



thinkingbeyondnow

# **BUSINESS MEETING**

**September 25, 2018**

School District of Beloit  
we are tomorrow



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

Pam Charles, President  
David Wilson, Vice President  
Kyle Larsen, Treasurer  
Wendy Sanchez, Clerk  
Nora Gard, Member  
Jeff Klett, Member  
John Wong, Member

**Superintendent**

Dr. Donald Childs, Interim Superintendent

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

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

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

Dr. Donald Childs, Interim Superintendent  
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# AGENDA – BOARD OF EDUCATION

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## ***BUSINESS MEETING***

Tuesday, September 25, 2018 - 7:00 p.m.  
Kolak Education Center • The Roosevelt Building - Board Room  
1633 Keeler Avenue  
Beloit, WI 53511

- I. CALL TO ORDER BY THE PRESIDENT
- II. ROLL CALL BY SECRETARY
- III. APPROVAL OF AGENDA
- IV. PLEDGE OF ALLEGIANCE
- V. ANNOUNCEMENTS/RECOGNITIONS
  - A. Announcements
  - B. Recognitions
    - 1. Recognition of School Supply Donations ..... 1
    - 2. Recognition of Dawn Lemirand-Poepping, 2018 Yale Educator Award Winner ..... 2
    - 3. Recognition of New District Staff ..... 3
  - C. Citizens or Delegations – Areas of Interest Not Included on Agenda. **Citizens may speak on business/action items as these items are called by the Board President.**
- VI. SUPERINTENDENT’S REPORTS TO THE BOARD
  - A. Beloit’s Literacy for Life Initiative (R. Elliott)..... 4-17
  - B. School Improvement Plans (Principals)..... 18-46
  - C. 2018 Professional Development – June through August (C. Chaney) ..... 47-61
- VII. REPORTS TO THE BOARD
  - A. Student Board Member Report
  - B. (E)Quality Committee Report
    - 1. Report and Minutes from September 10, 2018 Meeting ..... 62-64
  - C. Committee Reports
    - 1. Fiscal Committee
      - a) Minutes of September 10, 2018 Meeting ..... 65-66
    - 2. Infrastructure Committee
      - a) Minutes of September 6, 2018 Meeting ..... 67-68
    - 3. Staff Committee
      - a) Minutes of September 11, 2018 Meeting ..... 69-70
    - 4. Student Committee
      - a) Minutes of September 18, 2018 Meeting ..... 71-72
- VIII. CONSENT LIST

Please note that all items listed with an (\*) will be enacted by in one motion. There will be no separate discussion of the items unless a Board member or citizen so requests, in which event the items will be removed from the general order of business and considered in their normal sequence on the agenda. .... 73

IX. APPROVAL OF MINUTES OF PREVIOUS MEETINGS:

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| A. *Special Board Meeting, July 27, 2018.....      | 75    |
| B. *Special Board Meeting, July 31, 2018.....      | 76-77 |
| C. *Board Business Meeting, July 31, 2018.....     | 78-79 |
| D. *Special Board Meeting, August 1, 2018.....     | 80    |
| E. *Special Board Meeting, August 14, 2018.....    | 81-83 |
| F. *Special Board Meeting, August 28, 2018.....    | 84    |
| G. *Board Business Meeting, August 28, 2018 .....  | 85-87 |
| H. *Special Board Meeting, September 11, 2018..... | 88-90 |
| I. *Special Board Meeting, September 18, 2018..... | 91-92 |

X. BUSINESS/ACTION ITEMS

|   |         |
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| A. *Approval of July Financial Summary.....   | 93-102  |
| B. 2018-19 Proposed Budget Overview.....  | 103-110 |
| C. Superintendent Evaluation Discussion/Action  |         |
| D. Security Camera Bid .....  | 111     |
| E. Replace BMHS Fire Panel .....  | 112     |
| F. Ad Hoc Student Discipline & Governance Membership Approval.....                      | 113-114 |
| G. Policy 345.6 RULE 1 Specific Graduation Requirements (2 <sup>nd</sup> Reading) ..... | 115-117 |
| H. 185 Policy Series on Board Committees (2 <sup>nd</sup> Reading) .....                | 118     |
| 1. Policy 185.3 Staff Committee .....   | 119     |
| 2. Policy 185.4 Infrastructure Committee.....   | 120     |
| I. State Education Convention Attendance in January, 2019.....                          | 121     |
| J. Personnel Recommendations .....  | 122-126 |

XI. DISCUSSION ITEMS

- A. Items of interest for consideration at future meetings
- B. Announcement of Future Board Meeting Dates
  - 1. Committee Meetings
    - a) Communication Committee – Thursday, September 27, 2:00 p.m.
    - b) Fiscal Committee – Wednesday, October 10, 5:00 p.m.
    - c) Infrastructure Committee, Thursday, October 4, 5:00 p.m.
    - d) Staff Committee, Tuesday, October 9, 5:00 p.m.
    - e) Student Committee, Tuesday, October 9, 4:00 p.m.
  - 2. Budget Hearing, Tuesday, October 23, 2018, Prior to the Business Meeting
  - 3. Business Meeting: Tuesday, October 23, 2018, 7:00 p.m.

XII. ADJOURNMENT

Pam Charles, President  
Dr. Donald Childs, Interim Superintendent

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



# School District of Beloit Board of Education Report

September 25, 2018

## ***I. BASIC INFORMATION***

**Topic or Concern:** Donation of School Supplies

**Which area(s) of the Strategic Plan does this support?** Goal 5

**Your Name and Title:** Brian Vissers, Public Information Officer

**Others assisting you in the presentation:** N/A

**My report is for:** Information

## ***II. TOPICAL INFORMATION***

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

We are recognizing partners/stakeholders in the community who are making a donation of much needed school supplies for our students who may otherwise go without these valuable items.

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

There is no requested action above recognizing these companies for their generous donation of school supplies to the School District of Beloit.

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

N/A

### **D. What are your conclusions?**

N/A

**MOTION:** N/A

**I propose using** N/A

**Long Term Committed Funds?** No

**BUDGET LOCATION:** N/A

**FISCAL IMPACT:** N/A



# School District of Beloit Board of Education Report

September 25, 2018

## ***I. BASIC INFORMATION***

**Topic or Concern:** Recognition of Dawn Lemirand-Poepping, 2018 Yale Educator Award Winner

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

**Your Name and Title:** Brian Vissers, Public Information Officer

**Others assisting you in the presentation:** N/A

**My report is for:** Information

## ***II. TOPICAL INFORMATION***

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

To Recognize Dawn Lemirand-Poepping for her award from Yale University.

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

She's one of only 59 teachers nation-wide to receive this award.

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

N/A

**D. What are your conclusions?**

N/A

**MOTION:** N/A

**I propose using** N/A

**Long Term Committed Funds?** No

**BUDGET LOCATION:** N/A

**FISCAL IMPACT:** N/A



# School District of Beloit Board of Education Report

September 25, 2018

## *I. BASIC INFORMATION*

**Topic or Concern:** Recognition of New District Staff / Teachers from Spain

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

**Your Name and Title:** Brian Vissers, Public Information Officer

**Others assisting you in the presentation:** Mr. Tony Bosco

**My report is for:** Information

## *II. TOPICAL INFORMATION*

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

To introduce the teachers from Spain who are here on a teaching exchange

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

N/A

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

N/A

**D. What are your conclusions?**

N/A

**MOTION:** N/A

**I propose using** N/A

**Long Term Committed Funds?** No

**BUDGET LOCATION:** N/A

**FISCAL IMPACT:** N/A



# School District of Beloit Board of Education Report

September 25, 2018

## ***I. BASIC INFORMATION***

**Topic or Concern:** Beloit's Literacy for Life Initiative

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

**Your Name and Title:** Rachelle Elliott, Director of Early Literacy

**Others assisting you in the presentation:** Bill Flanagan

**My report is for:** Information

## ***II. TOPICAL INFORMATION***

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

This presentation is to inform the board about Beloit's Literacy for Life Initiative vision, mission and goals for the community related to early literacy and family engagement.

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

N/A

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

N/A

### **D. What are your conclusions?**

N/A

**MOTION:** N/A

**I propose using** N/A

**Long Term Committed Funds?** No

**BUDGET LOCATION:** N/A

**FISCAL IMPACT:** N/A

## What is Beloit's Literacy for Life Initiative?

Beloit's Literacy for Life Initiative is a project undertaken by the Stateline Community Foundation to focus community efforts on the critical importance of early childhood literacy (0-5) for every child and family in the Stateline Area.

### Why?

1. Literacy is the most vitally important skill an individual must develop in order to be successful in personal, educational and career pursuits;
2. Early learning and early childhood brain development are dependent on a connection and relationship to a stable, responsive, loving and nurturing adult. Engagement of adults and parents in this effort is imperative in order to benefit our children.
3. Research on early childhood literacy clearly demonstrates that investing time and resources on early childhood literacy, especially the first 2000 days of a child's life, is critically important as this period of time is where a child's brain architecture is forming, creating the foundation for all future learning which can substantially increase the likelihood of academic and career success;
4. Early learning investments are essential to the City of Beloit and the State of Wisconsin where Wisconsin's Department of Workforce Development states that "Early Childhood Development is recognized within the business community for the significant contributions it makes to educational attainment leading to a more productive workforce and to the resulting long-term economic impact of these early investments";
5. Every dollar invested in high-quality early childhood education produces a 7-13% annual return per child through improved outcomes in health, education, teen risk behaviors, crime, income and employment which amounts to an approximate \$7 return on investment for every dollar spent;
6. Early childhood literacy will help change for the better the educational opportunities of our youth, help prepare students to enter our schools ready to read/learn;
7. An emphasis on early childhood literacy, when fully implemented, will improve the quality of life and culture of the Greater Beloit Community;
8. Effective and inclusive early childhood literacy efforts will help our school districts reduce the achievement gap, promote diversity, equity and inclusion in our community and reduce barriers to success and achievement;
9. It has been shown that parents reading aloud 15 minutes a day to their child from birth is the single most important activity they can do to prepare their child for reading and learning; Talking, singing, and playing with a child, empowers parents as their first and best teacher and inspires a lifetime love of learning and books.
10. It takes a city/village to raise a child to be successful which means we all have a role to play in creating a community that values the importance of literacy and the commitment to sustaining Beloit's Literacy for Life Initiative for many years to come.

### How Does the Initiative Work?

The Initiative is comprised of Community **Partners** whose programs and activities actively promote early childhood literacy efforts through their own unique mission and interactions with members of our community and the greater Stateline Area who would benefit from early childhood literacy programs. The Initiative is designed to be "organic" where Partners are encouraged to develop their program and efforts from their own unique interests, talents and strengths. We hope to encourage the adage "let 1,000 flowers bloom" as this is the most efficient and easiest way to engage as many partners as possible in our community and to reach families most in need of assistance with early childhood literacy.

Partners meet monthly to discuss progress programs and goals and to share ideas, concerns, information and to provide input on what may be needed to advance the Initiative's goals and objectives. The BLFLI works in close collaboration with Wisconsin Literacy and Wisconsin's Reach Out and Read Program.

Rachelle Elliott, Director of Early Literacy, Beloit School District, provides professional support, instruction, resources, information and guidance for the Initiative and its Partners. She has access to books, information and resources and is able to make them available to all Partners. Rachelle and the Beloit School District play a vitally important role in the Initiative's program and direction.

It is important to note that the goal of Beloit's Literacy for Life Initiative is to be long lasting and become embedded in the fabric/DNA of the Greater Beloit community. We seek to have literacy be a central component of what this community seeks for all of its citizens as a way of creating opportunity and promoting academic, personal and career success for everyone.

### **How Will You Know If It's Working?**

Targets for measuring the success will at a minimum look to student improvement on the 4K PALS test which all students take when entering the school district; we will also look at the 3<sup>rd</sup> grade reading score which is an important predictor of student academic success/failure. Other measurements will be factored in such as the number of books distributed, families impacted, programs sponsored by Partners, Feedback from reading sessions, success of efforts to reach into and engage all of the different Stateline Area communities.

#### **Partners**

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|                                       |  |
|---------------------------------------|--|
| Beloit Area Community Health Systems  | Even Start Family Literacy                   |
| Beloit Cares                          | Family Services                              |
| Beloit College                        | Head Start and Early Head Start              |
| Beloit Daily News                     | Hendricks Family Foundation                  |
| Beloit Fire Department                | Reach Out and Read Wisconsin                 |
| Beloit Health System                  | Rock County Sheriff                          |
| Beloit Historical Society             | Roscoe United Methodist Church               |
| Beloit Library                        | Rotary Club of Beloit (Adopt a Park Program) |
| Beloit Park & Recreation Department   | RSVP-Retired Senior Volunteer Program        |
| Beloit Police Department              | School District of Beloit                    |
| Beloit Turner School District         | South Beloit Library                         |
| Beloit's Planning & Building Services | St. Paul's Lutheran Church                   |
| Blackhawk Technical College           | Stateline Community Foundation               |
| Career Tek                            | Stateline Literacy Council                   |
| Central Christian Church              | United Way—Imagination Library               |
| City of Beloit-All Departments        | Visit Beloit                                 |
| Col. Robert Morse Foundation          | Welty Environmental Center                   |
| Community Action                      | WIC/Health and Nutrition Advocates           |
| Culver's                              | Wisconsin Literacy, Inc.                     |



# LET'S TALK, READ AND SING ABOUT STEM!

## TIPS FOR PRESCHOOL TEACHERS & PROVIDERS

From birth, children are curious. You can build on that natural curiosity by developing their interest in **science, technology, engineering and math (STEM)**. Use daily routines to build on skills and concepts in math and science. By talking, reading, singing, playing, signing or using other ways to communicate – whatever works best for your preschoolers – you can help develop their STEM skills through play and exploration. Easy ways to promote young children's natural abilities as scientists and engineers is by encouraging them to document their observations by drawing, painting, or recording their voices describe what they are noticing; constructing towers with blocks or other objects; and talking about the changes in nature – like the weather!

Use the **bold STEM words** in these tips to build **early science, technology, engineering, and math skills** with young children every day. It's never too early to start! Research shows that having a strong foundation in early math, for example, can lead to higher achievement in both math *and* reading later in school.<sup>1</sup> In addition, interacting with many different materials in early childhood prepares students for science and engineering later in school.

Partner with families and encourage them to try these strategies at home, including in their home language. Demonstrating the value of a child's home language is critical for fostering a strong sense of self, and research has shown that students who are bilingual have certain cognitive and social benefits that facilitate success in school and life.<sup>2</sup>

For children with disabilities or developmental delays, communicate with other service providers and keep each other informed about the strategies you are using to make their language environment richer.

While we provide some tips below, we know every child is unique, and it is important to keep in mind that no 3-, 4- or 5-year-old is the same. As always, you should do what is best and most developmentally appropriate for each child.



### WHAT IS STEM?

"STEM" stands for **science, technology, engineering and math**. STEM can refer to the subjects individually or one or more working together, but can also mean a way of doing things that includes solving problems, asking questions, and exploring the world around us.

For example, children learn about the concept of technology when they're exploring tools or simple machines and investigating how they work. These can be items they use every day like a pair of scissors, or things they might see like the wheels of a car as they walk outside.

For young children, we focus on STEM through exploration, play, and building curiosity about the natural world and the way things work. STEM learning is important for everyone and can happen anytime, anywhere. The real-life skills that people develop when learning STEM help make everyone better problem-solvers and learners.

For children who are learning English as an additional language, talk about **STEM** in the children's **home language**, in English, or both. Research shows that bilingual children have greater mental flexibility, which may be helpful in understanding math concepts.

*Source: Zelasko, N., & Antunez, B. (2000). If your child learns in two languages. National Clearinghouse for Bilingual Education.*

## LET'S TALK STEM TIPS

**STEM is about discovery. Be co-discoverers with your child!** For many adults, STEM can be intimidating, especially if they didn't have much exposure to math or science as a child or found it difficult in school. STEM is about **exploring the world** around us and **asking questions** about **how or why something works**. It's a lot of what you, as a teacher, are already doing. Children are great at this! As their partners in learning, you can make STEM part of children's intentional play activities. Remember what it was like when you were younger (or even now) to look at the world with wonder and awe – that's what children need to be encouraged to do. It's helpful for adults to remember how amazing the world can be and make time to explore it too!

- **Use math concepts to talk with children.** Point out the **rectangular** side of a truck and the **circle- or triangle-shaped** sign as you wait at the bus stop or walk down the street. Help children **count** the number of students in class each day and compare that to how many are absent or **sort** a variety of everyday objects according to **size, color, shape or type**.
- **Look at the world around us!** Observing is important in science. Communicate throughout the day about what you **see, feel, smell, taste or hear** and ask students to describe the world as they observe it:
  - "Wow that is a **tall** tower! **How many** blocks did you use to make that structure? **1, 2, 3, 4**. You used **four** blocks to make that tower."
  - "Do you have your raincoat and umbrella today? How does the raincoat protect you when it is cold and raining?"
  - "I noticed how you drew a **triangle** on top of the **square** to make a structure with a roof. How are those two shapes different?"
- **Ask open-ended questions.** Ask children to wonder about the world around them using phrases like "**What would happen if...**" Or "**I wonder...?**"
  - "I wonder if we can build a tower out of marshmallows or sticks;"
  - "What would happen if it started raining on our walk to school?"
  - "I wonder why the leaves are turning yellow and brown."
- **Follow the child's lead.** Observe children closely and see what they are looking at, pointing to or seem curious about. STEM is about **exploration**, and when children make their own discoveries, they are making guesses or hypotheses while learning to make sense of the world around them. This empowers them to continue this type of exploration outside of the classroom.
- **Learn along with children!** You don't have to have all the right answers to help children learn about STEM. You can respond by saying, "That's a great question. How could we find out together?" It's also okay if students give answers that aren't quite right. Ask them to explain their thinking and you might find a really interesting explanation. Communicating and trying to make sense of the world – even if you don't have all the correct answers – are important STEM skills!
- **Use books.** Incorporate books about animals, nature and science. You can use STEM words during reading time to build vocabulary. Ask preschoolers if they can spot a mammal with sharp claws, an insect with six legs, or a tree with yellow flowers.
- **Sing!** Songs with repetitive **patterns** like "Old MacDonald Had a Farm," "Wheels on the Bus," or "Los Cinco Hermanitos," teach children about patterns and other STEM concepts. STEM Concepts & Activities

## MEASUREMENT

Children develop **measurement** skills as they explore **size, length, height** and **weight** of people and objects. For example, when children describe a baby sibling, they may say their sister is **little** and they are **big**. Encourage preschoolers to compare objects by **size, weight, length**, and other attributes. Ask them to order a set of objects by size (**smallest** to **largest**) or by length (**shortest** to **longest**). You can help children learn about measurement by asking questions like “Who is **taller**?” and “Which ball is **heavier**?”

- Children can explore and measure everyday objects together using conventional tools like rulers and a scale. They can even use non-standard instruments. For example, they can use crayons or paper clips to measure how **wide** the table is. Is it 10 or 12 crayons wide? Use a child’s feet to measure the distance from the door to the bathroom. This kind of informal measurement helps children build their skills.

## COUNTING, ADDITION & SUBTRACTION

You can lay the foundation for **addition** and **subtraction** – and, much later, multiplication and division – by **counting** with children using everyday objects and throughout the day. Point out how to add by combining objects and subtract by removing objects.

- Asking specific questions can help develop in the child the concepts of **more** or **less**, **how many more** are needed, or how many are **left over**.
- Questions like:
  - “**How many will be left if we take one away?**”
  - “**Could we count to find out?**”
  - “**How many** forks, napkins and spoons do we need to make sure **each person gets one**?”
- To lay a foundation for later understanding of base 10 and place value, begin to **count by twos, fives**, and **tens**.
- Sing simple **number songs** and **nursery rhymes** like “Counting in Twos,” “One Banana, Two Bananas,” “Five Little Monkeys,” and “Tres Pececitos.”

- When outside with children, ask them to count **how many** trees, cars or houses they see. Then count the objects by twos.

## SPATIAL RELATIONS

You can help children develop **spatial relationship** skills by having them **compare** shapes and sizes of objects, space and positions like **on top of** and **under**, and direction and movement—following and predicting the path of a moving object, like a rolling ball for example.

- To teach spatial awareness, have students play with puzzles, and help them recognize which pieces **match** which spaces. Ask questions that direct their focus, such as “Should that piece go at the **bottom**? The **corner**? To the **right**?”
- Help guide their activity as you play with them. Have them count blocks **as they stack them**. During outside play, ask children to describe something that is **far away** from them. Ask what is closest to them? Ask them to point out other objects that are **near** or **far**.

## SHAPES

Talk with children about the names of shapes and what makes them different (e.g., rectangles, hexagon or pentagon). Sort the shapes into groups according to their qualities and by their shape (e.g., shapes with four sides, shapes with four equal sides or shapes with angles).

- Explore shapes at learning centers or use manipulatives. Touching and playing with different shaped objects gives the child a sense of similarities or differences in shapes. Ask children to **describe** the attributes of each shape. Ask, “Can we roll or slide this shape?” “Which shapes are good for building?” This play teaches early **engineering** and **technology** skills!
- Use every opportunity to identify shapes. At snack time or when out walking, have children identify shapes. Ask, “What shape is that door?” or “What shape is that sign?” Compare shapes by asking what details the different shapes have that make them the **same** and makes them **different**. Have the child sort objects by their shape.

## PATTERNS

A pattern is something that repeats more than once. Help children learn **patterns**, both with human-made and natural objects.

- Routines help preschool-aged children feel safe and secure, and also build an early understanding of patterns.
  - Develop daily routines for preschoolers to show a pattern.
  - Share songs that have **repetitive patterns**, like “Old McDonald Had a Farm,” “Juanito Cuando Baila,” and “Un Elefante Se Balanceaba.” Try rhymes with hand movement patterns, like “Head, Shoulders, Knees and Toes.”
- Make a **pattern** with coins. For example, lay out a penny, nickel, penny, nickel, penny, and nickel. As you make the pattern, ask, “**What comes next?**” Have children make their own patterns using coins or other manipulatives.
- Extend the patterns to science. Bring in objects from nature such as leaves, pinecones, and rocks or from the grocery store such as apples, oranges, pears or pictures and ask children to tell you **what patterns** they see. During outdoor time or on walks or field trips, ask children to identify **patterns** they see – either in nature or human-made. Some of these might be things they can see (shapes, colors) or things they can hear (bird calls, sirens).



## EARTH, PHYSICAL, AND LIFE SCIENCES

Children are naturally inquisitive and try to make sense of the world – like scientists. It’s never too early to start practicing basic science skills like **observation, prediction, and using evidence to support answers**. Preschool is also a great time to begin learning about scientific content like **weather, energy, ecosystems, plants, animals, motion, stability and life cycles**. For additional ideas and activities, make sure to download the [Helping Your Child Learn Science toolkit](#) (also in [Spanish](#)).

- Join your preschoolers in discovering the world! **Observing** is important in science. Have students draw interesting objects they observe and to describe what they see. Play “I spy” to give students the opportunity to **observe the world** around them. Look up at the clouds and talk about what they look like. Through “I spy,” children begin to build an understanding of what objects occur in nature and what objects are man-made. As one of your clues, share whether it is a **natural object** or a **man-made** one.
- Try an **investigation** together! Mix different colors of paint together to see what new colors you can create. Find simple recipes on the Internet and use household items to make gooey substances like oobleck, playdough, silly putty or slime. Talk about how these items **feel, look** and **smell**. As you make the recipe, use math words like **first, second, and third** to describe steps in the procedure. Talk about **measurements** as you use tools like measuring cups or spoons. Talk with children about how the ingredients **combine** as they are mixed together to make something new.
- Make a **weather chart** together. Discuss your weather chart and read books on weather that tell about rain, snow and clouds. Ask students, “How does weather affect daily activities?” Ask, “What should we wear when it rains? Snows?”
- Discuss different types of **animals** and **plants** with students and ask them to share about the plants and animals they know about. Talk with children about **habitats** of the animals and plants: where they live, what they eat, what they need to stay alive and the impact they have on the world.

- **Compare and contrast** the needs of one animal to the needs of another animal to start building an understanding about what plants and animals need to survive or how they might change to meet their needs. For example, “I wonder if bears could live at the **beach**?” or “I wonder if a fish could live on **land**?”
- Take walks to **observe** and **describe** the plants and animals that live in your local environment.
- Talk with children about their own homes and habitats.
- Begin to introduce the concept of **force** to your students by examining what happens when you **push or pull** an object. Use the swing set to examine what happens when you push **gently** or push **harder** – how **high** do you go? Ask your students to explain why they think that happens.

## ENGINEERING SKILLS AND CONCEPTS

Children can explore early engineering skills through **building models**, **trying out new ideas**, and **designing structures**.

- Ask children about their environment – like a playground. “What **material** can we use to sit on the slide to make us go the **fastest** (e.g., **cardboard**, **newspaper**, **pillowcases**, **carpet squares**)?”
- Introduce engineering to your students by giving them loose materials such as cardboard, tubes, string, fabric and tape to **build, create** and **problem-solve together**. You can also provide simple **tools** and **machines** like **scissors**, **rulers**, and **wheels**. Give them a prompt and watch them be creative! You might ask them to build something they think could ride to get to school or help **transport** materials from one place to another. Then ask them to **explain why** they chose to build their design the way they did and what tools they used to make it easier. Then have them test out their idea. Depending upon the results, you may want to have students **redesign** and rebuild their creation. Redesign is an important piece of engineering.

## TECHNOLOGY

Explore **technology** with children by observing and using simple **tools** and **machines** you find around you.

- Using toys, ask children to sort objects by those that have **wheels** and those that do not. Take the wheels off a toy car or find a broken one so children can explore or compare function. Ask “Where else can we find wheels and why are they important?”
- Let children explore tools like **screwdrivers** and **hammers** used to attach things together (plastic bottles, doors, chairs, etc.). Set up for children a problem to solve but without the use of the right tool (e.g., clean up sand table area without a broom or try to cut paper without scissors) or have children use the “wrong” tool for the job (e.g., a fork to eat soup or scissors to paint). This helps children focus on the function of the “best” tool and about other ways to solve the problem and teaches children about the purposeful structure and function of different tools.
- Have children write, dictate or draw step by step directions on how to do a task. This is a foundation of programming.
- Integrate technology devices appropriately into play and learning experiences, such as calculators, cell phones, tablets and personal computers to help children understand that these can be tools to learn, solve problems and gain information. Sometimes, they can save time or provide a different way of doing something and requiring new skills (e.g., drawing a picture, completing a puzzle, adding and subtracting).





You can find more tips like these—as well as videos, information, and more—at [Too Small to Fail](#) and [Let's Talk about Math](#). Other early childhood STEM resources can be found at the [Early Childhood Learning & Knowledge Center](#). Track the development of the children in your program and encourage families to do the same by using the [Milestones Moments Booklet](#). If you have concerns about a child's development, including their language development, talk to the child's family about it. Ask them if they have concerns and if they observe the same issues at home. With their permission, conduct a developmental and behavioral screening and encourage them to talk to their primary care provider.

For more information on developmental and behavioral screening, visit [Birth to Five: Watch Me Thrive!](#) and [Learn the Signs. Act Early](#). For more information on early learning, please visit the [National Center on Early Childhood Development, Teaching, and Learning \(NCECDTL\)](#), Head Start's [Center on Quality Teaching and Learning](#), [Early Head Start National Resource Center](#) and the U.S. Department of Education early learning webpage.

For more information on working with young children who are learning more than one language, please visit Head Start's [National Center for Cultural and Linguistic Responsiveness](#) and the [National Clearinghouse for English Language Acquisition \(NCELA\)](#). For more information on making the language environment richer for children with developmental disabilities or delays, please visit the [Center for Early Literacy Learning](#), and [Facts about Developmental Disabilities](#). For resources on building language, see the [Talk, Read, and Sing Together Every Day!](#) tip sheets.

These resource materials are provided for the user's convenience. The inclusion of these materials is not intended to reflect its importance, nor is it intended to endorse any views expressed, or products or services offered. These materials may contain the views and recommendations of various subject matter experts as well as hypertext links, contact addresses and websites to information created and maintained by other public and private organizations. The opinions expressed in any of these materials do not necessarily reflect the positions or policies of the U.S. Departments of Education and Health and Human Services. The U.S. Departments of Education and Health and Human Services do not control or guarantee the accuracy, relevance, timeliness, or completeness of any outside information included in these materials.

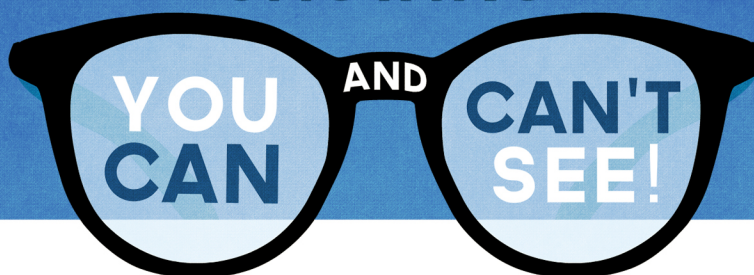
## NOTES

1. K. Denton and J. West, "Children's Reading and Mathematics Achievement in Kindergarten and First Grade (Washington, DC: U.S. Government Printing Office, 2002). A. Claessens and others, "Kindergarten skills and fifth-grade achievement: Evidence from the ECLS-K," *Economics of Education Review* 28(4) (2009): 415–427. G. Duncan and others, "School readiness and later achievement," *Developmental Psychology* 43(6) (2007): 1428–46.
2. Diaz, R. (1985). The intellectual power of bilingualism. In Southwest Hispanic Research Institute, *Second language learning by young children*. Albuquerque, NM: University of New Mexico. Zelasko, N., & Antunez, B. (2000). If your child learns in two languages. National Clearinghouse for Bilingual Education. Retrieved from [http://www.ncele.gwu.edu/files/uploads/9/IfYourChildLearnsInTwoLangs\\_English.pdf](http://www.ncele.gwu.edu/files/uploads/9/IfYourChildLearnsInTwoLangs_English.pdf)





# BABY IS GROWING IN WAYS



## HEARING & UNDERSTANDING

- Turns and looks in direction of sounds.
- Looks when you point.
- Turns to own name when you call.
- Recognizes words for familiar objects and people.
- Begins to respond to simple words and phrases, such as "No" and "Come here."
- Plays games with you, such as peek-a-boo and pat-a-cake.
- Listens to songs and stories for a short time.



## TALKING

- Babbles longer strings of sounds, such as *mimi upup babababa*.
- Points to objects and shows them to others.
- Uses gestures such as waving, reaching, or shaking head *no*.
- Imitates different speech sounds.
- Says 1 or 2 words around first birthday, such as *hi, dog, dada, mama, or uh-oh*.

## BUILD! MODEL! ENCOURAGE!

How can you help your baby learn?

**Build** your child's vocabulary. Name objects around you, and talk about your actions during daily activities such as meals, bathing, and dressing.

**Model** good speech. Speak clearly and naturally, and use correct speech sounds. It's okay if your child makes some mistakes with sounds.

**Encourage** your budding talker. Respond to your child's sounds and words, even cooing and babbling. Imitate her sounds or words and add to them. You're teaching conversation skills.

GOOD  
JOB!

CIRCLE

TALL

GREEN

**Help** your baby learn his name. Look in a mirror together and say his name.

**Use** descriptive words to talk about colors, shapes, and sizes of objects.

**Call** attention to different sounds, such as clapping, splashing, or a dog barking.

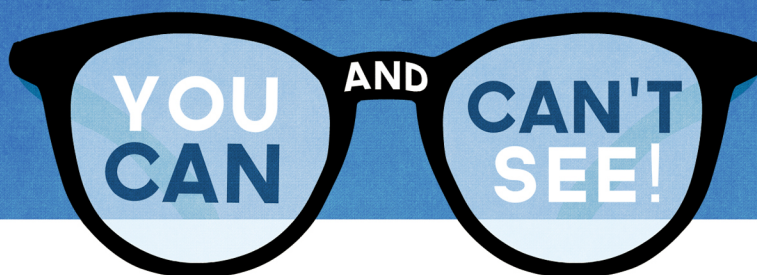
**Respond** to your baby's gestures. Pick him up when he lifts his arms. Stop feeding when he shakes his head *no*.

Get help if you have concerns about your child's hearing or talking.

Visit [IdentifytheSigns.org](http://IdentifytheSigns.org) for more information.



## BABY IS GROWING IN WAYS



**That's why... reading aloud is so important!**

**Wow, what's that?** Your baby is becoming more engaged and is learning about how the world works.

**That's why...** Your child may show more interest during story time. Read aloud with enthusiasm. Point to words and pictures while you read. Choose books to touch and explore, such as books with flaps, buttons, and textures.

**How's that taste?** Don't worry... chewing or mouthing of books is natural — and may even be a sign of teething!

**That's why...** Sturdy board books and soft cloth books are good choices. Let baby explore these books by holding them, turning pages — even tasting!

**There she goes!** Your baby is getting more mobile and is ready to explore the world around her.

**That's why...** Story time might require patience! It's okay if your child moves around while you're reading. Keep appropriate books within easy reach of your little explorer.



## DID YOU KNOW...

**When you read aloud you're giving your child:**

- More vocabulary
- An understanding of how books and reading work
- Knowledge about the world and people
- Food for the imagination
- Memories of your special time together
- A love of reading and learning that will last a lifetime



AMERICAN  
SPEECH-LANGUAGE-  
HEARING  
ASSOCIATION

**Read Aloud 15 MINUTES** and the **American Speech-Language-Hearing Association** are proud to collaborate on this initiative to reach parents of young children.



**Read Aloud  
15 MINUTES**  
Every child. Every parent. Every day.





**Ah, fall.** It's harvest time! Now, the work of caring for the crops is over and the farmer can reap the rewards.

For parents, though, the labors of love are ongoing. Tending children is the daily work of years, not a single season.

But as with farmers, parents know:

## THE MORE ONE *sows*, THE GREATER THE *harvest*.

- Babies begin learning at birth, and parents are their first and most important teachers.
- Just **15 minutes** a day of reading aloud from birth is more than **450 hours** of reading time by kindergarten.

Great THINGS  
COME FROM  
*small*  
BEGINNINGS.

That is why any season is always the season for reading aloud.

What can you do right now to be a better parent and ensure your child reaps the rewards of your hard labors?

Read Aloud **15 MINUTES**.  
Every child. Every parent. Every day.





# TALK, READ AND SING TOGETHER EVERY DAY!

## TIPS FOR USING LANGUAGE AT HOME AND IN THE COMMUNITY

Here are eight things you can do every day to help your child learn your family's language and become successful in school!

### USE YOUR NATIVE LANGUAGE AT HOME

The easiest, most important step is to use your home language every day. Many families worry that using their home language will confuse their children. In fact, children can easily learn several languages at the same time. They have an easier time learning English when they have a strong foundation in their first language.



### TELL STORIES AND SING SONGS

Your family has a rich heritage to pass on to your children. Stories, chants, rhymes, poems, sayings, and songs from your childhood are an important part of their heritage. Share these with your children and have fun!

### TELL STORIES AND SHARE BOOKS TOGETHER

Read a book to your child every day—in whatever language you feel most comfortable—beginning at birth. And if you don't feel comfortable reading words, you can point out the pictures in the book and talk with your child about them.

### CHECK OUT MATERIALS IN YOUR LANGUAGE FROM THE LIBRARY

Look for books, DVDs, and music in your language. If they don't have what you want, ask the library staff to help you find what you need.

