



thinkingbeyondnow

BUSINESS MEETING

March 20, 2018

School District of Beloit
we are tomorrow



1633 Keeler Avenue
Beloit, Wisconsin 53511
(608) 361-4000
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Board of Education

Laurie Endres, President
Kris Klobucar, Vice President
Shelly Cronin, Treasurer
Wendy Sanchez, Clerk
Lisa Anderson-Levy, Member
Dennis Baskin, Member
Pam Charles, 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, March 20, 2018 - 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
 - B. Recognitions
 - 1. Recognition of Winter Student Athletes for Exemplary Seasons..... 1
 - 2. Recognition of Beloit Memorial Jazz Orchestra for Section into Essentially Ellington Jazz Competition 2
 - 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. Ad Hoc Academic Achievement Update..... 3
 - B. Equity Update 4-12
- VI. REPORTS TO THE BOARD
 - A. (E)Quality Committee Report
 - 1. Report and Minutes from March 12, 2018 Meeting..... 13
 - B. Student Board Member Report
 - C. Committee Reports
 - 1. Finance/Transportation and Property Committee
 - a) Minutes of March 13, 2018 Meeting..... 14-15
 - 2. Curriculum & Instruction
 - a) Minutes of March 13, 2018 Meeting..... 16-17
 - 3. Policy & Personnel
 - a) Minutes of February 26, 2018 Special Meeting..... 19
 - b) Minutes of March 13, 2018 Meeting..... 20-21
- 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. 23
- VIII. APPROVAL OF MINUTES OF PREVIOUS MEETINGS:
 - A. *Special Board Meeting – February 26, 2018..... 24-25
 - B. *Board Business Meeting, February 26, 2018..... 26-27
 - C. *Special Board Meeting – March 13, 2018 28-29

D. *Special Board Meeting, March 14, 2018	30-31
E. *Special Board Meeting, March 15, 2018	32
IX. BUSINESS/ACTION ITEMS	
A. *Approval of January Financial Summary	33-44
B. Craftspeople with Character Course Proposal	45-50
C. Foundations of Early Childhood Education Course Change Proposal	51-71
D. Early Childhood Education Course Change Proposal	72-85
E. Todd Title I Reading Interventionist.....	87
F. 443/447 Student Code of Conduct and Discipline (First Reading).....	88-103
G. Policy 523.6 Identification Badges – Employees (First Reading).....	104-105
H. Committee Policies (Final Reading)	107
1. 143 Official Board Representatives	108-109
2. 185 Standing Board Committees.....	110-111
3. 185.1 Fiscal Committee.....	112-114
4. 185.2 Students Committee	115-117
5. 185.3 Staff Committee.....	118-119
I. Policy 185.4 Infrastructure Committee (Final Reading)	120-121
J. Policy 185.5 Communication Committee (Final Reading).....	122-123
K. Policies 522.2 RULE 1 Guidelines for Reporting Employee Misconduct, 522.6 Sexual Harassment, 522.6 RULE 1 Staff Discrimination Complaint Procedures (Second Reading)	124-130
L. Exit Interviews.....	131
M. Personnel Recommendations	
1. Personnel Recommendations (Exhibit A) General Employment	132-133
X. DISCUSSION ITEMS	
A. Items of interest for consideration at future meetings	
B. Announcement of future Board Meeting dates	
1. Committee Meetings: April 10, 2018	
a) Finance, Transportation & Property	
b) Curriculum & Instruction	
c) Policy & Personnel	
2. Business Meeting: April 24, 2018	

XI. ADJOURNMENT

Laurie Endres, 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

March 20, 2018

I. BASIC INFORMATION

Topic or Concern: Board recognition of winter student athletes for exemplary seasons

Which area(s) of the Strategic Plan does this support? Students, Communication

Your Name and Title: Jennifer Thompson, Public Information Officer

Others assisting you in the presentation: Joel Beard, Athletic Director

My report is for: Information

II. TOPICAL INFORMATION

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

To publicly recognize Beloit Memorial High School student athletes for exemplary seasons

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

A number of student athletes experienced exceptional seasons this year. We would like to publicly recognize and honor the following athletes:

Boys Swim: Ben Saladar, Anthony Johnson, Adrian Sowicz, Nathan Sill, Kyle Raisbeck, Will Klobucar, Jim Santas

Wrestling: Linzell Burks

Girls Hockey: Gabby Traver and Kylie Evans

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

n/a

D. What are your conclusions?

MOTION: n/a

I propose using N/A

Long Term Committed Funds? No n/a

BUDGET LOCATION: n/a

FISCAL IMPACT: n/a



School District of Beloit Board of Education Report

March 20, 2018

I. BASIC INFORMATION

Topic or Concern: Recognition of the Beloit Memorial Jazz Orchestra for selection into Essentially Ellington Jazz Competition

Which area(s) of the Strategic Plan does this support? Students, Communication

Your Name and Title: Jennifer Thompson, Public Information Officer

Others assisting you in the presentation: Chris Behrens, BMHS Director of Bands

My report is for: Information

II. TOPICAL INFORMATION

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

To publicly recognize the Beloit Memorial Jazz Orchestra for selection into Essentially Ellington Jazz Competition

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

The BMJO has had an outstanding year from winning the Purdue Jazz Festival to being selected as one of fifteen jazz bands from across the nation to participate in the Essentially Ellington Jazz Competition in May.

The band includes:

Alto Sax: Quinn Galvin (lead), Brandon Terwilliger

Tenor Sax: Adrian Sowicz (1st), Noah Poepping, Karolina Richins (clar)

Bari Sax: Hannah Wilson

Trumpets: Nellie Conover-Crocket, Adam Hobson, Chase Miller (lead), Naomi Patten, Bekah Tropp, Nick Wadle

Trombones: August Braatz (lead), Audrey McManigle, Caleb Otto, Devin Wolf

Piano: Abigail Artreche

Guitar: Ariana Marko

Bass: Carly Behrens, Ben Levy

Drums: Maddie Mueller, Nick Smith

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

n/a

D. What are your conclusions?

MOTION: n/a

BUDGET LOCATION: n/a

FISCAL IMPACT: n/a



School District of Beloit Board of Education Report

March 20, 2018

I. BASIC INFORMATION

Topic or Concern: Academic Achievement Committee Update

Which area of the Strategic Plan does this support? Students, Staff, Communication

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

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 keep the board members and community informed about the work and/or progress the Ad Hoc Academic Achievement Committee is making during its meetings.

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

Mr. Bonds will give a verbal update to the members and community at the meeting on Tuesday.

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

March 20, 2018

I. BASIC INFORMATION

Topic or Concern: Equity Plan Update

Which area of the Strategic Plan does this support? Students, Staff, Communication

Your Name and Title: Tasha Bell, Equity Coordinator

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?

Tasha will provide a verbal update on Tuesday of any items that have occurred since last month. Please see attached spreadsheet.

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 2017-2018
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.	Innovation in Equity Conference in Stevens Point (Sept. 25-27 2017) Tim Wise (Aug. 2017) WYCA Racial Justice Summer (November 2, 2017) Wisconsin Public Relations Association (November 9, 2017) Death to the N Word (October 21, 17) Metropolitan Milwaukee Alliance of Black School Educators (November 18, 2017) LULAC students led the Hispanic Heritage month assembly at Aldrich Todos Unidos Jan. 10, 18 Early Literacy ELL Network training through CESA 2 Led diversity Training for Visit Beloit, tourism and attraction agencies. Professional Development session on How to Engage all Parents for secretaries and administrative assistants Aldrich MEO Students attended Milwaukee Bucks 3/9/18
Social Media not always bilingual.	Anecdotal - Personal parental experiences.	1) Every post will be posted in English and Spanish.	PIO (ongoing)
Student mental health issues - depression, bullying, self-esteem. Welcoming of all students, and celebrating of the diversity each student brings can be improved in	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.	LULAC/MEO (August 2017) Professional Development (LGBTQ) * (Aug. 2017) Professional Development (LGBTQ) * Oct 13, 2017) for the entire district Alan Borsuk- former Education reporter and current senior Fellow at Marquette University- Equity speaker 12-15-17 Imbedded PD: *Options for Schools: A. SEED (2 cohorts) *Tasha Bell and Jen Paepke B. Implicit Bias (Marc Perry) C. Mindfulness (Tavita Martinez)

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 2017-2018
Beloit Schools.			<p>D. Derailing the School-to-Prison Pipeline (Darrell Williams, PhD.)</p> <p>HO-CHUNK Indian Nation Pow-Wow & Artisans at ALL schools (Nov 7-8, 2017)</p> <p>Day of the Dead community event featuring Omeyocan Dance Company - LULAC youth council</p> <p>Aldrich MEO food drive - student led (advisor Alicia Wash)</p> <p>Met with BMHS student leaders to begin planning student led Diversity Conference</p> <p>LULAC & LULAC JR Councils volunteer at Second Harvest Pantry 12-13-17</p> <p>UWW Black Student Union hosted a panel at Beloit Memorial</p> <p>3/5/18 Hosted screening of Shot in the Dark with special guest coach Lou Adams</p> <p>Continued to work with Wisconsin Rtl center and hosted Read Your Heart Out Celebrations at Hackett(2/23/18) and Merrill(2/28/18)</p>
<p>Student acceptance and involvement can be improved.</p> <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</p>	<p>Anecdotal - It was brought to our attention by the student rep. that she witnessed each day, kids would gather in the High School after school and then get shooed out. From At Risk Report - Percentage of students who strongly agree or agree students have lots of chances to get involved in sports, clubs and other activities outside of class. 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>Expand after school programming, by partnering with businesses, organizations & reaching out to corporations and agencies to help staff 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>Partnership between Community Action and LULAC Tuesday evenings (Ongoing)</p> <p>MEO/Latino Mentoring Program (Oct 2017)</p> <p>*Tutors are in the schools and at Community Action *23 students</p> <p>Beloit 100 Volunteer Initiative (Oct 2017) *29 Volunteers *Connecting skills to student needs.</p> <p>Partnership with ProSquared to provide financial literacy opportunities for students.</p> <p>See attached form for details</p>

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 2017-2018
empty or unsafe house and need a "safe place" to be for a couple more hours.	2013 composite over 75% - HOWEVER, does this mean that 15 to 25% don't find a fit?		
Schl/Parent Communication Policy/Practice are not always in sync. Tracking missing assignment/failing students (different practices for each school and or each teacher.)	Anecdotal (E)Quality Committee minutes of 2-9-15 <i>Group 1 Goal:</i> ⁴	Better efforts to update Skyward Strive for greater and earlier teacher/parent communication, especially when assignments are not turned in or student is failing to master the work.	Skyward training for staff is ongoing (Oct 2017)
Gaps in Parent/School Relations Engagement & being supportive of 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. When 43% Disagree or Strongly Disagree student expectations are clear, this should be a RED FLAG about how we are doing in involving parents in schooling our children, and is at least somewhat AT ODDS with reported communication with parents. School Images can be improved in our community.	(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 Disagree ⁵ and I communicate with parents often about their child's progress #30 over 80% Agree or Strongly Agree ⁶ and what students are expected to learn is clear to their parents #32 43% Disagree or Strongly Disagree. 7 I believe that this school has a good image in the community. 8 With 20% neutral and 23% disagree or strongly disagree there is an image problem - what is this based on?	Teacher Home Visits ^{10,11} and/or Liaisons/Navigators to make visits with parents (help them navigate school system), gather information and share it with teachers	Expectations assembly (Aug/Sept 2107) (Ongoing) (E)Quality Meeting (Oct 10th) Parent Academy (Oct 10th) *Y2Y Discussed the impact and signs of Substance Abuse LULAC (2 adult Chapters) *2017 NAACP Education Committee Self-Assessment Report (Nov. 21, 2017) Latino Service Providers Coalition Language Access Policy (in progress) Principal for A Day - Jen Thompson* (8 Community members participated in event) Meeting with MEO reps on 12-6-17 (Established MEO organizations at all primary, intermediate and the High School) Combined (E)Quality and Parent Academy on 12-11-17 discussed Human Trafficking led by Rock County Anti- Human Trafficking Task Force (E)Quality Meeting on 1-8-18 Parent Academy 1-10-18 Internet Safety led by Technology Coaches (E)Quality Committee on 2-12-18 (E)Quality Committee on 3-12-18

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 2017-2018
<p>Gaps in Student/School Relations Perceptions by STUDENTS teachers care about them and STUDENTS have a VOICE or SAY in ACTIVITIES AND RULES is too low.</p> <p>Perceptions by TEACHERS/ STAFF that STUDENTS respect them is too low.</p>	<p>Percentage of students who strongly agree or agree their teachers really care about them and give a lot of encouragement.</p> <p>Percentage of students who strongly agree or agree that students have lots of changes to help decide things like class activities and rules.</p> <p>2013 composite below 50% - At Risk Report 1 (both statements above)</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>LULAC Student Chapter (71 students) (Oct 2017) *Expanded to two intermediate schools (Cunn & McNeel)</p> <p>Announced 2018 MLK Essay Winners (17 student winners) December 2018</p> <p>Partnering with Fellas Lifestyle Magazine to feature profiled men in City of Beloit.</p>
<p>Home School Liaison Hackett Grant</p> <p>Parent Skyward training at some schls for Open House</p>	<p>P5 Documentation, Hackett Liaison, Attendance Reports, Skyward Access Numbers and Data</p> <p>Number of access by parents in Skyward</p>	<p>Hire Home School Liaisons to address truancy, ensure frequent contact for parents who do not or cannot access Skyward, improve connections between home and school</p> <p>Train parents at workshop,PTA, conferences, summer orientation</p>	<p>Participated in Gaston Read In 12-22-18</p>
Internet access needed for Skyward and homework		<p>Develop list of internet access centers</p> <p>Example: Library, McDonald's, Boys and Girls Club, Merrill Center, churches</p>	
No District wide or school wide homework policy	<p>Board homework policy</p> <p>Administrators at each level/school</p>	<p>Each school should develop consistent homework policy - school wide or by grade level</p> <p>Use homework hotlines, school websites, homework agendas</p>	
<p>Report Cards</p> <p>Elementary - given to student and parents return signed envelope</p> <p>Intermediate - mailed</p> <p>High School - Skyward</p>	<p>Administrators/Skyward</p>	<p>Intermediate parents return form indicating they have seen report card</p> <p>Home School Liaisons/Teachers/ Counselors to contact those not returned</p> <p>Fan out phone calls to parents to let them know when report cards are available</p>	

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 2017-2018
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	Putting faces on the data (August 2017) *Ongoing MEO/LULAC/AP Tutors (Sept. 2017)
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 --UW Whitewater (i.e. fraternities, sororities, etc.) --Beloit College --Churches	Partnered with Community Action (7 Students in Workforce Innovation and Opportunities (WIOA) In School Youth Program *Scholarships attached (August 2017) Beloit 100 Recruitment (August 2017) Beloit 100 Recruitment (September 2017)
PTA, PTSO, Home and School, Minority Parent Organization	Parent involvement directly correlates to student achievement	Encourage schools/community to reinvigorate these groups	
Porter Scholar Program	Apply as Juniors through counselors	Better recruitment effort through counselors, social media and websites	Blackhawk Tech Teacher Education Program (August 2017)
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	
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	
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	

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 2017-2018
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	
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.	Community Action meeting addressed services expansion for expelled students & B.A.S.S.(Aug. '17) 69 Expulsions (2014-2015) 17 Expulsions (2015-2016) 23 Expulsions (2016-2017) SRO Roles vs Admin roles (August 2017) *Ongoing Beloit Alternative to Student Suspension Program (Sept. 2017) *Peaceful Solution Character Education Program (Sept. 2017) *Peaceful Solution Character Education Program (Oct 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.	In School Suspension rooms and Merrill Center (B.A.S.S.) 1) Interjurisdictional Team (August 2017)
Scholarship Banquets	Athletes receive a lot of recognition.	Academic accomplishments need to be more widely recognized at all grade levels. Use newspapers, websites and	*3rd Annual Veterans Day Program (November 10, 2017) National Honor Society Induction Ceremony

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 2017-2018
Honor Rolls	Elementary students and intermediate students receive less public recognition	newsletters.	2nd Annual Dr. Martin Luther King Jr. Unity Breakfast (Jan. 15, 2018) * Eclipse Center *Mahmoud Abdul Rauf (Speaker) MLK Breakfast Held over 500 people in attendance 2nd Annual Knight of Distinction (May 4, 2018) Eclipse Center
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.	
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.	Recruitment Efforts (Ongoing) Beloit Recruitment Fair on 2-12-18 Good turnout of Community Members/ connected with UWW Future Teachers Program, other districts reaching out for more information Grow Your Own Multicultural Scholarship (August 2017) Grow Your Own Multicultural Scholarship (September 2017) Equity, Recruitment, and Retention Plan (will be October 30, 2017) *Ad Hoc Diversity Committee Schools to Prison Pipeline Presentation (will be in Nov. 2017) Received \$5,000 donation to Grow Your Own Scholarship Program from Ho-Chunk Indian Nation Call Me Mister Program (August 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 2017-2018
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.	
CESA Parent advocate	No formal advocate program or referral to CESA advocate	Connect with CESA or other agencies for parent advocacy training for volunteers	
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.	RCAA located at BMHS (Summit Project Based Learning Program training in July 2017, Recruitment efforts, etc.) RCAA Recruitment (Ongoing) (Sept. 2017)

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.



NOTICE OF MEETING

SCHOOL DISTRICT OF BELOIT (E)Quality Committee - Minutes

Date: Monday, March 12, 2018

Time: 4:00 p.m.

Location: Rotary Center
1160 S. Riverside Dr.
Beloit, WI 53511

AGENDA

- I. Call to Order
- II. Review of previous minutes
 - Motioned by V. Brown
 - Second by A. Wash
- III. Race To Equity- Vicki Brown
 - Presentation focusing on equity project to engage, educate, and motivate Rock County to advance social and public policy to improve the health and wellbeing of all.
 - Focus is on the goals of
 - i. Support communities in developing agendas and structures to support racial equity within their local contexts
 - ii. Build a coalition that can develop and promote a state-level racial equity agenda
 - iii. Facilitate increased engagement
 - iv. Assist communities in understanding the interaction between the state and local context
 - v. Increase the capacity of communities of color
 - vi. Called (E) Quality Committee to action within the Beloit and greater Rock County community
- IV. Knight of Distinction
 - 2nd Annual Event
 - May 4th at the Eclipse Center where SDB staff, students and volunteers will be honored.
- V. Announcements
 - Intermediate and elementary Expos are forthcoming (please see SDB website <https://www.sdb.k12.wi.us/>)
 - Joint Beloit Police Department and School District of Beloit Panel Discussion on School and Internet Safety (BMHS 3 – 14 – 18 @ 6 pm)
 - Discussion about Active Shooter and other School Safety Topics including BDP Body Cameras and metal detectors
- VI. Adjournment

School District of Beloit
CURRICULUM AND INSTRUCTION COMMITTEE MEETING

Tuesday, March 13, 2018
Kolak Education Center—Room 106

MINUTES

1. Call to Order

The Curriculum and Instruction Committee Meeting was called to order by Pam Charles at 4:15 p.m.

Committee members present: Pam Charles and Laurie Endres. Member Absent: Kris Klobucar.

Also present: Dennis Baskin(5:08), Shelly Cronin(5:13), Wendy Sanchez(5:05), Anthony Bonds, Tony Bosco, Mitch Briesemeister, Rachelle Elliott, Latricia Johnson, Jacqueline Jolly, Roger Price(5:07), Deetra Sallis(4:37), and Darrell Williams.

2. Approval of Agenda

Endres moved approval of the agenda. Charles seconded the motion. Motion carried 2-0.

3. Approval of February 2018 Meeting Minutes

Endres moved approval of the February, 2018 minutes. Charles seconded the motion. Motion carried 2-0.

4. Data Reports (no report this month)

There was no report this month.

5. Achievement Gap Efforts

SDB Early Literacy and Community Literacy

Rachelle Elliott, Director of Early Literacy, provided an update of the Early Literacy program and upcoming community driven literacy initiatives. She shared information on brain development in the first years of life, word gap related to family income, language skills linked to literacy skills, high quality return in investment such as graduation rates, test scores, etc., student learning time, and parental education. She also talked about community partnerships, listening sessions and community presentations, play dates for families and early learners, and Literacy for Life event next week. She explained the Beloit Early Literacy messaging, well-checks, getting books into the hands of children. She shared what roadblocks there are, what the community can do, where inspiration and research comes from and reminding everyone that we do this for the littlest learners.

This item was for information only. No action was taken.

Achievement Gap Reduction Mid-Year Reports

Bonds, Latricia Johnson and Jacqueline Jolly along with principals from the elementary schools presented a summary of the implementation of the Achievement Gap Reduction (AGR) contract requirements, its performance objectives and its success in attaining the objectives. Data is reported Spring to Spring. Winter is the mid-year check-in to see if the district is on track. Johnson indicated that the data is based on Map data. In Literacy, the data showed the weakest area to be 2nd and 3rd grade so target coaching and interventions have been put in place to address this. Jolly indicated that Math showed the same two grade levels having difficulty and has also put coaching and interventions in place for improvements.

Members asked questions about the charts, the “at-risk” students, what the board could do to assist. Principals indicated that a full time reading specialist as a coach and full time reading interventionists to work with the students so that the needs are fully being met. They need time to get it implemented and work.

This item was for information only. No action was taken.

BMHS Academies Update

Jolly, along with Carole Campbell, High School Principal and Janay Banks Wilson, Assistant Principal provided an update on the progress toward implementation of the college and career academies at the high school for next year. Banks Wilson explained that they have come up with three academies to go to next year

with 18 career exploration pathways and nearly 300 careers covered. The three academies are: ACMES - Automotive, Construction, Manufacturing, Engineering, and Science; BACH - Business, Arts, Communication and Hospitality and HHPS - Health, Human and Public Services. They have started scheduling beginning with the freshman as they are the cleanest group coming in from the intermediate schools. Briesemeister shared information about the school/campus visits that they made. Banks Wilson explained next steps regarding identifying dual credit courses, certifications, college credits, etc. that students will leave BMHS with as well as then bandaging, outsourcing, the HS expo rollout, Rack cards for quick reference about the academy, working with parents and students to explain everything to them, etc. Campbell explained that families will be explained that this is a way for students to explore what Beloit has, what is available in the real world for them. They explained that out of the students electives only one credit each year must come from the pathway.

This item was for information only. No action was taken.

CTE Course Proposals

Briesemeister, Director of Career and Technical Education, explained the course proposal for the Craftspeople with Character. This would be a summer school course that would give students 90 minutes four times a week job shadowing with a mentor. This course will fit nicely with the academies.

Endres moved to recommend that the full Board of Education approve of the Craftspeople with Character course for the 2018-19 Summer School Session. Charles seconded the motion. Motion carried 2-0.

Briesemeister explained the proposal for renaming the Early Childhood Program to Foundations of Early Childhood Education course. He explained that the program is built and successful. Many students go on to be successful in the community after graduation. This course as well as the Early Childhood Education II course are taught by a Blackhawk Tech instructor and are dual credit.

Briesemeister explained the course proposal for Early Childhood Education II change in curriculum from ECE Curriculum Planning to Foundations of Education to match Blackhawk Technical College since it is offered for dual credit. Credits remain the same for students, the district name remains the same for the course, however, the name change is on the transcript for the Blackhawk Tech end of the course. Three state certifications can also be earned for taking these dual credit courses as well.

Endres moved to recommend that the full Board of Education approve the Foundations of Early Childhood Education course change proposal. Charles seconded the motion. Motion carried 2-0.

Endres moved to recommend that the full Board of Education approve the Early Childhood Education II course change proposal. Charles seconded the motion. Motion carried 2-0.

6. Academic Achievement Ad Hoc Committee Update

Bonds provided a brief update of the work of the Academic Achievement Ad Hoc Committee.

7. Future Agenda Items

Second Step - Child Protective Unit
Math Curriculum Workshop
Youth Options for First Semester 2018-19
DLI Curriculum Recommendation

8. Adjournment

The meeting was adjourned at 5:25 p.m.

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

March 13, 2018

1. CALL TO ORDER

The meeting was called to order by Cronin, Committee Chair at 5:26 p.m. in Room 106, the Superintendent's Conference Room, at the Kolak Education Center.

Members present: Dennis Baskin, Shelly Cronin and Wendy Sanchez

Others present: Pam Charles, Laurie Endres, Anthony Bonds, Roger Price, Darrell Williams and Sean Winters

2. APPROVAL OF THE AGENDA

Baskin moved approval of the agenda. Seconded by Sanchez, motion carried.

3. APPROVAL OF FEBRUARY MINUTES

Baskin moved approval of the February minutes. Seconded by Sanchez, motion carried.

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

Members reviewed the purchase order between \$15,000 and \$25,000.

5. CONTRACT APPROVAL FOR PSI

Price explained the proposal for PSI to oversee the implementation of the proposal. Sean Winters, Facility Director explained the original find of found art sand and lead, etc. during the construction of the natatorium. He also explained that there were some deficiencies in the disposal of some of the materials left after the excavation of the lead. Winters has been trying to determine the best plan to deal with the issue by working with the architects and others and have determined that PSI needs to oversee the process and go back to the DNR for approval. He also stated that he and Price will continue to investigate further why the situation occurred. He is also asking for the Board to waive the policy of going out to a bid.

Baskin asked questions regarding when the district was informed, when the letter came from PSI and how long it took to come to the board. Baskin asked Price for his expertise and perspective. Price indicated that work was being done on the information, however, he did think that others were aware of the situation. He did state that the DNR needs to be happy and the work needs to be done and the issue resolved. The request for getting the waiver is because the DNR is happy with PSI. Price does feel that the process needs to keep moving yet the attorneys need to sort through the mess.

Cronin agreed with Baskin and shared her concern. Charles indicated that she feels there should be three bids. Cronin asked where the money would come from. Price indicated it would be a one-time fund balance expense. Baskin asked if the district should do three bids or proceed with PSI. Price indicated the DNR is comfortable with PSI due to their history with the project.

After further discussion, the administration felt that the recommendation could be to go out for the three bids, have the RFP sent to the DNR to explain that the district is moving forward to take care of the issue and continue with the investigation. Endres asked for a timeline for the RFP bids, if the DNR provides negative feedback to hold a finance meeting right away to be included in the motion.

Baskin moved that the administration initiate the RFP process and make contact with the DNR to update them on the districts actions and steps, report back to the Finance Committee immediately if the DNR reports negatively to those steps and to receive RFP bids within 4 weeks. Seconded by Cronin. Charles asked what the DNR could do to the district, Price stated they could fine the district. Motion carried.

6. WAIVER OF RENTAL FEES – BELOIT SNAPPERS

Baskin moved approval of the request by the Beloit Snappers to waive the rental fees of BMHS on April 3, 2018. Seconded by Cronin, motion carried.

