



thinkingbeyondnow

BUSINESS MEETING

March 22, 2016

School District of Beloit
we are tomorrow



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

Board of Education

Shannon Scharmer, President
Nora Gard, Vice President
John Winkelmann, Treasurer
Dennis Baskin, Clerk
John Acomb, Member
Lisa Anderson-Levy, 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 22, 2016 - 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 Culinary Arts Contributors 1
 - 2. Recognition of Mark Santas..... 2
 - 3. Recognition of Outstanding District Staff..... 3
 - 4. Recognition of Wisconsin Schools of Recognition..... 4
 - C. Citizens or Delegations – Areas of Interest Not Included on Agenda. **Citizens may speak on business/action items as these items are called by the Board President.**
- V. SUPERINTENDENT’S REPORTS TO THE BOARD
 - A. Dual Language Immersion (R. Laursen, A. Montpas, A. Bonds) 5-49
 - B. Equity Plan Update (D. Williams)..... 50-60
- VI. REPORTS TO THE BOARD
 - A. Student Board Member Report
 - B. (E)Quality Committee Report
 - 1. Report and Minutes from March 14, 2016 Meeting 61
 - C. Committee Reports
 - 1. Finance/Transportation and Property Committee
 - a) Minutes of March 8, 2016 Meeting 62
 - 2. Curriculum & Instruction
 - a) Minutes of March 8, 2016 Meeting 63-64
 - 3. Policy & Personnel
 - a) Minutes of February 23, 2016 Special Meeting 65
 - b) Minutes of March 15, 2016 Meeting 66-67
- 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.68

VIII. APPROVAL OF MINUTES OF PREVIOUS MEETINGS:

- A. *Special Board Meeting, February 23, 2016 69-70
- B. *Board Business Meeting, February 23, 2016..... 71-72
- C. *Special Board Meeting, March 8, 2016..... 73

IX. BUSINESS/ACTION ITEMS

- A. *Approval of January Financial Summary 75-85
- B. Budget Adjustments 86-89
- C. 461 Technical Excellence Higher Education Scholarship (First Reading) 90-93
- D. 530 Professional Educator Policies – Deletion (First Reading) 94-95
- E. 342.3 Advanced Learner Program (Second Reading) 96-97
- F. 455 Student Safety (Second Reading)..... 98-99
- G. 455.1 Supervision of Students (Second Reading) 100-101
- H. 523.1 Employee Physical Examinations (Second Reading)..... 102-103
- I. 526 RULE 1 Guidelines Regarding Professional Educator Personnel Folders – Deletion
(Second Reading) 104-105
- J. 535 Professional Educator Transfers (Second Reading) 106-107
- K. Personnel Recommendations
 - 1. Personnel Recommendations (Exhibit A) General Employment..... 108-109

X. DISCUSSION ITEMS

- A. Items of interest for consideration at future meetings
- B. Announcement of future Board Meeting dates
 - 1. Committee Meetings: April 12 – McNeel Intermediate School
 - a) Finance, Transportation & Property
 - b) Curriculum & Instruction
 - c) Policy & Personnel
 - 2. Business Meeting: April 26 – Kolak Education Center

XI. ADJOURNMENT

Shannon Scharmer, President
Dr. Tom Johnson, Superintendent

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



School District of Beloit Board of Education Report

March 22, 2016

I. BASIC INFORMATION

Topic or Concern: Recognition of Culinary Arts Contributors

Which strategy in the Strategic Plan does this support? Strategy 2 - Marketing

Your Name and Title: Melissa Badger, Communications Coordinator

Others assisting you in the presentation: Tony Capozziello, Culinary Arts Instructor

My report is for: Action

II. TOPICAL INFORMATION

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

To recognize and accept the generous donations from two of our Advanced Career Education partners.

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

BMHS students in the culinary arts program took part in their first ever Wisconsin Restaurant Association ProStart Culinary Competition, thanks to help from Kerry Ingredients and Aramark Food Service. These partners chipped in the pay for necessary items such as transportation to the competition and chef uniforms.

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

Donations go to the Board of Education for approval.

D. What are your conclusions?

MOTION: The Board of Education is requested to approve the donations made by Kerry Ingredients and Aramark Food Service for the BMHS Culinary Arts Program.

I propose using N/A

Long Term Committed Funds? No

BUDGET LOCATION:

FISCAL IMPACT: NA



School District of Beloit Board of Education Report

March 22, 2016

I. BASIC INFORMATION

Topic or Concern: Recognition of Mark Santas

Which strategy in the Strategic Plan does this support? Strategy 2 - Marketing

Your Name and Title: Melissa Badger, Communications Coordinator

Others assisting you in the presentation: Chuck Seils, Athletics Director

My report is for: Action

II. TOPICAL INFORMATION

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

To recognize and accept a generous donation made to our swim program.

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

Mark Santas has generously given \$5000 for the swim program.

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

Donations go to the Board of Education for approval.

D. What are your conclusions?

MOTION: The Board of Education is requested to approve the \$5000 donation made by Mark Santas to the swim program.

I propose using N/A

Long Term Committed Funds? No

BUDGET LOCATION:

FISCAL IMPACT: N/A



School District of Beloit Board of Education Report

March 22, 2016

I. BASIC INFORMATION

Topic or Concern: Recognition of Outstanding Staff

Which strategy in the Strategic Plan does this support? Strategy 2 - Marketing

Your Name and Title: Melissa Badger, Communications Coordinator

Others assisting you in the presentation: McNeel School Principals

My report is for: Information

II. TOPICAL INFORMATION

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

To recognize outstanding district staff.

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

Principals are able to choose their outstanding staff to be recognized at their designated board meeting, based on excellence in 1 or more of the following categories: Excellence in the Classroom, Bridge Builder, Ambassador, Extra-Mile, Leadership, Professional Development, Heart of the School and Teamwork. At this meeting, we will recognize: Brittany Miller and Eric Jubeck, both from McNeel Middle School.

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

N/A

D. What are your conclusions?

MOTION: N/A

I propose using N/A

Long Term Committed Funds? No

BUDGET LOCATION:

FISCAL IMPACT: N/A



School District of Beloit Board of Education Report

March 22, 2016

I. BASIC INFORMATION

Topic or Concern: Recognition of Wisconsin Schools of Recognition

Which strategy in the Strategic Plan does this support? Strategy 2 - Marketing

Your Name and Title: Melissa Badger, Communications Coordinator

Others assisting you in the presentation: N/A

My report is for: Information

II. TOPICAL INFORMATION

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

Several schools this year have been recognized by the State of WI as Schools of Recognition.

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

Converse, Morgan, and Roy Chapman Andrews Academy have all been named Schools of Recognition by the Department of Public Instruction. In order to be named a WI School of Recognition, schools must be a Title 1 school and meet certain poverty levels, while outperforming state average on math and reading assessments for other schools with similar poverty rates. This is the fifth year in a row for Converse, and the third year in a row for RCA.

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

N/A

D. What are your conclusions?

MOTION: N/A

I propose using N/A

Long Term Committed Funds? No

BUDGET LOCATION:

FISCAL IMPACT: N/A



I. BASIC INFORMATION

Topic or Concern: Dual Language Immersion

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

Your Name and Title: Rosamaria Laursen, ELL & DLI Program Manager

Others assisting you in the presentation: Anthony Bonds, Assistant Superintendent

My report is for: Information

II. TOPICAL INFORMATION

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

The purpose of this presentation is to share information about the district's DLI program. The presentation includes an overview of the research behind dual-language immersion, the history of the program in the district, student achievement results, and planning for the future of DLI beyond the primary schools.

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

All information will be provided.

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

No action required – for information only

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

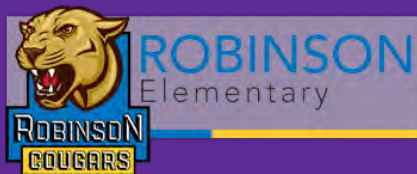
MOTION: NA

BUDGET LOCATION: NA

FISCAL IMPACT: NA

Dual Language Immersion

Rosamaria Laursen- Program Manager
Angie Montpas- Curriculum Director
Anthony Bonds- Assistant Superintendent



Goals for this presentation

You will receive the following:

- Refresher on Dual Language Immersion [DLI] Education
 - Research-based evidence on the effectiveness
- Brief history of DLI in the School District of Beloit
- Description of DLI students
- Information on Academic Achievement
 - Comparison to the research-based evidence



- Future Direction

Dual Language Education



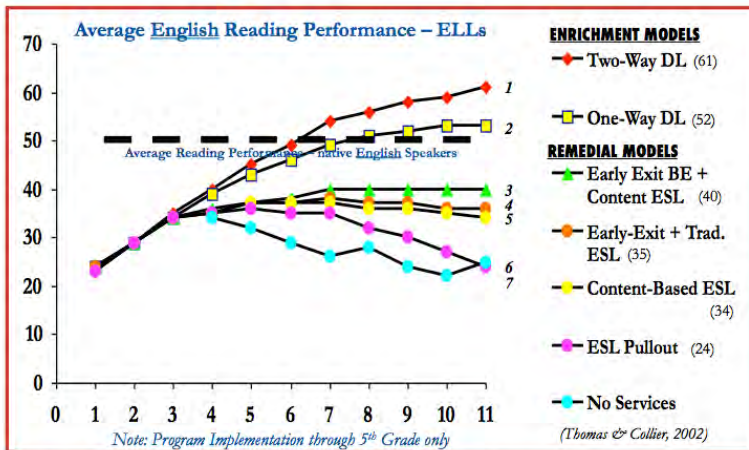
Source: Howard, E.A., Chang, K., & Rogers, C. (2001). *The Dual Language Program Planner: A Guide for Designing and Implementing Dual Language Programs*. Santa Cruz, CA and Washington, DC: Center for Research on Education, Diversity & Excellence.

We currently have the Two-Way Immersion (50/50) model in Beloit:

- Balanced number of students in each class whose home language is Spanish or English.
- Students spend half the day in Spanish with the Spanish teacher and half the day in English with the English teacher.
- Language is separated by content area: Math and English Literacy are taught in English. Science, Social Studies & Spanish Literacy are taught in Spanish.

Evidence for Dual Language Immersion

PATTERNS OF LOW-SES ELLs' LONG-TERM ACHIEVEMENT IN ENGLISH READING ON STANDARDIZED TESTS (similar pattern for each SES group)



Study included over 700,000 minority language students in 5 large districts across the country. Findings were validated by comparing to school systems in 26 states during the following 2 years.

Academic Benefits:

- DLI closes the achievement gap between ELLs and primary English speakers (Thomas & Collier, 2012).
- DLI has almost twice the effect size of traditional bilingual/ESL classes for English learners (Groom & Hanson, 2013).
- Bilingual children are better at divergent thinking, pattern recognition, and problem solving (Center for Advanced Research on Language Acquisition, 2014, Lindholm-Leary, 2007, Bialystok, 2001).

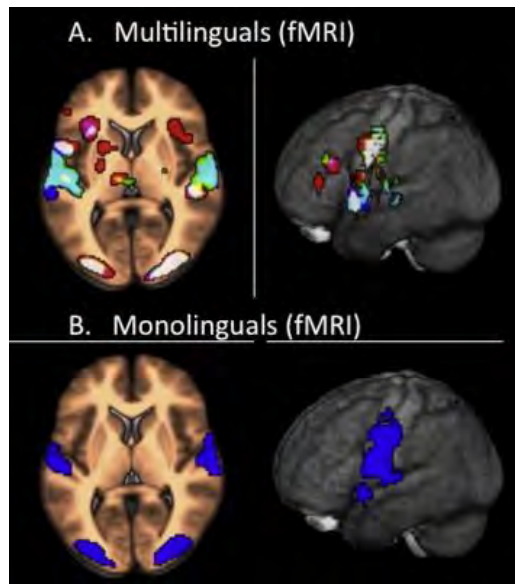
Thomas & Collier: 1997, 2002, 2012

Evidence for Dual Language Immersion

Other Benefits:

- Bilingual children adjust better to environmental changes.
- Older bilingual individuals experience less cognitive decline.
- Bilingual speakers are in high demand in the job market- able to work more efficiently.
- Over 2/3 of the world's population speaks more than one language.
- Easier to learn additional languages when older.

http://dana.org/Cerebrum/2012/The_Cognitive_Benefits_of_Being_Bilingual/



<http://www.forbes.com/sites/moneybuilder/2012/04/13/do-multilingual-individuals-earn-more-money/#6f4cdaf14647>

Dual Language Immersion in the School District of Beloit

2012-2013: DLI KG began at Hackett and Robinson.

2013-2014: DLI KG & 1st began at Todd, DLI was moved up to 1st Gr. at Hackett & Robinson.

2014-2015: DLI was moved up to 2nd grade at Hackett, Robinson & Todd.

2015-2016: DLI was moved up to 3rd grade at Hackett, Robinson & Todd. DLI 4K began at Hackett & Todd.



Dual Language Immersion in the School District of Beloit

Demographic information:

- 436 students 4K-3rd grade
- Of all the open enrollments in PK-3rd, 28% of them are in DLI (15 of 54)
- Of 436 students: 4 are Native American/Pacific Islander, 2 are Asian, 64 are Black (15%), 108 are White (25%) and 258 are Latino (59%)
- Of students who are *not Latino* in SDB - Black students account for 32% of the student population. By comparison, 36% of non-Latino students in DLI are Black.



Academic Achievement

Reading MAP	Todd Elementary		
Winter 2014 - 2015			
Grade Level	Mean RIT - DLI	Mean RIT - Grade	2015 Norms
Kindergarten	152	148.9	151.3
1st Grade	169.8	167.3	171.5
2nd Grade	181.2	178.9	184.2
Spring 2014 - 2015			
Grade Level	Mean RIT - DLI	Mean RIT - Grade	2015 Norms
Kindergarten	159.3	159.1	158.1
1st Grade	173.8	172.6	177.5
2nd Grade	188	188.4	188.7
Fall 2015 - 2016			
Grade Level	Mean RIT - DLI	Mean RIT - Grade	2015 Norms
Kindergarten	140.6	137.7	139.6
1st Grade	159.3	157.6	159.1
2nd Grade	162.9	163.9	173.3
3rd Grade	184.4	183.5	187.1
Winter 2015 - 2016			
Grade Level	Mean RIT - DLI	Mean RIT - Grade	2015 Norms
Kindergarten	149.9	150.5	151.3
1st Grade	168.7	172.3	171.5
2nd Grade	179.1	177.8	184.2
3rd Grade	194.5	192.3	195.6

How to read MAP tables (attached):

- “Mean RIT-DLI”: includes all DLI students, ELLs and non-ELLs
- “Mean RIT- Grade”: includes all students at that grade level in the school, DLI and non-DLI
- “2015 Norms”: the mean RIT normed by NWEA (writers of MAP) using data from the entire pool of MAP test takers across the country (normed every few years)

Please see the attached documents for detailed information.

Focus on ELL Academic Achievement: Mathematics & Reading as measured by MAP RIT

The following slides highlight the Mean RIT scores for ELL students within DLI schools and non-DLI schools for Math and Reading and measured by MAP. Please keep in mind- these scores are for a test given in English to students who are still developing academic English.

ELL Academic Achievement: Mathematics

MAP Mean RIT- ELL Students: Winter 2015-2016

	Non-DLI Schools Mean RIT ELLs			DLI Schools Mean RIT ELLs			
Grade	Converse	Gaston	Merrill	Hackett **	Robinson	Todd	2015 Norm
KG	143.8	144.8*	152.5	140.9	142.5	141.6	151.5
1st	159.4*	159.6*	170.3	171.6	167.1	170.3	173.8
2nd	185.6*	177.6*	178.7	177.6	184.7	176.1	186.4
3rd	192.2	191.2*	189.3	186.3	187.8	192.8	198.2

* Cell size under 10 students
each grade level

** Between ½-⅔ of ELLs at

15
are in DLI at Hackett. *At Robinson & Todd, all except*

a handful of ELLs are in the DLI

ELL Academic Achievement: English Reading

MAP Mean RIT- ELL Students: Winter 2015-2016

Non-DLI Schools Mean RIT ELLs				DLI Schools Mean RIT ELLs			
Grade	Converse	Gaston	Merrill	Hackett **	Robinson	Todd	2015 Norm
KG	146.4	141.4*	140.5	142.3	147.5	142.9	151.3
1st	158.5*	153.4*	160.8	166.2	165.5	163.1	171.5
2nd	174.9*	169.4*	170.4	173.9	174.5	174.8	184.2
3rd	186.3	184.9	183.1	181.7	183.8	186.8	195.6

* Cell size under 10 students
each grade level

** Between 1/2-2/3 of ELLs at

Academic Achievement: Spanish Reading

The following slides highlight the Fountas and Pinnell Balanced Assessment System [Sistema de la Evaluación de la Lectura] scores for students within DLI schools. Especially for our Non-ELL students (who tend to speak more English at home), please keep in mind- these scores are for a test given in Spanish to students who are still developing academic Spanish.

Academic Achievement: Spanish Reading

Fountas & Pinnell Levels- Percentage of **ELL students** in DLI reading in Spanish: Winter 2015-2016

Grade	Below (1 yr. or more)	Below (less than 1 yr.)	On grade level	A year or more above grade level
KG		81%	19%	
1st	16%	47%	27%	10%
2nd	16%	41%	25%	18%
3rd (without Todd)*	13%	17%	38%	32%
3rd (with Todd)*	23%	15%	37%	25%

*Todd 3rd graders started in 1st grade, thus missing their KG year in DLI.

