



thinkingbeyondnow

BUSINESS MEETING

March 21, 2017

School District of Beloit
we are tomorrow



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

Board of Education

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

Superintendent

Dr. Tom Johnson

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

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

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

Dr. Tom Johnson, Superintendent
Kolak Education Center, The Roosevelt Building
1633 Keeler Avenue, Beloit, WI 53511
Office: (608) 361-4016
FAX: (608) 361-4122
E-mail: thjohnso@sdb.k12.wi.us
District Web Site: www.sdb.k12.wi.us



AGENDA – BOARD OF EDUCATION

BUSINESS MEETING

Tuesday, March 21, 2017 - 7:00 p.m.
Kolak Education Center • The Roosevelt Building - Board Room
1633 Keeler Avenue
Beloit, WI 53511

- I. CALL TO ORDER BY THE PRESIDENT
- II. APPROVAL OF AGENDA
- III. PLEDGE OF ALLEGIANCE
- IV. ANNOUNCEMENTS/RECOGNITIONS
 - A. Announcements
 - B. Recognitions
 - 1. Recognition of Geography Bee Winners 1
 - 2. Recognition of Book Quest Winners..... 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. Learning Environment Update (Building Principals) 3
 - B. Academic Achievement Update (A. Bonds)..... 4-20
 - C. Equity Update (D.Williams) 21-30
- VI. REPORTS TO THE BOARD
 - A. (E)Quality Committee Report
 - 1. Report and Minutes from March 13, 2017 Meeting..... 31-34
 - B. Student Board Member Report
 - C. Committee Reports
 - 1. Finance/Transportation and Property Committee
 - a) Minutes of March 14, 2017 Meeting..... 35-36
 - 2. Curriculum & Instruction
 - a) Minutes of March 14, 2017 Meeting..... 37-38
 - 3. Policy & Personnel
 - a) Minutes of February 27, 2017 Special Meeting..... 39-41
 - b) Minutes of February 28, 2017 Special Meeting..... 42-43
 - c) Minutes of March 3, 2017 Special Meeting 44-45
 - d) Minutes of March 8, 2017 Special Meeting 46-48
 - e) Minutes of March 14, 2017 Meeting..... 49-51

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. 53

VIII. APPROVAL OF MINUTES OF PREVIOUS MEETINGS:

A. * Special Board Meeting, February 27, 2017.....	54-55
B. *Special Board Meeting, February 28, 2017.....	56-59
C. *Board Business Meeting, February 28, 2017	60-62
D. *Special Board Meeting, March 8, 2017	63-66
E. *Special Board Meeting, March 14, 2017	67-70

IX. BUSINESS/ACTION ITEMS

A. *Approval of January Financial Summary	71-81
B. Global Education Achievement Certificate (GEAC).....	82-99
C. Director of Bilingual/English Language Learners (ELL) Job Description.....	100-102
D. Policy 166 Board Member Request for Information & 166 RULE 1 Procedures for Board Member Requests for Information (First Reading)	103-106
E. Policy 221.1 Recruitment & Appointment of Administrative Support Staff (First Reading)	107-108
F. Policy 533 RULE 1 Professional Educator Recruitment/Selection Procedures (First Reading)	109-110
G. Policy 533 RULE 2 Guidelines for Adding Professional Staff Positions (First Reading)	111-112
H. Policy 548 Support Staff Evaluation	113-114
I. Policy 554 Administrative Support Staff Evaluation – Deletion (First Reading).....	115-116
J. Policy 141.2 Board Officer Duties (Second Reading)	117-120
K. Policy 185.3 Policy-Personnel Committee (Second Reading)	121-122
L. Policy 225.1 Administrative Staff Evaluations (Second Reading)	123-124
M. Policy 481 Student Work Permits (Second Reading)	125-126
N. Personnel Recommendations	
1. Personnel Recommendations (Exhibit A) General Employment.....	127

X. DISCUSSION ITEMS

- A. Items of interest for consideration at future meetings
- B. Announcement of future Board Meeting dates
 - 1. Committee Meetings: April 11, 2017
 - a) Finance, Transportation & Property
 - b) Curriculum & Instruction
 - c) Policy & Personnel
 - 2. Business Meeting: April 25, 2017

XI. ADJOURNMENT

Dr. Lisa Anderson-Levy, President
Dr. Darrell Williams, 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>.



I. BASIC INFORMATION

Topic or Concern: Recognition of Geography Bee

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

Your Name and Title: Michelle Shope, Administrative Assistant

Others assisting you in the presentation: Stephen Jacobson, Professional Educator

My report is for: Information

II. TOPICAL INFORMATION

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

To share with the board members and community the students who were the winners of the Geography Bee.

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

This was our second year running a district-wide National Geographic Geo Bee. The event is open to every 4th - 8th grader in the district. The preliminary test is 40 online questions, which was distributed through the advisory classes. The top 25 scores were sent study materials and online resources to use to prepare them for the next competition. Each school was then asked to take the top five scores from each grade level and hold their own School Geography Bee. Students were asked questions from previous Geography Bee's in front of a crowd. The top three finalists from the school geography bee's were then invited to the Beloit District Geography Bee at KEC. It's been a lot of fun setting this up for our kids and giving them a chance for them to shine and for our subject to get some recognition.

The district would like to recognize the achievements of Daniel Montes 1st Place Winner 8th grade at McNeel Intermediate School, Elijah Miller 2nd Place Winnter 7th grade at Fruzen Intermediate School and Bryan Trasvina 3rd place 7th grade at Fruzen Intermediate School.

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.



I. BASIC INFORMATION

Topic or Concern: Recognition of Bookquest Winners

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

Your Name and Title: Michelle Shope, Administrative Assistant

Others assisting you in the presentation: Crystal Ballard, Professional Educator
Jacqueline Jolly, Curriculum Coordinator

My report is for: Information

II. TOPICAL INFORMATION

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

To share with the board members and community the students who were the winners of the Bookquest competition.

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

On Saturday, March 4th, 4th and 5th grade students participated in the annual Book Quest competition. In order to compete, they were required to read 30 books and answer questions about each of the books. Competing in this event demonstrated the students' love for reading, ability to work with a team, efficient time management skills, and self-motivation. Congratulations to hard-working and determined participants!

The district would like to recognize the achievements of Braydon Bye, Madyson Lucero, Patrick Rochester, Alex Schulte, Angelyna Sherman, Mariana Aceves, Kiyarra Emerson, Sarah Tamsden, Chance Cornell, Amya Jarrett, Noah Moser and Mason Webster.

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.



I. BASIC INFORMATION

Topic or Concern: Learning Environment Update

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

Your Name and Title: Melody Wirgau, Principal, Todd Elementary; Matt Kleinschmidt, Principal, Fruzen Intermediate and Carole Campbell, Principal, BMHS

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 information on discipline at Todd, Fruzen and BMHS with board members and the community.

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

The principals will provide an update on measures being taken with discipline in order to improve the learning environment at their perspective buildings.

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.



I. BASIC INFORMATION

Topic or Concern: Academic Achievement Committee Update

Which strategy in the Strategic Plan does this support? Strategy 3 Student Engagement
Strategy 4 Assessment & Instruction

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?

Please see attached PowerPoint presentation.

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.

Academic Achievement Ad hoc Committee

Anthony Bonds

— Assistant Superintendent for Teaching,
Learning and Innovation





What is the purpose and charge of the committee?

To examine and recommend actionable strategies to close the achievement gap in the School District of Beloit.

What is the achievement gap?

The difference in achievement in one group compared to another group.

The term "achievement gap" is often defined as the differences between the test scores of minority and/or low-income students and the test scores of their White and Asian peers. But achievement gaps in test scores affect many different groups

City of Beloit Demographics

Beloit

Wisconsin

Population (2010)

36,966

5,686,986

Female

52.1%

50.4%

African American

15.1%

6.3%

Hispanic

17.1%

5.9%

White

63.5%

83.3%

Total Students	7012
Students w/ Disabilities	13.3%
Economic Disadvantaged (Free/Reduced Lunch)	72.1%
English Language Learners (ELL)	15%
American Indian	1%
Asian	.7%
Black	21.5%
Hispanic	32.3%
White	38.1%
Two or More	6.2%

2015-2016 SDB Enrollment Breakdown*

*September 3rd Friday Count

Achievement Gap Examples

3rd Grade Reading Scores on State Test

The % of Students Passing the Test:

-SDB White Students 38.8% White State Peers 51.2%

-SDB: White Students 38.8% Latino Students 19.9%

Achievement Gap Examples

ACT Composite Scores-Average Score for Reading,
Math, Science, English:

-SDB White 17.9 White State Peers 20.8

-SDB White 17.9 SDB Black 15.6

Our 4 Pillars

In order to improve student performance, the School District of Beloit will focus on four areas:

Academic Achievement

Parent/Family and Community

Leadership and Instructional Capacity

Learning Environment ¹⁴

4 Strands

The following strands will be incorporated throughout the Academic Achievement Plan:

High/increased expectations

Use of data for continuous improvement

Equity and closing the achievement and opportunity gap

Collaboration and supports

Academic Achievement:

Focus on increasing student performance in:

Literacy

Math

All Subject Areas

While closing the achievement and opportunity gaps.

Parent/Family and Community

Develop strategies to:

Increase Engagement

Increase Support

Increase True Partnerships

Leadership and Instructional Capacity

Improve:

Principal Skills and Leadership

Improve Teacher Skills and Instructional Quality

Learning Environment

Create safe and positive schools by:

Improving Student Discipline and Expectations

Improving Classroom Management and Positive
Supports

Creating Scholarly Look and Feel

Thank you!

Question and Answers



I. BASIC INFORMATION

Topic or Concern: Equity Plan Update

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

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

Others assisting you in the presentation:

My report is for: Information

II. TOPICAL INFORMATION

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

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

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

Please see attached information.

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

Not applicable.

D. What are your conclusions?

Not applicable.

MOTION: Not applicable.

I propose using N/A

Long Term Committed Funds? No

BUDGET LOCATION: Not applicable.

FISCAL IMPACT: Not applicable.

Equity Update Report

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

Equity Update Report

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

Equity Update Report

Current Practice	Data - What data can be used to measure this? What does the data show?	Proposed practices/strategies to address this:	District Action 2016-2017
<p>When 43% Disagree or Strongly Disagree that 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.</p>	<p>what students are expected to learn is clear to their parents #32 43% Disagree or Strongly Disagree. ⁷</p> <p>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 impage problem - what is this based on?</p>		<p>Parent Academy (Jan 9, 2017) *Discussed school discipline</p> <p>Parent Academy (Feb 13, 2017) *Discussed solutions to discipline, athletics overview from Joel Beard, etc.</p> <p>NAACP Education Committee (Feb 21, 2017)</p> <p>(E)Quality Committee (March 13, 2017) Parent Academy (March 13, 2017) *Discussed Virtual School and Strategies to improve school climate with community members</p>
<p>Gaps in Student/School Relations Perceptions by STUDENTS that teachers care about them and that STUDENTS have a VOICE</p>	<p>Percentage of students who strongly agree or agree that their teachers really care about them and give them a lot of encouragement. 2013 composite below 50% - At Risk Report ¹</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</p>	<p>Men of Power *Student Leadership (15 Nov 16) Unity Day with MEO/LULAC/Spanish Club (Nov 2016) ECHO Food drive in Janesville (Nov 16)</p>
<p>or SAY in ACTIVITIES AND RULES is too low. Perceptions by TEACHERS/ STAFF that STUDENTS respect them is too low.</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. 2013 composite below 50% - At Risk Report 1</p>	<p>and share it with teachers</p>	<p>LULAC and Latino Service Providers (Posata Event on Dec 16th) Seeking Education Equity and Diversity (SEED) Training - Ongoing Rosamaria Laursen trained (July/August 2016) *Ongoing professional development on Equity and Culturally Relevant Teaching Practices in the classrooms *Focused on Equity, Diversity, relationship, classroom management, etc. (Nov 11, 2016) Imbedded PD with individual school (Ongoing)</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 2016-2017
Home School Liaison Hackett Grant	P5 Documentation, Hackett Liaison, Attendance Reports, Skyward Access Numbers and Data	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	1) Interjurisdictional Team
Skyward training for parents done at some schools for Open House	Number of access by parents in Skyward	Train parents at workshop, conference nights, PTA, summer orientation	
Internet access needed for Skyward and homework		Develop list of internet access centers Example: Library, McDonald's, Boys and Girls Club, Merrill Center, churches	
No District wide or school wide homework policy	Board homework policy Administrators at each level/school	Each school should develop consistent homework policy - school wide or by grade level Use homework hotlines, school websites, homework agendas	
Report Cards Elementary - given to student and parents return signed envelope Intermediate - mailed High School - Skyward	Administrators/Skyward	Intermediate parents should return a slip indicating they have seen the report card Home School Liaisons/Teachers/Counselors to contact those not returned Fan out phone calls to parents to let them know when report cards are available	1) A call will be made to parents to announce the arrival of report cards. (Ongoing)
After school programs more focused at Elementary schools Knights table for athletes	School site plans	Tutoring programs and after school tutoring and study groups/hall - especially for math and language arts	1) David Wilson (CLC Coordinator) (Sept 16)
Summer school focused only on academics not attracting students who need it most	Summer school reports	Allow student to take one fun course and one academic course in an area recommended by his/her teacher	Mr. Bonds (ongoing)
Mentor Programs	Students have a role model	Community organized volunteers/adopt a school	African American/Latino Mentoring/Tutoring (started Nov 8, 2016)

Equity Update Report

Current Practice	Data - What data can be used to measure this? What does the data show?	Proposed practices/strategies to address this:	District Action 2016-2017
--Lunch and Learn --Lunch Buddies --One on One --ABC Supply tutors/ Merrill School		Organizations --Black Male Role Model Group --BAREA --Companies --Churches --Beloit College --UW Whitewater (i.e. fraternities, sororities, etc.)	LULAC at Merrill School Community Action Mentors/BMHS (Nov 2016) Beloit College LGBT (Oct 2016) Faith Community (Oct 2016) Men of Power *Student Leadership(Nov 16) Community Action Mentors *Read-in at local schools (DEC 2016) MEO/LULAC Mentors (Milwaukee College Tour/Bucks Game) *DEC 23rd Student Leadership Initiative *Discussed with staff at each intermediate school. *Discussed with parents from 3 intermediate schools (Feb 1-17, 2017)
PTA, PTSO, Home and School, Minority Parent Organization	Parent involvement directly correlates to student achievement	Encourage schools/community to reinvigorate these groups	Discussion of formal PTO, etc. (Aug. 16) Monthly (all schools)
Porter Scholar Program	Apply as Juniors through counselors	Better recruitment effort through counselors, social media and websites	1) Ongoing at BMHS
Transition from 5th to 6th Middle School Counselors and Students visited 5th graders, 5th grade visit to Middle Schools summer/school orientation	Students develop confidence and level of comfort	5th grade parents & student orientation day at their location-no transportation needed due to new grade configuration Offer summer school transition class, same could be done for 8th grade transitioning to BMHS	Started March 2016 and with additional focus on Tech ED) Intermediate to High School
Parent individual or school level surveys P-5 requirement, site teams	Survey results and actions taken to resolve issues Comparison to previous years	Required for each site to be given beginning of 2nd semester so results can be analyzed and acted on before the next school year	
Text adoption by staff and approved by Board	Not always culturally relevant to all	Look at images used, topics, inclusion of all cultures, races, ethnicities & genders	1) New African American History Book adopted at BMHS (March 2017)

Equity Update Report

Current Practice	Data - What data can be used to measure this? What does the data show?	Proposed practices/strategies to address this:	District Action 2016-2017
Parents unaware of curriculum goals & standards for each grade	State standards first introduced well and communicated, on some report cards	Each grade or area should give out benchmarks/goals	Printed documents will be given to parents(ongoing) Monthly Parent Academy (Nov 16) Parent Academy (DEC 12th) *Discussed school report card CLC Parent Academy (April 22, 2017)
School websites	Often out of date, newsletters posted, not used for continuous communication	Staff directory should be included, monthly calendar, code of conduct summary sheet, staff email and school phone numbers listed	1) Conducted meeting with webmasters (Nov 13, 15) In process of updating at each school site (Dec 9)
Implementation of the Code of Conduct & Zero Tolerance Police Intervention	Disproportionate # of minority students are affected by Zero Tolerance Policies. 2014-2015 school yr. 69 students were expelled up from 58 in previous yr. BDN interview quoted then Asst. Supt. Johnson as stating, "There is a wide body of research that has discounted zero tolerance for a litany of disciplinary infractions as not effective. In addition, zero tolerance has been shown to cause racial disproportionality, negative educational outcomes, elevated dropouts and increasing rates of suspensions and expulsions."	Complete review of code of conduct. Reexamination of zero tolerance policy. Reduce need for police intervention. Explore wrap around services to be restructured in school suspensions. These include conflict mediation (peer & staff) training, restorative justice (with parent, student and referring school personnel), youth court, parenting courses, out of school behavioral services or any other interventions to address the problem. Recognize those who are displaying good behavior ex: PBIS recognitions. Hearing officer should be included in cultural competency training.	1) Code of Conduct policy is under review. Some revisions of the policy have been approved for the 2016-2017 school year. *B.A.S.S. at Merrill Center (15 students participated) (September 23, 2016) *B.A.S.S. at Merrill Center 26 students participated) (Sept 23-Oct 13, 2016) Mindfulness for students (Tavita Martinez) *Demonstration at (E)Quality Meeting (DEC 12th) All admin meeting (Admin role vs SRO role (Feb 9, 2017) Revisited the Code of Conduct with all stakeholders (March 2017) Update: >Professional Development Time >Electronics/Cell phone policy >Hall Sweeps >Tardiness

Equity Update Report

Current Practice	Data - What data can be used to measure this? What does the data show?	Proposed practices/strategies to address this:	District Action 2016-2017
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.	<ol style="list-style-type: none"> 1) Interjurisdictional Team (Sept 16) 2) Interjurisdictional Team (Feb 15, 2017)
Scholarship Banquets Honor Rolls	Athletes receive a lot of recognition. Elementary students and intermediate students receive less public recognition.	Academic accomplishments need to be more widely recognized at all grade levels. Use newspapers, websites and newsletters.	<p>*2nd Annual Veterans Day celebration (November 10, 2016) MG Marcia Anderson guest speaker</p> <ol style="list-style-type: none"> 1) Beloit Dr. MLK Jr. Program (Jan 17) <li style="background-color: yellow;">2) Beloit Teacher/Student/Parent Recognition (May 5, 2017) 3) Men of Power *Student Leadership *Received Certificates of Appreciation from Kiwanis Club (DEC 13, 2016) 4) Dr. Martin Luther King Jr. Essay/Speech Winners (DEC 14th) 5) David Wilson *Game Changer <li style="background-color: yellow;">6) YWCA Women of Distinction Award (Jennifer Paepke April 6, 2017)
Counselors at all levels Social Workers at all levels	Caseloads are too high.	<p>Increase staff at all levels to decrease caseload and improve level of service.</p> <p>Determine a specific # of counselor contacts/students each at the high school.</p>	Discussed at Board Level (DEC 13th)

Equity Update Report

Current Practice	Data - What data can be used to measure this? What does the data show?	Proposed practices/strategies to address this:	District Action 2016-2017
Mid quarter progress reports have been sent home by some schools and individual teachers.	Administrators, individual teachers, school site plans	Mid quarter reports need to be sent out to students who are failing, not meeting proficiency standards or have multiple missing assignments. Provide signature slip so parents can confirm receipt.	
Low % of minority professional educators	Children relate more easily to those they can identify with.	Increase efforts to hire more minority teachers. Use inservice/retired minority teachers to recruit.	1) See 2016-2017 Affirmative Action Report 2) Grow Your Own Multicultural Teacher Scholarship Program (\$44,322) *Goal = \$50,000 *Scholar Dollars *Teacher Recruitment (Ongoing) GYO went live on Stateline Community Foundation DEC 1st Teacher Recruitment Efforts (March - June) *Psychologist/Teachers
Career Center staff hired	No apparent start up	Expedite a startup. Enabling students to see a reason for education and career path for a promising future.	CTE/Hillas at BMHS YMCA Teen Achievers Program (Feb 2016)
CESA Parent advocate	No formal advocate program or referral to CESA advocate	Connect with CESA or other agencies for parent advocacy training for volunteers	Implementing
Elementary Conferences Scheduled 6-8 unscheduled - go from room to room at McNeel & Cunningham BMHS Unscheduled - All educators located in gym	Anecdotal from parents The conference process for 6-8 is time consuming and frustrating at some intermediate sites. Many times parents are not able to conference with all of their children's teachers in the time allotted, especially when they have more than one child.	If 6-8 teachers were all located in one area like the high school, Aldrich and Fruzen, parents would be able to see which teachers are available and it would cut out the unnecessary travel time back and forth to classes to check availability. This would increase parent teacher contacts.	Ongoing Communication
Roy Chapman Andrews and Beloit Learning Academy often unable to attend or unaware of events at BMHS	Site Calendars Parent/Board member from sites Event Registration and attendance list.	BMHS, Beloit Learning Academy and Roy Chapman Andrews Academy administrators need to coordinate their calendars so there are no	Communication enhanced and participation in recent events have occurred and should continue in the future at BMHS (Dec 8th)

Equity Update Report

Current Practice	Data - What data can be used to measure this? What does the data show?	Proposed practices/strategies to address this:	District Action 2016-2017
		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 Access to BMHS (April 18, 2016) RCAA relocated to BMHS (Sept. 2016)

Recommendation #1:

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

Recommendations #2:

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



SCHOOL DISTRICT OF BELOIT

(E)Quality Committee - Minutes

Monday, February 13, 2017

Note Location Change: Held at ROTARY CENTER

Call to Order

- 4:08 pm

Review of previous minutes

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

MLK Breakfast hi-lights – Dr. Williams

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

Career Pathways Presentation - Linda Hickman- Fair

- Career Pathways Specialist @ Blackhawk Technical College
- Stackable Credentials
- Move beyond the misperception, "I'll just start at BTC" -- can establish a solid base and receive credentials - have agreements in place with all major universities for transferable credits
- Career Pathways book available
- Foundations of Education program starting - working closely with SDB
- 3 summer camps available this summer - grades 6-11 -- 72 spots available

and dedicated to Beloit

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

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

Announcements

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

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

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

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

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

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

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

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



Please join us for
Merrill Elementary's



Read Your Heart Out

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

Schedule of Events

- 9:00 African Dance with Ina Onilu Dance Company
- 10:00-1:00 Readers and art project
- 11:15-12:35 Soul Food Lunch
- 1:15 Stepping with the BMHS Knightengales

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

RSVP for lunch on February 17th

Child's Name _____

Number of adults _____

Number of Children _____

Adjournment

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

FINANCE/TRANSPORTATION AND PROPERTY COMMITTEE
SCHOOL DISTRICT OF BELOIT

March 14, 2017

1. CALL TO ORDER

The meeting was called to order by Cronin, Committee Chair at 5:46 p.m. in Room 106, the Superintendent's Conference Room, at the Kolak Education Center.