7. WAIVER OF RENTAL FEES – BELOIT BOMBERS BASEBALL

Baskin moved approval of the request by the Beloit Bombers Baseball to waive the rental fees of Robinson March-April, 2018. Seconded by Cronin, motion carried.

8. FUTURE ITEMS FOR DISCUSSION

Items for future agendas included a DNR Update and EZNet Pay.

9. ADJOURNMENT

The meeting adjourned at 6:06 p.m.

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

February 26, 2018

1. CALL TO ORDER

The Policy and Personnel Committee was called to order by Dennis Baskin, Chair at 5:03 p.m. at the Kolak Education Center, Room 106, Superintendent's Conference Room.

Members present: Shelly Cronin, Kris Klobucar and Dennis Baskin. Others present: Pam Charles, Laurie Endres, Anthony Bonds, Tony Bosco, Emily Pelz, Deetra Sallis, and Darrell Williams.

2. APPROVAL OF THE AGENDA

Klobucar moved approval of the agenda. Seconded by Cronin. Motion carried.

3. POSSIBLE PERSONNEL CLOSED SESSION ITEMS*

Baskin moved to convene the Policy/Personnel Committee 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. Seconded by Cronin. Motion carried on a roll call vote 3-0.

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

Baskin moved to reconvene to open session. Seconded by Cronin. Motion carried.

Cronin moved to remove the Administrator Personnel Update from the agenda as it was on the agenda in error. Seconded by Baskin. Motion carried.

Cronin moved to recommend the personnel recommendations to the full Board of Education for approval. Seconded by Klobucar. Motion carried.

5. FUTURE ITEMS FOR DISCUSSION

Future items for discussion included the Equity/Recruitment Plan and Exit Interview Data for March, and Associate Degrees vs. Bachelor Degrees for Substitutes, Policy 882.1 Use of Body Cameras on School Property, Policy 553 RULE 3 Recommendations for Employee Hiring/Transfer/Promotion Policy and a Compensation Workshop which are to be determined.

6. ADJOURNMENT

The meeting adjourned at 5:10 p.m.

**POLICY AND PERSONNEL COMMITTEE
SCHOOL DISTRICT OF BELOIT
March 13, 2018**

1. CALL TO ORDER

The Policy and Personnel Committee was called to order by Dennis Baskin, Chair at p.m. at the Kolak Education Center, Room 106, Superintendent's Conference Room.

Members present: Shelly Cronin, and Dennis Baskin. Member absent: Kris Klobucar. Others present: Pam Charles, Laurie Endres, Wendy Sanchez, Anthony Bonds, Tony Bosco, Emily Pelz, Deetra Sallis and Darrell Williams.

2. APPROVAL OF THE AGENDA

Cronin moved approval of the agenda. Seconded by Baskin. Motion carried.

3. APPROVAL OF FEBRUARY 2018 MINUTES

Cronin moved approval of the February 13 and 26, 2018 minutes. Seconded by Motion carried.

4. TODD LITERACY INTERVENTIONIST

Bonds explained the need for the additional interventionist at Todd and that it would be funded from Title I funds.

Baskin moved to recommend to the full Board of Education the approval of the addition of an hourly Literacy Interventionist for the remained of the 2017-18 school year at Todd Elementary School. Seconded by Cronin. Motion carried.

5. POLICIES FOR FIRST READING

Charles sent information to Sallis regarding language for the Supervisory Nepotism from State Statute. Sallis read the changes she proposed. Baskin moved to table Policy 522.31 Supervisory Nepotism for first reading to allow Sallis to incorporate the additional changes. Seconded by Cronin. Motion carried.

Charles had some additional language for the physical exam policy. Cronin asked for clarification of the presence or absence of TB on the form. Cronin moved to table Policy 523.1 Employee Physical Examinations for first reading to allow Sallis to add the additional changes. Seconded by Baskin. Motion carried.

Baskin moved to recommend to the full Board of Education the revision and layover of Policy 523.6 Identification Badges - Employees for first reading. Seconded by Cronin. Motion carried.

Cronin moved to recommend to the full Board of Education the approval of the additional offense codes, the revision and layover of Policy 443/447 Code of Conduct, which are aligned with reporting requirements for the annual Pupil Nondiscrimination Compliance Report and the Civil Rights Data Collection report for first reading with recommended changes. Seconded by Baskin. Motion carried.

Cronin moved to recommend to the full Board of Education waiving first reading and approving the revision of Policy 143 Official Board Representatives, Policy 185 Standing Board Committees, Policy 185.1 Fiscal Committee, Policy 185.2 Students Committee, Policy 185.3 Staff Committee for final reading with suggested changes. Seconded by Baskin. Motion carried.

6. POLICIES FOR SECOND READING

Cronin moved to recommend to the full Board of Education the revisions of Policy 522.2 RULE 1 Guidelines for Reporting Employee Misconduct, Policy 522.6 Sexual Harassment and 522.6 RULE 1 Discrimination Complaint Procedures for final reading. Seconded by Baskin. Motion carried.

7. DIVERSITY, INCLUSION AND RECRUITMENT PLAN

Baskin indicated that this is on the agenda for feedback and asked if the committee had any other questions. He also indicated that they will also be adding goals and such. He asked that it come back in April for final approval.

8. EXIT INTERVIEW DATA AND DISCUSSION

Members discussed the number of people who have left the district versus who have completed the exit survey. Members debated whether or not to use a third party and discussed the pros and cons. Baskin indicated that the problem with staff leaving districts is not just a local concern, it's a state-wide and nation-wide problem.

Baskin moved to recommend to the full Board of education continued use of the current exit interview tool for another six months. Seconded by Cronin. Charles asked if the staff could be surveyed to see if they would like an outside party. Motion carried.

9. LABOR LIAISON UPDATE

There was no labor liaison update.

10. LEGISLATIVE UPDATE

Charles updated the members on a bipartisan effort to make schools safer with funding at the state level.

11. POSSIBLE PERSONNEL CLOSED SESSION ITEMS*

The committee did not go into closed session and reviewed the personnel recommendation.

Cronin moved to recommend approval of the employment recommendations - Exhibit A to the full Board of Education for approval. Seconded by Baskin. Motion carried.

Baskin moved to table the February 26, 2018 closed session minutes until the next closed session. Seconded by Cronin. Motion carried.

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

The committee did not go into closed session.

13. FUTURE ITEMS FOR DISCUSSION

Future items for discussion included Associate versus Bachelor Degrees for substitutes, Hiring/Promotion/Transfer Policy and Compensation Workshop.

14. ADJOURNMENT

The meeting adjourned at 6:56 p.m.



School District of Beloit Board of Education Report

I. BASIC INFORMATION

Topic or Concern: Consent List

Your Name and Title: Laurie Endres, 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
February 26, 2018**

The Board of Education held a special board meeting on February 26, 2018 at the Kolak Education Center in Room 106. President Endres called the meeting to order at 5:15 p.m.

Members Present: Dennis Baskin, Pam Charles, Shelly Cronin(5:19), Laurie Endres, Kris Klobucar and Wendy Sanchez. Also present: Anthony Bonds, Tony Bosco, Emily Pelz, Deetra Sallis and Darrell Williams.

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

Charles moved to convene the Board of Education into Closed Session pursuant to Section 19.85 (1)(a) of the Wisconsin Statute relative to deliberating concerning a case which may be the subject of any judicial or quasi-judicial trial or hearing. Seconded by Baskin. Motion carried on a roll call vote 5-0.

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

Joel Beard, Athletic Director presented the Boys' and Girls' Hockey Co-ops for renewal as well as the Girls' Soccer Co-op. He explained that Orangeville and Lena are part of the Monroe Youth Hockey program and since Monroe is in our co-op, it would be a natural fit. Questions included WIAA approving Illinois schools, receiving funds from other schools in co-op, additional cost or not for adding schools. Beard indicated that it will be less money as the funds are divided even more.

Klobucar moved approval of the addition of Orangeville and Lena into Girls' Hockey Co-op program as well as the renewal of the Co-op. Seconded by Cronin. Motion carried unanimously of the members present.

Baskin moved approval of continuing the Girls' Soccer Co-op with Beloit Turner School District. Seconded by Cronin. Motion carried unanimously of the members present.

Beard explained that the Williams Bay students play with the Janesville students when they are in Youth Hockey. Williams Bay tried to join Janesville in a co-op and were denied. They are now requesting to be in the Beloit co-op and Beard is recommending denying Williams Bay since they are not part of our Youth Program.

Klobucar moved approval of the renewal of the Boys' Hockey Co-op program and denies the addition of Williams Bay. Seconded by Charles. Motion carried unanimously of the members present.

Members discussed board committee structure. Endres indicated that the idea for the restructure is to have committees align more with the strategic plan. The first step is to have the strategic plan pillars on every agenda. Klobucar and Endres reviewed Black River Falls as a model and each committee is based on the strategic plan pillars. The committee is then made up of board members, community members, staff members and an administrator lead and all are voting members, serving for one year. Policies would fall to each committee where the experts are such as Student Achievement covering curriculum student policies; fiscal policies at the fiscal and Infrastructure Committee and so on. Endres stated by involving staff and

community it gives them a better understanding of district operations. Members also discussed having students serve. Endres asked for board member, administrator and even student feedback. The next steps are Charles changing policies that govern current committees, Klobucar and Endres putting a proposal together to bring back in March.

Members discussed the schedule of monthly reports presented to the board, some of which are required by state statute or board policy. It was noted that DPI did get back to Pelz regarding the deadline for the Children at Risk presentation, which is August. Baskin suggested putting major Latino and NAACP events on the schedule as well. Endres stated this is a starting point for setting agendas.

Baskin moved to reconvene the Board of Education into closed session pursuant to Section 19.85(1)(c) of the Wisconsin Statutes relative to considering employment, promotion, compensation or performance evaluation of data of any public employee over which the governmental body has jurisdiction or exercises responsibility and 19.85(1)(b) considering dismissal, demotion, licensing or discipline of any public employee or person licensed by a board or the investigation of charges against such person; provided that the faculty member or other public employee or person licensed is given actual notice of any evidentiary hearing which may be held prior to final action being taken and of any meeting at which final action may be taken. The notice shall contain a statement that the person has the right to demand that the evidentiary hearing or meeting be held in open session. This paragraph and par. (f) do not apply to any such evidentiary hearing or meeting where the employee or person licensed requests that an open session be held and Section 19.85(1)(g) 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 Sanchez. Motion carried on a roll call vote 6-0.

Buikema provided an update on legal items. Cabinet members were excused from the meeting and board members along with the Superintendent and Attorney Buikema discussed the administrator contract decision appeal.

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

No items for future discussion were requested. Endres adjourned the meeting at 6:59 p.m.

Michelle Shope, Board Secretary

Approved at the Regular Board Meeting on March 20, 2018

Laurie Endres, President

**REGULAR MEETING OF THE BOARD OF EDUCATION
SCHOOL DISTRICT OF BELOIT
February 26, 2018**

The Board of Education held its regular meeting on February 26, 2018 at the Kolak Education Center in the Board Room. President Endres called the meeting to order at 7:00 p.m.

Members Present: Dennis Baskin, Shelly Cronin, Laurie Endres, Kris Klobucar and Wendy Sanchez. Member absent: Pam Charles. Others Present: Darrell Williams, Interim Superintendent.

Baskin moved approval of the agenda. Seconded by Cronin. Motion carried unanimously of the members present. Baskin led the group in the pledge of allegiance. Sanchez gave the announcements.

Jen Thompson, Public Information Officer, recognized Beloit Memorial Teen Summit presenters.

Endres opened up the podium for citizens to speak on items not on the agenda.

Philip Wyels, 1817 Campus Drive, addressed the board regarding safety and security. Jennifer Wyels, 1817 Campus Drive, addressed the board regarding safety and security as well. Jaymie Carpenter, 1821 Harrison Avenue, addressed the board regarding closing of 4th Street for Welcome Center and school safety concerns. James Reseburg, 2795 Fuller Drive, addressed the board regarding emergency management, training in the district and emergency operations center.

Interim Superintendent Williams introduced Anthony Bonds who gave the Ad Hoc Academic Achievement Committee update, Tasha Bell who gave the Equity update for the month and then he reported on the Emergency Plan Debriefing for the high school last week. Tasha Bell also reported on the (E)Quality Committee Meeting for January. Williams introduced Roger Price, Consultant from WASB, who will be supporting the district with the Executive Director's departure.

Evelyn Mendoza, Student Representative, was not present but Cronin read her report. Cronin reviewed the topics of the February Finance, Transportation and Property Committee meeting. Klobucar reviewed the topics of the February Curriculum and Instruction Committee meeting. Baskin reviewed the topics of the January Special and February Regular Policy and Personnel Committee meetings.

Baskin moved approval of the consent list: 1) Special Board Meetings of January 23 and February 13, 2018; 2) Regular Business Meeting of January 23, 2018 and 3) Approval of the December Financial Summary. Seconded by Sanchez. The motion carried unanimously of the members present.

Baskin moved approval of the budget adjustments as listed in the February 26, 2018 Board Agenda book. Seconded by Cronin. Motion carried unanimously of the members present.

Baskin moved approval of the AVID implementation to grade 8 at Aldrich, Fruzen, McNeel and Cunningham Intermediate Schools for the 2018-19 school year. Seconded by Klobucar. Motion carried unanimously of the members present.

Cronin moved approval of creating a weighted grading system to the high school grading scale for AP courses. Seconded by Klobucar. Motion carried unanimously of the members present.

Baskin moved approval of the revisions and layover of Policy 522.2 RULE 1 Guidelines for Reporting Employee Misconduct, Policy 522.6 Sexual Harassment and 522.6 RULE 1 Discrimination Complaint Procedures for first reading and the revisions of Policy 353.3 Language Access Policy, Policy 522.11 Pre-employment Drug Testing, 522.11 RULE 1 Pre-employment Drug Testing Procedures and Policy 522.1 RULE 2 Drug and Alcohol Testing for final reading. Seconded by Sanchez. Motion carried unanimously of the members present.

Cronin moved approval of the substitute training and the cost associated with it. Seconded by Sanchez. Motion carried unanimously of the members present.

Baskin moved approval of the personnel recommendations – Exhibit A recommended by the Personnel Committee. Seconded by Klobucar. Motion carried unanimously of the members present.

Items for future meetings included administration make unannounced visits to schools and report back to the board and metal detectors, additional officers, etc. at the schools including dollar figures. Endres announced future meeting dates.

The meeting adjourned at 8:19 p.m.

Michelle Shope, Board Secretary

Approved at the regular meeting of March 20, 2018

Laurie Endres, President

**SPECIAL MEETING OF THE BOARD OF EDUCATION
SCHOOL DISTRICT OF BELOIT
March 13, 2018**

The Board of Education held a special board meeting on March 13, 2018 at the Kolak Education Center in Room 106. President Endres called the meeting to order at 6:59 p.m.

Members Present: Pam Charles, Shelly Cronin, Laurie Endres, and Wendy Sanchez. Members excused: Dennis Baskin and Kris Klobucar. Also present: Anthony Bonds, Anthony Bosco, Emily Pelz, Deetra Sallis, and Darrell Williams.

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

Chris Behrens, along with two trumpet players presented their request for financial support for the Jazz Band returning to New York and the Essentially Ellington competition. He explained the selection process, fundraising and cost for the essentials as well as some extras they do while in New York. Members clarified if the requested \$15,000 is enough.

Cronin moved to provide financial support for the BMHS Jazz band's trip to the Essentially Ellington Competition and Festival in the amount of \$15,000. Seconded by Sanchez. Motion carried unanimously of the members present.

Tina Goecks, BLA Principal, along with her leadership team and staff members presented their needs assessment after providing some background information regarding their program, staffing, and rationale for their needs. Members discussed the needs, asked clarifying questions and feel that the needs are great and are willing to find ways to help. Endres recommended having lunch with the students as she has found many of them to be full of great ideas.

Endres challenged the administration and the BLA staff to dig into the budget, current programs in the district, and the list of needs to formulate a plan of top priorities, what can be done now, etc. How can the district best address these needs. Charles suggested taking funds from fund balance and getting state reimbursement. Sue Bailey, instructor, indicated that the list submitted in the report is the schools top priority. Bonds indicated that he will be meeting with all principals regarding staffing and the budget committee will be forming. He also stated that some of the smaller items may be able to be taken care of now with the help of Sean Winters. Endres re-stressed that she would like some of the staffing looked at immediately and to plan out when the district might be able to implement the rest of the needs.

At the April 10 meeting, Endres would like a plan to identify what the students need now in terms of FTE and/or how needs will be met if the FTE's are not possible. Primary focus should be on safety and programming needs. Charles stated this school has been the "step-child" long enough and the student needs should be addressed. Discussion continued on whether to approve something to night.

Cronin moved approval of the additional positions at BLA for a full time assistant principal, a full time alternative education teacher, half time ELL/ELA teacher and half time SRO. Seconded by Sanchez. Motion carried unanimously of the board members present.

Cronin moved approval Personnel recommendations - Exhibit A as recommended by the Policy/Personnel Committee. Seconded by Sanchez. Motion carried unanimously of the members present.

Endres asked if any members had questions regarding the rubric for interviewing the search firms on Thursday.

Endres would like to explore presentations and cost for Board Docs and Neola. She is asking Price to set up the presentations. Charles moved to have presentations for Board Docs and Neola set up for the board. Seconded by Cronin. Motion carried unanimously of the members present.

Winters indicated that the plans for the new welcome center are now set and they are ready to go out for bid. The target date is March 29th. Winters speculates that the end of April would be a target date for groundbreaking.

Charles moved to change the committee structure from a 3 committee structure to a 5 committee structure to include:

Including 2 board members and nonelected members as outlined in policy effective with the seating of the new board members. Seconded by Cronin. Motion carried unanimously of the members present.

Charles moved to create a work group with at least 3 board members to develop the policies for the two new committees and the application and appointment process. Cronin made a friendly amendment to include at least 2 board members instead of three. Charles accepted the friendly amendment. Seconded by Sanchez. Motion carried unanimously of the members present.

Endres adjourned the meeting at 8:20 p.m.

Michelle Shope, Board Secretary

Approved at the Regular Business Meeting on March 20, 2018

Laurie Endres, President

**COMMUNITY FORUM
BOARD OF EDUCATION
SCHOOL DISTRICT OF BELOIT
March 14, 2018**

The Board of Education in conjunction with the Beloit Police Department held a Community Forum on March 14, 2018 at Beloit Memorial High School in the Barkin Arena.

Board Members present: President Laurie Endres and Pam Charles. Beloit Police Present: Chief David Zibolski, Lt. Kristen DeVitt, and Blaine Oxenreider. District Interim Superintendent Darrell Williams was also present. Others present included: Police officers, District administrators and the District Safety Coordinator.

Laurie Endres, Board President, began the community forum at 6:07 p.m. welcoming everyone and indicating the purpose of the forum. Chief Zibolski of the Beloit Police Department spoke briefly regarding safety in the schools, community and students on social media. Interim Superintendent Williams spoke about the district emergency operations center, parent communications, and active shooter training. Officer Oxenreider provided information on School Resource Officers (SROs) in the district.

Community concerns raised throughout the forum included SRO coverage at every school, community support, additional security measures such as security gates or metal detectors, creating false sense of security and the cost of staff to monitor metal detectors, effectiveness of information channels, students letting people into buildings, ALICE or other safety training in the district for staff/students, data or feedback from parents about tracking their student's social media passwords, usage and habits, and parent engagement or involvement and its huge importance versus blaming rap music or cell phone usage.

In response to concerns and questions:

- Lt. DeVitt explained SRO training, SRO's being officers, mentors and educators
- Board members appreciated suggestions and ideas to explore and having administration assess each building for safety/security and reporting back to the board.
- Dr. Williams stressed the use of security people and the information pathway and student cell phone use during school being addressed
- Board members stated they are looking at options regarding cell phones, engaging students in safety plans and solutions, making change happen, the state putting more funding into making schools safer and the importance of building relationships
- Chief Zibolski discussed having more officers present may not prevent incidents and stressed the importance of information and trust. He also talked about students interested in the police program, having awareness, and watching your child's social media activity.
- Lt. DeVitt discussed difference in feeling safe and being safe, messaging to students, kids wanting to belong and feeling empowered that the building is theirs and they will not tolerate violence.
- President Endres stressed that kids want to be heard, part of the solution and if we expect kids to step up, then adults need to step up first.

Officer Oxenreider shared an important tip to parents: Even if a parent has deactivated a child's cell phone, but they have Wi-Fi capability, the phone will still allow the child to get onto the internet, Snapchat, and other social media sites. He stated parents need to watch for changes in behavior and attitude, and stressed the importance of having tough conversations with children.

When asked about Apps to monitor a child's social media activity, it was suggested to check with the cell phone provider who may have apps for monitoring and that the district's technology coordinator would provide helpful tips in the weekly newsletter.

Lt. DeVitt spoke to students in attendance stating to never, ever, ever send a picture of themselves without clothes on because the person sending it is distributing child pornography and the person receiving the picture, if they keep it on their phone, is possessing child pornography and those are very serious charges. She further stated that even if you trust the person now, does not mean they will be trustworthy later and may very well send that picture to everyone they know who will forward it to all of their friends and so on and once it is out on the internet it is out there forever; you cannot get it back.

A student asked several safety questions including home schooling for students who don't feel safe, cell phones and students not comfortable talking to officers.

A few community members thanked the panel of police and district officials for holding this forum and wished more parents/community members would have attended.

Endres thanked everyone for coming and participating in the forum.

The forum closed at 7:18 p.m.

Michelle Shope, Board Secretary

Approved at the Regular Business Meeting on March 20, 2018

Laurie Endres, President

**SPECIAL MEETING OF THE BOARD OF EDUCATION
SCHOOL DISTRICT OF BELOIT
March 15, 2018**

The Board of Education held a special board meeting on March 15, 2018 at the Kolak Education Center in Room 106. President Endres called the meeting to order at 5:15 p.m.

Members Present: Pam Charles, Shelly Cronin, Laurie Endres, Kris Klobucar and Wendy Sanchez.

Members excused: Dennis Baskin.

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

Endres explained she asked members to arrive early to eat dinner, review the rubric one more time and explained one firm's presenter was ill and therefore the board will need to determine if they want to schedule a different interview with them or not. There will be copies of that firm's PowerPoint and RFP available for board review. Roger Price will be emceeding and assisting with scoring and tallying the rubric.

Board members utilized a rubric for interviewing. Additional board questions included clarifying the price guarantee, recruiting efforts, stakeholder involvement, focus group makeup, survey languages, workload division, diversity of districts they worked with, and current administrator vacancies.

Hazard, Young, Attea & Associates was the first firm interviewed, followed by B.W.P. and Associates and then School Exec Connect. Each firm explained who they were, their background, their recruiting efforts, their search process and work with the board. They discussed surveys, community and stakeholder participation, slates of candidates, interviews and board decisions. Each firm did state that they would look for the best superintendent with the best fit for Beloit based on a carefully defined profile and would not recruit the superintendent they end up placing in Beloit for a number of years. Firms stated that networking is critical as well as understanding the district and Beloit community. One firm discussed the importance of trust and transparency.

Following the interviews, all rubrics were tallied and averaged. Members discussed the fact that Ray and Associates needed to cancel their interview for the evening and whether to reschedule.

Charles moved approval of moving forward with the selection process without scheduling a different interview time for Ray and Associates. Seconded by Klobucar. Motion carried unanimously of the members present.

Endres then announced the results of the averages of the rubrics out of a possible 55 points. They were as follows: School Exec Connect - 51.2, Hazard Young Attea - 44.6 and B.W.P and Associates – 40.

Board members shared any concerns such as the statement from a firm about the late timing in the school calendar year; others felt this showed commitment to getting the best candidate in spite of the late timeline.

Cronin moved to offer a contract to School Exec Connect for the superintendent search firm. Seconded by Sanchez. Members discussed the timeline again. Motion carried unanimously of the members present.

Endres adjourned the meeting at 8:45 p.m.

Michelle Shope, Board Secretary

Approved at the Regular Business Meeting on March 20, 2018

Laurie Endres, President



I. BASIC INFORMATION

Topic or Concern: Approval of January Financial Summary

Which strategy in the Strategic Plan does this support?

Your Name and Title: Roger Price, Consultant

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 January, 2018.

