



School District of Beloit

BOARD OF EDUCATION PURPLE PACKET – August 10, 2018

1. 2018 August Funding Development Report
2. Notice of Meeting
 - Student's Committee Meeting, Tuesday, August 14, 2018, 4:00 p.m., Superintendent's Conference Room, Room 106
 - Staff Committee Meeting, Tuesday, August 14, 2018, 5:00 p.m., Superintendent's Office, Room 106
 - Special Board Meeting, Tuesday, August 14, 2018, 6:00 p.m., Board Room
 - Fiscal Committee Meeting, Wednesday, August 15, 2018, 5:00 p.m., Superintendent's Conference Room, Room 106

NOTES/UNDER SEPARATE COVER

- Links to school newsletters can be found on the Board of Education website on the lower right hand side.

FUTURE BOARD MEETINGS

Special Board Meeting, Tuesday, August 28, 2018, TBD, Board Room

Board Business Meeting, Tuesday, August 28, 2018, 7:00 p.m., Board Room

August - 2018 - Committee Report

Grant Activity 7/1/18 - 6/30/19

Program	Funding Source	Amount Requested	School/ Contact	Date Submitted	Renewal/ New	Status	Purpose	Date Awarded	Award Amount	Date Declined
AT & T Aspire	AT & T	\$5,000	Beloit Memorial Carole Campbell	6/4/2018	New	Awarded	Grants funds will be used to support the Link Crew program where juniors and senior students mentor underserved, incoming freshman to help them to be successful in high school.	6/4/2018	\$5,000	
School Safety Grant	Wis. Dept. of Justice	\$277,231	KEC Sean Winters	6/8/2018	New	Awarded	Funds will be utilized to purchase and install shatter-resistant window film at all school locations, as well as security cameras, doors, door hardware, and access control in all school locations.	8/2/2018	\$274,231	

Prior Year Pending Applications 2017-18

School Based Mental Health	Wis. Dept. of Public Instruction	\$75,000	KEC Emily Pelz	5/31/2018	New	Awarded	Funds will be used to hire a .40 Mental Health Navigator, subs and extra time for staff training. Efforts on student health needs will be collaborated with six local agencies.	7/23/2018	\$75,000	
Total Submitted Proposals		\$282,231 (2018-19)						Total Awarded	\$354,231	



NOTICE OF MEETING

Students Committee Agenda

Build a school system of choice by improving student performance
in a safe and diverse school atmosphere.

DATE: Tuesday, August 14, 2018

TIME: 4:00 p.m.

LOCATION: KOLAK EDUCATION CENTER
Superintendent's Conference Room 106
1633 Keeler Avenue
Beloit, WI 53511

COMMITTEE MEMBERS: John Wong, Chair
David Wilson, Vice Chair
Members: Heidi Andre, Kathy Crawford, Brian Gile,
Andrea Heckner, JoAnne Ruch, and Sara Webster

ADMINISTRATIVE LIAISON: Anthony Bonds and Emily Pelz

AGENDA

1. Call to Order
2. Approval of Agenda
3. Addition of 10 Full Time Math Interventionists
4. Policy 345.6 Rule 1 Specific Graduation Requirements
5. School Safety Grant Update
6. Adjournment

Posted: August 10, 2018



School District of Beloit Students Committee Report

August 14, 2018

I. BASIC INFORMATION

Topic or Concern: Addition of 10 Full Time Math Interventionists

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

Your Name and Title: Anthony Bonds, Assistant Superintendent

Others assisting you in the presentation: Tracey Caradine, Executive Director for HR

My report is for: Action

II. TOPICAL INFORMATION

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

Administration is requesting the approval of a full time math interventionist for each elementary and intermediate school.

B. What information must the Student Committee have to understand the topic/concern and provide any requested action?

Improving student performance in mathematics is a strategic goal for the district. The primary responsibility of the math interventionists is to provide targeted small group tutoring/intervention for students who are significantly behind. Over the past two years, part-time math interventionists provided limited small group tutoring. With full time interventionists, we will be able to provide significantly more students with targeted support.

C. If you are seeking Student Committee action, what is the rationale for your recommendation?

Improving student performance in mathematics is a strategic goal for the district. The primary responsibility of the math interventionists is to provide targeted small group tutoring/intervention for students who are significantly behind. Title I grant funds will cover the costs (salary and benefits) for the position at each school.

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

Our student data clearly indicates a need for additional support for students in mathematics. And, the Board created ad hoc committee for closing the achievement gap recommended the addition of coaching and intervention positions in order to raise math achievement. Administration is requesting the approval for a full time math interventionist for each elementary and intermediate school.

MOTION: Administration is requesting the approval of a full time math interventionist for each elementary and intermediate school.

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

Long Term Committed Funds? No

BUDGET LOCATION: Title I Grant Funds

FISCAL IMPACT: \$55,000 average salary for each position plus benefits.

Ad Hoc Subcommittee: Academic Achievement

Subcommittee members: Brandeye Hereford, Kris Klobucar, Diep Phan, Kendra Schiffman, and Otha Williams, Chris Dray

Strategy	<p>Recommendation:</p> <p>Budgetary equivalent for up to 2 additional math coaches (to get it to 5 math coaches total for the district) and full or part time math interventionists in order to reach parity with reading support specialists in terms of 1) funding, 2) staffing, and 3) teacher training in 4 years.</p> <p>Request annual report in November to compare funding, staffing and teacher training between literacy and math efforts at district and school levels to ensure progress toward 4 year equity goal.</p> <p>Evaluate by conducting pre- and post- survey of teachers and administrators at beginning of 2018-19 academic year (at beginning of implementation of 4 year plan), and 5 years later at end of 2022-23 academic year (a year after full implementation of plan) to evaluate equity of math support compared to literacy support.</p>
Rationale	To reach parity between math and literacy in order to raise math achievement, especially in the intermediate years.
Background and Research	To bring equity between math and literacy efforts in the district in order to close the existing academic achievement gaps.
Timeline	<p>In four years (academic year 2021-2022) according to the following priorities:</p> <ol style="list-style-type: none">1. Utilize current full time certified teaching staff for interventions first.2. Use auxiliary part time, trained math interventionists second.3. Reflect flexibility for individual school's needs (such as splitting one full time position across 2 schools).
Financial Impact	N/A



School District of Beloit Students Committee Report

August 14, 2018

I. BASIC INFORMATION

Topic or Concern: Policy 345.6 Rule 1 Specific Graduation Requirements Revision

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

Your Name and Title: Anthony Bonds, Assistant Superintendent

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 Student Committee?

Administration is seeking approval of a revision to Board Policy 345.6 Rule 1 Specific Graduation Requirements.

B. What information must the Student Committee have to understand the topic/concern and provide any requested action?

The vast majority of our high school students are significantly behind in mathematics. As a result, our student achievement in mathematics is extremely low. For example, in 2016-17 only 13.5% of SDB students were proficient in math compared to 35.8% of students statewide. Currently, a high school student can go a full year and a half without ever taking a math course. Consequently, most SDB students never take or complete the required math courses deemed necessary to be ACT ready.

Several efforts are underway to improve outcomes for students, including the implementation of new math curriculum and study skills/test prep classes and the restructuring of the high school schedule. Requiring students to take a math class consecutively for 2.5 years starting their freshman year is another effort to improve student performance and outcomes in mathematics. The revision will ensure math instruction is received all year long for 2.5 years. And, it will increase the number of students completing the required classes deemed necessary to be ACT ready.

C. If you are seeking Student Committee action, what is the rationale for your recommendation?

Requiring students to take a math class consecutively for 2.5 years starting their freshman year is another effort to improve student performance and outcomes in mathematics.

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

Administration recommends the approval to a revision in Policy 345.6 Rule 1 Specific Graduation Requirements. Specifically, requiring students to take a math class consecutively for 2.5 years starting their freshman year.

MOTION: Administration recommends the approval to a revision in Policy 345.6 Rule 1 Specific Graduation Requirements. Specifically, requiring students to take a math class consecutively for 2.5 years starting their freshman year.

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? No

BUDGET LOCATION: N/A

FISCAL IMPACT: N/A

GRADUATION REQUIREMENTS

In order for a student to graduate from Beloit Schools the student must demonstrate evidence of sufficient academic performance through the completion one of the following:

1. Having passing grades in all of the required 26 units of credit based on demonstration of sufficient academic performance and teacher recommendation.
2. Completion of an approved Individualized Educational Program (IEP), Differentiated Education Plan (DEP), and/or Section 504 Plan.
3. Completion of a district approved alternative education program. By successful completion of such program, a student will demonstrate a level of proficiency in the designated subjects equivalent to that which would have been attained if he or she had satisfied the required core units. Successful completion will be determined by the high school principal.

Except as otherwise provided, a Beloit Memorial High School diploma shall only be awarded to a student who has attended Beloit Memorial High School for a minimum of 4 terms or 6 credits, one of which being the last semester preceding graduation. Students who do not meet this enrollment requirement may be eligible for a diploma as determined by the high school principal based upon a review of the students' history.

Accommodations may be made for students with exceptional educational interests, needs or requirements.

Graduation requirements outside of the core requirements may be waived in exceptional cases to suit the needs of the student as recommended by the principal and approved by the board.

Four years of high school attendance shall be required unless early graduation is applied for and approved in accordance with district procedures. Students are eligible for early graduation when they have completed the requirements for receipt of a diploma.

LEGAL REF.: s.s.	115.92	120.12(17)
	118.153	120.44
	118.33	121.02(1)(p)
	118.33(1)(f)	PI 18, Wisconsin Administrative Code
	118.33(1)(d)	PI 18.03
	118.33(2)(m)	PI 40
	118.37	

CROSS REF.:	345.5 RULE 1 Specific Graduation Requirements
	342.4 Programs for Children At Risk
	342.7 Alternative Education Programs and Curriculum Modifications
	342.71 School Age Parent Programs
	343.41 Youth Options Program
	345.61 Graduation Exercises

APPROVED: February 28, 1978

REVISED: July 25, 2000
February 26, 2002
March 25, 2008

SPECIFIC GRADUATION REQUIREMENTS

1. A minimum of 26 Carnegie credits shall be presented to qualify for graduation from high school. Such units shall be distributed among the various subjects as follows:

English	4 credits	including written and oral communication, grammar usage of the English Language and literature but excluding electives
Social Studies	3credits	
Science	3 credits	including one credit from Physical Science 9 or Accelerated Physical Science 9, one half credit (0.5) from Ecology and one half credit (0.5) from Human Biology and at least one elective credit.
Mathematics	3 credits	At least one credit from three different Math courses. Students must be enrolled consecutively for 2.5 years starting their Freshman year through their fall semester of Junior year.
Personal Finance	½ credit	beginning with the Class of 2019
Physical Education	1½ credits	
Health	½ credit	
College & Career Readiness	½ credit	Starting with the class of 2021, including Freshman Seminar, AVID or College & Career Readiness Seminar
Elective Courses	10 credits	

- a. All students shall be required to take a full schedule each year during their four years in high school or be enrolled in a Board approved activity after achieving senior status. Senior students, who demonstrate a high level of maturity and personal responsibility, as determined through teacher recommendation, counselor recommendation, and principal approval, may be allowed to have one release period per quarter or semester.
- b. A credit shall be granted for a course which meets for a class period of 80 to 85 minutes, five days a week for one semester or which meets for a class period of 40 to 45 minutes, five days a week for the entire school year. Proportional credits shall be granted for classes, which meet less frequently, for shorter daily periods, or for less than the full year.
- c. Students in grades 9-12 in the School District of Beloit may earn credits toward a BMHS diploma by participating in:
 - pre-approved courses through accredited university or colleges,
 - transfer from approved high schools or other schools of comparable academic level
 - alternative programs including online courses
 - pre-approved correspondence courses
 - examination to meet the requirements for a particular course.

The principal shall be the sole determiner of the credits awarded for these courses.

- d. Students may meet credit requirements through the successful completion of an approved Individualized Educational Program (IEP), Differentiated Learning Plan (DLP), and or Section 504 Plan.
 2. Students may be eligible for a Beloit Memorial High School diploma if the student is enrolled in an alternative education program, approved by the School District of Beloit Board of Education. Pursuant to § 118.33(1)(d) credit and distribution of credit requirements may be waived by the Board for pupils enrolled in an alternative education program, as defined in s. 115.28 (7) (e). Approved programs include:
 - HSED
 - Approved District Sponsored Alternative Programs
 - Other Alternative Programs as approved by the Board of Education
 3. In compliance with Wisconsin Act 55 (2015), any student graduating from high school in the School District of Beloit must take a civics test comprised of 100 questions that are identical to the 100 questions that may be asked of an individual during the process of applying for U.S. citizenship by the United States Citizenship and Immigration Services. Students must correctly answer at least 60 of those questions. (Section 3266R, 118.33(1m)(a)1.) Students who have an IEP must complete the test but are not required to achieve 60% accuracy in order to graduate. (118.33(1m)(a)) Students who have limited English-proficiency will be allowed to take the test in their language of choice. (118.33(1m)(a)3) Students may retake the test as often as needed to achieve a passing score. (118(1m)(a)4)
- | |
|---|
| 4. Students must be enrolled consecutively for 2.5 years starting their Freshman year through their fall semester of Junior year. |
|---|

CROSS REF.: Beloit Memorial High School Course Selection Booklet
Wisconsin Act 55 (2015)

REVISED: April 22, 2014
November 24, 2015
August 22, 2017

REPRINT: April 5, 2002



School District of Beloit Students Committee Report

August 14, 2018

I. BASIC INFORMATION

Topic or Concern: School Safety Grant Update

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

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

Others assisting you in the presentation: NA

My report is for: Information

II. TOPICAL INFORMATION

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

A number of provisions recently have been signed into law that are designed to improve school safety. These provisions are included in 2017 Wisconsin Act 143.

B. What information must the Student Committee have to understand the topic/concern and provide any requested action?

This report is for information only. Please see the attached supporting documents.

C. If you are seeking Student Committee action, what is the rationale for your recommendation?

Informational only.

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

MOTION: Informational only.

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

Long Term Committed Funds? No

BUDGET LOCATION: NA.

FISCAL IMPACT: NA.

Safety & Security Update

2017 Wisconsin ACT 143

- Enacted on March 26, 2018
- Established the Office of School Safety in the WI Dept. of Justice
- Includes a number of changes affecting school safety planning and implementation

- 8 key areas are addressed:
 - School safety planning / on-site safety assessments
 - Contents of school safety plans
 - Building and facility blueprints
 - School violence event response drills
 - Mandatory reporting of threats of school violence
 - Staff training
 - School safety plan reporting
 - School safety grants

- School Safety Planning / On-Site Safety Assessments
 - Before creating or updating a school safety plan, districts are required to conduct an on-site safety assessment of each school building site and other school based environments (athletic facilities & fields, playgrounds, and other property), that are regularly occupied by students in consultation with local law enforcement agencies.

- Contents of each school safety plan must:
 - *Be individualized for each school building.
 - Include general guidelines specifying procedures for emergency prevention and mitigation, preparedness, response, and recovery.
 - *Include guidelines and procedures to address school violence and attacks, threats to school violence and attacks, bomb threats, fire, weather-related emergencies, intruders, parent-student reunification, and threats to non-classroom events (recess, concerts, performances, athletic events, etc.)
 - Outline a process for reviewing the methods for conducting drills required to comply with the school safety plan.

- There are 3 requirements that CAN NOT, by state law, be included in a school safety plan:
 - Employees can not be required to contact a school administrator, school official, or any other person before calling 911
 - Employees can not be prohibited from reporting school violence or a threat of school violence directly to a law enforcement agency

- Employees can not be prohibited from reporting a suspicious individual or activity directly to a law enforcement agency.
- Building and Facility Blueprints
 - Districts are required to provide blueprints of each school building and facility in the school district to the new Office of School Safety, and to each local law enforcement agency within jurisdiction over any portion of the school district.
- School Violence Event Response Drills
 - Schools must annually drill students and staff in the proper response to a school violence event in accordance with the school safety plan.
 - School Principals are required to submit a brief written evaluation of the drill to the school board within 30 days after holding the drill.
 - School boards must review all of the written evaluation information submitted.
- Mandatory Reporting of Threats of School Violence
 - All persons who are mandatory child abuse and neglect reporters (all school employees) are now required to report threats of school violence to local law enforcement agencies.
- Staff Training
 - All school district employees must receive training, provided by DPI, in the laws governing the reporting of a threat of school violence.
 - School districts are required to provide school safety plan training on a regular basis.
- School Safety Plan Reporting
 - Each district is required to file a copy of it's school safety plan with the Office of School Safety on or before Jan. 1, 2019 and before each Jan. 1 thereafter.
 - The following information is required to be submitted with the school safety plan each year:
 - The date of the annual school violence event drill(s) held during the previous year;
 - Certification that a written evaluation of the school violence event drill was reviewed by the school board;
 - The date of the most recent school training on the school safety plan and the number of attendees;
 - The most recent date on which the school board reviewed and approved the school safety plan;
 - The most recent date on which the district consulted with a local law enforcement agency to conduct the required on-site safety assessments.