Academic Achievement: Spanish Reading

Fountas & Pinnell Levels- Percentage of **Non-ELL students** in DLI reading in Spanish: Winter 2015-2016

Grade	Below (1 yr. or more)	Below (less than 1 yr.)	On grade level	A year or more above grade level
KG		81%	19%	
1st	15%	46%	35%	4%
2nd	14%	52%	36%	10%
3rd (without Todd)*	31%	31%	22%	16%
3rd (with Todd)*	49%	27%	16%	8%

*Todd 3rd graders started in 1st grade, thus missing their KG year in DLI.

Conclusions

- The trends in our data follow the evidence found in the DLI research.
- The decreased amount of time spent learning in English ($\frac{1}{2}$ the day) does not negatively affect students' academic achievement in English Reading and Math on MAP (which is a test in English) when compared to students in non-DLI classrooms. This is found for both ELL & non-ELL students.
- ELL students tend to do better in Spanish reading than their Non-ELL peers, although as non-ELLs develop their Spanish abilities, their Spanish reading scores are at or above grade level.
- The DLI program is a draw for families within and outside the school district.

Future Directions

- Given the results we are experiencing and the research indicating the trends for increased academic achievement in 5th grade and above, we will be proposing to move the DLI program into the Intermediate Schools beginning in 2016-2017.
- We will explore options for continuing DLI into middle and high school through existing World Language programs and possibly hiring bilingual candidates to teach in the content areas.

Future Directions

- Moving the program forward will require reclassifying existing classroom positions to require bilingual certification. Current strategies for recruiting and hiring qualified bilingual teachers include:
 - District recruiting efforts
 - Partnership with BTC & UW-W to help paraprofessionals gain teacher certification
 - Partnership with the Consulate of Spain and the Amity Institute to host visiting teachers from other countries
- Pathway to earn the State of Wisconsin Seal of Biliteracy:
<http://dpi.wi.gov/sites/default/files/imce/english-learners/pdf/seal-of-biliteracy.pdf>

Reading MAP

Todd Elementary

Winter 2014 - 2015

Grade Level	Mean RIT - DLI	Mean RIT - Grade	2015 Norms
Kindergarten	152	148.9	151.3
1st Grade	169.8	167.3	171.5
2nd Grade	181.2	178.9	184.2

Spring 2014 - 2015

Grade Level	Mean RIT - DLI	Mean RIT - Grade	2015 Norms
Kindergarten	159.3	159.1	158.1
1st Grade	173.8	172.6	177.5
2nd Grade	188	188.4	188.7

Fall 2015 - 2016

Grade Level	Mean RIT - DLI	Mean RIT - Grade	2015 Norms
Kindergarten	140.6	137.7	139.6
1st Grade	159.3	157.6	159.1
2nd Grade	162.9	163.9	173.3
3rd Grade	184.4	183.5	187.1

Winter 2015 - 2016

Grade Level	Mean RIT - DLI	Mean RIT - Grade	2015 Norms
Kindergarten	149.9	150.5	151.3
1st Grade	168.7	172.3	171.5
2nd Grade	179.1	177.8	184.2
3rd Grade	194.5	192.3	195.6

Reading MAP

Hackett Elementary

Winter 2014 - 2015

Grade Level	Mean RIT - DLI	Mean RIT - Grade	2015 Norms
Kindergarten	147	148.3	151.3
1st Grade	160.8	161.7	171.5
2nd Grade	174.5	172.4	184.2

Spring 2014 - 2015

Grade Level	Mean RIT - DLI	Mean RIT - Grade	2015 Norms
Kindergarten	155.8	157.4	158.1
1st Grade	167	169.5	177.5
2nd Grade	182.6	180.3	188.7

Fall 2015 - 2016

Grade Level	Mean RIT - DLI	Mean RIT - Grade	2015 Norms
Kindergarten	141.3	138.4	139.6
1st Grade	159.5	156.7	159.1
2nd Grade	165.3	164.8	173.3
3rd Grade	182.1	178.1	187.1

Winter 2015 - 2016

Grade Level	Mean RIT - DLI	Mean RIT - Grade	2015 Norms
Kindergarten	143.9	145.6	151.3
1st Grade	167.5	166.4	171.5
2nd Grade	175.7	175.6	184.2
3rd Grade	185.5	182.9	195.6

Reading MAP

Robinson Elementary

Winter 2014 - 2015

Grade Level	Mean RIT - DLI	Mean RIT - Grade	2015 Norms
Kindergarten	152.1	149.9	151.3
1st Grade	165.7	164.2	171.5
2nd Grade	179.6	177.8	184.2

Spring 2014 - 2015

Grade Level	Mean RIT - DLI	Mean RIT - Grade	2015 Norms
Kindergarten	159.8	156.5	158.1
1st Grade	172.3	172.6	177.5
2nd Grade	183.6	183.8	188.7

Fall 2015 - 2016

Grade Level	Mean RIT - DLI	Mean RIT - Grade	2015 Norms
Kindergarten	140.3	139.3	139.6
1st Grade	161	157.4	159.1
2nd Grade	170.6	168.7	173.3
3rd Grade	180.2	182.7	187.1

Winter 2015 - 2016

Grade Level	Mean RIT - DLI	Mean RIT - Grade	2015 Norms
Kindergarten	148.3	153	151.3
1st Grade	174.2	170.7	171.5
2nd Grade	180.9	180	184.2
3rd Grade	187.1	188.1	195.6

Math MAP

Todd Elementary

Winter 2014 - 15

Grade Level	Mean RIT - DLI	Mean RIT - Grade	2015 Norms
Kindergarten	151	147.9	151.5
1st Grade	173	170.4	173.8
2nd Grade	178.6	182	186.4

Spring 2014 - 15

Grade Level	Mean RIT - DLI	Mean RIT - Grade	2015 Norms
Kindergarten	162.7	162.3	159.1
1st Grade	178.5	179.4	180.8
2nd Grade	186.6	192.4	192.1

Fall 2015 - 16

Grade Level	Mean RIT - DLI	Mean RIT - Grade	2015 Norms
Kindergarten	137.3	134.4	138.5
1st Grade	162.2	159.6	160.8
2nd Grade	169.3	168.6	175.6
3rd Grade	187.6	187.5	189.4

Winter 2015 - 16

Grade Level	Mean RIT - DLI	Mean RIT - Grade	2015 Norms
Kindergarten	150.6	149.3	151.5
1st Grade	173.8	174	173.8
2nd Grade	180.4	183.1	186.4
3rd Grade	196.5	196.3	198.2

Math MAP

Hackett Elementary

Winter 2014 - 15

Grade Level	Mean RIT - DLI	Mean RIT - Grade	2015 Norms
Kindergarten	145.7	147.2	151.5
1st Grade	164.8	164	173.8
2nd Grade	175	175.1	186.4

Spring 2014 - 15

Grade Level	Mean RIT - DLI	Mean RIT - Grade	2015 Norms
Kindergarten	160.7	161.4	159.1
1st Grade	171.2	171.4	180.8
2nd Grade	182.8	182.1	192.1

Fall 2015 - 16

Grade Level	Mean RIT - DLI	Mean RIT - Grade	2015 Norms
Kindergarten	136.9	134.8	138.5
1st Grade	162.1	158.9	160.8
2nd Grade	167.8	168.8	175.6
3rd Grade	183	179.4	189.4

Winter 2015 - 16

Grade Level	Mean RIT - DLI	Mean RIT - Grade	2015 Norms
Kindergarten	145.4	146.3	151.5
1st Grade	171.8	170.9	173.8
2nd Grade	178.1	179.4	186.4
3rd Grade	187.1	186.3	198.2

Math MAP

Robinson Elementary

Winter 2014 - 15

Grade Level	Mean RIT - DLI	Mean RIT - Grade	2015 Norms
Kindergarten	150.9	147.6	151.5
1st Grade	166.8	167	173.8
2nd Grade	184.9	182.9	186.4

Spring 2014 - 15

Grade Level	Mean RIT - DLI	Mean RIT - Grade	2015 Norms
Kindergarten	157.9	156.1	159.1
1st Grade	177.7	176.1	180.8
2nd Grade	190.9	189.1	192.1

Fall 2015 - 16

Grade Level	Mean RIT - DLI	Mean RIT - Grade	2015 Norms
Kindergarten	137.1	136.6	138.5
1st Grade	161.6	157.9	160.8
2nd Grade	178.8	172.9	175.6
3rd Grade	183.6	184.8	189.4

Winter 2015 - 16

Grade Level	Mean RIT - DLI	Mean RIT - Grade	2015 Norms
Kindergarten	143.9	151.5	151.5
1st Grade	174.5	171.8	173.8
2nd Grade	189.2	184.5	186.4
3rd Grade	191.5	191.9	198.2



Wisconsin Seal of Biliteracy: A Resource Guide for Districts

Wisconsin Seal of Biliteracy: A Resource Guide for Districts

Developed by

Tolu Sanabria

**Education Specialist, Bilingual/ESL Education
Department of Public Instruction**

**Dual Language Education (DLE) Coalition
Wisconsin Seal of Biliteracy Workgroup**



Wisconsin Department of Public Instruction

**Tony Evers, PhD, State Superintendent
Madison, Wisconsin**

This publication is available from:

Content and Learning Team
Wisconsin Department of Public Instruction
125 South Webster Street
Madison, WI 53703

608-267-9235
dpi.wi.gov/english-learners

Bulletin No. 16038

© October 2015 Wisconsin Department of Public Instruction

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or disability.



Printed on Recycled Paper

Foreword

The Wisconsin Seal of Biliteracy (Seal) is awarded to graduating high school students in districts with a Department of Public Instruction-approved program, who have demonstrated achievement in bilingualism, biliteracy, and multicultural competence in and through two or more languages (English and a partner language) by successfully participating in the development of the languages through our schools, their families, and the community.



The Wisconsin Seal policy is aligned with [Guidelines for Implementing the Seal of Biliteracy](#), written by the American Council on the Teaching of Foreign Languages (ACTFL), the National Association for Bilingual Education (NABE), the National Council of State Supervisors for Languages (NCSSFL), and the Teacher of English to Speakers of Other Languages (TESOL) International Association (March 10, 2015). Work on the Wisconsin Seal was a response to requests made by Wisconsin school districts wanting to recognize the linguistic achievements and sociocultural competencies of their multilingual and emergent bilingual students.

The Wisconsin Seal supports student literacy as defined by state standards and provides a pathway for every student to have the opportunity to graduate prepared and equipped with the cultural and linguistic capacity to participate effectively in a multilingual and global 21st century society. We see Wisconsin's Global Education Achievement Certificate (GEAC) as a complementary pathway to the Wisconsin Seal, with the former relating to breadth of global knowledge and awareness, and the latter relating to depth of cultural and linguistic competency; language is the common denominator. We suggest districts encourage students to work toward both awards.

The Wisconsin Seal promotes excellence for all by building upon the rich cultural and linguistic assets of the state's students. It communicates a policy-level commitment to advance mastery of two or more languages. In our ever-shifting global landscape, it is essential to provide the opportunity for students to graduate prepared and equipped with the cultural and linguistic capacity to participate effectively in a multilingual and global 21st century society.

Tony Evers
State Superintendent

Table of Contents

Foreword	iii
Acknowledgements	v
Policy	vii
Wisconsin Seal of Biliteracy	
Introduction	1
Purpose	1
Which Students Will be Eligible for a Wisconsin Seal of Biliteracy?.....	1
Wisconsin Seal of Biliteracy/Distinguished Seal of Biliteracy Awards	2
Pathway Awards	2
Pathways—Backward Design	2
Completion of the Wisconsin Department of Public Instruction	
Program Approval Form	4
Measures of Language Proficiency for Partner Languages.....	6
Measures of Language Proficiency for English.....	7
Sociocultural Competence	8
Appendices	
Appendix A.....	9
Appendix B.....	11
Appendix C.....	13



Acknowledgements

Laurie Burgos, Director
Bilingual Programs and Instructional Equity
Verona Area School District

Pam Delfosse, Developer
World Language and Global
Learning Programs
Office of Multilingual and Global Education
Madison Metropolitan School District

Deirdre (D) García, Director
Bilingual Education and World Languages
School District of Waukesha

Robin Rivas, Director
ELL/Bilingual Programs
Racine Unified School District

Ron Sandoval, Director
Language Acquisition and
Community Education
Delavan-Darien School District

Mandi Sersch, Director
Bilingual Services
Middleton-Cross Plains Area School District

Sarah Smith, Coordinator
World Language and Language
Acquisition Programs
Kenosha Unified School District



Policy

The Wisconsin Seal of Biliteracy Purpose Statement

The Wisconsin Seal of Biliteracy promotes excellence for all by building upon the rich cultural and linguistic assets of Wisconsin's students. The Wisconsin Seal will communicate a policy-level commitment to develop strong proficiency in two or more languages in an ever-shifting global landscape so that every student has the opportunity to graduate prepared and equipped with the cultural and linguistic capacity to participate effectively in a multilingual and global 21st century society.

The Seal will require:

- Criteria for advanced biliteracy attainment using a data-based, nationally recognized assessment framework¹ valued by employers, communities, and institutions of higher education.
- Criteria for the measurement of sociocultural competency needed to address the world's most pressing and enduring issues.

Background and Rationale

Our communities and our 21st century global economy demand the expertise of socioculturally competent individuals who are also fully bilingual and bicultural. As such, multilingualism at high levels ought to be nurtured within Wisconsin's students.

The Wisconsin Seal of Biliteracy seeks to develop, maintain, and revitalize the attitudes and dispositions regarding high levels of bilingualism and biliteracy; raise awareness of the benefits of biliteracy and biculturalism; and elevate the status of languages other than English.

With the establishment of a Wisconsin Seal of Biliteracy, the state publicly demonstrates that it values high levels of bilingualism and biculturalism in its communities and workforce.

Work on the Wisconsin Seal of Biliteracy was inspired by the California Seal of Biliteracy developed by *Californians Together* and is a response to requests made by Wisconsin school districts wanting to recognize the linguistic achievements and sociocultural competencies of their multilingual and emergent bilingual students.

Definition of Seal of Biliteracy

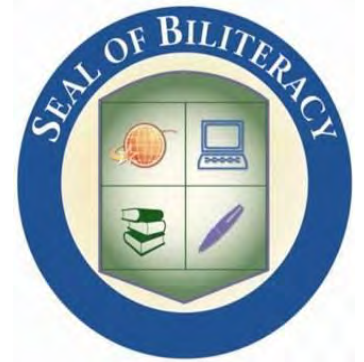
A seal of biliteracy is an award given by a school or district in recognition of students who have attained proficiency in English and one or more partner languages and have demonstrated high levels of sociocultural competency by high school graduation.

¹ Note: For less commonly spoken languages for which there is no nationally recognized measure, districts will be able to submit an alternate method of measuring proficiency in the partner language.

Wisconsin Seal of Biliteracy

Introduction

At the national level, a Seal of Biliteracy is an award given by a school, district, or state office of education in recognition of students who have attained proficiency in English and one or more additional languages by high school graduation.



Purpose

The Wisconsin Seal of Biliteracy (Seal) promotes excellence for all by building upon the rich cultural and linguistic assets of the state's students. The Seal will communicate a policy-level commitment to advance mastery of two or more languages in an ever-shifting global landscape so that every student has the opportunity to graduate prepared and equipped with the cultural and linguistic capacity to participate effectively in a multilingual and global 21st century society.

The Seal will require:

- Criteria for advanced biliteracy attainment using a data-based, nationally recognized assessment framework² (valued by employers, communities, and institutions of higher education).
- Criteria for the measurement of sociocultural competency needed to address the world's most pressing and enduring issues.

Which students will be eligible for a Wisconsin Seal of Biliteracy?

The Wisconsin Seal is intended to be earned by students who have learned English and one or more languages. Students may learn language in a variety of ways, for example, through school-based programming, community-based programming, their families, or other experiences, to be eligible for a Seal. Students eligible for a Seal will also demonstrate high levels of sociocultural competency.

² Note: For less commonly spoken languages for which there is no nationally recognized measure, districts will be able to submit an alternate method of measuring proficiency in the partner language.

Wisconsin Seal of Biliteracy/Distinguished Seal of Biliteracy Awards

Twelfth grade students who achieve a Wisconsin Seal of Biliteracy will receive special recognition as determined by their school district. Most often, recognition consists of an actual seal on the high school diploma and/or a special designation on a student's transcript. Districts may also choose to recognize twelfth grade students earning a Seal in other ways, including:

- recognition ceremonies (including graduation or other senior award ceremonies for 12th graders);
- publication of students' names in a school or district newsletter or a local newspaper; or,
- small trophies, certificates, or medals.

Twelfth grade students who have been working toward a Wisconsin Seal of Biliteracy but do not meet all of the specified criteria may meet criteria for a [Wisconsin Global Education Achievement Certificate](#) (GEAC), or districts may choose to give a *Seal of Biliteracy Participation Award*. It is recommended that districts encourage students to meet criteria for both a GEAC and a *Wisconsin Seal of Biliteracy*.

Pathway Awards

Districts are encouraged to acknowledge student progress toward a Wisconsin Seal by recognizing students who have achieved specific benchmarks along the way. This may be done through participation or grade level awards. Districts may consider honoring students with recognition ceremonies, publication of awardees in the media, small trophies, certificates, medals, or another honor of the district's choosing.



Pathways—Backward Design

The Wisconsin Seal, while earned by 12th graders, is something that students may work toward throughout their 4K-12 education. In designing a pathway toward a Seal, districts are encouraged to consider minimum criteria for participation and achievement at each grade level.

In the process of designing pathways toward a Seal, districts should reflect upon the following questions:

- How do students in your district become bilingual, biliterate, and bicultural?
- Which school district program models exist to help students become bilingual, biliterate, and bicultural?

- Which language development programs exist in the community?
- What other existing school or district requirements could support students in earning a Wisconsin Seal (for example, service learning)?
How do the requirements for the Seal overlap with others?