### TALK ABOUT YOUR TRADITIONS AND CULTURE

Visit your child's classroom or child care provider. Share your language and traditions, including family songs and games. Encourage your child to retell family stories and share your heritage with their teacher, friends, and others.

### LOOK FOR ACTIVITIES IN YOUR COMMUNITY

Attend cultural festivals and concerts and meet other families who speak your home language. Join with other families and organize your own events!

### CONTINUE USING YOUR HOME LANGUAGE AS YOUR CHILDREN GROW OLDER

Sometimes children start to prefer English as they get older. Talk with your children about the benefits of speaking two languages. Continue using your language, even if your children respond in English so you keep your lines of communication open.

### DON'T FORGET THAT YOU ARE KEY TO MAINTAINING YOUR HOME LANGUAGE

Parents and other family members are the most important people in your children's lives. What you value, your children will learn to value. Help them learn that your family's language and culture are something to be proud of and to treasure. Remember the benefits of your home language and remain committed to continuing to use it, no matter your child's age.

# THE BENEFITS OF BEING BILINGUAL

Researchers have found that speaking multiple languages at home provides a great benefit to young children. Speaking in your home language to your children from the time they're born helps build their young minds and prepare them for success in school and beyond. Developing the child's home language provides the foundation for reading and writing, preparing children to be biliterate.

## THINKING SKILLS

Individuals who are bilingual switch between two different language systems. Their brains are very active and flexible. Research shows that compared to their non-bilingual peers, bilingual people have an easier time understanding math concepts, solving word problems, using logic, focusing, remembering, making decisions, and learning other languages, among other critical thinking skills.

## SOCIAL-EMOTIONAL

Being bilingual helps children maintain strong ties with their family, culture, and community. All of these are key parts of a child's developing identity. They make new friends and create strong relationships using their second language—an important personal skill in our increasingly diverse society. Research has found that babies raised in bilingual households show better self-control, which is a key indicator of school success.

## LEARNING

School readiness and success for children who are dual language learners are tied directly to mastery of their home language. So use your home language every day! Because bilingual children are able to switch between languages, they develop more flexible approaches to thinking through problems. People who use more than one language appear better at blocking out irrelevant information, a benefit that may exist as early as seven months of age.

## LONG-TERM SUCCESS

Globally, bilingual and biliterate adults have more job opportunities than adults who speak only one language. Bilingual and biliterate individuals have the opportunity to participate in the global community in more ways, get information from more places, and learn more about people from other cultures.

You can find more tips like these—as well as videos, information, and more—on Too Small to Fail's website, [www.talkingisteaching.org](http://www.talkingisteaching.org).

For more resources on promoting early learning in young children who are learning more than one language, please visit [Head Start's National Center for Cultural and Linguistic Responsiveness](http://HeadStart'sNationalCenterforCulturalandLinguisticResponsiveness).

Every child develops at his or her own pace, but if you are ever worried about your child's development, don't wait! Acting early can make a big difference. Remember, you know your child best. Talk with your child's doctor if you have concerns. Get tips to help you prepare at [cdc.gov/Concerned](http://cdc.gov/Concerned).





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

**September 25, 2018**

***I. BASIC INFORMATION***

**Topic or Concern:** School Improvement Plans

**Which strategy in the Strategic Plan does this support?** Students

**Your Name and Title:** Don Childs, Interim Superintendent

**Others assisting you in the presentation:** Anthony Bonds, Assistant Superintendent, Teaching, Learning and Innovation; Latricia Johnson, Director, Teaching Learning and Innovation and Building Principals

**My report is for:** Information

***II. TOPICAL INFORMATION***

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

The purpose of presenting this information is to inform the board members, staff and community about the School Improvement Plans for each school.

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

The schools highlighted at Tuesday's meeting will be Fruzen, Aldrich, Todd, Gaston and Hackett. Principals from these schools will be presenting their School Improvement Plans (SIPs) on Tuesday evening.

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

This report is for information only.

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

**MOTION:** This report is for information 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?** NA

**BUDGET LOCATION:** NA

**FISCAL IMPACT:** NA

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## Aldrich Intermediate School Improvement Plan

### Executive Summary 2018-19

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Address: 1859 Northgate Dr. | Phone: 608-361-3600

| Grades: 4-8

| Principal: Mr. Joe Vrydaghs

### Program Focus

We envision Aldrich Intermediate School as a warm, welcoming community that is safe, caring, and that honors the diversity of its citizens. We are a learning community supported by families, students, and staff as partners within the context of that learning:

- PBIS School (Positive Behavior Interventions and Supports)
- Code of Conduct
- Curricular Fidelity
- PLC Centric (Professional Learning Community)
- DLI (Dual Language Instruction)
- Culture
- 3 National Board Certified Staff
- Beautification and Remodeling Facilities
- Diversity
- Shared Decision Making

Our school implements the Advancement Via Individual Determination (AVID) framework. This framework provides resources and supports for teachers to implement instructional strategies that yield positive academic results for students. In addition, students receive ongoing support around organizational, study and college preparatory skills to ensure they are successful in high school, as well as their post secondary educational experiences.

### School Vision / Mission

The mission of Aldrich Intermediate School, a partnership of students, families, educators and the greater community, is to ensure each student will attain a high level of academic achievement as well as develop and demonstrate the character necessary for success by engaging students with challenging, relevant curriculum combined with high-quality instruction which integrates evolving technology in a safe, nurturing environment.

### Strengths in 2017-2018 (Math, Literacy, Learning Environment)

#### Overall:

- We were the only Intermediate School to, “Meet Expectations” on the most recent WI DPI School Report Card.

#### Math:

- **Forward (a state exam):** Hispanic, SwD (Students with Disabilities), and ELL (English Language Learners) students all scored within 1/10th of one percent of the state average for percentage of students scoring proficient on the Forward State Exam.
- **Maps (a district exam):** Of all our subgroups, Hispanic students in multiple grades earned the highest percentage of students meeting or exceeding the national mean. 8th grade is a relative strength, scoring “closest” to the national mean as a grade level, including no achievement gap at that grade level for African American students.

### Literacy:

- **Forward (a state exam):** Hispanic students scored above our district average of Hispanic students scoring proficient and advanced.
- **Maps (a district exam):** Generally, 44% of our 8th graders scored proficient or advanced and specifically, 55% of our 8th graders identified as Hispanic scored proficient or advanced.

### Learning Environment:

- Implementation of Behavior Contracts helped reduce the amount of referrals earned by our most challenging students by 5%.
- School of Recognition-Bronze Level for PBIS Tier 1 implementation
- Robust array of incentivized behavioral expectations

## Progress in 2017 - 2018 (Math, Literacy, Learning Environment)

- Staff Culture-Our staff is happy to work at Aldrich and (Anecdotally & Qualitatively)
- PLCs-Create relevant, useful, collegial, data-centric experiences.
- Beautification and Remodeling significantly impacts Learning Environment (Students and Staff)
- Tier 3 Math Interventions for 4th and 5th graders this year!

## Areas for Growth for 2018-2019 (Math, Literacy, Learning Environment)

- **Achievement Gaps:**
  - African-American students and SwD consistently underperform when compared to their peers.
  - African-American students and SwD consistently receive a higher rate of referrals when compared to their peers.
- **Learning Environments:** Consistently establishing and maintaining powerful and dynamic Learning Environments.

## Primary Goals for 2018-2019 (Math, Literacy, Learning Environment)

**Math:** At least 3% of Aldrich students will move to the proficient level (51st %ile or higher) as measured by the Math MAP Assessment by comparing results from the spring of 2018 to the results from the spring of 2019.

**Literacy:** At least 3% of Aldrich students will move to the proficient level (51st%ile or higher) as measured by the Reading MAP Assessment by comparing results from the spring of 2018 to results from the spring of 2019.

**Learning Environment:** Reduce the number of referrals assigned to Aldrich students by 15% during the 2018-19 school year as compared to the total number of referrals assigned during the 2017-18 school year.

## Key Strategies for 2018-2019 (Math, Literacy, Learning Environment)

**Math Plan:** All mathematics curriculum will be implemented with fidelity.

### Math Action Steps:

1. We will use **PLCs** to analyze data and plan for differentiation for all students.
2. **Effective Educator (EE):** Implementation of ONE component of full implementation through the “Self-Selected,” **PPG #3**.
3. We will conduct **Fidelity of Implementation (FOI)** Walkthroughs **with full fidelity**.

**Literacy Plan:** All literacy curriculum will be implemented with fidelity.

### Literacy Steps:

1. All staff will engage in Professional Development and the literacy staff will participate in **Student-Centered Coaching Cycles** with Reading Specialists/Literacy Coaches.

2. Effective Educator (EE): Implementation of **ONE component of full implementation** through the “Self-Selected,” PPG #3.
3. We will use PLCs to analyze data and **plan for differentiation** for all students.

**Learning Environment Plan:** To improve student behavior and school climate by providing strategies for staff and students to use to promote positive behavior.

**Learning Environment Action Steps:**

1. Reduce insubordinate behavior through specific lessons delivered and designed to teach replacement behaviors.
2. Identify students on behavior contracts from 2017-2018 and place those students on behavior contracts after their 3rd referral
3. Share staff-to-staff behavior management strategies through staff meeting discussions, book study offerings, teacher-to- teacher observations, email ideas, etc.

## Professional Learning for 2018-2019 (Math, Literacy, Learning Environment)

1. Reading Specialists focused on coaching for our literacy staff
2. Provide professional development opportunities for all staff
3. Professional Development focus on differentiation
4. PLCs-Collaboration among staff around data analysis, identifying trends, creating and applying solutions-Staff to staff professional learning

## Family and Community Engagement for 2018 - 2019

**Primary Goal:** 60% of Aldrich families will complete the parent engagement survey by October 5, 2018.

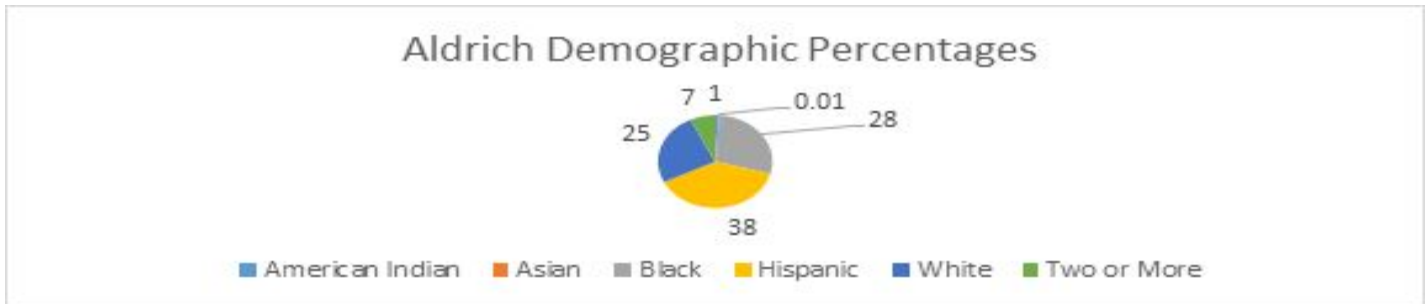
**Plan:** Empower parents to take an active role in their child’s academic life.

**Key Strategies:**

1. Create an [Aldrich Family Survey](#) for our parents, administered to families through a variety of means
2. Review and analyze data from the survey during a September Site Team Meeting to inform/support next steps

|                             |                   |                    |                                   |                    |
|-----------------------------|-------------------|--------------------|-----------------------------------|--------------------|
| <b>School Name</b>          | Address           | 1859 Northgate Dr. | Developmental Bilingual Education | Yes                |
|                             | Principal         | Mr. Joe Vrydaghs   | Dual Language Immersion           | Yes                |
|                             | Phone             | 608-361-3600       | AGR                               | No                 |
|                             | 4K                | No                 | Attendance Rate                   | 94.1%              |
|                             | Title I           | Yes                | Total Enrollment                  | 486                |
| <i>2018-19 Data Profile</i> | Report Card Score | 63.6               | Report Card Rating                | Meets Expectations |

## Demographics

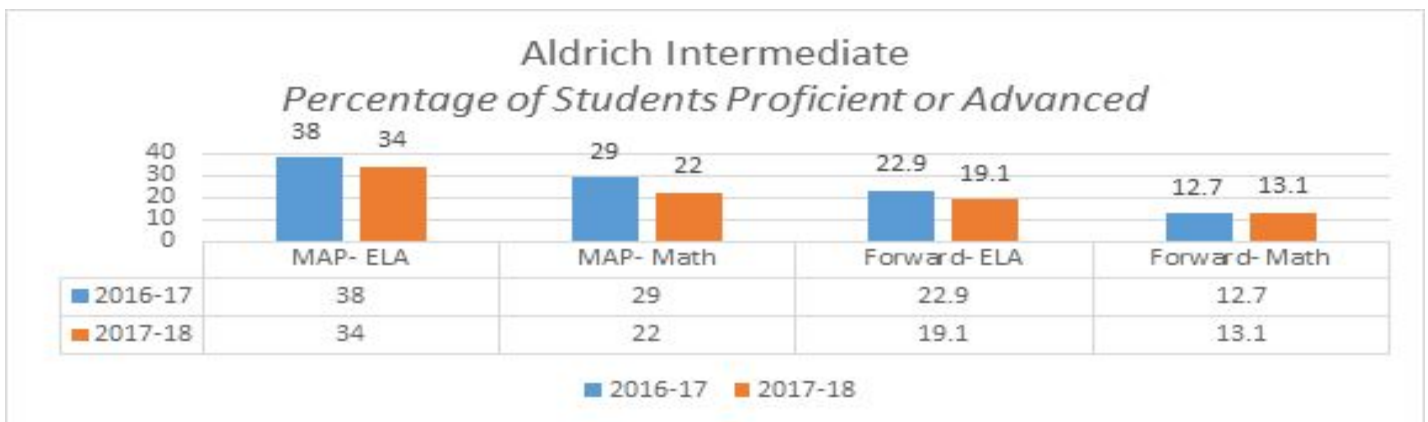


## Connection to District Goals:

**Strategic Plan Goal #1: Students – Build a school system of choice by improving student performance in a safe and diverse school atmosphere.**

### Teaching, Learning and Innovation

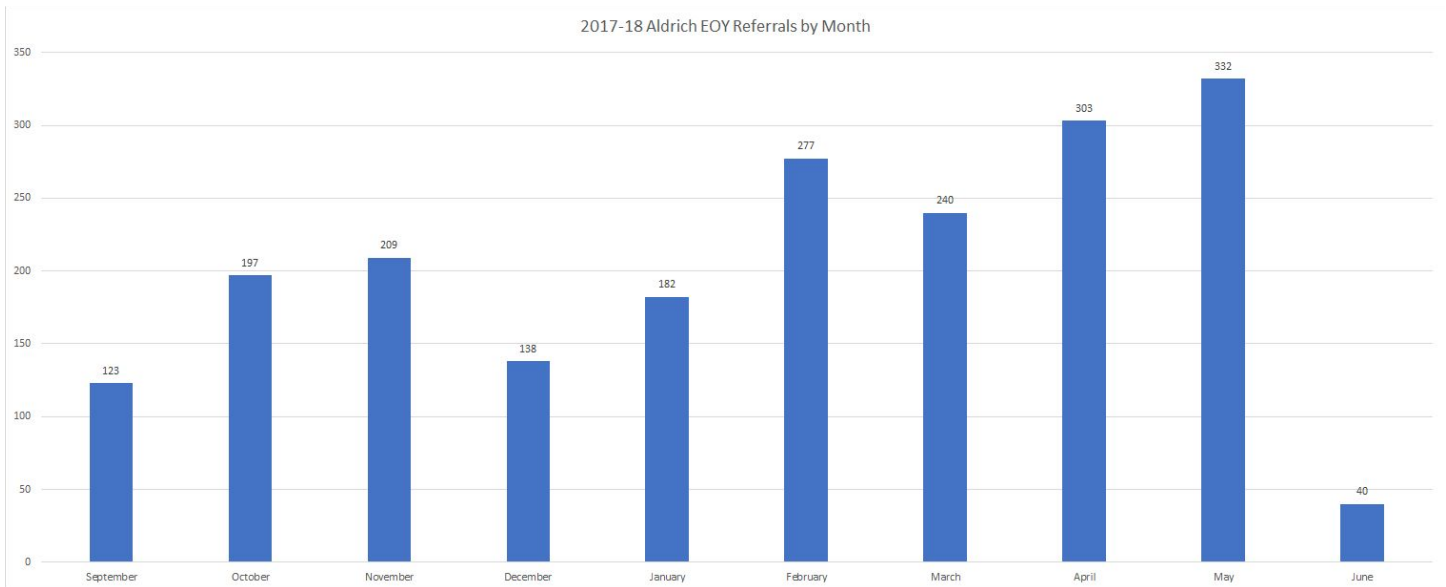
1. The number of students scoring proficient or advance in literacy will increase between 5 – 7% as measured by the Wisconsin Forward Exam each year.
2. All students will increase in math between 3-5% each year as measured by the Wisconsin Forward Exam.



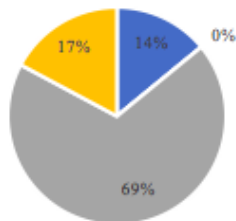


## Learning Environment

School will improve the implementation of social emotional learning by effectively implementing evidence-based practices that will be monitored to measure the impact of student behavior on the school climate as measured by observational, survey and discipline data.

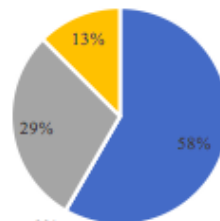


2. I feel like I do well at my job.



■ Always ■ Never ■ Often ■ Sometimes

2. I feel like my child does well in school.



■ Always ■ Never ■ Often ■ Sometimes

2. I feel like I do well in school.



■ 1 ■ 2

2. I feel successful at school.



■ 1 ■ 2

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## *Fruzen Intermediate School Improvement Plan Executive Summary 2018-19*

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**Address: 2600 Milwaukee Road |Phone: 608-361-2000 |Grades: 4-8 |Principal: Matt Kleinschmidt**

### **Program Focus**

Fruzen Intermediate School is a learning community of around 650 students in grades 4th, 5th, 6th, 7th, and 8th grade and 80 staff in Beloit, Wisconsin. The families of these students are also an integral part of the learning community as we partner with families to ensure we are meeting all the students' needs. The dedicated staff believe in the Fruzen mission statement and work collaboratively together to ensure the students are meeting or exceeding the learning and social expectations in all areas to prepare them for the future and to be future leaders.

In addition to core courses (math, language arts, science, and social studies) students are offered Project Lead the Way courses, arts, music (band, choir, and orchestra), careers course, advanced courses, and other courses supporting students to be prepared for the future and be lifelong learners. The students are 1:1 with iPads to enhance and support their learning. We also offer before and after school enrichment opportunities through our Community Learning Center (CLC) program and our partnership with the Stateline Boys and Girls Club. Fruzen Intermediate is a PBIS school that believes in teaching students positive behavior and supporting students that are struggling to meet expectations.

Our school implements the Advancement Via Individual Determination (AVID) framework. This framework provides resources and supports for teachers to implement instructional strategies that yield positive academic results for students. In addition, students receive ongoing support around organizational, study and college preparatory skills to ensure they are successful in high school, as well as their post secondary educational experiences.

### **School Vision / Mission**

The mission of Fruzen Intermediate School is to create a positive culture in which all students enter feeling included and welcomed, and exit feeling confident, successful, and prepared for their future by being socially responsible lifelong learners.

### **Strengths in 2017-2018 (Math, Literacy, Learning Environment)**

- **Math**
  - Students surpass the district mean in math on the NWEA MAP Math.
  - Over the past several years, 7th and 8th grade students have performed just above or below the national mean and continue to do so.
  - Students in grades 4-6 show strengths in the area of Geometry.
  - Grade 7 show strengths in the area of number systems.
  - Grade 8 show strengths in the area of operations and algebraic thinking.
- **Literacy**
  - Students surpass the district mean in reading on the NWEA MAP Literacy.
  - Grades 6-8 are all performing close to the national norm (1-2 pts below)
  - All grades show strengths in informational texts
- **Learning Environment**
  - 61% of students have no referrals.

- 75% of students have one or fewer referrals
- 88% of students are in the green or yellow zone. (5 or fewer referrals)
- Expulsions and suspensions are down.
- School of Recognition-Bronze Level for PBIS Tier 1 implementation

## Progress in 2017 - 2018 (Math, Literacy, Learning Environment)

- Math
  - Implemented a new math curriculum.
  - Increased usage of Dreambox math program as well as assigning individual lessons to students that are at their level.
  - Increasing the use of PLCs (Professional Learning Communities) to share best practices, analyze student data, and use data to drive decision making process.
- Literacy
  - Worked to implement Springboard universally in grades 6-8.
  - In grades 4 and 5 we have worked to implement Reader's and Writer's Workshop with fidelity.
  - Increasing the use of PLCs to share best practices, analyze student data, and use data to drive decision making process.
- Learning Environment
  - Reassigned discipline officers so that they work with consistent grade levels.
  - Implementing "Ripple Effects" behavior curriculum for yellow and red zone students.
  - Implementing a mentor program for students with high behavior needs.
  - Created a 6th grade transition workshop for incoming 6th grade families that was delivered at back to school night.

## Areas for Growth for 2018-2019 (Math, Literacy, Learning Environment)

- Math
  - Stats and Probability strand
  - Measurement and data strand
- Literacy
  - Vocabulary and acquisition
  - Language Craft and Structure
  - Significant Achievement Gap
- Learning Environment
  - There are significant disparities in discipline data for students of color.
  - Overall slight increase (5.5%) in the number of referrals.
  - Want to improve the overall student and staff culture.

## Primary Goals for 2018-2019 (Math, Literacy, Learning Environment)

- Math
  - For the 2018-2019 school year, Fruzen Intermediate will increase the percentage of student that are proficient in math as measured by the MAP assessment (51-%ile) by 3%. Currently 33% of students are proficient.
- Literacy
  - For the 2018-2019 school year, Fruzen Intermediate will increase the percentage of student that are proficient in reading as measured by the MAP assessment (51-%ile) by 3%. Currently 43% of students are proficient.

- Learning Environment
  - For the 2018-2019 school year, Fruzen Intermediate will decrease the number of students in the red zone (5 or more referrals) by 10% from the first quarter to the fourth quarter.

## Key Strategies for 2018 - 2019 (Math, Literacy, Learning Environment)

- Increase vocabulary exercises in all grade levels in all content areas. Teach vocabulary acquisition skills.
- Focus on measurement and data in all content areas outside of math like science and tech ed.
- Use district PD to increase teacher capacity in Math and Reading
- Reading specialist will focus on a teacher coaching model
- Implement social emotional learning strategies and culturally relevant practices.
- Implement all curriculum with fidelity.
- Effective Educator (EE): Implementation of ONE component of full implementation through the "Self-Selected," Professional Practice Goal #3 for literacy or math.
- Use Professional Learning Communities to analyze data and strengthen planning for differentiation for all students.
- Implementation of Behavior Contracts involving both students and guardians for students with significant behavior needs.
- We are looking to increase recognition of staff for their contributions to our students.
- Intermediate team developed a bullying screener to be delivered to all students several times a year.

## Key Strategies for 2018-2019 (Math, Literacy, Learning Environment)

- Provide PD for teachers to teach vocabulary acquisition skills.
- Use district PD to increase teacher capacity in Math and Reading
- Reading specialist will deliver teacher specific training as needed.
- Provide mindfulness training for staff.
- Provide PD in regards to culturally relevant practices to staff.

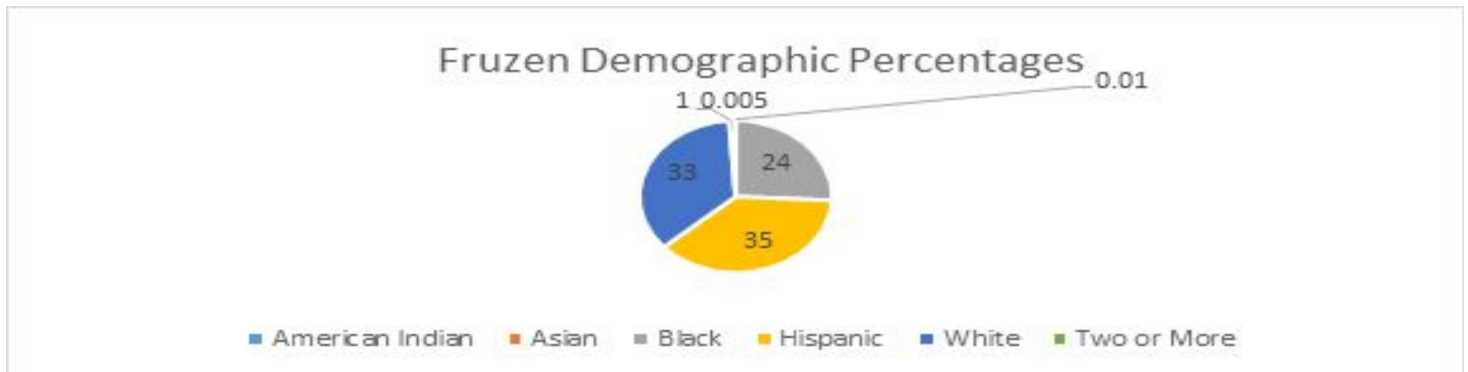
## Family and Community Engagement

- There will be a quarterly parent academy meeting where we will deliver lessons to parents on things like: using Skyward, using Google Classroom, using Class Dojo, the CLC Program, Athletics, social emotional support, social media presentation, Dreambox, GADS. (Note: Have NJHS students help with childcare. Use separate rooms for age groups (i.e. popcorn/movie, games) and use the gym
- Design a brochure and make it available for parents that includes all engagement opportunities.
- Continue to engage parents through weekly callout.
- Engage parents through positive contacts. Each teacher will make 3 positive contacts per week.

|                    |                                    |                                   |                        |
|--------------------|------------------------------------|-----------------------------------|------------------------|
| <b>School Name</b> | Address 2600 Milwaukee Road        | Developmental Bilingual Education | Yes                    |
|                    | Principal Mr. Matthew Kleinschmidt | Dual Language Immersion           | Yes                    |
|                    | Phone 608-361-2000                 | AGR                               | No                     |
|                    | 4K No                              | Attendance Rate                   | 94.8%                  |
|                    | Title I Yes                        | Total Enrollment                  | 639                    |
|                    | Report Card Score 57.1             | Report Card Rating                | Meets Few Expectations |

## 2018-19 Data Profile

## Demographics

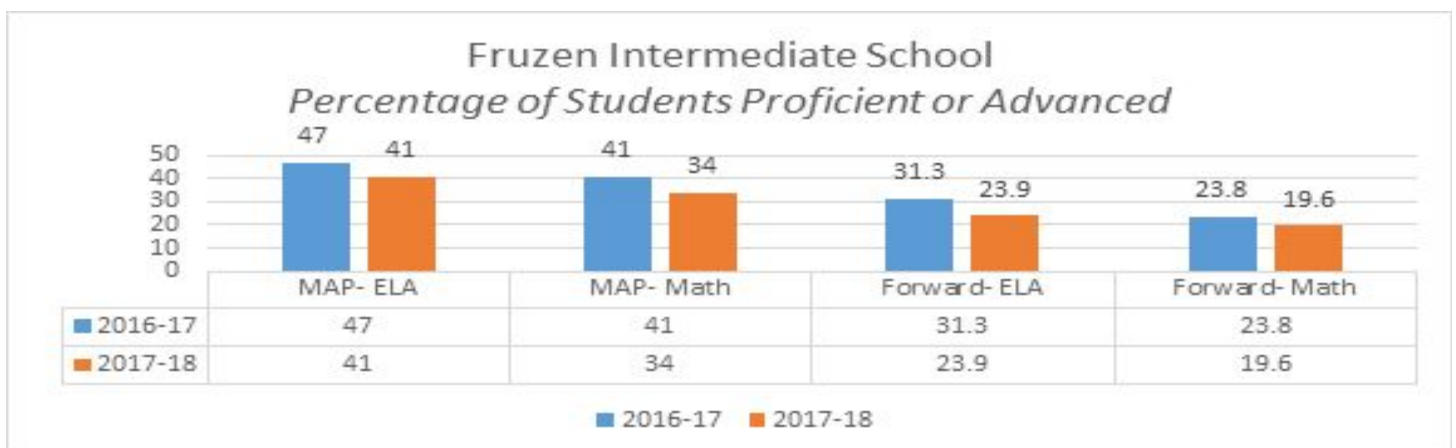


## Connection to District Goals:

## Strategic Plan Goal #1: Students – Build a school system of choice by improving student performance in a safe and diverse school atmosphere.

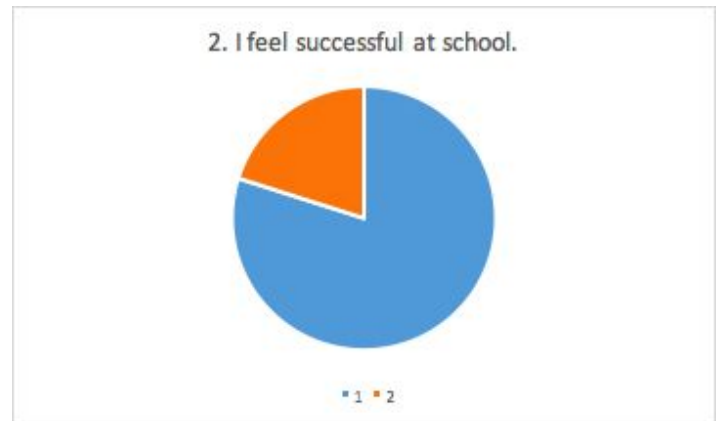
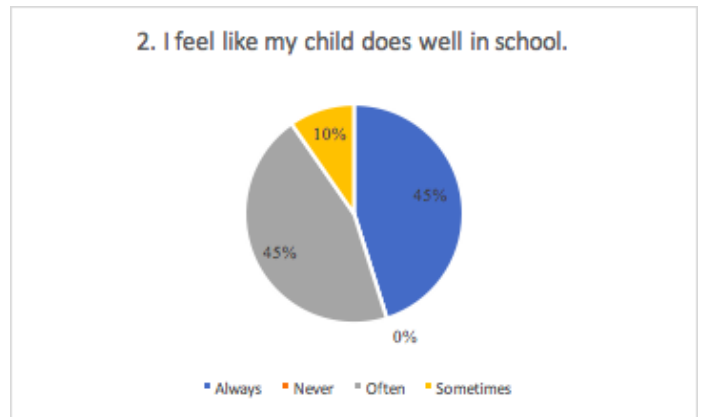
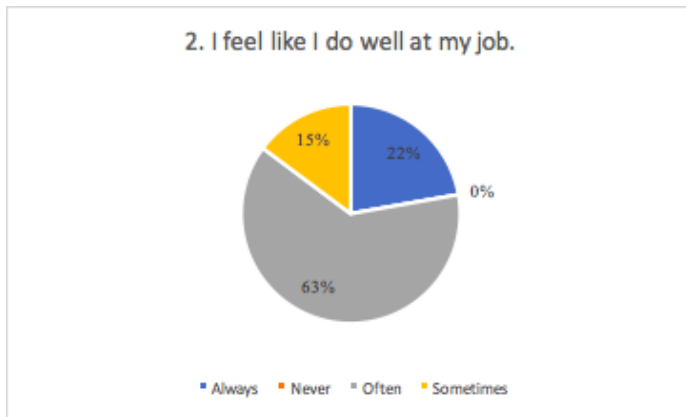
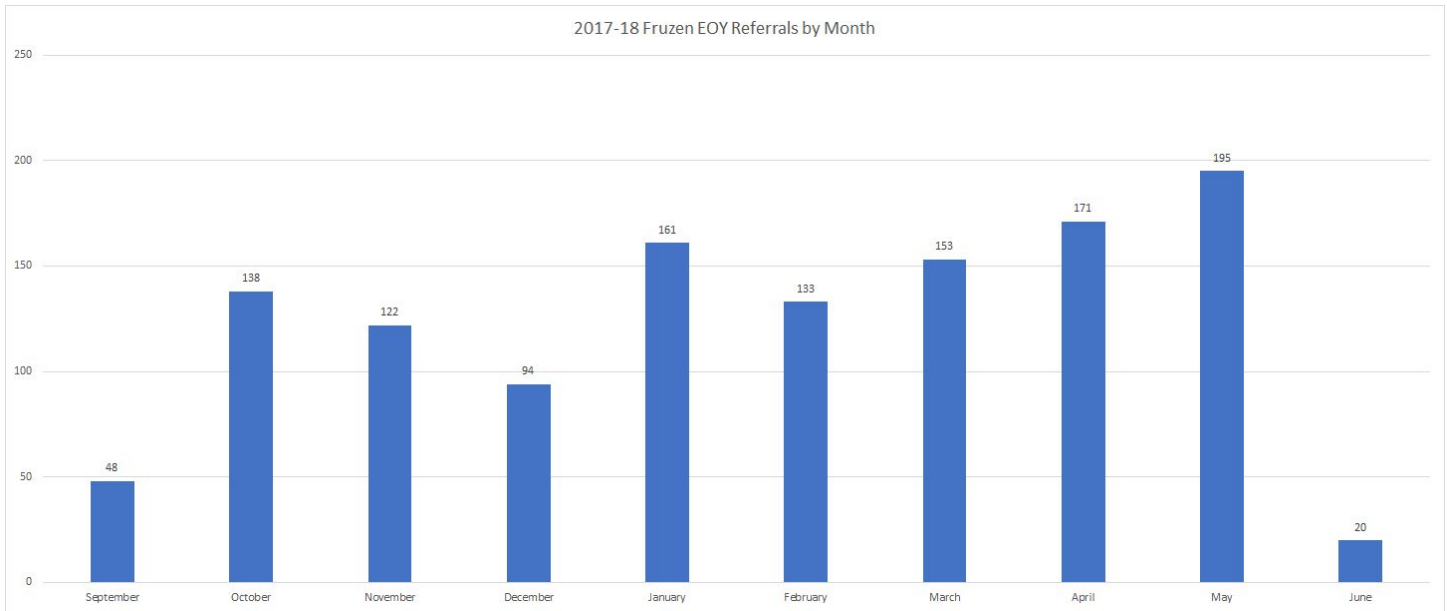
### Teaching, Learning and Innovation

1. The number of students scoring proficient or advance in literacy will increase between 5 – 7% as measured by the Wisconsin Forward Exam each year.
2. All students will increase in math between 3-5% each year as measured by the Wisconsin Forward Exam.



## Learning Environment

School will improve the implementation of social emotional learning by effectively implementing evidence-based practices that will be monitored to measure the impact of student behavior on the school climate as measured by observational, survey and discipline data.



# Gaston School Improvement Plan

## Executive Summary 2018-19



Address: 1515 West Grand Avenue | Phone: 608-361-2310 | Grades: 4k - 3rd | Principal: Ms. Brandye Hereford

### Program Focus

Gaston Elementary school is a 3K-3rd grade learning environment that focuses on a growth mindset approach in learning academic and behavioral expectations. Our community of about 315 students in Beloit, Wisconsin, provides student, parent and teacher engagement through a variety of programming such as Head Start, Academic Parent Teacher Teams (APTT), PBIS, Family Events and our Parent Teacher Organization (PTO). Students also have a variety of after-school extra and co-curricular opportunities such as Student Council, Just Say No, Girl Scouts and our Beyond the Bell after-school program.