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
January 2018**

<u>Fund</u>	<u>Description</u>	<u>Revenue</u>	<u>Expense</u>	<u>Net Change</u>
Fund 10 & 27	General Fund & Special Ed	1,412,993.86	6,489,630.19	(5,076,636.33)
Fund 21	Donation	25,919.22	27,286.27	(1,367.05)
Fund 38 & 39	Debt Service	2,565.38	-	2,565.38
Fund 50	Food Service	431,869.12	411,653.87	20,215.25
Fund 60	Student Activities	(76.35)	528.36	(604.71)
	Total Revenue & Expense	\$ 1,873,271.23	\$ 6,929,098.69	\$ (5,055,827.46)

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	2017-18 Original Budget	2017-18 Revised Budget	January 2017-18 Monthly Activity	2017-18 FYTD Activity	2017-18 FYTD %
110	GENERAL OPERATI	9,174,504.00	9,174,504.00			
1--	INTERFUND TRANS	9,174,504.00	9,174,504.00			
211	PROPERTY TAXES	10,554,081.00	10,554,081.00		10,554,081.00	100.00
213	MOBILE HOME TAX	20,000.00	20,000.00	7,378.77	12,882.48	64.41
244	PYMTS FOR SERVI	63,244.00	63,244.00	20,956.33	20,956.33	33.14
262	RESALE OF OBJEC			9,604.74	45,998.27	
271	ADMISSIONS	50,900.00	50,900.00	2,970.00	19,969.56	39.23
279	OTHER SCHOOL AC	8,400.00	8,400.00	1,125.00	6,080.00	72.38
280	INTEREST ON INV	70,000.00	70,000.00	16,872.54	80,651.26	115.22
291	GIFTS		8,508.00		23,439.28	275.50
292	STUDENT FEES	128,382.00	128,382.00	2,977.69	102,218.19	79.62
293	RENTALS	21,400.00	21,400.00	1,221.79	7,780.69	36.36
297	STUDENT FINES	901.00	901.00	25.00	59.46	6.60
2--	REVENUE FROM LO	10,917,308.00	10,925,816.00	63,131.86	10,874,116.52	99.53
343	CO-CURRICULAR A		3,800.00	585.00	3,589.12	94.45
345	GENERAL TUITION	1,057,200.00	1,057,200.00			
348	TRANSP FEES FRO	41,800.00	41,800.00	4,980.23	18,135.13	43.39
3--	INTERDISTRICT P	1,099,000.00	1,102,800.00	5,565.23	21,724.25	1.97
516	TRANSIT OF STAT	15,000.00	15,000.00			
5--	INTERMEDIATE SO	15,000.00	15,000.00			
611	HANDICAPPED AID	2,900,000.00	2,900,000.00	415,556.00	1,256,486.00	43.33
612	TRANSPORTATION	30,000.00	30,000.00	30,140.00	30,140.00	100.47
613	LIBRARY AID STA	258,264.00	283,667.00			
618	BILINGUAL/BICUL	192,960.00	192,960.00			
621	EQUALIZATION AI	61,058,396.00	61,038,752.00		23,999,893.00	39.32
625	HIGH COST SPEC	125,000.00	125,000.00			
628	HIGH POVERTY AI	595,100.00	595,100.00			
630	SPECIAL PROJECT	79,320.00	71,320.00	3,733.61	3,695.61	5.18
650	SAGE PROGRAM RE	2,734,378.00	3,497,567.00		1,042,200.00	29.80
691	STATE TAX EXEMP	37,918.00	37,918.00			
695	PER PUPIL AID	3,263,400.00	3,263,400.00			
699	MISCELLANEOUS	11,250.00	11,250.00			
6--	REVENUE FROM ST	71,285,986.00	72,046,934.00	449,429.61	26,332,414.61	36.55
711	FED HIGH COST S	50,000.00	50,000.00			
713	FEDERAL VOC ED	98,727.00	98,727.00		336.40	0.34
719	OTHER FEDERAL A	208,589.00	208,589.00	-1,827.67	184,923.53	88.65
730	FED SPECIAL PRO	2,924,474.00	3,147,776.00	539,413.95	1,256,904.75	39.93
751	EASA TITLE I	1,826,268.00	3,289,333.00	289,977.96	970,117.43	29.49
780	FED REV THRU ST	900,000.00	900,000.00	42,456.69	110,764.43	12.31
799	OTHER FEDERAL R	40,000.00	40,000.00	11,219.22	30,729.54	76.82
7--	REVENUE FROM FE	6,048,058.00	7,734,425.00	881,240.15	2,553,776.08	33.02
861	EQUIPMENT SALES				14,359.47	
8--	OTHER FINANCING				14,359.47	

OBJ	OBJ	2017-18 Original Budget	2017-18 Revised Budget	January 2017-18 Monthly Activity	2017-18 FYTD Activity	2017-18 FYTD %
964	INSURANCE REIMB				4,481.35	
971	AIDABLE REFUND	85,000.00	85,000.00	2,430.01	7,549.76	8.88
972	PROPERTY CHARGE			1,630.42	1,630.42	
989	OTHER MEDICAL	3,000.00	3,000.00	208.00	1,534.00	51.13
990	MISCELLANEOUS R	40,390.00	130,390.00	9,358.58	76,917.14	58.99
9--	OTHER REVENUES	128,390.00	218,390.00	13,627.01	92,112.67	42.18
---		98,668,246.00	101,217,869.00	1,412,993.86	39,888,503.60	39.41
111	TEACHER SALARY	29,703,254.00	30,053,916.00	2,239,210.15	12,564,925.58	41.81
112	ADMINISTRATOR S	3,506,989.00	3,506,400.00	270,369.41	1,893,684.44	54.01
114	ADMIN ASST SALA	1,418,849.00	1,430,099.00	108,049.42	769,376.85	53.80
115	CLERICAL SALARY	1,136,278.00	1,135,670.00	87,242.98	641,821.88	56.51
116	INSTRUCTIONAL S	1,171,130.00	1,171,130.00	91,155.35	518,327.39	44.26
117	COORDINATOR SAL	76,590.00	76,590.00	5,891.50	50,769.77	66.29
118	PARA PROFESSION	2,220,826.00	2,243,178.00	166,005.82	1,009,424.08	45.00
119	CUST/MAINT SALA	143,520.00	143,520.00	11,179.20	83,913.87	58.47
120	CROSSING GUARD	51,953.00	51,953.00	3,950.67	23,785.93	45.78
122	MONITOR/NOON HR	5,000.00	5,000.00	347.01	2,324.91	46.50
123	INTERN SALARY	4,500.00	4,500.00	818.10	4,500.00	100.00
124	TUTOR SALARY	75,654.00	95,654.00	8,252.10	42,596.74	44.53
125	STUDENT WORKER	6,000.00	6,000.00	560.63	1,837.31	30.62
132	EVENT WORKER SA	28,840.00	29,320.00	1,740.00	10,545.00	35.97
133	ADDENDUM SALARY	828,814.00	852,624.00	84,416.84	407,745.48	47.82
135	TEACHER SPEC ED	2,000.00	2,000.00	12.37	295.06	14.75
136	TEACHER ADDL CL	42,200.00	42,200.00	2,577.87	18,560.62	43.98
141	TEACHER OTHER S	445,000.00	970,145.00	55,753.12	390,542.93	40.26
142	ADMIN ADDTL PAY				6,675.69	
144	ADMIN ASST ADDL	11,420.00	10,240.00	1,521.03	15,834.70	154.64
145	CLERICAL ADDL/O	24,720.00	28,858.00	1,065.44	18,199.61	63.07
146	INST SUPPORT AD	8,100.00	29,479.00	3,607.57	16,352.08	55.47
148	PARA ADDL/OVTM	51,370.00	118,747.00	10,501.68	60,315.27	50.79
149	CUST/MAINT OVTM		250.00	209.61	442.54	177.02
171	SUB TEACHER	922,285.00	975,104.00	64,976.87	335,102.64	34.37
172	SUB SECURITY	50,000.00	50,000.00	4,391.05	26,424.98	52.85
174	SUB CLERICAL SA	26,375.00	30,176.00	1,893.82	21,784.48	72.19
175	SUB AIDE SALARY	210,240.00	214,442.00	13,049.52	74,046.79	34.53
178	SUB CROSSING GU	2,000.00	2,000.00		8.44	0.42
179	SUB NURS/HRA	7,000.00	7,446.00	1,825.44	11,748.87	157.79
181	TEMP/SEASONAL S		5,000.00	409.50	5,662.95	113.26
182	BOARD OF ED SAL	39,900.00	39,900.00	2,850.00	23,275.00	58.33
1--	SALARIES	42,220,807.00	43,331,541.00	3,243,834.07	19,050,851.88	43.97
212	EMPLOYER'S RETI	2,831,306.00	2,937,960.00	206,771.91	1,267,820.88	43.15
218	OPEB	2,413,931.00	2,424,562.00	152,765.12	881,239.06	36.35
220	SOCIAL SECURITY	3,190,794.00	3,335,552.00	241,222.64	1,424,350.53	42.70
230	LIFE INSURANCE	64,717.00	64,297.00	4,885.45	28,315.39	44.04
242	HEALTH INSURANC	10,399,458.00	10,411,978.00	794,128.66	4,475,476.86	42.98
243	DENTAL INSURANC	883,628.00	883,410.00	68,103.66	383,157.86	43.37
245	HSA	1,507,014.00	1,511,277.00	5,125.00	1,573,128.88	104.09
251	INCOME PROTECT	112,627.00	112,185.00	8,436.69	48,986.84	43.67
290	OTHER EMPLOYEE	75,000.00	75,000.00		30,498.20	40.66
291	COLLEGE CREDIT	65,000.00	65,000.00	-1,747.92	-30,159.45	-46.40
297	EMPLOYEE PHYSIC	37,000.00	37,000.00	969.95	6,251.93	16.90
298	MEMBERSHIPS	25,000.00	25,000.00	779.00	20,633.50	82.53

OBJ	OBJ	2017-18 Original Budget	2017-18 Revised Budget	January 2017-18 Monthly Activity	2017-18 FYTD Activity	2017-18 FYTD %
2--	EMPLOYEE BENEFIT	21,605,475.00	21,883,221.00	1,481,440.16	10,109,700.48	46.20
310	PERSONAL SERVICE	1,846,621.00	2,009,085.00	243,056.12	1,343,710.65	66.88
320	PROPERTY SERVICE	8,889,063.00	8,512,641.00	767,099.36	3,783,281.91	44.44
331	GAS FOR HEAT	366,800.00	367,300.00	60,295.67	131,578.62	35.82
336	ELECTRIC OTHER	862,800.00	861,900.00	69,291.77	472,719.31	54.85
337	WATER SERVICES	29,200.00	32,500.00	2,716.94	23,129.68	71.17
338	SEWERAGE SERVICE	61,350.00	61,250.00	3,648.54	18,842.31	30.76
339	STORM WATER	36,678.00	36,678.00	2,725.14	19,033.74	51.89
341	PUPIL TRAVEL	2,243,719.00	2,197,246.00	178,981.71	909,790.64	41.41
342	EMPLOYEE TRAVEL	246,403.00	302,291.00	15,774.89	194,687.97	64.40
348	VEHICLE FUEL	144,900.00	157,900.00	9,524.38	47,166.40	29.87
351	ADVERTISING	25,050.00	25,462.00	292.53	9,214.57	36.19
353	POSTAGE	54,570.00	54,820.00	2,578.61	28,757.43	52.46
354	PRINTING/BINDING	45,703.00	46,807.00	193.20	26,585.55	56.80
355	TELEPHONE/TELEGRAPH	81,363.00	81,675.00	4,919.22	33,627.85	41.17
358	ON-LINE COMMUNICATIONS	177,970.00	188,370.00	703.96	146,005.50	77.51
360	DATA PROCESSING	28,000.00	28,000.00	2,145.00	15,015.00	53.63
370	EDUCATIONAL SERVICES	633,000.00	703,000.00	103,257.14	463,149.03	65.88
381	PAYMENTS TO MUNICIPALITY	231,578.00	231,578.00	2,822.24	10,213.23	4.41
382	PAYMENTS TO WISCONSIN	4,635,903.00	4,663,158.00			
385	PAYMENT TO COUNCIL	18,462.00	18,462.00		0.72	0.00
386	PAYMENTS TO CES	207,974.00	220,989.00	15,293.96	84,128.96	38.07
387	PAYMENTS TO STATE	680,492.00	680,492.00		5,546.58	0.82
389	PAYMENTS TO VTA	60,000.00	60,000.00	448.46	3,872.94	6.45
3--	PURCHASED SERVICES	21,607,599.00	21,541,604.00	1,485,768.84	7,770,058.59	36.07
411	GENERAL SUPPLIES	1,085,947.00	1,170,965.00	63,934.16	509,003.34	43.47
415	FOOD SUPPLIES	85,544.00	116,056.00	5,722.30	39,753.82	34.25
420	APPAREL	15,480.00	26,500.00	2,617.71	25,879.15	97.66
430	INSTRUCTIONAL MATERIAL	558,503.00	862,832.00	38,270.03	442,457.53	51.28
435	INSTRUCTIONAL COSTS	4,760.00	4,760.00			
446	TOOLS AND IMPLEMENTS	1,000.00	712.00			
449	OTHER NON-CAPITAL	205,187.00	370,754.00	31,399.29	282,236.50	76.13
452	RESALE EXPENDITURE			5,419.55	37,379.45	
470	TEXTBOOKS	1,069,140.00	906,177.00	1,009.68	199,704.40	22.04
480	NON-INSTRUCTION	247,911.00	317,104.00	5,813.52	376,350.80	118.68
490	NON-INSTR NON-CAP	1,769.00	8,028.00	103.54	2,771.75	34.53
4--	NON-CAPITAL OBJECTS	3,275,241.00	3,783,888.00	154,289.78	1,915,536.74	50.62
517	RENTAL	500.00	500.00			
537	BUILDING RENTAL	58,000.00	58,000.00	16,521.92	45,964.78	79.25
551	EQUIPMENT PURCHASE	69,190.00	104,597.00	12,221.89	73,515.13	70.28
553	EQUIPMENT PURCHASE	96,761.00	207,761.00		318,024.00	153.07
571	EQUIPMENT RENTAL	75,710.00	95,823.00	59,180.72	77,442.34	80.82
572	VEHICLE RENTAL	200.00	200.00			
5--	CAPITAL OBJECTS	300,361.00	466,881.00	87,924.53	514,946.25	110.29
678	CAPITAL LEASES	1,007,821.00	1,007,821.00		1,007,820.32	100.00
688	CAPITAL LEASES	23,038.00	23,038.00		23,037.09	100.00
6--	DEBT RETIREMENT	1,030,859.00	1,030,859.00		1,030,857.41	100.00
711	DISTRICT LIABILITIES	82,620.00	82,620.00		83,817.00	101.45

OBJ	OBJ	2017-18 Original Budget	2017-18 Revised Budget	January 2017-18 Monthly Activity	2017-18 FYTD Activity	2017-18 FYTD %
712	DISTRICT PROPER	153,551.00	153,551.00		153,551.00	100.00
713	DISTRICT WORKER	224,492.00	224,492.00	20,181.00	192,602.00	85.79
720	JUDGEMENTS AND	14,908.00	14,908.00		14,908.00	100.00
730	UNEMPLOYMENT CO	20,000.00	20,000.00	613.28	3,655.22	18.28
7--	INSURANCE AND J	495,571.00	495,571.00	20,794.28	448,533.22	90.51
827	SP ED INTERFUND	9,174,504.00	9,174,504.00			
846	CAP TRUST TFR				100.00	
899	CO-OP TRANSFER	16,452.00	16,452.00			
8--	TRANSFERS	9,190,956.00	9,190,956.00		100.00	0.00
940	DUES AND FEES	137,670.00	174,862.00	15,578.53	126,193.35	72.17
971	AIDABLE REFUND	30,000.00	30,000.00			
972	NON-AIDABLE REF				17,252.81	
999	OTHER MISCELLAN	173,838.00	147,838.00			
9--	OTHER OBJECTS	341,508.00	352,700.00	15,578.53	143,446.16	40.67
---		100,068,377.00	102,077,221.00	6,489,630.19	40,984,030.73	40.15
	Grand Revenue T	98,668,246.00	101,217,869.00	1,412,993.86	39,888,503.60	39.41
	Grand Expense T	100,068,377.00	102,077,221.00	6,489,630.19	40,984,030.73	40.15
	Grand Totals	1,400,131.00	859,352.00	5,076,636.33	1,095,527.13	127.48
		Loss	Loss	Loss	Loss	

Number of Accounts: 6589

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

OBJ	OBJ	2017-18 Original Budget	2017-18 Revised Budget	January 2017-18 Monthly Activity	2017-18 FYTD Activity	2017-18 FYTD %
280	INTEREST ON INV			-220.54	3,573.73	
291	GIFTS			26,141.76	208,492.70	
299	MISCELLANEOUS R			-2.00	196,298.99	
2--	REVENUE FROM LO			25,919.22	408,365.42	
---				25,919.22	408,365.42	
125	STUDENT WORKER			30.81	30.81	
141	TEACHER OTHER S			105.25	105.25	
1--	SALARIES			136.06	136.06	
212	EMPLOYER'S RETI			6.32	6.32	
220	SOCIAL SECURITY			9.63	9.63	
2--	EMPLOYEE BENEFI			15.95	15.95	
310	PERSONAL SERVIC			2,721.40	6,354.82	
320	PROPERTY SERVIC				5,310.77	
341	PUPIL TRAVEL			653.62	5,339.80	
345	PUPIL LODGING &				616.00	
354	PRINTING/BINDIN				795.00	
3--	PURCHASED SERVI			3,375.02	18,416.39	
411	GENERAL SUPPLIE			3,739.59	34,579.36	
415	FOOD SUPPLIES			5,273.20	20,136.25	
420	APPAREL			9,457.20	31,350.54	
430	INSTRUCTIONAL M				7,909.31	
449	OTHER NON-CAPIT			1,660.00	19,511.27	
4--	NON-CAPTIAL OBJ			20,129.99	113,486.73	
553	EQUIPMENT PURCH				3,435.50	
5--	CAPITAL OBJECTS				3,435.50	
940	DUES AND FEES			3,629.25	10,105.25	
990	MISCELLANEOUS				300.00	
9--	OTHER OBJECTS			3,629.25	10,405.25	
---				27,286.27	145,895.88	
Grand Revenue T				25,919.22	408,365.42	
Grand Expense T				27,286.27	145,895.88	
Grand Totals				1,367.05	262,469.54	
				Loss	Profit	

Number of Accounts: 366

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

OBJ	OBJ	2017-18 Original Budget	2017-18 Revised Budget	January 2017-18 Monthly Activity	2017-18 FYTD Activity	2017-18 FYTD %
211	PROPERTY TAXES	5,380,644.00	5,380,644.00		5,472,151.00	101.70
280	INTEREST ON INV	5,500.00	5,500.00	2,565.35	8,017.12	145.77
2--	REVENUE FROM LO	5,386,144.00	5,386,144.00	2,565.35	5,480,168.12	101.75
968	DEBT PREMIUM				46,705.60	
971	AIDABLE REFUND	60,870.00	60,870.00		30,386.00	49.92
9--	OTHER REVENUES	60,870.00	60,870.00		77,091.60	126.65
---		5,447,014.00	5,447,014.00	2,565.35	5,557,259.72	102.02
675	LONG TERM BONDS	3,543,875.00	3,577,223.00		527,222.61	14.74
678	CAPITAL LEASES	33,348.00				
685	LONG TERM BONDS	1,863,296.00	1,863,296.00		934,718.76	50.16
6--	DEBT RETIREMENT	5,440,519.00	5,440,519.00		1,461,941.37	26.87
---		5,440,519.00	5,440,519.00		1,461,941.37	26.87
<hr/>						
	Grand Revenue T	5,447,014.00	5,447,014.00	2,565.35	5,557,259.72	102.02
	Grand Expense T	5,440,519.00	5,440,519.00		1,461,941.37	26.87
	Grand Totals	6,495.00	6,495.00	2,565.35	4,095,318.35	63,053.40
	Profit		Profit	Profit	Profit	

Number of Accounts: 15

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

OBJ	OBJ	2017-18 Original Budget	2017-18 Revised Budget	January 2017-18 Monthly Activity	2017-18 FYTD Activity	2017-18 FYTD %
251	PUPIL	6,000.00	6,000.00	4,544.40	20,512.93	341.88
252	ADULT	43,762.00	43,762.00	486.45	2,595.09	5.93
259	OTHER FOOD SERV	25,000.00	25,000.00		46.15	0.18
280	INTEREST ON INV	30,000.00	30,000.00	213.00	39,721.47	132.40
2--	REVENUE FROM LO	104,762.00	104,762.00	5,243.85	62,875.64	60.02
714	DONATED COMMODI	240,000.00	240,000.00			
717	FOOD SERVICE AI	4,668,115.00	4,668,115.00	386,356.30	2,000,302.66	42.85
730	FED SPECIAL PRO			40,268.97	80,832.78	
7--	REVENUE FROM FE	4,908,115.00	4,908,115.00	426,625.27	2,081,135.44	42.40
861	EQUIPMENT SALES				11,832.00	
8--	OTHER FINANCING				11,832.00	
---		5,012,877.00	5,012,877.00	431,869.12	2,155,843.08	43.01
112	ADMINISTRATOR S	14,087.00	14,087.00	1,083.58	8,126.87	57.69
122	MONITOR/NOON HR		25,000.00	3,585.96	17,237.59	68.95
141	TEACHER OTHER S		5,000.00		959.39	19.19
1--	SALARIES	14,087.00	44,087.00	4,669.54	26,323.85	59.71
212	EMPLOYER'S RETI	958.00	2,958.00	312.82	1,785.55	60.36
218	OPEB	738.00	738.00	56.78	446.40	60.49
220	SOCIAL SECURITY	1,077.00	3,377.00	345.73	1,948.91	57.71
230	LIFE INSURANCE	23.00	23.00	1.78	14.60	63.48
242	HEALTH INSURANC	2,303.00	2,303.00	177.16	1,321.98	57.40
243	DENTAL INSURANC	183.00	183.00	14.06	105.45	57.62
245	HSA	360.00	360.00		360.00	100.00
251	INCOME PROTECT	40.00	40.00	3.10	25.36	63.40
2--	EMPLOYEE BENEFI	5,682.00	9,982.00	911.43	6,008.25	60.19
310	PERSONAL SERVIC	4,061,741.00	4,071,741.00	385,525.32	1,301,661.60	31.97
320	PROPERTY SERVIC	757,410.00	689,535.00	6,579.94	143,335.11	20.79
336	ELECTRIC OTHER	38,475.00	38,475.00	13,572.55	24,739.27	64.30
348	VEHICLE FUEL		3,000.00	196.21	1,515.11	50.50
351	ADVERTISING		75.00	125.00	287.09	382.79
354	PRINTING/BINDIN		500.00		586.65	117.33
3--	PURCHASED SERVI	4,857,626.00	4,803,326.00	405,999.02	1,472,124.83	30.65
411	GENERAL SUPPLIE		20,000.00	46.70	2,601.76	13.01
415	FOOD SUPPLIES	260,000.00	260,000.00			
449	OTHER NON-CAPIT				5,818.00	
4--	NON-CAPTIAL OBJ	260,000.00	280,000.00	46.70	8,419.76	3.01
551	EQUIPMENT PURCH				13,981.81	
553	EQUIPMENT PURCH				66,135.00	
5--	CAPITAL OBJECTS				80,116.81	
940	DUES AND FEES			27.18	5,748.13	

OBJ	OBJ	2017-18 Original Budget	2017-18 Revised Budget	January 2017-18 Monthly Activity	2017-18 FYTD Activity	2017-18 FYTD %
9--	OTHER OBJECTS			27.18	5,748.13	
---		5,137,395.00	5,137,395.00	411,653.87	1,598,741.63	31.12
<hr/>						
	Grand Revenue T	5,012,877.00	5,012,877.00	431,869.12	2,155,843.08	43.01
	Grand Expense T	5,137,395.00	5,137,395.00	411,653.87	1,598,741.63	31.12
	Grand Totals	124,518.00	124,518.00	20,215.25	557,101.45	-447.41
		Loss	Loss	Profit	Profit	

Number of Accounts: 60

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

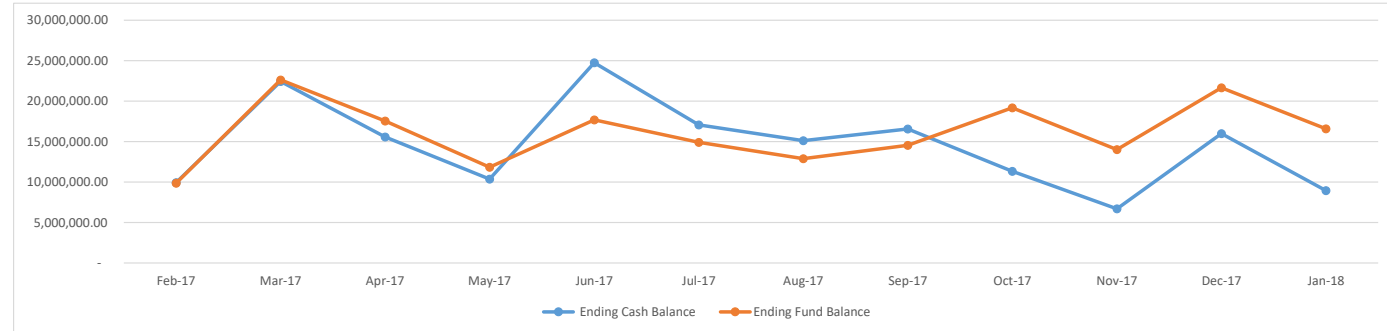
OBJ	OBJ	2017-18 Original Budget	2017-18 Revised Budget	January 2017-18 Monthly Activity	2017-18 FYTD Activity	2017-18 FYTD %
280	INTEREST ON INV			-76.35	1,280.61	
2--	REVENUE FROM LO			-76.35	1,280.61	
---				-76.35	1,280.61	
990	MISCELLANEOUS			528.36	-91,227.88	
9--	OTHER OBJECTS			528.36	-91,227.88	
---				528.36	-91,227.88	
				Grand Revenue T	-76.35	1,280.61
				Grand Expense T	528.36	-91,227.88
				Grand Totals	604.71	92,508.49
					Loss	Profit

Number of Accounts: 56

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

**Beloit School District
Finance, Transportation and Property Committee
Operating Fund Cash and Fund Balance
January 2018**

	Feb-17	Mar-17	Apr-17	May-17	Jun-17	Jul-17	Aug-17	Sep-17	Oct-17	Nov-17	Dec-17	Jan-18
Ending Cash Balance	9,929,289.87	22,427,889.89	15,570,997.49	10,375,817.54	24,747,287.77	17,063,929.83	15,111,150.89	16,572,241.56	11,327,168.48	6,691,377.25	15,991,411.45	8,944,545.49
Ending Fund Balance	9,859,014.37	22,628,789.10	17,551,506.48	11,829,227.53	17,674,908.72	14,917,875.08	12,891,214.99	14,535,327.60	19,170,191.37	14,018,122.57	21,656,017.92	16,579,381.59



January 2018 Budget Summary

	<u>Budget</u>	<u>FYTD Activity</u>	<u>% of Budget Used</u>
Salaries	43,331,541	19,050,851.88	43.97%
Benefits	21,883,221	10,109,700.48	46.20%
Purchased Services	21,541,604	7,770,058.59	36.07%
Supplies/Non Capital Equipment	3,783,888	1,915,536.74	50.62%
Capital Equipment	466,881	514,946.25	110.29%
Lease	1,030,859	1,030,857.41	100.00%
Insurance	495,571	448,533.22	90.51%
Transfer	9,190,956	100.00	0.00%
Other	352,700	143,446.16	40.67%
Total Budget	\$ 102,077,221.00	\$ 40,984,030.73	40.15%

January 2017 Budget Summary

	<u>Budget</u>	<u>FYTD Activity</u>	<u>% of Budget Used</u>
Salaries	41,168,149	18,253,645.45	44.34%
Benefits	21,955,043	9,910,620.16	45.14%
Purchased Services	21,599,314	6,859,545.62	31.76%
Supplies/Non Capital Equipment	3,795,744	1,551,462.03	40.87%
Capital Equipment	453,601	185,958.02	41.00%
Lease	1,759,609	1,759,607.42	100.00%
Insurance	563,909	550,370.56	97.60%
Transfer	8,247,798	-	0.00%
Other	328,817	138,358.48	42.08%
Total Budget	\$ 99,871,984.00	\$ 39,209,567.74	39.26%



School District of Beloit Board of Education Report

March 20, 2018

I. BASIC INFORMATION

Topic or Concern: Craftspeople With Character Course Proposal

Which area(s) of the Strategic Plan does this support? Students

Your Name and Title: Mitchell Briesemeister, Director of Career and Technical Education

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?

My purpose is to have this course approved for implementation this summer.

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

Work-based learning is a significant strategy at BMHS and it will become even more important as we transition into an Academy model. For students to succeed in these experiences a program that built soft skills and taught about workplace expectations would improve future student success in work-based learning and their careers.

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

By piloting this program in the summer school we will give students valuable experiences in a structured job shadowing and career readiness program that will assist them to transition into valuable work-based learning experiences during the school year.

D. What are your conclusions?

I conclude that this will be a fiscally responsible method of trying out a curriculum and program that has shown great success in other districts. This will improve our student's success in work and work-based learning and help to strengthen our community partnerships.

MOTION: The Board of Education approves the Craftspeople With Character course proposal for the 2018 Summer School session.