Districts are encouraged to consider pathways that meet or exceed the benchmarks outlined in the chart below.

Grade Levels	Pathway for Participation <i>Participation in developing a positive disposition towards bilingualism³.</i>	Pathway for Achievement <i>Achievement in developing a positive disposition and grade appropriate skills related to bilingualism.</i>
Pre-Kindergarten	Pathway for Participation <ul style="list-style-type: none"> • programming that values bilingualism • home language oral and literacy development 	Pathway for Achievement <ul style="list-style-type: none"> • N/A
Elementary	Pathway for Participation <ul style="list-style-type: none"> • developing a partner language • use of English and a partner language • positive attitude toward bilingualism 	Pathway for Achievement <ul style="list-style-type: none"> • demonstration of all of the participation criteria • increasing proficiency in English and a partner language
Middle School	Pathway for Participation <ul style="list-style-type: none"> • growth in a partner language • use of English and a partner language • positive attitude toward bilingualism 	Pathway for Achievement <ul style="list-style-type: none"> • demonstration of all of the participation criteria • growth in English and a partner language • growth in the 5Cs* of world language learning • demonstration of active use of two languages • positive attitude toward bilingualism
By the End of Grade 12	Pathway for Participation <ul style="list-style-type: none"> • participation in one or more language classes • growth in the 5Cs* of world language learning • use and application of English and a partner language • positive attitude toward bilingualism 	Seal of Biliteracy Achievement <ul style="list-style-type: none"> • proficiency in English and a partner language • competency in the 5Cs* of world language learning • active use and application of English and a partner language in socioculturally competent ways • positive disposition toward lifelong bilingualism and biliteracy

*Note: The 5Cs of world language learning, as defined by [the World Readiness Standards for Learning Languages](#), are: communication; cultures; connections; comparisons; and, communities.

³ Bilingualism implies the development of biliteracy and biculturalism.

Completion of the Wisconsin Department of Public Instruction Program Approval Form

Any school or district may establish their own criteria for awarding their own seal of biliteracy to students in that school or district.

In order for a district to call their seal a *Wisconsin Seal of Biliteracy*, the district must submit the Wisconsin Seal of Biliteracy form (PI-9962) to, and be approved by, the Wisconsin Department of Public Instruction (DPI). Only one submission of the form will be necessary; annual submissions will not be requested unless the district substantially changes its Wisconsin Seal program or criteria.

Section I: General Information

The *Seal of Biliteracy Coordinator* is the school or district staff member coordinating the district's seal of biliteracy program. The coordinator will also be the contact for DPI staff.

Section II: Certification/Signatures

The application must be signed by the district administrator and the person who will be coordinating the program, as indicated in Section I.

Section III: Pathways to Biliteracy

In this section of PI-9962, districts will indicate the different ways that students in their communities become bilingual, biliterate, and socioculturally competent through school-based or community-based options.

- School-Based Programming
 - World Language
Students who are native English speakers typically enroll in world language programs in order to become proficient in a partner language. World language programs or language revitalization may start in elementary or secondary schools; however, in contrast to immersion programs (see below), world language programs do not deliver core content instruction in the partner language. On the form, please indicate the world language programs available to students in your district, and at which grade levels these programs are available.
 - Dual Language
The goal of a dual language program is for students to become bilingual, biliterate, and bicultural in English and a partner language. Dual language programs will provide a minimum of 50 percent of content/literacy instruction in the partner language, with the possible exception of heritage language programs. (See appendix for graphic representation of dual language programs.)



- One-Way Immersion
Students in a one-way immersion program come from the same language background. One-way immersion programs may include developmental bilingual or world language immersion programs.
- Two-Way Immersion
Students in a two-way immersion program come from backgrounds in the partner language, English, or both English and the partner language. Typically, a two-way immersion classroom consists of a mix of these students.
- Heritage Language
A heritage language program is a school-based or district-based language development program that is designed or tailored to address the needs of heritage language learners. A *heritage language learner* is proficient in or has a cultural connection to that language. Common heritage language programs in Wisconsin include *Spanish for Spanish Speakers* courses and *American Indian language revitalization programs*.
- English as a Second Language
English as a Second Language (ESL) programs are designed to help English language learners (ELLs) become proficient in English. When feasible, native language support may be provided to assist the students with developing English language proficiency, but bilingualism is not the goal of an ESL program.
- Community-Based Learning
 - Home and Community Context
Students may learn a partner language at home or within their community. Students may have learned the partner language in their native countries. These students may or may not be ELLs.
 - Heritage Language Schools
Heritage language schools are community-based schools that are designed or tailored to address the needs of heritage language learners. A *heritage language learner* is a person studying a language who has proficiency in or a cultural connection to that language. Examples of heritage language schools include weekend or after school Hebrew, Chinese, or Arabic programs.
 - Immersion Experiences
Students may have participated in an immersion experience if they have lived abroad with family for an extended period of time or participated in an exchange program. As a result of these experiences, students may be proficient in a partner language.

The roots of the term education imply drawing out children's potential, making them MORE than they were; however, when children come to school fluent in their primary language, and they leave school essentially monolingual in English, then our schools have negated the meaning of the term education, because they have made children LESS than they were.

—Cummins, 1989

Selection of Measures (Sections IV and V)

Proficiency is the ability to use language, in all of its appropriate modes, for real-life social and academic purposes and in culturally authentic ways. Being fully bilingual, biliterate, and bicultural involves having high levels of language proficiency and demonstrable sociocultural competence.

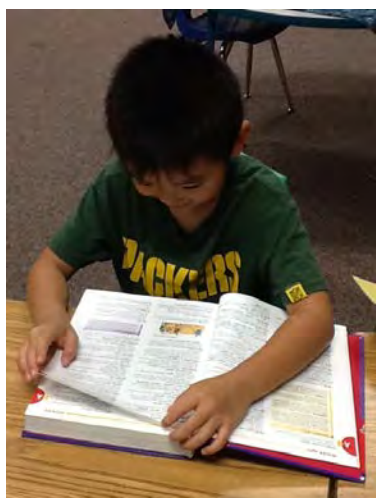
Measures of Language Proficiency for Partner Languages

Students (both native and non-native speakers) must demonstrate proficiency in both English and a partner language. Decisions on selected measures of language proficiency will be decided upon by the district and should align with language proficiency levels described by the American Council on the Teaching of Foreign Languages ([ACTFL](#)). A minimum achievement of *Intermediate-High* according to ACTFL, or the equivalent on another measure of proficiency, by the end of 12th grade is required to earn a Wisconsin Seal of Biliteracy. Students achieving a minimum of *Advanced-Mid* according to ACTFL, or the equivalent on another measure of proficiency, may earn the Wisconsin Distinguished Seal of Biliteracy. Some other examples of language proficiency measures include:

- Advanced Placement (AP) exam;
- International Baccalaureate (IB) exam;
- oral proficiency interviews, reading proficiency tests, or writing proficiency tests;
- tribal language assessments; or,
- other measures correlated to the required minimum level of language proficiency.

In cases of less commonly spoken languages, special permission to use different measures to assess the language may be granted. For example, the following measures are recommended with regard to the languages listed below:

- *Latin and Classical Greek*: Assessment of interpretive reading and presentational writing, rather than listening or interpersonal face-to-face communication.
- *American Sign Language (ASL)*: Assessment of interpersonal signed exchange, presentational signing, and understanding of ASL (such as interpreting a signed lecture or by summarizing and responding to questions aimed at overarching understanding).
- *American Indian Languages or languages such as Hmong*: Assessment of interpersonal face-to-face communication as well as interpretive listening and presentational speaking, and, writing and reading where a written code exists.



In such cases, the use of community expertise and resources is encouraged when assessing the partner language. For example, the following individuals may assist with measuring proficiency:

- a community member (native speaker) of the partner language;
- members of affiliated community organizations (e.g., Saturday schools); or,
- university instructors or teachers from the community.

Language is the dress of thought.

—Samuel Johnson

Measures of Language Proficiency for English

Non-English language learners (non-ELLs, i.e., both native and non-native English speakers who are proficient in English) must demonstrate a minimum level of proficiency in both social and academic language as determined by the state assessment or a district measure of English literacy. For current ELLs, an ACCESS for ELLs® literacy subscore of four (expanding) or above is required.

Section IV: Measures of Language Proficiency

In this section of PI-9962, the district will indicate how language proficiency will be measured. A measure must be included for each language listed in Section III. For each language, indicate all of the following.

- *Name of Measure*
Include the full title of the measure. The measure may be standardized or district-designed.
- *Languages Assessed*
Indicate all languages that will be measured with this assessment.
- *Population(s) Assessed*
 - English language learners (English Language Proficiency Levels 1-5)
These students are still eligible for English language learner services.
 - Native English speakers/former English language learners (English language proficiency Levels 6-7)
These students have been formally exited from English language learner services or have never been English language learners.



“The denial of a people’s native tongue is a denial of their participation in society and of their very identity.”

—Eduardo Hernández-Chávez (1988)

- *Description of Measure*

Provide a brief description of the measure. Include the language domain(s) it will assess (listening, speaking, reading, and/or writing). Include how the measure is aligned with the American Council on the Teaching of Foreign Languages (ACTFL) proficiency levels. A rubric or scoring guide for each measure must be attached to the application.

Sociocultural Competence

Students must demonstrate high levels of sociocultural competence as it relates to English and a partner language. Decisions on selected measures of sociocultural competence will be decided by the district, and should include measures for demonstrating positive attitudes towards bilingualism and using both languages in culturally appropriate ways. Districts should develop rubrics to use in the assessment of sociocultural competency and articulate minimum criteria for achievement in this area. Some activities that demonstrate sociocultural competency include, but are not limited to:

- active participation in multicultural community events;
- completion of a specific amount of community service using the partner language skills in service to school or community; and,
- documentation of independent reading in English and a partner language.

Section V: Measures of Sociocultural Competence

In this section of PI-9962, the district will describe how students’ sociocultural competence as it relates to both English and the partner language will be measured. The district should include:

- the types of evidence that will be considered acceptable;
- the aspects of sociocultural competency that will be addressed by each measure; and,
- a rubric (to be attached) for each measure proposed.

Section VI: Criteria for Seal of Biliteracy

In this section of PI-9962, the district will describe the minimum criteria for earning a *Wisconsin Seal of Biliteracy* or a *Wisconsin Distinguished Seal of Biliteracy*. District criteria must meet or exceed the criteria outlined earlier in this document. Minimum criteria must be described for language proficiency in both English and the partner language, as well as criteria established for the demonstration of sociocultural competency.



Appendix A

Dual Language Education Program is the umbrella term for bilingual programs where the goal is for students to become bilingual and biliterate. Dual language programs use the partner language for at least half of the instructional day in the elementary years. These programs generally start in kindergarten or first grade and extend for at least five years, and many continue into middle school and high school.

The “umbrella” image below is often used as a graphic to illustrate the various programs included in the term dual language education.



Source: Howard, E. R., Olague, N., & Rogers, D. (2003). *The dual language program planner: A guide for designing and implementing dual language programs* (p. 3). Washington, DC and Santa Cruz, CA: Center for Research on Education, Diversity & Excellence.

Types of Dual Language Programs

There are four main types of dual language programs, differing mainly in the population of students:

- **Developmental bilingual** programs (also referred to as maintenance or late-exit bilingual programs) are those that use the first language of the English language learners (ELLs) in instruction to teach content and ensure that ELLs gain proficiency in English. Students are from the partner language population; developmental programs are one-way immersion programs in that the population is homogeneous.

- **Two-way immersion programs** are dual language bilingual programs that serve English speakers and speakers of the partner language in the same classroom, with a 50-50 mix of students from each language population. Usually, the speakers of the partner language are English language learners (ELLs). Both English and the first or native language of the ELL students are used in content and language arts instruction.
- **Heritage language programs** use the non-English language background (heritage language) of the students. All students share the same non-English language, so programs are considered to be one-way immersion programs. Students may or may not be proficient in the heritage language. That is, the students may be fluent and the program is a developmental or maintenance program (e.g., Spanish for Spanish speakers), or the language is being renewed/reclaimed in the community (e.g., Native American language revitalization programs where the language is not used by all in a community). The partner language is the primary language of content instruction and/or language arts instruction.
- **World language immersion programs** are one-way immersion programs that enroll primarily native English speakers who are learning a world language. The goal of these programs may be for students to become bilingual.



Appendix B

Sample Pathways— Example for Students Studying English and Spanish

All roads lead to the SEAL.

Dual Language Program Students



Native/Heritage Speaker (Regular Education)



World Language Learner

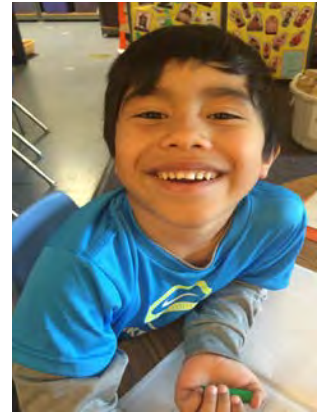


Appendix C

The Wisconsin Seal of Biliteracy (Seal) Workgroup began informally during the 2011-12 school year, with conversations among districts and DPI staff. The consensus was to develop and implement a Wisconsin Seal based on the California seal, but with more rigor. Workgroup members have changed over time, and not all former members are in the same district as when they were part of the workgroup. As the work on this project was completed, current members (those developing this guidance) expressed an interest to continue working on issues related to dual language education, thus forming a dual language education (DLE) coalition.

¡Gracias to all previous workgroup members!

- María Barreras, Madison Metropolitan School District
- Gabriela Bell Jiménez, School District of Waukesha
- Paula Boudreaux, Racine Unified School District
- Joshua Forehand, Madison Metropolitan School District
- Lorena Gueny, Milwaukee Public Schools
- Ben Kollasch, Madison Metropolitan School District
- Rosamaría Laursen, School District of Beloit
- Ruthann Lewis, Madison Metropolitan School District
- Iva Plumley, Kenosha Unified School District
- Jesús Reveles, Madison Metropolitan School District
- Jesús Santos, Milwaukee Public Schools
- Julie Seefeldt, Green Bay Area Public Schools
- Patricia Venegas, WIDA/ Madison Metropolitan School District





“Learning another language is not only learning different words for the same things, but learning another way to think about things.”

—Flora Lewis



School District of Beloit Board of Education Report

March 22, 2016

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?

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.

Current Practice	Data - What data can be used to measure this? What does the data show?	Proposed practices/strategies to address this:	District Action 2015-2016
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.	1) Written material will be in both English and Spanish 2) Appropriate bilingual personnel will be represented at future events 3) Purchased communication devised for translation purposes (Feb. 2016) (Feb. 2016)
Social Media not always bilingual.	Anecdotal - Personal parental experiences.	1) Every post will be posted in English and Spanish.	1) District media will be 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) Partnerships with several agencies have been formed: Community Action (Mentoring and support) Target Schools (Merrill, Aldrich) (Began Jan. 25) Save our Sons (Tuesdays) Started Jan. 12, 2016 (Mentoring/Empowerment) League of United Latin American Citizens (Adult and Student Council) Started Jan. 19, 2016. Participated in Even Start event with Latino Families (Feb. 2016)

Current Practice	Data - What data can be used to measure this? What does the data show?	Proposed practices/strategies to address this:	District Action 2015-2016
<p>Student acceptance and involvement can be improved.</p> <p>After School Programs for High School - Limited at this time outside of sports and clubs. We feel that the kids that are in the most need of activities to do after school do not get involved in sports and clubs. This could be due to grades, lack of self-esteem, it being looked at as "uncool", etc. But these kids may be the ones that are going home to an empty or unsafe house and need a "safe place" to be for a couple more hours.</p>	<p>Anecdotal - It was brought to our attention by the student representative that she witnessed each day, kids that would gather in the High School after school and then get shooed out.</p> <p>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>Expand after school programming, by partnering with businesses, organizations and reaching out to corporations and agencies to help staff it. (e.g. Boy's and Girl's club, The Castle, ABC.) All staff would still need to go through background checks and other needed training.</p>	<p>2) Expanding Community Action Mentoring at BMHS (December 2015)</p> <p>3) Implemented ACT PREP on Saturdays from 9:30 - 11:30 a.m. for African American and Latino Students (Started on Dec. 5th)</p> <p>4) Implemented the African American and Latino Tutoring Program (Started on December 7th)</p> <p>5) Implementing the Student Leadership Initiative at BMHS (Started December 7th)</p>
<p>School/Parent Communication Policy and Practice are not always in sync.</p> <p>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) Will conduct professional development with schools to increase consistency in monitoring and communicating student progress</p>

Current Practice	Data - What data can be used to measure this? What does the data show?	Proposed practices/strategies to address this:	District Action 2015-2016
<p>Gaps in Parent/School Relations Engagement and being supportive of our community members, particularly parents is weak.</p> <p>Parental involvement is weak in our schools and what students are expected to learn is too often NOT clear to their parents.</p> <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.</p> <p>School Images can be improved in our community.</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</p> <p>I communicate with parents often about their child's progress #30 over 80% Agree or Strongly Agree. ⁶ and what students are expected to learn is clear to their parents #32 43% Disagree or Strongly Disagree. ⁷</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 image problem - what is this based on?</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>1) Conducted two community meetings to communicate district initiatives 2) The Equity Coordinator conducts monthly sessions with parents on a variety of educational topics. These efforts will be ongoing.</p> <p>Oct 15 (Planning) Nov 15 (Communicating with district personnel) Dec 15 (LULAC Meeting) Jan 16 (Truancy)</p> <p>3) Will discuss ongoing progress of district goals and initiative at Henderson Church (December 12th)</p> <p>4) Will meet with the NAACP to discuss educational issues and concerns (December 15th)</p> <p>Parent Walks - Started Jan. 11-22, 2016</p> <p>Parent Walks Scheduled (Feb 16-26, 2016)</p> <p>Parent Day (March 12, 2016)</p>