### School Vision / Mission

#### Our vision . . .

We envision the Gaston Elementary School curriculum to be focused on high academic achievement for all students, designed to increase higher level thinking and problem solving skills, differentiated to meet individual needs of students, developed to inspire lifelong learners with an emphasis on growth mindset by teaching our students to strive daily. **Our Motto is We are Respectful, We are Responsible, We are Safe, We are Learners, We are Problem Solvers and We are Growing our Brains.**

#### Our Mission Statement...

The Gaston staff and students, in partnership with all families and the community, will ensure success for our diverse learners in a safe and respectful student-centered environment, in order to achieve high academic and character expectations, while building a love of learning.

### Strengths in 2017-2018 (Math, Literacy, Learning Environment)

| Forward Exam Math<br>2017-2018                              | Math MAP<br>2017-2018   | Forward Exam ELA<br>2017-2018   | ELA MAP 2017-2018   | Learning<br>Environment   |
|---|---|---|---|---|
| Above the district average in Fractions and Base Ten strand | Hispanic Latino students are growing over time in proficiency (kinder - 38.9, 1st 41.2, 2nd 55.6)<br><br>ELL students ( 1st -25, 2nd- 62.5)<br><br>1st Graders: Numbers and Operations 81% Proficient (Spring 2018) | Hispanics and White students are growing over time in proficiency<br><br>Writing and Language strongest area - 27% proficient | Hispanics and Latino population have made steady gains over time<br><br>ELL Students 1st grade 63% prof.<br>2nd grade 25 % prof.<br>3rd grade 38% prof.<br><br>Kindergarten (as a whole) 54% prof or advanced | Universal expectations and common language used amongst staff, in all settings<br><br>Student recognition for positive/ appropriate behavior<br><br>Use of SEL (Social Emotional Learning) Second Step Program - Trauma Informed Classroom<br><br>Shows immediate |

|  |  |  |  |   |
|--|--|--|--|---|
|  |  |  |  | improvement in mental health - Social Skills and academic achievement |
|--|--|--|--|---|

## Progress in 2017 - 2018 (Math, Literacy, Learning Environment)

| Forward Exam Math 2017-2018 to 2018-2019                | Math MAP 2017-2018   | Forward Exam ELA 2017-2018 | ELA MAP 2017-2018  | Learning Environment  |
|---|--|----------------------------|--|---|
| 13% increase in Math Forward Exam 2018-2019 School Year | Cohorts Showing Growth (Spring 16 -> Spring 17 -> Spring 18)<br>Current 2nd Graders: 157.1 -> 177.4 -> 187.8<br>Current 3rd Graders: 170.8 -> 185.0 -> 195.2 |                            | Cohorts showing growth<br><br>Current 1st graders: 139.2 ->149.1->156.2<br><br>Current 2nd graders: 152.3->163.9-> 167.5<br><br>Current 3rd grade: 158-> 172.09->174.6 | Positive social behaviors and attitudes, skills such as empathy and teamwork, and academics.<br><br>Students have fewer conduct problems, less emotional distress, among many other benefits. |

## Areas for Growth for 2018-2019 (Math, Literacy, Learning Environment)

| Forward Exam Math 2017-2018   | Math MAP 2017-2018   | Forward Exam ELA 2017-2018   | ELA MAP 2017-2018  | Learning Environment   |
|---|--|--|--|--|
| Operations and Algebraic Thinking<br><br>% of African American and Hispanics who are proficient/advanced proficient | 2018 MAP data - Gaston's grade level mean is below the district mean in all grade levels | Reading & Vocabulary Usage weakest strand<br><br>0% African Americans who are Proficient or Advanced | 2018 Map Data Gaston grade level mean is below the district mean in all grade levels | Family and student engagement<br><br>Culture building amongst staff (building respectful and trusting relationships)<br><br>Fidelity of implementation of programs |



## Primary Goals for 2018-2019 (Math, Literacy, Learning Environment)

| Math  | Literacy  | Learning Environment  |
|---|---|---|
| <b>District Goal:</b><br>All students will increase in math between 3-5% each year as measured by the Wisconsin Forward Exam.   | <b>District Goal:</b><br>The number of students scoring proficient or advanced in literacy will increase between 5-7% as measured by the Wisconsin Forward Exam each year.                                    | <b>District Goal:</b><br>Enhance the work environment, leverage communication with all stakeholder groups   |
| <b>Gaston Goal:</b><br>During the 2018-2019 school year Gaston will increase the number of FAY students that are proficient as measured by our MAP Spring to Spring 2018-2019 data by 3-5% in our K-3 classrooms. | <b>Gaston Goal:</b><br>During the 2018-2019 school year Gaston will increase the number of students that are proficient as measured by our MAP Spring to Spring 2018-2019 data by 3-5% in our K-3 classrooms. | <b>Gaston Goal:</b><br>During the 2018-2019 school year Gaston will work on engaging families through APTT and Head start. Staff will be engaged through collective efficacy and students will be engaged through a growth mindset culture. |

## Key Strategies for 2018-2019 (Math, Literacy, Learning Environment)

| Math  | Literacy   | Learning Environment   |
|---|--|--|
| Strategy #1: Each grade level will analyze grade level data in Math and create small groups using district approved Tier 2 interventions. | Strategy #1: All staff will work with the Reading Specialist to focus on Student Centered Coaching                                     | Strategy #1: Engage all staff in building a growth mindset culture in the building with students, parents and colleagues.  |
| Strategy #2: Implement Quick Checks daily from the universal curriculum to create differentiated groups.                                  | Strategy #2: Staff will participate in writing study groups to focus on differentiated instruction to move Gaston students as writers. | Strategy #2: Engage all students in growth mindset, academic and behavioral expectations. While celebrating their success and growth.  |
| Strategy #3: Math Interventionist will be hired to work with Tier 3 students.   | Strategy #3: Staff will focus on implementing and monitoring Tier 2 Reading intervention.  | Strategy #3: Engage all parents in supporting their child with a growth mindset and being a partner in their child's learning. Also, providing support to families to make their child's education successful. |

## Professional Learning for 2018-2019 (Math, Literacy, Learning Environment)

| Math         | Literacy     | Learning Environment                             |
|--------------|--------------|--|
| Strategy #1: | Strategy #1: | Strategy #1:<br>-Courageous Conversations around |

|   |   |  |
|---|---|--|
| <ul style="list-style-type: none"> <li>- District PD on Tier 2 HMH intervention in August (Strategic Intervention)</li> <li>- PLC will be a format to discuss Tier 2 interventions</li> <li>- Math Interventionist provided Professional Development and support during PLC</li> </ul>      | <ul style="list-style-type: none"> <li>- Reading Specialist will provide professional learning through a 4-6 week coaching cycle.</li> <li>- Weekly PLC time for collaboration around data with grade level colleagues.</li> <li>- Support for the Literacy Data Dig and collaboration around building level data.</li> </ul> | <p>Respect.</p> <ul style="list-style-type: none"> <li>- Team Building training</li> <li>- SEED training</li> <li>-Growth Mindset training</li> <li>- Communication- training for staff around The Art of Coaching Teachers</li> </ul> |
| <p>Strategy #2:</p> <ul style="list-style-type: none"> <li>- HMH Coaching 2017-2018 (focus on Quick Checks and usage)</li> <li>- PLC</li> <li>- Daily quick check training</li> </ul>   | <p>Strategy #2:</p> <ul style="list-style-type: none"> <li>- Collegial Conversations and Support amongst colleagues around conferencing, ideas or strategies to move student forward in writing.(growth mindset)</li> <li>- professional development around conferring with students</li> </ul>                               | <p>Strategy #2:</p> <ul style="list-style-type: none"> <li>- Staff training in PBIS</li> <li>- Building level Interactive Book study- Growth Mindset Playbook</li> </ul>   |
| <p>Strategy #3: Implement Do the Math with fidelity</p> <ul style="list-style-type: none"> <li>- Progress Monitor every week, pre/mid and individual assessment</li> <li>- Attend PLC's and discuss strategies with teacher</li> <li>- Provide Professional Development to staff</li> </ul> | <p>Strategy #3:</p> <ul style="list-style-type: none"> <li>- Tier 2 Support (Tiered Instructional Support Resource training, MAP Skills Checklist -Progress Monitor, ELL,Special Ed., Paraeducator Support)</li> <li>- iReady training (Special Ed.)</li> <li>- Snap and Read training(Special Ed.)</li> </ul>                | <p>Strategy #3:Attendance</p> <ul style="list-style-type: none"> <li>- APTT (Academic Parent Teacher Teams) -training 4K staff</li> </ul>  |

## Family and Community Engagement

Gaston believes in a parent-teacher collaboration to drive student learning and achievement. Gaston will offer a variety of engagement opportunities to provide families with information and resources to develop a rich and stimulation home learning environment.

Our 4K classrooms will implement APTT (Academic Parent Teacher Teams) during the 2018-19 school year. During these evening meetings families will connect with school staff and learn games to enhance literacy and math skills.

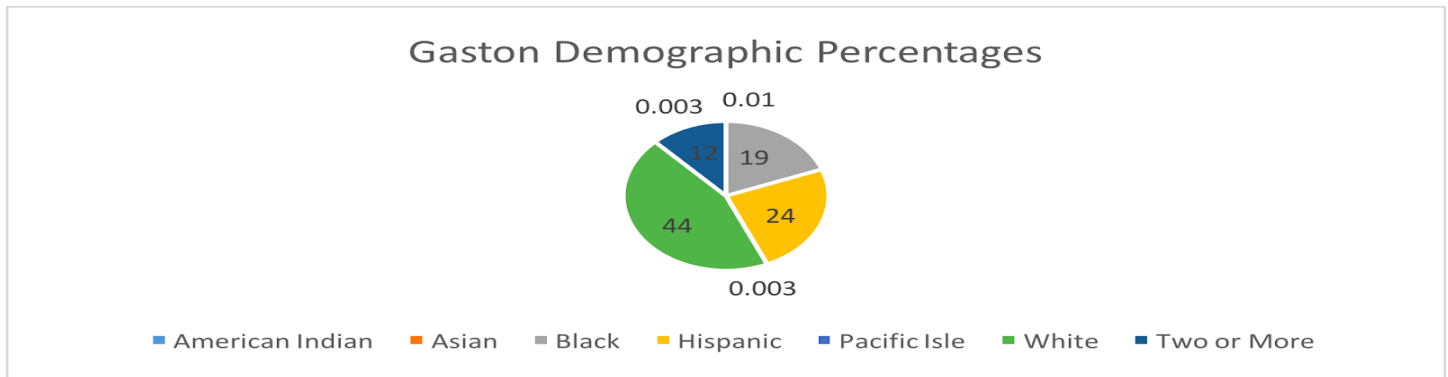
Head start Collaboration 4K Classroom

Family Nights

- Literacy Fair/Math Night
- Breakfast Buddies( Partner with APTT or a Reading strategy)

|                             |                   |                      |  |     |
|-----------------------------|-------------------|----------------------|--|-----|
| <b>School Name</b>          | Address           | 1515 W Grand Ave     | Developmental Bilingual Education        | No  |
|                             | Principal         | Ms. Brandye Hereford | Dual Language Immersion                  | No  |
|                             | Phone             | 608-361-2800         | AGR                                      | Yes |
|                             | 4K                | Yes                  | Attendance Rate                          | %   |
|                             | Title I           | Yes                  | Total Enrollment                         | 315 |
| <i>2018-19 Data Profile</i> | Report Card Score | 62.6                 | Report Card Rating Meets Few Expectation |     |

## Demographics

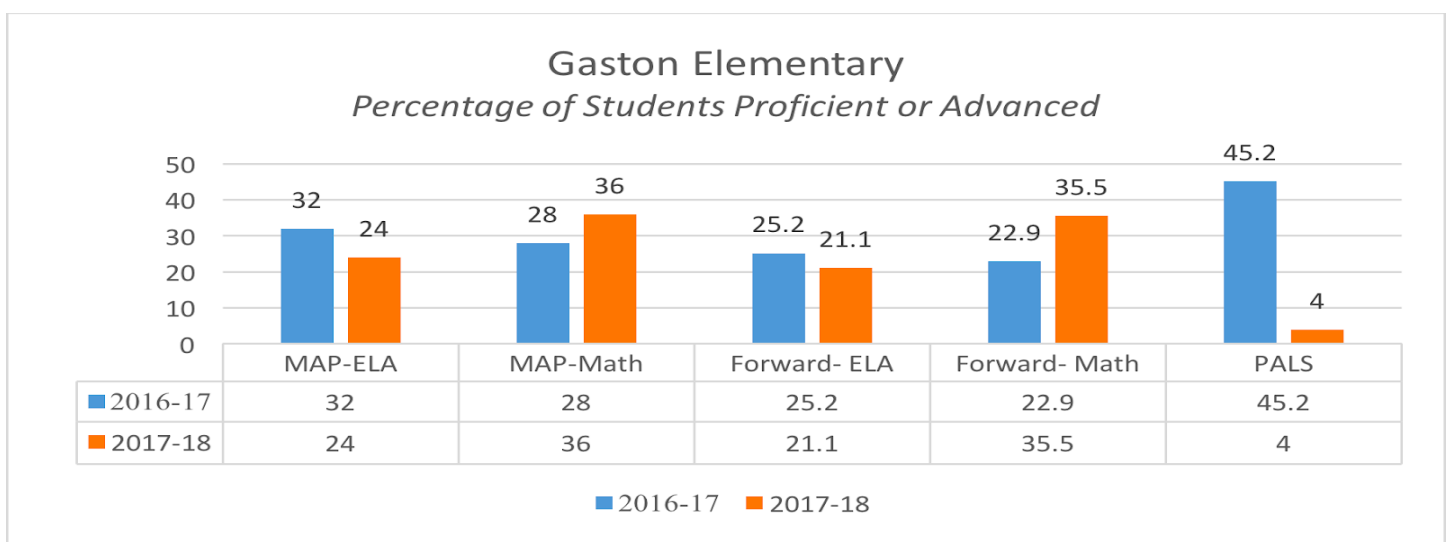


## Connection to District Goals:

### Strategic Plan Goal #1: Students – Build a school system of choice by improving student performance in a safe and diverse school atmosphere.

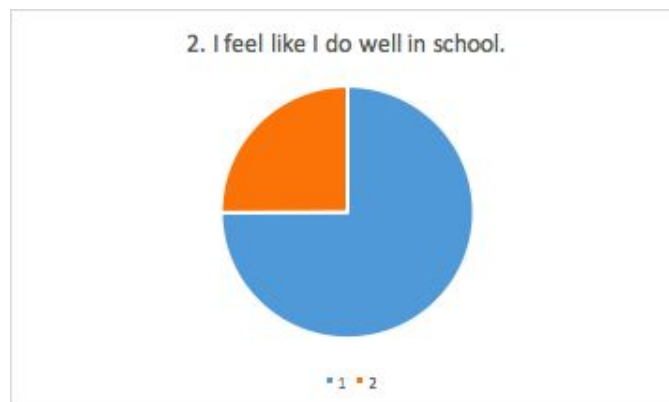
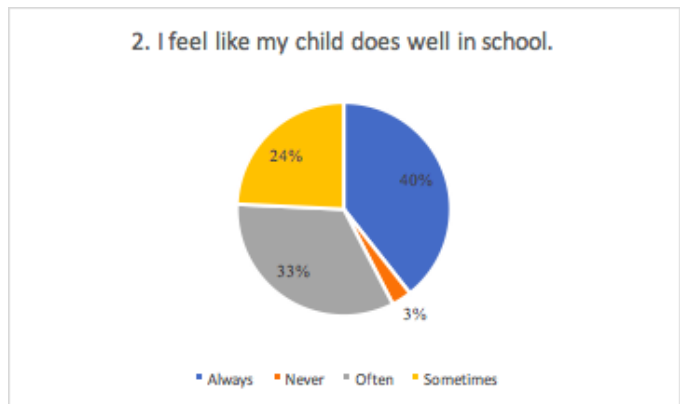
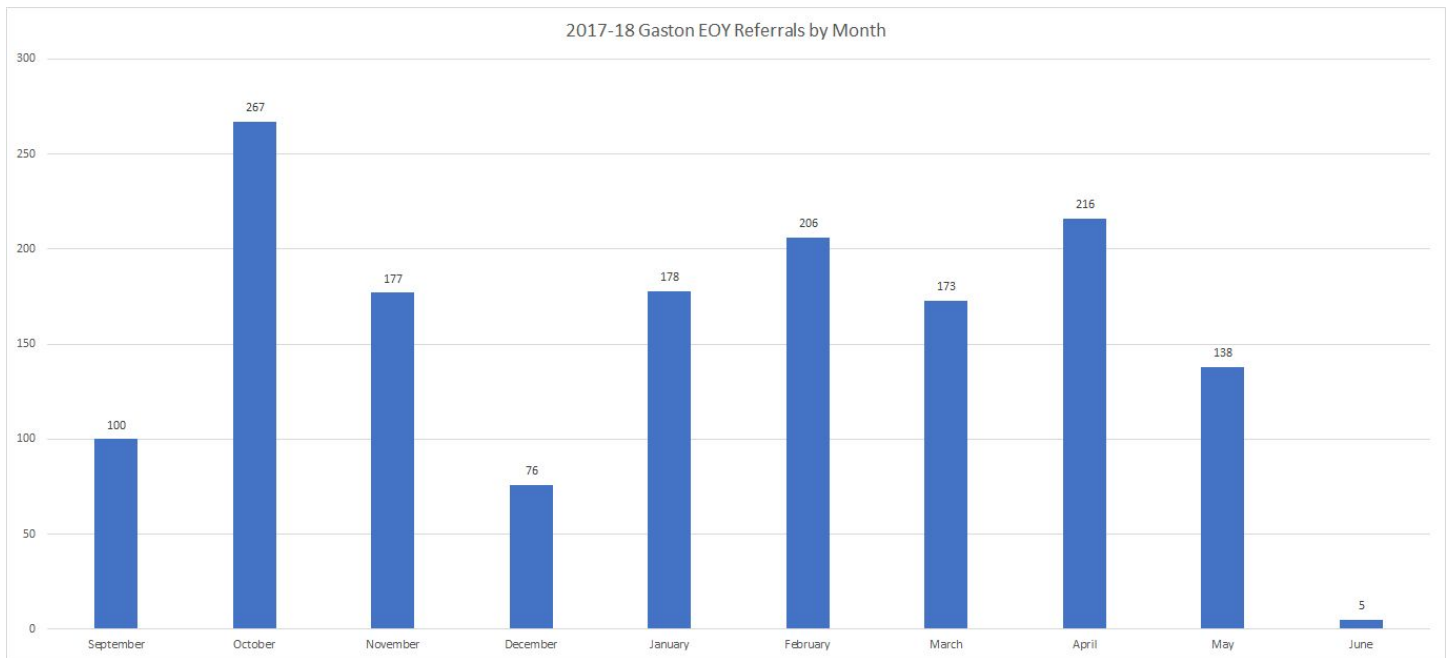
#### Teaching, Learning and Innovation

1. The number of students scoring proficient or advance in literacy will increase between 5 – 7% as measured by the Wisconsin Forward Exam each year.
2. All students will increase in math between 3-5% each year as measured by the Wisconsin Forward Exam.



## Learning Environment

School will improve the implementation of social emotional learning by effectively implementing evidence-based practices that will be monitored to measure the impact of student behavior on the school climate as measured by observational, survey and discipline data.



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## *Hackett School Improvement Plan*

### *Executive Summary 2018-19*

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**Address:** 625 Eighth Street     **| Phone:** 608-361-2400   **| Grades:** K4 - 3rd     **| Principal:** Mr. Ryan McReynolds

### **Program Focus**

Hackett is 4K-3rd grade school, proud to serve nearly 375 young learners from the westside of Beloit. As a Wisconsin Title I School of Distinction and PBIS recognized school, we strive to support the growth of the whole child in building the social, emotional and academic skills to prepare them for college, career and community. Hackett is the proud home of the district's westside primary dual language program and a responsive classroom teaching site. Hackett Elementary School, who "Meets Expectation" on the state school report card, creates an environment that is an equitable, warm, welcoming community that is safe, caring, and honors the diversity of its citizens. We are a place supported by parents, students, and staff as partners in learning.

### **School Vision / Mission**

**Hackett Mission:** To equip our students to thrive economically as productive citizens by ensuring challenging and relevant learning experiences in a healthy, safe, nurturing environment

**Hackett Vision:** We envision the Hackett Elementary School curriculum to be focused on high academic achievement for all students, designed to increase higher level thinking and problem solving skills, differentiated to meet individual needs of students, developed to inspire lifelong learners with an emphasis on character development by teaching our students to Have respect, Act responsibly, Work together, Keep safe, and Soar to Success. (HAWKS)

**Hackett Motto:** "Steeped in history, focused on the future..."

### **Strengths in 2017-2018 (Math, Literacy, Learning Environment)**

**Math:** Full time math interventionist. FORWARD: Above district in all ethnicities. Caucasian population is near state expectations. ELL exceeds both state and district expectations. School strength: operations and algebraic thinking MAP: Kindergarten above national mean, 3rd grade test prep, Staff Professional development, FOI data showed ELT's are posted; students are collaborating; and word walls are being utilized

**Literacy:** FORWARD (a state assessment): above district mean, subgroups (caucasian, african american, hispanic) above district and state mean MAP: met national mean in Kindergarten, 3rd grade test prep, staff professional development

**Learning Environment:** Full time behavior interventionist, 284 students had 1 or fewer discipline referrals, staff climate survey says Staff feels respected at Hackett both by students and administration and staff is happy and feels supported at work, all staff received trauma training and participated in book study, "Teaching with poverty in mind."

### **Progress in 2017 - 2018 (Math, Literacy, Learning Environment)**

**Math:** Year 2 of Go Math! implementation, Responsive classroom, Math FOI walks allowed teachers and administrators to observe and debrief on Math lessons being taught with the current resources., Math data digs allowed grade level team leaders to disaggregate the data in a timely fashion, Twice a month staff worked in grade level PLCs to review Math data and develop strategies to teach the upcoming lessons. They also discuss the current assessments and discuss

students that did well and students that are struggling to develop common plans to provide for their ongoing achievement

**Literacy:** Dual language curriculum adoption (Ready Gen), Responsive classroom, coaching provided by Reading Specialist for classrooms that had the highest number of students struggling with their foundational skills, Literacy FOI walks allowed teachers and administrators to observe and debrief on Literacy lessons being taught with the current resources, Literacy data digs allowed grade level team leaders to disaggregate the data in a timely fashion. Twice a month staff worked in grade level PLCs to review Literacy data and develop strategies to teach the upcoming lessons. They also discuss the current assessments and discuss students that did well and students that are struggling to develop common plans to provide for their ongoing achievement.

**Learning Environment:** Over the past year, we have added a full time guidance counselor and full time behavior interventionist, second step/cool tools, targeted guidance groups (based off of data) , Responsive classroom initiative, remodeled classrooms (air/cabinetry, lighting, flooring), 12% of our students were in Tier 3 for discipline (6 or more referrals)

## Areas for Growth for 2018-2019 (Math, Literacy, Learning Environment)

**Math:** There is a lack of exposure for certain data sets and the pacing does not align for students to be exposed to the material prior to testing. Moving forward, we can implement chapters/skills earlier in the year and expose students to the material over the course of the year, rather than jamming it in the end, tweaked master schedule to ensure grade level math intervention, FOI data shows a need on emphasis on anchor charts being visible and available to all students

**Literacy:** All school grade level means increased from winter to spring MAP assessment but were below district mean

**Learning Environment:** Need to address students who are not successful with Tier 1/Universal supports (Tier 2/Tier 3 students)

## Primary Goals for 2018-2019 (Math, Literacy, Learning Environment)

**Math Goal:** By Spring 2019, Hackett 5K-3 students scoring average or above will increase 5% from 53.2% to 58.2% as measured by the Spring MAP Math assessment

**Literacy Goal:** By Spring 2019, Hackett 5K-3 students scoring average or above will increase 7% from 48.2% to 55.2% as measured by the MAP Reading assessment

**Learning Environment:** The number of Hackett students in Tier 3 / red for discipline referrals will drop from 12% in 2017-18 data to 7% for the 2018-19 school year.

## Key Strategies for 2018-2019 (Math, Literacy, Learning Environment)

**Math:** Math PLC, Math FOIs, Book Study “The Power of our Words” and use of Responsive Classroom language, Daily instruction, Go Math! (year 2 of implementation), Responsive Classroom , use of Dreambox/Think Central assessment data, Immediate Interventions for ID’d students, math data digs (quarterly)

**Literacy:** Daily use of practices and principles of Responsive Classroom, Book Study Focus “The Power of Our Words,” Daily vocabulary development, Literacy FOI’s, PLC meetings (data/notes), Literacy Data Digs, Assessment (PALS, BAS, MAP), Read 100,000 Literacy initiative, readers/writers workshop, after school reading club

**Learning Environment:** Early intervention for all returning Tier 3 students (behavior plans, SIT, CICO, Hug Club, SS groups), Mandatory re-entry meetings for all students who serve OSS before returning to school (parent, student, admin, student services) with a plan for moving forward with student team, All classroom teachers and staff will implement Responsive classroom school wide: morning meeting, quiet time, responsive classroom language, energizers and interactive modeling, cool tools, second step, HAWKS matrix/school-wide PBIS, sports & clubs, and Beloit College lunch buddy program

## Professional Learning for 2018-2019 (Math, Literacy, Learning Environment)

**Math:** Math coaches provide direct support to building, monthly PLC's, staff PD days, Responsive classroom

**Literacy:** Reading Specialist provides coaching to teachers in building, monthly PLC's, staff PD days, Responsive classroom

**Learning Environment:** monthly PBIS meetings at the district and building level, weekly PBIS tier 2 and SIT meetings, Responsive classroom, Book study

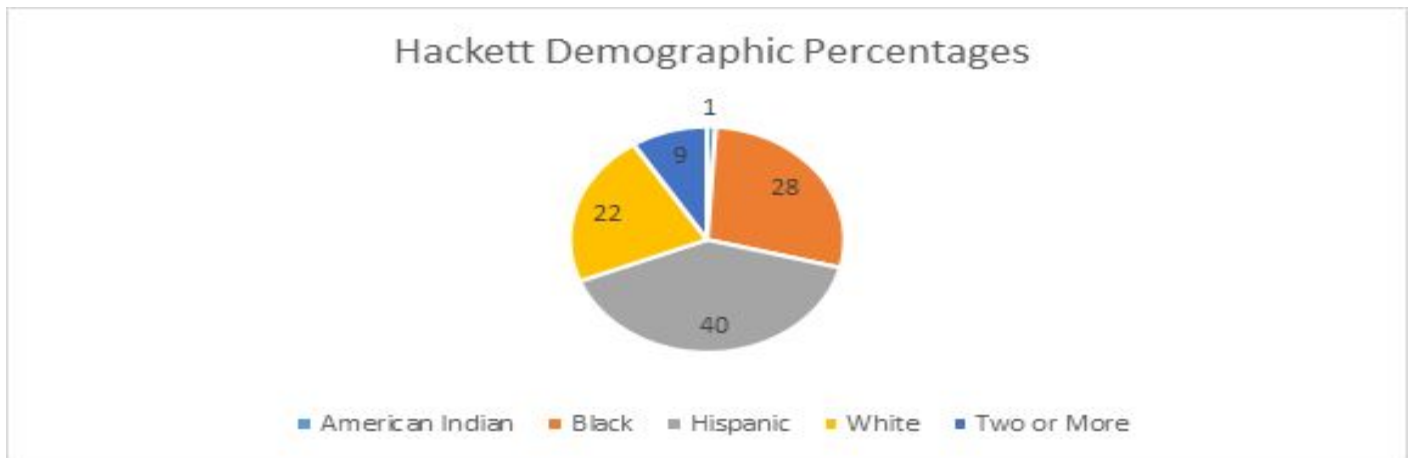
## Family and Community Engagement for 2018-2019

Hackett Family Engagement: Hackett will increase family engagement and participation annually. Hackett Elementary has started to do home visits at the beginning of the school year to help teachers to connect with their students and their families. The ELL Department has conducted home visits over the past three years, meeting with our families several times throughout the year, adding a grade level each year, currently K-2. Parents are an integral part and are personally invited and encouraged to participate in Student Intervention Teams when creating a plan for their student. Hackett uses the following strategies for family and community engagement: Home visits, school events, bilingual communication, bilingual PTO, Fundraisers, Volunteers, and Read 100,000 initiative, and daily after school programming

|                    |                   |                     |                                   |                    |
|--------------------|-------------------|---------------------|-----------------------------------|--------------------|
| <b>School Name</b> | Address           | 625 Eighth Street   | Developmental Bilingual Education | Yes                |
|                    | Principal         | Mr. Ryan McReynolds | Dual Language Immersion           | Yes                |
|                    | Phone             | 608-361-2400        | AGR                               | Yes                |
|                    | 4K                | Yes                 | Attendance Rate                   | 93.7%              |
|                    | Title I           | Yes                 | Total Enrollment                  | 367                |
|                    | Report Card Score | 64.3                | Report Card Rating                | Meets Expectations |

2018-19 Data  
Profile

## Demographics

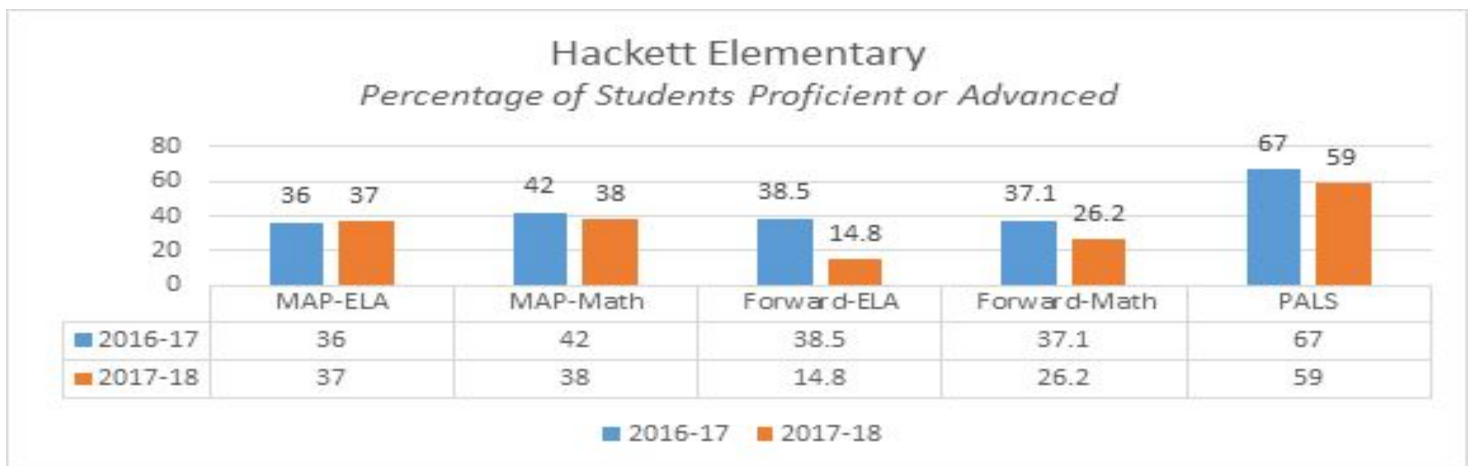


## Connection to District Goals:

### Strategic Plan Goal #1: Students – Build a school system of choice by improving student performance in a safe and diverse school atmosphere.

#### Teaching, Learning and Innovation

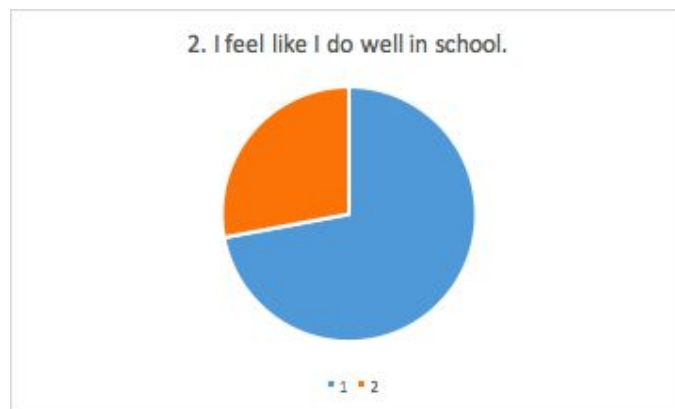
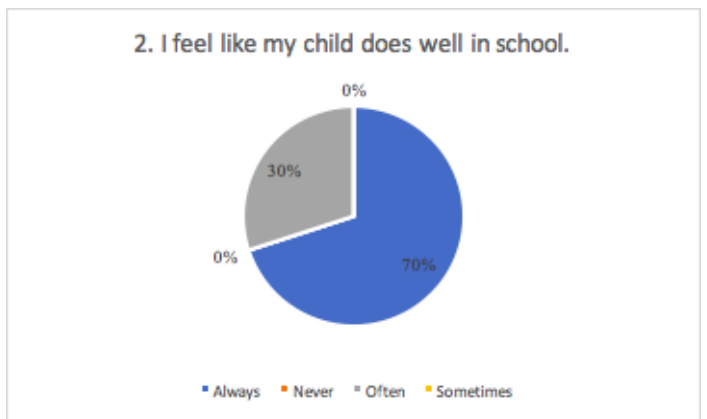
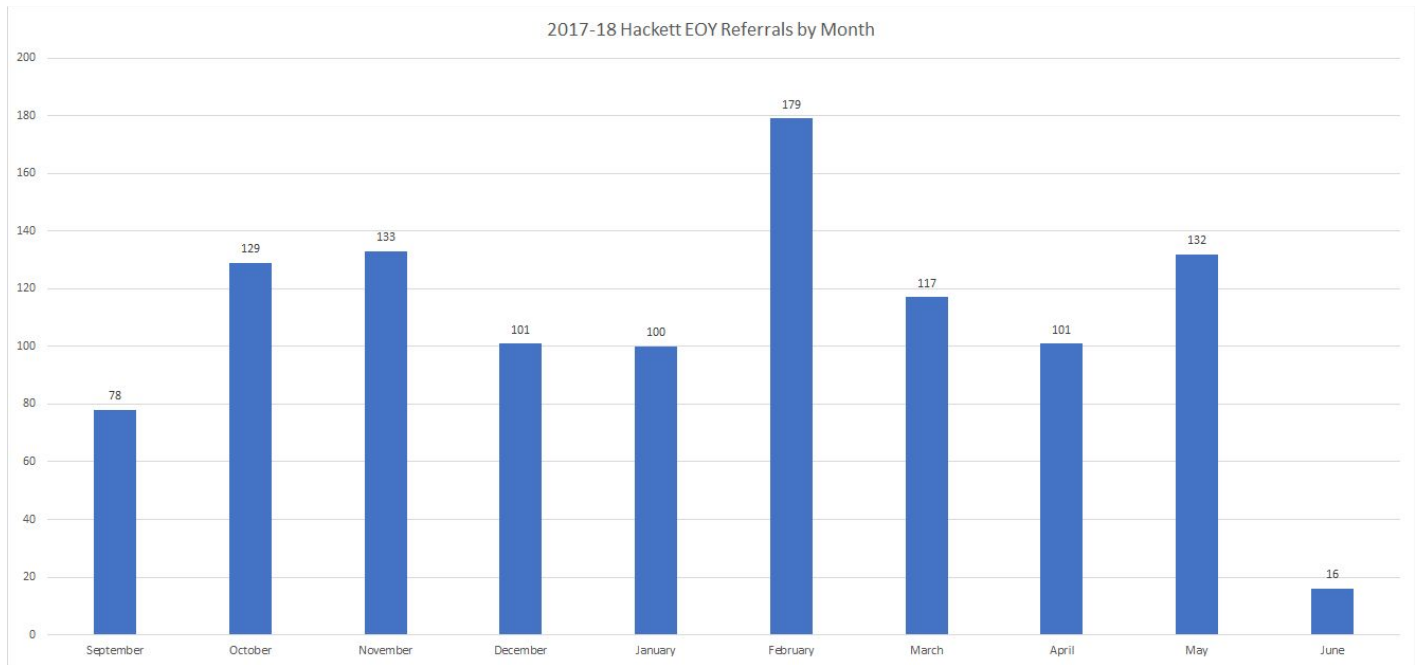
1. The number of students scoring proficient or advance in literacy will increase between 5 – 7% as measured by the Wisconsin Forward Exam each year.
2. All students will increase in math between 3-5% each year as measured by the Wisconsin Forward Exam.