- School Safety Grants
 - School districts have the opportunity to apply for grants for district expenditures related to improving school safety.
 - Eligible expenditures include expenditures incurred to comply with model school safety practices, school staff safety training, safety related upgrades to school buildings, equipment, and facilities, costs associated with creating required blueprints of each school building and facility.
 - School District of Beloit applied for \$274, 231.00 in school safety grant funds.
 - Identified projects for the grant include:
 - Security camera installation
 - Access control
 - Doors
 - Door hardware

School Safety Initiative Overview

- A total of \$100,000,000 available to local schools in Wisconsin to support new projects designed to improve school safety for 2018
- Proposed projects should enhance or improve upon already existing efforts to prevent, mitigate, prepare for, and/or recover from violence.
- Eligible expenses include:
 - Travel and training
 - Consultant / contractual expenses
 - Equipment
 - Supplies / operating expenses
- Consists of 2 grants
 - “Primary Security”
 - Purpose is to help applicants achieve a security baseline
 - Limited to entry glass hardening and classroom locks
 - “Advanced Security”
 - Purpose is to improve school safety beyond minimum standards
 - Capped at \$20,000 per building
 - May not be released until “Primary” improvements have been completed
- Application requirements
 - Staff must be provided a minimum of 3 hours of combined Trauma Informed Care/Sensitive Schools and Adverse Childhood Experiences (ACE) training before the end of the 2018/2019 school year.
 - Full time teachers
 - Para
 - Student services

- Administrators
- Coordinate with local law enforcement agencies



NOTICE OF MEETING

Staff Committee Agenda

Enhance the work environment so employees feel a sense of worth and value,
encouraging others to join the district.

DATE: Tuesday, August 14, 2018

TIME: 5:00 p.m. or Immediately following the Student Committee Meeting,
Whichever is Later

LOCATION: KOLAK EDUCATION CENTER
Superintendent's Conference Room 106
1633 Keeler Avenue
Beloit, WI 53511

COMMITTEE MEMBERS: Kyle Larsen, Chair; Brevin Buggs, Sam Carter, Matthew
Champeny, Crystal Cribbs, Leighia Francis, Sarah Weiss

ADMINISTRATIVE LIAISON: Tracey Caradine, Executive Director of Human Resources

AGENDA

1. Call to Order
2. Approval of Agenda
3. Purple Packet Cover and Report Covers
4. Professional Learning Communities (PLCs)
5. Climate Surveys & Exit Interviews
6. Staffing Update
7. Human Resources Office Hours
8. Future Agenda Items
 - a. Evaluation Process (September)
9. Adjournment

Posted: August 10, 2018



School District of Beloit Staff Committee Report

August 14, 2018

I. BASIC INFORMATION

Topic or Concern: Professional Learning Communities (PLCs)

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

Your Name and Title: Kyle Larsen, Chair

Others assisting you in the presentation: Matthew Champeny

My report is for: Action/Information

II. TOPICAL INFORMATION

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

Discussion regarding the frequency of PLC meetings at the building level. Many staff members have after school obligations (coaching, clubs/groups, CLC, etc.) that either prevent all members of the team from meeting. PLC time could be more productive if rolled into monthly inservice time.

B. What information must the Staff Committee have to understand the topic/concern and provide any requested action?

Professional Learning Communities are team meetings during which, educators look at student data to form/adjust intervention groups, adjust teaching approaches for entire class, and plan for future instruction. Research overwhelmingly shows that PLCs can have a positive impact on student growth and learning. The Employee Handbook states that attending PLCs is a requirement for professional educators. The Handbook also states that professional educators can be asked to work 10 additional hours per month outside of the school day. PLC meeting time falls into the 10 hours.

C. If you are seeking Staff Committee action, what is the rationale for your recommendation?

Policy 185.3 under Duties of the Staff Committee #6 "Make recommendations to the Board on Professional Learning communities and Professional Development".

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

Staff members have ideas and suggestions to make PLCs more meaningful and valuable to them.

MOTION: There is not a suggested motion.

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

Long Term Committed Funds? No

BUDGET LOCATION N/A

FISCAL IMPACT: N/A

- C. If the employee fails to return to work on the work day following the expiration of an authorized leave of absence unless unable to notify because of illness or other reasonable basis.
- D. If the employee retires.

HOURS/WORKDAY

Teachers are professional employees as defined by the federal Fair Labor Standards Act and the Wisconsin Municipal Employee Relations Act, § 111.70(1)(L), Wis. Stats.

Although the work of professional employees is not limited to any specified number of hours or days per week, the “normal” hours of work for full-time employees in positions authorized as “40 hours per week” are considered to be eight (8) consecutive hours per day Monday through Friday. The professional duties of each teacher shall include, but not be limited to, attendance at IEP meetings, PLC meetings, staff and/or committee meetings as scheduled by the District and not to exceed ten (10) hours per month outside the normal work day. Such time spent during contracted work hours will not be counted toward this 10 hour monthly limit. Teachers with time restrictions due to previously scheduled commitments must notify the appropriate Principal or designee as soon as possible prior to District-scheduled meetings. Principals, in turn, shall schedule activities that fall within the 10 hour monthly limit as far in advance as possible. The actual workday for each building shall be established by the Superintendent or designee.

Teachers shall have preparation time as part of their normal work day. Elementary School teachers, Middle School teachers and High School teachers shall have an average of 40 minutes of preparation time daily. All teachers shall have a thirty minute duty free lunch period. If a teacher accepts a voluntary assignment during his/her duty free lunch period, he/she will be compensated at a rate to be determined by the District.

Teachers who participate in IEP team meetings that extend beyond the normal work day and are beyond the 10 hour monthly limit noted above, shall be paid for their participation at the curriculum rate as determined by the District.

ATTENDANCE AT SCHOOL EVENTS

Teachers are required to attend all mandatory administratively-required school events including parent-teacher conferences, back to school nights, and other events as designated by the appropriate Supervisor or designee.

COMMUNICATION WITH PARENTS/GUARDIANS

Each teacher shall consult with parents so that parents recognize the important role they play in shaping the attitudes of their children and assume greater responsibility for the performance of their children and for the excellence of our schools. Such consultation may be in the form of email and phone contacts, home visitations, progress reports, in-person appointments, etc., in addition to the scheduled parent/teacher conferences. Such communication will also include timely and accurate input of assessment information to include grades, disciplinary and attendance information into the Skyward system as directed by the Building Administrator or designee.

EMERGENCY SCHOOL CLOSURES

In the event the District is closed or an individual building(s) is closed, full or partial day closures may be made up at the discretion of the District. The District shall, at a minimum make up all days/hours necessary to guarantee the receipt of state aids and/or necessary to meet the minimum annual school year requirements (days and hours) of the State of Wisconsin. Teachers shall not receive additional compensation in the event the District requires such day(s)/time to be made up with or without pupils.

SCHOOL CALENDAR

The formulation of the school calendar shall be made by a district committee of professional educators, administrators, and others as may be appointed by the Superintendent or designee. Annual school calendars are available on the district website.



School District of Beloit Staff Committee Report

August 14, 2018

I. BASIC INFORMATION

Topic or Concern: District-wide Climate Survey

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

Your Name and Title: Kyle Larsen, Chair

Others assisting you in the presentation:

My report is for: Action/Information

II. TOPICAL INFORMATION

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

The results of a climate survey could be used to determine future professional development and ways to support out staff.

B. What information must the Staff Committee have to understand the topic/concern and provide any requested action?

Staff retention has been an area of concern in our district. Teacher turnover has been a concern state-wide since 2011. The specific turnover data for our district will be presented at the committee meeting.

C. If you are seeking Staff Committee action, what is the rationale for your recommendation?

Policy 185.3 under Duties of the Staff Committee #3 “Make recommendations to the Board on staffing needs, climate surveys, class sizes and support”.

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

Using a 3rd party to conduct climate surveys could provide information to increase teacher retention.

MOTION: I move that the Staff Committee recommends to the Board that they begin the RFP process to find a 3rd party to conduct climate surveys.

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

Long Term Committed Funds? Unknown

BUDGET LOCATION N/A

FISCAL IMPACT: N/A

2013-2014

Employee Group	Resignations	Retirements	Lay Offs	Non-Renewals	total	Notes
Administrator	6/36 - 16.67%	0/36 - 0%	0/36 - 0%	0/36 - 0%	6/36 - 16.67%	
Professional Educator	43/556 - 7.73%	16/556 - 2.88%	2/556 - .36%	3/556 - .54%	64/556 - 11.51%	
Para	4/107 - 3.74%	5/107 - 4.67%	0/107 - 0%	0/107 - 0%	9/107 - 8.41%	

2014-2015

Employee Group	Resignations	Retirements	Lay Offs	Non-Renewals	total	Notes
Administrator	1/35 - 2.86%	2/35 - 5.71%	1/35 - 2.86%	0/35 - 0%	4/35 - 11.43%	
Professional Educator	39/548 - 7.12%	23/548 - 4.20%	0/548 - 0%	4/548 - .73%	66/548 - 12.04%	
Para	7/107 - 6.54%	8/107 - 7.48%	0/107 - 0%	0/107 - 0%	15/107 - 14.02%	

2015-2016

Employee Group	Resignations	Retirements	Lay Offs	Non-Renewals	total	Notes
Administrator	10/34 - 29.41%	0/34 - 0.00%	0/34 - 0%	0/34 - 0%	10/34 - 29.41%	
Professional Educator	58/545 - 10.64%	18/545 - 3.30%	0/545 - 0%	9/545 - 1.65%	85/545 - 15.60%	
Para	4/106 - 3.77%	11/106 - 10.38%	0/106 - 0%	0/106 - 0%	15/106 - 14.15%	

2016-2017

Employee Group	Resignations	Retirements	Lay Offs	Non-Renewals	total	Notes
Administrator	4/35 - 11.43%	1/35 - 2.86%	0/35 - 0%	0/35 - 0%	5/35 - 14.29%	2 additional resigned in August 2017, 1 retired in October 2016
Professional Educator	67/507 - 13.21%	7/507 - 1.38%	0/507 - 0%	2/507 - .39%	76/507 - 14.99%	5 resigned September and October 2016
Para	5/112 - 4.46%	1/112 - 0.89%	0/112 - 0%	0/112 - 0%	6/112 - 5.36%	

2017-2018

Employee Group	Resignations	Retirements	Lay Offs	Non-Renewals	total	Notes
Administrator	7/36 - 19.44%	0 - 0.00%	0/36 - 0.00%	0/36 - 0.00%	7/36 - 19.44%	Includes the 2 that resigned in August, 2017
Professional Educator	53/513 - 10.33%	6/513 - 1.17%	0/513 - 0.00%	15/513 - 2.92%	74/513 - 14.42%	
Para	16/121 - 13.22%	1/121 - 0.83%	0/121 - 0.00%	0/121 - 0.00%	17/121 - 14.05%	



NOTICE OF MEETING

SCHOOL DISTRICT OF BELOIT BOARD OF EDUCATION SPECIAL BOARD MEETING

Date: Tuesday, August 14, 2018
Time: 6:00 p.m. or Immediately following the Staff Committee Meeting, Whichever is later
Location: KOLAK EDUCATION CENTER
Boardroom
1633 Keeler Avenue
Beloit, WI 53511

VISION: *To be a school district of choice in the stateline community.*

AGENDA

1. Call to Order
2. Roll call by Secretary
3. Approval of Agenda
4. Swearing in of new School Board Members
5. Appointment of Board Members to Committees
6. Students
Build a school system of choice by improving student performance in a safe and diverse school atmosphere.
 - 6.1. Part time open enrollment policy – (5 minutes)
 - 6.2. Seclusion & Restraint Report – (10 minutes)
 - 6.3. Addition of 10 Full Time Math Interventionists (10 minutes)
 - 6.4. Job Description Revision Math Interventionist – (5 minutes)
7. Staff
Enhance the work environment so employees feel a sense of worth and value, encouraging others to join the district.
 - 7.1. Possible Closed Session Items* (should a closed session be necessary, there will be a motion for closed session to be held in Room 106, Superintendent's Conference Room following a 5 minute recess.)
 - 7.1.1. Personnel Rec (10 minutes)
 - 7.1.2. Legal Updates (20 minutes)

*A motion **MAY** be made and a vote taken to convene the Board of Education into Closed Session pursuant to Section 19.85 (1)(c) of the Wisconsin Statutes for the purpose of considering the employment, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility and/or Section 19.85(1)(g) conferring with legal counsel for the governmental body who is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved.
8. A motion will be made to reconvene to Public Session in the Board Room following a 5 minute recess.
9. Policy
 - 9.1. Policy 185 Rule 1 Standing Board Committee Rules (2 minutes)
 - 9.2. Policy 345.6 Rule 1 Specific Graduation Requirements – First Reading (10 minutes)
10. Diversity, Inclusion & Recruitment Plan Discussion (30 minutes)
11. WASB Resolutions (10 minutes)
12. Set Workshop Dates (2 minutes)
13. Books for Discussion – Boards that Make a Difference by John Carver (2 minutes)
The First 60 Days of School Board Service
14. Adjournment

Posted: August 10, 2018
Reposted: August 13, 2018

EXECUTIVE SUMMARY

SPECIAL BOARD OF EDUCATION MEETING

Aug. 14, 2018

5.1 Part-time Enrollment: I will inform the board of a recent statutory change that will have to be reflected in board policy. In short, high school students may now open-enroll into a non-resident district high school to take up to two (2) courses. The resident district must pay the established tuition rate to the non-resident district for all such approved enrollments.

5.3 Math Interventionists: While I explained this issue at length in a recent weekly memo, we are confronted with one change. Due to the 18-19 budget shortfall (@ \$840,000), funds will not be available this year for the two math coaches. Mr. Bonds will re-allocate title money to pay for the interventionists, so there will be no budgetary impact for these direct-service-to-students personnel. He will explain the need and request further.

Proposed Motion: I move the Board accept the administrative recommendation to re-allocate title funds to the hiring of up to ten math interventionists for direct service to struggling math students. **(Roll Call Vote)**

5.4 Math Interventionist Job Description: Mr. Bonds will explain this proposed revision. The original job description has already been approved by the board.

Proposed Motion: I move the Board approve the revised job description for math interventionists. **(Voice Vote acceptable)**

6.1 Executive Session: I believe legal counsel will be present to discuss some pending litigation. In addition, I will discuss compensation issues and contracted custodial/maintenance services. I do not anticipate requesting any board action at this time.

8.1 Policy 185, Rule 1, Standing Board Committee Rules: President Charles will propose a minor wording modification to the rule, ask that the board waive a second reading, and move to approve the amendment.

Proposed Motion: I move the Board waive a second reading amend Policy 185, Rule 1 as presented. **(Roll Call Vote)**

8.2 Policy 345.6 Graduation Requirements: This is a first reading. Mr. Bonds will be prepared to explain and answer board questions.

12. Book Study: In addition to governance workshops, I am recommending a board book study of the book, Boards That Make A Difference by John Carver which will expand upon the workshops. A formal motion is not necessary, just board consensus.



School District of Beloit Board of Education Report

8/14/2018

I. BASIC INFORMATION

Topic or Concern: Act 125, Addressing the Use of Physical Restraint and Seclusion in Public Schools

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

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

Others assisting you in the presentation: NA

My report is for: Information

II. TOPICAL INFORMATION

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

To provide information about the requirements of Act 125 and to present the 2017/2018 seclusion and restraint data.

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

This report is for information only. Please see the attached documents for supporting information.

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

NA

D. What are your conclusions?

NA

MOTION: NA

I propose using N/A

Long Term Committed Funds? No NA

BUDGET LOCATION: NA

FISCAL IMPACT: NA

2017 - 2018 Annual Seclusion & Restraint Report to the Board

Act 125, Addressing the Use of Physical Restraint and Seclusion in Public Schools, requires districts to annually report the following information by September 1st:

- The number of incidents of seclusion and physical restraint in the school during the previous school year
- The total number of students involved in the incidents; and
- The number of students with disabilities who were involved in the incidents.

2017 - 2018

School	# of Incidents	Total # of Students Involved	# of SwD Involved
Aldrich	3	2	1
BLA	0	0	0
BMHS	4	4	3
Converse	1	1	1
Cunningham	4	4	4
Fruzen	13	7	6
Gaston	7	1	1
Hackett	49	11	6
McNeel	18	8	7
Merrill	1	1	0
Robinson	6	4	2
Todd	62	24	19

Physical restraint and/or seclusion is only used when:

- A student's behavior presents a clear, present, and imminent risk to the physical safety of the student or to others
- It is the least restrictive intervention feasible.



School District of Beloit Board of Education Report

8/14/2018

I. BASIC INFORMATION

Topic or Concern: Addition of 10 Full Time Math Interventionists

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

Your Name and Title: Anthony Bonds, Assistant Superintendent

Others assisting you in the presentation: Tracey Caradine, Executive Director for HR

My report is for: Action

II. TOPICAL INFORMATION

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

Administration is requesting the approval a full time math interventionists for each elementary and intermediate school.

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

Improving student performance in mathematics is a strategic goal for the district. The primary responsibility of the math interventionists is to provide targeted small group tutoring/intervention for students who are significantly behind. Over the past two years, part-time math interventionists provided limited small group tutoring. With full time interventionists, we will be able to provide significantly more students with targeted support.

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

Improving student performance in mathematics is a strategic goal for the district. The primary responsibility of the math interventionists is to provide targeted small group tutoring/intervention for students who are significantly behind. Title 1 grant funds will cover the costs (salary and benefits) for the position at each school.