I propose using an existing budget

Long Term Committed Funds? No

BUDGET LOCATION: Summer School

FISCAL IMPACT: \$617.76 (teacher training, curriculum writing, and student materials)

NEW COURSE PROPOSAL

COURSE INFORMATION:

The title of this course will be: Craftspeople With Character

This course will be: X Elective Required X Summer School

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>	<u> </u> semester	<u> </u> 1 credit
	<u> </u>	<u> </u> year	<u> X </u> other
	<u> </u>	<u> </u> other	

If other, please specify: Summer School offering

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

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

Mitchell Briesemeister

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: \$450

Curriculum Hours: 4hrs, @ \$20.97= \$83.88

Teacher Training: 4hrs. @ \$20.97=\$83.88

Funding Source: Summer School Budget

F.T.E. Implications: 1 summer school course

F.T.E. Funding Source: Summer School Budget

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:

Proposed Course Description

Craftspeople with Character is a course that is designed to build soft skills and prepare students for more in depth work-based learning through job shadowing experiences combined with a soft-skills based, character building curriculum.

The course would be for students entering their junior year, but could be expanded to younger grades in the future.

The key curricular concept is that students learn best in an apprenticeship model where trained mentors help to teach concepts in a "real world" environment outside of the school. These mentored job shadowing sessions are interspersed with a character building curriculum taught both by teachers and mentors. The only prerequisite is the need for transportation to the job shadow location.

Need & Impact

We have found that many of our students struggle with transitioning to our work-based learning programs. It has been communicated by multiple staff members and community business partners that significant amounts of our students are unprepared for the workplace. Craftspeople with Character offers an intense and nontraditional approach to prepare students for not only work based learning, but also for successfully working with adults in any pursuit they choose.

The impact that we hope to see from this program is greater student participation and success in our work based learning programs like Youth Apprenticeships and Skills Co-ops.

Curriculum

The curriculum for the program is based on a six point Craftsman's Code.

THE CRAFTSMAN'S CODE

1) I am not the center of the universe.

The trades stand on the shoulders of those who have come before us, who learned and contributed to the body of knowledge. (The Machinery's Handbook). Great accomplishments and advancements have happened, and will happen, because of a commitment to the collective good

of the trade. I am always respectful and appreciative of the past and present, recognizing I am part of the great fraternity of practitioners of my trade.

2) I do not know everything, nor nearly as much as I think I do.

I am always learning. I value and respect those who teach me. This includes even those who are learning for the first time, as they, too, can teach me new things. No one person can know everything, but collectively, our trade continues to grow in knowledge and skill.

3) There is dignity and purpose in knowing my trade.

There is nothing better in work than to engage my hands, head, and heart.
My head learns knowledge, but my hands test if it is true.
My hands do the work, but my heart gives it meaning.
My heart has passion, but my hands and head give it expression.

4) The world needs me.

The world as we know it would not function without my trade. From basic necessities to extravagant luxuries, my trade supports them all. Therefore, I will commit to giving my best efforts.

5) Pay is a reward for my efforts, but not my main motivation.

I need money to live, but I do not live for the money. I do not believe in the lie that money will make me happy. Rather, my reward is in the journey—in making something of quality, that is right and that benefits the world, something that uses my creative talents.

6) Every person has unique gifts and talents.

There is only one me. Although I am always learning, I bring a unique skill set and perspective to every job. It is my responsibility to discover my talents and to apply them in meaningful work.

Each of these 6 components is explored in activities and discussions both in the work place and classroom. Learning methods include exploring case studies, reading assignments with question prompts, guided video viewing with discussion, self-reflection journaling, and group activities.

Instruction

This course will be taught utilizing a guided curriculum packet, a student journal, and a 6 week job shadow/mentoring experience. Four days a week students will attend their workplace. One day a week will be spent in a classroom “unpacking” and discussing the lessons and experiences of the week.

Assessment

Student assignments are graded throughout the terms. There is a weekly progress report that provides feedback and items to improve on. The journal is graded based on a rubric and there is a required paper that is written to share the concepts that students have learned and to reflect on their new understandings.

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	4 hrs. Curriculum pay.	4 hrs. Curriculum pay to meet with other districts and partners once a year to learn best practices.	Sumer School Budget	Summer School Budget
Curriculum Writing (number of total hours & costs)	4 hrs. to cater the provided curriculum to our local needs.	4hrs. Yearly updates.	Summer School Budget	Summer School Budget
Course Materials:				
• Books	Printing costs for student material at approximatly \$20 per student.	Printing costs for student material at approximatly \$20 per student.		
• Software	\$0	\$0		
• Hardware	\$0	\$0		
• Consumables	Personal protective equipment for each student \$10	Personal protective equipment for each student \$10		
• Licensing costs	\$0 Curriculum donated by Dave Hataj	\$0 Curriculum donated by Dave Hataj		

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


Total Expenditure for this course: \$617.76


*Crafts People w/
Character*

NEW COURSE PROPOSAL


Signature Page

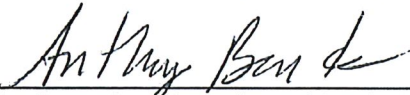
(Signatures affirm support for the new course proposal)

Signature:  Date: 3/7/2018
(Person/Group making the recommendation)

Signature:  Date: 3/7/2018
(Department Chairperson)

Signature:  Date: 3-7-18
(Building Principal)

Reviewed by:  Date: 3/7/2018
(Director of Secondary/Elementary Curriculum)

Reviewed by:  Date: 3/7/18
(Assistant Superintendent of Curriculum, Instruction, and Assessment)



School District of Beloit Board of Education Report

March 20, 2018

I. BASIC INFORMATION

Topic or Concern: Foundations of Early Childhood Education Course Change Proposal

Which area(s) of the Strategic Plan does this support? Students

Your Name and Title: Mitchell Briesemeister, Director of Career and Technical Education

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?

My purpose is to have this course approved for implementation this fall.

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

In our Early Childhood Program we offer dual credit with Blackhawk Technical College. We are restructuring our course offerings to mirror the changes that are occurring at BTC.

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

This course will be renamed from Foundations of Early Childhood Education to simply Foundations of Education. The content for the course will be the BTC course Teamwork in a School Setting. This change has already been approved by BTC and will allow our students to earn significant amounts of college credit while in high school.

D. What are your conclusions?

This is a necessary step in order to maintain our agreement with Blackhawk Technical College and continue to offer our students an exceptional Early Childhood Education program.

MOTION: The Board of Education approves the Foundations of Early Childhood Education course change proposal.

I propose using N/A

Long Term Committed Funds? No

BUDGET LOCATION: NA

FISCAL IMPACT: NA

NEW COURSE PROPOSAL

COURSE INFORMATION:

The title of this course will be: BMHS Course Title: Foundations of Education

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> </u> ½ credit
		<u> </u> semester	<u>X</u> 1 credit
		<u> </u> year	<u>X</u> other
		<u> </u> other	

If other, please specify: Summer School offering

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

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

Mitchell Briesemeister

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: \$20 X 30 students = \$600

Curriculum Hours: \$0

Teacher Training: \$0

Funding Source: Building Budget

F.T.E. Implications: Neutral- course replacement BMHS Course Title Foundations of Foundations of Education will be Dual Credit with BTC 10-522-101 EDU Teamwork in School Settings

F.T.E. Funding Source: District Budget

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:

Proposed Course Description:

Working together is paramount in helping all children learn. This introductory course will define the role and responsibilities of the instructional assistant and/or paraeducator. School and educational policies, ethical and moral responsibilities, group dynamics and Wisconsin tribal rights will also be explored and defined. Students engage in scenarios that place emphasis on collaborating with a team comprised of diverse members.

Need & Impact

This is a dual credit course which allows our student to receive high school elective and Blackhawk Technical College credit concurrently. This course is required in the Early Childhood Education Program which can lead to multiple careers.

Curriculum, Instruction, and Assessment: Please see attached curriculum.

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	\$0 Our teacher also teaches this course for Blackhawk Technical College	\$0 Our teacher also teaches this course for Blackhawk Technical College		
Curriculum Writing (number of total hours & costs)	\$0	\$0		
Course Materials:				
• Books	Printing costs for student material at approximatly \$10 per student.	Printing costs for student material at approximatly \$10 per student.	Building Budget	Building Budget
• Software	\$0	\$0		
• Hardware	\$0	\$0		
• Consumables	General supplies \$10 per student	General Suppiles \$10 per student		
• Licensing costs	\$0	\$0		

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

Total Expenditure for this course: \$600.00

NEW COURSE PROPOSAL

Signature Page

(Signatures affirm support for the new course proposal)

Signature: [Signature] Date: 3/7/2018
(Person/Group making the recommendation)

Signature: [Signature] Date: 3/7/2018
(Department Chairperson)

Signature: [Signature] Date: 3-7-18
(Building Principal)

Reviewed by: [Signature] Date: 3/7/2018
(Director of Secondary/Elementary Curriculum)

Reviewed by: [Signature] Date: 3/7/18
(Assistant Superintendent of Curriculum, Instruction, and Assessment)



Blackhawk Technical College

10-522-101 EDU: Teamwork in School Settings

Learning Plans

2014 Roles and Responsibilities

Management Information

Course Level	Active Date	Expiration Date	
Yes	11/7/2016		
Development Date	Author	Revision Date	Revised By
11/7/2016	Lynn Neitzel (lneitzel)		
Shared	Yes		

Overview/Purpose

What is the job description for an instructional assistant? The roles and responsibilities for instructional assistants vary across settings. This learning plan addresses the differences and similarities of instructional assistants and other school personnel such as classroom teachers. The differences between Title 1 assistants and special education assistants are also addressed in this learning plan.

Target Course Competencies

1. Compare the roles and responsibilities of instructional assistants with other personnel

Linked Program Outcomes

Demonstrate effective written and verbal communication in working collaboratively within the school setting and interactions with students and families

Linked External Standards

WI Paraprofessional Standard I Roles and Responsibilities: The paraprofessional has an understanding of the respective roles and responsibilities of licensed staff (teachers, administrators, education specialists, etc.) in supporting students and collaborating with each other.

WI Teacher Standard 4: Teachers know how to teach. The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.

WI Teacher Standard 6: Teachers communicate well. The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

WI Teacher Standard 9: Teachers are able to evaluate themselves. The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

WI Paraprofessional Standard 5 Instructional Strategies: The paraprofessional has knowledge of and can assist the teacher in applying the elements of effective instruction.

Assessment Strategies

- 1.1. Oral, Written or Graphic Product

Criteria

Your performance will be successful when:

- 1.1. product includes similarities between the roles of teachers and instructional assistants.
- 1.2. product includes differences between the roles of teachers and instructional assistants.
- 1.3. product indicates reasons behind the distinction in roles.
- 1.4. product includes responsibilities of Title I assistants and special education assistants.
- 1.5. product includes the role of the IA in communicating with the parent.
- 1.6. product includes personal skills, strengths, talents, and interest that will support individual role as an instructional assistant.

Learning Objectives

- 1.a. Examine sample job descriptions for instructional assistants, certified teachers, special education assistants, and Title I assistants.
- 1.b. Articulate how roles and responsibilities of instructional assistants will vary across settings.
- 1.c. List the NRCP core competencies for instructional assistants.
- 1.d. Predict problems that may arise if an instructional assistant does not follow teacher instructions.
- 1.e. Describe district evaluation procedures for instructional assistants.
- 1.f. Identify one's own skills, strengths, talents and interests that will be brought to the classroom.
- 1.g. Register for WECAN and complete application questions.
- 1.h. Analyze the similarities and differences in the roles of instructional assistants and teachers.
- 1.i. Examine the role of the IA in communicating with parents.
- 1.j. Examine professional development opportunities for instructional assistants.

Learning Activities

- 1. THINK ABOUT IT. When you were in school, were there instructional assistants in the classroom? If you are a parent, are there instructional assistants in your child's classroom? What is an instructional assistant? How is the role of the teacher and the instructional assistant different and/or the same?
- 2. READ in course text. Changing roles of paraeducators (such as page 23 in Supervising Paraeducators in Educational Settings)
- 3. READ Chapter 2 (page 45-90) in Supervising Paraeducators in Educational Settings: Team roles in learning environments.
- 4. FIND OUT about the Wisconsin job responsibilities for Paraprofessionals (also called Instructional Assistants) by reading DPI's (<http://dpi.wi.gov/>) "NEW Requirements for Paraprofessionals." (pdf file included)

Notes

3

- 5. POST to DISCUSSION. Respond to 1 discussion question listed on page 90 in Supervising Paraeducators in Educational Settings. SELECT from questions 2, 3 or 4.
- 6. READ about the NRCP core competencies for instructional assistants. VISIT the Web site to learn more about the National Resource Center for Paraprofessionals (<http://www.nrcpara.org/>). GO TO: <http://www.nrcpara.org/resources/stateofheart/index.php>. Click on Teacher/Para Roles. Other websites: <http://ici2.umn.edu/para/resources/complist.htm> or http://216.239.39.104/search?q=cache:4nPGd_CdKiIJ:ici2.umn.edu/para/NCLB/State%2520NCLB%2520GuidanceUpdate.pdf+paraprofessional+core+competencies&hl=en&ie=UTF-8 or <http://www.cde.state.co.us/cdepara/> or http://www.wa.nea.org/Prf_Dv/PARA_ED/RCMDTNS.HTM

7. REVIEW Teacher and Paraeducator Role Perception Activity in Supervising Paraeducators text (pages 92-93).
8. POST to the DISCUSSION. LIST two key roles that you learned about in the NRCP Web site/text/other Web resources. PREDICT two problems that may arise if an instructional assistant does not follow teacher instructions related to the roles of an instructional assistant.
9. COMPLETE the LEARNING OBJECT Teacher and Paraprofessional Roles and Responsibilities. (http://www.wisc-online.com/objects/index_tj.asp?objID=IAT304)
10. Complete [Functional Abilities Assessment](#) for Instructional Assistants
Can you preform the identified Functional Skills of the IA profession? You complete this for practicums, you do not need to complete now. Simply meant for your information.

Learning Materials

IA Functional Abilities Assessment

[IA Functional Ability Categories.docx](#)

11. Take Roles and Responsiibilities [Quiz](#).

Learning Materials

Roles and Responsibilities Quiz

[Roles Quiz \(2\).docx](#)

12. Research local paraeducator job descriptions. For example http://services.education.wisc.edu/wecan/pub/ss_vacancy.cfm?ID=3990
13. Complete [We Can application questions](#).
14. Create a WeCan Account <https://services.education.wisc.edu/wecan/staff/login/form2.cfm>
15. LEARN about Title 1 Programming. GO TO: <http://www.wt1a.com/> and <http://dpi.wi.gov/title1/index.html> The Title I program first began in 1965, to improve the quality of education in the United States. Most recently, this act was amended by the No Child Left Behind Act of 2001. The Title I program provides funds to help educate identified students in elementary school with a high concentration of children from low income families. The program incorporates various components which include an early childhood program for four-year-old students, Reading Recovery for first grade Title I students, an accelerated reading program for elementary students, services for homeless students, and family involvement activities.
16. Complete Roles and Responsibilities Performance Assessment Task. [Assessment](#).

Learning Materials

Roles and Responsibilities PAT

[TeamworkLP1.doc](#)

Assessment Activities

1. COMPLETE the [Mock Interview Assessment Task](#).

2014 Collaborative Team Member

Management Information

Course Level	Active Date	Expiration Date	
Yes	11/7/2016		
Development Date	Author	Revision Date	Revised By
11/7/2016	Lynn Neitzel (lneitzel)		
Shared	Yes		

Overview/Purpose

Instructional assistants are important team members in schools. You could be asked to collaborate one-one with a classroom teacher as well as a team of staff members. Effective communication skills are key to your success as an instructional assistant. You will be asked to think creatively and critically, keep an open-mind, as well as respect all members' point of view.

Target Course Competencies

1. Demonstrate characteristics of a collaborative team member

Linked Program Outcomes

Demonstrate effective written and verbal communication in working collaboratively within the school setting and interactions with students and families

Assume professional responsibility for ethical, moral, and legal policies and procedures

Provide for health and safety needs of students

Linked External Standards

WI Paraprofessional Standard I Roles and Responsibilities: The paraprofessional has an understanding of the respective roles and responsibilities of licensed staff (teachers, administrators, education specialists, etc.) in supporting students and collaborating with each other.

WI Teacher Standard 6: Teachers communicate well. The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

WI Paraprofessional Standard 2 Communication: The paraprofessional has the ability to communicate with colleagues, follow instructions, and use problem-solving and other skills that will enable him/her to work as an effective member of the instructional team.

Assessment Strategies

- 1.1. Oral, Written or Graphic Product

Criteria

Your performance will be successful when:

- 1.1. learner summarizes the collaboration experience.
- 1.2. learner explains their role in the group.
- 1.3. learner explains key roles needed in collaborative teams.
- 1.4. learner values each team members' point of view.

Learning Objectives

- 1.a. Define collaboration.
- 1.b. Describe its characteristics.
- 1.c. List reasons for improving collaboration in the school setting.
- 1.d. Identify skills of effective communication as a collaborative team member.
- 1.e. Explain what problems can result from improper communication.
- 1.f. Describe supervisory styles of teachers.
- 1.g. Explain passive, aggressive and assertive behavior.
- 1.h. Apply collaborative problem-solving processes.
- 1.i. Identify collaborative teams that include an IA in a school setting.
- 1.j. Write short and long term team or personal goals.

Learning Activities

1. Brainstorm a list of teams in a school setting. IEP, parent and teacher, 3rd grade team etc.
2. REFLECT on a project/team that you were involved with. Did the group work well together? Were there differences in opinion? Was the team/group/project successful?

3. COMPLETE an Internet Search. DEFINE Collaboration. How is Collaboration used in education? For an example of collaboration, GO TO: http://coe.west.asu.edu/speed/collab_2.htm
4. POST to DISCUSSION. In your own words, DEFINE collaboration and its characteristics. SHARE a personal example of a time when you participated in a true collaborative process. Were there barriers to collaboration? What role did YOU play in the group? Is there something YOU would do differently now?
5. READ from course text.
6. READ about communication styles - <http://www.siu.edu/offices/counsel/talk.htm> START by clicking on this link. Then continue your Web search to learn more about how you and others might communicate in different situations.
7. TAKE a communication skills assessment. GO TO:
<http://matrix.scranton.edu/humanresources/communication-styles-handout-leadership.pdf> or
http://www.queendom.com/tests/relationships/communication_skills_r_access.html
8. VIEW the [Communication Styles PowerPoint](#).
9. POST to the DISCUSSION. IDENTIFY skills of effective communication and EXPLAIN what problems can result from improper communication. Tell us who you know who you consider to be an excellent communicator and list the specific traits that person has. Then LIST the traits you hope to improve as you work to increase your communication skills throughout this semester and continuing into your future employment. (We all need to re-examine this issue from time to time!)
10. Complete Performance Assessment Task (See [service learning project](#))

Assessment Activities

1. COMPLETE and SUBMIT the [Collaboration Assessment Task](#).

2014 Active Listening Skills

Management Information

Course Level	Active Date	Expiration Date	
Yes	11/7/2016		
Development Date	Author	Revision Date	Revised By
11/7/2016	Lynn Neitzel (lneitzel)		
Shared	Yes		

Overview/Purpose

Active or "reflective" listening is a communication skill used to show others that their message has been heard and understood (Healthy Classroom Management, Nakamura, 2000). As an instructional assistant you will be asked to actively listen to students as well as your fellow colleagues.

Target Course Competencies

1. Demonstrate active listening skills

Linked Program Outcomes

Incorporate the reflective process to promote student learning and professional growth
Assume professional responsibility for ethical, moral, and legal policies and procedures

Linked External Standards

WI Teacher Standard 4: Teachers know how to teach. The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.

WI Teacher Standard 6: Teachers communicate well. The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

WI Teacher Standard 9: Teachers are able to evaluate themselves. The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

WI Paraprofessional Standard 2 Communication: The paraprofessional has the ability to communicate with colleagues, follow instructions, and use problem-solving and other skills that will enable him/her to work as an effective member of the instructional team.

WI Paraprofessional Standard 8 Commitment to Professional Growth: The paraprofessional is committed to being a reflective practitioner and to participate in professional growth.

Assessment Strategies

- 1.1. Oral, Written or Graphic Product

Criteria

Your performance will be successful when:

- 1.1. learner demonstrates each of the active listening techniques.
- 1.2. learner uses body language.
- 1.3. learner paraphrases the content expressed by the speaker.
- 1.4. learner paraphrases the emotions expressed by the speaker.

Learning Objectives

- 1.a. Describe passive listening and its role in interpersonal communication.
- 1.b. List barriers of effective listening.
- 1.c. Show examples of active listening.
- 1.d. Use body language to show active listening.
- 1.e. Use "leading" techniques; accepting, paraphrasing, clarifying, questioning.
- 1.f. Describe ways to create an environment conducive to sharing ideas.

Learning Activities

1. THINK ABOUT IT. Have you ever been in a conversation and you didn't feel listened to? How did it make you feel? How did you know that person wasn't listening to you? Do you know someone who is a poor listener? POST an example to the Discussion. READ the postings of your peers to find out about the ways in which poor listening behavior is exhibited and how it affects people.
2. POST to DISCUSSION. SHARE one new idea from the Effective Listening Reading.
3. READ in course text. Effective Listening.
4. Watch Video. Everyone Loves Raymond Active Listening.
<http://www.youtube.com/watch?v=TA-RaDNVKpw>
5. VIEW the [Active Listening PowerPoint](#).
6. POST to DISCUSSION. FIND an Active Listening article. COMPLETE and POST Article Summary and link to the article. RESPOND to one classmate's summary by asking a question for clarification, by commenting on how something in the summary matches what you discovered in your reading or by commenting on how something in the summary contradicts what you discovered in your reading.
7. READ Active Listening Techniques [Handout](#).
8. REVIEW Multicultural Communication Styles. GO TO:
<http://www.awesomelibrary.org/multiculturaltoolkit-styleschart.html> (scroll down for chart)

9. PRACTICE active listening skills with at least three different people. SPEND a week looking for opportunities to listen - really listen - to others. Without telling them what you are doing, PRACTICE being a good listener. DOCUMENT at least "three" conversations focusing on active listening. Focus on your body language (if not by phone), feedback and respectfulness. Did you interrupt, give advice, give your opinion or finish their last sentences? Briefly tell how long each conversation lasted, what you noticed yourself doing (that is perhaps different from usual) and what was the outcome of the conversation. In general: Did they say "thanks for listening," "Wow, it felt good to get that out!," "Gee, you're being quiet today," etc? Did you feel the communication was productive? Why or why not?
10. POST to DISCUSSION. REPORT on your active listening experiences in the discussion. SHARE your three examples of active listening and be sure to tell us how you: (1) Used body language to show active listening, (2) Used "leading" techniques; accepting, paraphrasing, clarifying, questioning (3) Created an environment conducive to sharing ideas, (4) Refrained from interrupting, advising, finishing the person's sentences, and other "barriers" to active listening.
11. Complete Performance Assessment Task (See [Service Learning Project](#))

Assessment Activities

1. COMPLETE and SUBMIT the [Active Listening Assessment Task](#).

2014 Problem-Solving Skills

Management Information

Course Level	Active Date	Expiration Date	
Yes	11/7/2016		
Development Date	Author	Revision Date	Revised By
11/7/2016	Lynn Neitzel (lneitzel)		
Shared	Yes		

Overview/Purpose

As a vital team member, Instructional Assistants will be expected to contribute to group decisions as well as help solve problems. In this learning plan, you will learn successful problem-solving techniques.

Target Course Competencies

1. Demonstrate problem-solving skills within a group setting

Linked Program Outcomes

Demonstrate effective written and verbal communication in working collaboratively within the school setting and interactions with students and families

Linked External Standards

WI Teacher Standard 4: Teachers know how to teach. The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.

WI Teacher Standard 6: Teachers communicate well. The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

WI Paraprofessional Standard 2 Communication: The paraprofessional has the ability to communicate with colleagues, follow instructions, and use problem-solving and other skills that will enable him/her to work as an effective member of the instructional team.

Assessment Strategies

- 1.1. Oral, Written or Graphic Product

Criteria

Your performance will be successful when:

- 1.1. learner describes the problem.
- 1.2. learner involves relevant parties to the problem.
- 1.3. learner describes root causes.
- 1.4. learner brainstorms possible solutions.
- 1.5. learner discusses possible solutions.
- 1.6. learner assists group in reaching consensus.
- 1.7. learner attains a solution agreeable to all in the group.
- 1.8. learner includes a description of each problem-solving step.

Learning Objectives

- 1.a. Identify the problem that may occur in a school setting that affects instructional assistants.
- 1.b. Use a problem-solving model to identify the problem, relevant parties, causes, solutions, and plan.
- 1.c. Research a variety of problem-solving models.
- 1.d. Practice brainstorming.

Learning Activities

1. REFLECT upon how you solve a problem. Each day we must solve problems in our personal and work life. Do you solve problems by following your intuition? Do you ignore the problem and move on? Do you have a process that you go through in determining how to solve the problem? Does your method of problem solving work for you? POST your example and explanation to the Discussion.
2. READ from course text.
3. VIEW Problem-Solving [PowerPoint](#).
4. COMPARE AND CONTRAST the Problem-Solving model described in Supervising Paraeducators Educational Settings: A Team Approach with the model shown in the Problem Solving PowerPoint. In what ways are the two models different? In what way are they the same? Which model would you most likely use? Why? SUBMIT your findings to INSTRUCTOR.
5. Read Handout. [Eight Steps Problem Solving Model](#)
6. PRACTICE using one of the problem-solving models as problems occur this week. REFLECT upon the benefits of using a problem-solving model when solving a problem. POST your reflection to the DISCUSSION after you have used a problem-solving model for a week.
7. Complete Performance Assessment Task.

Notes

(Same [assessment task](#) for problem solving and conflict resolution)

Assessment Activities

1. COMPLETE and SUBMIT the [Problem-Solving Assessment Task](#).

2014 Conflict Resolution

Management Information

Course Level Yes	Active Date 11/7/2016	Expiration Date	
Development Date 11/7/2016	Author Lynn Neitzel (lneitzel)	Revision Date	Revised By
Shared	Yes		

Overview/Purpose

As an instructional assistant, you may have conflicts with co-workers and/or students. How do you professionally handle these situations? Specific conflict resolution strategies/peer mediation as well as conflict prevention are the focus of this learning plan.

Target Course Competencies

1. Demonstrate conflict resolution skills

Linked Program Outcomes

Assume professional responsibility for ethical, moral, and legal policies and procedures
Provide for health and safety needs of students

Linked External Standards

WI Teacher Standard 6: Teachers communicate well. The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

WI Paraprofessional Standard 2 Communication: The paraprofessional has the ability to communicate with colleagues, follow instructions, and use problem-solving and other skills that will enable him/her to work as an effective member of the instructional team.