Current Practice	Data - What data can be used to measure this? What does the data show?	Proposed practices/strategies to address this:	District Action 2015-2016
Gaps in Student/School Relations Perceptions by STUDENTS that teachers care about them and that STUDENTS have a VOICE or SAY in ACTIVITIES AND RULES is too low.	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	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	Implementing through the Minority Excellence Organization: --Student Leadership Initiative --Save Our Sons (Mentoring/Empowerment) --League of United Latin American Citizens (Adult and Student Council) A Day Without Latinos (Feb. 18, 2016) led by student LULAC Council. MEO led Flood Flint with Freshwater (Feb 9-19, 2016) JD Logistics
Perceptions by TEACHERS/STAFF that STUDENTS respect them is too low.	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		Implementing: --Save Our Sons (Mentoring/Empowerment) --League of United Latin American Citizens (Adult and Student Council) *Ongoing professional development on Equity and Culturally Relevant Teaching Practices in the classrooms Dr. Adolf Brown facilitated PD (Feb 12, 2016)
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) Exploring alternate truancy plan in progress (Policy recommendations for review by Jan. 16)

Current Practice	Data - What data can be used to measure this? What does the data show?	Proposed practices/strategies to address this:	District Action 2015-2016
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	Parent Day at the Boys and Girls Club (March 12, 2016) Will ensure Skyward Training at all schools during Open House/Parent Conferences
Internet access needed for Skyward and homework		Develop list of internet access centers Example: Library, McDonald's, Boys and Girls Club, Merrill Center, churches	Parent Day at the Boys and Girls Club (March 12, 2016)
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	Implementing
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.
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) Beloit College Students 2) Implemented African American/Latino Tutoring Program
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	1) In progress (Update in April, 2016 by Dr. Bonds)

Current Practice	Data - What data can be used to measure this? What does the data show?	Proposed practices/strategies to address this:	District Action 2015-2016
Mentor Programs --Lunch and Learn --Lunch Buddies --One on One --ABC Supply tutors/ Merrill School	Students have a role model	Community organized volunteers/adopt a school Organizations --Black Male Role Model Group --BAREA --Companies --Churches --Beloit College --UW Whitewater (i.e. fraternities, sororities, etc.)	1) Partnerships with several agencies have been formed: --Community Action (Mentoring) --Save Our Sons (Mentoring/ Empowerment --League of United Latin American Citizens (Adult and Student Council) --Community Action at Aldrich (March 14, 2016)
PTA, PTSO, Home and School, Minority Parent Organization	Parent involvement directly correlates to student achievement	Encourage schools/community to reinvigorate these groups	Existing programs but need more involvement (Jan. 2016) Discussion of formal PTO, etc. (Feb 18, 2016)
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 and student orientation day at their location - no need for transportation 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	Implementing
Text adoption by staff and approved by Board	Not always culturally relevant to all	Look at images used, topics, inclusion of all cultures, races, ethnicities & genders	1) Will review the process

Current Practice	Data - What data can be used to measure this? What does the data show?	Proposed practices/strategies to address this:	District Action 2015-2016
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 by Dr. Bonds (April, 2016)
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. 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 2015-2016 school year. 2) Expulsion Policy is under review and recommendation will be forthcoming (In Process) Expulsions (9) February 16, 2016 Beloit Alternative to Student Suspension (B.A.S.S. (April 11, 2016) (Merrill Center)
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	1) In progress. A draft will be submitted for board review DEC 2015. (Submitted Dec 8, 2015 for Board review and approval)

Current Practice	Data - What data can be used to measure this? What does the data show?	Proposed practices/strategies to address this:	District Action 2015-2016
		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.	2) Board presentation (March 22, 2016) *Mr. Atlas
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.	Three high performing African American students will be featured in the Beloit Daily News on December 16th. McNeel (Mrs. Vaughn) (MMABSE Teacher of the Year) (May 7, 2016)
Counselors at all levels Social Workers at all levels	Caseloads are too high.	Increase staff at all levels to decrease caseload and improve level of service. Determine a specific # of counselor contacts/students each at the high school.	African American Social Worker hired for BLA (Nov/Dec 15)
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.	Ongoing report are now being communicated to include "F" reports to students and parents (Feb, 2016)
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) started recruitment of teachers at HBCU, etc. Revised Equity, Recruitment and Retention Plan (in progress Feb, 2016) 2) Beloit Recruitment Fair (Jan 11, 2016) 96 Professionals Attended

Current Practice	Data - What data can be used to measure this? What does the data show?	Proposed practices/strategies to address this:	District Action 2015-2016
			Grow Your Own Jazz Event (April 8, 2016) Recruitment Begins (ongoing) Recruitment Begins (Ongoing)
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.	Communicated with principals about this issue (Jan. 21, 2016)
Roy Chapman Andrews and Beloit Learning Academy often unable to attend or unaware of events at BMHS	Site Calendars Parent/Board member from sites Event Registration and attendance list.	BMHS, Beloit Learning Academy and Roy Chapman Andrews Academy administrators need to coordinate their calendars so there are no conflicting events to allow students to be involved in fairs and other BMHS activities. Parents at RCAA/BLA need to be made aware that their children can participate in these activities.	Communication enhanced and participation in recent events have occurred and should continue in the future at BMHS (Dec 8th)

Current Practice	Data - What data can be used to measure this? What does the data show?	Proposed practices/strategies to address this:	District Action 2015-2016
------------------	--	--	---------------------------

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.



Minutes

SCHOOL DISTRICT OF BELO (E)Quality Committee

Date: Monday, March 14, 2016

Time: 4:00 p.m.

Location: KOLAK EDUCATION CENTER – Room 210
The Roosevelt Building
1633 Keeler Avenue
Beloit, WI 53511

Call to Order - 4:01 pm

- Approve Minutes - Melissa Badger, seconded Jasmine Carbajal
Equity Professional Development –Mr. Bonds & Dr. Williams
- Slideshow on Culturally Relevant Teaching Practices - Promoting Equity in Education -
Dr. Williams
- WILL, not can learn. I will take actions so that ALL STUDENTS WILL LEARN.
- Potato analogy - small group and whole group discussion
- Shared a letter from a student who is involved with LULAC - impact on him as a result
of beginning this group at BMHS

Announcements

- Legally Blonde the musical @ BMHS- Friday and Saturday 7:30 pm, Sunday 2 pm
- April 8 - Night of Jazz - Eclipse Center - GYO fundraiser - \$25 - 6-10 pm - BMHS, Lake
Geneva Badger and Milwaukee High School of the Arts -- tickets will be available at
Kolak or the HS - or we can deliver locally
- 49 more days to sign up students for Wisconsin Promise - handouts from Beverly
(deadline April 30)
- Group of students will be going to DC this summer for LULAC national council
- El dia del los Ninos - 2-5 pm April 30 @ Brother Dutton - ad opportunities \$50 on
placemat
- Summer School information will be out soon - elementary is already out on website,
forms in school next week. Pass on the word
- Beloit College - March 28 - April 2 - Conference on Rights of the Child. Multiple Panels.
March 30 Eaton Chapel speaker - March 28 panel on child trafficking - April 2 panel -
- Beloit College - Friday April 8 Girls & Women in Science Conference - 6th grade girls,
teachers & parents

Adjournment

- Moved - Rosamaria Laursen Seconded - Melody Wirgau 5:05 pm

FINANCE/TRANSPORTATION AND PROPERTY COMMITTEE
SCHOOL DISTRICT OF BELOIT
March 8, 2016

1. CALL TO ORDER

The meeting was called to order by Chair, John Winkelmann at 6:04 p.m. in Room 110 at Aldrich Intermediate School.

Members present: Dennis Baskin, Laurie Endres and John Winkelmann. Others present: Anthony Bonds, Todd Cabelka, Jamie Merath, Emily Pelz and Darrell Williams.

2. APPROVAL OF THE AGENDA

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

3. APPROVAL OF FEBRUARY MINUTES

Endres, moved approval of the minutes. Seconded by Baskin, 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. BUDGET ADJUSTMENTS

Baskin moved to recommend to the full Board of Education approval of the budget adjustments as listed in the March 4 board packet. Seconded by Endres, motion carried.

6. 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 13, 2016. Seconded by Endres, motion carried.

7. WAIVER OF RENTAL FEES – TURTLE CREEK CHAMBER ORCHESTRA

Baskin moved approval of the request by the Turtle Creek Chamber Orchestra to waive the rental fees of Fruzen School on July 18-21, 2016. Seconded by Endres, motion carried.

8. WAIVER OF RENTAL FEES – YOUTH 2 YOUTH 4 CHANGE

Baskin moved approval of the request by Youth 2 Youth 4 Change to waive the rental fees of Fruzen School on May 15, 2016. Seconded by Endres, motion carried.

9. WAIVER OF RENTAL FEES – HIGHER GROUND CHRISTIAN CENTER

Baskin moved approval of the request by Higher Ground Christian Center to waive rental fees of Aldrich and McNeel from March through June, 2016. Seconded by Endres, motion carried.

10. WAIVER OF RENTAL FEES – MIDWEST TARHEELS

Baskin moved approval of the request by Midwest Tarheels to waive the rental fees of Aldrich, McNeel and BMHS from March through August, 2016. Seconded by Endres, motion carried.

11. FUTURE ITEMS FOR DISCUSSION

No items were requested.

12. ADJOURNMENT

The meeting was adjourned at 6:05 p.m.

School District of Beloit
CURRICULUM AND INSTRUCTION COMMITTEE MEETING

Tuesday, March 8, 2016
Aldrich Intermediate School, Room 110

MINUTES

1. Call to Order

The Curriculum and Instruction Committee Meeting was called to order by John Acomb at 4:02 p.m.

Committee members present: John Acomb, Nora Gard, and Lisa Anderson-Levy

Also present: Anthony Bonds, Laurie Endres (4:14) Karin Lange, Rosamaria Laursen (4:05), Emily Pelz, Ryan Rewey (4:10) and Dr. Darrell Williams

2. Approval of Agenda

Gard moved to approve the agenda. Anderson-Levy seconded the motion. Motion carried 3-0.

3. Approval of February 2016 Minutes

Anderson-Levy moved to approve the agenda. Gard seconded the motion. Motion carried 3-0.

4. Monthly Fund Development Report

Acomb noted that the report was in the packet for individual review. If members have questions, they can be addressed at the next meeting.

For information.

5. Dual Language Immersion Program Update

Rosamaria Laursen presented an overview of the research behind dual-language immersion, the history of the program in the district, student achievement results, and planning for the future of DLI beyond the primary schools.

For information.

6. Achievement Gap Reduction Mid-Year Report

Anthony Bonds presented the mid-year report required by DPI since the district receives funding for Achievement Gap Reduction, formerly known as SAGE. He reviewed K-3 literacy and math performance goals, implementation of required strategies, progress in closing the achievement gap and programming to address closing the achievement gap.

For information.

7. Special Education Update

Emily Pelz presented an update on special education programming in the district. She reviewed statistics on enrollment and testing as well as areas special education is involved such as Beloit Works, CSESA, and the Transition Improvement Grant.

For information.

8. Academic Career Planning

Gard moved to table the Academic Career Planning presentation until April. Anderson-Levy seconded the motion. Motion carried 3-0.

For information.

9. Future Agenda Items:

Winkelmann requested graduation requirements from a curricular standpoint.

- Truancy at 4K-3 (March or April)
- Summer School Reshaping (April)
- Technology & Innovation Plan (April or May)
- ELT's into Parent Communication (to be determined)
- BLA Work Study Program update (to be determined)
- BMHS Student Scheduling (to be determined)
- Report Cards and Grading (to be determined)
- Expanding Grant Opportunities Beyond DPI (to be determined)
- Monthly Fund Development Reports (ongoing as needed)
- Data Reports (ongoing as needed)

9. Adjournment

The meeting was adjourned at 5:32 p.m.

Respectfully Submitted by Michelle Shope

**POLICY AND PERSONNEL COMMITTEE
SCHOOL DISTRICT OF BELOIT
February 23, 2016**

1. CALL TO ORDER

The Policy and Personnel Committee was called to order by Nora Gard at 4:55 p.m. at the Kolak Education Center, Room 106.

Members present: Dennis Baskin, Nora Gard and John Winkelmann. Others present: Anthony Bonds, Todd Cabelka, Janelle Marotz, Emily Pelz, and Darrell Williams.

2. APPROVAL OF THE AGENDA

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

3. PERSONNEL RECOMMENDATIONS

Cabelka reviewed the revised personnel recommendations – Exhibit A. Winkelmann moved to recommend the revised personnel recommendations – Exhibit A to the full Board of Education for approval. Seconded by Baskin. Gard did request a list of base pay amounts for each category. Motion carried.

5. FUTURE ITEMS FOR DISCUSSION

Items requested for future meetings included the district's policy in terms of holidays and assignments for students.

6. ADJOURNMENT

Meeting adjourned at 5:02 p.m.

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

March 8, 2016

1. CALL TO ORDER

The Policy and Personnel Committee was called to order by Nora Gard, Chair at 5:33 p.m. at the Kolak Education Center, Room 106.

Members present: Dennis Baskin, Nora Gard and John Winkelmann. Member absent: Others present: John Acomb, Lisa Anderson-Levy, Laurie Endres, Shannon Scharmer, Anthony Bonds, Todd Cabelka, Emily Pelz, and Darrell Williams.

2. APPROVAL OF THE AGENDA

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

3. APPROVAL OF FEBRUARY COMMITTEE MINUTES

Winkelmann moved approval of the February 9 and February 23, 2016 committee minutes. Seconded by Baskin. Motion carried.

4. POLICIES FOR FIRST READING

Ryan Rewey, Career and Technical Education Director, presented the revisions for the Technical Excellence Scholarship policy. Members made suggested language changes. Baskin moved to recommend the revisions and layover of Policy 461 Technical Excellence Higher Education Scholarship to the full Board of Education for first reading. Seconded by Winkelmann. Motion carried.

Winkelmann moved to recommend the deletion and layover of Policy 530 Professional Educator Policies to the full Board of Education for first reading. Seconded by Baskin. Motion carried.

5. POLICIES FOR SECOND READING

Baskin moved to recommend the revisions of Policy 342.3 Advanced Learner Program, Policy 455 Student Safety, Policy 455.1 Supervision of Students, Policy 523.1 Employee Physical Examinations, and Policy 535 Professional Educator Transfers as well as the deletion of Policy 526 RULE 1 Guidelines Regarding Professional Educator Personnel Folders to the full Board of Education for final reading. Seconded by Winkelmann. Motion carried.

6. PERSONNEL RECOMMENDATIONS

Cabelka reviewed the revised personnel recommendations for consideration.

Winkelmann moved to recommend to the full Board of Education approval of the revised Personnel Actions, Exhibit A. Seconded by Baskin. Motion carried.

7. LABOR LIAISON UPDATES

Cabelka reported that the Wisconsin Employment Relations Commission report states that the base pay percentage for this coming year will be 0.24%. Members asked if the Executive Administrators could have a discussion regarding base pay and supplemental pay possibilities.

8. LEGISLATIVE UPDATE

Acomb updated members on several items including two crime reporting bills that passed the assembly and are now in the Senate, however are currently stalled in a committee. Governor Walker has signed several education related bills which include modifying the civics test for graduation, experience based project licensure for technical education and vocational education. Other Senate bills involve robotics and CESA hired technical education coordinators but may not get much momentum prior to the Senate adjournment on March 15th.

9. FUTURE ITEMS FOR DISCUSSION

Items requested include observed holidays, MTEC and our hiring process, board salary/compensation.

10. ADJOURNMENT

The meeting adjourned at 6:03 p.m.



School District of Beloit Board of Education Report

I. BASIC INFORMATION

Topic or Concern: Consent List

Your Name and Title: Shannon Scharmer, President, Board of Education

Others assisting you in the presentation:

My report is for: Action

II. TOPICAL INFORMATION

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

To facilitate Board action.

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

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

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

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

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

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

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

**SPECIAL MEETING OF THE BOARD OF EDUCATION
SCHOOL DISTRICT OF BELOIT
February 23, 2016**

The Board of Education held a special board meeting on February 23, 2016 at the Kolak Education Center in Room 106, Superintendent's Conference Room. Vice President Gard called the meeting to order at 5:02 p.m.

Members Present: John Acomb, Lisa Anderson-Levy, Dennis Baskin, Laurie Endres, Nora Gard, Shannon Scharmer(5:03), and John Winkelmann. Also present: Anthony Bonds, Todd Cabelka, Janelle Marotz, Emily Pelz, and Darrell Williams.

Acomb moved approval of the agenda. Seconded by Anderson-Levy. Motion carried unanimously of the members present.

Winkelmann moved to convene the Board of Education into closed session pursuant to section 19.85(1)(a) of the Wisconsin Statutes relative to deliberating concerning a case which may be the subject of any judicial or quasi-judicial trial or hearing. Seconded by Endres. Motion carried on a roll call vote 6-0.

Scharmer joined the meeting at 5:03.

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

Winkelmann moved approval of the Hearing Officer's order of expulsion with amendments for H.B. Seconded by Gard. Motion carried on a roll call vote 6-1, with Endres voting in the negative.

Acomb moved approval of the request by Beloit Turner Youth Sports Association to waive the rental fees of Cunningham. Seconded by Gard. Scharmer made a friendly amendment requesting that the insurance be checked. Acomb and Gard accepted the friendly amendment. Motion carried unanimously of the members present.