D. What are your conclusions?

Our student data clearly indicates a need for additional support for students in mathematics. And, the Board created ad hoc committee for closing the achievement gap recommended the addition of coaching and intervention positions in order to raise math achievement. Administration is requesting the approval a full time math interventionists for each elementary and intermediate school.

MOTION: Administration is requesting the approval a full time math interventionists for each elementary and intermediate school.

I propose using an existing budget

Long Term Committed Funds? No

BUDGET LOCATION: Title 1 Grant Funds

FISCAL IMPACT: \$ 55, 000 average salary for each position plus benefits.

Ad Hoc Subcommittee: Academic Achievement

Subcommittee members: Brandeye Hereford, Kris Klobucar, Diep Phan, Kendra Schiffman, and Otha Williams, Chris Dray

Strategy	Recommendation: Budgetary equivalent for up to 2 additional math coaches (to get it to 5 math coaches total for the district) and full or part time math interventionists in order to reach parity with reading support specialists in terms of 1) funding, 2) staffing, and 3) teacher training in 4 years. Request annual report in November to compare funding, staffing and teacher training between literacy and math efforts at district and school levels to ensure progress toward 4 year equity goal. Evaluate by conducting pre- and post- survey of teachers and administrators at beginning of 2018-19 academic year (at beginning of implementation of 4 year plan), and 5 years later at end of 2022-23 academic year (a year after full implementation of plan) to evaluate equity of math support compared to literacy support.
Rationale	To reach parity between math and literacy in order to raise math achievement, especially in the intermediate years.
Background and Research	To bring equity between math and literacy efforts in the district in order to close the existing academic achievement gaps.
Timeline	In four years (academic year 2021-2022) according to the following priorities: 1. Utilize current full time certified teaching staff for interventions first. 2. Use auxiliary part time, trained math interventionists second. 3. Reflect flexibility for individual school's needs (such as splitting one full time position across 2 schools).
Financial Impact	N/A

A



School District of Beloit Board of Education Report

8/14/2018

I. BASIC INFORMATION

Topic or Concern: Administration is requesting the approval of the name/title change for the math specialist job description to math interventionist.

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

Your Name and Title: Anthony Bonds, Assistant Superintendent

Others assisting you in the presentation: Tracey Caradine, Executive Director for HR

My report is for: Action

II. TOPICAL INFORMATION

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

Administration is requesting the approval of the name/title change for the math specialist job description to math interventionist.

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

The primary role of a math interventionist is to provide targeted support for students who are experiencing difficulty in mathematics. The title change will better align the title with job responsibilities.

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

I am seeking to better align the title with job responsibilities.

D. What are your conclusions?

Administration is requesting the approval of the name/title change for the math specialist job description to math interventionist.

MOTION: Administration is requesting the approval of the name/title change for the math specialist job description to math interventionist.

I propose using N/A

Long Term Committed Funds? No N/A

BUDGET LOCATION: N/A

FISCAL IMPACT: N/A

School District of Beloit JOB DESCRIPTION
Position: Math Interventionist

Supervisor: Director of Teaching Learning Innovation
Contract: Full time

Job Summary:

The math interventionist will work collaboratively to increase math achievement for students who are underperforming. The math interventionist will use various data sources to determine how to effectively implement research based strategies to increase student academic outcomes. In addition, the math interventionist will serve as the conduit of communication between the district and the school. Furthermore, the math interventionist will provide ongoing job embedded professional development and support for all instructional staff in the school in order to build their capacity and effectiveness.

Qualifications:

- Demonstrates the personal characteristics of commitment and dedication to support student achievement.
- Demonstrates ability to analyze data and make informed decisions
- Demonstrates intercultural competence in working with learners, staff, and families.
- Demonstrates organization and follow-through.
- Demonstrates the philosophy that all students can learn.
- Demonstrates the ability to advocate for underachieving, underserved learners.
- Demonstrates the ability to promote academic success for underachieving learners.
- Experience working with youth and families from different ethnic, cultural, social and economic backgrounds.
- Strong experience and skills in coordinating multiple projects and tasks.
- Ability to develop new ideas and systems, while analyzing and improving on old ones.
- Possess strong public speaking and presentation skills.
- Ability to complete detailed documentation, paperwork and assessment of programming.
- Current teaching license.

Roles and Responsibilities:

Collaborate at the district level with the Director of Teaching Learning Innovation and district math coaches to develop, implement, monitor, and evaluate the district math program.

- Build collaborative, professional relationships with staff.
- Support and model the School District of Beloit's guided math framework

- Plan, create, and facilitate effective professional development in all math areas at the district and school level based on needs.
- Work within the Response to Intervention framework to provide intensive instruction to students who are struggling with math, monitor the fidelity of building-level interventions, and support ongoing progress monitoring of students.
- Participate in and/or facilitate grade level Professional Learning Communities at the district level and building level.
- Utilize assessment data and student work samples on an ongoing basis to analyze math needs of students.
- Participate and be a member of the Response to Intervention team and Student Intervention Team.
- Be a lead learner by staying informed of current research.
- Conduct Fidelity of Implementation (FOI) walkthroughs
- Assist with monitoring and updating School Improvement Plan
- Other duties as assigned
- Bilingual speaking candidates are encouraged to apply.
- Teachers who have math intervention certification are encouraged to apply.

SALARY:

\$36,606 - \$76,259

Closing Date: Until filled



School District of Beloit Board of Education Report

August 14, 2018

I. BASIC INFORMATION

Topic or Concern: Employment Actions - Exhibit A & B– August 14, 2018

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

Your Name and Title: Tracey Caradine, Executive Director Human Resources

Others assisting you in the presentation: Dr. Donald Childs, Interim Superintendent

My report is for: Action

II. TOPICAL INFORMATION

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

Employment recommendations.

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

Information to support legal action as required by Wisconsin Statutes.

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

Comply with legal requirements and Wisconsin Statutes.

D. What are your conclusions?

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

MOTION: The administration recommends that the Board of Education approve the Employment Recommendations – Exhibit A & B as requested.

I propose using an existing budget

Long Term Committed Funds? Yes, indefinite

BUDGET LOCATION: all areas - payroll

FISCAL IMPACT: As indicated on report sheet.

August 14, 2018

EMPLOYEE TRANSFER OF ASSIGNMENT 2018-2019

Name	Location	Assignment	Effective Date	FTE	Salary	Other salary info	Notes
Administrators							
Professional Educators							
Lynn Hamilton	District - Memorial	Youth Development Coordinator / RCAA Services Support	8/23/2018	100%	71,746.00		was 40% Behavior Specialist for District
Christopher LaMaster	Aldrich	Grade 7 Science/Math	8/23/2018	100%	66,374.00		was teacher at RCAA
Houmphanh Sati	Fruzen	ESL	8/23/2018	100%	75,028.00		was at Gaston, Grade 1 hired 2nd semester

Substitutes

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NEW EMPLOYMENT

Name	Location	Assignment	Effective Date	FTE	Salary	Other salary info	Notes
Administrators							
Professional Educators							
Mitchell Burtard	Aldrich	Tech Ed PLTW	8/23/2018	100%	67,643.00		
Catherine Froze	Memorial	Math	8/23/2018	100%	38,657.00		1-year due to license status
India Richardson	Hackett/Merrill	Special Ed EC	8/23/2018	100%	36,606.00		1-year due to license status
Madelyn Seis	Memorial	Academic Support - Credit Recovery	8/23/2018	100%	61,451.00		
Kristin Ward	Todd	Music	8/23/2018	100%	49,044.00		
Heidi Willson	Memorial	ESL	8/23/2018	100%	57,348.00		1-year due to license status
Aimee Wilson	Fruzen	Grade 5	8/23/2018	100%	36,606.00		

Other Professional Support

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Support Staff

Belinda Davie	Cunningham	Special Ed Para	8/28/2018	100%	12.85	per hour	MF pay
Shakoyia Evans	McNeel	Special Ed Para	8/28/2018	100%	12.10	per hour	
Katherine Minnick	Fruzen	Special Ed Para	8/28/2018	100%	12.21	per hour	
Patricia Stefaniak	McNeel	Special Ed Para	8/28/2018	100%	12.10	per hour	

Substitutes

Pirarre Miller	District wide	Sub Security Guard					
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After School / Other

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RETURN FROM LEAVE OF ABSENCE

Name	Location	Assignment	Effective Date	FTE	Salary	Other salary info	Notes
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Professional Educators							
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REHIRE

Name	Location	Assignment	Effective Date	FTE	Salary	Other salary info	Notes
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Professional Educators							
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Laura Bolen	Aldrich	ESL	8/23/2018	100%	36,606.00		rehire new assignment for 1-year due to license status; was on 1-year
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August 14, 2018

REHIRE continued								
	Name	Location	Assignment	Effective Date	FTE	Salary	Other salary info	Notes
Professional Educators continued								
	Courtney Carreno	Cunningham	Special Ed	8/23/2018	100%	36,606.00		rehire new assignment for 1-year due to license status; was on 1-year
	Rebecca Govey	Merrill	Grade 2	8/23/2018	100%	44,531.00		rehire permanent contract; was on 1-year
	Hilde Kopp	Memorial	Speech & Language Pathologist	8/24/2018	40%	28,712.08	base \$72,156	rehired; retired at end of 2017-18
	Julie Veneman	McNeel	Special Ed	8/23/2018	100%	38,657.00		rehire new assignment for 1-year due to license status; was on 1-year
	Bonnie Wallin	Fruzen	Grade 7	8/23/2018	100%	53,656.00		rehire new assignment permanent contract; was on 1-year
Support								
	Cristina Douglas	Cunningham	Home School - Extended Day Progr	8/23/2018	100%	20.92	per hour	rehire for 1-year due to grant funded position
CHANGE IN EMPLOYMENT STATUS / WAGE								
	Name	Location	Assignment	Effective Date	FTE	Salary	Other salary info	Notes
Professional Educators								
	Kelsy Burke	Gaston	Speech & Language Pathologist	8/23/2018	60%	35,640.00	base \$59,400	reducing FTE from 80% to 60%
	Scherzer, Edwin	McNeel	Grade 7 Social Studies	8/23/2018	100%	37,837.00		change from 1-year to permanent due to valid license status
LEAVE OF ABSENCE								
	Name	Location	Assignment	Effective Date	FTE	Reason for Leave Request		
Professional Educators								
	Britta Gagner	District	Instructional Technology Coach	8/15/18-1/20/19	100%	FMLA-family extended maternity		
	Millicent Wilson	Robinson	Grade 2	8/23/18-1/20/19	100%	FMLA-medical		
Support								
CHANGES IN EMPLOYMENT OFFER								
	Name	Location	Assignment	Effective Date	FTE	Salary	Other salary info	Notes
Professional Educators								
	Sheryl Rayner	Memorial	Freshman Seminar	100%				declined offer
RETIREMENTS / RESIGNATIONS / LAYOFFS								
	Name	Location	Assignment	Effective Contra	FTE	Years of Service		Notes
Administrators								
Professional Educators								
	Aileen Hoag	Fruzen	Grade 5	6/8/2018	100%	7	years	resignation - notified HR 8/9/18; charged \$3500
	Jessica O'Keefe	Fruzen	Grade 5	6/8/2018	100%	1	year	resignation - notified HR 7/31/18; charged \$2500
	Darsha Olsen	McNeel	Grade 8 Science	6/8/2018	100%	9	years (6 as teacher)	resignation - notified HR 7/31/18; charged \$2500

August 14, 2018

RETIREMENTS / RESIGNATIONS / LAYOFFS continued						
Name	Location	Assignment	Effective Contra	FTE	Years of Service	Notes
Professional Educators continued						
Tammy Spoerk	Memorial	Tech Ed	6/8/2018	100%	5 years	resignation - notified HR 7/31/18; charged \$2500
Allison Watson	Cunningham	Reading Specialist	6/8/2018	100%	1 year	resignation - notified HR 7/31/18; charged \$2500
Whitney Weberg	Todd	Grade 3	6/8/2018	100%	5 years	resignation - notified HR 7/30/18; charged \$2500
Other Professional Support / Instructional Support						
Kimberly Labott	District	Occupational Therapist (time carded - non-contractual)	6/7/2018	time card		resignation
Support Staff						
Meghann Lund	McNeel	Secretary (Bookkeeper)	8/3/2018	100%	2 years	resignation
LaShanda Parker	Todd	Special Ed Para	8/10/2018	100%	2 years	resignation - staying on as sub para; notified HR 8/10/18
After School / Other / Coaches						
Substitutes						
Chalae Tucker	District - Element	Permanent Building Sub Tchr	8/10/2018	100%	2 years	



Dr Donald Childs, Interim Superintendent



Tracey Caradine, Executive Director Human Resources

August 14, 2018

Name	Location	Assignment	Effective Date	FTE	Salary	Other salary info	Notes
Coaches/Extra Curricular - Addendums							
Barnes, Denzel	BMHS	Freshman Footbal Coach	7/31/2018		1,699.00		
Blake, Larry	BMHS	Assistant Cross Country Coach	8/13/2018		1,186.00		
Borgwardt, Keanthony	BMHS	Junior Varsity Assistant Football Coach	7/31/2018		1,344.00		
Dement, Brad	BMHS	Varsity Football Assistant Coach	7/31/2018		2,926.00		
Jordan, Allyn	Cunningham	Intermediate Assistant Football Coach	9/5/2018		1,103.00		
Kleinschmidt, Gina	BMHS	Varsity Assistant Boy's Volleyball Coach	8/20/2018		1,778.00		
Niedfeldt, Daniel	BMHS	Head Junior Varsity Football Coach	7/31/2018		1,463.00	Shared Position	
Ritzert, Stuart	BMHS	Varsity Assistant Wrestling Coach	11/12/2018		2,926.00		
Sabaka, John	BMHS	Junior Varsity Head Coach	7/31/2018		1,463.00	Shared Position	
Smith, Karla	District	MERT Leadership	8/23/2018		2,000.00		



Dr Donald Childs, Interim Superintendent



Tracey Caradine, Executive Director Human Resources



School District of Beloit Board of Education Report

August 14, 2018

I. BASIC INFORMATION

Topic or Concern: Policy 185 Rule 1 Standing Board Committee Rules (Minor Change)

Which strategy in the Strategic Plan does this support? All

Your Name and Title: Pam Charles, Board President

Others assisting you in the presentation: n/a

My report is for: Action

II. TOPICAL INFORMATION

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

To present revision of Policy 185 Rule 1 Standing Board Committee Rules with a minor revision.

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

There is a suggested verbal change to cover the non-administrator liaisons for Committee Liasons.

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

I am seeking approval for the revision made to Policy 185 Rule 1 Standing Board Committee Rules.

D. What are your conclusions?

MOTION: The Board of Education approves the revision to Policy 185 Rule 1 Standing Committee Rules with a minor change and waives second reading of the policy change.

I propose using N/A

Long Term Committed Funds? N/A

BUDGET LOCATION: N/A

FISCAL IMPACT: N/A

STANDING BOARD COMMITTEE RULES

Committee Composition

Each committee will composed of nine members: two board members and seven nonelected members, including students, citizens, parents and district teachers/staff. If one category is not filled, that position will remain open until filled.

Rights and Privileges of Members

Standing school board committees are advisory in nature and cannot act for the board unless specified in policy. Standing committees are subject to provisions of the Wisconsin Open meetings law. All members of standing committees shall be provided with the provisions of the open meetings law. All members of each committee shall have the same rights and privileges. The Board President has the right to vote as an ex-officio member on any committee, but shall not be counted toward a quorum. Each committee will be appointed an administrator liaison, or Superintendent Designee, who will attend each committee meeting but will not be a voting member of the committee.

A quorum of a standing board committee is defined as three members, regardless of the number of members currently serving on the committee.

Appointment Procedure

The Board President will appoint two board members to each committee at the annual organizational board meeting and shall, each year, within two months of assuming office, appoint citizens to standing committees, subject to a majority board approval.

Applications for citizen members will be available online, at each school office and at the district administrative office. Applications will be received by the Board Secretary and presented to the board. Following review of the applications, board members will make nominations of applicants. The first nominee to receive a majority of the board members' votes shall be declared the nominated member. Following board approval of an applicant's nomination, the applicant shall be appointed by the Board President.

Term of Appointment

Members shall be appointed for a one-year term commencing on the date of appointment and ending on the date that a successor is appointed. Incumbents may continue to serve beyond the end of their terms until their successors have been appointed and seated.

Members on Other Committees

No citizen may serve on any other standing board committee or ad hoc committee while that member is serving on a standing board committee.

Vacancies

A citizen applying to fill a vacancy shall follow the appointment procedure and his/her term shall end one year from date of appointment. Vacancies will be noticed through regular district communication channels.

Qualifications

- a) All citizen members of the standing committees shall be residents of the School District of Beloit or employees of the School District of Beloit or parents of an open-enrolled student attending a school in the School District of Beloit.
- b) No person who is a relative (as defined in Policy 522.31 Supervisory Nepotism) of a school board member may serve on a committee.
- c) No more than one member of any family may serve on the same committee at the same time.
- d) No citizen member shall have an interest, direct or indirect, in any contract with the School District of Beloit except as specifically permitted by state law. "Interest" shall mean pecuniary or material benefit accruing to a citizen member resulting from a contractual relationship with the school system.
- e) No former employee may serve on a committee if that employee's employment was terminated for just cause.
- f) Any citizen who no longer represents their appointed category will resign and be ineligible for one year before re-applying to serve on a committee.

