize equipment under a variety of conditions for multiple purposes while using a wide variety of types of job-related equipment
9. Ability to work with a wide diversity of individuals
10. Excellent communication skills
11. Experience using email and electronic systems for the purpose of receiving and processing work orders
12. Strong problem solving is required to identify issues and create action plans.
13. Problem solving with data frequently requires independent interpretation of guidelines; Problem solving with equipment is moderate to significant
14. Specific ability-based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups; meeting deadlines and schedules; working as part of a team; working with constant interruptions; and displaying mechanical aptitude. Responsibilities include: working under direct supervision using standardized routines; leading, guiding, and/or coordinating others; and monitoring budget expenditures

Working conditions

This job may require work to be performed in extremes temperatures and under conditions with exposure to risk of injury and/or illness. May also include work conditions of various heights and/or cramped spaces. Selected candidate must use the necessary personal protective equipment (PPE) and promote good safety practices at all times.

Physical requirements

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling; significant climbing and balancing; significant stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity. Generally the job requires 10% sitting, 60% walking, and 30% standing.

Direct reports

None

Approved by:	<i>Signature of the person with the authority to approve the job description</i>
Date approved:	<i>Date upon which the job description was approved</i>
Reviewed:	<i>Date when the job description was last reviewed</i>
Date of position approval by BOE:	



School District of Beloit Board of Education Report

February 28, 2017

I. BASIC INFORMATION

Topic or Concern: Updated High School Principal Job Description

Which strategy in the Strategic Plan does this support? Strategy 1 - Finance & Facilities

Your Name and Title: Deetra Sallis, Executive Director of Human Resources

Others assisting you in the presentation: Dr. Darrell Williams & Emily Pelz

My report is for: Action

II. TOPICAL INFORMATION

A. What is the purpose of presenting this to the Board of Education?

Beloit Memorial High School had an interim principal for part of the 2015-2016 school year and the full 2016-2017 school year. Now that the District wants to start the search process for a new principal, it was imperative to update the job description to include important skills, experience and duties so that it more accurately reflects the job to be performed day to day.

B. What information must the Board of Education have to understand the topic/concern and provide any requested action?

The position of Principal is the educational leader of any school building. It's important that the job description more accurately includes key points to ensure that our search identify the most qualified candidate to meet the need of the District and the achievement gap that the District is working to close.

C. If you are seeking Board of Education action, what is the rationale for your recommendation?

To ensure the District's search for a high school principal is accurately reflected in the job description so we are able to hire the most qualified and talented applicant in the pool.

D. What are your conclusions?

The attached job description will cast a broader net to candidates to yield a stronger applicant pool.

MOTION: The Policy & Personnel Committee recommends that the full Board of Education approve the attached revised job description for High School Principal to begin the posting and hiring process for the 2017-2018 school year.

I propose using an existing budget

Long Term Committed Funds? Yes, indefinite

BUDGET LOCATION: 442-BMHS

FISCAL IMPACT: Approximately \$120,000 for salary based on skills and experience and \$49,096 for fringe & benefits for a total of \$169,096.00.

Job title	<i>High School Principal</i>
Contractual Terms	<i>52 week; 261 days</i>
Reports to	<i>Assistant Superintendent of Operations, Administration and Equity</i>

Job purpose

To serve as the chief administrator of a school in developing and implementing policies, programs, curriculum activities, and budgets in a manner that promotes the educational development of each student and the professional development of each staff member.

Duties and responsibilities

1. Assumes a leadership role in the implementation and improvement of instruction and discipline, initiatives for improving student achievement, curriculum delivery, student assessment and staff development
2. **Establishes and promotes high standards and expectations for all students and staff for academic performance and responsibility for behavior while provides leadership for positive educational change**
3. Promotes a school facility conducive to a positive learning experience and safety first for all
4. **Communicates school's goals, accomplishments, practices, and policies to all stakeholders**
5. Evaluates all staff members in accordance to policy and statute procedures and timelines
6. Works collaboratively with Human Resources to manage and support the staffing process for all positions within the building
7. Administers the building district allocated and grant-funded budgeting.
8. Manages and coordinates all extracurricular activities
9. Maintains the strictest confidence concerning personnel, students and operational concerns of the District
10. **Establishes and maintains an effective inventory system for all school supplies, materials, and equipment**
11. Demonstrates effective communication skills
12. Demonstrates effective decision making skills
13. Demonstrates effective organizational skills
14. Demonstrates positive interpersonal relations with students, staff, administrators, and parents/community
15. Analyzes data and make data-driven decisions based on curriculum and student need
16. Implements a system that fosters a comprehensive administrative team that promotes effective shared leadership skills
17. Assumes other duties as delegated by the supervisor while making adjustments in the scope of responsibility for the position based on building and student needs

Qualifications

Required Qualifications

1. Master's degree and Wisconsin DPI principal license
2. At least four (4) years of effective experience in education, including 3 years of teaching
3. Demonstrates leadership and ability to work effectively with groups and individuals
4. Demonstrates skills in organizing ideas and presenting them with clarity and conciseness
5. Demonstrates ability to supervise and evaluate curriculum and personnel performance effectively and efficiently
6. Demonstrates creative and imaginative approaches to problem solving and ability to make sound decisions
7. Demonstrates ability to develop and administer a fiscally sound budget
8. Ability to facilitate stakeholder involvement in shared decision making
9. Demonstrates ability to maintain student discipline and supervision of student activities
10. Administrative experience in a large, comprehensive, diverse high school preferred
11. Ability to communicate and interact with diverse populations

Working conditions

Ability to work a flexible schedule based on building and district needs.

Physical requirements

The usual and customary methods of performing the job's functions require the following physical demands: may need to walk, run, climb stairs and move about the building as needed with or without needed accommodations. This is a physically demanding job where the incumbent is required to stand and/or sit for extended periods of time, lift heavy objects as needed, and complete other task as needed.

Direct reports

All building staff

Approved by:	<i>Signature of the person with the authority to approve the job description</i>
Date approved:	<i>Date upon which the job description was approved</i>
Reviewed:	<i>Date when the job description was last reviewed</i>
Date position was board approved:	



School District of Beloit Board of Education Report

February 28, 2017

I. BASIC INFORMATION

Topic or Concern: New Job Description Template

Which strategy in the Strategic Plan does this support? Strategy 1 - Finance & Facilities

Your Name and Title: Deetra Sallis Executive Director of Human Resources

Others assisting you in the presentation: n/a

My report is for: Action

II. TOPICAL INFORMATION

A. What is the purpose of presenting this to the Board of Educaiton?

To introduce the new job description template. This template is more detailed than the previous and is ADA compliant. It includes sections for working conditions and physical requirements. This new template will also support our needs in defending worker's compensation claims. The template will also allow supervisors to create more detailed descriptions to ensure we are able to build a strong applicant pool and identify the most qualified applicant.

B. What information must the Board of Education have to understand the topic/concern and provide any requested action?

A quality job description is imperative. It supports the hiring process, the evaluation process and daily concerns regarding performance. In addition to those aspects, it supports human resources in defending worker's compensation claims.

C. If you are seeking Board of Educiton action, what is the rationale for your recommendation?

This is being brought forth to inform the Board of Education of the new template and to seek approval for the District to create job descriptions based on approval of position creations. Upon the approval of the position, the District wants the right to create job descriptions and post them without board approval.

D. What are your conclusions?

The new template and the commitment of success and fidelity to the work done in HR can expedite the position posting process and we can move up the timeline for filling positions. Also, the District will have a more comprehensive job description library to support the work that's done daily within the District.

MOTION: The Policy/Personnel Committee recommends approval to the full Board of Education of the attached, updated job description template and upon approval of a position (FTE) by the Board of Education, the District reserves the right to create the job description based on need and the mission and goals of the District to expedite the posting and hiring process.

I propose using N/A

Long Term Committed Funds? n/a

BUDGET LOCATION: none

FISCAL IMPACT: None

Job title	
Contractual Terms	
Reports to	

Job purpose

Brief overview of the job duties and responsibilities.

Duties and responsibilities

- 1.
- 2.
- 3.
- 4.

Qualifications

Required Qualifications

- 1.
- 2.
- 3.
- 4.

Preferred Qualifications

- 1.
- 2.
- 3.
- 4.

Working conditions

Fill in as appropriate for the position.

IE: If the job requires a person to work in special working conditions this should be stated in the job description. Special working conditions cover a range of circumstances from regular evening and weekend work, shift work, working outdoors, working with challenging clients, and so forth.

Physical requirements

Fill in as appropriate for the position.

IE: Must be able to walk, run, climb stairs and move about the building as needed. This is a physically demanding job where the incumbent is required to stand and/or sit for extended periods of time, lift heavy objects as needed, do repetitive tasks with few breaks, and so forth.

Direct reports

Other positions that this position supervises or None.

Approved by:	<i>Signature of the person with the authority to approve the job description</i>
Date approved:	<i>Date upon which the job description was approved</i>
Reviewed:	<i>Date when the job description was last reviewed</i>
Position Board Approval Date:	<i>Date when the Board voted and approved the position/budget</i>



School District of Beloit Board of Education Report

February 28, 2017

I. BASIC INFORMATION

Topic or Concern: Policy 141.2 Board Officer Duties (First Reading)

Which strategy in the Strategic Plan does this support?

Your Name and Title: Nora Gard, Committee Chair

Others assisting you in the presentation: N/A

My report is for: Action

II. TOPICAL INFORMATION

A. What is the purpose of presenting this to the Board of Education?

The Committee recommends all revisions to the full Board of Education.

B. What information must the Board of Education have to understand the topic/concern and provide any requested action?

Please see the attached policy with revisions.

C. If you are seeking Board of Education action, what is the rationale for your recommendation?

The purpose of this policy update is to reflect current board role practices and to better describe the board responsibilities as WI state statutes require. The intent of updating this policy now is so that it can be in place when newly elected Board members are assigned their Board officer duties this Spring.

D. What are your conclusions?

MOTION: The Policy/Personnel Committee recommends that the full Board of Education approve the revisions and layover of Policy 141.2 Board Officer Duties for first reading.

I propose using N/A

Long Term Committed Funds? No

BUDGET LOCATION: N/A

FISCAL IMPACT: N/A

BOARD OFFICER DUTIES

PRESIDENT

The Board President shall:

1. Preside at all business and special meetings of the Board of Education.
2. Decide on all questions of order in business and special board meetings subject to an appeal by any Board member.
3. Sign all documents on behalf of the Board including all contracts.
4. Countersign all ~~orders~~ documents as provided by law.
5. Make all appointments to all ~~full~~ standing board committees and be an ex-officio member of each.
6. Approve of and assist in the preparation of the agenda for all business and special meetings ~~and perform such other duties as may be required.~~
7. Ensure through assistance of the Board Secretary that minutes are properly recorded, approved and signed.
8. ~~Administers and/or assigns official Board communication to district staff and to the media.~~

The Board President shall ensure that the Superintendent and board assigned Legal Counsel will do the following on behalf of the Board:

9. Defend on behalf of the school district all actions brought against it and prosecute, when duly authorized to do so, actions brought by the school district.
10. Prosecute an action for the recovery of any forfeiture incurred under Wisconsin State Statute Chapters 115 to 121 in which the school district is interested.
11. ~~See that minutes are properly recorded, approved and signed.~~

VICE PRESIDENT

The Vice-President shall:

1. Preside over all Board meetings in the absence of the President and have all the powers and duties of the President during his/her absence or incapacity.