Members present: Shelly Cronin, Dennis Baskin and Kris Klobucar

Others present: Jamie Merath, Darrell Williams, Anthony Bonds, Deetra Sallis, Emily Pelz

2. APPROVAL OF THE AGENDA

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

3. APPROVAL OF FEBRUARY MINUTES

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

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

There were no purchase orders in February between \$15,000-\$25,000.

5. WELLNESS CLINIC FOR STAFF

Merath explained that the current contract with Beloit Health Systems is expiring. She also reviewed the financial impact. She reviewed the utilization over the last 16 months. She explained that due to the insurance changes, it has cost the district more to use the wellness clinic than the health system facilities due to having an HSA and therefore the utilization has decreased immensely. Merath explained that the clinic will dissolve unless the committee wants to make a recommendation. She has spoken to the employee groups as well as the budget committee. Klobucar asked if there would be anything down the road to have a wellness clinic again. Merath indicated that at that point it would be reviewed. Merath did state that the location is shared with the services for our students. She shared utilization numbers for students which is relatively low and therefore, the health system may choose to terminate that contract as well, however, it is not Merath's recommendation to terminate that contract at this time. Klobucar clarified that this does not affect the mental health services and Merath does not see that as being a factor in this clinic situation.

This item was for information only.

6. FEE WAIVER REFRESHER

Merath indicated that it was requested to have a quick review of fee waivers and the policies that govern facility usage. She clarified that waiving fees are only waiving the rental fee not any corresponding custodial fees. She also explained that if the high school stage is requested and the stage crew is required, then those are additional fees as well.

This item was for information.

7. WAIVER OF RENTAL FEES – BELOIT BULLS

Baskin moved approval of the request by the Beloit Bulls to waive the rental fees of Beloit Memorial High School on April 22, 2017. Seconded by Klobucar, motion carried.

8. WAIVER OF RENTAL FEES – BELOIT JUNIOR WOMEN

Baskin moved approval of the request by the Beloit Junior Women to waive the rental fees of Beloit Memorial High School on November 12, 2017. Seconded by Klobucar, motion carried.

9. WAIVER OF RENTAL FEES – BELOIT SNAPPERS

Baskin moved approval of the request from the Beloit Snappers to waive the rental fees of Beloit Memorial High School for April 4, 2017. Seconded by Klobucar, motion carried.

10. WAIVER OF RENTAL FEES – BELOIT PUBLIC HEALTH INITIATIVE & COMMUNITY ACTION

Baskin moved approval of the request by the Beloit Public Health Initiative & Community Action to waive the rental fees of Beloit Memorial High School for April 21, 2017. Seconded by Klobucar, motion carried.

11. FUTURE ITEMS FOR DISCUSSION

No items were requested.

12. ADJOURNMENT

The meeting was adjourned at 6:01 p.m.

School District of Beloit
CURRICULUM AND INSTRUCTION COMMITTEE MEETING

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

MINUTES

1. Call to Order

The Curriculum and Instruction Committee Meeting was called to order by Kris Klobucar at 4:40 p.m.

Committee members present: Kris Klobucar, Dennis Baskin, Member excused: Pam Charles

Also present: Lisa Anderson-Levy, Laurie Endres, Anthony Bonds, Angie Montpas, Peg Muehlenkamp and Dr. Darrell Williams

2. Approval of Agenda

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

3. Approval of February 2017 Meeting Minutes

Baskin moved approval of the February 14, 2017 minutes. Klobucar seconded the motion. Motion carried 2-0.

4. Single Gender Course Proposal

Bonds indicated that after seeking legal counsel, the course could take place, however, he is asking that at this time it be not approved and after further work, it can be brought back so that it can be approved next year with proper details and items in place to support the legal opinion.

Baskin requested that the legal information be shared with the committee in the future since committee member Charles requested the consult. Bonds indicated that he would indeed share the information.

It was clarified that the previous motion by Charles for approval pending legal opinion in support, favor and compliance of the course would remain in place while work is completed to bring this item back next year for board review and approval.

Klobucar requested that a policy be put in place based on the legal information to support future single gender course proposals.

5. Global Education Achievement Certificate

Julie Horvath, World Languages Department Chair, is seeking approval to implement DPI's Global Education Achievement Certificate (GEAC) for graduating seniors starting with 2017. There was a question with the grade requirement from DPI versus the district's flyer. Horvath indicated that she would be changing her information to match the DPI information. Anderson-Levy indicated that she is very excited about this and did not realize that it was possible for high school students.

Baskin moved to recommend approval to the full Board of Education the implementation of DPI's Global Education Achievement Certificate (GEAC) for graduating seniors starting immediately for graduating seniors in 2017 and beyond. Klobucar seconded the motion. Motion carried 2-0.

6. Achievement Gap Reduction Mid-Year Report

Bonds provided the Achievement Gap Reduction (AGR) Mid-Year Report. He reviewed Literacy Performance goals and strategies. He reviewed programming to address the achievement gap with instructional focus and professional development. He also reviewed the math performance goals and strategies as well as the instructional focus and professional development. He also reviewed next steps for both literacy and math. Endres asked questions regarding comparing data from year to year. Angie Montpas, Curriculum Director, explained the trends and the gap from year to year and cohort group to cohort group. Bonds did indicate that there is less growth in Math, however, that is why the professional development is being reviewed and the curriculum is being reviewed for purchasing more rigorous curriculum. Anderson-

Levy asked questions regarding the literacy portion of the data and growth. Montpas indicated that the growth points in first and second grade are very large, i.e., 15 points whereas in 7th grade they are 2 or 3 points again. Baskin asked about engagement in terms of focus and professional development. Montpas indicated that Beloit students have a full day of school in 4K which helps them to be near the norm nationally compared to many districts who only offer a half day or no day so the students are coming from full day daycare center backgrounds. Baskin asked what additional supports are being given to students who need supports to address the gap. Summer school and other targeted interventions during the school year are supports for students. Montpas also shared some information regarding Merrill Elementary School's academic parent and teacher teams. Endres asked how the fidelity checks can be more of a learning process versus a disciplinary feel.

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

7. Data Reports

There were no reports this month.

8. Achievement Gap Efforts

Advanced Placement Presentation—Carole Campbell, BMHS Principal, and LaKimberly Jefferson, Assistant Principal, presented information on Advanced Placement Courses. They shared the course offerings, the number of seats offered in those courses as well as the number of drops. They then compared seats to the actual number of students taking the courses. Information was shared by ethnicity as well. They reviewed recruiting efforts as well as steps to increase enrollment in AP courses presently or in the future. Some of the steps include videos, class previews, and summer boot camps to get students ready with strategies and techniques.

Dr. Williams suggested having a conversation with students in LULAC, Spanish Club, MEO, etc., and having a meeting with students and/or parents so students feel more comfortable with taking AP courses and not being the only student of color in the class.

Baskin asked that Campbell and Jefferson come back to further present on this topic since the committee was running out of time. He also asked that they send the updated PowerPoint presentation with the slides the packet was missing.

Jefferson touched on revising weighted grades for AP classes and Klobucar asked that they bring this item back when they return as well.

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

9. Students on the Move Ad Hoc Committee Update

Bonds indicated that the notes were included and asked if there were any questions. No one had questions.

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

10. Academic Achievement Ad Hoc Committee Update

Bonds indicated that the notes were included for the first two meetings. He is proud of the work that has been started and feels the committee has a lot of potential. He indicated that there will be an area on the web for the general public to view as well.

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

11. Future Agenda Items:

- K-5, 9-12 Mathematics Adoption for 2017-18 (April)
- Computer Applications New Course (April)
- AVID Framework (April)

12. Adjournment

The meeting was adjourned at 5:40 p.m.

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

February 27, 2017

1. CALL TO ORDER

The Policy and Personnel Committee was called to order by Nora Gard, Chair at 5:02 p.m. at the Kolak Education Center, Room 106, Superintendent's Conference Room.

Members present: Lisa Anderson-Levy, and Nora Gard. Member excused: Pam Charles. Others present: Laurie Endres(5:56), Kris Klobucar(5:37), Anthony Bonds, Jamie Merath, Emily Pelz(5:17), Deetra Sallis, and Darrell Williams. Pam Charles Joined at 7:00 p.m.

2. APPROVAL OF THE AGENDA

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

3. POLICIES FOR FIRST READING

Gard indicated she updated this policy to reflect current practice. Sallis inquired if we currently have a labor liaison and a legislative liaison. Anderson-Levy moved to recommend the revisions and layover of Policy 185.3 Policy-Personnel Committee to the full Board of Education for first reading. Seconded by Gard. Motion carried.

Gard explained that she brought this policy forward for revision. Gard indicated that in the business world, administrators are evaluated annually and was hoping that the district could do that as well. Sallis indicated that annually is very doable, but indicated that the current tools being used are very poor and need to be updated. Anderson-Levy questioned the length of the evaluation tools for teachers versus administrators. Sallis discussed having committees for secretarial issues, job descriptions, and evaluations. Gard requested that reports come back to this committee. Anderson-Levy moved to recommend the revisions and layover of Policy 225.1 Administrative Staff Evaluations to the full Board of Education for first reading. Seconded by Gard. Motion carried.

Merath indicated that the change was an update for the fee at the state level. Gard asked for some descriptor in front of the social security card item. Anderson-Levy moved to recommend the revisions and layover of Policy 481 Student Work Permits to the full Board of Education for first reading. Seconded by Gard. Motion carried.

8. POLICIES FOR SECOND READING

Anderson-Levy asked if there was a need to spell out who the Superintendent designers are. Sallis indicated that typically it is the cabinet members for their own areas. Anderson-Levy moved to recommend the revisions of Policy 142 Legal Counsel to the full Board of Education for second reading. Seconded by Gard. Motion carried.

Pelz explained that this policy revision is offering students who qualify for McKinney-Vento to remain at their school of origin and therefore retain transportation. Anderson-Levy moved to recommend the revisions of Policy 342.10 RULE 1 Homeless Education Program Guidelines to the full Board of Education for second reading with minor revisions. Seconded by Gard. Motion carried.

Anderson-Levy moved to recommend the revisions of Policy 424 RULE 1 State Public School Open Enrollment Full-Time (Resident & Nonresident) to the full Board of Education for second reading. Seconded by Gard. Motion carried.

Pelz indicated that the policy is asking for McKinney-Vento students have fees waived for not only current year, but all years. Anderson-Levy moved to table the recommended revisions of Policy 470 Student Fees/Fines/Charges to the full Board of Education for second reading for further review of the athletic fees per family. Seconded by Gard. Motion carried.

Anderson-Levy moved to recommend the revisions of Policy 522.11 Pre-Employment Drug Testing to the full Board of Education for second reading. Seconded by Gard. Motion carried.

Anderson-Levy requested clarification on the policy rule revisions. Anderson-Levy moved to recommend the revisions of Policy 522.11 RULE 1 Pre-Employment Drug Testing to the full Board of Education for second reading. Seconded by Gard. Motion carried.

Sallis indicated that this is to clean up language. She did indicate that Merath has been looking into visitor badge systems that print visitor badges. Anderson-Levy moved to recommend the revisions of Policy 523.6 Identification Badges - Employees to the full Board of Education for second reading with revisions. Seconded by Gard. Motion carried.

Anderson-Levy moved to recommend the deletion of Policy 530 Professional Educator Policies to the full Board of Education for second reading. Seconded by Gard. Motion carried.

Gard asked about the description behind qualifications. Anderson-Levy moved to recommend the revisions of Policy 531 Professional Educator Positions to the full Board of Education for second reading with suggested edits. Seconded by Gard. Motion carried.

Gard asked if the statement could indicate their budget instead of the budget. Anderson-Levy moved to recommend the revisions of Policy 662.1 Management of Student Activities to the full Board of Education for second reading with the revisions. Seconded by Gard. Motion carried.

Anderson-Levy made a friendly amendment to add the word "custody" in Policy 342.10 RULE 1 to the fifth bullet point on page 3 of 4. Seconded by Gard. Motion carried.

Gard recessed the meeting at 6:13 p.m.

Gard reconvened the meeting at 6:17 p.m.

5. CLOSED SESSION ITEMS

Anderson-Levy 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 Gard. Motion carried on a roll call vote 2-0, with Charles absent.

Anderson-Levy moved approval of the December 13 and December 20, 2016 closed session minutes. Seconded by Gard. Motion carried.

6. RECONVENE BACK TO OPEN SESSION

Anderson-Levy moved to reconvene to open session. Seconded by Nora Gard. Motion carried unanimously of the members present.

7. LABOR LIAISON UPDATES

Secretary union forming committee to talk about the classifications and duties.
BEA working with Barb Nora said she asked Tim to come 2-3 times per year to update them

8. LEGISLATIVE UPDATE

Charles would like to go over the state level resolutions that passed and failed and the reasons for WASA.

Hillary had an article last week in the Beloit Daily News about losing up to \$4 million over the next two years. Merath indicated that hopefully, the district will know by July but she has seen it go as late as October before we hear about the final budget. Districts are still trying to interpret the 10% insurance rule and how it will affect us as well as what can and cannot be included in the 12% rule.

9. FUTURE ITEMS FOR DISCUSSION

Gard indicated that she was going to bring for Policies 166 and 166 RULE 1 that deal with Board Member requests for information and using SharePoint for those requests as well as the Equity Recruitment and Retention Plan and a discussion on random student drug testing policies.

Charles requested that the sexual assault policy have the contact names updated in it.

10. ADJOURNMENT

The meeting adjourned at 7:17 p.m.

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

February 28, 2017

1. CALL TO ORDER

The Policy and Personnel Committee was called to order by Nora Gard, Chair at 4:06 p.m. at the Kolak Education Center, Room 106, Superintendent's Conference Room.

Members present: Lisa Anderson-Levy(4:20), Pam Charles and Nora Gard. Others present: Dennis Baskin(4:38), Shelly Cronin(4:23), Laurie Endres(4:23), Kris Klobucar(4:28), Anthony Bonds, Jamie Merath, Emily Pelz, Deetra Sallis, and Darrell Williams.

2. APPROVAL OF THE AGENDA

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

3. EXIT INTERVIEWS

Charles stated she is interested in pursuing a third party company to conduct exit interviews. Sallis and Merath indicated that an RFP would be in the best interest of the district so that there are options for services provided. Gard was concerned with guidelines for the RFP such as how often, how many, etc. Charles was looking to see what companies can offer in exit interviews and staff surveys, broken by staff categories. There was discussion on the length of time for the company to be hired, i.e. One year or more. Gard felt a one year might be best and then have the ability to change the scope. Merath indicated that typically contracts are for three years with a termination clause stating termination with 90 days notice. Gard suggested an annual review might be necessary to tweak or modify what the district may need or want for services after the first year, etc. Gard noted that this was not a reflection on Sallis or her department.

Charles moved to send out an RFP for a third party exit interview company for a three year contract with a 90 day written termination clause to do exit interviews and an annual staff survey. Seconded by Gard. Motion carried.

4. BEA SURVEY RESULTS

Sallis indicated that she and Mr. Bonds met with Tim Vedra and Barb Bushue regarding a variety of issues and concerns. The survey conducted was two brief questions, one being short term solution and the other was long term solutions to work place climate improvement. The survey went to BEA members only, which are the teachers. Vedra and Bushue took all responses and categorized them into themes and common responses. Bonds indicated that the date of the survey was earlier in the year when the administrators noticed that there were concerns among staff members and decided to meet with Vedra and Bushue to find solutions.

Sallis, Williams and Bonds indicated that many of the concerns from the BEA survey were the same concerns heard when they first arrived, as well as the concerns raised at the Town Hall meeting. Williams stated that planning and instruction drives discipline, but without these things, discipline with drive instruction.

Anderson-Levy asked if there is a plan for addressing climate issues such as administrative being oppressive/fear of administration and race discussions not hiring people of color who are qualified. Bonds indicated that this year's professional development was shaped around some of these concerns where teachers could choose the types of PD for behavior and social emotional behaviors

of students, consideration of early release days: could it work? How would it look? What adjustments would need to be made? Dr. Williams indicated that the diversity conversation causes the myth to raise its head that staff are not qualified, when indeed they are.

Anderson-Levy feels that the underlying currents of the racial concerns are important to discuss. She also cautioned about what is considered fair and not fair and the perception. Sallis indicated that she has received some feedback regarding race from a former employee that will be shared with the board members indicating that some of the information was hurtful, however, she did ask the person to be honest in their sharing and they were.

5. PERSONNEL RECOMMENDATIONS - EXHIBIT A*

Members asked questions regarding a grant funded position for a graduation coach and concern with hiring someone when the grant was ending at the end of the school year. Anderson-Levy asked what the person's position does. Pelz indicated that the position helps students who are at the high school or BLA who are in need of assistance with getting college coursework taken, applications submitted, and other needs met for graduating.

Another question arose for the assistant principal requesting a resignation fee/penalty fee from the other district. Members asked questions regarding the fee, the timing of the fee and the salary negotiations.

Charles moved forward the personnel recommendations - Exhibit A with putting the \$1,000 fee on hold until Sallis gets confirmation from the other district. Seconded by Gard. Motion carried 2-0, as Anderson-Levy stepped out of the meeting.

6. RECONVENE BACK TO OPEN SESSION

N/A as the committee did not go into closed session.

7. FUTURE ITEMS FOR DISCUSSION

Items requested for future discussions included coach addenda including role, salary, length of service; review of administration - how many, titles, etc. compared to five years ago.

Anderson-Levy returned to the meeting and commented on retaining staff and reminded members that in an effort of good will the board did make a similar motion last evening to approve.

Charles made a motion to reconsider the previous motion on the Personnel Recommendation - Exhibit A and accept the exhibit as presented and move it forward to the full board. Seconded by Anderson-Levy. Motion carried.

Baskin shared his thoughts on the resignation fee for the employee request and compared it to personnel premiums for specific qualifications such as bilingual employees, etc. He suggested that a clearer directive be made to the Human Resources Department when hiring.

8. ADJOURNMENT

The meeting adjourned at 5:10 p.m.

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

March 3, 2017

1. CALL TO ORDER

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

Members present: Pam Charles and Nora Gard. Member excused: Lisa Anderson-Levy. Others present: Dennis Baskin, Laurie Endres(4:20), Kris Klobucar, Deetra Sallis, and Darrell Williams.

2. APPROVAL OF THE AGENDA

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

3. HIGH SCHOOL INTERIM VICE PRINCIPAL POSITION*

Gard began by giving a summary of the overall reason for calling this meeting. She indicated she was informed that an individual was hired to begin in the Vice Principal position on Monday. The policy/personnel committee nor the full board were brought this hire to approve so in order to avoid any violation of policy, it is necessary to meet.

Charles requested that the policy be read that was not followed. Gard indicated that Policy 533 Employee Recruiting/Hiring was not followed. She read the policy aloud. She also indicated that Policy 533 RULE 1 was violated. Charles indicated that there is a policy that speaks to job description and resume for the position and the candidate information be shared with the board prior to filling the position. Sallis read the statement from Policy 533 RULE 3 that says any newly created positions and administrative positions a copy of the job description, posting and resume would be included in the presentation. Policy 221.1 Recruitment and Appointment of Administrative Staff was also read aloud by Klobucar at Gard's request. Policy 185.3 regarding the duties of the policy & personnel committee was also read aloud by Gard.

Gard asked if there were any questions as to why Gard called the meeting. Charles read an all staff email from the principal to building staff introducing the new staff member. She also indicated there was a concern the person was not qualified. Gard shared an email as well from an employee regarding the interview process, team, and qualifications. She did state that it is only one piece of the puzzle and may be perception, however, it does need to be considered with all of the information.

Baskin asked for clarification on the position as to whether the position is a vacancy or an opening for a substitute. Gard clarified that the board knew the position was open and that it was going to be filled for second semester.

Endres asked if the email writer thought it was a permanent position. Sallis indicated it was known to be a temporary vacancy. Endres also asked what the process was that was used to place Kaminski into the CTE Director position. Sallis explained the full process used and the many interviews held for candidates who had applied and been interviewed.

Klobucar asked at what point the board approves any position that is a fill in, temporary or substitute. Sallis explained the process of the absence system and the use of substitutes for long-term positions.

Charles 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 Gard. Motion carried on a roll call vote 2-0.

Discussion continued on the interim Vice Principal position.

4. RECONVENE BACK TO OPEN SESSION

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

5. ADJOURNMENT

With no action taken, the meeting adjourned at 6:37 p.m.

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

March 8, 2017

1. CALL TO ORDER

The Policy and Personnel Committee was called to order by Nora Gard, Chair at 4:04 p.m. at the Kolak Education Center, Room 106, Superintendent's Conference Room.

Members present: Lisa Anderson-Levy(4:05), Pam Charles and Nora Gard. Others present: Dennis Baskin, Shelly Cronin(4:09), Kris Klobucar, Anthony Bonds, Jamie Merath, Emily Pelz, Deetra Sallis, Darrell Williams and Attorney Rob Buikema.

2. APPROVAL OF THE AGENDA

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

3. ITEMS FOR POSSIBLE CLOSED SESSION

Gard provided a summary of the last Policy/Personnel meeting on March 3 with the recommended hire not coming to the board for approval and the recommended individual not having the administrative license. Gard explained the typical process for hiring. She asked Sallis to explain the process for an administrative emergency license who indicated that the individual has to be enrolled in a program working toward their license and provided they are in the program can be granted a license for up to two years. She also stated that DPI does not require looking at qualifications. Attorney Buikema indicated there is a one year license option that the board plays a role in by requesting the license.

Anderson-Levy asked if there is a difference in the processes in hiring someone from the beginning of the year versus someone in the middle of the year. Sallis indicated that it's best to use the same process by posting, reviewing applicants, interviewing and hiring. She did state that an expedited process could be used in the middle of the year. She also indicated that the Principal indicated that preference would be to hire someone within the district and preferably in the building. When there was no one in the building, the recommendation was for someone in the district.

Baskin inquired as to the difference between others on an emergency license and the recommended person for this position. Sallis indicated there is no difference.

Charles followed up with asking which candidate is the most qualified. She feels someone with a license and experience would be more qualified than someone without.

Baskin talked about hiring versus backfilling or under filling. Baskin asked if a principal leaves a building and asks for a replacement, does that need board approval and Sallis indicated it did not. Gard clarified that no policy exists with the terms backfill or underfill. Charles reference Policy 533 RULE 3 Recommendations for Employee Hiring/Transfer/Promotion which states that the Superintendent will present recommendations to the Policy/Personnel Committee who recommends them to the full Board.

Baskin asked for an explanation of underfill or backfill. Dr. Williams provided information with regard to "acting" principal or filling a position temporarily. He referenced Policy 151.4 Administration in Policy Absence and 271 Acting Building Principal as well as 222.1 RULE 2 Compensation for Temporary Administrative Assignments. He then gave examples of the current practice used for the athletic position when Seils left and others.