LEGAL REF.: s.s. 946.13

CROSS REF.: 185 Standing Board Committees
522.31 Supervisory Nepotism

APPROVED: April 24, 2018

REVISED: May 1, 2018



School District of Beloit Board of Education Report

8/14/2018

I. BASIC INFORMATION

Topic or Concern: Policy 345.6 Rule 1 Specific Graduation Requirements- Revision

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

Your Name and Title: Anthony Bonds, Assistant Superintendent

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?

Administration is seeking approval of a revision to Board Policy 345.6 Rule 1 Specific Graduation Requirements.

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

The vast majority of our high school students are significantly behind in mathematics. As a result, our student achievement in mathematics is extremely low. For example, in 2016-2017 only 13.5% of SDB students were proficient in math compared to 35.8% of students statewide. Currently, a high school student can go a full year and a half without ever taking a math course. Consequently, most SDB students never take or complete the required math courses deemed necessary to be ACT ready.

Several efforts are underway to improve outcomes for students, including the implementation of new math curriculum and study skills/test prep classes and the restructuring of the high school schedule. Requiring students to take a math class consecutively for 2.5 years starting their freshman year is another effort to improve student performance and outcomes in mathematics. The revision will ensure math instruction is received all year long for 2.5 years. And, it will increase the number of students completing the required class deemed necessary to be ACT ready.

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

Requiring students to take a math class consecutively for 2.5 years starting their freshman year is another effort to improve student performance and outcomes in mathematics.

D. What are your conclusions?

Administration recommends the approval to a revision in Policy 345.6 Rule 1 Specific Graduation Requirements. Specifically, requiring students to take a math class consecutively for 2.5 years starting their freshman year.

MOTION: Administration recommends the approval to a revision in Policy 345.6 Rule 1 Specific Graduation Requirements. Specifically, requiring students to take a math class consecutively for 2.5 years starting their freshman year.

I propose using N/A

Long Term Committed Funds? No

BUDGET LOCATION: N/A

FISCAL IMPACT: N/A

GRADUATION REQUIREMENTS

In order for a student to graduate from Beloit Schools the student must demonstrate evidence of sufficient academic performance through the completion one of the following:

1. Having passing grades in all of the required 26 units of credit based on demonstration of sufficient academic performance and teacher recommendation.
2. Completion of an approved Individualized Educational Program (IEP), Differentiated Education Plan (DEP), and/or Section 504 Plan.
3. Completion of a district approved alternative education program. By successful completion of such program, a student will demonstrate a level of proficiency in the designated subjects equivalent to that which would have been attained if he or she had satisfied the required core units. Successful completion will be determined by the high school principal.

Except as otherwise provided, a Beloit Memorial High School diploma shall only be awarded to a student who has attended Beloit Memorial High School for a minimum of 4 terms or 6 credits, one of which being the last semester preceding graduation. Students who do not meet this enrollment requirement may be eligible for a diploma as determined by the high school principal based upon a review of the students' history.

Accommodations may be made for students with exceptional educational interests, needs or requirements.

Graduation requirements outside of the core requirements may be waived in exceptional cases to suit the needs of the student as recommended by the principal and approved by the board.

Four years of high school attendance shall be required unless early graduation is applied for and approved in accordance with district procedures. Students are eligible for early graduation when they have completed the requirements for receipt of a diploma.

LEGAL REF.: s.s.	115.92	120.12(17)
	118.153	120.44
	118.33	121.02(1)(p)
	118.33(1)(f)	PI 18, Wisconsin Administrative Code
	118.33(1)(d)	PI 18.03
	118.33(2)(m)	PI 40
	118.37	

CROSS REF.:	345.5 RULE 1 Specific Graduation Requirements
	342.4 Programs for Children At Risk
	342.7 Alternative Education Programs and Curriculum Modifications
	342.71 School Age Parent Programs
	343.41 Youth Options Program
	345.61 Graduation Exercises

APPROVED: February 28, 1978

REVISED: July 25, 2000
February 26, 2002
March 25, 2008

SPECIFIC GRADUATION REQUIREMENTS

1. A minimum of 26 Carnegie credits shall be presented to qualify for graduation from high school. Such units shall be distributed among the various subjects as follows:

English	4 credits	including written and oral communication, grammar usage of the English Language and literature but excluding electives
Social Studies	3credits	
Science	3 credits	including one credit from Physical Science 9 or Accelerated Physical Science 9, one half credit (0.5) from Ecology and one half credit (0.5) from Human Biology and at least one elective credit.
Mathematics	3 credits	At least one credit from three different Math courses. Students must be enrolled consecutively for 2.5 years starting their Freshman year through their fall semester of Junior year.
Personal Finance	½ credit	beginning with the Class of 2019
Physical Education	1½ credits	
Health	½ credit	
College & Career Readiness	½ credit	Starting with the class of 2021, including Freshman Seminar, AVID or College & Career Readiness Seminar
Elective Courses	10 credits	

- a. All students shall be required to take a full schedule each year during their four years in high school or be enrolled in a Board approved activity after achieving senior status. Senior students, who demonstrate a high level of maturity and personal responsibility, as determined through teacher recommendation, counselor recommendation, and principal approval, may be allowed to have one release period per quarter or semester.
- b. A credit shall be granted for a course which meets for a class period of 80 to 85 minutes, five days a week for one semester or which meets for a class period of 40 to 45 minutes, five days a week for the entire school year. Proportional credits shall be granted for classes, which meet less frequently, for shorter daily periods, or for less than the full year.
- c. Students in grades 9-12 in the School District of Beloit may earn credits toward a BMHS diploma by participating in:
 - pre-approved courses through accredited university or colleges,
 - transfer from approved high schools or other schools of comparable academic level
 - alternative programs including online courses
 - pre-approved correspondence courses
 - examination to meet the requirements for a particular course.

The principal shall be the sole determiner of the credits awarded for these courses.

- d. Students may meet credit requirements through the successful completion of an approved Individualized Educational Program (IEP), Differentiated Learning Plan (DLP), and or Section 504 Plan.
 2. Students may be eligible for a Beloit Memorial High School diploma if the student is enrolled in an alternative education program, approved by the School District of Beloit Board of Education. Pursuant to § 118.33(1)(d) credit and distribution of credit requirements may be waived by the Board for pupils enrolled in an alternative education program, as defined in s. 115.28 (7) (e). Approved programs include:
 - HSED
 - Approved District Sponsored Alternative Programs
 - Other Alternative Programs as approved by the Board of Education
 3. In compliance with Wisconsin Act 55 (2015), any student graduating from high school in the School District of Beloit must take a civics test comprised of 100 questions that are identical to the 100 questions that may be asked of an individual during the process of applying for U.S. citizenship by the United States Citizenship and Immigration Services. Students must correctly answer at least 60 of those questions. (Section 3266R, 118.33(1m)(a)1.) Students who have an IEP must complete the test but are not required to achieve 60% accuracy in order to graduate. (118.33(1m)(a)) Students who have limited English-proficiency will be allowed to take the test in their language of choice. (118.33(1m)(a)3) Students may retake the test as often as needed to achieve a passing score. (118(1m)(a)4)
- | |
|---|
| 4. Students must be enrolled consecutively for 2.5 years starting their Freshman year through their fall semester of Junior year. |
|---|

CROSS REF.: Beloit Memorial High School Course Selection Booklet
Wisconsin Act 55 (2015)

REVISED: April 22, 2014
November 24, 2015
August 22, 2017

REPRINT: April 5, 2002



School District of Beloit Board of Education Report

August 14, 2018

I. BASIC INFORMATION

Topic or Concern: Diversity and Inclusion Plan

Which strategy in the Strategic Plan does this support? Students and Staff

Your Name and Title: Darrell L. Williams, Ph.D., Assistant Superintendent

Others assisting you in the presentation: Tasha Bell, Equity Coordinator

My report is for: Information

II. TOPICAL INFORMATION

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

The Diversity and Inclusion Plan was approved by the Policy and Personal committee previously. The suggested revisions were made as requested. We are re-submitting this plan to the Board and are prepared to recommend it's approval.

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

History of plan, development of plan, original date of board approval, discussion and relationship to strategic plan.

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

The Diversity and Inclusion Plan was approved by the Policy and Personal Committee previously.

D. What are your conclusions?

Implementation of the proposed Diversity and Inclusion Plan will lead to a more diverse and effective school district. As well, it will lead to a more globally prepared student population.

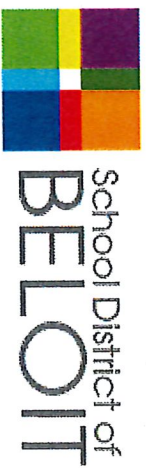
MOTION: N/A

I propose using The Equity Budget

Long Term Committed Funds? Yes

BUDGET LOCATION: 823

FISCAL IMPACT: \$100,000 * This is the same amount that was allocated 3 years ago.



DIVERSITY, INCLUSION & RECRUITMENT PLAN 2016-2020

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This is a living document and is subject to change based on the status of action items.



thinking beyond now

About the District

The School District of Beloit is located in Beloit, Wisconsin, serving 7,000 students and operating six elementary schools, four intermediate schools, one high school, one charter school, one alternative school and one virtual school. The School District of Beloit is committed to excellence and diversity. The district strives to prepare all students to thrive in a rapidly changing world.

Board of Education

Laurie Endres, President
Kris Klobucar, Vice President
Shelly Cronin, Treasurer
Wendy Sanchez, Clerk
Dr. Dennis Baskin, Member
Pam Charles, Member

The School District of Beloit complies with all federal, state and local laws prohibiting discrimination against students or employees based on their membership in any 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. Darrell L. Williams, Interim Superintendent

Kolcak Education Center, The Roosevelt Building
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www.BeloitSchools.net

BELOIT  **PROUD.**

About the District

Mission

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 statewide community.

Vision

To be a school district of choice in the statewide community.

Motto

Thinking Beyond Now

Beliefs

- Each individual is unique, has worth, and can be a successful learner.
- Respecting and appreciating our diversity strengthens and enriches our community.
- Honesty, integrity and openness are essential to building trust.
- Everyone is responsible for his or her decisions and actions.
- Family experience is a vital influence in the development of a child.
- Education is a shared responsibility involving students, families, educators and the greater community.
- Hard work expands opportunities throughout life.
- Achieving excellence in a changing world requires continuous progress.
- Higher expectations lead to higher performance.
- Service to and compassion for others lead to personal growth and a stronger community.
- Education is essential to a healthy community and strong America.

About the Plan

Background Information

The School District of Beloit believes that diversity is truly our strength. Diversity adds value to all of our students and to our community. As a school district, we are on a mission to close the achievement gap for students and ensure that every child is learning in an academically challenged and safe and supportive environment. Together with our teachers, families, staff and community, we want to be a district of choice for academic success.

The district believes it is important that students see staff at all levels who look like them; it provides hope and inspiration to go further. For many students, it is difficult to envision what they have not seen. Therefore, it is imperative that we recruit more minority teachers, particularly African American and Latino teachers.

The plan for staffing must be strategic so that we are successful in hiring the most qualified candidates to teach the students of our district. Additionally, recruitment includes building a pipeline of candidates that are eager to work in the School District of Beloit.

The district is proud of the gains made thus far to diversify our administrator ranks. For instance in 2014-2015, the district had only 5.7% of administrators of color. In 2017-2018, that number reached 47%. Additionally, we have made successful strides in our para educator ranks. In 2014-2015, the district had nearly 26% paras of color and that number increased to nearly 45% in 2017-2018. Another area of improvement was in our permanent substitute category. In 2014-2015, our permanent substitutes was at 25% and it increased to nearly 56% in 2017-2018. While we celebrate these improvements, we still have much work to do to increase the number of educators of color in our district.

Many schools and businesses attribute their success and growth to the diversity of its population and its employees. If we are going to prepare our students to be competitive on the global stage, they must be able to work as a team with people from all cultural backgrounds and to value the multiple perspectives of others.

To support our efforts in diversifying our workforce, we must continuously strive for an environment that reflects our student and community demographics and supports inclusion, diversity and professional growth. Our ability to attract, develop and retain a quality diverse workforce plays a key role in the success and comfort of our students. Within our district and within our community, we must work together to accomplish this mission for all of our students.

Purpose

The purpose of the Diversity, Inclusion and Recruitment Plan is to increase the academic and social achievement of all students, and to decrease the achievement and opportunities gap by providing a workforce that reflects the ethnic and cultural backgrounds of our students and our community.

The district aims to attract the best and brightest educators in an extremely competitive market. We must sell the strengths of working in the School District of Beloit while ensuring

About the Plan

Purpose (*continued*)

that we offer a recruitment experience that is accessible and attractive to potential candidates. Current staff, as well as potential candidates, must feel valued and wanted throughout the recruitment process so they are able to see how they can contribute to the teaching and learning of students in our classrooms. The Diversity, Inclusion and Recruitment Plan will guide the district in succeeding with its achievement, recruitment, staffing, and retention goals.

Rationale

Diversity is a high priority within the district, and a part of our 2017-2020 Strategic Plan. Over the past few years, the district's demographics have changed. The graphs presented within the document provide background on why there is a need to diversity our workforce, especially within our professional educator ranks.

In our district, 56% of the student population is minority (African American and Latino), while 86.7% of our professional educators are white. Our data indicates that we need to actively recruit minorities from all ethnic backgrounds at all levels to reflect our student population. Research shows there is great importance for students who come from diverse backgrounds to see and have teachers who look like them. This helps students feel more connected, appreciated and understood. Further, students often expressed a greater sense of caring and understanding, and a better relationship from those teachers who look like them.

Goals

2018-2019

1. Annual report on disproportionality to the board beginning 2018-2019 School year
2. Expand Educational services for expelled students by the end of 2018-2019 school year
3. Provide annual leadership training beginning 2018-2019 school

2019-2020

1. Create and implement a language access plan/policy to process and administer translation, interpretation requests appropriately, using professional, multicultural and proficient, credible sources by the end of 2019-2020 School year
2. All students will increase in math between 3-5% each year as measured by the Wisconsin Forward Exam
3. Annual report of Community Partnerships beginning 2019-2020 School year

About the Committee

Ad Hoc Diversity Committee Members

Ralph Berkeley
Dorothy Harrell
Alicia Wash
Euncisesitine Glass
Emma Harrell
Steve Howland
Sean Leavy
Carolyn Street
Mary Weaver
Tamara Wofford
Dr. Kendra Schifftman
Dr. Darrell L. Williams
Tasha Bell
Jen Paepke
Anthony Bosco
Deetra Sallis

Advisors

Dr. Tom Johnson, Superintendent
John Winkelmann, (former) Board of Education President

Original Members of the Ad Hoc Diversity Committee

John Acomb, Board of Education	Kathy Crawford
Lisa Anderson-Levy, Board of Education	Janelle Davidson
Ralph Berkeley, Chairman	Anda Kelly
Wanda Sloan, Co-Chair	Andrea Kempson
Euncisesitine Glass	Bill Mathis
Emma Harrell	Kenda Roman
Steve Howland	Evelyn Santana
Sean Leavy	Sheila Deforest
Jen Paepke	Missy Henderson
Carolyn Street	Maisie Lewis
Mary Weaver	Kaleb Pulliam
Tamara Wofford	Michael Ramsdall

About Educational Equity

Educational equity defined: when educational policies, practices, interactions, and resources are *representative* of, constructed by, and responsive to all people so that each individual has equitable *access*, can *meaningfully participate*, and can make progress in high-quality learning experiences that reduce disparities in *outcomes* and *empower* all students towards self-determination regardless of individual characteristics, cultural identities, race, gender, ethnicity, language, disability, family background, or family income.



Created from WI Department of Public Instruction State Superintendent's definition of equity, and the Great Lakes Equity Center's definition of equity.

Staff Recruitment

Recruitment Focus

1. Hard to fill areas
2. Pupil Services and professional positions
3. Minority recruitment

Hard to Fill Areas

Annually, the US Department of Education Office of Postsecondary Education releases the specific positions designated as teacher shortage areas, hence hard to fill positions.

The publication of approved teacher shortage areas is a reference document that is intended to serve three primary purposes:

1. Notify the nation that states and schools may potentially hire academic administrators, licensed teachers, and other educators and school faculty of specific disciplines/subject areas, grade levels, and/or geographic regions.
2. Serve as a useful resource for recent graduates of Schools of Education and trained, experienced teaching professionals aspiring to serve school districts with shortages about potential opportunity areas in each state's and territory Pre-Kindergrarten through Grade 12 classrooms.
3. Serve as a useful resource in the process of advising federal student financial aid recipients of the potential to reduce, defer, or discharge student loan repayments by teaching in certain areas.

Annually, the listing can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.doc>.