2. ~~Serve as Coordinator of Professional Development Activities for Board Members.~~ Michelle does most of these duties. Policy 163 should also be updated.
- Record of member attendance at meetings.
 - Record of material and reports from various meetings and conferences to be made available to Board members.
 - ~~In absence of President, Public Relations for Board (working with Community Relations Coordinator).~~
 - Encouragement of non-attendees to attend conferences.
 - ~~See that conference materials are distributed to each Board member.~~
3. Perform other duties as may be required by law or assigned by the Board President or Board.

TREASURER

The Treasurer shall ensure that the Executive Director of Business Services does the following on behalf of the Board:

1. Apply for and receive and sue for all money appropriated to or collected for the District and distribute same as provided by law.
2. Enter in the account books all monies received and disbursed by him/her, specifying the sources from which they were received, and to whom paid and the object for which paid.
3. Publish a fiscal statement along with a list of all incomes and expenditures for the ensuing school year as provided in state law.
4. Deposit immediately, upon receipt, the funds of the District in the name of the District in the public depository designated by the Board. Failure to comply shall be prima facie grounds for removal from office.
5. Perform other duties as may be required by law or assigned by the Board.

CLERK

The Clerk shall, with the assistance from the Board Secretary, ensure that the following is done on behalf of the Board:

1. Notify any person elected or appointed to the Board within eight (8) days of his/her election or appointment as provided in state law.
2. Report the name and post office address of each officer of his/her district, within ten (10) days after being elected or appointed, to the clerk and treasurer of each municipality which has territory in the school district.
3. Enter in the record book copies of all reports to the municipal clerk(s) and the certificate of the proceedings of a meeting returned by a temporary clerk.

4. Draw orders on the treasury as directed by Board meetings and record in a suitable book all orders drawn on the treasurer.
5. Sign all required employee contracts and maintain a copy of signed contracts in a file with the assistance and coordination of the Board Secretary.
6. Ensure ~~Furnish each teacher~~ district employee receives a copy of the contract made with him/her by the Board and a copy is filed with Human Resources.
7. Maintain a copy of all certified resolutions with the assistance and coordination of the Board Secretary.
8. On or before the last working day in October, deliver to the clerk of each municipality having territory within the District a certified copy of the portion of the amount of taxes voted and the amount of tax to be collected for the annual payment of any loan to be assessed on that part of the school district territory lying within the municipality. Such proportion shall be determined from the full values certified by the Department of Revenue to the Clerk on or before October 1. When a school district reorganization order changes school district boundary lines effective after January 1 and before July 1 of any year, the tax certification prepared by the Clerk shall be based on the equalized valuation of the District as altered by the order as provided by state law.
9. Submit annually at such times as prescribed by the Department of Public Instruction a verified annual school district report which includes all the information required by state law.
10. Perform other duties as may be required by law or assigned by the Board.

SECRETARY

The Secretary shall:

1. Attend all business and special board meetings ~~of the Board~~ and keep a complete record of all proceedings.
2. Transcribe the records and place them in a convenient and easily accessible permanent file for the use of any or all of the Board members.
 - a. Record member attendance at meetings.
 - b. Record material and reports from various meetings and conferences to be made available to Board Members.
3. Prepare and make easily accessible the minutes of each meeting within one week after such meeting.
4. Cause the minutes of all regular and special meetings, to be printed and published in the official newspaper within 45 days of the date of said meeting.
5. Notify, in writing, all Board members of all ~~meetings—regular or~~ business, special, standing committee or ad hoc committee meetings.

6. Notify the official newspaper of all ~~regular~~ business or special board, standing committee or ad hoc committee meetings. (This notification shall be given at least 48 24 hours before the scheduled meeting unless impossible or impractical and then not less than two hours notice shall be given.)
7. In the absence of the President and Vice-President, he/she shall call the business or special board meeting to order and conduct the election of a chair to preside over the meeting.
8. Receive all communications addressed to the Board and report the same to the Board.
9. Assist Board members by making reservations and other arrangements for members to attend conferences.
10. Maintain a separate record file of documents the Board Clerk is responsible for or has been legally required to sign.
11. Perform such other duties as may be specified by the Board not inconsistent with state laws.

LEGAL REF.: s.s. 120.15
 120.16
 120.17
 120.43(1)

CROSS REF.: 141.1 Board Officer Elections

APPROVED: December 6, 1977

REVISED: September 24, 1991
 March 22, 1995
 August 27, 2013

REPRINTED: September, 1996
 September, 1997

ATTENTION MICHELLE & BOARD MEMBERS:
BELOW ARE the STATE STATUTES that describe the Board duties.

120.15 School district president; duties. The school district president of a common or union high school district shall:

- (1) Countersign all checks, share drafts or other drafts for disbursement of school district moneys.
- (2) Defend on behalf of the school district all actions brought against the school district.
- (3) Prosecute, when authorized by an annual meeting or the school board, actions brought by the school district.

(4) Prosecute an action for the recovery of any forfeiture incurred under chs. 115 to 121 in which the school district is interested. If the school district president has incurred the forfeiture, such action shall be prosecuted by the school district treasurer. Of the net sum recovered under such action, one-half shall be paid into the school district treasury and one-half to the county treasury for the benefit of the school fund.

(5) Act as chairperson of school board meetings and see that minutes of the meetings are properly recorded, approved and signed. In the absence of the president, the vice president or, in the case of a 3-member board, another school board member selected by the school board, shall act as chairperson of school board meetings.

History: 1979 c. 89, 173; 1981 c. 20; 1983 a. 368.

120.16 School district treasurer; duties. The school district treasurer of a common or union high school district shall:

(2) Apply for, receive and sue for all money appropriated to or collected for the school district and disburse the same in accordance with this subsection and s. 66.0607. Disbursements from the school district treasury shall be made by the school district treasurer upon the written order of the school district clerk after proper vouchers have been filed with the school district clerk. Such disbursements shall be by order check, share draft or other draft and no order check, share draft or other draft is valid nor may it be released to the payee unless signed by the school district clerk and school district treasurer and countersigned by the school district president. In a school district having 5 or more school board members, another school board member may countersign such order checks, share draft or other draft in lieu of the school district president. No order check, share draft or other draft may be drawn for the payment of which money has not been appropriated according to law. The school district treasurer may receive money raised in extracurricular activities. The school board may by resolution authorize the use of facsimile signatures as provided in s. 66.0607 (3). A certified copy of the resolution shall be filed with the school district clerk and each public depository concerned.

(3) Enter in the treasurer's account books all money received and disbursed by the treasurer, specifying the source from which it was received, the person to whom it was paid and the object for which it was paid.

(4) Present to the annual meeting a written statement of all money received and disbursed by the treasurer during the preceding year.

(5) Immediately upon receipt, deposit the funds of the school district in the name of the school district in a public depository deposit designated by the school board under s. 120.12 (7). Failure to comply with this subsection shall be prima facie grounds for removal from office. When such funds are so deposited, the school district treasurer and his or her bonders are not liable for losses as defined in s. 34.01 (2). The interest derived from such funds shall be paid into the school district treasury.

(6) Withdraw funds of the school district deposited in savings or time deposits by written transfer order in accordance with this subsection and s. 66.0607. Written transfer orders may be executed only for the purpose of transferring deposits to an authorized deposit of the school district in the same or another authorized public depository. The transfer shall be made directly by the public depository from which the withdrawal is made. No transfer order is valid unless signed by the school district clerk and school district treasurer and countersigned by the school district president. In a school district having 5 or more school board members, another school board member may countersign transfer orders in lieu of the school district president. The school board may, by resolution, authorize the use of facsimile signatures as provided in s. 66.0607 (3). A certified copy of the resolution shall be filed with the school district clerk and each public depository concerned.

History: 1973 c. 90; 1977 c. 29, 211; 1979 c. 318; 1981 c. 20; 1983 a. 189 s. 329 (21); 1983 a. 368, 1993 a. 492; 1999 a. 150 s. 672.

120.17 School district clerk; duties. The school district clerk of a common or union high school district shall:

(1) Report the name and post-office address of each officer of the school district, within 10 days after the election or appointment of the officer, to the clerk and treasurer of each municipality having territory within the school district.

(2) Act as clerk and record the proceedings of annual and special meetings.

(3) Enter in the record book provided by the school board the minutes of its meetings, orders, resolutions and other proceedings.

(4) Enter in the record book copies of all the school district clerk's reports to the municipal clerks and the certificate of the proceedings of a meeting returned by a temporary school district clerk.

(5) Draw orders on the school district treasurer as directed by an annual or special meeting or the school board and record all orders drawn on the school district treasurer.

(7) Furnish each teacher with a copy of the contract between the teacher and the school board.

(8)

(a) Annually on or before November 10, deliver to the clerk of each municipality having territory within the school district a certified statement showing that proportion of the amount of taxes voted and not before reported, and that proportion of the amount of tax to be collected in such year, if any, for the annual payment of any loan to be assessed on that part of the school district territory lying within the municipality. Such proportion shall be determined from the full values certified to the school district clerk under s. 121.06 (2).

(bm) If the equalized valuation of that part of a municipality lying within a school district is reduced due to the removal of property from the tax roll because the imposition of the property tax on that property is found unconstitutional, the school district clerk shall notify the supervisor of equalization. The supervisor of equalization shall reduce the equalized valuation by the full value of the property so removed and certify the resulting equalized valuation to the state superintendent and the school district clerk for use in computing the tax levy certifications under this subsection. Corrections may be made under this paragraph only for the valuations used by the department for the last 2 school years.

(c) If an order of school district reorganization under ch. 117 is effective after January 1 and before July 1 of any year, the school district clerks of the school districts affected shall prepare the statement under par. (a) based on the equalized valuation of the school districts as altered by the order and related to the equalized valuation of the year upon which the tax levy is required to be made. If the school district clerk has filed the statement prior to the effective date of the order, the clerk shall file a corrected certification which shall be accepted by the clerks of the municipalities affected and acted upon by them as provided in par. (a). Failure of the school district clerk to file a corrected certification of the levy based on the equalized valuation of each of the municipalities or portions thereof within the school district shall be corrected by the school district clerk by an appropriate adjustment in the levy certified in the following year.