Charles stated that these policies do not apply to this position. She feels Policy 533 RULE 3 applies because it needs to come to the board for approval. Dr. Williams indicated that the policies he referenced were presented to show that there are policies in operation on a daily basis to fill absences.

Sallis indicated that she researched and could not find where an interview process was held in placing Carole Campbell in the high school principal position. Charles stated that past incorrect practices do not make it right to continue doing things wrong. Sallis agreed but wanted everyone to have the information.

Gard clarified with Attorney Buikema the license process requested by the board. She also asked if the person would be allowed to start prior to the license being issued. Gard also asked if there are any legal concerns from someone who on paper may look more qualified. Buikema indicated there would be many factors to consider and would prefer to render legal advice in closed session in the best interest of the Board of Education.

Baskin inquired about processes used for filling other positions. Buikema explained that there needs to be fair treatment all the way around. He also stated that the board needs to realize there are processes in place for "acting" administrators as well as "hiring" administrators.

Charles stated there needs to be a discussion of what makes a candidate qualified or more qualified. She also wants to keep in mind that the top focus should be student achievement and asked her colleagues to consider what will happen to the 2nd grade classroom students when their teacher is removed in March.

Gard indicated that this committee can make a motion to the full board and more discussion can be had at the special meeting.

Anderson-Levy stated she was not present at the meeting Friday and is "catching up". She cautioned against making decisions that may send a message to employees that there is no opportunity for advancement.

Anderson-Levy moved to defer item 3B High School Principal Position to the special board meeting posted. Seconded by Gard. Motion carried unanimously of the members present.

Gard opened the floor to the audience for up to three comments. John Wong, 2719 Sharon Drive, stated his concerns with policy in place, breaking the rules and continuing to do so. He feels the right thing should be done today. He asked how many applied for the position, how many were holding interviews and felt it should be comparable to the athletic director hiring. He also stated he can understand why there is no trust in the district. Fran Fruzen, 1726 Garfield, stated he does not sense urgency, Beloit is a fragile community and needs to come together immediately. He asked if administrators receive training on policy. Adam Aberle 1840 Vista Drive, what concerns him most is the tail wagging the dog; the board approves the emergency license but did not get to approve the person. He feels the board has a veto power.

Dr. Williams clarified that the person filling in doesn't require a license. They would only require a license if they were being hired. Aberle asked why it was posted and people from outside the district were applicants then. He feels by posting the position and allowing outside applicants it is a hire.

Charles 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 Anderson-Levy. Motion carried on a roll call vote 3-0.

Members continued discussion on the interim assistant principal position.

4. RECONVENE BACK TO OPEN SESSION

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

Gard moved to recommend to the full Board of Education the administrations recommendation to hire Janay Banks-Wilson in the interim assistant principal position for approval. Seconded by Anderson-Levy. Charles requested a friendly amendment to have the course plan presented to the board and approved before she begins at the high school. Gard and Anderson-Levy accepted the friendly amendment.

Baskin asked if anyone else has been required to have their plan approved. Sallis stated they have not. Charles indicated that previously it was not known that administrators could receive one year licenses with an approved plan so the board should not be held to the past.

Gard called for the question. The motion on the question carried on a roll call vote 3-0. The motion carried 2-1 with Charles voting in the negative.

5. ADJOURNMENT

The meeting adjourned at 6:23 p.m.

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

March 14, 2017

1. CALL TO ORDER

The Policy and Personnel Committee was called to order by Nora Gard, Chair at 4:02 p.m. at the Kolak Education Center, Room 106, Superintendent's Conference Room.

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

2. APPROVAL OF THE AGENDA

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

3. APPROVAL OF FEBRUARY COMMITTEE MINUTES

Anderson-Levy moved approval of the February 14, 27 and 28, 2017 committee minutes as corrected. Seconded by Charles. Motion carried.

4. LABOR LIAISON UPDATES

Barb Bushue, Teacher Rights Chair, BEA and James Hoey, BEA Representative updated the committee on the survey done with teaching staff. Gard asked how many members the union has. Hoey indicated there are about 300 members although the district has 512 teachers. Bushue stated that 98% of the voting members voted to retain the union. Bushue indicated the concerns fall into four major areas. After meeting with Kolak administration, they feel that most of the concerns have been addressed in some fashion. Discipline is the first area and has been receiving the most attention. They are hopeful dusting off the code of conduct will help in addressing discipline concerns. Bushue stated administrators' response has been timely and helpful. Next years' scheduling is attempting to address report card timelines and professional development structure. Curriculum alignment and substitute pay is also being addressed. Issues still needing to be addressed per Hoey include insurance upon retirement which is currently none. Other areas include the tardy policy, an immediate supervisor survey, staff safety survey and climate survey. Committee members asked questions about the code of conduct, substitutes and district climate. Bushue and Hoey addressed teacher retention since Act 10 and feel it plays a large role in the retention issues as well as discipline/behavior issues. When asked what the district could do to help retain teachers, they suggested longevity pay or other small incentives and retirement benefits. Klobucar asked about outside the box ideas such as different pay scale options, living in town bonuses, etc. Dr. Williams also stated that being included in PD days has been a request by substitutes. Gard thanked them for coming and sharing information. She clarified if the surveys were wanted for this year yet and also that February, April, September and November may be good months for the BEA to come to the committee and report out. Cronin asked if cell phones were reported to be a problem. Hoey indicated that it is an issue and feels there is a range of concerns among teachers.

Gard recessed the meeting at 4:30 p.m. for the curriculum meeting and will reconvene following the special board meeting later this evening. Gard reconvened the meeting at 8:58 p.m.

5. JOB DESCRIPTIONS

Sallis reviewed the Director of Bilingual/English Language Learners job description indicating this position is the one previously filled by Rosamaria Laursen but is being elevated to a director

position so the position can do evaluations and supervise programs. Bonds indicated that the position would be funded from Title III Grant funds as well as from the district budget with a \$20,000 increase in salary. Baskin asked if Laursen had the license and would have stayed had the position been increased earlier. Bonds indicated he did not think so based on conversations they had prior to her departure.

Anderson-Levy moved to recommend to the full Board of Education the position of ESL Program Manager to an administrative position, Director of Bilingual/English Language Learners (ELL). Seconded by Charles. Motion carried.

6. POLICIES FOR FIRST READING

Charles moved to recommend to the full Board of Education the revisions and layover of Policy 166 Board Member Requests for Information and 166 RULE 1 Procedures for Board Member Requests for Information for first reading with recommended revisions and changes per intent. Seconded by Anderson-Levy. Motion carried.

Sallis updated the policy with state licensing requirements. Charles moved to recommend to the full Board of Education the revisions and layover of Policy 221.1 Recruitment and Appointment of Administrative Staff for first reading. Seconded by Anderson-Levy. Motion carried.

Charles moved to recommend to the full Board of Education the revisions and layover of Policy 533 RULE 1 Professional Educator Recruitment/Selection Procedures for first reading. Seconded by Anderson-Levy. Motion carried.

Anderson-Levy moved to recommend to the full Board of Education the revisions and layover of Policy 533 RULE 2 Guidelines for Adding Professional Staff Positions for first reading. Seconded by Charles. Motion carried.

Sallis explained that the policy was updated to ensure that the evaluations are being completed and then updated the groups since Act 10. Anderson-Levy moved to recommend to the full Board of Education the revisions and layover of Policy 548 Support Staff Evaluations for first reading. Seconded by Charles. Motion carried.

Anderson-Levy moved to recommend to the full Board of Education the deletion and layover of Policy 554 Administrative Support Staff Evaluations for first reading. Seconded by Charles. Motion carried.

7. POLICIES FOR SECOND READING

Charles moved to table Policy 141.2 Board Officer Duties, Policy 185.3 Policy-Personnel Committee, Policy 225.1 Administrative Staff Evaluations, and Policy 481 Student Work Permits for final reading until the March 21st Special Policy/Personnel meeting. Seconded by Anderson-Levy. Motion carried.

8. CLOSED SESSION ITEMS

Sallis indicated the person who is resigning is leaving to go to DPI. DPI is not in a position to pay for the resignation fee and is requesting that the district waive the penalty fee due to our partnerships. Dr. Williams supports this request. Sallis indicated it is a valid request and since the person is going to still be in education supporting families and children, as well as our district, she would support the waiver. Baskin also stated that it would be a professional courtesy to waive the

fee for DPI. Anderson-Levy moved to recommend the employment actions – Exhibit A to the full Board of Education for approval with waiving the penalty fee. Seconded by Charles. Motion carried.

9. RECONVENE BACK TO OPEN SESSION

The committee was never in closed session.

10. 2016-17 EQUITY RETENTION & RECRUITMENT PLAN

Gard indicated that the Equity, Retention and Recruitment plan will be brought back at the April 11th committee meeting. She indicated that there are some areas that may need to be reviewed and possibly revised such as interview teams, hiring administrators and such. She would like the committee members to review it prior to the meeting in April and determine if it should be approved and updated for the 2017-18 hiring year. Charles shared her concerns that the recommendation for hire say that it needs to come from Superintendent or Asst. Superintendent. Charles also requested that it come back on the 21st. Gard indicated that it would come either the 21st of March or on the 11th of April.

11. CREATION OF POLICY/PERSONNEL AD HOC ADVISORY COMMITTEE

Gard indicated that she was considering the creation of an ad hoc advisory committee to assist Sallis with cleaning up HR practices or procedures, or athletic code of conduct or other items to shorten meeting times yet allow for deeper discussion on specific areas. Baskin cautioned about having ad hoc committee for doing HR work and in higher education those are done by work groups. Charles stated that an ad hoc committee is a work group. Anderson-Levy indicated that with a change in the board and potentially new members, that it might not be the right time to start an ad hoc group. Gard clarified that it was merely for discussion, it is in policy and she wanted to make people aware of the options.

12. RANDOM STUDENT DRUG TESTING DISCUSSION

Gard shared information regarding random student drug testing policy for discussion. She shared policies and her rationale for bringing this topic forward for a conversation. Baskin stated that he did not want anything to do with this policy topic as it could be very explosive in the community. Gard shared she had a brother who made wrong choices and is dead today because of them. She also stated that it may be brought forward through state legislature later this year. Charles stated that she has been approached with questions about when will the district address the problem of drugs although she shares the concerns that Baskin has with the community.

13. LEGISLATIVE UPDATE

No update was given.

14. FUTURE ITEMS FOR DISCUSSION

Gard indicated that nurse staffing, tuition reimbursement policy and a few others will be addressed in the future.

15. ADJOURNMENT

The meeting adjourned at 10:20 p.m.



**School District of Beloit
Board of Education Report**

I. BASIC INFORMATION

Topic or Concern: Consent List

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

Others assisting you in the presentation:

My report is for: Action

II. TOPICAL INFORMATION

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

To facilitate Board action.

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

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

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

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

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

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

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

**SPECIAL MEETING OF THE BOARD OF EDUCATION
SCHOOL DISTRICT OF БЕLOIT
February 27, 2017**

The Board of Education held a special board meeting on February 27, 2017 at the Kolak Education Center in Room 106. President Anderson-Levy called the meeting to order at 7:31 p.m.

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

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

Anderson-Levy stated the Review of Anonymous Town Hall Responses cannot be held in closed session and will be held in open session based on legal advice. She further stated the Board will go into closed session for the first two closed session items then come back into open session for that item.

Gard moved to go into closed session pursuant to Section 19.85 (1)(c) of the Wisconsin Statutes relative to considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility and section 19.85(1)(g) of the Wisconsin Statutes conferring with legal counsel for the governmental body who is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved. Seconded by Baskin. Motion carried on a roll call vote 7-0.

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

Anderson-Levy reminded board members that town hall responses would be discussed broadly in open session based on legal advice. She did state if specifics needed to be addressed, then the board would go back into closed session, however because of reputational concerns, discussion would not go line by line and names of staff will not be used.

Gard explained that four board members were present at the town hall meeting. Following the meeting, Cronin, Klobucar and Gard merged the responses on the cards submitted by staff, 800 comments on 30 pages by BEA members. She also stated the categories responses were placed into in the merge process.

Anderson-Levy explained that the town hall was first conceived to be an opportunity for all employees to express concerns or aspirations about the district in a safe environment. The intent was to provide opportunities for voices to be heard in a safe place and she does not want employees to feel betrayed by board members. She asked board members who were present at the town hall meeting what items were brought up and felt to be most important.

Endres indicated staff time; time is taken up performing duties other than teaching, namely discipline. Teachers need more balance in their days. Gard was surprised by the number of comments regarding the Board of Education, leadership, and administration, as well as not enough time for report cards and planning, especially at the elementary level. She did state some comments gave good suggestions and was pleased about how much staff miss Dr. Johnson and want him back well and healthy. Baskin asked if the item is open for action. Anderson-Levy stated it could be actionable.

Baskin stated the board needs to set strict discipline, it needs to get rid of restorative practices, and remove any barriers preventing staff members from contacting police when assaulted, spat on or disrespected. He also stated that there needs to be a meeting with other key stakeholders in the district; parents, students and administrators. He asked Bonds to add discipline to the Ad Hoc Academic Achievement committee for discussion.

Anderson-Levy appreciates the attention to discipline but feels the district does not need to stop restorative practices. She can support Baskin's other suggestions but feels perhaps they should not be motion items since the board would want to ensure the code is being implemented the way it was intended. Endres asked if there is a mixed message on restorative practices and maybe implementation should be reviewed. Baskin stated restorative practices should be temporarily abandoned until staff are properly educated so it does not dilute the code of conduct. Anderson-Levy stated the code has built in flexibility on each level where restorative practices can be used and educators, she has encountered, are right on with using it. She has been impressed with its use and is seeing great work. Klobucar felt not as many staff are trained as it seems; some staff have moved to other buildings so not all staff in one building are trained, needs more consistency and be predictable. She noticed in comments that there seems to be miscommunication or communication breakdown. She requested period reports from principals from various buildings.

Baskin indicated that buildings give discipline numbers to Kolak and wondered if they are being asked to decrease their numbers. He also asked if the information is just collected or is it reported to the state. Pelz stated that the information is reported to the Department of Public Instruction.

Baskin moved that the district temporarily abandon Restorative Practices and strictly enforce the code of conduct. Seconded by Gard. Motion carried unanimously of the members present.

Charles asked if the message from Dr. Williams sent today regarding Restorative Practices is sending a mixed message. Gard and Klobucar feel temporarily suspending Restorative Practices will allow for staff to get fully on board and trained.

Anderson-Levy likes restorative practices because there is a role and students have an active role in their punishment and communicating with their peers.

Charles stated there needs to be a copy of the Code of Conduct sent to every parent and student and a signed acknowledgement form and it should be done now for the remainder of the school year.

Charles moved to have the Code of Conduct provided to and acknowledged by all students, parents and every staff member by receiving a written copy and signing and returning an acknowledgment form. Baskin seconded. Motion passed unanimously by all members present.

Baskin moved that any barriers to employees be removed for contacting police when spat on, assaulted or threatened or physically attacked by students in the district. Seconded by Cronin. Motion carried 5-1-1 with Gard voting in the negative and Charles abstaining.

Cronin asked if the board needs to review the code of conduct, where is the parents part in the code and feels it is a worthy discussion. Sallis stated it could be in the acknowledgement. Cronin wants to know in the acknowledgement where the parent is at, their part of knowing and notification. Endres felt parents should be expected to follow the code of conduct when they are in the buildings.

Anderson-Levy asked if members wanted to go into closed session to talk about the town hall meeting in more depth. Members felt it would be better at another time when they had more time to absorb all of the comments, could discuss a couple themes at a time, etc. It was noted that the town hall item is on tomorrow night's agenda for further discussion.

The meeting adjourned at 10:22 p.m.

Jenni Francis, Secretary

Approved at the Regular Business Meeting on March 21, 2017

Lisa Anderson-Levy, President

**SPECIAL MEETING OF THE BOARD OF EDUCATION
SCHOOL DISTRICT OF БЕLOIT
February 28, 2017**

The Board of Education held a special board meeting on February 28, 2017 at the Kolak Education Center in Room 106. President Anderson-Levy called the meeting to order at 5:14 p.m.

Members Present: Lisa Anderson-Levy, Dennis Baskin, Pam Charles, Shelly Cronin(5:17), Laurie Endres, Nora Gard, and Kris Klobucar. Also present: Anthony Bonds, Jamie Merath, Emily Pelz, Deetra Sallis(5:20), and Darrell Williams.

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

Klobucar moved to go into closed session pursuant to Section 19.85(1)(a) of the Wisconsin Statutes relative to deliberating concerning a case which may be the subject of any judicial or quasi-judicial trial or hearing. Seconded by Baskin. Motion carried on a roll call vote 6-0, Cronin had stepped out of the room.

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

Gard moved to uphold the Hearing Officer's order of expulsion for D.T. Seconded by Baskin. Motion carried on a roll call vote 7-0.

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

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

Baskin moved approval of the request by Elite Fitness to waive the rental fees of Cunningham from March through August, 2017, if they are not a for-profit business. Seconded by Cronin. Motion carried unanimously of the members present. Merath will verify if they are for-profit or not.

Merath as well as Sean Winters, Facility Coordinator introduced Nexus Solutions who provided a status update of the energy efficiency projects for the 2016-17 school year. Mike David, Brian Winterle, Shawn Briquet and Steve Schonert, Account Executive for Nexus provided company highlights, and reviewed the Phase 6 projects. Projects included work at BMHS in the fitness center, Converse window replacement and glazing expansion, Aldrich IMC remodeling, District-Wide and Gaston DDC Upgrade as well as Mechanical Room Lighting Improvements. With some of the changes made within these projects, there are some monies remaining so they are also able to upgrade windows at Gaston and add Windows to two classrooms at Aldrich that have none. They are also going to do some masonry work at Converse, mechanical room lighting, door replacement at Wright School entrance and Unit Ventilator replacements.

Charles asked about the change in projects and if that was legal. Merath explained that as long as DPI is notified and the dollar amount does not exceeded the amount originally stated, the district is fine to add projects. Cronin asked about the air conditioning for the fitness center. Winters explained that the center was not properly cooled and needed a better air handler and equipment needs to be maintained properly.

Merath explained that she included potential revenue limit energy exemption projects for 2017-18. She also explained that if the board would like to proceed with the RFQ, there is no actual commitment until the contract is signed therefore, if the state removes the exemption from the budget, a contingency clause would be built into the RFQ stating projects would not proceed.

Baskin asked about summer school and which schools have air conditioning. Merath explained the schools are on a rotational summer school schedule and verified that Fruzen would require more student bussing than Cunningham and Aldrich. Baskin also asked Winters about his comfort level with the master plan Winters indicated it is a worthwhile document, but he does not let it govern his day to day.

Joel Beard, Athletic Director and Andy Knapp, parent from Albany presented renewal of the Girls Hockey Co-op with adding Albany. Baskin asked if Beard was supportive of this addition. Beard is supportive indicating several girls will be graduating. Cronin asked about Brodhead, however, Beard indicated that they were not added at this time since they are in beginning stages of conversations, but he would be in favor of adding them, which could be done at a later date.

Gard made a recommendation to continue in a cooperative agreement with Clinton, Beloit Turner, Monroe, Janesville Craig, Janesville, Parker, Milton, Blackhawk and Monroe for girls hockey with the addition of Albany and with Brodhead if the negotiations workout. Seconded by Baskin. Cronin suggested removing Blackhawk due to lack of participation. Gard made that a friendly amendment. Baskin seconded the amendment. Motion carried unanimously of the members present.

Dr. Williams updated the members on the Student Leadership Initiative indicating that he met with the intermediate school principals and held parent meetings. Charles stated a teacher shared with her they do not feel it was time for another initiative. Williams said he would ask the staff member if they are happy with how things are now and if not, what they feel should be done to make things better. Charles asked if this will be more work for teachers. Williams indicated there are staff members already in the buildings such as the ISS person who can support this effort, stating it may be changing mind sets and asking staff to be understanding when students in the program need to miss a class period and make up work, unless the trainings and work is able to be done after school.

Klobucar indicated that she was in favor of the program, but thought it was going to be a pilot program at one school with great success to create greater buy in. Williams indicated that it has not been implemented yet, but three schools have staff and parents ready to move forward if the board is ready. Endres indicated she wants to track program data as well as monthly reports on program success and student progress. Baskin asked if this was for action or information, supports the idea, however felt it may go against the strict discipline being enforced by the board currently and should be put on hold. Cronin echoed Baskin's sentiments. Endres asked for Williams' opinion on at risk students given the suspension of restorative practices. Gard indicated that Williams has put forth many detailed, great initiatives but feels new proposals or initiatives should go through the curriculum committee prior to implementation. She also feels there may be some cost to this program and a survey of the pilot schools should take place for other suggestions they may have. Klobucar stated some discipline items were asked to be put on the ad hoc committee's plate in order to get buy in and input from community.

Baskin moved to postpone the student leadership initiative to a later date. Seconded by Gard. Motion carried unanimously of the members present.

Sallis stated that Merath and Cindy McKillips met with Tricor about hosting a health fair at the high school. The event will include teaching healthy food choices, cooking, snippets of classes, giveaways, family

oriented with fun events for kids and cost neutral to the district. It will be held on Saturday, May 13 from 10 a.m. to 2 p.m.

Anderson-Levy recessed the meeting until after the business meeting at 6:53 p.m.

Anderson-Levy reconvened the meeting at 9:33 p.m. Following the business meeting.

Jen Paepke, Shawn Fredricks, Lynn Hamilton and Jenna Boggs presented on Restorative Practices and Trauma Informed Care. Training began in 2014 with 361 staff currently trained and 150+ scheduled for training yet this year. District goals include fully training at least 80% of staff who have direct/daily student contact, students trained as circle keepers and leaders, tier one implementation in all schools by the fall of 2017 and developing fidelity procedures. They reviewed the three tiers, feedback from staff, the level of restorative practices training and exposure, and survey results. Hamilton explained the goal of Trauma Informed Classroom training is to create trauma informed schools prepared to meet the needs of students who are coping with complex trauma. As of February 24, 2017, 79 staff are trained and 146 will be trained by the end of the school year. She reviewed the mental health framework for Wisconsin schools. Currently, the district has four schools, BLA, Todd, Cunningham and BMHS participating in the DPI Wisconsin Mental Health Framework project. She has also been training during PD days. Endres inquired as to why other districts are experiencing great success with these techniques that Beloit does not seem to be experiencing. Hamilton explained that 27 people were trained last summer and the remaining 79 have been trained since January so they have not had enough time to fully implement the programming/training. Fredricks stated there have been pockets of success. Klobucar shared thoughts regarding the use of Restorative Practices, fully implementing it in elementary schools and carrying it through the grade levels instead of throwing it out completely and hopes board members will consider this. Members asked questions about how the restorative practices or trauma informed care can be used with the discipline code. It was also asked how Wisconsin mental health issues compare to other states. Hamilton gave examples how traditional discipline can actually exacerbate student negative behavior. A member asked if all of the misbehaving students should be removed and placed in a class together. Hamilton explained that the students should receive intervention similar to that of a reading interventionist or math interventionist for their behavior.