2017–2018 Statewide Academic Disciplines or Subject Matter Shortages

Career & Technology	Special Education	Standard Disciplines
<ul style="list-style-type: none">• Agriculture• Business Education• Family and Consumer Education (FACE)• Marketing Education• Technology Education	<ul style="list-style-type: none">• Cognitive Disabilities• Cross Categorical• Deaf and Hard of Hearing• Early Childhood–Special Education• Emotional/Behavioral Disorders• Learning Disabilities• School Speech & Language Disabilities• Visual Disabilities	<ul style="list-style-type: none">• ESL/Bilingual Education• Foreign Languages• Library Media• Mathematics• Music• Reading• Sciences

Staff Recruitment

Pupil Services/Professional Positions

Pupil services positions can be hard to fill because many of these positions are also found within the clinical world and/or professionals sub contract the work they do because of the high needs of professionals in this industry. Those factors drive up the compensation ranges and make filling positions within education more difficult. Recruitment of staff to fill these positions, social workers, counselors, speech and language pathologist (SLP), occupational therapist, physical therapist, psychologist and nurses often comes from within professional organizations related to the work or from agencies that specialize in these professionals.

Minority Recruitment

To have staff that is reflective of the student population is a goal of the SDB. In doing so, we focus recruitment efforts in various ways:

- Recruiting at Historically Black Colleges and Universities
- Attending recruitment fairs specific aimed at minority teacher recruitment efforts
- Grow Your Own Multicultural Teacher Scholarship
- Local recruitment efforts
- Educational partnerships with universities that offer specialized programs (ie: UW Whitewater bilingual cohort)
- Alternative certification programs for career changers
- Recruiting partnership with the Ministry of Spain
- Recruiting in Puerto Rico or other areas with a concentration of qualified candidates

Over the last five years, the number of staff of color has increased. The efforts that have supported the increase have been deliberate but it's important that the district continue to move in this direction to be more reflective of the student demographic population. This can be done through both local and national recruitment efforts. Locally, there is a recruitment market from the colleges and universities, as well as career changers. Nationally, we can attract skilled educators that are looking to be part of a progressive district of change and part of the educational growth that we are experiencing district wide.

As we continue to recruit and identify quality candidates to join the district, we can write our own story of how we changed our staffing landscape to support the needs and growth of our students and families.

Staff Recruitment

Current Recruitment Efforts

As we work to meet the staffing needs of the district while keeping our strategic goals in front of us, below list the efforts we have already implemented and used as basis to build on.

- Collaboration meetings with SDB departments: Administration, Operations and Equity Department, Pupil Services, Bilingual Education, and Teaching, Learning & Innovation
- Staffing and allocation meetings with building and District level administrators
- Advertising on national sites and social media such as Indeed.com, Linked In, Rock County Jobs Center, etc.
- District hosted recruitment fairs
- Participation in recruitment events throughout Wisconsin, Illinois, and beyond
- Speaking engagements and presentations with educational partners and universities
- Grow Your Own Multicultural Teacher Scholarship
- Referrals from current staff members

Conclusion

Recruitment is an important part of the hiring process. It allows the district to diversify staff, identify new talent and skills, and supports the growth of the culture for the organization. As we continue to build on the ever changing needs of staffing for the School District of Beloit, it's important that we continuously revisit the recruitment plan to ensure that we are on task with marketing and branding of the district as well as the established goals for staffing.

Equity Goals

Developed by the Ad Hoc Committee of the Board of Education

1. Improve the academic achievement of all students (i.e., Graduation Rates, Math, and Reading), particularly African American and Latino students through culturally relevant instructional practices as measured by the School District of Beloit (SDB) Equity Learning Tool.
2. Decrease the disproportionality of suspensions/expulsions for African American and Latino students by continuously reducing suspensions/expulsions in each school by 10% each year.
*Compare data from year to year.
3. Expand educational services for expelled students.
4. Increase early identification, screening, and intervention for parents and students by increasing partnerships with various community organizations to address academic, social, and mental health needs.
5. To increase parent knowledge of the School District of Beloit offerings and other activities through various community venues as evidenced by a parent survey.
6. Increase the overall diversity of district personnel (i.e., classified, teachers, paraprofessionals, etc.) by 2% each year through hiring, recruitment and retention practices. (Our ultimate goal is 33%)
7. Raise \$50,000 each school year for the Beloit Grow Your Own Multicultural Teacher Scholarship to increase the number of minority teachers "long-term" in the School District of Beloit.
8. Enhance the leadership capacity for assistant administrators within the School District of Beloit to better prepare them for an administrative role.
9. Enhance, as necessary, physical safety measures to ensure a safe learning environment for students and staff by conducting two student scans per year.
10. Decrease student truancy through greater parent engagement and support by 10%.
11. Create and implement a language access plan/policy to process and administer translation/interpretation requests appropriately, using professional, multicultural and proficient, credible sources.
12. Reduce the Achievement Gap by providing targeted academic and social resource services to identified students.



School District of

Beloit

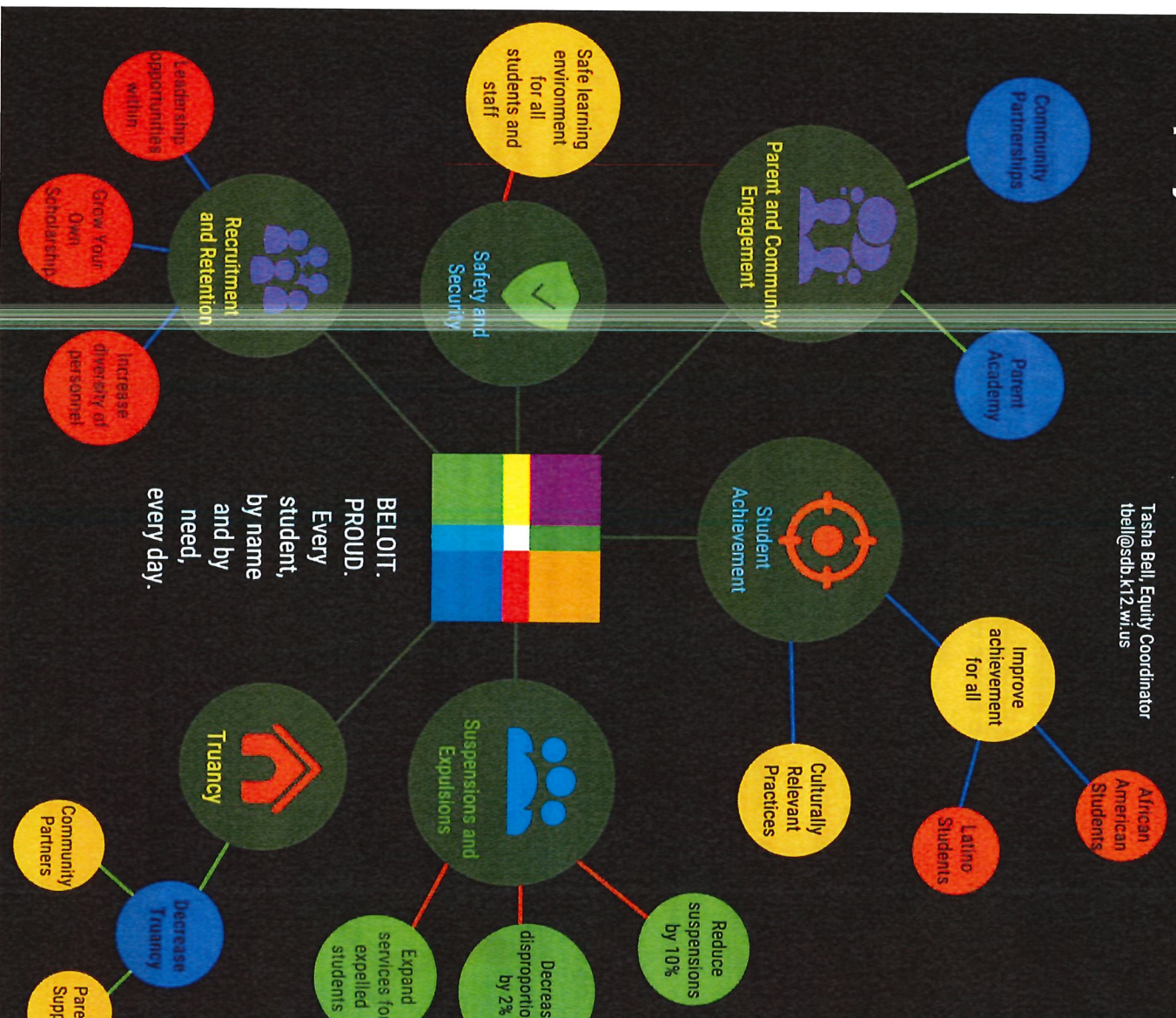
Equity Goals

Dr. Darrell L. Williams, Interim Superintendent
dwilliams@sdb.k12.wi.us

Anthony Bosco, Interim Assistant Superintendent
abosco@sdb.k12.wi.us

Jen Paepke, Director of Student Engagement
jpaepke@sdb.k12.wi.us

Tasha Bell, Equity Coordinator
tbell@sdb.k12.wi.us



Equity Action Plan

Goal(s)	Current Practice	What data can be used to measure this?	Proposed practices and strategies to address this
Improve Academic Achievement Improve Communication to Parents	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, holidays, school websites, homework agencies.
Improve Academic Achievement Increase Language Access	Text adoption by staff and approved by Board is not always culturally relevant to all		Look at images used, topics, inclusion of all cultures, races, ethnicities, and genders
Improve Academic Achievement Improve Communication to Parents Increase Language Access	Gaps in parent/school relations Engagement and being supportive of our community members, particularly parents, is weak. Parental involvement in our schools is weak.	(Equality Committee minutes of 2-9-15 Group 1 Goal: lists many areas to address. All Staff Survey: On Question #31, only 26% agreed or strongly agreed that parental involvement is strong in their school and 43% disagreed or strongly disagreed.	Teacher home visits and/or liaisons/navigators to make visits with parents to help them navigate the school system, gather information, and share information with teachers.
Improve Academic Achievement Improve Communication to Parents Increase Language Access	Which students are expected to learn is too often NOT clear to their parents. The All staff survey results rate PED FLA/GS about how the district is involving parents in schooling our children, and is at least somewhat AT ODDS with teachers' reported communication with parents.	All Staff Survey: On Question #30, over 80% agreed or strongly agreed that they communicate with parents often about their child's progress. On Question #32, 43% disagreed or strongly disagreed that what students are expected to learn is clear to their parents.	Teacher home visits and/or liaisons/navigators to make visits with parents to help them navigate the school system, gather information, and share information with teachers.
Improve Communication to Parents Increase Language Access	Skyward training for parents during school Open Houses.	Number of parents accessing Skyward.	Train parents at workshop on conference nights, PTA, summer orientation.
Improve Communication to Parents Increase Language Access	Internet access is needed for Skyward and homework.		Develop list of internet access centers; for example, Beloit Public Library, McDonald's, Boys and Girls Club, Merrill Center, churches.
Improve Communication to Parents Increase Language Access Build Leadership Capacity	Speeking at events (such as orientation) and written materials for the same events are not always in both Spanish and English.	Anecdotal reports from parents.	Increased Spanish translation in presentations and info. materials. • Slides in both Spanish and English • Separate events in all Spanish when necessary or needed • Copies of speeches or slides available in printable form in Spanish and English
Improve Communication to Parents Increase Language Access Build Leadership Capacity	Parent individual or school level surveys P-5 requirement, site teams	Survey results and actions taken to resolve issues	Required for each site to be given beginning of 2 nd semester so results can be analyzed and acted on before the next school year.
Improve Communication to Parents Build Leadership Capacity	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.

Equity Action Plan

Goal(s)	Current Practice	What does data show? What data can be used to measure this?	Proposed practices and strategies to address this
<p>Improve Academic Achievement</p> <p>Improve Communication to Parents</p> <p>Build Leadership Capacity</p>	<p>Elementary conferences scheduled. Grades 6-8 unscheduled; go from room to room at McNeel and Cunningham.</p> <p>BMHS unscheduled; all educators located in gym</p>	<p>Anecdotal reports from parents. The conference process for grades 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.</p>	<p>If grade 6-8 teachers were all located in one area like the high school, Aldrich and Frizen, 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.</p>
<p>Improve Academic Achievement</p> <p>Improve Communication to Parents</p> <p>Improve Language Access</p> <p>Build Leadership Capacity</p>	<p>Report cards</p> <p>Elementary—given to student, and parents return signed envelope</p> <p>Intermediate—mailed</p> <p>High School—Skyward</p>	<p>Administrators/Skyward</p>	<p>Intermediate parents should return a slip indicating that they have seen the report card.</p> <p>Home School Liaisons/Teachers/Counselors to contact those not returned.</p> <p>Fan out phone calls to parents to let them know when report cards are available.</p>
<p>Improve Academic Achievement</p> <p>Improve Communication to Parents</p> <p>Improve Language Access</p> <p>Build Leadership Capacity</p>	<p>Mid-quarter progress reports have been sent home by some schools and individual teachers.</p>	<p>Administrators, individual teachers, school site plans</p>	<p>Mid-quarter reports need to be sent out to those students who are falling, not meeting proficiency standards, or have multiple missing assignments.</p> <p>Signature slip provided so parents can confirm receipt.</p>
<p>Improve Academic Achievement</p> <p>Build Leadership Capacity</p>	<p>Perceptions by TEACHERS/STAFF that students' respect for them is too low.</p>		
<p>Improve Academic Achievement</p> <p>Build Leadership Capacity</p>	<p>Scholarship banquets</p> <p>Honor rolls</p>	<p>Athletes receive a lot of recognition. Elementary/intermediate students receive less public recognition.</p>	<p>Academic accomplishments need to be more widely recognized at all grade levels. Use newspapers, websites, and newsletters.</p>
<p>Improve Academic Achievement</p> <p>Improve Communication to Parents</p> <p>Build Leadership Capacity</p> <p>Reduce Academic Achievement Gaps</p>	<p>Student acceptance and involvement can be improved.</p> <p>High School after school programs are limited to sports and clubs. But the kids that are the most in need of after school activities do not get involved in sports and clubs, possibly due to grades, lack of self-esteem, fear of being seen as "uncool", etc. These kids may be the ones going home to an empty or unsafe house and need a "safe place" to be for a couple hours after school.</p>	<p>A student representative said she witnessed kids that would gather in the high school after school and get shoosed out on a daily basis.</p> <p>At Risk Report:</p> <ul style="list-style-type: none"> Students who strongly agree or agree that students have lots of chances to get involved in sports, clubs, and other activities outside of class: 2013 composite, over 84%. Students who strongly agree or agree that there are lots of chances to be part of class discussions or activities: 2013 composite, over 75%. <p>It's the other 15-25% that may be at high risk & need other options.</p>	<p>Expand after school programming by partnering with businesses and organizations and reaching out to corporations and other agencies to help staff it (e.g., Boys and Girls Club, The Castle, ABC). All staff will still need to go through background checks and other needed training.</p> <p>Create an open campus for students to gather after school at the high school. Activities will include, but not be limited to, homework help, gym time, tutoring, classes on writing a resume, finding a job, interviewing, banking, or budgeting.</p>
<p>Improve Academic Achievement</p> <p>Build Leadership Capacity</p> <p>Reduce Academic Achievement Gaps</p>	<p>After school programs more focused at elementary schools</p> <p>Knights table for athletes</p>	<p>School site plans</p>	<p>Tutoring programs and after school tutoring and study groups/roll especially for math and language arts.</p>

Equity Action Plan

Goal(s)	Current Practice	What does data show? What data can be used to measure this?	Proposed practices and strategies to address this
Improve Academic Achievement Build Leadership Capacity Reduce Academic Achievement Gaps	Mentor programs <ul style="list-style-type: none"> Lunch and Learn Lunch Buddies ABC Supply tutors, Merrill School One-on-one 	Students have a role model	Community organized volunteers/adopt a school Organizations <ul style="list-style-type: none"> Black Male Role Model Group BARBA Companies Churches Beloit College UW Whitewater (tridentines, scrollies, etc.)
Improve Academic Achievement Reduce Academic Achievement Gaps	Summer school focused only on academics is not attracting students who need it most.	Summer school reports	Allow students to take one fun course and one academic course in an area recommended by their teacher.
Improve Academic Achievement Reduce Academic Achievement Gaps	Potter Scholar Program	Apply as Juniors through counselors	Better recruitment effort through counselors, social media, and websites
Improve Academic Achievement Reduce Academic Achievement Gaps	Roy Chapman Andrews and Beloit Learning Academy often unable to attend or unaware of events at BWHS	Site calendars Parent/Board member from sites Event registration and attendance list	BWHS, Beloit Learning Academy and Roy Chapman Andrews Academy administrators need to coordinate their calendars so there are no conflicting events to allow student to be involved in fairs and other activities at BWHS. Parents at RC/AA/B/LA need to be made aware that their children can participate in these activities.
Reduce Academic Achievement Gaps	Counselors at all levels Social workers at all levels	Casebooks are too high.	Increase staff at all levels to decrease casebook and improve level of service. Determine a specific number of counselors.
Improve Communication to Parents Increase Language Access Reduce Academic Achievement Gaps	PTA, PISO, Home and School, Minority Parent Organization	Research shows parent involvement directly correlates to student achievement.	Encourage schools/community to reinforce these groups.
Improve Communication to Parents Reduce Academic Achievement Gaps Increase Early Ident., Screening, & Intervention	Parents unaware of curriculum goals and standards for each grade	Site standards first introduced well and communicated on some report cards.	Each grade or area should give out benchmarks/goals.
Improve Academic Achievement Reduce Academic Achievement Gaps Increase Early Ident., Screening, & Intervention	To assist transition from 5th to 6th, Intermediate school counselors and students visit 5th graders, 5th graders visit Intermediate schools, and summer school/orientation.	Students develop confidence and a level of comfort.	Grade 5 parents and student orientation day at their location-no need for transportation due to the new grade configuration. Offer summer school transition class, some could be done for 8th grade transitioning to BWHS
Improve Communication to Parents Increase Early Ident., Screening, & Intervention	CESA Parent Advocate	No formal advocate program or referral to CESA advocate	Connect with CESA or other agencies for parent advocacy training for volunteers.
Improve Communication to Parents Build Leadership Capacity Increase Early Identification, Screening, and Intervention	School's parent communication policy and practice are not always aligned. There are different practices for tracking missed assignments or failing students in each school and/or for each teacher.	(E)qually Committee minutes of 2-9-15 Group / Goal	Better efforts to update Skyword Strive for greater and earlier teacher/parent communication, especially when assignments are not turned in or student is failing to master the work.