Assessment Strategies

- 1.1. Oral, Written or Graphic Product

Criteria

Your performance will be successful when:

- 1.1. learner uses "I messages".
- 1.2. learner describes problem as a mutual problem.
- 1.3. learner identifies point of view of each person involved in conflict.
- 1.4. learner presents his or her perspective.
- 1.5. learner brainstorms possible solutions.
- 1.6. learner discusses possible solutions.
- 1.7. learner describes his/her role in reaching consensus within the group.
- 1.8. learner explains how s/he will follow through with agreed upon solution.

Learning Objectives

- 1.a. Identify factors that cause conflict.
- 1.b. Summarize the steps for dealing with conflict resolution.
- 1.c. Use "I" messages.
- 1.d. Summarize skills necessary in a confrontational situation.

Learning Activities

1. Reflect and share with classmates. How do you define conflict? What does it look like? What does it sound like? What does it feel like? Is all conflict bad?
2. READ in course text: Conflict Resolution.

3. TAKE a Conflict resolution self-assessment. GO TO:
http://lasso.woodstock.edu/uc_project/2003LPworkshop/Mitchell-ConflictResolutio.doc
4. KEEP a Conflict Journal for a week and document at least three conflict situations you observe or experience. REFER to the Conflict Journal Template which contains the questions you should answer for each conflict situation you include in your journal.
5. POST to DISCUSSION. SHARE an entry from your conflict journal. But first, change the names of the individuals involved in the entry you share. Also change the location. Changing names and locations maintains confidentiality. READ the postings of at least two of your classmates to learn about the variety of conflict situations.
6. REVIEW Web sites regarding conflict resolution: GO TO: <http://www.acrnet.org/> Association for Conflict Resolution and <http://www.cnetwork.ca/> Conflict Resolution Network. EXPLORE the above Web sites and their associated links. FIND information related to the age group with which you anticipate having the most contact. Remember that you will be working with parents, co-workers, and community members in addition to children.
7. VIEW the [Challenging People PowerPoint](#).
8. Watch Video. I Messages. <http://www.youtube.com/watch?v=bYf3H70qldI>
9. PRACTICE using "I" message in your home and work environments. While you are interacting with friends, family and co-workers, the opportunity will arise for you to practice using "I" messages. See you can do it in a natural way - a way in which the person does not feel you are "doing homework or them!" PRACTICE until it becomes natural and you see the many times this form of communication could help you control your words and make your statements more clean, more concise, and less hurtful to others.
10. POST to the DISCUSSION. SHARE an example of an "I Message."
11. POST to the DISCUSSION. SHARE an example of a real-life conflict with peers (change names of people and places to maintain confidentiality). Only provide details of the problem and the conflict (differing opinions) surrounding it - do NOT tell us how it was resolved or what steps people took toward solving the problem. Save that part for later! Then visit one other peer's conflict scenario and give suggestions based on what you've learned so far in this course. Monitor your own posted conflict scenario and respond to peer feedback about why their suggestions might or might not work After a classmate has responded, you will give a follow-up of "what really happened" and whether your felt the resolution was handled well or not, and why?
12. Complete Performance Assessment Task.

Notes

Same [assessment task](#) as problem solving learning plan.

Assessment Activities

1. COMPLETE and SUBMIT the [Conflict Resolution Assessment Task](#).

2014 District and Building Policies and Procedures

Management Information

Course Level	Active Date	Expiration Date	
Yes	11/7/2016		
Development Date	Author	Revision Date	Revised By

11/7/2016

Lynn Neitzel (lneitzel)

Shared

Yes

Overview/Purpose

As instructional assistants, you will be required to follow district/building policies. After completing this learning plan you will locate information regarding local policies and procedures, understand the reasons behind these policies and procedures as well as apply these policies and procedures with ethical consideration.

Target Course Competencies

1. Follow district/building policies and procedures

Linked Program Outcomes

Demonstrate effective written and verbal communication in working collaboratively within the school setting and interactions with students and families

Assume professional responsibility for ethical, moral, and legal policies and procedures

Provide for health and safety needs of students

Linked External Standards

WI Paraprofessional Standard I Roles and Responsibilities: The paraprofessional has an understanding of the respective roles and responsibilities of licensed staff (teachers, administrators, education specialists, etc.) in supporting students and collaborating with each other.

WI Teacher Standard 4: Teachers know how to teach. The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.

WI Paraprofessional Standard 5 Instructional Strategies: The paraprofessional has knowledge of and can assist the teacher in applying the elements of effective instruction.

Assessment Strategies

- 1.1. Oral, Written or Graphic Product

Criteria

Your performance will be successful when:

- 1.1. learner response summarizes the situation objectively.
- 1.2. learner response describes instructional assistant actions in dealing with the situation.
- 1.3. learner response identifies and adheres to district/building policies.
- 1.4. learner response takes into consideration ethical responsibilities.
- 1.5. learner response maintains the dignity of student(s) involved.

Learning Objectives

- 1.a. Review copies of elementary, middle school, and high school handbooks.
- 1.b. Identify Instructional Assistant Policies and Procedures handbook.
- 1.c. Analyze district/building policies and procedures related to given scenarios.
- 1.d. Discuss reasons behind policies.
- 1.e. Discuss role of instructional assistant in following district policies and procedures.
- 1.f. Identify local school issues and policies.

Learning Activities

1. Reflect and Share with classmates. IMAGINE a school without policies or procedures. What issues might surface for students, parents, and/or staff in this type of community. THINK of a policy or procedure that you are aware of in a school. Describe the policy or procedure, and what would happen if the policy/procedure did not exist.
2. Review example [Parent Guide](#).

3. GATHER policies/procedures from a local school. If you are employed by a school district, you already have an employee handbook or some other document that contains the District's and/or school's policies and procedures. If you are not employed in a school district, as a taxpayer, you may request a policy book or school handbook from your local school district. Some schools/districts post theirs on their District Web site. You will need to have these in hand in order to participate in the rest of this plan's assignments.
4. Write policies and procedures for instructional assistants. Use [handout](#) provided.
5. READ your local newspaper for discussion about school policies in your community. Look for articles related to controversial School District issues and policies. POST an example of a local policy issue in your area.
6. Read in Course text.
7. Interview four members in your community. Summarize four potentially controversial policies and procedures that you have located. DOCUMENT the sources that you have used. EXPLAIN why the policies/procedures are controversial.
8. Complete [performance Assessment Task](#)

Assessment Activities

1. COMPLETE and SUBMIT the [Policies and Procedures](#) Case Study.

2014 Ethical Decision Making

Management Information

Course Level	Active Date	Expiration Date	
Yes	11/7/2016		
Development Date	Author	Revision Date	Revised By
11/7/2016	Lynn Neitzel (Ineitzel)		
Shared	Yes		

Overview/Purpose

When faced with a situation, Instructional Assistants are expected to follow a professional code of ethics and moral standards.

Target Course Competencies

1. Make decisions based on ethical and moral responsibilities

Linked Program Outcomes

Demonstrate effective written and verbal communication in working collaboratively within the school setting and interactions with students and families
 Assume professional responsibility for ethical, moral, and legal policies and procedures
 Provide for health and safety needs of students

Linked External Standards

WI Paraprofessional Standard I Roles and Responsibilities: The paraprofessional has an understanding of the respective roles and responsibilities of licensed staff (teachers, administrators, education specialists, etc.) in supporting students and collaborating with each other.

WI Teacher Standard 4: Teachers know how to teach. The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.

WI Teacher Standard 6: Teachers communicate well. The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

WI Teacher Standard 9: Teachers are able to evaluate themselves. The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

WI Paraprofessional Standard 5 Instructional Strategies: The paraprofessional has knowledge of and can assist the teacher in applying the elements of effective instruction.

WI Paraprofessional Standard 8 Commitment to Professional Growth: The paraprofessional is committed to being a reflective practitioner and to participate in professional growth.

Assessment Strategies

1.1. Oral, Written or Graphic Product

Criteria

Your performance will be successful when:

- 1.1. learner describes decisions based on an ethical principle.
- 1.2. learner includes reasoning behind decisions.
- 1.3. learner includes strategies for maintaining confidentiality.

Learning Objectives

- 1.a. Identify characteristics that the public expects from teaching professionals.
- 1.b. Examine Code of Ethics for education professionals.
- 1.c. List ethical principles for educators.
- 1.d. List the major sources of ethical dilemmas for school professionals and instructional assistants.
- 1.e. Summarize the steps for making decisions when confronted with ethical dilemmas.
- 1.f. Explain confidentiality in a school setting.
- 1.g. Identify instructional assistant role with student records and FERPA.
- 1.h. Identify personal morals and values.
- 1.i. Identify the stages of moral development (Kohlberg).

Learning Activities

- 1. Reflect and share. Do you have a code of ethic and moral standards that you follow? What is it? Share one your ethical/moral standards and describe why it is important for you and how you learned it.
- 2. READ in course text.
- 3. Research FERPA and Confidentiality in Schools. US Dept of Education <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>
- 4. View Confidentiality [Powerpoint](#).
- 5. Complete [Confidentiality Learning Object](#).
http://www.wisc-online.com/objects/index_tj.asp?objID=IAT504
- 6. Read and Practice 7 Steps to Help you Make Ethical Decisions [Handout](#).
- 7. REVISIT the information (District or Employee Handbooks etc) you collected. LOCATE and READ policies about ethical and moral standards.
- 8. READ about moral development (learning right from wrong) in the following Web sites:
http://www.ccp.uchicago.edu/grad/Joseph_Craig/kohlberg.htm Kohlberg's Six Stages of Moral Judgment; http://www.selfhelpmagazine.com/articles/child_behavior/moradledevchild.html Moral

Development of Children - Other Theorists Viewpoints by R. Huxley, and
<http://mentalhelp.net/psyhelp/chap3/chap3h.htm>

9. WRITE your own philosophy of life based on Kohlberg's stages of Moral Development.
10. PLAY "Scruples" with friends. Remember the "Scruples" game? In case you don't have the game you can go to their Web site at <http://www.scruplesgame.com/main.html> Just sample some of the questions. The answers aren't always black and white. Challenge yourself to think of "real-life" situations in your work that might test your sense of ethics and values.
11. CREATE a scruples question related to a real-life situation in the work of a paraprofessional.
12. LIST two major sources of ethical dilemmas for school professionals and instructional assistants and summarize the steps for making decisions when confronted with ethical dilemmas. Issues can include situations involving students, colleagues, parents/family members or any community members.
13. Complete [Performance Assessment Task](#).

Assessment Activities

1. COMPLETE and SUBMIT the [Ethical and Moral Responsibilities Assessment Task](#).

Learning Materials

Ethics Performance Assessment Task

[EthicsPerformance Assessment task.doc](#)

2014 Value Human and Cultural Diversity

Management Information

Course Level	Active Date	Expiration Date	
Yes	11/7/2016		
Development Date	Author	Revision Date	Revised By
11/7/2016	Lynn Neitzel (Ineitzel)		
Shared	Yes		

Learning Activities

1. REFLECT. What is the difference between melting pot and cultural plurism?
2. Define melting pot and cultural plurism. Use web resources such as <http://www.merriam-webster.com/>
3. Read from course text. (For example, Chapter 6 Paraprofessionals in the Classroom: Learning Characteristics)
4. Research WI Indian Tribes and Bands.
 Wi Tribal Relations Initiative <http://witribes.wi.gov/section.asp?linkid=284&locid=57>
 Native American Tribes of Wisconsin <http://www.native-languages.org/wisconsin.htm>
 DPI-American Indian Studies http://amind.dpi.wi.gov/ami_ai-factsheet
 Wisconsin Indian Education
 Association https://blackboard.nwtc.edu/webapps/portal/frameset.jsp?tab_tab_group_id=_2_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCourse%26id%3D_792827_1%26url%3D

5. Research Act 31 Resources. Act 31 <http://www.act31resources.com/>
6. View Act 31 [Powerpoint](#)
7. Watch Video. What is Act 31 <http://www.youtube.com/watch?v=-cnYrGUvVKw>
8. Post to Discussion. Select one of the WI Indian Tribes or Bands. Share with your classmates one resource for that tribe. Share three new things that you learned from your research. Remember to cite your references.
9. Research Multicultural Diversity Activities <http://education.byu.edu/diversity/activities.html>
Diversity Council Lesson Plans <http://www.diversitycouncil.org/elActivities.shtml>
10. Read Common Cross-cultural communication challenges <http://www.pbs.org/ampu/crosscult.html>
11. Complete [Diversity Performance Assessment Task](#).

Assessment Activities

1. Complete and Submit [Cultural Diversity Assessment](#).

2014 Service Learning

Management Information

Course Level	Active Date	Expiration Date	
Yes	11/7/2016		
Development Date	Author	Revision Date	Revised By
11/7/2016	Lynn Neitzel (Ineitzel)		
Shared	Yes		

Target Course Competencies

1. Demonstrate teamwork skills by participating in a service learning project

Linked Program Outcomes

Demonstrate effective written and verbal communication in working collaboratively within the school setting an interactions with students and families

Incorporate the reflective process to promote student learning and professional growth

Assume professional responsibility for ethical, moral, and legal policies and procedures

Provide for health and safety needs of students

Linked External Standards

WI Paraprofessional Standard I Roles and Responsibilities: The paraprofessional has an understanding of the respective roles and responsibilities of licensed staff (teachers, administrators, education specialists, etc.) in supporting students and collaborating with each other.

WI Teacher Standard 4: Teachers know how to teach. The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.

WI Teacher Standard 9: Teachers are able to evaluate themselves. The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

WI Teacher Standard 10: Teachers are connected with other teachers and the community. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.

WI Paraprofessional Standard 2 Communication: The paraprofessional has the ability to communicate with colleagues, follow instructions, and use problem-solving and other skills that will enable him/her to work as an effective member of the instructional team.

WI Paraprofessional Standard 8 Commitment to Professional Growth: The paraprofessional is committed to being a reflective practitioner and to participate in professional growth.

Assessment Strategies

- 1.1. Oral, Written or Graphic Product

Criteria

Your performance will be successful when:

- 1.1. learner includes a description of the project.
- 1.2. learner includes how s/he collaborated with others during the project
- 1.3. learner includes the problems s/he encountered and they were resolved.
- 1.4. learner includes reflection on earning experience/project and personal benefit from it
- 1.5. learner prepares an artifact for his/her portfolio (written, visual (photo), etc.)
- 1.6. product meets the minimum number of hours identified by the instructor

Learning Objectives

- 1.a. Define Service Learning.
- 1.b. Work as a team to determine service needs in your local community.
- 1.c. Research Volunteer WI Resources in your area.
- 1.d. Identify role of Instructional Assistant in service learning in a school setting.
- 1.e. Demonstrate collaboration, problem solving and conflict resolution, active listening.

Learning Activities

1. Reflect. How would you define service-learning? How have you served your community in the past?
2. Explore service learning at your technical college. For example how does [NWTC](http://www.nwtc.edu/atnwtc/servicelearning/Pages/Home.aspx) define service learning? <http://www.nwtc.edu/atnwtc/servicelearning/Pages/Home.aspx>
3. Post to Discussion. Share with your classmates. Have you participated in prior service-learning opportunities? Share your experience. If not, share potential service-learning experiences that you have brainstormed for your service-learning project/assessment.
4. Brainstorm and research service-learning projects/opportunities in your area.
5. Submit [Service-learning team project proposal](#) to instructor for approval.
6. Complete [Team Service Learning Assessment](#).

Assessment Activities

1. Complete [Service Learning Project](#).



School District of Beloit Board of Education Report

March 20, 2018

I. BASIC INFORMATION

Topic or Concern: Early Childhood Education II Course Change Proposal

Which area(s) of the Strategic Plan does this support? Students

Your Name and Title: Mitchell Briesemeister, Director of Career and Technical Education

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?

My purpose is to have the curriculum in Early Childhood II which is a dual credit offering of the BTC course ECE Curriculum Planning replaced with the curriculum of the BTC course Foundations of Education.

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

The reason for this change is that the BTC course ECE Curriculum Planning is no longer being offered in the technical college system. Therefore we will replace it with the curriculum of the course Foundations of Education.

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

The reason that these courses are being changed in this manner is so that our current path at the high school remains the same. This will reduce confusion among counselors and course schedulers. This will also allow us to maintain our credit agreements with Blackhawk Technical College and exceptional college offerings to students.

D. What are your conclusions?

This is a necessary step in order to maintain our agreement with Blackhawk Technical College and continue to offer our students an exceptional Early Childhood Education program.

MOTION: The Board of Education approves the Early Childhood Education II course change proposal.

I propose using N/A

Long Term Committed Funds? No

BUDGET LOCATION: NA

FISCAL IMPACT: NA

NEW COURSE PROPOSAL

COURSE INFORMATION:

The title of this course will be: BMHS Course Title: Early Childhood II

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> </u> ½ credit
		<u> </u> semester	<u> X </u> 1 credit
		<u> </u> year	<u> </u> other
		<u> </u> other	

If other, please specify: Summer school offering

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

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

Mitchell Briesemeister
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: \$20 x 30 students = \$600

Curriculum Hours: 0

Teacher Training: 0

Funding Source: Building

F.T.E. Implications: Neutral- this is simply a curriculum change
BMHS Course Title Early Childhood II will now be Dual Credit with the BTC Course
Foundations of Early Childhood

F.T.E. Funding Source: Building

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:

Proposed Course Description

This 1-credit course introduces you to the early childhood profession. Course competencies include: integrate strategies that support diversity and anti-bias perspectives, investigate the history of early childhood education, examine regulatory requirements for early childhood education programs in WI, summarize types of early childhood education settings, identify the components of a quality early childhood education program, summarize responsibilities of early childhood education professionals, explore early childhood curriculum models.

Need & Impact

This shift in curriculum is needed to maintain our course sequence and our agreement with Blackhawk Technical College.

Curriculum, Instruction, and Assessment:

Please see the attached course information.

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	\$0 Our teacher also teaches this course for Blackhawk Technical College	\$0 Our teacher also teaches this course for Blackhawk Technical College		
Curriculum Writing (number of total hours & costs)	\$0	\$0		
Course Materials:				
• Books	Printing costs for student material at approximately \$10 per student.	Printing costs for student material at approximately \$10 per student.		
• Software	\$0	\$0		
• Hardware	\$0	\$0		
• Consumables	General supplies \$10 per student	General supplies \$10 per student		
• Licensing costs	\$0	\$0		

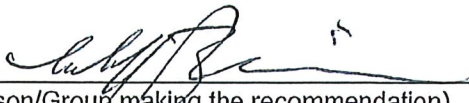
*Expenditures not listed on this form may not receive funding.

Total Expenditure for this course: \$600.00

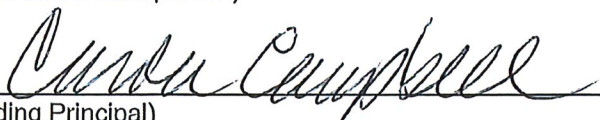
NEW COURSE PROPOSAL


Signature Page

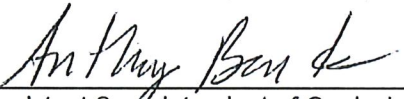
(Signatures affirm support for the new course proposal)

Signature:  Date: 3/7/2018
(Person/Group making the recommendation)

Signature:  Date: 3/7/2018
(Department Chairperson)

Signature:  Date: 3-7-18
(Building Principal)

Reviewed by:  Date: 3/7/2018
(Director of Secondary/Elementary Curriculum)

Reviewed by:  Date: 3/7/18
(Assistant Superintendent of Curriculum, Instruction, and Assessment)



INSTRUCTOR'S GUIDE

**COURSE ONE
FOUNDATIONS OF EARLY CHILDHOOD EDUCATION**

Revised February 2011

10-307-148 ECE: Foundations of Early Childhood Education

Course Outcome Summary

WTCS - Wisconsin Technical College System

Information

Credits

3

Description

This 3-credit course introduces you to the early childhood profession. Course competencies include: integrate of strategies that support diversity and anti-bias perspectives; investigate the history of early childhood education; summarize types of early childhood education settings; identify the components of a quality early childhood education program; summarize responsibilities of early childhood education professionals; explore early childhood curriculum models.

External Standards

NAEYC Standard 1: Promoting Child Development and Learning. Students prepared in associate degree programs use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.

NAEYC Standard 4d: Building Meaningful Curriculum. Students use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive development and learning outcomes for all young children.

NAEYC Standard 5: Becoming a Professional. Students prepared in associate degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

WI Teacher Standard 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

WI Teacher Standard 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

WI Teacher Standard 6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

WI Teacher Standard 7: The teacher plans instruction based upon the knowledge of subject matter, students, the community, and curriculum goals.

Program Outcomes

ECE A. Apply child development theory to practice.

ECE C. Implement developmentally appropriate curriculum.

ECE D. Incorporate developmentally appropriate guidance strategies.

ECE E. Integrate health, safety, and nutrition practices according to local, state, and national standards.

ECE F. Provide a respectful, diverse, and inclusive program.

ECE G. Use interpersonal skills to develop respectful relationships with children and adults.

ECE H. Demonstrate professional and ethical standards.

ECE I. Advocate for children, families, and the profession.

Competencies, Linked Exit Learning Outcomes, and Performance Standards

1. Integrate strategies that support diversity and anti-bias perspectives.

Linked External Standards

NAEYC Standard 5: Becoming a Professional Students prepared in associate degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

WI Teacher Standard 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Linked Program Outcomes

* ECE F. Provide a respectful, diverse, and inclusive program.

Performance Standards

You will demonstrate your competence:

- o using written or oral activities as provided by the instructor
- o in a classroom or simulated environment
- o individually or in small groups

Performance will be satisfactory when you:

- o follow the guidelines of "The Anti-bias Curriculum: Tools for Empowering Young Children" or a similar Anti-bias resource

Learning objectives

What you will learn as you master the competency:

- a. Define anti-bias.
- b. Recognize the importance of an individual's cultural context.
- c. Recognize the ethical responsibilities inherent in working with diverse populations.

2. Investigate the history of early childhood education.

Linked External Standards

NAEYC Standard 1: Promoting Child Development and Learning. Students prepared in associate degree programs use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.

NAEYC Standard 5: Becoming a Professional. Students prepared in associate degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

WI Teacher Standard 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Linked Program Outcomes

- * ECE A. Apply child development theory to practice.

Performance Standards

You will demonstrate your competence:

- o through oral or in written products
- o individually and in small groups
- o in the classroom

Performance will be satisfactory when your investigation includes:

- o description of the origins of early childhood education
- o description of social trends that impact early childhood education
- o description of legislative acts that affect early childhood education

Learning objectives

What you will learn as you master the competency:

- a. Trace the origins of early childhood education.
- b. Identify leaders of the early childhood profession, e.g. Froebel, Montessori, Dewey.
- c. Identify social trends that had an impact on early childhood education.
- d. Describe legislation that relates to early childhood education.

3. Summarize types of early childhood education settings.

Linked External Standards

NAEYC Standard 5: Becoming a Professional Students prepared in associate degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

WI Teacher Standard 7: The teacher plans instruction based upon the knowledge of subject matter, students, the community, and curriculum goals.

Linked Program Outcomes

- * ECE A. Apply child development theory to practice.

Performance Standards

You will demonstrate your competence:

- o through oral or in written products
- o individually and in small groups
- o in the classroom

Performance will be satisfactory when your summary differentiates

- o between the variety of early childhood education settings

Learning objectives

What you will learn as you master the competency:

- a. Describe the variety of early childhood education settings including family child care, in-home care, group child care, school-age child care, Head Start, preschool program, Birth-to-Three, Early Childhood Exceptional Needs (EEN), 3 and 4 year old

- (pre)kindergarten programs.
- b. Distinguish between group, family, group-family early childhood education settings.
- c. Differentiate between certified and licensed care.
- d. Differentiate between in-home child care providers including baby-sitter, au-pair, mother's helper, and nanny.
- e. Describe the variety of organizational structures of early childhood educational settings.

4. Identify the components of a quality early childhood education program.

Linked External Standards

NAEYC Standard 5: Becoming a Professional Students prepared in associate degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

WI Teacher Standard 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Linked Program Outcomes

- * ECE A. Apply child development theory to practice.
- * ECE C. Implement developmentally appropriate curriculum.
- * ECE D. Incorporate developmentally appropriate guidance strategies.
- * ECE E. Integrate health, safety, and nutrition practices according to local, state, and national standards.
- * ECE F. Provide a respectful, diverse, and inclusive program.

Performance Standards

You will demonstrate your competence:

- o through oral or in written products
- o individually and in small groups
- o in the classroom

Performance will be satisfactory when you identify:

- o developmentally appropriate practices

Developmentally appropriate practices

- o licensing regulations
- o accreditation standards

Learning objectives

What you will learn as you master the competency:

- a. Identify Wisconsin's DHFS licensing rules for group and family child care centers.
- b. Identify the NAEYC core standards.
- c. Differentiate between state licensing requirements and accreditation standards.
- d. Define Developmentally Appropriate Practices (DAP).
- e. Describe the "Wisconsin Model Early Learning Standards" criteria system.
- f. Define the components of a quality learning environment.
- g. Define the components of a quality working environment.
- h. Describe the relationship between teacher education and quality care.
- i. Describe the relationship between director education and quality care.
- j. Define professional practices, i.e. professional benefits, staff development plans, educational ladder, etc.

5. Summarize responsibilities of early childhood education professionals.

Linked External Standards

NAEYC Standard 5: Becoming a Professional Students prepared in associate degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

WI Teacher Standard 6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Linked Program Outcomes

- * ECE A. Apply child development theory to practice.
- * ECE C. Implement developmentally appropriate curriculum.
- * ECE D. Incorporate developmentally appropriate guidance strategies.
- * ECE E. Integrate health, safety, and nutrition practices according to local, state, and national standards.
- * ECE F. Provide a respectful, diverse, and inclusive program.
- * ECE G. Use interpersonal skills to develop respectful relationships with children and adults.
- * ECE H. Demonstrate professional and ethical standards.

- * ECE I. Advocate for children, families, and the profession.

Performance Standards

You will demonstrate your competence:

- o through oral or in written products
- o in the classroom
- o individually and in small groups

Performance will be satisfactory when your summary includes:

- o legal responsibilities
- o roles of various job positions
- o ethical responsibilities as defined by NAEYC code of ethics
- o your professional role in the ECE field
- o advocacy for the ECE profession

Learning objectives

What you will learn as you master the competency:

- a. Describe the personal qualities of an ECE professional, i.e flexibility, physical/emotional health, critical thinking abilities, interpersonal skills, professional appearance.
- b. Describe the NAEYC Code of Ethics.
- c. Describe the core legal responsibilities of caring for children according to state licensing standards.
- d. Explain SIDS risk reduction strategies.
- e. Recognize various jobs within an early childhood programs.
- f. Differentiate between the job responsibilities of an assistant teacher, lead teacher, director and/or administrator.
- g. Identify other ECE careers opportunities besides teacher/administrator, i.e. state licenser, grant writer, ECE consultant.
- h. Recognize the importance of professional development, i.e. Registry, continuing education, portfolio.
- i. Recognize the importance of advocacy in the ECE profession.