## Learning Environment

School will improve the implementation of social emotional learning by effectively implementing evidence-based practices that will be monitored to measure the impact of student behavior on the school climate as measured by observational, survey and discipline data.



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## *Todd School Improvement Plan*

### *Executive Summary 2018 - 19*

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**Address: 1621 Oakwood Avenue   |Phone: 608-361-4200   |Grades: 4K - 3rd   |Principal: Ms. Melody Wirgau**

### **Program Focus**

Todd School is a K4 through third grade school with approximately 490 students. My name is Melody Wirgau and I am excited to be the Principal of Todd. The school is located at 1621 Oakwood Avenue in a quiet neighborhood. Todd Elementary School was constructed in 1927, a state of the art building named in honor of pioneer Samuel J. Todd. An addition was added in 1964, keeping in mind the character and unique structure of the building. In 2003, Todd celebrated its 75th year anniversary. Todd School has many ties to the community and partnerships with Beloit College. We continually work to build strong family and community partnerships.

Todd is a Title 1 school and it provides an CLC before and after school programming. We offer a Dual Language Program in grades 4K - 3rd as well as a therapeutic classroom to some of the most behaviorally involved elementary students the school district services that provides them onsite counseling. We have embraced PBIS which is a positive behavior program to teach and reward positive behaviors at our school. The Todd staff are excited to continually work with the students and parents to provide multiple opportunities for learning. As always, we expect all students to be successful with their achievement and to develop their talents to their fullest potential.

### **School Vision / Mission**

**Mission:** We will strive to create lifelong learners by providing a warm, safe, and caring environment. Our highly qualified professionals will be respectful of the individual needs of every child. We will create family partnerships and satisfy the needs of the whole child.

**Vision:** Todd School will teach students the social and academic skills needed to be successful in intermediate school and beyond.

### **Strengths in 2017-2018 (Math, Literacy, Learning Environment)**

#### Math

- Forward Exam - Math - Todd was above the state and district average in African American students who were proficient or advanced.
- MAP Math - In the testing periods of Spring 2017 and Spring 2018, the Kindergarten, 1st, and 2nd grade cohorts at Todd were either at or above the national mean with the 3rd grade cohort of students being only slightly below the national mean.
- Currently we have full implementation of the Go Math resources. Any new staff are receiving additional coaching to ensure their understanding the new math resources.
- According to our Fidelity of Implementation Walks, over 80% of our staff increased math word walls to ensure students are building their understanding of the math vocabulary.

#### Literacy

- Kindergarten and First Grade Students - Increased score on their foundational skills on their MAP assessment and growth according to their PALS and BAS assessments.
- Second Grade and Third Grade Students - Increased score on their informational text strands on their MAP assessment and growth according to their non-fiction BAS assessments.

### Learning Environment

- Todd staff have been trained in mental health and trauma informed care and these practices are being implemented by staff.
- The climate survey shows that staff has become more cohesive over the last seven years.
- The PBIS shows that the majority of students feel supported by the adults and feel safe in the school.

## Progress in 2017 - 2018 (Math, Literacy, Learning Environment)

### Math

- Math FOI walks allowed teachers and administrators to observe and debrief on Math lessons being taught with the current resources.
- Math data digs have allowed grade level team leaders to disaggregate the data in a timely fashion.
- Twice a month staff worked in grade level PLCs to review Math data and develop strategies to teach the upcoming lessons. They also discuss the current assessments and discuss students that did well and students that are struggling to develop common plans to provide for their ongoing achievement.

### Literacy

- The Reading Specialist in conjunction with the Principal provided coaching for classrooms that had the highest number of students struggling with their foundational skills.
- Literacy FOI walks allowed teachers and administrators to observe and debrief on Literacy lessons being taught with the current resources.
- Literacy data digs have allowed grade level team leaders to disaggregate the data in a timely fashion.
- Twice a month staff worked in grade level PLCs to review Literacy data and develop strategies to teach the upcoming lessons. They also discuss the current assessments and discuss students that did well and students that are struggling to develop common plans to provide for their ongoing achievement.

### Learning Environment

- We continue to work on recognizing and addressing our own biases.
- We continue to strengthen our universal instruction with PBIS, Zones of Regulation, and Second Step.
- We will continue to focus on the 5% of our students that are not being successful in the universal instruction and refine our check in and check out system and our SAG groups.

## Areas for Growth for 2018-2019 (Math, Literacy, Learning Environment)

### Math

- As a building we have observed a need for our students to have more test taking strategies, our students need to practice performance based open-ended questions as well as to be taught more close reading strategies in math and given time to practice these strategies.
- As a building we were concerned that a majority of our ELL students are in the DLI program and therefore due to the programs schedule they didn't always receive a 60 minute math block of instruction and intervention when needed. As part of our ongoing discussions, we revised our schedules for the current school year to ensure the DLI students are receiving a 60 minute block in Math and a Math intervention block.
- The current school year will allow us the opportunity to refine our universal instruction and utilizing our tier 2 and tier 3 resources in Math.

### Literacy

- As a building we will focus on vocabulary acquisition at every grade level.
- We will also continue to focus on writing conventions and writing workshop implementation.
- Students will be involved in close reading and purposeful read to self activities.

### Learning Environment

- We will work on setting up a plan for Tier 2 (SAG groups, Check in-Check out, Reteaching of Cool Tools) for students who are not being successful with universal instruction on PBIS.
- Staff development on strategies, skills, school discipline matrix and behavior flow chart and continuation of trauma informed care practices

- We will provide ongoing Second Step guidance to change students perceptions about their classmates behavior and to reinforce rules for behavior.

## Primary Goals for 2018-2019 (Math, Literacy, Learning Environment)

### Math

Smart Goal - By the spring of 2019, Todd School will increase the number of students scoring in the average or above average range in Operations and Algebraic Thinking on the MAP assessments by 3-7%.

### Literacy

Smart Goal - By the spring of 2019, Todd School will increase the number of Kindergarten and First Grade students scoring in the average or above average range in Foundational skills on the MAP assessments by 3-7%.

By the spring of 2019, Todd School will increase the number of Second Grade and Third Grade students scoring in the average or above average range in informational text strands on the MAP assessments by 3-7%

### Learning Environment

Smart Goal - Deepen relationships between staff, students, and families to increase positive student behaviors through continued staff development and PLC discussions as measured by the number of discipline referrals, number of gotchas written, and climate surveys for the 2018-2019 school year.

## Key Strategies for 2018-2019 (Math, Literacy, Learning Environment)

### Math

#### Action Steps:

- Operations and Algebraic Thinking strand - The students scoring in the basic and minimal range will be our primary focus for the monthly Math PLCs.
- The Building Leadership Team will share and discuss our Spring 2018 MAP math data with all building instructional staff.
- The Math interventionist will provide tutorials to staff on how to assign lessons in Dreambox emphasizing Operations and Algebraic Thinking.
- The Building Leadership Team will develop a schedule to allow teachers to observe their peers teaching.

#### Strategies:

- Conduct quarterly FOI walkthroughs.
- Administer Fact Fluency Assessment quarterly.
- Review Dreambox data monthly during PLCs.
- Peer observations and debriefing of Math Lessons quarterly.
- Guided monthly PLC discussions to share effective strategies.

### Literacy

#### Action Steps:

- All monolingual teachers 5K through 3rd grade will teach Words their Way as part of the universal literacy curriculum a minimum of three times per week for seven to ten minutes. Dual Language teachers 5K through 3rd grade will teach Words their Way as part of the Tier 3 literacy intervention curriculum daily.
- As part of PLC, teachers will generate content based vocabulary for their grade level and provide practice activities for their students. This will be able to be accessed in a shared folder for all staff.
- Professional development will be provided on the effective teaching of vocabulary.

#### Strategies:

- The Reading Specialist, Principal and Curriculum Director will conduct quarterly Literacy FOI walkthroughs.
- Teachers will administer Touchpoints as needed for students to ensure students are working at their instructional level.

- Teachers will Administer the BAS Assessment per assessment calendar.
- Grade level teams will review current PALS, Touchpoints, or BAS assessments data monthly during PLCs.
- Peer observations and debriefing of literacy lessons quarterly.
- Guided monthly PLC discussions to share effective strategies.

### Learning Environment

#### Action Steps:

- Through the Lost at School book study, staff will learn about and implement the growth mindset with students.
- Explicitly teach character traits through Cool Tools, Zones of Regulation, Second Step, and Love and Logic
- Continue Tier 2 Trauma Informed Care Modules through DPI and Mindfulness
- Through the APTT phase in process, we will deepen our relationship with students and families.

#### Strategies:

- Lost at School book study in response to the discipline data that shows disproportionality.
- In response to the School Climate Survey, we will focus on monthly character traits and teach each trait individually. Students and staff will be recognized through student of the week, got chas, and staff peer recognition.
- Continue Tier 2 Trauma Informed Care Modules through DPI and mindfulness strategies.

## Professional Learning for 2018-2019 (Math, Literacy, Learning Environment)

### Math

- District PD on Go Math differentiation resources in August (Strategic Intervention)
- Math coaches provide direct support to building
- PLC will be an opportunity to discuss Tier 2 interventions
- Math Interventionist will provide Professional Development and support during PLC
- Staff PD days

### Literacy

- Reading Specialist will provide professional learning through a 4-6 week coaching cycle.
- Bi-Weekly PLC time for collaboration around data with grade level colleagues.
- Support for the Literacy Data Dig and collaboration around building level data.
- Professional development in regards to effective vocabulary instruction for students.
- Tier 2 Support (MAP Skills Checklist -Progress Monitor, ELL,Special Ed., Paraeducator Support)
- iReady training (Special Ed.)
- Professional Development focus in differentiation-Fidelity requires processes based on student need

### Learning Environment

- Engage all students in growth mindset, academic and behavioral expectations. While celebrating their success and growth.
- Staff training in PBIS - Cool Tools, Behavior Flow Chart, Behavior Matrix
- Building level Interactive Book study - Growth Mindset and Lost At School
- APTT (Academic Parent Teacher Teams) -training 4K and First Grade staff for the 2018-19 school year

## Family and Community Engagement for 2018-2019

Todd has worked hard to individualize instruction for all students based on standardized testing data, benchmark assessments, and formal and informal observations. We believe we must ensure rigor, relevance, and relationships for all our students. All staff have worked to learn and implement the district reading and math resources to ensure student learning. Staff will work in conjunction with students and parents to develop goals for student achievement. It is the belief that all students can be high achievers.

For the 2018-19 school year, Todd will embark on the APTT training and implementation process with grades 4K and First to develop a rigorous family engagement process. This will expand to Kindergarten and Second grade the following year. Families will help set academic goals and will chart the progress made.

Our belief is that parents/guardians must be partners in their child's education so we must work together to provide their child with the necessary skills to become a productive citizen. We expect 100% participation at Parent/Teacher conferences each semester and host several family nights that are fun and engaging for families. Our hope is that families feel welcome and comfortable at Todd School.

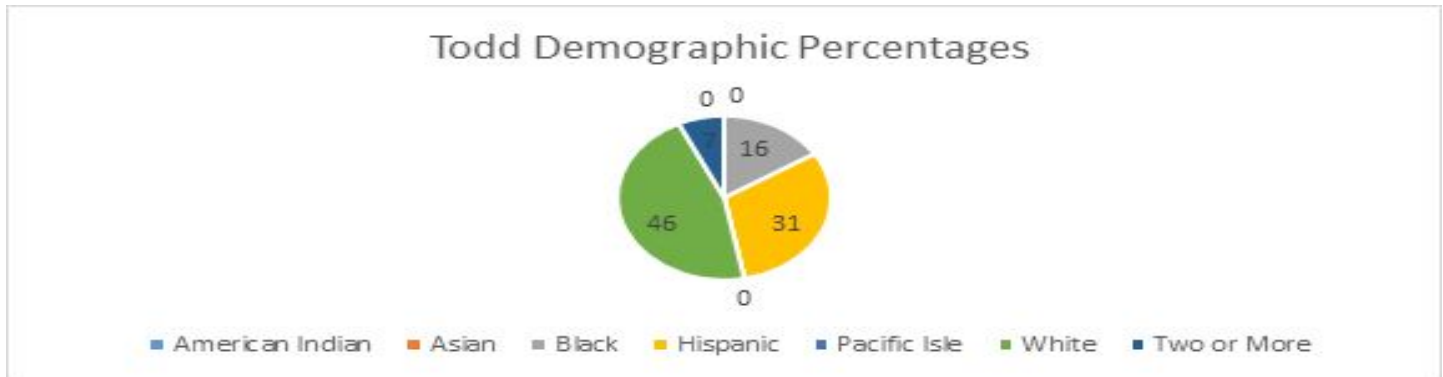
The staff works hard using the TRIBES process to make sure all students feel included. We utilize PBIS, Zones of Regulation, Love and Logic, and Restorative Practices to address student behaviors and to allow students to restore justice. We are proud of our accomplishments and know that we still are not 100% proficient, so we continue to work to grow and learn together. The goal is to continue to close the achievement gap for all students and to provide a quality education to every student in our school.



|                    |                   |                   |                                   |                   |
|--------------------|-------------------|-------------------|-----------------------------------|-------------------|
| <b>School Name</b> | Address           | 1621 Oakwood Ave  | Developmental Bilingual Education | Yes               |
|                    | Principal         | Ms. Melody Wirgau | Dual Language Immersion           | Yes               |
|                    | Phone             | 608-361-4200      | AGR                               | Yes               |
|                    | 4K                | Yes               | Attendance Rate                   | 93.2%             |
|                    | Title I           | Yes               | Total Enrollment                  | 472               |
|                    | Report Card Score | 72.5              | Report Card Rating                | Meets Expectation |

#### 2018-19 Data Profile

### Demographics

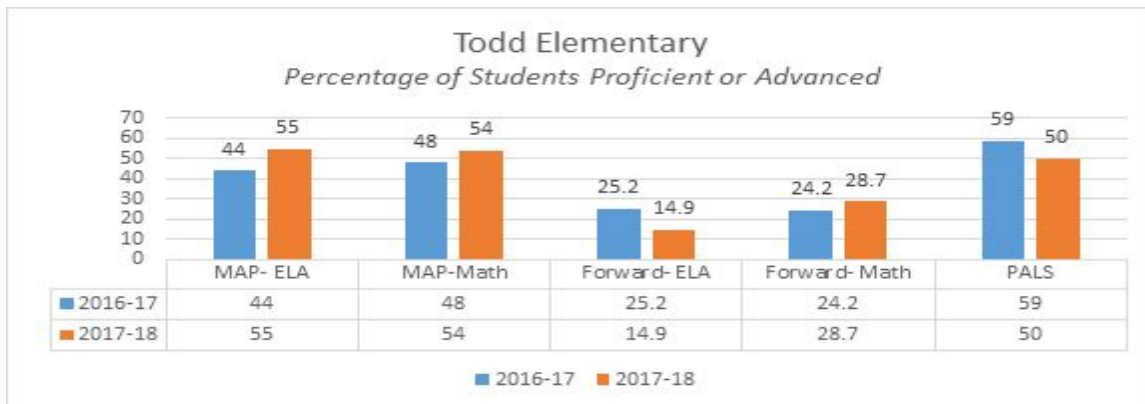


### Connection to District Goals:

**Strategic Plan Goal #1: Students – Build a school system of choice by improving student performance in a safe and diverse school atmosphere.**

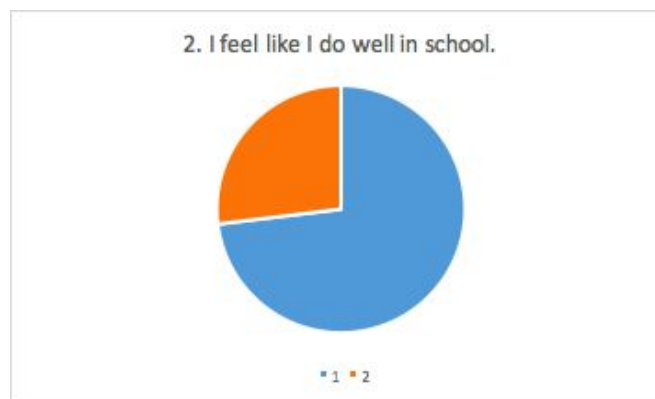
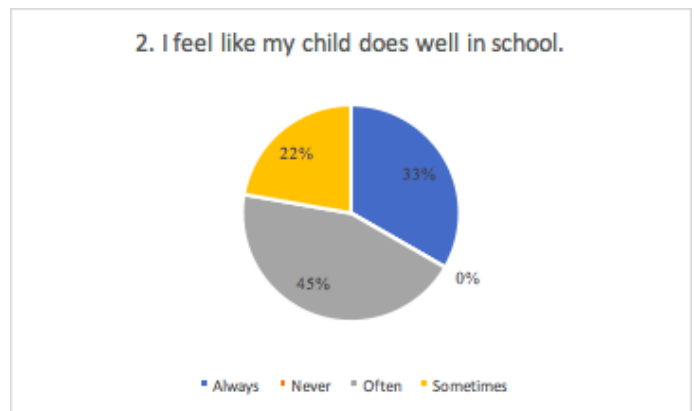
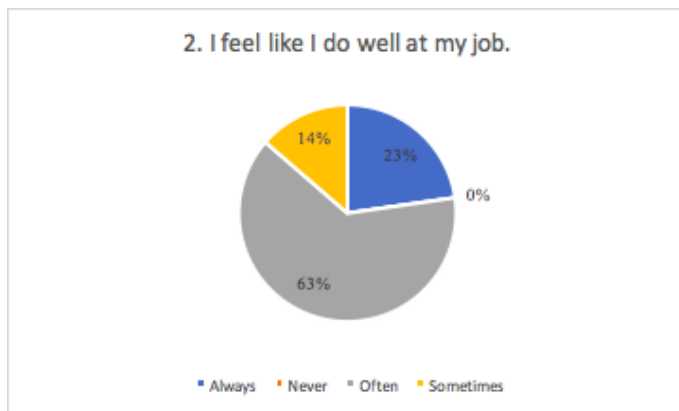
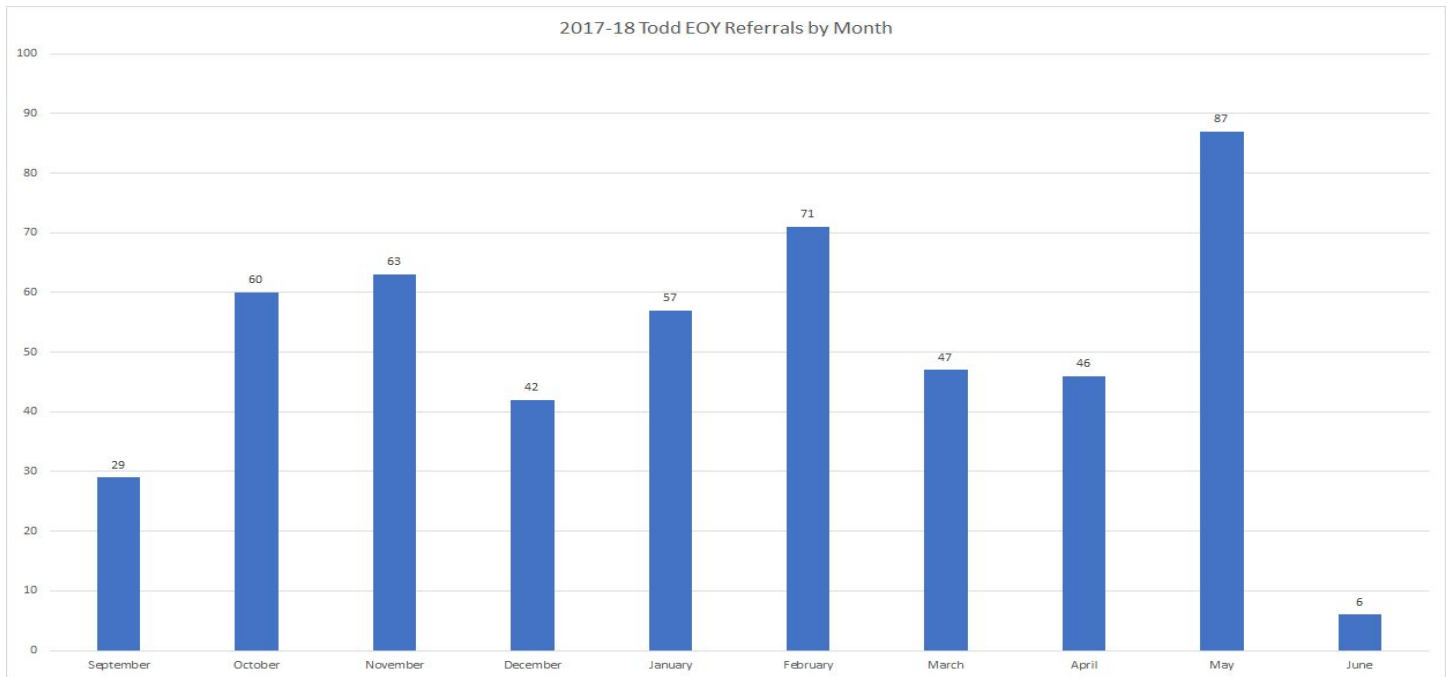
1. The number of students scoring proficient or advance in literacy will increase between 5 – 7% as measured by the Wisconsin Forward Exam each year.
2. All students will increase in math between 3-5% each year as measured by the Wisconsin Forward Exam.

### Teaching, Learning and Innovation



## Learning Environment

Todd school will improve the implementation of social emotional learning by effectively implementing evidence-based practices that will be monitored to measure the impact of student behavior on the school climate as measured by observational, survey and discipline data.





***I. BASIC INFORMATION***

**Topic or Concern:** 2018 Professional Development – June through August

**Which strategy in the Strategic Plan does this support?** Staff

**Your Name and Title:** Don Childs, Interim Superintendent

**Others assisting you in the presentation:** Anthony Bonds, Assistant Superintendent, Teaching, Learning and Innovation; Charo Chaney, Director of Data, Assessment & Professional Development

**My report is for:** Information

***II. TOPICAL INFORMATION***

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

The purpose of presenting this information is to inform the board members, staff and community about the type of professional development provided for staff during the summer months. It also highlights feedback from our back to school professional development along with upcoming trainings.

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

Please see the attached PowerPoint presentation.

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

This report is for information only.

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

**MOTION:** This report is for information 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?** NA

**BUDGET LOCATION:** NA

**FISCAL IMPACT:** NA

# 2018 Professional Development

June-August





# School District of **BELOIT**

## 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.*

## VISION

*To be a school district of choice in the Stateline community.*



# Definition of Terms:

**Advancement Via Individual Determination (AVID)**- AVID is a schoolwide system that provides students with instructional tools and support. AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

**Go Math**- A comprehensive Grade K-6 mathematics program developed to support the Common Core State Standards for Mathematics and the NCTM Curriculum Focal Points.

**Big Ideas**- is a complete middle school **math** program developed with the Common Core Standards for Mathematical Content and Standards for Mathematical Practice as its foundation.

**DreamBox**- an interactive, adaptive, self-paced program that provides engaging activities for students to learn and practice skills in mathematics.

**Houghton Mifflin Harcourt (HMH)**- Provides curriculum for Math and Science

**Investigating and Questioning our World through Science and Technology (IQWST)**- Students investigate questions relevant to their lives by conducting investigations; collecting and analyzing data; developing and using models to explain phenomena, and engaging in argument from evidence, all in a literacy and discourse-rich environment.

**Educlimber**- import data from nearly any standardized norm-referenced, criterion-referenced or teacher-made formative/summative assessment along with data from student information system. eduCLIMBER was created to provide necessary information for data analysis and systems change.

# Math Department



| Training/Workshop   | Participants  |
|---|---|
| Student Centered Coaching   | Math Coaches  |
| Go Math (strategic intervention RtI resources, progress monitoring, Dreambox, fact fluency) | K-5 Teachers  |
| Big Ideas, (Dreambox, Balanced approach framework, gradebook, Platform trainer)             | 6-8 and Algebra, Geometry, and Algebra 2 (AGA) Teachers |
| AGA, Trigonometry & Calculus, Vertical Alignment  | 9-12 Teachers   |

# Science Department

| Training/Workshop  | Participants  |
|--|---------------|
| HMH Science Dimensions, National Geographics Science     | K-6 Teachers  |
| IQWST (Planning, Pacing, Assessments, NGSS)              | 6-8 Teachers  |
| Alignment to literacy plan and AVID strategies           | 9-12 Teachers |
| Gradebook, Scope & Sequence, Assessments                 | 6-12 Teachers |
| Community Partnership Program & Building Advisory Boards | 9-12 Teachers |

# Literacy Department



| Training/Workshop  | Participants                   |
|--|--------------------------------|
| Curriculum alignment (Springboard)   | Reading Specialists            |
| Reading Institute  | Director & Reading Specialists |
| Student Centered Coaching  | Director & Reading Specialists |
| Reading Units of Study, Phonological Awareness<br>Literacy Screening Review, Benchmark<br>Assessment System Review | K-5 Teachers                   |
| Springboard Time with Text   | 6-12 Teachers                  |

# Pupil Services Department

| Training/Workshop   | Participants  |
|---|---|
| LGBTQ+ Training   | Health teachers, GSA Advisors, Student Services Staff |
| New Teacher Summit  | New RCAA staff  |
| PBIS Work Day   | PBIS Coaches  |
| iReady, Snap & Read, SEEDS Updates, Procedural Compliance Self Assessment, HRA's Assistive Role | Special Education Teachers                            |
| Anti-bullying, SEL workshop, Educator Effectiveness, Autism, Threat Assessment Training         | Student Services                                      |
| Attendant Care Training, CESA 2 para-educator training, Human Resources & Finance               | Para Educators  |
| HRA Training, Skyward, Seeds/Kompas Care, Diabetes, Autism                                      | Nurses  |



## DLI Department

| Training/Workshop  | Participants |
|--|--------------|
| Product Activation Day , Biliteracy Pathway, Palabras a Su Paso Tier 2, ReadyUp Tier 3 | DLI Teachers |
| Data Retreat   | DLI Teachers |

## District Administrators

| Training/Workshop          | Participants   |
|----------------------------|--|
| WestEd Leadership Training | Assistant Superintendents, Directors, Principals, Assistant Principals                 |
| Educlimber                 | Director, Principals, Assistant Principals, Reading Specialists, Teacher, Secretary    |
| Crisis Training            | Superintendent, Assistant Superintendents, Directors, Principals, Assistant Principals |
| Frontline Migration        | Various KEC Staff  |

# Career Tech Ed. Department

| <b>Training/Workshop</b>                            | <b>Participants</b> |
|---|---------------------|
| Project Lead the Way                                | CTE Instructor      |
| High School of Business Training                    | Teachers            |
| Financial Literacy Training                         | Teachers            |
| CTE Conference                                      | Director            |
| Automotive Service Excellence                       | Teacher             |
| National Automotive Technician Education Foundation | Teacher             |

## Technology Department

| Training/Workshop             | Participants |
|-------------------------------|--------------|
| Let's Go Wisconsin Conference | Tech Coaches |
| Curriculum Writing            | Tech Coach   |

## 4K Department

| Training/Workshop  | Participants                                  |
|--|---|
| Goals, Planning & Family Engagement  | Director, 4K Teachers & EC3                   |
| Wisconsin Model Early Learning Standards (WMELS), Math and Creative Curriculum | Director, 4K Teachers, 4K paraeducators & EC3 |
| Interest Centers & Intentional Academic Play and Print Rich Environment        | Director, 4K Teachers, & EC3                  |
| Data and Assessment  | 57 Director & 4K Teachers                     |

# Other Professional Development

| <b>Training/Workshop</b>   | <b>Participants</b>  |
|--|--|
| Data Retreat-using data to set goals and monitor progress            | Building leadership teams  |
| Skyward Training- scheduling   | Intermediate & High School Principals, Assistant Principals, Secretaries, Counselors |
| Skyward, Curriculum overview, Students Services, Technology overview | New Hires  |
| Educator Effectiveness- process to evaluate teachers                 | Principals & Assistant Principals  |

## Usefulness of PD

Did not meet needs

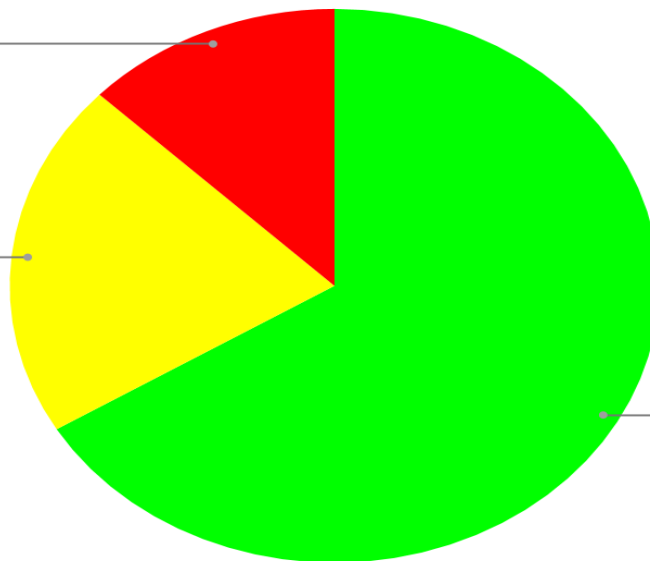
12.9%

Neutral

20.8%

Met needs

66.3%

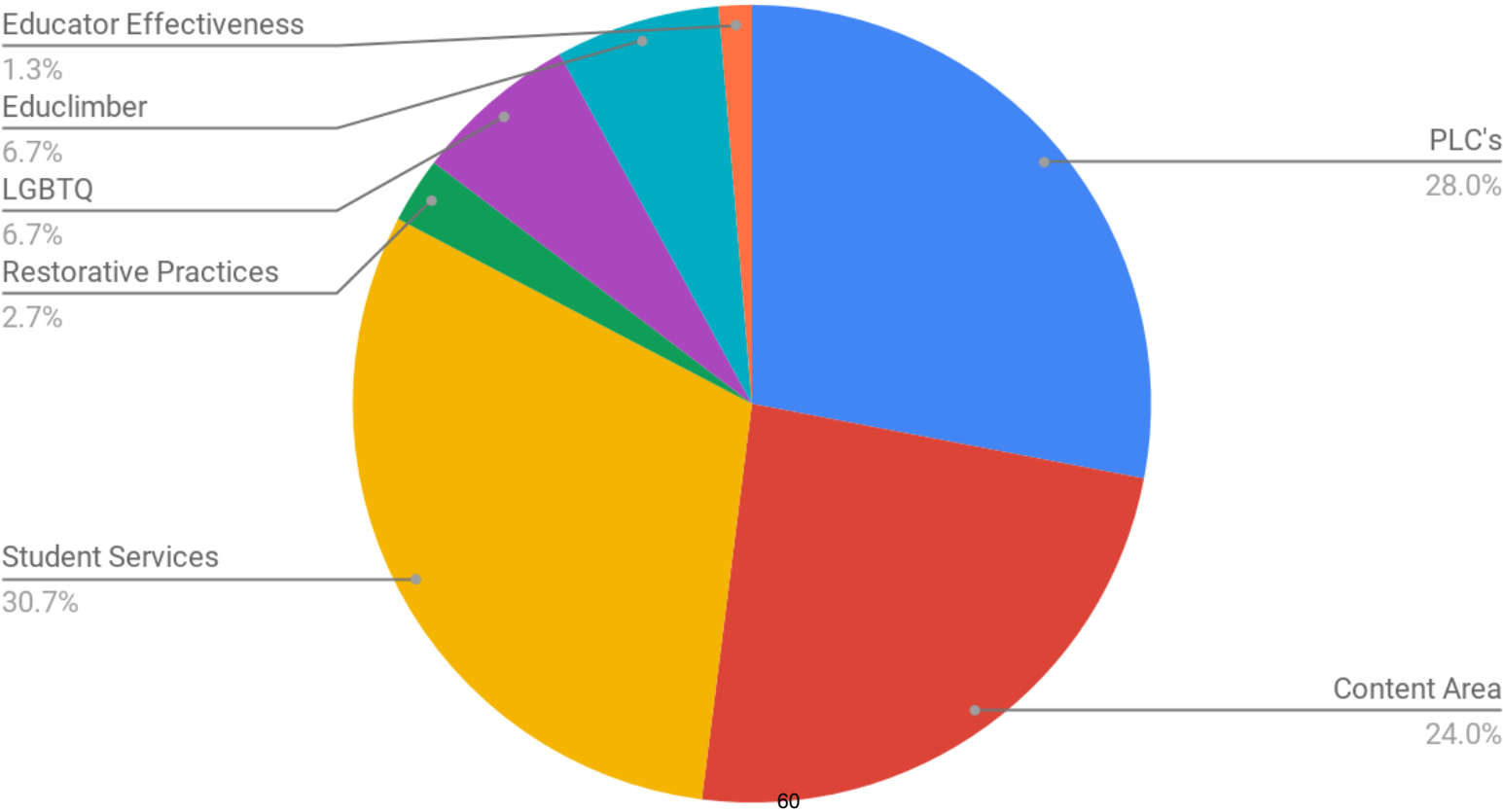


***Most beneficial part of PD (common themes)-*** New Science Curriculum, Collaborating with colleagues, Literacy focus at the HS, Dreambox, Reviewing SIP goals, MAP Skills, New strategies for reading, Reading Units of Study

***Least beneficial part of PD (common themes)-*** Too many days, Rooms too crowded/hot, Lack of materials or access to student information, Not enough time in classrooms, Limited sessions



# Sessions attended based on those who responded



# Upcoming Professional Development

- WestEd Leadership Development- Leadership Training for Administrators
- Words their Way
- Springboard
- Houghton Mifflin Harcourt Science Dimensions, National Geographic, IQWST Science
- Go Math, Big Ideas
- Social Studies
- Ongoing literacy/writing training (High School)
- Educlimber
- Science Standards
- AVID





# NOTICE OF MEETING

## SCHOOL DISTRICT OF BELOIT (E)Quality Committee

**Date:** Monday, September 10, 2018

**Time:** 4:00 p.m.

**Location:** Merrill Elementary School  
1635 Nelson Ave  
Beloit, WI 53511

**\*PLEASE NOTE LOCATION CHANGE\***

### AGENDA

#### I. Call to Order

- In attendance: Tasha Bell, Nailah Adama, Kendra Schiffman, Megge Casique, Dr. Darrell Williams, Syretha Washington, Dorothy Harrell, Nicole Davidson, Barb Hickman, Linda Fair, Amber Ball, Stacy Nemetz, Vicki Brown, David Wilson, Ryan Anderson, Tracey Caradine, Anthony Bonds, Sean Leavy, Melody Wirgau

#### II. Membership

- Introductions of Sheila Marshall
- Introduction of Members

#### III. Reflection/ Highlights – video forthcoming

#### IV. Diversity, Inclusion and Recruitment Plan

- Background information about the creation of the plan and the process.
- Opened up for discussion?
  - i. This plan is not separate from strategic plan
  - ii. State mandate to have a diversity plan?