(9) Within 5 days after receipt of notification from the school board of the name of a new school, notify the proper postmaster of the name and location of the school and the number of the school district. If a school is not located on a mail route, the school district clerk shall furnish the postmaster with the names of persons to whom the mail for the school may be delivered. The school board may rent a lock box at school district expense for each school not on a mail route. The school district clerk shall notify the postmaster of school vacations and shall direct what disposition shall be made of the school mail during vacations.

(10) Have authority to administer the oath of office to school board members.

History: 1971 c. 56; 1973 c. 61, 90; 1977 c. 29 s. 1647 (4); 1977 c. 418; 1983 a. 2

120.43 School board meetings.

(1) Annually, on or within 30 days after the 4th Monday in April, the school board shall elect a school district president, vice president, clerk and treasurer from among its members and a school board secretary who need not be a member of the school board.

(2) The school board shall meet at least once each month and at other times upon the call of the school district president or upon the filing of a request with the school district clerk signed by a majority of the school board members.

(3) Each school board member may be paid an annual salary or an amount fixed by the school board for each school board meeting the member actually attends.

(4) Proceedings of the school board shall be published in accordance with s. 120.11 (4).

History: 1977 c. 418; 1979 c. 301; 1983 a. 27 s. 2202 (42); 1985 a. 225 ss. 89 to 91; Stats. 1985 s. 120.43.

118.24 (6) The employment contract of any person described under sub. (1) shall be in writing and filed with the school district clerk. At least 4 months prior to the expiration of the employment contract, the employing school board shall give notice in writing of either renewal of the contract or of refusal to renew such person's contract. If no such notice is given, the contract then in force shall continue in force for 2 years. Any such person who receives notice of renewal or who does not receive notice of renewal or refusal to renew the person's contract at least 4 months before the contract expiration shall accept or reject the contract in writing on or before a date 3 months prior to the contract expiration. No such person may be employed or dismissed except by a majority vote of the full membership of the school board. Nothing in this section prevents the modification or termination of an employment contract by mutual agreement of the parties. No school board may enter into a contract of employment with any such person for a period of time as to which such person is then under a contract of employment with another school board.



School District of Beloit Board of Education Report

February 28, 2017

I. BASIC INFORMATION

Topic or Concern: Policy 185.3 Policy-Personnel Committee (First Reading)

Which strategy in the Strategic Plan does this support?

Your Name and Title: Nora Gard, Committee Chair

Others assisting you in the presentation: N/A

My report is for: Action

II. TOPICAL INFORMATION

A. What is the purpose of presenting this to the Board of Education?

The Committee recommends all revisions to the full Board of Education.

B. What information must the Board of Education have to understand the topic/concern and provide any requested action?

Please see the attached policy with revisions.

C. If you are seeking Board of Education action, what is the rationale for your recommendation?

This policy is being updated to reflect the current committee business practices and update the title change of executive Director of Personnel Services to Executive Director of Human Resources.

D. What are your conclusions?

MOTION: The Policy/Personnel Committee recommends to the full Board of Education the revisions and layover of Policy 185.3 Policy-Personnel Committee for first reading.

I propose using N/A

Long Term Committed Funds? No

BUDGET LOCATION: District

FISCAL IMPACT: N/A

SCHOOL DISTRICT OF BELOIT POLICY/PERSONNEL COMMITTEE

A. Duties of the Policy/Personnel Committee:

1. Policy
 - a. Review the Master Policy Logbook (MPL) on a 5 year cycle and recommend to the entire Board necessary changes. Policies requiring annual review are marked as such in the MPL and will be reviewed annually.
 - b. Regularly recommend creation, deletion or modification of current policies ~~on an on-going basis to reflect action taken by the~~ whole Board ~~as a whole~~ for action.
 - c. The Superintendent or designee ~~will be a regular attendee at~~ attend Committee meetings.
 - d. May appoint Ad-Hoc Advisory committees in accordance with Board policy and established procedures.
2. Personnel
 - a. Work with the Executive Director of ~~Personnel Services~~ Human Resources in setting up deadlines and strategies for contract negotiations for recommendations to the Board of Education.
 - b. Report and recommend to the Board changes in salary schedules and pay schedules for all employees of the District ~~not covered by Union contract~~.
 - c. ~~With the exception of grievances~~, Study and consider all personnel problems brought to its attention by the President of the Board or the Superintendent of Schools and make such recommendations as deemed advisable.
 - d. Review and recommend to the Board all personnel decisions concerning hiring or non-renewal.
 - e. ~~All deliberations and actions must be consistent with all school district collective bargaining contracts.~~
 - f. May appoint Ad-Hoc Advisory committees in accordance with Board policy and established procedures.
 - g. The Executive Director of ~~Personnel Services~~ Human Resources will be a regular attendee at Committee meetings.

B. Duties of the Policy/Personnel Committee Chair:

1. Establish the agenda in consultation with the Executive Director of ~~Personnel Services~~ Human Resources ~~and/or Superintendent~~ and/or designee and provide public notice for all meetings.
2. Report to the Board at monthly business meeting on recommendations regarding policy and personnel matters.
3. The Policy/Personnel Committee will meet on a regularly scheduled basis, unless otherwise noted by the Chair.
4. Appoint Labor Liaison.
5. Appoint Legislative Liaison.
6. Appoint a vice-chair of the Committee.

APPROVED: May 27, 1980

REVISED: November 23, 1993
July 23, 2013

REPRINT: September, 1996
September, 1997
September 14, 2004



School District of Beloit Board of Education Report

February 28, 2017

I. BASIC INFORMATION

Topic or Concern: Policy 225.1 Administrative Staff Evaluations (First Reading)

Which strategy in the Strategic Plan does this support?

Your Name and Title: Nora Gard, Committee Chair

Others assisting you in the presentation: N/A

My report is for: Action

II. TOPICAL INFORMATION

A. What is the purpose of presenting this to the Board of Education?

The Committee recommends all revisions to the full Board of Education.

B. What information must the Board of Education have to understand the topic/concern and provide any requested action?

Please see the attached policy with revisions.

C. If you are seeking Board of Education action, what is the rationale for your recommendation?

This policy update is being presented to reflect standard business evaluation practices. Business employers evaluate annually in order to detect performance problems so that the employer and employee can mutually develop an improvement plan to enhance job performance.

D. What are your conclusions?

MOTION: The Policy/Personnel Committee recommends to the full Board of Education the revisions and layover of Policy 225.1 Administrative Staff Evaluations for first reading.

I propose using N/A

Long Term Committed Funds? No

BUDGET LOCATION: District

FISCAL IMPACT: N/A

ADMINISTRATIVE STAFF EVALUATIONS

Administrative staff members shall be evaluated annually by their designated supervisor. ~~during the first two years of employment. Evaluation is every two years thereafter.~~

Administrative staff evaluations shall be based on Board-adopted job descriptions and
a job relevant evaluation tool, as well as such performance objectives as are agreed to
 by their designated supervisor, and the individual administrative staff member.
 Strengths and weaknesses of the administrative staff member shall be discussed and
then recorded on the evaluation tool for future evaluation purposes. If needed, an
improvement plan will be developed ~~.and areas of improvement shall be suggested~~
~~and~~

A written evaluation report shall be prepared for each administrative staff member concerning his/her job performance. The Superintendent, shall inform the Board of the results of administrative staff evaluations annually.

Administrative evaluations shall be put in the personnel file of the staff member. Staff
 have the legal right to review the contents of their personnel file.

LEGAL REF.: s.s. 118.24
 121.02(1)(q)
 PI 8.01(2)(q), Wisconsin Administrative Code

CROSS REF.: Administrative Staff Job Descriptions
Administrative Professional Growth Appraisal System

APPROVED: February 25, 1992

REVISED: February 22, 1994
 May 23, 1995

REPRINTED: November, 1996
 September, 1997

REVIEWED: January, 2013



School District of Beloit Board of Education Report

February 28, 2017

I. BASIC INFORMATION

Topic or Concern: Policy 481 Student Work Permits (First Reading)

Which strategy in the Strategic Plan does this support? Strategy 1 - Finance & Facilities

Your Name and Title: Jamie Merath, Executive Director of Business Services

Others assisting you in the presentation: N/A

My report is for: Action

II. TOPICAL INFORMATION

A. What is the purpose of presenting this to the Board of Education?

The committee approves all policy revisions.

B. What information must the Board of Education have to understand the topic/concern and provide any requested action?

Please see the attached policy revisions.

C. If you are seeking Board of Education action, what is the rationale for your recommendation?

The recommendation for the revision is due to an increase in the cost for the permit that has not been reflected in policy for some time. The state requires payment at the time the permit is issued, however, students are reimbursed by the employer.

D. What are your conclusions?

MOTION: The Policy/Personnel Committee recommend to the full Board of Education the revisions and layover of Policy 481 Student Work Permits for first reading.

I propose using N/A

Long Term Committed Funds? No

BUDGET LOCATION: District

FISCAL IMPACT: N/A

STUDENT WORK PERMITS

A student who wishes to be gainfully employed and has not attained his/her eighteenth birthday must obtain a work permit. In order to obtain a work permit, the student must provide the high school office the following items:

1. A letter of intent to hire from his/her employer indicating the hours and time of day the student is to work each week and job duties to be performed.
2. A letter from his/her parent(s) or guardian(s) stating that the student has parent(s)/guardian(s) permission to work, or parent(s)/guardian(s) written consent on the employer's written statement.
3. Proof of age – This means a duly attested birth certificate, verified baptismal certificate, or a driver's license or photo ID card issued by the Department of Transportation.
4. A ~~\$5.00~~ \$10.00 fee, reimbursable from the employer after the work permit has been issued. If the minor advances the fee, the employer shall reimburse the minor no later than the first paycheck.
5. Current social security card.

A copy of the school issued work permit shall be on file in the student's school. A work permit must be issued prior to a student starting work.

Revocation/Suspension of Permits

1. The Department of Workforce Development may revoke or suspend any permit whenever the permit has been improperly or illegally issued, or the physical, moral welfare or the best interests of the minor would be served by revocation or suspension.
2. The Department of Workforce Development may revoke or suspend any permit, if requested in writing by the school principal or the minor's parent or guardian who has legal custody of the minor or the court – ordered foster parent while the minor is under their care and supervision. The requesting party shall provide written documentation that an attempt has taken place to resolve the work problem between the minor, school, parent or guardian and employer before the request for revocation or suspension is made to the department.

CROSS REF.: Department of Workforce Development 270.05, 270.16

APPROVED: September 24, 2002

REVISED:



School District of Beloit Board of Education Report

February 28, 2017

I. BASIC INFORMATION

Topic or Concern: Policy 142 Legal Counsel (Second Reading)

Which strategy in the Strategic Plan does this support?

Your Name and Title: Nora Gard, Committee Chair

Others assisting you in the presentation: N/A

My report is for: Action

II. TOPICAL INFORMATION

A. What is the purpose of presenting this to the Board of Education?

The Committee recommends all revisions to the full Board of Education.