Equity Action Plan

Goal(s)	Current Practice	What does data show? What data can be used to measure this?	Proposed practices and strategies to address this
Improve Communication to Parents Build Leadership Capacity Increase Early Identification, Screening, and Intervention	Schools' parent communication policy and practice are not always aligned. There are different practices for tracking missed assignments or failing students in each school and/or for each teacher.	(E)Quality Committee minutes of 2-9-15 Group 1 Goal	Strive for greater and earlier teacher/parent communication, especially when assignments are not turned in or student is failing to master the work.
Increase Early Identification, Screening, Intervention	Student mental health issues—depression, bullying, self-esteem	At Risk Report: <ul style="list-style-type: none"> Over 30% bullied or harassed, one sad and hopeless 1 of every 8 students attempting suicide HIGH LEVELS reported on drugs, alcohol, and gangs 	Programs including "Project Semicolon" or "Tell Me About Your Day Bracelets" Continue to expand the Mental Health Clinic and create greater awareness of its services
Increase Early Identification, Screening, Intervention Build Leadership Capacity Decrease Student Truancy	Truancy letters sent to parents, fines, Truant Officers contacts	Attendance data 2014-15 up to Dec. 2014, Hispanic and African American students are 27.5% of moderate or severe chronic absences. Good attendance habits are more easily formed at an early age.	Be sure calls are made to home if not notified by parent. Truancy letters should be sent in a timely manner. Truancy officer(s) should be used at all grade levels. Create a task force of district officials and community members to address chronic attendance problems. Explore options other than fines for truancy. Reevaluate staffing needs for truant officer at elem. and intermediate levels.
Decrease student Truancy Improve Communication to Parents Increase language access Reduce Academic Achievement Gaps	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.
Improve Academic Achievement Build Leadership Capacity Decrease Disproportionate Discipline Decrease Student Truancy	Gaps in student/school relations STUDENT perceptions that teachers care about them and that STUDENTS have VOICE or SAY in ACTIVITIES and RULES is too low.	At Risk Report: <ul style="list-style-type: none"> Students who strongly agree or agree that their teachers really care about them and give them a lot of encouragement: 2013 composite, below 50%. Students who strongly agree or agree that students have lots of chances to help decide things like class activities and rules: 2013 composite, below 50%. 	Teacher home visits and/or liaisons/navigators to make visits with parents to help them navigate the school system, gather information, and share information with teachers.
Decrease Disproportionate Discipline Expand Services for Expelled Students Build Leadership Capacity Enhance Safety Decrease Student Truancy Reduce Academic Achievement Gaps	Implementation of the Code of Conduct and Zero Tolerance Police Intervention	Disproportionate number of minority students are affected by Zero Tolerance Policies. 2014-15 school yr., 69 students expelled (up from 58 in previous year). BDN interview quoted then Asst. Superintendent Johnston stating: "There is a wide body of research that has discounted zero tolerance for a variety 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 instituted 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 interventions to address the problem. Recognize those who are displaying good behavior: ex., PBIS recognitions. Hearing officer should be included in cultural competency training.

Equity Action Plan

Goal(s)	Current Practice	What does data show? What data can be used to measure this?	Proposed practices and strategies to address this
Increase Staff Diversity Sustain Grow Your Own Scholarship	Low % of minority professional educators	Children relate more easily to those they can identify with.	Increase efforts to hire more minority teachers. Use in-service/refined minority teachers to recruit.
Increase Staff Diversity Sustain Grow Your Own Scholarship	Career Center staff hired		Expedite a startup. Enabling students to see a reason for education and career path for a promising future.

Recommendations from Ad Hoc Committee

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.

Recommendation #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.

Affirmative Action

The Affirmative Action Report as related to School District of Beloit staffing is presented annually. This report includes factual data as reported by staff members regarding self-identified racial and ethnic categories. It is important for the SDB to continue to increase our staff of color numbers as we work to be more reflective of our student and community populations.

As we set the tone and share numbers for staff, our 2017-2018 student enrollment diversity numbers are as follows:

	Student Gender		
	Female	Male	Total
2012-2013	3,411	3,574	6,985
2013-2014	3,513	3,603	7,116
2014-2015	3,549	3,584	7,133
2015-2016	3,471	3,541	7,012
2016-2017	3,435	3,508	6,943
2017-2018	3,359	3,486	6,845

Student Race/Ethnicity

	American Indian	Asian	Black	Hispanic	Pacific Isle	White	Two or More Races	Total
2012-2013	40	51	1,632	2,083	9	2,847	323	6,985
2013-2014	43	48	1,628	2,137	9	2,896	355	7,116
2014-2015	57	53	1,591	2,230	13	2,807	382	7,133
2015-2016	72	50	1,505	2,266	12	2,672	435	7,012
2016-2017	52	47	1,549	2,240	8	2,593	454	6,943
2017-2018	52	41	1,581	2,231	9	2,460	471	6,845

Conclusions:

1. Over time, gender is almost consistently evenly split
2. The largest ethnic groups of students, in order, have been

- A. White – *36% of full enrollment
- B. Hispanic – *33% of full enrollment
- C. Black - *23% of full enrollment

*According to data from the current school year, 2017-2018



Affirmative Action

Background

Over the years, the Board of Education has received an annual Affirmation Action update on staffing. This reports includes the data that previously was included in those updated. In this report, we focus on staff composition overall, as well a diversity of each year's hires and separations. Please note that in some cases, data across subgroups may sum to slightly different numbers than the totals presented because of staff transferring across different employment classifications (i.e.: from para to professional education, etc.).

Staff Composition

The table below shows the number of SDB staff by race/ethnic and gender over the last five years.

School District of Beloit Ethnic Summary Data 2013-2014 through 2017-2018

(Head Count All Employees)

TOTAL ALL CATEGORIES:

All employees listed above and the following: School Supervisory Assistants
Crossing Guards
Interns
Tutors/Miscellaneous
After School Programs Substitutes

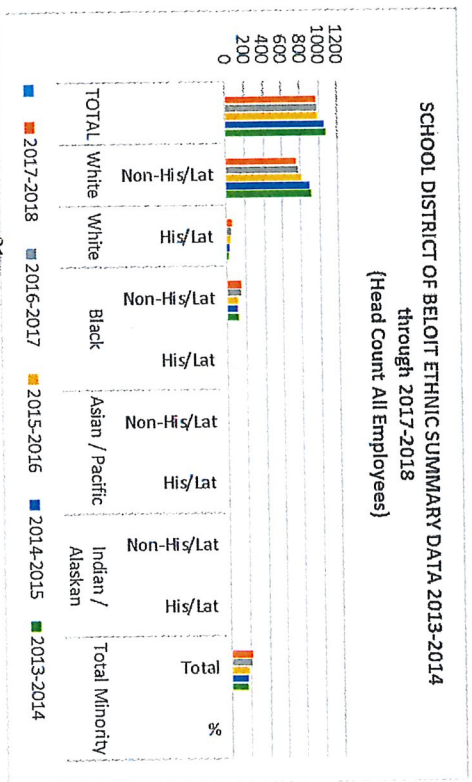
Notes:

(1) Contracted = Administrators, Admin Asst/Support, Professional Educators, Instructional Support, Secretary, Para Educator, Security Officer, Permanent Sub Teachers)

(2) Non-Contracted = Schl Supv Assts/Crossing Guards, Tutors/Misc, Interns, After School, Substitutes

YEAR	TOTAL	White		Black		Asian / Pacific		Indian / Alaskan		Total Minority	%
		Non-His/Lat	His/Lat	Non-His/Lat	His/Lat	Non-His/Lat	His/Lat	Non-His/Lat	His/Lat	Total	
2017-2018	967	747	63	138	1	9	0	7	4	222	22.91%
2016-2017	979	770	52	136	0	10	0	9	2	209	21.35%
2015-2016	983	807	45	108	0	11	0	10	2	176	17.90%
2014-2015	1054	892	32	108	0	11	0	10	1	162	15.37%
2013-2014	1081	921	25	115	0	11	0	8	1	160	14.80%

SCHOOL DISTRICT OF BELOIT ETHNIC SUMMARY DATA 2013-2014
through 2017-2018
(Head Count All Employees)



Affirmative Action

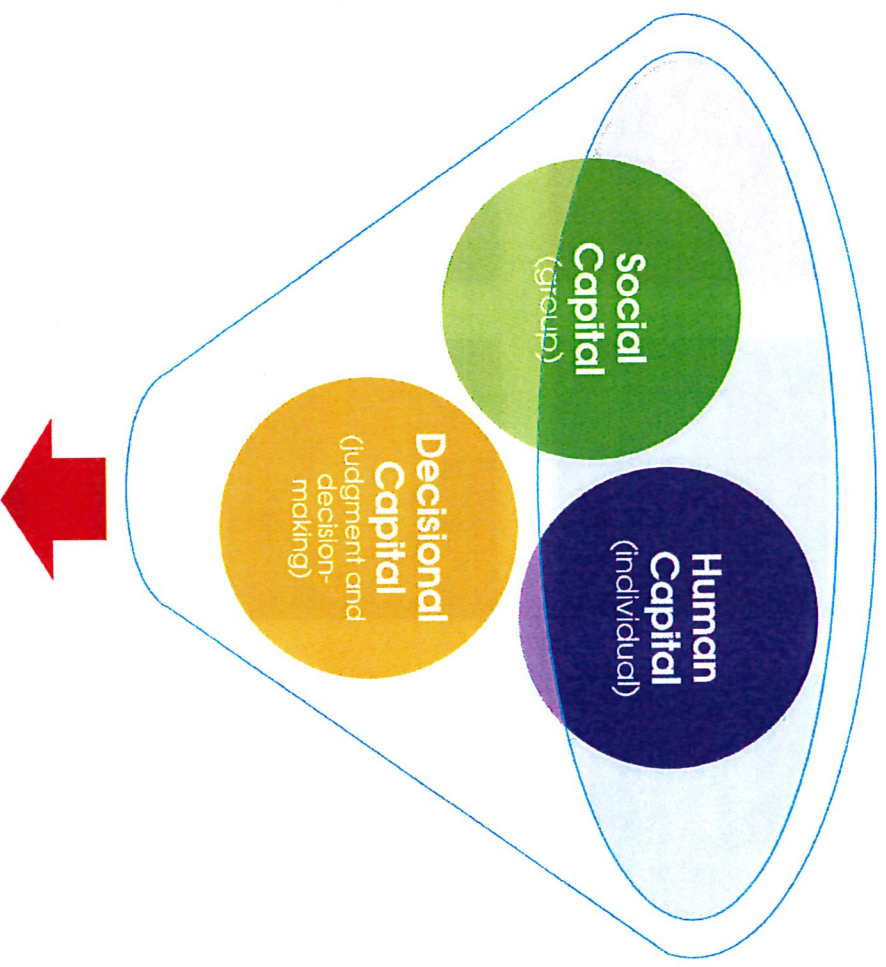
SCHOOL DISTRICT OF BELOT CONTRACTUAL EMPLOYEE GROUP ETHNIC SUMMARY DATA 2013-2014 - 2017-2018

Employee Group	TOTAL ALL		Non - Hispanic / Latino												Hispanic / Latino		Total All Minority		Minority %
			White European		Black		Indian / Alaskan		Asian / Pacific										
	ALL	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M		
Administrator 2017-2018	36	22	14	11	8	11	4	0	0	0	0	0	0	2	11	6	17	47.22%	
Administrator 2016-2017	33	22	11	14	7	8	2	0	0	0	0	0	0	2	8	4	12	36.36%	
Administrator 2015-2016	34	18	16	15	13	3	2	0	0	0	0	0	0	1	3	3	6	17.65%	
Administrator 2014-2015	35	19	16	18	15	1	0	0	0	0	0	0	0	1	1	1	2	5.71%	
Administrator 2013-2014	36	19	17	17	15	1	1	0	0	0	1	0	0	1	2	2	4	11.11%	
Admin Support 2017-2018	27	21	6	18	5	2	1	0	0	0	0	1	0	3	1	4			
Admin Support 2016-2017	29	23	6	19	5	2	1	0	0	0	0	2	0	4	1	5		17.24%	
Admin Support 2015-2016	28	21	7	17	5	1	2	0	0	0	0	3	0	4	2	6		21.43%	
Admin Support 2014-2015	25	19	6	15	5	1	1	0	0	0	0	3	0	4	1	5		20.00%	
Admin Support 2013-2014	32	27	5	20	4	3	1	0	0	0	0	4	0	7	1	8		25.00%	
Prof Educator 2017-2018	514	416	98	362	84	30	4	5	0	3	2	16	8	54	14	68			
Prof Educator 2016-2017	514	413	101	356	89	32	5	7	0	4	2	14	5	57	12	69		13.42%	
Prof Educator 2015-2016	546	438	108	385	101	31	2	8	0	4	2	10	3	53	7	60		10.99%	
Prof Educator 2014-2015	556	435	101	406	94	32	2	8	0	4	2	5	3	49	7	56		10.07%	
Prof Educator 2013-2014	564	463	101	418	94	30	2	6	0	5	1	4	4	45	7	52		9.22%	
Instt Support 2017-2018	32	24	8	19	4	4	4	0	0	0	0	1	0	5	4	9			
Instt Support 2016-2017	31	23	8	16	4	5	3	0	0	0	0	2	1	7	4	11		35.48%	
Instt Support 2015-2016	32	25	6	18	2	6	4	0	0	0	0	2	0	8	4	12		37.50%	
Instt Support 2014-2015	29	21	7	16	2	4	5	0	0	0	0	2	0	6	5	11		37.93%	
Instt Support 2013-2014	14	9	5	9	1	0	0	0	0	0	0	0	0	0	4	4		28.57%	
Para Educator 2017-2018	117	110	7	62	3	28	3	0	0	1	0	19	1	48	4	52		44.44%	
Para Educator 2016-2017	106	102	4	63	1	21	1	0	0	1	0	17	2	39	3	42		39.62%	
Para Educator 2015-2016	107	104	3	69	1	16	1	1	0	1	0	17	1	35	2	37		34.58%	
Para Educator 2014-2015	108	106	2	78	2	14	0	1	0	1	0	12	0	28	0	28		25.93%	
Para-Educator 2013-2014	101	99	2	74	1	13	0	1	0	1	0	10	1	25	1	26		25.74%	
Security Officer 2017-2018	8	1	7	1	3	0	2	0	0	0	0	2	0	4	4	4		50.00%	
Security Officer 2016-2017	8	1	7	1	3	0	2	0	0	0	0	0	2	0	4	4		50.00%	
Security Officer 2015-2016	8	1	7	1	3	0	2	0	0	0	0	0	2	0	4	4		50.00%	
Security Officer 2014-2015	8	1	7	1	5	0	1	0	0	0	0	0	1	0	2	2		25.00%	
Security Officer 2013-2014	6	1	5	1	5	0	0	0	0	0	0	0	0	0	0	0		0.00%	
Secretary 2017-2018	32	32	0	26	0	5	0	0	0	0	0	1	0	6	0	6		18.75%	
Secretary 2016-2017	30	30	0	25	0	4	0	0	0	0	0	1	0	5	0	5		16.67%	
Secretary 2015-2016	32	32	0	25	0	5	0	0	0	0	0	2	0	7	0	7		21.88%	
Secretary 2014-2015	36	36	0	30	0	5	0	0	0	0	0	1	0	6	0	6		16.67%	
Secretary 2013-2014	40	40	0	33	0	6	0	0	0	0	0	1	0	7	0	7		17.50%	
Maintenance 2017-2018	3	0	3	0	1	0	1	0	0	0	0	0	1	0	2	2		66.67%	
Permanent Sub 2017-2018	9	6	3	2	2	4	1	0	0	0	0	0	0	4	1	5		55.56%	
Permanent Sub 2016-2017	11	8	3	5	1	3	2	0	0	0	0	0	0	3	2	5		45.45%	
Permanent Sub 2015-2016	13	10	3	7	3	0	0	0	0	0	0	0	0	3	0	3		23.08%	
Permanent Sub 2014-2015	4	3	1	2	1	1	0	0	0	0	0	0	0	1	0	1		25.00%	
Permanent Sub 2013-2014	3	2	1	2	1	0	0	0	0	0	0	0	0	0	0	0		0.00%	

10/2/2017

The Beloit Commitment

The School District of Beloit is committed to recruiting the best employee. Human capital is paramount to impacting student achievement. It is also essential that we are committed to social and decisional capital. When these three areas are aligned, research shows that we can have the greatest impact on employee performance; specifically, teacher performance. (Hargraeves, A. and Fullan, M., 2012).