Tia Johnson, 1621 Indian Road, stated that safety is number one for a parent when sending their child off to school. Her son has been bullied at Fruzen, come home crying, claiming that his teacher has been screaming, slammed things on the floor, etc., but he has never had issues in Jenna's class, who uses restorative practices.

Sallis indicated that the high school principal job description was approved and asked the board if they want to post the position now. Gard asked if the current principal has been asked if she is willing to continue in the position. Baskin indicated that the position needs to be posted since it is public dollars. Endres asked administration for its opinion on the position. Williams indicated that he feels it should be posted since you need to be looking long term.

Baskin moved to post the high school principal position. Seconded by Anderson-Levy. Charles stated that she considered keeping the current person in the position based on staff feedback. Cronin stated that she agrees with Charles, hearing it from far more than four or five people and suggested delaying the posting as opposed to offering a full year contract as she is concerned about one more change. Endres stated she sees both sides and would like assurance that staff would intimately be involved in the hiring. Baskin indicated the search should be as robust as that of the athletic director position stating the need to be policy driven not personality driven. Gard feels there are many district unknowns and the stability of retaining Ms. Campbell would be great for the district, suggesting retaining her for mentoring even if the board moves to post. Klobucar feels the district is afloat and is torn about taking on a search when the district's identity is a

bit of an unknown right now. Charles stated she is listening to people and asked what kind of person the district will attract when it is in turmoil. Gard recapped the information discussed this far.

Gard made a motion to extend the high school principal's contract up to one year while doing an extensive principal search. Baskin indicated that there is a motion already on the table. Klobucar indicated that she wants to do a robust search however, wants it clear and known to staff that Carole stays in the position until the position is filled.

Gard made a friendly amendment to extend Carole Campbell's contract until someone is hired and firmly in place. Sallis indicated that the position would be posted. Baskin and Anderson-Levy accepted the friendly amendment.

Gard called for the question. The motion for calling the question carried on a roll call vote 6-1, with Charles voting in the negative. The original motion to post the position with the friendly amendment to extend Campbell's contract carried 6-0-1 with Cronin abstaining.

Given the time, Anderson-Levy suggested moving ahead with the Ad Hoc Academic Achievement item and to table the Code of Conduct and Response to the Town Hall Meeting.

Charles moved to table the Code of Conduct discussion and the Response to the Town Hall Meeting. Seconded by Baskin. Motion carried unanimously of the members present.

Bonds indicated that he is working to confirm participation for a few members who did not attend the first meeting. He indicated that Shawn Petitt has declined participation and is requesting the board to approve Reynaldo Ochoa from McNeel to replace Mr. Petitt.

Charles asked how Nick Dimassis was moved to Business Leader from Community representative. Bonds explained that after the meeting and in reviewing the minutes, the board indicated that the community representative should be from Community Action, therefore, Erick Williams was moved to the community representative category. Gard suggested moving Nick Dimassis to the parent slot that has not been confirmed and add John Wong in the business slot. Baskin stated that he is sorry Bonds has been put in the middle and further stated he would like to put Mr. Wong on the committee and move forward with what was supposed to be a positive movement about achievement.

Charles moved addition of John Wong as the business leader, changing Nick Dimassis to the parent vacancy, removal of Nancy Victoriano who has not confirmed her participation, and the addition of Reynaldo Ochoa in place of Shawn Petitt. Seconded by Baskin. Motion carried unanimously of the members present.

The meeting adjourned at 11:20 p.m.

Michelle Shope, Board Secretary

Approved at the Regular Business Meeting on March 21, 2017

Lisa Anderson-Levy, President

**REGULAR MEETING OF THE BOARD OF EDUCATION
SCHOOL DISTRICT OF BELOIT
February 28, 2017**

The Board of Education held its regular meeting on February 28, 2017 at the Kolak Education Center in the Board Room. President Anderson-Levy called the meeting to order at 7:03 p.m.

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

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

Endres gave the monthly announcements. Baskin moved approval of moving the March Board meeting up one week to March 21st. Seconded by Gard. Motion carried unanimously of the members present.

Dr. Williams asked everyone to take a moment of silence in recognition of Brian Leaf, Public Information Officer, who passed away last week. Michelle Shope, Board Secretary, recognized those students who were the winners from the Martin Luther King Jr. Essay and Speech Contest.

Anderson-Levy opened up the podium for citizens to speak on items not on the agenda. Dorothy Harrell, 2284 Boulder Court, thanked the board and is pleased to see that the high school position is on the agenda and will be posted. She also addressed the board in regards to the town hall meeting and those coming forward to help with solutions. Kim Schneider, 3557 Oaklane Drive, addressed the board regarding the apparent lack of leadership, cry for help from the town hall meeting, and asked for solutions for discipline, teacher support and a safe classroom environment which will allow for student achievement. Angela Lanin, 1674 Prairie Avenue, addressed the board regarding teachers, toll taken, safety concerns, demanding the board fix what is broken and that something be done. Kathe Johnson, 1225 Burton Street, addressed the board regarding the number of police calls from the schools due to behavioral problems. She inquired as to whether students practice peer mediation in the schools. Ryan Flanagan, 2565 Austin Place, addressed the board regarding the number of police calls to the schools and the seriousness of the violent acts by students in the classrooms toward teachers. Adam Aberle 1864 Vista Drive relinquished his 3 minutes to Ryan to finish. Tammy Scott 3556 Bee Lane deferred her time to John Wong. Wong, 2719 Sharon Drive addressed the board with regards to the number of police calls, vision, trust, honesty, integrity, transparency, and the number of administrators. Kate Severson, 1631 Morgan Terrace, addressed the board with discipline, open enrollment numbers, and begged the board to fix the classrooms.

Williams introduced Joel Beard, Athletic and Activities Director who gave a state of the union update on the athletics in the district. He also introduced Anthony Bonds, who then introduced Ralph Berkley who gave an update on Summer School.

Williams gave the Equity update. Jen Paepke highlighted the (E)Quality Committee Report from February. Yolonda Johnson, Student Board Representative, highlighted events at the high school.

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 and Special Committee meeting. Gard reviewed the topics of the two January Special and February Regular Policy and Personnel Committee meetings.

Baskin moved approval of the consent list: 1) Special Board Meetings of January 24, 2017, January 30, and February 14, 2017; 2) Regular Business Meeting of January 24, 2017 and 3) Approval of the January Financial Summary. Seconded by Gard. The motion carried unanimously of the members present.

Baskin moved approval of hiring Schenck for the purpose of Audit Services in an amount not to exceed \$78,000. Seconded by Cronin. Motion carried unanimously of the members present.

Baskin moved approval of the purchase of desktops and laptops from VPC in the amount of \$45,458.42. Seconded by Cronin. Motion carried unanimously of the members present.

Klobucar moved approval of the two new one-term .5 credit College and Career Readiness required courses 9 and 10 to replace the current academic labs and the new one-term .5 credit College and Career Readiness elective course for grades 11 and 12 to replace current academic labs with striking the word required. After conversation, Baskin moved to table the course proposals. Seconded by Charles. Motion carried unanimously of the members present.

Charles moved approval of the adoption of African American History as the textbook used in African American Studies I and II classes. Seconded by Endres. Motion carried unanimously of the members present.

Charles moved to table the addition of a "girls only" section to the PLTW Introduction to Computer Science course for legal opinion. Seconded by Baskin. Motion carried unanimously of the members present.

Gard moved approval of the HVAC technician job description. Seconded by Baskin. Motion carried unanimously of the members present.

Baskin moved approval of the revised job description for the High School Principal position. Seconded by Gard with a friendly amendment to add in a high school setting under required qualifications. Baskin accepted the amendment. Motion carried unanimously of the members present.

Gard moved to extend the meeting to complete the agenda. Seconded by Charles. Motion carried unanimously of the members present.

Gard moved approval of the job description template. Seconded by Baskin. Motion carried unanimously of the members present.

Baskin moved approval of the revisions and layover of Policy 141.2 Board Officer Duties, Policy 185.3 Policy-Personnel Committee and Policy 225.1 Administrative Staff Evaluations for first reading. Seconded by Gard. Motion carried unanimously of the members present.

Gard moved approval of the revisions and layover of Policy 481 Student Work Permits for first reading. Seconded by Baskin. Motion carried unanimously of the members present.

Gard moved approval of the revisions of Policy 142 Legal Counsel for final reading. Seconded by Charles. Motion carried unanimously of the members present.

Gard moved approval of the revisions of Policy 342.10 RULE 1 Homeless Education Program Guidelines for final reading. Seconded by Charles. Motion carried unanimously of the members present.

Gard moved approval of the revisions of Policy 424 RULE 1 State Public School Open Enrollment Full-Time (Resident & Nonresident) for final reading. Seconded by Baskin. Motion carried unanimously of the members present.

Gard moved approval of the revisions of Policy 470 RULE 1 Guidelines Regarding Student Fees/Fines/Charges for final reading. Seconded by Klobucar. Motion carried unanimously of the members present.

Baskin moved approval of the revisions of Policy 522.11 Pre-employment Drug Testing and Policy 522.11 RULE 1 Pre-Employment Drug Testing Procedures for final reading. Seconded by Gard. Motion carried unanimously of the members present.

Gard moved approval of the revisions of Policy 523.6 Identification Badges – Employees for final reading. Seconded by Charles. Motion carried unanimously of the members present.

Baskin moved approval of the deletion of Policy 530 Professional Educator Policies for final reading. Seconded by Cronin. Motion carried unanimously of the members present.

Gard moved approval of the revisions of Policy 531 Professional Educator Positions for final reading. Seconded by Baskin. Motion carried unanimously of the members present.

Gard moved approval of the revisions of Policy 662.1 Management of Student Activities for final reading. Seconded by Klobucar. Motion carried unanimously of the members present.

Gard moved approval of the revised personnel recommendations, Exhibit A from the personnel committee. Seconded by Charles. Motion carried unanimously of the members present.

Items requested at future meetings included an overview of ELL program and where we are going with it, update on discipline for the next three months by school concerns how the implementation of the strict policy is taking place, by building principals, wants to hear if there is a directive to a building principal or to hearing officer to not hold an expulsion after one has been recommended, open enrollment numbers out compared to last year, more frequent meetings, meetings to be more citizen friendly with closed sessions at the end except admin hearings, board report on what has been done in response to town hall comments that have come forward, report for the last year of all individuals that did not come up for expulsion with a brief description and a status on how that student is doing.

The meeting adjourned at 9:22 p.m.

Michelle Shope, Board Secretary

Approved at the regular meeting of March 21, 2017

Lisa Anderson-Levy, President

**SPECIAL MEETING OF THE BOARD OF EDUCATION
SCHOOL DISTRICT OF БЕLOIT
March 8, 2017**

The Board of Education held a special board meeting on March 8, 2017 at the Kolak Education Center in Room 106. President Anderson-Levy called the meeting to order at 6:32 p.m.

Members Present: Lisa Anderson-Levy, Dennis Baskin, Pam Charles, Shelly Cronin, Laurie Endres(via telephone), Nora Gard, and Kris Klobucar. Also present:

Tia Johnson, 1621 Indian Road questioned the relevancy of going into closed session for the responses to town hall meeting.

Attorney Buikema indicated that the closed session is appropriate if the items discussed refer to a specific employee or could be harmful to a person's reputation. Shannon Scharmer cautioned the board to the spirit and intent of the posting of the agenda item.

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

Charles stated she requested discussing meeting more frequently due to the volume of work needing to be done and to keep things moving forward. She feels it is a critical time of year for staff making career decisions. Other members noted that the town hall has been on multiple agendas, the need to be thoughtful in decision making, sharing a sense of urgency, and coming up with long term solutions. Most members were willing to meet more often if it was needed, however did not want to commit to every Tuesday. Members also discussed micromanaging, board oversight, public perception, better agenda structure, prioritization of items and possibly having a workshop or retreat to discuss items like the town hall meeting that require a larger, deeper discussion.

Charles moved to discuss the next meeting time at the end of each meeting and be open to impromptu meetings if there is a need. Seconded by Baskin. Motion carried unanimously of the members present.

Pelz presented on the Student Code of Conduct and Discipline. She reviewed character standards/expectations as well as the vision for discipline. She gave a brief overview of Positive Behavior Interventions and Supports (PBIS), the three tiers of intervention/support, and jurisdiction for use of the code of conduct. Student Misconduct was reviewed indicating there are four levels of offenses as well as some of the flexibility for K-5 students, AODA offenses, etc. She reviewed each level's offenses and the disciplinary options for that level. Most level 4 offenses require police notification. They are denoted in the matrix with an asterisk. Pelz reviewed the discretionary disciplinary criteria such as the emotional and mental development of the student, maturity, etc. The code also includes a section about voluntary surrender of dangerous items and some discretion options depending on use, threatening to use, etc.

Gard indicated that she liked the presentation and the summarization given. Baskin asked if Pelz feels the code is a good, solid code. He then asked Jen Paepke if Restorative Practices and the Code of Conduct could stand alone. Charles stated she is not convinced that restorative practices will work with the Code of Conduct based on the teacher's comments at the last presentation on restorative practices. Pelz indicated what the teacher was saying was that she felt she could no longer use restorative practices with the suspension and could only use the code of conduct which would break the trust and harmony with her students. Charles also referred to an email about a school who is using step forms for discipline issues instead of using the code and asked why this is happening. Tony Bosco, Principal, indicated that the step

forms are classroom managed behavior(steps 1-3) or low level behaviors as opposed to office managed behavior (step 4).

Cronin clarified that the Steps are different than the levels in the Code of Conduct but is in alignment to the code. Cronin stated she feels some of the issue may be that people do not feel the same infraction is treated the same from one school to the next school.

Klobucar indicated that classroom management requires a lot of quick thinking and different methods to addressing behaviors. Bosco explained the step process more thoroughly and clarified that the teacher always has the discretion to go to step 4 - office managed. Klobucar asked if phone calls home to parents are documented anywhere. Bosco explained that the step forms are collected at the end of the semester so that information can be disaggregated. Office referrals have a box for checking if parent contact was made.

Anderson-Levy stated she felt this was more a tool than an indictment on restorative practices. She also stated that since the last meeting where restorative practices was suspended, the district has been contacted by DPI and the federal partner, SAMSHA, about the suspension and since they feel the board no longer wants to support this endeavor they have frozen the HH/HS Grant funds. They did state they are willing to meet with the district and board members to discuss this. Anderson-Levy is recommending to lift the suspension for multiple reasons, confusion in the district as there was not enough guidance to staff as well as the funding. Pelz indicated that it is also affecting other grant funding for similar initiatives until there is an official statement from the district.

Gard indicated that it would be good to have some clarity in the district around the code of conduct and use of PBIS and Restorative Practices. She also suggested adding some of the diagrams around those programs and practices for a better blending.

Baskin inquired as to how to motion this or rescind the motion. Charles indicated it could not be done at this meeting but could be done at the next meeting. Endres indicated that she is in favor of reinstating the Restorative Practices with a clear plan from each principal as to how this will happen. Pelz indicated that trainings scheduled during the freeze would have to be covered by the district. Dr. Williams indicated that if the board supports Restorative Practices, it should be stated publicly. Scharmer stated that she was on the committee that added the PBIS item to the Code of Conduct and she is concerned about the mandatory component of level 4 consequences and feels the board should be as well.

Baskin said that since Restorative Practices does not negate enforcing the Code of Conduct, Baskin moved that the district reinstate the Restorative Practices component. Seconded by Gard. Motion carried unanimously of the members present.

Charles moved that the staff be instructed to enforce the Code of Conduct while integrating restorative practices. Bonds indicated that the principals and staff have been given specific instructions to follow the Code of Conduct and to sign the acknowledgement form. A copy is being sent home to parents with a signature form due back within the next two weeks. He stated that teachers have also been asked to have positive reinforcements in the classroom.

Scharmer indicated it is concerning to her that the board makes a motion to follow its own policy. She stated the teachers need to know that they are supported. John Wong indicated he feels that the board is going in circles. Tia Johnson indicated that adhering to the code of conduct is an absolute. She also noted that PBIS was in the district before it was in the code, however addressing one issue is not the solution.

Gard suggested that staff need to have a direction and clarity from the Board. She also feels that it needs to go to the Department of Public Instruction.

Members shared their thoughts on hearing from other stakeholders, leadership and having a cohesive vision, trust between staff and the administration/board, reactionary mode versus proactive mode, Areas that members felt still needed improvement or work included communication, prep time and report card prep time, principals being spread too thin, electronic devices being distractions, volunteers, implementing and enforcing the code of conduct, cheerleading the good things happening in the district. Members also shared items they felt were already being addressed such as parent involvement, board presence in the schools, the BEA presenting at the Policy/Personnel Committee several times a year, addressing technology concerns, clearing hallways in the schools,

Anderson-Levy clarified that many community and district people feel the board does not support Dr. Johnson. She stated the board clearly supports Dr. Johnson and is eagerly awaiting his return. She also stated there is a perception when he started in the district with the ad hoc committee recommendations that he hired Dr. Williams and Mr. Bonds to go out to the schools to hit the ground running with these recommendations and somehow this was misconstrued. Anderson-Levy also shared when Dr. Johnson was principal at the high school, he had a great practice of clearing the hallways and it has been suggested that this practice needs to be re-instituted more strongly again. Charles noted there has been a board request for 300 level infractions that did not go to hearing and if anyone was told not to pursue hearings. She also questioned how often a student or how many times a student can have a 100 level offense before action is taken. Charles suggested a workshop to review and possibly revise the code of conduct. She also noted she was in the high school and things were running very smoothly.

Bonds indicated that professional development time has changed to allow for staff collaboration for the next two scheduled professional development days. He also stated that they are reviewing next years' scheduling and looking to find more time. He indicated other ideas are coming forth and being run through appropriate committees and will come to the board, if they are viable. Another was summer school pay increases to entice more staff to work summer school and be able to increase summer school offerings. Cronin asked how to get some of this information out to the parents and community. Bosco addressed repeated level 200 and 300 infractions.

Anderson-Levy indicated there are two remaining items on the agenda. She recessed the meeting from 8:55 p.m. and reconvened at 9:02 p.m.

Gard asked the board secretary to read the motion from the Policy/Personnel Committee regarding the interim high school principal position. Charles asked if the contract is issued will it be for only three months. Attorney Buikema indicated that it would be a limited term contract. Sallis indicated that she would work with Attorney Buikema to write the contract correctly. Discussion ensued around the submission of the plan. Members had Sallis read the DPI information on the license requirements.

Baskin moved approval of the administration's recommendation to hire Janay Banks-Wilson in the interim assistant principal position with the course plan submitted to the board for approval. Seconded by Gard. Sallis requested clarification on the salary. It was clarified that the salary would match the posting at a pro-rated amount. Charles stated that she is concerned with the students who will be affected by removing their teacher from the classroom so late in the school year.

Baskin called the question. Motion on the question carried on a roll call vote 7-0. The original motion carried 6-1 on a roll call vote with Charles voting in the negative.

Klobucar moved to go into closed session pursuant to Section 19.85 (1)(c) of the Wisconsin Statutes relative to considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility. Seconded by Gard. Motion carried on a roll call vote 7-0.

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

Cronin moved to extend a two year contract to Carole Campbell. Seconded by Charles. Motion carried unanimously of the members present.

No items for future discussion were requested.

The meeting adjourned at 10:36 p.m.

Michelle Shope, Board Secretary

Approved at the Regular Business Meeting on March 21, 2017

Lisa Anderson-Levy, President

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

The Board of Education held a special board meeting on March 14, 2017 at the Kolak Education Center in Room 106. President Anderson-Levy called the meeting to order at 6:04 p.m.

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

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

Tina Salzman, Business and Education Director for the Hendricks CareerTek presented on the center. She indicated that it targets students in grades 6-12 and is open from 10 a.m. To 6 p.m., is free of charge, with bus routes near the center. She reviewed their vision and mission as well as core values: respect, courage, citizenship and fun. She classified the work at CareerTek into 4 categories which are career coaching, enrichment, learning opportunities and experiential learning. She reviewed creating career plans and how the CareerTek can help assist in these areas. She also shared additional partnership benefits with regard to the district and stated that they did contact DPI to ensure that they will not affect funding for the district and that they cannot enroll students nor are they accredited.

Klobucar was hoping the age range would be 16-21 since she feels 18-21 year olds struggle most when they change college or career direction after graduation. Endres asked how students seek help at CareerTek. Salzman indicated parent or personal referrals, social media and school tours have been the main source. Cronin asked about marketing efforts for younger students and if only one class is being offered at a time. Salzman stated that currently only one class and students are on an alternate list. Baskin asked if there were any long range goals to become a school. Lisa Furseth, Executive Director of the Hendricks Family Foundation, stated no; the purpose is to augment what the district is already doing. Baskin stated he felt this was a stand alone entity and wondered what they offer that the district does not, which Dr. Williams also questioned. Salzman stated CareerTek is not trying to duplicate services, also stating the district career advocate/coach is trying to place 200 students in job shadow positions with 1700 students in the high school for one person to try and place alone. Gard asked about the students in grades 6-12 and an event for girls on April 13. Mark Rand, from the Stateline Boys and Girls Club described the upcoming event for girls in grades 4-10. Anderson-Levy asked about programming when the hours are during school, who teaches workshops, etc. Salzman indicated that a variety of things take place during the day and students who have early release, work release and school tours are serviced during the day while others are serviced after school hours. Dr. Salzman is among those who provide instruction. Dr. Williams asked how many high school kids are involved and the racial breakdown. Salzman indicated she has no idea since they are only three weeks old and there have only been a half a dozen students. Bonds indicated that it is a great opportunity for Beloit and the district. He did ask what the center capacity. Salzman indicated for a class, 30 is probably best, however the space will hold 80-90. Bonds also indicated that he is working with Campbell and Kaminski about following district protocols for any field trips and students who may be requesting early releases, etc. Salzman indicated that if students are showing up when they are not suppose to be at the career center, they will not be allowed admittance. Baskin asked Williams if there is a formalized agreement with CareerTek. Williams indicated there is not. Baskin also asked if another company came in, would they be afforded the same courtesy since there is no agreement in place. Williams indicated they would. Baskin also asked if presenters are background checked by the district. Dr.

Williams will follow up on the background checks. Rand indicated that everyone who is part of the Boys and Girls Club are thoroughly background checked.