B. What information must the Board of Education have to understand the topic/concern and provide any requested action?

Please see the attached policy with revisions.

C. If you are seeking Board of Education action, what is the rationale for your recommendation?

The recommendation for the revision is to allow individual board members more flexibility to seek timely school district attorney counsel when there are conflicts within the Board or with the Superintendent when such requests may be blocked for personal reasons.

D. What are your conclusions?

MOTION: The Policy/Personnel Committee recommends that the full Board of Education approve the revisions of Policy 142 Legal Counsel for final reading.

I propose using N/A

Long Term Committed Funds? No

BUDGET LOCATION: District

FISCAL IMPACT: N/A

LEGAL COUNSEL

The complexity of school operations requires the frequent procurement of legal services. Consequently, the Board will appoint attorneys or law firms with the understanding that the Board and the Administration may choose to also use other legal counsel depending upon the nature and circumstances or the legal matters to be addressed.

The school legal services will include, but not be limited to:

1. Furnishing general legal advice in policy development and on relations with employees, employee organizations, students, parents, district residents and other governmental and non-governmental groups and agencies when requested.
2. Rendering services in impending or actual litigation involving the school district as a whole or any unit, individual or groups of individuals connected with the schools.
3. Prepare deeds, leases, bond obligations and other legal documents.

The Superintendent or designee, and/or the Board President or a board member with the verbal a documented agreement from two other board members prior to receiving legal counsel shall have the authority to confer with the school district attorney for legal advice on such matters as he/she deems advisable in order to protect the interests of the School District, Board or staff or when directed to do so by official Board action.

Other school administrators shall not be authorized to confer with the school attorney unless approved or directed to do so by the Superintendent or official board action.

~~Individual Board members may be authorized to confer with the school attorney upon by official board action or the approval of the Board President, official board action or the verbal documented agreement from two other board members prior to receiving legal counsel.~~

Individual board members and/or staff receiving legal advice from the school district attorney may be financially responsible for the individual legal services received if a super majority of board members determine such legal advice was for ~~personal~~ non-district related reasons rather than in the best interest of the district.

Legal counsel shall be appointed for a term not to exceed three years, subject to an annual review.

APPROVED:	November 28, 1990
REVISED:	September 24, 1991 March 22, 1995
REPRINTED:	September, 1996 September, 1997
REVIEWED:	June 11, 2013



School District of Beloit Board of Education Report

February 28, 2017

I. BASIC INFORMATION

Topic or Concern: Policy 342.10 RULE 1 Homeless Education Program Guidelines (Second Reading)

Which strategy in the Strategic Plan does this support? Strategy 3 - Student Engagement

Your Name and Title: Emily Pelz, Executive Director of Student Services

Others assisting you in the presentation: NA

My report is for: Action

II. TOPICAL INFORMATION

A. What is the purpose of presenting this to the Board of Education?

New guidance has been provided to district through ESSA around transportation for students who qualify as McKinney-Vento which requires us to update our policy.

B. What information must the Board of Education have to understand the topic/concern and provide any requested action?

Please see the attached revised policy.

C. If you are seeking Board of Education action, what is the rationale for your recommendation?

I would like the committee and board to approve the policy revisions to be in compliance with the law.

D. What are your conclusions?

MOTION: The Policy/Personnel Committee recommends that the full Board of Education approve the revisions of Policy 342.10 RULE 1 Homeless Education Program Guidelines for final reading.

I propose using an existing budget

Long Term Committed Funds? Yes, indefinite

BUDGET LOCATION: McKinney-Vento funds

FISCAL IMPACT: This change in regulation will have a negative fiscal impact on the district. The fiscal impact is dependent upon how many students we are required to transport.

HOMELESS EDUCATION PROGRAM GUIDELINES

Homeless Child/Youth

Homeless status shall be determined by the Local Education Agency (LEA) liaison in cooperation with parents or in the case of an unaccompanied child/youth.

The term “homeless child/youth” means individuals who lack a fixed, regular and adequate nighttime residence and includes children/youth who:

- are temporarily sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
- have a nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- are living in cars, parks, public spaces, abandoned building, substandard housing, bus or train stations, or similar settings;
- are a runaway child/youth or a child/youth who is abandoned; and

A migratory child/youth or an unaccompanied child/youth (child/youth not in the physical custody of a parent/guardian) may be considered homeless if they meet the above definition.

School Selection

The district shall, according to the child/youth’s best interest, continue the child/youth’s education in the school of origin for the duration of homelessness or enroll the child/youth in a district school in the attendance area in which the homeless child/youth is actually living on the same basis as other district children/youths.

In determining the best interest of the child/youth, the district shall:

- to the extent feasible, continue the homeless child/youth in the school of origin, in any case in which a family becomes homeless between academic year; or during an academic year, or for the duration of the academic year, if the child/youth becomes permanently housed during an academic year
or
- provide a written explanation, including a statement regarding the right to appeal, if the district sends a homeless child/youth to a school other than the school of origin or a school requested by the parent/guardian;
- in the case of an unaccompanied child/youth, the Local Education Agency (LEA) liaison or designee will assist in placement or enrollment decisions considering the requests of such unaccompanied child/youth.

The school of origin means the school that the child/youth attended when permanently housed, or the school in which the child/youth was last enrolled.

The choice regarding placement shall be made regardless of whether the child/youth lives with the homeless parents/guardian or has been temporarily placed elsewhere.

Parents/guardians or person who has legal or physical of a homeless child/youth may also seek an internal transfer to any school in the School District of Beloit upon the same terms and conditions as other district children/youths are permitted to file an application for an internal school transfer. However, district-provided transportation is not available if the sole basis for attendance is a request filed under the district's internal transfer policy. When placement/enrollment in a specific school is pursuant to rights expressly granted to homeless child/youths by state or federal law, the district's internal transfer policy shall not interfere with those rights (e.g., enrollment in the "school of origin" shall not be revoked under the district's internal transfer policy at any point during the duration of the child/youth's statutory right to attend the "school of origin").

Enrollment

The terms 'enroll' and 'enrollment' are defined to mean attending school and participating fully in school activities.

1. The school selected shall immediately enroll the child/youth, even if he/she lacks records normally required for enrollment. Records will immediately be requested from the previous school.
2. For purposes of school placement, any parent, guardian or person who has legal or physical custody of a homeless child/youth shall enroll that child/youth directly in the School District of Beloit.
3. Homeless child/youths that do not live with their Parents/guardians or person who has legal or physical may enroll themselves in school.
4. ~~Once a child/youth is enrolled in and attending a school, the School District of Beloit Caregiver Authorization Form must be completed within a reasonable period of time for those child/youths who are not accompanied by a parent/guardian.~~
5. The address listed on the enrollment form becomes proof of residency.

Residency

A homeless child/youth is a resident if the child is personally present somewhere within the district with a purpose to remain but not necessarily to remain permanently.

The child/youth shall be considered a resident when living with a parent, guardian, or person not solely for school purposes or for participation in extracurricular activities.

Homeless child/youths who do not live with their Parents/guardians or person who has legal or physical may enroll themselves in school.

Guardianship

For purposes of school placement, any parent, guardian or person who has legal or physical custody of a homeless child/youth shall enroll that child/youth directly in a School District of Beloit school.

Local Education Agency (LEA) Liaison

The Executive Director of Pupil Services will be the Local Education Agency (LEA) Liaison for homeless child/youths.

The Local Education Agency Liaison or designee shall ensure that:

- homeless child[ren]/youths are voluntarily identified by school personnel and through coordination with other entities and agencies.
- homeless child[ren]/youths enroll in and have a full and equal opportunity to succeed in schools in the district

- homeless families and children/youths receive educational services for which they are eligible and referrals to other appropriate services.
- the Parents/guardians or person who has legal or physical of a homeless child/youth or an unaccompanied homeless child/youth is informed of the educational and related opportunities available to them and are provided with meaningful opportunities to participate in the education of the child/youth.
- public notice of the educational rights of homeless children/youths is disseminated in such public places as schools, meal sites, shelters and other locations frequented by low income families.
- compliance with all policies and procedures and mediate enrollment disputes
- the Parents/guardians or person who has legal or physical of a homeless child/youth and unaccompanied youth, are informed of all transportation services, including transportation to the school of origin or to the school that is selected.
- coordination of services between School District of Beloit and other homeless family service providers.
- assistance is provided to children/youths that do not have immunizations, or immunization/medical records, to obtain necessary immunizations, or immunization or medical records.
- children/youths are not segregated on the basis of their status as homeless.
- programs for homeless children/youths are coordinated with other federal and local programs.

Comparable Services

Each homeless child/youth shall be provided services comparable to services offered to other children/youths in the school selected, such as

- Preschool programs
- Transportation services
- Educational services for which the child/youth meets eligibility criteria such as ESL or special education programs
- Programs for “At Risk” children/youths
- Programs for gifted and talented children/youths
- School nutrition programs
- Title I services
- After School programs

Transportation to the School of Origin

The District will provide transportation for homeless children at the request of the parent, unaccompanied child/youth, or the Local Education Agency liaison or designee to the school of origin for the duration of homelessness. The District has the right to determine the mode of transportation to the school of origin.

Permanent housing is defined as any signed lease or long-term approved living situation. Self-paying day to day in a motel is not considered permanent housing.

In the case where the school of origin and current residence are in different school districts, the Local Education Liaison (LEA) of the two school districts will agree on a method for transportation and share costs.

If the family chooses to stay in the school of origin after permanent housing has been found, transportation will ~~not~~ be provided; at the parent/guardian request (or at the liaison's request for unaccompanied youth), until the end of the current school year if it is in the student's best interest. Transportation services for homeless students must be comparable to those provided to other students. Individual cases may be reviewed by the district when extenuating circumstances are present. Based on this evidence, the district may choose to extend transportation services for a limited time if it is deemed by the district to be in the best interest of the child.

Disputes

If a dispute arises over school selection or enrollment in a school the child/youth shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute.

The Local Education Agency Liaison shall carry out the dispute process as expeditiously as possible after receiving the notice of the dispute.

The parent/guardian of the child/youth, or unaccompanied child/youth shall be provided with a written explanation of the appealed decision regarding school selection or enrollment, including the rights of the parent, guardian, or child/youth to appeal the decision to the Office of Coordinator for Education of Homeless Children and Youths in the Wisconsin Department of Public Instruction.