1. Most districts have a plan that stands alone. Not just for Diversity but for example Technology plans, Facilities plan etc.
2. What happens within classrooms? How are teachers implementing diversity and inclusion practices?
3. What would the board like to see?
  - a. Would like feedback from the board to move ahead
4. Do not want the work of the committee to be lost
  - a. SO much work into creating the original plan.
5. Thankful for work of Dr. Williams and Mr. Bonds, to diversify staff, especially in administration. Do not believe the recruitment and retention efforts will continue.
6. Does the board support this committee the same way as other committees?
  - a. Other committees have stronger support and are perceived as having more value than  
(E)Quality
7. Slap in the face to Beloiters to not move forward – especially students who want to return to Beloit
8. Beloit is a diverse city and our district should reflect that. It is important to understand the benefits added by having a diverse staff.
9. Feels as if Diversity plan is “dead in the water”
10. Disappointed in Board’s lack of support. Up until recently there was always a Board Representative that was an active member of Board on this committee.

Thankful for D. Wilson's presence, but he was a member before joining the board.

11. What is the Board responsibility to making sure this committee is clear on their expectations?

12. Stories of candidates that have pulled out of considering district due to headlines and thoughts of discrimination-

- a. Impacts recruiting efforts when even students that have graduated from BMHS refuse to consider our district

V. 2018-2019 Goals –

- We will wait to hear from Board before we move forward with discussing goals.
- Diversity Certificate- Partnership with Blackhawk Technical College
  - i. How do we prepare students for life instead of factory workers?

VI. Announcements

- NAACP meeting on Thursday 6:00pm
- NAACP Freedom Fund October 25<sup>th</sup>
- Beloit Literacy For Life Initiative

VII. Adjournment

- Motion by: S. Washington
- Second by: S. Leavy

**FISCAL COMMITTEE MINUTES  
SCHOOL DISTRICT OF БЕЛОIT  
September 10, 2018**

**1. CALL TO ORDER**

The Fiscal Committee was called to order by Nora Gard, Chair at 5:01 p.m. at the Kolak Education Center, Room 106, Superintendent's Conference Room.

Members present: Torie Champeny, Nora Gard, Chair, John Malizio and Wendy Sanchez, Vice Chair. Member excused: Evan Sepulveda. Others present: Bob Thom, Liaison.

**2. APPROVAL OF THE AGENDA**

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

**3. APPROVAL OF AUGUST MINUTES**

Sanchez moved approval of the August minutes. Seconded by Motion carried.

**4. APPOINTMENT OF TIF REPRESENTATIVE**

Gard appointed Kyle Larsen as the TIF representative.

**5. REVIEW OF PO'S BETWEEN \$15,000 - \$25,000**

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

**6. TECHNOLOGY SUPPORT CONTRACT FOR THE BALANCE OF 2018-19**

The contract had been extended until December of 2018. Thom indicated that he would like to extend the contract another 6 months to ensure a better opportunity for proper RFP bidding, etc. With the new administrative building being ready in the Spring it might be better to have TC networks in place for the move and changing the switches for the new building in June.

**7. UPDATE OF THE 2018-19 FUNDS 10 AND 27 EXPENSE BUDGET**

Gard shared the budget information from the board business meeting to familiarize the committee with the funds and budget. Thom then stated that he is going to propose different reports that will separate grants out from the local budget so the committee can see the budget as it is versus the grants which always end up as a zero in the end.

Thom updated the committee on the status of building the budget for the year indicating that the information from the state and open enrollment out always has a major play on the budget. The final state aid number will be out on October 15th which doesn't affect the expenses, but tells the district how much will come from aid versus taxes.

Thom stated that currently a balanced budget is where the district is and where the district plans to be based on estimates and proposed numbers.

Committee members feel that the open enrollment is a major detriment to the budget or could be. Members asked about follow up with parents, why they are choosing to open enroll elsewhere, etc. Thom explained that many of the student open enrollments are across grade levels. Gard indicated that Emily Pelz the Executive Director for Pupil Services has done reports indicating that many of the students are from the 4K level. Shope explained that many of the open enrolled applications are from families where the students have never attended Beloit and are making assumptions based on things they have heard rather than giving the district a try or coming to see what the district has to offer.



## **8. HEALTH INSURANCE RATES FOR 2018-19**

Thom indicated the district is self-insured. He stated an actuary reviews claims and calculates/projects what they think increases will need to be for the next year. He further explained that the health insurance has been operating in the black the last several years and therefore, he feels the increases are higher than necessary and hard on the budget. Thom and the actuary looked at the trend rate instead and agreed to go to a 5% trend rate instead of a 7.75% trend rate which will help the health insurance as well as the budget with only a 2.1% premium increase.

## **9. FUND 80 COMMUNITY SERVICE FOR 2019-20**

Thom explained that Fund 80 is a community program/service fund. The fund is outside of the school budget and could be sponsoring the after school programs, sports, extra-curricular activities, etc. as long as you open it up to all of the community to participate. Thom shared information about the tax rate for the current year being around \$10, however, when the revenue limit exemption falls off next year and the tax rate drops to 5.83 and then next year it may rise up again, it's hard to explain to the public and harder on the taxpayers' personal finances.

He indicated between Fund 80 and paying of the debt faster (defeasance) the district could keep the tax level more level so the taxpayer isn't experiencing huge dips and rises.

## **10. WAIVER OF RENTAL FEES – BELOIT PRIDE SOFTBALL**

Malizio moved approval of the request by Beloit Pride Softball to waive the facility rental fees for their use of Fruzen gym from September, 2018 through July, 2019. Seconded by Sanchez, motion carried 3-0-1, with Champeny abstaining.

## **11. WAIVER OF RENTAL FEES – BELOIT JUNIOR WOMEN**

Sanchez moved approval of the request by Beloit Junior Woman to waive the facility rental fees for their use of BMHS Field house November 10-11, 2018. Seconded by Malizio, motion carried.

## **12. FUTURE MEETING DATES AND TIMES**

The next meeting date will be Wednesday, October 10 at 5:00 p.m.; the second Wednesday of each month.

## **13. FUTURE AGENDA ITEMS**

Future agenda items include a review of new fiscal reports discussed, timeline for building the budget for next year, open enrollment information in/out, grade level, etc., policies with outdated language.

## **14. ADJOURNMENT**

Malizio moved to adjourn. Champeny seconded the motion. The meeting adjourned at 6:09 p.m.

**INFRASTRUCTURE COMMITTEE MINUTES**  
**SCHOOL DISTRICT OF BELOIT**  
**September 6, 2018**

**1. CALL TO ORDER**

The Infrastructure Committee was called to order by Wendy Sanchez, Chair at 5:03 p.m. at Hackett Elementary School, 625 Eighth Street in the Gym.

Members present: Crystal Ballard, Corey Hagemann, Kyle Larsen, Joe Stadelman, Melody Wirgau and Wendy Sanchez, Chair. Members excused: Kevin Young, Jr. Others present: Sean Winters, Liaison.

**2. APPROVAL OF THE AGENDA**

Larsen moved approval of the agenda. Seconded by Hagemann. Motion carried.

**3. SWEARING IN OF NEW MEMBERS**

Shope swore in new member Melody Wirgau.

**4. APPROVAL OF AUGUST MINUTES**

Stadelman moved approval of the August minutes. Seconded by Ballard. Motion carried.

**5. SECURITY CAMERA BID (DOJ)**

Winters explained that there was an RFP sent out for security camera upgrades. Unfortunately, only one bid was received however, the bid was received by a reputable company, which he is recommending for the work as they already do our IT work. It was confirmed that the bid fell within the Facility Services budget.

Larsen moved to recommend approval to the full Board of Education the award for the camera upgrade RFP to TC Networks in the amount of \$158,772.19. Seconded by Hagemann. Motion carried.

**6. REPLACE BMHS FIRE PANEL**

Winters explained that the Fire panel at BMHS detects all of the smoke/heat detectors in the building and will also release all of the magnets on the doors. During the Simplex check this summer, it was noted that the panel is beyond its life expectancy and parts would be difficult to replace. Winters is recommending sending out a bid for a non-proprietary panel that is not specific to only one company so that the equipment/repairs down the line will not be difficult to obtain. He would also like to explore changing it out himself prior to going out for bid. Substantial completion is estimated by next summer but he would like to begin the engineering process now so that he can be prepared.

Stadelman questioned the funding and how it fits into Winters' budget for the year. Winters indicated that the work and expense would not happen until mid-year but is looking to start the process so he is prepared. By mid-year, the district budget will be finalized/approved and he will assess his portion of the budget. He will either then move forward with the work or if necessary, shift this item to next year's budget should a higher priority item come up that needs to happen from this year's funding.

Stadelman moved to recommend approval to the full Board of Education sending out an RFP to replace the fire panel at Beloit Memorial High School. Seconded by Larsen. Motion carried.

**7. ALDRICH CLASSROOM REMODEL**

Winters explained that the remodel has gone extremely well. All cabinets are done except two that were special ordered. The air conditioning is slated to be done in the next week, however, there is an electrician shortage due to major projects in the city, such as the power plant. Sean is happy with the work.

This item is for information only.

## **8. SALT SHED UPDATE**

Winters met with a representative from Angus Young last week regarding the building and placement of it. He also received information on how to connect with the state and get on their list. He stated that it is still in the early stages.

This item was for information only.

## **9. BMHS CAFETERIA UPDATE**

Winters indicated that the remodel was fantastic. There are a few items yet to happen such as a new air handler that is coming. Dawn from Aramark is great at adjusting to the remodel and getting the food out for students. He indicated he would show the specifics next month at the meetings at the high school. There are a few more items that are coming in the next couple weeks to be installed.

This item was for information only.

## **10. FUTURE MEETING DATES AND TIMES**

Sanchez indicated that the committee will continue with the first Thursday at 5:00 p.m. The next meeting will be on October 4<sup>th</sup> at 5:00 p.m. at BMHS in the cafeteria. Larsen announced that committee members are welcome to attend the board workshops on September 26<sup>th</sup> for Roberts Rules of Order and School Funding.

## **11. FUTURE ITEMS FOR DISCUSSION**

Future items for discussion included Robinson parking lot, Aldrich parking lot and pickup/drop off as well as the high school campus master plan.

## **12. TOUR OF HACKETT**

Winters gave the committee and any audience members who wanted to participate a tour of the building showing improvements that had been made over the summer as well as summer cleaning and painting that had been completed.

## **13. ADJOURNMENT**

The meeting adjourned at 6:34 p.m. at the conclusion of the tour.

**STAFF COMMITTEE MINUTES  
SCHOOL DISTRICT OF BELOIT  
September 11, 2018**

**1. CALL TO ORDER**

The Staff Committee was called to order by Kyle Larsen, Chair at 5:07 p.m. at the Kolak Education Center, Room 106, Superintendent's Conference Room after Michelle Shope, Board Secretary, swore in Sam Carter and Sarah Weiss who were not at the first meeting to be sworn in.

Members present: Brevin Buggs, Sam Carter, Matthew Champeny, Leighia Francis, Sarah Weiss and Kyle Larsen, Chair. Members excused: Crystal Cribbs. Others present: Anthony Bonds, Tracey Caradine, Liaison, Emily Pelz and Jen Paepke.

**2. APPROVAL OF THE AGENDA**

Klett moved approval of the agenda. Seconded by Francis. Motion carried.

**3. APPROVAL OF MINUTES - JULY & AUGUST**

Larsen explained that the minutes to be approved are the revised ones being handed out. Champeny moved approval of the July 24 and August 14 minutes. Seconded by Douglas, motion carried.

**4. PBIS CLIMATE SURVEY PRESENTATION**

Emily Pelz and Jen Paepke presented the Fall and Spring PBIS survey data for each school. Pelz stated that the survey results are gathered and sent back to the

Klett asked if the survey is a feel good survey or are the results used for something and if so what. He also asked what the difference is between sometimes and often. He stated that the questions need to be definable and measurable in terms of the responses sometimes and often. He used questions 4, 5, and 13 on the PBIS Survey as an example. He felt that staff were not taking the survey anymore because they did not feel that the survey results were not being used for anything. Carter gave examples as to how Robinson and his core team use the results to make changes at the school. He also shares the results with staff and compares the results from one year to the next and there should be improvement from one year to the next. Pelz explained that each school has a School Improvement Plan which utilizes this data as one piece when creating its plan. She also shared specific programs such as PBIS with targeted interventions, that are implemented and staff are trained on during professional development days to address the concerns raised in surveys.

Another suggestion is to have a way for staff to explain why the answer was chosen, i.e., my answer was sometimes in three situations but usually it is often. It was also noted that staff are not willing to take the survey for fear of it not being anonymous. Pelz and Paepke stated that the survey is already being transferred from Google to Survey Monkey. Pelz also stated that in June, several hours were spent with principals reviewing this data and several hours. Klett asked if staff are given a copy of the results and the aggregate report so they can see how they compare to others and use it as a learning tool to see how they can improve or help others to improve. Douglas asked if the expectation is for principals to share the results with staff. Pelz stated it was. Champeny clarified that the "how" it is shared is up to the principal and Pelz stated that it was. Anthony Bonds, Assistant Superintendent, stated that a recent meeting was held regarding this very issue with principals.

Douglas inquired if there were PLC's devoted to looking at the results of the survey. Pelz indicated that one professional development day was devoted to looking at the academics and the other professional development day was devoted to the rest of the results.

## **5. STAFFING UPDATE**

Caradine indicated that there were 202 open positions. Of the 202 open positions, 179 have been filled. Twenty-three positions are remaining which are both certified and support staff openings. The department will be going to a job fair tomorrow looking for substitutes. There are also two coaching positions that still need to be filled.

Francis asked if the district is doing anything for staff that are full-time employees but are trying to move from para to teacher or teacher to administrator. Caradine stated that if people are in programs they need to ask to do their student teaching here in the district and the district works with staff to allow them to remain here. Unfortunately, many get recruited away from the district when they have completed their program.

## **6. EVALUATION UPDATE**

Caradine gave an update on evaluation indicating how teachers are evaluated using My Learning Plan. She also stated that there are certified and non-certified directors and that certified directors will be in My Learning Plan. Directors will be evaluated every year. The same principal tool for evaluation is used for directors.

Klett asked who evaluates teachers. Caradine indicated that principals do the evaluations. There are typically two lengthy interviews and then 3-4 mini interviews; whereas some are not announced. Members asked questions regarding individual types of positions. Caradine stated that positions that are not certified are typically evaluated yearly or every three depending on the types of meetings.

## **7. THIRD PARTY CLIMATE SURVEY AND EXIT INTERVIEWS**

Due to limited time, Larsen recommended tabling this item for a more thorough discussion. Carter moved to table the third party climate survey and exit interviews. Seconded by Francis. Motion carried.

## **8. FUTURE AGENDA ITEMS**

Bonds indicated that the back to school professional development survey results would be presented at the televised board meeting on September 25<sup>th</sup>.

## **9. FUTURE MEETING TIMES**

Larsen invited committee members to attend the September 26<sup>th</sup> Roberts Rules of Order workshop and School Funding workshop for the Board of Education and announced that the next committee meeting would be held on October 9<sup>th</sup> at 5:00 p.m.

## **10. ADJOURNMENT**

The meeting adjourned at 6:00 p.m.

**STUDENT COMMITTEE MINUTES  
SCHOOL DISTRICT OF BELOIT  
September 18, 2018**

**1. CALL TO ORDER**

The Student Committee was called to order by John Wong, Chair at 4:02 p.m. at the Kolak Education Center, Room 106, Superintendent's Conference Room.

Members present: Heidi Andre, Brian Gile, JoAnne Ruch(4:03) and John Wong. Members excused: Kathy Crawford, Andrea Heckner, Sara Webster and David Wilson. Others present: Anthony Bonds, Emily Pelz, Darrell Williams and Don Childs, Interim Superintendent.

**2. APPROVAL OF THE AGENDA**

Andre moved approval of the agenda. Seconded by Gile. Motion carried.

**3. APPOINTMENT OF (E)QUALITY COMMITTEE LIAISON**

Wong inquired if the liaison in the past has been a board member or committee member. Shope indicated that it has been a board member. Wong appointed Wilson to serve as the liaison on the contingency that he will ask Wilson if he is willing to serve in the role as the board representative.

**4. APPOINTMENT OF ADVANCED LEARNERS COMMITTEE LIAISON**

Wong inquired about this appointment. Bonds indicated that he was not aware of this committee being active in the last three years. Shope stated that the committee was active years ago when the Gifted and Talented program was first becoming active. Bonds recommended not filling the liaison position and dissolving the committee if it has not already been dissolved. Shope will do some research to see if the committee has been dissolved.

**5. APPROVAL OF JULY AND AUGUST MINUTES**

Andre moved approval of the July and August minutes. Seconded by Ruch. Motion carried.

**6. 443.5 STUDENT USE OF CELLULAR TELEPHONES POLICY UPDATE**

Pelz indicated this is the second time this committee has seen the policy. There was an administrative team which worked on changes to the policy which removed the word student from the title to make the policy all encompassing. There was an item added to address staff use as well as consequences for staff use.

Wong moved to recommend to the full Board of Education the revisions and layover of Policy 443.5 Student Use of Cellular Telephones for first reading. Seconded by Gile. Andre asked if the intermediate and elementary school principals were consulted. Pelz indicated all principals were part of the conversation. It was asked if the BEA was included for the staff portion. There was discussion around the use of cell phones when out on playgrounds, field trips or outside of the classroom, etc. It was suggested to add the language for personal use. Motion carried.

**7. CODE OF CONDUCT/STUDENT DISCIPLINE AD HOC COMMITTEE FORMATION**

Dr. Childs indicated that he was going to work with Emily Pelz for a review of the Code of Conduct. The Board since then has asked the students committee to oversee an Ad Hoc committee that he would like to call an Ad Hoc Committee on Student Discipline and Governance. Dr. Childs has provided a recommended membership list. His goal is to have the work done and ready to bring to the board by the end of March with as few meetings as possible to accomplish the work. He shared that the make-up of the membership is teachers and parents from all levels who are African American, Hispanic and Caucasian, and from the East Side. He would like to see parents from the West side of town and then the work will begin.



Members shared their concerns with no high school representation, lack of primary representation and lack of parent representation. Pelz indicated that student services staff would be representative as well.

Andre moved approval of the initial membership list with the idea that additional representation will be added. Seconded by Ruch. Motion carried.

## **8. AWARDING ACADEMIC CREDIT FOR “ACADEMIC LAB”**

Bonds indicated that students are already assigned to an academic lab each day for 40 minutes. They are not receiving any credit. He is seeking to offer .5 credit per semester to students

Dr. Childs asked if it will be pass/fail grading. Bonds indicated that the curriculum and grading is being developed currently. Ruch asked who is grading the essays. Bonds indicated that each core area is graded by the teacher in that area...for example, Andre is reading the essays for science. Ruch asked the class ratio to teacher. Bonds indicated that it is very typical to regular class sizes.

Wong moved to recommend to the full Board of Education approval of awarding an elective credit for “Academic Lab”. Seconded by Webster. Andre shared her opinion of the “academic lab” from student utilization, creating writing labs, tracking student grades, holding academic lab teachers accountable. Bonds indicated that Dr. Ramos did research and found that some teachers such as Andre were using the academic lab well while others were not. He feels making this change will hold everyone to the same standard and requirements so that all students in academic lab will be successful. Andre also shared concern with students earning more credits who in their senior year have then even less credits that they need to take to graduate. Andre strongly suggested sending this to a committee of high school teachers for discussion who may or may not agree with her thoughts before it moves forward to the board. Bonds indicated that Ramos would state that he was bringing forth concerns that have been raised to him and Bonds is supporting it. Ruch asked if there were questions asked of teachers regarding some of the same concerns Andre has raised. Wong indicated that based on what he has heard, there is quite a bit of concerns.

Andre moved to table awarding academic credit for “academic lab” for further discussion and information. Seconded by Webster. Motion carried.

## **9. PBIS STUDENT CLIMATE SURVEY RESULTS**

Due to the time, Wong asked to postpone the results of the PBIS student climate survey until the October meeting.

## **10. FUTURE TOPICS**

In addition to the climate survey results, the cost for student parking at BMHS was requested.

## **11. ADJOURNMENT**

Wong adjourned the meeting at 5:00 p.m.



## School District of Beloit Board of Education Report

### I. BASIC INFORMATION

**Topic or Concern:** Consent List

**Your Name and Title:** Pam Charles, President, Board of Education

**Others assisting you in the presentation:**

**My report is for:** Action

### II. TOPICAL INFORMATION

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

To facilitate Board action.

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

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

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

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

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

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

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



**SPECIAL MEETING OF THE BOARD OF EDUCATION  
SCHOOL DISTRICT OF BELOIT  
July 27, 2018**

The Board of Education held a special board meeting on July 27, 2018 at the Kolak Education Center in Room 106.

Members Present: Pam Charles, Kyle Larsen, Wendy Sanchez and David Wilson. Also present: Darrell Williams

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

Board members reviewed the interview questions and selected four to ask each candidate this evening.

Board members interviewed Kathy Crawford, Jeff Klett, Anjanette Sherrie, Nora Gard, Ken Forbeck, John Wong, David Heckner, Toris Champeny, Joe Walls, Mauro Perez, Hayden Scharmer, Megan Miller, James Simmons, Jennifer Long and Kathy Larson.

Sanchez moved for a short recess at 6:37 p.m. Seconded by Larsen. Motion carried unanimously of the members present. Charles reconvened the meeting at 6:44 p.m.

Board members continued with the interviews.

Sanchez moved for a recess at 7:50 p.m. Seconded by Larsen. Motion carried unanimously of the members present. Charles reconvened the meeting at 8:14 p.m.

Members continued with interviews.

Following all interviews, the board members voted with Klett, Gard, Forbeck, Miller, Larson and Wong receiving the highest number of votes. Wong received unanimous support.

Wilson moved to appoint John Wong as a new board member to be sworn in at the soonest possible time and re-enacted at the next board meeting. Seconded by Sanchez. Motion carried unanimously of the members present.

Members discussed the remaining applicants with the highest number of votes. Members voted Results were tied and no applicant received the majority of votes.

Members decided to hold a second interview process for the remaining high vote getters. The date to interview is Wednesday, August 1, 2018.

Sanchez moved to adjourn the meeting. Seconded by Larsen. Motion carried unanimously of the board members present.

The meeting adjourned at 9:20 p.m.

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Michelle Shope, Board Secretary

Approved at the Regular Board Meeting on September 25, 2018

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Pam Charles, President

**SPECIAL MEETING OF THE BOARD OF EDUCATION  
SCHOOL DISTRICT OF BELOIT  
July 31, 2018**

The Board of Education held a special board meeting on July 31, 2018 at the Kolak Education Center in the boardroom. Charles called the meeting to order at 5:02 p.m.

Members Present: Pam Charles, Kyle Larsen, Wendy Sanchez, David Wilson and John Wong. Also present: JoAnn Armstrong, Anthony Bonds(via telephone for closed session), Tony Bosco, Tracey Caradine, Emily Pelz, Darrell Williams, Sean Winters and Dr. Don Childs, Interim Superintendent.

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

Board members reviewed the School Resource Officer (SRO) Memorandum of Understanding and Code Matrix. Wilson asked about the data reports and data that would be collected as well as investigations where there may be disagreements in the procedure that should be happening. Chief Zibolski, Beloit Police Department, explained that he and others from the department met with Pelz and others from the district to collaborate on changes to the SRO Agreement and the Code of Conduct to bring it in line with the actual charges that an SRO can file against a student or person at the school. He stated that the matrix and code now have those items updated in them. Pelz indicated that the major changes in the code of conduct are these types of changes and if you look at the matrix you will see that anything with an asterisks is what the SRO must be a part of in the school. Members asked clarifying questions.

KL moved approval of the Memorandum of Understanding for the continuation of the School Resource Program. Seconded by Wilson. Motion carried unanimously of the members present.

Larsen moved to approve the behavior matrix as presented. Seconded by Sanchez. It was clarified that the matrix was updated to match the SRO MOU. Motion carried unanimously of the members present.

Larsen moved 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 Section 19.85(1)(g) for purposes of conferring with legal counsel for the governmental body who is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved. Seconded by Sanchez. Motion carried on a roll call vote 5-0.

Members reviewed an insurance situation, personnel recommendations and received a legal update from legal counsel.

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

Larsen moved approval of the personnel recommendations Exhibit A and Exhibit B with the amendment that the 15% additional pay for the Director of Finance and the Director of Facilities be retained to bring their compensation in alignment with that of other district-level administrators. Seconded by Wong. Motion carried on a roll call vote 4-1, with Charles, Larsen, Sanchez and Wong voting in the positive and Wilson voting in the negative.

Wilson moved to recess the meeting at 7:00 p.m. for the televised meeting. Seconded by Sanchez. Motion carried unanimously of the members present.

Charles reconvened the meeting at 8:31 p.m.

Charles explained the changes to Policy 187 Participation at Public Board Meetings. Larsen moved approval of the revisions and layover of Policy 187 Public Participation at Board Meetings for first reading. Seconded by Sanchez. Motion carried unanimously of the members present.

Charles explained the changes to Policy 133 and RULE 1 regarding board vacancies.

Wilson asked if the minimum of 20 days should be kept in the policy. Charles asked Dr. Childs for his opinion on the 20 days. Childs indicated that it could be stated up to 20 days. Members discussed some other minor revisions to the policy to bring it into alignment. Larsen moved approval of the revisions and layover of Policy 133 Filling Board Vacancies and Policy 133 RULE 1 Board Appointment Procedures for Vacancies Due to Resignation

Larsen moved to adjourn the meeting at 9:05 p.m. Seconded by Sanchez. Motion carried unanimously of the members present.

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Michelle Shope, Board Secretary

Approved at the Regular Board Meeting on August 28, 2018

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Pam Charles, President



**REGULAR MEETING OF THE BOARD OF EDUCATION  
SCHOOL DISTRICT OF BELOIT  
July 31, 2018**

The Board of Education held its regular meeting on July 31, 2018 at the Kolak Education Center in the Board Room. President Charles called the meeting to order at 7:02 p.m.

Members Present: Pam Charles, Kyle Larsen, Wendy Sanchez, David Wilson, and John Wong. Others Present: Dr. Don Childs, Interim Superintendent.

Sanchez moved approval of the agenda. Seconded by Larsen. Motion carried unanimously of the members present. Larsen led the group in the pledge of allegiance. Sanchez re-enacted swearing in new board member, John Wong. Wilson gave the announcements.

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

Charles introduced Emily Pelz, Executive Director of Pupil Services who provided a safety and security update. Much of the update included items from the new Act 143 for safety and security in schools. She also shared that the district has applied for the safety grants that are currently being distributed. The district applied for \$274,231 and the district is awaiting confirmation on acceptance. Jo Ann Armstrong presented the monthly financial report. She indicated that the salary accounts will be paid out by June 30th even though staff are paid through August. She stated that the district is on track. Williams gave the update for the Equity plan.

Wilson reviewed the topics of the Communication Committee meeting, Sanchez reviewed the topics of the Infrastructure Committee meeting, Larsen reviewed the topics of the Staff Committee meeting, and Wilson reviewed the topics of the Student Committee meeting.

Larsen moved approval of the consent list: 1) Special Board Meetings of June 26, June 27, July 3, July 13 and July 17, 2018; 2) Regular Business Meeting of June 26, 2018 and 3) Approval of the May Financial Summary. Seconded by Sanchez. The motion carried unanimously of the members present.

Sanchez moved acceptance of the donation of \$40,000 from the Beloit Civic Theatre and the Parent Advocates for the Performing Arts in Our Schools (P.A.P.A.S.) for air conditioning in the Elizabeth Reinholz Theatre at Beloit Memorial High School. Seconded by Larsen. Motion carried unanimously of the members present.

Wilson moved approval of a one year renewal for the 2018-2019 school year with OfficePro for copy paper services. Seconded by Wong. Motion carried unanimously of the members present.

Sanchez moved approval of the Volunteer Coordinators job descriptions with the site level volunteer coordinator's required qualifications changed as discussed. Seconded by Wong. Motion carried unanimously of the members present.

Wilson explained the results of the pilot along with support from Ross Eberle, Technology Coordinator. Sanchez moved support of the expansion of the Yondr Pouches program school wide for students at BMHS and BLA. Seconded by Wilson. Motion carried unanimously of the members present.

Anthony Bosco explained this is a continuation of the position that was half the year last year and shared with a building. Larsen moved approval of the creation of a Bilingual Family Support Specialist Position using Title III funding. Seconded by Sanchez. Motion carried unanimously of the members present.

Bosco explained the FTE transfer for English Language Learner staffing. Sanchez moved approval of repurposing 1.0 Paraeducator FTE to increase ELL teacher FTE from 1.5 to 2.0. Seconded by Wong. Motion carried unanimously of the members present.

Bosco indicated that the creation of the specialized position for CLC and Home School support person would be a full time person. Wong moved approval of allocating 1 FTE of Instructional Support for Cunningham Intermediate School using existing 21st Century CLC grant and Title I Funds. Seconded by Wilson. Motion carried unanimously of the members present.

Dr. Childs explained the need for the Math Specialists and indicated that the term specialists is a general term for either coaches or interventionists. Bonds is requesting 10 positions and approval of the job description with the positions being paid out of Title funds. Wong inquired about the salary scale.

Larsen moved approval of the math specialist job description. Seconded by Wilson. Motion carried unanimously of the members present.

Childs clarified that the hiring of the 10 positions for Math Specialists would be contingent upon available Title funds. Larsen clarified that these positions would be in addition to the part-time positions currently in place. Wilson moved approval of the 10 full time math specialists for each elementary and intermediate school dependent upon availability of funding. Seconded by Sanchez. Larsen asked if there would be filling of positions by building priority. Charles asked if there would be harm in postponing the item until Mr. Bonds would be available. Motion failed with Wilson and Sanchez voting in the affirmative and Larsen, Wong and Charles voting in the negative.

Charles appointed Wong to chair the Student Committee.

Wilson moved approval of Evan Sepulveda to the fiscal committee. Seconded by Sanchez. Motion carried. Charles appointed Sepulveda to the Fiscal Committee.

Charles appointed Larsen to serve as the WASB Delegate and to serve as the Legislative Representative and Larsen accepted this appointment.

Larsen moved to table the Alcohol Beverage License Control Committee and Municipal Library Board representatives until there is a full Board of Education. Seconded by Sanchez. Motion carried unanimously of the members present.

Items for future meetings requested included salaries, safety plan, Robert's Rules of Order Workshop, Wisconsin Taxpayers Alliance Workshop, Board Governance Workshop, and Online Agenda list.

Charles announced future board meetings.

Sanchez moved adjournment at 8:43 p.m. Seconded by Wong. Motion carried unanimously of the members present.

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Michelle Shope, Board Secretary

Approved at the regular meeting of August 28, 2018

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Pam Charles, President

**SPECIAL MEETING OF THE BOARD OF EDUCATION  
SCHOOL DISTRICT OF BELOIT  
August 1, 2018**

The Board of Education held a special board meeting on August 1, 2018 at the Kolak Education Center in Room 106.

Members Present: Pam Charles, Kyle Larsen, Wendy Sanchez, David Wilson and John Wong.

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

Larsen moved approval of David Wilson attending the WASB Workshop on governance in Whitewater at CESA 2 on August 8, 2018. Seconded by Wong. Motion carried unanimously of the members present. Wilson then made a motion for any other current or appointed board members to attend the upcoming WASB workshop on August 8th in Whitewater. Seconded by Larsen. Motion carried unanimously of the members present.

Board members reviewed the interview questions submitted by each board member. Second round interviews were held with Nora Gard, Kathy Larson, Ken Forbeck, Megan Miller, and Jeff Klett.

Following all interviews, the board members voted with Klett and Gard each receiving the majority number of votes.

Sanchez moved to appoint Nora Gard and Jeff Klett to the Board of Education as new board members to be sworn in at the next meeting and re-enacted at the televised meeting. Seconded by Larsen. Motion carried unanimously of the members present.

Larsen moved to adjourn the meeting at 7:27 p.m. Seconded by Sanchez. Motion carried unanimously of the board members present.

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Michelle Shope, Board Secretary

Approved at the Regular Board Meeting on September 25, 2018

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Pam Charles, President

**SPECIAL MEETING OF THE BOARD OF EDUCATION  
SCHOOL DISTRICT OF БЕLOIT  
August 14, 2018**

The Board of Education held a special board meeting on August 14, 2018 at the Kolak Education Center in the boardroom. Vice President Wilson called the meeting to order at 6:05 p.m.

Members Present via Secretary Roll Call: Pam Charles(via telephone), Nora Gard, Jeff Klett, Kyle Larsen, Wendy Sanchez, David Wilson and John Wong. Also present: Anthony Bonds(via telephone for closed session), Tony Bosco, Tracey Caradine, Emily Pelz, Darrell Williams, Sean Winters and Dr. Don Childs, Interim Superintendent.

Sanchez moved approval of the agenda. Seconded by Wong. Motion carried unanimously of the members present. Sanchez swore in newly appointed members Gard and Klett.

President Charles appointed Gard as the Fiscal Chair and the Communications Vice Chair. She then appointed Klett as the Staff Committee Vice Chair. She appointed Gard to the Library Board and Klett to the Alcohol and Beverage Commission.

Dr. Childs explained the changes to the Part-time Open enrollment policy from the state allowing students to take up to two courses at a district through open enrollment. Charles asked about students who open enroll out of Beloit to another district being able to come back and take two courses. Childs indicated that he was not aware of anything preventing a student from doing that.

Pelz reported on the seclusion and restraint report. Klett asked for the definition of seclusion and restraint. Pelz read the definitions. Klett then asked about seclusion rooms and Pelz indicated that the district does not have seclusion rooms, but students are taken from the room while the student needing seclusion remains in the classroom with the certified adult. Other questions included how students with disabilities are modified. Pelz indicated changes have to be made through the IEP process. She also explained that at some schools such as Todd, they have a self-contained special education room which causes numbers to increase, but at Todd, the staff has worked very hard to bring numbers down by working on de-escalation techniques, and other interventions to bring those numbers down from the previous year.

Bonds explained the request for the addition of 10 full time math interventionists. He explained the Framework for Equitable Multi-level Systems of Supports.

Board members asked questions regarding funding, number of positions compared to reading interventionists, how difficult it is to fill positions full time and being able to utilize two part-time persons.

Klett moved approval of 10 full time math interventionists for each elementary and intermediate school. Seconded by Gard. Motion carried unanimously of the members present.

Gard left the meeting at 6:56 p.m.

Klett moved to approve the name/title change for the math specialist job description to math interventionist. Seconded by Larsen. Motion carried unanimously of the members present.

Larsen moved 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 Section 19.85(1)(g) for purposes of conferring with legal counsel for the governmental body who is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved. Seconded by Sanchez. Motion carried on a roll call vote 6-0.

Members received a legal update from legal counsel and reviewed personnel recommendations.

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

Charles explained the addition of “or Superintendent Designee” to Policy 185 RULE 1 Standing Board Committee Rules since the Communication Committee does not have an administrator as its liaison. She also requested that the second reading be waived.

Larsen moved approval of the revision to Policy 185 RULE 1 Standing Board Committee Rules with minor revisions and waiving second reading. Seconded by Charles. Motion carried unanimously of the members present.