Pelz presented an overview on open enrollment. She reviewed the application process, current numbers enrolled in and out, aid paid and received and grades most commonly applied for enrolling in and out. She reviewed historical data by grade level, gender, ethnicity, disability and districts. Members asked questions regarding students who attend parochial schools up to grade 9 and then decide to enroll in a public district outside of Beloit. Pelz clarified that student who open enroll out of Beloit at the Pre-K, 4K, KG have a strong possibility of only enrolling in Beloit long enough to open enroll out to a school of their choice, as well as some in other grade levels who may have attended parochial schools originally.

Acomb moved to bring the legislative discussion up on the agenda. Seconded by Winkelmann. Motion carried unanimously of the members present.

Board members had a discussion regarding education with district legislators, Senator Nass, Senator Ringhand, and Representative Loudenbeck. Representative Spreitzer had a prior commitment and was unable to arrive in time for the discussion. Questions centered around budgets, public school funding, vouchers, mandates, work force education, bills for technical education, Milwaukee Charter School

support from Beloit's budget, fund balance, levying, and penalization for saving, flexible thinking in funding and education for our children, incarceration rates and money spent,

Legislators responded with budget information regarding Wisconsin budgets increasing, however, health care mandated costs increase and continue to take a large part of Wisconsin's budget. They also discussed property tax decreases which allowed districts to hold referendas. It was also suggested that K-12 education typically gets a greater focus, however, its understood that typically, it still is not enough funding. Legislators also discussed the effect vouchers have on funding for public education. Board members shared their concerns with competing with voucher schools, parochial schools or other districts and not being on the same playing field due to state mandates. Another area is being penalized for saving and not spending down an entire budget.

Scharmer recessed the meeting at 7:08 p.m. for the televised business meeting.

Scharmer reconvened the meeting at 8:35 p.m. following the televised business meeting.

Cabelka reviewed the administrative requests for tuition reimbursement forecasted for the 2016-17 budget. Gard suggested reviewing the policy again at the committee for possible revisions. It was also suggested that persons be provided guidance on continuing education programs that may be best for the district and/or the individual. Others discussed a vetting process as well as how teachers are offered reimbursement. Gard suggested tabling this discussion to another time. Scharmer indicated that the discussion on the board's next agenda would be the financial contribution amount determined by the board.

Winkelmann moved approval of the employment recommendations for preliminary non-renewals of one year contract agreements as presented in closed session. Seconded by Acomb. Motion carried unanimously of the members present.

Winkelmann moved to reconvene the Board of Education into closed session pursuant to Section 19.85(1)(e) of the Wisconsin Statutes relative to deliberating or negotiating the purchase of public properties, whenever competitive or bargaining reasons require a closed session. Seconded by Acomb. Motion carried on a roll call vote

Winkelmann moved to reconvene to open session. Seconded by Acomb. Motion carried unanimously of the members present.

The meeting adjourned at 9:10 p.m.

Michelle Shope, Board Secretary

Approved at the Regular Business Meeting on March 22, 2016

Shannon Scharmer, President

**REGULAR MEETING OF THE BOARD OF EDUCATION
SCHOOL DISTRICT OF BELOIT
February 23, 2016**

The Board of Education held its regular meeting on February 23, 2016 at the Kolak Education Center in the Board Room. President Scharmer called the meeting to order at 7:15 p.m.

Members Present: John Acomb, Lisa Anderson-Levy, Dennis Baskin, Laurie Endres, Nora Gard, Shannon Scharmer, and John Winkelmann. Others Present: Tom Johnson, Superintendent.

Baskin moved approval of the agenda. Seconded by Gard. Motion carried unanimously of the members present. Acomb led the group in the pledge of allegiance and Anderson-Levy gave the announcements for February.

Badger along with Eric Jubeck, Head Girls Track and Field Coach, recognized the sectional champions. Badger, along with Stephen Jacobson, recognized wrestlers who competed in the Big 8 conference tournament. She then recognized outstanding district staff with school principals.

Scharmer opened up the podium for citizens to speak on items not on the agenda. No one came forward.

Scharmer introduced Dr. Williams, Assistant Superintendent for Administration, Operations & Equity who provided an update on the district's progress on the equity plan as well as the implementation and recommendations from the Ad Hoc Diversity Committee work. He also gave an update on the (E)Quality Committee in Tasha Bell's absence.

Spencer Listenbee and Sharieff Atlas gave the student report to the board. Winkelmann reviewed the topics of the February Finance, Transportation and Property Committee meeting. Acomb reviewed the topics of the February Curriculum and Instruction Committee meeting. Gard reviewed the topics of the January Special and February Regular Policy and Personnel Committee meetings.

Winkelmann moved approval of the consent list: 1) Special Board Meetings of January 26, February 9, and February 16, 2016; 2) Regular Business Meeting of January 26, 2016 and 3) Approval of December Financial Summary. Seconded by Baskin. The motion carried unanimously of the members present.

Winkelmann moved approval of the budget adjustments and the student activity groups for the 2015-16 school year as presented in the February 23, 2016 board packet. Seconded by Baskin. Motion carried unanimously of the members present.

Baskin moved acceptance of the Educator Effectiveness grant award for \$50,000. Seconded by Gard. Motion carried unanimously of the members present.

Baskin moved approval of the revisions and layover of Policy 342.3 Advanced Learner Program, Policy 455 Student Safety, Policy 455.1 Supervision of Students, Policy 523.1 Employee Physical Examinations, Policy 535 Professional Educator Transfers and the deletion and layover of Policy 526 RULE 1 for first reading. Seconded by Winkelmann. Motion carried unanimously of the members present.

Winkelmann moved approval of the revisions of Policy 374 Student Fundraising Activities for final reading. Seconded by Baskin. Motion carried unanimously of the members present.

Gard moved approval of the revisions of Policy 375 Activity Funds Management for final reading. Seconded by Baskin. Motion carried unanimously of the members present.

Gard moved approval of the revisions of Policy 424 RULE 1 State Public School Open Enrollment for final reading. Seconded by Acomb with amendments in language as requested by Gard and Acomb. Motion carried unanimously of the members present.

Baskin moved approval of the revisions of Policy 432 RULE 1 New Student Placement Guidelines for final reading. Seconded by Acomb. Motion carried unanimously of the members present.

Baskin moved approval of the revisions of Policy 432 RULE 2 In District Transfer Guidelines for final reading. Seconded by Acomb. Motion carried unanimously of the members present.

Winkelmann moved approval of the revised personnel recommendations, Exhibit A. Seconded by Baskin. Motion carried unanimously of the members present.

Items requested for future meetings included an iPad update.

Scharmer announced future meetings: committee meetings on Tuesday, March 8 at Aldrich Intermediate and the Board Business meeting on March 22, 2016 at Kolak.

The meeting adjourned at 8:27 p.m.

Michelle Shope, Board Secretary

Approved at the regular meeting of March 22, 2016

Shannon Scharmer, President

**SPECIAL MEETING OF THE BOARD OF EDUCATION
SCHOOL DISTRICT OF BELOIT
March 8, 2016**

The Board of Education held a special board meeting on March 8, 2016 at Aldrich Intermediate School in Room 110. President Scharmer called the meeting to order at 6:18 p.m.

Members Present: John Acomb, Lisa Anderson-Levy, Dennis Baskin, Laurie Endres, Nora Gard, Shannon Scharmer, and John Winkelmann. Also present: Anthony Bonds, Todd Cabelka, Emily Pelz, and Darrell Williams.

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

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

Winkelmann moved to reconvene to open session. Seconded by Acomb. Motion carried unanimously of the members present.

Acomb moved approval of the Hearing Officer's order of expulsion for E.R. Seconded by Gard. Motion carried on a roll call vote 7-0.

Winkelmann moved to table the administrative tuition reimbursements for the 2016-17 school year until there was a better understanding of the budget and the superintendent was available. Seconded by Gard. Motion carried unanimously of the members present.

Members reviewed the two evaluation format samples to determine which format to use for evaluating the superintendent this year. Members shared their thoughts on the tools suggested. Members also discussed the fact that they have not have an entire year to evaluate the superintendent.

Gard moved to set aside Policy 225 RULE 1 Superintendent Evaluation this year due to the fact that the board did not set goals back in July as a baseline for evaluation. Seconded by Baskin. It was suggested to use the form to provide feedback to the superintendent and it was proposed to establish and follow the policy timeline for goal setting for the next evaluation cycle. Motion carried 6-1, with Winkelmann voting in the negative.

Scharmer indicated there were no land or property items to discuss.

Winkelmann moved to reconvene the Board of Education into closed session pursuant to Section 19.85(1)(g) of the Wisconsin Statutes relative to 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 Anderson-Levy. Motion carried on a roll call vote 7-0.

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

The meeting adjourned at 7:55 p.m.

Michelle Shope, Board Secretary

Approved at the Regular Business Meeting on March 22, 2016

Shannon Scharmer, President



School District of Beloit Board of Education Report

March 22, 2016

I. BASIC INFORMATION

Topic or Concern: Approval of January Financial Summary

Which strategy in the Strategic Plan does this support?

Your Name and Title: Janelle Marotz, Assistant Superintendent 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, 2016.

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

Long Term Committed Funds?

BUDGET LOCATION:

FISCAL IMPACT:

**Board Report Summary
January 2016**

<u>Fund</u>	<u>Description</u>	<u>Revenue</u>	<u>Expense</u>	<u>Net Change</u>
Fund 10 & 27	General Fund & Special Ed	27,427,642.25	8,828,882.34	18,598,759.91
Fund 21	Donation	17,538.53	20,481.40	(2,942.87)
Fund 38 & 39	Debt Service	5,476,020.74	132,891.09	5,343,129.65
Fund 50	Food Service	46,210.14	1,093,376.06	(1,047,165.92)
Fund 60	Student Activities		2,587.49	(2,587.49)
	Total Revenue & Expense	\$ 32,967,411.66	\$ 10,078,218.38	\$ 22,889,193.28

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	2015-16 Original Budget	2015-16 Revised Budget	January 2015-16 Monthly Activity	2015-16 FYTD Activity	2015-16 FYTD %
110	GENERAL OPERATI	8,432,884.00	8,432,884.00			
1--	INTERFUND TRANS	8,432,884.00	8,432,884.00			
211	PROPERTY TAXES	10,109,782.00	10,109,782.00		10,109,782.00	100.00
212	PROPERTY TAX CH		2,105.00		2,105.00	100.00
213	MOBILE HOME TAX	20,000.00	20,000.00	6,517.73	11,889.47	59.45
244	PYMTS FOR SERVI	47,000.00	47,000.00		10,797.75	22.97
262	RESALE OF OBJEC			7,469.65	37,648.06	
271	ADMISSIONS	40,781.00	40,781.00	4,136.90	35,953.36	88.16
279	OTHER SCHOOL AC	12,600.00	12,600.00	650.00	2,490.00	19.76
280	INTEREST ON INV	24,000.00	24,000.00	3,352.17	16,102.72	67.09
291	GIFTS	115,415.00	116,835.00		110,581.78	94.65
292	STUDENT FEES	153,100.00	153,100.00	1,375.14	122,660.05	80.12
293	RENTALS	11,400.00	11,400.00	2,980.74	21,894.06	192.05
297	STUDENT FINES	65.00	65.00	38.00	129.45	199.15
2--	REVENUE FROM LO	10,534,143.00	10,537,668.00	26,520.33	10,482,033.70	99.47
343	CO-CURRICULAR A	6,012.00	6,012.00	356.00	1,624.12	27.01
345	GENERAL TUITION	1,141,908.00	1,141,908.00			
347	OE SPEC ED TUIT	80,000.00	80,000.00			
348	TRANSP FEES FRO	40,000.00	40,000.00	1,979.21	10,033.81	25.08
3--	INTERDISTRICT P	1,267,920.00	1,267,920.00	2,335.21	11,657.93	0.92
516	TRANSIT OF STAT	12,000.00	12,000.00	4,389.64	6,584.46	54.87
517	FEDERAL AID TRA			4,000.00	4,000.00	
5--	INTERMEDIATE SO	12,000.00	12,000.00	8,389.64	10,584.46	88.20
611	HANDICAPPED AID	2,980,500.00	2,980,500.00	401,308.00	1,212,637.00	40.69
612	TRANSPORTATION	17,487.00	17,487.00	30,555.00	30,555.00	174.73
613	LIBRARY AID STA	234,730.00	302,806.00			
618	BILINGUAL/BICUL	155,075.00	155,075.00			
619	OTHER CATEGORIC	1,098,000.00	1,098,000.00			
621	EQUALIZATION AI	64,459,054.00	64,459,054.00		25,331,087.00	39.30
625	HIGH COST SPEC	45,000.00	45,000.00			
628	HIGH POVERTY AI	493,079.00	493,079.00			
630	SPECIAL PROJECT	409,646.00	1,063,670.00	85,045.64	349,477.85	32.86
650	SAGE PROGRAM RE	3,370,300.00	3,370,300.00		1,170,696.00	34.74
691	STATE TAX EXEMP	57,976.00	57,976.00			
6--	REVENUE FROM ST	73,320,847.00	74,042,947.00	516,908.64	28,094,452.85	37.94
711	FED HIGH COST S	115,000.00	115,000.00			
713	FEDERAL VOC ED	91,633.00	91,633.00	12,931.40	70,648.62	77.10
730	FED SPECIAL PRO	3,218,436.00	3,331,848.00	290,848.47	999,357.99	29.99
751	EASA TITLE I	3,137,739.00	3,151,739.00	217,441.68	853,920.58	27.09
780	FED REV THRU ST	950,000.00	950,000.00	35,975.49	86,856.68	9.14
799	OTHER FEDERAL R	65,000.00	65,000.00	5,705.50	39,933.10	61.44
7--	REVENUE FROM FE	7,577,808.00	7,705,220.00	562,902.54	2,050,716.97	26.61
861	EQUIPMENT SALES		1,444,480.00		1,418,455.00	98.20
862	LAND AND PROPER	1,791,630.00	347,150.00		347,149.40	100.00

OBJ	OBJ	2015-16 Original Budget	2015-16 Revised Budget	January 2015-16 Monthly Activity	2015-16 FYTD Activity	2015-16 FYTD %
8--	OTHER FINANCING	1,791,630.00	1,791,630.00		1,765,604.40	98.55
964	INSURANCE REIMB			1,492.34	1,492.34	
971	AIDABLE REFUND	100,000.00	167,801.00		41,767.20	24.89
990	MISCELLANEOUS R	101,563.00	101,563.00	6,101.82	64,418.40	63.43
9--	OTHER REVENUES	201,563.00	269,364.00	7,594.16	107,677.94	39.97
---		103,138,795.00	104,059,633.00	1,124,650.52	42,522,728.25	40.86
111	TEACHER SALARY	30,866,383.00	30,877,498.00	2,315,548.61	12,994,310.32	42.08
112	ADMINISTRATOR S	3,259,376.00	3,259,376.00	255,812.88	1,813,947.76	55.65
114	ADMIN ASST SALA	1,467,834.00	1,514,297.00	105,597.68	841,021.97	55.54
115	CLERICAL SALARY	1,148,753.00	1,149,078.00	88,521.04	694,053.95	60.40
116	INSTRUCTIONAL S	944,235.00	944,039.00	78,495.92	453,443.86	48.03
117	COORDINATOR SAL	173,840.00	169,716.00	10,377.72	79,364.81	46.76
118	PARA PROFESSION	1,828,063.00	1,827,758.00	141,767.16	825,923.63	45.19
120	CROSSING GUARD	49,100.00	49,100.00	2,418.24	21,739.69	44.28
122	MONITOR/NOON HR	13,046.00	7,718.00	208.78	1,618.05	20.96
123	INTERN SALARY	42,000.00	42,000.00		10,650.95	25.36
124	TUTOR SALARY	135,000.00	135,000.00	5,756.25	34,164.73	25.31
125	STUDENT WORKER	13,000.00	13,000.00	1,466.00	5,782.71	44.48
131	TEACHER CURRIC	2,400.00	600.00			
132	EVENT WORKER SA	30,037.00	26,539.00	2,635.00	11,440.20	43.11
133	ADDENDUM SALARY	713,831.00	764,550.00	66,365.26	385,242.08	50.39
135	TEACHER SPEC ED	200.00	600.00	115.34	413.67	68.95
136	TEACHER ADDL CL	26,000.00	27,350.00	2,523.98	13,645.05	49.89
141	TEACHER OTHER S	586,507.00	548,546.00	29,776.06	206,475.14	37.64
144	ADMIN ASST ADDL	6,320.00	6,419.00	391.21	5,817.60	90.63
145	CLERICAL ADDL/O	64,959.00	61,659.00	171.41	15,372.95	24.93
146	INST SUPPORT AD	11,000.00	11,459.00	409.22	7,787.92	67.96
148	PARA ADDL/OVTM	47,152.00	69,121.00	4,649.06	31,268.02	45.24
170	SUB TEACHER LON		3,000.00	2,545.28	5,468.38	182.28
171	SUB TEACHER	693,760.00	687,648.00	49,066.26	314,010.65	45.66
172	SUB SECURITY	25,000.00	25,030.00	2,588.14	23,252.14	92.90
174	SUB CLERICAL SA	24,560.00	24,629.00	837.79	12,057.00	48.95
175	SUB AIDE SALARY	179,700.00	179,700.00	12,889.02	74,615.29	41.52
178	SUB CROSSING GU	3,000.00	3,000.00			
179	SUB NURSING	15,000.00	15,000.00	160.56	4,621.70	30.81
181	TEMP/SEASONAL S	35,270.00	35,220.00	2,460.03	22,110.70	62.78
182	BOARD OF ED SAL	27,000.00	27,000.00	1,875.00	13,125.00	48.61
1--	SALARIES	42,432,326.00	42,505,650.00	3,185,428.90	18,922,745.92	44.52
212	EMPLOYER'S RETI	2,786,332.00	2,794,608.00	202,388.76	1,269,819.86	45.44
218	OPEB	2,856,100.00	2,859,860.00	218,158.12	1,274,831.98	44.58
220	SOCIAL SECURITY	3,141,269.00	3,148,663.00	236,396.78	1,422,093.91	45.17
230	LIFE INSURANCE	97,619.00	81,535.00	4,959.04	28,849.41	35.38
242	HEALTH INSURANC	10,319,511.00	10,352,129.00	778,780.12	4,382,896.02	42.34
243	DENTAL INSURANC	897,001.00	893,319.00	65,339.19	374,081.60	41.88
244	HRA	150,000.00	153,545.00	2,194.34	103,464.54	67.38
245	HSA	1,581,766.00	1,589,466.00	1,500.00	1,633,140.00	102.75
251	INCOME PROTECT	123,040.00	122,864.00	8,595.70	50,040.64	40.73
290	OTHER EMPLOYEE	120,000.00	136,100.00		102,954.00	75.65
291	COLLEGE CREDIT	50,000.00	50,000.00	15,869.26	20,328.27	40.66
297	EMPLOYEE PHYSIC	13,000.00	13,000.00		2,758.75	21.22
298	MEMBERSHIPS	25,500.00	25,500.00	82.00	22,814.80	89.47