6. Explore early childhood curriculum models.

Linked External Standards

NAEYC Standard 4d: Building Meaningful Curriculum. Students use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive development and learning outcomes for all young children.

WI Teacher Standard 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences

that make these aspects of subject matter meaningful for students.

Linked Program Outcomes

- * ECE A. Apply child development theory to practice.

Performance Standards

You will demonstrate your competence:

- o through oral or in written products
- o in the classroom
- o individually and in small groups

Performance will be satisfactory when your exploration includes:

- o common developmentally appropriate practice components within a variety of curriculum models

Learning objectives

What you will learn as you master the competency:

- a. Define key components of each ECE curricular model.
- b. Describe differences between the ECE curricular models.
- c. Explore the curriculum models of High Scope, Montessori, Reggio-Emilia, The Creative Curriculum, theme-based, eclectic approach, and other models.



School District of Beloit Board of Education Report

March 20, 2018

I. BASIC INFORMATION

Topic or Concern: Todd Title 1 Reading Interventionist

Which area(s) of the Strategic Plan does this support? Staff, Students

Your Name and Title: Melody Wirgau, Principal, Todd Elementary

Others assisting you in the presentation: Deetra Sallis, Executive Director, Human Resources

My report is for: Action

II. TOPICAL INFORMATION

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

For approval to add an hourly position to Todd for the remainder of the school year using monies allocated in the Todd Title 1 budget.

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

Decision to add additional staff for the last quarter is to address some of our struggling students' needs.

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

Data review from our SIP plan.

D. What are your conclusions?

Approval to use the budget money of \$20,000.00 for a literacy interventionist for the remainder of the school year.

MOTION: The Policy/Personnel Committee recommends that the full Board of Education approves the addition of an hourly Literacy Interventionist for the remainder of the 2017-18 school year at Todd Elementary School.

I propose using an existing budget

Long Term Committed Funds? No

BUDGET LOCATION: Title 1 Funds – Todd Elementary

FISCAL IMPACT: \$20,000.00 total (hourly wage position)



School District of Beloit Board of Education Report

March 20, 2018

I. BASIC INFORMATION

Topic or Concern: 443/447 Code of Conduct (First Reading)

Which area(s) of the Strategic Plan does this support? Students

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

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?

Per Board policy 443/447, the Code of Conduct must be review and/or updated annually. Additional offense codes are being recommended to be added to the Code of Conduct. These codes are aligned with required DPI and Civil Rights reporting requirements.

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

The School District is required to complete and submit a Pupil Nondiscrimination Compliance Report to DPI, and a Civil Rights Data Collection report annually. The new offense codes align with the data requirements of both these reports. Administration is seeking approval to add the additional codes. Please see the attached Code of Conduct policy.

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

The School District is required to complete and submit a Pupil Nondiscrimination Compliance Report to DPI, and a Civil Rights Data Collection report annually. The new offense codes align with the data requirements of both these reports.

D. What are your conclusions?

This is a policy revision that will support data reporting requirements. There is no fiscal impact.

MOTION: The Policy/Personnel Committee recommends the revisions and layover of the additional offense codes added to the Code of Conduct, Policy 443/447, which are aligned with reporting requirements for the annual Pupil Nondiscrimination Compliance Report and the Civil Rights Data Collection report for first reading.

I propose using N/A

Long Term Committed Funds? No

BUDGET LOCATION: NA

FISCAL IMPACT: None

STUDENT CODE OF CONDUCT AND DISCIPLINE

The behavior and code of conduct of students attending the public schools in the School District of Beloit shall reflect standards of good citizenship, high morality, self-discipline, responsibility for one's own actions, and respect toward others.

Positive discipline is a necessary element and provides all students with a healthy learning environment. The Board of Education, administration and faculty adhere to the philosophy that all students who have a desire to attend school will be given the opportunity. All students will be assisted in every way possible to achieve scholastic success.

A disciplinary code of conduct shall be established and included in this said Board policy (443/447). As with other Board policies, the code of conduct will be reviewed and/or updated annually. It is not intended to intimidate a majority of students who observe the rules and regulations stated. However, an infraction by a student can change the school climate and interfere with learning in the classroom, building and/or within the District. Students who decline to conduct themselves according to these rules will be subjected to administrative and legislative procedures under the operating policies of the Board. The Board upholds State mandated discrimination, harassment, bullying and AODA policies as well as strongly adhering to the code of conduct in reference to weapons, threats and aggressive behavior against students and staff. Furthermore, any infraction that appears to have gang overtones will receive more severe consequences up to and including a recommendation for expulsion or extended expulsion time.

Due process will be afforded ☐ all students as required by law.

The School District of Beloit shall not discriminate in standards and rules of behavior, including harassment, or disciplinary measures, including suspension and expulsion, on the basis of age, sex, race, national origin, color, ancestry, creed, pregnancy, religion, marital status, disability, arrest record or conviction record, sexual orientation, sex change, gender identity, gender expression, gender non-conformity, or membership in the national guard, state defense force or any reserve component of the military forces of the United States or the State of Wisconsin, or any other basis protected by law. Discrimination complaints shall be processed in accordance with established complaint procedures.

LEGAL REF.: s.s. 118.13, 120.13(1), 120.44
PI 9, Wisconsin Administrative Code

CROSS REF.: 112 RULE 2 Student Discrimination Complaint Procedures
411.1 Student Sexual Harassment
411.2 Student Racial Harassment
411.3 Student Harassment
443.4 Student Alcohol and/or Other Controlled Substance Use
443.4 RULE 1 Student Alcohol and/or Other Controlled Substance Use Enforcement Regulations
443.72 Anti-Bullying

APPROVED: August 3, 1976

REVISED: July 23, 2013
April 22, 2014
February 24, 2015

REVIEWED: March 8, 2017

CODE OF CONDUCT

The behavior and conduct of students in the School District of Beloit shall reflect standards of good citizenship, self-discipline, responsibility for one's own actions, and respect toward others. Our vision for discipline is systematically focused on prevention and education, striving to provide students with knowledge and skills through the implementation of Positive Behavior Interventions and Supports. Positive discipline is a necessary element and provides all students with a healthy learning environment. The Board of Education, administration, and faculty adhere to the philosophy that all students who have a desire to attend school will be given the opportunity. All students will be assisted in every way possible to achieve scholastic success.

I. Purpose of the Code of Conduct: The primary purpose of the Code of Conduct is to identify for all students, their parents/guardians/legal custodians, and staff members, the following:

- A. What types of student behavior will constitute student misconduct,
- B. The types of disciplinary consequences that may be imposed for student misconduct,
- C. The infractions that require police contact (though law enforcement may be called for any infraction),
- D. Which types of student misconduct may result in a recommendation for an expulsion.

The Code of Conduct applies to all students, all schools, and all alternative educational programs and alternative educational sites within the School District of Beloit. It applies on all school district property, including sidewalks, playground, and parking lots, to all school district activities regardless of the location of those activities, and to all school district sponsored transportation. The Code of Conduct shall be enforced in compliance with all relevant state and federal laws.

II. Jurisdiction for Use of the Code of Conduct: Administrators employed by the School District of Beloit have the legal authority to impose disciplinary consequences when a student engages in misconduct of the following nature:

- A. Repeated refusal or neglect to obey school rules;
- B. Knowingly conveying or causing to be conveyed any threat or false information concerning an attempt, alleged attempt being made,
- C. Engaging in conduct while at school or while under the supervision of a school authority which endangers the property, health or safety of others, which includes making a threat to the health or safety of a person or making a threat to damage property;
- D. Engaging in conduct while not at school or while not under the supervision of a school authority which endangers the property, health or safety of others at school or under the supervision of a school authority;
- E. Endangering the property, health or safety of any employee or school board member of the school district in which the student is enrolled, which includes making a threat to the health or safety of a person or making a threat to damage property; and
- F. A pupil who is at least 16 years old, if the pupil repeatedly engaged in conduct while at school or while under the supervision of school authorities that disrupted the ability of school authorities to maintain order or an educational atmosphere at school or at an activity supervised by a school authority and that such conduct is not within any other grounds for an expulsion hearing;
- G. Possession of a firearm, as defined in 18 USC 921(a)(3) while at school or while under the supervision of a school authority;
- H. For any other reason provided by law.

Administrators employed by the School District of Beloit have the legal authority to impose disciplinary consequences when a student engages in misconduct that violates policies of the School District of Beloit.

III. Discipline-Related Definitions: The following definitions apply to the Code of Conduct:

Aggressive Physical Contact With a Staff Member

Intentional or unintentional use of physical force directly against or affecting a staff member or any other adult who is legitimately exercising authority under the supervision of school authority. It includes, but is not limited to, pushing and slapping.

Intentional Use of Force – Situations where a student:

- (1) deliberately initiates a use of force directly against a staff member or other adult for any reason;
- (2) intentionally provides active physical resistance to the direction of the adult to the point where the adult is injured or where there was a direct and substantial risk of bodily injury to the adult; or
- (3) uses force against a staff member or other adult by an act done with the intent to use force against another person in circumstances where it could have been reasonably anticipated that the intentional use of force may affect a staff member or other adult.

Alcohol – Possession/Use or Under the Influence

As defined in Board of Education Policy 443.4, possessing, using, or attending school or any school related activity under the influence of alcoholic beverages.

Alcohol – Distribution/Intent to Distribute/Participation on Any Portion of a Transaction Involving Alcohol

As defined in Board of Education Policy 443.4, exchanging, distributing, selling, giving away; or possessing with the intent of exchanging, distributing, selling, giving away alcohol or a substance that is represented as alcohol.

Arson

Intentionally damaging or attempting to damage any school or personal property by fire or incendiary device. Firecrackers, fireworks, matches and lighters are included in this category if they are factors in a damaging fire.

Bullying

As defined in Board of Education Policy 443.72, bullying includes cyber bullying and cyber stalking.

Cheating/Lying/Forgery/Plagiarism

Unfairly, improperly or illegally enhances a grade on an individual assignment or a course grade. The following is a list of behaviors that can constitute academic dishonesty. The Board of Education is aware that new forms of cheating plagiarism and other forms of dishonesty may arise and therefore, expects every student to interpret the requirement of academic honesty and integrity broadly and in good faith. The Board of Education requires that each teacher review this policy with his/her students.

- (1) Willful or deliberate unauthorized use of the work of another person for academic purposes, or unauthorized use of notes or other material in the completion of an academic assignment or test;
- (2) intentionally providing false or misleading information to, or withholding valid information from a school employee, including falsifying attendance information;
- (3) the making of a false or misleading written communication to a school staff member with either the intent to deceive the staff member or under circumstances which would be reasonably calculated to deceive the staff member.

Classroom Disruption (Brief/Minor)

Conduct or behavior that interferes with or disrupts the teaching/learning process.

Computer, Computer System, or Tablet Device Misconduct Inappropriate Use –

Any unauthorized use of the district computer system or tablet device that includes, but is not limited to sending, posting or attempting to send or post harmful text or images using the internet; viewing, exploring, printing, sending or attempting to send obscene, lewd, vulgar, profane text or images; unauthorized intrusion into files or works of others, copying, damaging, destroying or deleting the works of others; visiting chat rooms, chat groups, bulletin boards or playing games, music or other audible sounds or loading software on district tablet devices or computers without prior consent of a staff member.

Serious Misuse –includes, but is not limited to - intentionally disrupting or attempting to disrupt the operation of the system; interfering or attempting to interfere with the ability of other users to effectively use the system; damaging, destroying, modifying or attempting to damage, destroy or modify computer data or programs, including the hardware, applications and software components of a tablet device, computer or computer system, etc.; accessing and/or posting or attempting to access and/or post restricted confidential information such as a person's social security number, confidential student records, passwords, data, messages, etc.; disclosing or attempting to disclose restricted access codes or other restricted access information to unauthorized persons; intentionally placing a virus or key logging software application on the system; hacking or attempting to hack into the system; using or attempting to use the system to engage in any illegal conduct. This section also covers the serious misuse of non - district tablet device or computer resources where the use invokes the disciplinary jurisdiction of the district. This section also covers conduct in the category of Inappropriate Use that is of a serious nature.

Dangerous Weapons (not firearms)

Any device, instrument, material, or substance, that is used for, or is readily capable of causing death or serious bodily injury, except that such a term does not include a pocketknife with a blade of less than 2.5 inches in length. Dangerous weapons include, but are not limited to a knife with a blade length of 2.5 inches or more; a knife having a blade which opens by pressing a button, spring or other device in the handle or by gravity or by a thrust or movement; metallic knuckles or knuckles of any substance which could be put to the same or similar effect as metallic knuckles; a nunchaku (nunchuks) or any similar weapon consisting of 2 sticks of wood, plastic or metal connected at one end by a length of rope, chain, wire or leather; a cestus or similar material weighted with metal or other substance and worn on the hand; a shrunken or any similar pointed star like object intended to injure a person when thrown; a chain having weighted ends; BB or pellet guns which expel a missile by the expansion of compressed air or other gas, or a facsimile firearm, which means any replica, starter pistol or other object that bears a reasonable resemblance to or that reasonably can be perceived to be an actual firearm.

Disrespect

Conduct or behavior that lacks regard, civility, politeness, and/or consideration that goes beyond the bounds of acceptable student behavior.

Minor Disrespect may include but is not limited to, teasing, name calling, gossiping, spreading or starting rumors, and purposely embarrassing or humiliating another student or adult.

Major Disrespect is disrespect is of a more serious nature.

Dress Code

As stated in Board of Education Policy 443.1, 443.1 Rule 1 and 443.1 Rule 2, dressing or grooming in a manner which disrupts or may disrupt teaching or learning, or which poses a risk to security, health or safety.

Drugs – Possession/Under the Influence

As stated in Board of Education Policy 443.4, possessing, attending school, or any school related activity under the influence of any illegal drugs, other controlled substances, unauthorized prescription drugs, look-alikes or synthetic substances or drug paraphernalia.

Drugs – Use at School

As stated in Board of Education Policy 443.4, using any illegal drugs, other controlled substances, unauthorized prescription drugs, look-alikes or synthetic substances while at school or a school-sponsored activity.

Drugs – Distribution/Intent to Distribute/Participation In Any Portion of a Transaction Involving Drugs

As stated in Board of Education Policy 443.4, exchanging, distributing, selling, giving away; or possessing with the intention of exchanging, distributing, selling, or giving away illegal drugs, other controlled substances, unauthorized prescription drugs, look-alikes or synthetic substances.

Electronic Devices

Student Use of a cell phone, tablet device, two-way communication device, or any device with the capability to capture/record voice or image information, including any related equipment to such devices when use is not permitted by the building principal or designee, during the school day.

Expulsion

As stated in Board of Education Policy 447.3, the most severe disciplinary consequence that can be imposed for student misconduct is expulsion. The decision whether to expel is made by the Board of Education, and the decision whether to expel or not is made after an Expulsion Hearing. The effect of an expulsion is to deprive the expelled student of the privilege of attending school within the School District of Beloit for a specified period of time. State law allows all other school districts to exclude students expelled in one school district from the educational programs in another school district.

False Fire Alarm/Bomb Threats

Initiation of false fire alarms, false bomb threats, remarks, notes or phone calls which cause police or fire department personnel to appear at school for no valid reason.

Fighting

Violent physical contact, such as blows with fists, which occurs mutually between two or more individuals.

Note: Self-defense is described as an action taken to block an attack by another person or to shield yourself from being hit by another person. Retaliating by hitting a person back is not self-defense and is considered fighting.

Possession of Firearm/Explosive Device

Refers to any weapon that is designed to (or may readily be converted to) expel a projectile by the action of an explosive. This includes handguns, shotguns, rifles and other firearms as described in USC Title 18, Section 921(a). It also includes bombs, grenades, mines, rockets, missiles, pipe bombs, or similar devices designed to explode and capable of causing bodily harm or property damage.

Gambling

Playing any game of chance or skill for money or items of value.

Gang Related Activity

Student misconduct may also constitute gang activity if it meets all of the following criteria: (1) The student belongs to or associates with (2) a group of three or more people who band together under a common identifying symbol, sign, or name, and (3) the student, while under the supervision of a school authority, participates in a separate violation listed in the Code of Conduct to further an implicit or explicit goal of the gang/group.

Gang activity is an enhancement to a primary violation of another rule of student behavior.

Harassment / Bullying on the Basis of Ancestry

Refers to intimidation or abusive behavior toward a student based on actual or perceived ancestry. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. ~~The conduct can be carried out by school employees, other students, and non-employee third parties.~~ Bullying on the basis of family descent constitutes ancestry harassment.

Harassment / Bullying on the Basis of Creed

Refers to intimidation or abusive behavior toward a student based on actual or perceived creed, or set of fundamental beliefs. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. ~~The conduct can be carried out by school employees, other students, and non-employee third parties.~~ Bullying on the basis of creed constitutes harassment.

Harassment / Bullying on the Basis of Disability

Refers to intimidation or abusive behavior toward a student based on actual or perceived disability. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating. ~~The conduct can be carried out by school employees, other students, and non-employee third parties.~~ Bullying on the basis of disability constitutes disability harassment.

Harassment / Bullying on the Basis of National Origin

Refers to intimidation or abusive behavior toward a student based on actual or perceived national origin. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. ~~The conduct can be carried out by school employees, other students, and non-employee third parties.~~ Bullying on the basis of an individual's place or origin, or because an individual has the physical, cultural or linguistic characteristics of a national origin group constitutes harassment.

Harassment / Bullying on the Basis of Pregnancy, Marital or Parental Status

Refers to intimidation or abusive behavior toward a student based on actual or perceived pregnancy, marital or parental status. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. ~~The conduct can be carried out by school employees, other students, and non-employee third parties.~~ Bullying on the basis of pregnancy, marital or parental status constitutes harassment.

Harassment / Bullying on the Basis of Race or Color

Refers to intimidation or abusive behavior toward a student based on actual or perceived race or color. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. ~~The conduct can be carried out by school employees, other students, and non-employee third parties.~~ Bullying on the basis of race or color constitutes harassment.

Harassment / Bullying on the Basis of Religion

Refers to intimidation or abusive behavior toward a student based on actual or perceived religion. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating. ~~The conduct can be carried out by school employees, other students, and non-employee third parties.~~ Bullying on the basis of religious affiliation constitutes harassment.

Harassment / Bullying on the Basis of Sex

Includes sexual harassment or bullying and gender-based harassment or bullying. Sexual harassment or bullying is unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Gender-based harassment or bullying is nonsexual intimidation or abusive behavior toward a student based on the student's actual or perceived sex, including harassment based on gender identity, gender expression, and nonconformity with gender stereotypes. Harassing conduct may take many forms, including verbal acts and name calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. ~~The conduct can be carried out by school employees, other students, and non-employee third parties.~~ Both male and female students can be victims of harassment or bullying on the basis of sex, and the harasser or bully and the victim can be of the same sex. Bullying on the basis of sex constitutes sexual harassment.

Harassment / Bullying of the Basis of Sexual Orientation

Refers to intimidation or abusive behavior toward a student based on actual or perceived sexual orientation. Harassing conduct may take many forms, including sexual harassment, verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating. ~~The conduct can be carried out by school employees, other students, and non-employee third parties.~~ Bullying on the basis of an individual's emotional and/or physical attraction to another person based on the gender expression and / or identity of the other person constitutes harassment.

Harassment, Discriminatory

As stated in Board of Education Policy 411.1, 411.2 and 411.3, repeated, or an isolated significant event, of physical and/or verbal conduct or communication that creates an intimidating, hostile, or offensive educational or work environment based on another person's sex, color, religion, profession or demonstration of belief or non-belief, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental emotional or learning disability.

Harassment, Nondiscriminatory

As stated in Board of Education Policy 411.3, repeated, or an isolated significant event, of bullying, hazing, attacking, teasing or annoying another student or group of students or other persons in such a way that it creates an intimidating or hostile educational or work environment.

Horseplay

Conduct or behavior that does not cause injury but interferes with or disrupts the orderly process of the school environment, a school function or extracurricular/co-curricular activity.

Illegal or Unauthorized Recording – Illegal or unauthorized recording of voice or image of any other student, staff member or other person.

Inciting/Instigating Disruptions

Inciting, instigating or causing disruptions to the learning environment.

Insubordination (1st or 2nd offense)

Refusal or failure to comply with a direction in a classroom setting that minimally disrupts.

Open Defiance is verbal or non-verbal refusal to comply with school rules or directions from school staff that disrupts the educational environment.

Gross Insubordination is willful refusal to submit to or comply with authority; exhibiting contempt or open resistance to a direct order or repeated verbal or non-verbal refusal to comply with school rules or directions from school staff.

Littering

Throwing or leaving waste, trash, debris or other litter on school property, other than in an authorized receptacle.

Loitering

Being present in any school building at a time or in a manner not usual or permitted, including restricted areas and times.

Weapons or Objects That May Be Used as Weapons

Any device or instrument, including any non - conventional weapon, which, in the manner it is used or intended to be used, is calculated or likely to produce any degree of bodily harm or fear of any degree of bodily harm. Other weapons (not a firearm or other dangerous weapon) include, but are not limited to knives or other cutting instruments with blades under 2.5 inches in length, "air soft" guns, pepper spray, fireworks, and smoke bombs, etc.

With Intent means:

- (1) possession coupled with intent to use, threat to use, attempt to use or actual use of the weapon to cause bodily harm to another person or;
- (2) possession of a weapon by a student who knowingly transfers or intentionally provides access to the weapon to another person (other than giving the weapon to an adult for safety).

Physical Altercation

Minor physical contact between two or more students that is harmful or disruptive but is quickly deescalated and does not result in any physical injury.

Physical Attack

An actual and intentional touching or striking of another person against his/her will, or the intentional causing of bodily harm to an individual.

With a Firearm or Explosive Device

Actual and intentional touching or striking of another person against his/her will, or the intentional causing of bodily harm to an individual with any weapon that is designed to (or may readily be converted to) expel a projectile by the action of an explosive. This includes guns, bombs, grenades, mines, rockets, missiles, pipe bombs, or similar devices designed to explode and capable of causing bodily harm or property damage.

With a Weapon

Actual and intentional touching or striking of another person against his/her will, or the intentional causing of bodily harm to an individual with any instrument or object used with the intent to injure or cause bodily harm. This may include look-alikes.

Possession or Smoking and Other Use of Tobacco or Nicotine Product

Possession, use, sale or distribution of tobacco or Nicotine products, including smokeless tobacco or electronic cigarette (or e-cigarette) or other electronic nicotine delivery system (ENDS), in accordance and conjunction with State Statute 101.123, Wisconsin Act 12.

Profane or Obscene Language/Gestures/Materials (1st offense)

The use of either oral or written language, electronic messages, computers, gestures, objects or pictures that are disrespectful or socially unacceptable and that tend to disrupt the school environment. Severity of the offense could move this to a Level II.

Profane or Obscene Language/Gestures/Materials (2nd or subsequent offense)

Any profane or abusive language/materials directed at a staff member, or the 2nd or subsequent offense of either oral or written language, electronic messages, computers, gestures, objects or pictures that are disrespectful or socially unacceptable and that tend to disrupt the school environment.

Rape

Forced sexual intercourse or penetration from a foreign object. Both male and female students can be victims of rape.

Repeated Misconduct of a Less Serious Nature

Repeated misconduct that disrupts an orderly school environment.

Repeated Misconduct of a More Serious Nature

Repeated misconduct that substantially disrupts an orderly school environment.

Robbery

Taking or attempting to take anything of value that is owned by another person or organization, under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear. The key difference between robbery and theft is that robbery involves threat or battery.

With a Weapon

Robbery involving any instrument or object used with the intent to threaten, injure, and cause serious bodily harm. This includes look-alikes if they are used to threaten others.

With a firearm/explosive device

Robbery involving any weapon that is designed to (or readily converted to) expel a projectile by the action of an explosive. This includes guns, bombs, grenades, mines, rockets, missiles, pipe bombs, or similar devices designed to explode and capable of causing bodily harm or property damage.

Sexual Battery

An incident that includes threatened rape, fondling, and indecent liberties. Both male and female students can be victims of sexual battery. Classification of these incidents should take into consideration the age and developmentally appropriate behavior of the offender(s).

Sexual Conduct or Harassment

As stated in Board of Education Policy 411.1, any sexually - oriented conduct, which creates an offensive, hostile or intimidating school environment or substantially interferes with a student's school performance. Some examples of conduct which create such an environment or interference are as follows:

Verbal harassment: This may include, but is not limited to, discussing sexual activity, commenting inappropriately about an individual's body or appearance, telling "sexual jokes" or any other tasteless sexual - oriented comments, innuendoes, gestures or actions that may offend others.

Display of inappropriate gestures or sexually graphic or illicit materials: This includes but is not limited to, photographs, drawings, movies, videos, websites, posters and so forth, regardless of their form.

Engaging in sexual activity in the presence of others: This includes but is not limited to touching oneself or others in a sexually suggestive or sexually gratifying manner. It also includes voluntary sexual contact between students.

Request or demands for sexual favors: This includes, but is not limited to, subtle or blatant expectations, pressures or requests for any type of sexual favor which may or may not be accompanied by an implied, stated promise of preferential treatment or threat of negative consequences.

Unwelcome physical contact: This includes, but is not limited to, inappropriate touching, patting, pinching, hugging, intentionally brushing against another's body, pulling at another's clothing, or forcing another to a wall or corner through body position or movement.

Tardiness/Absenteeism/Truancy

As stated in Board of Education Policy 431, arriving at school or class after the designated time without permission and without an acceptable excuse; being absent from school for a full or partial day without permission and without an acceptable excuse.

Theft/Defacement/Damage or Possession of Stolen Property [or School property]

- (1) Taking property belonging to the school or any individual or group without prior permission
- (2) with the intent to deprive the owner of the property;
- (3) maliciously and intentionally misusing, destroying, defacing or causing damage to school property or the property of others.
- (4) having in one's possession property obtained without permission of the owner.

Threats/Intimidation

The verbal, written, or physical threat to do harm or violence to another student(s) or to the property of another person. This includes posturing and other pre-fight behavior.

Threats or Intimidating Acts of a Serious Nature

Serious threats to a student, staff member, or other individual who is present or acting within the school's jurisdiction. Serious threats include intentionally engaging in conduct that places another person in reasonable apprehension of bodily harm. Such threats may involve non - verbal aggression/intimidation or verbal or written statements and may or may not involve physical contact or an attempt to cause bodily harm. Very serious acts of non-physical bullying/harassment, due to their nature and/or repetition, may be determined to constitute a "serious threat."

Threat of Physical Attack with a Firearm or Explosive Device

Displaying, brandishing, or discharging a firearm or explosive device, but with no actual physical contact of any person. A threat is made in person. Threats made over the telephone, through social media or threatening letters are excluded. A threat of physical attack using words that refer to a firearm or explosive device would not be considered a threat with a firearm or explosive device.