Employee Performance

Employee Attributes

The School District of Beloit is committed to employing the best candidates for our students. The district expects each employee to possess the following qualities:

Life-long
learner

High expectations
for students and
themselves

Open to
change

Positive attitude
and solid
work ethic

Responsibility
and focused

Driven and
focused on
student
achievement

Team player
and helpful
to others

Collaborative

Values diversity

Student Achievement Data

SDB 2015-16/ 2016-17 Forward Exam and Dynamic Learning Maps

Percentage of Students Proficient or Advanced

English Language Arts

	3rd Grade 2015-16	3rd Grade 2016-17	4th Grade 2015-16	4th Grade 2016-17	5th Grade 2015-16	5th Grade 2016-17	6th Grade 2015-16	6th Grade 2016-17	7th Grade 2015-16	7th Grade 2016-17	8th Grade 2015-16	8th Grade 2016-17
All Students	26.6	28.8	23	19.5	36.5	28.2	23.8	29.2	18.3	21.7	25.2	22.7
Black	9.6	12.2	8.2	9.2	11.3	15	9.6	15	5.4	8.4	14.1	13
Hispanic	21	23.9	19.7	11.6	23.2	21.1	23.7	26.2	15	21.9	21.5	18.5
White	40.6	39	36.7	34.8	34.9	39.6	32.9	38.7	25.7	28.3	34.6	31
Asian	40	50	80	25	80	60	66.7	50	100	66.7	50	100
American Indian	80	0	100	42.9	0	100	0	25	0	0	N/A	0
Two or More	29.3	42.5	30	12.5	37.5	36.9	18.5	37.5	28.6	29.2	25.1	28.5
Econ Disadv	22.9	24.2	19	15.1	23.5	22.9	20.6	24	14.4	17.5	17.5	18.8
Not Econ Disadv	50	43.4	37.5	38.6	36.9	44.1	34.6	45.5	31	33.1	48.6	33.3

SDB 2015-16/ 2016-17 Forward Exam and Dynamic Learning Maps

Percentage of Students Proficient or Advanced

Mathematics

	3rd Grade 2015-16	3rd Grade 2016-17	4th Grade 2015-16	4th Grade 2016-17	5th Grade 2015-16	5th Grade 2016-17	6th Grade 2015-16	6th Grade 2016-17	7th Grade 2015-16	7th Grade 2016-17	8th Grade 2015-16	8th Grade 2016-17
All Students	24.7	27.5	20.9	20.6	23.1	17.9	26.4	22.4	15.9	15.9	13.1	13.6
Black	13	15.3	7.1	6.4	8.3	2	10.7	7	3.3	7.4	4	5.4
Hispanic	17.9	23.2	14.2	11.6	20.8	14.3	28.2	21.2	12.6	15.5	12.6	9.9
White	38.5	36.7	30.7	39.3	32	26.6	34.1	31	25.2	21.1	18.2	20.9
Asian	60	0	60	50	60	40	100	50	66.6	100	50	100
American Indian	20	0	100	28.6	33.3	100	0	50	0	0	N/A	9.5
Two or More	17.1	35	30	18.8	18.7	29	18.5	29.1	14.3	4.2	12.5	9.5
Econ Disadv	30.5	23.8	16.1	17.3	18.1	13.4	21.6	17.1	12.4	12.1	9.7	8.6
Not Econ Disadv	50	37.8	38.4	35.2	40.7	31.4	42.6	39.3	27.2	25.8	25.4	26

SDB 2015-16/ 2016-17 Forward Exam and Dynamic Learning Maps

Percentage of Students Proficient or Advanced

Science

	4th Grade 2015-16	4th Grade 2016-17	8th Grade 2015-16	8th Grade 2016-17
All Students	26.9	18.7	24	22
Black	14.3	5.5	10.1	7.6
Hispanic	17.9	9.8	20.2	17.9
White	38.5	36.1	35.8	32.7
Asian	80	25	50	100
American Indian	100	42.9	N/A	0
Two or More	32.5	15.6	25.1	23.8
Econ Disadv	22.5	15	17.9	17.3
Not Econ Disadv	43.2	35.2	43	34.1

SDB 2015-16/ 2016-17 Forward Exam and Dynamic Learning Maps

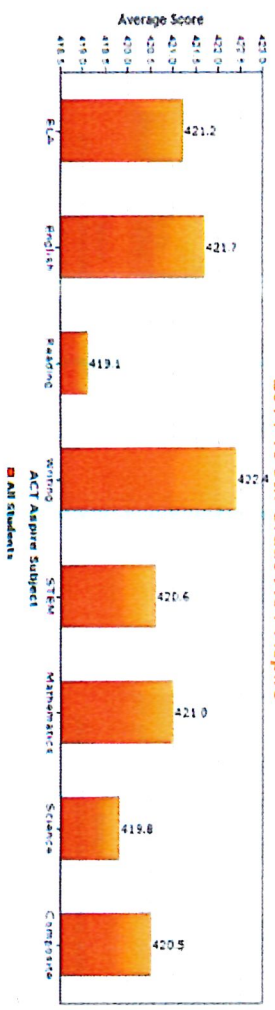
Percentage of Students Proficient or Advanced

Social Studies

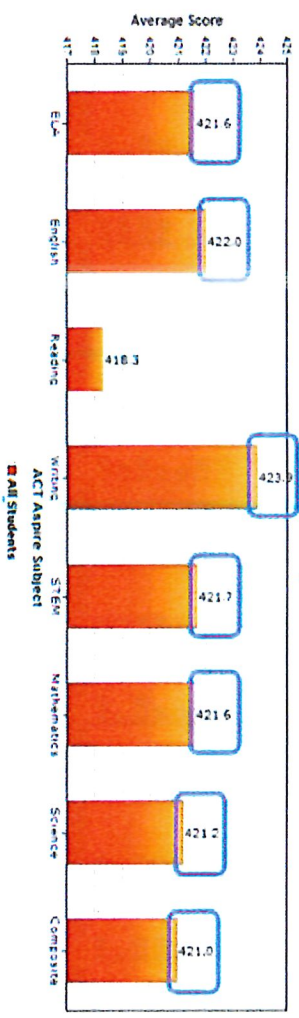
	4th Grade 2015-16	4th Grade 2016-17	8th Grade 2015-16	8th Grade 2016-17
All Students	30.4	22.9	27.7	25.1
Black	15.3	9.2	13.1	12.9
Hispanic	23.4	14	24.1	22.3
White	41.9	37.3	39.6	33.3
Asian	60	75	50	100
American Indian	100	57.2	0	0
Two or More	37.5	31.2	31.3	28.6
Econ Disadv	25.6	19.4	21	21.3
Not Econ Disadv	48	38.6	49.6	34.9

Student Achievement Data

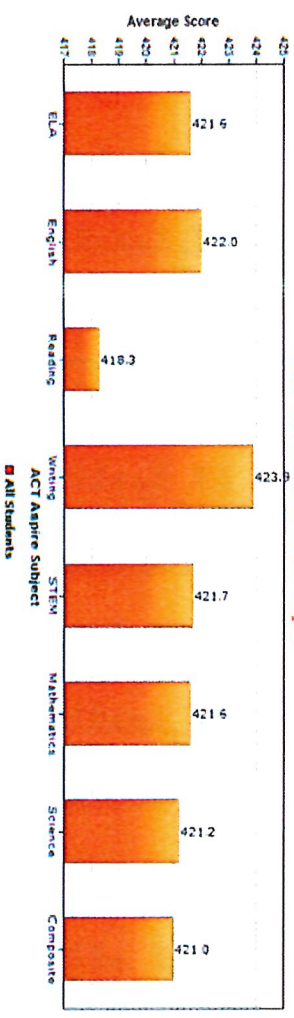
2014-15 9th Grade ACT Aspire



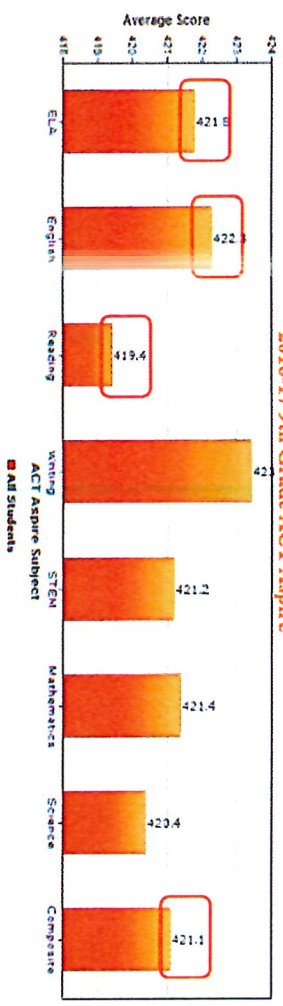
2015-16 9th Grade ACT Aspire



2015-16 9th Grade ACT Aspire

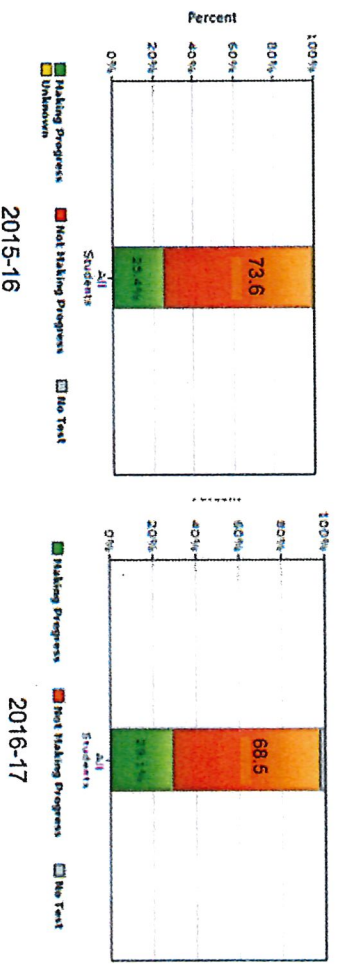


2016-17 9th Grade ACT Aspire



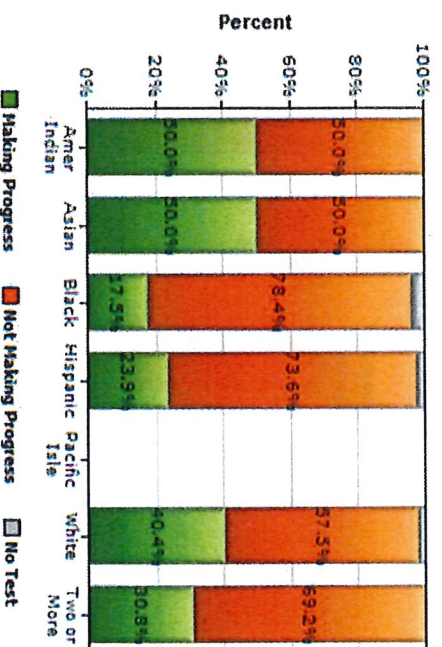
Student Achievement Data

SDB 2015-16 / 2016-17 9th Grade ACT Aspire Progress



Progress: Percentage of students making progress towards meeting the ACT Benchmarks

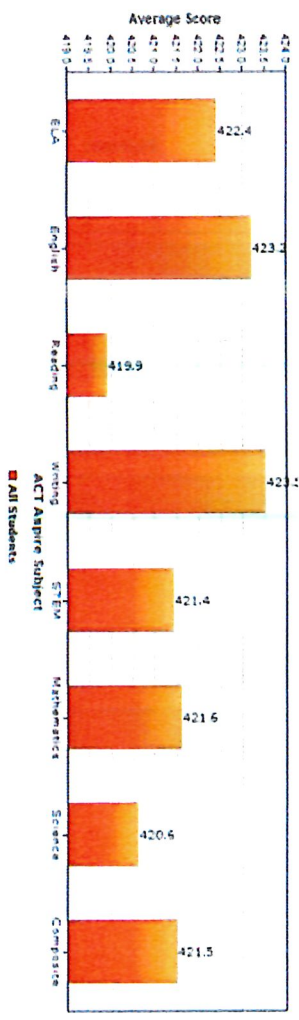
SDB 2016-2017 9th Grade ACT Aspire Progress by Ethnicity



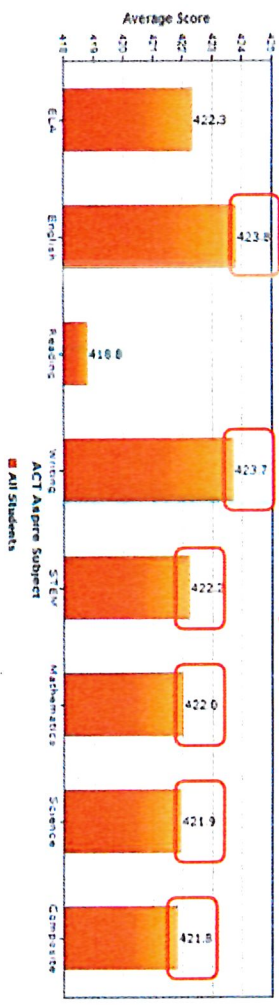
Progress: Percentage of students making progress towards meeting the ACT Benchmarks

Student Achievement Data

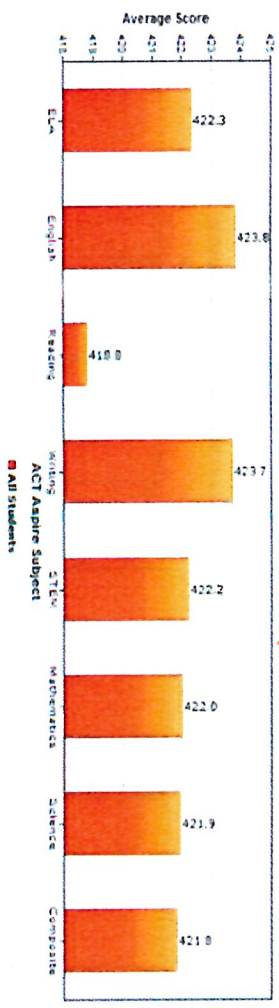
2014-15 10th Grade ACT Aspire



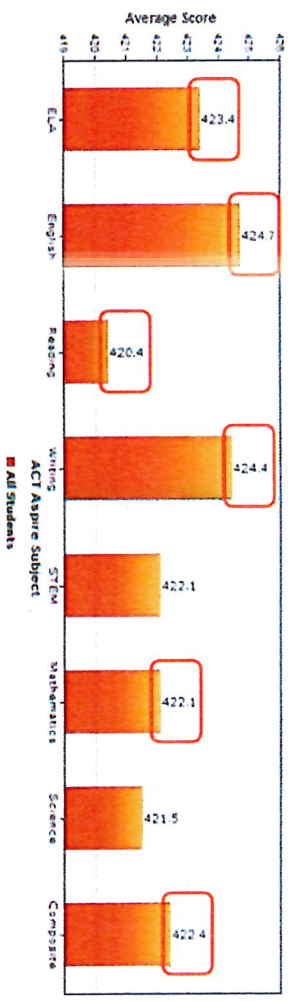
2015-16 10th Grade ACT Aspire



2015-16 10th Grade ACT Aspire

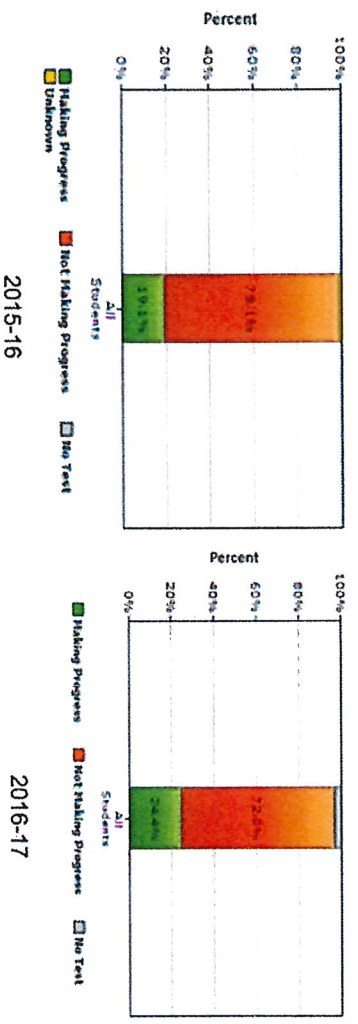


2016-17 10th Grade ACT Aspire



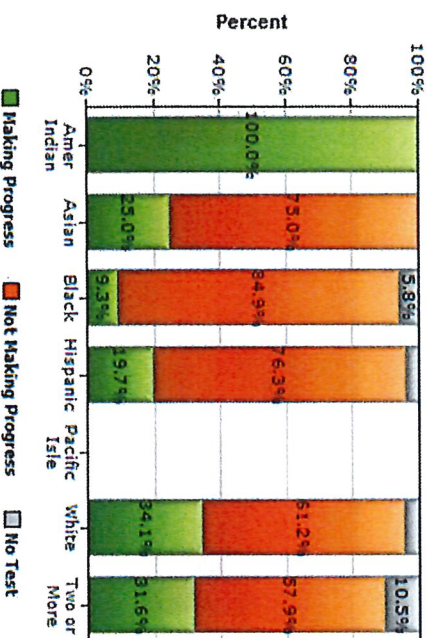
Student Achievement Data

SDB 2015-16/ 2016-2017 10th Grade ACT Aspire Progress



Progress: Percentage of students making progress towards meeting the ACT Benchmarks