OBJ	OBJ	2015-16 Original Budget	2015-16 Revised Budget	January 2015-16 Monthly Activity	2015-16 FYTD Activity	2015-16 FYTD %
2--	EMPLOYEE BENEFI	22,161,138.00	22,220,589.00	1,534,263.31	10,688,073.78	48.10
310	PERSONAL SERVIC	2,079,935.00	2,607,984.00	299,650.54	1,444,429.66	55.38
312	LAB SERVICES	65,000.00	65,000.00		18,320.54	28.19
313	PRESCRIPTIONS	10,000.00	10,000.00		205.53	2.06
314	GENERAL	8,500.00	8,500.00		2,102.10	24.73
320	PROPERTY SERVIC	10,513,625.00	9,836,181.00	342,833.74	2,950,050.12	29.99
331	GAS FOR HEAT	466,500.00	466,809.00	47,782.34	106,880.67	22.90
336	ELECTRIC OTHER	869,550.00	864,526.00	88,312.17	506,849.22	58.63
337	WATER SERVICES	45,300.00	46,262.00	3,280.43	24,340.90	52.62
338	SEWERAGE SERVIC	51,750.00	53,537.00	5,379.67	22,431.06	41.90
339	STORM WATER	25,600.00	30,932.00	2,436.68	17,293.97	55.91
341	PUPIL TRAVEL	2,089,869.00	2,082,722.00	170,803.72	863,301.82	41.45
342	EMPLOYEE TRAVEL	238,787.00	429,491.00	38,931.86	172,374.45	40.13
348	VEHICLE FUEL	158,100.00	168,787.00	6,349.65	53,151.38	31.49
351	ADVERTISING	19,800.00	20,533.00	3,260.84	14,422.90	70.24
353	POSTAGE	52,600.00	53,156.00	3,921.40	28,023.37	52.72
354	PRINTING/BINDIN	31,954.00	38,483.00	49.20	17,836.97	46.35
355	TELEPHONE/TELEG	59,963.00	59,963.00	2,152.27	15,071.84	25.14
358	ON-LINE COMMUNI	244,120.00	246,361.00	7,179.70	141,662.36	57.50
360	DATA PROCESSING	24,228.00	24,228.00	2,018.75	14,131.25	58.33
370	EDUCATIONAL SER	754,500.00	737,257.00	231,062.21	453,030.21	61.45
381	PAYMENTS TO MUN	240,886.00	240,886.00	2,206.99	9,989.13	4.15
382	PAYMENTS TO WI	3,560,674.00	3,560,674.00			
385	PAYMENT TO COUN	878.00	4,135.00		4,134.43	99.99
386	PAYMENTS TO CES	96,730.00	163,130.00	1,097.00	77,549.17	47.54
387	PAYMENTS TO STA	224,502.00	224,502.00	127.50	14,304.39	6.37
389	PAYMENTS TO VTA	72,000.00	72,000.00	5,729.00	18,478.62	25.66
3--	PURCHASED SERVI	22,005,351.00	22,116,039.00	1,264,565.66	6,990,366.06	31.61
411	GENERAL SUPPLIE	1,654,562.00	1,612,073.00	51,032.30	468,278.15	29.05
415	FOOD SUPPLIES	74,464.00	81,706.00	11,507.10	36,482.52	44.65
420	APPAREL	26,888.00	42,180.00	4,506.41	32,254.05	76.47
430	INSTRUCTIONAL M	775,846.00	1,144,207.00	98,190.33	478,149.67	41.79
435	INSTRUCTIONAL C	4,760.00	4,760.00		260.00	5.46
446	TOOLS AND IMPLE	550.00	106.00			
449	OTHER NON-CAPIT	201,905.00	573,104.00	7,438.34	439,781.97	76.74
452	RESALE EXPENDIT			6,637.51	24,954.43	
470	TEXTBOOKS	792,385.00	792,499.00	-7,799.53	361,377.31	45.60
480	NON-INSTRUCTION	323,236.00	334,015.00	7,489.65	261,444.78	78.27
490	NON-INSTR NON-C	350.00	350.00			
4--	NON-CAPTIAL OBJ	3,854,946.00	4,585,000.00	179,002.11	2,102,982.88	45.87
511	PURCHASE - ADDI	78,000.00	78,000.00		75,652.04	96.99
537	BUILDING RENTAL	46,872.00	46,872.00	2,869.10	41,392.84	88.31
551	EQUIPMENT PURCH	278,710.00	264,917.00		167,245.64	63.13
553	EQUIPMENT PURCH	398,104.00	537,809.00	13,174.50	571,491.98	106.26
571	EQUIPMENT RENTA	197,124.00	190,917.00	614.70	56,688.72	29.69
572	VEHICLE RENTAL	200.00	200.00			
5--	CAPITAL OBJECTS	999,010.00	1,118,715.00	16,658.30	912,471.22	81.56
678	CAPITAL LEASES	1,876,745.00	1,876,745.00		1,876,743.63	100.00
688	CAPITAL LEASES	50,757.00	50,757.00		50,756.37	100.00

OBJ	OBJ	2015-16 Original Budget	2015-16 Revised Budget	January 2015-16 Monthly Activity	2015-16 FYTD Activity	2015-16 FYTD %
6--	DEBT RETIREMENT	1,927,502.00	1,927,502.00		1,927,500.00	100.00
711	DISTRICT LIABIL	103,355.00	103,355.00		103,248.00	99.90
712	DISTRICT PROPER	134,646.00	134,646.00		134,646.10	100.00
713	DISTRICT WORKER	251,869.00	251,869.00		277,782.00	110.29
720	JUDGEMENTS AND	250,740.00	250,740.00		250,739.26	100.00
730	UNEMPLOYMENT CO	80,000.00	80,000.00	2,608.09	13,943.34	17.43
790	OTHER INSURANCE	10,000.00	10,000.00		10,000.00	100.00
7--	INSURANCE AND J	830,610.00	830,610.00	2,608.09	790,358.70	95.15
827	SP ED INTERFUND	8,432,884.00	8,432,884.00			
899	CO-OP TRANSFER	20,175.00	20,175.00			
8--	TRANSFERS	8,453,059.00	8,453,059.00			
940	DUES AND FEES	263,572.00	210,988.00	6,766.33	100,662.94	47.71
960	ADJUSTMENTS				1,500.00	
971	AIDABLE REFUND	50,000.00	50,000.00	2,871.02	3,621.62	7.24
972	NON-AIDABLE REF	38,606.00	38,606.00		36,180.66	93.72
990	MISCELLANEOUS				3,000.00	
999	OTHER MISCELLAN	122,675.00	120,387.00			
9--	OTHER OBJECTS	474,853.00	419,981.00	9,637.35	144,965.22	34.52
---		103,138,795.00	104,177,145.00	6,192,163.72	42,479,463.78	40.78
	Grand Revenue T	103,138,795.00	104,059,633.00	1,124,650.52	42,522,728.25	40.86
	Grand Expense T	103,138,795.00	104,177,145.00	6,192,163.72	42,479,463.78	40.78
	Grand Totals		117,512.00	5,067,513.20	43,264.47	-36.82
			Loss	Loss	Profit	

Number of Accounts: 6177

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

OBJ	OBJ	2015-16 Original Budget	2015-16 Revised Budget	January 2015-16 Monthly Activity	2015-16 FYTD Activity	2015-16 FYTD %
291	GIFTS			12,828.97	100,649.36	
299	MISCELLANEOUS R				218,763.02	
2--	REVENUE FROM LO			12,828.97	319,412.38	
---				12,828.97	319,412.38	
148	PARA ADDL/OVTM				65.88	
1--	SALARIES				65.88	
212	EMPLOYER'S RETI				4.48	
220	SOCIAL SECURITY				5.04	
2--	EMPLOYEE BENEFI				9.52	
310	PERSONAL SERVIC				10,468.26	
320	PROPERTY SERVIC			360.00	360.00	
341	PUPIL TRAVEL			1,823.17	7,835.54	
354	PRINTING/BINDIN			94.50	124.50	
3--	PURCHASED SERVI			2,277.67	18,788.30	
411	GENERAL SUPPLIE			2,947.98	14,293.74	
415	FOOD SUPPLIES			2,374.60	19,231.49	
420	APPAREL			5,699.12	28,792.08	
430	INSTRUCTIONAL M			1,325.00	5,043.42	
449	OTHER NON-CAPIT				10,099.70	
4--	NON-CAPTIAL OBJ			12,346.70	77,460.43	
551	EQUIPMENT PURCH				4,499.00	
5--	CAPITAL OBJECTS				4,499.00	
940	DUES AND FEES			700.00	4,917.00	
9--	OTHER OBJECTS			700.00	4,917.00	
---				15,324.37	105,740.13	
				Grand Revenue T	12,828.97	319,412.38
				Grand Expense T	15,324.37	105,740.13
				Grand Totals	2,495.40	213,672.25
				Loss		Profit

Number of Accounts: 273

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

OBJ	OBJ	2015-16 Original Budget	2015-16 Revised Budget	January 2015-16 Monthly Activity	2015-16 FYTD Activity	2015-16 FYTD %
211	PROPERTY TAXES	5,477,120.00	5,477,120.00		5,477,120.00	100.00
280	INTEREST ON INV	13,000.00	13,000.00	976.08	2,083.82	16.03
291	GIFTS		42,500.00		42,500.00	100.00
<hr/>						
2--	REVENUE FROM LO	5,490,120.00	5,532,620.00	976.08	5,521,703.82	99.80
971	AIDABLE REFUND				30,255.44	
9--	OTHER REVENUES				30,255.44	
---		5,490,120.00	5,532,620.00	976.08	5,551,959.26	100.35
673	LONG TERM LOANS	53,279.00	95,779.00		93,688.56	97.82
675	LONG TERM BONDS	3,343,875.00	3,343,875.00		463,875.00	13.87
678	CAPITAL LEASES	33,348.00	33,348.00		33,347.61	100.00
683	LONG TERM LOANS	7,266.00	7,266.00		5,854.92	80.58
685	LONG TERM BONDS	2,049,352.00	2,049,352.00		1,026,848.76	50.11
6--	DEBT RETIREMENT	5,487,120.00	5,529,620.00		1,623,614.85	29.36
---		5,487,120.00	5,529,620.00		1,623,614.85	29.36
<hr/>						
	Grand Revenue T	5,490,120.00	5,532,620.00	976.08	5,551,959.26	100.35
	Grand Expense T	5,487,120.00	5,529,620.00		1,623,614.85	29.36
	Grand Totals	3,000.00	3,000.00	976.08	3,928,344.41	????????
	Profit		Profit	Profit	Profit	

Number of Accounts: 15

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

OBJ	OBJ	2015-16 Original Budget	2015-16 Revised Budget	January 2015-16 Monthly Activity	2015-16 FYTD Activity	2015-16 FYTD %
251	PUPIL	80,000.00	80,000.00	3,836.65	-17,975.07	-22.47
252	ADULT	12,000.00	12,000.00	474.23	2,787.42	23.23
259	OTHER FOOD SERV	25,000.00	25,000.00	7,896.49	12,639.58	50.56
280	INTEREST ON INV	2,500.00	2,500.00			
290	OTHER REVENUE			140.00	718.00	
291	GIFTS		376.00			
2--	REVENUE FROM LO	119,500.00	119,876.00	12,347.37	-1,830.07	-1.53
617	FOOD SERVICE AI	98,666.00	98,666.00			
6--	REVENUE FROM ST	98,666.00	98,666.00			
714	DONATED COMMODI	225,000.00	225,000.00			
717	FOOD SERVICE AI	4,007,527.00	4,007,527.00	770,811.53	1,821,495.56	45.45
730	FED SPECIAL PRO		143,575.00	17,252.77	58,292.29	40.60
7--	REVENUE FROM FE	4,232,527.00	4,376,102.00	788,064.30	1,879,787.85	42.96
---		4,450,693.00	4,594,644.00	800,411.67	1,877,957.78	40.87
112	ADMINISTRATOR S	14,580.00	14,580.00	1,121.54	8,972.32	61.54
122	MONITOR/NOON HR	26,200.00	26,200.00	1,504.62	11,531.09	44.01
133	ADDENDUM SALARY	1,540.00	1,540.00			
1--	SALARIES	42,320.00	42,320.00	2,626.16	20,503.41	48.45
212	EMPLOYER'S RETI	2,911.00	2,911.00	170.90	1,386.74	47.64
218	OPEB	1,079.00	1,079.00	83.00	664.00	61.54
220	SOCIAL SECURITY	3,198.00	3,198.00	196.59	1,452.03	45.40
230	LIFE INSURANCE	24.00	24.00	1.88	15.04	62.67
242	HEALTH INSURANC	2,305.00	2,305.00	177.34	1,408.82	61.12
243	DENTAL INSURANC	183.00	183.00	14.06	112.48	61.46
245	HSA	360.00	360.00		360.00	100.00
251	INCOME PROTECT	42.00	42.00	3.26	26.08	62.10
2--	EMPLOYEE BENEFI	10,102.00	10,102.00	647.03	5,425.19	53.70
310	PERSONAL SERVIC	3,352,649.00	3,496,224.00	16,312.15	1,142,881.28	32.69
320	PROPERTY SERVIC	604,285.00	331,434.00	12,490.75	311,168.16	93.89
336	ELECTRIC OTHER	34,650.00	30,429.00		18,974.41	62.36
348	VEHICLE FUEL	6,000.00	6,000.00	265.74	1,331.99	22.20
351	ADVERTISING	7,500.00	8,000.00		190.00	2.38
353	POSTAGE				9.98	
354	PRINTING/BINDIN			124.74	367.24	
387	PAYMENTS TO STA	4,000.00	4,000.00	3,661.86	3,661.86	91.55
3--	PURCHASED SERVI	4,009,084.00	3,876,087.00	32,855.24	1,478,584.92	38.15
411	GENERAL SUPPLIE	19,750.00	1,542.00	181.12	1,182.18	76.67
415	FOOD SUPPLIES	225,000.00	225,000.00		780.00	0.35
449	OTHER NON-CAPIT	192,025.00	42,254.00		42,253.40	100.00
4--	NON-CAPTIAL OBJ	436,775.00	268,796.00	181.12	44,215.58	16.45
553	EQUIPMENT PURCH		439,363.00		437,240.64	99.52
5--	CAPITAL OBJECTS		439,363.00		437,240.64	99.52

OBJ	OBJ	2015-16 Original Budget	2015-16 Revised Budget	January 2015-16 Monthly Activity	2015-16 FYTD Activity	2015-16 FYTD %
940	DUES AND FEES	4,145.00	4,619.00	24.07	6,725.61	145.61
971	AIDABLE REFUND		5,090.00			
9--	OTHER OBJECTS	4,145.00	9,709.00	24.07	6,725.61	69.27
---		4,502,426.00	4,646,377.00	36,333.62	1,992,695.35	42.89
	Grand Revenue T	4,450,693.00	4,594,644.00	800,411.67	1,877,957.78	40.87
	Grand Expense T	4,502,426.00	4,646,377.00	36,333.62	1,992,695.35	42.89
	Grand Totals	51,733.00	51,733.00	764,078.05	114,737.57	221.79
		Loss	Loss	Profit	Loss	

Number of Accounts: 92

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

		2015-16	2015-16	January 2015-16	2015-16	2015-16
OBJ	OBJ	Original Budget	Revised Budget	Monthly Activity	FYTD Activity	FYTD %
990	MISCELLANEOUS			10,193.21	-78,718.96	
9--	OTHER OBJECTS			10,193.21	-78,718.96	
---				10,193.21	-78,718.96	
	Grand Revenue T					
	Grand Expense T			10,193.21	-78,718.96	
	Grand Totals			10,193.21	78,718.96	
				Loss	Profit	

Number of Accounts: 57

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

I. BASIC INFORMATION

Topic or Concern: Budget Adjustments

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

Your Name and Title: Janelle Marotz, Assistant Superintendent 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?**

The Board to approve budget amendments made to date as listed in the attached document.

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

Changes have been made since the budget was adopted in October. These budget adjustments were made to adjust for focus on energy, scoreboard contributions, grants and other small budget amendments to be added into the budget.

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

Per Wis. Stats. 65.90 (5), a district may not legally spend above appropriated amounts unless approved by a two-thirds vote of the school board. Any subsequent changes made by the school board to the adopted budget will be published in a notice of the budget change/amendment as required under state statutes.