Bonds explained the need for the revision for students to be consecutively enrolled in 2.5 credits of Math in order to be better prepared for the ACT testing in their Junior year. He indicated that he is requesting to table the revisions due to students who may start their freshman year with geometry as their first class due to taking Algebra in intermediate school and needing to make sure that the number of overall credits and language are accurate for those situations.

Klett asked what happens with students who are not strong in Math and do not have the skills to take Algebra, Algebra 2 and Geometry and fail repeatedly. There was quite a discussion on the math requirements for students and whether it is what is best for students, best for testing and the district or best for everyone.

Darrell Williams and Tasha Bell presented the Diversity, Inclusion and recruitment plan for discussion with approval at the next meeting. Klett asked questions about the plan such as why the plan is separate from the Strategic Plan. He is concerned that the plan be about equity for all students. He was also concerned about the old board being listed and how the committee was formed. He asked if the plan was approved in 2016.

Sean Leavy, 2074 Cobblestone, parent, former employee and committee member worked on the plan and served on the diversity committee as well. He shared information about the process, the work that was done and making changes to be reflective of all students. He also discussed hiring and recruiting practices that were included in the plan, scores on the ACT test, competence of minorities seen by students, and he does not want to see this die in committee.

Williams indicated that when he first came to the district there was not much diversity in the district for minority teachers or administrators. He also stated that if board members have questions and want further discussion, he would be happy to meet with them prior to the August 28 meeting.

Charles stated that each year the district is able to submit resolutions to WASB for laws that it would like to see changed or new laws enacted. She stated that last year there was one that was submitted and was approved at the delegate assembly with some modifications. She is proposing that one be written this year addressing the quorum issue when board members resign because if this board had lost 4 members at once, the current law would have precluded the board from meeting at all as the law says a quorum is half of the membership you should have and not what you do have. Members seem to agree with the suggestion and did not have other suggestions.

Charles stated that she would like to have Dr. Childs hold the governance workshops on September 18<sup>th</sup> and 19<sup>th</sup>. She is still working on dates for the Taxpayer’s Alliance and for the Roberts Rule of Order workshop. Michelle indicated that she needs a day yet for the board to be trained on Board Docs as well. Charles asked that board members still hold August 21 and 27 as well as September 26 and 27 for possible workshop dates. She also asked board members to relook at their calendars and the doodle to see if they could add any other dates for availability.

Childs indicated that if the board was of a mind to, he would highly recommend that they read *Boards that Make a Difference* by John Carver and *The First 60 Days of School Board Service*. They are great governance resources and will assist with the governance workshop.

Sanchez moved to adjourn the meeting at 8:50 p.m. Seconded by Wilson. As Wilson was saying all in favor, and members were saying aye; Executive Director Caradine was standing up and waving at Vice President Wilson stating they forgot to vote on the personnel recommendations. Wilson then recalled the meeting to order before any board members stood up to address the personnel recommendations. Klett moved approval of the personnel recommendations as presented. Seconded by Larsen. Motion carried unanimously of the members present.

Larsen moved to adjourn the meeting at 8:52 p.m. Seconded by Sanchez. Motion carried unanimously of the members present.

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Michelle Shope, Board Secretary

Approved at the Regular Board Meeting on August 28, 2018

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Pam Charles, President

**SPECIAL MEETING OF THE BOARD OF EDUCATION  
SCHOOL DISTRICT OF BELOIT  
August 28, 2018**

The Board of Education held a special board meeting on August 28, 2018 at the Kolak Education Center in the boardroom. President Charles called the meeting to order at 6:00 p.m.

Members Present via Secretary Roll Call: Pam Charles, Nora Gard, Jeff Klett, Kyle Larsen, Wendy Sanchez, and John Wong. Member excused: David Wilson. Also present: Anthony Bonds, Tracey Caradine, Emily Pelz, Bob Thom, and Dr. Don Childs, Interim Superintendent.

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

Gard moved to table the board member appointments to committees until the September 11<sup>th</sup> meeting. Seconded by Klett. Motion carried.

Larsen moved 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 Section 19.85(1)(g) for purposes of conferring with legal counsel for the governmental body who is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved. Seconded by Wong. Motion carried on a roll call vote 6-0. Charles asked for an amendment to the motion to include following a 5 minute recess to adjourn to Room 106 for closed session discussions. Wong moved to amend the motion to include "following a 5 minute recess to adjourn to Room 106 for closed session discussions" Seconded by Sanchez. The amended motion carried on a roll call vote 6-0.

Larsen moved to open session following a five minute recess to return to the boardroom. Seconded by Sanchez at 7:04 p.m. Motion carried unanimously of the members present.

Charles reconvened the meeting at 7:09 p.m. in the boardroom. Immediately Larson moved to adjourn at 7:09 p.m. Seconded by Sanchez. Motion carried unanimously of the members present.

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Michelle Shope, Board Secretary

Approved at the Regular Board Meeting on September 25, 2018

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Pam Charles, President



**REGULAR MEETING OF THE BOARD OF EDUCATION  
SCHOOL DISTRICT OF БЕLOIT  
August 28, 2018**

The Board of Education held its regular meeting on August 28, 2018 at the Kolak Education Center in the Board Room. President Charles called the meeting to order at 7:10 p.m.

Roll Call by the Board Secretary declared members present: Pam Charles, Nora Gard, Jeff Klett, Kyle Larsen, Wendy Sanchez, and John Wong. Member excused: David Wilson. Others Present: Dr. Don Childs, Interim Superintendent.

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

Brian Vissers, Public Information Officer recognized several businesses who are community partners and there donations of school supplies. He also recognized new staff members to the district.

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

Charles introduced students from the National Honor Society who shared information regarding the Kids Against Hunger project in November raising funds and resources to send 250,000 meals to Guatemala.

She then introduced Sean Winters, Director of Facility Services, to provide a history and update on Phase 1 of the Beloit 2020 Plan. Winters began his presentation by reviewing the timeline of events. He also shared information on the budget both bid and pre-bid estimates. He did explain that the parking lots have not been bid out yet due to the timing of the year and the availability of the contractors. The central office is on schedule and on budget. The second week of September will start to have steel and will look more like a building soon. Members asked questions regarding the delay of the parking lots. Winters indicated the best timing and planning is how he operates and would prefer to do it correctly. Other questions included clarification on the closing of 4th street and the cost of the Phase 1 plan.

Gard reviewed the topics of the Communication Committee meeting as well as the Fiscal Committee meeting. Sanchez reviewed the topics of the Infrastructure Committee meeting, Larsen reviewed the topics of the Staff Committee meeting, and Wong reviewed the topics of the Student Committee meeting.

Gard expressed concern about approving minutes on the consent list at which she was not present.

Larsen moved to table items IX a-e until the next meeting. Those items included 1) Special Board Meetings of July 27, July 31, August 1, and August 14, 2018; 2) Regular Business Meeting of July 31 2018. Seconded by Sanchez.

Klett moved approval of the June Financial Summary. Seconded by Gard. Klett asked for a clarification. Following the clarification, motion carried unanimously of the members present.

Winters explained the current practice for salting during the winter. He would like to send out an RFP for the building of a salt shed. Gard moved approval of obtaining quotes to build a new salt shed and to work with suppliers for procuring bulk salt. Seconded by Sanchez. Motion carried unanimously of the members present.

Gard moved approval of Policy 133 Filling Board Vacancies for final reading. Seconded by Larsen. It was noted that the language in the first paragraph, "of the remaining members" should be left in the policy as requested in the first reading. Gard made a friendly amendment to leave the language in which is reflected in state statute. Seconded by Larsen. The amended motion, approval of Policy 133 Filling Board Vacancies leaving the language "of the remaining members" for final reading carried unanimously of the members present.

Gard moved approval of Policy 133 RULE 1 Board Appointment Procedures for Vacancies Due to Resignation. Seconded by Larsen for discussion. Gard recommended removing the sentence in #4 indicating member would receive copies of the candidate list and application materials since the board is mostly paperless now. Members discussed the end of the policy and how to fill the vacancy if the first procedure suggested with the random drawing and vote did not work or there was already an odd number of members. There was also discussion regarding the legal references. After a lengthy discussion, Gard moved to table Policy 133 RULE 1 Board Appointment Procedures for Vacancies Due to Resignation. Seconded by Klett. Motion carried unanimously of the members present.

Gard moved approval of the revisions to Policy 187 Public Participation at Board Meetings for final reading. Seconded by Sanchez. Members discussed at length the time for public comment, how long persons should have and allowing persons to yield their time. Gard moved to table Policy 187 Public Participation at Board Meetings for final reading. Seconded by Larsen. Motion carried unanimously of the members present.

Wong moved approval of the revisions and layover of Policy 345.6 RULE 1 Specific Graduation Requirements for first reading. Specifically requiring students to take a math class each semester during their freshman and sophomore year. Students who have successfully completed Algebra, Geometry and Algebra II are exempt from this requirement, starting with the class of 2019. Seconded by Sanchez. Members discussed courses that were available for students. Motion carried unanimously of the members present.

Larsen moved to approve the revisions and layover of Policy 443.5 Student Use of Cellular Telephones for first reading. Seconded by Wong. Gard moved to amend the motion to waive board policy and approve in one reading. Seconded by Larsen. The amendment failed 3-3 with Gard, Larsen and Charles voting in the affirmative and Klett, Sanchez and Wong voting in the negative. The original motion carried unanimously of the members present.

Larsen explained that the only policies in the 185 series he wanted the board to consider at this meeting were 185.3, 185.4 and 185.5 and to only consider the revisions regarding the duties of the committee not any of the revisions to the makeup of the composition of the committees. Larsen moved approval of the revisions and layover of 185.3 Staff Committee with the exclusion of changes in section C, 185.4 with exclusion in Section C and 185.5 with exclusions in Section C. Seconded by Klett for discussion. Charles indicated that some of the duties when the committees were created unintentionally became work of administration and not board work and therefore changes were being made. Klett indicated that he feels the committees have been set up to micromanage and he is looking forward to the governance workshop coming up. Gard asked if the other policies should be tabled that are not being addressed. Motion on Policies 185.3, 185.4 and 185.5 carried unanimously of the members present.

Gard moved to extend the meeting. Seconded by Larsen. Motion carried unanimously of the members present.

Larsen moved to table Policy 185 RULE 1 Standing Board Committee Rules, 185.1 Fiscal Committee and 185.2 Student Committee. Seconded by Gard. Motion carried unanimously of the members present.

Larsen moved approval of the employment recommendations. Seconded by Klett. Motion carried unanimously of the members present.

Charles indicated that high school students are not typically bussed to school and asked to discuss high school parking fees. Childs discussed fees in most districts, reasons for charging parking fees, reasons students drive to school, and why the district may want to consider breaking the fee down to semester fees. Childs as well as board members indicated they would like to hear from the high school principal, Dr. Ramos as well as Facility Director Winters. Charles also expressed concerns with the cost and no longer being able to park on North and Middle streets.

Childs discussed the requirement for districts to annually review the code of conduct with parents, staff and community. He proposed convening a diverse committee with these categories of participants to begin the review process. Board members shared concerns that they would like the committee to address such as the impact on students who want to learn and the disruption caused by disciplining students, inconsistency in enforcing the code of conduct, administration backing staff, and whether the code should be the same for all grade levels. Charles asked Dr. Childs to work with Wong and the Student Committee. Childs felt the work should be done by the administration and an ad hoc committee rather than a board committee.

Gard indicated that Policies 186 and 186 RULE 1 govern Ad Hoc committees. Further discussion was around using data to study the code and review it. Charles indicated that there seems to be two needs. One for reviewing discipline and enforcement of the code and the second is reviewing the code of conduct by an Ad Hoc Committee. It was determined that Dr. Childs would review the discipline and enforcement of the code and there would be an Ad Hoc Committee formed to review the Code of Conduct.

No items for future meetings were requested. Charles announced future board meetings.

Sanchez moved adjournment at 9:38 p.m. Seconded by Larsen. Motion carried unanimously of the members present.

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Michelle Shope, Board Secretary

Approved at the regular meeting of September 25, 2018

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Pam Charles, President

**SPECIAL MEETING OF THE BOARD OF EDUCATION  
SCHOOL DISTRICT OF BELOIT  
September 11, 2018**

The Board of Education held a special board meeting on September 11, 2018 at the Kolak Education Center in the boardroom. President Charles called the meeting to order at 6:08 p.m.

Members Present via Secretary Roll Call: Pam Charles, Nora Gard, Jeff Klett, Kyle Larsen, Wendy Sanchez, David Wilson and John Wong. Also present: Anthony Bonds, Tracey Caradine, Emily Pelz, and Dr. Don Childs, Interim Superintendent.

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

President Charles invited Mary Hubacher, Attorney at Law, to provide a presentation on Conflict of Interest. Hubacher reviewed the Ethics Code which provides information on conflicts of interest, both direct and indirect. She shared what constitutes immediate family. She also reviewed the criminal code which contains information on conflict of interest for members serving on a board or governing body.

Charles asked if members should leave the room during discussions that are conflicts of interest for a member. Hubacher indicated that she usually advises it, but it is not required. The Attorney General has not issued any opinion on this.

Charles clarified what a board member can do if they feel there is a conflict for one member and that member does not feel there is a conflict, since you cannot make a member not vote. Hubacher indicated that you could try to resolve the issue in advance by contacting the attorney general for an opinion or if you feel the criminal code is being violated then the Rock County District Attorney.

If a contract is voided, can you re-vote on the contract or not? Hubacher stated that it would seem that the district now has to go back to an RFP process again. Charles clarified if that was true for administrator contracts. Hubacher said that it would cover any contract, however there are other statutes that would come into play if it were administrative contracts.

Charles asked if a member who may have the conflict of interest can bring the topic to the board. Hubacher indicated that anything that has the potential should be avoided, however globally it could be requested.

Larsen moved 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 Section 19.85(1)(g) for purposes of conferring with legal counsel for the governmental body who is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved. Seconded by Gard. Motion carried on a roll call vote 7-0.

Charles indicated the board would move to closed session in Room 106 following a five minute recess. Charles convened the meeting in closed session at 6:51 p.m. in Room 106.

Larsen moved to return to open session following a five minute recess and returning to the boardroom. Seconded by Wilson. Motion carried unanimously of the members present.

Charles reconvened the meeting in the boardroom. Wilson moved approval of the personnel recommendations. Seconded by Sanchez. Motion carried unanimously of the members present.

Klett moved to disallow the claim against the district. Seconded by Wong. Motion carried unanimously of the members present.

Bob Thom, Executive Director of Business Services provided an update on the proposed budget with actual employees hired to fill positions, health insurance rates and special education expenses. These figures are estimates given everything known as of September 5<sup>th</sup>. Items still pending include open enrollments both in and out of the district and revenue number from state aid and the local tax levy. These numbers will not be confirmed until October.

Gard moved approval of Policy 133 RULE 1 Board Appointment Procedures for Vacancies due to Resignations. Seconded by Sanchez. Members discussed the policy and it was decided to have the board secretary draw one name after 3 consecutive unsuccessful votes to get the highest number of odd number of remaining members in the second step of number 7. Charles made a friendly amendment to add 2015 in front of ACT 63 and to change the language in number 7. Seconded by Sanchez. The original motion as amended carried unanimously of the members present.

Gard moved approval of Policy 187 Public Participation at Board Meetings. Seconded by Wong. Members discussed public comment time at board meetings. There were several suggestions made regarding when comments could be made, how many persons could make comments and for how long, whether there should be one spokesperson for larger groups on the same topic and be given a longer time frame to speak, yielding time and how to change the language in the policy.

Charles made a friendly amendment to have a 30 minute public comment time and then have the remaining time, if needed, during the meeting, but at the end of the meeting. Seconded for discussion by Wilson. Larsen made an amendment to number the public comment cards. Seconded by Gard. After further discussion. The friendly amendments failed unanimously by the members present. Charles indicated that the policy in the packet is only addressing changes that clarify that time is not set aside for public comments at special board meetings and committee meetings but may be granted by the chair of the meeting and language changes to the statement read prior to the public comment time. It was suggested that the policy discussion be moved to another time so that the board could hear from the public. Members continued to discuss the policy. Rory Owens, 1681 Wisconsin Avenue, asked what sparked the changes. Charles indicated the original changes proposed are to make clarifications on when the public can speak at meetings and to change language in the statement read. Dr. Childs reminded the public that board meetings are meetings of the board held in public which is different than a meeting for the public. Gard called for the vote. Seconded by Wong. The call for the vote failed with Klett, Sanchez and Wilson voting in the negative and Charles, Gard, Larsen and Wong voting in the affirmative. With no further discussion, the original motion on the original revisions to the policy as presented in the packet carried unanimously of the members present.

Childs explained that the temporary procedures draft has been vetted through legal counsel and that at some time it would likely come back as a permanent policy. Members asked if they needed to vote on the draft. Childs stated that it could be voted on at the board business meeting if necessary. The draft will supersede the current policy as a temporary policy.

Klett moved to approve the draft policy with the change in #10, seconded by Wong. Motion carried unanimously of the members present.

Charles appointed Kyle Larsen as the RCAA representative.

Charles explained the resolutions proposed for the WASB Delegate Assembly in 2019. Klett moved approval of submitting to WASB the resolution for Quorum Clarification when Multiple Vacancies Exist on a School Board and State Statutes Impose Special Voting Requirements. Seconded by Sanchez. Motion carried on a roll call vote 7-0. Gard moved approval of submitting to WASB the resolution for Quorum for the Specific Purpose of Filling Vacant Board Seats. Seconded by Wilson. Motion carried on a roll call vote 7-0. Gard moved approval of submitting to WASB the resolution for Filling Board Vacancies: Clarification of Remaining Board Members and Cannot Vote on Own Vacancy. Seconded by Sanchez. Motion carried on a roll call vote 6-1 with Wilson voting in the negative.

Charles stated that the board was struggling to discuss policies on the televised meeting, however, the board is wanting to be as transparent as possible. She asked how the board feels about discussing policies once a month. Members discussed the governance workshop, having a discussion about the committee structure after that workshop, board responsibility for policy, first reading as a workshop and second reading at the televised meeting, and functioning as a committee of the whole for policy work.

Wilson indicated that if there were any questions, concerns, recommendations for the diversity equity plan, please send them directly to Dr. Childs or Dr. Williams. Dr. Childs stated that he feels the strategic plan and equity plan should be merged together. Gard requested that packet information be received earlier.

Larsen moved to adjourn the meeting at 8:38 p.m. Seconded by Wilson. Motion carried unanimously of the members present.

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Michelle Shope, Board Secretary

Approved at the Regular Board Meeting on September 25, 2018

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Pam Charles, President

**SPECIAL MEETING OF THE BOARD OF EDUCATION  
SCHOOL DISTRICT OF BELOIT  
September 18, 2018**

The Board of Education held a special board meeting on September 18, 2018 at the Kolak Education Center in the boardroom. President Charles called the meeting to order at 5:07 p.m.

Members Present: Pam Charles, Nora Gard, Kyle Larsen, Wendy Sanchez, David Wilson and John Wong. Member excused: Jeff Klett. Also present: Anthony Bonds, Tracey Caradine, Emily Pelz, Brian Vissers, Darrell Williams and Dr. Don Childs, Interim Superintendent.

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

President Charles indicated that the meeting would begin with a presentation from Promise 54 regarding the Superintendent Search. Monisha Lozier, Managing Partner & Co-Founder provided background information about herself and the company. Charles explained how they met through the previous search and most recently again.

Lozier discussed attracting a great pool of candidates, telling Beloit's story, proper search tools, helping design the best RFP, writing a superintendent job description, the process for selecting the best firm possible, vetting firms who respond to the RFP, search firm fees and structure.

Members asked questions regarding the number of search firms nationally who search for superintendents, how engaged boards should be in the process, if the firm is just accepting applications or actively looking for candidates. Lozier stated she would guess about 15-20 firms do superintendent searches with less than 10 that do national searches and are well regarded. In her opinion, boards should be very engaged as it's the most important decision they make in their role. She further stated confidentiality is important to a search, yet those involved should have updates weekly to every two weeks. Lozier stated firms should actively be looking for candidates yet need to take the time to get to know the board, leadership team, the community and students from academic, racial, socio-economic and other dynamics to be effective in their search. It was also asked what Lozier's role would be once a firm was selected. She stated there really is not one. When asked why she would not conduct the search herself, she indicated that she felt there were other firms that would do a better job since this was not her area of expertise and she did not have a large team to manage a larger search.

Following the discussion with Lozier, members discussed the contract, if there were other company that provide the same service, the cost of the service, the donation from the area businesses for this service so there would be no cost to the district. Wilson asked if the donation would only be given if Lozier were to provide the service or if anyone were to provide this service. Charles indicated that was not discussed and therefore, she did not know the answer. Members provided their input on Lozier, going to RFP, the timing, etc.

Gard moved to have the School District of Beloit enter into a contract with Promise 54 as a consultant to assist with finding a search firm for the superintendent with the understanding that a donor from the community will be making a donation. Charles made a friendly amendment, with a commitment from a community organization for her fees up to \$15,000. Seconded by Wong. Gard accepted the friendly amendment. The amended motion carried on a roll call vote 5-1 with Wilson voting in the negative.

Charles discussed the board committees and the new formation that occurred in May, indicating that not all committees are completely filled. She further stated that there is some confusion around the committees. She stated the new committees should be functioning just like the former committees did; there are just more people on the committees and there are more committees: five instead of three. She indicated that agendas should be set by the administrators and committee chair jointly. The work for the agenda item needs to be identified by the staff member and then a timeline needs to be assigned so the administrator and staff knows when it will come to the committee. If the item does not look like something the board would address, then the committee should not be addressing it either. The committee will make recommendations after the presentation to the full board.

Gard indicated that the new committee structure has been a little difficult to get used to, but the staff person is the expert and the administrator is the person who knows best what the timeline for items is or should be.

Dr. Childs stated that the monthly meeting seems to drive having an agenda. The need for an agenda should drive the meeting. Some committees would not necessarily have to meet each month depending on the need.

Charles stressed trying to have consistent meeting dates and times and to be cognizant of meeting times for staff who serve on the committees. Dr. Childs stated that the meetings should be held in public and that he feels every meeting of the full board should be televised.

Sanchez moved to adjourn the meeting at 6:56 p.m. Seconded by Wilson. Motion carried unanimously of the members present.

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Michelle Shope, Board Secretary

Approved at the Regular Board Meeting on September 25, 2018

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Pam Charles, President





***I. BASIC INFORMATION***

**Topic or Concern:** Approval of July Financial Summary

**Which strategy in the Strategic Plan does this support?**

**Your Name and Title:** 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 Board of Education?**

Information to support legal action as required by Wisconsin Statutes.

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

See attached summary or full reports online.

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

Comply with legal requirements and Wisconsin Statutes.

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

**MOTION:** The Board of Education approves the financial summary for the month of July, 2018.

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

**Long Term Committed Funds?**

**BUDGET LOCATION:**

**FISCAL IMPACT:**

**Board Report Summary  
July 2018**

| <u>Fund</u>  | <u>Description</u>                 | <u>Revenue</u>      | <u>Expense</u>         | <u>Net Change</u>        |
|--------------|------------------------------------|---------------------|------------------------|--------------------------|
| Fund 10 & 27 | General Fund & Special Ed          | 61,107.76           | 2,860,730.02           | (2,799,622.26)           |
| Fund 21      | Donation                           | 7,168.86            | (18.71)                | 7,187.57                 |
| Fund 38 & 39 | Debt Service                       | 3,001.94            | -                      | 3,001.94                 |
| Fund 50      | Food Service                       | -                   | 2,174.54               | (2,174.54)               |
| Fund 60      | Student Activities                 |                     | (424.00)               | 424.00                   |
|              |                                    |                     |                        |                          |
|              | <b>Total Revenue &amp; Expense</b> | <b>\$ 71,278.56</b> | <b>\$ 2,862,461.85</b> | <b>\$ (2,791,183.29)</b> |

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

\_\_\_\_\_  
President

\_\_\_\_\_  
Secretary

**School District of Beloit**  
**Revenue and Expense By Object Fund 10 & 27 (July 2018)**

| OBJ | OBJ                    | 2018-19<br>Anticipated Budget | July 2018-19<br>Monthly Activity | 2018-19<br>FYTD Activity |
|-----|------------------------|-------------------------------|----------------------------------|--------------------------|
|     | 110.00 GENERAL OPERATI | 8,736,847.00                  |                                  |                          |
| 1-- | INTERFUND TRANS        | 8,736,847.00                  |                                  |                          |
|     | 211.00 PROPERTY TAXES  | 10,475,810.00                 |                                  |                          |
|     | 213.00 MOBILE HOME TAX | 20,000.00                     | 2,382.94                         | 2,382.94                 |
|     | 244.00 PYMTS FOR SERVI | 65,000.00                     |                                  |                          |
|     | 262.00 RESALE OF OBJEC | -                             | 9.00                             | 9.00                     |
|     | 271.00 ADMISSIONS      | 30,000.00                     |                                  |                          |
|     | 279.00 OTHER SCHOOL AC | 8,000.00                      | 415.00                           | 415.00                   |
|     | 280.00 INTEREST ON INV | 95,000.00                     | 43,293.33                        | 43,293.33                |
|     | 292.00 STUDENT FEES    | 135,000.00                    | 551.00                           | 551.00                   |
|     | 293.00 RENTALS         | 20,000.00                     | 1,347.70                         | 1,347.70                 |
|     | 297.00 STUDENT FINES   | 550.00                        |                                  |                          |
| 2-- | REVENUE FROM LO        | 10,849,360.00                 | 47,998.97                        | 47,998.97                |
|     | 343.00 CO-CURRICULAR A | 3,800.00                      | 654.30                           | 654.30                   |
|     | 345.00 GENERAL TUITION | 1,106,250.00                  |                                  |                          |
|     | 348.00 TRANSP FEES FRO | 41,800.00                     |                                  |                          |
| 3-- | INTERDISTRICT P        | 1,151,850.00                  | 654.30                           | 654.30                   |
|     | 611.00 HANDICAPPED AID | 2,806,530.00                  |                                  |                          |
|     | 612.00 TRANSPORTATION  | 30,000.00                     |                                  |                          |
|     | 613.00 LIBRARY AID STA | 250,000.00                    |                                  |                          |
|     | 618.00 BILINGUAL/BICUL | 192,960.00                    |                                  |                          |
|     | 621.00 EQUALIZATION AI | 64,598,970.00                 | (1,447.00)                       | (1,447.00)               |
|     | 625.00 HIGH COST SPEC  | 80,000.00                     |                                  |                          |
|     | 628.00 HIGH POVERTY AI | 595,100.00                    |                                  |                          |
|     | 630.00 SPECIAL PROJECT | 87,500.00                     |                                  |                          |
|     | 650.00 SAGE PROGRAM RE | 2,979,420.00                  |                                  |                          |
|     | 691.00 STATE TAX EXEMP | 37,914.00                     |                                  |                          |
|     | 695.00 PER PUPIL AID   | 4,718,610.00                  |                                  |                          |
|     | 699.00 MISCELLANEOUS   | -                             | 3,449.49                         | 3,449.49                 |
| 6-- | REVENUE FROM ST        | 76,377,004.00                 | 2,002.49                         | 2,002.49                 |
|     | 713.00 FEDERAL VOC ED  | 92,916.00                     |                                  |                          |
|     | 719.00 OTHER FEDERAL A | 91,247.00                     |                                  |                          |
|     | 730.00 FED SPECIAL PRO | 2,651,450.00                  |                                  |                          |
|     | 751.00 EASA TITLE I    | 2,559,669.00                  |                                  |                          |
|     | 780.00 FED REV THRU ST | 900,000.00                    |                                  |                          |
|     | 799.00 OTHER FEDERAL R | 40,000.00                     | 3,311.85                         | 3,311.85                 |
| 7-- | REVENUE FROM FE        | 6,335,282.00                  | 3,311.85                         | 3,311.85                 |
|     | 971.00 AIDABLE REFUND  | 26,000.00                     | 1,276.35                         | 1,276.35                 |
|     | 989.00 OTHER MEDICAL   | 3,000.00                      | 338.00                           | 338.00                   |

| OBJ | OBJ                    | 2018-19<br>Anticipated Budget | July 2018-19<br>Monthly Activity | 2018-19<br>FYTD Activity |
|-----|------------------------|-------------------------------|----------------------------------|--------------------------|
|     | 990.00 MISCELLANEOUS R | 104,000.00                    | 5,525.80                         | 5,525.80                 |
| 9-- | OTHER REVENUES         | 133,000.00                    | 7,140.15                         | 7,140.15                 |
| --- |                        | 103,583,343.00                | 61,107.76                        | 61,107.76                |
|     | 111.00 TEACHER SALARY  | 30,546,060.00                 | 142,603.90                       | 142,603.90               |
|     | 112.00 ADMINISTRATOR S | 3,742,044.00                  | 173,338.31                       | 173,338.31               |
|     | 114.00 ADMIN ASST SALA | 1,441,108.00                  | 74,044.89                        | 74,044.89                |
|     | 115.00 CLERICAL SALARY | 1,156,571.00                  | 66,270.73                        | 66,270.73                |
|     | 116.00 INSTRUCTIONAL S | 1,209,525.00                  | 4,845.20                         | 4,845.20                 |
|     | 117.00 COORDINATOR SAL | 118,884.00                    | 1,738.56                         | 1,738.56                 |
|     | 118.00 PARA PROFESSION | 2,330,556.00                  | 41,056.08                        | 41,056.08                |
|     | 119.00 CUST/MAINT SALA | 278,916.00                    | 14,640.00                        | 14,640.00                |
|     | 120.00 CROSSING GUARD  | 46,000.00                     | 762.19                           | 762.19                   |
|     | 122.00 MONITOR/NOON HR | 4,500.00                      |                                  |                          |
|     | 124.00 TUTOR SALARY    | 23,000.00                     |                                  |                          |
|     | 125.00 STUDENT WORKER  | 7,200.00                      |                                  |                          |
|     | 132.00 EVENT WORKER SA | 26,180.00                     |                                  |                          |
|     | 133.00 ADDENDUM SALARY | 829,071.00                    | 5,376.00                         | 5,376.00                 |
|     | 135.00 TEACHER SPEC ED | 2,000.00                      |                                  |                          |
|     | 136.00 TEACHER ADDL CL | 43,500.00                     |                                  |                          |
|     | 141.00 TEACHER OTHER S | 310,100.00                    | 7,375.70                         | 7,375.70                 |
|     | 144.00 ADMIN ASST ADDL | 14,100.00                     | 2,576.34                         | 2,576.34                 |
|     | 145.00 CLERICAL ADDL/O | 11,115.00                     | 323.77                           | 323.77                   |
|     | 146.00 INST SUPPORT AD | 8,790.00                      |                                  |                          |
|     | 148.00 PARA ADDL/OVTM  | 44,750.00                     | 109.83                           | 109.83                   |
|     | 149.00 CUST/MAINT OVTM | -                             | 5.82                             | 5.82                     |
|     | 171.00 SUB TEACHER     | 864,748.00                    | 187.50                           | 187.50                   |
|     | 172.00 SUB SECURITY    | 40,300.00                     |                                  |                          |
|     | 174.00 SUB CLERICAL SA | 30,150.00                     | 202.18                           | 202.18                   |
|     | 175.00 SUB AIDE SALARY | 211,240.00                    | 68.77                            | 68.77                    |
|     | 178.00 SUB CROSSING GU | 2,000.00                      |                                  |                          |
|     | 179.00 SUB NURS/HRA    | 8,622.00                      | 664.00                           | 664.00                   |
|     | 181.00 TEMP/SEASONAL S | 7,000.00                      |                                  |                          |
|     | 182.00 BOARD OF ED SAL | 39,900.00                     | 1,900.00                         | 1,900.00                 |
| 1-- | SALARIES               | 43,397,930.00                 | 538,089.77                       | 538,089.77               |
|     | 212.00 EMPLOYER'S RETI | 2,838,625.00                  | 31,876.42                        | 31,876.42                |
|     | 218.00 OPEB            | 1,840,378.00                  | 16,405.35                        | 16,405.35                |
|     | 220.00 SOCIAL SECURITY | 3,320,742.00                  | 40,685.96                        | 40,685.96                |
|     | 230.00 LIFE INSURANCE  | 63,718.00                     | 481.44                           | 481.44                   |
|     | 242.00 HEALTH INSURANC | 10,633,271.00                 | 68,143.13                        | 68,143.13                |
|     | 243.00 DENTAL INSURANC | 928,296.00                    | 5,648.24                         | 5,648.24                 |
|     | 245.00 HSA             | 1,616,292.00                  | 250.00                           | 250.00                   |
|     | 251.00 INCOME PROTECT  | 111,088.00                    | 838.56                           | 838.56                   |
|     | 290.00 OTHER EMPLOYEE  | 75,000.00                     |                                  |                          |
|     | 291.00 COLLEGE CREDIT  | 65,000.00                     | 5,082.72                         | 5,082.72                 |
|     | 297.00 EMPLOYEE PHYSIC | 37,000.00                     | 435.00                           | 435.00                   |

| OBJ | OBJ                    | 2018-19<br>Anticipated Budget | July 2018-19<br>Monthly Activity | 2018-19<br>FYTD Activity |
|-----|------------------------|-------------------------------|----------------------------------|--------------------------|
|     | 298.00 MEMBERSHIPS     | 25,000.00                     | 16,030.00                        | 16,030.00                |
| 2-- | EMPLOYEE BENEFI        | 21,554,410.00                 | 185,876.82                       | 185,876.82               |
|     | 310.00 PERSONAL SERVIC | 1,978,884.00                  | 92,881.00                        | 92,881.00                |
|     | 320.00 PROPERTY SERVIC | 11,092,502.00                 | 108,416.86                       | 108,416.86               |
|     | 321.00 TECH REPAIR     | 62,500.00                     |                                  |                          |
|     | 331.00 GAS FOR HEAT    | 309,200.00                    |                                  |                          |
|     | 336.00 ELECTRIC OTHER  | 904,300.00                    |                                  |                          |
|     | 337.00 WATER SERVICES  | 29,200.00                     | 3,382.54                         | 3,382.54                 |
|     | 338.00 SEWERAGE SERVIC | 61,350.00                     | 4,137.05                         | 4,137.05                 |
|     | 339.00 STORM WATER     | 32,400.00                     | 2,718.10                         | 2,718.10                 |
|     | 341.00 PUPIL TRAVEL    | 2,078,126.00                  |                                  |                          |
|     | 342.00 EMPLOYEE TRAVEL | 163,995.00                    | 4,226.74                         | 4,226.74                 |
|     | 345.00 PUPIL LODGING & | 374.00                        |                                  |                          |
|     | 348.00 VEHICLE FUEL    | 133,100.00                    |                                  |                          |
|     | 351.00 ADVERTISING     | 18,900.00                     | 56.00                            | 56.00                    |
|     | 353.00 POSTAGE         | 54,165.00                     |                                  |                          |
|     | 354.00 PRINTING/BINDIN | 43,864.00                     |                                  |                          |
|     | 355.00 TELEPHONE/TELEG | 81,663.00                     | 12,064.63                        | 12,064.63                |
|     | 358.00 ON-LINE COMMUNI | 143,450.00                    | 82,277.11                        | 82,277.11                |
|     | 360.00 DATA PROCESSING | -                             | 2,145.00                         | 2,145.00                 |
|     | 370.00 EDUCATIONAL SER | 1,073,892.00                  |                                  |                          |
|     | 381.00 PAYMENTS TO MUN | 231,578.00                    |                                  |                          |
|     | 382.00 PAYMENTS TO WI  | 4,845,375.00                  |                                  |                          |
|     | 385.00 PAYMENT TO COUN | 20,000.00                     |                                  |                          |
|     | 386.00 PAYMENTS TO CES | 147,414.00                    | 14,233.00                        | 14,233.00                |
|     | 387.00 PAYMENTS TO STA | 681,000.00                    |                                  |                          |
|     | 389.00 PAYMENTS TO VTA | 60,000.00                     |                                  |                          |
| 3-- | PURCHASED SERVI        | 24,247,232.00                 | 326,538.03                       | 326,538.03               |
|     | 411.00 GENERAL SUPPLIE | 1,030,068.00                  | 14,626.78                        | 14,626.78                |
|     | 415.00 FOOD SUPPLIES   | 87,131.00                     | (21.06)                          | (21.06)                  |
|     | 420.00 APPAREL         | 30,237.00                     | 11,197.53                        | 11,197.53                |
|     | 430.00 INSTRUCTIONAL M | 688,933.00                    | 75,600.00                        | 75,600.00                |
|     | 449.00 OTHER NON-CAPIT | 422,342.00                    | 44,027.98                        | 44,027.98                |
|     | 452.00 RESALE EXPENDIT | 100.00                        |                                  |                          |
|     | 470.00 TEXTBOOKS       | 766,820.00                    | 15,361.60                        | 15,361.60                |
|     | 480.00 NON-INSTRUCTION | 393,447.00                    | 226,308.42                       | 226,308.42               |
|     | 490.00 NON-INSTR NON-C | 5,675.00                      |                                  |                          |
| 4-- | NON-CAPTIAL OBJ        | 3,424,753.00                  | 387,101.25                       | 387,101.25               |
|     | 511.00 PURCHASE - ADDI | -                             | 7,614.68                         | 7,614.68                 |
|     | 517.00 RENTAL          | 500.00                        |                                  |                          |
|     | 537.00 BUILDING RENTAL | 58,200.00                     | 1,521.92                         | 1,521.92                 |
|     | 551.00 EQUIPMENT PURCH | 136,259.00                    | 17,357.46                        | 17,357.46                |
|     | 553.00 EQUIPMENT PURCH | 103,500.00                    | 41,603.18                        | 41,603.18                |
|     | 571.00 EQUIPMENT RENTA | 84,178.00                     |                                  |                          |



| OBJ | OBJ                    | 2018-19<br>Anticipated Budget | July 2018-19<br>Monthly Activity | 2018-19<br>FYTD Activity |
|-----|------------------------|-------------------------------|----------------------------------|--------------------------|
|     | 572.00 VEHICLE RENTAL  | 200.00                        |                                  |                          |
| 5-- | CAPITAL OBJECTS        | 382,837.00                    | 68,097.24                        | 68,097.24                |
|     | 678.00 CAPITAL LEASES  | 1,015,210.00                  | 1,015,208.96                     | 1,015,208.96             |
|     | 688.00 CAPITAL LEASES  | 15,649.00                     | 15,648.45                        | 15,648.45                |
| 6-- | DEBT RETIREMENT        | 1,030,859.00                  | 1,030,857.41                     | 1,030,857.41             |
|     | 711.00 DISTRICT LIABIL | 83,459.00                     | 77,384.00                        | 77,384.00                |
|     | 712.00 DISTRICT PROPER | 154,849.00                    | 154,849.00                       | 154,849.00               |
|     | 713.00 DISTRICT WORKER | 248,426.00                    | 69,274.00                        | 69,274.00                |
|     | 730.00 UNEMPLOYMENT CO | 20,000.00                     |                                  |                          |
| 7-- | INSURANCE AND J        | 506,734.00                    | 301,507.00                       | 301,507.00               |
|     | 827.00 SP ED INTERFUND | 8,736,847.00                  |                                  |                          |
|     | 899.00 CO-OP TRANSFER  | 15,555.00                     |                                  |                          |
| 8-- | TRANSFERS              | 8,752,402.00                  |                                  |                          |
|     | 940.00 DUES AND FEES   | 136,186.00                    | 22,662.50                        | 22,662.50                |
|     | 999.00 OTHER MISCELLAN | 150,000.00                    |                                  |                          |
| 9-- | OTHER OBJECTS          | 286,186.00                    | 22,662.50                        | 22,662.50                |
| --- |                        | 103,583,343.00                | 2,860,730.02                     | 2,860,730.02             |