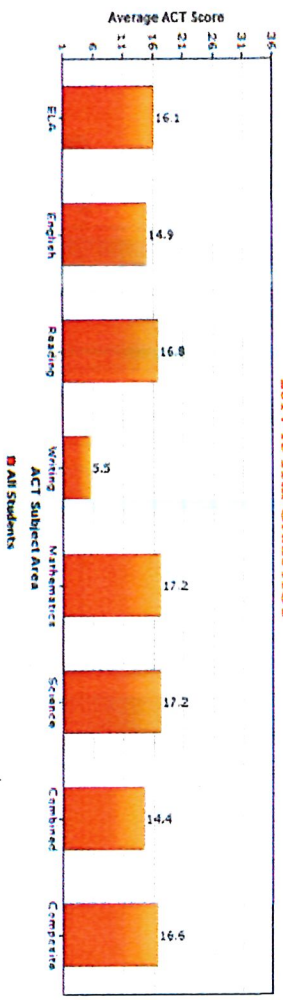
SDB 2016-2017 10th Grade ACT Aspire Progress by Ethnicity



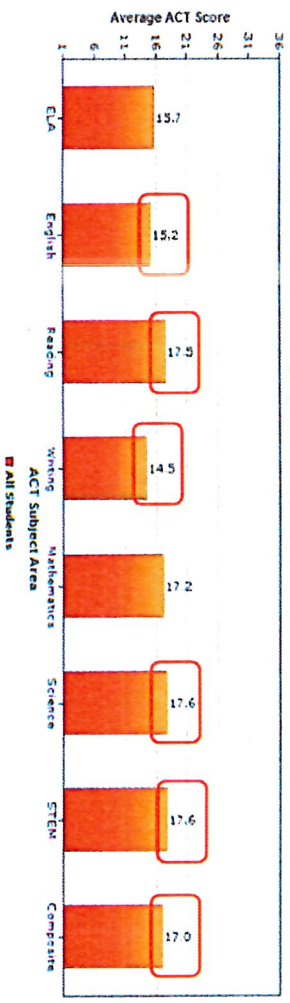
Progress: Percentage of students making progress towards meeting the ACT Benchmarks

Student Achievement Data

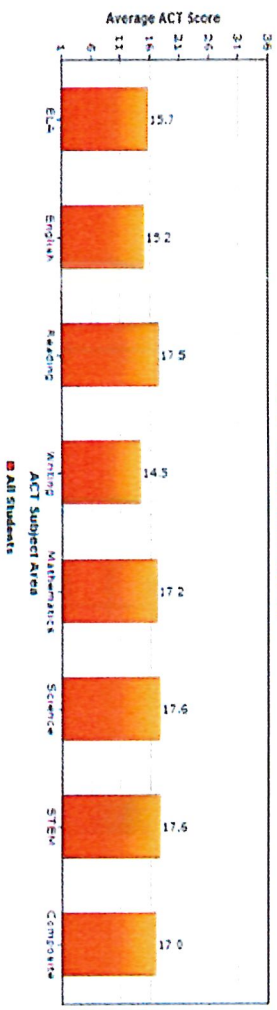
2014-15 11th Grade ACT



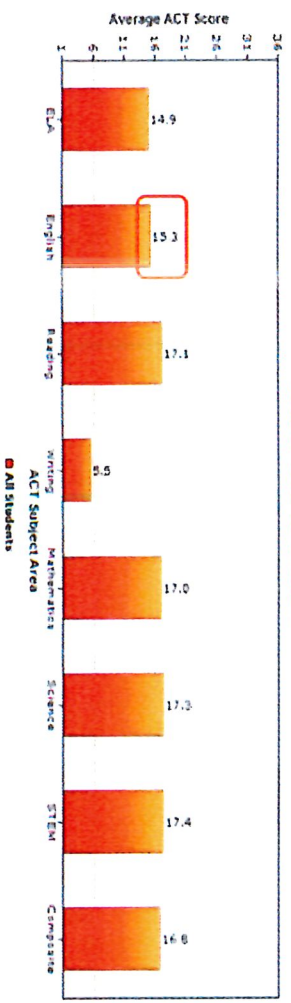
2015-16 11th Grade ACT



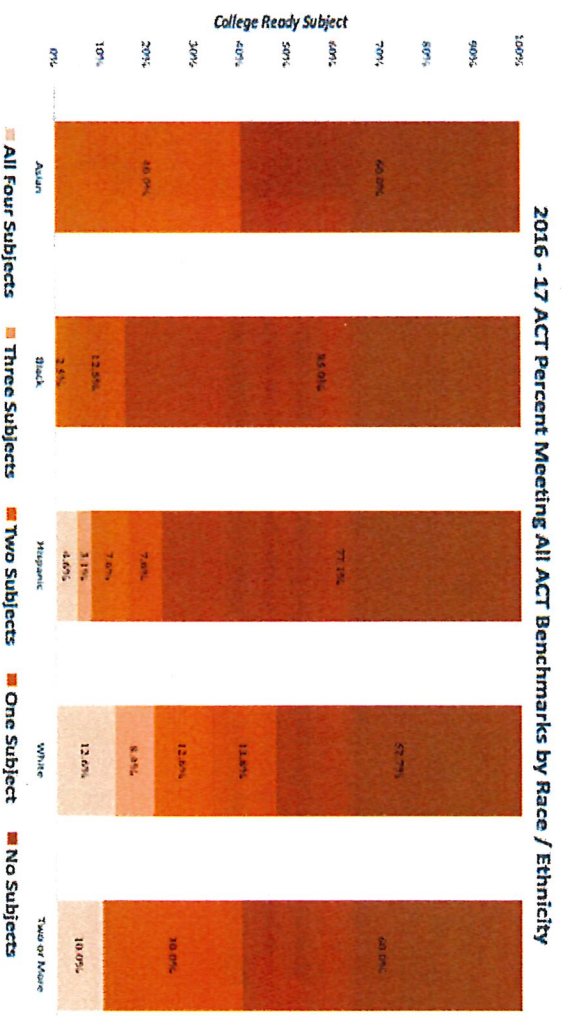
2015-16 11th Grade ACT



2016-17 11th Grade ACT



Student Achievement Data





School District of
BELOIT

STRATEGIC PLAN 17-20

Committed to excellence and diversity, we strive to prepare all students to thrive in a rapidly changing world.

Students

Build a school system of choice by improving student performance in a safe and diverse school atmosphere.



Staff

Enhance the work environment so employees feel a sense of worth and value, encouraging others to join the district.



Fiscal

Monitor taxpayer investments wisely to protect and provide resources to the schools to deliver a quality education while playing an important role in economic development.



Infrastructure

Improve and maintain district facilities to provide quality instructional spaces and safe environments that add value to the community as a whole.



Communication

Leverage strategic communication tools to build and enhance relationships with all stakeholder groups, increase our presence in the community, and share our stories.





NOTICE OF MEETING

Fiscal Committee Agenda

Monitor taxpayer investments wisely to protect and provide resources to the schools to deliver a quality education while playing an important role in economic development.

DATE: Wednesday, August 15, 2018

TIME: 5:00 p.m.

LOCATION: KOLAK EDUCATION CENTER
Superintendent's Conference Room 106
1633 Keeler Avenue
Beloit, WI 53511

COMMITTEE MEMBERS: Wendy Sanchez

ADMINISTRATIVE LIAISON: JoAnn Armstrong, Director of Financial Services
Robert Thom, Executive Director of Business Services

AGENDA

1. Call to Order
2. Approval of the Agenda
3. Approval of June Minutes
4. Review of PO's Between \$15,000 - \$25,000
5. Review Policy 733 Rule 2 – Vending and Appliance Use Policy
6. 2018-2019 Budget Update
7. Waiver of Rental Fees-Caritas
8. Future Meeting Dates and Times
9. Future Agenda Items
 - a. Review Board and Public Fiscal Reporting
 - b. Determine Guiding Principals
 - c. Review Purchasing Policy
 - d. Debt
 - i. Fund 38 non-referendum debt schedule & fund 39 referendum debt schedule
 1. Refinance Options
 2. Long-Term Planning
10. Adjournment

Posted: August 13, 2018

FISCAL COMMITTEE MINUTES
SCHOOL DISTRICT OF BELOIT
June 19, 2018

1. CALL TO ORDER

The Fiscal Committee was called to order by Cronin Chair at 5:05p.m. At the Kolak Education Center, Room 106, Superintendent's Conference Room.

Members present: Shelly Cronin – Chair, Wendy Sanchez – Vice Chair, Torie Champeny, John Malizio and Liaisons Roger Price and JoAnn Armstrong.

Also Present: Anthony Bosco, Anthony Bonds, Tracey Caradine and Darrell Williams

2. APPROVAL OF THE AGENDA

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

3. SWEARING IN OF NEW MEMBERS

Sanchez swore in Champeny and Malizio and had each sign an oath.

4. PARLIAMENTARY PROCEDURES ORIENTATION

Price went through information in the packet for Robert's Rules, the chair will make sure that the rules are followed.

5. SCOPE OF THE FISCAL COMMITTEE

Cronin explained the scope of the fiscal committee. Cronin and Armstrong will set the agendas until the new Executive Director of Business Services gets hired. Please bring anything forward that you would like to see on the agendas.

6. REVIEW OF UPDATED POSITION DESCRIPTIONS

Price presented the 6/12/18 Board approved Executive Director of Business Services, Director of Finance and Director of Facilities job descriptions.

7. 2018-19 BUDGET

Price discussed the following 2018-19 Budget Topics:

- a. Review materials from Board Workshops - went thru and explained what the information means on the sheets
- b. Review 2018-19 Assumptions went thru and explained why assumptions and what you put forward
- c. Update of continued work on 2018-19 Base Budget
- d. Review Health Insurance Funding options
- e. 2018-19 Initiatives - administration is working on several items under this item 678,000 is available
- f. Tax Levy - want to try and keep it as level as possible instead of having the roller coaster effect of the up and down between years.
 - a. Establish Target (i.e. mil rate <12.00)

8. PROPERTY ACQUISITION

Price walked the Fiscal committee through the process of property purchasing by the full board of education. The Policy on closed session was given to committee members and Cronin explained its use and when items will go straight to full board verses to fiscal committee.

9. FUTURE MEETING DATES AND TIMES

Cronin stated unless need to meet more often, will meet once a month. The next meeting will be Monday July 16 at 5:00 p.m.

10. FUTURE AGENDA ITEMS

- a.** Review Board and Public Fiscal Reporting
- b.** Determine Guiding Principles
- c.** Debt
 - a.** Fund 38 non-referendum debt schedule & fund 39 referendum debt schedule
 - i.** Refinance Options
 - ii.** Long – Term Planning

For next meeting: bring cheat sheet for funding numbers and what they are, what are goals and guiding principles of fiscal committee and live population report.

11. Adjournment

The meeting adjourned at 6:01 p.m.



School District of Beloit Fiscal Report

August 15, 2018

I. BASIC INFORMATION

Topic or Concern: Review of July PO's between \$15,000-\$25,000

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

Your Name and Title: Jo Ann Armstrong, Director of Financial Services
Robert Thom, Executive Director of Business Services

Others assisting you in the presentation:

My report is for: Information

II. TOPICAL INFORMATION

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

To inform the Board of Education of any purchase orders made in July ranging from \$15,000-\$25,000.

B. What information must the Fiscal Committee have to understand the topic/concern and provide any requested action?

There were no purchase order in July ranging from \$15,000-\$25,000.

C. If you are seeking Fiscal Committee action, what is the rationale for your recommendation?

N/A

D. What are your conclusions?

N/A

MOTION: N/A

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:



School District of Beloit Fiscal Report

August 15, 2018

I. BASIC INFORMATION

Topic or Concern: Review Policy 733 Rule 2 – Vending and Appliance Use Policy

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

Your Name and Title: Jo Ann Armstrong, Director of Financial Services
Robert Thom, Executive Director of Business Services

Others assisting you in the presentation:

My report is for: Information

II. TOPICAL INFORMATION

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

To determine if the Fiscal Committee wants to propose revisions to Policy 733 Rule 2 Vending and Appliance Use (see attached).

B. What information must the Fiscal Committee have to understand the topic/concern and provide any requested action?

N/A

C. If you are seeking Fiscal Committee action, what is the rationale for your recommendation?

N/A

D. What are your conclusions?

N/A

MOTION: N/A

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:

VENDING AND APPLIANCE USE POLICY

The Board of Education is aware that district staff use a large number of vending machines, full-size and personal refrigerators, heating units, lights and other appliances which contribute to energy consumption. It is recognized that many of these appliances are necessary and appropriate for various portions of the year.

The Board of Education has embraced a goal of an increased level of energy conservation within the district. In addition to the environmental benefits, the fiscal impact upon the budget is an area of interest.

This policy outlines expectations for appliance use and establishes a fee structure to share the cost of their operation with the users of those units. Fees to recover costs are an alternative to prohibiting their use.

The installation of vending, refrigeration and other appliances are permitted subject to the approval of the building's administrator. It is recognized that the benefit of installing equipment must be evaluated in light of the operating costs.

1. An operating fee will be assessed from the proceeds of each vending machine, payable into the general fund utility budget.

Refrigerated Vending	\$135*
Non-refrigerated Vending	\$50

**For nine months usage.*

2. An operating fee of \$25.00 will be assessed to buildings, groups or individuals for all refrigerators/coolers, payable into the general fund utility budget. Each building may have one full size refrigerator, one nursing office refrigerator, plus refrigerators used directly for curriculum purposes without an energy fee.
3. Unless approved by the Director of Facility Services, all vending machines and refrigerators must be disconnected during the summer, except five days before the start and five days after the close of the school year with the exception of schools holding summer school.
4. Alternative lighting must be on timers, except as permitted by the Director of Facility Services.
5. Other appliances such as aquariums, microwaves and coffee machines are permitted if approved by the Director of Facility Services, i.e., if they use minimal energy.
6. Space heaters – These items are a considerable energy draw and a possible safety issue. The heating of the respective areas of each building is designed to conform to Policy 733 RULE 1 covering required minimum temperatures (68 degrees – office). If this is not met, notification to building maintenance staff must be made to remedy the situation. If a building remedy is not possible, space heating will be allowed. If the required temperatures are met, the personal units will be allowed and charged in the same manner that a refrigerator unit is charged. Units brought in will have the UL label and be in good running order. All units must be unplugged when not in use to prevent energy waste and a possible fire hazard.

APPROVED: July 26, 2005

REVISED: February 19, 2008
April 23, 2013



School District of Beloit Fiscal Report

August 15, 2018

I. BASIC INFORMATION

Topic or Concern: 2018-2019 Budget Update

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

Your Name and Title: Jo Ann Armstrong, Director of Financial Services
Robert Thom, Executive Director of Business Services
Roger Price, Consultant

Others assisting you in the presentation:

My report is for: Information

II. TOPICAL INFORMATION

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

To discuss the following 2018-19 Budget topics:

- review materials from board workshops
- review 2018-19 assumptions
- update of continued work on 2018-19 base budget
- review health insurance funding options
- 2018-19 initiatives
- tax levy
 - establish target (i.e. mil rate<12.00)

B. What information must the Fiscal Committee have to understand the topic/concern and provide any requested action?

N/A

C. If you are seeking Fiscal Committee action, what is the rationale for your recommendation?

N/A

D. What are your conclusions?

N/A

MOTION: N/A

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:



School District of Beloit Fiscal Report

June 19, 2018

I. BASIC INFORMATION

Topic or Concern: Waiver of Rental Fees - Caritas

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

Your Name and Title: Jo Ann Armstrong, Director of Financial Services
Robert Thom, Executive Director of Business Services

Others assisting you in the presentation:

My report is for: Action

II. TOPICAL INFORMATION

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

The Fiscal Committee approves all rental fee waivers.

B. What information must the Fiscal Committee have to understand the topic/concern and provide any requested action?

Caritas is requesting a waiver of facility rental fees for their use of BMHS on September 29, 2018 for their Empty Bowl Event. Please see the attached letter further describing the request.

C. If you are seeking Fiscal Committee action, what is the rationale for your recommendation?

The total facility rental fees requesting to be waived is \$150.

D. What are your conclusions?

MOTION: The Fiscal Committee approves/denies the request by Caritas to waive the facility rental fees of BMHS on September 29, 2018.

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

Long Term Committed Funds? No

BUDGET LOCATION:

FISCAL IMPACT: \$150



July 31, 2018

Dear Jennifer Miller,

I am writing to request that usage fees be waived for Carita's 2018 Empty Bowl event to be held in the Beloit Memorial High School Cafeteria, September 29, from 10 to 4, serving 11-3. I want to thank the District for supporting Caritas in so many ways, throughout the year.

Sincerely,

A handwritten signature in black ink that reads 'Max P. Dodson'. The signature is fluid and cursive, with a long horizontal stroke at the end.

Max P. Dodson

Executive Director