LEGAL REF.: McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et. Seq.)
Subtitle B—Education for Homeless Children and Youths
Every Child Succeeds Act of 2015 (ESSA)

CROSS REF.: 342.10 Homeless Education Program
420 School Admissions
420 Rule 6 Homeless Enrollment Guidelines
432 School Attendance Areas

APPROVED: November 24, 2009

REVISED:



School District of Beloit Board of Education Report

February 28, 2017

I. BASIC INFORMATION

Topic or Concern: 424 RULE 1 State Public School Open Enrollment Full-Time (Resident & Nonresident) Second Reading)

Which strategy in the Strategic Plan does this support? Strategy 6 - Family Engagement

Your Name and Title: Emily Pelz, Executive Director of Student Services

Others assisting you in the presentation: NA

My report is for: Action

II. TOPICAL INFORMATION

A. What is the purpose of presenting this to the Board of Education?

The School District of Beloit State Public School Open Enrollment Policy 424 Rule 1 designates spaces for open enrollment based on the number of seats available in a school, program, class, or grade as criteria for rejecting open enrollment applications. Revisions were made to the policy to allow students who are open enrolled in to continue to attend the district without reapplication.

B. What information must the Board of Education have to understand the topic/concern and provide any requested action?

Please see the attached Policy 424 RULE 1 State Public School Open Enrollment revisions.

C. If you are seeking Board of Education action, what is the rationale for your recommendation?

Open Enrollment state statute requires school boards to designate spaces for open enrollment applications annually. The proposed revisions to the policy allow students who are open enrolled in to continue to attend the district without reapplication.

D. What are your conclusions?

MOTION: The Policy & Personnel Committee recommends that the full Board of Education approve the revisions of Policy 424 RULE 1 State Public School Open Enrollment for final reading.

I propose using an existing budget.

Long Term Committed Funds? Yes, indefinite

BUDGET LOCATION: Fund 10

FISCAL IMPACT: The open enrollment transfer amount is a transfer of general school aids based on the number of students open enrolling into and out of the district.

STATE PUBLIC SCHOOL OPEN ENROLLMENT - FULL-TIME (RESIDENT & NONRESIDENT)

These guidelines will be administered in accordance with the Full-Time Public School Open Enrollment Program, in accordance with state law and established procedures.

Wisconsin's full-time public school open enrollment program allows parents or legal guardians to apply for their children to attend school in a school district other than the one in which they reside. Adult students may complete the application process themselves.

Any student in grades kindergarten to 12 may apply to attend school full-time in any public school district in the state. Students may apply for 4-year-old kindergarten, pre-kindergarten, early childhood education, and school operated day care only if the student's resident school district offers the same type of program and only if the student is eligible for that program in his or her resident school district.

Students who do not reside in Wisconsin may apply for full-time open enrollment during the application period established by state law. However, the student must reside in Wisconsin, in the school district indicated as the resident school district on the application form, before beginning open enrollment and no later than the third Friday in September in the school year for which the application is submitted.

Students who reside in Wisconsin and are currently enrolled in a private school or a home based private educational program, may apply for full-time open enrollment during the application period, but the student must enroll in his or her resident school district prior to beginning open enrollment. Once the student begins open enrollment, the student may no longer be enrolled in a private school or home-based private educational program.

If a family is planning to move, it is essential that the family contact the school district's open enrollment coordinator or the Department of Public Instruction's open enrollment consultant prior to the move to find out how the move will affect the student's ability to attend the district he or she wishes to attend. If a student moves to a resident school district other than the one indicated on the application form prior to the 3rd Friday in September of the first year of the student's open enrollment, the student's open enrollment is void. If a student moves to a different resident school district after the third Friday in September of the student's first year of open enrollment or in subsequent years, the open enrollment may continue.

Application Period

Applications for State Public School Open Enrollment will only be accepted during the application period established by state law. The application period begins on the first Monday in February and ends at 4:00 p.m., on the last workday in April of the school year immediately preceding the school year in which the student wishes to attend.

Application Process

The parent, legal guardian or adult student may apply in one of two ways:

- On-line (recommended) through the Department of Public Instruction (DPI) website.
- Paper Application form provided by the DPI, may be obtained in early January on a date specified by the DPI, from any school district or from the Department of Public Instruction.

Applications may be submitted to no more than three non-resident school districts.

Applications may not be accepted prior to the application period, nor after the application period deadline. Paper applications must be physically received in the non-resident school district by the application deadline. A postmark is not sufficient. All applications to the School District of Beloit, as the non-resident school, must be received by the Central Enrollment Office. Late applications will not be accepted for any reason.

Applicants to charter schools, including virtual charter schools, must know and indicate the nonresident school district in which the charter school is located on the application.

Once a student is attending in the School District of Beloit under the State Public School Open Enrollment program, the student may continue to attend in the district without reapplication. ~~except as follows:~~

~~The School District of Beloit shall require all nonresident open-enrolled students attending elementary school in the district to reapply for enrollment prior to admission to middle school in the district. The School District of Beloit shall notify the family, in writing, no later than the first day of the State Public School Open Enrollment period. The notification will include an application form which is to be completed and returned to the Central Enrollment Office of the School District of Beloit.~~

All applications received by the School District of Beloit will be forwarded to the Superintendent, or designee, for acceptance or rejection. All applications shall be reviewed using the acceptance/rejection criteria outlined in this policy and in accordance with established district policies and guidelines. No action will be taken before May 1. The Superintendent, or designee, shall submit a report to the Board regarding acceptance or rejection of the applications for information only.

The following guidelines will be used to determine the acceptance or rejection of State Public School Open Enrollment applications received by the School District of Beloit.

Ineligible Applications

Applications to open enroll may be denied by both the non-resident school district and the resident school district if the application is “ineligible” as indicated below:

- The application was late
- The application was incomplete
- The application was deliberately falsified (the school district may rescind an approval of the application if the deliberate falsification was discovered after the application was approved.)
- A paper application was submitted but not signed by the parent, legal guardian, or adult student
- The child does not meet age requirements for school admission
- The application did not indicate a resident school district, or more than one resident school district was indicated on one or multiple applications
- Applications were submitted to more than three non-resident school districts
- The student is not eligible for open enrollment because the child’s resident school district does not offer the same 4-year-old kindergarten, pre-kindergarten, early childhood education program, or school operated day care program that the child requests; or the child is not eligible for the program in his/her resident school district.

Sequence of Priority

The School District of Beloit will observe the following sequence of priority when approving open enrollment applications:

1. Residents of the School District of Beloit who have submitted a Request for Transfer, as per the School District of Beloit policies and guidelines, shall be given preference to their requested school, program, class or grade.
2. Students who have open-enrolled “in” and are currently attending school in the district and the siblings of the currently-attending student. These students are referred to as “preference students”.
3. If there are more preference students than there are spaces the School District of Beloit will select among the preference students randomly.
4. If, after all preference students have been approved, there are still spaces available, the remaining applicants will be selected randomly. If in this random selection process, a student is selected, that student’s siblings must be granted preference to the next available spaces. If there are no spaces available in the sibling’s grade, the sibling must be denied.

5. Resident students who have open enrolled “out” and are currently attending the non-resident district for which the application is made, and their siblings, will have their applications approved first.

Siblings are defined as children who share one or two parents by birth or adoption. Siblings are entitled to preference whether or not they reside in the same household. For open enrollment preferences, siblings also include step-siblings who reside in the same household.

Criteria for Rejecting Applications - Non-Resident School District

The School District of Beloit, as the non-resident school district, may deny open enrollment for the following reasons:

- Space is not available in the school, program, class or grade the student would attend.
- The student is currently expelled and the expulsion will extend into the school year for which the application is submitted (regardless of the reason for expulsion).
- The student has been expelled during the current or preceding two school years for any of the following reasons:
 1. Conveying or causing to convey any threat, false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives.
 2. Engaging in conduct while at school or while under the supervision of a school authority that endangered the health, safety, or property of others.
 3. Engaging in conduct while not at school or while not under the supervision of a school authority that endangered the health, safety, or property of others at school or under the supervision of a school authority or of any employee of the school district or member of the school board.
 4. Possessing a dangerous weapon, as defined in Wis Stats. §939.22(1) while at school or while under the supervision of a school authority.
 5. The School District of Beloit may accept students who were expelled from another school district during the preceding two years for the conduct listed above but have completed the term of the expulsion order. After review and consideration of the student’s expulsion records the decision will be made on a case by case basis.
- The student is the subject of a pending disciplinary proceeding if the proceeding is based on any of the above reasons for expulsion.
- The special education or related services required by the student’s individualized education program (IEP) are not available in the non-resident school district or there is no space in the special education or related services required by the student’s IEP.
- The student has been referred for a special education evaluation but has not been evaluated.
- The student is a habitual truant, as defined in Board policy.

Notice of Acceptance or Denial

The Non-resident school board or designee shall notify the applicant, in writing, of the acceptance or denial of the application on or before the first Friday following the first Monday in June after receiving the open enrollment application. If the non-resident school board or designee denies the application it shall include the reason for the denial in the notice.

If a Resident school district denies a student’s enrollment in a non-resident school district the resident school board or designee shall notify the applicant and the non-resident school district, in writing, on or before the second Friday following the first Monday in June that the application has been denied, including the reason for denial.

Appeal Process

The applicant may appeal a denial to the Department of Public Instruction within 30 days of the day the notice of denial is postmarked or is delivered to the applicant, whichever is sooner. The Department of Public Instruction is required by statute to uphold the school district's decision unless it finds the district was arbitrary or unreasonable. The Department's decision may be appealed to circuit court in the county in which the appellant resides.

Notice of Assignment

If the application has been accepted by the School District of Beloit, and not rejected by the student's resident school district, the Superintendent, or designee, will determine which school or program the non-resident student may attend in the following year. This determination will be made in accordance with established district policies and guidelines.

The School District of Beloit, as the non-resident school, shall notify the accepted applicant on or before the first Friday following the first Monday in June, in writing, of the specific school or program the student may attend in the following school year.

Notice of Intent to Attend

The accepted applicant must notify the non-resident school district of the student's intent to attend school in the district in the following school by July 7. If the accepted applicant fails to make this notification, the non-resident district may refuse to allow the student to attend the district school or program.

Special Education or Related Services After Enrollment

If a non-resident student's IEP changes after the student begins attending school in the District, and the special education program or services required by the IEP are not available in the special education program identified in the IEP, the student may be required to return to the resident school.

If a student who is open-enrolled is referred for a special education evaluation, and the results of the evaluation indicate a disability, and the non-resident school district does not offer the special education or related services required in the IEP, the student may be required to return to the resident school.

Open Enrollment-Exception

A student can apply for open enrollment at any time outside the regular open enrollment application period if the parent is able to show that one of the seven criteria set forth in the statute applies. A student who fits within one of these exceptions is entitled to begin attending the non-resident school district as soon as the application has been approved by the non-resident school district. The exceptions apply in the following instances: (1) the student has been the victim of a violent criminal offense occurring at the resident school district; (2) the student is or has been homeless in the current or immediately preceding school year; (3) the student has been the victim of repeated bullying or harassment that has not been resolved by the resident school district despite parent complaints; (4) the student's parent or guardian has had a change in residence as a result of military orders; (5) the student has recently moved into Wisconsin; (6) the student's place of residence has changed due to a court order, custody agreement, or foster care placement; or (7) the parent, and both the resident and non-resident school districts, agree that attending school in the non-resident school district is in the best interests of the student.