Threat of Physical Attack with a Weapon

Displaying, brandishing, or discharging a weapon, but with no actual physical contact of any person. A threat is made in person. Threats made over the telephone or threatening letters are excluded. A threat of physical attack using words that refer to a weapon would not be considered a threat with a weapon.

Trespassing

Being in a school building or on school grounds without permission or refusing to comply with a request to leave school premises. Being on school grounds during a suspension or expulsion period without prior permission of an administrator is considered trespassing.

Suspension

As stated in Board of Education Policy 447.3

“In - school suspension” means the temporary removal of a student from his/her regular classroom(s) to another supervised learning area for up to five days.

“Out - of - school suspension” means the removal of a student from the school building and grounds for up to five days. If a suspended student is recommended for an expulsion hearing, the number of days of suspension may be extended to ten days, prior to the Expulsion Hearing.

IV. Student Misconduct:

- A. There are four levels of discretionary discipline and each violation of the Code of Conduct has been assigned to a level. After determining the facts of each situation, and considering the discretionary disciplinary criteria, the Administrator will exercise discretion and determine appropriate discipline for the student.

In those situations where bodily injury or property damage has occurred, or the learning environment has been severely disrupted, the administrator may elect to impose a disciplinary consequence more severe than that which is identified for the specific Code of Conduct violation(s). Any infraction that appears to have gang overtones will receive more severe consequences, up to and including, a recommendation for expulsion.

- B. Allowance is to be made for limited modifications of disciplinary actions for grades K-5. Any significant modifications must receive approval from the Superintendent or designee. Consequences are not to exceed the maximum allowed by the Code of Conduct.

- C. **Before making referrals for administrative hearing, the Administrator may consider the student's willingness to comply with recommendations for in-district AODA education and/or counseling.**

V. Disciplinary Options Available: As stated in Board of Education Policy 447.3

- A. Discretionary Disciplinary Options:

1. In school options – The options include: verbal warning behavioral reflection time, detention, in school suspension, written or telephone contact with the parent/guardian/legal custodian, in person conference between the Administrator and the parent/guardian/legal custodian and student, parent shadowing, referral to appropriate city and/or county agency, restitution, and writing a letter of apology or providing a verbal apology.
2. Out of school options – The options include: suspensions, alternative school placements, community services (assessment and/or counseling) and suspensions with a recommendation for an expulsion hearing.

- B. Mandatory Disciplinary Option:

1. For violations of the Code of Conduct that are Level 4, the administrator shall suspend for five days and request an administrative hearing.

VI. Discretionary Disciplinary Criteria – For those situations involving student misconduct in which there is not a requirement that the student be recommended for an administrative hearing, the Administrator will determine the appropriate disciplinary consequence, which may include a referral for administrative hearing. The Administrator will take into account, at a minimum, the following factors when deciding upon what form and amount of discipline is appropriate:

- A. The emotional and mental developmental level and maturity of the student,
- B. The severity of the misconduct involved (was anyone physically injured or emotionally harmed),
- C. Whether the learning environment was disrupted,

- D. Whether property was damaged, destroyed, defaced or lost,
- E. Whether safety of students or staff was jeopardized,
- F. Whether the student had previously committed the same violation of the Code of Conduct,
- G. Whether the student had previously committed violations of a similar nature (disruption of learning environment, violent aggression against others) of the Code of Conduct.
- H. The discipline imposed upon other students for the same violation(s).

VII. Voluntary Surrender of Dangerous Items: A student who possesses a weapon, knife or other cutting instrument, illegal drugs or controlled substance, or other inappropriate item or material, and voluntarily turns it in to a school staff member before threatening to use it, actually using it, or giving it to another student, and before being discovered in possession of it by a staff member, may or may not be subject to discipline for possession of the object.

VIII. Levels of Discretionary Disciplinary Options: There are four levels of discretionary discipline and each violation of the Code of Conduct has been assigned to a level:

Level 1 infractions are teacher managed with administrator support and are minor acts of misconduct that interfere with the orderly operation of the classroom, a school function, extra-curricular/co-curricular program or approved transportation. These infractions are typically handled in the classroom using options listed in V. A. 1.

Level 2 infractions are administrator managed with teacher involvement and are intermediate acts of misconduct that are more serious or disruptive examples of the offenses in Level 1. They include repeated misconduct acts from Level 1 and endangering the health or safety of others. These infractions are typically handled in the school or classroom using options listed in V. A. 1. *Disciplinary actions are subject to administrative discretion.*

Level 3 infractions are administrator managed with teacher notification and are major acts of misconduct. They include repeated misconduct acts from Level 2; serious disruption of school order, threats to the health, safety, and property of others, and other acts of serious misconduct. These infractions typically lead to out-of-school options like suspension, as listed in V. A. 2. *Disciplinary actions are subject to administrative discretion.*

Level 4 acts of misconduct are the most serious and require referral for an administrative hearing. Any Level 4 act is grounds for expulsion and will result in a mandatory 5 day out-of-school suspension. An Administrative Hearing shall be held with the hearing officer within 5 days of the referral.

In those situations where serious bodily injury or property damage has occurred, or the learning environment has been severely disrupted, the Administrator may elect to impose a disciplinary consequence more severe than that which is identified for the specific Code of Conduct violation(s).

Infraction Matrix

Infraction	Code	Police Notification Required
Aggressive Physical Contact with a Staff Member – Intentional	401	*
Aggressive Physical Contact with a Staff Member – Unintentional	301	
Alcohol Possession/Use/Under the Influence	201	*
Alcohol Distribution/Intent to Distribute/Participation in any Portion of a Transaction Involving Alcohol	302	*
Arson	402	*
Bullying 1 st offense	202	
Bullying 2 nd offense or more, or more serious nature	303	
Cheating/Lying/Forgery /Plagiarism	203	
Classroom Disruption (Brief/Minor)	101	
Computer, Computer System or Tablet Device – Misconduct Inappropriate Use	204	
Computer, Computer System or Tablet Device – Serious Misuse	304	
Dangerous Weapons (other than firearms)	404	*
Disrespect - Major	205	
Disrespect – Minor	102	

Dress code	103	
Drug Possession/Under the influence	206	*
Drug Use at School	305	*
Drug Distribution/Intent to Distribute/Participation in any Portion of a Transaction Involving Look Alike/Counterfeit Drugs	306	
Drug Distribution/Intent to Distribute/Participation in any Portion of a Transaction Involving Illegal Drugs	405	*
Electronic Devices	104	
False Fire Alarm/ Bomb Threats	406	*
Fighting	307	*
Fighting Requiring the Physical Intervention of One or More Staff Members	308	*
Possession of Firearm/Explosive Device	407	*
Gambling	207	
Gang Related Activity (as an enhancement to a primary additional violation only)	E	
Harassment / Bullying on the basis of ancestry – 1 st Offense	227	
Harassment / Bullying on the basis of ancestry – 2 nd Offense or more	327	
Harassment / Bullying on the basis of creed – 1 st Offense	228	
Harassment / Bullying on the basis of creed – 2 nd Offense or more	328	
Harassment / Bullying on the basis of disability – 1 st Offense or more	223	
Harassment / Bullying on the basis of disability – 2 nd Offense or more	323	
Harassment / Bullying on the basis of national origin – 1 st Offense	226	
Harassment / Bullying on the basis of national origin – 2 nd Offense or more	326	
Harassment / Bullying on the basis of pregnancy, marital, or parental status – 1 st Offense	229	
Harassment / Bullying on the basis of pregnancy, marital, or parental status – 2 nd Offense or more	329	
Harassment / Bullying on the basis of race / color – 1 st Offense	222	
Harassment / Bullying on the basis of race / color – 2 nd Offense or more	322	
Harassment / Bullying on the basis of religion – 1 st Offense	225	
Harassment / Bullying on the basis of religion – 2 nd Offense or more	325	
Harassment / Bullying on the basis of sex – 1 st Offense	221	
Harassment / Bullying on the basis of sex – 2 nd Offense or more	321	
Harassment / Bullying on the basis of sexual orientation – 1 st Offense	224	
Harassment / Bullying on the basis of sexual orientation – 2 nd Offense or more	324	
Harassment, Discriminatory	309	
Harassment, Non - Discriminatory	310	
Horseplay	105	
Illegal or unauthorized recording of voice or image	311	
Inciting/Instigating Disruptions	208	
Insubordination (1 st or 2 nd offense)	106	
Insubordination – Open Defiance	209	
Insubordination – Gross Insubordination/Repeated Defiance	312	
Littering	107	
Loitering	108	
Weapons or Objects that may be Used as Weapons - With Intent	408	*
Weapons or Objects that may be Used as Weapons	313	
Physical Aggression Against a Student	210	
Physical Altercation	211	
Physical Attack	318	
Physical Attack or Fight with a Firearm or Explosive Device	414	*
Physical Attack or Fight with a Weapon	319	
Possession or Smoking and Other Use of Tobacco or Nicotine Product	212	*
Profane or Obscene Language/Gestures/Materials (1 st Offense)	109	
Profane or Obscene Language/Gestures/Materials (2 nd or subsequent offense)	213	
Rape	409	*

Repeated Misconduct of a Less Serious Nature	214	
Repeated Misconduct of a More Serious Nature	314	
Robbery Without a Weapon	411	*
Robbery With a Weapon	412	*
Robbery With a Firearm/Explosive Device	413	*
Sexual Battery	410	*
Sexual Conduct or Harassment	315	
Tardiness/Absenteeism/Tuancy	215	
Theft/Defacement/Damage or Possession of Stolen Property	316	
Threats/ Intimidation	216	
Threats or Intimidating Acts of a Serious Nature	317	
Threats of Physical Attack With a Firearm or Explosive Device	415	*
Threats of Physical Attack With a Weapon	320	
Trespassing	217	

INFRACTION LEVEL 1	INFRACTION LEVEL 2	INFRACTION LEVEL 3	INFRACTION LEVEL 4
101 Classroom Disruption (Brief/Minor)	201 Alcohol Possession/ Use/Under the Influence	301 Aggressive Physical Contact with a Staff Member – Unintentional	401 Aggressive Physical Contact with a Staff Member – Intentional
102 Disrespect – Minor	202 Bullying 1 st Offense	302 Alcohol Distribution/ Intent to Distribute/ Participation in any Portion of a Transaction Involving Alcohol	402 Arson
103 Dress Code	203 Cheating/Lying/ Forgery/Plagiarism	303 Bullying – 2 nd Offense or more, or more serious nature	
104 Electronic Devices	204 Computer, Computer System or Tablet Device Misconduct – Inappropriate Use	304 Computer, Computer System or Tablet Device Misconduct – Serious Misuse	404 Dangerous Weapons (other than firearms)
105 Horseplay	205 Disrespect – Major	305 Drug Use at School	405 Drug Distribution/Intent to Distribute/Participation in any portion of a Transaction Involving Illegal Drugs
106 Insubordination (1 st or 2 nd Offense)	206 Drug Possession/ Under the Influence	306 Drug Distribution/Intent to Distribute/ Participation in any Portion of a Transaction Involving look Alike/ Counterfeit Drugs	406 False Fire Alarm/ Bomb Threats
107 Littering	207 Gambling	307 Fighting	407 Possession of Firearm/ Explosive Device
108 Loitering	208 Inciting/Instigating Disruptions		408 Weapons or Objects that May be Used as Weapons – With Intent
109 Profane or Obscene Language/Gestures/ Materials (1 st Offense)	209 Insubordination – Open Defiance	309 Harassment, Discriminatory	409 Rape
		310 Harassment, Non-Discriminatory	410 Sexual Battery
	211 Physical Altercation	311 Illegal or Unauthorized Recording of Voice or Image	411 Robbery Without a Weapon
	212 Possession or Smoking and Other Use of Tobacco or Nicotine Product	312 Insubordination – Gross Insubordination/ Repeated Defiance	412 Robbery With a Weapon
	213 Profane or Obscene Language/ Gestures/ Materials (2 nd or subsequent offense)	313 Weapons or Objects that may be Used as Weapons	413 Robbery with a Firearm/ Explosive Device
	214 Repeated Misconduct of a less Serious Nature	314 Repeated Misconduct of a More Serious Nature	414 Physical Attack or Fight with a Firearm or Explosive Device
	215 Tardiness/ Absenteeism/ Truancy	315 Sexual Conduct or Harassment	415 Threats of Physical Attack with a Firearm or Explosive Device
	216 Threats/ Intimidation	316 Theft/ Defacement/ Damage or Possession of Stolen Property	
	217 Trespassing	317 Threats or Intimidating Acts of a Serious Nature	
	221 Harassment / Bullying on the basis of sex – 1 st Offense	318 Physical Attack	
	222 Harassment / Bullying on the basis of race / color – 1 st Offense	319 Physical Attack or Fight With a Weapon	
	223 Harassment / Bullying on the basis of Disability – 1 st Offense	320 Threats of Physical Attack With a Weapon	
	224 Harassment / Bullying on the basis of sexual orientation – 1 st Offense	321 Harassment / Bullying on the basis of sex – 2 nd Offense or more	
	225 Harassment / Bullying on the basis of religion – 1 st Offense	322 Harassment / Bullying on the basis of race / color – 2 nd Offense or more	

INFRACTION LEVEL 1 (cont'd)	INFRACTION LEVEL 2 (cont'd)	INFRACTION LEVEL 3 (cont'd)	INFRACTION LEVEL 4 (cont'd)
	226 Harassment / Bullying on the basis of national origin – 1 st Offense	323 Harassment / Bullying on the basis of disability – 2 nd Offense or more	
	227 Harassment / Bullying on the basis of ancestry – 1 st Offense	324 Harassment / Bullying on the basis of sexual orientation – 2 nd Offense or more	
	228 Harassment / Bullying on the basis of creed – 1 st Offense	325 Harassment / Bullying on the basis of religion – 2 nd Offense or more	
	229 Harassment / Bullying on the basis of pregnancy, marital, or parental status – 1 st Offense	326 Harassment / Bullying on the basis of national origin – 2 nd Offense or more	
		327 Harassment / Bullying on the basis of ancestry – 2 nd Offense or more	
		328 Harassment / Bullying on the basis of creed – 2 nd Offense or more	
		329 Harassment / Bullying on the basis of pregnancy, marital, or parental status – 2 nd Offense or more	



School District of Beloit Board of Education Report

March 20, 2018

I. BASIC INFORMATION

Topic or Concern: Policy 523.6 Identification Badges - Employee (First Reading)

Which area(s) of the Strategic Plan does this support? Staff

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 Education?

To update the policy and bring it current.

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

The revision is being made to support the best practice to protect staff and the District to align to Act 107.

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

To ensure our policies are within the practice of the work we do as spelled out in Act 107.

D. What are your conclusions?

MOTION: The Policy/Personnel Committee recommends that the full Board of Education approve the revision and layover of Policy 523.6 Identification Badges - Employee for first reading.

I propose using N/A

Long Term Committed Funds? No

BUDGET LOCATION: n/a

FISCAL IMPACT: none

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 from the human resources department.
~~one of these sites: Aldrich Middle School, McNeel Middle School or Beloit Memorial High School.~~ 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 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 immediately.

APPROVED: March 26, 2002

REVISED:



School District of Beloit Board of Education Report

March 20, 2018

I. BASIC INFORMATION

Topic or Concern: Committee Policies

Which area(s) of the Strategic Plan does this support? Students, Staff, Fiscal

Your Name and Title: Pam Charles, Board Member

Others assisting you in the presentation: Laurie Endres, Board President
& Kris Klobucar, Vice President

My report is for: Action

II. TOPICAL INFORMATION

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

The Board of Education 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 proposed revisions. These revisions correspond to the discussion at the last board meeting with regards to changing the board committee structure and placing a stronger focus on committee work relating directly to the vision and strategic plan of the district.

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

The policies are a reflection of the discussion for the restructuring of the standing board committees. It was also discussed to waive the first reading so that policies will be in place when new board members are elected and seated in April.

D. What are your conclusions?

MOTION: The Policy/Personnel Committee recommends that the full Board of Education waive first reading and give final approval of the revisions of policies:

- 143 Official Board Representatives
- 185 Standing Board Committees
- 185.1 Fiscal Committee (formerly Finance Transportation and Property)
- 185.2 Students Committee (formerly Curriculum and Instruction)
- 185.3 Staff Committee (formerly Policy/Personnel)

BUDGET LOCATION: n/a

FISCAL IMPACT: n/a

OFFICIAL BOARD REPRESENTATIVES

Board representatives shall be appointed by either the Board President or the Chairperson of one of the standing committees as indicated. Appointments shall be approved by the Board not later than the Fourth Tuesday in May.

The following Board representatives are appointed by the Board President, including but not limited to:

- ~~↳ Beloit Janesville Joint Human Relations Task Force~~
 - ↳ Committee on District Initiatives
 - ↳ Cooperative Educational Service Agency #2 Representative
 - ↳ Delegate and Alternate to the Wisconsin Association of School Boards Convention
 - ↳ Library Board
 - ↳ Liquor Commission
 - ↳ Merrill Community Revitalization Committee
 - ~~↳ On-Going Bargaining Committee~~
 - ↳ Technology Steering Committee
 - ↳ Roy Chapman Andrew Academy Governing Board
 - ~~↳ Eclipse Charter School Governing Board~~
 - ~~↳ Stateline Career & Technical Education Academy (SCTEA) Board~~
 - ↳ Ad Hoc Pandemic Planning Committee
- ↳ Legislative Liaison

The following Board representatives are appointed by the Chairperson of the identified standing committees, including but not limited to:

~~Curriculum and Instruction~~ Students Committee

- ~~↳ Vice Chair~~
- ↳ (E)Quality Committee Liaison
- ~~↳ Gifted and Talented~~ Advanced Learners Committee

~~Finance/Transportation/Property~~ Infrastructure Committee

- ~~↳ Vice Chair~~
- ↳ Park and Recreation Representative

Fiscal Committee

- ↳ TIF Representative

~~Policy and Personnel~~ Staff Committee

- ~~↳ Vice Chair~~
- ↳ Labor Liaison
- ~~↳ Legislative Liaison~~

APPROVED: May 27, 1990

REVISED: March 22, 1995
June 22, 2004
May 25, 2010

REPRINT: September, 1996
September, 1997

REVIEWED: June 11, 2013

OFFICIAL BOARD REPRESENTATIVES

Board representatives shall be appointed by either the Board President or the Chairperson of one of the standing committees as indicated. Appointments shall be approved by the Board not later than the Fourth Tuesday in May.

The following Board representatives are appointed by the Board President, including but not limited to:

- ✧ Committee on District Initiatives
- ✧ Cooperative Educational Service Agency #2 Representative
- ✧ Delegate and Alternate to the Wisconsin Association of School Boards Convention
- ✧ Library Board
- ✧ Liquor Commission
- ✧ Merrill Community Revitalization Committee
- ✧ Technology Steering Committee
- ✧ Roy Chapman Andrew Academy Governing Board
- ✧ Ad Hoc Pandemic Planning Committee
- ✧ Legislative Liaison

The following Board representatives are appointed by the Chairperson of the identified standing committees, including but not limited to:

Students Committee

- ✧ (E)Quality Committee Liaison
- ✧ Advanced Learners Committee

Infrastructure Committee

- ✧ Park and Recreation Representative

Fiscal Committee

- ✧ TIF Representative

Staff Committee

- ✧ Labor Liaison

APPROVED: May 27, 1990

REVISED: June 22, 2004
May 25, 2010
March 20, 2018

REPRINT: September, 1996
September, 1997

REVIEWED: June 11, 2013

STANDING BOARD COMMITTEES

There shall be ~~three~~ five standing committees of the Board of Education which reflect the focus of the District Strategic Plan:

- ~~Finance/Transportation/Property~~ Fiscal
 - ~~Policy/Personnel~~ Infrastructure
 - ~~Curriculum/Instruction~~ Students
- Staff
 - Communication

They shall be fact finding, deliberative and advisory committees. Committee reports made during Business meetings shall be summative and concise and minutes shall reflect the diversity of discussion.

Two Board members and five unelected members from the community, District, and student body will serve on each standing committee and shall be appointed each April in the organizational meeting by the Board President. One of these members will be designated by the Board President to chair the committee. The other appointed board member will serve as committee vice chair. Committee members shall be appointed by the Board President no later than the fourth Tuesday in May. Each committee shall be comprised of three board members. One member shall be designated by the Board President to serve as chair of the committee.

The Board President shall serve as an ex-officio member of each committee and shall be notified of all committee meetings. All committee meetings shall be noticed in the official district newspaper according to State law and established Board of Education policy.

Policy considerations may come from standing committees as a recommendation to the full Board of Education for consideration.

LEGAL REF.: s.s. 19.84, 19.85

CROSS REF.: ~~185.1 Guidelines for the Board Finance/Transportation and Property Committee~~
~~185.2 Guidelines Board Curriculum and Instruction Committee~~
~~185.3 Guidelines Board Policy/Personnel Committee~~
 143 Official Board Representatives
 171.1 Notification of Board Meetings
~~186 Ad Hoc Advisory Committees~~

APPROVED: May 27, 1980

REVISED: April 24, 1990
 November 23, 1993
 August 23, 2005

REPRINTED: September, 1996
 September, 1997

REVIEWED: June 11, 2013

STANDING BOARD COMMITTEES

There shall be five standing committees of the Board of Education which reflect the focus of the District Strategic Plan:

- Fiscal
- Infrastructure
- Students
- Staff
- Communication

They shall be fact finding, deliberative and advisory committees. Committee reports made during Business meetings shall be summative and concise and minutes shall reflect the diversity of discussion.

Two Board members and five unelected members from the community, District, and student body will serve on each standing committee and shall be appointed each April in the organizational meeting by the Board President. One of these members will be designated by the Board President to chair the committee. The other appointed board member will serve as committee vice chair. Committee members shall be appointed by the Board President no later than the fourth Tuesday in May.

The Board President shall serve as an ex-officio member of each committee and shall be notified of all committee meetings. All committee meetings shall be noticed in the official district newspaper according to State law and established Board of Education policy.

Policy considerations may come from standing committees as a recommendation to the full Board of Education for consideration.

LEGAL REF.: s.s. 19.84, 19.85

CROSS REF.: 143 Official Board Representatives
171.1 Notification of Board Meetings

APPROVED: May 27, 1980

REVISED: November 23, 1993
August 23, 2005
March 20, 2018

REPRINTED: September, 1996
September, 1997

REVIEWED: June 11, 2013

~~FINANCE/TRANSPORTATION AND PROPERTY~~ FISCAL COMMITTEE

The Fiscal Committee will meet on a regularly scheduled basis, unless otherwise noted by the Chair. Special meetings may be called by the Committee Chair. The Executive Director of Business Services will be a regular attendee at committee meetings.

A. ~~Duties of Finance/Transportation and Property~~ Fiscal Committee:

1. Monthly: Review administration's summary of bills, payroll and cash position statement.
2. Quarterly: Note outlays which have exceeded budget requests, and determine at least line item explanations of the reason for the overage.
3. Periodically: Consider costs and terms of insurance policies and financial service contracts (e.g. audit, banking), especially as financial climate changes, opportunities arise, or contracts expire, and hear reports from internal financial services specialists describing their functions and expertise (e.g. accounts payable, warehouse-purchasing, etc.), especially as these relate to matters of the Board's special interest.
4. As Needed: Consider status of funds and properties available or soon to be available to the School District of Beloit, especially as administration alerts us to emerging opportunities/problems regarding:
 - a) referendum fund
 - b) properties in vicinities of Beloit schools or on boundary lines with adjacent school districts, and consider unusually hazardous transportation situations or arrangements which rise above budgeted requests.
5. Yearly: Serve the Board as a whole in ways it might consider useful to facilitate development of the budget.
- ~~6. Finance/Transportation and Property Committee will meet on the second Tuesday of each month. Special additional meetings may be called.~~
- ~~7. The Executive Director of Business Services will be regular attendees at Committee meetings.~~
- ~~8. The Committee may appoint Ad-Hoc Advisory Committees in accordance with Board Policy and established procedures.~~

B. ~~Duties of the Finance/Transportation and Property~~ Fiscal Chair:

1. Establish the agenda in consultation with the Executive Director of ~~Operations and Administrator~~ for Business Services, and provide for public notice and notice to the Board President for all meetings.
2. Report to Board at monthly business meeting on recommendations regarding approval of bills, payroll, and cash position statement monthly financial summary.

3. Report quarterly on outlays which have exceeded budget requests, with at least line item explanations.
4. Report as needed on status of contracts, ~~properties~~, ☐ transportation matters having fiscal impact sufficient to require their consideration/~~involvement/approval~~.
5. ~~Appoint Park and Recreation Representative.~~
6. Appoint TIF Representative.
7. ~~Appoint a vice chair of the Committee.~~
8. May appoint Ad-Hoc Advisory Committees in accordance with Board Policy and established procedures

CROSS REF.: Policy 143 Official Board Representatives
Policy 185 Standing Board Committees

APPROVED: May 27, 1980

REVISED: November 23, 1993
June 22, 2004
August 16, 2013

REPRINT: September, 1996
September, 1997

FISCAL COMMITTEE

The Fiscal Committee will meet on a regularly scheduled basis, unless otherwise noted by the Chair. Special meetings may be called by the Committee Chair. The Executive Director of Business Services will be a regular attendee at committee meetings.

A. Duties of Finance/Transportation and Property Fiscal Committee:

1. Monthly: Review administration's summary of bills, payroll and cash position statement.
2. Quarterly: Note outlays which have exceeded budget requests, and determine at least line item explanations of the reason for the overage.
3. Periodically: Consider costs and terms of insurance policies and financial service contracts (e.g. audit, banking), especially as financial climate changes, opportunities arise, or contracts expire, and hear reports from internal financial services specialists describing their functions and expertise (e.g. accounts payable), especially as these relate to matters of the Board's special interest.
4. As Needed: Consider status of funds and properties available or soon to be available to the District, especially as administration alerts us to emerging opportunities/ problems regarding:
 - a) referendum fund
 - b) properties in vicinities of Beloit schools or on boundary lines with adjacent school districts, and consider unusually hazardous transportation situations or arrangements which rise above budgeted requests.
5. Yearly: Serve the Board as a whole in ways it might consider useful to facilitate development of the budget.

B. Duties of the Fiscal Chair:

1. Establish the agenda in consultation with the Executive Director of Business Services, and provide for public notice and notice to the Board President for all meetings.
2. Report to Board at monthly business meeting on recommendations regarding approval of monthly financial summary.
3. Report quarterly on outlays which have exceeded budget requests, with at least line item explanations.
4. Report as needed on status of contracts or transportation matters having fiscal impact sufficient to require their consideration.
5. Appoint TIF Representative.
6. May appoint Ad-Hoc Advisory Committees in accordance with Board Policy and established procedures.