Anderson-Levy introduced Mr. Bergeron, Senior Conciliation Specialist, Community Relations Service with the U.S. Department of Justice. Anderson-Levy asked Bergeron to present as she felt he may be able to help address some of the concerns. He stated that CRS is third party neutral, works with integrity and is usually the group in the middle of conflict. He indicated they facilitate dialogues, conduct mediations, trainings and conciliations. SPIRIT, a program, created in the 1970s stands for School (or in this context Site) Problem Identification and Resolution of Issues Together, allowing communities to find a way to address issues. Facilitating a SPIRIT should increase mutual understanding and communication, include key community stakeholders, support community engagement and problem solving, bring mutual agreement to draft and implement a solution-oriented plan-of-action. He stated that the SPIRIT Process is conducted at no cost with volunteers. Bergeron stated it should involve 40-50 diverse leaders in the school settings, i.e. Administrators, teachers, community leaders, parents, staff, community agencies, organizations, leaders, students, youth leaders. He reviewed the process requirements and what happens during his time. Facilitator training is for two neutral people who are from the community, likely could be parents or from the chamber of commerce; one takes notes and one does the process. He reviewed the steps such as the leaderships message, ground rules, issues identified, solutions, etc. Endres asked if the information already collected from the town hall responses would be used or does the district need to start from scratch. Bergeron indicated the responses can be the impetus to start the conversation. John Wong, citizen, asked who would determine participants involved. Bergeron indicated typically its administration and board members and asked Wong why that would be a problem. Wong indicated that it goes back to the lack of trust. Bergeron indicated this process lends to transparency. Endres asked who the facilitators are. Bergeron indicated that the Facilitators are totally neutral individuals, trained by Bergeron. He indicated that he would work with the district to ensure that the process runs well, but the best part is that the district is solving its own problems. Gard asked about those who may not want to participate and may end up being the nay-sayers who stir up problems in the background. Bergeron indicated that there have been two districts that have made SPIRIT mandatory for their staff. When asked how facilitators are neutral, Bergeron indicated that the training has parameters, however he did suggest that the facilitators be slightly removed from the groups involved in the process such as someone in the community who works in a bank, library, church, etc.

Inviting to new members to the board meetings will be done at the televised meeting. Sallis indicated that new employees will be invited at the point of hire in the Human Resources Department.

Merath indicated that there was an article in the Beloit Daily News regarding Solar Panels on district roofs. She stated when she first started in her current position, Chart House sent her a contract to sign. Upon review of the contract, she found there to be monthly fees as well as a buy out in the end. She also stated that the panels are not currently connected or working and a letter was sent to Chart House asking them to remove their equipment. To date, the district has heard nothing from Chart House. As a follow up, Merath did find out that Aldrich and BMHS have solar panels that are operable. Gard asked if the same company installed these solar panels. Merath indicated that they are still investigating, but it does not appear they were placed by the same company. Cronin asked if we could request them to remove the panels by a certain date and if not, they forfeit the equipment and the district could then look into making them work. Endres asked if there was anything the board could do to help with any loose ends she inherited.

Merath reviewed the legal services RFP and indicated there was a committee that reviewed the submissions. The RFP was released last fall, reviewed in January, decided to ensure everyone had an opportunity so mailed the RFP to firms in Beloit, reviewed again after no further submissions and have made a recommendation to move forward with three firms to provide legal services to the district. Cronin

indicated there was a rating system used to review the proposal independently, following the rating, there were interviews held and a recommendation was then made. Charles indicated that she would like to see the district use the other two new recommended firms so the district can become more familiar with them.

Baskin moved to award the Legal Services RFP contract for three year contracts with an option to renew for an additional two(2) one(1) year renewals to Davis/Kuelthau, Boardman & Clark and Buelow, Vetter, Buikema, Olson & Vliet, LLC. to represent the district in legal services. Seconded by Cronin. Motion carried unanimously of the members present.

Anderson-Levy indicated Board Membr Conduct was on the agenda to review the policy and how board members interact with each other as well as administration and staff. Endres indicated that there is a policy for annual board self-evaluation and she does not remember the board doing a self evaluation recently. Endres also talked about materials for the board to review as well as discussing this topic again after the April election. She would like to discuss how members discuss the district in public and in the newspaper as well as how the board addresses each other. She also discussed having a policy for consequences for board members like the board expects of its students. Gard indicated that she has been looking at Robert's Rules and indicated there are some areas in Roberts Rules that can be put into policy with regard to steps that can be taken to address behavior. She suggested having them added to policy. Cronin indicated that she is concerned as well and asked if that would need to go to the policy/personnel committee. Gard also stated she would like to see the self-evaluation done. Cronin indicated that #10 in Policy 165 should be followed more closely. Anderson-Levy indicated that members need to remember that the administrators have full time jobs and that each board member request is another item they are juggling along with their daily tasks and therefore the requests should be more directly tied to the agenda items. Baskin indicated that some of the emails seem to have petty requests and while requests should not be censured, there should be some measure of priority in place. He also stated that employees feel uncomfortable telling board members if a request is too cumbersome. Anderson-Levy indicated that the requests are suppose to go through the superintendent or board president and not directly to administrators or staff. Baskin indicated that he felt it was inappropriate for one board member to write a guest article in the paper. Charles indicated there is a policy against fielding anonymous complaints and yet the board has been doing so in one way or another and even asked for anonymous input. She feels the rules have been changed lately. She stated she receives many phone calls from parents and can not redirect them all, however does encourage them to contact appropriate administrators. She feels there should be a board conversation for anonymous concerns and how to address them. She also stated board members need information in order to do their jobs and nothing says board members cannot make an open records request. She addressed the letter to the paper and stated she felt she needed to submit the article. She stated others should not do something they are not comfortable with. Baskin indicated that he would also like to address that information going to the newspaper is not accurate and members have to be careful. Cronin stated that members need to be careful when speaking to the media and ensuring that information is accurate. Endres indicted that information needs to be fully vetted and when it is not causes the mistrust in the district, parents and community. Gard indicated she feels information needs to be accurate. Cronin indicated the board needs to review what items should be answered to the newspaper versus what does not need to be addressed, especially when the district do not currently have a Public Information Officer. Klobucar indicated that a tutorial on how, what and when to respond to the newspaper would be beneficial. Dr. Williams indicated that he finds this conversation helpful, appreciates the comments about the paper and the open records requests. Anderson-Levy indicated that she and Gard work with Dr. Williams to set agendas and prioritize agenda requests but not every request can go on the next agenda. Anderson-Levy stated this should be a periodic item on the agenda.

Sallis provided the letter of verification from Concordia University of Wisconsin for Banks-Wilson as well as her Plan of Study Document. Baskin moved approval of the plan of study to solidify the hiring of the

Interim Assistant Principal for BMHS. Seconded by Gard. Motion carried 6-0-1 with Charles abstaining due to voting no on the hire.

In regards to the town hall responses, Marc Perry, 2573 Edgewood Drive, read a prepared statement on behalf of several black educators, regarding the racial current from many colleagues, comments about assistant superintendents, administrative licensure, emergency licensure, board members attending community events, discipline, and cultural awareness. He then made a statement of his own regarding inclusion.

Anderson-Levy recessed the special meeting to reconvene the policy/personnel committee meeting. The special meeting will be reconvened following Policy/Personnel.

Anderson-Levy reconvened the special meeting at 10:20 p.m.

Baskin moved approval of the personnel recommendations – exhibit A as revised by the Policy/Personnel Committee with waiving the penalty fee for the resignation. Seconded by Klobucar. Motion carried unanimously of the members present.

There were no future items for discussion.

The meeting adjourned at 10:21 p.m.

Michelle Shope, Board Secretary

Approved at the Regular Business Meeting on March 21, 2017

Lisa Anderson-Levy, 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: Jamie Merath, Executive Director of Business Services

Others assisting you in the presentation:

My report is for: Action

II. TOPICAL INFORMATION

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

Information to support legal action as required by Wisconsin Statutes.

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

See attached summary or full reports online.

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

Comply with legal requirements and Wisconsin Statutes.

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

MOTION: The Board of Education approves the financial summary for the month of January, 2017.

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:

OBJ	OBJ	2016-17 Original Budget	2016-17 Revised Budget	January 2016-17 Monthly Activity	2016-17 FYTD Activity	2016-17 FYTD %
110	GENERAL OPERATI	8,889,805.00	8,241,805.00			
1--	INTERFUND TRANS	8,889,805.00	8,241,805.00			
211	PROPERTY TAXES	7,846,146.00	7,846,146.00	7,846,362.99	7,846,362.99	100.00
212	PROPERTY TAX CH	217.00	217.00			
213	MOBILE HOME TAX	20,000.00	20,000.00	1,243.76	9,950.08	49.75
244	PYMTS FOR SERVI	79,212.00	79,212.00	24,719.25	40,825.25	51.54
262	RESALE OF OBJEC			5,178.50	28,615.21	
263	SALE OF VOCATIO	23,655.00	23,655.00		23,690.44	100.15
271	ADMISSIONS	50,000.00	50,000.00	5,728.48	36,507.48	73.01
279	OTHER SCHOOL AC	10,000.00	10,000.00	150.00	6,825.00	68.25
280	INTEREST ON INV	30,000.00	30,000.00	9,604.06	44,054.35	146.85
291	GIFTS	544,155.00	552,940.00	396.00	544,550.87	98.48
292	STUDENT FEES	150,000.00	150,000.00	3,761.50	102,439.93	68.29
293	RENTALS	10,000.00	10,000.00	1,528.87	12,897.88	128.98
297	STUDENT FINES	1,500.00	1,500.00	82.52	358.51	23.90
2--	REVENUE FROM LO	8,764,885.00	8,773,670.00	7,898,755.93	8,697,077.99	99.13
343	CO-CURRICULAR A	3,800.00	3,800.00		1,404.80	36.97
345	GENERAL TUITION	1,148,547.00	1,304,547.00			
347	OE SPEC ED TUIT	156,000.00				
348	TRANSP FEES FRO	30,000.00	30,000.00	2,887.48	13,049.64	43.50
3--	INTERDISTRICT P	1,338,347.00	1,338,347.00	2,887.48	14,454.44	1.08
516	TRANSIT OF STAT	15,000.00	15,000.00		3,789.59	25.26
517	FEDERAL AID TRA		2,000.00		2,000.00	100.00
5--	INTERMEDIATE SO	15,000.00	17,000.00		5,789.59	34.06
611	HANDICAPPED AID	2,950,192.00	2,950,192.00	420,177.00	1,260,532.00	42.73
612	TRANSPORTATION	30,000.00	30,000.00	26,823.00	26,823.00	89.41
613	LIBRARY AID STA	303,372.00	303,372.00			
618	BILINGUAL/BICUL	150,000.00	150,000.00		192,960.40	128.64
619	OTHER CATEGORIC	1,824,000.00	1,824,000.00			
621	EQUALIZATION AI	63,507,031.00	63,507,031.00		24,969,429.00	39.32
625	HIGH COST SPEC	155,000.00	155,000.00			
628	HIGH POVERTY AI	493,079.00	493,079.00			
630	SPECIAL PROJECT		25,000.00		900.48	3.60
650	SAGE PROGRAM RE	3,116,090.00	3,116,090.00		1,107,805.00	35.55
691	STATE TAX EXEMP	37,369.00	37,369.00			
6--	REVENUE FROM ST	72,566,133.00	72,591,133.00	447,000.00	27,558,449.88	37.96
711	FED HIGH COST S	115,000.00	115,000.00			
713	FEDERAL VOC ED	90,916.00	90,916.00			
719	OTHER FEDERAL A	595,000.00	595,000.00	100,883.17	288,073.71	48.42
730	FED SPECIAL PRO	3,227,387.00	3,315,666.00	324,834.43	1,296,280.44	39.10
751	EASA TITLE I	3,482,180.00	3,500,180.00	665,285.59	1,356,078.84	38.74
780	FED REV THRU ST	900,000.00	900,000.00	46,973.61	90,083.77	10.01
799	OTHER FEDERAL R	70,000.00	70,000.00	5,471.47	35,740.91	51.06
7--	REVENUE FROM FE	8,480,483.00	8,586,762.00	1,143,448.27	3,066,257.67	35.71
862	LAND AND PROPER	62,000.00	62,000.00		54,273.52	87.54

OBJ	OBJ	2016-17 Original Budget	2016-17 Revised Budget	January 2016-17 Monthly Activity	2016-17 FYTD Activity	2016-17 FYTD %
8--	OTHER FINANCING	62,000.00	62,000.00		54,273.52	87.54
964	INSURANCE REIMB		1,130.00		1,129.12	99.92
971	AIDABLE REFUND	157,267.00	157,267.00	38.56	31,319.30	19.91
989	OTHER MEDICAL		1,000.00	468.00	1,430.00	143.00
990	MISCELLANEOUS R	104,000.00	101,870.00	14,312.04	82,689.97	81.17
9--	OTHER REVENUES	261,267.00	261,267.00	14,818.60	116,568.39	44.62
---		100,377,920.00	99,871,984.00	9,506,910.28	39,512,871.48	39.56
111	TEACHER SALARY	29,261,831.00	29,257,780.00	2,171,369.16	12,164,416.30	41.58
112	ADMINISTRATOR S	3,228,196.00	3,228,196.00	246,741.10	1,782,123.34	55.20
114	ADMIN ASST SALA	1,526,247.00	1,526,264.00	114,353.34	841,966.20	55.17
115	CLERICAL SALARY	1,059,800.00	1,059,056.00	82,673.39	625,100.14	59.02
116	INSTRUCTIONAL S	1,085,654.00	1,095,175.00	79,106.38	469,970.31	42.91
117	COORDINATOR SAL	101,888.00	101,888.00	7,981.20	55,647.07	54.62
118	PARA PROFESSION	1,892,102.00	1,892,839.00	147,783.38	854,830.60	45.16
120	CROSSING GUARD	47,000.00	47,000.00	3,423.24	24,352.74	51.81
122	MONITOR/NOON HR	4,124.00	4,124.00			
123	INTERN SALARY	8,000.00	8,000.00		7,383.79	92.30
124	TUTOR SALARY	90,000.00	90,000.00	4,050.00	18,325.00	20.36
125	STUDENT WORKER	12,000.00	16,500.00	822.48	3,054.24	18.51
131	TEACHER CURRIC	600.00	600.00			
132	EVENT WORKER SA	28,660.00	28,660.00	2,635.00	11,575.00	40.39
133	ADDENDUM SALARY	721,430.00	729,023.00	49,112.32	365,441.27	50.13
135	TEACHER SPEC ED	2,000.00	2,000.00		81.23	4.06
136	TEACHER ADDL CL	31,300.00	32,300.00	1,941.06	13,520.63	41.86
141	TEACHER OTHER S	851,917.00	862,528.00	47,395.16	369,660.41	42.86
144	ADMIN ASST ADDL	7,200.00	16,452.00	1,367.83	22,233.52	135.14
145	CLERICAL ADDL/O	28,270.00	30,501.00	505.08	11,528.34	37.80
146	INST SUPPORT AD		522.00	412.41	4,249.86	814.15
148	PARA ADDL/OVTM	59,527.00	94,681.00	6,447.94	37,418.32	39.52
171	SUB TEACHER	708,813.00	713,178.00	46,200.45	356,970.32	50.05
172	SUB SECURITY	30,000.00	30,000.00	5,622.75	26,658.93	88.86
174	SUB CLERICAL SA	26,500.00	27,123.00	1,882.20	20,109.11	74.14
175	SUB AIDE SALARY	189,244.00	192,219.00	16,636.15	94,346.52	49.08
178	SUB CROSSING GU	3,000.00	3,000.00		585.00	19.50
179	SUB NURSING	14,000.00	14,000.00	492.51	5,063.10	36.17
180	SUB ADMINSTRATO			3,272.00	41,672.00	
181	TEMP/SEASONAL S	33,040.00	33,040.00		2,799.66	8.47
182	BOARD OF ED SAL	31,500.00	31,500.00	4,275.00	22,562.50	71.63
1--	SALARIES	41,083,843.00	41,168,149.00	3,046,501.53	18,253,645.45	44.34
212	EMPLOYER'S RETI	2,772,625.00	2,776,867.00	197,383.31	1,222,284.33	44.02
218	OPEB	2,468,292.00	2,459,585.00	173,138.79	1,028,210.28	41.80
220	SOCIAL SECURITY	3,012,863.00	3,019,231.00	225,241.57	1,355,499.99	44.90
230	LIFE INSURANCE	64,690.00	64,808.00	4,707.02	26,983.09	41.64
242	HEALTH INSURANC	10,715,828.00	10,704,467.00	738,345.68	4,186,221.34	39.11
243	DENTAL INSURANC	895,927.00	896,650.00	64,693.62	365,813.51	40.80
244	HRA				176.65	
245	HSA	1,685,140.00	1,685,590.00	1,500.00	1,521,115.00	90.24
251	INCOME PROTECT	145,296.00	144,845.00	8,138.30	46,776.65	32.29
290	OTHER EMPLOYEE	95,000.00	115,000.00		113,195.60	98.43
291	COLLEGE CREDIT	50,000.00	50,000.00	15,873.40	18,988.71	37.98
297	EMPLOYEE PHYSIC	13,000.00	13,000.00	1,125.00	4,348.01	33.45

OBJ	OBJ	2016-17 Original Budget	2016-17 Revised Budget	January 2016-17 Monthly Activity	2016-17 FYTD Activity	2016-17 FYTD %
298	MEMBERSHIPS	25,000.00	25,000.00	900.00	21,007.00	84.03
2--	EMPLOYEE BENEFIT	21,943,661.00	21,955,043.00	1,431,046.69	9,910,620.16	45.14
310	PERSONAL SERVIC	2,217,194.00	2,237,549.00	266,019.83	1,335,289.50	59.68
312	LAB SERVICES	53,000.00	53,000.00	7,369.60	24,049.20	45.38
313	PRESCRIPTIONS	10,000.00	10,000.00	2,789.57	3,533.51	35.34
314	GENERAL	8,500.00	8,500.00	1,425.06	2,855.58	33.60
320	PROPERTY SERVIC	7,594,538.00	7,473,649.00	390,669.61	3,046,453.22	40.76
331	GAS FOR HEAT	450,300.00	450,510.00	36,984.48	91,664.04	20.35
336	ELECTRIC OTHER	984,200.00	985,478.00	85,609.71	523,367.56	53.11
337	WATER SERVICES	41,865.00	42,279.00	2,675.28	20,701.47	48.96
338	SEWERAGE SERVIC	62,690.00	63,551.00	3,801.90	18,360.82	28.89
339	STORM WATER	31,370.00	31,496.00	2,728.60	19,427.50	61.68
341	PUPIL TRAVEL	2,116,421.00	2,126,784.00	174,400.95	891,614.32	41.92
342	EMPLOYEE TRAVEL	438,935.00	404,969.00	14,511.43	131,470.33	32.46
348	VEHICLE FUEL	163,100.00	163,100.00	13,779.19	50,475.74	30.95
351	ADVERTISING	20,355.00	20,591.00	896.66	10,705.83	51.99
353	POSTAGE	55,350.00	55,527.00	4,472.52	27,953.26	50.34
354	PRINTING/BINDIN	45,389.00	46,060.00	-96.00	17,183.51	37.31
355	TELEPHONE/TELEG	82,275.00	117,386.00	14,369.02	104,839.31	89.31
358	ON-LINE COMMUNI	296,000.00	280,895.00	2,010.95	44,460.75	15.83
360	DATA PROCESSING	28,000.00	28,000.00	2,145.00	15,015.00	53.63
370	EDUCATIONAL SER	1,043,947.00	983,531.00	67,051.50	382,176.75	38.86
381	PAYMENTS TO MUN	228,691.00	228,691.00	3,516.93	8,469.56	3.70
382	PAYMENTS TO WI	5,109,394.00	5,109,394.00			
385	PAYMENT TO COUN	4,200.00	18,462.00		20,356.54	110.26
386	PAYMENTS TO CES	215,350.00	217,350.00		59,869.00	27.54
387	PAYMENTS TO STA	370,349.00	370,349.00	172.50	4,577.70	1.24
389	PAYMENTS TO VTA	72,213.00	72,213.00		4,675.62	6.47
3--	PURCHASED SERVI	21,743,626.00	21,599,314.00	1,097,304.29	6,859,545.62	31.76
411	GENERAL SUPPLIE	1,490,622.00	1,506,527.00	63,530.83	401,065.28	26.62
415	FOOD SUPPLIES	65,437.00	78,786.00	4,099.87	34,672.00	44.01
420	APPAREL	11,850.00	12,330.00	-11.48	849.23	6.89
430	INSTRUCTIONAL M	701,959.00	858,779.00	85,630.11	445,305.78	51.85
435	INSTRUCTIONAL C	4,760.00	4,760.00			
446	TOOLS AND IMPLE	500.00	500.00			
449	OTHER NON-CAPIT	113,165.00	126,508.00	17,393.85	88,346.66	69.83
452	RESALE EXPENDIT			6,329.45	25,111.85	
470	TEXTBOOKS	926,228.00	840,984.00	26,979.64	216,289.99	25.72
480	NON-INSTRUCTION	348,372.00	359,063.00	-2,300.00	336,753.71	93.79
490	NON-INST NON-C	13,356.00	7,507.00	442.55	3,067.53	40.86
4--	NON-CAPTIAL OBJ	3,676,249.00	3,795,744.00	202,094.82	1,551,462.03	40.87
517	RENTAL		1,500.00	250.00	1,750.00	116.67
537	BUILDING RENTAL	47,000.00	47,000.00	1,477.59	40,257.05	85.65
551	EQUIPMENT PURCH	91,333.00	69,060.00		7,362.81	10.66
553	EQUIPMENT PURCH	78,566.00	149,482.00	22,956.77	78,589.06	52.57
571	EQUIPMENT RENTA	186,222.00	186,359.00		57,999.10	31.12
572	VEHICLE RENTAL	200.00	200.00			
5--	CAPITAL OBJECTS	403,321.00	453,601.00	24,684.36	185,958.02	41.00
678	CAPITAL LEASES	1,725,221.00	1,725,221.00	74	1,725,220.23	100.00

OBJ	OBJ	2016-17 Original Budget	2016-17 Revised Budget	January 2016-17 Monthly Activity	2016-17 FYTD Activity	2016-17 FYTD %
688	CAPITAL LEASES	34,388.00	34,388.00		34,387.19	100.00
6--	DEBT RETIREMENT	1,759,609.00	1,759,609.00		1,759,607.42	100.00
711	DISTRICT LIABIL	78,339.00	78,339.00		78,612.00	100.35
712	DISTRICT PROPER	154,437.00	154,437.00	-56.11	153,574.89	99.44
713	DISTRICT WORKER	291,133.00	291,133.00		309,183.00	106.20
730	UNEMPLOYMENT CO	40,000.00	40,000.00	1,668.63	9,000.67	22.50
7--	INSURANCE AND J	563,909.00	563,909.00	1,612.52	550,370.56	97.60
827	SP ED INTERFUND	8,889,805.00	8,241,805.00			
899	CO-OP TRANSFER	5,993.00	5,993.00			
8--	TRANSFERS	8,895,798.00	8,247,798.00			
940	DUES AND FEES	128,430.00	133,243.00	17,306.41	100,144.24	75.16
971	AIDABLE REFUND	50,000.00	66,100.00	20,838.64	35,464.24	53.65
990	MISCELLANEOUS				2,750.00	
999	OTHER MISCELLAN	129,474.00	129,474.00			
9--	OTHER OBJECTS	307,904.00	328,817.00	38,145.05	138,358.48	42.08
---		100,377,920.00	99,871,984.00	5,841,389.26	39,209,567.74	39.26
<hr/>						
	Grand Revenue T	100,377,920.00	99,871,984.00	9,506,910.28	39,512,871.48	39.56
	Grand Expense T	100,377,920.00	99,871,984.00	5,841,389.26	39,209,567.74	39.26
	Grand Totals			3,665,521.02	303,303.74	
				Profit	Profit	