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

The Board to approve budget amendments made to date as listed in the attached document.

MOTION: The Board of Education approves the budget adjustments as listed in the attached document.

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: All

FISCAL IMPACT: As described in the motion above.

GENERAL_FUND (FUND 10)	October 2015 Adopted	November 2015 Amended Budget	February 2016 Amended Budget	March 2016 Amended Budget	Difference
100 Transfers-in	0.00	0.00			0.00
Local Sources	10,129,782.00	10,131,887.00	10,131,887.00	10,131,887.00	0.00
210 Taxes					
240 Payments for Services	47,000.00	47,000.00	47,000.00	47,000.00	0.00
260 Non-Capital Sales	0.00	0.00	0.00	0.00	0.00
270 School Activity Income	53,381.00	53,381.00	53,381.00	53,381.00	0.00
280 Interest on Investments	24,000.00	24,000.00	24,000.00	24,000.00	0.00
290 Other Revenue, Local Sources	279,980.00	279,980.00	281,400.00	281,400.00	0.00
Subtotal Local Sources	10,534,143.00	10,536,248.00	10,537,668.00	10,537,668.00	0.00
Other School Districts Within Wisconsin	0.00	0.00	0.00	0.00	0.00
310 Transit of Aids					
340 Payments for Services	1,187,920.00	1,187,920.00	1,187,920.00	1,187,920.00	0.00
380 Medical Service Reimbursements	0.00	0.00	0.00	0.00	0.00
390 Other Inter-district, Within Wisconsin	0.00	0.00	0.00	0.00	0.00
Subtotal Other School Districts within Wisconsin	1,187,920.00	1,187,920.00	1,187,920.00	1,187,920.00	0.00
Other School Districts Outside Wisconsin	0.00	0.00	0.00	0.00	0.00
440 Payments for Services	0.00	0.00	0.00	0.00	0.00
490 Other Inter-district, Outside Wisconsin	0.00	0.00	0.00	0.00	0.00
Subtotal Other School Districts Outside Wisconsin	0.00	0.00	0.00	0.00	0.00
Intermediate Sources	0.00	0.00	0.00	0.00	0.00
510 Transit of Aids					
530 Payments for Services from CCDEB	0.00	0.00	0.00	0.00	0.00
540 Payments for Services from CESA	0.00	0.00	0.00	0.00	0.00
580 Medical Services Reimbursement	0.00	0.00	0.00	0.00	0.00
590 Other Intermediate Sources	0.00	0.00	0.00	0.00	0.00
Subtotal Intermediate Sources	0.00	0.00	0.00	0.00	0.00
State Sources	1,505,292.00	1,505,292.00	1,573,368.00	1,573,368.00	0.00
610 State Aid -- Categorical					
620 State Aid -- General	64,952,133.00	64,952,133.00	64,952,133.00	64,952,133.00	0.00
630 DPI Special Project Grants	409,646.00	409,646.00	1,063,670.00	1,063,670.00	0.00
640 Payments for Services	0.00	0.00	0.00	0.00	0.00
650 SAGE	3,370,300.00	3,370,300.00	3,370,300.00	3,370,300.00	0.00
660 Other State Revenue Through Local Units	0.00	0.00	0.00	0.00	0.00
690 Other Revenue	57,976.00	57,976.00	57,976.00	57,976.00	0.00
Subtotal State Sources	70,295,347.00	70,295,347.00	71,017,447.00	71,017,447.00	0.00
Federal Sources	91,633.00	91,633.00	91,633.00	91,633.00	0.00
710 Federal Aid - Categorical					
720 Impact Aid	0.00	0.00	0.00	0.00	0.00
730 DPI Special Project Grants	1,547,366.00	1,541,471.00	1,604,291.00	1,604,291.00	0.00
750 IASA Grants	3,137,739.00	3,151,739.00	3,151,739.00	3,151,739.00	0.00
760 JTPA	0.00	0.00	0.00	0.00	0.00
770 Other Federal Revenue Through Local Units	0.00	0.00	0.00	0.00	0.00
780 Other Federal Revenue Through State	550,000.00	550,000.00	550,000.00	550,000.00	0.00
790 Other Federal Revenue - Direct	65,000.00	65,000.00	65,000.00	65,000.00	0.00
Subtotal Federal Sources	5,391,738.00	5,399,843.00	5,462,663.00	5,462,663.00	0.00
Other Financing Sources	0.00	0.00	0.00	0.00	0.00
850 Reorganization Settlement	0.00	0.00	0.00	0.00	0.00
860 Compensation, Fixed Assets	1,791,630.00	1,791,630.00	1,791,630.00	1,791,630.00	0.00
870 Long-Term Obligations	0.00	0.00	0.00	0.00	0.00
Subtotal Other Financing Sources	1,791,630.00	1,791,630.00	1,791,630.00	1,791,630.00	0.00
Other Revenues	0.00	0.00	0.00	0.00	0.00
960 Adjustments					
970 Refund of Disbursement	100,000.00	100,000.00	100,000.00	167,801.00	67,801.00
980 Medical Service Reimbursement	0.00	0.00	0.00	0.00	0.00
990 Miscellaneous	101,563.00	101,563.00	101,563.00	101,563.00	0.00
Subtotal Other Revenues	201,563.00	201,563.00	201,563.00	269,364.00	67,801.00
TOTAL REVENUES & OTHER FINANCING SOURCES	89,402,341.00	89,412,551.00	90,198,891.00	90,266,692.00	67,801.00
EXPENDITURES & OTHER FINANCING USES	October 2015 Adopted	November 2015 Adopted	February 2016 Amended Budget	March 2016 Amended Budget	Difference
Instruction	20,307,931.00	20,348,352.00	20,491,126.00	20,475,608.00	(15,518.00)
110 000 Undifferentiated Curriculum					
120 000 Regular Curriculum	13,580,638.00	13,517,953.00	13,546,059.00	13,545,867.00	(192.00)
130 000 Vocational Curriculum	1,779,048.00	1,779,048.00	1,781,002.00	1,782,387.00	1,385.00
140 000 Physical Curriculum	1,999,091.00	1,999,091.00	1,998,915.00	1,998,915.00	0.00
160 000 Co-Curricular Activities	865,553.00	865,553.00	863,563.00	864,477.00	914.00
170 000 Other Special Needs	2,893,242.00	2,887,430.00	2,887,430.00	2,887,093.00	(337.00)
Subtotal Instruction	41,405,503.00	41,397,427.00	41,568,095.00	41,554,347.00	(13,748.00)
Support Sources	3,358,615.00	3,359,890.00	3,728,845.00	3,728,214.00	(631.00)
210 000 Pupil Services					
220 000 Instructional Staff Services	4,028,895.00	4,014,821.00	4,399,095.00	4,411,013.00	11,918.00
230 000 General Administration	1,310,386.00	1,310,386.00	1,310,386.00	1,310,386.00	0.00
240 000 School Building Administration	4,189,940.00	4,189,440.00	4,198,714.00	4,195,298.00	(3,416.00)
250 000 Business Administration	16,577,613.00	16,576,613.00	16,580,804.00	16,625,165.00	44,361.00
260 000 Central Services	2,939,904.00	2,970,584.00	2,970,584.00	2,970,584.00	0.00
270 000 Insurance & Judgments	862,477.00	862,477.00	862,477.00	862,477.00	0.00
280 000 Debt Services	1,927,502.00	1,927,502.00	1,927,502.00	1,927,502.00	0.00
290 000 Other Support Services	173,820.00	173,820.00	173,820.00	173,820.00	0.00
Subtotal Support Sources	35,369,152.00	35,385,333.00	36,152,227.00	36,204,459.00	52,232.00
Non-Program Transactions	8,453,059.00	8,453,059.00	8,453,059.00	8,453,059.00	0.00
410 000 Inter-fund Transfers					
430 000 Instructional Service Payments	3,963,346.00	3,963,346.00	3,963,346.00	3,963,346.00	0.00
490 000 Other Non-Program Transactions	211,281.00	211,281.00	208,993.00	208,993.00	0.00
Subtotal Non-Program Transactions	12,627,686.00	12,627,686.00	12,625,398.00	12,625,398.00	0.00
TOTAL EXPENDITURES & OTHER FINANCING USES	89,402,341.00	89,410,446.00	90,345,720.00	90,384,204.00	38,484.00
SPECIAL PROJECT FUNDS (FUNDS 21, 23, 27, 29)	October 2015	November 2015	February 2016	March 2016	Difference
TOTAL REVENUES & OTHER FINANCING SOURCES	13,736,454.00	13,792,941.00	13,792,941.00	13,792,941.00	0.00
100 000 Instruction	9,095,253.00	9,096,697.00	9,096,772.00	9,096,772.00	0.00
200 000 Support Services	3,896,921.00	3,951,964.00	3,951,889.00	3,951,889.00	0.00
400 000 Non-Program Transactions	744,280.00	744,280.00	744,280.00	744,280.00	0.00
TOTAL EXPENDITURES & OTHER FINANCING USES	13,736,454.00	13,792,941.00	13,792,941.00	13,792,941.00	0.00
DEBT SERVICE FUND (FUNDS 38, 39)	October 2015	November 2015	February 2016	March 2016	Difference
TOTAL REVENUES & OTHER FINANCING SOURCES	5,490,120.00	5,490,120.00	5,490,120.00	5,532,620.00	42,500.00
281 000 Long-Term Capital Debt	4,908,106.00	4,908,106.00	4,908,106.00	4,950,606.00	42,500.00
282 000 Refinancing	0.00	0.00	0.00	0.00	0.00
289 000 Other Long-Term General Obligation Debt	579,014.00	579,014.00	579,014.00	579,014.00	0.00
TOTAL EXPENDITURES & OTHER FINANCING USES	5,487,120.00	5,487,120.00	5,487,120.00	5,487,120.00	0.00
FOOD SERVICE FUND (FUND 50)	October 2015	November 2015	February 2016	March 2016	Difference
TOTAL REVENUES & OTHER FINANCING SOURCES	4,450,693.00	4,450,693.00	4,450,693.00	4,594,644.00	143,951.00
100 000 Instruction	0.00	0.00	0.00	0.00	0.00
200 000 Support Services	4,502,426.00	4,502,426.00	4,502,426.00	4,641,287.00	138,861.00
400 000 Non-Program Transactions	0.00	0.00	0.00	5,090.00	5,090.00
TOTAL EXPENDITURES & OTHER FINANCING USES	4,502,426.00	4,502,426.00	4,502,426.00	4,502,426.00	0.00
SCHOLARSHIP FUND (FUND 72)	October 2015	November 2015	February 2016	March 2016	Difference
TOTAL REVENUES & OTHER FINANCING SOURCES	0.00	0.00	0.00	0.00	0.00
400 000 Non-Program Transactions	0.00	0.00	0.00	0.00	0.00
TOTAL EXPENDITURES & OTHER FINANCING USES	0.00	0.00	0.00	0.00	0.00
OBEB FUND (FUND 73)	October 2015	November 2015	February 2016	March 2016	Difference

TOTAL REVENUES & OTHER FINANCING SOURCES	2,491,309.00	2,491,309.00	2,491,309.00	2,491,309.00	0.00
200 000 Support Services	8,300.00	8,300.00	8,300.00	8,300.00	0.00
400 000 Non-Program Transactions	2,483,009.00	2,483,009.00	2,483,009.00	2,483,009.00	0.00
TOTAL EXPENDITURES & OTHER FINANCING USES	2,491,309.00	2,491,309.00	2,491,309.00	2,491,309.00	0.00

PACKAGE & COOPERATIVE PROGRAM FUND (FUNDS 91, 95, 99)	October 2015	November 2015	February 2016	March 2016	Difference
TOTAL REVENUES & OTHER FINANCING SOURCES	62,675.00	62,675.00	62,675.00	62,675.00	0.00
100 000 Instruction	56,175.00	56,175.00	56,175.00	56,175.00	0.00
200 000 Support Services	6,500.00	6,500.00	6,500.00	6,500.00	0.00
400 000 Non-Program Transactions	0.00	0.00	0.00	0.00	0.00
TOTAL EXPENDITURES & OTHER FINANCING USES	62,675.00	62,675.00	62,675.00	62,675.00	0.00

2015-16 BUDGET - MARCH AMENDMENT

GENERAL FUND (FUND 10)		REVENUE	EXPENDITURE
	MARCH ORIGINAL BUDGET	90,198,891	90,345,720
ADJUSTMENTS TO GRANTS			
	TOTAL	0	0
BUDGET REVISIONS			
FOCUS ON ENERGY		38,484	38,484
INSURANCE REFUNDS AND REFUND FROM PRIOR YEAR		29,317	
	TOTAL	67,801	38,484
	DIFFERENCE TOTAL	67,801	38,484
MARCH AMENDED BUDGET TOTALS		90,266,692	90,384,204

DEBT SERVICE (FUNDS 38 & 39)		REVENUE	EXPENDITURE
	MARCH ORIGINAL BUDGET	5,490,120	5,487,120
ADJUSTMENTS TO GRANTS			
	TOTAL	0	0
BUDGET REVISIONS			
SCOREBOARD CONTRIBUTIONS		42,500	42,500
	TOTAL	42,500	42,500
	DIFFERENCE TOTAL	42,500	42,500
MARCH AMENDED BUDGET TOTALS		5,532,620	5,529,620

FOOD SERVICE FUND (FUND 50)		REVENUE	EXPENDITURE
	MARCH ORIGINAL BUDGET	4,450,693	4,502,426
ADJUSTMENTS TO GRANTS			
FRESH FRUIT AND VEGETABLE		143,575	143,575
ROBINSON GARDEN SEED MONIES		376	376
	TOTAL	143,951	143,951
BUDGET REVISIONS			
	TOTAL	0	0
	DIFFERENCE TOTAL	143,951	143,951
MARCH AMENDED BUDGET TOTALS		4,594,644	4,646,377



School District of Beloit Board of Education Report

March 22, 2016

I. BASIC INFORMATION

Topic or Concern: Policy 461 Technical Excellence Scholarship (First Reading)

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

Your Name and Title: Ryan Rewey, CTE Director

Others assisting you in the presentation: NA

My report is for: Action

II. TOPICAL INFORMATION

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

To update the policy to be more in line with the recommendation of the Higher Education Aids Board. (HEAB)

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

This will include the Eligibility requirements as well as the submitting a request for consideration document to make the selection process more streamlined. Please see revised policy.

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

This will help with the selection process for the TES scholarship, while complying with HEAB requirements.

D. What are your conclusions?

MOTION: The Policy and Personnel Committee recommends that the Board of Education approve the revisions and layover of Policy 461 Technical Excellence Scholarship for first reading.

I propose using N/A

Long Term Committed Funds? No

BUDGET LOCATION: NA

FISCAL IMPACT: NA

Technical Excellence Higher Education Scholarship

Wisconsin's Technical Excellence Education Scholarship is a State supported program, jointly administered by the Department of Public Instruction (DPI) and the Higher Education Aids Board (HEAB). The program offers scholarship recipients scholarships for post high school education institutions in Wisconsin.

~~By February 25th of each school year, the School Board will designate the appropriate number of senior(s) from Beloit Memorial with the highest levels of proficiency in technical education subjects as scholars eligible to receive a Technical Excellence Higher Education Scholarship.~~

The State of Wisconsin Higher Educational Aids Board/Technical Excellence Higher Education Scholarship deadline may vary from year to year.

For the purposes of applying this policy the definition of "CTE course" is to be that definition approved by the board of the Wisconsin Technical College System (WTCS) under Carl D. Perkins Career and Technical Education Act of 2006, P.L. 190-270 "Perkins IV", which is: a secondary level course offered through the DPI-recognized program areas of Agriculture and Natural Resources Education, Business and Information Technology Education, Family and Consumer Science Education, Health Science Education, Marketing Education, or Technology and Engineering Education; such courses must be taught by a CTE instructor licensed for that specific discipline, except courses in Health Science Education may also be taught by a health education instructor and/or a science licensed instructor.

Qualifications for Eligibility:

The following standards must be met to qualify for the Technical Excellence Higher Education Scholarships.

- A. High school seniors ~~students are~~ become eligible to compete for the Technical Excellence Scholarship (TES) ~~when they have met the following minimum requirements~~ if they have met all of the first four (4) requirements below and one of the requirements listed in items 5-12 below:
1. Be a resident of the United States who is either a U.S. citizen or ~~an alien~~ lawfully admitted for permanent residence;
 2. Be a Wisconsin resident as defined in 36.27 Wis. Stats.;
 3. Have registered with Selective Service, if 18 years of age and if applicable;
 4. In order to be eligible for academic scholarships in the District, a student must have completed four semesters of course work while enrolled in the high school, including the final two semesters or unless in an approved alternative educational program that demands residency outside of Beloit.
5. Be a CTE Concentrator, which is a high school student who has completed at least three (3) high school CTE courses (career and technical education courses) in program area(s) leading to a degree or diploma in the student's chosen pathway. A student may be enrolled in (rather than have completed) the third course at the time of their nomination for TES.