A resident school district may deny a student's application under any of these exceptions if it determines that the exception does not apply. This ground for denial does not apply if the student qualifies for immediate open enrollment under the exception for victims of a violent crime.

Under all of the exceptions, the non-resident district may deny the open enrollment application for the same reasons as it may deny an application under the regular application process that extends from February through April. Specifically, the non-resident school district can deny the open enrollment application if (1) space is not available; (2) the student applicant has been expelled by any school district during the current or two preceding school years for certain specified reasons (not including repeated refusal or neglect to obey school rules); (3) the special education or related services described in the child's IEP are not available in the non-resident school district; or (4) no space is available to provide the special education services, taking into account class size limits, pupil-teacher ratios, or enrollment projections established by the non-resident school district.

Under all the exceptions, the applicant may appeal a denial under the normal procedures as stated under the Appeal Process in this policy.

Transportation

The parent, legal guardian, or adult student who is eligible for a free or reduced lunch and who will be attending public school in a non-resident school district in the following school year may apply to the Department of Public Instruction for reimbursement of costs incurred by the parent, legal guardian, or adult student for transportation of the student to and from the student's residence and the school that the student will be attending.

The School District of Beloit does not provide transportation for open enrolled students unless required by law (e.g., when transportation is required in the non-resident student's IEP).

LEGAL REF.: s.s. 118.13, 118.51, 118.52, 120.13(1)(f)(g)
Chapter 115, Subchapter v

CROSS REF.: 345.4 Promotion and Retention
345.6 Graduation Requirements
411 Equal Educational Opportunities
412.1 Full-time Student
420 School Admissions
421 Entrance Age
422 Admission of Nonresident (Outside of State Open Enrollment)
423 Admission of Resident Part-Time Non-Public School Students
424 State Public School Open Enrollment
431 RULE 1 dc Student Attendance Procedures
433 Assignment of Students to Teachers/Classes
455.3 Student Driving and Parking
Special Education Policy and Procedure Handbook

REVISED: February 23, 2010
December 18, 2012
February 23, 2016



School District of Beloit Board of Education Report

February 28, 2017

I. BASIC INFORMATION

Topic or Concern: Policy 470 RULE 1 Guidelines Regarding Student Fees/Fines/Charges
(Second Reading)

Which strategy in the Strategic Plan does this support? Strategy 3 - Student Engagement

Your Name and Title: Emily Pelz, Executive Director of Student Services

Others assisting you in the presentation: NA

My report is for: Action

II. TOPICAL INFORMATION

A. What is the purpose of presenting this to the Board of Education?

Policy 470 Rule 1 was revised to alleviate unpaid accumulated school fees for seniors who qualify as McKinney Vento or are unaccompanied youth.

B. What information must the Board of Education have to understand the topic/concern and provide any requested action?

Please see the revised policy.

C. If you are seeking Board of Education action, what is the rationale for your recommendation?

I am asking that the committee and board approve the recommended revisions to Policy 470 RULE 1 in order to eliminate emotional and financial hardship to homeless and unaccompanied seniors.

D. What are your conclusions?

MOTION: The Policy/Personnel Committee recommends that the full Board of Education approve the revisions of Policy 470 RULE 1 Guidelines Regarding Student Fees/Fines/Charges

I propose using an existing budget

Long Term Committed Funds? No

BUDGET LOCATION: District

FISCAL IMPACT: Various - dependent upon the number of students the proposed change affects. The impact will be different year to year.

GUIDELINES REGARDING STUDENT FEES/FINES/CHARGES

A. Student Fees/Fines/Charges1. **Student Fees**

- a. A student fee schedule is in effect for students in grades EC-12. The schedule is as follows:

Part Time Student	\$10.00 includes student ID
Grades EC – 3	\$25.00 includes student ID
Grades 4 – 8	\$35.00 includes student ID
Grades 9 – 12	\$38.00 includes student ID

- b. Student Fees are pro-rated for the student who transfers into the School District of Beloit and enrolls in a school after the opening of the school year as follows:

1 st Quarter – Full payment	3 rd Quarter – 50% payment
2 nd Quarter – 75% payment	4 th Quarter – 25% payment

- c. A refund of student fees is paid to the student who withdraws from the School District of Beloit and does not enroll in another Beloit school before the close of the school year as follows:

1 st Quarter – 75% refund	3 rd Quarter – no refund
2 nd Quarter – 50% refund	4 th Quarter – no refund

2. **Resale Fees**

In certain courses such as art, career technical education and family and consumer economics, students may be required to pay resale fees. Resale fees are a charge made to a student that recovers in a full the cost of an item we are providing for the student's education necessary for facilitating the student's learning experiences should they choose to purchase it. This fee covers such items as construction projects, food used and/or consumed during foods labs, etc. Unspecified student payments must be applied to student fees before being applied to resale fee accounts.

The district will provide Personal Protective Equipment (PPE) as required for student safety. Safety glasses are an example of PPE.

Unspecified student payments must be applied to student fees before being applied to resale fee accounts.

3. **Physical Education**

In the secondary physical education program (Grades 4-12); students must supply their own uniforms and shoes. Certain activities such as bowling and skiing require fees for such activities. Locks for student lockers are purchased from the school to ensure the security of a student's personal belongings. The lock or replacement lock fee is \$5.00.

4. **Music**

In the instrumental music program, students shall rent to purchase an instrument. Students are not required to purchase an instrument that is considered expensive and "special".

Students using district musical instruments will be assessed a rental fee of \$50.00 per school year. Students, who demonstrate financial hardship may, request a waiver of the fee form the building principal.

Students who rent more than one instrument will not be assessed more than one instrument fee per year. Students/guardians are liable for instrument repair/loss if beyond normal wear/use. Student fees may not exceed the related costs during the year of the fee assessments.

5. **Student Parking** (Memorial High School)

A \$100.00 fee per year (discounted to \$50.00 during the second semester), is charged to those Memorial High School students obtaining a parking sticker allowing them to park in the high school parking lot. Parking stickers are not transferable, and are void without refund if student withdraws or graduates during the school year.

6. **Transcripts**

Transcripts are provided free of charge to all students currently enrolled in the school district. There is a \$5.00 per transcript charge for students who have graduated or no longer attend the school district.

7. **Replacement Badge and Lanyards**

Students are provided one badge and lanyard at the start of the school year. A replacement fee for lost or damaged badges (\$5.00) will be assessed.

8. **Technology Equipment or Supplies Fees**

Technology equipment or supplies are school owned property. If district equipment or supplies are damaged, lost or stolen, a fee or fine will be assessed. The charge will be reasonable, seeking only to compensate the district for the expense or loss incurred. This fee will be put into the student's fee management account and collection shall be prior to the end of the school year that the technology equipment or supplies were repaired or replaced.

9. **Co-curricular and Extra Curricular Fees**

a. Co-curricular activities are those activities outside of the school day that are required and graded as a part of a course. Examples include DECA and marching band.

➤ No participation fee

b. Extra-curricular activities are those activities outside of the school day that are enrichment and supportive of the educational experience. Examples include jazz band, Latin club, and athletic team managers. If no district funds are provided for the activity, no activity participation fee will be collected from the participant. Student fees may not exceed actual district costs. A fee must be supported by evidence that each student receives value of an equal or greater value than the fee.

➤ Each intermediate school activity \$20.00

➤ Each high school activity \$25.00

➤ There is a limit of two activity fees per student per year.

➤ There is a limit of six intermediate school activity fees per family per year.

➤ There is a limit of six high school activity fees per family per year.

c. Athletic activities are those athletic programs conducted outside of the school day.

➤ Each sport/team \$42.00

➤ There is a limit of two athletic fees per student per year.

➤ There is a limit of six intermediate school athletic fees per family per year.

➤ There is a limit of six high school athletic fees per family per year.

All students who fail to turn in, lose or damage uniforms and/or equipment, will be charged for the replacement. The fine will be entered into the student's fee management account. Students may not participate in another sport until this fee has been satisfied.

10. Other Charges

- a. In athletic and intramural programs, students are required to provide equipment, which may be utilized in extracurricular activities. Examples include: golf clubs and shoes, tennis rackets, baseball gloves and shoes, ice skates, basketball and football shoes, swimming practice suits, etc.
- b. Students may be requested to pay the price of admission for tickets for special field trips and transportation.
- c. Students will be charged the actual costs for books that they lose or damage and the money will be deposited in the General Fund.
- d. Other costs may be incurred by students for the optional purchase of yearbooks, student and activity passes.
- e. Students who receive Alcohol and Other Drug Education classes are required to pay a course fee prior to the start of the first class.
- f. Any course that is credited for graduation, even if it is not required for graduation must be provided without charge. However, the school may assess a fee for the specific course materials such as books (not to exceed the actual cost), but it may not charge for instructional time, such as teacher salaries, apparatus, building costs or maintenance.

B. Collection of Fees

The following guidelines apply to the collection of student fees for:

1. The procedure for collection of instructional fees within each school will be the responsibility of the building principal and his/her designees. Building principals are expected to notify staff, the students and their parents/guardians at the beginning of each school year of the fee collection and waiver policy and procedure. In addition, information regarding fee collection and fee waiver policy and procedure is included in the enrollment information provided to new students and their parent/guardians and in information about the availability of free student meals. Any written notification or registration form relative to items on the student fee schedule must include an opportunity to claim a fee waiver under this policy.
2. Parents/guardians may pay fees for all students in a given school by sending one check. It is recommended that the names of the students and their teachers be written on the check to facilitate record keeping at the school level. Fee collections will be applied retroactively (oldest fees first and will be applied to student fees/fines/charges (No Resale) before being applied to activity).
3. Donations for student fees scholarships may be given and are appreciated.
4. Checks should be made payable to the School District of Beloit.
5. Receipts must be given for fees collected. Schools shall utilize the receipt generating function available within the student software package and/or the parent or guardian may access an online receipt through the student software package family access.
6. Fees collected each day will be deposited in the bank or secured in a safe. No money shall remain in the schools during the evening or weekend hours.
7. Student fees may not exceed actual district cost.