Number of Accounts: 6183

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

**Board Report Summary
January 2017**

<u>Fund</u>	<u>Description</u>	<u>Revenue</u>	<u>Expense</u>	<u>Net Change</u>
Fund 10 & 27	General Fund & Special Ed	9,506,910.28	5,841,389.26	3,665,521.02
Fund 21	Donation	18,114.67	14,213.43	3,901.24
Fund 38 & 39	Debt Service	5,364,983.88	3,003.63	5,361,980.25
Fund 50	Food Service	411,397.13	51,355.57	360,041.56
Fund 60	Student Activities		(3,478.95)	3,478.95
	Total Revenue & Expense	\$ 15,301,405.96	\$ 5,906,482.94	\$ 9,394,923.02

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

President

Secretary

OBJ	OBJ	2016-17 Original Budget	2016-17 Revised Budget	January 2016-17 Monthly Activity	2016-17 FYTD Activity	2016-17 FYTD %
291	GIFTS			22,681.98	125,698.39	
299	MISCELLANEOUS R			-4,567.31	194,889.88	
				<hr/>	<hr/>	
2--	REVENUE FROM LO			18,114.67	320,588.27	
				<hr/>	<hr/>	
---				18,114.67	320,588.27	
310	PERSONAL SERVIC				1,477.77	
341	PUPIL TRAVEL			1,301.33	8,617.43	
				<hr/>	<hr/>	
3--	PURCHASED SERVI			1,301.33	10,095.20	
411	GENERAL SUPPLIE			2,342.11	17,076.85	
415	FOOD SUPPLIES			2,160.96	11,997.75	
420	APPAREL			5,688.37	14,423.71	
430	INSTRUCTIONAL M			1,752.66	4,899.83	
449	OTHER NON-CAPIT				5,627.97	
470	TEXTBOOKS			5.00	32.90	
480	NON-INSTRUCTION				241.00	
				<hr/>	<hr/>	
4--	NON-CAPTIAL OBJ			11,949.10	54,300.01	
517	RENTAL				1,500.00	
551	EQUIPMENT PURCH				1,289.83	
				<hr/>	<hr/>	
5--	CAPITAL OBJECTS				2,789.83	
940	DUES AND FEES			963.00	4,876.50	
				<hr/>	<hr/>	
9--	OTHER OBJECTS			963.00	4,876.50	
				<hr/>	<hr/>	
---				14,213.43	72,061.54	
<hr/>				<hr/>	<hr/>	
	Grand Revenue T			18,114.67	320,588.27	
	Grand Expense T			14,213.43	72,061.54	
	Grand Totals			3,901.24	248,526.73	
				Profit	Profit	

Number of Accounts: 285

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

OBJ	OBJ	2016-17 Original Budget	2016-17 Revised Budget	January 2016-17 Monthly Activity	2016-17 FYTD Activity	2016-17 FYTD %
211	PROPERTY TAXES	5,477,120.00	5,477,120.00	5,364,858.01	5,364,858.01	97.95
280	INTEREST ON INV	9,000.00	9,000.00	125.87	2,568.38	28.54
291	GIFTS				44,000.00	
2--	REVENUE FROM LO	5,486,120.00	5,486,120.00	5,364,983.88	5,411,426.39	98.64
971	AIDABLE REFUND	60,674.00	60,674.00		30,418.63	50.13
9--	OTHER REVENUES	60,674.00	60,674.00		30,418.63	50.13
---		5,546,794.00	5,546,794.00	5,364,983.88	5,441,845.02	98.11
673	LONG TERM LOANS	54,867.00	54,867.00	3,006.65	99,830.80	181.95
675	LONG TERM BONDS	3,433,875.00	3,433,875.00		507,222.61	14.77
678	CAPITAL LEASES	33,348.00	33,348.00			
683	LONG TERM LOANS	5,677.00	5,677.00	-3.02	3,003.63	52.91
685	LONG TERM BONDS	1,958,372.00	1,958,372.00		981,877.51	50.14
6--	DEBT RETIREMENT	5,486,139.00	5,486,139.00	3,003.63	1,591,934.55	29.02
---		5,486,139.00	5,486,139.00	3,003.63	1,591,934.55	29.02
Grand Revenue T		5,546,794.00	5,546,794.00	5,364,983.88	5,441,845.02	98.11
Grand Expense T		5,486,139.00	5,486,139.00	3,003.63	1,591,934.55	29.02
Grand Totals		60,655.00	60,655.00	5,361,980.25	3,849,910.47	6,347.23
		Profit	Profit	Profit	Profit	

Number of Accounts: 15

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

OBJ	OBJ	2016-17 Original Budget	2016-17 Revised Budget	January 2016-17 Monthly Activity	2016-17 FYTD Activity	2016-17 FYTD %
251	PUPIL	110,068.00	110,068.00	2,669.30	10,271.62	9.33
252	ADULT	10,000.00	10,000.00	519.64	2,452.98	24.53
259	OTHER FOOD SERV	25,000.00	25,000.00	616.15	6,736.52	26.95
280	INTEREST ON INV	7,000.00	7,000.00			
291	GIFTS				-500.00	
2--	REVENUE FROM LO	152,068.00	152,068.00	3,805.09	18,961.12	12.47
714	DONATED COMMODI	200,000.00	200,000.00			
717	FOOD SERVICE AI	4,511,848.00	4,511,848.00	390,937.75	1,958,345.08	43.40
730	FED SPECIAL PRO			16,654.29	62,111.94	
7--	REVENUE FROM FE	4,711,848.00	4,711,848.00	407,592.04	2,020,457.02	42.88
---		4,863,916.00	4,863,916.00	411,397.13	2,039,418.14	41.93
112	ADMINISTRATOR S	13,680.00	13,680.00	1,030.46	8,243.71	60.26
122	MONITOR/NOON HR	23,778.00	23,778.00	1,981.69	13,400.02	56.35
141	TEACHER OTHER S			173.00	173.00	
1--	SALARIES	37,458.00	37,458.00	3,185.15	21,816.73	58.24
212	EMPLOYER'S RETI	2,518.00	2,518.00	216.64	1,446.28	57.44
218	OPEB	1,012.00	1,012.00	63.88	547.53	54.10
220	SOCIAL SECURITY	2,836.00	2,836.00	236.45	1,617.25	57.03
230	LIFE INSURANCE	23.00	23.00	1.76	12.68	55.13
242	HEALTH INSURANC	2,259.00	2,259.00	173.80	1,399.25	61.94
243	DENTAL INSURANC	183.00	183.00	14.06	112.47	61.46
245	HSA	360.00	360.00		360.00	100.00
251	INCOME PROTECT	53.00	53.00	3.06	22.02	41.55
2--	EMPLOYEE BENEFI	9,244.00	9,244.00	709.65	5,517.48	59.69
310	PERSONAL SERVIC	3,952,236.00	3,954,136.00	20,409.62	1,302,363.99	32.94
320	PROPERTY SERVIC	860,000.00	843,200.00	8,042.24	50,755.24	6.02
336	ELECTRIC OTHER	58,145.00	58,145.00	14,336.27	24,253.15	41.71
348	VEHICLE FUEL	10,000.00	10,000.00	380.17	1,290.08	12.90
354	PRINTING/BINDIN	500.00	500.00		324.00	64.80
387	PAYMENTS TO STA	4,000.00	4,000.00			
3--	PURCHASED SERVI	4,884,881.00	4,869,981.00	43,168.30	1,378,986.46	28.32
411	GENERAL SUPPLIE	26,000.00	35,500.00	4,265.03	7,461.38	21.02
415	FOOD SUPPLIES	200,000.00	195,000.00			
449	OTHER NON-CAPIT	35,000.00	40,000.00		4,692.00	11.73
4--	NON-CAPTIAL OBJ	261,000.00	270,500.00	4,265.03	12,153.38	4.49
551	EQUIPMENT PURCH				7,290.00	
553	EQUIPMENT PURCH	225,000.00	225,000.00			
5--	CAPITAL OBJECTS	225,000.00	225,000.00		7,290.00	3.24
940	DUES AND FEES		5,400.00	27.44	5,033.44	93.21
9--	OTHER OBJECTS		5,400.00	27.44	5,033.44	93.21
---		5,417,583.00	5,417,583.00	79 51,355.57	1,430,797.49	26.41

OBJ	OBJ	2016-17 <u>Original Budget</u>	2016-17 <u>Revised Budget</u>	January 2016-17 <u>Monthly Activity</u>	2016-17 <u>FYTD Activity</u>	2016-17 <u>FYTD %</u>
	Grand Revenue T	4,863,916.00	4,863,916.00	411,397.13	2,039,418.14	41.93
	Grand Expense T	5,417,583.00	5,417,583.00	51,355.57	1,430,797.49	26.41
	Grand Totals	553,667.00	553,667.00	360,041.56	608,620.65	-109.93
		Loss	Loss	Profit	Profit	

Number of Accounts: 73

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

OBJ	OBJ	2016-17 Original Budget	2016-17 Revised Budget	January 2016-17 Monthly Activity	2016-17 FYTD Activity	2016-17 FYTD %
990	MISCELLANEOUS			-3,478.95	-88,829.67	
9--	OTHER OBJECTS			-3,478.95	-88,829.67	
---				-3,478.95	-88,829.67	
<hr/>						
	Grand Revenue T					
	Grand Expense T			-3,478.95	-88,829.67	
	Grand Totals			3,478.95	88,829.67	
				Profit	Profit	

Number of Accounts: 54

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



I. BASIC INFORMATION

Topic or Concern: Global Education Achievement Certificate (GEAC)

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

Your Name and Title: Julie Horvath, World Languages Department Chair/Spanish Teacher

Others assisting you in the presentation: Anthony Bonds, Assistant Superintendent for Teaching, Learning, and Innovation

My report is for: Action

II. TOPICAL INFORMATION

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

Seeking to implement DPI's Global Education Achievement Certificate (GEAC) for graduating seniors immediately for graduating seniors in 2017 and beyond. By approving the implementation of DPI's GEAC Program, Beloit students will have the opportunity to work toward completing curricular programming and extracurricular activities that demonstrate their proficiency in global perspectives. These perspectives include the study of world languages, multicultural books and films, and participation in community events that develop appreciation of diversity and multicultural perspectives. Upon completion, the State Superintendent will send official certificates of completion; our district can decide to include a special seal on the diploma or stole to be worn by graduates who earn this honor.

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

-DPI links and program description. <https://www.globalwisconsin.org/the-policy>

-PDF details the program requirements for any school.
<https://dpi.wi.gov/sites/default/files/imce/cal/pdf/globaled-certificate.pdf>

-Working brochure (Draft) for how the program would work in BMHS by Julie Horvath.
<https://goo.gl/87ZzWd>

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

According to DPI, 78 schools in Wisconsin are already participating in offering the GEAC Program. Beloit students already study and experience global/multicultural perspectives in their coursework and in their daily lives. The GEAC Program offers a directed way of reflecting on and documenting their experiences in an academic way that can be recognized and awarded when they graduate.

D. What are your conclusions?

The GEAC Program's focus on global and multicultural perspectives is aligned with the mission of the School District of Beloit, "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." (<http://www.sdb.k12.wi.us/Domain/40>)

MOTION: The Board of Education moves to approve the implementation of DPI's Global Education Achievement Certificate (GEAC) for graduating seniors starting immediately for graduating seniors in 2017 and beyond.

I propose using N/A

Long Term Committed Funds? No

BUDGET LOCATION:

FISCAL IMPACT: Not applicable.



What do I need to do to graduate with the GEAC from BMHS?

- ★ Take at least **4 credits of one world language** (Spanish or French) with a grade of C or better.
- ★ Take at least **4 credits of coursework with a global focus**, with a grade of C or better. (One of these credits can be a world language different than the one that meets the 4 credit requirement.)
- ★ Demonstrate interest in global citizenship through active participation and leadership in at least four **(4) co-curricular** and other school-sponsored or endorsed activities in grades 9-12.
- ★ **8 Media Reviews**: Complete independent reviews/reflections on at least eight (8) works of international/cultural media, including at least four **books** (fiction and non-fiction).
- ★ Each student shall complete a **global/cross-cultural public service project**, involving at least twenty (20) hours of work, connected to a global community (different from his/her own) or to a global issue.

How do I show that I completed the requirements?

1. You will need to ask one of the BMHS GEAC coaches to be your mentor through the process. You will check in with this person, get approval for books, films, co-curricular events, and approval of your service project proposal, hours and reflection.
2. You will receive a rubric for how to complete reflections. Using your school email account, you will create a folder in Google Drive to keep all of your work. You can share the final work with your coach. If your activities and reflections meet or exceed the rubric criteria, your coach will approve your work. All work should be saved in your Google Drive Folder titled GEAC (your name and graduation year), example: GEAC Johnson 2018. Back up each item on a personal flash drive. The District is NOT responsible for lost work in Google Drive or gmail.
3. In September of your senior year, you should check your Academic History in Skyward to be sure you meet the course requirements for GEAC and that you have passed each course with a C or better.
4. By May ___ of your senior year, your coach will approve and you must submit printouts of your portfolio of reflections and the coach's approval to the BMHS GEAC contact person _____ for district recognition of your GEAC accomplishment at the graduation ceremony.

When you graduate from Beloit Memorial High School with a Global Education Achievement Certificate you will...

1. Receive a transcript endorsement with the notation of "Global Scholar".
 2. Receive a Certificate of Completion from the State Superintendent that certifies that the named student has successfully completed a program in Global Education and is named a Wisconsin Global Scholar.
- 🎓 Wear a special stoll with their graduation robe identifying them as a Global Scholar.

Why should I do it?

- If you plan to live and work in a diverse community, this certificate shows that you have not only studied diverse perspectives but that you have experienced multicultural events that help you appreciate and value the life experiences of people outside of your own culture.
- **Most employers want to hire people who are professional and respect multicultural perspectives. This certificate shows that you value these viewpoints.**
- College students can get bachelor's degrees in Global Studies in order to work in a variety of careers in the international arena. The work you do to get this certificate gives you important background knowledge in this field before you even get to college.
- **"Globally competent students have the knowledge required to understand major world issues and different perspectives. Like their peers in other developed countries, they are proficient in several world languages."**
<http://www.globalwisconsin.org/>

Courses that Count Toward the GEAC Requirement:

- World Languages Courses (4 credits of 1 language)
- French 1,2,3,4, AP French Language and Cultures
 - Spanish 1,2,3,4, AP Spanish Language and Cultures (Spanish 1 taken by 8th graders at Beloit's intermediate schools in 2016-2017 and after counts as one credit)
 - Spanish for Spanish Speakers 1,2,3, AP Spanish Language and Cultures
 - ELL 1, 2, 3?
- Coursework With Global Focus (4 credits)
- AP Art History (1.5 credits)
 - World Mythology (.5 credit)
 - Women Writers (1 credit)
 - AP Literature and Composition (1 credit)
 - Foods and Cultures (FACE) (.5 credit)
 - World History (1 credit)
 - History of Holocaust and Genocide (.5 credit)
 - World Cultures (Soc.St.=.5 credit)
 - AP European History (1 credit)
 - AP Human Geography (1 credit)
 - AP World History (1.5 credits)
 - African American Literature (new in 2017-2018?)
 - 1 credit of additional world language different from the 4 credits of one world language
 - Others?
 - Women's History?
 - Creative Writing?
 - Current Events?
 - Sociology?

What co-curricular activities count? (Actively participate / show leadership in at least four (4)

- co-curricular and other school-sponsored or endorsed activities in grades 9-12) (Students should mention a BMHS staff member in each reflection who can verify participation in these activities.)
- Participate for at least one year in **International Club, French Club, Latino Club, MEO or LULAC.**
 - Travel to another country with a school group for at least a week.
 - Attend an international program offered at a college / university (World Language Day, Bilingual Campus Visit, World Cinema Day, etc.)
 - Participate or attend an internationally themed event (Multicultural Fair, Voces de La Frontera)
 - Attend a lecture on global topics / international

- speakers
- Host a foreign exchange student
- Be an exchange student in another country
- Participate in a Language Immersion program (Concordia Languages Villages weekend or summer camp experience)

What counts as 8 Media Reviews?

- at least 4 books (fiction or non-fiction) and
 - no more than 4 media items (films, music, art exhibits).
- <http://www.globalwisconsin.org/literacy-requirement-recommendations>
(items not on the list should be approved by your coach.)

Approved Reading List Options:

- Author (Title of approved work)
- Luis Alberto Urrea (*Devil's Highway / Into The Beautiful North*)
Francis Temple (*Grab Hands and Run*)
Deborah Ellis (*The Breadwinner*) any one of the trilogy
Roberto Bolaño (*2666*)
Pedro Juan Gutiérrez (*Dirty Havana Trilogy*)
Julia Alvarez (*Before We Were Free, In The Time of The Butterflies, Once Upon a Quinceañera*)
Isabel Allende (*House of Spirits*)
Sandra Cisneros (*Caramelo*)
Gabriel Garcia Márquez (*Chronicle of a Death Foretold*)
Alicia Partnoy (*The Little School*)
Sara Farizan (*If You Could Be Mine*) LGBTQ in Iran
David Sedaris (*We Talk Pretty One Day*) LGBTQ in France/USA

Approved Films:

- The Harvest (La Cosecha) (documentary about 3 kids facing current issues for migrant farm workers in the USA)
- Walkout (movie based on Latino civil rights student movement in the USA)
- Ballplayer / Pelotero (Dominican Republic -MLB recruiting)
- Black in Latin America (PBS)
- Lá Bestia / Which Way Home (unaccompanied youth emigrate from Central America)
- Smoke Signals (1998-Native Americans)
- The Devil's Miner (Child Labor in Bolivian Mines)
- Cautiva / Imagining Argentina / La Historia Oficial (identity discovery in aftermath of Argentina's Dirty War)
- Granito: How to Nail a Dictator (documentary by female journalist sheds light on bringing justice to Guatemala's war criminals after their Civil War)
- When The Mountains Tremble (Rigoberta Menchu Tum's activism in a documentary about indigenous rights in Guatemala)
- Maria Full of Grace (Colombia-drug trafficking)

Live visit (NOT virtual) to an Art Exhibit can be used instead of films to meet the media requirement. Keep in mind the art you write about in your reflection must include global or multicultural perspectives.

- National Museum of Mexican Art (Chicago, IL)
<http://www.nationalmuseumofmexicanart.org/>
- Milwaukee Art Museum <https://mam.org/> (Milwaukee, WI)
- Madison Museum of Contemporary Art (Madison, WI) <http://www.mmoca.org/>
- Chazen Museum of Art (Madison, WI)
<https://www.chazen.wisc.edu/>
- Logan Museum of Anthropology (Beloit, WI)
<https://www.beloit.edu/logan/>

Global Education Achievement Certificate REFLECTION RUBRIC

Criteria	Meets expectations	Not yet approaching
Required components	<ul style="list-style-type: none"> Responses address all components of questions thoroughly Full reflection is approximately one page of text 	<ul style="list-style-type: none"> Responses exclude essential components or details and/or are not thorough enough Full reflection is much shorter than a one page of text
Depth of Reflection	<ul style="list-style-type: none"> Responses demonstrate in-depth reflection Clear, detailed examples are provided, as applicable 	<ul style="list-style-type: none"> Responses demonstrate a lack of reflection or are superficial Examples, when applicable, are not provided or are irrelevant
Connections & Personalization	<ul style="list-style-type: none"> Responses indicate clear connections between experience and insights gained Responses move beyond description to how the experience contributed to student's understanding of the world 	<ul style="list-style-type: none"> Responses indicate minimal connections between experience and insights gained Responses are mostly descriptive and do not indicate how the experience contributed to increased student understanding of the world
Student Engagement	<ul style="list-style-type: none"> Student provides clear example of how this experience impacted other or indicated future learning or action to follow as a result of this experience 	<ul style="list-style-type: none"> Student provides incomplete or limited example of impact on others or limited indication of future learning or action to follow as a result of this experience

(rubric from GEAC at LaFollette High School in Madison, WI)

Who at BMHS can approve my reflections and help me understand the rubric?

- Ms. Horvath (World Languages Dept. Chair)
jhorvat1@sdb.k12.wi.us (room D316)
- Ms. Churches?
- Ms. Zimmer (room D310)
- Ms. King?
- Ms. Paulsen?
- Mr. Hill?
- Mrs. Lavariega?
- Mr. Schenck?
- Mrs. Poepping (English Dept. Chair) ?
- Mr. Hoey (Soc. St. Dept. Chair) ?
- Ms. Carpenter (Fine Arts Dept. Chair) ?
- Mrs. Richardson (Business Dept. Chair) ?
- Mrs. Andre (Science Dept. Chair) ?
- Mrs. Wolf (Guidance Counselor) ?



I want to graduate with the Global Education Achievement Certificate. What should I do to get started?

- Sign up or login to **Schoology** (app or website) with your school gmail address. Join the Schoology course with the access code **RG9C7-6WC8W** This is where you will get the rubric for writing the reflections and get tips about how and when to complete other requirements.
- Start planning how to fit the requirements into your schedule before graduation
- Ask one of the BMHS staff members listed above to be your GEAC coach.
- Create a Google Drive Folder from your school gmail account titled GEAC Your Name Graduation Year (example: GEAC Johnson 2018), then share it with your coach.
- Join a club with a global / multicultural perspective International Club (Ms. Timmcke in the Library), French Club (Ms. King / Ms. Zimmer in D304), Latino Club (Ms. Churches), MEO (Ms. Link in B201) or LULAC (Ms. Bell & Ms. Link in B201 or Ms. Horvath in D316).
- Check the **Schoology course page at least the first day of each month in order to get important updates and reminders.**

The Wisconsin Global Education Achievement Certificate

The policy offers a **Wisconsin Global Education Achievement Certificate** to **Global Scholars**—graduating high school students who have demonstrated a strong interest in global citizenship by successfully completing a global education curriculum and engaging in co-curricular activities and experiences that foster the development of global competencies.