**School District of Beloit**  
**Revenue and Expense by Object - Fund 21 (July 2018)**

| OBJ | OBJ                 | 2018-19<br>Anticipated Budget | July 2018-19<br>Monthly Activity | 2018-19<br>FYTD Activity |
|-----|---------------------|-------------------------------|----------------------------------|--------------------------|
|     | 291 GIFTS           |                               | 7,168.86                         | 7,168.86                 |
| 2-- | REVENUE FROM LO     |                               | 7,168.86                         | 7,168.86                 |
| --- |                     |                               | 7,168.86                         | 7,168.86                 |
|     | 411 GENERAL SUPPLIE |                               | -18.71                           | -18.71                   |
| 4-- | NON-CAPTIAL OBJ     |                               | -18.71                           | -18.71                   |
| --- |                     |                               | -18.71                           | -18.71                   |

**School District of Beloit**  
**Revenue and Expense by Object - Fund 38 & 29 (July 2018)**

| OBJ | OBJ                 | 2018-19<br>Anticipated Budget | July 2018-19<br>Monthly Activity | 2018-19<br>FYTD Activity |
|-----|---------------------|-------------------------------|----------------------------------|--------------------------|
|     | 211 PROPERTY TAXES  | 5,869,137.00                  |                                  |                          |
|     | 280 INTEREST ON INV | -                             | 3,001.94                         | 3,001.94                 |
| 2-- | REVENUE FROM LO     | 5,869,137.00                  | 3,001.94                         | 3,001.94                 |
|     | 971 AIDABLE REFUND  | 60,968.00                     |                                  |                          |
| 9-- | OTHER REVENUES      | 60,968.00                     |                                  |                          |
| --- |                     | 5,930,105.00                  | 3,001.94                         | 3,001.94                 |
|     | 675 LONG TERM BONDS | 3,857,223.00                  |                                  |                          |
|     | 685 LONG TERM BONDS | 2,011,914.00                  |                                  |                          |
| 6-- | DEBT RETIREMENT     | 5,869,137.00                  |                                  |                          |
| --- |                     | 5,869,137.00                  |                                  |                          |



**School District of Beloit**  
**Revenue and Expense by Object - Fund 50 (July 2018)**

| OBJ | OBJ                 | 2018-19<br>Anticipated Budget | July 2018-19<br>Monthly Activity | 2018-19<br>FYTD Activity |
|-----|---------------------|-------------------------------|----------------------------------|--------------------------|
|     | 251 PUPIL           | 6,000.00                      |                                  |                          |
|     | 252 ADULT           | 43,762.00                     |                                  |                          |
|     | 280 INTEREST ON INV | 139,000.00                    |                                  |                          |
| 2-- | REVENUE FROM LO     | 188,762.00                    |                                  |                          |
|     | 714 DONATED COMMODI | 272,000.00                    |                                  |                          |
|     | 717 FOOD SERVICE AI | 5,019,703.00                  |                                  |                          |
| 7-- | REVENUE FROM FE     | 5,291,703.00                  |                                  |                          |
| --- |                     | 5,480,465.00                  |                                  |                          |
|     | 111 TEACHER SALARY  | 12,739.00                     |                                  |                          |
|     | 122 MONITOR/NOON HR | 31,500.00                     |                                  |                          |
|     | 141 TEACHER OTHER S | 1,000.00                      |                                  |                          |
| 1-- | SALARIES            | 45,239.00                     |                                  |                          |
|     | 212 EMPLOYER'S RETI | 3,084.00                      |                                  |                          |
|     | 218 OPEB            | 583.00                        |                                  |                          |
|     | 220 SOCIAL SECURITY | 3,405.00                      |                                  |                          |
|     | 242 HEALTH INSURANC | 2,495.00                      |                                  |                          |
|     | 243 DENTAL INSURANC | 198.00                        |                                  |                          |
|     | 245 HSA             | 360.00                        |                                  |                          |
| 2-- | EMPLOYEE BENEFI     | 10,125.00                     |                                  |                          |
|     | 310 PERSONAL SERVIC | 4,015,566.00                  |                                  |                          |
|     | 320 PROPERTY SERVIC | 975,000.00                    | 2,174.54                         | 2,174.54                 |
|     | 336 ELECTRIC OTHER  | 53,269.00                     |                                  |                          |
|     | 348 VEHICLE FUEL    | 4,000.00                      |                                  |                          |
|     | 351 ADVERTISING     | 75.00                         |                                  |                          |
|     | 354 PRINTING/BINDIN | 1,100.00                      |                                  |                          |
| 3-- | PURCHASED SERVI     | 5,049,010.00                  | 2,174.54                         | 2,174.54                 |
|     | 411 GENERAL SUPPLIE | 33,000.00                     |                                  |                          |
|     | 415 FOOD SUPPLIES   | 273,000.00                    |                                  |                          |
|     | 449 OTHER NON-CAPIT | 14,000.00                     |                                  |                          |
| 4-- | NON-CAPTIAL OBJ     | 320,000.00                    |                                  |                          |
|     | 551 EQUIPMENT PURCH | 10,000.00                     |                                  |                          |
|     | 553 EQUIPMENT PURCH | 463,000.00                    |                                  |                          |
| 5-- | CAPITAL OBJECTS     | 473,000.00                    |                                  |                          |
|     | 940 DUES AND FEES   | 300.00                        |                                  |                          |
| 9-- | OTHER OBJECTS       | 300.00                        |                                  |                          |
| --- |                     | 5,897,674.00                  | 2,174.54                         | 2,174.54                 |

**School District of Beloit**  
**Revenue and Expense by Object - Fund 60 (July 2018)**

| OBJ | OBJ               | 2018-19<br>Anticipated Budget | July 2018-19<br>Monthly Activity | 2018-19<br>FYTD Activity |
|-----|-------------------|-------------------------------|----------------------------------|--------------------------|
|     | 990 MISCELLANEOUS |                               | (424.00)                         | (424.00)                 |
| 9-- | OTHER OBJECTS     |                               | (424.00)                         | (424.00)                 |
| --- |                   |                               | (424.00)                         | (424.00)                 |



***I. BASIC INFORMATION***

**Topic or Concern:** 2018-19 Proposed Budget Overview

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

**Your Name and Title:** 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 Board of Education?**

To discuss with the Board the 2018-19 District budget and the estimates used in compilation of the proposed budget.

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

For discussion and review purposes, a preliminary budget publication and budget hearing presentation summary is attached. There are major factors that are tied to our funding formula that are currently unavailable until October 15th such aid certification. All of which have a direct impact on state aid, the estimated revenue limit calculation and their impact on the School District of Beloit's proposed tax levy. At this time, we do not know the certified aid amount we must include in our revenue limit formula, so we have projected an anticipated state aid amount. We are also awaiting the September 21<sup>st</sup> pupil count.

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

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

This is an opportunity for the Board to review the preliminary proposed budget prior to October 23<sup>rd</sup> where the Board will approve the final budget to be presented at the public budget hearing on October 23<sup>rd</sup> for formal budget adoption.

This is a proposed budget; please keep in mind the certified data to set the levy for our budget will not all be available until October 15<sup>th</sup>, nonetheless, in accordance with state budget timelines, we must publish our anticipated budget and proposed levy at least 15 days prior to our public budget hearing scheduled for October 23<sup>rd</sup>.

**MOTION:** N/A

**BUDGET LOCATION:** Various

**FISCAL IMPACT:** For information only

Date: October 23, 2018

## Recommended Format for Budget Adoption

Instructions: This recommended format contains the minimum detail that a school board should include in an adopted budget. Any subsequent changes made by the school board to the adopted budget should be processed as required by s.65.90 (5).

| BUDGET ADOPTION 2018-19*                                    |                      |                      |                      |
|---|----------------------|----------------------|----------------------|
| GENERAL FUND (FUND 10)                                      | Audited<br>2016-17   | Unaudited<br>2017-18 | Budget<br>2018-19    |
| Beginning Fund Balance (Account 930 000)                    | 13,568,271.83        | 17,674,908.73        | 18,653,126.39        |
| Ending Fund Balance, Nonspendable (Acct. 935 000)           | 0.00                 | 0.00                 | 0.00                 |
| Ending Fund Balance, Restricted (Acct. 936 000)             | 0.00                 | 1,902,735.27         | 0.00                 |
| Ending Fund Balance, Committed (Acct. 937 000)              | 0.00                 | 0.00                 | 0.00                 |
| Ending Fund Balance, Assigned (Acct. 938 000)               | 0.00                 | 0.00                 | 0.00                 |
| Ending Fund Balance, Unassigned (Acct. 939 000)             | 17,674,908.73        | 16,750,391.12        | 0.00                 |
| <b>TOTAL ENDING FUND BALANCE (ACCT. 930 000)</b>            | <b>17,674,908.73</b> | <b>18,653,126.39</b> | <b>18,653,126.39</b> |
| <b>REVENUES &amp; OTHER FINANCING SOURCES</b>               |                      |                      |                      |
| 100 Transfers-in  | 0.00                 | 0.00                 | 0.00                 |
| <b>Local Sources</b>  |                      |                      |                      |
| 210 Taxes   | 7,866,971.68         | 10,576,092.04        | 10,495,810.00        |
| 240 Payments for Services                                   | 79,850.00            | 63,632.18            | 65,000.00            |
| 260 Non-Capital Sales                                       | 105,798.90           | 109,584.76           | 0.00                 |
| 270 School Activity Income                                  | 63,349.48            | 34,447.56            | 38,000.00            |
| 280 Interest on Investments                                 | 64,790.64            | 91,719.98            | 95,000.00            |
| 290 Other Revenue, Local Sources                            | 761,320.41           | 184,879.45           | 155,550.00           |
| <b>Subtotal Local Sources</b>                               | <b>8,942,081.11</b>  | <b>11,060,355.97</b> | <b>10,849,360.00</b> |
| <b>Other School Districts Within Wisconsin</b>              |                      |                      |                      |
| 310 Transit of Aids   | 0.00                 | 0.00                 | 0.00                 |
| 340 Payments for Services                                   | 1,153,308.72         | 1,127,433.10         | 1,151,850.00         |
| 380 Medical Service Reimbursements                          | 0.00                 | 0.00                 | 0.00                 |
| 390 Other Inter-district, Within Wisconsin                  | 0.00                 | 0.00                 | 0.00                 |
| <b>Subtotal Other School Districts within Wisconsin</b>     | <b>1,153,308.72</b>  | <b>1,127,433.10</b>  | <b>1,151,850.00</b>  |
| <b>Other School Districts Outside Wisconsin</b>             |                      |                      |                      |
| 440 Payments for Services                                   | 0.00                 | 0.00                 | 0.00                 |
| 490 Other Inter-district, Outside Wisconsin                 | 0.00                 | 0.00                 | 0.00                 |
| <b>Subtotal Other School Districts Outside Wisconsin</b>    | <b>0.00</b>          | <b>0.00</b>          | <b>0.00</b>          |
| <b>Intermediate Sources</b>                                 |                      |                      |                      |
| 510 Transit of Aids   | 0.00                 | 0.00                 | 0.00                 |
| 530 Payments for Services from CCDEB                        | 0.00                 | 0.00                 | 0.00                 |
| 540 Payments for Services from CESA                         | 0.00                 | 0.00                 | 0.00                 |
| 580 Medical Services Reimbursement                          | 0.00                 | 0.00                 | 0.00                 |
| 590 Other Intermediate Sources                              | 0.00                 | 0.00                 | 0.00                 |
| <b>Subtotal Intermediate Sources</b>                        | <b>0.00</b>          | <b>0.00</b>          | <b>0.00</b>          |
| <b>State Sources</b>  |                      |                      |                      |
| 610 State Aid -- Categorical                                | 481,712.31           | 489,655.38           | 472,960.00           |
| 620 State Aid -- General                                    | 64,000,110.00        | 61,633,852.00        | 65,194,070.00        |
| 630 DPI Special Project Grants                              | 105,216.44           | 141,080.72           | 87,500.00            |
| 640 Payments for Services                                   | 0.00                 | 0.00                 | 0.00                 |
| 650 Student Achievement Guarantee in Education (SAGE Grant) | 3,323,415.43         | 3,126,599.35         | 2,979,420.00         |
| 660 Other State Revenue Through Local Units                 | 0.00                 | 0.00                 | 0.00                 |
| 690 Other Revenue   | 1,861,369.00         | 3,303,087.50         | 4,756,524.00         |
| <b>Subtotal State Sources</b>                               | <b>69,771,823.18</b> | <b>68,694,274.95</b> | <b>73,490,474.00</b> |
| <b>Federal Sources</b>                                      |                      |                      |                      |
| 710 <b>Federal Aid - Categorical</b>                        | 692,824.01           | 409,503.29           | 184,163.00           |
| 720 Impact Aid  | 0.00                 | 0.00                 | 0.00                 |
| 730 DPI Special Project Grants                              | 1,313,682.47         | 1,183,985.59         | 738,593.00           |
| 750 IASA Grants   | 2,994,908.55         | 2,902,819.00         | 2,559,669.00         |
| 760 JTPA  | 0.00                 | 0.00                 | 0.00                 |



|  |                      |                      |                      |
|--|----------------------|----------------------|----------------------|
| 770 Other Federal Revenue Through Local Units        | 0.00                 | 0.00                 | 0.00                 |
| 780 Other Federal Revenue Through State              | 541,195.31           | 561,962.35           | 500,000.00           |
| 790 Other Federal Revenue - Direct                   | 61,630.11            | 47,159.41            | 40,000.00            |
| <b>Subtotal Federal Sources</b>                      | <b>5,604,240.45</b>  | <b>5,105,429.64</b>  | <b>4,022,425.00</b>  |
| <b>Other Financing Sources</b>                       |                      |                      |                      |
| 850 Reorganization Settlement                        | 0.00                 | 0.00                 | 0.00                 |
| 860 Compensation, Fixed Assets                       | 54,273.52            | 14,359.47            | 0.00                 |
| 870 Long-Term Obligations                            | 4,044,144.63         | 0.00                 | 0.00                 |
| <b>Subtotal Other Financing Sources</b>              | <b>4,098,418.15</b>  | <b>14,359.47</b>     | <b>0.00</b>          |
| <b>Other Revenues</b>                                |                      |                      |                      |
| 960 Adjustments                                      | 1,129.12             | 11,763.01            | 0.00                 |
| 970 Refund of Disbursement                           | 112,266.08           | 82,735.47            | 26,000.00            |
| 980 Medical Service Reimbursement                    | 2,860.00             | 2,834.00             | 3,000.00             |
| 990 Miscellaneous                                    | 137,665.74           | 116,132.88           | 104,000.00           |
| <b>Subtotal Other Revenues</b>                       | <b>253,920.94</b>    | <b>213,465.36</b>    | <b>133,000.00</b>    |
| <b>TOTAL REVENUES &amp; OTHER FINANCING SOURCES</b>  | <b>89,823,792.55</b> | <b>86,215,318.49</b> | <b>89,647,109.00</b> |
| <b>EXPENDITURES &amp; OTHER FINANCING USES</b>       |                      |                      |                      |
| <b>Instruction</b>                                   |                      |                      |                      |
| 110 000 Undifferentiated Curriculum                  | 18,332,744.17        | 17,923,306.81        | 17,228,606.00        |
| 120 000 Regular Curriculum                           | 16,640,176.37        | 12,925,345.68        | 14,477,156.00        |
| 130 000 Vocational Curriculum                        | 1,685,476.23         | 1,737,431.92         | 1,963,691.00         |
| 140 000 Physical Curriculum                          | 1,826,220.88         | 1,937,403.09         | 1,998,907.00         |
| 160 000 Co-Curricular Activities                     | 826,077.55           | 805,850.87           | 1,002,315.00         |
| 170 000 Other Special Needs                          | 2,861,278.23         | 2,979,288.78         | 3,173,599.00         |
| <b>Subtotal Instruction</b>                          | <b>42,171,973.43</b> | <b>38,308,627.15</b> | <b>39,844,274.00</b> |
| <b>Support Sources</b>                               |                      |                      |                      |
| 210 000 Pupil Services                               | 3,589,076.84         | 3,788,911.81         | 3,911,465.00         |
| 220 000 Instructional Staff Services                 | 3,997,887.64         | 4,139,970.00         | 4,181,835.00         |
| 230 000 General Administration                       | 1,521,144.52         | 1,532,161.44         | 1,308,468.00         |
| 240 000 School Building Administration               | 4,064,302.33         | 4,038,325.90         | 4,313,186.00         |
| 250 000 Business Administration                      | 12,872,905.57        | 15,417,308.84        | 17,055,876.00        |
| 260 000 Central Services                             | 2,147,116.46         | 2,422,475.35         | 2,529,498.00         |
| 270 000 Insurance & Judgments                        | 589,519.03           | 502,425.95           | 506,734.00           |
| 280 000 Debt Services                                | 1,759,607.42         | 1,030,857.41         | 1,030,859.00         |
| 290 000 Other Support Services                       | 213,078.16           | 55,244.66            | 156,137.00           |
| <b>Subtotal Support Sources</b>                      | <b>30,754,637.97</b> | <b>32,927,681.36</b> | <b>34,994,058.00</b> |
| <b>Non-Program Transactions</b>                      |                      |                      |                      |
| 410 000 Inter-fund Transfers                         | 7,713,849.20         | 8,199,539.01         | 8,752,402.00         |
| 430 000 Instructional Service Payments               | 5,064,794.97         | 5,784,000.50         | 5,906,375.00         |
| 490 000 Other Non-Program Transactions               | 11,900.08            | 17,252.81            | 150,000.00           |
| <b>Subtotal Non-Program Transactions</b>             | <b>12,790,544.25</b> | <b>14,000,792.32</b> | <b>14,808,777.00</b> |
| <b>TOTAL EXPENDITURES &amp; OTHER FINANCING USES</b> | <b>85,717,155.65</b> | <b>85,237,100.83</b> | <b>89,647,109.00</b> |

|  |                   |                   |                   |
|--|-------------------|-------------------|-------------------|
| <b>SPECIAL PROJECT FUNDS (FUNDS 21, 23, 29)</b>      |                   |                   |                   |
| 900 000 Beginning Fund Balance                       | 212,116.53        | 211,203.19        | 247,192.74        |
| <b>900 000 Ending Fund Balance</b>                   | <b>211,203.19</b> | <b>247,192.74</b> | <b>247,192.74</b> |
| <b>REVENUES &amp; OTHER FINANCING SOURCES</b>        | <b>226,019.79</b> | <b>390,878.82</b> | <b>0.00</b>       |
| 100 000 Instruction                                  | 190,690.59        | 315,972.92        | 0.00              |
| 200 000 Support Services                             | 36,242.54         | 33,435.59         | 0.00              |
| 400 000 Non-Program Transactions                     | 0.00              | 5,480.76          | 0.00              |
| <b>TOTAL EXPENDITURES &amp; OTHER FINANCING USES</b> | <b>226,933.13</b> | <b>354,889.27</b> | <b>0.00</b>       |

|   |                            |                              |                           |
|---|----------------------------|------------------------------|---------------------------|
| <b>SPECIAL EDUCATION FUND (FUND 27)</b> | <b>Audited<br/>2016-17</b> | <b>Unaudited<br/>2017-18</b> | <b>Budget<br/>2018-19</b> |
| 900 000 Beginning Fund Balance          | 0.00                       | 0.00                         | 0.00                      |
| <b>900 000 Ending Fund Balance</b>      | <b>0.00</b>                | <b>0.00</b>                  | <b>0.00</b>               |



|  |                      |                      |                      |
|--|----------------------|----------------------|----------------------|
| <b>REVENUES &amp; OTHER FINANCING SOURCES</b>            |                      |                      |                      |
| 100 Transfers-in   | 7,697,397.67         | 8,184,464.02         | 8,736,847.00         |
| <b>Local Sources</b>                                     |                      |                      |                      |
| 240 Payments for Services                                | 0.00                 | 0.00                 | 0.00                 |
| 260 Non-Capital Sales                                    | 0.00                 | 0.00                 | 0.00                 |
| 270 School Activity Income                               | 0.00                 | 0.00                 | 0.00                 |
| 290 Other Revenue, Local Sources                         | 0.00                 | 0.00                 | 0.00                 |
| <b>Subtotal Local Sources</b>                            | <b>0.00</b>          | <b>0.00</b>          | <b>0.00</b>          |
| <b>Other School Districts Within Wisconsin</b>           |                      |                      |                      |
| 310 Transit of Aids                                      | 0.00                 | 0.00                 | 0.00                 |
| 340 Payments for Services                                | 0.00                 | 2,415.01             | 0.00                 |
| 380 Medical Service Reimbursements                       | 0.00                 | 0.00                 | 0.00                 |
| 390 Other Inter-district, Within Wisconsin               | 0.00                 | 0.00                 | 0.00                 |
| <b>Subtotal Other School Districts within Wisconsin</b>  | <b>0.00</b>          | <b>2,415.01</b>      | <b>0.00</b>          |
| <b>Other School Districts Outside Wisconsin</b>          |                      |                      |                      |
| 440 Payments for Services                                | 0.00                 | 0.00                 | 0.00                 |
| 490 Other Inter-district, Outside Wisconsin              | 0.00                 | 0.00                 | 0.00                 |
| <b>Subtotal Other School Districts Outside Wisconsin</b> | <b>0.00</b>          | <b>0.00</b>          | <b>0.00</b>          |
| <b>Intermediate Sources</b>                              |                      |                      |                      |
| 510 Transit of Aids                                      | 6,326.09             | 0.00                 | 0.00                 |
| 530 Payments for Services from CCDEB                     | 0.00                 | 0.00                 | 0.00                 |
| 540 Payments for Services from CESA                      | 0.00                 | 0.00                 | 0.00                 |
| 580 Medical Services Reimbursement                       | 0.00                 | 0.00                 | 0.00                 |
| 590 Other Intermediate Sources                           | 0.00                 | 0.00                 | 0.00                 |
| <b>Subtotal Intermediate Sources</b>                     | <b>6,326.09</b>      | <b>0.00</b>          | <b>0.00</b>          |
| <b>State Sources</b>                                     |                      |                      |                      |
| 610 State Aid -- Categorical                             | 2,810,470.00         | 2,799,453.00         | 2,806,530.00         |
| 620 State Aid -- General                                 | 166,931.00           | 84,374.00            | 80,000.00            |
| 630 DPI Special Project Grants                           | 0.00                 | 0.00                 | 0.00                 |
| 640 Payments for Services                                | 0.00                 | 0.00                 | 0.00                 |
| 650 Achievement Gap Reduction (AGR grant)                | 0.00                 | 0.00                 | 0.00                 |
| 690 Other Revenue  | 1,381.68             | 19,000.00            | 0.00                 |
| <b>Subtotal State Sources</b>                            | <b>2,978,782.68</b>  | <b>2,902,827.00</b>  | <b>2,886,530.00</b>  |
| <b>Federal Sources</b>                                   |                      |                      |                      |
| 710 Federal Aid - Categorical                            | 47,970.00            | 21,874.00            | 0.00                 |
| 730 DPI Special Project Grants                           | 1,542,052.12         | 1,905,912.29         | 1,912,857.00         |
| 750 IASA Grants  | 0.00                 | 0.00                 | 0.00                 |
| 760 JTPA   | 0.00                 | 0.00                 | 0.00                 |
| 770 Other Federal Revenue Through Local Units            | 0.00                 | 0.00                 | 0.00                 |
| 780 Other Federal Revenue Through State                  | 365,483.61           | 437,890.79           | 400,000.00           |
| 790 Other Federal Revenue - Direct                       | 0.00                 | 0.00                 | 0.00                 |
| <b>Subtotal Federal Sources</b>                          | <b>1,955,505.73</b>  | <b>2,365,677.08</b>  | <b>2,312,857.00</b>  |
| <b>Other Financing Sources</b>                           |                      | 0.00                 | 0.00                 |
| 860 Compensation, Fixed Assets                           | 0.00                 | 0.00                 | 0.00                 |
| 870 Long-Term Obligations                                | 0.00                 | 0.00                 | 0.00                 |
| <b>Subtotal Other Financing Sources</b>                  | <b>0.00</b>          | <b>0.00</b>          | <b>0.00</b>          |
| <b>Other Revenues</b>                                    |                      |                      |                      |
| 960 Adjustments  | 0.00                 | 0.00                 | 0.00                 |
| 970 Refund of Disbursement                               | 0.00                 | 893.75               | 0.00                 |
| 990 Miscellaneous  | 369.00               | 590.00               | 0.00                 |
| <b>Subtotal Other Revenues</b>                           | <b>369.00</b>        | <b>1,483.75</b>      | <b>0.00</b>          |
| <b>TOTAL REVENUES &amp; OTHER FINANCING SOURCES</b>      | <b>12,638,381.17</b> | <b>13,456,866.86</b> | <b>13,936,234.00</b> |
| <b>EXPENDITURES &amp; OTHER FINANCING USES</b>           |                      |                      |                      |
| <b>Instruction</b>                                       |                      |                      |                      |
| 110 000 Undifferentiated Curriculum                      | 0.00                 | 0.00                 | 0.00                 |
| 120 000 Regular Curriculum                               | 0.00                 | 0.00                 | 0.00                 |
| 130 000 Vocational Curriculum                            | 0.00                 | 0.00                 | 0.00                 |
| 140 000 Physical Curriculum                              | 0.00                 | 0.00                 | 0.00                 |
| 150 000 Special Education Curriculum                     | 8,503,022.11         | 8,727,888.47         | 9,010,543.00         |



|  |                      |                      |                      |
|--|----------------------|----------------------|----------------------|
| 160 000 Co-Curricular Activities                     | 0.00                 | 0.00                 | 0.00                 |
| 170 000 Other Special Needs                          | 41,387.46            | 41,056.34            | 45,696.00            |
| <b>Subtotal Instruction</b>                          | <b>8,544,409.57</b>  | <b>8,768,944.81</b>  | <b>9,056,239.00</b>  |
| <b>Support Sources</b>                               |                      |                      |                      |
| 210 000 Pupil Services                               | 2,164,545.19         | 2,333,801.48         | 2,505,148.00         |
| 220 000 Instructional Staff Services                 | 654,103.56           | 712,234.28           | 762,445.00           |
| 230 000 General Administration                       | 0.00                 | 0.00                 | 0.00                 |
| 240 000 School Building Administration               | 0.00                 | 0.00                 | 0.00                 |
| 250 000 Business Administration                      | 899,265.60           | 978,526.82           | 853,400.00           |
| 260 000 Central Services                             | 0.00                 | 0.00                 | 0.00                 |
| 270 000 Insurance & Judgments                        | 0.00                 | 0.00                 | 0.00                 |
| 280 000 Debt Services                                | 0.00                 | 0.00                 | 0.00                 |
| 290 000 Other Support Services                       | 0.00                 | 0.00                 | 0.00                 |
| <b>Subtotal Support Sources</b>                      | <b>3,717,914.35</b>  | <b>4,024,562.58</b>  | <b>4,120,993.00</b>  |
| <b>Non-Program Transactions</b>                      |                      |                      |                      |
| 410 000 Inter-fund Transfers                         | 0.00                 | 0.00                 | 0.00                 |
| 430 000 Instructional Service Payments               | 376,057.25           | 663,359.47           | 0.00                 |
| 490 000 Other Non-Program Transactions               | 0.00                 | 0.00                 | 759,002.00           |
| <b>Subtotal Non-Program Transactions</b>             | <b>376,057.25</b>    | <b>663,359.47</b>    | <b>759,002.00</b>    |
| <b>TOTAL EXPENDITURES &amp; OTHER FINANCING USES</b> | <b>12,638,381.17</b> | <b>13,456,866.86</b> | <b>13,936,234.00</b> |

#### DEBT SERVICE FUND (FUNDS 38, 39)

|  |                      |                     |                     |
|--|----------------------|---------------------|---------------------|
| 900 000 Beginning Fund Balance                       | 1,710,916.84         | 1,664,275.04        | 1,830,343.16        |
| <b>900 000 ENDING FUND BALANCES</b>                  | <b>1,664,275.04</b>  | <b>1,830,343.16</b> | <b>1,891,311.16</b> |
| <b>TOTAL REVENUES &amp; OTHER FINANCING SOURCES</b>  | <b>5,481,786.51</b>  | <b>5,606,585.75</b> | <b>5,930,105.00</b> |
| 281 000 Long-Term Capital Debt                       | 4,949,144.56         | 4,852,760.13        | 5,274,808.00        |
| 282 000 Refinancing                                  | 0.00                 | 0.00                | 0.00                |
| 283 000 Operational Debt                             | 0.00                 | 0.00                | 0.00                |
| 285 000 Post Employment Benefit Debt                 | 0.00                 | 0.00                | 0.00                |
| 289 000 Other Long-Term General Obligation Debt      | 579,283.75           | 587,757.50          | 594,329.00          |
| 400 000 Non-Program Transactions                     | 0.00                 | 0.00                | 0.00                |
| <b>TOTAL EXPENDITURES &amp; OTHER FINANCING USES</b> | <b>5,528,428.31</b>  | <b>5,440,517.63</b> | <b>5,869,137.00</b> |
| <b>842 000 INDEBTEDNESS, END OF YEAR</b>             | <b>65,596,483.60</b> | <b>0.00</b>         | <b>0.00</b>         |

#### CAPITAL PROJECTS FUND (FUNDS 41, 46, 48, 49)

|  |             |                     |                     |
|--|-------------|---------------------|---------------------|
| 900 000 Beginning Fund Balance                       | 0.00        | 0.00                | 5,178,397.85        |
| <b>900 000 Ending Fund Balance</b>                   | <b>0.00</b> | <b>5,178,397.85</b> | <b>0.00</b>         |
| <b>TOTAL REVENUES &amp; OTHER FINANCING SOURCES</b>  | <b>0.00</b> | <b>5,532,568.99</b> | <b>0.00</b>         |
| 100 000 Instructional Services                       | 0.00        | 0.00                | 0.00                |
| 200 000 Support Services                             | 0.00        | 354,171.14          | 5,178,397.85        |
| 300 000 Community Services                           | 0.00        | 0.00                | 0.00                |
| 400 000 Non-Program Transactions                     | 0.00        | 0.00                | 0.00                |
| <b>TOTAL EXPENDITURES &amp; OTHER FINANCING USES</b> | <b>0.00</b> | <b>354,171.14</b>   | <b>5,178,397.85</b> |

#### FOOD SERVICE FUND (FUND 50)

|  |                     |                     |                     |
|--|---------------------|---------------------|---------------------|
| 900 000 Beginning Fund Balance                       | 1,977,194.16        | 2,625,850.53        | 3,193,824.51        |
| <b>900 000 ENDING FUND BALANCE</b>                   | <b>2,625,850.53</b> | <b>3,193,824.51</b> | <b>2,776,615.51</b> |
| <b>TOTAL REVENUES &amp; OTHER FINANCING SOURCES</b>  | <b>5,069,031.46</b> | <b>5,342,797.81</b> | <b>5,480,465.00</b> |
| 200 000 Support Services                             | 4,420,375.09        | 4,774,823.83        | 5,897,674.00        |
| 400 000 Non-Program Transactions                     | 0.00                | 0.00                | 0.00                |
| <b>TOTAL EXPENDITURES &amp; OTHER FINANCING USES</b> | <b>4,420,375.09</b> | <b>4,774,823.83</b> | <b>5,897,674.00</b> |