8. Students will not be denied participation in education programs for failure to pay fees. Schedules, report cards or diplomas may not be withheld for non-payment of fees. According to section 118.125 of the statutes and the federal Family Educational Rights and Privacy Act, student records must be made available to an adult student or the parent/guardians of a minor student upon request.
9. A student may no longer be able to participate in the activity for which the payment of charges is necessary until such time as the payment has been made.
10. Student fees for the school year are due by September 30th. The building principal shall notify parents/guardians by the fourth Monday of September, either by telephone or letter, that unpaid fees are due by September 30th. Principals shall continue to send notifications as appropriate. It is the Board of Education's expectation that reasonable effort is made to collect any and all fees.
11. An automatic waiver of fees may be granted to students for current year fees which are listed on the student fee schedule who are eligible based on economic status through the collection of a household income form under federal guidelines if the fee waiver form is signed by the parents/guardians. A student who has paid these fees and later is determined to be eligible for a fee waiver based on economic status through the collection of a household income form may be given a refund credit of the full amount of fee(s) paid that should have been waived and will be applied to future charges. For current year fees, the Principal may approve a full refund of the fee paid that should have been waived.
12. Current year athletic fees must be waived or paid in full before a student is issued a uniform or permitted to play/scrimmage/participate in the sport. The principal may grant a fee waiver for current year fees on the student fee schedule for students who, in the judgment of the principal, are not able to pay the fee and who have not applied for, or been approved for a fee waiver, based on economic status through the collection of a household income form. Examples include inability to pay due to a homeless situation or a recent job loss or divorce.
 - a. Prior Year Fees – Unpaid student fees accumulate from one year to another. Attempts will continue to be made to collect fees throughout the student's elementary career. Unpaid fees accumulate and follow the student into high school. If the level of unpaid fees reaches \$1,000 per family, the district retains the option of seeking payment through small claims court or through a collection agency. Upon parent/guardian request, the school may establish a payment plan for prior year fees.

High school students in their senior year who are students that qualify as McKinney-Vento or are an unaccompanied youth shall have any unpaid accumulated school fees waived based on economic status through the collection of a household income form under federal guidelines if the fee waiver form is signed by the parents/guardians or unaccompanied youth.

LEGAL REF.: s.s. 118.01
 118.125
 120.10(15)
 120.12(11)
 120.13(5)
 120.44

APPROVED: March 23, 1982

REVISED: September 24, 2013
 December 16, 2014
 September 22, 2015



School District of Beloit Board of Education Report

February 28, 2017

I. BASIC INFORMATION

Topic or Concern: Policy 522.11 Pre-Employment Drug Testing (Second Reading)

Which strategy in the Strategic Plan does this support? Strategy 1 - Finance & Facilities

Your Name and Title: Deetra Sallis, Executive Director of Human Resources

Others assisting you in the presentation: None

My report is for: Action

II. TOPICAL INFORMATION

A. What is the purpose of presenting this to the Board of Education?

The following policy has not been updated since Oct 22, 1998. It has been reviewed and updated to reflect the current practice.

B. What information must the Board of Education have to understand the topic/concern and provide any requested action?

It has been several years since this policy has been updated and the policy needs to be clarified based on the daily practice.

C. If you are seeking Board of Education action, what is the rationale for your recommendation?

To make the policy current based on current practices.

D. What are your conclusions?

The Policy/Personnel Committee recommends that the full Board of Education approves the changes to Policy 522.11 to make it current with the daily practice of hiring new staff. There is no change to the fiscal impact.

MOTION: The administration recommends that the Policy/Personnel Committee recommend to the full Board of Education the revisions of Policy 522.11 Pre-Employment Drug Testing for final reading.

I propose using an existing budget

Long Term Committed Funds? Yes, indefinite

BUDGET LOCATION: District

FISCAL IMPACT: There is no change to the Fiscal Impact to the district. Cost of services provided by Beloit Health Systems and the processing laboratory.

PRE-EMPLOYMENT DRUG TESTING

Pre-employment drug testing shall be required as a condition of employment. Failure to appear for the appointed drug testing within 48 hours from employment offer or positive drug testing results shall result in denial of employment prior to the effective date of employment. All pre-employment drug testing shall be completed prior to beginning job duties. Failure of a drug screen or failure to appear for testing will prohibit a candidate from employment with the School District of Beloit for one year.

APPROVED: May 28, 1996

REVISED: October 22, 1996

REPRINTED: March, 1998



School District of Beloit Board of Education Report

February 28, 2017

I. BASIC INFORMATION

Topic or Concern: Policy 522.11 RULE 1 Pre-Employment Drug Testing (Second Reading)

Which strategy in the Strategic Plan does this support? Strategy 1 - Finance & Facilities

Your Name and Title: Deetra Sallis, Executive Director of Human Resources

Others assisting you in the presentation: None

My report is for: Action

II. TOPICAL INFORMATION

A. What is the purpose of presenting this to the Board of Education?

522.11 RULE 1 has been updated to support the process in place for the administration of drug testing for newly hired employees.

B. What information must the Board of Education have to understand the topic/concern and provide any requested action?

There were redundancies in the rule and more clarification was needed to determine when/if re-testing should be allowed.

C. If you are seeking Board of Education action, what is the rationale for your recommendation?

To make the Rule agree with Policy 522.11 and the daily practice of the pre-employment drug screening.

D. What are your conclusions?

MOTION: The Policy/Personnel Committee recommends that the full Board of Education approve revisions of Policy 522.11 RULE 1 Pre-Employment Drug Testing for final reading.

I propose using N/A

Long Term Committed Funds? No

BUDGET LOCATION: 812

FISCAL IMPACT: There is no change to the fiscal impact already budgeted for.

PRE-EMPLOYMENT DRUG TESTING PROCEDURES

The District recognizes that the chain of custody of specimens is essential to establishing either positive or negative results for a specific employee. The employee providing the specimen shall witness the sealing of the specimen in an approved container and shall initial the seal or label on the container. Failure of the employee to witness and initial shall conclusively establish that the specimen was not the employee's and the results of a test performed on that specimen shall not be used against the employee to prove that the employee was under the influence of drugs and/or alcohol.

Testing procedures

~~The District recognizes that the chain of custody of specimens is essential to establishing either positive or negative results for a specific employee. The employee providing the specimen shall witness the sealing of the specimen in an approved container that shall initial the seal or label on the container. Failure of the employee to witness and initial shall conclusively establish that the specimen was not the employee's and the results of a test performed on that specimen shall not be used against the employee to prove that the employee was under the influence of drugs and/or alcohol.~~

The medical provider/collection site shall use only state licensed laboratories for testing specimens. The laboratories used must be able to perform all the required testing procedures under one roof to maintain chain of custody integrity. The tests to be performed on the specimens shall be the most reliable method of testing available, and shall be conducted pursuant to the testing laboratory's procedures. All specimens deemed positive by the laboratory must be retained for identification purposes at the laboratory for a period of 365 days from the date of the test. Test results shall be deemed positive according to generally accepted levels followed by state/federal licensed laboratories or at levels established by law.

If an employee a recommended candidate for employment tests positive, based on a decision by the Medical Review Officer and District Administration, he/she shall have the right, at the employee's candidate's expense, to have a sample of his/her specimen tested by another or the same state licensed laboratory, using either at least the same testing panel which produced a positive result or a more sophisticated test as appropriate. ~~If the test proves negative, the District will reimburse the employee for expenses incurred.~~

REVISED:



School District of Beloit Board of Education Report

February 28, 2017

I. BASIC INFORMATION

Topic or Concern: Policy 523.6 Identification Badges – Employees (Second Reading)

Which strategy in the Strategic Plan does this support? Strategy 1 - Finance & Facilities

Your Name and Title: Deetra Sallis, Executive Director of Human Resources

Others assisting you in the presentation: None

My report is for: Action

II. TOPICAL INFORMATION

A. What is the purpose of presenting this to the Board of Education?

Policy 523.6 has not been updated since March 26, 2002. It has been reviewed and updated to reflect the current practice.

B. What information must the Board of Education have to understand the topic/concern and provide any requested action?

For safety reasons, it's imperative that the District have a current practice of identification badges. Additionally, as an asset to the District, there should be a policy in place that protects the security of staff and students and the cost involved in the production of ID's.

C. If you are seeking Board of Education action, what is the rationale for your recommendation?

To support the safety of all staff and students and as guidance for district staff, it's important to have a current policy in place.

D. What are your conclusions?

The administration recommends that the Policy/Personnel Committee approve the changes to Policy 523.6 to make it current with the daily practice and in support of safety to staff and students. There is no change to the fiscal impact.

MOTION: The Policy/Personnel Committee recommends that the full Board of Education the approve the revisions of Policy 523.6 Identification Badges – Employees for final reading.

I propose using an existing budget

Long Term Committed Funds? Yes, indefinite

BUDGET LOCATION: 813 Technology

FISCAL IMPACT: Cost of ID supplies and equipment.

IDENTIFICATION BADGES - EMPLOYEES

The Board of Education recognizes the importance of providing a safe environment for all district students and staff. To promote a safe environment, the district requires all employees, volunteers and visitors to wear a district issued, approved identification badge.

Required Identification

All employees, while carrying out regular employment duties, will display identification badges in plain view.

Issuing Identification Badges

Identification badges will be provided to all employees at one of these sites: Aldrich Middle School, McNeel Middle School or Beloit Memorial High School or the Human Resources Department at Kolak. The initial badge, clip or lanyard will be provided to all employees at no cost to the employee. ID badges will be replaced as necessary due to normal use, to make the photo current or for changes in employment status.

Visitors/Volunteers

All visitors/volunteers are required to check in to the main office or security desk to obtain a visitor's badge. Volunteer and visitor badges may be permanent generic in design and lent to the person or disposable. When visitors/volunteers leave the school building, they must return the badge to the office or security desk.

Lost or Stolen Badges

In the event the identification badge is lost or stolen, the district will provide a replacement at no cost to the employee. Each additional identification badge requested will cost the employee \$2.00 per badge. If a badge is lost or stolen, contact the Personnel Office Department of Human Resources immediately.

APPROVED: March 26, 2002

REVISED:



School District of Beloit Board of Education Report

February 28, 2017

I. BASIC INFORMATION

Topic or Concern: Policy 530 Professional Educator Policies (Deletion) (Second Reading)

Which strategy in the Strategic Plan does this support? Strategy 1 - Finance & Facilities

Your Name and Title: Deetra Sallis, Executive Director of Human Resources

Others assisting you in the presentation: None

My report is for: Action

II. TOPICAL INFORMATION

A. What is the purpose of presenting this to the Board of Education?

For deletion, due to Act 10 there is no longer a collective bargaining agreement in place.

B. What information must the Board of Education have to understand the topic/concern and provide any requested action?

The 2011 Act 10 eliminated the Unions and collective bargaining agreements.

C. If you are seeking Board of Education action, what is the rationale for your recommendation?

Deletion of the policy. All employment policies and guidance comes from the Employee Handbook.

D. What are your conclusions?

The administration recommends that the Policy/Personnel Committee approve the deletion of Policy 523 due to the elimination of unions and collective bargaining agreements with Act 10 of 2011. There is no change to the fiscal impact.

MOTION: The Policy/Personnel Committee recommends that the full Board of Education approves the deletion of Policy 523 Professional Educator Policies for final reading.

I propose using N/A

Long Term Committed Funds? No

BUDGET LOCATION: none

FISCAL IMPACT: None

PROFESSIONAL EDUCATOR POLICIES

All provisions set forth in the employee agreement between the Board of Education and the Beloit Education Association (BEA) constitute an integral part of the written policies affecting salary and conditions of employment for professional educator covered by such agreement.