The policy is **endorsed** by the Statewide International Education Council, the Wisconsin Association for Language Teachers (WAFLT), Global Wisconsin Inc. (GWI), International Professionals, Inc. (IP), the Wisconsin Association of School District Administrators (WASDA), the Association of Wisconsin School Administrators (AWSA), and WASCD.

The policy builds on recommendations by the **Council of Chief State School Officers (CCSSO)ⁱ** and the **Wisconsin Department of Public Instruction's International Education Recommendations (2005)ⁱⁱ**. It is a response to recommendations made at the **Global Education Summit (2012)**, by **education, community, and business leaders** (Global Wisconsin Video Series), and by **high school students at the first Wisconsin Global Youth Summit (2013)**.

The Wisconsin Global Education Achievement Certificate **supports student literacy as defined by the Common Core State Standards and provides a pathway for 21st Century Skills.ⁱⁱⁱ**

The Wisconsin Global Education Achievement Certificate **does not require additional resources** in local school districts, as all necessary courses are already part of the curriculum. The Certificate, however, gives school districts an opportunity to evaluate the entire school curriculum through the lens of global knowledge. Teachers will be encouraged to include a global dimension whenever possible and warranted.

The Wisconsin Global Education Achievement Certificate **(1) focuses and validates the excellent global education learning opportunities already in place in most school districts, (2) encourages students to enroll in classes with global content in the arts, sciences, and humanities, and (3) prepares globally competent^{iv} students who are career ready in Wisconsin and beyond.**

In conjunction with and in support of the proposed policy, an **annual recognition program** will be held to honor outstanding achievements in global education by students and teachers.

Contact:

Gerhard Fischer, PhD
World Language and International Education Consultant
608-267-9265
gerhard.fischer@dpi.wi.gov

1. Background and Rationale

We need students who are knowledgeable about the world and who have an understanding of how other cultures work and how other people think.

Tony Evers, PhD, Wisconsin State Superintendent

1.1 The Need

- In today's global marketplace, it is in the long-term economic, social, and democratic interests of the United States, the State of Wisconsin, and local communities to educate a globally competent citizenry, by emphasizing the global character of disciplinary and interdisciplinary studies in the school curriculum and by encouraging and facilitating international connections in the community, state, and beyond.
- It is in the individual interest of every student to seek out and take advantage of global learning opportunities for reasons of career advancement, civic engagement, and personal development and enrichment.
- Schools currently offer a variety of classes with global elements, from world languages and social studies to arts and music, as well as the sciences. While the expansion of curriculum and course opportunities would be welcome and beneficial, schools can advance global education with existing resources and structures by cultivating school cultures that emphasize these opportunities and by engaging in ongoing efforts to ensure that students, parents, teachers, school administrators, school boards, and the general public fully recognize the value of global learning and its essential place in a well-rounded contemporary education.

2. **Global Learning: An Opportunity for All Students**

Global and world language learning opportunities should be emphasized for all students, not just those who are college-bound and might embark on careers with an international focus. All students need solid preparation for active participation in internationally interconnected societies for several reasons, including:

- A strong democracy depends on an informed and knowledgeable citizenry. In today's intricately interconnected world, informed citizens require an increasingly broader base of knowledge and perspective, because local communities, societies, and economies are directly affected by events and trends that occur well beyond national borders.
- The American school system aims to provide all students equal opportunities without tracking them at an early age into career-specific learning pathways. Therefore, all students should be provided with learning opportunities that prepare them to live, work, and interact within a global context.

2.1 **Common Core State Standards and 21st Century Skills**

Global and world language learning contribute to the goals expressed in the common core state standards and in the 21st Century Skills Map.

- Students who are career-ready in reading, writing, speaking, listening and language come to understand other languages and cultures. (Common Core State Standards)
- It is only through knowing the language of others that we can truly understand how they view the world. And this is what makes the language student a 21st Century skilled learner. (21st Century Skills Map) ^v

2.2 Definition

Global Scholars are globally competent students as defined by the Council of Chief State School Officers^{vi}:

Global Competence is the capacity and disposition to understand and act on issues of global significance.

Globally competent individuals are aware, curious, and interested in learning about the world and how it works. They can use the big ideas, methods, and languages that are central to any discipline (mathematics, literature, history, science, and the arts) to engage the pressing issues of our time. They deploy and develop this expertise as they investigate such issues, recognizing multiple perspectives, communicating their views effectively, and taking action to improve conditions.

2.3 Purpose

The Global Scholars designation (Global Education Achievement Certificate) validates a student's deliberate pursuit of a global education. This designation aims:

- To encourage students to recognize the value of and emphasize global aspects of their education and, working with their guidance counselors, to pursue these aspects.
- To serve as a significant selection criterion—e.g., an indicator of maturity and efforts to develop broadened perspective—in the admissions process to colleges and universities.
- To serve as an important hiring consideration—e.g., signaling maturity and preparation to work in a global marketplace—by prospective employers.

3. The Wisconsin Global Education Achievement Certificate

3.1 Parameters

Wisconsin school districts may award the designation “Global Scholar” on the high school transcripts of those students who demonstrate achievement toward global competency. In addition, districts may choose to acknowledge this achievement by affixing a seal on the high school diploma.

Each Wisconsin school district develops its own specific “Global Scholars” policy – using the guidelines in this document – and submits its policy to the state superintendent. This policy should specify the criteria for students to attain the designation, including a listing of specific classes that would fulfill the requirements. In developing such a policy, it is important that the criteria be sufficiently rigorous (a passing grade of B or higher for coursework completion) to be meaningful and be sufficiently flexible in the pathways for students to achieve this.

All student work should be evaluated based on the criteria developed by Boix Mansilla and Jackson (CCSSO 2011),^{vii} requiring that globally competent students are able to:

- Investigate the world beyond their immediate environment.
- Recognize their own and others’ perspectives.
- Communicate ideas effectively with diverse audiences in more than one language.
- Translate their ideas into appropriate actions to improve conditions, i.e. they have taken action.^{viii}

To be recognized as Wisconsin Global Scholars, students need to complete

- Coursework in world languages.
- Coursework with strong global implications and analyses.
- Extracurricular activities and experiences with global themes.

3.2 The Global Education Achievement Certificate and Transcript

Endorsements shall be awarded to students who have demonstrated a dedication to global education by successfully fulfilling the recommended criteria in the following four (4) areas:

3.2.1 Coursework (at least 8.0 credits):

Coursework should reflect Common Core State Standards (CCSSO), 21st Century Skills, Student Learning Objectives (SLOs), and the criteria of globally competent students as developed by CCSSO. *See endnote i.*

Note: In the development of this policy proposal, it was recognized that Wisconsin districts differ in curriculum and specific course offerings. The following list is presented to provide guidance to individual districts in developing their specific policies.

World language coursework: At least 4 years/credits in a single world language (or the equivalent when this is not available).

Additional coursework: At least 4 credits of coursework with a global focus, which may include courses on:

- International economics, business, or marketing
- International or foreign affairs
- World/non-U.S. history
- World geography
- Comparative cultures, religions
- Science, technology courses with global application/perspective
- Second world language (at least 1 year)
- Literature of another country, region, or culture
- Music, drama, and visual arts with international perspective

3.2.2 Cultural Literacy

Each student seeking this certificate shall complete independent reviews/reflection on at least eight (8) works of international/cultural media, including at least four books (fiction and non-fiction). Other international/cultural media may include films, music, and art exhibitions. Students may elect to read books from a recommended reading list or other works (including newer released) with prior approval at the district level. Reading lists should be handled flexibly and include acceptable student suggestions.

Each school and/or school district may determine criteria for reviews and reflections and how these student works will be evaluated.

3.2.3 Co-Curricular and Other School-Sponsored Activities

Each student seeking this certificate shall demonstrate interest in global citizenship through active participation and leadership in at least four (4) co-curricular and other school-sponsored or endorsed activities in grades 9-12. These may include participating in:

- International exchange program as exchange student and/or host.
- Travel abroad program/educational tour.
- Regular, direct engagement with individuals from other countries/cultures (e.g., pen pals, Skype).
- Language and other internationally focused clubs, honor societies.
- Internationally themed programs/competitions for high school students (e.g., Model UN or DECA International competitions).
- International programs offered by colleges/universities (e.g., World Language Day, World Cinema Day, or language/region-specific programs).
- Language immersion programs (e.g., Concordia Language Villages).
- Organizing and running internationally themed events (e.g., International Fairs, Language Days).

- Lectures on international topics and/or speakers in the community or at a college/university.
- Activities comparable to those listed above in collaboration with other individuals or organizations within the student's school and/or from other schools.

3.2.4 Community Service

Each student shall complete a global/cross-cultural public service project, involving at least twenty (20) hours of work, connected to a global community (different from his/her own) or to a global issue. This project may include raising awareness about a global issue, fundraising for a international nonprofit service agency/organization, working on an international project with Returned Peace Corps Volunteers, Rotary, or other Service Club, tutoring a child who is an English language learner, or volunteering with a cultural/linguistic group in the community.

Each student shall present a project proposal to a teacher or other designated staff member designated according to district/school policy prior to initiating the project and submit a summary report upon completion.

Documentation

The Global Scholars designation shall be entered on the student transcription upon completion of all requirements. Achievements in the other areas may be documented; for example, by submitting a print and/or digital portfolio, and/or giving a capstone presentation that demonstrates understanding and deep learning. Students are encouraged to incorporate the use of technology and multimedia into their work, as appropriate.

3.3 Steps for Approval of Certificates, Diplomas, and Transcripts Endorsements

3.3.1 Application Process. The secondary school must submit an approval request to the Department of Public Instruction (DPI) for participation in the Global Scholars Program prior to issuing a transcript endorsement.

3.3.2 Request an Application and Information. Submit a request for information and an application to the Department of Public Instruction.

3.3.3 Prepare and Submit an Application. Submit an application to the DPI that includes evidence of the following:

3.3.3.1 A statement of intent and evidence of board approval to participate in the program.

3.3.3.2 Name of secondary school(s) participating.

3.3.3.3 Name, title, and communication information of the responsible person(s) in the school district to which information should be directed (e.g., director of instruction, principal, or other person) **AND** the name, title, and communication information of the responsible person at each secondary school who will administer, counsel, and certify that students satisfactorily completed the program as approved (e.g., teacher, counselor, assistant principal, or other person).

3.3.3.4 Offer **specifics** that demonstrate how each of the four (4) requirements (Coursework, Reading, Co-Curricular & Activities, and Community Service) will be satisfied.

3.3.4 Approval of the Application. The State Superintendent's International Education Council or its designee will review the applications and make recommendations to the state superintendent for approval.

3.3.5 Effective Date. The effective date for awarding certificates and endorsements will be immediately upon approval and may be retro-active for students currently enrolled.

3.4 Approval of Student Certificates and Diploma and Transcript Endorsements.

3.4.1 Board Authority.

Each board of education shall have the authority to determine those graduates who have successfully completed the requirements for the Global Education Certificate and Diploma and Transcript endorsement program.

3.4.2 Student Transcript Endorsements

Districts approved for participation in the Global Education Achievement Certificate Program may enter the “Global Scholar” designation on eligible student transcripts at the time of graduation.

3.4.3 Preparation of Certificates

The board of education shall submit the names of eligible students to the state superintendent. The state superintendent shall subsequently prepare a Certificate of Completion suitable for framing that certifies that the named student has successfully completed a program in Global Education and is named a Wisconsin Global Scholar. Districts also may have the option of affixing a seal indicating attainment of the State Superintendent’s Global Education Endorsement to the student’s diploma at the time of graduation.

4. Recognitions

4.1 Categories

- **Students.** Annually recognize a student in a Wisconsin school whose academic, co-curricular and activity, and community service exemplify the spirit and purpose of Global Education in Wisconsin.
- **Teachers.** Annually recognize a teacher in a Wisconsin school for exemplary teaching of Global Education, advising co-curricular programs related to Global Education, and provide leadership in related school or community activities that are substantially linked to Global Education.

- 4.2 Process.** The DPI will process recognition awards for these categories in a manner similar to teacher, principal, and superintendent-of-the-year awards by announcing the criteria, seeking submissions, and submitting the applications to a committee of professionals who will make recommendations to the state superintendent.
- 4.3 Awards.** In addition to a certificate from the state superintendent, it is anticipated that the awards will be made at an appropriate venue along with a possible monetary award for the students and teachers.

5. Teacher and Administrator Preparation

The International Education Council shall authorize a Committee of the Council to study and make recommendations to the State Superintendent of Public Instruction for the preparation and professional development of Wisconsin teachers and administrators in Global Education.

ⁱ Boix Mansilla, Veronica and Anthony Jackson. **Educating for Global Competence: Preparing Our Youth to Engage the World.** Council of Chief State School Officers (CCSSO) & Asia Society – Partnership for Global Learning. New York, NY. 2011, <http://cal.dpi.wi.gov/sites/default/files/imce/cal/pdf/book-globalcompetence.pdf>.

ⁱⁱ Wisconsin Department of Public Instruction. International Education Recommendations: Global Literacy for Wisconsin (2005), and “Pathways to Global Literacy” (2008).

ⁱⁱⁱ <http://www.p21.org/overview/skills-framework/256>.

^{iv} Globally competent students speak multiple languages, have knowledge about the world, inquire global issues, and investigate issues from multiple points of view.

^v <https://sites.google.com/a/dpi.wi.gov/world-languages-and-disciplinary-literacy/home/21st-century-skills-and-world-languages>.

^{vi} CCSSO & Asia Society, 2011, p. xi. (print); <http://cal.dpi.wi.gov/sites/default/files/imce/cal/pdf/book-globalcompetence.pdf>.

^{vii} CCSSO & Asia Society, 2011.

^{viii} Adapted from CCSSO & Asia Society, 2011; <http://cal.dpi.wi.gov/sites/default/files/imce/cal/pdf/book-globalcompetence.pdf>.

GEAC Checklist for Requirements at BMHS

The requirements of the Global Achievement Certificate Program are designed to support your journey toward global competence.

Check off each requirement when it is completed and stored in your school Google Drive folder:

Complete Statement of Intent Form

_____ Submit on paper to _____ in room _____

Manage Information

_____ Create a Google Drive folder using school email address titles GEAC Your Name

_____ Make your own copy / scan of this document and save it in your google drive.

_____ In your GEAC Google Drive folder start a new document to hold your reflections or create a separate document for each reflection

World Languages (minimum of B average)

_____ 4 credits of a single world language _____

(or) 4 credits of English Language Arts for ELLs

Multidisciplinary Coursework

_____ 4 credits of coursework with a global focus (see list of accepted courses), may include 1 credit of an additional world language different from your WL credits above

Cultural Literacy Experiences

_____ 4 reflections on 4 different books with a global/ multicultural focus (see approved list or get your book approved by _____)

_____ 4 reflections on global or multicultural multimedia (films, music, art exhibits) (See approved list or get your multimedia approved by _____)

Co-Curricular or Extracurricular Experiences

_____ 4 reflections on school, community or international experiences with a global or multicultural focus

Community Service Project

_____ Proposal of 20 hours of service with global or intercultural focus approved by _____

_____ 20 hours documents of service time signed off by supervisor / witness

_____ Reflection on 20 hours of service with a global / intercultural focus

Final Reflection

_____ Create a final reflection that focuses on the following questions:

- How have your experiences as a Global Scholar impacted your perspective, interests and way of seeing and being in the world?
- What feedback or suggestions can you offer that will improve the experience and outcomes of the Global Education Achievement Certificate/Global Scholars program?

Community Service

Each student shall complete global/cross-cultural public service project/s involving at least twenty (20) hours of work, connected to a global community (different from his/her own) or to global issue. The project/s may include raising awareness about a global issue, fundraising for an international non profit service agency or organization, working on an international project with Returned Peace Corps Volunteers, Rotary, or other service club, tutoring a child who is an English language learner, or volunteering with a cultural/linguistic group in the community.

Each student shall present a project proposal to the Global Education Coordinator, Ms. Kindschi, prior to initiating the project, and will complete the project within all OHS GEAC guidelines. Upon completion of projects a report will be submitted to the Global Education Coordinator for final approval. Students are highly encouraged to use technology to "show off" what was achieved during projects. "Report" does not necessarily mean written.

Proposal criteria:

- Name of project -
- Type of project (service, raising awareness, fundraising) -
- Contact information -
- Goal Statement. Include the following information:
 - What is the overall plan and purpose for your project?

 - In what ways will this project impact the targeted culture?

 - What are your specific intended outcomes?

- Hours of work or contribution

Date	Work Completed	Contact

Global Education Achievement Certificate REFLECTION RUBRIC

Criteria	Meets expectations	Not yet; approaching
Required components	<ul style="list-style-type: none"> • Responses address all components of questions thoroughly • Full reflection is approximately one page of text 	<ul style="list-style-type: none"> • Responses exclude essential components or details and/or are not thorough enough • Full reflection is much shorter than a one page of text
Depth of Reflection	<ul style="list-style-type: none"> • Responses demonstrate in-depth reflection • Clear, detailed examples are provided, as applicable 	<ul style="list-style-type: none"> • Responses demonstrate a lack of reflection or are superficial • Examples, when applicable, are not provided or are irrelevant
Connections & Personalization	<ul style="list-style-type: none"> • Responses indicates clear connections between experience and insights gained • Responses move beyond description to how the experience contributed to student's understanding of the world 	<ul style="list-style-type: none"> • Responses indicate minimal connections between experience and insights gained • Responses are mostly descriptive and do not indicate express how the experience contributed to increased student understanding of the world
Student Engagement	<ul style="list-style-type: none"> • Student provides clear example of how this experience impacted other or indicated future learning or action to follow as a result of this experience 	<ul style="list-style-type: none"> • Student provides incomplete or limited example of impact on others or limited indication of future learning or action to follow as a result of this experience



I. BASIC INFORMATION

Topic or Concern: Director of Bilingual/English Language Learners (ELL) Job Description

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

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

Others assisting you in the presentation: Anthony Bonds, Asst Superintendent of Teaching, Learning and Innovation

My report is for: Action

II. TOPICAL INFORMATION

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

Due to a recent resignation of the position of ESL Program Manager, the recommendation is to change the position to a Director level to manage the development and support of the bilingual/ELL curriculum, staff evaluations and other needs as related to bilingual education and student, family and community needs.

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

As the position is currently the role of manager, it cannot assist in the evaluation process.

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

To support curricular, teaching and learning and student achievement needs.

D. What are your conclusions?

To increase the position from a manager level to a director level administrative position.

MOTION: The Policy/Personnel Committee recommends the Board of Education changing the position of ESL Program Manager to an administrative position, Director of Bilingual/English Language Learner (ELL) to the full Board of Education.

I propose using an existing budget

Long Term Committed Funds? Yes, indefinite

BUDGET LOCATION: 805/770

FISCAL IMPACT: Approximately \$20,000.00

Job title	Director of Bilingual/English Language Learners (ELL) Education
Contractual Terms	Year round, 52 weeks
Reports to	Assistant Superintendent of Teaching, Learning & Innovation

Job purpose

Leads the development, implementation, coordination, and evaluation of bilingual and English Language Learners instructional programs district-wide.

Duties and responsibilities

1. Evaluate current district programs and develop a systematic plan for continued program growth
2. Supervise programs to ensure fidelity of implementation and compliance with state and federal guidelines
3. Support and manage grants to support bilingual education
4. Represent the district in the local community, region and state levels
5. Supervise and evaluate staff as needed or determined
6. Use student performance data as an indicator of the appropriate teaching methods and interventions
7. Plan and conduct staff development for bilingual/ELL staff and support professional development needs districtwide
8. Support the recruitment and retention efforts of bilingual/ELL staff
9. Provide district-wide collaboration with all stakeholders to decrease academic achievement gaps
10. Oversee affinity groups/organizations and lead community outreach efforts as needed

Qualifications

Required Qualifications

1. Master's Degree
2. Bilingual Certificate and ELL Endorsement
3. Administrative license – Curriculum and instruction or principal
4. Bilingual Teaching experience
5. Possess excellent administrative and/or teaching experience working with students and families
6. Demonstrate excellent organizational skills and the ability to motivate people
7. Demonstrate knowledge and understanding of curriculum development and program evaluation, child growth and development, effective instructional

strategies, classroom management, learning assessment and diagnosis, and research related to learning.

Preferred Qualifications

- 1. Fluent Spanish speaking and writing ability
- 2. Five years classroom teaching experience

Working conditions


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

Physical requirements

Required to stand and/or sit for extended periods of time, lift heavy objects as needed, and complete other task as needed. Ability to use a variety of office equipment on a daily basis.

Direct reports

Other positions that this position supervises: District translator.

Approved by:	
Date approved:	<i>March 14, 2017</i>
Reviewed:	
Position Board Approval Date:	



I. BASIC INFORMATION

Topic or Concern: Policy 166 Board Member Requests for Information and 166 RULE 1 Procedures for Board Member Requests for Information (First Reading)

Which strategy in the Strategic Plan does this support?

Your Name and Title: Nora Gard, Committee Chair

Others assisting you in the presentation:

My report is for: Action

II. TOPICAL INFORMATION

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

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

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

Please see the attached policy and rule with revisions.

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

The purpose of this update is to provide board members a more efficient process to request district information as well as staff member to provide board members information.

D. What are your conclusions?

MOTION: The Policy/Personnel Committee recommends to the full Board of Education the revision and layover of Policy 166 Board Member Requests for Information and 166 RULE 1 Procedures for Board Member Requests for Information for first reading.

I propose using N/A

Long Term Committed Funds? No

BUDGET LOCATION: N/A

FISCAL IMPACT: N/A

BOARD MEMBER REQUESTS FOR INFORMATION

It is the goal of the Board of Education for each Board member to be fully informed of all matters upon which the Board is expected to take action ~~and to establish a chain of authority for the dissemination of such information.~~ This goal should be achieved so as to provide for an orderly, systematic flow of information to each Board member ~~from the Board President or Superintendent of Schools.~~

~~The Board member requesting information is therefore responsible for recording their request on the District Board Request Google Document For Information Form as well as notifying the Superintendent and all Board members of their request by email.~~

~~The Board, therefore, directs the Superintendent to provide each Board member, at essentially the same time and to the extent reasonably possible, a duplicate of all written information requested by or provided to any individual Board member. Individual Board members requesting any written information including any requests for information which seek the generation of new data or reports shall channel all said requests through the Board President or Superintendent, and the Board President or Superintendent shall be responsible for obtaining the information and responding to the requests.~~

~~Board of Education members who desire additional information may contact the committee chair or superintendent. The Superintendent, designee and/or staff person will inform all Board members by email when the information request is completed to all Board members. The superintendent will respond with the If the requested information if it is not easily accessible or a timeline for responding to the information or if the request is lengthy, and/or the information is not easily accessible then the Board President or Committee Chair will determine the timeline and process used to grant the request if the request should be granted, depending on whether or not the information that pertains to an a needed agenda item or future agenda item. will be presented at that time.~~

Nothing contained herein shall deny any person access to any public record.