#### COMMUNITY SERVICE FUND (FUND 80)

|                                    |             |             |             |
|------------------------------------|-------------|-------------|-------------|
| 900 000 Beginning Fund Balance     | 0.00        | 0.00        | 0.00        |
| <b>900 000 ENDING FUND BALANCE</b> | <b>0.00</b> | <b>0.00</b> | <b>0.00</b> |

|  |             |             |             |
|--|-------------|-------------|-------------|
| <b>TOTAL REVENUES &amp; OTHER FINANCING SOURCES</b>  | <b>0.00</b> | <b>0.00</b> | <b>0.00</b> |
| 200 000 Support Services                             | 0.00        | 0.00        | 0.00        |
| 300 000 Community Services                           | 0.00        | 0.00        | 0.00        |
| 400 000 Non-Program Transactions                     | 0.00        | 0.00        | 0.00        |
| <b>TOTAL EXPENDITURES &amp; OTHER FINANCING USES</b> | <b>0.00</b> | <b>0.00</b> | <b>0.00</b> |

|  |                  |                  |                  |
|--|------------------|------------------|------------------|
| <b>PACKAGE &amp; COOPERATIVE PROGRAM FUND (FUNDS 91, 93, 99)</b> |                  |                  |                  |
| 900 000 Beginning Fund Balance                                   | 0.00             | 0.00             | 0.00             |
| <b>900 000 ENDING FUND BALANCE</b>                               | <b>0.00</b>      | <b>0.00</b>      | <b>0.00</b>      |
| <b>TOTAL REVENUES &amp; OTHER FINANCING SOURCES</b>              | <b>74,717.27</b> | <b>67,560.92</b> | <b>68,143.00</b> |
| 100 000 Instruction  | 64,000.18        | 61,222.40        | 61,805.00        |
| 200 000 Support Services   | 10,717.09        | 6,338.52         | 6,338.00         |
| 400 000 Non-Program Transactions                                 | 0.00             | 0.00             | 0.00             |
| <b>TOTAL EXPENDITURES &amp; OTHER FINANCING USES</b>             | <b>74,717.27</b> | <b>67,560.92</b> | <b>68,143.00</b> |



Date: October 23, 2018

**BUDGET PUBLICATION, 2018-19**  
**Required Published Budget Summary Format**

*A budget summary, notice of the place where the budget in detail may be examined, the time and place for a public hearing on the budget must be published or distributed under s. 65.90. The required minimum detail for the published summary is as follows:*

| <b>GENERAL FUND</b>                                  | <b>Audited<br/>2016-17</b> | <b>Unaudited<br/>2017-18</b> | <b>Budget<br/>2018-19</b> |
|--|----------------------------|------------------------------|---------------------------|
| Beginning Fund Balance                               | 13,568,271.83              | 17,674,908.73                | 18,653,126.39             |
| <b>Ending Fund Balance</b>                           | <b>17,674,908.73</b>       | <b>18,653,126.39</b>         | <b>18,653,126.39</b>      |
| <b>REVENUES &amp; OTHER FINANCING SOURCES</b>        |                            |                              |                           |
| Transfers-In (Source 100)                            | 0.00                       | 0.00                         | 0.00                      |
| Local Sources (Source 200)                           | 8,942,081.11               | 11,060,355.97                | 10,849,360.00             |
| Inter-district Payments (Source 300 + 400)           | 1,153,308.72               | 1,127,433.10                 | 1,151,850.00              |
| Intermediate Sources (Source 500)                    | 0.00                       | 0.00                         | 0.00                      |
| State Sources (Source 600)                           | 69,771,823.18              | 68,694,274.95                | 73,490,474.00             |
| Federal Sources (Source 700)                         | 5,604,240.45               | 5,105,429.64                 | 4,022,425.00              |
| All Other Sources (Source 800 + 900)                 | 4,352,339.09               | 227,824.83                   | 133,000.00                |
| <b>TOTAL REVENUES &amp; OTHER FINANCING SOURCES</b>  | <b>89,823,792.55</b>       | <b>86,215,318.49</b>         | <b>89,647,109.00</b>      |
| <b>EXPENDITURES &amp; OTHER FINANCING USES</b>       |                            |                              |                           |
| Instruction (Function 100 000)                       | 42,171,973.43              | 38,308,627.15                | 39,844,274.00             |
| Support Services (Function 200 000)                  | 30,754,637.97              | 32,927,681.36                | 34,994,058.00             |
| Non-Program Transactions (Function 400 000)          | 12,790,544.25              | 14,000,792.32                | 14,808,777.00             |
| <b>TOTAL EXPENDITURES &amp; OTHER FINANCING USES</b> | <b>85,717,155.65</b>       | <b>85,237,100.83</b>         | <b>89,647,109.00</b>      |

| <b>SPECIAL PROJECTS FUND</b>                   | <b>Audited<br/>2016-17</b> | <b>Unaudited<br/>2017-18</b> | <b>Budget<br/>2018-19</b> |
|--|----------------------------|------------------------------|---------------------------|
| Beginning Fund Balance                         | 212,116.53                 | 211,203.19                   | 247,192.74                |
| <b>Ending Fund Balance</b>                     | <b>211,203.19</b>          | <b>247,192.74</b>            | <b>247,192.74</b>         |
| <b>REVENUES &amp; OTHER FINANCING SOURCES</b>  | <b>12,864,400.96</b>       | <b>13,847,745.68</b>         | <b>13,936,234.00</b>      |
| <b>EXPENDITURES &amp; OTHER FINANCING USES</b> | <b>12,865,314.30</b>       | <b>13,811,756.13</b>         | <b>13,936,234.00</b>      |

| <b>DEBT SERVICE FUND</b>                       | <b>Audited<br/>2016-17</b> | <b>Unaudited<br/>2017-18</b> | <b>Budget<br/>2018-19</b> |
|--|----------------------------|------------------------------|---------------------------|
| Beginning Fund Balance                         | 1,710,916.84               | 1,664,275.04                 | 1,830,343.16              |
| <b>Ending Fund Balance</b>                     | <b>1,664,275.04</b>        | <b>1,830,343.16</b>          | <b>1,891,311.16</b>       |
| <b>REVENUES &amp; OTHER FINANCING SOURCES</b>  | <b>5,481,786.51</b>        | <b>5,606,585.75</b>          | <b>5,930,105.00</b>       |
| <b>EXPENDITURES &amp; OTHER FINANCING USES</b> | <b>5,528,428.31</b>        | <b>5,440,517.63</b>          | <b>5,869,137.00</b>       |

| <b>CAPITAL PROJECTS FUND</b>                   | <b>Audited<br/>2016-17</b> | <b>Unaudited<br/>2017-18</b> | <b>Budget<br/>2018-19</b> |
|--|----------------------------|------------------------------|---------------------------|
| Beginning Fund Balance                         | 0.00                       | 0.00                         | 5,178,397.85              |
| <b>Ending Fund Balance</b>                     | <b>0.00</b>                | <b>5,178,397.85</b>          | <b>0.00</b>               |
| <b>REVENUES &amp; OTHER FINANCING SOURCES</b>  | <b>0.00</b>                | <b>5,532,568.99</b>          | <b>0.00</b>               |
| <b>EXPENDITURES &amp; OTHER FINANCING USES</b> | <b>0.00</b>                | <b>354,171.14</b>            | <b>5,178,397.85</b>       |

| <b>FOOD SERVICE FUND</b>                       | <b>Audited<br/>2016-17</b> | <b>Unaudited<br/>2017-18</b> | <b>Budget<br/>2018-19</b> |
|--|----------------------------|------------------------------|---------------------------|
| Beginning Fund Balance                         | 1,977,194.16               | 2,625,850.53                 | 3,193,824.51              |
| <b>Ending Fund Balance</b>                     | <b>2,625,850.53</b>        | <b>3,193,824.51</b>          | <b>2,776,615.51</b>       |
| <b>REVENUES &amp; OTHER FINANCING SOURCES</b>  | <b>5,069,031.46</b>        | <b>5,342,797.81</b>          | <b>5,480,465.00</b>       |
| <b>EXPENDITURES &amp; OTHER FINANCING USES</b> | <b>4,420,375.09</b>        | <b>4,774,823.83</b>          | <b>5,897,674.00</b>       |

| <b>COMMUNITY SERVICE FUND</b>                  | <b>Audited<br/>2016-17</b> | <b>Unaudited<br/>2017-18</b> | <b>Budget<br/>2018-19</b> |
|--|----------------------------|------------------------------|---------------------------|
| Beginning Fund Balance                         | 0.00                       | 0.00                         | 0.00                      |
| <b>Ending Fund Balance</b>                     | <b>0.00</b>                | <b>0.00</b>                  | <b>0.00</b>               |
| <b>REVENUES &amp; OTHER FINANCING SOURCES</b>  | <b>0.00</b>                | <b>0.00</b>                  | <b>0.00</b>               |
| <b>EXPENDITURES &amp; OTHER FINANCING USES</b> | <b>0.00</b>                | <b>0.00</b>                  | <b>0.00</b>               |

| <b>PACKAGE &amp; COOPERATIVE PROGRAM FUND</b>  | <b>Audited<br/>2016-17</b> | <b>Unaudited<br/>2017-18</b> | <b>Budget<br/>2018-19</b> |
|--|----------------------------|------------------------------|---------------------------|
| Beginning Fund Balance                         | 0.00                       | 0.00                         | 0.00                      |
| <b>Ending Fund Balance</b>                     | <b>0.00</b>                | <b>0.00</b>                  | <b>0.00</b>               |
| <b>REVENUES &amp; OTHER FINANCING SOURCES</b>  | <b>74,717.27</b>           | <b>67,560.92</b>             | <b>68,143.00</b>          |
| <b>EXPENDITURES &amp; OTHER FINANCING USES</b> | <b>74,717.27</b>           | <b>67,560.92</b>             | <b>68,143.00</b>          |

**Total Expenditures and Other Financing Uses**

| <b>ALL FUNDS</b>  | <b>Audited<br/>2016-17</b> | <b>Unaudited<br/>2017-18</b> | <b>Budget<br/>2018-19</b> |
|---|----------------------------|------------------------------|---------------------------|
| <b>GROSS TOTAL EXPENDITURES -- ALL FUNDS</b>                                  | <b>108,605,990.62</b>      | <b>109,685,930.48</b>        | <b>120,596,694.85</b>     |
| <b>Interfund Transfers (Source 100) - ALL FUNDS</b>                           | <b>7,713,849.20</b>        | <b>0.00</b>                  | <b>0.00</b>               |
| <b>Refinancing Expenditures (FUND 30)</b>                                     | <b>0.00</b>                | <b>0.00</b>                  | <b>0.00</b>               |
| <b>NET TOTAL EXPENDITURES -- ALL FUNDS</b>                                    | <b>100,892,141.42</b>      | <b>109,685,930.48</b>        | <b>120,596,694.85</b>     |
| <b>PERCENTAGE INCREASE -- NET TOTAL FUND<br/>EXPENDITURES FROM PRIOR YEAR</b> |                            | <b>8.72%</b>                 | <b>9.95%</b>              |

**PROPOSED PROPERTY TAX LEVY**

| <b>FUND</b>  | <b>Audited<br/>2016-17</b> | <b>Unaudited<br/>2017-18</b> | <b>Budget<br/>2018-19</b> |
|--|----------------------------|------------------------------|---------------------------|
| General Fund   | 7,846,363.00               | 10,554,081.00                | 10,475,810.00             |
| Referendum Debt Service Fund                                 | 4,531,540.00               | 4,536,545.00                 | 4,597,387.00              |
| Non-Referendum Debt Service Fund                             | 833,318.00                 | 935,606.00                   | 998,953.00                |
| Capital Expansion Fund                                       | 0.00                       | 0.00                         | 0.00                      |
| Community Service Fund                                       | 0.00                       | 0.00                         | 0.00                      |
| <b>TOTAL SCHOOL LEVY</b>                                     | <b>13,211,221.00</b>       | <b>16,026,232.00</b>         | <b>16,072,150.00</b>      |
| <b>PERCENTAGE INCREASE --<br/>TOTAL LEVY FROM PRIOR YEAR</b> |                            | <b>21.31%</b>                | <b>0.29%</b>              |



***I. BASIC INFORMATION***

**Topic or Concern:** Security Camera Bid

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

**Your Name and Title:** Sean Winters Director of facilities

**Others assisting you in the presentation:**

**My report is for:** Action

***II. TOPICAL INFORMATION***

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

To receive approval to award the camera RFP bid to TC Networks

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

This RFP will bring the District to all digital cameras as well as proving cameras for schools that have dark spots or no interior cameras at all.

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

This will upgrade any analog camera in the District as well as assist with the security of all of our schools.

**D. What are your conclusions?**

**MOTION:** The Infrastructure Committee recommends that the Board of Education recommend the award for the camera upgrade RFP to TC Networks in the amount of \$158,772.19

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

**Long Term Committed Funds?** No

**BUDGET LOCATION:** 810

**FISCAL IMPACT:** \$158,772.19 Grant Funds



***I. BASIC INFORMATION***

**Topic or Concern:** Replace BMHS Fire Panel

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

**Your Name and Title:** Sean Winters Director of facilities

**Others assisting you in the presentation:**

**My report is for:** Action

***II. TOPICAL INFORMATION***

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

To receive approval to start the bid process

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

The fire panel was just inspected by Simplex and it was recommended to replace the panel due to current issues and the lack of replacement parts

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

We need to be proactive in changing the panel to keep this from becoming an emergency replacement which would only increase our costs as well as preventing us from installing a non-proprietary fire panel.

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

We would like to have a motion passed to move forward with putting out a District RFP to replace the fire panel

**MOTION:** The Infrastructure Committee recommends that the Board of Education recommend to the full Board of Education moving forward with an RFP to replace the fire panel at Beloit Memorial High School.

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

**Long Term Committed Funds?** No

**BUDGET LOCATION:** 810

**FISCAL IMPACT:** One time for building





***I. BASIC INFORMATION***

**Topic or Concern:** Ad Hoc Student Discipline & Governance Membership Approval

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

**Your Name and Title:** Dr. Don Childs, Interim Superintendent

**Others assisting you in the presentation:** John Wong, Student Committee Chair

**My report is for:** Action

***II. TOPICAL INFORMATION***

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

To have board support and approval on the Ad Hoc committee membership.

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

The Student Committee approved the recommended membership to this committee with the understanding that the representation would continue to be expanded to include west side parents, additional primary school teachers and high school teachers and parents.

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

Membership covering all grade levels, both east and west side of the community and all ethnicities has or will be achieved. Members will continue to be sought filling the vacancies so that a diverse group of staff, parents and community members are working together on student discipline and governance issues such as reviewing the code of conduct.

**D. What are your conclusions?**

**MOTION:** The Board of Education approves the membership for the Ad Hoc Student Discipline & Governance Committee.

**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

**ad hoc REVIEW COMMITTEE ON STUDENT GOVERNANCE  
AND CODE OF CONDUCT:  
RECOMMENDED MEMBERSHIP**

**TEACHERS:**

Amber Ball, Robinson  
Yvette Hanson, Aldrich  
David Garcia, Fruzen  
Cristina Douglas, Cunningham  
Jamie Harrison, Cunningham  
Tasha Latin, Cunningham

**PARENTS:**

Monica Garrett, Aldrich  
Maria Ramos, Aldrich  
Kelly Olson, Aldrich  
TBD  
TBD  
TBD

**PRINCIPALS:**

Melody Wirgau, Todd  
Joe Vrydaghs, Aldrich  
Brandye Hereford, Gaston  
Devon LaRosa, Cunningham



***I. BASIC INFORMATION***

**Topic or Concern:** Policy 345.6 RULE 1 Specific Graduation Requirements (Second Reading)

**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:** None

**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 2016-17 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 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 years. And, it will increase the number of students completing the required classes deemed necessary to be ACT ready. Students who successfully complete Algebra, Geometry and Algebra II are exempt from this requirement.

**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 years starting their freshman year is another effort to improve student performance and outcomes in mathematics.

**D. What are your conclusions?**

**MOTION:** The Student Committee recommends that the Board of Education approve the revisions of Policy 345.6 RULE 1 Specific Graduation Requirements for final reading.

**BUDGET LOCATION:** N/A

**FISCAL IMPACT:** N/A

## 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 are required to take a math class each semester during their freshman and sophomore year. Students who have successfully completed Algebra, Geometry and Algebra II are exempt from this requirement. |
| 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 are required to take a math class each semester during their freshman and sophomore year. Students who have successfully completed Algebra, Geometry and Algebra II are exempt from this requirement.

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

REVISED: November 24, 2015  
August 22, 2017  
September 25, 2018

REPRINT: April 5, 2002



***I. BASIC INFORMATION***

**Topic or Concern:** 185 Policy Series on Board Committees Revisions (2<sup>nd</sup> Reading)

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

**Your Name and Title:** Kyle Larsen, Treasurer

**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?**

I recommend approval of minor changes to the policies by the Board of Education.

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

Please see the revisions attached which were approved last month.

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

These are minor revisions to the policies which will help the committee to more governing and less micromanaging.

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

**MOTION:** The Board of Education approves the revisions to Policy 185.3 Staff Committee and 185.4 Infrastructure Committee for final reading.

**BUDGET LOCATION:** n/a

**FISCAL IMPACT:** n/a

## INFRASTRUCTURE COMMITTEE

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

### A. Duties of the Infrastructure Committee:

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

### B. Duties of the Infrastructure Committee Chair:

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

### C. Committee Composition:

The Committee will be composed of two school board members, three staff members, two community members, one student and one parent.

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

APPROVED: March 20, 2018

REVISED:

## COMMUNICATION COMMITTEE

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

### A. Duties of the Staff Committee:

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

### B. Duties of the Communication Committee Chair:

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

### C. Committee Composition:

The Committee will be composed of two school board members, three staff members, two community members, one student and one parent.

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

APPROVED:        March 20, 2018

REVISED:         May 1, 2018



***I. BASIC INFORMATION***

**Topic or Concern:** State Education Convention Attendance in January , 2019

**Which strategy in the Strategic Plan does this support?**

**Your Name and Title:** Pam Charles, Board President

**Others assisting you in the presentation:** Michelle Shope, Board Secretary

**My report is for:** Action

***II. TOPICAL INFORMATION***

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

Board members typically attend the Joint Convention in Milwaukee.

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

See attached convention registration information. The conference dates are January 23-25, 2019.

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

Registration open on November 1st. In order to book hotel rooms in the nearest hotels, members need to determine who will be attending. The WASB Delegate is Kyle Larson and the alternate is Nora Gard, one of whom should attend the delegate assembly. Carpooling when possible is encouraged. If a member is planning to attend, we will need to register before December 7<sup>th</sup> to receive early bird pricing and will need the necessary information for completing the registration.

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

**MOTION:** The Board of Education approves \_\_\_\_\_ attending the Wisconsin State Education Convention in January, 2019 in Milwaukee, Wisconsin.

**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:** 801-Board of Education

**FISCAL IMPACT:** Pricing Information: Early Registration –\$210; Pre-convention Workshop - \$65 each; WASB Breakfast-\$36 Hotels range from \$149 - \$193 and some require a 3 night minimum stay; meals - \$51/day; mileage was 170 miles round trip at \$.545/mi=\$92.65.

One Day Minimum expense (registration, lowest hotel, meals, mileage) = \$440.95 using last year's hotel rates

Three Day Maximum expense (registration, one pre-conv. wkshop, WASB breakfast, highest hotel, meals, mileage) = \$1135.65 using last year's hotel rates



# School District of Beloit Board of Education Report

September 25, 2018

## ***I. BASIC INFORMATION***

**Topic or Concern:** Employment Actions - Exhibit A & B– September 25, 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.

| EMPLOYEE TRANSFER OF ASSIGNMENT 2018-2019 |                 |                                       |                |            |                  |                   |   |  |
|---|-----------------|---------------------------------------|----------------|------------|------------------|-------------------|---|--|
| Name                                      | Location        | Assignment                            | Effective Date | FTE        | Salary           | Other salary info | Notes   |  |
| Support                                   |                 |                                       |                |            |                  |                   |   |  |
| Kevin Murph                               | Kolak           | District Volunteer Coordinator        | 10/1/2018      | 100%       | \$22.00          | per hour          | 1-year grant funded; was Special Ed Para at Aldrich |  |
| NEW EMPLOYMENT                            |                 |                                       |                |            |                  |                   |   |  |
| Name                                      | Location        | Assignment                            | Effective Date | FTE        | Salary           | Other salary info | Notes   |  |
| Administrators                            |                 |                                       |                |            |                  |                   |   |  |
| Lisa Haar                                 | Kolak           | Director for TLI                      | 10/1/2018      | 100%       | \$67,500.00      | base of \$90,000  |   |  |
| Professional Educators                    |                 |                                       |                |            |                  |                   |   |  |
| Heather Albrecht                          | District        | Occupational Therapist                | 10/15/2018     | 100%       | \$40,594.00      | base of \$49,963  |   |  |
| Ellen Brunner                             | McNeel          | Math Interventionist                  | 8/30/2018      | 100%       | \$36,851.66      | base of \$37,837  | 1-year grant funded and 1-year license              |  |
| Adam Eiseman                              | District        | Physical Therapist                    | 10/16/2018     | 100%       | \$52,620.00      | base of \$65,182  |   |  |
| Candace Koning                            | Converse        | Special Ed EC                         | 10/31/2018     | 100%       | \$33,019.00      | base of \$38,657  |   |  |
| Kimberly Miller                           | Memorial        | Family Consumer Ed                    | 9/26/2018      | 100%       | \$32,581.00      | base of \$37,016  | 1-year due to license status                        |  |
| Support                                   |                 |                                       |                |            |                  |                   |   |  |
| Lorelei Allen                             | District        | Occupational Therapy Assist.          | 10/1/2018      | 100%       | \$17.88          | per hour          |   |  |
| Substitutes                               |                 |                                       |                |            |                  |                   |   |  |
| Spencer Anderson                          | varies          | Substitute Teacher                    | 9/27/2018      |            | \$105.00         | per day           |   |  |
| Caitlyn Kiger                             | Varies          | Substitute Teacher                    | 10/1/2018      |            | \$105.00         | per day           |   |  |
| Victoria McAlister                        | Varies          | Substitute Para Educator              | 9/27/2018      |            | \$10.78          | per hour          |   |  |
| Casandra Montes Aguilar                   | Varies          | Substitute Para Educator              | 9/27/2018      |            | \$10.78          | per hour          |   |  |
| Adam Neblock                              | Varies          | Substitute Teacher                    | 9/27/2018      |            | \$105.00         | per day           |   |  |
| Matthew Roegner                           | Varies          | Substitute Teacher                    | 9/27/2018      |            | \$105.00         | per day           |   |  |
| DaQuan Sandlin                            | Varies          | Substitute Teacher                    | 9/27/2018      |            | \$105.00         | per day           |   |  |
| Collin Wise                               | Varies          | Substitute Teacher                    | 9/27/2018      |            | \$105.00         | per day           |   |  |
| Non-Contractual Other                     |                 |                                       |                |            |                  |                   |   |  |
| Kathy Crawford                            | McNeel          | Academic Resource - In-School Support | 10/1/2018      | Timecarded | \$20.30          | per hour          | 1-year grant funded                                 |  |
| Heather Heflick                           | Memorial/BLA    | Graduation Coach                      | 10/2/2018      | Timecarded | \$25.00          | per hour          | 3-year grant funded                                 |  |
| Olivia Potter                             | McNeel          | AVID Tutor                            | 9/25/2018      | Timecarded | \$11.00          | per hour          |   |  |
| Mary Studemann                            | Memorial        | Sub/Curriculum Writing                | 9/11/2018      | Timecarded | \$20.97          | per hour          |   |  |
| REHIRE                                    |                 |                                       |                |            |                  |                   |   |  |
| Professional Educators                    |                 |                                       |                |            |                  |                   |   |  |
| William Frain                             | Converse        | Grade 2                               | 9/27/2018      | 100%       | \$40,400.00      | base of \$46,172  | 1-year replacement                                  |  |
| CHANGE IN EMPLOYMENT STATUS / WAGE        |                 |                                       |                |            |                  |                   |   |  |
| Non-Contractual Other                     |                 |                                       |                |            |                  |                   |   |  |
| Jacob Sytsma                              | Fruzen/Memorial | AVID Tutor                            | 9/25/2018      | Timecarded | \$25.00          | per hour          | correction to rate                                  |  |
| CHANGES IN EMPLOYMENT OFFER               |                 |                                       |                |            |                  |                   |   |  |
| Substitutes                               |                 |                                       |                |            |                  |                   |   |  |
| Matrius Hyler                             | Memorial        | Building Sub                          |                |            |                  |                   | declined  |  |
| RETIREMENTS / RESIGNATIONS / LAYOFFS      |                 |                                       |                |            |                  |                   |   |  |
| Name                                      | Location        | Assignment                            | Effective Date | FTE        | Years of Service | Notes             |   |  |
| Substitutes                               |                 |                                       |                |            |                  |                   |   |  |
| Bellande Betrand                          | Varies          | Substitute Teacher                    | 6/6/2018       |            |                  |                   |   |  |
| Sean Chisholm                             | Varies          | Substitute Para                       | 6/6/2018       |            |                  |                   |   |  |
| Jennifer Skattum                          | Varies          | Substitute Para                       | 8/9/2018       |            |                  |                   |   |  |

  
Dr Donald Childs, Interim Superintendent

  
Tracey Caradine, Executive Director Human Resources



| 2018 - 2019 Addendums |                     |           |  |                |     |           |   |   |
|-----------------------|---------------------|-----------|--|----------------|-----|-----------|---|---|
| Exhibit B             |                     |           |  |                |     |           |   |   |
| 9-25-2018             | Name                | Location  | Assignment                                 | Effective Date | FTE | Salary    | Other salary info                             | Notes                                   |
| COACHES               |                     |           |  |                |     |           |   |   |
|                       | Crawford, Kathy     | McNeel    | Intermediate Softball Coach                | 09-05-2018     |     | 1,538.00  | Additional Coach due to participation numbers |   |
|                       | Johnsn, Justin      | BMHS      | Freshman Boy's Volleyball Coach            | 08-13-2018     |     | 811.00    | Shared Position                               |   |
|                       | Kleinschmidt, Sue   | BMHS      | Freshman Boy's Volleyball Coach            | 08-13-2018     |     | 811.00    | Shared Position                               | Salary Change                           |
|                       | Vogel, Richard      | West Side | Intermediate Assistant Boy's Swim Coach    | 10-19-2018     |     | 2,530.00  |   |   |
|                       | Woelfel, Mark       | Fruzen    | Intermediate Softball Coach                | 09-05-2018     |     | 1,727.00  | Additional Coach due to participation numbers |   |
|                       |                     |           |  |                |     |           |   |   |
|                       |                     |           |  |                |     |           |   |   |
|                       |                     |           |  |                |     |           |   |   |
|                       |                     |           |  |                |     |           |   |   |
|                       |                     |           |  |                |     |           |   |   |
|                       |                     |           |  |                |     |           |   |   |
|                       |                     |           |  |                |     |           |   |   |
|                       |                     |           |  |                |     |           |   |   |
|                       |                     |           |  |                |     |           |   |   |
|                       |                     |           |  |                |     |           |   |   |
|                       |                     |           |  |                |     |           |   |   |
|                       |                     |           |  |                |     |           |   |   |
|                       |                     |           |  |                |     |           |   |   |
| EXTRA-CURRICULAR      |                     |           |  |                |     |           |   |   |
|                       | Everson, Kelley     | District  | District Department Chair-Student Services | 08-23-2018     |     | 1,500.00  | Expulsion Compliance Review                   |   |
|                       | Fox, Carol          | District  | Principal Leadership Mentor                | 09-11-2018     |     | 20,000.00 | Ryan McReynolds                               | Sheila Marshall                         |
|                       | Glosmeyer, Meredith | Hackett   | Spanish Club                               | 09-04-2018     |     | 250.00    | Salary Adjustment                             |   |
|                       | Green, Sue          | District  | Principal Leadership Mentor                | 09-11-2018     |     | 30,000.00 | Michelle Hendrix-Nora                         | Belinda McCarthy and Leah Gordon-Malott |
|                       | Hickman, Barbaa     | District  | Principal Leadership Mentor                | 09-11-2018     |     | 20,000.00 | Devon LaRosa                                  | Ursula Etheridge-Young                  |
|                       | Nunez, Suzette      | Aldrich   | Grade Level Leader                         | 08-23-2018     |     | 1,500.00  |   |   |
|                       | Roman, Kenda        | Gaston    | Lead Professional Educator                 | 08-23-2018     |     | 1,000.00  | Shared Position                               |   |
|                       | Schildt, Heidi      | District  | District School Counselor Department Chair | 08-23-2018     |     | 1,500.00  |   |   |
|                       | Tiffany, Rachel     | District  | District Psychology Department Chair       | 08-23-2018     |     | 1,500.00  |   |   |
|                       |                     |           |  |                |     |           |   |   |
|                       |                     |           |  |                |     |           |   |   |
| BMHS                  |                     |           |  |                |     |           |   |   |
|                       | Andre, Heidi        | BMHS      | Class Advisor - Senior                     | 08-23-2018     |     | 375.00    | Shared Position                               |   |
|                       | Andre, Heidi        | BMHS      | Link Crew                                  | 08-23-2018     |     | 500.00    | Shared Position                               |   |
|                       | Andre, Heidi        | BMHS      | Department Chair - Science                 | 08-23-2018     |     | 2,000.00  |   |   |
|                       | Baldwin, Adrianna   | BMHS      | Class Advisor - Sophomore                  | 08-23-2018     |     | 750.00    |   |   |
|                       | Bartow, Ronald      | BMHS      | Drill Team                                 | 08-23-2018     |     | 1,600.00  |   |   |
|                       | Behrens. Chris      | BMHS      | Band                                       | 08-23-2018     |     | 3,000.00  |   |   |
|                       | Behrens. Chris      | BMHS      | Jazz Band                                  | 08-23-2018     |     | 3,500.00  |   |   |
|                       | Behrens. Chris      | BMHS      | Musical Assistant - Pianist                | 08-23-2018     |     | 1,200.00  |   |   |



| 2018 - 2019 Addendums |                         |          |                                       |                |     |          |                   |       |
|-----------------------|-------------------------|----------|---------------------------------------|----------------|-----|----------|-------------------|-------|
| Exhibit B             |                         |          |                                       |                |     |          |                   |       |
| 9-25-2018             | Name                    | Location | Assignment                            | Effective Date | FTE | Salary   | Other salary info | Notes |
|                       | Behrens, Chris          | BMHS     | Department Chair - Fine Arts          | 08-23-2018     |     | 1,000.00 | Shared Position   |       |
|                       | Capozziello, Anthony    | BMHS     | Department Chair - Business           | 08-23-2018     |     | 1,500.00 |                   |       |
|                       | Carpenter, Elizabeth    | BMHS     | Department Chair - Fine Arts          | 08-23-2018     |     | 1,000.00 | Shared Position   |       |
|                       | Churches, Heather       | BMHS     | Latino Club                           | 08-23-2018     |     | 1,000.00 | Shared Position   |       |
|                       | Davis, Ken              | BMHS     | Department Chair - Math               | 08-23-2018     |     | 1,000.00 | Shared Position   |       |
|                       | Dekok, Andre            | BMHS     | Class Advisor - Senior                | 08-23-2018     |     | 375.00   | Shared Position   |       |
|                       | Dekok, Andre            | BMHS     | Link Crew                             | 08-23-2018     |     | 500.00   | Shared Position   |       |
|                       | Dray, Kari              | BMHS     | Musical Assistant - Choreographer     | 08-23-2018     |     | 1,200.00 |                   |       |
|                       | Farmer, Tammy           | BMHS     | Student Senate                        | 08-23-2018     |     | 400.00   | Shared Position   |       |
|                       | Fink, Breja             | BMHS     | Newspaper                             | 08-23-2018     |     | 2,607.00 |                   |       |
|                       | Flynn, Matt             | BMHS     | National Honor Society                | 08-23-2018     |     | 550.00   |                   |       |
|                       | Gamble, Kim             | BMHS     | Department Chair - Physical Education | 08-23-2018     |     | 2,000.00 |                   |       |
|                       | George, Kelly           | BMHS     | Student Senate                        | 08-23-2018     |     | 400.00   | Shared Position   |       |
|                       | Hoey, James             | BMHS     | Department Chair - Social Studies     | 08-23-2018     |     | 2,000.00 |                   |       |
|                       | Horvath, Julie          | BMHS     | Department Chair - World Language     | 08-23-2018     |     | 1,000.00 | Shared Position   |       |
|                       | Johnson, Sara           | BMHS     | Department Chair - English            | 08-23-2018     |     | 2,000.00 |                   |       |
|                       | Lemirand-Poepping, Dawn | BMHS     | Key Club                              | 08-23-2018     |     | 1,000.00 |                   |       |
|                       | Link, Candice           | BMHS     | MEO Coordinator                       | 08-23-2018     |     | 1,000.00 | Shared Position   |       |
|                       | Lopez-Arteaga, Andrea   | BMHS     | French Club                           | 08-23-2018     |     | 500.00   |                   |       |
|                       | Michels, Brian          | BMHS     | Department Chair - Career & Tech Ed.  | 08-23-2018     |     | 1,500.00 |                   |       |
|                       | Paulson, Becky          | BMHS     | Department Chair - World Language     | 08-23-2018     |     | 1,000.00 | Shared Position   |       |
|                       | Powers, Nicole          | BMHS     | Class Advisor - Freshman              | 08-23-2018     |     | 750.00   |                   |       |
|                       | Prowse, Deb             | BMHS     | Department Chair - Math               | 08-23-2018     |     | 1,000.00 | Shared Position   |       |
|                       | Stibbe, Eric            | BMHS     | Musical Assistant - Tech. Director    | 08-23-2018     |     | 1,200.00 |                   |       |
|                       | Wallendal, Greg         | BMHS     | Dramatics (Fall Play)                 | 08-23-2018     |     | 1,978.00 |                   |       |
|                       | Wallendal, Greg         | BMHS     | Musical Assistant - Director          | 08-23-2018     |     | 4,583.00 |                   |       |
|                       | Wallendal, Greg         | BMHS     | Stage Manager                         | 08-23-2018     |     | 1,505.00 |                   |       |
|                       | Wells, Kelly            | BMHS     | LEOS                                  | 08-23-2018     |     | 500.00   |                   |       |
|                       | Westphal, Ben           | BMHS     | Choir                                 | 08-23-2018     |     | 3,000.00 |                   |       |
|                       | Westphal, Ben           | BMHS     | Musical Assistant - Asst. Director    | 08-23-2018     |     | 1,200.00 |                   |       |
|                       | Westphal, Ben           | BMHS     | Musical Assistant - Pit Director      | 08-23-2018     |     | 1,200.00 |                   |       |
|                       |                         |          |                                       |                |     |          |                   |       |
|                       |                         |          |                                       |                |     |          |                   |       |
| TODD                  |                         |          |                                       |                |     |          |                   |       |
|                       | Bolar, Nan              | Todd     | Just Say No                           | 08-23-2018     |     | 300.00   |                   |       |
|                       | Dorst, Ava              | Todd     | PBIS Support                          | 08-23-2018     |     | 400.00   |                   |       |
|                       | Fuentes, Mary Ellen     | Todd     | Lead Professional Educator            | 08-23-2018     |     | 1,000.00 | Shared Position   |       |
|                       | Fuentes, Mary Ellen     | Todd     | Yearbook                              | 08-23-2018     |     | 166.67   | Shared Position   |       |

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