6. Participated in a Youth Apprenticeship Program under the supervision of the Wisconsin Department of Workforce Development (DWD) (see https://dwd.wisconsin.gov/youthapprenticeship/program_info.htm)
7. Participated in a technical High School Diploma program as certified by the Wisconsin Department of Public Instruction (DPI) (see http://cte.dpi.wi.gov/cte_tehsd)
8. Participated in a Career and Technical Training pathway as defined by the Wisconsin Department of Public Instruction (DPI) (see http://cte.dpi.wi.gov/cte_clustersandpaths)
9. Participated in a Skills Standards Program offered by the Wisconsin Department of Public Instruction (DPI) (see http://cte.dpi.wi.gov/cte_cteskills)
10. Completed (or be on track to complete) an industry-recognized certification program approved under Wis. Stats. 115.367(2). (This requirement is created under 2013 Wisconsin Act 59).
11. Participated in a Career and Technical Student Organization (CTSO) in Wisconsin: DECA, FBLA, FCCLA, FFA, HOSA, or SkillsUSA (see http://cte.dpi.wi.gov/cte_ctso)
12. Completed a technical training program for high school students if the program is offered by a UW System school, a Wisconsin Technical College System school, a tribal college in Wisconsin, or a private nonprofit college or university located in Wisconsin. Examples include but are not limited to:

- a. Medical College of Wisconsin Summer Enrichment Programs
- b. UW-Madison's Summer Science Institute at WIScience
- c. Marquette University's K-12 Engineering Academies
- d. MSOE summer programs for K-12 students

The program must be offered BY a Wisconsin colleges or university; programs held at these campuses but offered by others are not eligible. (Such programs are usually of shorter duration.)

13. ~~Students who have met the aforementioned requirements are eligible to compete for the Technical Excellence Scholarship.~~

B. Criteria to receive a Technical Excellence Scholarship:

1. A student must be enrolled on a full-time basis at a participating Wisconsin Technical College by September 30 of the academic year following the academic year in which ~~he/she~~ s/he was designated a scholar.
2. Beginning in September 1, 2017, students must also have an academic and career plan leading to a career that would be supported by career and technical education.
3. Students are required to submit a "Student Statement of Eligibility" form to the high school counselor.
4. Ranking for eligible students is done according to a point system reflective of course work and technical education experience.
 - a. One point is given to a student for each year of activity in a Career and Technical Student Organization.

- b. One point is given for completion of each CTE Concentrator, which is defined as at least three high school CTE courses in a program area(s) leading to a degree or diploma in the student's chosen pathway. Note: A student may be enrolled in (rather than have completed) the third course at the time of their nomination for TES.
 - c. One point is given for participation in a Youth Apprenticeship Program under the supervision of the Wisconsin Department of Workforce Development.
 - d. One point is given for each completed (or on track to be completed) industry recognized certification program approved under Wis. Stats. 115.367 (2). (This is a requirement is created under 2013 Wisconsin ACT 59.)
 - e. When students emerge from the point system with tied scores, CTE grades become the tie-breaker. The grades used for this purpose are only those grades earned in CTE courses, not a student's overall grade point average.
5. If the scholarship is not claimed by August 1, the scholarship is forfeited unless a written appeal outlining extenuating circumstances is provided to the District Administrator for consideration of an alternative date.

LEGAL REF.: s.s. 36.27
115.28 (59)
115.367 (2)

APPROVED: February 24, 2015

REVISED:



School District of Beloit Board of Education Report

March 22, 2016

I. BASIC INFORMATION

Topic or Concern: Policy Professional Educator Policies (First Reading)

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

Your Name and Title: Todd Cabelka, Executive Director of Human Resources

Others assisting you in the presentation: NA

My report is for: Action

II. TOPICAL INFORMATION

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

The committee makes all recommendations to the Board of Education.

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

Please see attached policy for deletion.

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

Policy 532 covers professional educator contracts and policies, therefore, this policy can be deleted.

D. What are your conclusions?

MOTION: The Policy and Personnel Committee recommends that the Board of Education approve the deletion and layover of Policy 530 Professional Educator Policies for first reading.

I propose using N/A

Long Term Committed Funds? No

BUDGET LOCATION: NA

FISCAL IMPACT: NA

PROFESSIONAL EDUCATOR POLICIES

All provisions set forth in the employee agreement between the Board of Education and the Beloit Education Association (BEA) constitute an integral part of the written policies affecting salary and conditions of employment for professional educator covered by such agreement.

LEGAL REF.: _____ s.s. 111.70

CROSS REF.: _____ BEA Agreement

APPROVED: _____ June 24, 1980

REVISED: _____ June 14, 1994

_____ October 22, 1996 (Reprinted 3-98)



I. BASIC INFORMATION

Topic or Concern: Policy 342.3 Advanced Learner Program (Second Reading)

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

Your Name and Title: Anthony Bonds, Assistant Superintendent, Curriculum, Instruction & Technology

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 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 attached revisions.

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

The updates to this policy will align the policy with current department practices and the department name change that was recently made in November, 2015.

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 Policy and Personnel Committee recommends to the full Board of Education approval of the revisions of Policy 342.3 The School District of Beloit Advanced Learner Program for final reading.

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

Long Term Committed Funds? NA

BUDGET LOCATION: NA

FISCAL IMPACT: NA

ADVANCED LEARNER PROGRAM

The School District of Beloit is committed to providing an appropriate education to all students. We recognize the importance of providing appropriate education for students who are identified as gifted and talented in accordance with Board policy and Wisconsin state law. Therefore, the School District of Beloit will use a comprehensive identification process matched with systematic and continuous programming to meet the learning needs of our advanced students.

Students in grades K-12, who demonstrate or show the potential to demonstrate high performance capability in intellectual, creative, visual and performing arts, leadership or specific academic areas will be identified for advanced learner programming. A holistic student profile, which may include, but is not limited to, assessment data, observations, parent and teacher inventories, and student work samples, will be used in the identification process.

The School District of Beloit is dedicated to providing programming appropriate to the needs of advanced students. We recognize the importance of curricular modification for advanced students which may be within or outside the established curriculum. Planning for students is completed in collaboration with parents, educators, and students. The administration will determine specific guidelines and criteria for the implementation and regulation of the advanced learner program in conjunction with state guidelines and national standards for advanced learner education.

LEGAL REF.: s.s. 118.35
 118.35(1)
 118.35 (3)
 PI 121.02(1)(t) Wisconsin Administrative Code
 Administrative Rule 8.01(2)(t)

APPROVED: August 26, 1980

REVISED: August 24, 1999
 December 16, 2008
 March 22, 2016

REPRINTED: February 27, 2001



I. BASIC INFORMATION

Topic or Concern: 455 Student Safety (Second Reading)

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

Your Name and Title: Janelle Martoz, CPA, SFO, CSRM Asst. Supt. of Business Services

Others assisting you in the presentation: Dr. Darrell Williams, Asst. Supt. Administration,
Operations & Equity

My report is for: Action

II. TOPICAL INFORMATION

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

Updates to the student safety policy are recommended in order to provide additional guidelines.

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

These policy alterations are being presented for the purpose of providing further guidance for the procedures that are used to assist administration to ensure student safety.

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

These recommended alterations provide clear processes to maintain student safety including updates to match state statutes.

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

In conclusion, this board policy has been reviewed and updated to align it with current requirements and district procedures.

MOTION: The Policy/Personnel Committee recommends that the Board of Education approve the revisions of Policy 455 Student Safety for final reading.

BUDGET LOCATION: N/A

FISCAL IMPACT: N/A

STUDENT SAFETY

The safety and welfare of students is among the highest of priorities for the Board of Education. School personnel are responsible for the safety of students enrolled in their schools during designated hours or whenever they are engaged in school-sponsored activities.

Schools shall have appropriate security measures in place to create a safe environment for staff and students, and to protect school property.

All students shall be provided with education regarding appropriate school security measures ~~on~~ annually and shall be expected to participate in school safety and security drills throughout the school year.

To increase the safety and security for all staff and students, each secondary school shall house two hand-held scanners to decrease the likelihood of weapons in school. Intermediate and High Schools shall randomly conduct student scans to increase safety and security for all students and staff.

A District School Security Plan shall be established as required by state law. In addition to the District School Security Plan, a School Security Plan shall be developed and put into effect in each school in the District. Each School Security Plan shall be consistent with District policies and legal requirements. School Security Plans shall be reviewed minimally every three years and revised as necessary and appropriate. District employees shall be informed of their responsibilities regarding the implementation of School Security Plans.

The Superintendent of Schools and/or his/her designee shall be responsible for recommending School Security Plans to the Board for periodic review.

Cooperation with law enforcement and other appropriate agencies to provide educational programs on public safety is expected.

Safety hazards shall be reported to the building principal and to District Safety Committee. Activities should be planned so that hazards are reduced to a minimum.

LEGAL REF.: s.s. 118.07, 118.08, 118.09, 118.10
120.12 (26), 121.02(1)(i)
PI 8.01(2)(i), Wisconsin Administrative Code

CROSS REF.: 455.1 Safety Patrols
455.2 Supervision of Students
720 Safety Program
School Safety Plans: In accordance with 120.12 (26) School Safety Plans must be in place at each school

APPROVED: April 29, 1980

REVISED: May 28, 1985
February 22, 1994
March 22, 2016



I. BASIC INFORMATION

Topic or Concern: 455.1 Supervision of Students (Second Reading)

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

Your Name and Title: Janelle Martoz, CPA, SFO, CSRM Asst. Supt. of Business Services

Others assisting you in the presentation: Dr. Darrell Williams, Asst. Supt. Administration,
Operations & Equity

My report is for: Action

II. TOPICAL INFORMATION

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

Updates to the student supervision policy are recommended in order to provide additional guidelines.

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

These policy alterations are being presented for the purpose of providing further guidance with regard to expectations for student supervision.

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

These recommended alterations provide direction to maintain appropriate supervision for our students.

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

In conclusion, this board policy has been reviewed and updated to align it with current requirements and district procedures.

MOTION: The Policy/Personnel Committee recommends that the Board of Education approve the revisions of Policy 455.1 Supervision of Students for final reading.

BUDGET LOCATION: N/A

FISCAL IMPACT: N/A

SUPERVISION OF STUDENTS

The Board of Education expects all students to be under assigned adult supervision at all times during school hours including traveling by district sponsored transportation to and from school and engaging in school-sponsored activities.

Employees or contracted personnel assigned this supervision are expected to act as reasonably prudent adults in providing for the safety of the students in their charge.

In keeping with this expected prudence, no teacher or other staff member shall leave his/her assigned group unsupervised unless reasonable and prudent arrangements are made.

During school hours, or while engaging in school-sponsored activities, students shall be released only to the custody of parents or other authorized persons.

The school administration shall assure that anyone who wishes to contact a student during the school day is doing so for proper reasons.

LEGAL REF.: s.s. 120.12(2)
120.13(1)
120.44

APPROVED: February 22, 1994

REVISED: March 22, 2016

REPRINTED: March 8, 2002



I. BASIC INFORMATION

Topic or Concern: Policy 523.1 Employee Physical Examinations (Second Reading)

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

Your Name and Title: Todd Cabelka, 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?

There is a need to revise and update policies to reflect current procedures and practices.

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

Please see attached policy.

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

To ensure that policies are relevant to current practices and procedures.

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 Policy/Personnel Committee recommends that the Board of Education approve the revisions of Policy 523.1 Employee Physical Examinations for final reading.

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

Long Term Committed Funds? N/A

BUDGET LOCATION: N/A

FISCAL IMPACT: N/A

EMPLOYEE PHYSICAL EXAMINATIONS

Upon initial employment, every employee of the School District of Beloit shall provide the administration with written evidence of having had a physical examination, including a tuberculin skin test, by a licensed physician. Such examinations shall be taken before the opening of school for the year required, or in the case of an employee new to the District after that time, as soon after becoming employed as is practical. Should an employee test positive for tuberculin exposure, a chest x-ray or other corroborating test will be required.

An employee may be exempt from the physical examination requirement for religious reasons if an affidavit has been filed with the Executive Director of Human Resources claiming such exemption. No employee shall be discriminated against by reason of his/her filing of an affidavit.

Required physical examinations may be performed by the District's designated health service without cost to the employee. The expenses of an examination performed by a non-designated health service shall be borne by the employee.

The District may require that an employee present proof of fitness to perform job duties.

LEGAL REF.: s.s. 118.25
Americans with Disabilities Act of 1990

CROSS REF.: 112 Nondiscrimination
526 Personnel Records

APPROVED: June 21, 1976

REVISED: June 14, 1994
October 22, 1996
March 22, 2016

REPRINTED: March, 1998



I. BASIC INFORMATION

Topic or Concern: Policy 526 RULE 1 Guidelines Regarding Professional Educator Personnel Folders – Deletion (Second Reading)

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

Your Name and Title: Todd Cabelka, 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?

There is no need for a separate policy regarding personnel folders for professional educators.

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

Please see attached policy.

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

To reduce the number of irrelevant or outdated operational policies. The Office of Human Resources maintains personnel folders for employees of all employee groups.

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 Policy/Personnel Committee recommends that the Board of Education approve the deletion of Policy 526 RULE 1 Guidelines Regarding Professional Educator Personnel Folders for final reading.

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

Long Term Committed Funds? N/A

BUDGET LOCATION: N/A

FISCAL IMPACT: N/A

~~GUIDELINES REGARDING PROFESSIONAL
EDUCATOR PERSONNEL FOLDER~~

~~Upon appointment to a professional educator position in the School District of Beloit, a personnel folder shall be established for the staff member and kept in the Executive Director of Operations' Office. The folder shall include, but not limited to:~~

- ~~(1) — A completed application form and written interview forms;~~
- ~~(2) — Wisconsin teaching certificate;~~
- ~~(3) — Official transcript of credits;~~
- ~~(4) — Social Security number;~~
- ~~(5) — Wisconsin Retirement number;~~
- ~~(6) — Professional growth records; and~~
- ~~(7) — Evaluation reports.~~
- ~~(8) — Conviction records checks~~

~~The employee's physical examination forms shall be maintained in a separate file from other personnel records and shall be treated as confidential medical records in accordance with law requirements.~~

~~Examples: Pre-employment information
Employment contract/addendum
Verification of employment
Written communication correspondence
Attendance cards/leave requests
Payroll authorization form~~

~~Conviction records checks shall be completed for all new employees of the School District of Beloit.~~

~~APPROVED: October 22, 1996~~

~~REPRINTED: March, 1998
September 10, 2004~~



I. BASIC INFORMATION

Topic or Concern: Policy 535 Professional Educator Transfers (Second Reading)

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

Your Name and Title: Todd Cabelka, 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?

There is a need to ensure that policies are consistent with the procedures as noted in the Employee Handbook.

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

Please see attached policy.

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

To update and revise policies to ensure uniformity with those noted in the Employee Handbook.

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 Policy/Personnel Committee recommends that the Board of Education approve the revisions of Policy 535 Professional Educator Transfers for final reading.

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

Long Term Committed Funds? N/A

BUDGET LOCATION: N/A

FISCAL IMPACT: N/A

PROFESSIONAL EDUCATOR TRANSFERS

The Superintendent reserves the right to make such transfers of professional educator to the various departments or schools in the best interests of the district. All professional educator transfers, whether voluntary or involuntary, shall be made consistent with provisions of the current Employee Handbook.

CROSS REF.: Employee Handbook

APPROVED: February 28, 1978

REVISED: June 14, 1994
October 22, 1996
March 22, 2016

REPRINTED: March, 1998



School District of Beloit Board of Education Report

March 22, 2016

I. BASIC INFORMATION

Topic or Concern: Employment actions - Exhibit A - March 22, 2016

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: Todd Cabelka, Executive Director of Human Resources

Others assisting you in the presentation: Dr. Thomas Johnson, Superintendent

My report is for: Action

II. TOPICAL INFORMATION

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

Employment recommendations.

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

Information to support legal action as required by Wisconsin Statutes.

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

Comply with legal requirements and Wisconsin Statutes.

D. What are your conclusions?

Employment to meet needs of district to ensure quality education to all students within the district's budgetary guidelines.

MOTION: Request approval of employment recommendations.

I propose using an existing budget

Long Term Committed Funds? Yes indefinite

BUDGET LOCATION: all areas

FISCAL IMPACT: As indicated on report sheet.

Employment Recommendation Report page 1

3.22.16

March, 2016

	Name	Location	Position	Effective Date	FTE	Notes	Salary
NEW EMPLOYMENT							
Administrators							
Professional Educators							
	Kathleen Korab	District - Private Schools	Reading	4/4/2016	25%	Title I funding	3,439 (based on 52,278)
Other Professional Support							
Support Staff							
	LaShanda Parker	Todd	Special Ed Para	3/1/2016	100%		11.74 per hour
RETIREMENTS / RESIGNATIONS / LAYOFFS							
Administrators							
Professional Educators							
	Nancy Baines	Gaston	Grade 3	6/10/2016	100%	retirement	14 years
	Craig Braunschweig	Memorial	Special Ed	6/10/2016	100%	retirement	28 years
	Carmen Fluker	Aldrich	Middle Level - Lang Arts	6/10/2016	100%	retirement	24 years
	Lynella Holmes	District - Elementary	Media Specialist	6/10/2016	100%	retirement	15 years
	Wendy Johnson	McNeel	Middle Level - Science	6/10/2016	100%	retirement	21 years
	Karla Junig	Todd	Grade 2	6/10/2016	100%	retirement	33 years
	Dawn Meier	Converse	Grade 3	6/10/2016	100%	retirement	32 years
	Elizabeth Payne-Weaver	Merrill	Art	6/10/2016	100%	resignation	35 years
	Leah Rosenthal	Robinson	Grade 2	3/10/2016	50%	resignation	2 years
	Julie Watson	Memorial	Media Specialist	6/10/2016	100%	retirement	23 years
Other Professional Support							
	James Bell	Memorial	JROTC	6/30/2016	100%	retirement	25 years
Support Staff							
	Julie Barganz	Gaston	Media Para	6/9/2016	100%	retirement	14 years
	Twyla LaGrange	Memorial	Special Ed	6/9/2016	100%	retirement	21 years

Thomas Johnson, Superintendent

Janelle Marotz, Asst Superintendent Business Svcs

Todd Cabelka, Exec Dir Human Resources