LEGAL REF.: s.s. Subchapter II, Chapter 19

APPROVED: April 28, 1987

REVISED: March 22, 1995
May 24, 2005
May 24, 2011

REPRINTED: September, 1996
September, 1997

REVIEWED: October 1, 2012

PROCEDURES FOR BOARD MEMBER REQUESTS FOR INFORMATION

It is important for Board of Education members to be informed about the operation of the school district. In order to provide individual board members with information they request, in an effective and efficient manner, the following procedures will be used:

1. Board members shall ~~make their~~ request ~~for~~ information ~~by filling out~~ completing the District Board Request Google Document for Information Form, through the Board of Education website SharePoint (or equivalent).
2. ~~Board members shall then notify the Superintendent and all board members through email that a request for information has been requested on the District Board Request Google document, giving a brief summary of the request.~~ An alert will be sent to the Board President/Superintendent once the request has been submitted.
3. ~~The Superintendent, Board President and/or Committee Chair will determine and note the timeline and priority of need on the Board Request for Information Spreadsheet Google document, depending on the purpose for the request.~~
4. The Board President/Superintendent ~~or designee~~ will assign the request to the appropriate staff member for compilation ~~and the requesting board member will be notified as well.~~ If the information is not readily available, ~~and will establish~~ a timeline ~~for the request.~~ will be established for requests that require a significant amount of time to prepare.
5. ~~The staff member compiling the information for the board member request shall inform the superintendent if the information is not readily available or requires a significant amount of time to prepare, the superintendent or designee will establish a timeline for the request.~~
6. If the request involves substantial additional cost to the district ~~and/or significant staff time to prepare,~~ then the superintendent will inform the requestor and all other board members by email. The request will ~~then be presented~~ forwarded to the full Board of Education ~~or Standing Committee, whichever is most appropriate, for action at the next meeting.~~ for approval.
7. ~~If the board member decides to withdraw their request for information, then they shall follow the same procedure outlined in Step 1 of this policy. email the superintendent and board members to inform all interested parties the request was withdrawn.~~
8. The person that the request has been assigned to will keep the Board President/Superintendent informed as to the status and/or progress of the request. Updates will be posted on the SharePoint website to keep board members informed of the progress as well. Once the request has been compiled, ~~the information will be recorded on the Board Request for Information Spreadsheet Google document~~ and given to the Superintendent/Board President or designee shall inform board members by email that the request has been completed. ~~for dissemination to the entire Board of Education.~~
9. ~~The email shall either provide all board members the compiled information or state the information is saved on the District website "Under Separate Cover."~~

Each request for information will be handled following the above steps. Requests for information that involve an inordinate burden or length of time to complete may be denied. The criteria considered in granting or denying board member requests for information that require administrative research shall be as follows:

1. The need for knowledge to make a committee or Board decision versus “like to know.”
2. The administrative and/or clerical/staff time available to carry out the research. If the request involves substantial additional cost to the district, it must be board approved.
3. The relevance of the request to school district business.
4. The timeliness of the request.

Release of documents to individual board members shall comply with applicable state laws and board policies.

LEGAL REF.: Chapter 19, Subchapter II Wisconsin Statutes
Section 118.125

APPROVED: May 24, 2011

REVIEWED: October 1, 2012



I. BASIC INFORMATION

Topic or Concern: Policy 221.1 Recruitment and Appointment of Administrative Staff
(First Reading)

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

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

Others assisting you in the presentation: None

My report is for: Action

II. TOPICAL INFORMATION

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

The following policy has not been updated since May 23, 1995. It has been reviewed and updated to reflect the current practice.

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

This policy needs to be clarified based on the routine practice of recruitment and appointment of administrative staff.

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

To make the policy current based on daily and routine practices.

D. What are your conclusions?

The Policy/Personnel Committee recommends that the Board of Education approve the changes to Policy 221.1 to make it current with the routine practice of recruitment and appointment of administrative staff.

MOTION: The Policy/Personnel Committee recommends that the Board of Education approve the revisions of Policy 221.1 Recruitment and Appointment of Administrative Staff to the full Board of Education for first reading.

BUDGET LOCATION: n/a

FISCAL IMPACT: There is no effect on the fiscal impact to the district for the change of this policy.

RECRUITMENT AND APPOINTMENT OF ADMINISTRATIVE STAFF

When a vacancy occurs in the administrative staff an appropriate designee of the Superintendent shall be responsible for seeking qualified candidates for the position.

An appropriate designee of the Superintendent shall advertise the position, review all applications and credentials, select candidates to be interviewed, and make a recommendation to the Superintendent concerning the administrative staff position. Board members, citizens, parents, teachers, administrators, and/or students may be involved in the candidate screening and interviewing process.

All administrative candidates recommended to the Board shall meet and/or exceed the qualifications established by law, State licensing requirements and by the Board for the position. If the Board is not satisfied with the Superintendent's nominee, he/she shall make another recommendation.

The Board shall appoint and contract with all administrative staff members.

LEGAL REF.:	s.s. 111.31 - 111.395 118.24 121.02(1)(a)
CROSS REF.:	222 Administrative Contracts 511 Equal Opportunity Employment
APPROVED:	February 25, 1992
REVISED:	February 22, 1994 May 23, 1995
REPRINTED:	September 1997 March 23, 1999
REVIEWED:	January 2013



I. BASIC INFORMATION

Topic or Concern: Policy 533 Rule 1 Professional Educator Recruitment/Selection Procedures
(First Reading)

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

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

Others assisting you in the presentation: none

My report is for: Action

II. TOPICAL INFORMATION

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

533 Rule 1 needs to be revised to reflect the current practice.

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

The application of this RULE needs to agree with the routine practice of recruitment and selection of applicants.

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

To make the RULE current based on daily and routine practices.

D. What are your conclusions?

The Policy/Personnel Committee recommends that the Board of Education approve the changes to Policy 533 RULE 1 to make it current with the routine practice of recruitment and selection of candidates.

MOTION: The Policy/Personnel Committee recommends that the Board of Education approve the revisions of Policy 533 RULE 1 Professional Educator recruitment/Selection Procedures to the full Board of Education for first reading.

BUDGET LOCATION: n/a

FISCAL IMPACT: There is no effect on the fiscal impact to the district for the change of this policy/rule.

PROFESSIONAL EDUCATOR RECRUITMENT/SELECTION PROCEDURES

The following procedures shall be used in the recruitment and selection of professional educators^s members in the District:

1. Application

In order that District personnel^{staff} may consider every eligible candidate for a given position, and in order to ensure that each candidate may be is considered for positions for which the person is qualified, an orderly procedure for application for employment in the School District of Beloit is necessary.

- a. ~~The Superintendent recruiter, may any staff member that is supporting the work of staff recruitment, is the person of initial contact. If a principal or other representative of the schools has made this initial contact at the college or university placement bureaus, the succeeding steps shall be the same as outlined herein.~~ All letters^{Letters of inquiry} received by principals or others shall be referred to the Personnel^{Human Resources} Office.
- b. An ^{online} application form, if either mailed to the applicant or given to the applicant during the first contact, shall be completed and ^{submitted electronically} returned to the Personnel Office. The applicant shall provide a placement file transcript and copies of transcript. ^{The online application should include a resume, a cover letter/letter of interest, transcripts, licenses and letters of recommendation.}
- c. ~~At the time of receiving the completed application form, the applicant shall request placement bureau to send a copy of the persons record or credentials to the Human Resources Office. This step may be accomplished by the District's recruiting team while still on campus if it is considered desirable and if copies of credentials are available.~~

2. Interviews

- a. Interviews shall be scheduled after ^{online} applications files have been screened. Stakeholders shall be involved in the interview process. Interview teams shall be appointed ^{selected} by the Superintendent ^{or designee}.
- b. A written record of all interviews with District personnel^{staff} shall be kept in the applicant's folder in the Personnel^{Human Resources} Office.

3. Selection/Appointment

- a. The Executive Director of Personnel Services^{Human Resources} shall recommend the appointment of the selected candidate to the Superintendent.
- b. The Superintendent shall accept or reject the recommendation and shall forward an accepted recommendation to the Board of Education for final action. The appointment is not official until after the Board's approval.

REVISED:



I. BASIC INFORMATION

Topic or Concern: Policy 533 Rule 2 Guidelines for Adding Professional Staff Positions
(First Reading)

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

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

Others assisting you in the presentation: n/a

My report is for: Action

II. TOPICAL INFORMATION

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

The following policy has not been updated since it was created January 22, 2008. It has been reviewed and updated to reflect the current practice.

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

This policy needs to be clarified based on the routine practice of hiring professional staff.

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

To make the policy current based on daily and routine practices.

D. What are your conclusions?

The Policy/Personnel Committee recommends that the Board of Education approve the changes to Policy 533 RULE 2 to make it current with the routine practice of hiring professional staff. There is no change to the fiscal impact.

MOTION: The Policy/Personnel Committee recommends that the Board of Education approve the revisions of Policy 533 RULE 2 Guidelines for Adding Professional Staff Positions to the full Board of Education for first reading.

BUDGET LOCATION: n/a

FISCAL IMPACT: There is no effect on the fiscal impact to the district for the change of this policy.

GUIDELINES FOR ADDING PROFESSIONAL STAFF POSITIONS

1. The ~~Executive Director of Operations~~ members of the Superintendent's cabinet shall submit recommendations for additional professional staff positions to the Superintendent.
2. The Superintendent shall approve or disapprove the recommendations for additional positions.
3. If the request for additional positions is approved, the Superintendent shall submit a recommendation to the Board.

APPROVED: January 22, 2008

REVISED:



I. BASIC INFORMATION

Topic or Concern: Policy 548 Support Staff Evaluations (First Reading)

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

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

Others assisting you in the presentation: None

My report is for: Action

II. TOPICAL INFORMATION

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

The following policy has not been updated since January 25, 2005. It has been reviewed and updated to reflect the current practice.

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

This policy needs to be clarified based on the routine practice of evaluating support staff.

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

To make the policy current based on daily and routine practices.

D. What are your conclusions?

The Policy/Personnel Committee recommends that the Board of Education approve the changes to Policy 548 to make it current with the routine practice of evaluating support staff.

MOTION: The Policy/Personnel Committee recommends that the Board of Education approve the revisions of Policy 548 Support Staff Evaluations to the full Board of Education for first reading.

BUDGET LOCATION: none

FISCAL IMPACT: There is no effect on the fiscal impact to the district for the change of this policy.

SUPPORT STAFF EVALUATION

The Board of Education considers evaluation one of the responsibilities of the supervisory ~~staff personnel~~. Evaluation procedures shall be under the direction of the Superintendent, who shall direct the process and assess the data submitted by the appropriate supervisory ~~staff personnel~~.

~~All district support staff should be evaluated on an annual basis by their immediate supervisor.~~

~~Evaluations shall be completed and submitted to the Human Resources Department for insertion in the employee's personnel file. Failure to evaluate should include a letter in the staff members file indicating the reasons that no evaluation was conducted and an anticipated date of the future evaluation. Such procedures shall be subject to Board approval. Upon Board approval of the evaluation procedures, they shall be disseminated and promulgated to all employees affected.~~

Support Staff are defined as any staff member not part of the Administrator and Professional Educator Staff classifications. This includes administrative support, service/tradesmen, secretaries, Para educators, various hourly staff and instructional support staff.

Service Personnel

~~All service personnel shall be evaluated on an annual basis by their immediate supervisor. Evaluations shall be completed and submitted to the Office of Personnel Services for insertion in the employee's personnel file not later than April 1 of each year.~~

Secretarial Personnel

~~Secretarial personnel shall be evaluated in accordance with provisions of the agreement between the Board and the committee representing the secretaries of the School District of Beloit.~~

Para Educators

~~Para educator evaluations shall be conducted in accordance with the procedures outlined in the employee agreement between the Board of Education and Local 4332.~~

Instructional Support Personnel

~~Instructional support evaluations shall be conducted in accordance with the procedures outlined in the employee contract.~~

CROSS REF.: 548 RULE 1 Responsibilities Related to Secretarial and Service
 Staff Evaluation
 Local 1475 Agreement
 Local 4332 Agreement
 Secretarial Agreement
 Instructional Support Agreement

APPROVED IN PART: July 21, 1976

REVISED: June 14, 1994
 October 22, 1996
 January 25, 2005

REPRINTED: March 1998



I. BASIC INFORMATION

Topic or Concern: Policy 554 Administrative Support Staff Evaluation-Deletion (First Reading)

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

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

Others assisting you in the presentation: None

My report is for: Action

II. TOPICAL INFORMATION

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

As an ongoing process, SDB policies are reviewed to ensure they are accurate and support the current practice. Policy 554 is recommended for deletion and added to policy 548 Support Staff Evaluations.

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

Administrative support staff is another group of Support Staff so they can be included in the general Support Staff Evaluation policy.

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

To condense the policies we have and include them where they are more sensible to be located.

D. What are your conclusions?

The general policy for staff evaluation is the same outside of the professional educator evaluations that are governed by the WI Statute. Administrative Support staff don't need a separate policy as they are part of the broader classification of support staff.

MOTION: The Policy and Personnel Committee recommends the Board of Education approve the deletion of Policy 544 Administrative Support Staff Evaluation to the full Board of Education for first reading.

BUDGET LOCATION: none

FISCAL IMPACT: None

ADMINISTRATIVE SUPPORT STAFF EVALUATION

~~The Board of Education considers evaluation one of the responsibilities of supervisory personnel. Evaluation procedures shall be under the direction of the Superintendent or designee, who shall direct the process and assess the data submitted by the appropriate supervisory personnel.~~

~~All administrative support staff shall be evaluated on an annual basis by their immediate supervisor. Evaluations shall be completed and submitted to the Office of Personnel Services for insertion in the employee's personnel file not later than April 1 of each year.~~

Recommendation is to eliminate this policy and combine with 548 Support Staff Evaluations.

APPROVED: August 24, 1999



I. BASIC INFORMATION

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

Which strategy in the Strategic Plan does this support?

Your Name and Title: Nora Gard, Committee Chair

Others assisting you in the presentation: N/A

My report is for: Action

II. TOPICAL INFORMATION

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

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

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

Please see the attached policy with revisions.

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

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

D. What are your conclusions?

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

I propose using N/A

Long Term Committed Funds? No

BUDGET LOCATION: N/A

FISCAL IMPACT: N/A

BOARD OFFICER DUTIES

PRESIDENT

The Board President shall:

1. Preside at all business and special meetings of the Board of Education.
2. Decide on all questions of order in business and special board meetings subject to an appeal by any Board member.
3. Hand sign all documents on behalf of the Board including all contracts.
4. Countersign all documents as provided by law.
5. Make all appointments to all board committees and be an ex-officio member of each.
6. Approve of and assist in the preparation of the agenda for all business and special meetings.
7. Ensure through assistance of the Board Secretary that minutes are properly recorded, approved and hand signed.

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

8. Defend on behalf of the school district all actions brought against it and prosecute, when duly authorized to do so, actions brought by the school district.
9. Prosecute an action for the recovery of any forfeiture incurred under Wisconsin State Statute Chapters 115 to 121 in which the school district is interested.

VICE PRESIDENT

The Vice-President shall:

1. Preside over all Board meetings in the absence of the President and have all the powers and duties of the President during his/her absence or incapacity.
 - a. Record of member attendance at meetings.
 - b. Record of material and reports from various meetings and conferences to be made available to Board members.
 - c. Encouragement of non-attendees to attend conferences.
2. Perform other duties as may be required by law or assigned by the Board.

TREASURER

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

1. Apply for receive and sue for all money appropriated to or collected for the District and distribute same as provided by law.
2. Enter in the account books all monies received and disbursed by him/her, specifying the sources from which they were received, and to whom paid and the object for which paid.

3. Publish a fiscal statement along with a list of all incomes and expenditures for the ensuing school year as provided in state law.
4. Deposit immediately, upon receipt, the funds of the District in the name of the District in the public depository designated by the Board. Failure to comply shall be prima facie grounds for removal from office.
5. Perform other duties as may be required by law or assigned by the Board.

CLERK

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

1. Notify any person elected or appointed to the Board within eight (8) days of his/her election or appointment as provided in state law.
2. Report the name and post office address of each officer of his/her district, within ten (10) days after being elected or appointed, to the clerk and treasurer of each municipality which has territory in the school district.
3. Enter in the record book copies of all reports to the municipal clerk(s) and the certificate of the proceedings of a meeting returned by a temporary clerk.
4. Draw orders on the treasury as directed by Board meetings and record in a suitable book all orders drawn on the treasurer.
5. Hand sign all required employee contracts and maintain a copy of signed contracts in a file with the assistance and coordination of the Board Secretary.
6. Ensure each district employee receives a copy of the contract made with him/her by the Board and a copy is filed with Human Resources.
7. Maintain a copy of all certified resolutions with the assistance and coordination of the Board Secretary.
8. On or before the last working day in October, deliver to the clerk of each municipality having territory within the District a certified copy of the portion of the amount of taxes voted and the amount of tax to be collected for the annual payment of any loan to be assessed on that part of the school district territory lying within the municipality. Such proportion shall be determined from the full values certified by the Department of Revenue to the Clerk on or before October 1. When a school district reorganization order changes school district boundary lines effective after January 1 and before July 1 of any year, the tax certification prepared by the Clerk shall be based on the equalized valuation of the District as altered by the order as provided by state law.
9. Submit annually at such times as prescribed by the Department of Public Instruction a verified annual school district report which includes all the information required by state law.
10. Perform other duties as may be required by law or assigned by the Board.

SECRETARY

The Secretary shall:

1. Attend all business and special board meetings and keep a complete record of all proceedings.
2. Transcribe the records and place them in a convenient and easily accessible permanent file for the use of any or all of the Board members.
 - a. Record member attendance at meetings.
 - b. Record material and reports from various meetings and conferences to be made available to Board Members.
3. Prepare and make easily accessible the minutes of each meeting within one week after such meeting.
4. Cause the minutes of all regular and special meetings, to be printed and published in the official newspaper within 45 days of the date of said meeting.
5. Notify, in writing, all Board members of all business, special, standing committee or ad hoc committee meetings.
6. Notify the official newspaper of all business or special board, standing committee or ad hoc committee meetings. (This notification shall be given at least 48 hours before the scheduled meeting unless impossible or impractical and then not less than two hours notice shall be given.)
7. In the absence of the President and Vice-President, he/she shall call the business or special board meeting to order and conduct the election of a chair to preside over the meeting.
8. Receive all communications addressed to the Board and report the same to the Board.
9. Assist Board members by making reservations and other arrangements for members to attend conferences.
10. Maintain a separate record file of documents the Board Clerk is responsible for or has been legally required to hand sign.
11. Perform such other duties as may be specified by the Board not inconsistent with state laws.

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

CROSS REF.: 141.1 Board Officer Elections

APPROVED: December 6, 1977

REVISED: March 22, 1995
 August 27, 2013
 March 21, 2017

REPRINTED: September, 1996
 September, 1997



I. BASIC INFORMATION

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

Which strategy in the Strategic Plan does this support?

Your Name and Title: Nora Gard, Committee Chair

Others assisting you in the presentation: N/A

My report is for: Action

II. TOPICAL INFORMATION

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

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

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

Please see the attached policy with revisions.

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

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

D. What are your conclusions?

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

I propose using N/A

Long Term Committed Funds? No

BUDGET LOCATION: District

FISCAL IMPACT: N/A

SCHOOL DISTRICT OF BELOIT POLICY/PERSONNEL COMMITTEE

A. Duties of the Policy/Personnel Committee:

1. Policy
 - a. Review the Master Policy Logbook (MPL) on a 5 year cycle and recommend to the entire Board necessary changes. Policies requiring annual review are marked as such in the MPL and will be reviewed annually.
 - b. Regularly recommend creation, deletion or modification of current policies to the whole Board for action.
 - c. The Superintendent or designee will attend Committee meetings.
 - d. May appoint Ad-Hoc Advisory committees in accordance with Board policy and established procedures.
2. Personnel
 - a. Work with the Executive Director of Human Resources in setting up deadlines and strategies for contract negotiations for recommendations to the Board of Education.
 - b. Report and recommend to the Board changes in salary schedules and pay schedules for all employees of the District.
 - c. Study and consider all personnel problems brought to its attention by the President of the Board or the Superintendent of Schools and make such recommendations as deemed advisable.
 - d. Review and recommend to the Board all personnel decisions concerning hiring or non-renewal.
 - e. May appoint Ad-Hoc Advisory committees in accordance with Board policy and established procedures.
 - f. The Executive Director of Human Resources will be a regular attendee at Committee meetings.

B. Duties of the Policy/Personnel Committee Chair:

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

APPROVED: May 27, 1980
REVISED: November 23, 1993
July 23, 2013
March 21, 2017
REPRINT: September, 1996
September, 1997
September 14, 2004



I. BASIC INFORMATION

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

Which strategy in the Strategic Plan does this support?

Your Name and Title: Nora Gard, Committee Chair

Others assisting you in the presentation: N/A

My report is for: Action

II. TOPICAL INFORMATION

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

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

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

Please see the attached policy with revisions.

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

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

D. What are your conclusions?

MOTION: The Board of Education approves the revisions of Policy 225.1 Administrative Staff Evaluations for final reading.

I propose using N/A

Long Term Committed Funds? No

BUDGET LOCATION: District

FISCAL IMPACT: N/A

ADMINISTRATIVE STAFF EVALUATIONS

Administrative staff members shall be evaluated annually by their designated supervisor.

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

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

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

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

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

APPROVED: February 25, 1992

REVISED: February 22, 1994
 May 23, 1995
 March 21, 2017

REPRINTED: November, 1996
 September, 1997

REVIEWED: January, 2013



I. BASIC INFORMATION

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

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

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

Others assisting you in the presentation: N/A

My report is for: Action

II. TOPICAL INFORMATION

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

The committee approves all policy revisions.

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

Please see the attached policy revisions.

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

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

D. What are your conclusions?

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

I propose using N/A

Long Term Committed Funds? No

BUDGET LOCATION: District

FISCAL IMPACT: N/A

STUDENT WORK PERMITS

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

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

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

Revocation/Suspension of Permits

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

CROSS REF.: Department of Workforce Development 270.05, 270.16

APPROVED: September 24, 2002

REVISED: March 21, 2017



I. BASIC INFORMATION

Topic or Concern: Employment Actions - Exhibit A - March 21, 2017

Which strategy in the Strategic Plan does this support? Strategy 1 - Finance & Facilities, Strategy 2 - Marketing, Strategy 3 - Student Engagement, Strategy 4 - Assessment & Instruction, Strategy 5 - Technology, Strategy 6 - Family Engagement, Strategy 7 - Character

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

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

My report is for: Action

II. TOPICAL INFORMATION

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

Employment recommendation.

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 Board of Education approves the personnel recommendations – Exhibit A as recommended from the Policy and Personnel 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.