CROSS REF.: Policy 143 Official Board Representatives
Policy 185 Standing Board Committees

APPROVED: May 27, 1980

REVISED: June 22, 2004
August 16, 2013
March 20, 2018

REPRINT: September, 1996; September, 1997

CURRICULUM AND INSTRUCTION ~~STUDENTS~~ COMMITTEE

The Students Committee will meet on a regularly scheduled basis, unless otherwise noted by the Chair. Special meetings may be called by the Committee Chair. The Assistant Superintendent for Teaching, Learning and Innovation and the Executive Director of Pupil Services will be a regular attendees at committee meetings.

A. Duties of the Curriculum and Instruction Board Committee:

1. To review new educational programs/curriculum and proposals for discontinuance of programs/curriculum and to make recommendations to the Board for changes.
2. To review teaching strategies and staff development plans or the implementation of educational programs in the District.
3. To make periodic visits to classrooms and to encourage other board members to visit our schools.
4. To review and evaluate educational programs/curriculum on a scheduled basis and make recommendations to the Board based on their findings.
5. To be knowledgeable about the District's long range educational plans, initiatives, and to review and recommend them to the Board.
6. To learn about, analyze, and evaluate the various authentic assessment tools and strategies that are used to demonstrate individual student learning and overall student progress.
7. Recommend approval of requests for classroom resources including, but not limited to, textbooks, equipment, and supplemental materials.
8. To provide feedback from the community and the Board of Education to the staff and various curricular and instructional committees.
9. ~~The Assistant Superintendent for the Department of Curriculum, Instruction & Assessment will be a regular attendee at committee meetings.~~ Study, review, and make recommendations to the Board annually regarding the District Code of Conduct and Athletic Codes.
10. ~~May appoint Ad Hoc Advisory Committees in accordance with Board policy and established procedures.~~ Annually recommend approval of school clubs to the full Board of Education.

B. Duties of the Curriculum and Instruction ~~Students~~ Committee Chair:

1. Establish the agenda in consultation with the Assistant Superintendent for ~~the Department of Curriculum, Instruction & Assessment~~ Teaching, Learning and Innovation and provide public notice and notice to the Board President for all meetings.
2. Report to the Board at monthly business meeting on recommendations regarding curriculum and instruction matters.
3. Facilitate cooperative input and dialogue on curriculum and instruction goals, direction, and evaluation with administrative staff.
4. ~~The Curriculum and Instruction Committee will meet on a regularly scheduled basis, unless otherwise noted by the Chair.~~ Appoint Gifted and Talented Advanced Learners Committee Representative.
5. Appoint (E)Quality Committee Liaison Representative.
6. Appoint a vice-chair of the Committee.

7. May appoint Ad-Hoc Advisory Committees in accordance with Board policy and established procedures.

LEGAL REF.: ss. 120.12 (14); 19.84; 19.85

APPROVED: May 27, 1980

REVISED: November 23, 1993
April 29, 2008
July 23, 2013

REPRINT: September, 1996
September, 1997

STUDENTS COMMITTEE

The Students Committee will meet on a regularly scheduled basis, unless otherwise noted by the Chair. Special meetings may be called by the Committee Chair. The Assistant Superintendent for Teaching, Learning and Innovation and the Executive Director of Pupil Services will be regular attendees at committee meetings.

A. Duties of the Curriculum and Instruction Board Committee:

1. To review new educational programs/curriculum and proposals for discontinuance of programs/curriculum and to make recommendations to the Board for changes.
2. To review teaching strategies and staff development plans or the implementation of educational programs in the District.
3. To make periodic visits to classrooms and to encourage other board members to visit our schools.
4. To review and evaluate educational programs/curriculum on a scheduled basis and make recommendations to the Board based on their findings.
5. To be knowledgeable about the District's long range educational plans, initiatives, and to review and recommend them to the Board.
6. To learn about, analyze, and evaluate the various authentic assessment tools and strategies that are used to demonstrate individual student learning and overall student progress.
7. Recommend approval of requests for classroom resources including, but not limited to, textbooks, equipment, and supplemental materials.
8. To provide feedback from the community and the Board of Education to the staff and various curricular and instructional committees.
9. Study, review, and make recommendations to the Board annually regarding the District Code of Conduct and Athletic Codes.
10. Annually recommend approval of school clubs to the full Board of Education.

B. Duties of the Students Committee Chair:

1. Establish the agenda in consultation with the Assistant Superintendent for Teaching, Learning and Innovation and provide public notice and notice to the Board President for all meetings.
2. Report to the Board at monthly business meeting on recommendations regarding curriculum and instruction matters.
3. Facilitate cooperative input and dialogue on curriculum and instruction goals, direction, and evaluation with administrative staff.
4. Appoint Advanced Learners Committee Representative.
5. Appoint (E)Quality Committee Liaison.
6. Appoint a vice-chair of the Committee.
7. May appoint Ad-Hoc Advisory Committees in accordance with Board policy and established procedures.

LEGAL REF.: ss. 120.12 (14); 19.84; 19.85

APPROVED: May 27, 1980

REVISED: April 29, 2008
July 23, 2013
March 20, 2018

REPRINT: September, 1996
September, 1997

SCHOOL DISTRICT OF BELOIT POLICY/PERSONNEL STAFF COMMITTEE

The Staff Committee will meet on a regularly scheduled basis, unless otherwise noted by the Chair. Special meetings may be called by the Committee Chair. The Executive Director of Human Resources will be a regular attendee at committee meetings.

A. Duties of the Policy/Personnel Staff 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. Recommend creation, deletion or modification of current policies on an on going basis to reflect action taken by the Board as a whole.~~
- ~~c. The Superintendent will be a regular attendee at 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 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~~ issues 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 will be a regular attendee at Committee meetings.~~

B. Duties of the Policy/Personnel Staff Committee Chair:

- 1. Establish the agenda in consultation with the Executive Director of ~~Personnel Services~~ Human Resources and/or Superintendent and provide public notice and notice to the Board President 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.~~

- 7. May appoint Ad-Hoc Advisory committees in accordance with Board policy and established procedures.

CROSS REF.: 143 Official Board Representatives
 185 Standing Board Committees

APPROVED: May 27, 1980

REVISED: November 23, 1993
 July 23, 2013

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

STAFF COMMITTEE

The Staff Committee will meet on a regularly scheduled basis, unless otherwise noted by the Chair. Special meetings may be called by the Committee Chair. The Executive Director of Human Resources will be a regular attendee at committee meetings.

A. Duties of the Staff Committee:

1. Work with the Executive Director of Personnel Services in setting up deadlines and strategies for contract negotiations for recommendations to the Board of Education.
2. Report and recommend to the Board changes in salary schedules and pay schedules for all employees of the District not covered by Union contract.
3. With the exception of grievances, study and consider all personnel issues brought to its attention by the President of the Board or the Superintendent of Schools and make such recommendations as deemed advisable.
4. Review and recommend to the Board all personnel decisions concerning hiring.
5. All deliberations and actions must be consistent with all school district collective bargaining contracts.

B. Duties of the Staff Committee Chair:

1. Establish the agenda in consultation with the Executive Director of Human Resources and/or Superintendent and provide public notice and notice to the Board President for all meetings.
2. Report to the Board at monthly business meeting on recommendations regarding policy and personnel matters.
3. Appoint a Labor Liaison.
4. May appoint Ad-Hoc Advisory committees in accordance with Board policy and established procedures.

CROSS REF.: 143 Official Board Representatives
 185 Standing Board Committees

APPROVED: May 27, 1980

REVISED: November 23, 1993
 July 23, 2013
 March 20, 2018

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



School District of Beloit Board of Education Report

March 20, 2018

I. BASIC INFORMATION

Topic or Concern: Policy 185.4 Infrastructure Committee (New)

Which area(s) of the Strategic Plan does this support? Infrastructure

Your Name and Title: Pam Charles, Board Member

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 Board of Education approves all policy additions.

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

Please see the attached new policy to meet the changing board committee structure thereby placing a stronger focus on committee work relating directly to the vision and strategic plan of the district.

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

The policies are a reflection of the discussion for the restructuring of the standing board committees. It was also discussed to waive the first reading so that policies will be in place when new board members are elected and seated in April.

D. What are your conclusions?

MOTION: The Board of Education waives first reading and approves the addition of Policy 185.4 Infrastructure Committee.

BUDGET LOCATION: n/a

FISCAL IMPACT: n/a

INFRASTRUCTURE COMMITTEE

The Infrastructure Committee will meet on a regularly scheduled basis, unless otherwise noted by the Chair. Special meetings may be called by the Committee Chair. The Director of Facility Services will be a regular attendee at committee meetings.

A. Duties of the Infrastructure Committee:

1. Annually evaluate and recommend the 10 year facility plan to the Board of Education including the 5 year plan for immediate needs.
2. Assess facility needs and make recommendations to provide for an optimal learning environment in all schools.
3. Study and make recommendations to the Board of Education on purchasing or selling of properties.
4. Research and stay abreast of best practices in school facilities.
5. Review, accept or reject of naming suggestions for facilities or parts of facilities and make recommendations to the full Board of Education.
6. Approve interior/exterior design of existing and new facilities.
7. Study and make recommendations regarding retirement of facilities.
8. Recommend purchasing of equipment and furniture to the full Board of Education.
9. Study and make recommendations for site selection and development.
10. Approve labor rate contracts (i.e., electrical, plumbing, drywall,) to ensure lowest rates for maintenance, repair and day to day operations.
11. Review policies pertaining to infrastructure and make recommendations to the Board of Education as necessary.

B. Duties of the Infrastructure Committee Chair:

1. Establish the agenda in consultation with the Director of Facility Services and/or Superintendent and provide public notice and notice to the Board President for all meetings.
2. Report to the Board at monthly business meeting on recommendations regarding infrastructure matters.
3. May appoint Ad-Hoc Advisory committees in accordance with Board policy and established procedures.

CROSS REF.: 143 Official Board Representatives
 185 Standing Board Committees

APPROVED:



School District of Beloit Board of Education Report

March 20, 2018

I. BASIC INFORMATION

Topic or Concern: Policy 185.5 Communication Committee (New)

Which area(s) of the Strategic Plan does this support? Infrastructure

Your Name and Title: Pam Charles, Board Member

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 Board of Education approves all policy additions.

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

Please see the attached new policy to meet the changing board committee structure thereby placing a stronger focus on committee work relating directly to the vision and strategic plan of the district.

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

The policies are a reflection of the discussion for the restructuring of the standing board committees. It was also discussed to waive the first reading so that policies will be in place when new board members are elected and seated in April.

D. What are your conclusions?

MOTION: The Board of Education waives first reading and approves the addition of Policy 185.5 Communication Committee.

BUDGET LOCATION: n/a

FISCAL IMPACT: n/a

COMMUNICATION COMMITTEE

The Communication Committee will meet on a regularly scheduled basis, unless otherwise noted by the Chair. Special meetings may be called by the Committee Chair. The Public Information Officer/Community Relations Coordinator will be a regular attendee at committee meetings.

A. Duties of the Staff Committee:

1. Create and update strategic communication plans that celebrate achievement, diversity, graduation, innovation and work readiness.
2. Strengthen and build partnerships with major institutions, including area colleges, local and regional government offices, business and civic organizations.
3. Identify and pursue resources in and outside of the community to support innovative programs and practices in the district.
4. Assist with identifying and sharing positive stories of the School District of Beloit.
5. Research and stay abreast of best practices in school communications.
6. Increase community engagement through social media, website and newspaper articles.
7. Review policies pertaining to Communication and make recommends to the Board of Education as necessary.

B. Duties of the Communication Committee Chair:

1. Establish the agenda in consultation with the Public Information Officer/Community Relations Coordinator and/or Superintendent and provide public notice and notice to the Board President for all meetings.
2. Report to the Board at monthly business meeting on recommendations regarding communication matters.
3. May appoint Ad-Hoc Advisory committees in accordance with Board policy and established procedures.

CROSS REF.: 143 Official Board Representatives
 185 Standing Board Committees

APPROVED:



School District of Beloit Board of Education Report

March 20, 2018

I. BASIC INFORMATION

Topic or Concern: Policy 522.2 RULE 1 Guidelines for Reporting Employee Misconduct, Policy 522.6 Sexual Harassment & 522.6 RULE 1 Discrimination Complaint Procedures (Second Reading)

Which area(s) of the Strategic Plan does this support? Staff

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 Education?

To update the policies to bring them current.

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

The revisions are being made to support the best practice to protect staff and the district.

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

To ensure our policies are within the practice of the work we do.

D. What are your conclusions?

MOTION: The Policy/Personnel Committee recommends that the full Board of Education approve the revision of Policy 522.2 RULE 1 Guidelines for Reporting Employee Misconduct, Policy 522.6 Sexual Harassment & 522.6 RULE 1 Discrimination Complaint Procedures for final reading.

I propose using N/A

Long Term Committed Funds? No

BUDGET LOCATION: n/a

FISCAL IMPACT: n/a

GUIDELINES FOR REPORTING EMPLOYEE MISCONDUCT

A licensed employee shall be reported to the State Superintendent of Public Instruction if they:

1. have been charged with a crime against children, a felony with a maximum prison term of at least five years or a crime in which the victim was a child;
2. have been convicted of a crime described in (1) or of fourth degree sexual assault;
3. have been dismissed by the District, or the employment contract has been non-renewed, based in whole or in part on evidence that the employee engaged in immoral conduct¹. For purposes of state law, "immoral conduct" means conduct or behavior that is contrary to commonly accepted moral or ethical standards and that endangers the health, safety, welfare or education of any student; or
4. have resigned and the Superintendent (or Board President if applicable) has reasonable suspicion that the resignation related to the employee having engaged in immoral conduct. If the employee has been requested to resign by the Superintendent, and immoral conduct is suspected, the Superintendent shall inform the employee that they have a duty to report the resignation to the State Superintendent.

Any non-licensed District employee who is convicted of a crime described in item (1) above or of fourth degree sexual assault shall be reported to the State Superintendent.

Reports shall be made within 15 days after the Superintendent (or Board President if applicable) becomes aware of the charge, conviction, dismissal, non-renewal or resignation. The employee who is the subject of a report shall be given a copy of the report.






¹Immoral conduct; the intentional use of an educational agency's equipment to download, view, solicit, seek, display, or distribute pornographic material. [115.31\(1\)\(c\)1.b.](#) b. Assisting a school employee, contractor, or agent to obtain a new job in a school or with a local educational agency, as defined in [20 USC 7801](#) (30), if the individual knows or has a reasonable suspicion to believe that the school employee, contractor, or agent committed a sex offense, as defined in s. [301.45 \(1d\)\(b\)](#), and the victim was a minor or a pupil.

REVISED: March 20, 2018

SEXUAL HARASSMENT

The School District of Beloit shall maintain a learning environment that is free of any form of sexual harassment, intimidation, or hostile or offensive behavior directed at a person of the same or opposite gender as the harasser. Therefore, the District shall not tolerate such form of behavior and shall take all necessary and appropriate action to eliminate it, which may result in discipline up to and including dismissal. Sexual harassment is a form of unlawful employment discrimination under Title VII of the Civil Rights Act of 1964.

It is essential that the staff and students have a clear understanding of the behaviors that fall within the definition of "sexual harassment." For policy purposes, "sexual harassment" means any verbal or physical conduct designed to threaten, intimidate or coerce an employee, co-worker or any person working for or on behalf of the District]. Examples of conduct which creates such interference are as follows:

-  **UNWELCOME PHYSICAL CONTACT:** This includes, but is not limited to, touching, patting, pinching, hugging, intentionally brushing against another's body, pulling at another's clothing, or forcing another to a wall or corner through body position or movement.
-  **REQUEST FOR DEMANDS OF SEXUAL FAVORS:** This includes, but is not limited to, deliberate, repeated display of subtle or blatant expectations, pressures, or requests for any type of sexual favor accompanied by an implied, stated promise of preferential treatment or negative consequence.
-  **HOSTILE ENVIRONMENT:** This includes deliberate verbal or physical conduct of a sexual nature, whether or not repeated, that is sufficiently severe to create a hostile work environment.
-  **VERBAL ABUSE:** This includes, but is not limited to, commenting about an individual's body or appearance where such comments go beyond mere courtesy, telling "dirty jokes" that are clearly unwanted and considered offensive by others, or any other tasteless sexual-oriented comments, innuendoes, gestures or actions that offend others.
-  **DISPLAY OF SEXUAL, GRAPHIC OR ILLICIT MATERIALS:** This includes, but is not limited to, deliberate, repeated display of photographs, drawings, posters and so forth, regardless of their form.

Any person who believes they have been subjected to sexual harassment by a student, employee, or other adult must report the incident in accordance with complaint procedures established by the Superintendent or designee. These procedures shall include a means for the person to appeal decisions to the Superintendent or designee and to the Board of Education.

It is the intent of the District to create an atmosphere where complaints and alleged complaints shall be treated fairly and quickly. Individuals reporting incidents of sexual harassment shall be protected from retaliation or reprisals, including, but not limited to, employment decisions, harassment escalation, unsatisfactory academic evaluation, threats, differences in academic treatment, sarcasm or unwanted comments to or by peers. Any person who engages in retaliatory conduct against a complainant shall be subject to disciplinary action up to and including termination of employment.

School District of Beloit prohibits romantic or sexual relationships between an administrator or other supervisory employee and their staff (an employee who reports directly or indirectly to that person) because such relationships tend to create compromising conflicts of interest or the appearance of such conflicts. In addition, such a relationship may give rise to the perception by others that there is favoritism or bias in employment decisions affecting the staff employee. Moreover, given the uneven balance of power within such relationships, consent by the staff member is suspect and may be viewed by others or, at a later date, by the staff member as having been given as the result of coercion or intimidation. The atmosphere created by such appearances of bias, favoritism, intimidation, coercion or exploitation undermines the spirit of trust and mutual respect that is essential to a healthy work environment. If there is such a relationship, the parties need to be aware that one or both may be moved to a different department, or other actions may be taken.

If any employee of the District enters into a consensual relationship that is romantic or sexual in nature with a member of their staff (an employee who reports directly or indirectly to him or her), or if one of the parties is in a supervisory capacity in the same department in which the other party works, the parties must notify the Executive Director of Human Resource. This requirement does not apply to employees who do not work in the same department or to parties who do not supervise or otherwise manage responsibilities over the other.

Once the relationship is made known human resources will determine whether one or both parties need to be moved to another job or department. If it is determined that one party must be moved human resources will decide which party should be moved. That decision should be based on which move will be least disruptive to the organization as a whole. If it is determined that one or both parties must be moved, but no other jobs are available for either party, the parties will be given the option of terminating their relationship or resigning.

The District will support any person who invokes the complaint procedure, and will handle all complaints swiftly and confidentially to the extent possible in light of the need to take appropriate corrective action. Lodging a complaint will in no way be used against the employee or have an adverse impact on the individual's employment status. Because of the damaging nature of harassment to the victims and to the entire workforce, aggrieved employees are strongly urged to use this procedure. However, filing groundless or malicious complaints is an abuse of this policy and will be treated as a violation.

The employee assistance program (EAP) provides confidential counseling services to employees. Individuals wishing to discuss an incident confidentially or seeking information and advice of a personal nature are encouraged to contact the EAP. The role of the EAP in such cases will be limited to personal counseling and treatment for the person who is then an EAP client. Contacting the EAP will not qualify as notification of a potential harassment or discrimination issue.

During the complaint process, the confidentiality of the information received, the privacy of the individuals involved and the wishes of the complaining person will be protected to as great a degree as is possible. The expressed wishes of the complaining person for confidentiality will be considered in the context of the company's legal obligation to act on the charge and the right of the charged party to obtain information. In most cases, however, confidentiality will be strictly maintained by those involved in the investigation. In addition, any notes or documents written by or received by the person(s) conducting the investigation will be kept confidential to the extent possible and according to any existing state or federal law.

LEGAL REF.:	s.s. Title VII of the Civil Rights Act of 1964 as amended Civil Rights Act of 1991 - Title I Title IX, Education Amendments of 1972 s.s. 111.36
CROSS REF.:	112 RULE 1 Employee Discrimination Complaint Procedures
APPROVED	March 22, 1995
REVISED:	October 22, 1996 March 20, 2018
REPRINTED:	March, 1998

DISCRIMINATION COMPLAINT PROCEDURES

Any complaint by a staff member regarding the interpretation or application of the provisions of Title VI (Civil Rights Act of 1964), Title IX, Section 504 of the Rehabilitation Act of 1973 or the district's nondiscrimination policy shall be processed in accordance with the following grievance procedures:

1. **STEP ONE:** An aggrieved party shall attempt to resolve the grievance by oral discussion with the building principal or immediate supervisor.
2. **STEP TWO:** If the grievance is not settled at Step #1, it may, at the election of the aggrieved party, be reduced to writing and submitted to the principal or immediate supervisor within ten (10) days after the known occurrence of the act or event. The principal or immediate supervisor, upon receiving such a written complaint, shall within a reasonable time undertake to cause an investigation of the complaint. The investigation shall be completed within a reasonable period of time. Within ten (10) days after completion of the investigation, the principal or immediate supervisor shall decide the merits of the case, determine the action to be taken, if any, and report in writing the findings and the resolution of the case to the grievant.
3. **STEP THREE:** If the grievant is dissatisfied with the decision of the principal or immediate supervisor, the employee may appeal the decision by giving written notice to the Superintendent of Schools or the authorized representative within ten (10) days after receipt of the principal's or immediate supervisor's written decision. The Superintendent or authorized representative shall within five (5) school days thereafter schedule a meeting with the aggrieved party. The meeting place and time shall be mutually agreed upon, controlled only by the question of reasonableness as to time, place and notice. The Superintendent or representative shall within ten (10) school days after the meeting, deliver an answer to the aggrieved party.
4. **STEP FOUR:** If the grievant is dissatisfied with the decision of the Superintendent or authorized representative, the grievant may appeal the decision by giving written notice thereof to the Board Clerk within ten (10) days after receipt of the Superintendent's or authorized representative's decision. The Board shall hear the appeal at its next regular meeting or a special meeting may be called for the purpose of hearing the appeal. The hearing may be in executive session if properly determined by the Board. The Board shall make its decision in writing within ten (10) school days after completion of the hearing. Copies of the written decision shall be mailed or delivered to the grievant and the Superintendent or authorized representative.

Failure of the grievant to act within the times specified shall mean acceptance of the decision rendered at the last step. Failure of the principal, Superintendent or representative to act within the times specified shall cause the grievance to proceed to the next step of this procedure.

The time parameters may be modified by mutual agreement of the parties.

5. STEP FIVE: If the grievant is still dissatisfied, further appeal may be made within thirty (30) days to the State Superintendent of Public Instruction. Also, an appeal may be made to the:

U.S. DEPARTMENT OF EDUCATION
OFFICE OF CIVIL RIGHTS
500 W. MADISON STREET
SUITE 1475
CHICAGO, IL 60661

COMPLAINTS RELATING TO SPECIAL EDUCATION

Discrimination complaints relating to the identification, evaluation, educational placement or the provision of free appropriate public education of a student with exceptional educational need shall be processed in accordance with established appeal procedures outlined in the district's special education handbook.

COMPLAINTS RELATING TO FEDERAL PROGRAMS

Discrimination complaints relating to programs specifically governed by federal law or regulation shall be referred directly to the State Superintendent of Public Instruction.

REVISED: August 25, 1998
July 27, 2010
March 20, 2018



School District of Beloit Board of Education Report

March 20, 2018

I. BASIC INFORMATION

Topic or Concern: Exit Interviews

Which area(s) of the Strategic Plan does this support? Staff

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

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?

The Policy/Personnel Committee reviewed the exit interview data information after six months of using the new tool to determine whether or not the district should continue using the current tool or go with an outside service for exit interviews.

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

The exit survey responses were shared under separate cover for board members to review previously and are still available. Additionally, 37 staff members completed the survey. The data shows 28% of persons leaving the district completed the survey.

The following information is a breakdown of the employees who have left the district, including retirements:

Employee Group	Count
Administration	10
Admin. Support	3
Crossing Guard	1
Instructional Supp.	5
Para Educator	16
Permanent Subst.	2
Professional Educ.	93
Secretary	1
Tutor	1
Total	132

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

The Policy/Personnel Committee determined after its review to continue using the current tool for an additional six months and review the data again. The administration will continue to send employees who are leaving the district an email with the survey link, a letter asking them to complete the survey and to reach out to employees asking if they would like a face-to-face exit interview.

D. What are your conclusions?

MOTION: The Policy/Personnel Committee recommends that the full Board of Education continue using the current exit interview tool and review again in six months.

BUDGET LOCATION: N/A

FISCAL IMPACT: N/A



School District of Beloit Board of Education Report

March 20, 2018

I. BASIC INFORMATION

Topic or Concern: Employment Actions - Exhibit A – March 20, 2018

Which area(s) of the Strategic Plan does this support? Staff

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 and Personnel Committee recommends that the Board of Education approve the personnel recommendations – Exhibit A as recommended by the committee.

I propose using an existing budget

Long Term Committed Funds? Yes, indefinite

BUDGET LOCATION: all areas - payroll

FISCAL IMPACT: As indicated on report sheet.

March 20, 2018

Name	Location	Assignment	Effective Date	FTE	Notes	Salary	Other salary info
EMPLOYEE TRANSFER OF ASSIGNMENT 2017-2018							
Administrators							
Otha Williams	BLA	Assistant Principal	4/2/2018	100%	was School Psychologist at Gaston/Robinson	23,400.00	based on 83,033
NEW EMPLOYMENT							
Administrators							
Traci Caradine	Kolak	Executive Director Human Resources	4/16/2018	100%		24,115.00	based on 115,000
Professional Educators							
Other Professional Support							
Support Staff							
Substitutes							
Lula McCaa	Varies	Sub Para Educator	4/2/2018			10.78	per hour
Coaches/Extra Curricular - Addendums							
CHANGES IN OFFER OF EMPLOYMENT							
Professional Educators							
Lynn Matysiak	District	Reading / Math Private Schools	3/1/2018	54%	adjustment of number hours needed at private schools - revised from 50% to 54%	27,847.00	based on 72,567
RETIREMENTS / RESIGNATIONS / LAYOFFS			eff contractual date			Years of Service	
Administrators							
Professional Educators							
Kelly Endl	Hackett	Grade 4K	6/8/2018	100%	retirement	30	years
Hildegard Kopp	Converse/Gast	Speech & Language Pathologist	6/8/2018	100%	retirement	12	years
Mary Stuedemann	Memorial	Reading Specialist	6/8/2018	100%	retirement	37	years
Other Professional Support / Instructional Support							
Support Staff							
Jessenia Casteneda	Fruzen	ELL Para	3/9/2018	100%	resignation	2	years
Darlene Hatchett	out on leave	was Health Room Assistant	11/12/2017	100%	resignation - was on long-term leave of absence	14	years


 Dr Darrell Williams, Interim Superintendent

Deetra Sallis, Executive Director Human Resources