LEGAL REF.: _____ s.s. 111.70

CROSS REF.: _____ BEA Agreement

APPROVED: _____ June 24, 1980

REVISED: _____ June 14, 1994

_____ October 22, 1996 (Reprinted 3-98)



School District of Beloit Board of Education Report

February 28, 2017

I. BASIC INFORMATION

Topic or Concern: Policy 531 Professional Educator Positions (Second Reading)

Which strategy in the Strategic Plan does this support? Strategy 1 - Finance & Facilities

Your Name and Title: Deetra Sallis, Executive Director of Human Resources

Others assisting you in the presentation: None

My report is for: Action

II. TOPICAL INFORMATION

A. What is the purpose of presenting this to the Board of Education?

Policy 531 has not been updated since Oct 22, 1996. It has been reviewed and updated to reflect the current practice.

B. What information must the Board of Education have to understand the topic/concern and provide any requested action?

Policy 531 governs the requirement to have current job descriptions on file. The job description should be used in hiring, evaluating and guiding the work of the employee. Additionally, the job description is used in determining compensation, division of duties and if/when discipline, worker's compensation or other matters are questioned.

C. If you are seeking Board of Education action, what is the rationale for your recommendation?

To have a current policy that supports the need for current and accurate job descriptions.

D. What are your conclusions?

The administration recommends that the Policy/Personnel Committee approve the changes to Policy 523 to make it current and support the need for current and accurate job descriptions on file. There is no change to the fiscal impact.

MOTION: The Policy/Personnel Committee recommends that the full Board of Education approves the revisions of Policy 531 Professional Educator Positions for final reading.

I propose using N/A

Long Term Committed Funds? No

BUDGET LOCATION: None

FISCAL IMPACT: None

PROFESSIONAL EDUCATOR POSITIONS

The Superintendent or designee shall be responsible for developing and maintaining written job descriptions for all professional educator positions. Such job descriptions shall include qualifications ~~(including any certification requirements, skills and abilities)~~ and outline the essential functions of the job while being ADA compliant. The Board of Education shall adopt the job descriptions in accordance with state law requirements.

~~For purposes of the policy manual, "professional educator" members shall include all certified employees of the District other than administrators and supervisory personnel.~~

NOTE: Job Descriptions for Professional Educators positions are on file in the Department of Human Resources ~~Personnel Office~~.

LEGAL REF.:	s.s. 118.19 121.02(1)(a) & (q) PI 3, Wisconsin Administrative Code PI 8.01(2)(q) Americans with Disabilities Act of 1990
CROSS REF.:	Professional Educator Job Descriptions
APPROVED:	June 14, 1994
REVISED:	October 22, 1996
REPRINTED:	March, 1998



School District of Beloit Board of Education Report

February 28, 2017

I. BASIC INFORMATION

Topic or Concern: Policy 662.1 Management of Student Activities (Second Reading)

Which strategy in the Strategic Plan does this support? Strategy 1 - Finance & Facilities

Your Name and Title: Jamie Merath, Executive Director of Business Services

Others assisting you in the presentation: N/A

My report is for: Action

II. TOPICAL INFORMATION

A. What is the purpose of presenting this to the Board of Education?

Revise Policy 662.1 Management of Student Activities

B. What information must the Board of Education have to understand the topic/concern and provide any requested action?

The Policy 662.1 revision is to not restrict student activity clubs from forming by a certain date in a fiscal year. This revision also summarized line number 12 and 13 of Policy 662.1 into one line.

C. If you are seeking Board of Education action, what is the rationale for your recommendation?

The recommendation for the revision is to allow flexibility within our school buildings to create student activity groups throughout a fiscal year.

D. What are your conclusions?

MOTION: The Policy/Personnel Committee recommends that the full Board of Education approve the revision of Policy 662.1 Management of Student Activities for final reading.

I propose using N/A

Long Term Committed Funds? No

BUDGET LOCATION: District

FISCAL IMPACT: N/A

MANAGEMENT OF STUDENT ACTIVITY FUNDS

The purpose of student activity funds is to finance the normal, legitimate co-curricular activities of the student body organizations. Student activity funds shall be managed in accordance with state law provisions, Department of Public Instruction rules, generally accepted accounting principles and sound business practices, including appropriate budgetary and accounting procedures and thorough audits.

All student activity funds shall be under the financial control of the Board of Education.

1. The principal shall be responsible for supervising and enforcing accounting procedures of all student activity funds. Student activity funds shall be subject to the same internal controls as other district funds. The principal shall approve all expenditure authorizations and authorize all fundraising activities.
2. The duties and responsibilities of the designated adviser/sponsor should consist of the following:
 - Preparing the annual budget of the activity group
 - Supervising the activities of the activity group, including preparation of fund-raising potentials
 - Any other duties as assigned by the proper administrative authority
3. The Board will annually authorize those student activity programs it wishes to be operational
4. Projects for the raising of student activity money shall, in general, contribute to the educational experience of pupils and shall add to, not conflict with, the instructional program.
5. Student activity funds shall be deposited into a designated school district account through the office of the school principal to the proper account and shall be used only for student programs and activities, school-related purposes or educational purposes.
6. As specified in vendor relations guidelines policy 672.4 Rule 1, all employees are prohibited from accepting gifts and/or gratuities from any vendor or potential vendor. Employees may accept promotional or advertising items such as calendars, desk pads, notebooks and other office gadgets of minimal value which are offered by business concerns free to all as part of a public relations program.
7. Student participation is an important factor in the democratic management of money raised by the student body and expended for its benefit. Expenditures should be approved by the appropriate student activity group. The activity group's minutes should reflect the students' approval of the expenditure of any funds.
8. Student activity money shall, insofar as possible, be expended in such a way as to benefit the school related activities of those pupils who have contributed to the accumulation of such money and consistent with the statement of purpose.
9. Money raised by the student body as a whole shall be expended so as to benefit the student body as a whole, and not for the benefit of a special group.
10. Student activity funds shall not be used for any purpose that represents an accommodation, loan, or credit to employees or other persons. Student activity organizations shall not pay compensation to employees. Post-dated checks may not be accepted and checks may not be cashed for anyone. Board of Education members, district employees or others may not make purchases through a student body in order to take personal advantage of student body purchasing privileges.

11. No student body organization shall be obligated for purchases made by students, faculty, and others unless supported by a written expenditure authorization signed by the custodian of the funds.
12. ~~Every activity fund club or group must have a statement of purpose on file with the principal and approved before financial activities can begin.~~
13. Prior to the performance of any financial transaction by an authorized student activity, a budget and statement of purpose must be submitted and approved for the current school year. ~~Such budget and subsequent changes must be filed with the principal. The budget must be filed no later than September 30, each school year.~~ Student Activity groups that are existing from prior years must have the budget filed by September 30, each year. Newly created student activity groups will be submitted for board approval upon submission of the budget.
14. All sources of revenue must be approved by the Superintendent or designee and shall be included in the student activity group's current year budget.
15. All expenditures by the student activity program shall be in accordance with the budget and shall be managed in accordance with sound budgetary and accounting procedures. The authorization for the expenditure must be certified by the advisor and student representatives of the fund that funds are available for the expenditure.
16. Monthly financial reports for student activity funds shall be prepared by the principal or designee to review and ensure appropriate balances.
17. A system of internal controls should be implemented by the Superintendent or designee in order to safeguard the assets of the student activity funds.
18. Internal audits may be conducted periodically. An audit of all student activity funds shall be made at the same time as the annual audit of District funds. The cost of such audit shall be borne by the District.

LEGAL REF.: Sections 115.28 (13), 115.30(1), 120.14(1), 120.16, 120.18, 120.44(1) Wisconsin Statutes

CROSS REF.: 374 Student Fundraising Activities
652 Revenues from Investments
661 Depository of Funds
672.4 Vendor Relations
681 Accounting System
684 Audits

APPROVED: June 26, 2001

REVISED: February 26, 2013
December 16, 2014



School District of Beloit Board of Education Report

February 28, 2017

I. BASIC INFORMATION

Topic or Concern: Employment Actions - Exhibit A - February 28, 2017

Which strategy in the Strategic Plan does this support? Strategy 1 - Finance & Facilities, Strategy 2 - Marketing, Strategy 3 - Student Engagement, Strategy 4 - Assessment & Instruction, Strategy 5 - Technology, Strategy 6 - Family Engagement, Strategy 7 - Character

Your Name and Title: Deetra Sallis, Executive Director Human Resources

Others assisting you in the presentation: Dr. Darrell Williams, Interim Superintendent

My report is for: Action

II. TOPICAL INFORMATION

A. What is the purpose of presenting this to the Board of Education?

Employment recommendations.

B. What information must the Board of Education have to understand the topic/concern and provide any requested action?

Information to support legal action as required by Wisconsin Statutes.

C. If you are seeking Board of Education action, what is the rationale for your recommendation?

Comply with legal requirements and Wisconsin Statutes.

D. What are your conclusions?

Employment to meet needs of District to ensure quality education to all students within the District's budgetary guidelines.

MOTION: The Policy/Personnel Committee recommends that the Board of Education approve the personnel recommendations – exhibit A approved by the committee at the Policy/Personnel Meeting on February 28, 2017.

I propose using an existing budget

Long Term Committed Funds? Yes, indefinite

BUDGET LOCATION: all areas - payroll

FISCAL IMPACT: As indicated on report sheet.

Employment Recommendation Report page 1

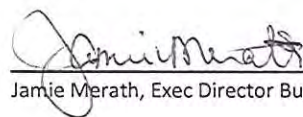
Exhibit A

February 28, 2017

Name	Location	Position	Effective Date	FTE	Notes	Salary
EMPLOYEE TRANSFER OF ASSIGNMENT 2016-2017						
Other Professional Support						
Samantha Anderson	McNeel	Grade 7 Language Arts	2/22/2017	100%	temporary, 2nd semester only - was Perm Sub at Fruzen	13,467 (based on 35,539)
Support Staff						
Vicki Bergeron	Robinson	Special Ed Para	2/20/2017	100%	medically fragile pay - transferred from Merrill, Special Ed Para	14.85 per hour
NEW EMPLOYMENT						
Professional Educators						
Other Professional Support						
Support Staff						
Bryanna Bolton	Todd	Special Ed Para	2/13/2017	100%		11.94 per hour
Coaches / After School / Other						
Jeremiah Jackson	Memorial	Graduation Coach	TBD	time carded	funded by McKinney Vento Grant	25.00 per hour
CHANGE IN EMPLOYMENT STATUS / WAGE						
Administrators						
RETURN FROM LEAVE OF ABSENCE						
Professional Educators						
RETIREMENTS / RESIGNATIONS / LAYOFFS						
Professional Educators						
Other Professional Support						
Support Staff						



Dr Darrell Williams, Interim Superintendent



Jamie Merath, Exec Director Business Svcs



Deetra Sallis, Executive Director Human Resources